

MAXIMISING LEARNING THROUGH WALKING VOCABULARIES

Chang Yee Shee

SMK Kota Marudu, Sabah

ABSTRACT

This study examined the learning of vocabulary through repetition among Form 3 students in a rural school in Kota Marudu, Sabah. Forty students who were poor in English language proficiency participated in the study. In the study, a task related to writing simple paragraphs about the story *Dr Jekyll and Mr. Hyde* was selected as a case to check on the repetition technique. This task was selected because students faced problems in giving proper responses due to limited vocabulary. Each of the participants was instructed to put on a tag which consisted a word with its' grammatical function. Therefore, there were 40 students with 40 different words. These words revolved around the story of *Dr. Jekyll and Mr. Hyde*. The words were changed weekly over a period of one month. Students wore their tag to school every day, regardless of being in the classroom or outside the class. Their teachers and friends were welcomed to ask them about the meaning of their words. Moreover, the teacher spent at least 10 minutes of every English lesson to test their understanding of the words. The findings of the study suggest that the repetition of vocabulary helped the students to attain the desired vocabulary, especially with passive and poor language learners.

Introduction

Could a desired message be delivered without words? It is definitely impossible for meaning making to take place successfully if we are short of the essential vocabulary. As Wilkins (1972, p.111) puts it, "without vocabulary nothing can be conveyed". Perhaps some might resort to the use of gestures during oral communication as a means to conceal such inability. To an extent, this is allowed and helpful. However, words are the basic units that form strings of sentences which consist of information in writing, listening and reading discourse. This certainly underlines the importance of vocabulary.

The growing awareness of the significance of vocabulary learning in determining language learners' ability to function competently in the target language has attracted a great amount of attention from English Language Teaching (ELT) practitioners of vocabulary teaching and learning. With that development, it is noticeable that vocabulary learning has widely become part and parcel of English teaching courses to prepare learners to function well in the target language. Besides, it is vital to be

aware that without equipping second language (L2) learners with adequate mastery of vocabulary, more often than not they would be unable to proceed to a higher level in their education. Malaysia is a case in point. General observations suggest that many students who display good academic performance during their secondary school education often face difficulties in coping with learning at university due to the change of medium of instruction, from Malay to English. Compared to the delivery of subject matter via English, most students prefer the delivery in Malay as they can conceptualize the knowledge better. This is related to the fact that Malay Language is the national language and is commonly used and to most it is their mother tongue. Therefore, teaching vocabulary is an urgent matter in the world of ELT.

Literature Review

In realizing the significance of vocabulary learning to L2 learners, diverse techniques and approaches have been proposed by ELT practitioners in according with the various characteristics of the target learners and also the nature of the course. Basically, there are two major types of vocabulary learning: incidental and intentional learning. Schmitt (2008) defines incidental vocabulary learning as learning that occurs without being planned while the learner's ultimate goal is to do something else. For instance, while occupied with the reading task, the learning of vocabulary takes place unconsciously at the same time in comprehending the text. Coady and Huckin (1997) claimed that the activity of guessing words in reading is an illustration of incidental vocabulary acquisition and it is a by-product of cognitive activity. This implies that referencing is the fundamental activity that triggers incidental vocabulary learning. Thornbury (2002) states that incidental learning benefits learners as it provides a sense of meaningful learning especially through extensive reading of authentic reading materials that will eventually lead to positive vocabulary gains.

On the other hand, intentional learning is defined by Hulstijn as a "learning mode in which participants are informed, prior to their engagement in a learning task, that they will be tested afterward on their retention of a particular type of information" (as cited in Alemi & Tayebi, 2011, p. 83). When learners are informed, they will consciously focus more on the target words compared to other words. This intensive attention facilitates better vocabulary gains as a result of the great deal of cognitive processes involved.

In comparing both methods of learning, Thornbury (2002) mentions that massive empirical studies have demonstrated that intentional learning outperforms incidental learning. However, Guo (2010) argues the inauthentic vocabulary learning is of a decontextualised nature. Benthuisen (2002) refutes this argument through the finding of his study in which the learning of word lists in a decontextualised condition promoted a better vocabulary gain than incidental learning. Despite this,

many researches advocate the value of incidental vocabulary learning (Hedgcock & Ferris, 2008; Guo, 2010; Coady & Huckin, 1997; Pellicer-Sánchez & Schmitt, 2010), Schmitt (2008) believes that explicit teaching (intentional learning) of words is imperative in the case of real language beginners with the justification that their insufficient mastery of vocabulary hinders the ability to guess the meaning of words in context. The inferencing skill is depended on heavily in incidental vocabulary learning. Thus, if learners cannot use this skill efficiently, worthwhile vocabulary learning will not take place. This is supplemented by the fact that in order to be able to guess the meanings of words in context, a comprehension rate of 95-98% of the total words of the text is the minima prerequisite (Schmitt, 2008). If incidental learning is insisted on without the component of intentional learning, it might lead to frustration as learners will be able to decode nothing from the text due to poor vocabulary.

After evaluating both learning types, which style should be adopted? According to Thornbury (2002) incidental learning offers limited vocabulary gain in comparison with intentional learning. However, in solely intentional learning, the lack of a learning context will obstruct the learning. As Schouten-van (1989) puts it, “if the words are presented as isolated elements, there is no point of support, no ‘cognitive hold’ for them in the learners’ memory, so despite sometimes considerable learning effort, they are quickly forgotten again” (p. 80). Therefore, the combination of incidental and intentional vocabulary learning is preferred by a majority of vocabulary researches (Hedgcock & Ferris, 2008; Guo, 2010; Coady & Huckin, 1997; Pellicer-Sánchez & Schmitt, 2010).

Repetition is one of the many ELT techniques used in vocabulary teaching and it is a type of intentional learning. It is vital to first understand how a word is remembered before going further into the repetition process. Learners have to realise that it is useless if they are taught many words but are unable to remember most of them. The function of remembering is related to the function of memory. Thornbury (2002) has listed three types of memory in processing information: short-term memory, working memory and long-term memory. Short-term memory is defined as “the brain’s capacity to hold a limited number of items of information for periods of time up to a few seconds” (Thornbury, 2002, p. 23). Regardless of how good the capacity of holding a new word is, it only stays for a very short time. In order to remember the word, working memory plays a key role. Working memory is defined as “focussing on words long enough to perform operations on them” (Thornbury, 2002, p. 23), which means that after a new word is encountered we need to perform some tasks with it and the focus should be long enough so that it can be stored in long-term memory. Long-term memory is defined by Thornbury (2002) “as a kind of filling system” (p. 23). In short, when a word is encountered, the short-term store is triggered. After that, in order for learners to store this word in the long-term memory, learners need to ensure that the working memory functions. Short-term

memory is always refreshed until it is able to recognise and store the word in the long-term memory.

In addition, Hedge (2000) highlights the effect of repetition as shown in Kachru's (1962) study. In Kachru's study, the subjects were tested on the vocabulary in their coursebook. The results indicated that most subjects knew the words that appeared more than seven times in the course book. For words that only appeared one or two times, they did not know half of these. Although repetition is credited as an important vocabulary learning strategy, very few such studies have been conducted on the learners in Malaysia. Thus, this study was conducted in order to fill in the gap in previous studies. Besides, it could actually offer an insight into how the repetition technique helps in vocabulary learning among second language learners, especially weak and passive students.

Theoretical Framework

Incidental learning jointly with a relative inclination towards intentional learning via repetition is the theoretical framework adopted in this study. Repetition is "the time-honoured way of 'memorising' new material through repeated rehearsal of the material while it is still in working memory – i.e. letting the articulatory loop just run and run" (Thornbury, 2002, p. 24). This explains its' intimate relationship with memory in which, in order to store a word, it is crucial to ensure the high frequency of rehearsal so that it is long enough for the working memory to recognise and assign it to the long-term memory. In this case, the frequency of exposure will be maximized by increasing the chances of meeting the target words and employing them in performing writing and speaking tasks.

Incidental learning is identified in this study more as a complementary component to the repetition technique in this study. It aims at providing learners a sense of purposeful learning especially at the productive level in which learners will be instructed to continuously utilize the target words in writing and speaking tasks.

Purpose of the Study

The aim of the study was to examine the extent to which the learning of vocabulary through repetition is applicable on a group of passive and poor students.

Method

This study was a case study. This design provides the opportunity for comprehensive exploration and an in-depth understanding of the actual scenario (Hedge, 2000). Besides this, the researcher was involved as the English language teacher of the respondents. The existence of bias might be questioned and be the primary concern of the reliability of the study. However, at the same time, this role enabled the offer of detailed elaboration of the actual situation compared to when the study

was examined from the stance of an outsider. With such clear awareness, the researcher always reminded herself and tried her very best to be alert to bias at all time during the study.

A class of 40 Form 3 students (15 male and 25 female) from a rural school in Sabah was chosen as the participants of this study. They are primarily poor in English language proficiency for which they normally obtained grades of D and E in their examination. Only a small number of them obtained a A, B and C. Their primary language of communication in school was the Malay language. Additionally, Kadazandusun was the mother tongue for the majority. They seldom or rarely spoke English inside or outside the school although some of them were able to speak a little English. This suggests that English is only used during English language lessons.

This subject were categorised as passive learners due to their passive attitude in the teaching and learning process. They did not participate actively in class. They only answered questions when they were called upon. It was even worrying to notice that they seldom took charge of their learning. When they faced any difficulty in comprehending subject matter due to the lack of vocabulary, they could just ignore that and showed no effort to improve the situation. Despite their passivity, they were interested in learning English as they shared their views with the researcher. Most of them thought that English is an important international language that would ensure them a brighter future. Interestingly, there were also a number of them who claimed interest in the language but were unable to describe their rationale.

The subjects had learnt the story of *Dr. Jekyll and Mr. Hyde* prior to the study. They were given the task to present the story by chapters in groups as part of the task in the school-based oral assessment. They had to present the plot orally with the aid of pictures which were drawn by themselves. Guidance and responses were provided throughout the task. It was noticed that almost all of them tended to memorise or read their scripts. After the group presentation, they were taught more about the story using visual displays in the form of the CD courseware provided by the Ministry of Education. During the lesson, unfamiliar vocabulary was explained whenever an inquiry was raised by students.

However, even after all the learning, it was noticed that students still faced difficulty in writing simple paragraphs in response to the novel, be it an easy task such as writing about characters and plot, or a more difficult task that required more critical thinking, for instance a question that requested justifying and reasoning. After some investigations, it was found that students could actually give their responses orally in the Malay language. They further elaborated that they had no problem in understanding the story, but when it came to writing responses, they often lacked the needed English words to express their ideas and understanding. This suggested that the students needed help in building their vocabulary.

With that in mind, a teaching technique which is also the core of this study and which focused on vocabulary learning was designed. In the study, each of the participants was instructed to put on a transparent tag which consisted of a word with its grammatical function according to the context of the story. The subjects were instructed to wear their tag to school every day, regardless of whether they were in the classroom or outside the class. Their teachers and friends were welcomed to ask them about the meaning of their words. The words revolved around the story of *Dr. Jekyll and Mr. Hyde*. The words were changed weekly. There were 40 students in a class. Each of them was given a different word. This meant that in a week, the subjects were directed in learning 40 different words. In addition, the teacher spent at least 10 minutes of every English lesson to test their understanding of the words. Furthermore, during that one month, the focus of the lesson was mainly on “Dr. Jekyll and Mr. Hyde”. The activities ranged from simple objective exercises to writing essays about the novel. However, intensive practice of writing simple paragraphs was still the centre of attention in the study. This was to ensure that students’ attention was directed to the learning and the practice of the words.

At the end of the research, a questionnaire which was specially designed by the researcher was distributed for students to answer in order to gain feedback regarding the effectiveness and value of repetition on vocabulary learning and its process. The questionnaire focused on eliciting students’ responses on their opinion about the vocabulary learning strategy, checking whether they still remember their words and the events that took place during the learning process. The students’ feedback also served as a reflection for the researcher in improving her teaching. Before the actual data collection, a pilot test was conducted with two of the subjects. The pilot test suggested that the presence of the researcher in during the actual data collection is vital. Due to the poor proficiency of the respondents, the researcher had to translate and explain the questionnaire in Malay to about half of them when the data collection was conducted as the content (views of respondents) was more crucial than the language. Further, the findings of the questionnaire were compared with the writing tasks of the subjects related to writing simple paragraphs about the story *Dr. Jekyll and Mr. Hyde* to check on the repetition technique. Moreover, the observation from the researcher who was also the English teacher of the respondents aided in evaluating the data.

Results and Discussion

The findings of the study suggest that repetition helped the subjects to learn vocabulary through:

1. Meaning-making process

As mentioned by all the subjects, the first reaction when seeing the words was trying to relate the words to their meaning. It was an automatic reaction. Schmitt (2008) says

that that meaning-making is always the first thing learners do in vocabulary learning because for learners knowing a word would mean knowing its meaning. As seen in the case of the subjects, when they failed to establish the meaning of a particular word, the next reaction would be looking for its meaning. Thus, this implies that meaning-making is always the main concern in vocabulary learning. Moreover, the consistent meeting of words facilitated the learning process through continuous generation of meaning by matching with its form. As stated by the respondents, in each meeting of the word, meaning-making was always the first triggered reaction.

2. *Used in context*

Benthuysen (2002) claims that once learners have finished with the meaning-making process, they need to proceed with the application. Hedgcock and Ferris (2008) call these two processes receptive knowledge and productive knowledge. Though Schmitt (2008) argues that receptive does not necessary go in parallel with productive, in this case, it turned out to be the other way round. It was a routine for the subjects to practice the use of the word after the meaning-making process. In this case, the sentences revolved around the novel *Dr. Jekyll and Mr. Hyde*. Indirectly, *Dr. Jekyll and Mr. Hyde* provided a context for the subjects to construct meaningful sentences. This eventually led to the retention of words as *Dr. Jekyll and Mr. Hyde* enhanced the learning.

Some of the current empirical research state the importance of context in enhancing learners' inferencing skills especially in incidental vocabulary learning (Hedge, 2000). Although the design of the study was inclined towards an intentional focus due to the massive attention given to the learning of target words, the existence of incidental learning was noted. The continuous unconscious sentence construction practice actually facilitated the vocabulary learning process. Without doubt, context provided a rich surrounding for the respondent to make sense of the word learnt by producing the correct sentences as acknowledged by the respondents.

3. *Frequency*

When observing the learning process of the subjects, it was clear that the frequency of meeting a word plays a decisive role in repetition learning. The subjects elaborated that at first it was hard to establish the related meaning of the words, but after several encounters, the recognition of meaning was assimilated into the long-term memory and became spontaneous for the respondents to establish the correct meaning. This is agreed to by Thornbury (2002) who says that when the time spent on working with the lexicon items is long enough, the lexicon item will be stored under the long term memory.

4. *Purposeful application*

Besides repeatedly meeting the words daily, the subjects were instructed to utilize the words in writing simple responses about the story of *Dr. Jekyll and Mr. Hyde*. As

maintained by the respondents, during the writing process, they would search for suitable words in their mind when constructing the sentences. Some even mentioned that they would ask their friends for the desired words in constructing sentences when they forgot the spelling of the words, but knew that they had learnt them before. The repeated practice of the application of word knowledge demonstrated that in performing the writing task, learners had to retrieve the words from the long-term memory. The retrieval helped in consolidating the learning as claimed by Schmitt (2008).

Apart from examining how repetition helped the learning of vocabulary, some other factors that facilitated the vocabulary learning process were identified too.

5. Amount of words

As stated by the respondents, they could memorise all their words because there were not a lot of words to remember. They only needed to focus on a word at a time. This is explained by Nation (1990) who says that when the learning burden is less, the possibility of learning a word is higher. However, if the learners only focus on very limited amount of words at a time, the learning rate would be demotivating and slow. As mentioned by some of the respondents, sometimes they forgot their friends' words. This was definitely a very negative finding. Nonetheless, this occurrence could be due to the fact that in the study, respondents were only responsible for their own words. For future improvement, this aspect should be looked into seriously.

Though all participants remembered their own words, it was interesting to learn that they could not remember the words of their classmates. Perhaps this is related to the period when the data were collected. At that time, students were enjoying their leisure time as they had just completed the Peperiksaan Menengah Rendah (PMR) examination. At that particular time, they were also busy with all types of co-curricular activities and there was no formal teaching and learning organised for them. Therefore, it was understandable that they could not remember the words of their classmates. Nevertheless, they responded that if they were shown any words that they had learnt during the programme, they would be able to give the meaning of the words without any problems. However, this is still to be proven as it was not covered in the study.

6. Motivation – Help from Friends

During the retrieval process, sometimes some of the respondents knew that they had learnt a word, yet they could not recall the word successfully. In overcoming that deficiency, they looked for the help of friends who had worn the words before. It was interesting to note that the subjects could not recall the form though meaning was established and the source of words was remembered. Despite this interesting occurrence, the retrieval process enhanced the learning in which the weak learning

would be strengthened further especially when the learners noticed the weak learning of the word, i.e. a word not stored solidly in the memory. This was made easy with the help provided by their friends who offered the words. This is an important aid in the learning process due to the nature of the subjects involved. The passive attitude of the learners caused them to ignore the words they did not understand. As a consequence, their vocabulary bank did not grow. On the other hand, in the research, whenever they had doubts, they were cleared instantly without any problems. As a result, they were motivated to learn because the help came in handy.

7. *Motivation – Teacher*

Another reason for the positive result of the study was the key role of the teacher. During the programme, when a word was needed, the subject involved would be asked to tell the class the word or even explain the meaning. There were also times in which the teacher explained the story by pointing to the subjects involved. Because of this, all subjects had to be ready at all times to explain the meaning and use of their words. However, general observation suggested that sometimes there were subjects who did not take the initiative to look up the words in the dictionary. Once again, the subjects demonstrated their passive learning attitude. When this occurred, the teacher would ask the other subjects to help in explaining the meaning and use of the words. If none of the subjects could help, the teacher would ask the subjects involved to find the meaning and tell the class later. In order to ensure that the subjects involved did carry out the task, they would be asked again in the next lesson. However, this passive attitude of subjects towards their own words only happened at the initial stage. This illustrates that they learnt to be responsible for their words gradually. Additionally, it points out the necessity for a teacher to ensure and keep track of subjects' involvement during the programme. This was helpful in keeping the subjects informed that they should take it seriously.

8. *Attitude of Subjects*

The attitude of the subjects plays a critical role in the study too. It contributes in motivating students to participate fully in the study. All subjects viewed this learning strategy positively. It was found that none of them felt embarrassed to wear the tag either inside or outside the class, although some of them were teased by some of the teachers because they were wearing awkward words, for instance evil, murder and die. This positive attitude contributed greatly to producing the desired outcome. If students view the learning strategy negatively, they might be reluctant to participate. When this happens, they will not pay much attention to the learning process. Eventually, they would learn little due to their attitude. A worse consequence would be that the other subjects might become demotivated with the programme. One possibility is that some of the subjects took part because of teacher pressure. However, this attitude was not noticed either in the questionnaires answered or in the observation.

Another aspect worth noting was that none of the subjects would refuse to answer their classmates' enquiries concerning the words. In spite of this, the explanation would only be offered when they were asked. This indicates how passive they were. Their passivity was exemplified when all of them stated that they never volunteered the meaning of their own words either to their classmates or friends, unless they were asked.

In this study, subjects' attitude played a major motivation factor compared to the motivation generated from their surroundings. When the strategy was introduced, it caught the attention of many people around the school as observed by the researcher. Teachers teased subjects who wore weird words when they were in the staffroom. As reflected by the subjects, teachers were more interested in knowing the purpose of wearing the tag rather than paying attention to the words. Furthermore, only 5 subjects responded that there was at least one of their friends who was curious about their words and asked them about the meaning and its grammatical function. These 5 also answered their friends as they responded to their classmates. The self-driven awareness is highlighted in the learning process. Students realised that they needed to learn something from this study. Even though they were teased and ignored, they did not allow those demotivating factors to discourage them.

All subjects responded that this study also helped them to be aware of the grammatical function of words which they never really paid attention to before. This is further supported as there was one teacher who asked the researcher whether there was a difference in the meaning of the word 'trust' because she was corrected by a subject when she translated the meaning of 'trust' which functioned as verb. The subject told the teacher that the word 'trust' that she was wearing was a noun, so it should be translated into another word. This supports the opinion of Harmer (1998) that knowing a language means knowing its forms and function. Knowing only its form, it is insufficient for a person to use the language properly and correctly. That was why students with poor proficiency might always write 'interesting' to express the action of pulling as in the Oxford Bilingual Dictionary 'menarik' (Hawkins, 2000, p. 125), which functions as an adjective is translated from Malay language to English and becomes the word 'interesting'. They did not know that in that particular context, 'menarik' did not play the role as a verb. Observation also showed that when subjects were attentive to the grammatical function of vocabulary, the problem of wrong word choice could be reduced. This is vital because none of the subjects used the English-English dictionary.

Recommendations

There are a few suggestions that could be taken into considerations for future improvement and to generate more conclusive results. First of all, students'

understanding of the given words should be tested at the beginning and the end of the study. This data could provide solid evidence as a supplement to students' own recount of the helpfulness of the learning strategy.

In addition, the minimum frequency of encountering a word could be investigated in offering a more comprehensive view on the use of repetition in vocabulary learning. This would ensure the increase of the possibility of successful learning.

As this study only serves as a preliminary study, there might be a lot of details that were not collected and noticed during the data collection. Therefore, it is proposed that individual interviews could be conducted in order to understand the case better. When subjects are given the chance to elaborate on their experience, any doubt of the researcher could be clarified instantly. Moreover, every individual experiences learning differently. Hence, there might be some unique data that could be gained through interviews compared to structured questionnaires in which the responses would be limited.

Conclusion

The study has shown that the repetition of vocabulary increased the possibility of learning the words and reduced the possibility of forgetting the words. This was because each exposure led to the trigger of short-term memory which focused on meaning-making and eventually resulted in the storing of words in long-term memory due to the long enough process on working with the vocabulary. Besides, the study pointed out the importance of beneficial vocabulary learning in a context which provided meaningful tasks for the students to memorise and learn the words.

This learning strategy could be introduced as it can continuously capture students' attention. Indirectly, it maximises the chances for learning to take place in school as students would be reminded repeatedly to automatically recall the meaning and use of the words whenever they see them. This benefits students' learning process to the maximum in addition to the conventional teaching and learning process within the four walls of the classroom.

Besides that, this learning strategy helped passive students to be more independent in their learning. The instant aid in having their enquiries answered motivated them because they did not feel they were loaded with many obstacles in learning the languages and perhaps for them, learning was enjoyable under less-stressed condition.

Surprisingly, through the study, it was found that this technique could be used to teach literary texts too. The words could serve as keywords in explaining and describing

the story and consequently help students refresh their memory of the story in a very short time. Thus, this technique could be applied in the teaching and learning of the literature component of the English syllabus as well.

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APPENDIX

1. Part of the vocabulary list

Seek <i>V</i>	Drug <i>N</i>	Kind <i>Adj</i>	Trust <i>V</i>
Life <i>N</i>	Potion <i>N</i>	Help <i>V</i>	Cruel <i>Adj</i>
Save <i>V</i>	Advise <i>V</i>	Kill <i>V</i>	Evil <i>Adj</i>
So <i>Adv</i>	Lock <i>V</i>	Murderer <i>N</i>	Hide <i>V</i>
Honest <i>Adj</i>	Trustworthy <i>Adj</i>	Murder <i>V/N</i>	Intelligent <i>Adj</i>
Cheque <i>N</i>	Close <i>Adj</i>	Secret <i>N</i>	Deed <i>N</i>
Laboratory <i>N</i>	Reveal <i>V</i>	Change into <i>V</i>	Invent <i>V</i>
Rush <i>V</i>	Truth <i>N</i>	Keep <i>V</i>	Commit <i>V</i>
Good name <i>N</i>	Protect <i>V</i>	Horrible <i>Adj</i>	Ugly <i>Adj</i>
Besides <i>Conj</i>	Hurt <i>Adj</i>	Medicine <i>N</i>	Drink <i>V</i>
But <i>Conj</i>	Advice <i>N</i>	Nephew <i>N</i>	Lawyer <i>N</i>
Firstly <i>Adv</i>	Incident <i>N</i>	Suicide <i>N</i>	Read <i>V</i>
Servant <i>N</i>	Apart from that <i>Conj</i>	Himself <i>Pron</i>	Letter <i>N</i>
However <i>Conj</i>	Keep quiet <i>V</i>	Famous <i>Adj</i>	Shocked <i>Adj</i>
Solidarity <i>Adj</i>	Situation <i>N</i>	Worry <i>V</i>	Afraid <i>Adj</i>
Signature <i>N</i>	Die <i>V</i>	Loyal <i>Adj</i>	Try <i>V</i>
Client <i>N</i>	Answer <i>V</i>	Handsome <i>Adj</i>	Promise <i>N</i>
Party <i>N</i>	Death <i>N</i>	Dislike <i>V</i>	Selfish <i>Adj</i>
Invite <i>V</i>	Prove <i>V</i>	Desire <i>N</i>	Fulfil <i>V</i>
Tell <i>V</i>	Relationship <i>N</i>	Helpful <i>Adj</i>	Curios <i>Adj</i>

2. Questionnaire

Questionnaire –Vocabulary Learning

Name :	Age :
Gender :	Race :

Please provide the answer that best describes you. You can either circle YES or NO.

1. How would you rate your English standard: A() B() C()
D() E()
2. Why? _____

3. Do you have a dictionary? YES NO
4. Do you have a dictionary? YES NO
5. Do you always use dictionary? YES NO
6. Do you always check dictionary for words that you don't understand? YES NO
7. Do you memorise the words after you check their meanings? YES NO
8. Are you able to remember the words when you see them again somewhere? YES NO
9. Do you pay attention on its grammatical function? YES NO
10. Do you know what is grammatical function? YES NO
11. Do you always like English subject? YES NO
12. Have you ever learned vocabulary in this way YES NO
13. Were you happy when the teacher introduced this program? YES NO
14. When the program was first introduced, did you feel shy to wear the name tag inside the class? YES NO
15. Were you worried to go out of the class with your name tag? YES NO
16. Did you still feel shy after wearing it for some times inside the class? YES NO
17. Did you still feel shy after wearing it for some times outside the class? YES NO

- | | | |
|--|-----|----|
| 18. Did you wear it everyday? | YES | NO |
| 19. Did you always forget to wear it? | YES | NO |
| 20. Why did you forget? | | |
| <hr/> | | |
| 21. Did your teacher punish you when you did not wear it? | YES | NO |
| 22. Did you think punishment will help to remind you to always wear it? | YES | NO |
| 23. Did your friends tease you for wearing the tag? | YES | NO |
| 24. Could you bear the tease? | YES | NO |
| 25. Did your friends ask you about the program? | YES | NO |
| 26. Did you think they were being positive towards the program? | YES | NO |
| 27. Did you think they were being negative towards the program? | YES | NO |
| 28. Did you think they were being neutral towards the program? | YES | NO |
| 29. Did your friends ask you the meaning of the words? | YES | NO |
| 30. Did you explain the meaning of the words to them? | YES | NO |
| 31. If they did not ask you, did you try to tell them? | YES | NO |
| 32. Did any teachers (besides your English teacher) ask you why you wore the name tag? | YES | NO |
| 33. Did they tease you? | YES | NO |
| 34. Could you take the tease? | YES | NO |
| 35. Did you think they were being positive towards the program? | YES | NO |
| 36. Did you think they were being negative towards the program? | YES | NO |
| 37. Did you think they were being neutral towards the program? | YES | NO |
| 38. Did they ask you the meaning? | YES | NO |
| 39. Did you explain to them? | YES | NO |
| 40. If they did not ask you, did you try to tell them? | YES | NO |
| 41. Did you remember your words? | YES | NO |
| 42. Please list _____ | YES | NO |
| 43. Did you understand the meaning of your words when you got it? | YES | NO |
| 44. Did you check the dictionary for their meanings? | YES | NO |

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| 45. Did you ask your friends to explain the meanings for you? | YES | NO |
| 46. Did you pay attention on its grammatical function? | YES | NO |
| 47. Were you afraid that your teacher will ask you about the meaning of your words? | YES | NO |
| 48. Did you study the words of your classmates? | YES | NO |
| 49. When you did not understand the words of your classmates, did you ask them about the meaning? | YES | NO |
| 50. Did they explain to you? | YES | NO |
| 51. If they did not explain to you, did you check the meaning of the words? | YES | NO |
| 52. Did you try to think of the meaning the words when you saw them? | YES | NO |
| 53. Did you think seeing the word repeatedly would help you to remember the meaning of the words? | YES | NO |
| 54. Did you think seeing the words would help you to associate or remember the story of Dr. Jekyll and Mr. Hyde? | YES | NO |
| 55. Did you think those words enabled you to write simple answer script of the question of Dr. Jekyll and Mr. Hyde? | YES | NO |
| 56. Did those words help you to answer the question of Dr. Jekyll and Mr. Hyde in your actual PMR exam? | YES | NO |
| 57. Did you use those words that you learned in other pieces of English writing? | YES | NO |
| 58. Do you like this method of learning vocabulary? | YES | NO |
| 59. Do you hope to have this method next year? | YES | NO |
| 60. Do you have anything to say about this program or about this method of learning vocabulary? Feel free to comment or express your opinions. | YES | NO |
