The present study’s review on past studies in Malaysia reveals lexical paralysis as the main reason for students’ inability to master English as a second language. Notably, numerous studies found that direct vocabulary instruction is effective for increasing students’ vocabulary size while some studies found conflicting results. In addition, direct vocabulary instruction is not given serious attention and emphasis in a second language classroom. In view of all this, this study aimed to examine the impact of a rich, systematic, structured and principled Contextualised Word Family (CWF) Model of direct vocabulary instruction on students’ vocabulary size and guided essay writing test scores based on their proficiency levels. It also examined whether there was any significant difference in students’ vocabulary size before and after the treatment and significant difference between genders. Besides, the study also evaluated the relationships between students’ vocabulary size and their attitudes and perceived problems faced in vocabulary learning. This study employed a quasi-experimental design whereby the data collection was conducted in a normal classroom condition. 143 Form Two students from a secondary school in Samarahan district in Sarawak, Malaysia were selected as the respondents for this study using purposive and stratified random sampling. The primary data was collected using Laufer and Nation’s Productive Vocabulary Levels Test (PVLT) at 2000-word level (Test A and Test B), guided essay writing tests (Test 1 and Test 2) and a questionnaire. The data obtained from the pre-test and post-test scores of the PVLT, guided essay tests and questionnaires were computed using descriptive statistics, t-tests and Spearman’s rho correlation. The results revealed a statistically significant increase in vocabulary size ranging from 1000 to 2000 words for all the three groups after the treatment using the proposed model for two and a half months. There was also a statistically significant difference in students’ guided essay writing test scores after the treatment. However, there was no significant difference in vocabulary size between gender before and after the treatment but a weak positive relationship between students’ vocabulary size and their perceived problems faced in vocabulary learning. The results had generated some vital significance and implications for instructional practices, new knowledge in L2 vocabulary acquisition and recommendations for future research.

As a country that aims to achieve high-income and developed nation status by 2020, Malaysia is in dire needs to improve the quality of education. Teachers are seen as key players in fulfilling the demands of high quality education especially teachers who are willing to demonstrate extra-role behaviour which is termed as organisational citizenship behaviour (OCB). Despite the cruciality of OCB in determining quality of education, scholars could not find a consensus on the best dimensions to constitute teachers’ OCB. Furthermore, research on teacher’s OCB remains scarce due to the lack of awareness regarding the contributions of OCB to enhance school effectiveness as compared to business organisations. Thus, this study has attempted to test and validate the alternative model for teachers’ OCB, known as The Teacher’s Triangular OCB Model. Moreover, drawing on social exchange theory and psychological ownership theory, and supported by organisational citizenship behaviour theory, organisational justice theory, social support theory, professional commitment theory, and workplace spirituality theory, this study aims to examine the effect of principal support, organisational justice, meaningful work, and professional commitment on OCB among secondary school teachers. A quantitative approach and cross-sectional survey strategy was employed as the research method of this study. As for sampling technique, a proportional stratified sampling technique was applied to collect data from 395 regular secondary school teachers in Selangor. The data collected was analysed using descriptive analysis and structural equation modelling to test the 11 hypotheses of this study. The result suggested that the alternative model for teachers’ OCB is valid, reliable, and consists of three distinguishable dimensions, namely, affiliative oriented OCB, change oriented OCB, and innovative oriented OCB. The results showed that principal support, meaningful work, and professional commitment were significant predictors of OCB. In addition, professional commitment was found to mediate the relationships between principal support and meaningful work with OCB. However, the hypothesised relationships between organisational justice with professional commitment and OCB were not supported. Thus, based on the findings, theoretical and practical implications were discussed and several recommendations for practice and future research were proposed. In conclusion, this study has provided empirical evidence on the alternative model of OCB in a school context, specifically in the Malaysian secondary school. This study also has provided empirical evidence that social exchange predictors and psychological ownership predictors could be integrated into one model to explain significant factors that could influence teachers to demonstrate OCB.