**USING VOCABULARY TEACHING STRATEGIES ON**

**IMPROVING STUDENTS’ VOCABULARY LEARNING IN THE**

**ESL CLASSROOM**

**BY**

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**CHAPTER 1**

**1. INTRODUCTION**

**1.0 Introduction**

This chapter begins with the background of the study. The next section

presents the definitions of Vocabulary Teaching Strategies. Then, the statement of the

problem, the purpose of the study which includes the research questions and

hypothesis are presented. This is followed by the significance of the study and

limitations of the study. Finally, the definition of terms is given.

**1.1 Background of the Knowledge**

Vocabulary teaching strategies plays a prominent role on improving

vocabulary learning of the ESL classroom. It is crucial to master vocabulary

knowledge as it helps foster students’ development of learning a huge number of

words and comprehend well the content the students read. Chall & Jacobs (2003),

states that if students do not sufficiently expand their vocabulary knowledge, their

reading comprehension will be influenced. Therefore, the mastery of

vocabulary learning is the key for students to learn the languages.

Neumann & Dywer (2009), point out we can communicate effectively and has

proved that the importance of vocabulary: in speaking (expressive vocabulary) and

listening (receptive vocabulary). Cunningham & Stanovich (1998) claim

that students who have difficulty in understanding and learning from the text means

they do not have enough words in text. Hirsch, (2003) also says that vocabulary

experts agree that if a person has already known between 90 and 95 percent of the

words in texts, they will have adequate ability on reading comprehension. This

implies that the vocabulary learning plays a significant role in learning the language.

According to Dressler, C., et al (2005) also found that English Language

learners were unable to comprehend texts well if they underwent less vocabulary

development. Moreover, Wolley, (2010) affirms that if students have problems to

learn new vocabulary, it will cause them to be poor in comprehending text well. Thus,

inadequate vocabulary will lead students to have trouble in language learning. In other

words, students need to be outfitted with of different vocabulary learning strategies

which can help to grow their vocabulary knowledge.

There are many researchers (Ahmed, 1989; Catalan, 2003; Fan, 2003; Gu,

2003a; Gu and Johnson, 1996; Kojic-Sabo and Lightbown, 1999; Lawson and

Hogben, 1996; Nakamura, 2002; Sanaoui, 1995; Schmitt, 1997) who have been

attracted by a few types of vocabulary learning strategies (Cohen and Macaro, 2007)

around the world. This is on the grounds that mastering vocabulary is a standout

amongst the most difficult tasks that learner confronts when getting other languages,

and along these lines, learners have reliably thought that it was important to adjust for

their constrained vocabulary (Nyikos and Fan, 2007). This circumstance is

particularly true for the ESL environment as they are extremely restricted to exposure

of English in their daily life; therefore, vocabulary acquisition comes unnaturally. It

has been emphasised with the strategies which related to the four skills required in an

ESL environment, specifically, listening, speaking, reading and writing to show the

significance of vocabulary learning strategies (Takeuchi, 2003).

The role of vocabulary learning has been perceived by researchers in the field.

It has additionally been affirmed that the vocabulary learning strategies students use

have an extraordinary effect on the accomplishment of their vocabulary learning

(Oxford, 1990; Nation, 1990; Schmitt, 1997). Researchers (Andeson and Freebody,

1981; Davis, 1944) have described the influential and definite relationship between

vocabulary and reading comprehension (Andeson and Freebody, 1981; Davis, 1944).

According to McCarthy(1990),communication will break down if there are no words

to express a wide range of meanings regardless of how well the student learns

grammar or how successfully the sounds of ESL are mastered. All in all, some

researchers believe that students with strategic knowledge of vocabulary learning, if

compared with those without, turn out to be more efficient, resourceful and flexible. It

indicates that vocabulary learning can be done through vocabulary strategies which

make learning more fun and efficient.

Furthermore, a recent review by Rubin, Chamot, Harris, and Anderson (2007)

suggests that students’ knowledge of vocabulary, motivation and performance will

increase if teaching them with learning strategies . Dornyei, (2005) points out that

here is only less support given for strategy training presently.

Moreover, students are regularly not able to figure the meaning of a difficult

word from a text owing to lack of language skills in learning English vocabulary.

Wallace, (2008) focuses that students have insufficient vocabulary and this causes

them difficulty in reading at the proper level.

Students who have difficulties in understanding new words and this will cause

them to have more problems in learning vocabulary incidentally. Wolley (2010) says

that students with weak comprehensive ability will have difficulty in learning new

vocabulary. So, it is not hard to believe that a personal action will be moved by desire,

emotion, reason, need, impulse or purpose. However, not every one of the learners is

easy to be definitely motivated by the learning of language, somehow it is hard to

motivate the learners to learn all the vocabulary they are expected to obtain.

Consequently, it is logical to expect that motivation also facilitates vocabulary

learning (Laufer and Hulstijin, 2001). Thus, to examine the role of motivation in

vocabulary learning only several studies is found to be attempted. (Elley; Gardner and

Maclntyre).

To sum up, vocabulary teaching strategies plays a vital role in improving

students’ vocabulary abilities and it is able to motivate students to learn vocabulary in

an interesting way. Besides, the most correct and efficient strategy to teach

vocabulary is an integral factor on improving ESL students’ vocabulary. If teachers

find it does not function well, they should know the reasons and change different

strategies for it.

**1.2 Statement of the Problem**

There are a couple of variables which affect students’ interests and abilities in

learning vocabulary as it is not their mother tongue such as students’ learning styles,

teachers’ teaching styles, students’ background and motivation. Students will lose

interests especially while lacking vocabulary knowledge which can influence their

learning attitudes that they cannot comprehend reading, convey themselves or

communicate well with others.

There are many English teachers that complain that their students face a lot of

problems in understanding reading texts due to insufficient vocabulary that they do

not comprehend well in reading texts because they are weak in vocabulary. Besides,

some ESL students always feel frustrated with remembering English words because

they have inadequate vocabulary learning strategies. Their vocabulary size is really

restricted. Teachers always put more emphasis on memorisation under conventional

teaching method. Students cannot use them in authentic language context correctly

even though students are able to remember a few words.

In addition, for ESL students with the examination-oriented teaching system

and students are ashamed of practising English in public. It seriously causes students

lack of the target language environment. Therefore, it is important to explore more on

students’ vocabulary learning strategies for students in the school in order to

implement the most efficient vocabulary learning strategies for the students,

especially students who study in Chinese Independent High School. Therefore, the

purpose of this study is to use incidental learning on improving students’ vocabulary

learning.

According to Richard and Schmidt (2002), to learn something unintentionally

is incidental learning. It is a process of learning something unintentionally. In addition,

it is said to be an effective way of learning vocabulary from context (Day, Omura, and

Hiramatsu, 1991; Jenkin, Stein, and Wysocki, 1984; Nagy, Herman, and Anderson,

1985; Saragi, Nation, and Meister, 1978). In lines of the first vocabulary acquisition

language in the early studies (Boettcher, 1980; Carey, 1982; Clark, 1973; Dale,

O’Rourke, and Bamman, 1971; Deighton, 1959; Eichholz and Barbe, 1961; Gentner,

1975), the study by Nagy et al. (1985) is truly important. They developed a

methodology for measuring vocabulary acquisition. They identified that to have full

knowledge or understanding of a word’s meaning would seldom happen if only under

a single incidental learning. Yet, learning the meaning of vocabulary from context

does happen, Carey, (1978) suggested that it must be on the basis of encounters

perceived in an incidental way. Although students surely obtain word knowledge by

chance when engaging in different types of language learning activities, a more direct

and systematic study of vocabulary is needed. This research investigates second

language vocabulary teaching and learning since 1999.

Direct instructional approaches tend to be more effective than incidental

means of promoting word meanings (Nagy and Herman, 1984; Nelson and Herber,

1986). However, most of our knowledge of word meanings is acquired through

incidental means, such as through wide reading (Harris and Sipay, 1990), television

viewing (Neuman and Koskinen, 1992), and normal conversation. Therefore, it is

critical to investigate a few strategies of teaching vocabulary in order to find the most

effective method to assist the students on improving their vocabulary learning.

**1.3 Purpose of the Study**

This study is to investigate the important role in learning vocabulary through

vocabulary learning strategies among Senior Three students in a Confucian Private

Secondary School. The study also aims to examine the effects of on students’

motivation and attitude towards Vocabulary Teaching Strategies.

**Research Questions**

This study makes attempt on the following research questions:

1. Do vocabulary teaching strategies improve ESL students’ vocabulary learning?

**Research Hypothesis**

There is no significant difference in the vocabulary pre and post-tests scores between

students who were exposed to vocabulary teaching strategies and those who were not.

2. Do vocabulary teaching strategies motivate ESL students’ vocabulary learning?

**1.4 Significance of the Study**

In the past, there was only a little priority given in vocabulary teaching and

learning, yet the way of vocabulary and its role in teaching and learning might have

been in the high interest currently(Richards and Renandya, 2002). Since vocabulary

plays a crucial role in communication, the importance of vocabulary teaching and

learning ends up being clearer. According to Allen, (1983), students do not use the

correct word and causes communication to break down.

Students who undergo moderate vocabulary acquisition are less able to

understand text and communicate well. Such students perform poorly in assessments

as well. Therefore, the teacher implements some new vocabulary strategies by

using incidental methods to improve students’ vocabulary learning and at the same

time motivate students and encourage them to memorise new vocabulary as their

need and desire and follows the objective of teaching.

As Jerome Bruner, (1960) asserts the best way to create interest in a subject

is to help students by knowing it, which means to make them gain the knowledge

which is usable for them. That is the reason teachers should help their students and

motivate them by utilising diverse methods. Students who are prepared for strategies

like vocabulary learning strategies will empower them to be much more successful

and independent in learning language. Therefore, to develop vocabulary strategies of

learning for students, learning and using of vocabulary learning strategies is an

important issue among the learning strategies.

**1.5 Limitations of the Study**

Many studies have shown that good readers have great vocabulary knowledge.

In order to understand the text thoroughly, students’ proficiency level is one of the

limitations. They have to know the meanings of every single word. Teacher, a

facilitator, should help them to have better understanding on vocabulary learning.

Concerning oral vocabulary for non-native speakers like students from Chinese

Independent High School, it is likewise a limitation for them to learn new vocabulary

in order to develop their oral proficiency to be understood by others.

Besides, the size of the students is another limitation. Henry (1990) implicated

that sampling error decreases as the sample size increases. In general, statistical tests

comparing data categorised into groups require large sample sizes for sufficient

accuracy.

In addition, the data from the pre and post-test show only the effects in the

short term teaching, two weeks. The time factor can also distort the accuracy of the

results. Therefore, the limitations show that vocabulary knowledge is difficult to

measure (Hermna and Anderson, 1985).

**CHAPTER 2**

**2. REVIEW OF LITERATURE**

**2.0 Introduction**

This is a study of vocabulary teaching strategies to improve students’

vocabulary knowledge and motivate them in vocabulary learning in Confucian Private

Secondary School. It is a study which consisted of 75 students from Senior Middle

Three and a pre and post-tests were given to examine the effects of using Vocabulary

Teaching Strategies to learn vocabulary incidentally.

There are many Chinese students just aware memorisation, grammar-focussed

or translation-based language learning strategies which may reflect how vocabulary

teaching strategies have been inappropriate. As Yu (1992) criticised, this may lead to

some negative learning consequences because students may learn limited or even false

equivalents or use uninteresting methods to learn. In addition, information for priority

needs in the teaching process, to correct students’ errors and check students’

understanding are supplied by some teachers. It remains a teacher-centred teaching

style. Overall, the practice of vocabulary teaching method has long been criticised for

over ten years for such flaws ( Sinclair and Renouf 1988).

Concerning the motivation and attitude towards learning vocabulary, it is

important that students are motivated and with regard of positive attitude towards

learning English vocabulary. It is believed that when students have motivation in

learning English vocabulary, they will become successful learners. And, it also shows

that there is definitely a direct influence on the students’ success. Therefore, it is

important for English Language teacher to judge which strategy will be the best for

students and to train students about sensible use of a variety of different strategies.

**2.1 Importance of Vocabulary Learning**

In the early 1980s, there was extreme criticism of the disregard of vocabulary

research (Meara 1980; 1984). In spite of less attention to research, even during the

heydays of the development of the Communicative Language Teaching (CLT), the

importance of vocabulary was not totally overlooked in language instructional

methods. Wilkins (1972; 1974), obviously showed that vocabulary learning is

important in the early development of the Communicative Approach, and he added

users cannot be categorised as native speakers regardless of there are no grammatical

mistakes”. Allen (1983) also stressed that “problems of lexical are always connected

with communication; if people do not use the correct words to communicate with

others, communication will fail”. This indicates the importance of teaching

vocabulary in classroom.

From the late 1980s, vocabulary was considered as the mainstream to draw

researchers’ attention on second language acquisition (Nation 1997). Researchers

(Laufer 1986; Nation 1990) realised that “many learners feel the need to learn

vocabulary both receptively and productive. Even though they are at a high language

proficiency level, they still need to learn it due to an inadequate of vocabulary”.

There are varieties of theoretical studies on probing the kinds of vocabulary learning

with their familiar vocabulary (Richard, 1976; Nation, 1990; Carter, 1992).

There are many studies on vocabulary learning. Folse, (2004) asserts that “it is

not true that learning vocabulary is not as crucial as learning grammar or other

languages learning, vocabulary learning plays an important role in English language

learning in reality”. Due to the more words the students learn, the more they can

communicate with others no matter in speaking or writing skills (Shoebottom, 2007).

According to Kafipour (2011) “ the relationship between vocabulary learning

strategies and students’ vocabulary level is extremely important”. Zheng, (2010) says

that students tend to use different strategies in learning different levels of vocabulary.

Advanced learners are better and more creative to gain more vocabulary knowledge in

learning while low proficiency students are more constrained in their usage of

vocabulary knowledge. It was also found that all vocabulary learning strategy

contributed to the overall vocabulary learning of the student. According to Ningjue,

(2011), “there is critical contrast between effective and less effective learners”.

Effective learners often use vocabulary strategies whereas less effective learners

would likely choose to ​repeat it from ​memory, ​rather than to ​understand the word.

They apply it more often in a repetition method and they depend more on their native

language.

In Anderson’s, (2010) view all strategies are useful. Students use varieties

of strategies in learning vocabulary. According to her findings, no matter the students

are in high secondary school or in low secondary school, teachers should introduce

different strategies when learning vocabulary. She has examined the strategies and

techniques students use while learning new words on how they are taught by teachers.

She even recommended different teaching strategies on vocabulary learning of the

studying on some students by other researchers.

According to Li, (2009) “almost all the vocabulary learning strategies are

efficient for successful learners ”. Learners have different ideas, some of them think a

few strategies are extremely useful. He concluded that teachers should use some

efficient methods to teach students and students should try to figure out properly on

the usage of those methods and adjust themselves in classroom learning.

Based on Ghazal, (2007), “language learners need a lot of target language

words to handle effectively both second or foreign language acquisition.

Therefore, teaching students with various vocabulary learning strategies is the most

suitable way to equip them in vocabulary learning. Teachers should also consider the

students’ enthusiasm and desire to get trainings and think of the most appropriate way

to introduce the strategies.

Rahimy & Shams, (2012) concluded that vocabulary learning strategies

are being applied and showed the weaker group’s scores have improved both in their

final examinations and also in vocabulary tests. Their findings showed a significant

effect of vocabulary learning strategies on ESL learners‟ performance in a vocabulary

test.

The concept of one of the vocabulary strategies includes incidental learning

which raises from the way that students actually learn far more words than what they

learn through direct vocabulary instruction in classroom. The average third graders

are estimated to know a reading vocabulary of 10,000 (Nagy & Herman, 1987) while

high school graduates are estimated to know about 40,000 words (Nagy & Herman,

1987) to 50,000 words (Graves, 2006), which need an average annual increase of

about 3,000 or more words. Although direct vocabulary instruction is an important

source for students’ vocabulary development, regardless of how hard teachers attempt

to teach them directly, it represents a couple of hundred words or words parts of the

vocabulary students learn throughout a school year.

The Direct Method was developed by Maximilian Berlitz around the 1880s.

The second language is learned like the first language. Daily vocabulary and

sentences are built rapidly through pictures or objects, without teaching grammar

explicitly. Additionally, the U.S. government discovered that having reading and

writing proficiency are more useful than other languages were spoken. It was truly

effective implementing in private language schools rather than in public high schools.

In addition, direct method did not bring a thorough support over a rigorous

basis in applied linguistic theory. It has seen a few defects like it needed teachers who

were fluent in speaking in the foreign language instead of depending on a textbook. In

addition, teachers were not allowed to use their mother tongue when doing

explanation.

By the 1920s, there was a decline in using the Direct Method in non-

commercial schools in Europe especially in France and Germany. Some Direct

Method techniques were used with more controlled grammar-based activities were

gradually combined and modified into different versions. Besides, it was used for

foreign language teaching in American colleges, the perceived irrelevance of

conversation skills and the limited skills of teachers and time, was considered

impractical. Until World War II, reading was kept on emphasising to characterise

foreign language teaching in the United States.

Although the Direct Method enjoyed popularity in Europe, not everyone had

accepted it with enthusiasm. Its limitations had been recognised by the British

linguist Henry Sweet. It lacked a thorough methodological basis although it offered

innovations at the level of teaching procedures. In addition, it failed to address many

issues that Sweet thought more basic even though its main focus was on the exclusive

use of the target language in the classroom. The development of sound

methodological rules were argued by Sweet and other applied linguists which could

serve as the basis for teaching techniques.

The gains in vocabulary learning strategies from incidental learning which

included contextual clues, reading aloud and extensive reading have been studied by

researchers (Richards and Schmidt, 2002). They added that “incidental learning is the

process of learning something without the intention of doing so. It is also

learning one thing while intending to learn another”. In term of language acquisition,

incidental learning is said to be an effective way of learning vocabulary from context

(Day, Omura, and Hiramatsu, 1991) which students are able to learn the target word

associated in the specific context in order to build their awareness of how the word is

actually used. Moreover, Sternberg, 1987; Baumann et al., (2002) showed that

contextual use refers to understanding word meanings by scrutinising surrounding

contexts, including preceding or succeeding phrases and sentences that provide

syntactic and semantic cues. Especially when students are exposed to a considerable

amount of written and oral contexts (Sternberg, 1987), contextual analysis is

important in vocabulary learning in reading and listening (Nagy & Scott, 2000). It is a

proof to show the effective use of context on improving vocabulary learning

efficiency and reading comprehension, specifically students who use context to

identify unknown words do better on various tests that are intended to assess

vocabulary knowledge (Kennedy and Weener, 1974; Buikema and Graves, 1993;

Kuhn and Stahl, 1998).

There are positive outcomes have argued by many theorists and researchers

from the use of contexts to assist learners to obtain vocabulary in the four language

skills (Carrell 1984; Clarke and Nation 1980; Coady 1993; Joe, Nation, and Newton

1996; Kang 1995; Krashen 1989; Nation and Coady 1988; Newton 1995; Van

Parreren and Schouten-Van Parreren 1981). Reading has importantly played a crucial

role among the four skills in receiving emphasis to quantify and qualify learners'

mental lexicon through incidental learning (Huckin, Haynes, and Coady 1993; Joe

1995, 1998; Parry 1991; Zimmerman 1997). This learning skill is to be believed that it

involves contextual clues to guess meanings, which teachers hope to activate students’

schematic knowledge and to enhance understanding for further vocabulary retention

(Hague 1987; Krashen 1989; Li 1988; McCarthy 1990; Morrison 1996; Schouten-van

Parreren 1989). It shows there are similar input on listening, speaking or writing in

contexts (Joe, Nation, and Newton 1996; Ellis 1995). Therefore, video programmes

which involve visual, audio, and natural language input are encouraged for ESL

learners (Danan 1995).

On the other hand, the practice of direct teacher and student interactions and

discussions surrounding vocabulary is more effective than students simply passively

listening to teachers read have been overwhelmingly supported by research.

According to Mixan, (2013), a teacher cannot ask students to obtain new words in the

way of incidental learning as it will grow in students incidentally. Research also

affirms that students not only need to learn new words in the context of the reading,

but also need to make connections with words and have repeated exposures to them in

and out of context (Blachowicz and Fisher, 2011; Kucan, 2012; Mixan, 2013).

Research by Harris, Golinkoff and Hirsh-Pasek (2010) also demonstrates that the

frequency of interactions with words has a positive impact on learning.

Furthermore, to have the most significant gains in vocabulary knowledge,

Kindle, (2014) and Beck and McKeown, (2007) support the idea that interactional

teaching during reading aloud. Besides, a method that Beck and McKeown (2007)

studied termed “Text Talk” which is a method in which teachers and students have in

discussions of new words of the context of the read aloud. A simple definition of the

new words were given by the teacher. This is a method that Kindle, (2014) terms

adult mediated instruction in which teachers “weave in questions and comments as

they read, creating conversation between the children, the text and the teacher”.

Research by Harris et al. (2010) further supports that dialogic teaching characterised

by teachers questioning and prompting of students to expand on their responses

results in increased vocabulary acquisition.

Beauchat & Blamey’s (2011) extension of Beck & McKeown’s (2007)

research that in order to help to connect new words, students should interact with new

words before, during and after reading. This helped build excitement about word

learning if students in this study were introduced to the new words before the reading

of the text which, in turn, created more meaningful interaction during the read aloud.

Teachers have been reading aloud to students for centuries in American

classrooms. Even teachers are required to implement read aloud activities into

balanced literacy blocks in many districts. Much research exists that teacher practised

reading aloud to support teaching vocabulary to school students. Beck and McKeown

(2007) assert that “read aloud is effective in building more advanced vocabulary in

school because books that are typically read aloud in classrooms present more

complex structures and more advanced vocabulary (p. 252) than books that are within

the independent reading levels of students”.

Furthermore, according to Kindle, (2014), in filling in vocabulary gaps in

order to expose students to “book language, which is rich in unusual words and

descriptive language”, read aloud books that are above the independent reading levels

of students can be useful. Therefore, it is a chance to help students acquire vocabulary

by using method of reading aloud. In addition, through reading aloud instruction

students can show gains in vocabulary knowledge. For the reading aloud instruction

to be effective the teacher must engage in a discussion of the targeted vocabulary

before, during and after the reading aloud in order to allows students discuss the new

words in the context of the reading as well as in other contexts. Multiple readings of

the same text are necessary to enhance students’ understanding of the new words and

it is to help them internalise the meanings. Furthermore, teachers must ensure that

words must be studied by the students in order to maximise the utility of the words

being taught.

There is a strong connection between incidental vocabulary learning and extensive reading. According to Krashen (1994), “extensive reading is to read for joy, which will hopefully translate into general language improvement and a boost in reading motivation”. Widdowson (1979) claimed that “extensive reading is incidental learning which has less learning demands from the teacher”. Some researchers (Nation and Wang, 1999; Waring and Takaki, 2003) suggest that “extensive reading is to enhance partially known words instead of building new words”.

Bright and McGregor (1970), Day and Bamford (1998), Harmer (2003),

Krashen (1993), Nation (2001), and Waring (1997) state that “extensive reading is a

pleasurable reading situation where a teacher encourages students to read according to

their comprehensible level”. Krashen’s (2003) comprehension hypothesis claimed that

extensive reading provides necessary comprehensible input. Thus, extensive reading

aims to develop reading fluency, consolidate knowledge of grammatical structures

and vocabulary through the provision of engaging language learners literature.

Teachers are encouraged to step outside to see what are the other factors that

affect ESL students to understand the vocabulary learning process. Among the factors

that could influence the outcome of ESL vocabulary learning, motivation and attitudes

of the learners have been widely embraced by both practitioners and researchers. It is

because of a critical determinant of success in language learning, and this belief is

strongly supported by a wide range of studies on ESL motivation in the past three

decades (Clement, Gardner, and Smythe, 1977; Clement and Kruidenier, 1985; Csizer

and Dornyei, 2005; Dornyei and Csizer, 2002; Elley, 1989; Ely, 1986; Gardner, 1985;

Gardner and Maclntyre, 1991; Lukmani, 1972; Noels, Clement, and Pelletier, 1999;

Schmidt and Matanabe, 2001; Tremnblay and Gardner, 1995). Therefore, it is logical

to believe that motivation and attitudes also facilitate vocabulary learning.

**2.2 Students’ Motivation and Attitudes in Learning Vocabulary**

Students’ motivation and attitudes are important concepts for learners in

vocabulary teaching and learning. It is to say that motivation has been considered as

one of the main factors that influence the success of ESL students. Lambert (1963)

has proposed “a ‘social psychological model’ in which he has emphasised cognitive

factors such as language aptitudes and intelligence as well as affective factors such as

attitudes and motivation”. Lambert proposes that “the degree to which an individual

acquires a language may depend on motivation and attitude towards language

learning”.

It is a fact that both motivation and attitudes have an impact on students’

success in learning vocabulary in the field of vocabulary learning. It is also claimed

that motivation has a strong connection to attitudes . A learner cannot be motivated if

he/she has negative attitudes towards a language. Another pioneer in this field,

Gardner (1985) defined ‘students’ motivation to learn the language because of their

desire to do so. Therefore, more specifically, motivation is conceptualised to three

components: motivation density, attitude towards learning the language and desire to

learn the language. According to Gardner, motivation in his theory does not contain

any integrative or instrumental elements Dornyei (1998).

Ajzen and Madden, (1986) have defined attitude as a learned, implicit

anticipatory evaluation to certain objects. Eagly and Chaiken, (1993) gave a more

specific and evaluative definition to attitude: a psychological tendency that is

“expressed by evaluating a particular entity with some degree of favour or disfavour.”

Bakar (1988) believed that attitudes are either positive or negative towards vocabulary

learning. Some learners may have negative attitude towards the second language and

want to learn it in order to prevail over people in the community but generally

positive attitude strengthens the motivation. According to Prodromou (1992), “one

who has positive attitudes will become a successful learner”. Allport (1935) defined

attitude as a mental state of readiness, it is characterised through experience or

dynamic influence on the individual response. Everyone believes that to achieve a

certain goal, high motivation and positive attitudes towards a language learning are

helpful.

The importance of motivational variables in vocabulary learning seems to be

ignored in vocabulary research although effectiveness of vocabulary development

depends on large part on meaningful vocabulary instructions (Kamil & Hiebert, 2005).

They claimed that accordingly limiting incidental learning of vocabulary, students

without motivation for vocabulary learning might not persist in learning new words

encountered in written texts and listening situations. There is a reason for little

information on motivation for vocabulary learning that might be that motivation for

vocabulary learning might not be considered separate from motivation for reading as

vocabulary knowledge has been closely tied to reading research.

Vocabulary learning recent researchers suggest that students also develop a

substantial part of vocabulary knowledge through incidental learning beyond direct

vocabulary instruction, when exposed to contexts of reading, listening, and oral

conversation (Nagy, Herman & Anderson, 1985; Sternberg, 1987; Waring & Takaki,

2003). However, students who are more likely to gain vocabulary growth in incidental

learning through using different vocabulary learning strategies, such as deciding word

meanings from context clue and word parts, or morphologic information tend to be

more motivated in vocabulary learning. Determining word meaning based on students

not only require them to know how to learn new vocabulary, but also requires their

engagement and persistence in incidental learning, or in other words, motivation.

Finally, as McDonough (1989) asserts that motivation has played an important

role towards vocabulary learning; however, it is also important to find out how it is

used efficiently to students, and teachers need to be intelligent and knowledgeable

enough to handle the situations of motivation, how they could do it, and when and

where they could exploit these situations.

**CHAPTER 3**

**3. METHODOLOGY**

**3.0 Introduction**

This study focuses on using vocabulary teaching strategies to improve and

motivate ESL students in learning vocabulary. The research purposes and questions

have been clearly shown. The method of this study has been used is quantitative

research. It is used in order to provide a holistic view of the vocabulary strategies

use of upper secondary school students.

**3.1 Research Design**

The research design for this study was a quantitative design. The aim of this

study is to investigate the vocabulary learning strategies use by upper secondary

school students. Two classes were selected for this study and one was assigned as

experimental and the other as the control group. Before the study, a standardised

English pre-test which was examining the knowledge of the vocabulary was

administered to the students. Post-test was administered after two weeks of teaching.

One week later, a questionnaire was given to students. Vocabulary knowledge and

language proficiency will be analysed using the quantitative method in order to find

answers to the research questions

**3.2 Sample & Location of the Study**

There were a total of 75 Malaysian students from a Confucian Private

Secondary School participated in the study, 27 of them are studying in class of Food

and Beverage whereas 48 of them are studying in class of Arts. Forty are males and

thirty five are females. The students are at the age of 18.

**Table 1: Demographic background of the participants**

|  |  |  |
| --- | --- | --- |
| **No. of students** | **75** |  |
| **Age** | **18 years old** |  |
| **Sex** | **Male : 40** | **Female : 35** |

Based on the random sampling conducted, the school chosen for the study is

Confucian Private Secondary School. The school is located in Kuala Lumpur. It is a

Chinese private school in the urban area and presently has a student population of

about 2,300. The participants of this study were 75 Senior Middle Three students.

These 75 students were randomly assigned to one control group and one experimental

group, using 48 as the control group and 27 for the one experimental group. Their

mother tongue is Mandarin. All of the students had learned English for 12 years as a

second language both in primary and secondary schools. In general, the language

proficiency of the students is average. Both groups of the students are taught by the

same English Language teacher.

**3.3 Procedure**

I needed to study the content of the vocabulary learning strategies and

choose the suitable tests and questionnaires from many resources like articles,

journals, textbooks or other resources which were going to be recommended by our

lecturer. Pre and post-tests were taken from Penguin. A pre-test of thirty

multiple choice vocabulary questions was given before teaching, immediately

after teaching 2 weeks later, another thirty objective questions was given.

The questionnaire for this study was taken from Gardner’s AMTB (1985)

questionnaire since it matched with the purpose of this study and all the

questionnaires were provided in English Language by our lecturer. The AMTB is

reported to have good reliability and validity (Gardner, 1985).

To identify the vocabulary learning strategies, there were 75 students in two

different classes bringing to the two different classrooms separately and pre and post-

tests were being administered. The tests were administered by the class teachers

during May before the school holidays. Pre and post-test were given a time limit of 35

minutes respectively. The class teachers are someone who has agreed with the

researches on how to administer the tests. The questionnaire consists of two parts,

one is the students’ personal information and the second part is about the

Motivational Intensity and Attitudes towards Learning English. The questionnaire was

given to students within one period which is 35 minutes. The answered questionnaires

were collected after the students finished them. All of the questionnaires were

analysed and retrieved. Students were asked to complete the questionnaire in the class

during the session. They were asked to read the questions thoroughly and answered

them carefully. Teachers would be able to help students complete the questionnaire

assigned, and students were encouraged to seek clarification of the items they did not

understand. Before filling the questionnaire, students were told that their participation

was voluntary and they were also asked to answer honestly. Students were informed

that the information they gave would be kept confidential and used for only research

purposes.

**3.4 Instruments**

The instruments have been used for collecting information for vocabulary

learning research are a pre and a post-test and a questionnaire. The tests were set in 30

questions of multiple choices in pre and post-test in order to assess the students’

vocabulary knowledge before and after the research and check the reliability and

validity of the vocabulary tests. (A sample of pre and post-tests is provided in Table

2). The multiple choice test was a standard, prompted recognition four-choice test

with the correct meaning and three distracters.

The questionnaire was used for the survey of students’ motivation and attitude

on improving vocabulary learning. (A sample of the questionnaire is provided in

Table 3). The questionnaire is based on a five-point Likert scale from 1 to 5, in which

1 represents “strongly agree”; 2 represents “agree”; 3 represents “partly agree”; 4

represents “disagree”; and 5 represents “strongly disagree”.

**3.5 Data Analysis**

To investigate the effect of using vocabulary teaching strategies on improving

vocabulary learning and motivation of the ESL classroom, the scores obtained from

the pre and post-test and questionnaire were analysed using SPSS ANOVA system.

The data from the tests were compared and analysed. The results of the pre and post

tests were analysed in terms of comparison by the scores of the two groups. The score

differences between control and experimental groups showed the effect rate of

vocabulary teaching strategies on students for learning new words. In order to analyse

the data, t-test was used in which to compare the means of control group with the

means of experimental group to find the final result, and to see if the vocabulary

teaching strategies can make any changes in the learning new vocabulary by students.

Details of the results are presented below.

**CHAPTER 4**

**4. RESULT OF THE STUDY**

**4.0 Introduction**

This chapter deals with the results of the investigation pertaining to the

research questions and research hypotheses. First, it presents the results of the

quantitative analysis by discussing statistical analysis of the pre and post-tests of

vocabulary teaching strategies and the questionnaire on motivation and attitude

towards vocabulary learning. This was followed by the testing of the research

hypothesis using Paired Sample T-tests (SPSS 19.0).

The purpose of the study is to determine the effects of vocabulary teaching

strategies on improving ESL learners’ vocabulary learning whether will help in the

learners’ vocabulary learning and motivation and attitude development of Confucian

Private Secondary School students in Malaysia. The data was collected through two

instruments: the pre and post of vocabulary tests and questionnaire on motivation and

attitude towards vocabulary learning.

A research design was used, using 48 students as the control group and 27

students as the experimental group. Quantitative analysis was used to answer the

research question for the study. Descriptive statistics for the vocabulary gains in the

pre and post-tests after treatment are reported, followed by the testing of the research

hypothesis using Paired Sample T-Tests (SPSS 19.0) In the following analysis, the r

results of the vocabulary tests will be presented first, followed by the results of the

motivation and attitude questionnaire.

**4.1 Effects of treatment on vocabulary teaching strategies**

Descriptive statistics of the vocabulary tests of the control group and

experimental group are presented in Table 4.1.

Table 4.1 presents descriptive statistics of the vocabulary tests of the control

group and the experimental group.

Table 4.1 Descriptive statistics for Vocabulary Pre and Post-tests

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Group | N | Mean | Std Deviation |
| Vocabulary  Pre-test | Control  Experimental  Total | 48  27  75 | 18.38  14.15  16.27 | 3.624  5.419  4.522 |
| Vocabulary  Post-test | Control  Experimental  Total | 48  27  75 | 16.58  14.52  15.55 | 4.201  5.990  5.100 |

From Table 4.1, the results show that the mean scores for the control group

(not given the treatment) and the experimental group (given the treatment) increased

after the treatment. The experimental group’s score ( M=14.52, SD=5.99) in the post-

test was significantly higher than the score (M=14.15, SD=5.42) in the pre-test.

**Research Question 1 :** Do vocabulary teaching strategies improve ESL students’ vocabulary

learning?

**Hypothesis 1 :** There is no significant difference in the vocabulary pre and post-tests

scores between students who were exposed to vocabulary teaching strategies and

those who were not.

In order to determine the effects of the treatment, pre and post-tests of the

control group and experimental group were compared using Paired Sample T-tests.

The results of the Paired Sample T-tests are presented in Table 4.2.

| Table 4.2 Paired Sample T-Tests for Vocabulary Pre-test and Post-test | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Paired Differences | | | | t | | df | Sig. (2-tailed) |
| Mean | Std. Deviation | Std. Error Mean |  |
|  |  |  |
| Vocabulary  Pre-test  Vocabulary Post-test | Control group  Experimental group | 1.013  1.035 | 3.399  3.013 | .392  .354 | .231  . | 1.795 | 2.582 | 74 | .012 |

From table 4.2 shows that T-test for the results of Pre and Post-test. The mean

of the control group in pre-test is 1.013 and standard deviation is 3.399 while they are

1.035 and 3.013 respectively for the experimental group. From table 4.2, the results

shows T value is 2.582, df is 74 (N-1=75-1), p=.0 .012< .05. Thus, the first hypothesis

was rejected. It shows that there was a significant difference between the two groups

in the vocabulary teaching strategies. Students obtain better results after using

vocabulary teaching strategies.

**4.2 Effects of treatment on motivation and attitude towards vocabulary**

**teaching strategies**

This section examined the students’ motivation and attitudes toward

vocabulary teaching strategies by analysing both questionnaire administered at the

end of the control and experimental study. The motivation and attitude questionnaires

were focused on the students’ motivation and attitudes toward vocabulary teaching

strategies whether vocabulary teaching strategies can improve vocabulary learning.

In the analysis, the motivation and attitude questionnaires were analysed on

the basis of a survey which contains 20 items to measure students’ motivation and

attitudes toward vocabulary teaching strategies. Participants were asked to rate each

item from ‘strong agree’ which equals 1 point, ‘agree’ for 2 points, ‘partly agree’ for 3

points, ‘disagree’ for 4 points and ‘strongly disagree’ for 5 points (refer to Appendix

B).

In addition, as the major focus in this study was on motivation and attitude

towards vocabulary teaching strategies, the results of all items of the questionnaire

were reported here. Both domains were included in the statistical procedure. They are

“Motivation towards Vocabulary Teaching Strategies” (items 1, 3, 5, 7, 9, 11, 13, 15,

17 and 19) and “Attitude towards Vocabulary Teaching Strategies” (items 2, 4, 6, 8,

10, 12, 14, 16, 18 and 20).

The responses of the survey given to the two groups of students, 75 in total,

consisting of 48 students in the control group and 27 students in the experimental

group were combined and calculated to produce descriptive statistics such as mean

and standard deviation were used to describe the students’ motivation and attitude

towards vocabulary teaching strategies.

**4.3 Analysis of the Findings for the Study**

**Research Question 2** : Do vocabulary teaching strategies motivate ESL students’ vocabulary learning?

Results of the descriptive statistics in Motivation towards Vocabulary

Teaching Strategies are presented in Table 4.3.

Table 4.3 Descriptive Statistics for Motivation on Vocabulary Learning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | N | Mean | Std. Deviation | Std. Error  Mean | Sig. |
| Control Group | 48 | 3.077 | 0.842 | 0.121 | .000 |
| Experimental Group | 27 | 2.974 | 0.778 | 0.166 | .000 |

The results in Table 4.3 shows that the mean scores of motivation on

vocabulary learning for control group is 3.077, standard deviation is 0.842 and

standard error mean is 0.122 while they are 2.974, 0.778 and 0.1661 respectively

for the experimental group. The results also show that p= .000, it means the

experimental group has better motivation on vocabulary learning.

Table 4.4 Descriptive statistics for Attitudes towards Vocabulary Learning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | N | Mean | Std. Deviation | Std. Error  Mean | Sig. |
| Control | 48 | 2.989 | 0.913 | 0.132 | .000 |
| Experimental | 27 | 3.093 | 0.885 | 0.170 | .000 |

The results in Table 4.4 shows that the mean scores of attitudes towards

vocabulary learning on vocabulary learning for control group is 2.989, standard

deviation is 0.913 and standard error mean is 0.132 while they are 3.093, 0.885

and 0.170 respectively for the experimental group. The results also show that

p= .000, it means the experimental group has positive attitudes towards vocabulary

learning.

Results of the descriptive statistics of the 10 items in Motivation towards Vocabulary

Teaching Strategies are presented in Table 4.5.

|  |  |  |
| --- | --- | --- |
| Item | Mean | Std Dev |
| 1. I don’t pay much attention to the feedback I receive in my English class. | 3.43 | 0.932 |
| 3. I make a point of trying to understand all the English I see and hear. | 2.37 | 0.835 |
| 5. I don’t bother checking my assignments when I get them back from my English teacher. | 3.27 | 0.920 |
| 7. I keep up to date with English by working on it almost every day. | 2.99 | 0.707 |
| 9. I put off my English homework as much as possible. | 3.28 | 0.763 |
| 11. When I have a problem understanding something in my English class, I always have my teacher for help. | 2.67 | 0.991 |
| 13. I tend to give up and not pay attention when I don’t understand my English teacher’s explanation of something. | 3.71 | 0.955 |
| 15. I really work hard to learn English. | 2.73 | 0.827 |
| 17. I can’t be bothered trying to understand the more complex aspects of English. | 3.05 | 0.868 |
| 19. When I am studying English, I ignore distractions and pay attention to my task. | 2.91 | 0.791 |

Results of the descriptive statistics of the 10 items in Attitude towards Vocabulary

Teaching Strategies are presented in Table 4.6.

|  |  |  |
| --- | --- | --- |
| Item | Mean | Std Dev |
| 2. Learning English is really great. | 1.93 | 0.859 |
| 4. I hate English | 4.20 | 0.930 |
| 6. I really enjoy learning English. | 2.35 | 0.830 |
| 8. I’d rather spend my time on subjects other than English. | 3.19 | 0.692 |
| 10. English is a very important part of the school programme. | 2.01 | 0.937 |
| 12. Learning English is a waste of time. | 4.21 | 1.044 |
| 14. I plan to learn as much English as possible. | 2.37 | 0.818 |
| 16. I think that learning English is dull. | 3.79 | 0.963 |
| 18. I love learning English. | 2.32 | 0.903 |
| 20. When I leave university, I will give up the study of English  because I am not interested in it. | 3.89 | 1.085 |

Taken together, the results for the 10 items for Motivation towards Vocabulary

Teaching Strategies, show that students participating in the Vocabulary Teaching

Strategies programme held a positive motivation and attitude towards Vocabulary

Teaching Strategies with a mean score of about either 2 or 3 for each item.

|  |
| --- |

**CHAPTER 5**

**5. Discussion, Recommendations and Conclusion**

**5.0 Introduction**

This chapter first presents a summary of the main study. Then, a discussion of

the findings in relation to the research questions, and the effects of vocabulary

teaching strategies on pre and post of vocabulary tests, motivation and attitude

questionnaire are provided. Following this, the theoretical and pedagogical

implications in relation to English teaching and learning are included. Finally, the

chapter concludes with suggestions for further research.

**5.1 Summary of the Study**

This study bases on the literature and presents views on teaching

vocabulary strategies which has pointed out the importance of Vocabulary Teaching

Strategies as a method to teach and learn vocabulary on improving ESL

students’ vocabulary learning while also increasing motivation to learn and having

positive attitudes toward the target language (Elley 1991; Elley and Mangubhai 1981;

Mason and Krashen 1997; Day and Bamford, 2000; Waring and Takaki, 2003; Pigada

and Schmitt, 2006; Kweon and Kim, 2008).

Teaching of English by using Vocabulary Teaching Strategies is growing in

popularity in the world. However, English Language teachers in most Malaysian

schools have not really gone through the strategies as it grows. As an English

Language teacher in Malaysia, the researcher was interested in investigating

the effects of Vocabulary Teaching Strategies on Malaysian students’

vocabulary learning and motivation and attitude towards Vocabulary Teaching

Strategies.

The first findings obtained from the statistical analysis generated by SPSS,

e.g. Descriptive statistics and Paired t-tests of vocabulary tests significantly showed

the improvement in the experimental group than the control group in the post-test.

This suggests that Vocabulary Teaching Strategies have positive effects on students’

vocabulary learning. Finally, the results of the questionnaires showed that the

experimental group’s students held a positive motivation and attitude toward

vocabulary learning.

**5.2 Discussion of Findings**

In this section, the main findings of the study which related to the two research

questions as mentioned above will be discussed in the results reported in

Chapter 4. The study of the discussion covers two topics which are pre and post

vocabulary tests and questionnaires on motivation and attitude towards vocabulary

teaching strategies.

**5.2.1 Vocabulary Pre and Post-tests**

Firstly, there was a statistical difference in the vocabulary test in the post-

test (p= .012) had indicated that the vocabulary knowledge has been increased. The

findings of the scores between two control group and experimental group showed an

improvement an improvement in the vocabulary post-test. This change is statistically

significant (see Table 4.2) based on the results of the Vocabulary pre and post-tests.

As the comparison between the mean scores obtained by control group in the

pre-test generally scored higher than the post-test in the scores on the tests of

vocabulary knowledge whereas the mean scores of pre-test for experimental group

scored lower than the scores of post-test, which indicated that the experimental group

performed better on the post-test. It showed that the effect of using vocabulary

teaching strategies have led to a better progress in the ESL students’ vocabulary

learning and the strategies use and vocabulary proficiency have been improved.

This clearly reveals that the effects of the Vocabulary Teaching Strategies is

significantly showed after the treatment was given. The experimental group was given

the treatment of vocabulary teaching strategies whereas the control group remained

the traditional way of teaching. From the results of this analysis, it can be concluded

that the vocabulary tests scores of the students who were treated by Vocabulary

Teaching Strategies improved compared to those who were not treated by Vocabulary

Teaching Strategies.

According to Ahmed (1988) found that 300 of Sudanese learners in his study,

good learners not only benefited more from vocabulary teaching strategies but also

depended more on different strategies than the poor learners.

A study which was investigated by Ellis and Beaton (1993), forty-seven

students learning German an using repetition, keywords or other “own” strategies in

their vocabulary learning. Finally, he found that the most the students used effectively

was the keywords whether in speaking or writing.

In addition, Carter and McCarthy (1988) claimed that vocabulary teaching has

benefited students since last fifteen years whether in the linguistic study or

communication in teaching as it has brought students’ attention and interest, and lastly

computer development. This has also shown that vocabulary learning plays a very

important role in various fields.

Moreover, Richards and Renandya (2002) concluded that whoever wants to

improve his or her communication in another language, he or she should increase his

or her vocabulary knowledge. He added, communication will fail if one does not

convey conversation using a correct word.

There was an improvement showed significantly from the Paired Sample T-

tests which tests based on the pre and post-tests done by the students before and after

treatment. For t value is 2.582, df is 74 (N-1=75-1), p=.0 .012< .05. This study

confirms that vocabulary teaching strategies can be used as an effective tool to

acquire vocabulary and arouse students’ interest in other development if they have

sufficient vocabulary knowledge.

In general, vocabulary teaching strategies specialists believe that students with

strategic knowledge of language learning, compared with those without, because

more resourceful, efficient and flexible. Thus, it is easier to acquire language. If

students can develop and use varieties of vocabulary strategies, they will be able to

achieve language proficiency in a much facilitated manner.

In conclusion, the vocabulary post-test scores of the experimental group who

were taught to vocabulary teaching strategies improved compared to those who were

not trained to vocabulary teaching strategies. Therefore, the findings has proved that

using vocabulary teaching strategies is an effective method on improving students’

vocabulary knowledge.

**5.2.2 Motivation and Attitude towards Vocabulary Teaching Strategies**

The second research question showed the students’ motivation and attitude

towards Vocabulary Teaching Strategies. The findings revealed students’ were

motivated and they possessed positive attitudes toward Vocabulary Teaching

Strategies. Most students felt that they could understand most of the meanings of the

vocabulary they read without teacher’s guidance. This encouraged their motivation

and attitude to explore themselves more to the vocabulary development. This was

examined by the quantitative analysis of the questionnaire data.

This research findings indicate that the students in the experimental group

were motivated motivation and showed positive attitude towards Vocabulary

Teaching Strategies. As it has already been analysed in Chapter 4, students’ responses

to the 20 items questionnaire in this study indicated that they believe the Vocabulary

Teaching Strategies was suitable and appropriate for them. In addition, it also

indicated in students’ responses to the questionnaire, is that Vocabulary Teaching

Strategies helped to improve language proficiency especially reading, writing,

speaking and listening skills. Moreover, the findings about motivation and attitude

towards learning vocabulary indicates that students were motivated and with regard of

positive attitude towards learning English vocabulary as they obtained better results in

their post-test.

Moreover, the findings also showed that when students have a

feeling of improvement in their language ability, they tend be motivated

and possessed positive attitude towards what they have experienced. Based on Kamil

& Hiebert (2005), students without motivation for vocabulary learning might not

persist in learning new words encountered in written texts and listening situations.

Another pioneer, Gardner (1985), in this field defined that students have

motivation in Vocabulary learning because they desire to do so and the satisfaction

experienced in this activity (p.10). Therefore, motivation for vocabulary learning

might not be separated as it is closely tied to the reading comprehension.

In summary, emphasising the effectiveness of vocabulary strategies for

students in experimental group was significantly better than that of students of control

group and students’ motivation and attitude towards vocabulary teaching strategies

because they affect their motivation to learn.

**5.3 Recommendations**

These are few areas needed to be investigated for future research after the

discussion of the findings and limitations of this study has been taken into

consideration.

From the study indicated that most of the students were from Chinese

speaking background. They speak Chinese either at school or at home. They usually

face hardship or difficulties while communicating with others even in simple

conversation because of their vocabulary deficiency. Therefore, they need to practise

and learn more vocabulary strategies to improve their vocabulary size as this has

reflected positively in their communication.

Then, one of the vocabulary strategies is highly recommended for

vocabulary learning is reading through resources from the internet. Students always

like to read what they like or interest in, especially e-learning from internet, that

included e-book reading which is a way for students to read not only for pleasure, but

also enhance their vocabulary while reading.

In addition, teachers should try hard to vary their vocabulary teaching

techniques and strategies and should avoid traditional ones which mainly depend on

memorization. Therefore, different research design likes qualitative

research to get involved in class observation and informal interview are recommended.

Finally, this study was only carried out for two weeks and students only

managed to follow teachers’ instructions before they got deep into each of the

strategies. Therefore, a longer period of time around four to six months is suggested

for future research.

**5.4 Conclusion**

This study showed that the effects of using vocabulary teaching strategies to

improve and motivate students’ in vocabulary learning in ESL classroom. It is a

success and it should be implemented in Malaysian contexts. Vocabulary Teaching

Strategies give students an opportunity to widen their vocabulary knowledge, develop

students’ vocabulary items and improve their comprehension as well.

Moreover, all the students with motivation and positive attitude towards

Vocabulary Teaching Strategies have proved the strategies a success towards

learning vocabulary and a very effective method in improving students’ grades and

has led to a very good progress in the total ESL students’ language performance.

From the study, students in these both tests first read the questions in which

they encountered the unfamiliar words for the first time. Later, the experimental

students were given vocabulary teaching strategies for two weeks, and all the students

were given a post-test right after the teaching. Experimental group showed gaining

vocabulary knowledge after the post-test as it resulted in higher scores in the

vocabulary post-test. In other words, vocabulary teaching strategies are effective in

vocabulary learning on ESL students in a short period.

English teachers realise that not all strategies are suitable for all students due

to individual difference. Hence, English teachers have become aware of the

importance of become aware of the learning styles and strategies through vocabulary

teaching strategies. There are a wide range of methods have been introduced in order

to teach students accordingly of using different types of vocabulary strategies

There are many schools in Malaysia provide with a resource centre or a school

library in order to provide students more space or more opportunities to have a wide

reading in the spacious and silent room. As more books the school provides, the more students to read. This is also essential for English Language teacher to guide students to choose an appropriate book to improve and develop students’ vocabulary knowledge in the secondary school English classroom. As a teacher, he or she cannot force students to enjoy reading if the student does not enjoy reading himself or herself. If the teacher reads the same material that the students read, and explain to them about the important vocabulary strategies they can get from it, this will give the students a model of what it is to be a reader and also makes it possible for the teacher to recommend reading material to individual students (Hitosugi and Day 2004; Day and Bamford 2002).

Providing students with reading materials whether online or in papers

has proved that it is an important way to motivate students to have positive attitude

towards vocabulary teaching strategies. This study has clearly shown the positive

effect of vocabulary teaching strategies in the ESL classroom.

In view of the findings, it is hoped that school administrators, such as

principals or head of academic department plan to have more training courses,

programmes or workshops for practising and teachers can take this good opportunity

as a challenge for themselves in Vocabulary Teaching Strategies Programme. In

addition, teachers also need to ensure themselves to carry out Vocabulary Teaching

Strategies programme in their vocabulary teaching classroom.

Therefore, with the findings obtained from the present research on the benefits

of Vocabulary Teaching Strategies, it is hoped that it will motivate teachers as well as

researchers to further research its role in the teaching and learning of ESL classroom.