Teaching and Learning Vocabulary Techniques for ESL Program: BELTEI International School

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Abstract: The study investigates the factors contributing to poor English linguistic performance among students in three high schools such as (1) BELTEI International School (2) American Bridges International School (3) Prek Anhchanh Campus. It aims to challenge ESL students' weak vocabulary skills, develop English vocabulary based on learners' proficiency, and use various resources and materials to create engaging and interactive vocabulary lessons. The study uses mixed methods and the Yamane (1997) formula and purposive sampling is the method. Data was collected through questionnaires and interviews with teachers. Findings showed that students faced various learning preferences and techniques, including reading, multimedia, vocabulary quizzes, games, activities, contextual learning, writing, and group work. Solutions included interactive teaching methods, contextualized learning, proficiency-based learning, and reading, communication, and assessment tools. Teachers suggested integrating reading-centric activities, encouraging extended reading practices outside the classroom, using flashcards and mnemonic devices, incorporating collaborative group activities, employing multimedia strategies, improving student motivation, increasing group competitions, offering workshops, strengthening personalized feedback, introducing frequent vocabulary quizzes and journals, and assisting students in setting personal vocabulary goals.

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I. INTRODUCTION

Vocabulary is a crucial component of language acquisition, essential for communication across all ages and proficiency levels (Alqahtani, 2015). As noted by Nation and Webb (2011), vocabulary acquisition goes beyond mere memorization; it involves recognizing and producing words, understanding their meanings and usage, and grasping their connections to grammar, syntax, and context. Effective vocabulary instruction employs various strategies, such as explicit teaching, rich language exposure, meaningful practice, and multimedia use (Laufer, 1997). Moreover, vocabulary teaching enhances not only linguistic proficiency but also social and cultural knowledge, which is vital in multilingual and multicultural contexts.

In Cambodia, English language education has evolved significantly since its introduction during the Khmer Republic era (1970-1975) but faced setbacks during the Khmer Rouge regime (1975- 1979), where foreign languages were suppressed (Neau, 2003). After the regime's fall, English teaching was slow to resume due to communist influence, which favored Russian and Vietnamese (Igawa, 2008). Only in the 1980s did Cambodia begin to embrace English as a second language, and by the 1990s, it became a mandatory subject in schools, facilitating international trade and economic opportunities (Moore & Bounchan, 2010).

Despite these advancements, there are persistent challenges in the quality of English language education in Cambodia, especially in teaching and learning vocabulary in ESL programs (Nation, 1994). These challenges include limited exposure to English outside the classroom, over-reliance on memorization, difficulties with idiomatic expressions, and inadequate resources, which hinder effective communication and language proficiency (Qian & Schedl, 2004; Murthy, 2020; Joe, 2008; Harald & Claudia, 2006; Volker & David, 2006; Cruttenden, 2014). A notable gap exists in research specifically focused on vocabulary teaching and learning techniques within Cambodian ESL younger learner contexts. Current studies often do not align with the specific needs of young learners in this setting, highlighting the need for targeted research in vocabulary instruction strategies tailored to this context. This study aims to fill this gap by exploring effective vocabulary teaching and learning techniques for ESL students in Cambodia languages institutions.

A. Statement of Problem

Teaching and mastering vocabulary in ESL programs is a crucial topic in language education. Vocabulary plays a vital function in helping learners to communicate successfully (Nation, 2001; Schmitt, 2000). However, learners at many institutions such as BELTEI International Campus 24, Aii Language Centre Chroy Chongvar Campus, and American Bridge International School Prek Anhchanh Campus face significant challenges in acquiring a broad variety of vocabulary. An overreliance on memorizing techniques leads in weak comprehension and poor recall. Additionally, the absence of vocabulary-focused resources (e.g., reading materials, activities, and audio tools) limits possibilities for successful language learning. Pronunciation challenges further worsen the situation, as learners struggle with small phonetic distinctions, leading to misunderstandings and lost confidence in verbal communication. These obstacles are typical across many ESL situations, where limited exposure to English outside the classroom (Al Hosni, 2014) and the difficulty of English vocabulary and grammar (Gan, 2013) hamper acquisition. Such issues relate to poor academic achievement, disengagement, and a lack of motivation (Valencia & Buly, 2004; Tahir et al., 2020).

Addressing these challenges demands good teaching practices. Techniques such as specific vocabulary training, employing context clues, visual aids, and interactive technology-based tools have been found to promote vocabulary retention and student engagement (Graves & Graves, 2006; Neuman & Wright, 2014; Hashim et al., 2017).

B. Research Questions

➤ *To address these issues, the following research questions will be investigated:*

- What challenges do students face with their learning English vocabulary?
- How effective strategies are applied to develop students learning vocabulary?
- What resources can teachers and learners use to develop engaging and interactive vocabulary lessons?

C. Significance

This study focuses on investigating vocabulary acquisition strategies in English as a Second Language (ESL) programs at three Cambodian educational institutions: BELTEI International Campus 24 (BELTEI B24), Aii Language Centre Chroy Chongvar Campus (Aii CCV), and American Bridge International School Prek Anhchanh Campus (ABIS PA). The research targets young learners at competence levels ranging from A1 (Beginner) to B1 (Lower Intermediate), highlighting the necessity of good vocabulary education at these important phases of language development. At the A1 level, students need to master core vocabulary to establish confidence in using simple words and sentences. As learners continue to the B1 level, more advanced vocabulary is necessary to convey complex concepts, engage in discussions, and grasp literature successfully. Without suitable tools, students frequently rely on rote memorization, resulting in shallow comprehension, poor retention, and disengagement from learning. Therefore, developing and implementing instructional approaches appropriate to these learners' requirements is vital for building long-term language skills.

II. LITERATURE REVIEW

Table 1: Definitions/Key Terms

| Terms	Meanings	Citations
Vocabulary	The word vocabulary is usually an uncountable noun. If the word "vocabulary" is an uncountable noun it is singular and refers to a collection of words and phrases. You cannot say a vocabulary or vocabularies as a countable noun to refer to "words"; you must say "words, phrases". The word "vocabulary" is often used as a classifying adjective: "vocabulary game", "vocabulary list etc." However, we can use "vocabulary" as a singular, countable noun when we talk about different types of vocabulary lists: "the Lower Secondary vocabulary; a special vocabulary for medical English.	Roth Hok, (2011-2012), P51.
Teaching Vocabulary	Teachers must plan to ensure students are learning the words that are most useful to the macro skills[1]. Vocabulary is essential for learning a foreign language, connecting the four skills of speaking, listening, reading and writing[2].	Webb, Stuart, and Paul Nation (2012) Huyen, Nguyen T., and Khuat TN., (2003)
Technique	a skillful or efficient way of doing or achieving something	Oxford Languages and Google
ESL	English as a Second Language: the teaching of English to speakers of other languages who live in a country where English is an official or important language.	Cambridge Advanced Learner's Dictionary 3rd Edition

➤ *Conceptual Framework*
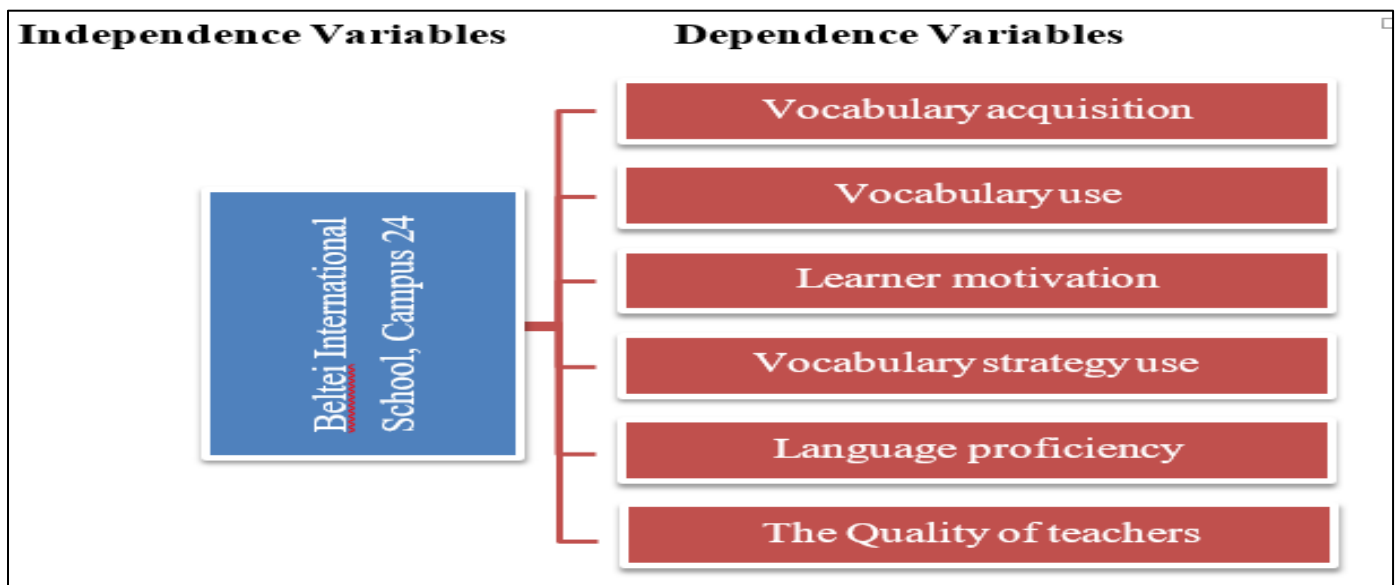
Fig 1: Research Framework
Source: Author

III. METHODS

The study is designed to investigate on teaching and learning vocabulary techniques. Therefore, this research was conducted with three different high schools where locate in Kandal Province and Phnom Penh City. (1) BELTEI International School, (2) ABIS PA which is located at Kandal Province, (3) Aii CCV, locates in Phnom Penh City. Data collection includes quantitative and qualitative data, inclusive of pretest and posttest scores, surveys, focus group interviews, and online questionnaire (Sam et al., 2025). Interventions include direct instruction, contextualized learning, vocabulary games, and digital tools. Data analysis includes paired t-tests, qualitative data, and mixed-methods integration (Chey, 2019).

Table 2: Research Design

Research Design	Quantitative & Qualitative case study
Setting	(1) Kandal, (2) ELTEI International School, Campus 24, (3) American Bridge International School, Prek Anhchanh Campus, Aii Language Centre, Chroy Chongva Campus, Phnom Penh.
Participants	115 academics (1 Campus Director, 1 Vice Principals, and 3 Academic Studies, 14 ESL Teachers)/96 of ESL young learner students) - (Yamane Formula).
Sampling Strategies	Mixed purposeful sampling, simple random sampling, and Sampling Techniques.
Purposive Sampling	To choose for a specific purpose such as one or two schools, two or three groups of students, and a particular group of teachers.
Simple Random Sampling	Provide equal chance of being selected to each respondent to involve in the study.
Data collection	Survey Questionnaires, Interview, and Instructors' experience.
Data analysis	Quantitative and Qualitative content analysis.
Research ethics	Human Research Ethics Approval by (Dr. IN Channdy, Dr. ROS Paradise).

Table 3: Research Participants

	Participant category	Number and gender of participants							
		BELTEI B24		ABIS PA		Aii CCV		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
Research participants	School Principles	1	-	-	-	-	-	1	-
	Vice Principal	1	-	-	-	-	-	1	-
	Academic Studies	-	1	-	1	-	1	-	3
	ESL Teachers	7	1	2	1	2	1	11	3
	Young Learners	17	19	15	11	17	17	49	47
	Subtotal	26	21	17	13	19	19	62	53
	Grand Total	47		30		38		115	

➢ *Step 1: Yamane (1997)*

$$n = \frac{\overline{N}}{1+Ne^2}$$

$$n = \frac{2531}{1+2531(0.1)^2}$$

$$= 96$$

n = Sample

N = the total number of ESL Young Learner Level target from 3 International Schools

e = 10%

➢ *Step 2: Use proportional formula*

- In BELTEI B24 = 961 students

Based on Proportional: 961 = 96 sample

961 = x

$$\Rightarrow \quad X = \frac{961 \times 96}{2531} = 36$$

In Aii CCV = 897 students

Based on Proportional: 897 = 96 sample

897 = x

$$\Rightarrow \quad X = \frac{897 \times 96}{2531} = 34$$

In ABIS PA = 673 students

Based on Proportional: 673 = 96 sample

673 = x

$$\Rightarrow \quad X = \frac{673 \times 96}{2531} = 26$$

In step 2 in order to choose students from 96 sample size evenly I used proportional methods to calculate it. Therefore, 36 students were chosen from Level A1 to B1 in BELTEI B24, 34 students from Level A1 to B1 in Aii CCV, and 26 students from Level A1 to B1 in ABIS PA. In this study, I picked 14 instructors of English as a Second Language. There were 8 ESL instructors from BELTEI B24, 3 ESL teachers from Aii CCV and 3 ESL teachers from ABIS PA.

A. Data Collection Instruments

This study is employed mixed methods research as our research design. According to Creswell (2018), mixed methods involve the collection and mixing of both quantitative and qualitative data in a study. Mixed methods research is an approach to investigation involving collecting both quantitative and qualitative data, mixing the two forms of data, and using.

B. Statistical Treatment and Analysis

The research study on vocabulary teaching and learning methodologies at BELTEI B24, Aii CCV and ABIS PA combine statistical tools and analysis to evaluate collected data and generate appropriate conclusions. The process begins with data cleansing and preparation, which encompasses screening for missing numbers, exceptions, and variances. Descriptive statistics are used to define the data set, presenting an overview of its properties. Moreover, Creswell (2018) noted that data analysis in mixed methods study comprises three stages. First, assess the quantitative data in statistical findings. Second, examine the qualitative data by classifying the data and collapsing the codes into broad themes. Third, combining the results from both qualitative and quantitative studies. Based on data analysis, after collecting the data from the respondents via online questionnaire, I will use a statistics program SPSS software 21 version in order to analyze data to know the outcome of the study. In quantitative data analysis, I entered data from the online questionnaire into SPSS software 21 version in the variable view.

C. Sampling Techniques

In this study, I decided to choose simple random sampling as my sampling techniques in quantitative study because it provides equal chance of being selected to each respondent to involve in my study. Similarly, I also choose purposive sampling as our sampling techniques in qualitative study because it provides appropriate condition for my qualitative study. Sampling is a strategy used to choose randomly from among the target sample's population for inclusion in the study. According to Bhojanna (2012), sampling is a technique used to choose items from a population that interests me while also allowing me to generalize my findings back to the group I was picked from. On the other hand, in mixed method research, I am constrained by a predetermined sample size that is dependent on additional factors aside from the resources at my disposal. A mixed method approach also includes both quantitative and qualitative research. In qualitative research, I am guided by my assessment of who is likely to participate, but in quantitative research, I am guided by my desire to choose a random sample give me the most accurate information, Kumar (2011). Because it gives every responder an equal chance of being chosen to participate in my survey, I chose simple random sampling as my sampling approach in my research study. Similar to this, because purposive sampling offers the ideal conditions for my qualitative investigation, I likewise use it as one of my sample approaches.

Table 4: Sampling Strategies

	Sampling Strategies	Characteristics	Type of participants
Sampling strategies	Simple Random Sampling	Provides equal chance of being selected to each respondent to involve in my study.	-Teachers -Classes -Students
	Purposive Sampling	Selects samples based on crucial criteria. Ideal for controlling specific variables. Suitable for studies with specific emphasis.	-School -Teachers -Students

D. Simple Random Sampling

According to Cohen, Manion & Morrison (2018), purposive sampling often uses in qualitative research. Researchers choose the cases to be included in the sample on the basis of their judgement of their typicality or control of the particular characteristic being selected, and collect the sample to meet their specific needs. A purposive sample has been chosen for a specific purpose such as one or two schools, two or three groups of students, and a particular group of teachers. In my study, I decided to choose BELTEI B24, Aii CCV and ABIS PA to be my purposive sampling because this high school locates in the edge of Phnom Penh city, and they are near my working place then I spend only a small amount of money to conduct this study that is the reason why I choose these private schools for my purposive sampling. Similarly, I also choose a school Campus Director (C.D), a Vice Principal (V.P) in these high schools to involve in my study in the purpose of gaining the history of these private schools and students' demographics. Also, I need to invite some ESL teachers to contribute in my study particularly in order to gain

in-depth information related to my study and he also provides me with the appropriate sample in the qualitative study.

E. Data Validity and Reliability

The study accurately assesses or represents the issues it examines. In a research study on vocabulary teaching and learning approaches at BELTEI B24, Aii CCV, and ABIS PA, several factors must be considered to ensure credibility and reliability. Internal validity involves the study's design and methodology, while external validity refers to the generalizability of the results beyond specific environments. To enhance external validity, diverse participants, varying English proficiency and learning styles and comparisons with existing literature can be used. Construct validity ensures the research accurately captures theoretical constructs or ideas, while content validity ensures the research tools and measurements accurately reflect the study's scope and relevance. Conclusion validity ensures the accuracy and reliability of the inferences drawn from the data analysis.

Research reliability is crucial for ensuring consistency, stability, and replicability in vocabulary teaching and learning methodologies at BELTEI B24, Aii Language Centre Chroy Changvar Campus (Aii CCV), and American Bridge International School Prek Leap Campus (ABIS PA). Strategies to strengthen dependability include measurement reliability, inter-rater reliability tests for qualitative data coding, test-retest reliability, internal consistency reliability, and data collection reliability. Standardizing vocabulary assessment tools, questionnaires, and interview protocols through pilot testing, conducting inter-rater reliability tests for qualitative data coding, and re-administering vocabulary tests or surveys at intervals are essential for ensuring agreement among coders across the three institutions. Training data collectors, providing clear instructions, and monitoring the data collection process contribute to dependable results.

IV. RESEARCH FINDINGS

The research findings reveal major obstacles experienced by students at BELTEI B24, Aii CCV, and ABIS PA in acquiring English vocabulary.

A. Quantitative Data Analysis through questionnaires

➤ School Demographics

After we met and interviewed the school principals of BELTEI B24, Aii Language Centre Chroy Changvar Campus (Aii CCV), and American Bridge International School Prek Leap Campus (ABIS PA), we gathered information about their demographics. BELTEI B24, is located in Prek Tamak village, Prek Tamak commune, Khsach Kandal district, Kandal province near the Kampong Cham border. At its inception, it consisted of one building with 173 rooms but only utilized the ground floor and the first floor, serving a limited number of students. Built with brick and covered with tile roofs, the school initially offered level 1 to level 12 in English with an enrollment of 961 students in 2023. Currently, BELTEI B24 offers ESL, CSL, and computer skills programs and has a staff of 38 teachers (at least bachelor degree). Aii CCV is located in the Chroy Changvar district of Phnom Penh. It started with one building and a small number of students but has since expanded to include 8 floors and 38 classrooms but only 28 rooms serving both young learners and adults. The school offers a variety of programs, including ESL, CSL, TSL and business English, and has grown to accommodate 897 students in 2023. The staff consists of 58 teachers (there are 28 Expatriate teachers).

ABIS PA, situated in Prek Leap, edge of Phnom Penh. It began with a focus on primary and lower secondary education, with only 562 students initially enrolled. Over the years, the school expanded to offer a wider range of academic and extracurricular programs, including ESL and Computer courses. As of the latest academic year 2023, ABIS PA has 673 students and employs 23 teachers. The students at ABIS PA come from various parts of Phnom Penh and neighboring villages, fostering an inclusive educational community.
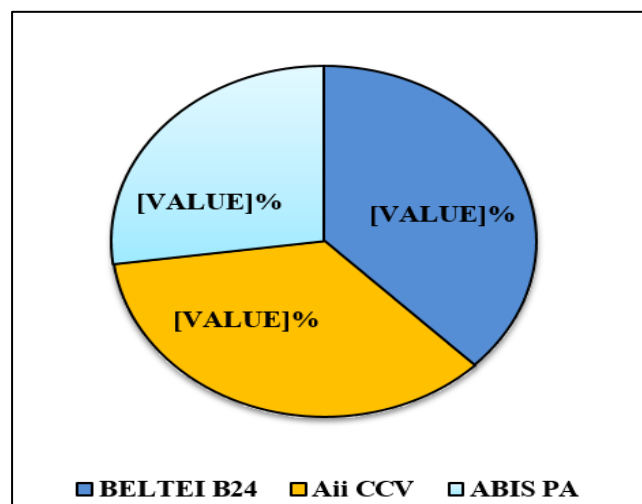
➤ High School Names

Fig 2: Number of Students in 3 Different Schools.

The participants involved in this study were 96 students who were in level A1 to B1 from three different high schools. The students who come from BELTEI International School, Campus 24 were 37.5%, Aii Language Center Chroy Chongva Campus were 35.4 %, and American Bridge International School, Prek Anhchanh Campus were 27.1%.

➤ Students Demographics

The study involved a total of 96 participants, all of whom were students situated across levels A1 to B1 from 3 various schools specifically; there were 36 participants from BELTEI B24, 34 from Aii CCV, and 26 from ABIS PA. The selection of participants was carried out through random sampling from 9 distinct classes. Understanding the demographics of students is vital in research focusing on teaching and learning vocabulary approaches for ESL programs at the young learner level. In this study, 96 students participated, with complete data collected on their age, gender, siblings, and parental employment. This demographic information provides insights into students' backgrounds, which can greatly influence their learning experiences, language development, and academic performance.

The age distribution shows that the largest group of pupils (36.5%) is over 18 years old, followed by 33.3% aged 12 to 15, 25.0% aged 15 to 18, and 5.2% below 12. This variety of ages shows the need to customize vocabulary teaching tactics to different developmental phases, since younger and older learners may require distinct instructional strategies and degrees of involvement. Gender balance is virtually equal, with 49 female students (49.0%) and 47 male students (51.0%), indicating that teaching strategies must also address gender- inclusive practices to stimulate engagement from all students.

Family size data suggests that most students came from homes with two or three siblings, accounting for 35.4% and 25.0% of the sample, respectively. Meanwhile, 9.4% are single children, and 6.3% have six siblings, with lesser percentages reporting different family sizes. These family

dynamics can affect pupils' access to learning resources, parental involvement, and the time available for language practice, which are essential elements in vocabulary acquisition.

Parental occupations provide further information into the socioeconomic circumstances of the learners. Fathers are mostly farmers (27.1%) or active in business (19.8%) and private work (17.7%), while a handful are teachers, civil servants, or military. Similarly, 26.0% of moms are housewives, followed by 24.0% working as farmers, 12.5% as private workers, and 12.5% as sellers. Knowing parents' occupations helps uncover patterns in students' exposure to English outside of school. For example, children from

business-oriented households may have greater opportunities to connect with English in real-life contexts, whereas those from farming homes may require additional classroom support.

These demographic findings are crucial for devising effective vocabulary teaching approaches customized to young learners. Understanding the students' origins allows educators to build materials that represent their experiences, provide related examples, and plan activities that cater to varied learning needs. It also guarantees that teaching approaches are inclusive, culturally sensitive, and connected with the realities of the students' home contexts, ultimately boosting the success of ESL instruction.

Table 5: The Summary of Students' Demographics

Statistics					
		Age	**Gender**	**Siblings**	**Father's Job**	**Mother's Job**
N	Valid	96	96	96	96	96
	Missing	0	0	0	0	0

Age					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	12 to 15	32	33.3	33.3	33.3
	15 to 18	24	25.0	25.0	58.3
	Below 12	5	5.2	5.2	63.5
	Over 18	35	36.5	36.5	100.0
	Total	96	100.0	100.0	

Gender					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Female	47	49.0	49.0	49.0
	Male	49	51.0	51.0	100.0
	Total	96	100.0	100.0	

Siblings					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Single	9	9.4	9.4	9.4
	2	34	35.4	35.4	44.8
	3	24	25.0	25.0	69.8
	4	11	11.5	11.5	81.3
	5	11	11.5	11.5	92.7
	6	6	6.3	6.3	99.0
	Other	1	1.0	1.0	100.0
	Total	96	100.0	100.0	

Father's Job					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Accountant	1	1.0	1.0	1.0
	Banker	2	2.1	2.1	3.1
	Builder	1	1.0	1.0	4.2
	Business man	19	19.8	19.8	24.0
	Carpenter	1	1.0	1.0	25.0
	Cashier	1	1.0	1.0	26.0
	Seller	12	12.5	12.5	97.9
	Shop Keeper	1	1.0	1.0	99.0
	Teacher	1	1.0	1.0	100.0
	Total	**96**	**100.0**	**100.0**	

➢ *Research Question 1: What Challenges do Students Face with their Learning English Vocabulary?*

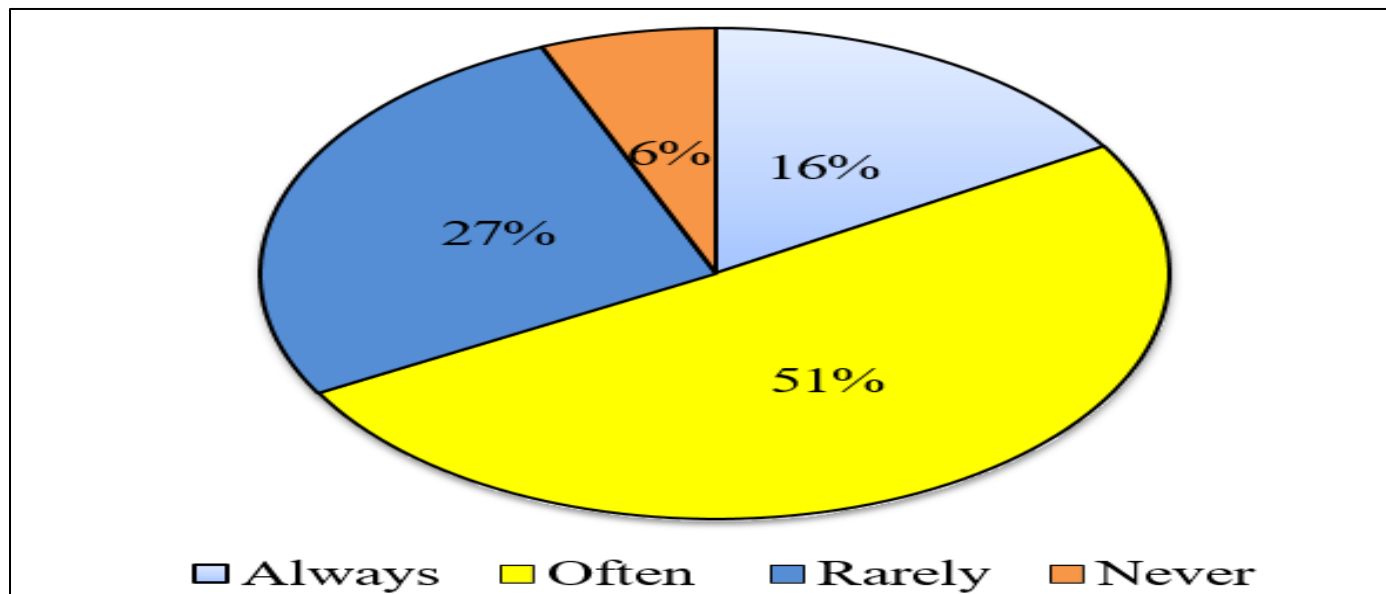● *Students Study Background and Diverse Perspectives*

Fig 3: How often students read vocabulary book?

Based on figure 3 it can be observed that the biggest proportion students from three different schools often read English Vocabulary book were (51%), always read English Vocabulary book were (16 %), rarely read English Vocabulary book were (27%), and never read English Vocabulary book were (6%). It means that most all of them often read English Vocabulary books, yet they still have issues with English Vocabulary.

The quantitative data analysis offers useful insights into students' behaviors, preferences, and obstacles in learning vocabulary within the ESL curriculum for young learners in these three schools. The data demonstrates that students adopt varied strategies, reflecting their engagement with learning activities, their ability to absorb new language, and the specific obstacles they experience. Game-based activities play a key role in vocabulary acquisition, with 54.2% of students frequently participating in word games and 28.1% engaged occasionally. Only 3.1% reported never utilizing games, emphasizing the efficacy of interactive learning settings. Gamification appears as a great strategy to boost engagement and promote language retention. However, pupils also experience challenges, especially in separating related words like "effect" and "affect". Challenges with spelling were noted by 44.8% of pupils, followed by challenges with pronunciation (29.2%) and parts of speech (21.9%), showing the need for specific guidance in these areas.

Table 6: The Summary of Students' study Background and Diverse Perspectives

Learn Vocabulary in Game Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	3.1	3.1	3.1
	Rarely	6	6.3	6.3	9.4
	Sometimes	35	36.5	36.5	45.8
	Usually	52	54.2	54.2	100.0
	Total	96	100.0	100.0	
Differentiate similar words "effect" and affect"					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All above	2	2.1	2.1	2.1
	All wrong about part of speech, pronunciation, spelling, and meaning	1	1.0	1.0	3.1
	Definition	1	1.0	1.0	4.2
	Part of speech	21	21.9	21.9	26.0
	Pronunciation	28	29.2	29.2	55.2
	Spelling	43	44.8	44.8	100.0
	Total	96	100.0	100.0	

The research further demonstrates numerous strategies students utilize to practice new vocabulary, underlining the relevance of varied learning methodologies by students' diverse practices. Many students engage in talks with friends, professors, classmates, or family members, illustrating the role of social engagement in language acquisition. Others prefer autonomous tactics such as sentence generation, role-playing, or repetition. Digital technologies are also widely welcomed, with pupils utilizing ChatGPT, Google Translate, and games, alongside exploring platforms like TikTok, and YouTube. Traditional methods reading books, consulting dictionaries, and watching subtitled videos remain part of their daily routines.

These findings imply that teachers should use a blended teaching style that blends interactive, independent, and technology-based tactics to accommodate varied student demands. Encouraging interaction within and outside the classroom, supporting role-play, and guiding students to construct individualized phrases can boost vocabulary acquisition. Integrating gamified tools and digital resources will further improve student engagement, while teachers can also support informal learning through media, recommending practical channels like YouTube for further language exposure. Tailoring lessons to meet obstacles in spelling, pronunciation, and grammar will help students overcome linguistic difficulties and develop meaningful vocabulary growth. By aligning their teaching tactics with students' interests and learning habits, teachers can improve the effectiveness of ESL programs and create a more engaging and supportive learning environment.
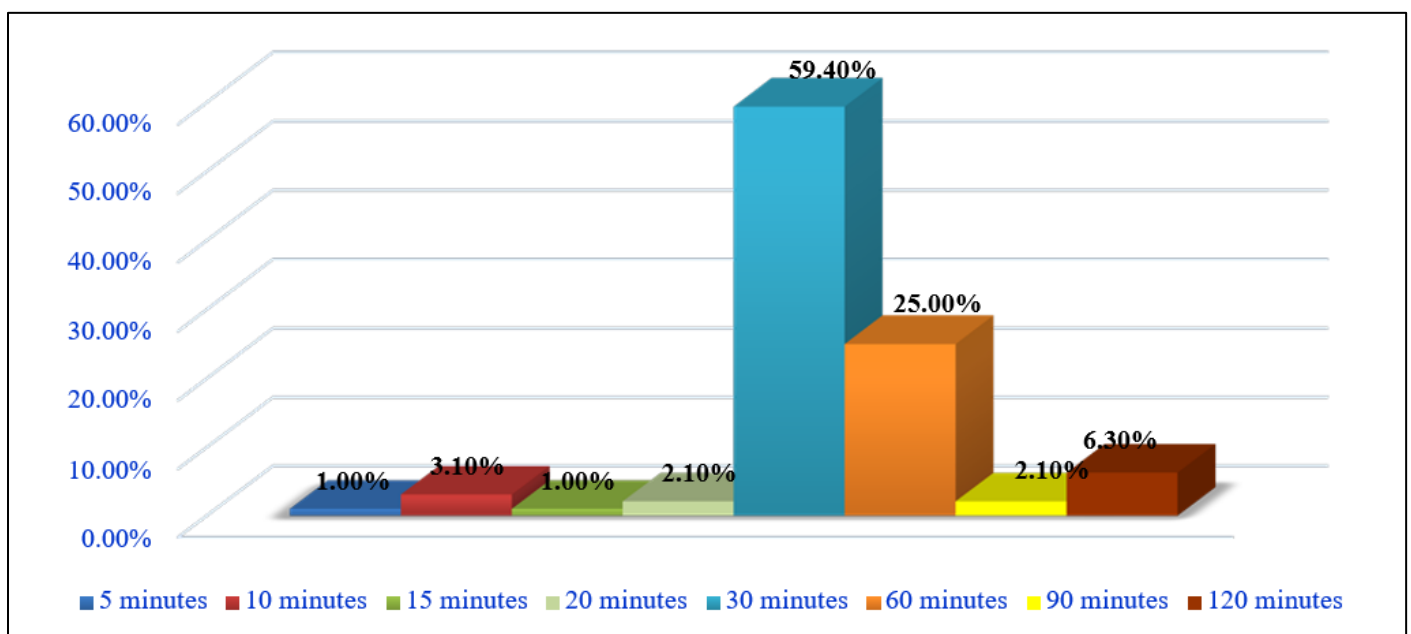

Fig 4: How Many Minutes do you Study Vocabulary Per Day?

The data shows how much time students from three schools spend studying English vocabulary daily. Out of 96 respondents, the majority (59.4%) dedicate 30 minutes each day to vocabulary study. Additionally, 25% of students spend 60 minutes daily, indicating a significant portion investing considerable time in English learning. A smaller percentage (6.3%) study for 120 minutes, while only 2.1% dedicate 90 minutes. Notably, brief study durations are reported by a few students: 3.1% study for 10 minutes, 2.1% for 20 minutes, and 1% each for 15 minutes and 5 minutes. Overall, these findings reflect diverse study habits, with most students opting for a moderate 30-minute routine, contributing to the cumulative efforts across the schools, as depicted in Figure 4.
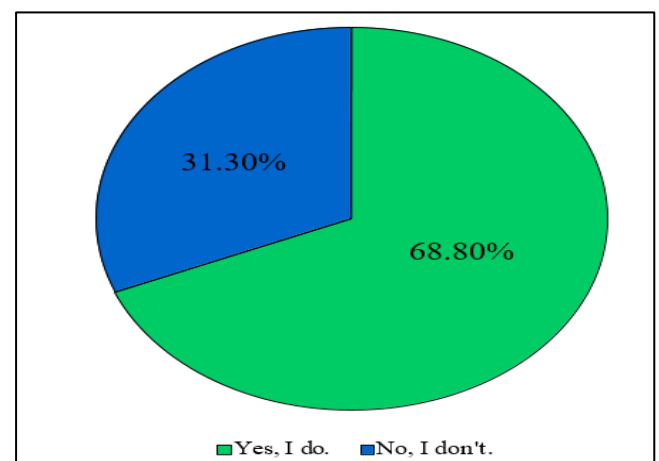

Fig 5: Do you have Challenges with Vocabulary?

The findings illustrated in Figure 5 reveal a pervasive issue among the majority of students concerning the acquisition of new English vocabulary, as evidenced by a significant proportion of 68.80%. Conversely, a minority of students, representing just 31.30%, appear to display

proficiency without difficulty in acquiring new English vocabulary. From these statistics, it can be inferred that a considerable fraction of pupils registered at BELTEI B24, Aii CCV and ABIS PA find difficulty when it comes to acquiring new English vocabulary.
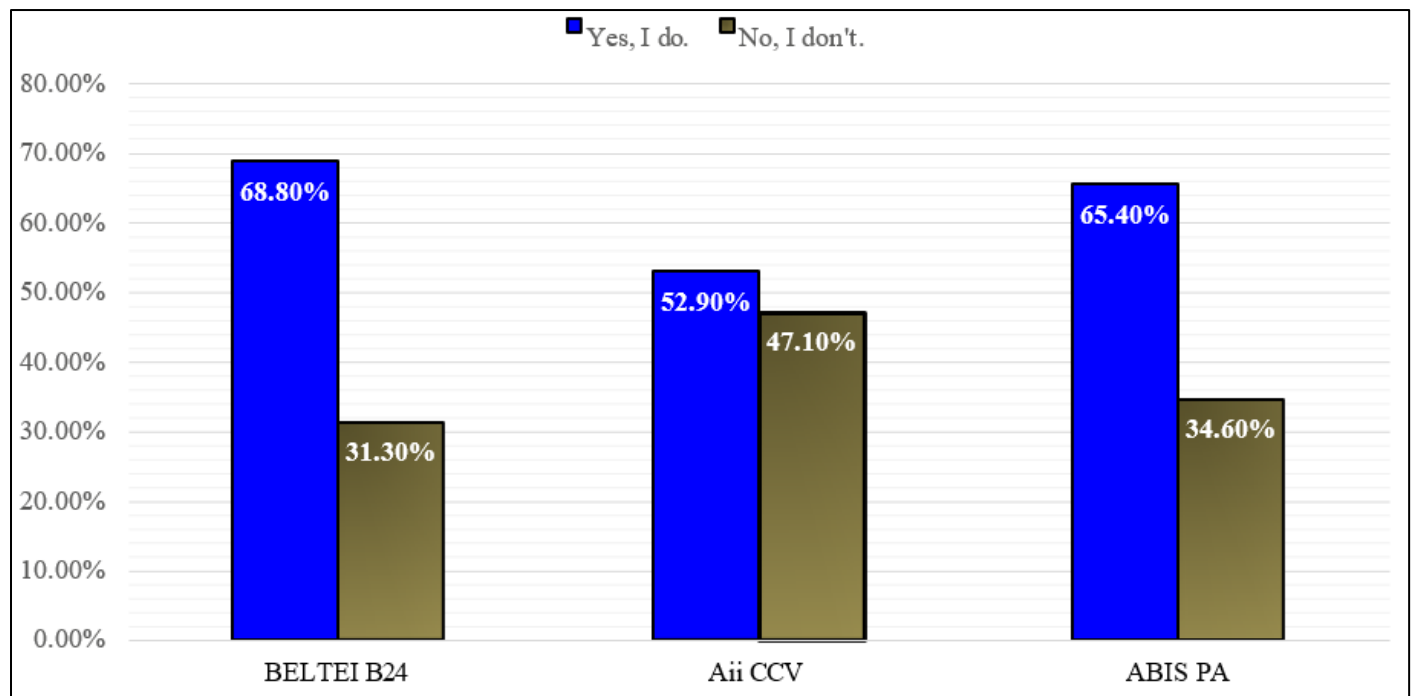

Fig 6: Challenges with Vocabulary in Each School

Figure 6 illustrates that the proportion of pupils encountering problems differs among the three institutions. At ABIS PA, 65.4% of pupils reported encountering difficulties, whereas 34.6% stated they did not. Aii CCV exhibits a more equitable outcome, with 52.9% of pupils encountering difficulties and 47.1% not confronting issues. In comparison, BELTEI B24 displays the highest proportion of pupils encountering issues, with 68.8% reporting difficulties, while 31.3% did not. These variations show that students at BELTEI B24 and ABIS PA encounter more obstacles compared to those at Aii CCV, where fewer students reported difficulty. Each school's distinct environment may contribute to these variations, underlining the need for targeted assistance solutions to address the individual issues pupils confront.

- *Challenges for ESL Students Who Weak in English Vocabulary Skills*

The data from three schools indicate numerous significant obstacles encountered by ESL students with inadequate vocabulary abilities, categorized into four groupings for examination. The initial cluster, Vocabulary Acquisition Habits (**VAH**), reveals that 24.9% of students disagree with experiencing difficulties in this domain, whereas 37.76% slightly agree and 38.15% agree, suggesting a varied degree of engagement with vocabulary enhancement activities. Principal obstacles in this cluster encompass irregular daily vocabulary exercise, restricted application of strategies such as recording new terms or acquiring synonyms, and inadequate exposure to reading resources. Furthermore, numerous students encounter difficulties in grasping prefixes and suffixes, hindering their word comprehension, and only a limited few participate in entertaining educational activities such as word games and puzzles.

The second cluster, Speaking, Pronunciation, and Social Interaction (**SPSI**), indicates that 30.73% of students disagree with encountering substantial obstacles, whereas 30.47% partially agree and 38.80% agree, highlighting a considerable difficulty with oral practice and social interaction. A key hurdle is the lack of interaction with native speakers, which limits possibilities to develop pronunciation and vocabulary. Numerous pupils encounter challenges in conceptualizing in English without resorting to translation from their home language. Social barriers are evident, as certain students exhibit excessive shyness when reading aloud in class or engaging in study groups, adversely impacting their oral communication abilities and collaboration with peers.

The third cluster, Listening and Use of Digital Resources (**LUDR**), indicates that 29.17% of students disagree with encountering obstacles in this domain, while 39.32% slightly agree and 31.51% agree, reflecting a moderate level of difficulty. Some students struggle with using digital resources like language learning applications or online platforms to augment their academics. Some individuals encounter difficulties in engaging with English-language media, including podcasts and television programs, owing to insufficient foundation knowledge. Listening tasks, such as completing missing words in songs, also prove tough, and many students are ignorant of how to harness social media to practice their English with other learners.

The last cluster, Motivation, Course Attendance, and Academic Challenges (**MCA**), highlights motivational and academic obstacles, with 21.88% of students disagreeing, 37.76% slightly agreeing, and 40.36% agreeing that these concerns impair their learning. Although students appreciate the need of learning new terms, they often lack the strategies or drive to do so efficiently. Attendance at extra English courses is another difficulty, whether due to external barriers or personal motivation. Furthermore, the absence of frequent writing practice hinders their grammar and vocabulary development. Some students also suffer with a weak academic foundation, which weakens their confidence and ability to excel in more challenging activities.
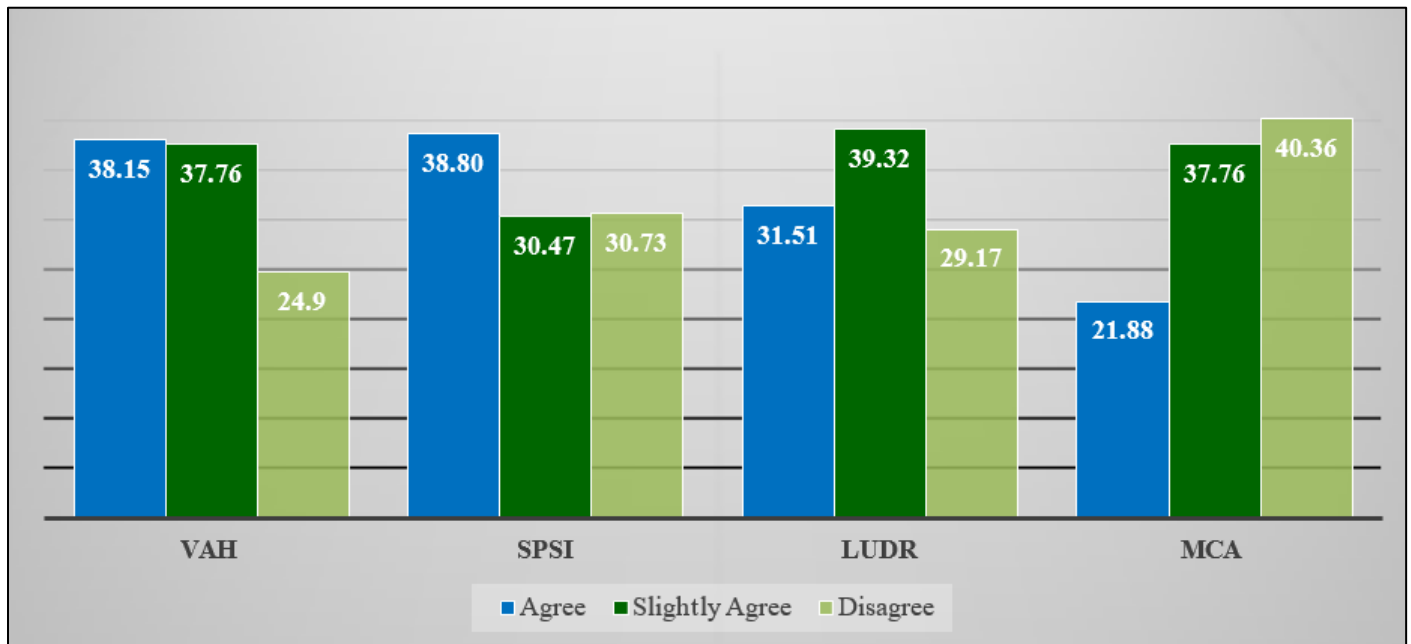

Fig 7: Factors that ESL students challenge in their English vocabulary skills

These data demonstrate that ESL students suffer a range of issues across vocabulary learning, oral communication, listening skills, and academic motivation. To promote their development, instructors should encourage consistent word practice, foster supportive speaking settings, give guided digital learning activities, and offer focused academic interventions. A stacked bar chart in Figure 7 comparing the percentages of "Disagree," "Slightly Agree," and "Agree" across the four clusters will effectively show the distribution of these challenges.
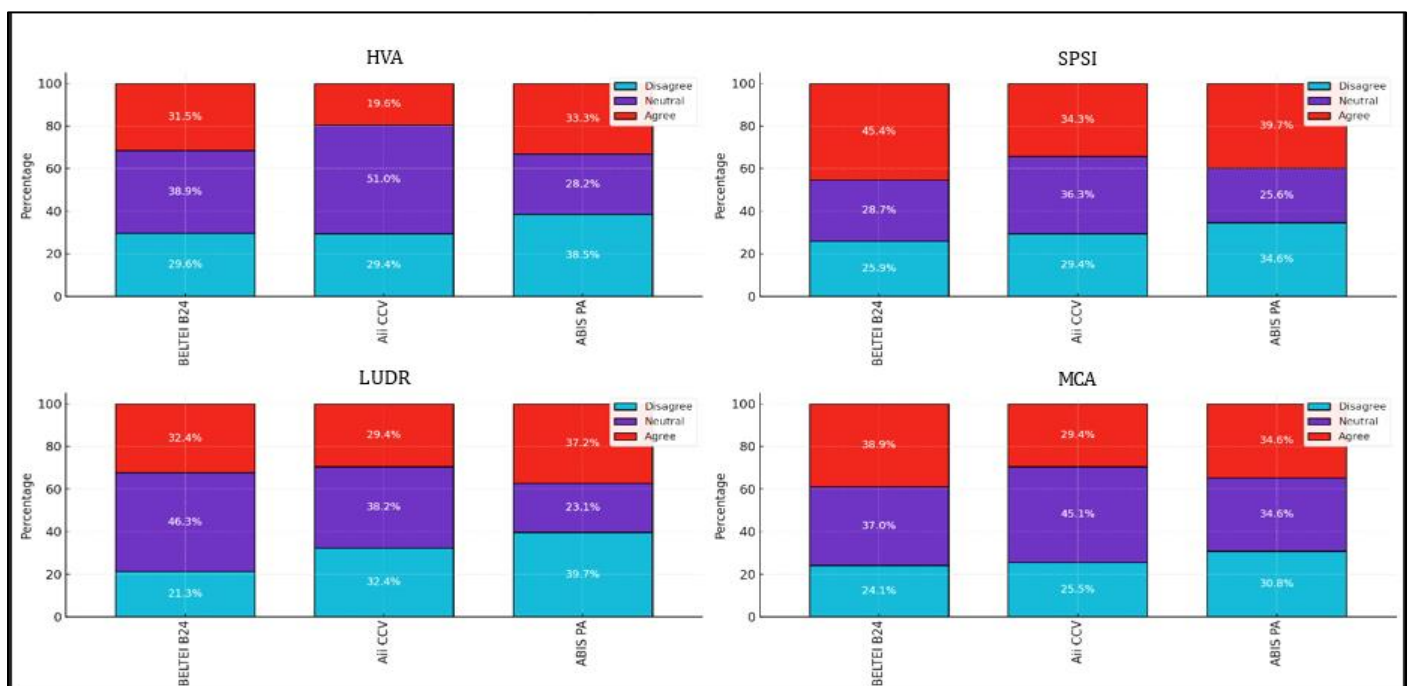

Fig 8: Distribution of Responses Across Various Factors for Each School

As shown in Figure 8, the responses from BELTEI B24, Aii CCV, and ABIS PA show notable differences in the distribution of opinions across the four factors (VAH, SPSI, LUDR, MCA). For VAH, ABIS PA had the highest disagreement at 38.5%, while Aii CCV had the highest neutrality at 51.0%, and BELTEI B24 showed the highest agreement at 31.5%. In SPSI, BELTEI B24 showed a strong agreement at 45.4%, while ABIS PA also had a significant agreement at 39.7%; Aii CCV tended more towards neutrality at 36.3%. With LUDR, BELTEI B24 had a high neutral response (46.3%), whereas ABIS PA had the highest disagreement at 39.7%. For MCA, neutrality was most evident in Aii CCV at 45.1%, while BELTEI B24 and ABIS PA had similar agreement levels, at 38.9% and 34.6%, respectively. These proportions illustrate the differing perspectives across the institutions on each factor.

➤ *Research Question 2: How effective strategies are applied to develop students learning vocabulary?*

According to Figure 9, the study focuses on the effectiveness of various techniques in improving students' vocabulary skills. One such technique is Reading and Dictionary Use (**RDU**), which emphasizes creating autonomous learning habits. Data from three schools, BELTEI International Campus 24, Aii Language Centre Chroy Chongvar Campus, and American Bridge International School Prek Leap Campus, shows that 7.29% of students disagree with these activities, while 31.25% slightly agree, indicating moderate effort. However, 61.46% agree, suggesting strong acceptance of these tactics. Key tactics within this strategy include developing a daily reading program to expose pupils to new terminology in context and increase comprehension. Additionally, children are encouraged to use dictionaries to seek up unknown words independently, improving their vocabulary.

Vocabulary lists, quizzes, and journals (**VQJ**) serve as reinforcement tools, with 8.33% disagreeing with utilizing these tactics, 33.85% slightly agreeing, and 57.81% agreeing, reflecting a high positive response. Key tactics include using vocabulary lists and quizzes to provide controlled chances for revision and self-assessment, and maintaining vocabulary journals where students record new terms along with their definitions. These strategies effectively engage students with vocabulary in an organized manner, boosting their recall and application of new words.

Games, Activities, and Contextual Learning (**GACL**) is an effective technique for enhancing vocabulary skills. This approach focuses on vocabulary-centered games and activities, creating contextualized examples of new language, and integrating real-life scenarios into vocabulary instruction. Among respondents, 6.25% disagreed with the technique's effectiveness, while 41.15% slightly agreed, and 52.60% fully agreed, indicating strong support for its role in vocabulary development. Writing, Communication, and Group Work (**WCG**) is another successful technique for boosting vocabulary skills by promoting collaborative learning opportunities. The results show that 11.46% of students disagree, indicating a tiny percentage does not interact with these activities, while 37.50% slightly agree, reflecting moderate participation. A strong 51.04% agree, suggesting high involvement in collaborative learning approaches.

Multimedia and Diverse Reading (**MDR**) is a highly successful strategy for exposing pupils to vocabulary in diverse contexts. The data shows that 8.33% of students disagree, demonstrating low interaction with these tools, while 26.04% marginally agree, showing moderate involvement. However, a solid 65.63% agree, demonstrating widespread acceptance of these approaches for vocabulary expansion.

Feedback, Repetition, and Teacher Support (**FRTS**) is essential for advancing students' vocabulary skills through structured guidance and support. This technique involves teachers providing regular feedback on vocabulary usage, which aids recall and helps students apply vocabulary more effectively over time. Teachers demonstrate new vocabulary in real-life contexts, highlighting its practical importance, and encourage students to keep vocabulary journals for ongoing study and retention. Collaboration with other instructors incorporates vocabulary-building activities across various subjects, extending learning beyond English lessons. Support for FRTS is high, with 60.42% agreeing on its effectiveness, 33.68% slightly agreeing, and only 5.90% disagreeing.

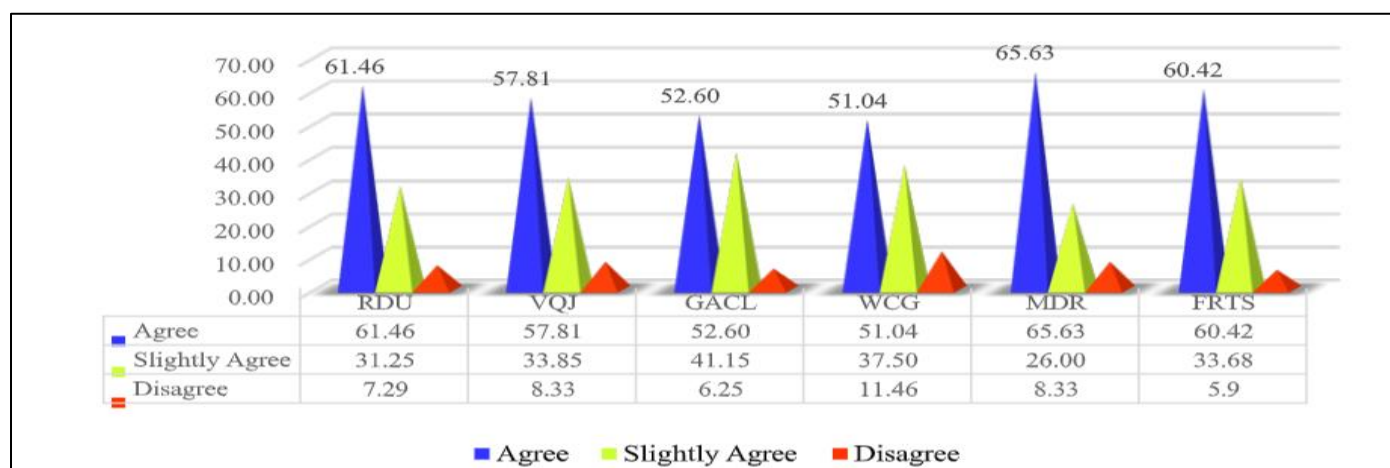|	RDU	VQJ	GACL	WCG	MDR	FRTS
Agree	61.46	57.81	52.60	51.04	65.63	60.42
Slightly Agree	31.25	33.85	41.15	37.50	26.00	33.68
Disagree	7.29	8.33	6.25	11.46	8.33	5.9

Fig 9: Types of Vocabulary Effective Strategies that ESL Students Use in Learning English Vocabulary

As indicated above, we may conclude that majority of the students in these high schools; BELTEI International Campus 24, Aii Language Centre Chroy Chongvar Campus, and American Bridge International School Prek Leap Campus utilize various vocabulary-building approaches. The research reveals those tactics like as individual reading, dictionary use, quizzes, and journaling are well-received, with a majority of students actively engaging in these activities. Additionally, interactive methods like games, contextual learning, and group discussions boost vocabulary

retention by making the learning process pleasant and practical. Multimedia technologies and different reading materials also play a key role, introducing children to terminology in real-world scenarios. Teacher guidance, feedback, and repetition further scaffold students' growth, helping them apply new language successfully over time. These findings imply youngsters benefit from a combination of structured, collaborative, and individual techniques, supporting meaningful language development and enhancing their overall vocabulary skills.
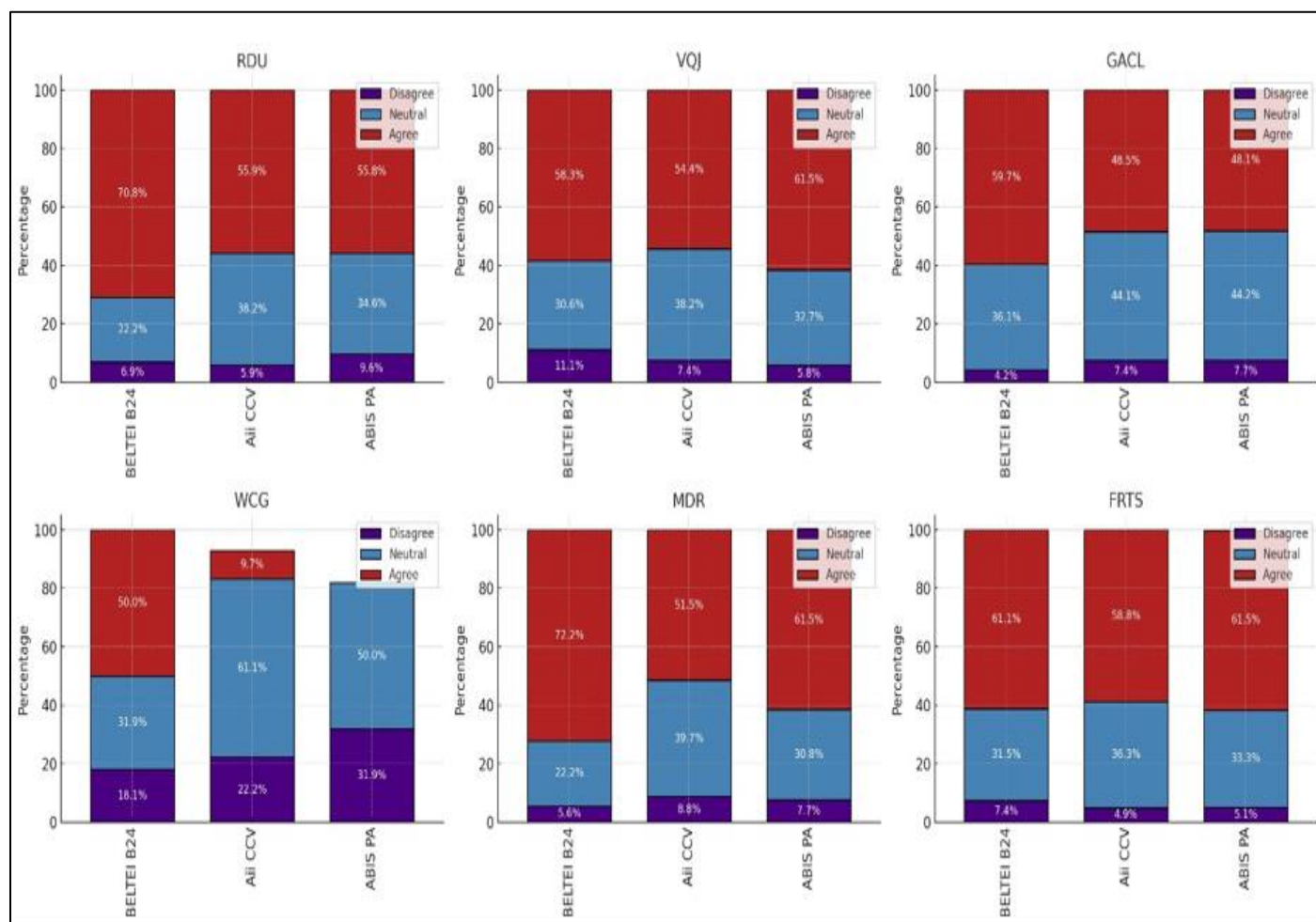

Fig 10: Distribution of Different Effective Strategies Across Schools

In Figure 10 show in summary for each school for effective strategies, the responses across BELTEI B24, Aii CCV, and ABIS PA for each technique show distinct tendencies in agreement, neutrality, and disagreement. For RDU, BELTEI B24 displays the highest agreement at 70.8%, with lower neutrality (22.2%) and minimal disagreement (6.9%). For VQJ, ABIS PA stands out with the highest agreement (61.5%), while BELTEI B24 has a substantial neutral response (30.6%). GACL has a similar neutral response across all schools, with BELTEI B24 demonstrating the most agreement (59.7%). In WCG, there's a higher rate of disagreement at ABIS PA (31.9%), and Aii CCV has a strong neutral stance (61.1%). For MDR, BELTEI B24 again demonstrates the highest agreement at 72.2%, while Aii CCV and ABIS PA display more balanced neutral and agree responses. Finally, FRTS shows comparable agreement

levels across schools, with ABIS PA leading slightly at 61.5%. This distribution highlights variations in perceptions across different educational techniques and institutions.

> ➤ **Research Question 3:** *What resources can teachers and learners use to develop engaging and interactive vocabulary lessons?*

In accordance with Figure 11, the data shows substantial insights into the resources teachers and learners can utilize to produce interesting and dynamic vocabulary sessions, underlining the impact of successful teaching approaches on students' language acquisition. Developing English vocabulary skills rely greatly on learners' competency levels and the tactics implemented in the classroom. One especially effective strategy is Interactive and Engaging Teaching Methods (Active Learning & Engagement), which prioritize

dynamic, hands-on activities to excite students and boost vocabulary learning. The result suggests that 14.38% of students disagree with the usefulness of these strategies, implying that a small portion feels they are underutilized. Meanwhile, 30.83% slightly agree, and a majority of 54.79% affirm their favorable experience with interactive methods across surveyed institutions. Key methods within this approach include the introduction of engaging activities like Vocabulary Bingo, which not only makes learning entertaining but also reinforces new terms through active involvement. Furthermore, teachers promote vocabulary learning by including vocabulary-building exercises into everyday lectures, so ensuring consistent repetition and steady growth.

Next Contextualized and Supportive Learning (Creating a Positive Environment) plays a crucial role in improving students' vocabulary by fostering comprehension, confidence, and teamwork. The data suggests that 15.28% of students disagree with the success of this tactic, while 30.90% partially agree and 53.82% find value in these methods. A major component of this technique entails offering regular feedback and guidance on word usage, particularly in writing projects. Teachers boost knowledge by presenting new vocabulary through contextualized examples and real-life circumstances, allowing learners to grasp meanings and apply words effectively. Moreover, having a supportive environment helps students to take risks with new vocabulary without the fear of making mistakes, boosting engagement in peer conversations and collaborative activities that reinforce language through shared learning experiences.

Additionally, Proficiency-Based Learning tactics (Adapting to Learner Levels) are critical for maximizing vocabulary acquisition by aligning learning tactics with individual proficiency levels. The research shows that 11.81% of students disagree regarding their capacity to assess their vocabulary level, while 32.64% slightly agree and 55.56% affirm the relevance of tailoring tactics to their levels. However, a noteworthy difficulty remains: some students struggle to appraise their present vocabulary level, hampering their ability to pinpoint particular areas for improvement. Conversely, many students intentionally challenge themselves by gradually incorporating increasingly sophisticated terminology into their studies, exhibiting a proactive attitude to language development.

Moreover, Practice through Games, Reading, and Communication (Application & Reinforcement) is a crucial aspect of vocabulary development, as indicated by data showing that 13.54% of students disagree with the value of these activities, while 30.99% slightly agree and 55.47%

recognize their importance. While many students engage in word games and puzzles to increase memory, concerns arise concerning their lack of proactive participation, underlining the need for teachers to provide a more dynamic and participatory atmosphere. Furthermore, many students report problems in employing vocabulary in context through reading and listening exercises, as well as in engaging in conversations with classmates, underlining the significance of collaborative learning experiences for effective vocabulary reinforcement.

Finally, Use of Assessment Tools and Memory Techniques (Tracking Progress & Retention) is vital for optimal vocabulary growth among pupils. The research suggests that 18.40% of students disagree with the effectiveness of present evaluation methods, demonstrating a considerable portion does not find these tools worthwhile. Meanwhile, 34.38% slightly agree, suggesting moderate involvement, while 47.22% agree, reflecting a strong majority that sees the importance of these tools in tracking progress and boosting retention. A significant difficulty noted in the research is that many students find it difficult to take advantage of online vocabulary exams and quizzes suited to their competence levels. This problem shows a gap in accessibility or utility of these tools, which could hinder students' capacity to accurately measure their vocabulary progress. Such assessments are vital for providing feedback on their learning progress and identifying areas for growth. Additionally, pupils raise worries with their teacher's lack of use of mnemonic strategies, such as acronyms or memory connections. This absence may impair pupils' capacity to retain new vocabulary successfully, as memory strategies can considerably boost recall and facilitate the learning process. The lack of these tactics could hamper students' long-term recall and application of language, underlining the necessity for educators to incorporate these strategies into their teaching procedures.

To sum up the research questions 3 are rationally grouped around major components of teaching methods, learner competency, engagement, and strategies for vocabulary development. The findings provide a clear structure to evaluate how instructional techniques, practice, and adjustments based on learner levels contribute to the effective development of vocabulary skills in ESL programs across institutions like BELTEI International Campus 24, Aii Language Centre Chroy Chongvar Campus, and American Bridge International School Prek Anhchanh Campus. By employing engaging resources and helpful strategies, educators can greatly boost students' language acquisition and retention use in daily life.

Fig 11: Factors to Create Engaging and Interactive Vocabulary Lessons that Cater to Diverse Learning Styles

V. QUALITATIVE DATA ANALYSIS THROUGH INTERVIEW

The interview with 14 ESL teachers from three different institutions from levels A1 to B1, as well as 8 teachers from levels 2 to 4 at BELTEI B24, 3 teachers from level GEP 5, GEP 7 and GEP 10 at Aii CCV, and 3 more teachers in Level Hang out 4, Hangout 5, and Hangout 6 at ABIS PA provide valuable insights into the resources, tactics and materials used to develop engaging and interactive English vocabulary lessons that cater to diverse learning styles at BELTEI B24, Aii CCV and ABIS PA. The following qualitative data analysis summarizes the responses and identifies some key themes and opinions from conversation with ESL teachers at each site identify specific parts encountered by their teaching experiences.

A. Personal Vocabulary Acquisition

Teachers across the three different schools apply diverse approaches to facilitate vocabulary learning and use among their ESL students. At BELTEI B24, which serves many levels, including Level 2, Level 3, and Level 4, teachers commonly use flashcards and mnemonic devices, which they find crucial in enhancing memory retention. One teacher commented, "Flashcards help with visual memory," demonstrating how these tools support kids' ability to retain new terms successfully. Furthermore, the introduction of interactive activities such as vocabulary games and role-playing are widespread among the teachers at this international school. These strategies are considered as effective because they "allow students to practice new words in real-life contexts," which promotes both the practical application and retention of vocabulary in everyday situations.

In contrast, teachers at Aii CCV, covering levels GEP 5, GEP 7, and GEP 10, promote participation through competition. They utilize group competitions and activities as key components of their teaching technique to encourage pupils effectively. The teachers say that "turning vocabulary activities into group competitions" dramatically boosts both engagement and retention, providing a setting where pupils are more likely to actively participate and immerse themselves in the learning process. This competitive element produces a vibrant atmosphere that not only increases curiosity but also encourages collaboration among peers.

At ABIS PA, which comprises Hang Out 4, Hang Out 5, and Hang Out 6 levels, the focus turns to contextual learning, where teachers highlight the value of realistic scenarios in teaching language. They suggest that "using relatable scenarios helps students see practical uses for vocabulary," which enhances memory by connecting new terms to familiar experiences. This technique not only enhances knowledge but also supports the meaningful application of language in students' lives, allowing them to recognize the importance of their learning beyond the classroom setting.

B. Contexts of Vocabulary Use

The teachers across all three institutions acknowledge the value of contextualizing vocabulary training to promote comprehension and retention. At BELTEI B24, the ESL teachers highlight the relevance of teaching vocabulary in context, claiming that it is vital for helping their students appreciate the natural usage of words in varied settings. They explain that "contextual learning helps students understand the usage of words naturally," so enabling learners to apply vocabulary successfully in real-life circumstances, which is vital for their language development and fluency.

At Aii CCV, the focus is centered on group discussions as an effective technique for practicing vocabulary in conversational circumstances. The GEP teachers stated that these discussions "improve students' confidence and fluency," since they give a platform for pupils to apply new terminology in meaningful interactions. This activity not only reinforces the language learnt but also allows students to build their speaking and listening skills in a supportive setting, boosting their general communication ability.

Meanwhile, teachers at ABIS PA integrate role-playing into their vocabulary training, allowing students to practice vocabulary within scenarios that replicate real-world interactions. They discovered that "role-playing enhances understanding and retention" by enabling students to apply terminology in circumstances that imitate actual discussions. This hands-on method to acquiring vocabulary makes the educational experience more accessible and engaging, building a deeper connection to the language and its practical applications.

C. Technology and Media Influence

Incorporating technology and media into language training is another common feature among the three schools, as ESL teachers aim to engage students in new ways. At BELTEI B24, teachers express a significant interest in utilizing multimedia materials, such as audio snippets and films in folktale movies, to augment vocabulary learning experiences. They argue that "multimedia makes vocabulary learning more dynamic," since it gives students with multiple situations for meeting new terms and reinforces their understanding through different sensory modalities. Additionally, the usage of interactive vocabulary applications is also common, with teachers stating that "apps with engaging quizzes make learning enjoyable," thereby boosting autonomous study and making vocabulary drill feel less monotonous and more exciting.

Conversely, at Aii CCV, teachers found internet platforms extremely effective for vocabulary practice. The schools provide homework online at least 2 in a week by Google products. They underline that "interactive online quizzes provide instant feedback," which stimulates pupils and allows them to remedy mistakes in real-time. Also, they allow their students to practice game online in the classes such as Kahoot, Quizzes, Quizlet, Bamboozle, Blootket etc. Those games online make them more interesting and recall their vocabulary back. This immediate response mechanism increases the learning process, as students may discover areas for improvement and make corrections on the spot, resulting to more successful vocabulary acquisition.

At ABIS PA, however, teachers tend to choose hands-on activities and group discussions over digital tools. They say that "these methods keep vocabulary practice engaging," since they stimulate active engagement and discussion among students without the distractions that digital tools may introduce. By focusing on interactive and practical exercises, these teachers attempt to create a vibrant learning atmosphere that stresses personal connection and the application of language in relatable circumstances.

D. Challenges and Barriers

Despite the different tactics implemented by professors at each school, certain problems hamper vocabulary development for pupils. At BELTEI B24, teachers point out that limited possibilities for students to practice language outside the classroom greatly impair retention. They commented, "a major factor is limited practice outside class," meaning that students typically fail to apply new terminology in their daily lives, which impedes long-term recall and fluency. This absence of external practice opportunities underscores the need for educators to create novel strategies to bridge the gap between classroom learning and real- world application.

At Aii CCV, engagement difficulties offer a noteworthy challenge. The GEP teachers indicate that some students display poor interest levels during vocabulary classes, which can lead to reduced memory rates. They know that when students are less involved in learning activities, it adversely influences their capacity to recall new words and actively participate in conversations. This underlines the necessity of providing an interesting curriculum that captures students' interest and pushes them to engage completely. One more, few students rely on the Google translate too much or need L1 languages from teachers which make their English as a Second Language learning slowly a bit.

ABIS PA teachers mention another challenge: the difficulty children have in mastering abstract terminology. They remarked, "Maintaining student interest, especially with complex words, is a challenge," adding that abstract terminology typically lacks direct significance for children, making them tougher to learn and retain. This understanding of the inherent problems associated with abstract language underscores the need for specific teaching tactics that can reduce complicated concepts and make them more accessible for learners.

E. Educational Experiences

The educational experiences of pupils are supplemented by numerous tools and approaches deployed by teachers at each institution. At BELTEI B24, which caters to Levels 2, 3, and 4, workbooks are seen as effective for self-study but are deemed most beneficial when combined with interactive activities. This dual method helps bridge the gap between individual learning and practical application, allowing students to reinforce their language abilities in numerous circumstances. This combination of materials guarantees that students not only engage with the content independently but also collaborate with their peers, boosting their overall learning experience.

Teachers at Aii CCV, covering Levels GEP 5, GEP 7, and GEP 10, use competitions and quizzes, such as word speed, to involve students actively and enhance higher-level vocabulary learning. They feel that these forms create an interesting ambiance that pushes students to recall and apply terminology more successfully. The competitive character of these exercises promotes students' excitement for learning and pushes them to strive for perfection in their vocabulary usage.

At ABIS PA, which encompasses Hang Out 4, Hang Out 5, and Hang Out 6 levels, the utilization of role-playing and immersion activities is stressed as a technique to imitate real-world circumstances. Teachers think that this strategy promotes vocabulary application and makes learning more interesting for students, since they can immediately connect their lessons to practical uses of the language. This immersive experience helps reinforce students' comprehension of vocabulary and encourages them to utilize new terms in context, ultimately creating more confidence in their language talents.

F. Motivation

Motivation tactics have a vital role in increasing vocabulary learning across the three schools. At BELTEI B24, teachers encourage students to set personal vocabulary objectives and track their progress, which fosters a sense of ownership and motivation in their learning journey. This goal-setting method helps preserve student interest and dedication to vocabulary learning, allowing students to acknowledge their advances and celebrate their triumphs as they develop.

At Aii CCV, teachers find that students' interest in global culture especially American standard and job objectives motivates their motivation to enhance their vocabulary. They emphasize that realizing the relevance of English in a global context helps students to extend their vocabulary, seeing it as a method to attain their personal and professional goals. This alignment of vocabulary learning with students' interests and future objectives strengthens their commitment to the learning process, as they perceive the practical benefits of their education.

Teachers at ABIS PA also acknowledge the importance of environmental influences on motivation. They add that professional objectives drive pupils to create sophisticated vocabulary, which boosts their motivation to learn. This focus on future chances underscores the necessity of contextualizing vocabulary study within students' broader life goals, so reaffirming the value of their education and encouraging them to devote time and effort in their vocabulary development.

VI.   CONCLUSION

There are 2531 students who study English as a Second Language (ESL) from level A1 to B1 in three different schools on the academic year 2022-2023. There are 961 students who study English as a second language in BELTEI International School, Campus 24 (BELTEI B24). In Aii Language Center, Chroy Chongva Campus (Aii CCV) there are 897 students who study English as a second language. In American Bridge School, Prek Anhchanh Campus (ABIS PA) there are 673 students who study English as a second language. But I choose sample sizes to involve in my study only 96 ESL students from by using Yamane (1997). My research study focuses on the effect of English teaching and learning vocabulary techniques on ESL students and teachers of English language development at those schools. In my research study, there are 3 main goals namely to find out the

factors that students challenge in their English vocabulary learning, the vocabulary techniques that students use in their English vocabulary learning, the factors that make students have poor performance in their English vocabulary learning, and the techniques that motivate students to learn English vocabulary. This study uses simple random sampling to random the respondents to involve in my study, and use purposive sampling to select the private school and English teachers to contribute in the study as my sampling techniques. This is a mix-method approach that conduct with 96 students from different schools and levels; Level 2 to 4 are selected from BELTEI B24, GEP 5, GEP 7 and GEP 10 from Aii CCV and HANG OUT 4 to 6 from ABIS PA by using online questionnaire, and interview 14 ESL teachers. After gathering data from students through online questionnaire and teachers through interview, I use SPSS software 21 version to analyze my results and coding data into themes for analyze my results.

Base on the study demonstrate the Challenges for ESL Students' Weak Vocabulary skills A key concern was inadequate exposure; many pupils reported few opportunities to practice English outside the classroom. This lack of practice hinders their capacity to reinforce vocabulary taught during sessions, resulting in a shallow knowledge and poor memory of new terms. This difficulty is particularly concerning considering that frequent practice is necessary for establishing language abilities. Additionally, low motivation appeared as a recurrent concern, with students typically indicating disengagement during vocabulary classes. This disengagement might be due to the repetitious and rote memorizing tactics typically utilized in education, which fail to excite students' attention or build a real desire to learn.

Consequently, pupils may acquire a lack of confidence in employing new terminology in both spoken and written forms, further hindering their language development. Moreover, learners experienced substantial difficulty with abstract vocabulary and idiomatic phrases, which are necessary for efficient communication in real-world circumstances. This struggle frequently resulted in misconceptions and an unwillingness to participate in talks, producing a cycle of irritation and avoidance that inhibits the learning process. Collectively, these issues underscore the urgent need for focused treatments and novel teaching techniques that address the particular vocabulary acquisition barriers experienced by these ESL students.

Moreover, the results also reply to the second research purpose with Develop English Vocabulary Based on Learners' Proficiency and Teaching Methods: The study indicated that successful vocabulary growth is highly tied to the skill levels of learners and the teaching strategies applied. Teachers employed a number of tactics that were painstakingly developed to suit to the varied competence levels of their pupils, ranging from A1 (Beginner) to B1 (Lower Intermediate). For instance, novices profited from concrete language supplied through visual aids, which assist them anchor their comprehension in practical topics. In contrast, intermediate learners engaged with more complicated terminology through contextualized tasks that

encouraged them to apply their knowledge in meaningful ways. This diversity in instruction is vital for satisfying the varying demands of learners at different levels of language learning. The study also emphasized the usefulness of varied teaching strategies, such as the use of flashcards, mnemonic devices, group contests, and role-playing games. These strategies not only increased vocabulary memory but also encouraged active engagement and cooperation among students, so generating a more engaging learning environment. Furthermore, frequent assessments and constructive comments evolved as fundamental components of the vocabulary development process. Teachers observed that constant evaluation helps identify areas where pupils struggle, allowing for timely modifications in educational tactics. This responsive approach to teaching underlines the importance of flexibility in instructional approaches, ensuring that they are matched with the developing requirements of pupils.

On the other hand, the results also react to the last research purpose using the diverse tactics and material applied from three difference high schools for engaging vocabulary Lessons, the findings suggested that the utilization of different resources and materials is vital for developing interesting and interactive vocabulary sessions. Teachers reported a high interest in adding multimedia resources, such as films, interactive applications, and online games, into their vocabulary education. These technologies not only make learning more pleasurable but also accommodate to diverse learning styles, boosting overall engagement and motivation. The use of multimedia may convert typical vocabulary lectures into dynamic experiences that resonate with students' interests and preferences. Moreover, integrating reading activities into vocabulary classes was proven to be useful in contextualizing new terms. Teachers indicated that utilizing tales and texts related to students' interests helped them comprehend and retain terminology more efficiently. This technique not only enhances vocabulary acquisition but also creates a passion for reading, which is vital for language development. Lastly, the incorporation of culturally relevant information in vocabulary sessions was highlighted as a technique to make learning more approachable and meaningful for pupils. Culturally relevant resources serve to develop linkages between the language being studied and the students' own experiences and backgrounds. This technique builds a stronger connection to the language and encourages students to utilize new terminology in real-life circumstances, boosting both understanding and retention. Overall, the study indicated that these materials not only boost vocabulary acquisition but also contribute to a more inclusive and successful educational environment that respects and reflects the different backgrounds of students.

RECOMMENDATIONS

Based on the data above, pupils still have several challenges that make them poor in their English learning. To understand their deficiency is a vital technique that might enable them to enhance their English learning. Therefore, we have some advice to all the children who study English at

BELTEI B24, Aii CCV, and ABIS PA School, their parents and their English teachers.

A. Implement Targeted Vocabulary Interventions

To address the unique issues of limited exposure to English and poor student motivation, each school should create and execute specialized vocabulary intervention programs. These programs might include after-school groups focusing on vocabulary building, language exchange relationships with native English speakers, or community participation activities that give kids with additional opportunity to practice English in real-life circumstances. For example, BELTEI B24 might connect with local businesses to offer internship programs where students can utilize English in professional settings, while Aii CCV can arrange community outreach projects that require students to communicate in English with local groups. ABIS PA might promote language buddy programs where students help each other in casual situations, fostering peer-to-peer learning.

B. Adopt varied Instructional techniques

Educators at all three institutions should adopt varied instructional techniques that cater to the diverse skill levels of students. This might entail constructing tiered vocabulary courses that give varied degrees of difficulty and help, ensuring that all learners can interact meaningfully with the topic. For instance, novice students could focus on core vocabulary through games and visual aids, while intermediate students participate in more complicated activities that involve contextual application of new terms. Professional development workshops might be established to train instructors in these diversified methods, enabling them to construct courses that are sensitive to the varying needs of their pupils.

C. Integrate Multimedia and Technology

Schools should invest in multimedia materials and technology to enhance vocabulary education. This involves implementing educational applications, interactive games, and online platforms that encourage vocabulary acquisition through engaging and interactive techniques. For example, ABIS PA might employ sites like Quizlet for language refresher or Duolingo for tailored practice. Training sessions for instructors on how to properly incorporate these technologies into their classes would be advantageous, ensuring that educators are well- equipped to leverage technology in ways that improve their teaching and interest students.

D. Enhance Reading Programs

Institutions should strengthen their reading programs by adding a greater choice of reading materials that are culturally relevant and age-appropriate. This might entail building a collection of various texts that contain stories, articles, and digital resources that resonate with students' interests and backgrounds. For example, BELTEI B24 may create a collection of bilingual books that assist bridge language barriers, while Aii CCV might launch a reading group focusing on modern literature those appeals to younger audiences. Guided reading sessions organized by teachers might also enhance collaborative learning, allowing

students to debate new terminology in the context of the books they read.

E. Foster a Supportive Learning atmosphere

Creating a supportive and inclusive classroom atmosphere is vital for vocabulary development. Teachers at all institutions should create a culture of cooperation and peer support, where students feel comfortable developing their language skills without fear of making errors. This might be done through group activities, peer tutoring, and positive reinforcement tactics. For example, instructors may adopt "word of the week" challenges where students work in pairs to employ new vocabulary in sentences, encouraging both teamwork and a feeling of community in learning.

F. Regular Assessment and comments

Schools should perform regular assessments to check students' vocabulary improvement and give constructive comments. This might include formative evaluations, quizzes, and self- assessment tools that let students reflect on their learning. For instance, Aii CCV may build a vocabulary notebook system where students track their development and establish personal goals. Teachers should utilize this data to influence their teaching strategies and make required modifications to match students' needs, ensuring that all learners are supported on their vocabulary acquisition journey.

G. Engage Parents and the Community

Engaging parents and the wider community in vocabulary development efforts can enrich kids' learning experiences. Schools should provide seminars for parents to equip them with techniques to help their children's vocabulary acquisition at home. For example, BELTEI B24 may organize workshops on good reading techniques, while ABIS PA can ask parents to engage in language activities that promote vocabulary abilities. Community activities that promote English language usage, such as cultural fairs or language festivals, might also be useful, providing a lively setting that promotes language study and encourages students to utilize their vocabulary abilities in varied circumstances.

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