Vocabulary Teaching and Learning Principles in Classroom Practices

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Abstract:
Vocabulary teaching and learning principles assist in providing effective teaching and learning methods, in accordance with the learners' proficiency level. However, studies that looked into the relevancy of those principles are rather limited. Thus, this study focuses on finding the common practices of vocabulary teaching and learning principles in the classroom. Interviews involving three experts were done to determine their vocabulary teaching and learning principles application in their teaching. Based on the data analysed using Atlas t.i, out of ten Vocabulary Teaching and Learning Principles, only eight were practiced by the participants. The findings revealed that these experts, even though practice the principles, the approaches were varied. Finally, the data points to the need for future studies on the importance of having good vocabulary instructions in teaching and learning vocabulary.
 Key words: principles, vocabulary teaching and learning, vocabulary

Introduction

Language has given human being the ability to communicate with each other, forming a complex system of communication, and within each language vocabulary stands as the basis for the language. Schmitt (2008) states that vocabulary should be considered as more than a set of single-word units, and Ngan-ha (2007) defines vocabulary as the smallest unit in the language.

Thus in mastering a language, it is crucial for the learner to acquire the vocabulary. It is known that vocabulary is significant in learning of language particularly of a second language or foreign language learning, for vocabulary holds an important role in learning English because it is the basic of the language skill (Kurniawan, 2009). Wilkins (1972) briefly notes: 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed' (p111-112). Acquiring vocabulary and gaining sufficient vocabulary size have often become a stumbling block to some students due to several discerning factors including learning disability, lack of exposure to English, lack of self-confidence, and lack of knowledge about the right vocabulary strategies (Yunus *et.al*, 2016)

In acquiring vocabulary, many strategies and principles have been introduced (Barcroft, 2004; Kang, 2015; Kurniawan, 2009; Lopez Campillo, 1995; Manyak & Bauer, 2009; Meara, 1984; Nation, 1995; Schmitt, 2007; Rashid, 2012), even though there are many principles, studies that looked into its applicability are rather limited. Thus this paper aims to determine the most applicable vocabulary teaching and learning principles, and what experts say about those principles in term of their applicability in classroom practices.

Vocabulary Learning

In learning new language, learners would apply as many strategies as possible in order to master the target language in the shortest time possible. Most of the strategies practiced are usually focusing on the vocabulary acquisition. The reason is that vocabulary is the smallest unit learners need to know in order to use the target language properly (Ngan-ha, 2007; Deighton, 1971; Kurniawan, 2009; Milton, 2008; Seville, 1976). Learners must attain a certain level of vocabulary knowledge in order to understand the written and spoken forms of the target language (Ngan-ha, 2007). This is why Long and Richards (2007) regard it as 'the core component of all the language skills'. Thus failure to gain an adequate vocabulary can give negative consequences to communication.

In order to achieve a certain level of vocabulary acquisition, learners have to use various strategies to be successful in their learning process (Schiefele as cited in Zhelyazova, 2011). Besides, teachers also hold an immense responsibility in ensuring the success of acquisition among learners. This is because learners are particularly interested in receiving vocabulary instruction (James as cited in Barcroft, 2004). Thus, vocabulary acquisition depends not only on how learners learn, but also how they are taught. Consequently, many scholars have come out with teaching and learning principles for teachers and learners to teach and learn vocabulary respectively. Of all the principles introduced, ten principles were found to be essential in ensuring vocabulary acquisition (Richards and A. Renandya, 2008)

Principle 1: Select Appropriate Words

Selecting appropriate words is the most important principle in teaching and learning vocabulary. Words that are considered appropriate are words that are comprehensible by learners and are coherent to their proficiency level. In the case of vocabulary acquisition, the input needs to convey meaning and be comprehensible so that learners are able to attach form to meaning. The meaning of a new word may be more readily inferred by learners if they could completely comprehend the larger input set in which this word appears (Barcroft, 2004). Besides being comprehensive, words chosen should also be advantageous for students (Kurniawan: 2009). Useful words are words that learners need to use often in their language use situations (A, 2000).

On the one hand, learners should know what their vocabulary goals are and choose what vocabulary to focus on in terms of their selected goals (He, 2010). This is why Nation develops a general classification of vocabulary learning strategies, and the first planning is to choose words (Nation, 2001).

Principle 2: Focus on Different Aspects of Words

Vocabulary acquisition will be more effective when a particular word is learned based on several aspects. The reason is that a word carries so much more than just its meaning (Kieran A. File, 2000). For example, amongst other things, students can learn a word's stress (accent), pronunciation (phoneme), its collocations and word family members, its grammatical patterns and word parts of speech. Learning different aspects of words may help learners to enrich their knowledge on vocabulary.

As for teachers, one of the strategies that they should be using to teach vocabulary more effectively is by introducing (if there is no special purpose) a variety of vocabulary type (noun, verb, adjective, adverb) to learners (Kurniawan 2009). Study of roots and affixes is also known to be helpful to multiple student populations. This is because word parts, especially affixes and roots, are vital for English language learners who need the tools to deconstruct unfamiliar words independently (Carol & Nancy as cited in James & Erik, 2013). Thus, teachers should be able to introduce two word parts each week, either an affix (there are two kinds: suffixes, which usually come at the end of words, and prefixes, which come at the beginning of words) or a root word, or some combination thereof (two affixes, an affix and a root, a root and a suffix, etc.) (James & Erik, 2013).

Principle 3: Progress from Less Demanding to More Demanding Vocabulary-related Activities

Learners should not be expected to use new words in activities that require them to know every aspect of the words. This is inconsistent with how the process of language vocabulary acquisition must take place (Barcroft, 2004). Instead, the process of learning vocabulary needs to be implemented step by step, and learners are encouraged not to immediately use new words in vocabulary-oriented activities. For instance, learners need to be given an opportunity to process the new words as input first. Then, learners should be getting a chance to use the new words in contexts, based on their parts of speech.

Once learners are able to identify new words in their contexts and make meaning out of it, more demanding vocabulary-related activities can be done. This is similar to Kieran's (2000) fourth principle of teaching vocabulary which highlights that it is not enough to simply tell students the meanings of words or get them to only study words out of context. They need opportunities to see or hear target words in a meaningful context, and opportunities to use target words in meaningful writing and speaking tasks. Students need to be challenged to find these words in reading or listening passages and use them in particular writing and speaking tasks.

Principle 4: Limit Forced Semantic Elaboration during the Initial Stages of Learning New Words

Following the third principle above, teachers should limit the explanation of meaning of the new words to just the basic meaning, as to avoid confusion and misunderstanding from learners of the new language. For example, teachers should not explain the word "bear" by giving a complicated unrelated definition to the students like "a person who expects the price of stocks to go down and who sells them to avoid losing money" which is a term under "finance" and a "noun". Instead, teachers should limit the meaning of "bear" to just "one of a group of large and heavy animals that have thick hair and sharp claws and that can stand on two legs like a person" which is as a "noun", and "something that is difficult to do or deal with" which is a "verb", and not to relate to any other complicated meaning that is out of the learners' lexicon or understanding.

Additionally, RobWaring (2002) states that students should not face with material that is too difficult as they will not be able to guess successfully. It will also not be easy for them to add new knowledge to what they already know. Material that is a little easy is beneficial for language learners to improve themselves. This is because they already know all the words and will soon be able to build their word recognition speed.

Principle 5: Encourage Interest among Students during Learning Process

Vocabulary teaching and learning should be interesting and enjoyable as to keep motivation high while encouraging students to develop strategies that they can continue to use once they leave the classroom. Besides giving learners some opportunities to enjoy their learning process, teachers should also take learners' perspective into consideration when it comes to preparing the learning materials. In other words, learners should be given a chance to say what they like and dislike.

Most often, pictures as visual aids will attract students' attention, and motivate them to learn (Febrianti, 2013). In whatever way language is taught and learned, the key element is to ensure the learning process is easier for students. When students have no interest in the subject, it would mean that there shall be less attention given by learners (Kurniawan, 2009). Thus it is important to maintain the learners' motivation so that they are able to be attentive and willing to participate within the classroom (Clydesdale, 2006).

Principle 6: Accommodate Use of Contextual Cues

Vocabulary can be taught better through the use of contextual cues. It helps to ease many teachers in explaining the meaning of new words to learners. Teachers can use materials such as realia, pictures, past experiences and examples to depict the connection between the new words and their

meaning. This is similar to Kluth's (as cited in James & Erik, 2013) suggestion to use graphic organisers, picture books, fascination focused materials, graphic notes, and story kits to assist learners especially those with learning disabilities.

The accompanying of illustrations or visual cues, for example, may help to eliminate the need for readers to be singularly dependent on text to decode meaning. Thus it is a particularly convenient tool for language learners who frequently pause to consult dictionaries in search for the meaning of unknown words or phrases (Fewell, 2011). Besides, Burmark (as cited in Fewell, 2011) also states that pictures can truly help learners to improve their memory recall of material that they have read.

Principle 7: Expose Learners to the Use of Dictionary
A dictionary is one of the important references in learning new words, especially for new learners. There are many types of dictionary in the market including picture dictionaries which are targeted toward the young learners who are still learning to expand their vocabulary in both their mother tongue (L1) and second (L2) languages. It is up to teachers and learners which dictionary would benefit them the most. As mentioned by Luppescu and Day (as cited in Laufer & Hulstijn, 2001), dictionary would help learners to attain better memorisation of new words, as they found that learners who read a text and looked up unknown words in the dictionary remembered them better than learners who read the text without a dictionary.

The same opinion was given by Hulstijn *et. al.* (as cited in Laufer & Hulstijn, 2001), as they found the relatively few words that were often looked up by the students in the dictionary during a reading task yielded much higher retention scores on a subsequent test than the same words in other conditions. Based on these, dictionary can be considered useful especially in helping new learners to understand new words.

Principle 8: Exercise Repetition by Introducing Words Frequently Inside the Module
The more frequently language learners are exposed to a particular vocabulary, the more likely they are to remember it. This is one of the basic principles in memorising new words as with repetition, learners would be able to memorise, and produce the word appropriately when they understood the meaning. Waring (2002) states most words that are taught will be lost to the Forgetting Curve, it is therefore essential that the new words are repeated soon after the initial learning, and repeated at spaced intervals many times and in many contexts thereafter to cement them in memory.

In line with the above, studies suggest that most learners need between 5-16 'meetings' with a word in order to retain it (Waring, 2002), and Folse, Hulstijn, Hollander, & Greidanus (as cited in Barcroft, 2004) found that there are positive effects of increased exposure to L2 words have been demonstrated in text-based and direct vocabulary learning. Thus, it is more effective to learn vocabulary when learners are given some degree of repetition, especially those who are considered slow (Westwood, Peter & Oliver as cited in Febrianti, 2013).

Principle 9: Promote Deliberate Vocabulary Acquisition

Deliberate vocabulary acquisition is the stage where the teachers introduce new words to the learners and be sure to explain it thoroughly so that the learners are able to understand the meaning of that word and memorize it. Mayer and Wittrock state (as cited in Hogben, 1996), the more effectively the to-be-learned material is elaborated during acquisition, the more readily it will be recalled by the learners. Thus, in learning vocabulary, the active, constructive elaboration of the word-meaning during the L2 acquisition influences its subsequent recall during reading.

Other strategies, such as rehearsal, may be important for maintaining a particular item, but simple rehearsal alone should not be very effective for long-term use, because it does not involve extensive elaboration of the word-meaning (Hogben, 1996). It is important for teachers to give a good explanation and elaboration when teaching the new words so that the learners would be able the successfully analyse and rehearse the new word and its meanings for long-term recall purposes. Not only that, they also can elaborate the word-meaning and establish it within a suitable network of meaning (Hogben, 1996).

Principle 10: Expose Learners with Exercises and Activities Other Than Memorizing Words

Instead of just sticking to the conventional teaching methods like reading textbook, referring to a dictionary for meaning or memorising new words, teachers could use their imagination to encourage learners to learn new words in different types of activities. For example, using games as part of the activity would not only help with the memorisation of new words, but at the same time help the learners to retain better attention on the learning process, and release some of the build-up stress in them, especially in a classroom consisted of learners from various background. Besides, Marsh (1978) suggests that in a foreign language class, a teacher could make use of comics, and have small group discussions take place between two or more students, after which the teacher could call upon a discussion from each group to report briefly on its observation.

Additionally, there are some other methods that can be commonly used for vocabulary teaching and learning such as extensive reading, using pictures and drawings, pronouncing words, online games, dramatisation, and realia (Cho and Krashen, 1994; Grabe and Stroller, 2002; Muhammad Sabri 2011; Robb and Susser, 1989). Whichever method used, vocabulary exercises should focus on deepening and internalising knowledge of words, not only the surface "form-meaning" level, and should deal with collocations and multiple-word units, not only single words. The type of practice in these activities allows the students to notice new words, or new features of words they already know, as well as giving them chances to internalise them (Waring, 2002).

All of these ten principles have been discussed in past studies and researches as valid vocabulary principles, however in term of its applicability in classroom practices, they have not yet been proven. Thus in order to do so, these research questions have been addressed:

Research questions:
1. What are the vocabulary teaching and learning principles commonly practiced by the teachers in the classroom?

2. How did the teachers implement the principles to teach vocabulary in the classroom?

Methodology
Research Design
This study employed qualitative research methods. The data was collected in September 2015 from the interviews with three experts at Sekolah Kebangsaan Gondang, Sekolah Kebangsaan Mengabang Telipot, and Sekolah Kebangsaan Kompleks Mengabang Telipot, which are located within Kuala Terengganu, Terengganu, Malaysia.

Participants
The participants are three teachers who teach English language subject in primary schools. The criteria for each participant is to have at least ten years of experience in teaching English for primary school students, and still working as a teacher for primary school around Kuala Terengganu. The interview was conducted among three experts in a separate interview session. Purposive sampling was used to select the suitable participant for the interview session. The participants who have at least 10 years of experience in teaching primary school student were interviewed in September 2015. The goal for the participants' selection is to have their opinion on the reliability of vocabulary teaching and learning principles in classroom practices.

Instruments
The instrument is a set of question prepared for each participant before conducting the interview session was conducted. For each set of question, a brief explanation for each of the ten principles was included. Each participant was given one week to prepare themselves before the interview. The main question in the instrument is to ascertain which principle was applied by these participants in their lessons, and the reasons behind it. Upon the interview session, the researcher briefly explained the ten principles one more to make sure that the participants would truly understand each of the principles. Each of the participants was interviewed separately, and all of their responds were recorded. The raw recorded data was later transcribed into written form and analysed through Atlas t.i software.

Findings
As mentioned above, this research makes use of qualitative research method, thus the collected data were analysed accordingly through Atlas t.i. Data collected from the interviews were put into tables (see Table 1), so that each of the participants' response would be easier to interpret.

Addressing First Research Question
To address the first research question, a qualitative analysis was carried out on the experts' answers to the interview questions using Atlas t.i software. Table 1 show the principles practiced by the participants in their lessons.

Table:1 *Vocabulary Principles Practiced*

No.	PRINCIPLE	Participants		
		P1	P2	P3
1	Select appropriate word to teach	Yes	Yes	Yes

2	Focus on different aspect of words	Yes	Yes	No
3	Progress from less demanding to more demanding vocabulary-related activities	Yes	Yes	Yes
4	Limit forced semantic elaboration during the initial stages of learning new words	Yes	Yes	No
5	Encourage interest among students in learning process	Yes	Yes	Yes
6	Accommodate use of contextual cues	Yes	Yes	Yes
7	Expose learners to the use of dictionary	Yes	Yes	Yes
8	Exercise repetition by introducing words frequently	Yes	Yes	Yes
9	Promote deliberate vocabulary acquisition in teaching	Yes	Yes	Yes
10	Expose learners with exercises and activities other than memorizing words	Yes	Yes	Yes

From Table 1, the finding showed that, among all of the ten vocabulary teaching and learning principles, only eight of them were applied by the participants. The principles; Select appropriate word to teach, Progress from less demanding to more demanding vocabulary-related activities, encourage interest among students in learning process, Accommodate use of contextual cues, Expose learners to the use of dictionary, Exercise repetition by introducing words frequently, Promote deliberate vocabulary acquisition, and the last one is Expose learners with exercises and activities other than memorizing words. However, only Participant 3 did not practise focus on different aspect of words and limit forced semantic elaboration during the initial stages of learning new words as part of the lesson strategy, as she teaches level one of primary school students. It can have deduced that teaching those principles depend on the level of English language proficiency of the students.

4.2 Addressing Second Research Question
In addressing the second research question; how did the teachers implement the principles to teach vocabulary in the classroom; the researcher arranges the answers gathered from the interview with the participants according to theme. These are the opinions given by the participant to justify his/her practice for each of the principle.

A)   Selection appropriate word:
The finding showed that all of the participants made their selection of word by referring to the text book or "Dokumen Standard Kurikulum & Pentaksiran" (D.S.K.P).

P1:   7:1 (47:49)
           "I refer the text book and the syllabus. Inside the syllabus there is already a provided list of vocabulary, so I just pick any from the suggested vocabulary, and mix it with any that I want to teach to them"

8:31(84:84)
"I just printed a list of words that the students need to learn from D.S.K.P this morning, and depend on the day when we refer to the text book, we can look at the recommended words for certain topic on certain day.

P2:   8:7 (75:76)
"We refer to the text book, there is already a list provided. If we look at level
1 text book, it would be in color"

P3:   8:36 (206:207)
"I usually select the words from the textbook, because there is a list of words that we need to teach given in that book"

From the data gathered, most teachers refer to the authentic materials; textbook and Dokumen Standard Kurikulum & Pentaksiran (DSKP) in selecting suitable words to be introduced and taught to the students. It can be deduced those teachers refer to those documents in selecting the appropriate words as those words are already listed in the syllabus and appeared in the textbook.

B)   *Focus on different aspects of words*
The finding showed that P1 teaches different aspects of words by teaching homograph, expanding the grammar, and by explaining the meaning of the word. On the other hand, P2 makes use of sentence structure to show how the word has different meanings in different context usage.

P1:   7:2 (61:64)
"We do have this… it's called homophone… homograph… This is within the syllabus and we teach them"

"we expand the grammar, we teach present tense, present continuous tense, past continuous tense, perfect tense… all of these would be included into the teaching"

"For meaning like the word… "mean" had two meaning which is "evil" and the other one is "the definition of something", I would have to explain this as it was also within the syllabus"

P2:   8:9 (95:95)
"On this one it is more on sentence structure at first, but we give simple sentence.. let's say if the word is "work"… "my father works as a doctor", and the other one is "he loves his work"

"We introduce this to them in sentence structure"

From the response, it can be generalised that these teachers do not teach the students to only focus on one meaning. They try to introduce one word that can be applied into different contexts.

C)   Progress from less demanding to more demanding vocabulary-related activities

Under this principle, the finding showed that P1 first drills the word until the students get the word, and understand the meaning, before moving to sentences. Meanwhile P2 first introduces the category of word, and makes the lesson more challenging than before. On the other hand, P3 teaches the words first, then moves on to making phrases.

P1:   7:5 (76:77)
        "Usually I start with drilling them with the word until they get the word, and understood the meaning. Then I would give them sentences, and practices on sentences"-

P2:   8:10 (99-100)
        "First we introduce the category either verb or noun. I had joined it once to make phrasal verb"

        "Normally if for the activity, we would do it more difficult than before, and more difficult than before, but for level 1 the level of difficulty was not that high"

P3:   9:6 (47:51)
        "first I teach them about the words, and then I move to learning about making phrases with the words"
        " level 1, where you have to teach them one by one… they need to be guided"

From the data it can be seen that all participants teach new words to the students first by drilling the words making the students understand the words better. Then gradually they develop the learning from word structure to sentence structure in context.

D)   Limit forced semantic elaboration during the initial stages of learning new word

Here the finding showed that, P1 and P2 limit the semantic elaboration by only introducing the basic meaning for the word that the taught to their students.

P1:   7:33 (172:175)
        "I introduce the basic meaning in class by showing them some pictures first, then I would drill the words a few times. After that I would give them some sentences and drill those sentences"

P2:   8:34 (114:114)
        "I just give them the basic meaning which is easy for them. For example "orange", I just give the meaning of it as a fruit and as a colour"

It can be generalised from the findings that both P1 and P2 restrain the meaning of new word to basic meaning only as to ensure the understanding of newly introduced words.

E)   *Encourage interest among student during learning process*
Finding showed that P1 encourages interest from the students by using activities such as classroom activities, group work, language art, jigsaw puzzle, and story books. In contrast, P2 uses activities such as singing, and outside activities. While P3 makes use of quiz, group work, and point system.

P1:   7:7 (91:91)
"I use activities, classroom activities, group work activities, these students really love the language art, because they can use their creativity"

"Last is I do jigsaw puzzle, where I use pictures to make jigsaw puzzle. Other than that, I use the book "king of kite", after they read the story, they knew the characters, the storylines…"

P2:   8:13 (122:124)
"We give something for them to create it on their own.. or something to do with outside activity.

"So I asked him to sing the song, then he can answer it. So here it really help their long term memory and encourage their interest through singing the song, and we can see that they really do enjoy the activity, as they even mimic the animals action themselves"

P3:   9:7 (66:67)
"I think quiz, when we divide the kids into different groups, which group have the best group work, which group give the best answer, they would be given points. When points were involved, these kids would be so interested in the activities."

It can be seen from the response gathered that in order to encourage the students to learn new vocabularies, all participants integrate the learning of new vocabularies by having other interesting language activities.

F)   *Accommodate use of contextual cues*
In accommodating the use of contextual cues, finding showed both P1 and P3 use the students' past experience knowledge in introducing word, however only P3 uses the characteristic of animal to make relation with the word. On the other hand, P2 makes use of "realia" that exist inside the classroom.

P1:   7:9 (98:99)
"I asked the kids to do some sentences, especially level 2 students… they would use their past experience knowledge, what they usually see at school..."

7:10 (101:102)

"I usually apply it with writing, where I would give them picture… then ask them to write about the picture where they can use their past experience…"

P2:   8:15 (132:132)
"first we use "realia", realia is whatever that exist inside the classroom. We introduce the words, we introduce the word cards, and the picture cards was also prepared at the school. So other than using word cards and picture cards, we can use realia"

P3:   9:5 (58:62)
"monkey", "you're so noisy like a monkey"… that's how I link the word "monkey" as something that is noisy.. (laugh), another example is "tiger" where I would say "I'm angry now.. do you want me to be a tiger?"

       9:10 (91:92)
"Depend on the topic, for example for topic like "technology at home", we would link the words with what they have at their home, for example "telephone". I'll ask them "do you have telephone at your home?", "where is it?", and they'll answer at the living room"

G)   *Expose learners to the use of dictionary*
In introducing a dictionary the finding showed that, all participants teach about finding the word by teaching them alphabetical order first. Most of the participants claim that they teach the students some basic skills to use dictionary; firstly locate the word based on alphabetical order and then to look at the category of the words.

P1:   7:11 (104:104)
"First of all we would teach them on how to use the dictionary… how to find the words, where to look at…"
P2:   8:3 (46:46)
"I teach them this skill… like how to select which category of the word, as example I asked them to find the meaning of BEAR, BORE, and BORN… the forms of irregular verb. They sometimes select bear as a noun, the furry animal instead of the verb that I want. That's why to me it's important that they knew this dictionary skill"

       8:17 (142:142)
"For the dictionary skill we would teach them about the alphabetical order, because if they didn't know that they would take lots of time in searching for the word from the dictionary, so teach them how to arrange words in alphabetical order first"

P3:   9:11 (103:103)
"we would teach them on how to find letter "H", first we teach them to look at the part of the letter. It is like doing the alphabetical order, where I would tell them to look at the first letter, if it is the same letter then take a look at the second letter, and so on"

H)   *Exercise repetition by introducing new word frequently*

In exercising repetition, the finding showed that P1 uses drilling by repeating the word through story in the textbook. Meanwhile P2 focuses on repeating the words in the same topic that the students learn in class. P3 on the other hand will repeat the words through the language activities in classroom.

P1:   7:14 (115:115)
       "Story usually, if through story we would repeat the word repeatedly"

       7:19 (135:135)
       "well I usually use drilling… drill… drill… drill…"

P2:   8:18 (148:148)
       "it would still be based on the same topic. Let's say we teach about animal, reading would involve animals as well, even in writing it would be about animal. Then on the last day we would usually do language art. This language art is also the most interesting activity, where we would do singing, dancing, and it would also be based on the animal topic"

       8:20 (160:160)
       "we would repeat the word. So the average for each word would be at around 20 to 25 words per week. Because if we didn't repeat it, they would soon forget it"

P3:   9:13 (111:115)
       "we'll use the same words. As example the word "goat", where we would first left the "g"… first we explain one, and then have them spell the word normally, then we would take one letter out, and then ask them to fill the right letter in for the word. Maybe after that, we would take the middle letter or the last letter, a consonant or vowel. Then we'll jumble up the letters and have them arrange the letter to form the word, using the same word all over again for these activities"

I)   *Promote deliberate vocabulary acquisition*

In order to retain the vocabulary learning among students, all participants apply the same techniques; introduce the words to the students, drill the words and ask students to search for the meaning.

P1:   7:28 (106:107)
       So what I usually do, I would give vocab first, depend on the topic. As example for a topic… I would give like 5 words per day, and they would jot down in their vocab book, then they would have to look for the meaning, and we repeat this until they acquire the vocab"

       7:34 (178:178)
       "I introduce new vocabulary is the same for each topic, which is by showing them picture or realias. Then I would drill the words to them until they can remember it"

P2:   8:38 (214:215)
"I would usually use new passage or sentences that included words and such as. So that they would understand the meaning and how to use such words"

"I would also use pictures that are related to the word that I want to teach… I also make use of drilling to these kids about words and such as"

P3:   9:35 (177:177)
"First what I would do is give them simple text, short stories, or sentences for them to read it. Then I would highlight what word that I would like to teach to the class. Then I would drill the words by using pictures, games, or any other activities that would be attractive to them"

J) Expose learners with exercises and activities other than memorizing words

From the responses gathered, it can be concluded that apart from memorizing, all participants expose the students to variety of language activities in enhancing the learning of new words; singing, acting, jigsaw puzzle and many more.

P1:   7:7 (91:91)
"I use activities, classroom activities, group work activities… These students really love the language art, because they can use their creativity"
"Last is I do jigsaw puzzle, where I use pictures to make jigsaw puzzle. Other than that, I use the book "king of kite", after they read the story, they knew the characters, the storylines. Then we would start with decorating the kites. They will bring all kinds of ribbons, beads.. they will make their own kite"

7:12 (107:107)
"would give picture and ask them to write, example where we give them a picture of "Cave", they would attach the picture in their book, and then write "cave" under that picture, so it would became their own picture dictionary. But we can expand it more depend on the teacher's creativity."

P2:   8:5 (60:60)
"we encourage them to jot down the notes, and other activities.

"I would pick a word and have student select a card for the answer as synonym for my word, and then they would paste the word which they think is the answer on the board"

"we give something for them to create it on their own.. or something to do with outside activity"

8:14 (128:128)
yes, for level 1, we do singing, word game,

8:21 (162:162)
"Usually we would do drilling, which is lots of exercise, either in oral form, writing, or through singing"

8:27 (182:182)
"We usually do games, where when we do it during the society or curriculum, such as the word games, or language games, as it was more on language skill"

P3:   9:3 (35:35)
"I would drill the words to them, where I would give pictures along with the label, then I would drill for spelling, the pronunciation, and the last would be making sentences"

9:7 (66:66)
I think quiz, when we divide them kids into different groups, which group have the best group work, which group give the best answer, they would be given points"

9:20 (144:144)
"we would do the "word miss". I would also give them group work, where we would only had to issue instruction to the kids, and when they've finished they would go to the front and present to the rest of the class. Sometimes I asked them to paste the finished works at the back of the classroom so other students can have a look at it."

9:22 (150:150)
"In this activity, we make a few stations. For reading program it would be about sentences, so they shall have to change stations. For example this group would go to station A,B, and C. They'll change station every 5 minutes, where at station A, they arrange letters, at station B they would arrange words. Once time is up, they'll have to change station, and they also compete with other groups for this activity"

Conclusion
From here the researcher had inferred that the research objectives had been answered as these eight principles of Vocabulary Teaching and Learning Principles were the ones that are appropriate and being used in classroom practices. The researcher concluded that, even though all of the ten-vocabulary teaching and learning principle are good, the experts only apply eight of them, which resulted from the background of their respective students' English language proficiency. Thus, there is a need to have more future studies on the importance of having good vocabulary instructions in teaching and learning vocabulary. For vocabulary teaching and learning principle allows learners to acquire vocabulary of foreign language better, and at the same time helps foreign language teacher to devise a better teaching and learning strategies for their learners. The researcher suggested that foreign language learners and teachers to apply these principles in teaching and learning vocabulary, as it is applicable for other language vocabulary acquisition process as well.

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