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## Investigating Teaching/Learning Vocabulary Techniques and Strategies

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**Abstract:** This study investigates teaching/learning vocabulary. Mainly, studying the techniques used by EFL teachers in teaching vocabulary and also learners' strategies to learn vocabulary. The particular research parameter that will be used in this study is the questionnaire for gathering data; the researchers are going to describe the phenomena under investigation. Students' questionnaire was supposed to examine the strategies that are adopted by learners for learning vocabulary in English. In addition to that there was teachers' questionnaire that is supposed to examine the techniques, which are used by teachers in teaching new vocabulary. The study reveals how secondary school learners use a variety of vocabulary learning strategies. Students as teachers preferred many of these strategies and techniques that help a lot in pushing the process of learning and teaching vocabulary forward. Overall students and teachers know high frequency vocabulary and how to use it.

**Keywords:** Teaching vocabulary; Learning vocabulary; Teaching strategies; Learning strategies/styles; Techniques.

### 1. Background

Teaching vocabulary is a significant factor in language teaching, since words play an important role in expressing our feelings, emotions, and ideas to others during the act of communication. Vocabulary difficulties could lead to reading comprehension problems. In many EFL (English as a foreign language) classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. For years, vocabulary building skills were mostly taught by using a vocabulary book in which students memorized words and their meanings. In Saudi Arabia, students come from a cultural background whose educational system emphasizes rote memorization.

They have highly developed memory strategies, but less developed comprehension strategies for problem-solving. The characteristics of the Saudi teaching and learning styles are memorizing and modeling. The traditional classroom vocabulary teaching techniques often leave students struggling with concepts and unable to make progress. Many students feel frustrated with their English vocabulary learning. Therefore, vocabulary teaching is an indispensable part of the English curriculum. However, students as well as EFL language learners do not take in new information in the same way. Just as we are different in the way we look, act and feel, we are also different in the way we learn.

Each of us has a learning style. Many EFL teachers experience student resistance when they introduce an instructional activity in the classroom. Some students want more opportunities to participate in free conversation, expressing their wishes towards a more communicatively oriented approach. On the other hand, there are those who would prefer more emphasis on grammar teaching.

It is thought that the teacher, in making decisions regarding the type of activities to conduct in a language classroom, should take into account such learner diversities.

Learning style is a consistent way of functioning that reflects the underlying causes of learning behavior. Learning styles are internally based characteristics of individuals for the intake or understanding of new information. All attributes relating to their learning processes.

Some students may rely heavily on visual presentation; others may prefer spoken language; still others may respond better to movement activities. It is evident that students learn differently and at different paces because of their biological and psychological differences. Therefore, EFL teachers need to recognize the conflict and difference between teaching and learning to enhance the learning process. An English teaching that explicitly combines different learning styles and strategic vocabulary teaching activities with everyday classroom language instruction can help a teacher to ease the burden. Thus the classroom teacher can perform a key role in this effort as learner trainer. Students can learn English effectively and efficiently.

Vocabulary learning has traditionally been neglected in Second Language Acquisition (SLA) and (EFL) researches and by most curricula.

Today language teachers and researchers have realized the important role of vocabulary in learning foreign language. Educators are investigating vocabulary acquisition because English texts include not only unfamiliar words but also unfamiliar cultural concepts. It is essential, therefore, that classroom teachers give more emphasis to exploring the most effective techniques and strategies for enhancing and solidifying EFL vocabulary (Alderson, 1984; Taglieber *et al.*, 1988).

The purpose of the present study is to investigate the techniques which are used by EFL teachers in teaching vocabulary and the strategies also used by learners to learn vocabulary. The researchers hope that this study could be useful and beneficial not only to those who are teaching English Language at secondary schools and institutes in Saudi Arabia but also more valuable to all those who are concerned with teaching EFL everywhere.

## **2. Statement of the Problem**

The researchers teaching experience has kept them in close contact with EFL teachers and learners. As a result of this contact, the researchers witnessed various types of techniques and strategies, used by teachers in teaching vocabulary. Although teachers have spent great effort, it is observed that these techniques and strategies have influenced the students acquisition of vocabulary and production abilities. This actual has been motivated by the observation of the researchers to investigate the techniques employed by teachers and strategies adopted by learners for the same purpose. This observation is also in line with what other researchers (e.g., Mohammed Adam Osman, 2007) have noticed that Arab learners face difficulty in vocabulary learning because English and Arabic are not cognate languages. The present study aims at investigating and evaluating the techniques and strategies adopted by teachers and learners in teaching/learning vocabulary in Saudi secondary schools. It also tries to find out if the attitude of the learners affects the strategies of learning new vocabulary.

## **3. The Objectives of the Study**

- 1- To investigate the techniques of teaching vocabulary, which are used by secondary school teachers in Saudi Arabia (Jeddah).
- 2- To investigate the strategies of learning vocabulary, which are adopted by secondary school students in Saudi Arabia (Jeddah).
- 3- To find out if the techniques affect the language learners level.
- 4- To investigate the amount of the vocabulary used in secondary school curriculum in Saudi Arabia.
- 5- To make suggestions for improvement and an attempt to put forward several practical vocabulary teaching strategies to meet the needs of different learning styles, which might reduce teaching and learning styles conflicts.

## **4. Research Questions**

- 1- Do the techniques adopted by EFL teachers in secondary schools influence learning new vocabulary?
- 2- Do the strategies adopted by learners play influence in the process of learning vocabulary?
- 3- Do the techniques affect the learners' level?
- 4- -Do the amounts of the vocabulary used in secondary school curriculum in Saudi Arabia affect the students' level?
- 5- What are the suitable vocabulary teaching strategies can reduce teaching and learning styles conflicts?

## **5. Research Hypotheses**

The hypotheses put forward were that:

- 1- The techniques of teaching new vocabulary, which are used by secondary school teachers in Saudi Arabia (Jeddah) affect the learners level.
- 2- The strategies adopted by learners play a key role in the process of learning new vocabulary.
- 3- The amount of the vocabulary used in secondary school curriculum in Saudi Arabia affect the process of learning new vocabulary.
- 4- The learners levels and the degree of influence up on the techniques
- 5- The solutions to the differences between teaching and learning strategies.

## **6. The Research Method**

The particular research parameter that will be used in this study is the questionnaire, where after gathering data, the researchers are going to describe the phenomena under investigation. In addition, the data collection procedures used in descriptive research may be very explicit. Some observation instruments, for example, employ highly refined categories of behavior and yield quantitative (numerical) data. So, the researchers are going to use the descriptive analytical method.

## 7. Literature Review

### 7.1. The Importance of Vocabulary

Vocabulary is the key to your understanding what you hear and read and to communicate successfully with other people. For this reason it is very important for learners to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving studying success. In order to live in the word, we must name it. Names are essential for the construction of reality for without a name it is difficult to accept the existence of an object, an event or a feeling. Naming is the means whereby we attempt to order and structure the chaos of existence which would otherwise be an undifferentiated mass. By assigning names we impose a pattern and a meaning which allows us to manipulate the world. Vocabulary is a core of communication, and often seen as the greatest source of problems by second language and foreign language learners "when students travel, they don't carry grammar books, they carry dictionaries" (Krashen, as cited in [Lewis \(1993\)](#))

### 7.2. Knowing Vocabulary

Knowing a word is a lengthy and complex process which requires adequate mastery of form, meaning and usage. Through this process, the learners will be able to:

- (i) Spell and pronounce the words correctly when they use them either in writing or speaking.
- (ii) Understand without difficulty the meaning of the words upon hearing or reading them.
- (iii) Know the correct collocation of vocabulary as well as its connotation and associations.
- (iv) Use vocabulary in appropriate grammatical sentences or utterances, knowing under what circumstances it occurs, knowing the relationship between interlocutors, and the made of the discourse spoken or written, how it is inflected (i.e. how it changes if it is a verb, noun or adjective) etc ([Al-Mutawa and Taisser, 1989](#)) stated that: knowing a word is knowing the lexical information (aspects) that is related to it, and involves question of whether the information about a particular lexical item, is available (easily accessible) for both comprehension and production or whether it's only available for comprehension.

### 7.3. The Vocabulary that Learners Should Learn

Vocabulary, in fact has a great number of ways to be recognized or memorized by learners. For the aim of teaching and learning activities there are two varieties of vocabulary. According to [Corson \(1983\)](#) has distinguished between productive (active) vocabulary and receptive (passive) vocabulary. He calls the active vocabulary a "motivated" vocabulary. Active vocabulary is also called productive vocabulary consists of all the words, we need to use and feel no reluctance in using them in the long - term memory and use appropriately in writing and speech in our everyday life. We can also add these points about active words that learners have to learn them:

- learn the words that are important to the subjects you are studying
- learn the words that you read or hear again and again
- learn the words that you know you will often want to use yourself
- do not learn words that are rare or not useful A passive vocabulary is also called the "unmotivated" vocabulary. It refers to the words or lexical items which can only be recognized and comprehended in the context of reading and listening materials. The words which are not needed in daily communications. [Nation and Coady \(1988\)](#) states that passive vocabulary knowledge is involved perceiving the form of a word while listening or reading retrieving its meaning.

Simply being aware of this distinction can make a huge difference in your learning. If you're not aware that passive and active vocabulary are very different things, there's a risk that you'll become one of the many people who can read and listen to a language very well, but can speak or write very little of it. [Formkin and Rodman \(1983\)](#) mentioned that "in English, noun, verb", adjectives, and adverb, make the largest part of vocabulary. They are "open classes" because we can and regularly do add new words to these classes. The other syntactic categories are for the most part. "Closed sets". Such as personal pronouns (I, me, mine, he, his, she, etc).

Students can also learn vocabulary through indirect and direct exposure to words in a variety of language contexts. For example, students can learn vocabulary indirectly when they engage in conversations with others through read aloud and through independent reading ([Armbruster et al., 2001](#)). Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies ([Armbruster et al., 2001](#)).

### 7.4. Meaning of Word

Words are labels for concepts and teaching word meaning is essentially teaching concepts for given words. There are several suggestions for teaching Concepts in [Nation \(1988\)](#). One of these concerns the presentation of *multiple positive examples* of the concept. Positive examples are instances to which a given word truly applies. Among the positive examples of *vehicle*, for example, are cars, trucks, vans, buses, trains, etc.

Giving multiple positive examples is necessary because concept learning requires the abstraction of the important features of the concept and ignoring the unimportant ones, and to do this the learner has to see several examples and needs to identify what is common to them all and what is different. The important (i.e. criteria) features of being a *person*, for example, is to be a human being and usually to be an adult. On the other hand, "color of skin, color of hair, and age are not criterial features of *person*" ([Nation, 1988](#)). If multiple examples of person

(e.g. pictures of individual persons with different skin and hair colour and from different age groups) are provided, learners will be able to work out the criterial features and learn to ignore the noncriterial ones in the concept of *person* they formed (ibid:53-54). All the examples that would be given for these concepts will be inevitably very similar to one another. It should be tested, therefore, if multiple examples are still better than one example for these words simply because they increase the exposure time. It should be useful, though, to give multiple examples in the case of words with abstract or general meanings (e.g. person, adult, vehicle, furniture, building, etc.). Nation (1988) another recommendation is to use *negative examples* of a concept in addition to the positive examples. Negative examples are instances to which the word does not apply. The negative examples of *person*, for example, will include “things that are not persons”. However, for the negative examples to be meaningful they need to be sufficiently similar to the positive examples. While *skateboards* and *wheelbarrows* are meaningful negative examples for *vehicle*, as they share the feature of “locomotion” with the positive examples. Negative examples will be useful in showing the boundaries of a concept and thus, helping learners to distinguish the word from other similar concepts. For example, the word *desk* and *table* are semantically related in English. Both concepts involve a flat surface resting horizontally on vertical (usually four) axes. The two words are distinguished in English with respect to the use to which they are put. A table is used for eating from and a desk is used for study.

Thus, an office desk or a home desk might be used as negative examples for the word table to help learners limit the meaning of table and to prevent overgeneralization to desks (e.g. referring to a home desk as a table).

However, some caution is necessary in claiming that negative examples are good since negative examples might be confusing when the learner is still wrestling with basic understanding of the core concept and has yet a shaky understanding of it. Thus, negative examples are yet to be shown to be effective. (Nation, 1988) also recommends teaching *the underlying concept* in the case of words with several uses. He illustrates this with the word *fork* in English. This word has a number of uses and can be used to refer alternatively to a utensil for eating, a part of a bicycle, a part of a road, and a part of a branch. Nation offers using a simple shape like this  $\_C$  to teach the word as “it fits most of the uses of *fork* in English”. This has the advantage of reducing the learning burden as only one concept will be taught for the value of four. However, research on polysemous words (i.e. words with multiple meanings) suggests a better alternative to teaching the underlying concept. In most dictionaries, the word *fork* is treated as polysemous and the several uses referred to by Nation are presented as separate meaning senses of the word. Several studies (Ozturk, 1998; Schmitt, 1998; Verspoor and Lowie, 2003) have shown that L2 learners have superior knowledge of one of the several senses a polysemous word has. This sense, called *the core meaning sense* or *the basic sense*, is the most concrete, frequent and literal of all the meanings of the word and therefore conceptually easier to understand.

The core meaning is also central to the understanding of other meanings because the latter are often figurative extensions from the core meaning. In the case of fork, ‘the eating instrument sense’ is the core sense and the other meanings are metaphoric extensions where the shape of an eating instrument is abstracted and applied to other domains (i.e. that of a bicycle, a road and a tree respectively). This suggests that teaching the core meaning sense (i.e. eating instrument sense) might be easier than teaching the underlying meaning and also might obviate the need to teach extended meanings since they will be predictable receptively (e.g. in reading) on the basis of the core sense. A matter for research, therefore, will be to compare the effectiveness of the two ways of teaching polysemous words: through abstract underlying meanings or through the core sense.

*Cross-association* is a common problem in teaching word meaning and it occurs when semantically related words are taught together. Cross-association involves confusion of form-meaning relationships whereby word forms are matched to wrong meanings. Synonyms and antonyms are particularly amenable to such confusion (Nation, 1988). When *tall* and *short*, for example, are taught together, learners will have difficulty in remembering which word form (i.e. tall vs. short) referred to which concept (i.e. “above average height” vs. “below average height” respectively), and they might associate *tall* with “below average height” and *short* with “above average height”. Cross-association is argued to occur because the meanings of *tall* and *short* are too similar (i.e. they represent extreme values on the same scale of length) for the learners to keep them separate. It needs to be empirically shown; however, that cross-association occurs between Semantically related words and not semantically unrelated ones.

A counterargument can be forwarded such that a word will be cross-associated With any other word taught together since word-form is arbitrary. It could also be investigated if form similarity (i.e. “synforms” in Laufer (1989)) also leads to cross association and which type is stronger. Another issue involves *quick teaching* of a word’s meaning, which teachers are sometimes engaged in when learners did not understand a word in another activity such as reading. Such words are not preplanned for teaching, they appear spontaneously, are usually not very important to learn and have to be dealt with quickly so that they should not interfere with the task. The most common ways of quick teaching are giving a translation or a synonym. It is a matter for investigation if learners do learn words from such quick teaching and how this compares to lengthy presentation of preplanned words.

## 7.5. Techniques of Teaching New Vocabulary

The word “techniques” refers to the ways and trends (old and new) of teaching the meaning of words. Commonly, there are several techniques concerning the teaching of Vocabulary. However, there are a few things that have to be remembered by the most English teachers if they want to present a new vocabulary or the lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. There are three approaches dealing with this



issue. One approach exclusively uses the learners' "product", i.e. the learners' performance in inter-language. This approach mainly dealt with learners' errors. The other approach uses meta-cognitive data, i.e. verbal reports, and observation of the overt behavior of learners trying to get directly to the process of learning. A third approach is the experimental one of the psycholinguist, where one sets artificial tasks like learning lists of words and using prescribed mnemonic techniques.

Here are some of the **techniques** that can be used in teaching new vocabulary:

### 7.5.1. Using a Real Object

Concerning with the visual techniques, [Gairns and Redman \(1980\)](#) as cited by Marla, et al (1999) says that (There are four visual techniques; "reliability, pictures, and mime or gestures." Reliability means using a variety of real objects brought in the classroom. It can be also applied to remember written material. Students can act out what they read, or associate physical sensation with specific words found in reading passages. Referring to ideas mentioned above, [Klippel \(1994\)](#) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. According to [Al-Mutawa and Taisser \(1989\)](#) this technique is preferable for younger learners for words referring to concrete objects available in the classroom or school environment. It is relatively easy to teach denotation of concrete items like 'plate', 'ruler' or 'banana' by simply bringing them into the classroom.

### 7.5.2. Pictures

This technique is considered as one of the most important techniques which are used in teaching new vocabulary. As language teachers we use different types of teaching aids to explain the meaning of new words. Using pictures is one of the teaching aids that teachers depend on in their teaching. [Harmer \(2002\)](#) states that "Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning". In my experience, English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. They also feel that pictures attract learners' attention and deepen their understanding of vocabulary. Pictures can also help learners with abstract words, as associating the words with a concrete object makes these words easier to remember. [Harmer \(2002\)](#) states that "one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aeroplane, for example, is to have a picture of one". Of course, not all new words can be taught using pictures but most concrete vocabulary can. It includes drawing pictures on the blackboard, demonstrating wall pictures, charts and flash cards. In this situation, the teacher can use a map in order to introduce the item. This technique is preferable because it is economic and it saves time in conveying the meaning of the new words. ([McCarthy, 1990](#)).

### 7.5.3. Miming

Miming is also one of the most preferable techniques that can be used with younger learners. It involves demonstrating action, such as eating, smoking and walking. It is acted or done by the teacher before his learners in the classroom, etc.

### 7.5.4. Giving Examples

Giving examples is one of the most common techniques used in teaching new vocabulary, provided that these examples should contain the meant lexical item. ([Nation and Coady, 1988](#)) learners can be provided with several examples which can help them to know the correct meaning. [McCarthy \(1990\)](#) new knowledge is the most efficiently absorbed when it is assimilated to the already known, words by using it in a context, but teachers should take into consideration that a complex explanation of an item will lead to narrow scale understanding, for the case that a meaning can be shown with very simple sentences. The sentences should be obvious to teach the meaning to the words to the learner who doesn't know it all. Showing meaning via context is almost fruitful specially when the word is from the list of abstract lexis like, hate, think and possible.

### 7.5.5. Description

Description is one of the most important techniques, which are used in teaching the meaning of a new word. The meaning here is targeted by describing objects or referents. [Al-Mutawa and Taisser \(1989\)](#) warned that teachers must be careful not to overemphasize word explanation at the expense of other language activities or class time. The teacher is advised when using this technique to give some words for his learners to guess or infer their meanings from the context otherwise the process will be time-consuming.

### 7.5.6. Definition

To define a word is to show or explain its meaning. An adequate definition of a word shows its meaning as distinct from other meanings of other words ([Nation and Coady, 1988](#)). An adequate definition of a word indicates:

- 1- The grammatical function of the word, a noun, a verb, an adjective, etc;
- 2- The typical sentence aspects patterns in which the word enters;

- 3- Other formal aspects of the word such as countable or uncountable, regular or irregular etc.
- 4- "The ability to produce short, clear relevant Definition of word, is important to the teacher" When definition a word, teachers should take into consideration that a word can be defined in so many different way. Therefore he/she should state definition of the word in question and not the definition "which is supposed to be known by teachers" as are defined.

### 7.5.7. Concept

A word may have different uses and therefore there will be different concepts for the meaning of that word. We can distinguish the concepts of a word from particular use of a word. For example; our concept of the word, ' a person ' is not the same as particular persons. Nation (1988) to help learners know the concept of a word, we have to provide them with several examples for the uses of that word. Carroll (1964) There are several conditions, which help the establishment of concept. Firstly they should be positive examples of the concept. Secondly, there should be negative examples. That is to say learners are shown. For example, the item produce can be taught from the view of concept as the following: Farms produce grain, milk, eggs..... etc, Factories, produce cars, machines.....etc. So the examples lead and help the learner into the concept of the word in question.

### 7.5.8. Translation

Translation is one of the most important techniques of explaining the meaning of a new word. Translation can be resolved if, the word cannot be elicited or its meaning is too difficult for students to understand in the target language. In this circumstance, the teacher may resort to the mother tongue language. This strategy of translation can give time especially at the early stages of learning. However, teachers should be careful in the choice of words or phrase to be explained and not to resort to it too easily. (Nation, 1988): The value of translation depends on how and when we use it. Translation into the mother tongue present, the same processes as translation into a picture, a description in English, etc. According to Hill (1997) Translation into the learner's native language is indirect and takes time which could better be spent in using English.

### 7.5.9. Collocation

The term collocation generally refers to the way in which two or more words are typically used together. For example we talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain or that heavy and rain are collocates of each other (Teaching vocabulary; (Susan and Jennifer, 2011)). Also, McCarthy (1990) has defined collocation as a marriage contract between words, and some words are more firmly married to each other than others. Nation and Coady (1988) stated that collocation is very important part of learning a new word because it relates the word to the words it goes with. For example, to know the word ' save ' we need to know what things we can save, we can save money, time, souls, etc.

### 7.5.10. Morphology

Morphology is to know the underlying form of a word and the derivations that can be made from it. For example, the word "dissatisfaction" has a common prefix denoting opposite (dis...), a common noun suffix (...ion) and is derived from the verb satisfy.

### 7.5.11. Verbal Techniques

This technique pertains to use of illustrative situation, synonyms, opposites, scale, definition and categories. More specifically, Marla, et al (1999) divided verbal techniques into four parts, among those are:

- a) Definition and illustration sentences, this technique expected English teachers to introduce a word in English through the use of other word in the same language.
- b) Synonyms and antonyms; are especially important in building new vocabulary because learners are able to know vocabulary. Synonyms are words that have the same meaning as the unknown in given sentence. There may be signals that identify the presence of synonym for the readers. They may be singular that or commas, dashes and colons.

Meanwhile, antonyms are words that have the opposite meaning of unknown word in a given sentence. Signals which identify the presence of the antonyms for readers are instead, although, but, yet, and however. Finegan (1994) knowing even the simplest word require, that phonological, morphological, syntactic and semantic information be stored in the lexicon as part of that words mental representation. Generally it can be said that knowing a word requires having at least four main kinds of information. As what sounds the word contain, and their sequencing, the meaning, what category or part of speech the word belong to, how to use it in a sentence and how related words, including plural, and past tenses are formed.

### 7.5.12. Strategies of Learning New Vocabulary

In light of the described techniques at the previous part, they will not be useful if the students' interest in learning vocabulary is poor. For that reason, techniques in encouraging students' interest in learning English vocabulary need to be introduced by English teachers. To enhance it, they should provide something challenging and

make the students eager to study. Kustaryo (1988) reveals there are some possible ways of learning activity so that the students' motivation may increase in learning English especially regarding to the meaning of words. No doubt those learners are adopting different and varied strategies and procedures towards learning new vocabulary items.

Here are some techniques which are adopted by learners in learning new words.

### 7.5.13. Guessing Words in a Context

It has been suggested that learning new vocabulary through context should be employed as the main approach to enhance new vocabulary. Guessing word meaning from context is one of the most favored vocabulary learning strategies among second language learners (Paribakht and Wesche, 1990). In (1994) since context is what determines the meaning of word, context guessing may be the most effective strategy for students to learn vocabulary. Teachers need to encourage learners to complementarily do a substantial amount of reading and develop this skill in guessing form context. According to Nation and Coady (1988); Mikulecky (1990) learners success in guessing can be affected by several factors such as the number of times they encounter a word and the variety of contexts where it is embedded. It is important to mention here that "inferring" is another way of getting the meaning from a context and it implies drawing of a word from the surrounding spoken or written lexis. Inferring the meaning of an unfamiliar word, language learners use different types of clues including contextual ones (Paribakht and Wesche, 1990).

### 7.5.14. Word Roots and Fixes

It is very important that learners should have knowledge of affixes and roots of word in order to predict the meanings of the unknown vocabulary. Through analyzing words into recognizable roots and affixes, classroom teachers can demonstrate that each isolated element of words can provide informational clues (Aebersold and Field, 1997). The most important affixes are claimed to the combining forms, prefixes, or suffixes that carry single invariant meaning. For example learners can be given word such as "production" and they have to Break it into parts. They can either rewrite the word in parts 'production' or underline the words show the parts pro\duct\ion. Nation and Coady (1988) strongly insist that the use of word form should be delayed until the available context clues have been fully employed. According to Al-Mutawa and Taisser (1989) knowledge of affixes will help them to:

- a) Drive new words,
- b) Increase their ability to utilize vocabulary system,
- c) Grapple with derived words when they are presented for the first time,
- d) Understand meaning of other related words if their root is familiar to them
- e) Be of the correlation between various, affixes and their functions and meaning.
- f) Improve their spelling skill especially in affixes.

### 7.5.15. Word Lists

Using word lists is one of the most common strategies of teaching new vocabulary. Here learners were presented a list of words in isolation with short definition or synonyms and directed to demonstrate their knowledge of the word on various, assessments. However, too much concentration of on using word lists may impede the studies form contextualizing and guessing meaning.

### 7.5.16. Using a Dictionary

Using a dictionary is one of the most important ways of learning the meaning of a new word. Dictionaries are a useful resource for both you and your students. As you read and listen to English, you will come across words that you don't know, or that you can't guess the meanings of – after all, it's not possible to know every word in English! A dictionary helps you – and your students – to understand what a word means, and some dictionaries give you a lot more information about a word. Inferring the meaning of unknown words from a context is not is always easy and especially when unknown vocabulary becoming an impediment to reading comprehension, students should be allowed consulting a dictionary. Summers (1988) claims that dictionary use plays an important role in EFL learning and that foreign language teachers should encourage students to make use of the considerable information in their dictionaries. However, presently there is a prevailing view that EFL teachers discourage students from consulting dictionaries extensively because that can lead to word for word reading. It is also interfere with the flow of concentration. (Nist and Olejnik, 1995).

It is notable that dictionary value is reported to vary depending on students' age, level and etc.

A dictionary tells you:

- How the word is pronounced
- How it is formed in different tenses
- Different meanings of the word
- How it is used in sentences
- How it is related to other words.

Not all dictionaries give this information. Nonetheless, they are still very useful, as they give an idea of what words mean, and possibly how they are used. If students have access to a dictionary in the school, classroom or at home, they will be able to find out the meanings of words themselves and will be less dependent on the teacher.

### 7.5.17. Mnemonic

Mnemonic is also called "the key word technique" It is used when learners meet an unknown word and discover its meaning; they may wish to make an extra effort to remember the word. In this technique the learners create an unusual association between the word form and its meaning. For example, let us imagine that an Indonesian learner of English wants to remember the meaning of the English word Parrot. Nation (1988) although the key word technique Seems rather bizarre at first sight, its effectiveness lies In its association of both formal and meaning elements of the new rod by the use of aural and imagery clues. This strategy is also called the "clue word" strategy because the learner uses a clue to remember the meaning of a word.

## 8. Data Analysis and Discussion

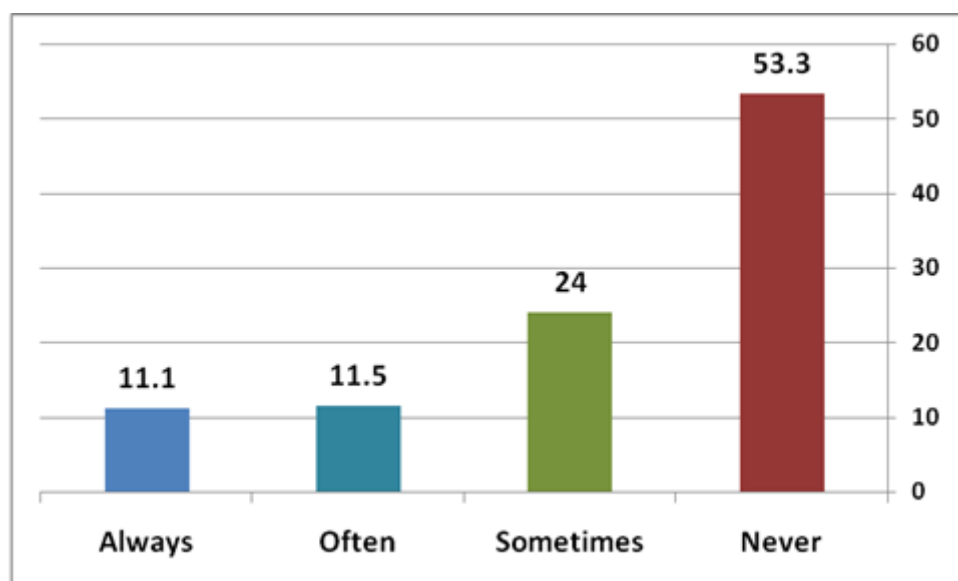
### 8.1. The influence of the Level on Learners' Choice

Here are the results that the researchers have come to about the strategies of learning vocabulary by learners through downgrading the output of the questionnaire in tables and charts.

**Table-1.** Using Monolingual Dictionary

Q1 responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	43	19.1	41	18.2	36	16	120	53.3
Sometimes	19	8.4	17	7.5	18	8	54	24
Often	5	2.2	9	4	12	5.3	26	11.5
Always	8	3.5	8	3.5	9	4	25	11.1
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies are in the table above show that 'never' received 43by 1st year, 41 by 2nd year and 36 by 3rd year students. 'Sometimes' 19 by 1st year, 17 by 2nd year and 18 by 3rd year. 'often' received 5 by 1st year, 9 by 2nd year and 12 by 3rd year. 'always' 8 by 1st year, 8 by 2nd year and 9 by 3rd year students.



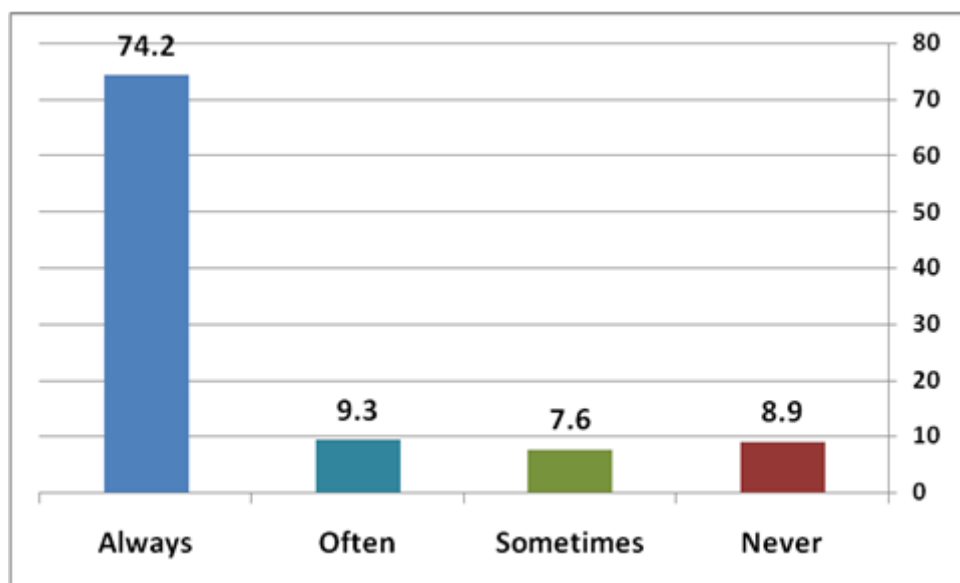
Frequencies in chart (1) show the students' performance in using (monolingual dictionary) and it reveals that 'never' received (80, 9%) which is the highest percentage.

**Table-2.** Using Bilingual Dictionary

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	12	5.3	5	2.2	3	1.3	20	8.9
Sometimes	9	4.0	3	1.3	5	2.2	17	7.6
Often	7	3.1	9	4.0	5	2.2	21	9.3
Always	47	20.9	58	25.8	62	27.6	167	74.2
total	75	33.3	75	33.3	75	33.3	225	100



Frequencies are in the table above express that 'never' received 11 by 1<sup>st</sup> year, 5 by 2<sup>nd</sup> year and 3 by 3<sup>rd</sup> year students. 'Sometimes' received 9 by 1<sup>st</sup> year, 3 by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year. 'often' received 7 by 1<sup>st</sup> year, 9 choices by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year. 'always' received 48 by 1<sup>st</sup> year, 58 by 2<sup>nd</sup> year and 62 by 3<sup>rd</sup> year students.

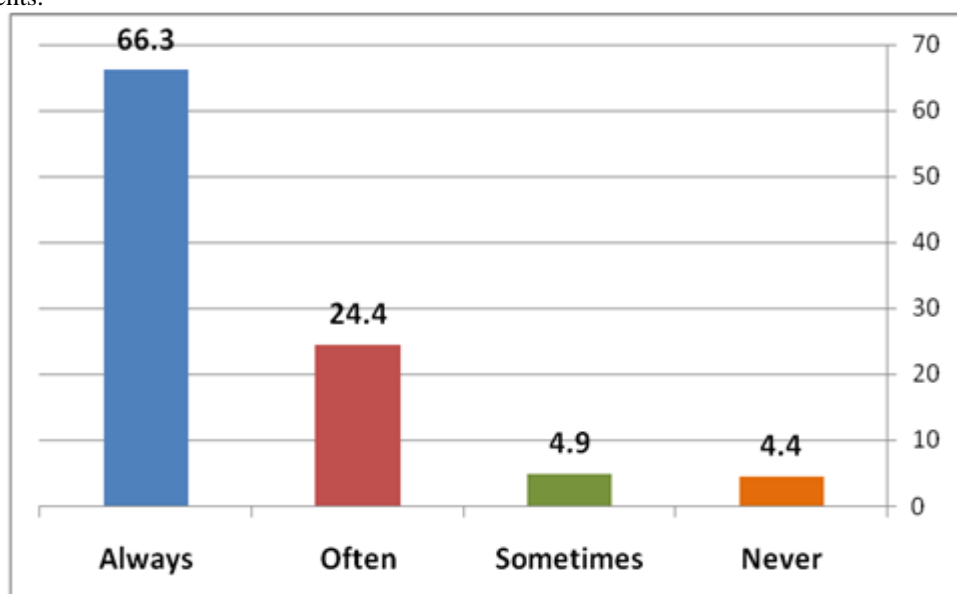


Frequencies in chart (2) show the students attitudes towards using (bilingual dictionary) and it reveals that always received (74,7%) which is the percentage agreed by the students to use the above proposition.

**Table-3.** Word Repetition for Full Understanding

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	3	1.3	5	2.2	2	0.9	10	4.4
Sometimes	5	2.3	3	1.3	3	1.3	11	4.9
Often	48	21.3	2	0.9	5	2.2	55	24.4
Always	19	8.5	65	28.9	65	28.9	149	66.3
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies were made in the table above show that 'never' received 3 choices by 1<sup>st</sup> year, 5 by 2<sup>nd</sup> year and 2 by 3<sup>rd</sup> year students. 'sometimes' received 5 choices by 1<sup>st</sup> year, 3 by 2<sup>nd</sup> year and 3 by 3<sup>rd</sup> year. 'often' received 48 choices by 1<sup>st</sup> year, 2 by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year. 'always' received 19 choices by 1<sup>st</sup> year, 65 by 2<sup>nd</sup> year and 65 by 3<sup>rd</sup> year students.

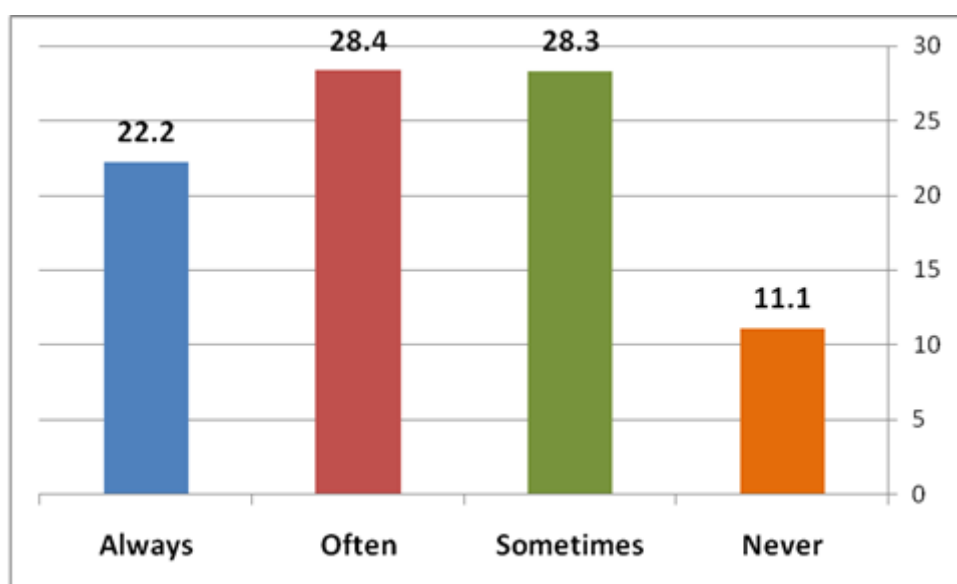


Frequencies in chart (3) above state the performance of the students when expressing (word repetition for full understanding) and it reveals that 'always' received (66, 3%) as a neutral percentage to the above proportion.

**Table-4.** Using Word in Context

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	15	6.7	5	2.2	5	2.2	25	11.1
Sometimes	17	7.6	29	12.6	40	17.8	86	28.3
Often	16	7.1	20	8.9	28	12.4	64	28.4
Always	27	12	21	9.3	2	0.9	50	22.2
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies in the table above reveal 'never' received 15 choices by 1<sup>st</sup> year, 5 by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year students. 'sometimes' received 17 choices by 1<sup>st</sup> year, 29 by 2<sup>nd</sup> year and 40 by 3<sup>rd</sup> year. 'often' received 16 choices by 1<sup>st</sup> year, 20 choices by 2<sup>nd</sup> year and 28 choices by 3<sup>rd</sup> year. 'always' received 27 choices by 1<sup>st</sup> year, 21 by 2<sup>nd</sup> year and 2 by 3<sup>rd</sup> year students.



Frequencies in chart (4) reveal the performance of the students when using (word repetition for full understanding), and it reveals that 'sometimes' received (38, 3%) which is a below average percentage for the proposition mentioned above.

**Table-5.** Breaking a difficult Word into its Parts

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	7	3.1	3	1.3	3	1.3	13	2.7
Sometimes	27	12	29	12.9	19	8.4	75	33.3
Often	23	10.2	41	18.3	17	7.6	81	36.1
Always	18	8	2	0.9	36	16	56	24.9
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies were made in the table above which is reveal the students attitudes towards 'never' which is received 7 choices by 1<sup>st</sup> year, 3 by 2<sup>nd</sup> year and 3 by 3<sup>rd</sup> year students. 'Sometimes' received 27 by 1<sup>st</sup> year, 29 by 2<sup>nd</sup> year and 19 by 3<sup>rd</sup> year. 'often' received 23 by 1<sup>st</sup> year, 9 by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year. 'always' received 48 by 1<sup>st</sup> year, 58 by 2<sup>nd</sup> year and 62 by 3<sup>rd</sup> year students.

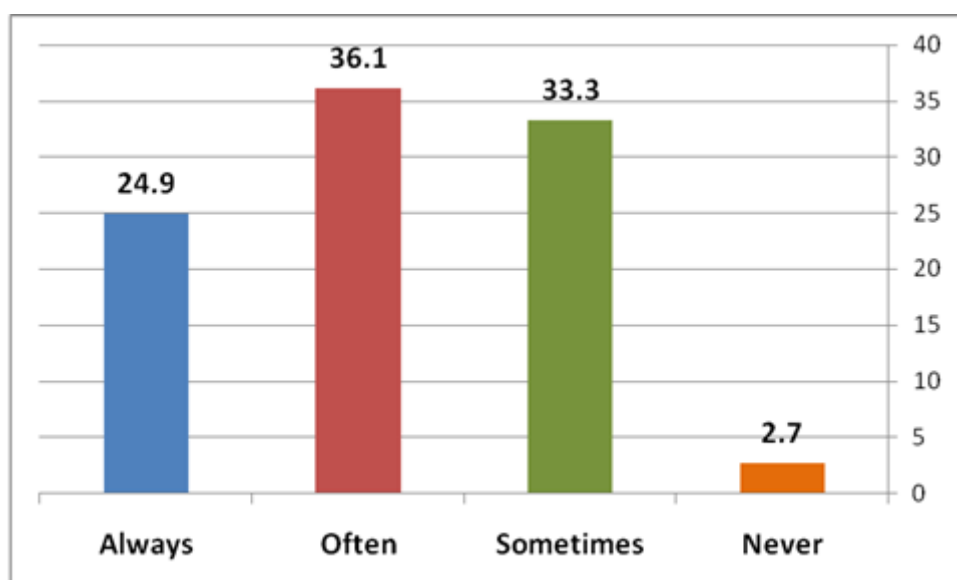
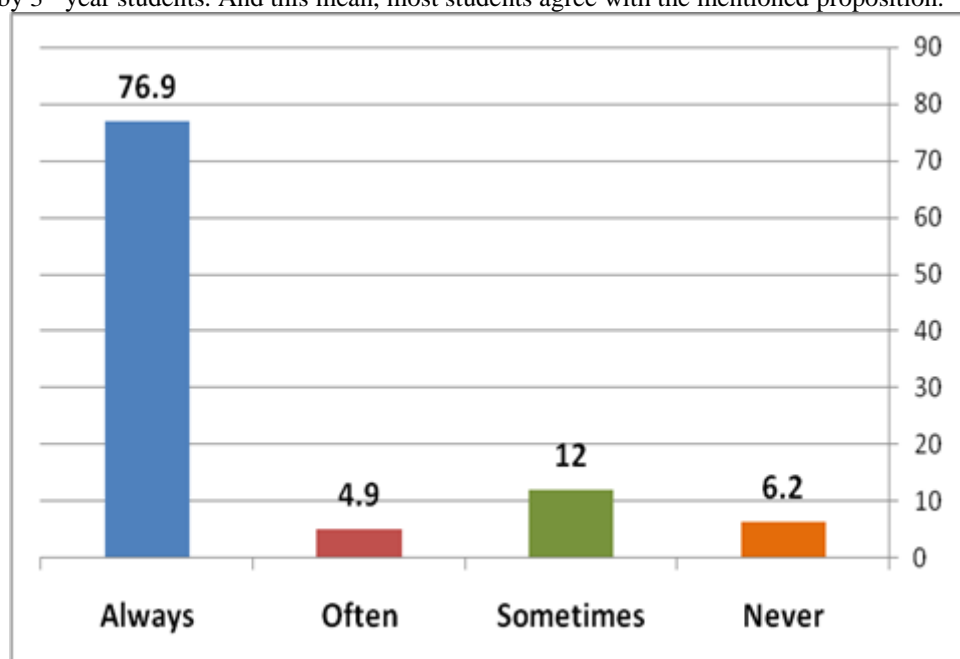


Chart (5) above portrays the performance of the students when (breaking word into its parts) and it reveals that 'often' received (36.1%), which is below average but consider to be the highest percentage in the chart chosen by students.

**Table 4-6.** Asking the Teacher for Explanation

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	6	2.7	3	1.3	5	2.2	14	6.2
Sometimes	9	4	5	2.2	13	2.8	27	12
Often	2	0.9	7	3.1	2	0.9	11	4.9
Always	58	25.8	60	26.7	55	24.4	173	76.9
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies were made in the table above show that 'never' received 6 choices by 1<sup>st</sup> year, 3 by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year students. 'sometimes' received 9 choices by 1<sup>st</sup> year, 5 by 2<sup>nd</sup> year and 13 by 3<sup>rd</sup> year. 'often' received 2 choices by 1<sup>st</sup> year, 7 choices by 2<sup>nd</sup> year and 2 choices by 3<sup>rd</sup> year. 'always' received 58 choices by 1<sup>st</sup> year, 60 by 2<sup>nd</sup> year and 55 by 3<sup>rd</sup> year students. And this mean, most students agree with the mentioned proposition.

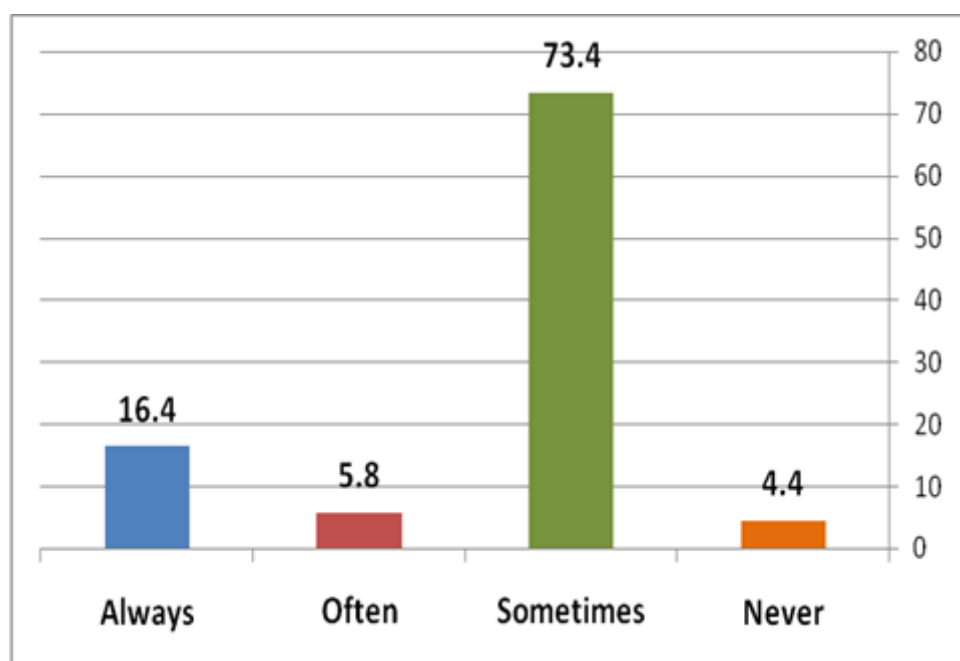


Frequencies in chart (6) reveal the performance of the students when (asking the teacher for explanations) and it reveals that 'always' received (76.9%). This percentage indicates that most students agree with the mentioned proposition.

**Table-7.** Asking a Classmate for Explanation

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	2	0.9	5	2.2	3	1.3	10	4.4
Sometimes	62	26.7	57	25.4	46	20.4	165	73.4
Often	8	3.6	3	1.3	2	0.9	13	5.8
Always	3	1.3	10	4.4	24	10.7	37	16.4
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies are made to 'never' received 2 choices by 1<sup>st</sup> year, 5 by 2<sup>nd</sup> year and 3 by 3<sup>rd</sup> year students. 'sometimes' received 62 by 1<sup>st</sup> year, 57 by 2<sup>nd</sup> year and 46 by 3<sup>rd</sup> year. 'often' received 8 by 1<sup>st</sup> year, 3 by 2<sup>nd</sup> year and 2 by 3<sup>rd</sup> year. 'always' received 3 choices by 1<sup>st</sup> year, 10 by 2<sup>nd</sup> year and 24 by 3<sup>rd</sup> year students. Learners responses to the proposition above is especially the second and third classes are average.

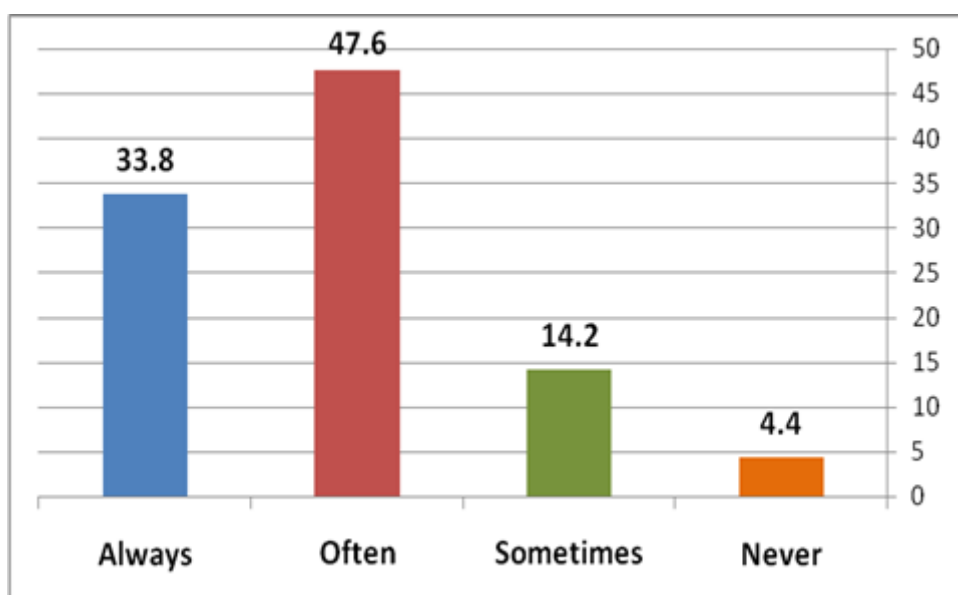


Frequencies in chart (7) reveal the performance of the students when (asking a classmate for explanation) and it reveals that 'sometimes' received (73, 4%) of the students responses. It also means that students are neutral in responding to the proposition above.

**Table-8.** Inferring

<i>Responses</i>	<i>Class</i>						<i>Total</i>	
	<i>First</i>		<i>Second</i>		<i>third</i>			
	<i>Rep.</i>	<i>Per.</i>	<i>Rep.</i>	<i>Per.</i>	<i>Rep.</i>	<i>Per.</i>	<i>Rep.</i>	<i>Per.</i>
Never	5	2.2	3	1.3	2	0.9	10	4.4
Sometimes	3	1.3	11	4.9	18	8	32	14.2
Often	40	17.8	35	15.6	32	14.2	107	47.6
Always	27	12	26	11.6	23	10.2	76	33.8
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies were made to 'never' received 5 choices by 1<sup>st</sup> year, 3 by 2<sup>nd</sup> year and 2 by 3<sup>rd</sup> year students. 'sometimes' received 3 choices by 1<sup>st</sup> year, 11 by 2<sup>nd</sup> year and 18 by 3<sup>rd</sup> year. 'often' received 40 choices by 1<sup>st</sup> year, 35 by 2<sup>nd</sup> year and 32 by 3<sup>rd</sup> year. 'always' received 27 choices by 1<sup>st</sup> year, 26 by 2<sup>nd</sup> year and 23 by 3<sup>rd</sup> year students. The learners' responses indicate that a few students agree with the proposition above.

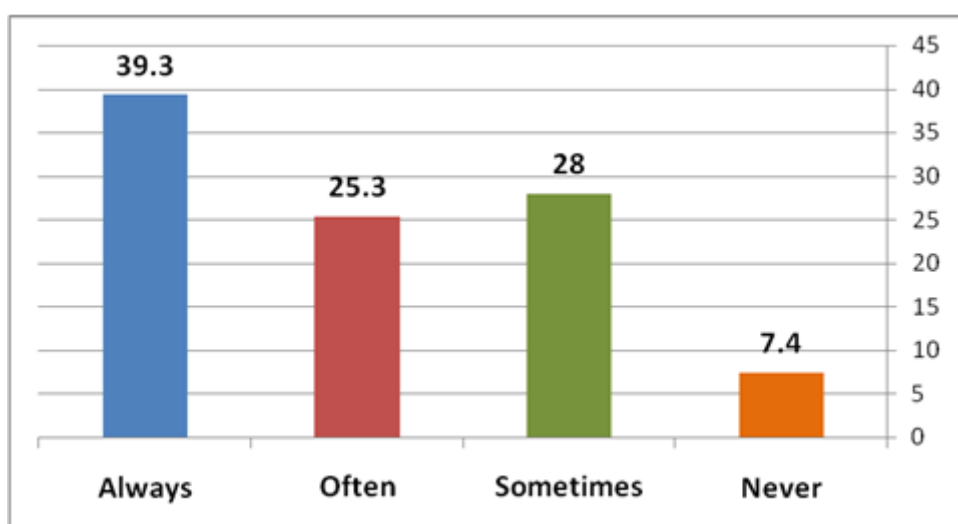


The frequencies in chart (4-8) reveal the performance of the students when using (Inferring) and it reveals that 'often' received (47, 6%), which is below average of the percentage.

Table-9. Taking notes

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	9	4	3	1.2	5	2.2	17	7.4
Sometimes	21	9.3	19	8.5	23	10.2	63	28
Often	19	8.4	29	12.9	9	4	57	25.3
Always	26	11.6	24	10.8	38	16.9	88	39.3
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies were made above show 'never' received 9 choices by 1<sup>st</sup> year, 3 by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year students. 'sometimes' received 21 choices by 1<sup>st</sup> year, 19 by 2<sup>nd</sup> year and 23 by 3<sup>rd</sup> year. 'often' received 19 choices by 1<sup>st</sup> year, 29 choices by 2<sup>nd</sup> year and 9 choices by 3<sup>rd</sup> year. 'always' received 26 choices by 1<sup>st</sup> year, 24 by 2<sup>nd</sup> year and 38 by 3<sup>rd</sup> year students.



Frequencies in chart (4-9) reveal the performance of the students when (taking notes) and it indicates that 'always' received (39, 3%) of students responses.



Table-10. Stopping at difficult words

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	2	0.9	5	2.2	3	1.3	10	4.4
Sometimes	7	3.1	3	1.3	8	3.6	18	8
Often	5	2.2	9	4	11	4.9	25	11.1
Always	61	27.1	58	25.8	53	23.6	172	67.5
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies were made in the above table for 'never' 2 choices by 1<sup>st</sup> year, 5 by 2<sup>nd</sup> year and 3 by 3<sup>rd</sup> year students. 'sometimes' received 5 choices by 1<sup>st</sup> year, 9 by 2<sup>nd</sup> year and 11 by 3<sup>rd</sup> year. 'often' received 5 choices by 1<sup>st</sup> year, 9 by 2<sup>nd</sup> year and 53 by 3<sup>rd</sup> year. 'always' received 61 choices by 1<sup>st</sup> year, 58 by 2<sup>nd</sup> year and 2 by 3<sup>rd</sup> year students.

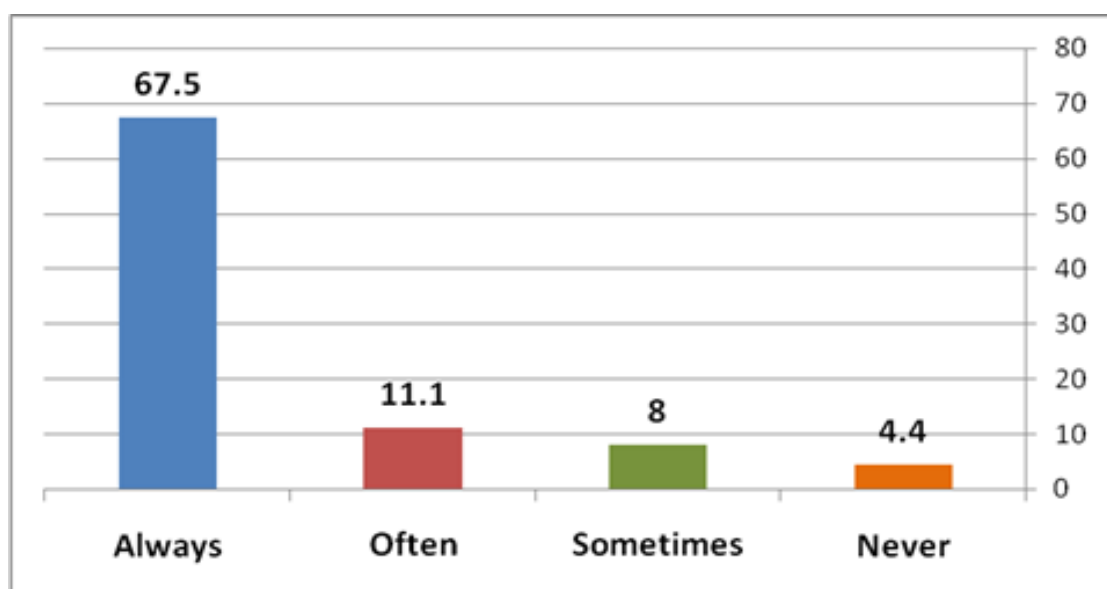
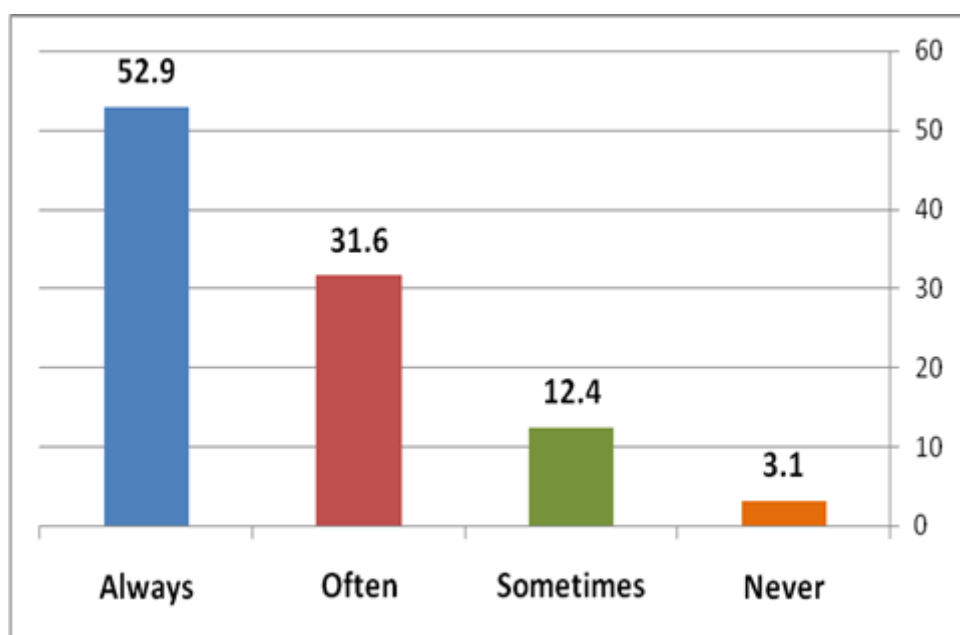


Chart (10) portray the attitudes of the students when (Stopping at difficult words) and it reveals that 'always' received (76, 5%). So, a lot of students agreed with this proportion.

Table-11. Translation

Responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	3	1.3	2	0.9	2	0.9	7	3.1
Sometimes	9	4	14	6.2	5	2.2	28	12.4
Often	25	11.2	36	16	10	4.4	71	31.6
Always	38	16.9	23	10.2	58	25.8	119	52.9
total	75	33.3	75	33.3	75	33.3	225	100

In the table above, frequencies were made to 'never' 3 choices by 1<sup>st</sup> year, 2 by 2<sup>nd</sup> year and 2 by 3<sup>rd</sup> year students. 'sometimes' received 9 choices by 1<sup>st</sup> year, 14 by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year. 'often' received 25 choices by 1<sup>st</sup> year, 36 by 2<sup>nd</sup> year and 10 by 3<sup>rd</sup> year. 'always' received 2 choices by 1<sup>st</sup> year, 3 by 2<sup>nd</sup> year and 2 by 3<sup>rd</sup> year students.

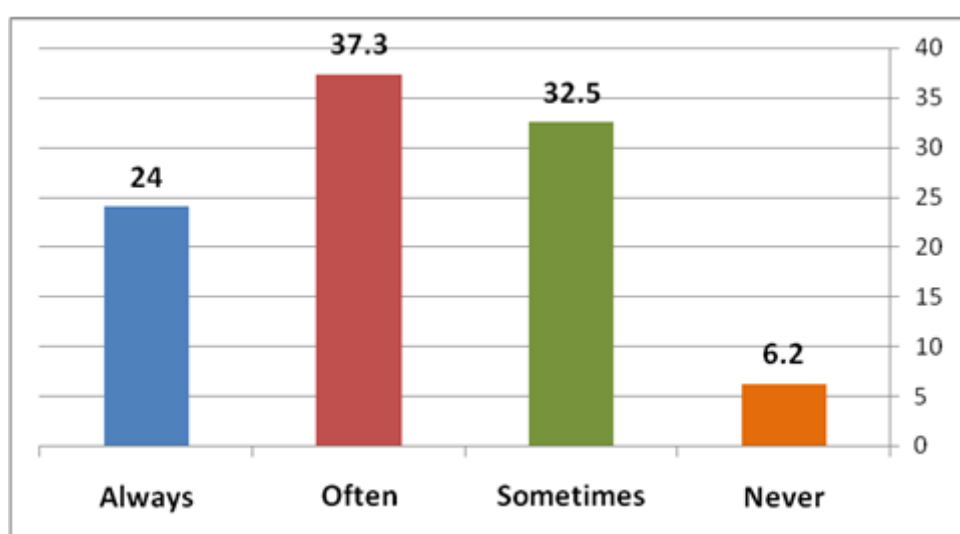


Frequencies in chart (11) reveal the performance of the students when expressing (Translation) as a reveals that 'always' received (52, 9%). And it indicates this proportion is agreed by learners.

Table 4-12. Learning Words in a List

responses	Class						Total	
	First		Second		third			
	Rep.	Per.	Rep.	Per.	Rep.	Per.	Rep.	Per.
Never	2	0.9	7	3.1	5	2.2	14	6.2
Sometimes	34	15.1	24	10.7	15	6.7	73	32.5
Often	13	5.8	25	11.1	46	20.4	86	37.3
Always	26	11.6	19	8.4	9	4	54	24
total	75	33.3	75	33.3	75	33.3	225	100

Frequencies in the above table are made to 'never' show2 choices by 1<sup>st</sup> year, 7 by 2<sup>nd</sup> year and 5 by 3<sup>rd</sup> year students. 'sometimes' received 34 choices by 1<sup>st</sup> year, 24 by 2<sup>nd</sup> year and 15 by 3<sup>rd</sup> year. 'often' received 13 choices by 1<sup>st</sup> year, 27 by 2<sup>nd</sup> year and 46 by 3<sup>rd</sup> year. 'always' received 26 choices by 1<sup>st</sup> year, 19 by 2<sup>nd</sup> year and 9 by 3<sup>rd</sup> year students.



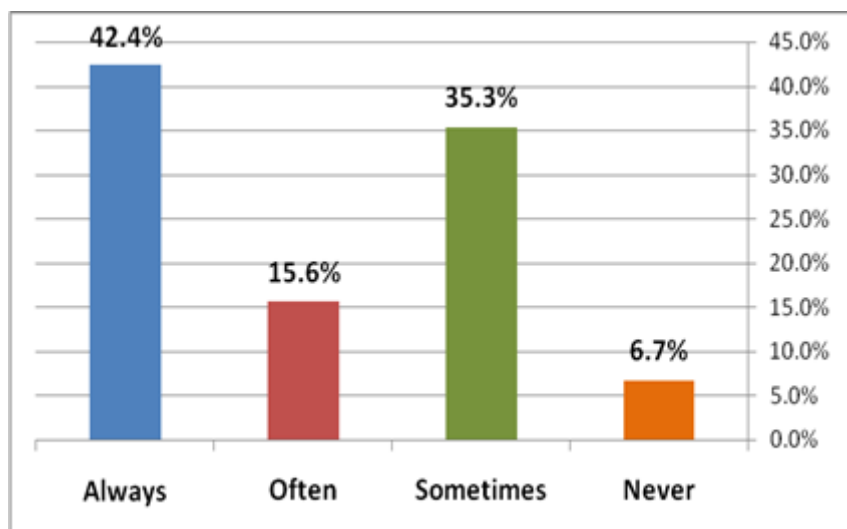
Frequencies in chart (12) reveal the performance of the students when (Learning words in a list) and it reveals that 'often' received (37, 3%) for the proposition above.

Responses of Teachers' Questionnaire about the techniques of teaching vocabulary

**Table 4-1.** Explaining New Words

Q1 Responses	Fre.	Per.
Never	3	6.7%
Sometimes	16	35.3%
Often	7	15.6%
Always	19	42.4%
Total	45	100%

Frequencies were made to 'never' 3, 'sometimes' 19, 'often' 7 and 'always' received 16 choices.



Frequencies in chart (1) reveal the performance of the teachers when (Explaining new words) and it reveals that 'sometimes' received (42. 20%) of the teachers' choices to the proportion above and not all the teacher agree.

**Table 2.** Translation into Arabic:

Q1 Responses	Fre.	Per.
Never	11	24.5%
Sometimes	19	42.4%
Often	9	20%
Always	7	15.6%
Total	45	100%

Frequencies were made to 'never' 11, 'sometimes' 19, 'often' 9 and 'always' received 7 of the teacher choices.

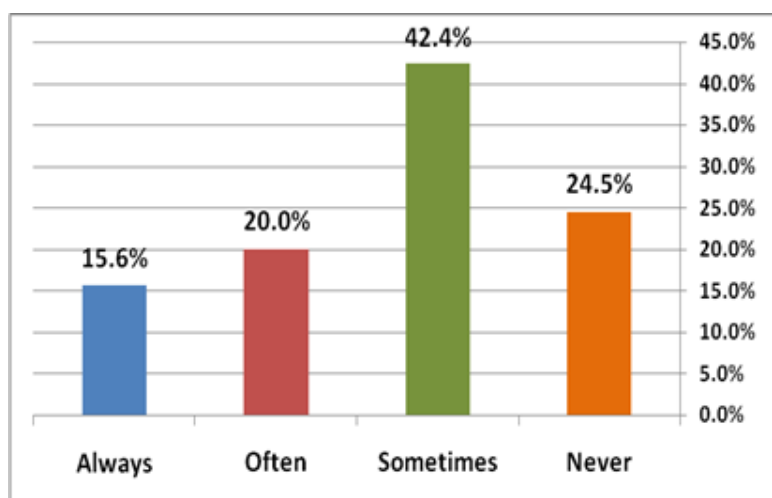
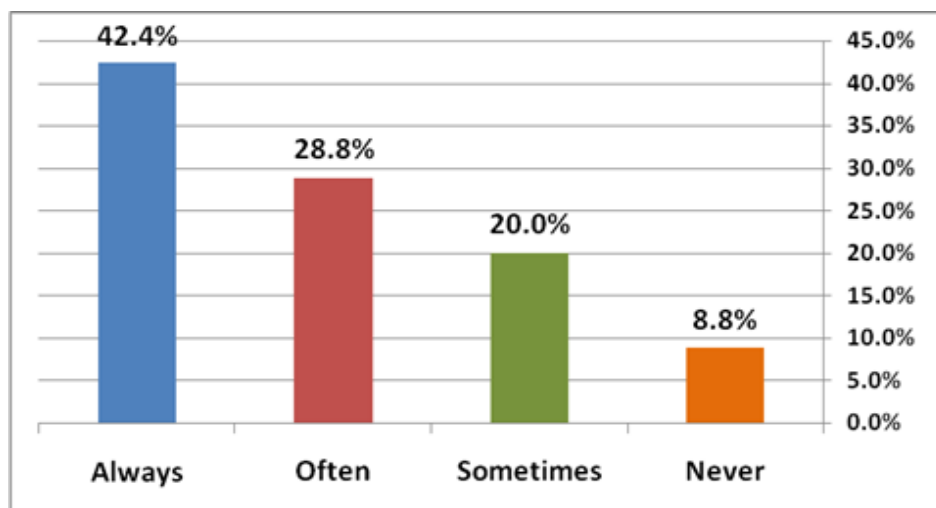


Chart (4-2) above portrays the performance of the teachers when using the technique (Translation into Arabic), and it reveals that 'sometimes' received (42, 20%) of the teachers responses to the above proportion when it's difficult for the learners especially first class to recognize a meaning of a word.

**Table 3.** Breaking Word into Parts:

Q1 Responses	Fre.	Per.
Never	4	8.8%
Sometimes	9	20%
Often	13	28.8%
Always	19	42.4%
Total	45	100%



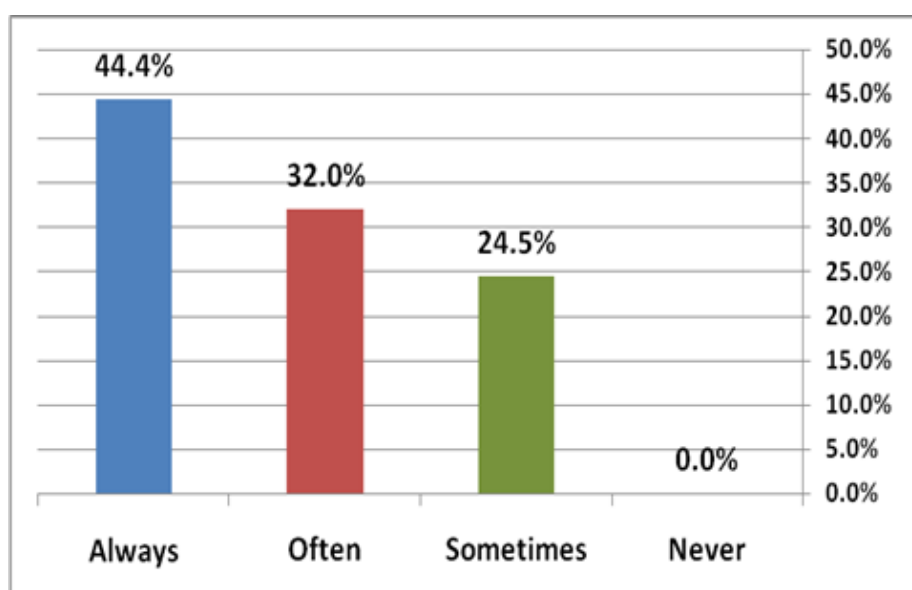
Frequencies were made to 'never' 4, 'sometimes' 9, 'often' 13 and 'always' received 19.

Frequencies in chart (3) above reveal the performance of the teachers when (breaking word into parts), it reveals that 'always' received (42, 4%) and it's the highest percentage acquired by them to make it easy for the learner to understand the meaning of a word.

**Table-(4).** Giving Examples

Responses	Fre.	Per.
Never	0	0%
Sometimes	11	24.5%
Often	14	32.%
Always	20	44.4%
Total	45	100%

Frequencies were made to 'never' 0, 'sometimes' 11, 'often' 14 and 'always' received 20.

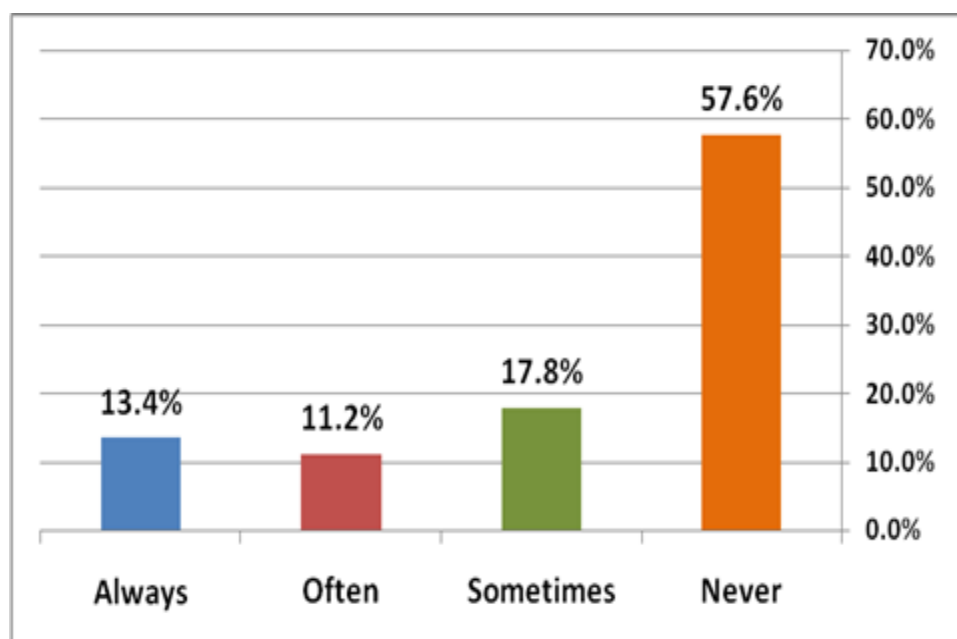


Frequencies in chart (4) reveal the performance of the teachers when (giving examples) and it apparent that always received (44, 4%) as an important and preferable technique for the teachers.

**Table (5).** Ignoring New Words for the Students to Ask About

Q1 Responses	Fre.	Per.
Never	26	57.6%
Sometimes	8	17.8%
Often	5	11.2%
Always	6	13.4%
Total	45	100%

Frequencies were made to 'never' 26, 'Sometimes' 8, 'often' 5 and 'always' received 6.



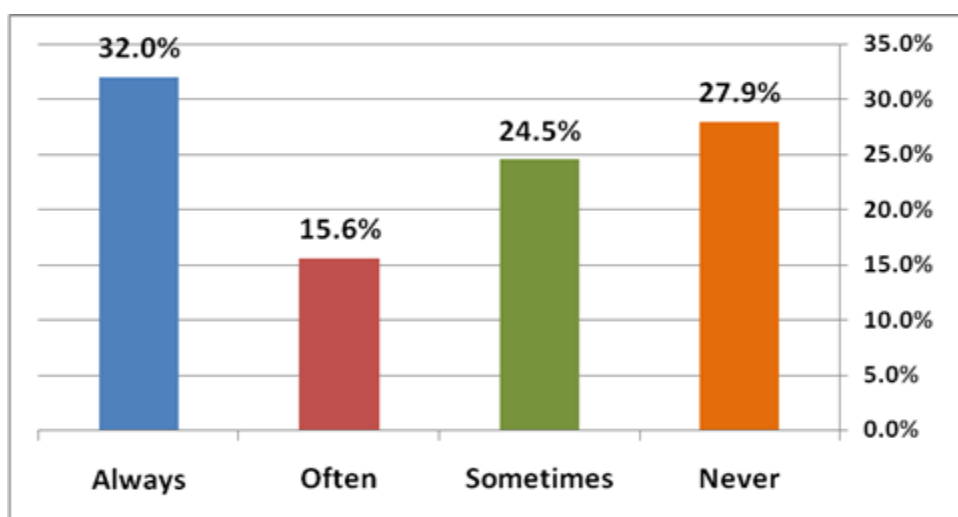
Frequencies in chart (5) reveal the performance of the teachers when (ignoring new words for the students to ask about), it reveals that 'never' received (57.6%) as percentage of the teachers who are disagreed with the proposition above.

**Table-(6).** Teaching Words like Communication, Together:

Responses	Fre.	Per.
Never	13	27.9%
Sometimes	11	24.5%
Often	7	15.6%
Always	14	32%
Total	45	100%

Frequencies were made to 'never' 13, 'sometimes' 11, 'often' 7 and 'always' received 14.



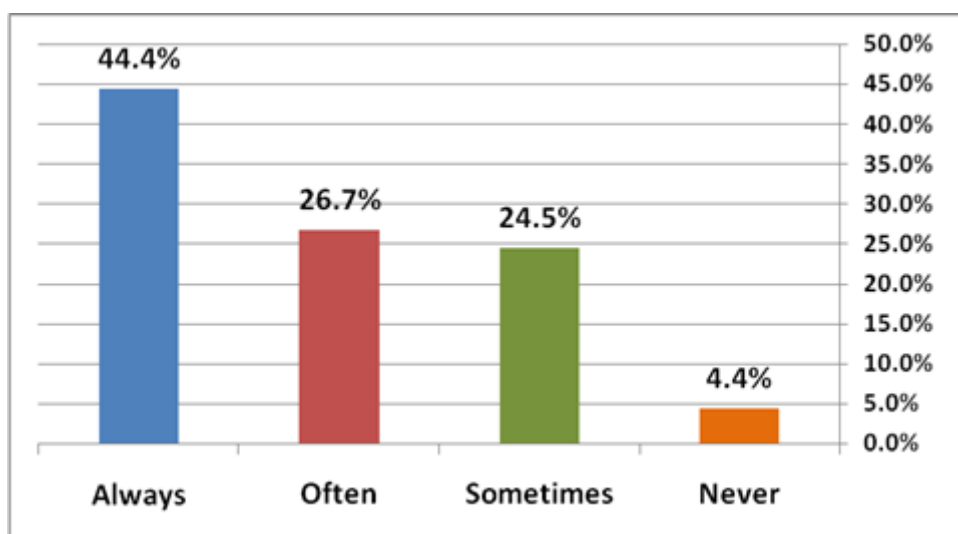


Frequencies in chart (4-6) reveal the performance of the teachers when (teaching words like communication together) reveals that 'always' received (32%) and the technique above is used by most of the teachers.

Table-(7). Inferring

Responses	Fre.	Per.
Never	2	4.4%
Sometimes	11	24.5%
Often	12	26.7%
Always	20	44.4%
Total	45	100%

Frequencies were made to 'never' 2, 'sometimes' 11, 'often' 12 and 'always' received 20.

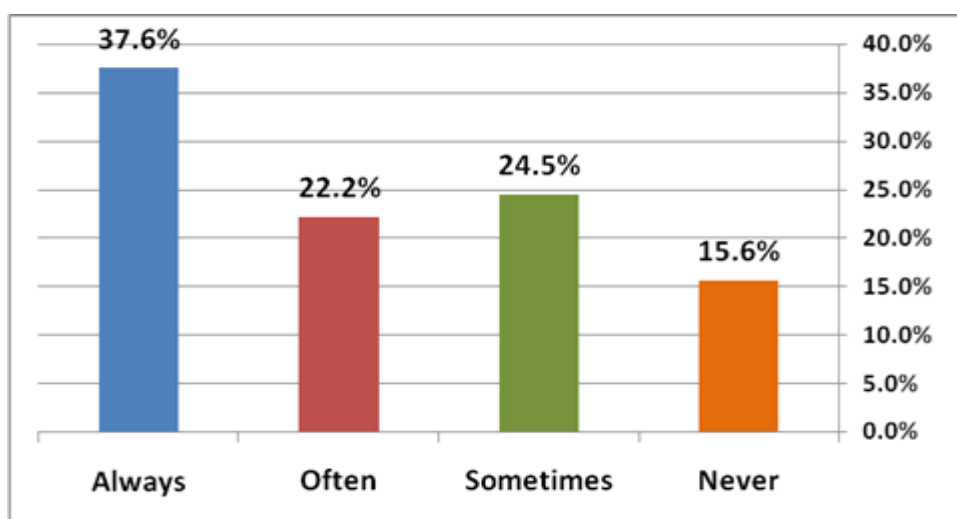


Frequencies in chart (7) reveal the performance of the teachers when expressing (Inferring), and it reveals that 'always' received (44, 5%).

Table (4-8). Showing the Relation between Words

Responses	Fre.	Per.
Never	7	15.6%
Sometimes	11	24.5%
Often	10	22.2%
Always	17	37.6%
Total	45	100% %

Frequencies were made to 'never' were 7, 'sometimes' 11, 'often' , and 'always' received 17.

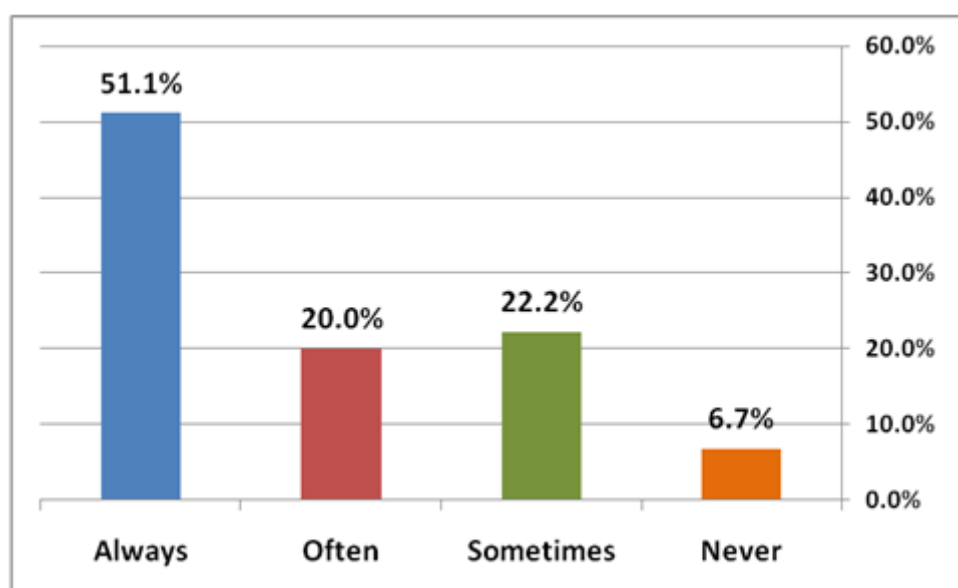


Frequencies in chart (8) above reveal the performance of the teachers when (showing relation between words), it reveals that 'always' received (37, 6%). The responses indicate a few of the teachers use this proportion above.

**Table-(4-9). Acting**

Responses	Fre..	Per.
Never	3	6.7%
Sometimes	10	22.2%
Often	9	20%
Always	23	51.1%
Total	45	100%

Frequencies were made to 'never' 3, 'sometimes' 10, 'often' 9 and 'always' received 23.

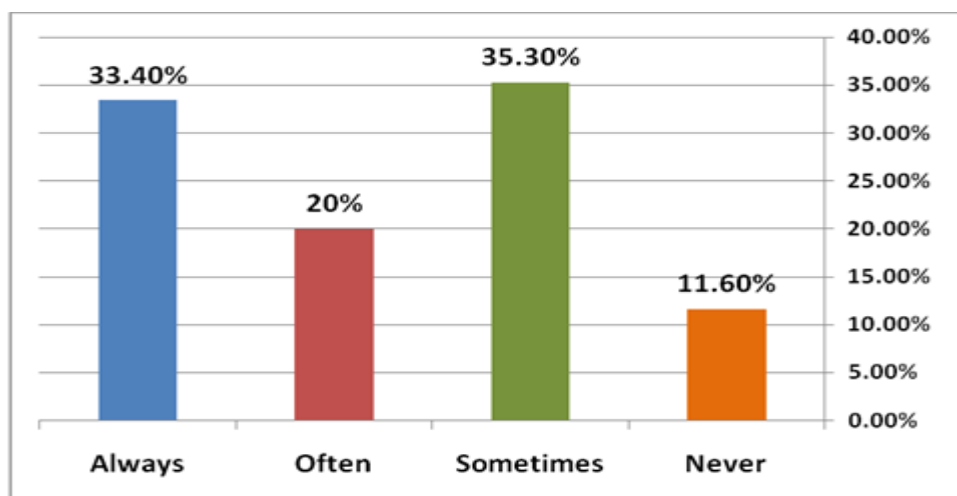


Frequencies in chart (9) reveal the performance of the teachers when (acting), it reveals that 'always' received (51.1%). And it is agreeable technique by a lot of teachers because it's easy and preverbal to the learners.

**Table-(10). Showing the Words' Part of Speech**

Responses	Fre.	Per.
Never	5	11.6%
Sometimes	16	35.3%
Often	9	20%
Always	15	33.4%
Total	45	100%

Table above state frequencies that were made to 'never' 5, 'sometimes' 16, 'often',9 and 'always' received 15 responses.

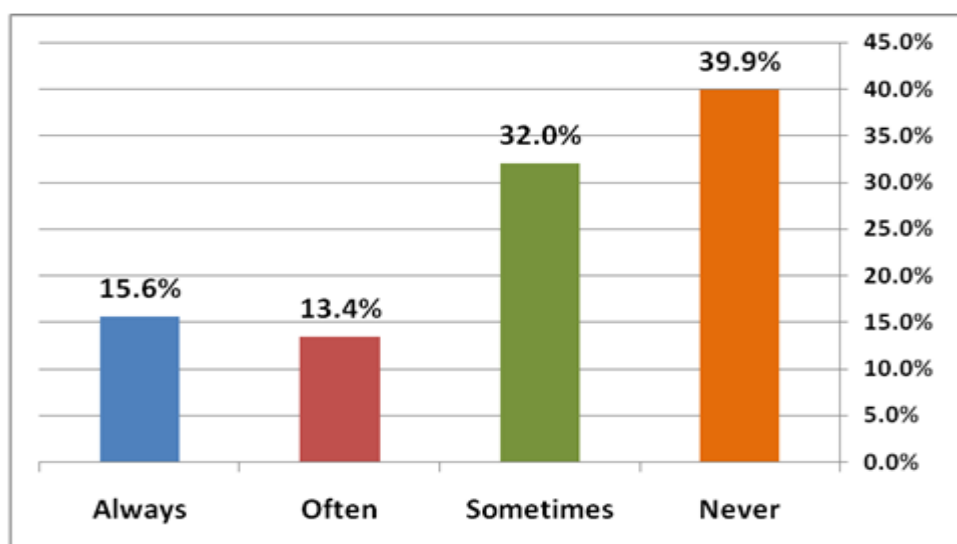


Frequencies in chart (10) reveal the performance of the teachers when (showing the word's part of speech), it reveals that 'sometimes' received (35, 3%).

Table-(11). Teaching Words in Isolation

Responses	Fre.	Per.
Never	18	39.9%
Sometimes	14	32%
Often	6	13.4%
Always	7	15.6%
Total	45	100%

Frequencies were made to 'never' 18, 'sometimes' 14, 'often' 6and 'always' received 7.

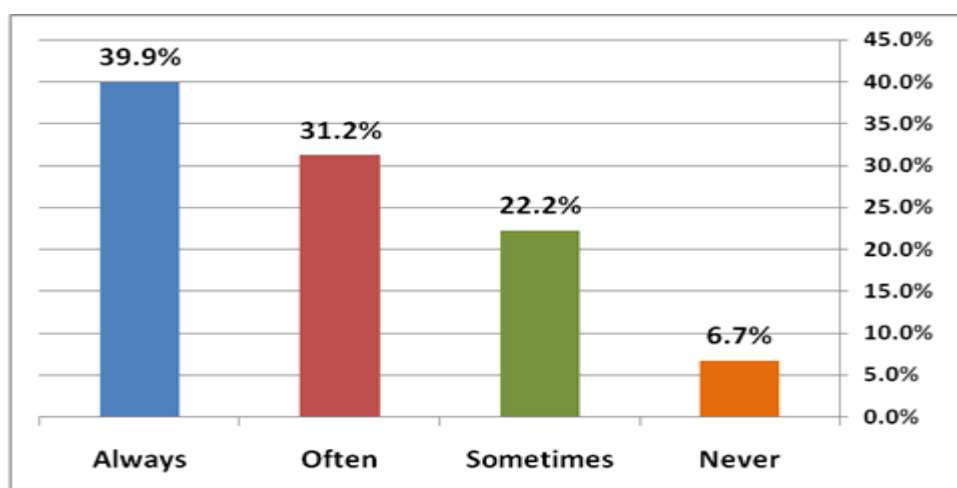


Frequencies in chart (4-11) above reveal the performance of the teachers when (teaching words in isolation), it reveals that 'never' received (39.9%). It also indicates disagree to the proportion.

Table-(12). Using Word in a Context

Responses	Fre.	Per.
Never	3	6.7%
Sometimes	10	22.2%
Often	14	31.2%
Always	18	39.9%
Total	45	100%

Frequencies were made to 'never' were 3, 'sometimes' 10, 'often' 14 and 'always' received 18 of the responses.



Frequencies in chart (12) reveal the performance of the teachers when (using word in a context) and it reveals that 'always' received (39.9%).

Table-(13). Using Real Object

Responses	Fre.	Per.
Never	5	11.3%
Sometimes	11	24.5%
Often	17	37.6%
Always	12	26.6%
Total		100%

Frequencies were made to 'never' 5, 'sometimes' 11, 'often' 17 and 'always' received 12.

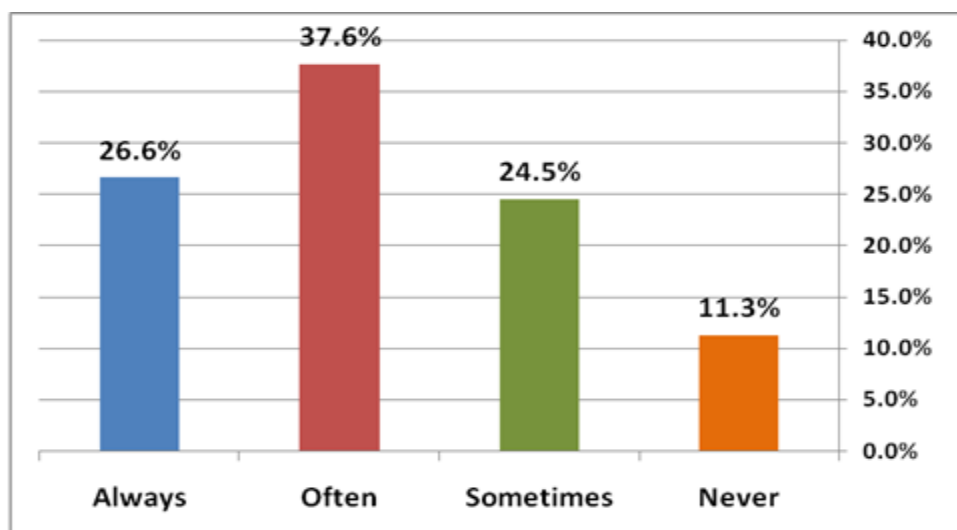
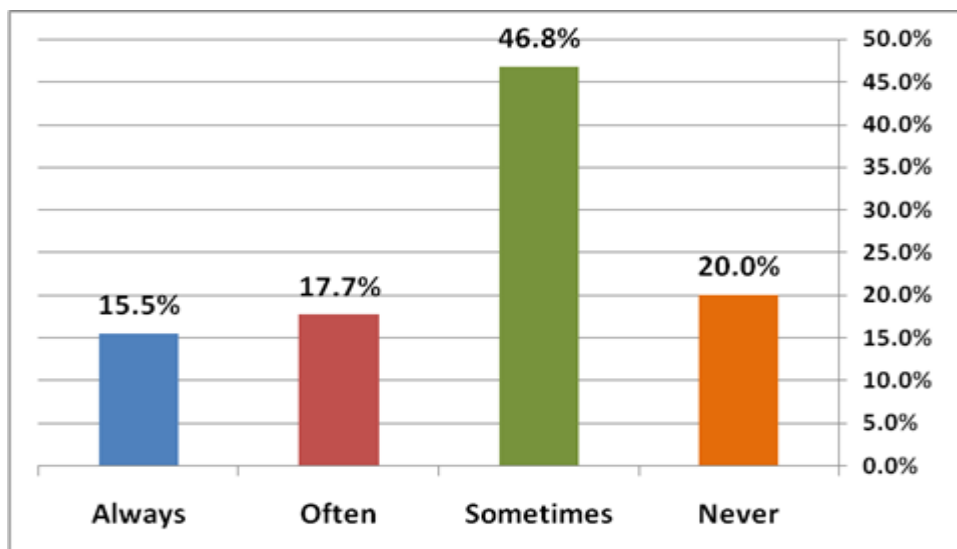


Chart (13) above portrays the performance of the teachers when using (real objects), it reveals that 'often' received (37, 6%). It's one of the technique teachers' uses for the first class students.

Table-(14). Asking Students to Give the Meaning of the Words

Responses	Fre.	Per.
Never	9	20%
Sometimes	21	46.8%
Often	8	17.7%
Always	7	15.5%
Total	45	100%

Frequencies were made to 'never' 9, 'sometimes' 21, 'often', 8 and 'always' received 7.

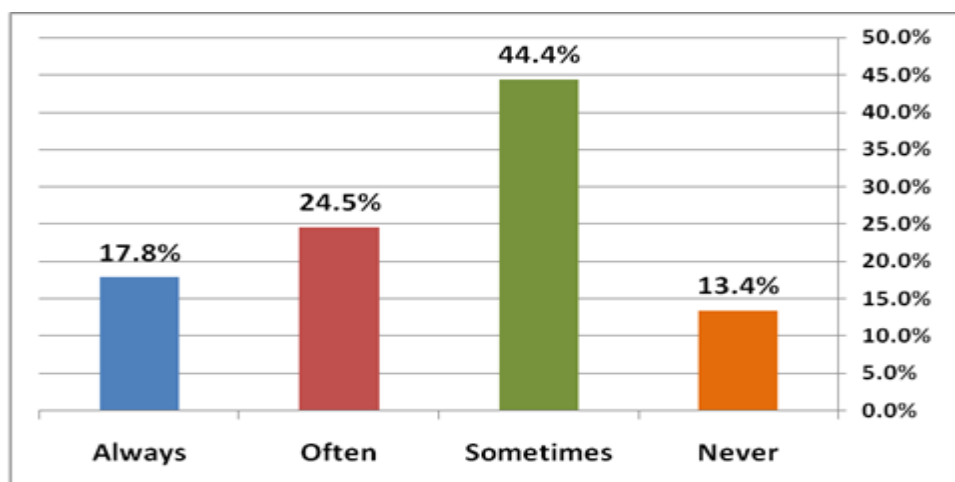


The frequencies in chart (14) reveal the performance of the teachers when (asking students to give the meaning of a word), it reveals that 'sometimes' received (46.8%).

**Table-(15).** Using charts

Responses	Fre.	Per.
Never	6	13.4%
Sometimes	20	44.4%
Often	11	24.5%
Always	8	17.8%
Total	45	100%

Frequencies were made to 'never' 6, 'sometimes' 20, 'often' received 11 and 'always' received 8.



The frequencies in chart (15) reveal the performance of the teachers when (using charts), it reveals that 'sometimes' received (44.5%).

## 8.2. Summary of Findings

This study aimed at assessed the importance of teaching and learning English vocabulary at secondary school. The researchers distributed 300 hundred copies as a questionnaire for the students and 50 copies for the teachers. The summary and interpretations of research findings will be presented here, according to the verification of the hypotheses.

## 8.3. Research Questions

The specific research questions addressed in the case studies were as follow:

- 1- Do the techniques adopted by EFL teachers in secondary schools influence learning new vocabulary?



- 2- Do the strategies adopted by learners play influence in the process of learning vocabulary?
- 3- Do the techniques affect the learners' level?
- 4- Do the amounts of the vocabulary used in secondary school curriculum in Saudi Arabia affect the students' level
- 5- What are the suitable vocabulary teaching strategies can reduce teaching and learning styles conflicts?

#### 8.4. Answers to Research Questions

In investigating the research problem the researchers will try to find answers to the following questions:

- 1- Do the techniques adopted by EFL teachers in secondary schools influence learning vocabulary?  
The researchers find that and according to some facts about the questionnaire, most of the techniques are adopted by the teachers have their effective results in encouraging learners to learn vocabulary. Acting, giving examples and inferring scored the highest percentages in the techniques are (51%, 44.40%, and 44%). Using charts and real object also make it easy and attract learners' attention.
- 2- Do the strategies adopted by learners play influence in the process of learning vocabulary?  
Learners always look for easy and not complicated way to achieve their goals in learning. Lots of these strategies that are adopted by learners help them a lot and ease the burden in case of learning vocabulary. Like using bilingual dictionary (74%), word repetition (56%), asking the teacher (75%) and translation (52%) are greatly pushed the process of learning vocabulary and using modern tools like electronic dictionaries and cell phones.
- 3- Do the techniques affect the learners' level?  
The analysis of this question indicates that the techniques affect the learners' level. It is clearly seen in the choices of the learners through the questionnaire about these techniques. For example if we take the technique (breaking a difficult word into its parts), we notice that from the result of applying this technique in the second class, it received (2 choices) in compare to the third class (36 choices). This is proved that some techniques are difficult to apply them on the lower levels and at the same time other ones are not suitable the upper classes.
- 4- Do the amounts of the vocabulary used in secondary school curriculum in Saudi Arabia affect the students' level?  
According to the statistic analysis and the results obtained about the amounts of the vocabulary used in secondary school curriculum in Saudi Arabia we can say that the amount is so huge, difficult, and complicated. Curriculum is chosen vocabulary study through memorizing styles that given no chance for the learners to think or innovate in guessing the meaning from context or make it easier for them even to remember it later on. And this appears clearly on the students' questionnaire table (4-10).
- 5- What are the suitable vocabulary teaching strategies can reduce teaching and learning styles conflicts?  
According to this study, the suitable vocabulary teaching strategies can reduce teaching and learning styles conflicts is the active vocabulary (productive) or (passive) one. The Vocabulary learners can use it easily in writing or in everyday life speech. So, learners have to learn the words that are important to the subjects they study. Learn the words that learners know will often use themselves. Learners shouldn't learn vocabularies that are rare or not useful.

#### 8.5. Pedagogical Implications

Learners' mastery of the language communicative ability is affected when language learners are unable to successfully communicate in English without knowledge about the target language especially vocabulary. The first important implication of this study is the communicative ability and how it is necessary for language learning process. In this case, instruction should be given beginning in lower class levels and should continue through advanced courses. Perhaps this aspect of language teaching is overlooked as language instruction seems to emphasize learning vocabulary. More specific about this study, learners will be able to make good ways of communications and using the language and express themselves through using vocabulary words and making speeches or sentences. We have to encourage learners to use the language outside classroom, at school environment or to communicate out with the native speakers. So, through practicing the language they can achieve and reach goals.

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