

CERTIFICATE OF ORIGINALITY

I certify my authorship of the Master’s Graduation Project submitted entitled **“TEACHING ENGLISH VOCABULARY METHODS TO STUDENTS AT PHONG NÃM PRIMARY SCHOOL.”**

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. All the cited works were quoted in accordance with the ethical code of academic writing.

Phan Thiết, August 2023

Nguyễn Phúc Duyên

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Phan Thiết, August 2023

Nguyễn Phúc Duyên

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ABSTRACT

This research endeavor aims to undertake a comprehensive and in-depth analysis of a pivotal research inquiry: the challenges associated with imparting English vocabulary to primary-level students for whom it is not their native language. The researchers have diligently strived to introduce a conceptual framework that encompasses a range of pertinent topics crucial to the effective teaching and learning of English vocabulary within this specific context. This conceptual framework encompasses various facets, including but not limited to, the precise definition of the term “vocabulary”, exploration of different categories of vocabulary, elucidation of the inherent significance of a robust vocabulary foundation, examination of the psychological attributes intrinsic to primary-level students, and delineation of strategies for successfully teaching vocabulary to these young learners. In order to comprehensively investigate and analytically scrutinize the multifaceted aspects influencing the acquisition of vocabulary, the study employs a mixed-method approach, skillfully integrating both qualitative and quantitative methodologies. Through this nuanced approach, the research endeavors to meticulously unearth the factors that exert a detrimental impact on students at Phong Nãm Primary School in their journey toward acquiring a proficient vocabulary, encompassing both the quantitative breadth of words and their adept application within diverse contextual settings. Furthermore, the study also undertakes the noble task of providing practical recommendations and insights that can aid students in surmounting the aforementioned challenges, thereby empowering them to navigate the intricate terrain of vocabulary acquisition with enhanced efficacy.

Key words: teaching English vocabulary, primary students, factors, suggestions

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: first language

L2: Second language

SPSS: Statistical Package for the Social Sciences

No: Number

Q: Question

#: Percentage

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CHAPTER 1: INTRODUCTION

1.1. Background to the study

We are living in the 21st century, the century of modern civilization, the century of information technology. Our country is in the development period, taking the knowledge economy as the foundation for development and considering education and training as the top national policy and improving the quality of teaching and learning to successfully complete the training of human resources for industrialization and modernization of the country. To survive and develop, building and defending the country to keep up with developed countries requires us to grasp the most advanced achievements in order to turn Vietnam into a prosperous and civilized country.

Therefore, the current system of subjects in schools is geared towards those practical core issues. Although English was introduced later than other subjects in schools in general and primary schools in particular, it is the key to unlocking the treasure of human knowledge. It is the guide that brings us to the world, shaking hands with friends from all over the world, absorbing and perceiving the quintessence of humanity. Learning English in primary school helps students form and develop their ability to communicate in English through listening, speaking, reading, and writing skills. At the same time, learning English is one of the starting points that contributes to the formation and development of lifelong learning skills, future work capacity, and the ability to participate in social and cultural activities. Moreover, learning English in primary school also lays the foundation for continuing to learn English in the following grades as well as learning other necessary languages in the future. In addition, learning English also helps students develop the ability to express personal ideas confidently, independently, and creatively.

In any language when communicating, we also need a certain vocabulary to present and express. On the other hand, for primary school students, it is too difficult to absorb the essence of a language. We just need to ask them to understand and know what English is. To have a good and complete sentence with correct grammar, you must first have a rich

vocabulary source and a reasonable way of combining words. And how to learn and remember words? This is also the reason that made me think and choose this topic for the purpose of providing teaching methods for students, the researcher decides to carry out a study which is titled **Teaching English Vocabulary Methods to Students at Phong Năm Primary School**.

1.2. Statement of the problem

The basic and accurate knowledge imparted by English teachers from the very beginning is very important to children, helping them stronger and more confident in the future learning process. However, passive language acquisition, timidity, fear, and shame when saying the wrong thing will create bad habits and are difficult to correct, greatly affecting learning as well as personality student's. Teaching English to primary school students is to create a solid premise, initially forming and developing knowledge and basic skills for students. The first step is for students to familiarize themselves with the second language. Besides some students who study seriously, there are many students who only learn through speakers, cannot inculcate vocabulary in memory, do not practice reading and writing regularly, and do not have two-dimensional meanings.

Most of the children who study English at home still face many difficulties, most parents only care about helping their children learn Math and Vietnamese at home, but in English, parents do not know how to guide them, and assign them to English teachers at school. Therefore, teachers need to apply the innovation of English teaching methods to help students understand how to learn actively and actively and meet the requirement that students must be able to use the material they have learned in the classroom. Therefore, the current English curriculum in primary schools, along with the new English curriculum, emphasizes the ability to communicate according to a carefully controlled grammar system. Students are centered and are encouraged to communicate with each other.

Teachers need to apply some methods of teaching English vocabulary to primary school students to ensure that students understand the structure and apply vocabulary to

the structure to improve communication functions and establish the relationship between the new structure and the existing vocabulary, engrave vocabulary in students' memory through sample sentences and through practice exercises.

1.3. Aims and objectives of the study

The main goal of my research is to provide some suggested methods for teaching English vocabulary in primary school to make students more interested in the lesson as well as to master learned knowledge of that lesson in an effective way. In order to gain that aim, the specific objectives of the study are:

- ✓ To get knowledge about the factors affecting in learning vocabulary at Phong Năm Primary School.
- ✓ To provide some suggested methods to teach English vocabulary in primary schools in Bình Thuận to attract students' interest and involvement in lessons.

1.4. Research questions

In order to achieve the aforementioned objectives, the following research questions must be addressed:

1. What factors affect the students at Phong Năm Primary School in learning English vocabulary?
2. What are the suggested solutions for the mentioned factors?

1.5. Scope of the study

The study was conducted at Phong Năm Primary School. The main reason for this selection is that the researcher is working there. Hence, it would be easier and more convenient for her to gather the data and conduct the research.

Although there were many different concepts and ideas about factors affecting learners' vocabulary learning shown by various experts and linguistics, this study only focused on factors that tremendously affect EFL learners in their vocabulary learning from

both students and teachers' viewpoints. The research results were conducted in the academic year 2022-2023 at the primary school where the researcher has been working.

Phong Nãm Primary School has five grades fifth with 170 students in total. However, the researcher only took 100 participants from 3 classes 5A, 5B, 5C because this small number of participants would meet the objectives of qualitative sampling due to time restrictions. These grade 5th learners were chosen instead of the first, second or third graders because they had already learnt English for 5 years, so their language proficiency in terms of vocabulary was quite good. Therefore, it was much more advantageous to figure out underlying factors affecting their vocabulary learning.

In addition, there were 4 teachers who took charge of teaching the English language at this school who participated in the teachers' semi-structured interview about the challenging factors leading to problems faced by their learners in English vocabulary classes and meaningful methods to teach English vocabulary. Additionally, observation was also implemented in the study with the author's attempt to bring back the validity by combining both quantitative and qualitative methods.

1.6. Significance of the study

By making the best use of previous research related to teaching and learning in vocabulary learning including both foreign and Vietnamese researchers, major factors affecting primary students' vocabulary learning are explored. This may result in benefits to learners, English teachers, and stakeholders as follows:

Firstly, learners will recognize and understand the importance of vocabulary and factors affecting the vocabulary learning of EFL fifth graders at Phong Nãm Primary School as well as methods to improve English vocabulary.

Secondly, English teachers can recognize and adjust their teaching methods effectively in order to enhance the vocabulary teaching of fifth graders at Phong Nãm

Primary School. Moreover, English teachers from other schools can also apply these effective teaching methods from the study.

Thirdly, stakeholders will comprehend the actual situation of learning and teaching vocabulary English at Phong Nãm Primary School. Based on this, they may change unsuitable issues related to the curriculum or intensify remedial English courses in order to improve their learners' vocabulary in the upcoming semesters.

Last but not least, the research findings may also be useful for those who are interested in this field.

1.7. Organization of the study

The study started with the chapter 1 which was an introduction to the background of the study, the statement of the problem, the research objective of the study, the research questions, the scope of the study, the significance of the study, and the organization of the study.

The next chapter, chapter 2, was the literature review. The chapter provided a literature review regarding characteristics of young language learners, definition of vocabulary, the importance of teaching vocabulary, elements of word knowledge, vocabulary distinction, factors affecting vocabulary learning, problems faced by learners in their vocabulary, psychology features of primary students, how to teach vocabulary to primary students, classroom management, previous studies, conceptual framework.

Another important chapter was chapter 3 about the methodology to carry out this study. It described the research design and research context. Besides, it outlined the research participants, sample and sampling procedures, research instruments, procedures of data collection and analysis.

Chapter 4 presented the results and discussions from both the quantitative and the qualitative data analysis. The findings of the questionnaires, observations, and semi-structured were presented from two groups: from teachers' perceptive and from learners'

perceptive, each of which was further discussed in detail afterward. Also, it provided a thorough discussion of the research findings to answer the above research questions by integrating the quantitative and qualitative findings of the current research. The last section of this chapter presented a summary of all significant findings that resulted from the researcher's work.

Finally, in chapter 5, the author provided an overall conclusion of the whole study which included the significant research contributions of the study, and pedagogical implications of the research results. The limitations of the study were also listed before the suggested recommendations for further research.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter was a critical review and analysis of the literature relevant to the topic of the thesis. There were two parts in this chapter that provided theoretical literature related to the research topic and empirical studies concerning the same topic.

Firstly, it gave an overall related to teaching vocabulary which included the characteristics of young learners, definition of vocabulary, characteristics of young language learners, the importance of teaching vocabulary, elements of word knowledge, vocabulary distinction, factors affecting vocabulary learning, psychology features of primary students, how to teach vocabulary to primary students.

Secondly, previous studies about factors affecting learners' learning vocabulary were summarized and evaluated. Finally, it showed a gap study in a field of research on factors affecting learners' learning vocabulary.

2.2. Characteristics of young language learners

Nowadays, teachers are working with an increasingly diverse population of young students in preschool programs and primary school classrooms. The growth in enrollment of young English language learners is not restricted to big cities and urban areas but it is also more popular in rural areas in Việt Nam. There are some important characteristics of young English language learners that may be useful for educators to keep in mind.

2.2.1. Characteristics of young language learners

Harmer (2012) pointed out some following noteworthy characteristics of young language learners:

- ✓ Children need a lot of good exposure if they are to acquire a language. Although learning for one or two hours a week is not sufficient for their successful language acquisition, it may give them a taste of the new language, and make them feel positives about the language other than their own.

- ✓ Children take in information from everything around them, not just what is being taught. They learn from things they see, hear, touch and interact with. This is just as important as formal explanations.
- ✓ Children are usually curious about things around them and like learning.
- ✓ Children often find abstract concepts such as grammatical rules hard to understand.
- ✓ Many children are happy to talk about themselves, and like learning experiences which involve and relate to their own lives.
- ✓ Children are pleased to have the teacher's approval.
- ✓ Children often find it difficult to concentrate on the same thing for a long time.

2.2.2. Characteristics of young and adult language

According to Pinter (2006, p.2), the ways young learners learn a language is much different from adult ones. This distinct difference can be seen in the table below:

Table 2.1. Characteristics of young and adult language learners

Young learners	Adult learners
They have a holistic approach to language. They understand meaningful messages but cannot analyze the language yet.	<ul style="list-style-type: none"> - They are well-established at school and comfortable with school routines. - They begin to take an interest in language as an abstract system.
They have lower levels of awareness about themselves and about the process of learning.	They have a growing levels of awareness as children and as learners.
They have limited reading and writing skills in their first language.	They are developing readers and writers.
They have a limited knowledge about the world.	They have a growing awareness of the world around them. They also have a growing awareness of others and their viewpoints.
They enjoy fantasy, imagination and movement.	They begin to show interest in real life issues.

2.3. Definition of vocabulary

One feature that distinguishes humans from animals is the ability to communicate verbally. Humans can use spoken language to communicate with others, either to apply or receive knowledge that animals cannot. When we first witness a youngster learning to speak, we talk about this growth as a matter of learning new words; we are also prone to believe that the adult speaker with the biggest vocabulary has the finest grasp of English. There are many definitions of vocabulary:

A vocabulary is defined as “all the words known and used by a particular person” and “all the words which exist in a particular language or subject” (Cambridge Dictionary, 2023). However, according to Sebastian Wren, Ph.D, the words known and used by a particular person do not constitute all the words a person is exposed to. By definition, a vocabulary includes the last two categories of this list: Never encountered the word; Heard the word but cannot define it.

Identify the word based on context or voice tone able to use the word, yet unable to precisely define it and familiar with the word’s meaning and use.

Knowing words and their meanings is another way to define vocabulary. Yet, this definition understates the complexity of terminology. Words may be expressed in two ways: orally and in writing. The words we identify and use when listening and speaking are included in our oral vocabulary. Words that we are familiar with and frequently use in reading and writing are included in the print vocabulary. Second, there are two types of word knowledge: receptive and productive. Words in our receptive vocabulary are those that we can recall when we hear or see them. Words we employ, when we talk or write, are part of a productive vocabulary. Receptive vocabulary can comprise numerous terms to which we ascribe some meaning, even if we are unaware of their complete definitions and implications or have never used them in our own speech or writing. It is often broader than productive vocabulary (Kamil & Hiebert, in press).

In addition, a vocabulary is a list or collection of words and phrases, often arranged alphabetically, according to Webster's Dictionary (1993-327).

Vocabulary, in general, is part of a language that preserves all of the information about the meaning and application of words in the language (Harimurti Kridalaksana 1993-27).

In addition to the sound system, grammar, and culture, it is a crucial components in learning English. A vocabulary is a valuable and essential instrument for communication and information acquisition that typically develops and changes with age. A person's vocabulary is therefore the collection of terms they are familiar with in a language.

2.4. The importance of teaching vocabulary

Although the answer to this seemingly apparent question is easy, it must be explained, as teaching any part of a language has to be firmly supported. Effective foreign language learning necessitates the assimilation of all four skills, grammar, vocabulary, and pronunciation. The famous proverb says "Actions speak louder than words." Yet, very often these are the words that convey one's information. Basically, it is impossible to imagine what life would look like if there were no words.

McCarthy (1990: viii) states that: "no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 just cannot happen in any meaningful way". Thus, the goal of vocabulary teaching shown in this citation is being able to communicate. The author underlines the significance of vocabulary over grammar and pronunciation. Next, he also adds that vocabulary often seems to be the least well-catered-for of all the aspects of learning a foreign language (McCarthy 1990: viii).

Komorowska (2005: 151-152) is of the same mind as McCarthy, and she is of the opinion that the basic aim of language learning nowadays is communication and vocabulary plays an important role in conversation. Next, the author adds that the reason

for communication blockage is the unfamiliarity of indispensable words, whereas the fact that the sentence may be grammatically incorrect is not of a big concern. Additionally, she points out that without vocabulary exercise no speaking, listening comprehension, reading, and writing developments are possible.

Vocabulary is fundamental to foreign language teaching because without adequate vocabulary students can not only express their own ideas but also comprehend others. This is how Wilkins (1972:111-112) summed up the importance of vocabulary learning: “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.” Even without grammar, with some useful expressions and elementary words, people may manage to communicate at a basic level. When going abroad, people first learn basic vocabulary because it helps them to exchange information with native speakers of a given language (Wilkins 1972:112).

Ur (2012: 3) writes that words carry meaning. If a person wishes to communicate, Alexis and the minimum knowledge of grammar is useful, not conversely. Due to the knowledge of vocabulary, the potential user of a language is capable of communicating. Within reading activities, students would not manage to understand a text, if they did not acquire enough vocabulary items. Similarly, the same scenario would develop while listening apprehension.

Szpotowicz and Szulc-Kurpaska (2009: 98) claim that it is known that students like learning new vocabulary. Not only they are curious about what a new word looks like, how it sounds, but also what it means. The authors add that students simply love experiencing new lexical items, particularly with sounds. Some children are surely fond of practicing them while doing varied pronunciation training. Still, even if children tend to forget words, developing and building a new lexicon are the most essential principles when talking about teaching a mother tongue. Nonetheless, it is also worth remembering that vocabulary plays a fundamental role both in the course of learning and in real life. Words describe things and carry meaning. Additionally, it is nearly impossible to communicate with others using

only grammar, notably when talking about young learners who do not operate advanced grammatical structures. Finally, the authors propose that the teachers should spend more time practicing and developing new language items (Szpotowicz – Szulc-Kurpaska 2009: 98).

According to Zimmerman cited in Coady and Huckin (1998), vocabulary is central to language and of critical importance to the typical language learning. It seems that vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction. The importance of vocabulary learning also poses some challenges for teachers. They like to know in what ways instructional programs might foster the acquisition of so many words. Also, one can say that being proficient in English language depends on the knowledge of its vocabulary possessed by the second and foreign language learners and even the native speakers. Though developing the vocabulary is dynamic, it poses several problems, particularly, to non-native students of English. Students with a low vocabulary knowledge tend to show weak academic performance in courses related to language skills, linguistics, literature, and translation at the tertiary level.

2.5. Elements of word knowledge

Scrivener (2005: 246) is of the opinion that the definition of 'knowing a word' is rather limited. He points out that very often a learner knows just the basic meaning of a word, and what is more, the linguist wonders if the learner can use the word appropriately in a variety of contexts. As reported by Thornbury (2002: 15), at the most basic level, knowing a word involves knowing its meaning and its form.

2.5.1. Form

As it was already mentioned, to know a word means to know both its meaning and form. A learner should be familiar with "a clear image – visual or auditory or both – of the form of vocabulary item" (Hatch and Btown 1995: 378).

First of all, knowing the spoken form of a vocabulary item consists of being able to identify the word when it is heard and also being able to produce the oral form in order to convey a meaning. The knowledge of the spoken form may be broken into many parts. The ‘tip of the tongue phenomenon’ has revealed some of this scholarship. This phenomenon happens when a learner cannot recall a well-known word and searches the brain for it (Nation 2001: 40). Next, the author writes about phonological short-term memory which must not be underestimated. Papagno, Valentine, and Baddeley (1991) conducted a series of experiments and then compared several conditions for learning word pairs. Their piece of research showed that learners associate word forms that are already well-known to them. Another condition part of the experiment proved that “learners associate word forms that consist of a known first language word and a foreign language word, where the foreign language resembles some other first language word, for example, throat garlo, where the Russian word garlo has some formal similarities with the English word gargle” (Nation 2001:41). Phonological short-term memory did not have consequences on this kind of learning because the learners used meaning cues rather than phonological rehearsal to keep in mind the new foreign language patterns.

Another aspect of gaining friendliness with the written form of words is spelling. This ability is strongly dominated by the way learners represent the phonological structure of the language. Comparing the spelling of English speakers with speakers of other languages displays that irregularity in the English spelling system develops complications for learners of English as a first language. Even though there is no strong relationship between spelling and intelligence, some lecturers may perceive bad spelling as a suggestion of a lack of knowledge (Nation 2001: 45).

2.5.2. Meaning

A learner should know the meaning of a given word. Ur (1996: 61) distinguishes three aspects of word meaning: denotation, connotation, and appropriateness. Denotation is a definition that is given in dictionaries and it can be portrayed as a representation of something that exists in the real world, for instance, ‘dog’ is a kind of an animal, and more

categorically, it is a domestic carnivorous mammal. The next element of meaning is connotation. This concept identifies with associations, or positive or negative feelings a word stimulates. Namely, a word ‘dog’ has positive connotations of loyalty and friendship, but in the Arabic culture, it is connected with interiority and dirt (Ur 1996: 61).

Another keyword that is worth mentioning is appropriateness. Beyond question, there are many situations in our lives when we are not sure if the form of the word we want to use is suited to a specific situation. Therefore, it is helpful for a learner to know whether a certain word is common, rare, or maybe ‘taboo’. Learners also should be conscious of the formal and informal language and should not mix those two styles. What is more, some vocabulary items are used more frequently in speech, whereas some are in writing. For instance, ‘weep’ is synonymous with ‘cry’, however, the former tends to be used more commonly in speech than in writing. Not to forget about words that are only used in some parts of a country, or, belong to a dialect (Ur 1991: 61).

Additionally, Ur (1996: 62) writes how the meaning of one vocabulary item relates to others. Here are some of these basic meaning relationships presented by Thornbury (2002) and Ur (1991):

- ✓ Synonyms – words which share a similar, or nearly the same meaning. ‘Old’, ‘ancient’, ‘aged’, ‘elderly’ and ‘antique’ are all the synonyms of ‘not young/new’, however, we are more likely to talk about an old record player than an elderly record player.
- ✓ Antonyms – vocabulary items that mean the opposite. ‘Rich’ is an antonym of poor. Antonyms, likewise synonyms, are not always the same. The opposite of an old woman is a young woman, but when talking about a record player, we say a new record player instead of a young one.
- ✓ Hyponyms – words that share a specific examples of a general conception. For instance, ‘dog’, ‘lion’, ‘mouse’ are hyponyms of animal.

- ✓ Co-hyponyms or co-ordinates – other vocabulary items that are the ‘same kind of thing’; blue, red, green are co-hyponyms or co-ordinates.
- ✓ Superordinates – general ideas that cover particular items. ‘Animal’ is superordinate of mouse, dog, lion.
- ✓ Translation – expressions or words which in the learner’s mother tongue more or less serve as the meaning of a given item in the taught language.

However, Nation (2001: 27) distinguishes third feature of word knowledge – use. The table below presents crucial information about what is involved in knowing a word. The author then enumerates what constitutes the use. These are grammatical functions, collocations and constraints on use.

2.6. Vocabulary distinction

As the preceding subsection demonstrates, before you are able to use a word correctly, you have to know a little bit about it. Alongside the meaning and form of word knowledge, there is also a distinction between productive and receptive vocabulary knowledge that is used by researchers when investigating vocabulary learning. Thus, an important aspect when planning lexis work is the differentiation between productive and receptive lexis (Scrivener 2005: 229).

In general, vocabulary can be divided into two types: active vocabulary and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to what students have learned and should be able to use. The second type is words that students will recognize when encountering them but are unlikely to be able to pronounce. Haycraft, cited by Hatch and Brown (1995), identifies two types of vocabulary, namely the receptive vocabulary and the productive vocabulary.

2.6.1. Receptive vocabulary

Receptive vocabulary is the amount of words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing

(Stuart Webb, 2009). Receptive vocabulary refers to the collection of words that are understood by an individual. Vocabulary can be learned through spoken or written language, sign language (i.e., gestures), or symbols. Words are learned by first recognizing patterns in the auditory or visual input and then attaching a corresponding meaning. Vocabulary development is dependent upon environmental, experiential, and individual factors. A child's vocabulary size and knowledge significantly impact his or her comprehension of both oral and written language.

2.6.2. Productive vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005). Benjamin and Crow (2010: 42) are of the opinion that: "you are in the productive control of words that you use to express yourself, in speech or in writing" Also, productive retrieval follows opposite paths to those of receptive retrieval. Namely, meanings have to be given forms and some of the forms will be simple words, some will be derivatives, compounds, fixed collocations or some binomials (McCarthy 1990: 45). Interestingly, transition of a vocabulary item from a learner's receptive vocabulary to his productive one is a progressive development. Regularly reading or hearing the word over a period of time is often the most common way in which this transition happens.

2.7. Factors affecting vocabulary learning

A number of research works on vocabulary learning have pointed out several factors that constitute a source of variation in learners' vocabulary learning use. The frequency and type of vocabulary learning process employed by learners have been found to vary depending on such factors. The factors affecting learners' vocabulary learning discussed in this paper have been grouped under Ellis's framework (1994). Two factors influence the students' acquisition of the English language: internal factors and external factors:

2.7.1. Internal factors

Internal factors are those that the individual language learner brings to the particular learning situation. In the internal factors, there are some aspects; age, experience and learning styles (Fatiha, Sliman, Mustapha, & Yahia, 2014; Paradis, 2011; Pashler, McDaniel, Rohrer, & Bjork, 2008).

❖ *Age*

Age is one of the most important affective factors in second language acquisition. The learner's age influences second language acquisition, children who already have solid literacy skills in their language. Younger learners in informal language learning environments usually have more time to devote to learning a language. They often have more opportunities to hear and use the language in environments where they experience little pressure to speak fluently and accurately from the beginning. Macaro (2010) made two generalizations about the effect of age and a second language: first, adult proceeds through the early stages of second language development faster than children do. Second, older children acquire faster than young children, time, and exposure to second language proficiency than those beginning as adults. It means that the second language development of older and younger learners learning in similar circumstances has shown that older learners are more efficient than younger learners in the early stages of second language development.

❖ *Experience*

Experience is knowing what a person gets by doing something or watching someone else do it. People with general language experience and knowledge are better positioned to develop a new language than those without it. Experiences with the things and people around them are central to their learning. Practitioners significantly contribute to children's active learning by creating the climate and conditions that best promote children's involvement. First, this involves building children's self-esteem and confidence. Mental and physical involvement in learning is built on the confidence and trust that come from good relationships. When children are unsure of their surroundings, they lack confidence

and are tentative in their actions. They are sure of themselves when they trust that they are valued and accepted for who they are. This enables them to seize opportunities to interact with people they know well, investigate the objects and spaces around them, be stimulated by challenges, take risks, and tackle problems enthusiastically.

According to Lightbown and Spada (2013), it is easier for those who have acquired general knowledge and experience to develop a new language. For instance, if a learner has already lived in two or more different countries and has been exposed to several languages and cultures, then that learner will have many more advantages in learning another language in comparison with a student who has no experience in a second language and culture.

❖ *Learning styles*

Described learning styles are the cognitive, affective, and physiological behaviors that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Students' learning styles can be influenced by many factors, including their genetic background, culture, and previous learning experience. If teachers match their teaching methods to the students' learning styles, they will be more successful and interested in the language. Furthermore, learning style can enable students to become more independent, autonomous, and lifelong learners. The study found that the respondents have different learning motivations and exposure to learning English as their second language.

2.7.2. External factors

External factors are related to the environment where the language is acquired and the method of introducing the second language (Loewen, & Sato, 2017; Richards, Rodgers, 2014; Sun, 2019). External factors are categorized into motivation, instruction, and access to the native speaker.

External factors are the factors outside the students that influence their learning. External factors refer to particular language learning situations. The learning context can

include the teachers, the peers, the classroom climate, the family support, the social, and cultural tradition of learning, the curriculum, and the availability of input and output opportunities. Teaching methods, quality of materials, reward system, peer group, teacher-student relationship, classroom atmosphere, and homework assignment, are considered as a learning environment and it can affect the learners' choice of vocabulary learning strategies (Kaylani, 1996).

Motivation to learn a language refers to the extent to which an individual is prepared to strive to master the language because of a desire to do it. Learner motivation is frequently classified as intrinsic, where students are motivated by the course material or irrelevant and motivated by getting a good mark or credit. At all levels of their education, motivation to learn a language is crucial to students' success; parents, settings, and teachers can all play essential roles in fostering that motivation in their children. Students who receive the proper assistance and encouragement to learn will ultimately perform better than those who do not.

Teachers' personalities may have a great influence on students' performance and their final results. In addition, teachers' performance in the classroom, teaching style and methodology are part of the process variables (Dunkin & Biddle, 1974). The teacher's age may also be an important factor. The teacher's social class, ideology and beliefs derived from his/ her background may also influence his/ her behavior and performance in class, which affect learners' acquisition. For examples, some progressive teachers identify themselves with certain practices which are associated with the progressive teaching movement. Other teachers maintain more traditional beliefs and teaching styles or combine the progressive and traditional practices opting for different positions in this continuum (Bennet, 1976).

These internal and external factors are interrelated and affect the vocabulary acquisition process of young learners. Moreover, these factors are an important part of the

learning process, which can contribute to the success or failure of acquiring the vocabulary of young learners.

2.8. Problems faced by learners in their vocabulary

From the viewpoints of many EFL and ESL researchers, there are various problems students often encounter in their English vocabulary, among which two most noticeable problems are: linguistic and non-linguistic problems.

2.8.1. Linguistic problems

❖ Knowledge of words

Another difficulty that is faced by participants is the lack of knowledge about certain words. A single word has certain meanings, and the meanings are changed situationally. They rely on bilingual dictionaries that provide specific meanings. It does not mean that bilingual dictionaries do not provide exact meanings. But the matter is that the meanings that dictionaries provide; such, as words have different meanings in different contexts. Often, students take meanings based on their little knowledge of the words. Certain students shared that they just remembered a few meanings of the words. As a result, the lack of knowledge of words negatively affects on their academic reading, writing, speaking, and listening skills. Indeed, to be successful in the context of education, it is necessary that the students must be skillful throughout the four main skills. According to Thornbury (2002), a learner can convey a message while having little grammar, but without words, nothing can be conveyed.

❖ Spelling errors and pronunciation problems

The spelling error is common to all participants, the study discovered that many students just overlap the words; not breaking the word into parts. They believe that the mere overview is enough to cover the spellings. The learners also claim that many times' pronunciation creates certain difficulties in writing an appropriate word. Mostly, they are unaware of certain words' spellings when they listen to a new word. They try to encounter such words on the basis of alphabetic letters. Most of the time, students are unaware that

the alphabetic letters do not provide exact sounds but rather a phonetic transcription of the word. Indeed, the spelling errors and incorrect pronunciation of words indicate the students' inability and insufficient vocabulary size in the academic process of learning.

❖ **Inability to use words correctly**

The major factor in students' performances is the lack of ability to use vocabulary items very correctly. Using English words correctly is a problematic option for students because they learn the English language on the basis of their mother tongue. Both languages are different from each other which requires a great number of times to be competent over the second language. Students have to learn certain new words, and at the same time, they require a great time to increase their knowledge of the words. During the learning process, they make certain mistakes while using words properly. Mostly, it is very hard for students to express their intended meanings in the English language. The irrelevant meanings create ambiguous thoughts for the reader to pass the negative marks regarding the learner's performance.

2.8.2. Non-linguistic problems

❖ **Lack of motivation**

Learners often complain that they cannot think of anything and they have no motivation to express themselves beyond the guilty feeling that they should remember something.

Rivers (1968) believed, "Learners have nothing to express themselves maybe because the teacher has chosen a topic which is not suitable for them or a topic they know very little about".

Sharing the same viewpoint, according to Baker and Wesstrup (2003), "It is difficult for many learners to respond when the teachers ask them to do something in a foreign language because they might have little ideas about what to do, which vocabulary to use, or how to use the grammar correctly".

❖ **Low or uneven participation**

In Baker and Wesstrup's opinion (2003), "another problem in vocabulary class is low or uneven participation. This problem occurs when there is only one participant can work all the time in group work or class discussions. That means the rest of the class will do very little and will be dominated by some outstanding or confident students. There is a tendency of some learners who dominate the others which makes the rest work very little or do not work at all".

❖ **Mother tongue use**

When some or all learners share the same mother tongue, it is common for them to use their mother tongue because it is much easier and less stressful for them to do so.

Harmer (1991) suggested that there are some reasons why students use their mother tongue in class instead of using a foreign language they are studying such as when the students are asked to have a discussion about a topic that they are incapable of saying something about that topic, they tend to use their own language; using mother tongue is a natural thing to do whereas using the second language to explain something to another is unnatural without encouragement from the teachers; and if teachers frequently use the students' language, they will feel more comfortable.

2.9. Psychology features of primary students

Children ages six, seven, eight develop slowly yet steadily. Their main muscles are now under their control. Most kids have an excellent sense of balance. They are able to walk on a balance beam and balance on one foot. Teenagers like to pull out physical stunts. They like to put their talents and muscular power to the test. They like dancing to music and skipping, running, and falling. Little balls can be caught by them. They are competent with zippers and buttons. Kids can pick up the skill of tying shoelaces. Their names can be printed. They have the ability to imitate patterns, shapes, numbers, and letters. Under supervision, they appropriately use tools and utensils. A higher school age Youngsters have

a lot of energy and are quite active. Their big and fine motor abilities have significantly improved.

2.9.1. Social and emotional development

Up until the age of six or seven, they prioritize themselves over others. Though they may require some time to play alone, they do well in groups. Many young people have an adversary and a greatest friend. They frequently favor playing partners of the same sex. Youngsters are notorious for gossiping. They do this to help them understand the rules and to get an adult's attention, respectively. They dislike failure or criticism. It is better if each youngster competes just with himself and not with other kids. They can assist with modest tasks. Kids are very dependent on their parents' affection and care. Kids are starting to show concern for other people's needs and feelings. They could take pleasure in caring for and having fun with small children. For them, what parents and instructors find acceptable or unacceptable constitutes "good" and "bad". Kids are beginning to form moral principles, such as an awareness of honesty. Kids start to get a sense of humor and could like silly tunes, rhymes, and puzzles. When their actions or academic work are ridiculed or disregarded, they feel irritated.

Children between the ages of nine and ten have a great need to be valued and accepted. Through disobedience, backtalk, and rebellion, they demonstrate their independence. They favor individual success over rivalry. They prefer ideas and encouragement to rivalry. They continue to seek approval from grownups. People start to accept accountability for their own deeds. They like joining established groupings. They like being around people of their own sex. They emulate and look up to older kids. Kids are starting to form and comprehend friendships. They desire acceptance from their peers.

2.9.2. Intellectual development

Left and right are distinct to them. Their capacity to communicate verbally and emotionally grows quickly. This is crucial for academic achievement. They converse with one another about their family and themselves. They practice utilizing the words and

language they learn in class while playing. Kids start to grasp the concept of time and the days of the week. They enjoy absurd jokes, riddles, and rhymes. They can pay more attention. Kids can read more complicated stories. They are studying words and letters. Most people can read words or word combinations by the age of six.

Children's intellectual development differs from that of adults in several ways, and they require opportunities to express their ideas and feelings. They perceive everything as "black or white". Their interests frequently shift. They are ready to try new things and are readily motivated. Usually, they perform best when the work is broken up into smaller tasks. Kids require adult supervision in order to persevere and perform well.

2.10. How to teach vocabulary to primary students

Although English should be introduced as a new lesson for pupils, teaching English to primary school students is not a simple task for instructors. The ability to speak simple English is expected of the students. As a result, language knowledge is crucial since communication depends on it. There are several principles in teaching vocabulary in order to make the teaching-learning process more interesting. They are as follows:

- It interests the learners.
- It makes the learners give attention to the spelling, pronunciation, meaning, or use of words.
- It gives a chance for repetition.

According to some scholars, longer study periods lead to increased fluency and better pronunciation, which are the main justifications for teaching English in elementary schools. The amount of time spent working with the language is one of the most significant elements determining the development of language proficiency. When learning a language starts early, it may last longer, give more practice, and provide more experience, which eventually results in higher fluency and effectiveness, Helen Anderson (1993). The simpler it will be for a youngster to develop better pronunciation the sooner they begin learning a foreign language. "Older learners have an edge over children in practically every area assessed with a tiny advantage for children in the area of native-like pronunciation at least

in most classroom settings,” according to Krashen, as stated by Helena Anderson (1982). Teachers must choose appropriate terms to introduce to students while teaching vocabulary. The following factors should be taken into account while choosing the words:

- The most popular terms are “those that are often used or those that the pupils need”. Before the lesson begins, the instructor should create a word list. Its goal is to identify the terms that pupils use most frequently.

- Students’ needs: “The phrases that the students require are often valuable for teaching to the pupils”. While teaching elementary pupils, a teacher must take the needs of the students into account. They occasionally have a curiosity for the world around them. It encourages kids to learn.

The primary school English teacher should be aware of the following facts while planning a first-stage vocabulary lesson, according to Allen. Although it is crucial to introduce unfamiliar terms for common items and people, the majority of the class cannot be expected to pick them up quickly. As students frequently believe that the words for known objects and people in their home tongues are all they truly need, teaching such terms will take a unique ability. When the foreign language is not utilized for communication outside of language class, students are highly prone to believe that the usage of foreign terminology for everyday things is not actually necessary. If a pupil doesn’t sense a genuine need to learn anything, the teacher must instill that need in them. It is not sufficient to say, “Here is the word to learn,” “Here is what the term means,” or “The word will be extremely important to you someday” (Allen, 1983–3) in order to instill in students a sense of personal need for a foreign word.

2.10.1. Textbooks and learning materials

A textbook is a book that is used for education. It is often provided in classes from elementary school through college. Individuals utilize it to gain knowledge about a certain subject.

A textbook, sometimes known as a course book in UK English, is a teaching tool used in a variety of academic fields. Any standard book on a subject, not just those used in specific courses, can also be considered a textbook. The requirements of educational institutions are taken into account when producing textbooks. The majority of textbooks are solely printed; however, many are now available as electronic books online.

The instructional materials come with a variety of games, exercises, and study aids that make learning enjoyable. All study materials and exercises follow the requirements of the program. The content used in textbooks is for both teacher and student instruction. The most efficient teaching strategy is to use references and textbooks.

Initially, textbooks serve as a tool to assist students in lesson planning, homework completion, and practice activities. Without textbooks and reference materials, learning cannot be completed with a successful academic performance. As a result, they are crucial in helping pupils acquire knowledge and develop their learning abilities. Before starting school, textbooks and study materials appear to be the key knowledge sources for self-educated students. Books are used by students to complete, complete, and improve their education. With the aid of these books, students may gather and absorb scientific data that enhances their debate and argument. Also, students may practice reading, writing, analyzing, and organizing their work in line with the new logic and system. This implies that students can communicate information scientifically.

2.10.2. Flashcards / Pictures

As they capture learners' attention and make these sometimes tedious tasks more enjoyable, flashcards are particularly useful teaching tools while introducing and drilling the various word forms. It is precisely what teachers want when introducing new language to capture their students' entire attention, to increase their interest in the subject being covered, and subsequently, to motivate them.

Instead of just being shown for students to describe what they can really see, the picture is used in a more meaningful and in-person conversational manner. This will most

likely have a stronger effect on the capacity to remember a vocabulary word and apply it later on in a conversation.

The teacher contrasts two objects that are highly similar in meaning, such as “hill” and “mountain,” or uses two antonymous images. Another option is to use the term in the context of a group of ideas or to depict it as a component of something bigger. In the first instance, the verb “to work” may be accompanied by images of various people engaged in various occupations; in the second instance, the word “leaf” may be interpreted as a component of “a tree” (Wright 1990: 139-144; Wright and Haleem 1996: 51-52).

2.10.3. Games and simulations

Games and simulations give teachers the chance to immerse students in an interactive and immersive setting that calls for knowledge, judgment, and information management abilities. Yet, the usage of immersive learning environments might be debatable because of how frequently they are associated with play and enjoyment rather than teaching. Despite Nevertheless, culture is starting to tolerate games and simulations more and more.

Games are being researched to aid students’ learning as part of the development trend in contemporary education. There are many different kinds of learning games, including artistic, intellectual, and performing games. People will utilize the game appropriately based on the educational material and psychological aspects. A fun teaching method that draws pupils into active learning is games.

Interaction is key to language acquisition. Children will perceive language to be more natural the more frequently they hear and use it. Teachers who are learning the language and are not topic experts may find this intimidating. The solution is to gradually increase your language use by using it consistently in small doses. For youngsters, brief, straightforward, and pertinent exchanges can be scripted, and it is strongly advised to make the most of audio cassettes, CD, and DVD material to provide models for pair work.

The pair work example in this lesson demonstrates how whole class learning can serve as the stimulus for pair work, progressing from whole class repetition with the teacher to individual pairs of children practicing language and conversing in a straightforward, pertinent, and enjoyable information exchange. There are also examples of group projects where the youngsters take on the role of language detectives and talk about the new language in English in order to comprehend how it functions and how to utilize it on their own.

2.10.4. Audio / Video

English may be taught by using audio clips from radio shows, podcasts, instructional lectures, and other audio content. They should demonstrate this interactive listening method to their pupils in class before giving them instructions on how to do it independently. Then, tell the students to think about what they would want to learn from the audio segment's material as they get ready to listen. When they have shared their thoughts or written them down, play the audio clip while allowing the students to take notes, if necessary. Repeat this practice once students have acquired confidence and experience, but this time, tell them not to take notes until the audio portion is over. For this sort of practice, you can employ shorter or longer audio portions, as well as more approachable or difficult content.

Another effective resource for teaching English are video segments, including short skits, news shows, documentary films, interview pieces, and dramatic and comic content. Similar to audio segments, choose the length and part of the video segment based on the students' degree of proficiency. With your pupils, first view the part without any sound and debate it together. Ask the pupils to indicate what they anticipate the segment's content to be. Afterwards, replay the scene with sound, enabling students to take notes if necessary for their level of understanding. You can ask students to sum up the video segment in a few sentences when it has finished playing, or you can take some time to have a group discussion about how the part relates to the students' expectations.

2.10.5. Mind Mapping

Buzan (2007) proposes to use the mind mapping technique because it makes students imaginative, find new ideas, save time, be creative, keep notes, develop a concept, and perform a presentation.

Similarly, Hofland (2007) argues that mind mapping can contribute to learners' motivation because of its creative aspects. This statement is supported by Bono (1969) (as cited in Hofland (2007)) who states that "creativity is a great motivator because it makes people interested in what they are doing. Creativity gives hope that there can be a worthwhile idea. Creativity gives the possibility of some sort of achievement to everyone. Creativity makes life more fun and more interesting". Additionally, Stanley (2004) affirmed that mind-mapping techniques can help students generate their ideas more easily. Based on the theories above, it can be concluded that the use of the mind mapping technique in the classroom is effective because it could increase students' motivation and aid the teachers in explaining the learning materials.

2.11. Classroom management

Theories developed by Adler, Dreikurs, Kounin and Glasser provided the framework for interactionist/authoritative ideology (Wolfgang, 1995). Cooperative Discipline (Albert, 1989), Judicious Discipline (Gathercoal, 1990), and Discipline with Dignity (Curwin & Mendler, 1988, 1999) are examples of classroom management models based on this interactionist ideology. This research on classroom management employed either descriptive or correlational methods and highlighted practices that were used by 'effective teachers'. Using videotape and observational methods, these process-product researchers sought to identify various indicators of teacher effectiveness highlighting the importance of group management and of organizing and maintaining a positive classroom environment. In order to establish and maintain a productive classroom teachers need to engage students and minimize disruptive behaviours by keeping the flow of a lesson, preventing misbehaviour and ensuring the active participation of all students. In particular, the teacher's role at the beginning of the year was emphasized, along with a

multidimensional perspective on management tasks (Brophy 1999; Doyle 1986;Emmer & Gerwels 2006).

Teacher and student social and emotional development, beliefs, and relationships have become more influential concerns in recent decades. It is apparent that there are many and varied influences on student behaviour, from internal states and beliefs about self to external factors including teachers' instructional capacity and peer/familial aspects. Thus, extensive programs of contemporary research study the influence on classroom management of teacher–student relationships, the use of intrinsic and extrinsic reinforcement, social-emotional learning curricula, and teacher stress and anxiety. Early work in this tradition, in the 1960s and 1970s, emphasized models developed by Glasser, Rogers, and Dreikurs, among others followed by more nuanced examinations of the nature of teacher–student relationships (Pianta, 2006). Kounin showed that effective managers succeeded not just because they were good at handling misbehaviour when it occurs but because they were good at preventing misbehaviour from occurring in the first place. Effective classroom managers focus on creating positive learning environments by preparing and teaching engaging lessons, and monitoring students as they work (Brophy, 1996). Theorists such as Albert, Curwin and Mendler have allowed us to gain greater insight into the causes, contexts, and consequences of interpersonal relationships in the classroom.

2.12. Previous studies

In recent years, many studies have been implemented in the field of teaching vocabulary. They concentrate on learners' learning vocabulary difficulties and self-regulation strategies for improving vocabulary.

Dating back to the 1980s in a country like America, where individualism is predominant to collectivism, self-regulation strategies are found not difficult to assess, measure or even foster and teach students since primary students in the United States of America and Western countries such as the Netherlands, the United Kingdom, students have a higher sense of independence than their Asian counterparts. The reasons lie down

on the Confucian heritage/Confucianism (Nguyen Phuong Mai, Terlouw & Pilot, 2005), cultural traits and beliefs in English a Second Language classrooms (Hinenoya & Gatbonton, 2000), or traditional roles of teachers and learners in class (Malcolm, 1990).

Therefore, investigating Asian students' self-regulating learning ability in English language learning needs to be conducted (Schunk, 1995; McMahon & Luca, 2001). Additionally, certain self-regulated learning strategies are assumed to be utilized by Vietnamese students and be effective in assisting Vietnamese primary students to achieve better performance in an English as a Second Language program.

Similarly, findings in the study on 4405 ten-years-old students from 140 Hong Kong secondary schools (Ho, 2004) revealed that self-efficacy (together with control strategies) is the two most important learning strategies positively related to learning superiority in academic achievement in three domains: mathematics, reading, and science. Conversely, memorization (rote learning) and motivation were found negatively correlated to academic achievement in mathematics and science domains. Similar results are found in Sofia's et al. (2011). Korean students tend to ignore memorization when they study English as an English as a Second Language subject.

The famous linguist Wilkins comments: "Without grammar, little can be expressed; without vocabulary, nothing can be expressed"(Wilkins, 1978, p.111). Word knowledge is a necessary competence, and it is important for production and comprehension in a second language. In the importance of vocabulary in communication. He indicates, "No matter how good one's grammar is and how beautiful one's pronunciation is, but if one has no enough vocabulary to convey one's own feelings or to understand others' opinions, one still cannot communicate with others in the language". As an essential and fundamental building block of language, vocabulary learning is a key aspect of language learning, whichever curriculum or syllabus we are following and whichever model of language we are applying. The four traditional basic language skills of reading, writing, speaking and listening are all based upon the students' vocabulary knowledge.

In Việt Nam, the research done by Dang Van Khuong (2016), “The Use of First Language in Teaching Language Vocabulary to Elementary Level Learner: A Study at Vietnamese American English Center” has an overview of the English course for elementary students. In the research, he indicates the teachers’ and the students’ profiles, background knowledge as well as teaching and learning experience. Some of the students’ difficulties in learning English vocabulary are investigated in his research. At the end of the research, he also states the suggestions assisted with teaching English vocabulary to the elementary students at Vietnamese American English center.

One study by Dang Thi Trinh (2010) conducted an investigation project “Teach English Vocabulary Primary School Children Through Application of Total Physical Respond Activities”. In her research, she provides an overview of the state of teaching vocabulary and focuses on recruiting an application of Total Physical Respond activities, and justifies the importance and effectiveness of using Total Physical Respond activities in teaching foreign language vocabulary.

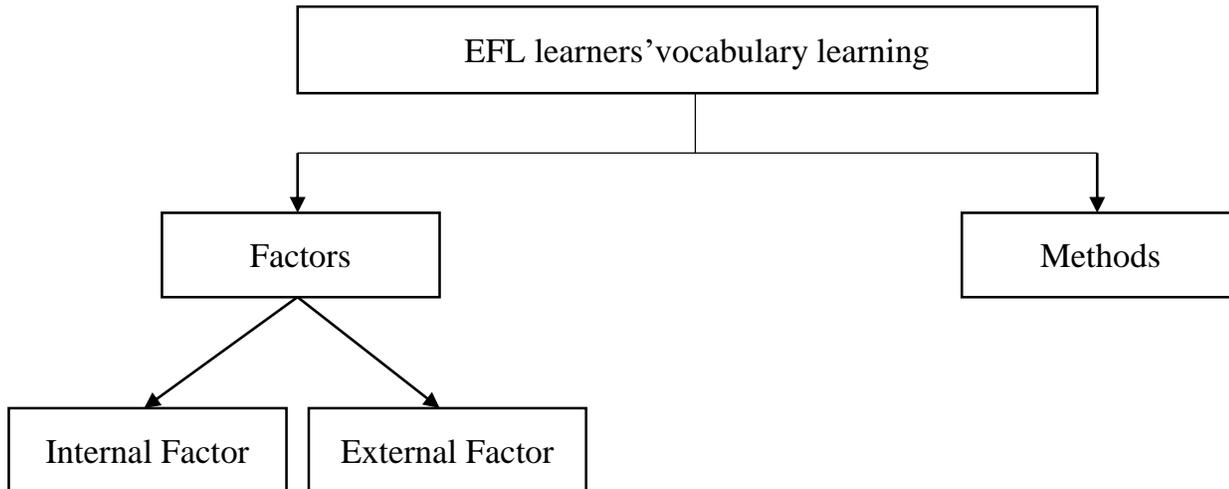
2.13. Conceptual framework

The conceptual framework was based on the literature review related to the characteristics of young learners, definition of vocabulary, characteristics of young language learners, the importance of teaching vocabulary, elements of word knowledge, vocabulary distinction, factors affecting vocabulary learning, psychology features of primary students, how to teach vocabulary to primary students.

The viewpoints of Ellis’s framework (1994) on factors affecting learners’ vocabulary learning were the theoretical foundation of the research which clarifies two main types of factors: internal and external ones. Internal factors include age, experience and learning styles whereas external ones are most closely related to the motivation, instruction, and access to the native speaker.

In addition, to solve problems learners often face with their vocabulary learning, there are main kinds of methods that teachers use to teach them vocabulary. The conceptual framework of the present study was presented in Figure 2.1 as follows:

Figure 2.1. Conceptual framework of the study



2.14. Chapter summary

In general, vocabulary is fundamental to foreign language teaching because without adequate vocabulary students can not only express their own ideas but also comprehend others. With good performance, learners can convey their ideas clearly and fully which brings them self-confidence. Nevertheless, a majority of Vietnamese learners have difficulties in learning vocabulary mastery. Furthermore, many of them do not comprehend the factors affecting their performance in learning English vocabulary. Meanwhile, there are few studies approaching factors influencing young learners from linguistic angles so far. Therefore, the author tried to make her best effort to determine challenging factors that delimit learners' learning vocabulary and suggest some methods language learners may enhance their learning process.

This chapter presented some theoretical background knowledge related to the topic of the study. It mentioned some concepts and ideas concerning the issues of characteristics of young language learners, learning vocabulary in general, factors affecting learners' learning vocabulary, problems faced by students when they learn English vocabulary, etc.

The following chapter will present a detailed description of the methodology, procedures, and results in light of the above-discussed theories.

CHAPTER 3: METHODOLOGY

At Phong Nãm Primary School, the learners are not good at learning vocabulary in English and often find it difficult to remember new words in English. So, in order to help the learners improve their vocabulary in general and in enhancing their ability to express personal ideas in specific, teachers need to know the factors affecting learners' learning vocabulary leading to problems faced by them in their English classes.

3.1. Research design

Case study research is described by Stake (1995) as an exploration and analysis of individual or group examples with the goal of capturing the complexity of the topic of study.

According to Creswell (2013), case study research is a qualitative method for studying a real-world, current bounded system (a case) or several bounded systems throughout time. It involves collecting thorough, in-depth data from a variety of sources, reporting a case description and case themes.

“A case study is a single instance of some constrained systems, which may vary from one person to a class, a school, or a whole community,” says Sandra Lee McKay (2006:71).

Merriam (2009) lists particularistic, descriptive, and heuristic as the three qualities of a case study. A case study that is “particularistic” focuses on a specific individual or group. “Descriptive” denotes a thorough and in-depth explanation of the phenomena that is pertinent to the situation. “Heuristic” refers to a case study that helps readers grasp the phenomena being researched.

First of all, case studies are regarded as a suitable and practical tool for the educational area. Case studies “may be used to explore educational processes, problems,

and programmes to gain knowledge of the case and enhance practise,” according to Merriam (2009).

Second, case studies are utilised to focus a wide area of study into a single, simple subject. The study might concentrate on a particular instance. Compared to other approaches like statistical survey, it offers more accurate replies and thorough information.

Thirdly, the researcher may gather information using a variety of approaches, including interviews, observations, document reviews, and archival records.

3.2. Research context

3.2.1. A brief introduction about the researched primary school

In the province of Bình Thuận, this research was done in Phong Năm Primary School. This elementary school is a large institution and the educational high point of Bình Thuận Province. The school has made remarkable progress throughout its growth. The school has consistently completed the responsibilities allocated to it. The school has 38 instructors and 28 classrooms with 871 students for the 2022–2023 academic year, with around 170 kids in grade 5 enrolled in 5 classes. There are often 33 pupils in each class on average.

This school has strong teaching and learning environments. A excellent facility system, including brand-new blackboards, lighting, fans, tables, and seats, is present in classrooms. The size, brightness, and comfort of the classrooms are all excellent. There are available teaching tools. It is a fantastic place to study at the school. In conclusion, it is a wise decision for both instructors and pupils.

3.2.2. English teaching and learning condition

There is an English classroom at the school. There is a chalkboard, a projector, and a computer with an Internet connection in every class. The classroom is furnished with a variety of fascinating and lovely English images in an effort to inspire pupils and create a welcoming environment. The students have several opportunities to use contemporary

resources and improve their English proficiency. The school often hosts student competitions and English-language organizations. It offers pupils the opportunity to demonstrate their skills and benefit from one another.

3.2.3. English textbooks

The Ministry of Education created and mandated the English textbook, which is used in the school. Each week, there are four 35-minute English classes. It denotes a 140-minute weekly class period. 20 units are required for two semesters. Six classes are used to teach each topic. The components of each unit are as follows:

- ✓ *Look, listen and repeat*: give students the chances to observe, listen and get familiar with sounds and words.
- ✓ *Point and say*: give students the chance to understand the meaning of the words and practice speaking.
- ✓ *Let's talk*: give students the chances to practice and develop speaking skill.
- ✓ *Listen and complete/ Listen and check/Listen and number*: give students the chances to practice and develop listening skill.
- ✓ *Read and complete/ Read and match*: give students the chances to practice and develop reading skill.
- ✓ *Let's sing/ Let's chant*: give students the chances to practice in English through songs and chants.
- ✓ *Let's play*: give students the chances to practice in English through different games and extra- activities.
- ✓ *Write*: give students the chances to practice and develop writing skill.
- ✓ *Project*: give students the chance to work in pairs and work in group to develop team spirit.

Students get a review opportunity after five units to solidify the information they have learned. Later, pupils took a 35-minute exam that was created by English professors to assess their knowledge.

3.3. Research participants

Four English instructors of grade 5 at Phong Nẵm Primary School took part in the research. They are energetic, youthful instructors. They each have unique teaching philosophies and backgrounds. They have a lot of energy while teaching English. These were all Vietnam-trained teachers who received their degrees from universities and colleges. The four instructors were all female and had a combined teaching experience of nine to fifteen years. Before teaching, they always thoroughly plan lessons in order to provide pupils with engaging instruction. The author assigned each participant a number instead of their own name out of ethical concerns. (See Table 3.1 for a summary of information about the four participants).

Table 3.1. Background of participants

Teacher	Age	Gender	Years of experience	Qualifications
Teacher 1	25	Female	3 years	University graduate
Teacher 2	35	Female	10 years	College graduate
Teacher 3	39	Female	14 years	University graduate
Teacher 4	40	Female	15 years	College graduate

3.4. Sample and sampling procedures

Approximately, 100 participants were recruited randomly from 170 fifth graders at Phong Nẵm Primary School to complete the questionnaire. The learners were in classes 5A, class 5B, and class 5C in the second semester of the 2022 - 2023 academic year. The researcher took learners in grade 5 because the fifth graders' English levels were considered to be qualified enough to use English in their performance. Besides, four teachers of English were also asked about the completion of the questionnaires and semi-

structured interviews. These participants were chosen for the study because they were the researcher's colleagues. Therefore, it became easy and convenient for her to conduct the research survey and interview and get reliable data.

The table 3.2 presented general information of learners who participated in the survey in terms of their gender, level, and time exposure to English. The number of female participants outnumbered male ones with the proportion of 60% and 40% respectively. Moreover, most of them were at elementary level which means their English competence is basic - below average and average (60%). The rest of them were fair (25%) and 15% of them are good learners. These learners mostly had the longest time exposed to English from kindergarten or nursery school.

Table 3.2. Information about the participants of the questionnaires

N = 100			
		F <i>(Frequency)</i>	%
Gender	Male	40	40
	Female	60	60
Level	Below average & Average	60	60
	Quite good/Fair	25	25
	Good	15	15
Time exposure to English	1-3 years	65	65
	3-5 years	24	24
	5 years upwards	11	11

Participants for semi-structured focus group interviews were selected by convenience sampling which is the most common method for choosing participants in focus groups. According to Stewart and Shamdasani (1990), "this method has advantages of saving time and money because it is feasible and encouraging for them to take part in discussions leading to a large number of a variety of ideas with a small size of three to six participants".

The table 3.3 illustrated general information of the participants in terms of gender, age, and working experience. Most of the interviewees were female accounting for 100%. Moreover, half of them were from 25-35 years old (50%), and half of them were above 35 years old which took up 50%. In addition, the longest working time belonged to 2 participants with more than 10 years of teaching English (50%). Only one of them had 1-5 years of working experience which took up 25%, and one teacher had 6-10 years of working experience (25%).

Table 3.3. Information about the participants of the semi-structured interview

N = 4			
		F (<i>Frequency</i>)	%
Gender	Female	4	100
Age	25-35	2	50
	35 upwards	2	50
Working experience	1-5 years	1	25
	6-10 years	1	25
	10 years upwards	2	50

Case study

Cohen, Manion, and Morrison (2000) point out that: “A case study is a particularly example of real people in real situations. It helps readers understand concepts more apparently and it can examine effects in real contexts”.

Furthermore, according to Adelman, Jenkins, and Kemmis (1976, p.148-149), “a case study is strong in reality. It is harmonious with the readers’ own experience, which provides a natural basis for generalization. Moreover, a case study recognizes the complexity of social truths because it carefully observes social situations. Its findings can be used for staff or individual self-development and educational policy making”.

From the strengths and advantages of employing a case study in doing research, the author decided to explore a real situation of fifth graders at Phong Nãm Primary School.

3.5. Research instruments

The research instruments employed to collect data for this study are questionnaires, semi-structured interview, and class observation.

3.5.1. Questionnaires

Questionnaire is the most important instrument used in this research to collect the data because of three main reasons as follows.

Firstly, according to Creswell (2012, p.387-388), “Using good questions helps participants feel that they understand the question and can provide meaningful answers. Good questions are clear and unambiguous, and they do not confuse the participants. They also show respect for participants by being sensitive to gender, class, and cultural needs of participants”.

Secondly, it is also used to strengthen the result of the observation. In this research, to validate the research findings, the questionnaire was first delivered to participants to check the appropriateness of the research subject and research aim, to investigate the factors affecting student’s vocabulary learning. In addition, the questionnaire was used to strengthen the result from the questionnaire in figuring out students’ problems in vocabulary.

The questionnaire survey included two parts. Part A was about the demographic information of participants. Part B contained main items that investigated (I) Participants’ perceptions of the importance of vocabulary, (II) Factors affecting vocabulary learning of EFL fifth graders at Phong Nãm Primary School from learners’ perspective.

Part A: Demographic Information

It collected background information of the participants. The information included gender, age, grade, number of years’ learning English, and their English level.

Part B: Questionnaire Content

(I) Participants’ perceptions about the role of vocabulary

The items of this part aimed to reveal the perception of the role of vocabulary. Specifically, participants were asked about the importance of learning vocabulary and the necessity of making efforts to enhance their vocabulary in class. Besides, the items about the benefits of possessing good learning vocabulary were also added in this part.

(II) Factors affecting the learning vocabulary of EFL learners from learners' viewpoints.

These factors were classified into internal factors and external ones. Internal factors included age, experience, and learning styles. External factors are the ones related to the learning environment.

(III) Teaching English vocabulary methods to EFL learners.

There were also some methods they often encountered in their vocabulary classes, such as using flashcards/pictures, using audio/video, using games, using textbooks and learning materials, and using mind mapping.

3.5.2. Interview

One of the most significant sources for case studies is the interview. Participants will be asked questions about the study as part of the research instrument. That made it possible for me to pay careful attention to the participants' responses.

According to Oppenheim (1992), interviews get more responses than surveys (because the participants can say about the research more detail than questionnaires). Interviews provide researchers trustworthy and comprehensive information about their studies.

Furthermore, according to Dawson (2009), "semi-structured interview is used to explore specific information which can be contrasted and compared with other information of other interview. More important information can arise due to the flexibility of semi-

structured interview. In addition, discussion questions were devised and built on findings from the questionnaires”.

The semi-structured interview method was employed in this study to learn more about how instructors approach vocabulary instruction and the methods they use. With the use of this kind of interview, the researcher will be able to tailor the planned questions to the information that could surface from the participants’ responses and will therefore have a thorough knowledge.

3.5.3. Observation

Together with questionnaires and semi-structured interviews, the researcher used class observation to see how the teachers carry out vocabulary lessons, how the students perform, and what problems the students really encounter in their vocabulary lessons.

Observations are one of the most important tools for gathering data in qualitative research, according to Creswell (2013). This tool is used to gather additional research-related data. There will be a lot of helpful information on the study supplied. It is an effective technique for gathering information on how lessons are being taught in the classroom. The dependability of the study will be improved as a result of helping researchers get more accurate data regarding vocabulary teaching methods used in the classroom.

Moyles (2002) states that throughout the observation process, the researchers must record every specific detail regarding the individuals, the time, the setting’s layout, and the sequence of the observed occurrences.

The researcher observed three classes, with 2 periods for each class. Everything observed, heard, and experienced during the class observation was recorded carefully in detail in the following observation sheet.

Table 3.4. Observation sheet

No	Categories	Learners' problems
1	Meaning of the word	
2	Its spoken and written forms	
3	Word parts	
4	Its collocations	

3.6. Procedures of data collection and analysis

3.6.1. Questionnaires

**** Procedures of data collection:***

The questionnaires were designed and then translated into Vietnamese to make them clearer and more understandable for Vietnamese learners. One hundred and seventy sheets of questionnaires were delivered to the participants fifteen minutes before the classes began. The researcher clearly explained the purposes of administering the questionnaires with the purpose of finding out the factors affecting learners' learning vocabulary and their problems to help them improve their vocabulary. This was necessary for the participants to understand the reasons for completing the questionnaires in the study. Then, the researcher guided the participants to complete the survey. Detailed instructions and explanations were given by the researcher if necessary in case any regrettable misunderstandings and confusion might occur. The researcher must ensure that every participant did the questionnaires by themselves, and gave their own truthful answers instead of copying from their partners or filling the questionnaire without thinking carefully. Then, completed questionnaires were collected.

**** Procedures of data analysis***

Firstly, the researcher tried to identify and eliminate any grammatical errors committed by the participants in their questionnaires to get accurate and complete ones. Then, the quantitative data derived from the questionnaires were analyzed using an Excel program. Simultaneously, a five-point Likert-scale from strongly disagree to strongly agree

was interpreted. Besides, descriptive statistics of frequencies and percentages were used to analyze the data of the questionnaire to gain an overall understanding of the data set.

3.6.2. Interview

**** Procedures of data collection:***

After completing the questionnaire, a semi-structured interview was carried out to confirm the result of the questionnaire as well as find out more opinions of the participants.

Firstly, the researcher compiled a list of two open-ended questions designed in English related to the topic of the study and used them in the interview with four teachers of English at Phong Nẫm Primary School. There was a pilot interview to see whether the questions were intended to obtain suitable information or not. Then, these questions were edited and translated into the Vietnamese language. The place of interview was in the school library which was quiet and separated from other rooms. So, it would be an ideal for uninterrupted interview. Furthermore, to be convenient for the discussion and recording, the seating arrangement was in a circle shape. It took from five to ten minutes for one participant to discuss these two given questions.

Secondly, the researcher recorded all the discussions from the beginning and took notes of additional significant viewpoints concerning other aspects of the study.

**** Procedures of data analysis***

The recordings of the semi-structured interviews with four participants were transcribed carefully. To ensure what participants said was transcribed exactly, the recordings listened to several times. After that, these transcripts were translated into English. The researcher used these English versions for the analysis process. Also, the researcher used content analysis to analyze the data from the interviews. Then, the data was analyzed grouped into themes, and described in detail.

3.6.3. Observation

Firstly, the classroom observation sheet was designed and edited carefully. Then, it was used when the researcher observed two out of three classes that had been distributed

the questionnaire by writing the names of these classes into small pieces of paper and chose randomly two pieces of paper from three. After asking for permission from the teachers who were in charge of these two classes, the researcher observed each class in two periods (80 - 90 minutes) because each class lasted from 35 - 40 minutes.

3.7. Chapter summary

Overall, the research methodology about how to conduct the study was presented with details in this chapter. Firstly, it mentioned the research site where the survey was carried out with some general information on the school's location, the number of classes and teachers, etc. Secondly, it described the sample and sampling procedures. Finally, it clarified research instruments and analyzing methods that were employed to collect and process data. In order to collect valid and reliable data, questionnaires and interviews in association with observation were employed. The findings were mentioned and further discussed in the following chapter of the study.

CHAPTER 4: RESULTS AND DISCUSSION

4.1. Introduction

As mentioned before, the results and the discussion of collected data from the questionnaire, semi-structured interview, and observation were presented in this chapter.

At first, it described the data analysis of the participants' opinions on learners' perceptions of the importance of vocabulary. It provided a detailed description of factors affecting the learning vocabulary of EFL young learners from the perspectives of both learners and teachers. Then, it provided a detailed description of some useful teaching vocabulary methods. After that, discussions were provided with the researcher's attempt to give explanations to evaluate and consolidate the research findings. Lastly, the chapter ended with a summary that summarized all major research findings.

4.2. Results

4.2.1. Learners' questionnaires

4.2.1.1. EFL fifth graders' perceptions of the importance of vocabulary in English language learning

The research findings shown in the table below indicated the perceptions of learners in grade 5 at Phong Nãm Primary School of the importance of English vocabulary.

Table 4.1. Learners' responses on their perceptions of the role of vocabulary

No	Item	Responses										Total	
		Strongly disagree		Disagree		Neutral		Agree		Strongly agree		No	%
		No	%	No	%	No	%	No	%	No	%		
1	Q1	0	0	0	0	0	0	40	40	60	60	100	100
2	Q2	0	0	5	5	15	15	25	25	55	55	100	100
3	Q3	0	0	10	10	10	10	40	40	40	40	100	100

According to the survey, 100% of the participants agreed on the importance of English vocabulary. Even, 60% of the learners strongly agreed with this statement.

Regarding learners' perceptions of the need to join in English vocabulary activities in class in question 2, it seemed to be contradictory when there were 5% of the learners showed their disagreement and 15% of them did not have their own ideas. This meant that a majority of the participants were fully aware of the importance of vocabulary and the emphasis on participating in English vocabulary activities with their teachers and their peers, yet some of them were not accustomed to participating in vocabulary activities because of their shyness or worrying about making errors. This led to their misconception about the necessity of vocabulary in the language they were learning.

In terms of the importance of being able to perform vocabulary activities well in English in question 3, 80% of the learners agreed that the capability of delivering good vocabulary activities was good evidence of language learners' success.

4.2.1.2. Factors affecting the vocabulary learning of EFL fifth graders

To explore influential factors affecting grade 5 EFL learners' vocabulary learning at Phong Nãm Primary from learners' viewpoints, the researcher decided to carry out a learners' questionnaire consisting of internal factors and external factors with 20 items in total. The research results were indicated in detail as below.

a) Factors related to learners' age and experience affecting the vocabulary learning of EFL fifth graders

Table 4.2 below pointed out the results of age and experience factors affecting grade 5 EFL learners' vocabulary learning at Phong Nãm Primary School.

Table 4.2. Learners' responses on age and experience factors affecting their learning

No	Item	Responses									
		Always		Some times		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%
1	I can guess the meaning of words from context when I see a new word.	20	20	10	10	30	30	40	40	100	100
2	I can know word forms of a word.	15	15	20	20	25	25	40	40	100	100
3	I can use vocabulary in writing skill.	27	27	10	10	35	35	28	28	100	100
4	I can use vocabulary in reading skill.	18	18	20	20	31	31	31	31	100	100

Based on the data presented in the table 4.2, the researcher found out that age and experience factors could impact on learners' vocabulary learning: (1) learners can guess the meaning of words from context when they see a new word (accounting for 70% of rarely and never frequency); (2) learners can know word forms of a word (accounting for only 35% of always and sometimes frequency); (3) learners can use vocabulary in writing skill (accounting for 63% of rarely and never frequency); (4) learners can use vocabulary in reading skill (accounting for only 38% of always and sometimes frequency).

As far as age was concerned in this study, the results showed that age had some effects on the students' pattern of vocabulary learning strategy use. As shown in the table, the age of the students had a positive correlation with cognitive strategies indicating that as the age of the students increased their use of cognitive strategies increased as well. Results show a significant advantage in favor of the late starters as compared with the early starters. One may argue that since older students have greater access to top-down processing, they use these skills to guess the meaning from context more efficiently

(Stanovich, 1980). Additionally, these students who have had longer exposure to the standard form of their L1 may have enriched their attainment of concepts directly transferable to L2. These students have greater ability in cognitive academic language proficiency, which entails greater proficiency in higher order thinking skills such as analysis, synthesis, and prediction (Cummins, 1993). One may safely assume that tenth-grade starters have a much higher proficiency in standard English literacy skills than fifth-grade starters who had shorter exposure to this variety of their foreign language.

Experience is knowing what a person gains from doing something or watching someone else do it. People with experience and general language skills are better able to learn a new language than those without. Experiences with the things and people around them are crucial to their learning. Practitioners contribute significantly to children's active learning by creating a climate and environment conducive to children's participation. The first is to build children's self-esteem and self-confidence. The mental and physical involvement in learning is based on the trust that comes from good relationships. When children are unsure of their surroundings, they lack confidence and are unsure of their actions. They are confident when they believe they are valued and accepted for who they are. It allows them to seize opportunities to interact with people they know well, explore the objects and spaces around them, be inspired by challenges, take risks, and solve problems with enthusiasm.

b) Learning styles factor affecting the vocabulary learning of EFL fifth graders

Table 4.3 below pointed out results of internal factors related to the learning styles of grade 5th EFL learners' vocabulary learning at Phong Nặm Primary School.

Table 4.3. Learners' responses on factors related to learning styles

No	Item	Responses									
		Always		Some times		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%
1	Looking at the textbook or handout	43	43	26	26	12	12	19	19	100	100
2	Saying words aloud	26	26	18	18	25	25	31	31	100	100
3	Writing words	65	65	13	13	7	7	15	15	100	100
4	Using example sentences	19	19	10	10	44	44	27	27	100	100

Based on the data presented in the table 4.3, the researcher found out that learning styles factor could impact on learners' vocabulary learning: (1) learners look at the textbook or handout (accounting for 69% of always and sometimes frequency); (2) learners Say words aloud (accounting for only 44% of always and sometimes frequency); (3) learners write words (accounting for 78% of always and sometimes frequency); (4) learners use example sentences (accounting for only 29% of always and sometimes frequency).

The participants of the current study preferred learning style related to writing words (78%) more than any other learning styles. This finding showed that the students learnt vocabulary well when they wrote a new word many times. They could remember the words they learned for a longer time when they wrote them down. However, it cannot be said that the learners learnt the best when they wrote new words since individual learning style was found as the minor learning style preference, not the major one.

Dunn and Dunn (1979:44) define learning styles as "a term that describes the variations among learners in using one or more senses to understand, organize, and retain

experience”. Learning is an individualized process; different educational and background experiences, personality traits, levels of motivation, and numerous other variables affect the way you learn. Individuals think and reason differently, so each person has a different learning style that refers to the general way he/she prefers to have information presented. Learning styles allow people to problem-solve, process, learn, and remember new information in their own ways.

c) External factors related to learning environment

Table 4.4 below pointed out results of factors related to learning environment which can affect grade 5th EFL learners’ vocabulary learning at Phong Nặm Primary School.

Table 4.4. Learners’ responses on factors related to learning environment

No	Item	Responses									
		Always		Some times		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%
1	A relaxing and safe atmosphere makes me learn better English.	65	65	20	20	10	10	5	5	100	100
2	I get involved in vocabulary activities when the teacher gives me positive feedback and support.	57	57	28	28	5	5	10	10	100	100
3	I cannot learn well because my classroom is too crowded with 45 students.	10	10	24	24	41	41	25	25	100	100
4	I cannot concentrate on learning English because of my seating arrangement.	12	12	13	13	45	45	30	30	100	100

It is said that a good learning environment plays an important role in making students participate eagerly in vocabulary activities. A conducive and cooperative environment was proved to be supportive for EFL learners. 85% of the respondents said

that they could perform well in English vocabulary if they were learning in a pleasant atmosphere which brought them the feeling of safety and comfort to learn.

Moreover, based on the illustration in the table above, the researcher also discovered that teachers' positive feedback was another important factor that could affect learners' vocabulary learning with a proportion of 85%.

Surprisingly, the research findings showed that classroom conditions like class size and seating arrangements posed little effect on students' vocabulary learning with a proportion of 34% and 25% of the participants respectively.

4.2.1.3. Teaching English vocabulary methods to EFL fifth graders

Table 4.5 below pointed out results of teaching English vocabulary methods to EFL fifth graders at Phong Nãm Primary School.

Table 4.5. Learners' responses on teaching English vocabulary methods

No	Item	Responses									
		Always		Some times		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%
1	Textbooks and learning materials	23	23	11	11	46	46	20	20	100	100
2	Flashcards / Pictures	66	66	21	21	8	8	5	5	100	100
3	Games and simulations	57	57	26	26	12	12	5	5	100	100
4	Audio / Video	14	14	25	25	36	36	25	25	100	100
5	Mind Mapping	48	48	20	20	17	17	15	15	100	100

Based on the data presented in the table 4.5, the researcher found out that there are many activities that learners are interested in when learning vocabulary: (1) using textbooks and learning materials (accounting for only 34% of always and sometimes frequency); (2) using flashcards/pictures (accounting for 87% of always and sometimes frequency); (3) using games and simulations (accounting for 83% of always and sometimes frequency); (4) using audio/video (accounting for only 39% of always and sometimes frequency); (5) using mind mapping (accounting for 68% of always and sometimes frequency).

From the results of this table, we clearly found that the activities of using flashcards/pictures (87%), using games and simulations (83%), and using mind mapping (68%) are the most effective for teaching English vocabulary to students.

Kasihani K.E. Suyanto (2007:103) said that showing an interesting picture is one of the easiest ways to elicit a language sample. By using pictures, children are more interested in learning and it can add vocabulary mastery. Moreover, using flash cards can help the students master vocabulary. Flashcards/Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There is plenty of vocabulary that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books, and coursebooks contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or use pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

One advantage of using games is that it helps learners interact with each other in the class environment and keep the students awake (Deesri, 2002). Games change the environment of the classroom. Hence, they motivate the students and create a challenging context (Iaremenko, 2017). One of the interesting activities that young learners interest in is game. Teachers also use games in teaching vocabulary and give them some reward for the one or group who win the games. For example, in teaching about animals, the teacher divides the class into two groups, and she describes the characteristic of the animal with gestures, also facial expressions. Finally, each group may answer the name of the animals. The group that guesses many animals will be the winner and get the reward. Then the teacher said that matching games are also applied in the classroom. The teacher gives two cards, group A gets a picture, group B gets the name related to the picture, and then each student should find their couple.

The results from the table 4.5 revealed that the students had positive attitudes towards the use of mind mapping. The reason for these students' attitudes might be that the mind mapping brought the students a new trial in their learning vocabulary. Teaching and learning vocabulary by using other traditional techniques made them bored and tired. Meanwhile, mind mapping attracted the attention of both the teacher and her students. Similarly, Hofland (2007) argues that mind mapping can contribute to learners' motivation because of its creative aspects. This statement is supported by Bono (1969) (as cited in Hofland (2007)) who states that "creativity is a great motivator because it makes people interested in what they are doing. Creativity gives hope that there can be a worthwhile idea. Creativity gives the possibility of some sort of achievement to everyone. Creativity makes life more fun and more interesting".

4.2.2. Teacher's interview

To answer the last research question which is: "What are the most meaningful methods to teach English vocabulary to fifth graders?", a semi-structured interview was carried out with four teachers of English at Phong Nãm Primary School. After taking all of

their ideas into careful consideration, the researcher found out that two methods were thought to be the most useful, which were using flashcards/pictures and using games.

Teachers 1 and 4 emphasized teaching vocabulary methods related to using flashcards/pictures, and using games whereas the rest of the teachers (teachers 2 and 3) believed that teaching vocabulary methods related to using textbooks and learning materials and using mind mapping mostly improved learners' vocabulary. Below are their different viewpoints on teaching English vocabulary methods:

Teacher 1 asserted that the two most important methods that could improve learners' vocabulary were using flashcards/pictures, and using games.

Teacher 2 highlighted the importance of using textbooks and learning materials, using games, and using mind mapping to be able to learn vocabulary well in English.

Teacher 3 commented that significant methods that impacted learners' vocabulary learning were using audio/video, using textbooks and learning materials, and using mind mapping.

Teacher 4 affirmed that in her opinion, using flashcards/pictures, using mind mapping, and using games was the most effective contributor to their vocabulary learning.

4.2.3. Observation

In the previous chapter, observation was mentioned as one of the techniques used to collect the data in this study. In this study, class observations were carried out to see how learners really performed in English and what problems they encountered in their vocabulary classes. The following problems were the most common ones in the classes observed:

- The teachers did not provide their learners with adequate time to prepare for their vocabulary task.

- Not all of the learners were eager enough to participate in group work or pair work. Their participation was uneven when there were some dominant participants who took all the vocabulary activities time whereas the rest of the class joined very little or kept silent all the time.

- They preferred to use their mother tongue whenever they were asked to have a discussion on a required topic.

- They did not listen to their classmates. Even, many of them chatted or ignored their peers' performance.

The categories assessed during the observation process include meaning of the word, its spoken and written forms, word parts, its collocations, and what associations it has. Here are the results that could be explained more clearly:

* Meaning of the word: For the first categories, from the observation process the writer found out that most learners could not know the meaning of the words. Of course, it is not possible to provide specific instruction for all the words that students do not know. Students also need to be able to determine the meaning of words that are new to them but not taught directly to them.

* Its spoken and written forms: Most of the fifth-grade learners had problems recognizing the differences between spoken and written forms. We can not deny the roles of both spoken and written English is crucial. Clearly, both spoken and written forms are two indispensable facets of language in general, and of English vocabulary in particular.

* Word parts: The observation showed that the students could not recognize the word parts. It is important that students understand the function of word parts. Explain to the students that many words are made of parts that carry meaning. These word parts work together to alter or change a word's meaning.

* Its collocations: Almost 80% of the learners could not know word collocations. To know the meaning of a word most effectively, students need to know its associations with other words. The meaning of a word mostly depends on the other words that it collocates with; by the help of these collocates the learner keeps the words in memory and can easily infer the meaning from the context.

4.3. Chapter summary

Overall, this chapter presented all major findings and discussions in assessing factors affecting the vocabulary learning of EFL learners in general and teaching vocabulary methods to fifth graders learners at Phong Nãm Primary School to find the answers to two research questions, which were: (1) What factors affect the students at Phong Nãm Primary School in learning English vocabulary? (2) What are the suggested solutions for the mentioned factors?

The quantitative and qualitative methods which included learners' questionnaires, teachers' semi-structured interviews, and classroom observation of learners' performance were employed to achieve this goal. Data collected through the questionnaire were described in terms of frequency and percentages while data collected from the interview and observation were narrated qualitatively.

The research findings suggested that EFL fifth graders were well aware of the importance of vocabulary as well and they fully comprehended the advantages of being able to carry out effective vocabulary learning in English. There existed some major factors affecting their vocabulary learning which were internal factors related to age, experience, and learning styles and external factors related to learning environment. Additionally, there were also some methods they often encountered in their vocabulary classes, such as using flashcards/pictures, using audio/video, using games, using textbooks and learning materials, and using mind mapping. From these findings, conclusions, implications, and pedagogical recommendations would be mentioned in the next chapter.

CHAPTER 5: CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

5.1. Introduction

The goal of language teaching and learning is to encourage learners to use English for meaningful and effective communication both inside and outside the classroom environment. In reality, vocabulary learning can be a regretful failure due to some vocabulary problems and factors affecting learners' vocabulary learning. By taking an insight into teaching vocabulary methods, this chapter provided conclusions and implications for English language teachers and learners to enhance EFL learners' vocabulary learning and better improve their ability to deliver successful performance in English on the basis of major findings and discussions from data collection and analysis. Besides, it also presented some limitations and recommendations for further study.

5.2. Conclusion

The conclusions were drawn according to the order of the research questions as below: (1) What factors negatively affect the students at Phong Nãm Primary School in learning English vocabulary? (2) What are the suggested solutions for the mentioned challenges and causes?

* Question 1: What factors affect the students at Phong Nãm Primary School in learning English vocabulary?

From the research results from learners' viewpoints through data in the questionnaire and teachers' viewpoints based on the data collected in the semi-structured interview, the researcher found out that there were some majors factors impacting learners' vocabulary learning, such as age and experience factors, learning styles factor, and factors related to the learning environment.

*Question 2: What are the suggested solutions for the mentioned factors?

After analyzing data collected from observation of learners' vocabulary learning directly in their classrooms, the researcher realized that the significant methods to teach

vocabulary to students in grade 5 were also some methods they often encountered in their vocabulary classes, such as using flashcards/pictures, using audio/video, using games, using textbooks and learning materials, and using mind mapping.

5.3. Implications

5.3.1. Implications for learners

** Having thorough preparation*

According to Emden and Becker (2004), “It is necessary for learners to set up good vocabulary learning habits by practicing if they want to give a successful vocabulary learning.

** Taking part in self-evaluation and peer evaluation activities*

Firstly, learners should know how to evaluate their vocabulary learning. When using assessment as learning in the classroom, peer and self-assessment are effective approaches to enhance the learning of students. Explicitly teaching students how to assess their own work, and the work of their peers has many benefits. It promotes student understanding of their learning and provides opportunities for critical analysis of their own efforts encouraging them to become more autonomous learners.

5.3.2. Implications for teachers

** Motivate learners to learn English vocabulary*

Firstly, teachers should motivate the learners by grasping their interest and expectation in learning English. Teachers should also find out the real reasons for learners’ learning English and apply flexible methods that may suit their personalities and learning styles.

Secondly, most young students learn English because that is the school requirement instead of learning for their future or for their enjoyment. Therefore, teachers must maintain both extrinsic and intrinsic ones. To motivate learners extrinsically, teachers should give them more tasks and exercises if they want to get high results in their tests and motivation.

To enhance them intrinsically, teachers should integrate English culture and customs with their teaching to arouse learners' desire and love for learning English by using tapes, videos, or real materials like magazines, newspapers, films, etc. In addition, teachers should encourage learners to take part in vocabulary activities or create an English environment by maximizing the use of authentic materials and trying to use English as much as possible.

** Setting up a cooperative learning atmosphere*

A tense and stressful atmosphere may increase students' anxiety which hinders students' motivation and effectiveness in vocabulary learning whereas a cooperative and supportive one facilitates students to express their opinions, develop their strengths, reduce their weaknesses, and make them feel safe even when they make mistakes. Teachers, thus, should build a warm environment in which the students and teachers have a good rapport and support each other well. To do so, teachers must take the role of both facilitator and controller to help students and control their performance as well. Students, on the other hand, should participate actively and spend time improving their English cooperatively and enthusiastically with their peers and their teachers.

Furthermore, teachers should show their friendliness and cooperation to help their learners overcome inhibition and shyness. As a result, learners can feel safe and comfortable in class without paying too much attention to making mistakes. Besides, teachers should give clear instructions and guidance when needed.

5.4. Limitations of the study

There were some limitations of the study. Firstly, the sample size was not large enough to represent for the whole learners of English at Phong Nãm Primary School. Secondly, when conducting the questionnaire, the author figured out that some participants were not willing and serious enough to participate in the research, which may lead to the invalidity of the data somehow. Thirdly, the semi-structured interview consisted of only one question due to time restrictions which could not cover important points related to the

topic of the study. Finally, the statistics of the study were dealt with manually with simple tools of Excel programs instead of using SPSS program.

5.5. Recommendation

From the limitations listed above, some potential recommendations can be proposed. Firstly, further research should be carried out with a larger sample size with participants from learners in grades 3 and 4. Secondly, the research ought to focus more on the factors of age and learning styles. Thirdly, more research instruments should be used such as diaries, test and more modern research tools should be implemented. This will reflect the data analysis more accurately and objectively.

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APPENDICES

APPENDIX A1: QUESTIONNAIRE (English Version)

This questionnaire is solely for research purposes. The principal aim is to help enhance young learners' vocabulary learning at Phong Nẫm Primary School after taking all the research aspects, such as learners' perceptions of the importance of vocabulary, factors affecting their vocabulary learning, and methods to teach vocabulary to students in grade 5. Please kindly spare your time and effort to complete this questionnaire. We ensure that all of your personal information and your answers will be kept confidential and treated anonymously.

Thank you for your cooperation!

PART A: PERSONAL INFORMATION

- + Gender: Male Female
- + English level: Below average Average Quite good Good
- + How long have you been studying English? _____
- + How many hours a day do you practice English every day?
- less than 1 hour 1-3 hours more than 3 – 5 hours more than 5hours
- + Do you often practice English outside the classroom?
- Yes
- No
- If yes, who do you often practice to? _____

APPENDIX B1
PART B: QUESTIONNAIRE CONTENT

(I) Participants' perceptions about the role of vocabulary
Fifth graders' perceptions of the importance of vocabulary.

Please rate how much you think these statements are true about you by ticking in a box (□) from 1 to 5 with the following meaning:

(1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly agree

Item	1	2	3	4	5
Q1. Vocabulary is very important in learning English.					
Q2. It is necessary to participate in vocabulary activities in class.					
Q3. The success of learning a foreign language is measured in terms of giving good vocabulary learning.					

APPENDIX C1

(II) Factors affecting the learning vocabulary of EFL learners from learners' viewpoints.

Please rate how much you think these statements are true about you by ticking in a box (☑) from 1 to 4 with the following meaning:

(1) Always

(2) Sometimes

(3) Rarely

(4) Never

Learners' responses on age and experience factors affecting their learning

No	Item	1	2	3	4
1	I can guess the meaning of words from context when I see a new word.				
2	I can know word forms of a word.				
3	I can use vocabulary in writing skill.				
4	I can use vocabulary in reading skill.				

APPENDIX D1

(II) Factors affecting the learning vocabulary of EFL learners from learners' viewpoints.

Please rate how much you think these statements are true about you by ticking in a box (☑) from 1 to 4 with the following meaning:

(1) Always

(2) Sometimes

(3) Rarely

(4) Never

Learners' responses on factors related to learning styles

No	Item	1	2	3	4
1	Looking at the textbook or handout				
2	Saying words aloud				
3	Writing words				
4	Using example sentences				

APPENDIX E1

(II) Factors affecting the learning vocabulary of EFL learners from learners' viewpoints.

Please rate how much you think these statements are true about you by ticking in a box (☑) from 1 to 4 with the following meaning:

(1) Always

(2) Sometimes

(3) Rarely

(4) Never

Learners' responses on factors related to learning environment

No	Item	1	2	3	4
1	A relaxing and safe atmosphere makes me learn better English.				
2	I get involved in vocabulary activities when the teacher gives me positive feedback and support.				
3	I cannot learn well because my classroom is too crowded with 45 students.				
4	I cannot concentrate on learning English because of my seating arrangement.				

APPENDIX F1*(III) Teaching English vocabulary methods to EFL learners*

Please rate how much you think these statements are true about you by ticking in a box (☑) from 1 to 4 with the following meaning:

(1) Always

(2) Sometimes

(3) Rarely

(4) Never

Learners' responses on teaching English vocabulary methods

No	Item	1	2	3	4
1	Textbooks and learning materials				
2	Flashcards / Pictures				
3	Games and simulations				
4	Audio / Video				
5	Mind Mapping				

Thank you for your cooperation!

APPENDIX A2: QUESTIONNAIRE (Vietnamese Version)**BẢNG CÂU HỎI**

Bảng câu hỏi này được sử dụng chỉ với mục đích nghiên cứu. Mục tiêu chính của nghiên cứu này là nhằm nâng cao khả năng học từ vựng Tiếng Anh cho học sinh trường Tiểu học Phong Nẫm sau khi tìm hiểu rõ hơn về nhận thức của học sinh đối với từ vựng Tiếng Anh, những yếu tố ảnh hưởng đến việc học từ vựng Tiếng Anh của học sinh cũng như phương pháp dạy từ vựng cho học sinh lớp 5. Chúng tôi đảm bảo rằng mọi thông tin có được từ Bảng câu hỏi và thông tin liên quan đến người tham gia trả lời sẽ được giữ bí mật.

Xin chân thành cảm ơn về sự hợp tác này!

PHẦN A: THÔNG TIN CÁ NHÂN

- + Giới tính: Nam Nữ
- + Trình độ tiếng Anh: Dưới trung bình Trung bình Khá Giỏi
- + Em đã học tiếng Anh được bao lâu? _____
- + Hàng ngày em dành bao nhiêu thời gian để luyện nói tiếng Anh ?
- ít hơn 1 giờ 1-3 giờ hơn 3 – 5 giờ hơn 5 giờ
- + Em có thường cải thiện Tiếng Anh ở ngoài lớp học không? Có Không
- Nếu có thì em thường luyện tập với ai? __

APPENDIX B2**PHẦN B: NỘI DUNG CHÍNH**

(I) Nhận thức của học viên về vai trò của từ vựng

Nhận thức của học sinh lớp năm về tầm quan trọng của từ vựng.

Hãy vui lòng cho biết mức độ đánh giá của em về những nhận định dưới đây bằng cách tích vào (☐) thang điểm từ 1 đến 5 với ý nghĩa như sau:

(1) Hoàn toàn phản đối

(2) Phản đối

(3) Không có ý kiến

(4) Đồng ý

(5) Hoàn toàn đồng ý

	1	2	3	4	5
Q1. Từ vựng rất quan trọng trong việc học Tiếng Anh.					
Q2. Tham gia vào các hoạt động từ vựng trong lớp là rất cần thiết.					
Q3. Thành công của việc học ngoại ngữ được đo bằng việc học từ vựng tốt.					

APPENDIX C2

(II) Các yếu tố ảnh hưởng đến việc học từ vựng của người học Tiếng Anh dưới góc nhìn của người học.

Hãy vui lòng cho biết mức độ đánh giá của em về những ý kiến dưới đây bằng cách tích vào (☐) thang điểm từ 1 đến 4 với ý nghĩa như sau:

(1) Luôn luôn (2) Thỉnh thoảng (3) Hiếm khi (4) Không bao giờ

Phản hồi của người học về yếu tố độ tuổi và kinh nghiệm ảnh hưởng đến việc học của họ

STT		1	2	3	4
1	Tôi có thể đoán nghĩa của từ trong ngữ cảnh khi tôi nhìn thấy một từ mới.				
2	Tôi có thể biết các dạng từ của một từ bất kì.				
3	Tôi có thể sử dụng từ vựng trong kỹ năng viết.				
4	Tôi có thể sử dụng từ vựng trong kỹ năng đọc.				

APPENDIX D2

(II) Các yếu tố ảnh hưởng đến việc học từ vựng của người học Tiếng Anh dưới góc nhìn của người học.

Hãy vui lòng cho biết mức độ đánh giá của em về những ý kiến dưới đây bằng cách tích vào (☐) thang điểm từ 1 đến 4 với ý nghĩa như sau:

(1) Luôn luôn (2) Thỉnh thoảng (3) Hiếm khi (4) Không bao giờ

Phản hồi của người học về các yếu tố liên quan đến phong cách học tập

STT		1	2	3	4
1	Nhìn vào sách giáo khoa hoặc tài liệu liên quan				
2	Nói to từ vựng				
3	Viết từ				
4	Sử dụng những câu ví dụ				

APPENDIX E2

(II) Các yếu tố ảnh hưởng đến việc học từ vựng của người học Tiếng Anh dưới góc nhìn của người học.

Hãy vui lòng cho biết mức độ đánh giá của em về những ý kiến dưới đây bằng cách tích vào (☐) thang điểm từ 1 đến 4 với ý nghĩa như sau:

(1) Luôn luôn (2) thỉnh thoảng (3) Hiếm khi (4) Không bao giờ

Phản hồi của người học về các yếu tố liên quan đến môi trường học tập

STT		1	2	3	4
1	Bầu không khí thư giãn và an toàn khiến tôi học Tiếng Anh tốt hơn.				
2	Nhận xét tích cực và sự hỗ trợ của giáo viên khiến tôi cảm thấy có hứng thú hơn với các hoạt động học từ vựng Tiếng Anh.				
3	Tôi không thể học tốt vì lớp học của tôi quá đông với 45 học sinh.				
4	Vị trí ngồi khiến tôi không thể tập trung vào các hoạt động nói Tiếng Anh.				

APPENDIX F2**(III) Phương pháp dạy từ vựng Tiếng Anh cho học sinh lớp 5**

Hãy vui lòng cho biết mức độ đánh giá của em về những ý kiến dưới đây bằng cách tích vào (☐) thang điểm từ 1 đến 4 với ý nghĩa như sau:

(1) Luôn luôn (2) thỉnh thoảng (3) Hiếm khi (4) Không bao giờ

Phản hồi của người học về phương pháp dạy từ vựng Tiếng Anh

STT		1	2	3	4
1	Sách giáo khoa và tài liệu học tập				
2	Flashcards / Hình ảnh				
3	Trò chơi và mô phỏng				
4	Âm thanh / Video				
5	Sơ đồ tư duy				

Cảm ơn sự hợp tác của các em!

APPENDIX G1**Observation sheet**

No	Categories	Learners' problems
1	Meaning of the word	
2	Its spoken and written forms	
3	Word parts	
4	Its collocations	