

THAI NGUYEN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES



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**A STUDY ON THE TECHNIQUES OF PRESENTING  
VOCABULARY TO INCREASE MOTIVATION FOR GRADE 10  
STUDENTS AT YEN PHONG 1 HIGH SCHOOL**

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## **DECLARATION**

I confirm that the thesis entitled “**A study on the techniques of presenting vocabulary to increase motivation for grade 10 students at Yen Phong 1 High School**” is the result of my own study in the fulfillment of the requirement for the Degree of Master at School of Foreign Languages, Thai Nguyen university. I commit that this thesis has not been submitted anywhere for any degree or qualification.

**Approved by Supervisor**

**Thai Nguyen, 2020**

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## **ABSTRACT**

Vocabulary plays important role in teaching and learning English because it has the notability to stimulate students' participation and help students improve their skills such as listening, speaking, reading and writing. Vocabulary learning is a crucial part of learning a second language. There have been a number of researchers studying roles of learning and teaching vocabulary. To enhance students in vocabulary lessons, and to achieve more effectiveness from vocabulary teaching techniques, the research was conducted to find the answer to the question "What techniques should be applied to increase students' motivation in vocabulary lessons?" Therefore, it is necessary to use effective and interesting techniques to teach English vocabulary, especially techniques of presenting new words to raise students' motivation in learning vocabulary. The author wishes to help the learners improve their vocabulary and feel more interested in vocabulary lessons. This thesis is a survey study. This study was conducted to find out how vocabulary is presented and what factors effect students' motivation in learning vocabulary lesson and thus suggest some ways of improving the effectiveness of vocabulary teaching and learning at this high school. The reality of teaching and learning English vocabulary of grade 10 students was made clear. The data of research was collected by two research instruments that are questionnaires, and interviews. The results showed that both teachers and students found a lot of benefit from using techniques in presenting vocabulary such as visual aids, verbal means. However, there were some difficulties in teaching and learning new words at Yen Phong 1 High School. So, vocabulary learning of grade 10 students at Yen Phong 1 High School is not very effective in spite of both teachers' and students' efforts.

This study is believed to be a reliable source of reference for teachers to enhance the effectiveness of using techniques of presenting vocabulary. Hopefully, it will be the springboard for many further studies in the future on the same topic

## TABLE OF CONTENTS

DECLARATION .....	i
ACKNOWLEDGMENTS.....	ii
ABSTRACT .....	iii
TABLE OF CONTENTS .....	iv
LIST OF FIGURES.....	vi
<b>CHAPTER 1. INTRODUCTION</b> .....	<b>1</b>
1.1. Rationale .....	1
1.2. Aims of the study .....	3
1.3. Scope of the study .....	4
1.4. Significance of the study.....	4
<b>CHAPTER 2. LITERATURE REVIEW</b> .....	<b>6</b>
2.1. Concepts of vocabulary.....	6
2.1.1. Some definitions of vocabulary.....	6
2.1.2. Classification of vocabulary .....	7
2.2. The role of vocabulary in language teaching and learning .....	9
2.3. Motivation and its role in language teaching and learning .....	10
2.3.1. Definitions of motivation .....	10
2.3.2. Types of motivation.....	10
2.3.3. The importance of motivation in language teaching and learning .....	12
2.3.4. Factors affect students' motivation in vocabulary lessons.....	13
2.3.5. How to motivate students to learn English.....	15
2.4. Principles of vocabulary teaching .....	16
2.4.1. Purposes of teaching vocabulary .....	16
2.4.2. What to teach .....	17
2.5. Techniques in presenting vocabulary.....	19
2.5.1. Visual techniques.....	20
2.5.2. Verbal techniques .....	21
2.5.3. Context building .....	22
2.5.4. Translation .....	22

2.6. Previous studies.....	23
<b>CHAPTER 3. METHODOLOGY .....</b>	<b>24</b>
3.1. Method of the study .....	24
3.2. Subjects of the study .....	24
3.3. Research procedure .....	24
3.4. Data collection instruments.....	25
3.4.1 Questionnaires .....	25
3.4.2. Interview .....	26
3.5. Data analytical method.....	26
<b>CHAPTER 4. FINDINGS AND DISCUSSIONS .....</b>	<b>27</b>
4.1. Data analysis .....	27
4.1.1. Result from the questionnaires .....	27
4.1.2. Results and discussions from the interviews .....	46
4.2. Discussion .....	48
4.3. Implications and suggestions for teaching and learning English.....	49
4.3.1. Implications .....	49
4.3.2. Suggestions for teaching and learning English .....	50
<b>CHAPTER 5: CONCLUSION.....</b>	<b>52</b>
5.1. Conclusion.....	52
5.2. Limitations .....	52
5.3. Suggestions for further studies.....	53
<b>REFERENCES .....</b>	<b>55</b>
<b>APPENDICES .....</b>	<b>I</b>

## LIST OF FIGURES

<i>Figure 1:</i>	Teacher's attitudes towards the role of vocabulary teaching in language teaching.....	27
<i>Figure 2:</i>	Teachers' purposes of teaching vocabulary.....	28
<i>Figure 3:</i>	Teachers' ideas about choosing vocabulary to teach.....	28
<i>Figure 4:</i>	Aspects of a word teachers use to teach their students .....	29
<i>Figure 5:</i>	Teachers' current methods in presenting vocabulary .....	30
<i>Figure 6:</i>	The frequency of teachers' using techniques of presenting vocabulary .....	31
<i>Figure 7:</i>	Students' reflection about teachers' current techniques of presenting new words.....	32
<i>Figure 8:</i>	Teachers' attitudes towards teaching vocabulary through communicative activities.....	33
<i>Figure 9:</i>	Students' motivation in the vocabulary lesson .....	33
<i>Figure 10:</i>	Factors affect students' motivation in the vocabulary lesson .....	34
<i>Figure 11:</i>	Teachers' current methods to increase students' motivation in the vocabulary lesson .....	35
<i>Figure 12:</i>	Teachers' methods to enhance students' motivation in vocabulary lessons at Yen Phong 1 High School .....	36
<i>Figure 13:</i>	Students' attitude towards vocabulary learning.....	37
<i>Figure 14:</i>	Students' current method to learn vocabulary .....	38
<i>Figure 15:</i>	Teachers' current technique of presenting vocabulary.....	39
<i>Figure 16:</i>	Students' comment on teachers' current techniques of presenting vocabulary .....	40
<i>Figure 17:</i>	Students' purpose of learning English vocabulary .....	41
<i>Figure 18:</i>	Factors affect students' motivation in learning vocabulary.....	42
<i>Figure 19:</i>	External reasons caused your learning vocabulary ineffectively .....	43
<i>Figure 20:</i>	Students' difficulties in learning English vocabulary.....	44
<i>Figure 21:</i>	Students' expectations about teachers' methods to motivate their vocabulary learning.....	45



## CHAPTER 1. INTRODUCTION

### 1.1. Rationale

There is a unanimous agreement that vocabulary is an important and essential element in learning a second language. Saleh (1997:12) argued, “the success in mastering a language is determined by the size of the vocabulary one has learned”. Wilkins (1972:111) said, “Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.” That is the reason why vocabulary is one of the most important elements of language. Without vocabulary knowledge, both language production and language comprehension would not be possible. By enriching vocabulary, students are able to gain comprehensive using of English. Insufficient vocabulary may limit one to understand and produce speech as well as text. Although vocabulary plays a prominent role these days, many students have a minimal volume of vocabulary which can prevent them from producing and understanding a large coverage of speech or text. However, it seems that having good vocabulary is still a challenging to quite a lot of English learners. Most students often face up with some problems in leaning vocabulary. They find it difficult to memorize a new word with its spelling, meaning and pronunciation. Besides, some students tend to show little attention to learning vocabulary. Therefore, vocabulary needs to be learned in an interesting way.

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times they don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). In most of the cases, the approaches of teaching vocabulary adopted by teachers are not fruitful. Therefore, vocabulary must be taught in an effective way so that students can learn and understand words properly and use those in real context.

In Vietnam, since the 1990s, teaching English has become a topical issue appealing for concerns of both researchers and teachers. Vocabulary has been taught within the lesson of reading, speaking, listening, and writing. Most of students are aware of the importance of learning English in their study as well as in

the future job; therefore, they have a great effort in learning. However, their English competence are not the same. Some of them are good and active while a lot of them are quite passive and unmotivated in learning English. Their knowledge of grammar is acceptable, but their vocabulary is extremely limited. From the survey of the author, it is surprising that many students are only at the beginning level of English. Students usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing new words on paper, trying to learn by heart or learning passively through the teacher's explanations. They find it difficult to learn and remember vocabulary. Most of them claim that they don't know the best way to learn a foreign language. They don't have a positive attitude towards learning English. The majority of them doesn't have appropriate learning strategies or have an effective habit to learn independently or creatively. As a result, they seem to forget vocabulary quickly, most of them lack a great deal of vocabulary so they can't have a certain source of the words to express their ideas in speaking and writing skills.

The author has been teaching English at Yen Phong 1 High School for more ten years and she finds that most of English teachers are energetic and willing to devote their time and energy to teaching. These teachers have good experience in language teaching. However, their vocabulary teaching methods and strategies are quite different. There are some teachers who tend to adopt a communicative-oriented and student-centered approach. They frequently find out the new methodologies and they are flexible in using different vocabulary teaching strategies to different groups of students, whereas some other teachers keep traditional teaching methods. When they introduce new words, they often write new words on the board, then translate them into Vietnamese and make sentences with them. They read aloud first, then students repeat the words in the chorus. Then they ask some students to read the words individually. Sometimes the teacher shows some pictures on the projectors to illustrate new words. Furthermore, many students at Yen Phong 1 High School usually learn vocabulary passively through teachers'