

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

TRAN PHUONG DUNG

**A STUDY ON TECHNIQUES TO TEACH ENGLISH VOCABULARY TO
4TH GRADES AT LE VAN TAM PRIMARY SCHOOL**

**(Nghiên cứu về kỹ thuật dạy từ vựng Tiếng Anh cho học sinh lớp 4 tại trường Tiểu
học Lê Văn Tám)**

M.A THESIS

Field: English Linguistics

Code: 8220201

THAI NGUYEN - 2019

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

TRAN PHUONG DUNG

**A STUDY ON TECHNIQUES TO TEACH ENGLISH VOCABULARY TO
4TH GRADES AT LE VAN TAM PRIMARY SCHOOL**

**(Nghiên cứu về kỹ thuật dạy từ vựng Tiếng Anh cho học sinh lớp 4 tại trường Tiểu
học Lê Văn Tám)**

M.A THESIS

Field: English Linguistics

Code: 8220201.

Supervisor: Nguyen Thi Quyet,Ph.D

THAI NGUYEN - 2019

DECLARATION

-----*****-----

I certify that the minor thesis entitled “**A study on techniques to teach English vocabulary for 4th graders at Le Van Tam primary school**” is mine in the fulfillment of the requirement for the Degree of Master of Arts at Foreign Language Faculty, Thai Nguyen University. It has not been published elsewhere.

Signature:

Tran Phuong Dung

Thai Nguyen, 2019

ACKNOWLEDGEMENT

I would like to, first of all, express my deepest thanks to Dr. Nguyen Thi Quyet, who I believe is the most wonderful supervisor for her valuable instructions, criticism, comments, corrections and her kind encouragement while I was carrying out this study. She helped to make my research a serious task to fulfill by her enthusiasm.

Secondly, I also wish to express my deep gratitude to the teachers: Mrs Bui Ngoc Mai, Mrs Ha Le Mai, and Mrs Nguyen Thi Huyen Nga for their assistances and invaluable contribution in the study and especially for their comments and suggestions in the data collection procedures.

Moreover, my appreciation and gratitude are also extended to 36 Grade 4 pupils at Le Van Tam primary School who helped me to finish the study in the data collection procedure and for their support.

Next, I would like to convey my thanks to my family, all of my friends who encouraged me to take this task and many others who have assisted. Without their support and assistance, the implementation of this study would have not been possible.

Finally, I am aware that despite all the advice and assistance, the thesis is far from perfect; it is, therefore, my sole responsibilities for any inadequacies that it may be considered to have.

ABSTRACT

Most learners and teachers understand the importance of vocabulary acquisition. In recent years, second language vocabulary acquisition has become an increasingly interesting topic of discussion for teachers because vocabulary plays a crucial role in language learning.

This minor thesis reflects the effectiveness of using the techniques of teaching vocabulary to 36 grade 4 pupils at Le Van Tam primary school during eight weeks of learning and interaction. English teacher use the techniques and activities such as using series of picture shown on projector in the classroom.

Three research instruments including observation; interview and test are designed to investigate the effectiveness of using techniques of teaching vocabulary to primary students.

The results showed that after using the techniques of teaching vocabulary, the pupils can speak and remember new words effectively for a longer time. Moreover, they are interested in studying English subject in classroom.

TABLE OF CONTENTS

DECLARATION:	i
..	
ACKNOWLEDGEMENT:	ii
..	
ABSTRACT:	iii
..	
LIST OF CHARTS:	vi
LIST OF FIGURES:	vii
CHAPTER 1: INTRODUCTION:	1
1.1. Rationale for the study:	1
1.2. Aims of the study:	2
1.3. Research questions:	2
1.4. Significance of the study:	2
1.5. Scope of the study:	3
1.6. Design of the study:	3
CHAPTER 2: LITERATURE REVIEW:	4

2.1.	4
Vocabulary:	
2.1.1. Definition of	4
vocabulary:	
2.1.2. Classification of	6
vocabulary:	
2.2. Roles of vocabulary in teaching and	10
learning:	
2.2.1. Learning English	11
Vocabulary:	
2.2.2. Teaching English	11
Vocabulary:	
2.3. The main principles in teaching	12
vocabulary:	
2.3.1. Decision about	12
content:	
2.3.2. Word	13
aspects:	
2.4. Techniques of teaching vocabulary to primary	17
students:	
2.5. Review of related	20
studies:	
CHAPTER 3:	22
METHODOLOGY:	
3.1.	22
Participants:	
3.2.	22
Materials:	

3.3. Instruments and procedures:.....	23
3.3.1. Observation:.....	23
3.3.2. Interview:.....	25
3.3.3. Test:.....	27
CHAPTER 4: FINDINGS AND DISCUSSION:.....	31
4.1. Results:.....	31
4.1.1. Observation:.....	31
4.1.2. Interview:.....	32
4.1.3. Test:.....	34
4.1.3.1. The results of pre-test:.....	34
4.1.3.2. The result of post-test:.....	37
4.1.3.3. Comparing the results of the control and experimental groups:.....	40
4.2. Discussion:.....	41

CHAPTER 5:	44
CONCLUSION:	
5.1.	44
Recapitulation:	
5.2. Limitation of the	45
study:	
5.3. Pedagogical	45
implication:	
REFERENCES:	I
.....	
APPENDIX	II
1:	
APPENDIX	V
2:	
APPENDIX	VII
3:	I
APPENDIX	IX
4:	
QUESTIONS INTERVIEW	X
TEACHERS:	
TEACHER’S	XI
PLAN:	

LIST OF CHARTS

Table 4.1 The result of observation the teaching vocabulary to control group:.....	31
Table 4.2 The result of observation the teaching vocabulary to experimental group:.....	31
Table 4.3 The average total scores of the pre-test for the experimental group and the control group:.....	35
Table 4.4 The average total scores of the post-test for the experimental group and the control group.....	37
Table 4.5: the number of participants and percentage of participants' number of scores on the post-test of the control group and experimental group.....	38
Table 4. 6: Pre and post score on the vocabulary knowlegde for the control group....	40
Table 4. 7: Pre and post score on the vocabulary knowlegde for the experimental group.....	40
Table 4.8: The result average score between the control group and experimental group.....	40

LIST OF FIGURES

Figure 4.1: The percentage of participants' number of scores on pre- test between the control group and the experimental group.....	36
Figure 4.2: The percentage of participants' number of scores on the post-test of the control group and experimental group.....	39
Figure 4.3: The result average score between the control group and experimental group.....	41

CHAPTER 1: INTRODUCTION

1.1. Rationale for the study

As we know, language always plays a vital role in human life. Because it is a useful tool for people to communicate with each other, transfer information or share emotion with others. Each country in the world has its own language, even in one country there are many different languages spoken and written. English is known as an international language, and used in many countries in the world. English helps people to communicate with any citizens of any countries in the world, and to approach the civilized world. Being fluent in English is premise for us to step into a bright future. Thus, learning English is quite necessary for each student, and it should be learnt when they are still pupils of primary schools. Therefore, English has become one of main subjects at schools. Pupils have to accumulate necessary knowledge of English to apply this knowledge to daily lives, update the information in the Internet, media network.

The ultimate goal of teaching and learning English is to help students acquire the language skills. Language competencies are expressed in 4 types of activities corresponding to 4 skills: listening - speaking - reading - writing. To help students develop these 4 skills, they must equip themselves with a certain vocabulary. Learning and memorizing English vocabulary, learners must have regular, long-term training with different forms. Teaching English vocabulary is not new to teachers and primary students but to learn and teach effective English vocabulary to help students memorize and use vocabulary to develop 4 skills of listening-speaking-reading-writing, it is still difficult for both teachers and primary school students.

For primary students, learning English is mainly in communicative sentences or simple phrases. A very important content is that students need to learn and use many vocabulary words, build vocabulary for later use. Therefore, teaching vocabulary that meets this requirement is essential for students. However, for primary students, they are not be able to concentrate as long as adults.

Therefore, teachers need to find ways to teach vocabulary to interest students. This will help them love the subject and remember vocabulary better. We focused on studying the topic **“A study on techniques to teach English vocabulary to 4th graders at Le Van Tam**

primary school” with the hope to help learners improve English vocabulary, and improve the quality of teaching at Le Van Tam Primary School.

1.2. Aims of the study:

Researching the techniques to teach English vocabulary for students of primary schools will help teachers and students understand thoroughly the role, importance of teaching and learning vocabulary in study and daily communication of English. If we have no vocabulary, we do not have language, because word is the smallest unit to create a sentence. The increasing number of vocabulary assists understanding and communicating effectively. In any English-studying courses, learning vocabulary is considered as main purpose.

Helping students study vocabulary effectively is meant that we create premise basis for them to learn English fast, and create steady basis for students to higher study. Then, they can apply vocabulary to speak and write language, guess the meaning of words though easy-hard exercises

In short, the aims of the study are:

- To investigate the effectiveness of using techniques of teaching English in improving vocabulary for primary students.
- To find out the ways teaching engages students into the classroom activities.

The findings of this research were expected to be helpful for English language teachers, especially those who work with primary students.

1.3. Research questions:

This research is conducted in response to investigating the following research questions.

- 1. How do the techniques of teaching help students improve vocabulary?*
- 2. To what extent does the technique of teaching vocabulary engage pupils remember words?*

Each of the proposed questions will be addressed in the analysis and discussion section of the research paper.

1.4. Significance of the study:

The study collects data from both teachers’ and students’ side to have an overall view of how the students view their problems. The purpose of this research paper is that learners at Le

Van Tam primary school have to acknowledge their own problems and difficulties with vocabulary so that they can find ways to improve their weaknesses. The self-perception of errors in combination with teachers' feedback hopefully will help them improve the current drawbacks in the teaching and learning of English vocabulary. This study will help students grow awareness of vocabulary problems that they might have not noticed before and raise some suggestion for the improvement of the problems.

This research study is to acquire the results that can be beneficial to both pupils and teachers at Le Van Tam primary school.

Pupils: The result of this study is helpful to pupils. They clearly acknowledge the importance of techniques of teaching by using series of picture shown on projector with the hope of improving vocabulary size. This research also pointed out some of pupils' common difficulties to memorize words with old teaching methods.

English teachers: The result of this study provides teachers with the recognition of some common difficulties in remembering vocabulary as well as word meaning which their pupils had to face with when learning a new word. This research also found out the most interesting way to engage students in class

1.5. Scope of the study:

Due to the limitation of teaching period and conditions, this topic shall only apply for teaching vocabulary for students of primary schools.

1.6. Design of the study:

This study consists of five chapters:

Chapter 1- Introduction- presents rationale, aims, research questions, significance, scope and design of the study.

Chapter 2- Literature review- reviews the theory of vocabulary and related studies

Chapter 3- Methodology- provides the methods that the researcher uses in the paper. Data collection and analysis are also presented in this chapter.

Chapter 4- Findings and discussion- Analysis and gives some suggestions for the teachers to teach English vocabulary with view to help students improve their words.

Chapter 5- Conclusion- Summarizes all the key issues as well as the limitations of the study and makes suggestions for further research.

CHAPTER 2: LITERATURE REVIEW

This chapter provides the theory and research to support and make the study more clearly. The first section gives an overview of vocabulary including definitions and its conception. The second section is about roles of vocabulary in teaching and learning. The third section discusses the main principles in teaching vocabulary for primary students. the fourth section is about techniques of teaching vocabulary to primary students and the last section is about review of related studies.

2.1 Vocabulary:

Vocabulary is an essential building block of language because it is the element that links the four skills of speaking, listening, reading and writing all together. In order to overcome the challenges of specialized usage of vocabulary, learners need to be taught and

learn about the definition and different types of vocabulary, their usage, and specific methods that will help them acquire vocabulary. Vocabulary is the useful tool for the pupils in their efforts to use English effectively. When faced with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, pupils will always need to have a large number of words to do this.

In the next section, the paper will present content related to vocabulary such as definition, classification, roles as well as the main principle in teaching English vocabulary.

2.1.1: Definition of vocabulary:

Vocabulary is an important and necessary aspect of language. To master a language, learners should have a thorough grasp of the vocabulary of the language. This means that learners cannot use a language without having knowledge about vocabulary of that language. There have been many different definitions of vocabulary. According to Pyles and Algae (1970), when people think about language, they think just about words. They assert that “*the vocabulary is the focus of language. It is in words that we arrange together to make sentences, conversation and discourse of all kinds*” Ur (1996, p.60) also noted that “*vocabulary is the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: a compound of two or three words or multi-word idioms*”. Joklova (2009) stated that vocabulary is a list of words and their combination in particular language. Vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs (Komachali & Khodareza, 2012). Vocabulary learning can be applied in classroom activities by teachers by considering the level of language proficiency of the students so successful and effective vocabulary learning can be reached. The word “vocabulary” came from the Latin word “vocabulary” which means “name”. It has come to English since 16th century. In the Macmillan English Dictionary, the word “vocabulary” means “all the words in a particular language”. Each linguist gives his own definition. Lewis (1993, p.89) states that “*vocabulary may be individual words or full sentences-institutionalized utterances that convey fixed social or pragmatic meaning within a given community*”.

It can be concluded that vocabulary is words are useful in all skill in English, even in productive and receptive forms. It shows that vocabulary is the key to achieve all skills and it the basic unit in a language.

Harmer (1991, p.153) indicated that *“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”*. Knowing a word means being able to do thing with it: to recognize it in connected speech or in print, to access its meaning, to pronounce it and to be able to do these things within fraction of a second (Stahl & Fairbanks, 1986).

Young (2009) defines vocabulary in four ways: the meaning of words, how the words are used, root words, prefixes, suffixes and analogies. While Hornby (1974:959) defines vocabulary in three ways: total number of words (with rules for combining them) which make up a language, range of words known to a person and containing a list of words with definition or translation. Next, Nunan (2003:130-132) defines vocabulary in three ways: multiword unit, word families and core meanings.

To summarize, vocabulary is the total number of all the words that a language possesses including single words, two or three words items expressing single idea and multi-word idioms of which meaning cannot be deduced from the analysis of the component words but only understood in the sentences; or in contexts, etc.

2.1.2. Classification of vocabulary:

Thornbury (2002: 3) states that knowing how words are described and categorized can help us understand the decisions that syllabus planners, materials writers and teacher make when it comes to the teaching of vocabulary. There are some kinds of vocabulary:

Noun:

Nouns are words that used to name a person, animal, place, or thing. Seaton (2007: 5) states every name is called a noun. Azar (2006: 158) suggest that a noun is used as the subject of sentence, as the object of verb and a noun is also used as the object of a preposition.

There are some kinds of nouns:

1. Countable nouns
2. Uncountable noun

3. Singular nouns
4. Plural nouns
5. Common nouns
6. Proper Nouns
7. Concrete Nouns
8. Abstract Noun
9. Collective Nouns

Pronoun:

Pronoun is the words that used to replace the noun when we want to refer to people or things without continually repeating their names. Seaton (2007: 44) states pronoun is a word that takes the place of a common noun or a proper noun. Azar (2006: 164) suggest that pronoun has the same meaning as a noun. It is divided into some types as follow.

1. Personal pronouns
2. Possessive pronoun
3. Reflexive pronouns
4. Demonstrative pronoun
5. Interrogative pronoun.

Verb :

Verbs are words that show an action or an event or being. Whatever we are doing can be expressed by using a verb. Jeremy Harmer (1998: 37) suggest that verb is a word (or group of words) which is used in describing an action, experience or state. Verb classified into three types such as:

1. Transitive
2. Intransitive verb.
3. Auxiliary verb

Adjective:

Adjective is word that used to explain noun by describing, identifying, or quantifying. Jeremy Harmer (1998: 37) suggests that adjective is a word that gives more information about a noun or pronoun. Ron Cowan (2008: 238) states that adjective describe the properties of an

entity that a noun represents. Sargeant (2007: 32) states that adjectives describe nouns and pronouns. They give you more information about people, places, and things. There are some types of adjective:

1. Qualitative adjective
2. Proper adjectives
3. Quantitative Adjectives

Adverbs:

Adverbs are the words that used to clarify verbs, adjectives and the whole sentences. Commonly an adverb will tell you when, where, how, in what manner or to what extent an action is performed. Jeremy Harmer (1998: 37) states adverb is a word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Ron Cowan (2008: 251) states adverbs can modify adjectives, other adverbs, verbs, and clauses. There some types of adverbs:

1. Adverb of manner
2. Adverb of time
3. Adverb of place
4. Adverb of degree
5. Adverb of Frequency
6. Interrogative adverb.
7. Relative adverb
8. Inversion

Prepositions:

Preposition is words that used to connect one word with the others. Seaton (2007: 132) states preposition is words that connect one thing with another, showing how they are related. Sargeant (2007: 101) states that prepositions are words that show a connection between other words. For instance: in, by, between, through, at, for, next to, up to, in front of, as well as, etc. There are some kinds of preposition:

1. Preposition of place
2. Preposition of time

3. Preposition of direction

Conjunctions:

Seaton (2007:135) write that a conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences. Sargeant (2007: 109) suggest that conjunctions are words used to link words, phrases or clauses. There are some types of conjunctions;

1. Coordinating conjunction
2. Subordinating conjunction

Determiner:

Seaton (2007: 71-75) states determiner are words such as this, those, my, their, which. They are special adjectives that are used before nouns. The words a, an, and the belong to this group of words called determiner. There are some types of determiner:

1. Demonstrative determiners
2. Interrogative determiners
3. Possessive determiners
4. Quantifying determiners
5. Numbers

With different criteria, vocabulary can be classified in three common ways as below:

According to the concept of morpheme:

McCarthy (1990) stated there are three kinds of vocabulary: simple word, derived word and compound word. A simple word has only one root morpheme, for example: ruler, small, tall, young, old, new, bag, book. A derived word has a root morpheme and one or more than one affixation morphemes, like: unable, unaccepted, helpfulness, homeless, childless. A compound word has at least two roots with or without affixation morphemes, e.g.: newspaper, goldfish, highway, end zone, high school, health care, and mother-in-law.

According to the meaning:

In the sense of words, vocabulary can be divided into two groups: notional words and functional words (Read, 2000, p.18). The first group includes words with their full designation: nouns, verbs, adjectives, adverbs, etc. They name objects, actions, qualities and meanings in

themselves. Functional words are to service the notional words. Functional words cannot form a sentence. They only have meanings in relation to other words with which they are used. They are particles, articles, prepositions, conjunctions and link verbs

According to the use of word:

According to Jeremy Harmer in the language test, there are two kinds of vocabulary: active and passive vocabulary. However, there is a big difference between them.

Passive vocabularies are words which a student can understand but cannot say or write. Passive vocabularies are useful for receptive skills such as reading and listening. By contrast, active vocabularies are words which students can both understand and use in communication. Active vocabularies are useful for the productive skills such as speaking or writing.

The active and passive vocabulary of a learner changes constantly.

The majority of English learners find writing more difficult than reading; and speaking more difficult than listening. The good news about this is: this is natural and it's what you want to have. It's what native English speakers have too. Native speakers can understand more than they can use in every day conversation, for example, *"I love watching Dr. House and I can understand most of what he says when they are talking about medical situation but I can't use this type of vocabulary in an active way when I'm speaking"*. So, the number of words that you understand will always be bigger than the number of words that you can use a conversation.

The total number of passive vocabulary is always larger than the total number of active vocabulary in learner's whole life.

Learners can understand many more words than they use in their own conversations.

In order to learn vocabulary well, we take a lot of practice and context connections.

In other words, one word has different meanings in different contexts. We cannot remember and use all words exactly at the same time. Although you have a great of English vocabulary, you cannot use these words and phrases when you communicate.

2.2 Roles of vocabulary in teaching and learning:

One of the factors that help you use foreign languages, especially English, is vocabulary. You may not be interested in the grammar of English but cannot ignore the vocabulary which is a factor, is a necessary condition to help you communicate your feelings and thoughts.

There is no one ignores the process of learning vocabulary, especially common English, because English vocabulary is an important cell forming your ability to use foreign languages. D. A. Wilkins said "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." Rivers (1981) also emphasizes the important role of vocabulary in a language: "language is not a dry bone. It is a living growing entity, clothed in the flesh of words" (cited in Hoang, 1985, p.23).

Vocabulary plays an important role in learning and teaching foreign languages. Rich vocabulary helps teachers and learners acquire English as a foreign language (Nunan, 1991). Learning vocabulary has become an essential part of learning a foreign language. The number of vocabulary taught in language learning will depend on the objectives of the course and the amount of time spent on teaching.

From what have been discussed above, it can be concluded that with non- native speakers in general, college students in particular, vocabulary is needed as first in order to survive. If a learner has a wide vocabulary, he can get himself understood and understand other easily. On the contrary, if it is limited, he will have difficult in doing so. Therefore, vocabulary is a "must" for all English learners to acquire by all means.

The important role of vocabulary raises question of how can learners increase their vocabulary knowledge. Prator and Murcia (1979) stated that "Vocabulary is expanded as fast as possible since the acquisition of vocabulary is considered more important than grammar skill" (p.73). As a result, it goes without saying that teaching and learning vocabulary is a very crucial aspect in foreign language methodology. Nevertheless, it is also one of the hardest things to do, especially when you have reached a certain level. Learning vocabulary is a process requiring time and effort investment. In vocabulary teaching, teachers are advised to organize various learning activities to create motivation for learners.

2.2.1 Learning English vocabulary:

Mastering vocabulary is an extremely important factor in practicing proficiently four main skills in English such as speaking, reading, writing and listening.

Moreover, improving and supplementing foreign language vocabulary always gives learners some challenges. As stated in Harmer (2002, p.2), challenges are creating precise

connections, understanding foreign languages between the form and meaning of words and distinguishing the meaning of words that are closely related.

Learning vocabulary is a process; we can't learn them for a moment. In order to have an effective process, learners need to be in good study conditions to acquire vocabulary proficiency. Moreover, Thornbury (2002, p.2) said that a good learning environment will help learners acquire an important amount of words to use in both understanding and creating language. Moreover, learners will be able to memorize vocabulary for a long time and easily practice while communicating.

2.2.2 Teaching English Vocabulary:

Vocabulary is the key to acquiring English language, because according to Celce and Murcia (2001, p. 285) vocabulary teaching is the most important first step in helping students acquire language even though language it is a native language or a second language.

According to Hornby (1995, p.125), teaching is a teacher who guides knowledge, conveys knowledge and skills to students in the most comprehensible way. Based on that explanation, teaching vocabulary is an activity that teachers provide students with knowledge of vocabulary and ways to use it in everyday life.

Teaching English vocabulary is not particularly easy for elementary students. Some people say that teaching vocabulary is only a waste of time because the number of vocabulary is unlimited and students cannot remember them. However, it is undeniable that English teachers first teach English vocabulary better than other aspects of this language, such as grammar, speaking, and reading and writing. If students know more vocabulary, they will easily learn another aspect of the English language.

2.3 The main principles in teaching vocabulary:

2.3.1. Decision about content:

Before considering the major principles in vocabulary teaching, we need to pay special attention to the problem where we will choose vocabulary to teach students. According to Ruth Gairns and Stuart Redman (1999,p.54) there are four main vocabulary sources that teachers can use to teach students such as student books, teacher books, supplementary materials, and vocabulary activities specifically designed by teachers.

Student books: This book includes readings, conversations, listening and speaking lessons. After each lesson, there will be activities to present, students can practice speaking and practicing grammar structures. Even instructions for class activities can create a new vocabulary.

Teacher books: This book contains specific instructions on how to teach students to learn vocabulary, grammar, listening, and doing homework.

Supplementary material: these materials are selected by teachers for the teaching of related lessons.

Specific vocabulary activities: they are designed by teachers for their specific student groups.

2.3.2 Word aspects:

Ur (1998) listed five aspects that the learner should master and the teacher should teach in order to help the learners in mastering vocabulary as below:

- Form (pronunciation and spelling)
- Grammar
- Collocation
- Aspect of meaning (Denotation, connotation, appropriateness and meaning relationship).
- Word formation

Among these aspects, the common aspects to teach vocabulary to young learners in Elementary School are form (its spelling and pronunciation) and the meaning (its denotation meaning). Meanwhile, Nation (1990) mentions two kinds of vocabulary learning. They are receptive learning and productive learning. Receptive learning is the ability to recognize a word and recall its meaning when it is met. Then, productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time.

According to Cross (1991) the procedure of teaching vocabulary can be divided into three stages:

- Presentation: In this stage, the teachers can use various techniques mentioned in the previous discussion. However, the teachers have to be careful in selecting the techniques that they use in teaching activity.

- Practice: In the second stage, the teacher gives exercises for students to practice the items being learnt. Making completion, matching, words classification, etc are several examples of exercises that can be used.

- Production: In this stage students are expected to apply the newly learnt vocabulary through the speaking activities or writing activities.

Grains and Redman (1986, p.13-52) indicated that there are several aspects of lexis that need to be taken into account when teaching vocabulary:

- Boundaries between conceptual meanings: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g: bowl, cup and mug).

- Polysemy: distinguishing between the various meaning of a single word form with several and closely related meanings (e.g: head: of a person, of a pin and of an organization).

- Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g: a file: used to put paper in or a tool).

- Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g: see, sea).

- Synonym: distinguishing between the different shades of meaning that synonymous words have (e.g: big, huge).

- Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. Socio-cultural associations of lexical items are another important factor.

- Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

- Translation: awareness of certain differences and similarities between the native and the foreign language.

- Chunks of language: multi-word verbs, idioms, strong and weak, collocation, lexical phrases.

- Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g: buy, bought, buying)

- Pronunciation: ability to recognize and reproduce items in speech.

In short, according to Penny Ur (1996), when teachers begin to teach a new English word, they should provide their students with pronunciation, spelling, meaning, collocation and aspect of meaning.

Wordform:

When teaching a word, teachers need to introduce students to both the pronunciation and spelling of that vocabulary. Because standard pronunciation is extremely important and necessary, you will make it easier for listeners to understand. People can communicate together regular.

Moreover, when pronounced correctly, it is very helpful for listening skills. You will hear more easily in listening to videos, radio or conversation. If you mispronounced a word, surely, when you will not understand what people are saying. Therefore, if you want to listen well, you must pronounce correctly.

However, when learning English pronunciation, Vietnamese people feel very difficult, even they cannot pronounce some difficult words. The main reason is that many sounds in English are not in Vietnamese and our pronunciation is differing from English pronunciation. This is the main obstacle for Vietnamese people when learning English. For example, Vietnamese doesn't have sound /dʒ/, /j/, /θ/...like in English, so Vietnamese people often meet with difficulties to pronounce these sounds.

Moreover, Vietnamese does not pay attention to the final consonants in words and sentences, so when they speak English they often ignore final consonants. In addition, Vietnamese does not distinguish between short vowels and long vowels sounds so it is difficult to identify the correct transcription of words without looking up dictionary. E.g. foot /fot/ and food /fu:d/; bit /bit/ and beat /bi:t/.

Besides, it is understandable when we consider the number of homophones in English such as Son (con trai) and Sun (mặt trời), Buy (mua), Bye (tạm biệt) and By (băng qua, bởi). Thus, during process of teaching, teachers should teach students understand the functions of words, help them write correct transcription of the words as well as how to use the words. At the same time, teacher should help students practice sounds more and more give them more variety of pronunciation practice as well.

Grammar:

Besides learning pronunciation, the grammar of a new word also plays an important role in teaching and learning English. Grammar function, the unpredictable change of form in certain grammatical contexts, the regularity and irregularity, the singular and plural forms of the new words should be taught to learners by teachers in the classroom as Ruth Gairns and Stuart Redman stated. For example, when teaching the verb “teach”, we might give its irregularity in the past form “taught”. When a noun is taught, such as “foot”, teacher should give the plural form “feet” as well.

Collocation:

A collocation is a set of 2 or more words which are commonly used together. For example, the phrase *make an effort* is a collocation because these words are often seen together and they express a particular meaning. Collocations are important for a number of reasons as below:

They make language fluent, expressive and natural. Compare *He’s getting a tattoo* and *He’s making a tattoo*. The wrong version will instantly expose you as having weak English (note: getting a tattoo is correct).

They allow you to express lengthy ideas with just a few words, saving you precious time during the test. Compare *He has decides what he is going to do* with *He has made up his mind*. The latter example-a collocation –is both more natural and more concise.

Aspects of meaning:

Aspects of meaning include denotation, connotation, appropriateness and meaning relationship. The meaning of a word refers to or point out things, concepts in the real word, its denotation. This meaning is given in a dictionary. For instance, “dog” denotes a kind of animal,

more specifically, a common, domestic carnivorous mammal, often kept as a pet or for keeping house. A less obvious component of the meaning of a word is its connotation in different contexts or its connotative meaning. This is the associations or positive or negative feelings it evokes.

As for principles of teaching vocabulary, an account for what vocabulary forms need to teach and the principles of how they are taught is crucial.

Firstly, though teaching vocabulary is obliged to be in line with teaching objective and students' needs, teaching the depth and breadth of vocabulary are suggested. To accomplish them, Nation (2001) proposed nine aspects in vocabulary need to teach to language learners, namely spoken form, written form, parts of word that have meaning, concept a word has and items it may associate, association of the word, grammar of the word, collocation of the word, register and frequency of the word.

Secondly, the principles of teaching vocabulary. There are many theories about teaching vocabulary guidelines and principles. Amongst of them, two writers are thought to be plausible. To Nation (2005), five principles in the teaching vocabulary which should be met are (1) keeping teaching simple and clear without any complicated explanations, (2) relating present teaching to past knowledge by showing a pattern or analogies, (3) using both oral and written presentation, (4) giving most attention to words that are already partly known, (5) telling learners if it is a high frequency word that is worth noting for future attention, and (6) not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set. Lastly, according to Graves (2006), providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and building consciousness in readers and writers are frameworks for successful vocabulary programs.

It is plausible that vocabulary plays an important role in language. It is the heart of language skills. More importantly, it appears to function as a basis for communication, a reflection of social reality, emotion booster, and academic ability predictor. Regardless of vocabulary contribution to the basic language skills, receptive and productive vocabularies,

and active and passive vocabulary according to previous studies have varied contributions to language skill performances.

2.4 Techniques of teaching vocabulary to primary students:

According to McKay (2006), young English learners are children aged 5 to 12 who are learning a foreign language or a second language. They are very interested in new things but distracted by their short attention span, lasting only 10 to 15 minutes. Therefore, teachers must design many activities which are but not only simple but also creative. Moreover, each learner has different characteristics; teachers need to learn about each student's personality to provide appropriate methods for students in the lessons.

The teacher will introduce new words to students through 2 steps.

The first is choosing new words to teach. According to the study of cognitive psychology, the human's brain will normally absorb from 5 to 7 words in 40 minutes. The experience of teachers is that in every lesson, it is the best to introduce only 5 new words to the students.

The teacher needs to determine which words are the important to be introduced. She should underline new words in the course to attract students' attention. This will help students identify and remember words. In the classroom, a simple way for teachers to help learners build active vocabulary by regularly reviewing words such as using words to put sentences, asking students to write words, meaning of words or playing vocabulary games by flashcard.

In teaching new words, not every word we need to teach, we should teach active words and passive words let students learn through skills, but if our students are too weak, we should give them a record to memorize.

The second is techniques of teaching meaning of words. Teachers will incorporate tips to introduce new words to help students acquire vocabulary actively.

In English, each word usually has two sides: the meaning of the word and how to use it. The meaning of words and how they are used are two different problems. There are many cases when looking up the dictionary we can understand the meaning of the word, but we don't know how to use the word. The use of a word depends on the function of the word in the sentence, context, user's habits and their relationships with the cultural and social environment. The following are techniques to clarify the meaning:

a/ Using visuals:

Real objects in class, pictures, sketch pictures (sticks), pictures from magazines, gestures has a strong effect on students' interest in learning and helps students memorize faster and longer.

- Using real objects to teach about school things or clothes.
- Use pictures and real objects to introduce topics of food and drink, fruit and vegetables.
- Mimic the movements, gestures, facial expressions: teachers and students themselves are always a lively visual source if cleverly manipulated will bring positive effects.

b / Use language learned:

- Definition, description: Students will rely on words learned and basic knowledge to guess the meaning of the word through the definition of the teacher. This procedure gives students curiosity and a need to participate in the learning process while forging listening skills for students.

For example: Teacher says: It is very big and it has a long nose. What is it?

Students answer: Is it elephant?

Teacher says: Yes!

- Using synonyms and antonyms.

We use synonyms or antonyms to clarify the meaning of a word when students already know the meaning of a word in synonyms or antonyms.

For example: synonyms: nice – beautiful, clever – intelligent

Antonyms: tall – short, thin – fat, pretty – ugly, young – old

- Translation: Teachers use equivalent words in Vietnamese to teach meaning in English. Teachers only use this trick when there is no other way, this trick is often used to teach abstract words, or to solve a lot of words but time does not allow, Teachers suggest students to self-translate from there. It should be noted that if teachers often use this procedure will make students feel monotonous, boring, not promoting their thinking and creativity.

E.g. love, happiness, affection, envy...

The most important thing when introducing new words is to follow the listening - speaking - reading - writing sequence. In the process of teaching and through training on innovation of teaching methods, we must teach words according to the following steps:

STEP 1: Read samples for students to listen about 3 times (listening)

STEP 2: Ask students to repeat (speaking)

STEP 3: You write the words on the board and ask students to read in unison and individual. (Reading)

STEP 4: Ask students to write the words in their notebooks. (Writing)

STEP 5: Ask students to give the meaning of the word with techniques of teaching word so that they can know the meaning of the word and write it on the board.

2.5 Review of related studies:

There were a number of studies that have discussed the techniques vocabulary of elementary students before. Therefore, researchers want to consider the research.

The first study was conducted by Ersan Sanusi. Its title is "Vocabulary Teaching Techniques" This article aims to investigate a variety of techniques and activities applied by most English teachers in teaching vocabulary. In addition, this article attempts to relate the vocabulary-teaching techniques to student's achievement in enriching their ability to master English vocabulary.

The writer must say that there are some techniques in teaching vocabulary. They are considered effective because they can be applied by English teachers in teaching vocabulary at primary schools. Techniques are images, verbal techniques and vocabulary use. The use of techniques also needs to consider the number of aspects in the teaching and learning process, such as; teachers' capacity, students' ability and time allocation.

The second is the techniques for teaching vocabulary" by Irfan Wahyu Hidayat. The teacher used series of picture to teach vocabulary which makes students enthusiastic in teaching - learning process. The teacher used series of picture shown on a projector as a technique for teaching vocabulary because it made students not feel bored and had fun with a touch of entertainment. According to Leong (2003) series of picture shown on projector makes learners enthusiastic to learn all four skills. Purna (2005) states that series of picture shown on

projector activity could be implemented in language teaching learning. By using a series of picture shown on projector, it can improve the vocabulary of the students because it could create students' interest by creating fun.

The third study is using pictures in teaching vocabulary in grade 5 by “Ibrahim Saeed Al-Ja’sfari”. This study reflected an interpretation of research (see Ernest, 1994). He used a natural approach and collected data on the use of pictures in teaching new words to students in primary grades using observation and interviews. He decided to use observation here because, as Patton (1990,p. 203) argues, observational data is very attractive as they allow researchers to have the opportunity to collect data directly from live situations.

However, observing alone does not allow him to understand Education teachers and students. Therefore, he also interviewed three students from each class and their English teachers after observing to understand their views. He interviewed them personally. With the permission of the participants, all interviews were recorded.

So far, in Vietnam, there have been many studies on techniques for teaching vocabulary at primary school. However, these studies have not been widely applied in mountainous primary schools. Therefore, it is a great motivation for writers to choose the topic for research. The author wants to develop the ability to memorize students' English vocabulary at Le Van Tam primary school and help them realize the importance of vocabulary.

CHAPTER 3. METHODOLOGY

3.1. Participants:

The study was carried out at Le Van Tam primary school. There are four classes 4 in school: class 4A, Class 4B, Class 4C and Class 4D. There are 3 English teachers who had been training teaching profession in college level with three years curriculum.

36 grade 4 students at Le Van Tam primary school took part in this study. Choosing 36 students from two classes that the researcher teaches helps her get the best observation. Of all 36 students, there are 18 students from class 4A and 18 students from class 4B.

Before the experiment, eighteen students from class 4A were designated as control groups and eighteen students from class 4B were experimental groups. All of them have learnt English for at least one year at school. They became the subjects of the research and all information about them was gathered and analyzed in the next chapter. Despite the fact that there might be some inevitable variables such as intelligence and characteristics among students, the differences between two groups were limited to minimum. The study was carried out to explore the effectiveness of techniques of teaching on students.

Firstly, the researcher gave 36 students to take a pre-test. After the experiment, both groups were given a post-test of vocabulary knowledge. During the experiment, the technique of teaching vocabulary such as using the series of picture shown on the projector or using real objects were done to help the experimental groups remembering the meaning of the word. Meanwhile, a traditional way of teaching vocabulary was taught to the control group.

3.2. Materials:

As for the purpose of present study, the participants in the experimental study used “English grade 4” Textbook as the main course book. There are twenty topics in this course book. These are twenty topics corresponding with the twenty units. However, only five units were chosen for the experiment, from unit 11 to unit 15.

Each unit will be applied the techniques of teaching vocabulary by teachers to match the content of each lesson.

Unit	Techniques of teaching vocabulary
------	-----------------------------------

<i>Unit 11: What time is it?</i>	Mine, explanation, visual
<i>Unit 12: What does your father do?</i>	Pictures, explanation, visual
<i>Unit 13: Would you like some milk?</i>	Explanation, pictures
<i>Unit 14: What does he look like?</i>	Antonym, Synonym
<i>Unit 15: When's Children's Day?</i>	Explanation, translation, pictures

3.3. Instruments and procedures:

3.3.1. Observation

Observation is a method of perceived purpose, planning an event, phenomenon, process (or human gesture) in different natural circumstances to collect data and events specifically for the course of the event and that phenomenon.

Observation is a preferred and dominant scientific research method when using in qualitative research. Pratt (2006) stated that there are three main ways of observing: participant observations, non-participant observations and systematic observations. In this study only non-participant observations were discussed because it was consistent with the researcher's most contexts. Researcher plays a very important role in observing students' learning activities and attitudes. The researcher may stand at the back of the classroom or behind the scene as long as his or her presence causes the least disturbance possible by using 'fly on the wall' technique. This method requires less effort and helps the researcher avoid being 'going native' or being biased. The teacher must participate in the activity herself (work, study, play ...) with the students to ensure the nature of the phenomenon, the research process. This method requires the researcher to have the most comprehensive overview of learning attitudes as well as learning effectiveness. Pratt (2006) also agrees that when researcher sets up the observation object, the task becomes much easier because the researcher only needs to write down as much information as possible through the notes. Patton and Cochran (2002) point out that observation is very important to fully understand the complexity of a situation. The two authors say that data obtained from observations helps researchers distinguish between what is being said and what is being done and discover the unknown behavior of the participants.

The purpose of observation is to observe the teaching and learning process of teachers and students before using new techniques of teaching.

In the control group, teachers begin to introduce vocabulary through Vietnamese translation. The teacher writes new English words on the board then translates them into Vietnamese and asks students to copy them into their notebooks. Through the observation process, most students are passive in the learning process. Although the teacher reads the sample to the students and the students repeat several times, they forget it soon after the teacher asks them to read it again. They do not participate in the teacher's lecture. They don't care what teachers say, only when teachers ask them to copy, they follow. They are not enough confident to pronounce the words given by the teachers. Some students mispronounced or did not read fluently. The main reason for the problem is that they are passive in the learning process.

In the experimental group, teachers use techniques of teaching vocabulary. When teaching related vocabularies, the teacher will show pictures to make students guess the meaning. For example, in unit 13, grade 4, the teacher suggests the topic of lesson which is food and drink. Teachers will introduce new words by giving some topic-related images such as chicken, beef, orange juice and water.... .

Students are attracted by colorful paintings and they will be more excited with lesson. The teacher introduced new words to students through 2 basic steps: choosing new words and teaching them.

After completing the vocabulary introduction for students, the teacher required individual students to practice and observe the students' vocabulary practicing process.

In the teaching process, the researcher will observe all students in 2 groups about level of participation in class, pronunciation, spelling, grammar and meaning of words.

To measure students' progress in teaching and learning vocabulary during Classroom Action Research, the researcher used observation table according to Matthews (1994) as follows:

Skills	Result
--------	--------

	Control group	Experimental group
Participation in class		
Pronunciation		
Spelling		
Grammar		
Meaning of word		

Then, the researcher used the following key to complete the table above:

“v”= satisfactory progress, but need a little more practice.

“+” = some progress, but need much more practice.

“-“ = little or no progress, need to pay special attention to improve this skill.

3.3.2 Interview:

Interview is a data collection technique in which the interviewer asks oral questions to the interviewees and the interviewees respond verbally (Gliner and Morgan, 2000).

Interview is said to be suitable as a research tool for needs analysis, program evaluation, individual case studies and mini-surveys. According to Nunan, (1992), oral interview has been used widely as a research tool in applied linguistic by second language acquisition (Nunan, 1992,p.149). In addition, interviews have been used to investigate linguistic variation, conversation analysis, communication (Nunan, 1992,p.149).

According to Fitzgerald and Cox (1987), there are two types of interviews: formal interviews and informal interviews.

However, Babbie (1995) and Denzin (1978) argued that there are three types of interviews: structured interview, unstructured interview and semi-unstructured interview.

- Structured interviews are defined as extremely rigid research tools in their operations that allow very little or no scope to remind participants to obtain and analyze results. Therefore, it is also called a standardized interview and has a quantitative meaning in its approach. The questions in this interview are decided in advance according to the necessary details of the information.

- Semi-structured interviews provide a significant amount of time for researchers to explore respondents along with maintaining a basic interview structure. Even if it is a guided conversation between researchers and interviewees - a considerable flexibility is provided to researchers. A researcher can be assured that many interview rounds will not be required with the presence of the structure in this type of research interview.

- Unstructured interviews are usually described as conversations held with a purpose in mind – to gather data about the research study. These interviews have the least number of questions as they lean more towards a normal conversation but with an underlying subject.

According to Creswell (1994), the interview has three advantages: the interview will be very useful when the interviewee cannot be observed directly, the interviewee can provide useful historical information, and the interviewer can take the initiative in controlling questions.

Before the interview, the researcher gave each respondent an acceptance note which asks the participants to read. The researcher informed that the interview would be recorded in order that the researcher could collect the data and then analyze. During their speech, the researcher used a tape-recorder to record the information, with their prior consent. Each interview lasts from twenty five to thirty minutes depending on the length of answer and the opinion of each respondent.

In the interview stage, the number of respondents who took part in the interview process was asked to give information or opinion on a fixed set of questions. There were 7 questions in total to interview 3 teachers teaching at Le Van Tam primary school. They were asked to give response to questions related to the amount of time they allocate for vocabulary teaching, students' attitude towards the learning of vocabulary, students' opinion on the effectiveness of in-class lessons or vocabulary-related activities, the source in which they use to exploit materials for learning vocabulary, difficulties that teachers faced when using techniques to teaching vocabulary in class.

After the interview, the data had been collected for processing; all the related personal information in soft copy form of the participants, the audio recordings was kept secret on the

researcher's personal computer. The data would not be used for any other purposes other than for the present research only.

3.3.3 Test:

Thirty –six participants were divided into two groups: control group and experimental group. They became the subjects of the research and all information about them was gathered and analyzed in the next chapter.

Teachers will evaluate the effectiveness of techniques to teaching vocabulary when learning English vocabulary through the tests. The tests used in this study are pre-test and post-test. There are several ways to evaluate students. In this study, the researcher examined paper test for students.

The pre-test and post- test were designed by researchers according to the lesson content in English 4 textbook, as they fit the researcher's purpose in measuring vocabulary knowledge of students before and after the experiment. The pre-test and post- test were similar in design to task type, specified time and number of tasks.

It should be noted that each test consists of two parts.

Before the treatment, teacher gives all participants the pre-test including part 1 and part 2 to check level of student's vocabulary.

In the part 1 of the pre-test, all students must fill each gap in the sentence with one word from the box. This part aims to check them understanding the meaning of words.

Some examples from the first part of the pre-test are shown as below:

I. Fills each gap in the sentence with one word from the box in ten minutes (điền từ thích hợp vào chỗ chấm, sử dụng từ trong khung).

water piano second way have American paint help library dictation

1. This is the.....I go to school.
2. I was in the school..... yesterday morning.
3. Ithe flowers to help my mother.

4. I'mWhat's your nationality?
5. At the weekend, Imy parents to clean the house.

In the part 2 of the pre-test, all students must circle to choose the correct answer A, B, C or D. It aims to help them identify vocabulary.

Some examples from the second part of the pre-test are shown as below:

II. Choose the correct answer A, B, C or D (khoanh tròn vào đáp án đúng).

1. Where are you from, Peter? – I'm from

A. American	B. Malaysian	C. Australian	D. America
-------------	--------------	---------------	------------
2. to see you again.

A. Nine	B. Nice	C. Night	D. Ninth
---------	---------	----------	----------
3. My birthday is on the of August.

A. Eighteenth	B. eighty	C. eight	D. eighteen
---------------	-----------	----------	-------------
4. What are you, Peter? – I'm Australian.

A. subjects	B. country	C. nationality	D. did
-------------	------------	----------------	--------
5. Can you.....?

A. sing	B. song	C. music	D. guitar
---------	---------	----------	-----------

Similarly, post-test also includes 2 parts: part 1 and part 2.

After the treatment, all participants were tested again by post-test to check the effective of using techniques of teaching vocabulary.

Here are some examples about the first and second part of the post-test.

I. Fills each gap in the sentence with one word from the box in ten minutes (điền từ thích hợp vào chỗ chấm, sử dụng từ trong khung).

Breakfast chicken Christmas making visit time doctor strong field get.

1. Whatis it?
2. Tet is coming. Quan's family is.....Banh Chung.
3. At Tet, childrenlucky money from their parents.
4. Today is the twenty fifth of December. It's
5. Today is Teachers' Day. Imy teachers and give them some flowers.

II. Choose the correct answer A, B, C or D (khoanh tròn vào đáp án đúng)

1. What time do you.....? At 6a.m
A. get up B. have lunch C. have dinner D. go to bed
2. What's your favorite food? It's
A. lemonade B. water C. juice D. pork
3. What's her favorite drink? Her favorite drink is
A. lemonade B. beef C. fish D. noodles
4. She is aShe works in a school.
A. nurse B. clerk C. teacher D. worker
5. Inew clothes at Tet.
A. sing B. wear C. dance D. play

Scoring the tests:

To score the pre-test and the post-test, the same scoring system was used. Twenty five items for 10 marks. Each correct answer was given 0,4 mark. The researcher and her colleague

independently scored the students' tests to make sure that the test results were reliable and objective.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1. Results:

4.1.1 Observation:

Through observation, we can see the significant improvement of students in the process of learning vocabulary. The results are done through the following table:

Because of using translation in teaching vocabulary to students in the control group, there was a slight improvement in learning English vocabulary. Most students were not interested in class.

Table 4.1 The result of observation the teaching vocabulary to control group.

Skills	The control group (class 4A)		
	Week 1	Week 5	Week 10
Participation in class	-	-	-
Pronunciation	+	+	+
Spelling	-	+	+
Grammar	-	-	+
Meaning of word	+	+	+

By using techniques of teaching vocabulary, teachers helped students in the experimental group to have significant improvements in all aspects of vocabulary especially remembering meaning of words better.

Table 4.2 The result of observation the teaching vocabulary to experimental group.

Skills	The experimental group(class 4B)		
	Week 1	Week 5	Week 10
Participation in class	-	+	v
Pronunciation	+	+	v

Spelling	-	+	v
Grammar	-	+	v
Meaning of word	+	v	v

As can be seen tables, using techniques of teaching vocabulary such as series of pictures shown on projector and gestures have helped students in the experimental group to make significant improvements in all aspects of vocabulary. Students are more interested in English lessons; they don't feel bored with learning vocabulary. Moreover, the pronunciation and spelling of words are improved steadily. They feel confident while speaking.

In short, the researcher satisfied with the teaching techniques that are applied to students at their school.

4.1.2 Interview:

In this study, the researcher conducted an interview with teachers at Le Van Tam Primary School by using semi-structured interviews. The interview took place on the first of `

The interviews questions related to difficulties when learning students 'vocabulary, techniques of teaching vocabulary and problems teachers faced when using techniques to teaching vocabulary in class.

When asked about the purpose of teaching English vocabulary, most teachers appreciate the importance of teaching vocabulary, because they thought that vocabulary helps students to understand text quickly. Most teachers (2/3) agreed that students' reading and writing skills are very much related to the amount of words they have. The first teacher said, when students are in front of communication situations, they will not know what to say, or just say a few words if they are not enough the vocabulary. In brief, students should enrich their vocabulary to improve their reading and writing skills as well as speaking skill. Meanwhile, one of the teachers emphasized the importance of teaching vocabulary to test.

When being asked about how many hours teachers spend on teaching vocabulary, most teachers (2/3) said that an English lesson lasts only 40 minutes, however, they have to teach a lot of activities. So they don't have much time to teach vocabulary. They just write new words on the board, translate them into Vietnamese meanings and ask students to copy them into their

notebooks. . After writing all words on the board, teachers read them loudly and instruct students to repeat after them, all class read in unison, then some students practice in front of the class. Then they move to another part.

Besides, the other 2 teachers also replied that the vocabulary which they taught was only about 10 minutes. The remaining time, they teach students practicing sentences, writing and listening.

Regarding the student's mistakes in studying vocabulary, most teachers said that mispronunciation is the most basic mistake that students meet with difficulty. They pointed that their learners struggled with sounds that are not present in the sound system of learners' native language such as /tʃ/, /θ/, /ð/, /æ/ and /ʊə/. Students also tended to have errors with sound endings because their mother language does not usually have to aspirate the final part of words. The other teacher also made clear that her students' weaknesses are abundant but ending sounds also pose great hardship for students to cope with. Besides, a teacher also said that, students are easy to forget the words even though they have just learned them. The cause of this may also be that the student does not pay attention to the teacher's lecture. The special thing is, some students can understand the words but they don't know how to use that word in sentences. Because student's vocabulary is too poor they find it very difficult to understand and remember words found in reading texts. With poor vocabulary, students cannot make sentences with the taught words or improve speaking skill.

When asked about materials to teach vocabulary, all teachers responded that they were very satisfied with the textbooks of students as well as teachers. In the student's book, there are 4 parts: listening, speaking, reading and writing. With lots of vivid and colorful images, students will easily guess the meaning of the given word.

For the question enquiring about the method in which teachers employed to assess their learner's vocabulary competence usually, most teachers (2/3) often use word-to-word techniques and write them on the board and translate all words into Vietnamese. This is the fastest way of introduction of new words. The two teachers have chosen to present new words by using visual aids to identify new words while the use of gestures, facial expressions and using word guessing is only used by one teacher. However, all teachers agreed that students

need to recognize the pronunciation and spelling of new words then help them reinforce the taught words.

Regarding the types of activities employed by teachers, each individual had their own way of class management and lesson planning. Giving students with a variety of exercises to help them remember the taught words is very important and necessary in the process of learning vocabulary.

All of teachers often use the technique of matching words and playing game is chosen by 1 teacher while filling the gaps, reordering words and completing sentences with the given words are selected by 2 teachers.

All teachers judged that when they taught vocabulary through a series of picture shown on projector this attracted students very much. Learners participated in the process of teaching and learning very enthusiastically. They didn't feel afraid and bored with English lessons.

One teacher said that students can guess the meaning of vocabulary through vivid and colorful pictures. The other 2 teachers claimed that students pronounced more correctly and memorize words longer than normally.

When asked about the disadvantages of using series of picture shown on projector shown on projector to teach vocabulary for student , most of teachers said that the problems faced in implementing a series of picture shown on projector are it requires a long time, can decrease the time to explain the material. One teacher emphasized each lesson lasts 40 minutes, the process of installing devices to support the projection on the projector waste a lot of time. So they do not have enough time to continue the other parts. Other teacher also noted that the projector used by these techniques is limited.

4.1.3 Test

4.1.3.1 The results of pre-test

The pre-test is a vocabulary test for all participants (36 students) before treatments. The test aims to assess the level of students in English vocabulary. Here is a table showing the results of pre-test for the experimental and control groups.

Table 4.3 The average total scores of pre-test for the experimental group and the control group

Participants	Pre-test result	
	Control (n=18)	Experimental (n=18)
C1	6	6.4
C2	6.4	7.2
C3	7.2	5.2
C4	6.8	6
C5	8	8.4
C6	4.8	7.2
C7	7.2	6.0
C8	5.6	7.6
C9	7.6	5.2
C10	5.4	8.4
C11	8.4	6.4
C12	7.6	7.2
C13	6.8	6.4
C14	7.6	8.0
C15	7.2	6.8
C16	6.4	5.6
C17	5.6	7.6
C18	6.4	7.6
Mean	6.72	6.84

Obviously, there were nine participants in the experimental group who got score over 7, which was the highest number displayed on the table.4.3. In contrast, eight participants in the control group achieved these scores. Among thirty- six participants in the both two groups, there was a balance about number of participants who had the scores varied from 6 to 7, at 6

students, only 4 participants in the control group and 3 participants in the experimental group had the lowest scores under 6.

The table also illustrated the average total score of the experimental group was 6.84 and the average total score of the control group was 6.72. This means that the average total score of the experimental group was slightly higher than the average total score of the control group. The average total score difference between two groups was 0.12. In other word, the English levels of all participants in two groups were not different.

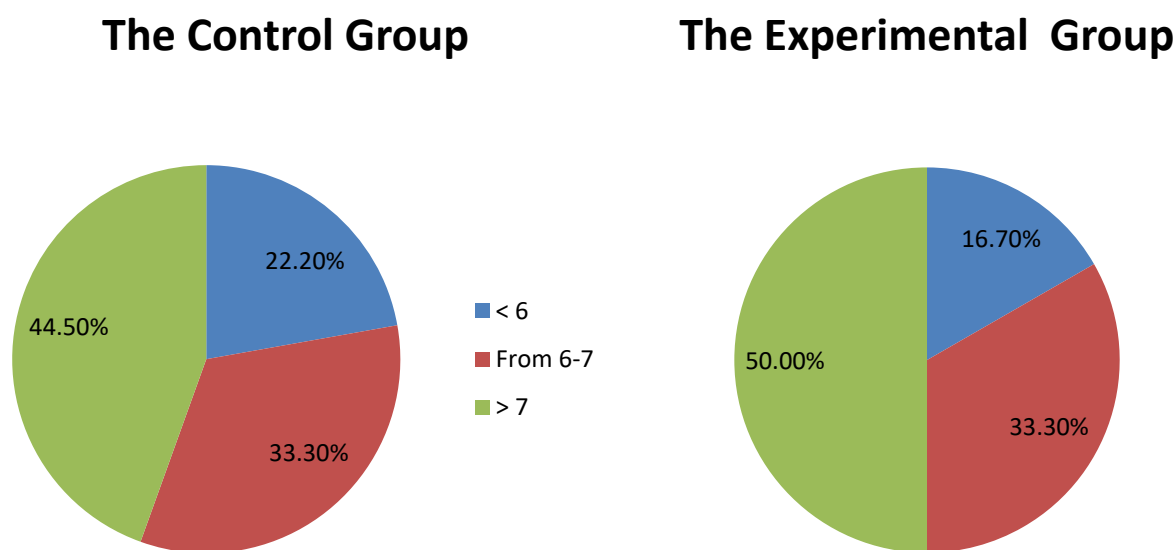


Figure 4.1: the percentage of participants' number of scores on pre- test between the control group and the experimental group.

It's evident from the information provided that there is no statistically significant difference between the two groups. The scores of all participants in the control group and the experimental group were arranged from lowest to highest, into three parts: under 6, from 6 to 7 and over 7.

In the control group, the proportion of participants having the highest score, ranking over 7 was 44,5 %. This was higher than the figure for from 6 to 7 score, at 33,3 %. Meanwhile, the number of participants reached the highest score, ranking over 7 was 50% in the experimental

group. The percentages of participants' number of scores from 6 to 7 both two groups were equal at 33,3 %. Finally, participants had the lowest score (under 6) in the control group and treatment group, accounting for 11% and 22% respectively.

In brief, this data showed the equality in level of proficiency of the two groups before the treatment.

4.1.3.2 The result of post-test:

The post-test is a vocabulary test for all participants after treatments. The test aims to check the effectiveness of using techniques in teaching to primary students. Here is a table showing the results of post-test for the experimental and control groups.

Table 4.4 The average total scores of the post-test for the experimental group and the control group

Participants	Post-test result	
	Control (n=18)	Experimental Group (n=18)
C1	6.4	7.2
C2	6.8	7.8
C3	7.7	6.8
C4	6.8	7.2
C5	8.4	9.2
C6	5.8	8
C7	7.6	7.6
C8	5.6	7.6
C9	7.2	6.4
C10	6.4	9.2
C11	8.4	7.2
C12	7.6	7.8

C13	7.6	7.2
C14	8.2	8.8
C15	7.2	7.6
C16	6.4	6.4
C17	6.0	8.4
C18	6.8	8.2
Mean	7.05	7.7

Table 4.4 also shows that after using teaching techniques of teaching through series of picture shown on the projector with the experimental group, the average score of students ($M = 7.7$) was higher than the control group ($M = 7.05$). It can be concluded that the new method of teaching vocabulary retained many meanings of words learned than the old teaching method like translation into Vietnamese.

To make it easier to understand, table 4.5 compares the number of participants and percentage of participants' number of scores on the post-test of the control group and experimental group with different scores.

Table 4.5: the number of participants and percentage of participants' number of scores on the post-test of the control group and experimental group

Score of level	Control group		Experimental group	
	Number of students	Percentage	Number of students	Percentage
Weak (<6)	2	11.1%	0	0%
Average (from 6-7)	7	38.9%	3	16.7%
Fair (from 7-8)	6	33.3%	8	55.5%
Good (from 8-9)	3	16.7%	3	16.7%
Excellent (>9)	0	0%	2	11.1%
Total	18	100%	18	100%

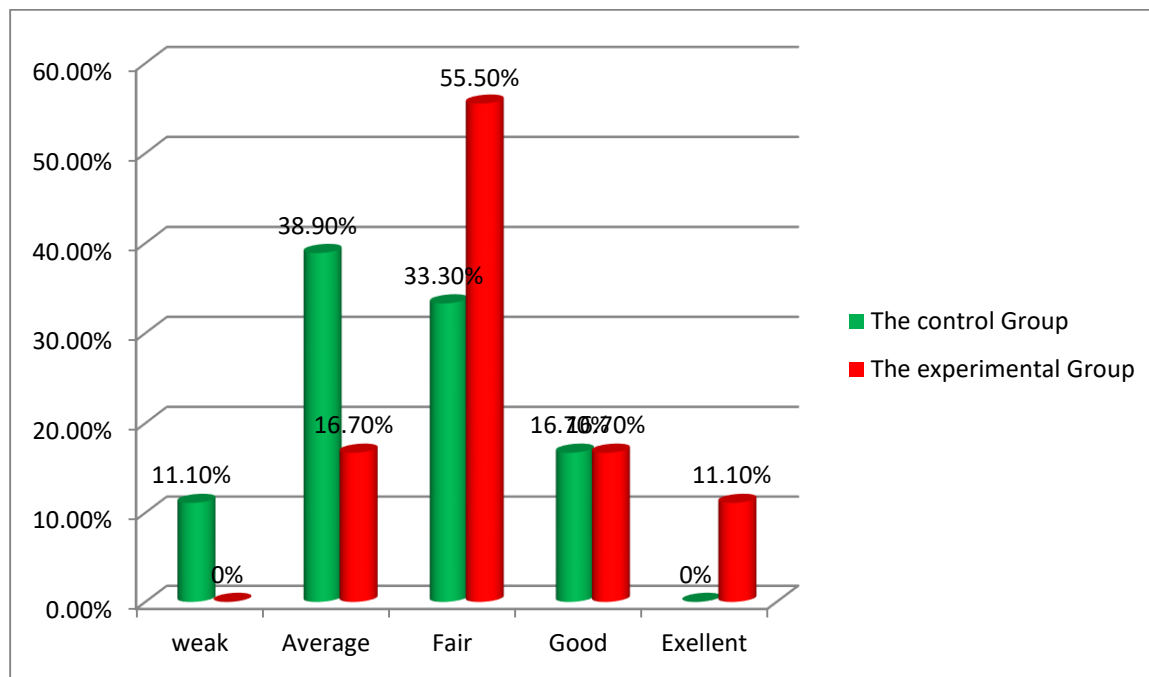


Figure 4.2: the percentage of participants' number of scores on the post-test of the control group and experimental group

It is clear that there were 11.1% of participants in the experimental group could reach the highest score of vocabulary over 9; whereas the figure for the control group was 0%. Similarly, the percentage of students having score from 7-8 was the highest, accounting for 55.5 % which was higher than the figure for the control group, at 33.3 %. The data also indicates that 11.1% of participants in the control group had the lowest score under 6; while 0% of participants in the experimental group had under 6 score. This result suggested that the experimental group has made more progress than the control one during the course in the process of teaching vocabulary by series of pictures shown on the projector.

4.1.3.2 Comparing the results of the control and experimental groups.

After the experiment, both groups were tested again. After the examination of the post-test results, there was a significant difference between the control and experiment group in term of their vocabulary knowledge.

The purpose of this comparison is to show the effectiveness of using techniques of new teaching vocabulary comparing with the use old method teaching. Therefore, teachers can offer the best method of vocabulary teaching that not only helps students interested in the subject but also help them master the application vocabulary for later.

The figures below show the results obtained from the pre-test and post-test which were made by two groups.

Table 4. 6: Pre and post score on the vocabulary knowlegde for the control group

Improvement	Post-test	Pre-test	Gain
Mean	7.05	6.72	0.33

Table 4. 7: Pre and post score on the vocabulary knowlegde for the experimental group

Improvement	Post-test	Pre-test	Gain
Mean	7.7	6.84	0.86

Table 4.8: the result average score between the control group and experimental group

Group	Mean (Pre-test)	Mean (Post-test)
Control group	6.72	7.05
Experimental group	6.84	7.7

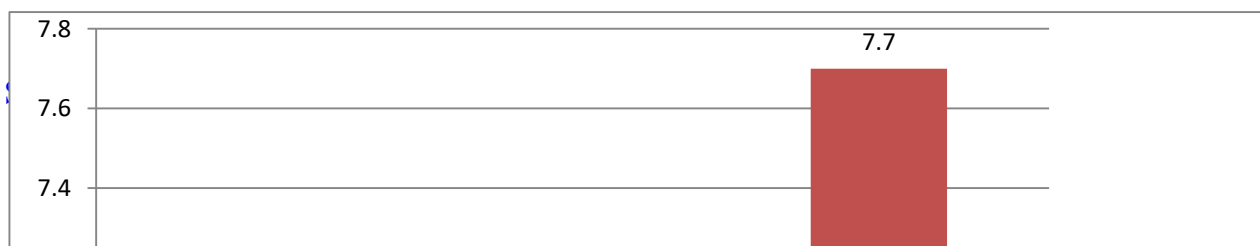


Figure 4.3: The result average score between the control group and experimental group

The figures indicate that the participants in both groups gained more knowledge of words after post-Test. However, there was a significant difference between control and experimental group. The mean of vocabulary in the experimental group increased an average of 0.86 after 8 weeks. The vocabulary knowledge went up from 6.84 to 7.7. Whereas the control group improved only 0, 33 (from 6.72 to 7.05) vocabulary knowledge mean at the same time.

To sum up, the experimental group vocabulary knowledge mean was higher than the control group. The series of picture shown on the projector procedure had a positive effect on the improvement of leaning English vocabulary at Le Van Tam primary school.

4.2. Discussion:

The experiment done in this study is to evaluate the effectiveness of using techniques of teaching vocabulary such as using series of picture shown on the projector to introduce vocabulary to primary students. The researcher used three methods of researching such as observation, interview and test.

The first is observation. Teachers have conducted observation of students through their teaching process. This method is to test students' interest in the learning process. The second is interviewing teachers. The researcher conducted interviews with teachers about how to teach vocabulary to students and what problems they had difficulty in teaching vocabulary through series of picture shown on the projector. The last is test. The pre-test and the post-test are aimed at examining the effectiveness of teaching visual vocabulary. The findings in the experiment enhance our understanding of the benefits of using pictures for meaning of words and spelling.

Through observing the learning process of the students showed the level of interest in the subject of the student depends very much on the teaching method of the teacher. As we know, children are only interested in an activity in the first 20 minutes. Therefore, attracting students in the first 20 minutes is extremely necessary and important. When teachers use the method of teaching vocabulary in the form of read-write and copy, students will feel very tedious and not interested. They lost focus during class, even talking to another topic than the subject.

However, the application of series of picture shown on the projector has resulted in expected results. Students are more interested in class because of their vivid and easy-to-understand pictures. Through images, they retain the meaning of vocabulary and pronunciation more accurately.

Through the interview with the teacher, the researcher found some common mistakes that students have in the process of learning vocabulary. The most common mistake is incorrect pronunciation and not remembers the meaning of the words.

The next is very little time for teachers to teach vocabulary. They said that a lesson lasts 40 minutes; they don't have much time because there are so many activities in the class. So we can see that teaching vocabulary is a long process. Teachers should not cram students too much. They should only teach basic words and appear much in the lesson.

Basic teaching methods of teachers are to read new words, write them on the board and translate into Vietnamese. This is a passive method. Students learn new words passively. Therefore, students easily forget pronunciation and meaning of words. Teachers believe that when applying techniques to introduce vocabulary by series of pictures shown on the project which bring a lot of effectiveness, they encountered some difficulties. Specifically, teaching

vocabulary by series of pictures shown on the project requires teachers to prepare technical means such as projectors, computers and series of picture. Through interviews, the researcher stated that the investment and teaching equipment of the school is not up to standard.

In summary, through teacher interviews, researchers can know how teachers teach vocabulary to students and what are they facing when using series of pictures shown on the project.

Testing is a useful tool in the information gathering process to provide the most accurate conclusion. Through pre-test, how the researcher can assess the level of English vocabulary of students at Le Van Tam primary school. The results show that students are at average level. Students do not understand the importance of English vocabulary; therefore the results are not as expected.

After applying technology to teaching, specifically using series of picture shown on the project to teach vocabulary to students, the results have changed markedly about pronunciation, spelling, and meaning of words and level of interest in the classroom. After 5 weeks, the researcher found that the results of the post-test were 1.5 times higher than the pre- test. This demonstrates that students will be interested in learning when teachers have appropriate and diverse methods.

CHAPTER 5: CONCLUSION

Vocabulary is very important and necessary in the English language. To master the English language, students need a lot of vocabulary. In communication, vocabulary is part of

the sentence. Students need vocabulary to broaden their knowledge. Students often have difficulty remembering, applying or improving their vocabulary.

5.1. Recapitulation

With the title of the study **“A study on techniques to teach English vocabulary for 4th graders at Le Van Tam primary school ”** the researcher used different methods such as observation, semi-structured interviews and tests to get the answer. Two questions were asked for this research. There have been many researchers offering many methods to teach vocabulary to primary students. The purpose of the technique of teaching English vocabulary such as series of pictures shown on the projector is a powerful teaching technique to improve students' ability to memorize vocabulary. At the same time, this technique attracted students into the classroom and took part in other activities of the English subject.

There is a technique of teaching vocabulary in this study which is series of picture. Series of picture is to improve students' vocabulary which aimed to improve their English vocabulary. Through series of picture, the students were enthusiastic and interested to learn English vocabulary. This technique is to make students in understanding the pronunciation and meaning of words. So the students will not feel bored. The problems faced by the teacher in teaching vocabulary, namely classroom management, teaching media and vocabulary accomplishment. The problem faced by the teacher to develop student's vocabulary is a vocabulary accomplishment. For example, some word is difficult for the students, so their pronunciation, spelling, grammar and meaning are not correctly. Thus, in teaching vocabulary, using series of picture is teaching media.

Learning a language is a long process and there are many factors related to that process. Vocabulary is just one aspect of the English language. This study was conducted to provide the most useful new word teaching method that teachers should apply to their students.

The findings show that most teachers showed mistakes that learners often suffer as well as why they have difficulties. The data also showed that learners are lacking in motivation and misunderstand the importance of learning vocabulary. At the same time, the method of introducing vocabulary to students should also be changed.

Moreover, unsuccessful students are often individuals who are too afraid to make mistakes or ones that do not really interested in the subject and who are not willing to take the time to study vocabulary.

In particular, the research provides teachers with many strategies to help improve the quality of teaching because today, technology has been developed a lot, applying IT to teaching and learning English vocabulary is not a new topic. Teaching English through series of pictures shown on the project has helped many learners succeed in gaining vocabulary in particular and succeeding in communication in general. Teachers should know how to apply widely in their lectures to achieve the best results for learners in the process of acquiring English.

5.2. Limitation of the study:

Although the researcher has made this study with the most effort and determination, the time and other factors limitations have led to the inevitable limitation as follows:

Firstly, the duration of this study is limited, the researcher only conducted it in 8 weeks of study, and the research's results may be affected.

Secondly, the amount of data can be considered limited. The reason for this is that only 36 students participate in the experiment process. So the result may be affected

Finally, because of resource limitations, the theoretical basis of the research may not be sufficient.

5.3. Pedagogical implication

Although the objectives set out from the beginning have been completed, this study has not been able to avoid mistakes and limitations. First, the number of participants is limited, so the data may not reflect fully and accurately. Therefore, the researcher should increase the number of participants so that the results are more objective. Secondly, because of lacking of time, the researcher's knowledge is limited; research cannot cover the use of series of picture for other skills. Using series of picture shown on the projector can be used not only to teach vocabulary but some other skills like speaking. Through it, students can practice speaking and storytelling skills.

Finally, the researcher can apply this technique to introduce vocabulary to grade 4 to achieve the highest academic results.

REFERENCES

1. Hutchinson, T & Walters, A.(1981). *English for specific purposes*. Cambridge University Press.
2. Joklova, K. (2009). *Using Pictures in Teaching Vocabulary*. Retrieved on March, 15, 2016 from <http://docs.google.com>.
3. McCarthy M. (1990). *Vocabulary Description, Acquisition and Pedagogy*.
4. McCarthy, M (1990). *Vocabulary* (p.5). Oxford: Oxford University Press.
5. Nation, ISP. (1990). *Teaching and Learning Vocabulary*. New York: Newbury HousePublishers.
6. Nunan, D. (1991). *Language Teaching Methodology*. Series: English Language Teaching. PhoenixELT.
7. Nunan, D.(1992). *Research Methods in Language Teaching*,Cambridge.
8. Pyles,T.&Algeo,J.(1970).*English:AnIntroductiontoLanguage*(p.96). New York: Harcourt College Publisher.
9. Schmitt, N. (1999). The Relation between TOEFL Vocabulary Items and Meaning, Association, 325 Collocation, and Word-class Knowledge. *Language Testing* 16,189-216.
10. Ur, P. (1996). *A Course in Language Teaching* (p.60). Cambridge: Cambridge UniversityPress.

APPENDIX 1

Pre- test for students (Part 1)

Time: 10 minutes

Name:.....Class:.....

I. Fills each gap in the sentence with one word from the box in ten minutes

water piano second way have American paint help library
dictation

1. This is the.....I go to school
2. I was in the school..... yesterday morning.
3. Ithe flowers to help my mother.
4. I'mWhat's your nationality?
5. At the weekend, Imy parents to clean the house.
6. IEnglish on Mondays and Fridays.
7. Playing the.....is my hobby
8. Mary is writing ain the classroom.
9. When's your birthday? It's on theof November
10. Quan and I a picture at the weekend.

Pre test for students (Part 2)

Time: 10 minutes

Name:.....Class:.....

II. Choose the correct answer A, B, C or D.

1. Where are you from, Peter? – I'm from
A. American B. Malaysian C. Australian D. America
2. to see you again.
A. Nine B. Nice C. Night D. Ninth
3. My birthday is on the of August.
A. Eighteenth B. eighty C. eight D. eighteen
4. What are you, Peter? – I'm Australian.
A. subjects B. country C. nationality D. did
5. Can you.....?
A. sing B. song C. music D. guitar
6. Peter is
A. America B. Malaysia C. English D. Australia
7. What is thetoday? It's the fourth of December.
A. month B. week C. date D. day
8. Iat home and watched TV yesterday.
A. played B. did C. went D. stayed
9. I my grandparents in the afternoon.
A. play B. visit C. sing D. ask
10. I visit my on the twentieth of November.
A. parents B. classmates C. teachers D. friends
11. We have English and Maths on
A. Fridays B. December C. the afternoon D. night
12. I can't play football but I can play the
A. volleyball B. guitar C. chess D. baseball

13. Linda can.....a bike.

A. play B. ride C. do D. fly

14 Whatdo you have today?

A. subjects B. English C. Science D. Art

15. I can't.....a kite

A. fly B. watch C. read D. eat

APPENDIX 2

Post- test for students (Part 1)

Time: 10 minutes

Name:.....Class:.....

I. Fills each gap in the sentence with one word from the box in ten minutes.

breakfast	chicken	Christmas	making	visit	time	doctor
strong	field	get				

1. Whatis it?
2. Tet is coming. Quan's family is.....Banh Chung.
3. At Tet, childrenlucky money from their parents.
4. Today is the twenty fifth of December. It's
5. Today is Teachers' Day. Imy teachers and give them some flowers
6. Would you like some, Phong?
7. My father is aHe works in a hospital
8. We have.....at 7 o'clock with bread and milk.
9. What does he look like? He'sand tall.
10. My sister is a farmer. She works in a

Post- test for students (Part 2)

Time: 10 minutes

Name:.....Class:.....

II. Choose the correct answer A, B, C or D

1. What time do you.....? At 6a.m
A. get up B. have lunch C. have dinner D. go to bed
2. What's your favorite food? It's
A. lemonade B. water C. juice D. pork
3. What's her favorite drink? Her favorite drink is
A. lemonade B. beef C. fish D. noodles
4. She is aShe works in a school.
A. nurse B. clerk C. teacher D. worker
5. Inew clothes at Tet.
A. sing B. wear C. dance D. play
6.is on the first of June.
A. Teachers' Day B. Children's Day C. Christmas D. Tet
7.you like some orange juice? Yes, please
A. Would B. What C. When D. How
8. I stay at home andfirework displays.
A. play B. do C. make D. watch
9. I my grandparents on Tet holiday.
A. play B. visit C. sing D. ask
10. His father likesBanh Chung.
A. doing B. making C. getting D. decorating
11. What kind ofdo you like? I like fish and vegetable.
A. food B. drink C. books D. noodles
12. Do youbeef?
A. like B. favorite C. loves D. eats

13.does your brother works?

A. Where B. Who C. What D. How

14. Who is? Mai or Hoa ? . Hoa is.

A. taller B. strong C. short D. slim

15. It is 10:30p.m. It's time to.....

A. have breakfast B. have lunch C. have dinner D. go to bed

APPENDIX 3

Answer for Pre test for students

Part 1:

1. way	6. have
2. library	7. piano
3. water	8. dictation
4. American	9. second
5. visit	10. paint

Part 2:

1. D	9. B
2. B	10. C
3. A	11. A
4. C	12. B
5. A	13. B
6. C	14. A
7. C	15. A
8. D	

APPENDIX 4

Answer for Post- test for students

Part 1:

1. time	6. chicken
2. making	7. doctor
3. get	8. breakfast
4. Christmas	9. strong
5. visit	10. field

Part 2:

1. A	9. B
2. D	10. B
3. A	11. A
4. C	12. A
5. B	13. A
6. B	14. A
7. A	15. D
8. D	

QUESTIONS INTERVIEW TEACHERS

Question 1: What is your purpose of teaching English vocabulary?

Question 2: How many hours do you spend on presenting new words to students on class?

Question 3: What errors do the students have difficulty in vocabulary class?

Question 4: Are you satisfied with the course book (you are using) with regard to the teaching of English for students?

Question 5: Which ways of presenting new words do you often use in vocabulary class?

Question 6: What kind of activities do you usually use to help students to consolidate and remember the taught words?

Question 7: What advantages and disadvantages do you get when using series of picture shown on projector shown on projector to teach vocabulary for students?

TEACHER'S PLAN

Week 1

Unit 11: What time is it?

Lesson 2

Aim: By the end of the lesson, students will be able to know more about the daily activities

Teaching aids: Textbook, pictures

Procedure:

Time	Contents	T's activities	Ss' activities
20'	<ul style="list-style-type: none">• Vocabulary- Get up: thức dậy- Have breakfast/lunch/dinner: ăn sáng/ăn trưa/ăn tối- Go to school: đi học- Go home: về nhà- Do homework: làm bài tập về nhà- Go to bed: đi ngủ	<p>mine</p> <p>explanation</p> <p>explanation</p> <p>visual</p> <p>mine</p>	<p>Listen and repeat</p>

Week 2

Unit 12: What does your father do?

Lesson 1

Aim: By the end of the lesson, students will be able to know more about the jobs

Teaching aids: Textbook, pictures

Procedure:

Time	Contents	T's activities	Ss' activities
	<ul style="list-style-type: none">• Vocabulary- Job: công việc- Farmer: nông dân	<p>explanation</p>	<p>Listen and repeat</p>

20'	<ul style="list-style-type: none"> • Vocabulary - Food: đồ ăn - Rice: cơm - Noodles: mì , phở - Beef: thịt bò - Fish: cá - Pork: thịt lợn - Bread: bánh mì - Vegetable: rau củ quả 	<p>explanation</p> <p>pictures</p>	Listen and repeat
-----	---	------------------------------------	-------------------

Week 5

Unit 13: Would you like some milk?

Lesson 2

Aim: By the end of the lesson, students will be able to know more about drink

Teaching aids: Textbook, pictures

Procedure:

Time	Contents	T's activities	Ss' activities
20'	<ul style="list-style-type: none"> • Vocabulary - Drink: đồ uống - Orange juice: nước ép cam - Milk: sữa - Lemonade: nước chanh - Water: nước 	<p>explanation</p> <p>pictures</p> <p>object</p>	Listen and repeat

Week 6

Unit 13: What does he look like?

Lesson 1

Aim: By the end of the lesson, students will be able to describe a person

Teaching aids: Textbook, pictures

Procedure:

Teaching aids: Textbook, pictures

Procedure:

Time	Contents	T's activities	Ss' activities
20'	<ul style="list-style-type: none">• Vocabulary- Wear new clothes: mặc quần áo mới- Eat fruit and cakes: ăn hoa quả và bánh- Decorate the house: trang trí nhà cửa- Make banh chung: làm bánh chung- Watch firework displays: xem bắn pháo hoa- Get lucky money: nhận tiền mừng tuổi	pictures	Listen and repeat

- The end -