

MASTER'S THESIS

What is the relationship between vocabulary teaching methods and vocabulary learning

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**WHAT IS THE RELATIONSHIP BETWEEN
VOCABULARY TEACHING METHODS AND
VOCABULARY LEARNING**

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ABSTRACT

This research is designed to test the effect of three vocabulary teaching methods, i.e. the translation, the instructional method and the context cue instructional method used in English language teaching on less able students in a prevocational school. The research was divided into three sessions. The first experimental session consisted of selecting subjects, selecting target words and conducting a pilot study on vocabulary test for this research. The second experimental session was conducted two weeks after the first. During this session, 60 subjects were assigned to different treatments such as translation method, instructional method and context cue instructional method. The experiment lasted for four hours and thirty minutes. The third experimental session, vocabulary test on subjects, was conducted one week after the second. The vocabulary test was divided into three parts. Part 1 was the translation of target words. Part 2 was the matching of target words in sentences. Part 3 was the reading comprehension of two passages. The vocabulary test was administered to all subjects in order to see the effects of the different treatments on vocabulary learning.

Data from the study indicated that subjects in the instructional method, the 1st experimental group, including the semantic mapping and semantic feature analysis, certainly had obtained higher mean scores in the vocabulary test. The result of the vocabulary test showed that they performed well in single word translation and in matching the target words in sentences. However, they

performed poorly in reading comprehension of two passages. The subjects in the control group (translation method) showed that they could only translate the Chinese meaning of each target word, and they also performed poorly in part 1 and part 2 of the vocabulary test because they could not understand the English items (other than the target words) in sentences or in two passages. The subjects in the context cue instructional method, the 2nd experimental group, showed that they could not guess the meaning of the target words so they had a bad performance in the vocabulary test. They had difficulties in handling the context cues and the other words at the same time. They also did not revise what they had done.

In this study, some recommendations for improving the research design are pointed out. The implications of the three teaching methods and suggestions for further research are also included.

撮要

本研究是探討英詞彙教學法的果效。研究的對象是中學二年級第五組別的男生。人數共有六十人。就著實驗的進行，他們分爲三組，每組二十人。第一組接受翻譯模式的教學法(Translation Method)。第二組接受指導模式的教學法(Instructional Method)。第三組接受內容提示模式的教學法(Context Cue Instructional Method)。

結果，接受指導模式組別的學生於詞彙測驗中，獲得較好的成績。

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