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# Apply the Theory of “Learning by Teaching” in Teaching Vocabulary : A Case Study at Ho Chi Minh City National University – University of Technology

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## Abstract

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This innovation aims to examine the change in method and motivation of Vietnamese students towards their English vocabulary learning at university. The change happens when teachers apply a new method of teaching new vocabularies to students and let them learn by teaching those new words. This innovation was implemented in eight weeks from October 5th to December 21st , 2014 with sixty freshmen of non – English major at Mechanical Engineering Faculty of Ho Chi Minh City National University – University of Technology. The students were given presentation assignments besides their normal lessons from the textbook to promote their abilities in learning new vocabularies. Each student was randomly given five new words from the textbook and had two weeks to prepare themselves for their presentations with the helpful and supportive assistance from their teacher. Then, they have to take turns to make presentations in class about the pronunciation, meaning and word form of those five new words with the role of a teacher. The innovation in the end got the expected outcome since the findings from the tests, questionnaires and interviews indicated that task-based assignments could help students improve their abilities in learning and remembering new vocabulary as well as using them in the real situations.

This innovation was based on a combination of the problem solving model and social interaction model. After identifying the problem of students’ poor memory

to learn new English vocabulary, the researcher – and also the innovator as well – suggested the task-based assignments as a type of treatment to the perceived problem. The researcher himself played the role of an implementer and adopter; sixty students were clients and adopters.

**Keywords :** English Innovation, Learning by Teaching, teaching vocabulary, students' presentation

### บทคัดย่อ

นวัตกรรมนี้มีวัตถุประสงค์เพื่อศึกษาการเปลี่ยนแปลงวิธีการและแรงจูงใจของนักศึกษาชาวเวียดนามที่มีต่อการเรียนคำศัพท์ภาษาอังกฤษที่มหาวิทยาลัย การเปลี่ยนแปลงได้เกิดขึ้นเมื่อผู้สอนใช้วิธีการแบบใหม่ในการสอนคำศัพท์ใหม่ให้กับนักศึกษาและให้พวกเขาเรียนรู้จากการสอนนั้น นวัตกรรมนี้ได้ดำเนินการเป็นระยะเวลา 8 สัปดาห์ ตั้งแต่วันที่ 5 ตุลาคม ถึงวันที่ 21 ธันวาคม 2557 กับนักศึกษาชั้นปีที่ 1 ที่ไม่ใช่สาขาวิชาภาษาอังกฤษจำนวน 60 คน จากคณะวิศวกรรมเครื่องกลของมหาวิทยาลัยแห่งชาติโฮจิมินห์ – มหาวิทยาลัยเทคโนโลยี นักศึกษาได้รับมอบหมายนำเสนองานที่นอกเหนือจากบทเรียนปกติจากตำราเรียนเพื่อส่งเสริมความสามารถในการเรียนรู้คำศัพท์ใหม่ นักเรียนแต่ละคนได้รับการสุ่มคำศัพท์ใหม่ 5 คำ จากตำราเรียน และมีเวลา 2 สัปดาห์ในการเตรียมความพร้อมสำหรับการนำเสนอโดยมีผู้สอนคอยให้ความช่วยเหลือ จากนั้นพวกเขาต้องผลัดกันนำเสนอในชั้นเรียนเกี่ยวกับการออกเสียง ความหมาย และรูปแบบคำ ของคำศัพท์ใหม่ทั้ง 5 คำ โดยการแสดงบทบาทเป็นผู้สอน ในท้ายที่สุดแล้ว นวัตกรรมนี้ได้ผลตามที่คาดหวังไว้ตั้งแต่ผลการวิจัยจากการทดสอบ แบบสอบถามและการสัมภาษณ์ ซึ่งให้เห็นว่าการมอบหมายงานตามความสามารถช่วยให้นักศึกษาพัฒนาความสามารถของตนในการเรียนรู้และการจดจำคำศัพท์ใหม่ รวมทั้งการใช้คำศัพท์เหล่านั้นในสถานการณ์จริงได้

นวัตกรรมนี้รวมรูปแบบการแก้ปัญหาและการปฏิสัมพันธ์ทางสังคมเข้าด้วยกัน หลังจากระบุปัญหาความจำในการเรียนรู้คำศัพท์ใหม่ภาษาอังกฤษที่อยู่ในระดับต่ำของนักศึกษาแล้ว นักวิจัยรวมถึงนักนวัตกรรมเสนอว่าการมอบหมายงานนั้นเป็นวิธีหนึ่งในการรับรู้ปัญหา นักวิจัยเองมีบทบาทเป็นผู้ริเริ่มและเป็นผู้นำไปใช้ ส่วนนักศึกษาเป็นลูกค้าและผู้นำไปใช้

**คำสำคัญ :** นวัตกรรมทางภาษาอังกฤษ การเรียนรู้โดยการสอน การสอนคำศัพท์ การนำเสนอของนักศึกษา

## 1. Introduction

Tell me and I'll forget;  
Show me and I may remember  
Involve me and I will understand  
Chinese proverb- Retrieved from Internet

We are considered naturally and scientifically mastering things by doing them ourselves; that means we learn by practice. This concept has been figured out to the theory named "The Learning Pyramid" by the National Training Laboratories, Bethel, ME. In addition, learner-centered teaching method is preferred by teachers and TESOL experts throughout the world and one of its forms is known as project work or interactive learning in classroom. Krashen and Terrell state that the purpose of language instruction is to allow the learners to "understand language outside the classroom", so that ultimately he or she can "utilize the real world, as well as the classroom, for progress." (Krashen & Terrell 1983: 1). In professional education, Learning by Teaching (German: Lernen durch Lehren (LdL)) designates currently the method by Jean-Pol Martin that allows pupils and students to prepare and to teach lessons, or parts of lessons.

As a university teacher, the researcher has been using LdL as his didactic concept. LdL stands for the German label "Lernen durch Lehren", which means "Learning by Teaching". The fundamental principle is to hand over as much teaching responsibility to the learner as possible and to encourage as many students as possible to engage in the highest possible degree of activity. Students placed in charge of the presentations must think of appropriate teaching methods to convey their topic (i.e. chalk and talk, role play, working in pairs, group work, discussion, etc.). The role of the teacher consists of preparing, instructing, supporting, moderating and supervising before and during the innovation.

## 2. Literature Review

### 2.1 Definition of innovation

Innovation is defined as involving deliberate alteration in which intention is a crucial element (White 1998: 114). While Mile (1964: 13) emphasizes organizational

behaviour in innovation, Rogers and Shoemaker (1971: 19) and Rogers (1983: 11) highlight the personal perception and interpretation of innovation. Drawing from these different ideas, Nicholls (1983: 4) confirms innovation as an idea or practice intended to bring about improvement in relation to deliberately desired objectives.

Although innovation can lead to an increase in teachers' workload (White, 1998), it can also be an intentional try to discover if a new idea works well in a certain cultural context and what better approaches to the problem can be used.

## **2.2 Vietnamese cultural context**

Nowadays, it seems undeniable that English is becoming an international language with its extremely powerful position worldwide. In the modern world, English language teaching and learning is so important. With more than 750 million people around the world adopting English as their mother tongue as well as a second language, English has a stable status in international communication. It is the major international language of science, commerce and international politics. It is also the most studied language. Because of its value in international communication, English is generally the first foreign language to be studied in countries as far apart as Vietnam, Sweden, France, Russia, China, Egypt and Peru. <sup>1</sup>

In Vietnam, with the long-term influence of the Confusion methodology, students learn English with a passive method by getting inputs from their teachers, copying them into their notebook, learning these notes by heart and then reproducing what they could remember in the tests. As a result, they don't have the long-term language background in their mind and cannot be a "real" fluent speaker in English at their time of university.

## **2.3 Basic theories on English vocabulary learning**

Talking about the English vocabulary learning, Nation, a researcher from Victoria University in New Zealand, raises three questions for teachers and students. Those are: what vocabulary should be learned? What needs to be learned about words? And how can vocabulary be learned? (Nation, 2000: 665-666). He asserts that the English words with high frequency of appearances should be taught first. "These 2,000 most frequent words, the high-frequency words, are useful no matter what use is made of the language, and they are essential for normal language use. Nation refers

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<sup>1</sup> <http://www.britishcouncil.org/english/engfaqs.htm#howmany>

to that “Lists of these words for ENGLISH can be found in West (1953), Hindmarsh (1980), and the Longman Dictionary of Contemporary English (1995)”. “Teachers can help learners with them by training them to use the strategies of guessing from contexts, direct learning, using word parts, and dictionary use”, says Nation. In the answer to the second question “What needs to be learned about words?”, Nation informs us what should be known when learning a word and that the learning is a long-term cumulative process. “It involves the strengthening and enriching of knowledge about the form, meaning and use of each word. The knowledge here is both receptive (for LISTENING and READING) and productive (for SPEAKING and WRITING)”, (Block letters in original text, my comment) (ibid). However, we need to put strong emphasis on creating the contexts in which the words are used. It is the reality that the students need to know, especially where, when, who, what and how to apply the words. Nation answers to his last question by assuring that vocabulary can be learned incidentally or intentionally. He adds, “Intentional learning is faster and surer, but it is important to see the various ways of learning vocabulary as complementing each other.” (ibid) Above all, a teacher of English is a person who raises the sense of initiative in making a good teaching method for the students to master English vocabulary at maximum level. Those may be lessons with good examples, flash cards, real objects, games, role play or films.

Applied linguists contend that learning vocabulary in a foreign language is much more than making form-meaning correspondences and simply piling up individual words (Nation, 2001; Richards, 1976). Knowing a word means knowing at least its form, its meaning, and its basic usage in context receptively and productively. A word is also related to other words in the mental lexicon along paradigmatic and syntagmatic dimensions.

#### **2.4 The concept of LdL (Learning by Teaching)**

The father of LdL is Jean-Pol Martin, a professor of the didactics of French language and literature, at the University of Eichstatt-Ingolstadt, Germany. Martin has been developing the concept of “Learning by Teaching” since the 1980’s, continuously improving this method and extending it from pure language classes to other areas of learning and living; this is shown by a comparison of his publications over the last two decades (e.g. Martin 1985, 1994, 1998, 2001, 2002). Martin used the method “Learning by Teaching” for the first time in his French lessons at high-schools. He had found out

that the dilemma that had been caused by the so-called “communicative turn” in foreign-language teaching could be solved with the help of LdL. With the “communicative turn” educators finally realized that students participate much more in class when they are allowed to talk about themselves and their own life; but as a result there was not enough focus on grammatical competence. Martin’s solution was to have the students teach grammar chapters themselves. With this, the students were enabled to train grammatical as well as communicative competence and to acquire “hard skills” as well as “soft skills”.

### 3. Innovation Implementation

#### 3.1. Participants

Since 2004, students from the HCMC National University - University of Technology have to take the Placement Test, which is standardized with the TOEIC format. Those who can get the TOEIC score of 250 or above are allowed to take their English credits. If not, they have to practice themselves or go for some evening classes at English Centers in order to get that score. The university management board believes that this Placement Test could qualify their students’ level of English more effectively. This will help both teachers and students in teaching and learning English at the University.

The implementer was in charge of two classes majoring in Mechanical Engineering with sixty freshmen who were intentionally selected with the schedule of three and a half hours of English lessons for each class per week. All of the participants had learnt English for almost seven years in high school, and had passed the Placement Test with the TOEIC score from 250 to 350. The official textbook they were learning was New Cutting Edge - Pre Intermediate level from Pearson Longman.

#### 3.2. Innovation Methodology

The researcher conducted this innovation by himself in response to the need for change in his language classrooms. The change is considered self-motivated or immanent change as the researcher has proposed solutions to a perceived problem of the same social system and he can act as an internal change agent and promote ownership (Nicholls 1983; Rudduck 1991; Stenhouse 1975). The innovation was developed basically on both the social interaction model and the problem solving model

suggested by Markee (1997: 61-68) without any support from outside change-agents. In the innovation process, the researcher played the role of an adopter, implementer, and also change agent while the students took part in as the clients.

### **3.2.1 The social interaction model**

Havelock (1973: 42) defines the social interaction model as the flow of knowledge from research to practice takes place within social networks, rather than through the series of logical steps, and he also emphasizes that the social interaction is not only a matter of passively receiving from others; it is also a matter of give-and-take, of mutual influence and two-way communications. In agreement with this, Fullan (1982: 85) affirms the reciprocal nature of dissemination and the non-passive role of clients or users as the features which would-be language curriculum innovators are unwise to ignore. In this study, based on the needs from students and from some informal conversations with them, the researcher found some problems, which existed in the students' vocabulary learning in the English classroom. He consequently figured out some solutions for those problems through the two-year experience teaching in the HCMC University of Technology and then made a decision of innovation by himself. This innovation finally met the needs of the researcher as well as the change agent or adopter. This highlights the influence of social interaction and the importance of social relations in the transmission and adoption of innovation with communication and the communicators as the key factors and also the significant role of the change agent (Markee, 1997: 50).

### **3.2.2 The problem solving model**

Markee (1997: 67) asserts that the problem-solving model is theoretically the most popular approach to promote in education, in which teachers themselves act as the inside change agents. This model normally comes along with the bottom-up process of innovations, as observed by White, R.V (1988: 118), "If an innovation is indigenous to an institution, the process will tend to be from the bottom-up whereas an innovation introduced from outside may follow a top-down process."

In this innovation process, the researcher had discussed the problems of his classes with the colleagues in break-time or lunch time – specifically about the students' test results – then generated these problems and carried out an action research to solve the problems by himself, acting as the inside change agent with the participation of the students as the clients. In the problem solving process, according

to Havelock (1973: 87), after identifying possible solutions, a process of adaptation, trial and evaluation follows, during which users assess whether the solutions they have devised really solve their problems. If the solutions are deficient or unsatisfactory, the process begins again until the users find the solutions that work.

The social interaction model and the problem-solving model were chosen as they were suitable for the specific culture of the researcher's school and they could help to facilitate changes in this innovation process until its success and as Richards and Rogers (2001: 1) say "second and foreign language teaching and learning is a field that is constantly in a state of change."

### **3.3. Innovation procedure**

The innovation lasted for eight weeks from October 5th to December 21st with the freshmen of Mechanical Engineering students of HCMC University of Technology. The innovation was conducted with three main stages: (1) the major diagnosis changes were applied in the researcher's two English classes, and some possible secondary innovations were then performed to improve the situations, (2) a process of adaptation and trial was developed and (3) questionnaires, short and informal interviews were delivered to collect the students' feelings towards the innovation, a comparison of Mid-Term Test results before and after the innovation followed by the discussion in the end.

#### **3.3.1 Problem diagnosis**

During the five-year experience teaching English for the non-major English students of HCMC University of Technology, the researcher realised some frustrating attitude from his students mostly because of their bad results in English exams. In addition, through some informal talks with their teachers, students complained that they were not able to remember what they learnt in classes for the lesson-based tests, especially new vocabularies. From previous informal talks with the researcher's colleagues, he also found that the teacher-centered teaching styles still dominated in most of the university English classrooms. This finding urges him to make a change and leads him straight to the innovation.

#### **3.3.2 Plan of action**

On the first day of the semester, the teacher made an announcement about the new changes in classrooms, gave each student a list of five new vocabularies for their presentation assignments and supplied helpful, sufficient and supportive

directions for the innovation. The next class time, some secondary innovations were performed to provide students with needed skills for their assignments such as teaching them how to use Microsoft Power Point application, laptops, projectors, sound systems and presentation skills. At the end of the innovation, the questionnaire was then delivered to students in order to explore their feelings and reactions towards the innovation; their opinions about textbooks, syllabus, teachers' teaching styles and their own learning styles. Students were next interviewed individually to clarify the answers given on the questionnaire so as to identify the students' problems for the subsequent actions that may happen next. A comparison in Mid-term Test results was made in the end between one last semester class and the two current classes to evaluate the success of the innovation.

#### **3.3.2.1. The announcement**

This below announcement was officially given to all sixty students in the two classes on the first day of the semester. The researcher was in charge of explaining the changes, the benefits of the changes, the methods of performing a presentation of new vocabularies from the textbook.

*Dear students,*

*In order to make an interesting, motivated and warm atmosphere for our English classes, I decide to change the way of my teaching as well as your learning of English in this semester. Each of you will be randomly given five new vocabularies in our five Modules in our course official textbook. You will have two weeks to prepare a presentation and then take turns to present in class using Microsoft Power Point application. You will also be supported with Microsoft Power Point lessons, the use of laptops, projectors as well as the presentation skills. You can benefit from my sufficient and supportive help from your teacher if necessary whenever you ask for.*

*Mr. Thang - Your English teacher.*

#### **3.3.2.2. The questionnaires**

Sixty sheets of questionnaires were delivered to sixty first-year students in Mechanical Engineering Faculty of HCMC University of Technology in the eighth week, aiming at confirming the researcher's previous conclusion and investigating the source of the students' problems as well as their attitude and opinions towards the innovation. The questionnaires were developed in the form of selected-response items with both multiple choice and open-ended questions. The questionnaires were distributed to

the participants directly and collected right after they had been filled in. This strategy helped ensure a one hundred percent return rate, and clarify any ambiguities as they emerged.

### The Student Questionnaire

Questions	Options	Number of respondents	Reasons given
1. How do you feel about this new way of learning?	Bored	5 (8.3%)	<ul style="list-style-type: none"> <li>● Cannot listen and understand the pre presentations.</li> <li>● Low level of English.</li> <li>● Weak at computer skills.</li> </ul>
	Normal	19 (31.7%)	<ul style="list-style-type: none"> <li>● Have known this way of learning before.</li> <li>● Think that it is the university learning styles.</li> </ul>
	Excited	36 (60%)	<ul style="list-style-type: none"> <li>● Can join in class activities.</li> <li>● Feel proud of themselves.</li> <li>● Actually increase the ability of remembering new words.</li> <li>● Be up-to-date with modern devices.</li> </ul>
2. How do you feel during your classmates' presentations?	Bored	13 (21.7%)	<ul style="list-style-type: none"> <li>● Their English is too bad.</li> <li>● Not enough preparation.</li> <li>● Lack of confident.</li> <li>● They just read what they have prepared.</li> </ul>
	Normal	20 (33.3%)	<ul style="list-style-type: none"> <li>● Can understand and guess the meaning of new words from the presentation.</li> </ul>
	Interested	27 (45%)	<ul style="list-style-type: none"> <li>● Well-prepared for the presentations.</li> <li>● Feel easy to comment and contribute to the lessons.</li> <li>● Visual learning is effective.</li> </ul>

Questions	Options	Number of respondents	Reasons given
3. How do you feel when you present in front of the all classmates?	Confused & Nervous	15 (25%)	<ul style="list-style-type: none"> <li>● Not good English.</li> <li>● Not confident in speaking ability.</li> <li>● Have difficulties in computer skills and presentation skills.</li> </ul>
	Normal	24 (40%)	<ul style="list-style-type: none"> <li>● Have enough time to prepare.</li> <li>● Have ok English.</li> </ul>
	Comfortable & Confident	21 (35%)	<ul style="list-style-type: none"> <li>● My friends are the same to me.</li> <li>● I can make mistakes.</li> <li>● I have practiced before my presentation.</li> <li>● I was encouraged enough.</li> </ul>
4. What do you think about the percentage (%) of new vocabularies that you can remember and use?	Just a few (less than 20%)	9 (15%)	<ul style="list-style-type: none"> <li>● Too many new words.</li> <li>● I prefer learning by heart.</li> <li>● My English background is bad.</li> </ul>
	Half of them (about 50%)	33 (55%)	<ul style="list-style-type: none"> <li>● I meet them again in the lessons from the textbook.</li> <li>● Have discussion with my classmates about our new words presentations.</li> <li>● Have the English environment.</li> </ul>
	Most of them (more than 70%)	18 (30%)	<ul style="list-style-type: none"> <li>● I have learnt them before.</li> <li>● Easy to remember with pictures on slides.</li> <li>● I use them again and again.</li> </ul>

Questions	Options	Number of respondents	Reasons given
5. What do you think about the new way the teacher applies in classes?	Appropriate	52 (86.7%)	<ul style="list-style-type: none"> <li>● New is interesting.</li> <li>● I have some work to do.</li> <li>● Feel part of the class.</li> <li>● Close relationship with teacher.</li> <li>● Learn how to make professional presentations.</li> </ul>
	Inappropriate	8 (13.3%)	<ul style="list-style-type: none"> <li>● I have never spoken English in front of the class before.</li> <li>● I have little time to prepare.</li> </ul>
6. Do you want to be taught the lessons this way next semester?	Yes	53 (88.3%)	<ul style="list-style-type: none"> <li>● Learning by heart is easier</li> <li>● Teacher has to do more work in class.</li> <li>● I can learn everything myself.</li> </ul>
	No	7 (11.7%)	<ul style="list-style-type: none"> <li>● I can control the class.</li> <li>● I have more motivation.</li> <li>● My ability of remembering is much better.</li> <li>● We can share our experience of learning English.</li> </ul>

From the questionnaire, the researcher can figure out the target assumptions: first, most students (60%) said that they were very excited and interested in the lesson because they can learn more about using new and modern technology, join in class activities without being afraid of losing their faces in front of their friends and improve their vocabularies with pictures. Second, nearly half of the students (45%) said that they were interested in their friends' presentations, which increased their attention to the new vocabularies of the lessons and 55% of the students agreed that through the way their friends present in class will help them remember better (more than half of presented words) in vocabulary learning. Last, a great number of students think that this method is appropriate (86.7%) and should be applied in their university English courses (88.3%), which raised their motivated and excited feeling during the class time.

### 3.3.2.3. The students' interviews

Ten students were randomly selected from the two classes (five from each class) and specifically interviewed in fifteen minutes after eight weeks of the innovation for their feelings and comments towards this kind of new activity in the classroom. These students stated that this activity could reduce boredom and passiveness in their English classes by freeing them from the old teaching method, which they were suffering. This assignment was far from what they had known or expected about English vocabulary learning; however, they were put in the "whole new interesting world of English vocabulary learning" (as one student said in his interview). With the English presentations' assignments, they were given a purpose to communicate in the target language to get things done – a full English environment – and felt more motivated in learning. They thought they gained more autonomy in their learning and became independent, responsible for their studies and suggested being taught this way in the next semester. In conclusion, they confirmed that after completing their presentations, they got better fluency and naturalness in speaking English thanks to their frequent practice and their focus on their peer's relevant topics. There are still one student (who came from the countryside) claimed that he could not adapt with the change in the new learning style because he had dealt with the teacher-centered classroom for seven years in high school. It was hard for him when he was given more jobs to do in class and also when he had to talk in front of many other students for the first time in life. He consequently suggested having more time to prepare and practice before presenting in class.

3.3.2.4. The Mid-term test results' comparison

Scores band	Number of student			
	Class A	Class B	Class C	
4	5	0	1	Last semester's class
5	7	3	0	
6	5	7	7	This semester's classes
7	6	9	12	
8	5	6	5	
9	2	5	5	

- The score band is from 0 to 10.
- The "pass" score is 5.

From the comparison the researcher believed that there was an improvement in the Mid-term test results, which could prove the positive aspects of his new teaching method. In this semester's class, there was only one student failed in the test, compared to five of the last semester's class though the number of students was doubled in this semester's class (two classes altogether). Those got the "nearly" perfect score – band 9 – were also increased from two of the last semester's class to five of each class in this semester. There was a development in the way they learn vocabulary that helped them in their lesson-based test. This result urged the researcher to propose his innovation to the department with the hope of giving student more opportunity to learn vocabulary by their own way – learning by preparing how to teach.

#### 3.4. Discussion

In general, this innovation is considered a success as the researcher has finally found what he expected. The innovation is successful because it possesses attributes that promotes its adoption. First, the innovation was an interesting challenge to both the implementer and clients; therefore they adopted excitedly during the innovation. Lavelle (1984) notes that "the innovation is more likely to be successful when perceived as necessary by those in the school, rather than by outsiders". (Study guide and reader of Victoria University 2009: 64). The implementer (in the role of an adopter) considered improving his students' abilities in learning vocabulary and when getting to know that Learning by Teaching could eliminate the problem, he himself volunteered to apply it in his class. The first-year students were in the mood of an expectation for learning style's change and when they realized that Learning by Teaching could offer them opportunities to practice English in an authentic context and improve their memory and remembrance in learning English vocabulary, they felt interested in the activity and adopted it quickly. On the other hand, they were generously encouraged to include mistakes in their presentations. That helps them feel relaxed and confident to show their own English abilities naturally during the course. In the end, the innovation was well-prepared, easily conducted and also feasible. The innovation; moreover, was designed in a way that students still could be assured to fulfil their lessons from the textbook; therefore, both the students and their teacher did not have to worry that they would fail the school examination at the end of the semester if the innovation was a failure. This made sure that the innovation's trialability and thus increased its

adoption “because potential adopters prefer to try out an innovation in incremental stages” (Study guide and reader of Victoria University 2009: 94).

However, there could be some limitations and flaws that may arise during the implementation. Those are: (1) innovation was carried out on a small scale; the observation was just based on two classes and only ten students were interviewed. As a result, it may not generalize the population. (2) The students were given a totally new activity which they had not learnt before, so it is not easy for them to prepare a presentation and talk in front of the class. Not all the students; moreover, have enough time and equipments to prepare their simple presentations because of their weaknesses in some other subjects at university and their real life’s difficulties such as money and accommodation. (3) Markee, N (1997: 177) says “it always takes longer to effect change than originally anticipated. Adopters need to go through their own decision-making processes in evaluating a proposed innovation, and the time it takes for individuals to reach a decision inevitably varies considerably from person to person”. That why the modelling lessons or presentations should be given to students at the beginning of the course with enough time for students to adapt with the changes of learning styles. Guidelines on presentation skills should also have been provided for students to build up their confidence in their presentation in class.

#### 4. Conclusion

This innovation was an endeavour to solve the problems of remembering the new vocabulary in the language classroom in order to increase students’ abilities and interests in learning English vocabulary, which could bolster the students’ feelings of well-being, understanding, and confidence in the classroom activities and, therefore, encourage all the students to do their best.

From the innovation, the change agent found that most of the students in his English classes enjoyed and involved themselves in the newly-applied teaching methods. The atmosphere at the beginning of the class; as a result, was positive and cheerful. After being carefully instructed to conduct their presentations as “teachers” in class with the positive approval and praise for their efforts from the teacher, the students were enthusiastic and ready during the rest of the course. Such activities helped keep the students alert and in a good mood for studying new vocabulary.

The students; though, made a lot of mistakes and sometimes got over-excited that they used much their imaginary “teacher’s power” during this method, the teacher still felt this method much helpful: the students got more highly-motivated; the less able students participated more in the lessons with confidence and comfort, and the teacher was able to benefit from the excited, active classroom atmosphere in many ways. As a result, teaching became more enjoyable and relaxing to the teachers.

Teaching is a continuously creative and a problem-solving work and the constant improvement is an essential part of the teaching job. With this innovation results, the innovator hopes that he can share the classroom experiences with other teachers so that they can apply them successfully in their own particular teaching situations, creating a relaxed learning environment in which the students can practice English with enjoyment and success.

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