
VOCABULARY TEACHING METHODS FOR SECONDARY SCHOOL STUDENTS: A CASE STUDY OF BANGSOMBOON SUBDISTRICT, ONGKHARAK DISTRICT, NAKHON NAYOK PROVINCE

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Abstract

This study explores the methods of English vocabulary instruction used by secondary school teachers and examines students' vocabulary achievement in Bangsomboon Sub-district, Ongkharak District, Nakhon Nayok Province. The research was motivated by the observation that students' difficulties in acquiring English vocabulary are partly due to the instructional approaches used by teachers. Therefore, this study emphasizes the development of teaching strategies for teachers and vocabulary learning for students, incorporating active learning activities to improve instructional effectiveness.

Introduction

In English language instruction, teachers must employ various teaching methods, design suitable learning activities, and utilize appropriate learning materials that cater to students' needs and align with the English learning objectives at each educational level. This approach enhances teaching effectiveness. Proficiency in the English language depends largely on vocabulary knowledge among second and foreign language learners, as well as native speakers; however, despite its vital role, vocabulary development poses several challenges—particularly for non-native students—whose limited vocabulary often results in weak academic performance across language skills, linguistics, literature, and translation courses at the university level (Afza, 2019). One of the biggest things restricting pupils' progress in learning English is a lack of vocabulary.

Vocabulary acquisition is universally recognized as a fundamental component in the process of learning (Abdulazizovna, 2025). To improve the students' proficiency in English, vocabulary teaching is a challenge. From the local context, it is evident that students' difficulties in acquiring vocabulary are partly related to teachers' instructional methods. Therefore, this research emphasizes the development of vocabulary teaching approaches for teachers and the acquisition of vocabulary by students. In collaboration with local agencies, the research team aims to investigate this issue and propose various active learning activities that teachers can apply in vocabulary instruction for secondary school students in the area. These activities allow students to practice vocabulary through a variety of language tasks and games. The activities and games used in this study include Active Reading, Brainstorming, Concept Mapping, Gallery Walk, Jigsaw, Bingo, Word Chain, Word Formation, and

Hangman. After implementing these vocabulary teaching activities, the researchers assessed students' vocabulary achievement using a vocabulary test. Teachers and students also completed satisfaction questionnaires. The results of this study will serve as a guideline for improving vocabulary instruction among English teachers in the area, ultimately enhancing instructional effectiveness. Effective vocabulary acquisition requires English vocabulary learning strategies. Key tasks include identifying important words and teaching learners how to use various methods. Since successful learners employ a wide range of approaches, explicit instruction and training in these strategies boost vocabulary knowledge and overall language proficiency (Panpan, Yordchim, Sukamolson, Jarupan & Aghaei, 2024)

Research Objectives

1. To investigate English teachers' opinions on vocabulary teaching methods at the secondary school level in Bangsomboon Sub-district, Ongkharak District, Nakhon Nayok Province.
2. To study effective vocabulary teaching approaches suitable for secondary school students in the same area.

Methodology

Participants in this study were five secondary school English teachers in Bangsombun Subdistrict. The primary data collection tool was a structured questionnaire measuring teachers' opinions on various aspects of reading instruction strategies. Descriptive statistics, including mean (M), standard deviation (S.D.), and median (Med), were used to analyze the data.

Data Collection

1. Conduct interviews with community leaders, local business representatives, and residents in the area to gather their opinions.
2. Examine the problems and instructional approaches used by English teachers in vocabulary teaching. The research population consisted of thirty secondary school English teachers from Bangsomboon Sub-district, Ongkharak District, Nakhon Nayok Province, who were teaching English during the first semester of the academic year 2023 (Semester 1/2023).

Findings and Discussion

1. English teachers' opinions on vocabulary teaching methods

The study analyzed teachers' opinions on vocabulary teaching methods and students' vocabulary achievement across ten components. The overall results (Mean = 4.25, S.D. = .129) indicate a high level of agreement among teachers. The highest rating was given to "Teaching Resources and Tools" (Mean = 4.7, S.D. = .071), followed by "Vocabulary Learning Strategies" (Mean = 4.4, S.D. = .058) and "General Teaching Approaches" (Mean = 4.33, S.D. = .261). The component "Cultural Relevance and Local Context" received the lowest mean score, although it was still at a high level (Mean = 4.0, SD = 0.0).

use (Med = 4). These practices are consistent with the recommendations of vocabulary teaching experts (Brookfield, 2005; Lado, 1996; Mackey, 1997; Sangrawee Donkaewbua, 2015; Bandit Chatwiroj, 2006), who suggest methods such as using definitions, real objects, contextual guessing, vocabulary games (e.g., Scrabble, crossword puzzles), opposites, synonyms, translation, pictorial aids, gestures, field trips, and context-based activities.

Furthermore, high levels of teacher agreement were observed regarding the importance of assessment, individual differences, learner participation, and motivation. This supports the active learning framework recommended by educational authorities (Office of Academic and Educational Standards, 2017) and scholars (Brookfield, 2005), emphasizing class discussions, pair and group activities, debates, video reactions, small group discussions, class games, short writing exercises, and various online and in-person interactive activities. These approaches not only foster vocabulary acquisition but also improve students' critical thinking, synthesis skills, and engagement.

The study also highlighted teachers' strong interest in professional development, ongoing access to updated vocabulary teaching strategies, and the integration of specific resources to improve instructional effectiveness. Continuous inquiry into new teaching methods reflects their commitment to achieving long-term educational goals for vocabulary instruction in the local context.

Recommendations

1. Professional Development Workshops: Relevant agencies should organize hands-on workshops to train secondary school English teachers in active learning approaches for vocabulary instruction. These workshops should include diverse vocabulary practice activities such as active reading tasks, vocabulary games (e.g., Bingo, word chains, word formation, Hangman), and language-based games. After implementing these activities, teachers can assess students' vocabulary achievement through tests and satisfaction questionnaires, using the findings to enhance instructional effectiveness further.

2. Resource and Infrastructure Support: Local authorities should allocate budgets to provide teaching resources and tools, support professional development programs for teachers, and develop teaching materials related to local culture and lifestyle. Investments in telecommunications infrastructure, such as high-speed internet, will facilitate efficient research, teaching, and learning processes.

Conclusion

This study demonstrates the importance of active learning and contextually relevant vocabulary instruction in enhancing students' vocabulary achievement. For EFL students, learning science in English or learning English through popular science texts can be challenging, as they are unfamiliar with technical vocabulary (Lieungnapar, 2020). Teachers' positive perceptions towards varied and student-centered teaching methods underline the need for continuous professional development, resource support, and collaborative efforts among stakeholders to achieve effective vocabulary instruction outcomes in secondary education.

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