VOCABULARY DEVELOPMENT IN FORM 5 ESL CLASSES: INVESTIGATING TEACHERS' BELIEFS AND PRACTICES

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ABSTRACT

Teachers' beliefs are considered to have a strong influence on various aspects of teachers' classroom practices. This study specifically examines the teachers' beliefs and their practices, in relation to the teaching and learning of vocabulary in reading comprehension lessons to English as second language (ESL) students. Hence, this study sought to investigate if the professed beliefs are displayed during classroom instruction, placing special attention to a particular component of subject area: vocabulary.

Three teachers' beliefs and practices were investigated in three Form Five ESL classes with different levels of academic performance, language ability and proficiency from a school in Kuala Lumpur. Teacher informants participated in this study, had various years of teaching experiences. Participant observations, interviews and collection of authentic teaching-learning materials were the main techniques of data collection. Data from classroom observation were analyzed using the taxonomy of methods for teaching meaning vocabulary adapted from the study done by Watts (1995). The finding presented are on a case-to-case basis and concluded with the similarities and differences across cases. An analysis of the findings indicate that although teachers hold personal beliefs about their learners, about ESL, their role in teaching ESL and the role of vocabulary in ESL; a mixed degree of congruence existed between the beliefs and practices in all cases.

In conclusion, this study urges teachers to reflect upon their beliefs, irrespective of teaching experience, to eliminate certain inconsistency between their beliefs and practices. To develop the teaching and learning of ESL in general and vocabulary specifically, deliberate reflection will revolutionize unsound beliefs and out dated practices, and may result in a more responsive day-to-day teaching, ultimate to the student's real-life needs.
ABSTRAK

PERKEMBANGAN PERBENDAHARAAAN KATA DALAM KELAS TINGKATAN 5 DI MANA BAHASA INGGERIS DIAJAR SEBAGAI BAHASA KEDUA: MENYIASAT KEPERCAYAAN DAN AMALAN GURU


kata. Terdapat perbezaan pada darjah kongruen diantara kepercayaan serta amalan guru dalam ketiga-tiga kes tersebut.

Tuntasnya, penyelidikan ini menggesa agar guru sentiasa mengimbas kembali pegangan kepercayaan mereka tanpa megira jumlah tahun pengalaman mengajar, agar ketidak seimbangan di antara kepercayaan dan amalan mereka dapat dikurangkan. Masa yang di ambil untuk sengaja mengimbaskan kembali kepercayaan masing-masing disyorkan, agar suatu revolusi kepada kepercayaan yang ketinggalan serta yang kurang praktikal dapat dihapuskan, lantas meningkatkan keberkesanan kaedah pengajaran dan pembelajaran harian, secocok dengan keperluan realistik para pelajar.
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