TABLE OF CONTENT

		Page	
ΓΙΤLΙ	E PAGE	i	
ABST	STRACT		
ABST	TRAK	iii	
ACKI	NOWLEDGEMENTS	v	
TABLE OF CONTENT			
LIST	OF FIGURES	xi	
LIST OF APPENDICES			
СНА	PTER ONE		
INTE	RODUCTION		
1.1	Background to the Study	1	
1.2	Purpose of the Study		
1.3	Research Questions		
1.4	Significance of the Study		
1.5	.5 Definition of Terms		
	1.5.1 Teachers' Beliefs	7	
	1.5.2 Teachers' Practices	7	
	1.5.3 Vocabulary Teaching	7	
	1.5.4 English as a Second Language	7	
	1.5.5. The Classroom	7	

CHAPTER TWO

LITERATURE REVIEW

2.1	The Importance of Reading		
2.2	Reading Comprehension		
2.3	Vocabulary		11
2.4	The Teaching	and Learning of Vocabulary	13
	2.4.1	Vocabulary Learning Strategies	13
		2.4.1.1 Metacognitive Strategies	14
		2.4.1.2 Cognitive Strategies	14
		2.4.1.3 Social and Affective Strategies	15
		2.4.1.4 Compensation Strategies	15
	2.4.2	Approaches and Techniques Used in Vocabulary Instruction	16
		2.4.2.1 Definitional Techniques	16
		2.4.2.2 Contextual Techniques	17
		2.4.2.3 Organizational Techniques	18
		2.4.2.4 Use of Mnemonics	19
		2.4.2.5 Structural Techniques	19
		2.4.2.6 Other Techniques	20
2.5	The Importan	ice of Vocabulary Teaching in Reading Comprehension	20
2.6	Teachers' Bel	liefs	21
2.7	The Role of the	he Teacher In A ESL Language Classroom	25
2.8	Conclusion	,	27

CHAPTER THREE

METHODOLOGY

3.1	Research Site				
	3.1.1	The School	28		
	3.1.2	Classes Observed	30		
3.2	Teacher Informants				
3.3	Data Collection				
	3.3.1	Participant Observation	33		
	3.3.2	Interviews	36		
	3.3.3	Archival Data	37		
3.4	3.4 Data Analysis				
	3.4.1	Fieldnotes	38		
	3.4.2	Interview Transcripts	39		
	3.4.3	Teaching-Learning Materials	39		
СНА	CHAPTER FOUR				
FINDINGS AND DISCUSSION					
4.1	Teach	ers' Beliefs about ESL and the Teaching of Vocabulary	42		
	4.1.1	Teachers' Beliefs about ESL	42		
		4.1.1.1 Puan Sharifah's Beliefs about ESL	43		
		4.1.1.2 Puan Nadia's Beliefs about ESL	44		
		4.1.1.3 Miss Ann's Beliefs about ESL	45		
	4.1	.2 Teachers' Beliefs about Teaching Vocabulary	46		
		4.1.2.1 Puan Sharifah's Beliefs about Teaching Vocabulary	46		

		4.1.2.2 Puan Nadia's Beliefs about Teaching Vocabulary	48
		4.1.2.3 Miss Ann's Beliefs about Teaching Vocabulary	50
	4.1.3	3 Conclusion	51
4.2	Vocab	ulary Teaching in the ESL Classroom	52
	4.2.1	Vocabulary Teaching in Puan Sharifah's Class	53
		4.2.1.1 The Class	53
		4.2.1.2 Vocabulary Teaching Techniques in Puan Sharifah's Class	54
	4.2.2	Vocabulary Teaching in Puan Nadia's Class	56
		4.2.2.1 The Class	56
		4.2.2.2 Vocabulary Teaching Techniques in Puan Nadia's Class	57
	4.2.3	Vocabulary Teaching in Miss Ann's Class	59
		4.2.3.1 The Class	59
		4.2.3.2 Vocabulary Teaching Techniques in Miss Ann's Class	59
	4.2.4	Conclusion	61
4.3	Congr	uence between Teachers' Beliefs and Practices in Vocabulary Teaching	62
	4.3.1	Puan Sharifah's Case	62
	4.3.2	Puan Nadia's Case	64
	4.3.3	Miss Ann's Case	65
	4.3.4	Conclusion	67
4.4	Concl	usion	69

4.2

CHAPTER FIVE

CONCLUSION

5.1	Key F	7(
	5.1.1	Importance of Vocabulary Teaching	70
	5.1.2	Techniques for Teaching Vocabulary	72
	5.1.3	Phase During Which Vocabulary is Taught	73
\smile	5.1.4	Role of Teacher during Vocabulary Teaching	74
5.2	Pedagogical Implications		70
	5.2.1	Implication for the Teachers	76
	5.2.2	Implication for the Curriculum Developers	77
	5.2.3	Implication for the Teacher Educators	78
5.3	3 Conclusion		79
REFERENCES		8	
A PROPERTY OF COMMERCE AND ADDRESS OF COMMERCE AND ADD			84

LIST OF FIGURES

		Page
Figure 2.1	The virtuous circle of the good reader	8
Figure 2.2	Reading as both a task and a tool	9

LIST OF APPENDICES

			1 ag
APPENDIX	A:	General Interview Questions	85
APPENDIX	B:	Specific Interview Questions Regarding Vocabulary	87
APPENDIX	C:	Taxonomy of Methods for Teaching Vocabulary	88
APPENDIX	D:	Youth of the World	89
APPENDIX	E:	Windy Nights from An Anthology of Poetry	90
APPENDIX	F:	Cloze Text Exercise I (Rhythm of the Falling Rain)	91
APPENDIX	G:	Cloze Text Exercise II (Muthu and Friends)	92
APPENDIX	H:	Conservation of the Turtles	93
APPENDIX	I:	Diagram of a Car	94
APPENDIX	T-	Parts of the Human Rody	05