

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There has been writing discuss about using Contextual Teaching and Learning which is thought to be in line with this proposal. From previous study writer found a study that has been conducted in SD Negeri Kalimacan, Surakarta entitles; Improving students' vocabulary mastery using contextual teaching and learning (a classroom action research) writer by Kusumayati. The study want to improve students' vocabulary mastery using contextual teaching and learning and want to apply contextual teaching and learning at the third grade of SD Negeri Kalimacan.

The results of the research are students' ability and motivation. Those are students' participation in attending the lesson, improvement of learning situation, improvement of the students' spelling, improvement of students' score. The mean score of the pre test was 57,76 while the post-test was 76,16. Based on the study the writer would suggest that first for the teacher is the English Teacher should choose certain methods that lead the students to become active learner. Second, to the institution is the institutions should motivate their teachers to always learn about how to teach well. The last for other researcher is the research studies the implementation of CTL in improving students' vocabulary mastery¹. In this previous, the difference with the writer is the design of research. Previous study used class action research design and the writer use quantitative design.

¹ Lusiana Dewi Kusumayati, *Improving Student's Vocabulary Mastery Using Contextual Teaching and Learning (Skripsi)*, Surakarta:SD Negeri Kalimacan, 2010.

Other previous study come from Muhlison State Intitute For Islamic Studies Walisongo Semarang entitles; the effectiveness of contextual teaching and learning to teach reading comprehension. The research conducted in junior high school students in East Java. The result of the study showed that contextual teaching and learning in East Java junior high school is more effective when applied in the process of learning English. The reading comprehension of Junior High School students' in East Java were belonged to high category. There was significant effect of contextual teaching and learning on students' reading comprehension, which was shown with correlation by 60.00 in experiment class and 56.80 in control class.²

The similarity to this research is in the method, its applying contextual teaching and learning to measure students' skill. Previous research used quantitative approach and applying CTL in reading comprehension. Whereas the difference is course that apply CTL method. The purpose of the research is keep to improving students' skill with apply Contextual Teaching and Learning method while research running.

B. Vocabulary

1. Vocabulary

Vocabulary refers to the collection of words particular people, group of people, socioeconomic group, profession, and so on, knows and uses. The technical term for vocabulary is lexis.

The active vocabulary is all the words used expressively (in writing, speaking or signing) and the passive vocabulary is all the words recognized

² Muhlison, *The Effectiveness of Contextual Teaching and Learning to Teach Reading Comprehension (Skripsi)*, Kalirejo: MTs At-Thosari Kalirejo Ungaran Timur, 2011

and understood, although not necessarily used expressively. An adult's passive vocabulary is about one third larger than their active vocabulary³

Vocabulary knowledge is divided into receptive or passive knowledge and productive or active knowledge. Generally, receptive knowledge is recognized as vocabulary knowledge which can be recognized and comprehend in the context of listening and reading material, and productive knowledge is vocabulary knowledge which the learner can recall and use appropriately in speech and writing.⁴ In addition, Anderson and Freebody in Milton also distinguished this knowledge into breadth of word knowledge and depth of word knowledge. Breadth of knowledge refers to the number of words a learner knows and depth knowledge refers to what the learner knows about the words furthermore it is more difficult to pin down.⁵ It involves the knowledge of word association, collocation and word function.

2. Kinds of Vocabulary

According to Thornbury, there are two kinds of vocabulary, these are grammatical words (or function words) and are generally preposition, conjunctions, determiners and pronouns. On the other hand, there are the content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives and adverbs.⁶

a. Grammatical Words (function words)

1) Prepositions

³ SLT INFO, 2014, *Speech and Language Therapy Information*, (online). URL: <http://www.sltinfo.com/vocabulary/>, (Accessed on April 28th 2014 12:19)

⁴ Ruth Grains & Stuart Ralman, *Working with Words*, Cambridge University Press, 1986, p. 64-65

⁵ James Milton, *Measuring Vocabulary Acquisition*, Bristol: Short Run Press, 2009, p.13

⁶ Thornbury.,*op.cit*.p.4

Prepositions are words or group of words that is used to show the way in each other words are connected. Example: for, of, in, etc

2) Conjunction

Conjunction is the kind of word that used to connect word to word, phrase to phrase, and sentence to sentence⁷. In addition, conjunctions are words that connect sentence, phrase or clauses. Example: and, so, but, because, etc

3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example: the, a, an, my, this, some, etc.

4) Pronoun

Pronoun is word that used in place of a noun or noun phrase. Besides that, pronoun is the word that used to replace noun for avoiding the word which continued.

Example: I, you, we, they, he, she, and it.

b. Content Words (lexical words)

Content words (lexical words) are words that carry the content or the meaning of a sentence and are open-class words.

1) Nouns

Nouns are words or group of words that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the

⁷ Aswir Suhud, *Smart Way to the Grammar*, Jakarta: Dunia Cerdas, 2013, p. 226

subject or object of a verb.⁸ On the other hand, noun is the word that used to indicate name, place, animal, day, plant, opinion or the name of a thing or some cases.⁹ Example: Marry, table, pencil, book, paper, tree, flower, etc.

2) Verbs

Verbs are words or group of words which is used in describing an action, experience state. On the other hand, verbs are the word that used to point out of action or state of being from the subject.

Example: do, look, write, listen, walk, talk, sleep, etc

3) Adjectives

Adjective is the word that used to give the adjective element on noun and pronoun. Example: old, new, tall, weight, smart, etc.

4) Adverbs

Adverbs are words are group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence.

Example: carefully, at home, etc

3. The Problem in Mastering Vocabulary

Honeyfield in Nunan also stresses the importance of context in the teaching of vocabulary. He points out that even with a functional vocabulary of the three thousand most frequently occurring items in English, learners will still not know around 20 per cent of the items they will encounter in an unsimplified text. The problem confronting both

⁸ Jeremi Harmer, *How to Teach English*, Essex: Pearson Education Limited, 2001, p.37

⁹ Suhud., *op.cit*

teacher and learners is that no course can provide learners with anything like the vocabulary they will need to comprehend authentic texts.¹⁰

- a. Meaning
- b. Form
- c. Pronunciation

4. Students Vocabulary Mastery

Vocabulary mastery is the vocabulary that understood by the person. It's used to communicate with others. Students' vocabulary mastery can be defined as the understanding of vocabulary by the students.

5. Teaching Vocabulary

Teaching new vocabulary should begin by teaching the new items in context, but that at later stage learners should be given the opportunity of dealing with the words out of context.¹¹

C. Contextual Teaching and Learning (CTL)

1. Contextual

The context and environment of learning, as well as the management of language classrooms, are relatively under-represented in the literature on language teaching methodology.¹² Like daily activities, contextual is the situation and condition that happen.¹³

2. Teaching and Learning

¹⁰ David Nunan, *Language Teaching Methodology: a textbook for teachers*, New York: Prentice Hall, 1998, p. 122

¹¹ David Nunan, & Jeremy Harmer, *How to Teach English*, Essex : Addisonx Wesley Longman Limited, 1998, p.11

¹² Ibid., p. 122

¹³ Ibid., p. 7

a. Teaching

Teaching is creating of environment system that might of learning process.¹⁴

b. Learning

Burton in Aunurrahman claims that the definition of learning as alteration of attitude on individual causes existence the interaction between individual to individual and individual to environment.¹⁵

3. Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) is the draft of teaching and learning which help teacher to connect the lesson with the real situation and motivate students for connecting the experience and applied with daily activities as family member and society.¹⁶

4. Contextual Teaching and Learning Approach

CTL is one of several instructional practices that good teachers need to better understand in order to help young people learn. Strictly speaking, it is not a new idea. Teachers have long known what cognitive science is now documenting more thoroughly: using students' personal experiences and creating opportunities for applying knowledge and skills to concrete, practical situations can enhance learning. It is not a substitute for other teaching techniques, but rather an additional tool for engaging students both inside and outside the classroom and

¹⁴ Hasibuan & Moedjiono, *Proses Belajar Mengajar*, Bandung: Remaja Rosdakarya, 1995, p. 3

¹⁵ Aunurrahman, *Belajar dan Pembelajaran*, Bandung: Alfabeta, 2010, p. 35

¹⁶ Kasihani, 'Contextual Teaching and Learning', *Prosiding Sidang Akademik*,; 2002, Vol. 2 p. 3

deepening their understanding of important ideas and methods for comprehending their worlds.¹⁷

Contextual Teaching and Learning (CTL) can basically be applied in all curriculums, all subjects, and all class. The implementation of Contextual Teaching and Learning in the class is easy. Outlines of the steps are as follows: 1) developed the idea that students will learn more meaningful by working alone, find themselves, and construct their own knowledge and new skills. 2) Do as far as possible to the activities of inquiry for all topics. 3) Develop students' inquisitive by ask. 4) Create a learning community (learn in group). 5) Present the model as an example of learning. 6) Do reflections at the end of the meeting. 7) Actual assessment in various ways.

Contextual Teaching and Learning approach involves seven major components of productive learning, namely: Constructivism, inquiry, Questioning, learning community, modeling, reflection, and authentic assessment.

a. Constructivism

Teaching learning process excessively student centered than teacher centered. Basically, knowledge is formed in human beings based on real experiences that happened and the result of social interaction with the environment around it. Learning is a process of change experienced by the students as a result of its interaction with the surrounding environment. Knowledge that gained is the interpretation of the experience in the mind or brain.

¹⁷ Betsy Brand, *Essentials of High School Reform: New Form of Assessment and Contextual Teaching and Learning*, New York: The American Youth Policy Forum (AYPF), 2003, p.52

There are five learning elements that constructivist: a) activating knowledge; b) acquiring knowledge; c) understanding knowledge; d) applying knowledge; and e) reflecting knowledge.

b. Inquiry

Inquiry is the core part of the contextual-based learning activities. Acquired knowledge and skills students are expected not the results of a series of facts, but the result of finding themselves. As for measures of inquiry activities are as follows: a) formulate the problem; b) observe or perform observation; c) analyze and present the results in writing, drawings, reports, charts, tables, and other works; d) communicate or present the result of work on the reader, classmates, teachers, or other audiences.

c. Questioning

One's knowledge always originated from the "ask". This strategy aims to develop the nature of the students wanted to ask. Through a process of asking, students will be able to be a reliable and independent thinker. They are stimulated to be able to develop an idea or ideas and innovative new testing, developing methods and techniques for asking, exchange opinions and interact.

d. Learning Community

Learning Community is creating learning in group. Talk, share experiences and collaborate with others to create learning is better than learning alone. In CTL class, Teachers are encouraged to always implement learning in study groups. Students are divided into groups whose members are heterogeneous.

e. Modeling

Modeling is present the model as an example of learning. Students will be easier to understand and implement the processes and outcomes of learning to learn if the teacher presents in the form of a model, not only spoken. Students will be able to observe and imitate what is indicated by the teacher. Therefore, teachers should demonstrate the things that are important and readily accepted by the students. CTL learning teachers are not the only models. Modeling can be designed with engage the students. Models can also be imported from outside experts in the field, for example, bring a nurse to model how to use a thermometer to measure the temperature of the patient's body.

f. Reflection

Reflection is a way of thinking about what the new learned or backward thinking about anything that has been done in the past. This reflection is a summary of the lessons that have been submitted by teachers. Students express, orally or in writing, what they learned. This reflection can form a group discussion by asking students to make presentations or explain what they have learned. Students can also conduct independent writing on a summary of the learning outcomes that have followed.

g. Authentic Assessment

Authentic Assessment is the process of collecting a variety of data that can provide an image of student learning progress. Assessment emphasizes the learning process so that the data collected must be obtained from the real activities undertaken students during the learning process. Authentic assessments assess the knowledge and skills acquired students.

Thus it can be said that the implementation of Contextual Teaching and Learning (CTL) will greatly assist teachers to connect the subject matter with real-world situations and to motivate students to establish the relationship between knowledge and its application to their lives as members of the family and community members.¹⁸

5. Basic Principle of Contextual Teaching and Learning

Contextual Teaching and Learning succeeds primarily because its central aim to find meaning through connecting academic work with daily life and its various elements correspond to nature's three underlying principles, as well as to the discoveries of psychology and neuroscience.

a. The Principle of Interdependence

According to modern scientists, everything in the universe is interdependent and interconnected. Everything human and nonhuman, living and nonliving is related to everything else. Just a relationship permeate the quantum level, so at the cosmic and animate levels, relationships are of paramount importance. Animals depend on plants for food and shelter, and the seemingly ignoble fungi perform the crucial service of recycling Earth's garbage brick, bark, paper, and bread to keep the planet's surface brimming with life. Human beings, communities of microbes like all life-forms, also depend for their existence on their environment and on other living entities.

If the principle of interdependence did not exist, human beings could not establish intimacy with one another. They could not share experiences. Without

¹⁸ Burhanudin Ak, Mantau, *Penerapan Contextual Teaching And Learning (CTL) Dengan Metode Inkuiri Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran PAI*, hal 6-9

interdependence, however, language would stop, along with all other connections we make in the brain. We would be incapable of feeling, thinking, and communicating.

The principle of interdependence calls educators to recognize their connection to one another, to their students, to the community, and to the Earth. It asks them to build relationships in all they do. It insists that a school is a living system, and that system the students, teachers, cooks, gardeners, janitors, administrators, secretaries, bus drivers, parents, and community partners exist in a web of relationships that creates a learning environment. In a learning environment in which people recognize their connectedness, the CTL system is able to flourish. In short, the principle of interdependence, which connects everything in the universe to everything else, encompasses the various components of the CTL system. It requires connecting, collaborating, thinking creatively and critically, engaging in hands-on learning, formulating clear objectives, identifying high standards, doing significant tasks that benefit others, valuing each person and using assessment methods that link learning with the real world. The principle of interdependence drives to establish relationships, not isolation. Educators acting in harmony with this principle would necessarily adopt the CTL practice of helping students make connections to find meaning.

b. The Principle of Differentiation

The term differentiation refers to nature's ceaseless drive to produce infinite variety, diversity, abundance, and uniqueness. Nature never repeats

itself. To exist is to be different. The more we examine any one particular thing, the more we discover qualities that distinguish it from everything else. Two different entities, furthermore, unite to generate yet a third unique entity. The interaction of hydrogen and oxygen molecules brings forth water, and sexually producing organisms generate unique offspring.

Were differentiation to vanish, then our thoughts and feelings would be the same. Music would be one note; artists would be paint the same subject; poets would use identical images. Sameness would flatten life into a bleak, grey, dull wasteland. Without the principle of differentiation, the universe would be a homogenous blob, fragile and poised for collapse.

The principle of differentiation contributes to the wonderful creativity that pulsates throughout the universe. It informs the universe's all-encompassing drive toward infinite diversity, and it explains the tendency of dissimilar entities to collaborate in arrangements known as symbiosis. The contextual teaching and learning component that features active, hands-on learning, for example, constantly challenges students to create. Students think creatively when they use academic knowledge to increase collegiality among members of their class, when they formulate steps to accomplish a school project, or assemble and assess information bearing on a community problem. Active student-centered learning also complements the principle of differentiation's push toward uniqueness. It frees students to explore their individual talents, cultivate their own learning styles, and progress at their own pace. The principle of differentiation urges us to wait for each student to sing,

confident that student can sing, can create, can express uniqueness, can achieve mastery in the rich learning environment contextual teaching and learning provides. Just as the principle of differentiation makes possible uniqueness, diversity, and creativity, so it calls for collaboration. The principle that makes it possible for two dissimilar living entities to unite also asks students to unite and collaborate in the search for meaning, insight, and a fresh perspective.

c. The Principle of Self-Organization

The principle of self-organization holds that every separate entity in the universe possesses an inherent potential, an awareness or consciousness that makes it completely distinctive. A deer shows this awareness as it constantly seeks feedback from its environment, noticing predators or the location of desirable food. Even the deer's immune system has its own awareness as it notices hostile interlopers and sends feedback throughout the body to alert it to the need to fight off illness.

Because of the principle of self-organization, everything is self-ordering, self-maintaining, self-conscious. Everything in the universe possesses a kind of organizing energy, its own inner being, an interior reality that enables it to maintain its distinctive identity. This identity, this one of a kind self, cannot be understood simply by examining a living system's external structure. When we dissect a living system, we reveal only its parts. We do not find its inner being, the self embedded in the structure, the self that gives the organism order, balance, and direction. The self-organization principle that informs and organizes a being's unique identity clearly applies to human beings.

The principle of self-organization requires educators to encourage each student to actualize that student's full potential. In keeping with this principle, the central aim of the CTL system is to help students achieve academic excellence, acquire career skills, and develop character by connecting school work with their own experience and knowledge. When students connect academic material with the context of their own personal circumstances, they are engaged in activities that embody the principle of self-organization. They assume responsible for their own decisions and conduct, appraise alternatives, make choices, develop plans, analyze information, create solutions, and critically evaluate evidence. They collaborate with others to gain new insights and to enlarge their perceptions. In doing these things, students discover their interests, limitations, capacity to persevere, and imaginative powers. They discover who they are and what they can do. They create themselves.¹⁹

6. Strategy of Contextual Teaching and Learning

The implementation of CTL approach in the classroom activities becomes common place throughout United States because this approach is believed to significantly relate the meaning to the students' real world situations. The implementation of CTL, especially REACT (relating, experiencing, applying, cooperating, and transferring) strategies in America, a constructivism method, is used to make students establish their sense of interest, confidence, and a need for understanding. REACT strategies in CTL approach can help students improve their learning. Indonesia has implemented CTL approach. In Indonesia, the CTL

¹⁹ Elaine B. Johnson, *Contextual Teaching and Learning*, United State of America:Corwin Press, 2002, p. 26-34

approach is implemented in various fields, such as mathematics, sciences, social sciences, and languages. Some people have researched the use of CTL approach in the field of education, especially in teaching English as second language. In line with the implementation of CTL or contextual approach, there are some strategies that teachers use in the classroom. Some teachers in America had implemented the strategies. There are five strategies proposed by Crawford (2001) as follows:

a. Relating

Relating is the most powerful element in contextual teaching strategy. It also suggests that students' learning in the context of one's life experiences or preexisting knowledge. In relating, teachers link a new concept to something completely unknown to students. This reaction called "felt meaning." That reaction can be momentous, as when a student finds the solution to a problem that he or she has spent significant time and effort in solving.

b. Experiencing

In contextual approach, one strategy relates to another. The previous statement appears to indicate that relating connects new information to life experiences or prior knowledge that students bring to the classroom. Teachers are able to overcome this obstacle and help students construct new knowledge with hand-on experiences that occur inside the classroom. This strategy is called experiencing. In experiencing, students are learning by doing through exploration, discovery, and invention.

c. Applying

Applying strategy can be defined as learning by putting the concepts to use. Clearly, students can implement the concepts when they are engaged in hands on problem solving activities. Teachers can also motivate a need for understanding the concepts by assigning realistic and relevant exercises. Relating and experiencing are strategies for developing insight, felt meaning, and understanding. Applying is a contextual teaching and learning strategy that develops a deeper sense of meaning.

d. Cooperating

Students are not able to make significant progress in a class when they work individually. On the other hand, students working in small groups can handle that complex problem with little outside help. Teachers using student-led groups to complete exercises or hands-on activities are using the strategy of cooperating. This strategy refers to learning in the context of sharing, responding, and communicating with other learners. Most students feel less self-conscious and can ask questions without feeling embarrassed, when they work with peers in a small group discussion. Another fact of cooperative learning is that it can be counterproductive. For example, some students may not participate in the group processes at all, while others may dominate and the group members may refuse to accept or share responsibility for the group's work. Who are the leading researchers in cooperative learning, have established guidelines to help teachers avoid those negative conditions and create environments where students may be expected to learn concepts at a deeper level of understanding. The guidelines are divided into five points:

structuring positive interdependence within students learning groups; having students interact while completing assignments and ensuring that the interactions are on-task; holding all students individually accountable for completing assignments and not letting them rely overly on the work of others; having students learn to use interpersonal and small group skills; and ensuring that learning groups discuss how well the group functions.

e. Transferring

In traditional classroom, students' roles are to memorize the facts and practice the procedures by working skill drill exercises and word problems. In contrast, in a contextual or constructivist classroom, the teachers' role is expanded to include creating a variety of learning experiences with a focus on understanding rather than memorization. Transferring is a teaching strategy that we define as using knowledge in a new context or novel situation one that has not been covered in class. It suggests that students who learn with understanding can also learn to transfer knowledge.²⁰

7. The Procedure of Contextual Teaching and Learning (CTL) in Teaching Vocabulary Mastery

Seven main components of CTL (constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment) explained above are the main requirements in classroom teaching learning process. Below

²⁰ Intan Satriani, Emi Emilia, & Muhammad Handi Gunawan, 'Contextual Teaching and Learning Approach to Teaching Writing', *Indonesian Journal of Applied Linguistics*, vol.2 No.1, 2012, p.12-13

are the procedures how to apply CTL, including vocabulary class activity, in the classroom teaching learning process.

Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. Teacher need to encourage student to actively involved in learning process and use the student's idea and experience to conduct the learning and whole learning unit.

a. Doing the inquiring activity to achieved desired competences in vocabulary activity.

- 1) The teacher presents the vocabulary material (in the form of certain pictures or visual aid that describes some activities) in which the student need to analyze it by their self.
- 2) Try to challenge the students with their own ideas and conceptions to interpret it.
- 3) Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.

b. Create learning community or learning in groups.

This step will help student to improve their leadership and their cooperation among the student.

- 1) The students discuss the material with their friends and then they present it in front of the class.

- 2) To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.
- c. Questioning as a learning tool. It is useful for improving student's curiosity.
 - 1) The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It will give them more understanding in material discussed.
- d. Do the reflection in the end of learning to make student feel that they have learned something.
 - 1) Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students.
 - 2) Teacher need to engage the students in searching the information that can be applied in solving the problem in their own life. So, the learning process will give them many benefits in their real life.²¹

D. Teaching Vocabulary in a University

Communicative activities as efficient in learning vocabulary. Communicative activities provide a platform for students to carry out meaningful conversations. Through these activities, experts may scaffold novices to learn new words, new items may occur several times, and novices may have the chance to use the words productively. There are a number of different activities, for

²¹ Dewi Marsela, 'The Effect of the Application of Contextual Teaching and Learning (CTL) on the Students' Vocabulary Mastery at Grade Seven of SMP Gajah Mada Bandar Lampung In Academic Year 2013-2014', *The Second International Conference on Education and Language*, Lampung: Bandar Lampung University, 2014, p.296

example, split information activities, ranking information activities and ask-and-answer activities. Psychologically most students can be brave enough to expose errors or express misunderstandings to their interlocutors or group members. Language production may facilitate students' comprehension. Teachers with three guidelines of how to choose and place vocabulary in communicative activities. Firstly there should be few new words in the instructions so as not to hinder the progress of the task. Secondly unfamiliar vocabulary should occur within meaningful contexts, which enables learners to guess the word meaning. Thirdly if the vocabulary is very difficult, pre-explanation or a gloss is necessary. In addition, teachers to incorporate split information activities and ranking information activities: the former elicits an evenly shared conversation and attracts students' attention on word forms; the latter prompts meaning negotiation and deep comprehension.

Moreover, teachers need to flexibly employ different methods in class to facilitate vocabulary learning. They can use semantic strategies to help students build up links between individual words in their memory. They can intentionally elicit students to recall words during class. They can also use visual aids or relate words to social events to enhance students' memory. Communicative activities (split information activities, ranking information activities and ask-and-answer activities) are another effective vocabulary teaching strategy, but teachers need to choose appropriate words and contexts. Extensive reading can help vocabulary learning as well, but teachers need to control the difficulty level of materials, provide the right readings and involve students' active participation. Of course,

there are many other ways of teaching vocabulary and teachers can also develop their own methods according to the features of their classes.

Therefore, as college English teachers, need to answer two major questions concerning vocabulary teaching: what vocabulary should we focus on? And how can we teach vocabulary in the classroom? By reviewing recent western research, teachers teach vocabulary in a sequence according to learners' needs. Also teacher have listed a range of vocabulary learning techniques, and discussed the theories behind them and their learning contexts. Hopefully by so doing teacher can prompt more thinking and more effective teaching strategies on vocabulary instruction.²²

²² Liang Li & Xuan Zhang, 'Teaching Vocabulary in Chinese Universities: What and How?', *Asian Social Science*, Vol. 5 No. 7, July 2009, p.128