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Investigation of the current strategies of teaching vocabulary to young learners

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Abstract

This study investigates the vocabulary strategies used by the Libyan teachers at primary schools and the difficulties that they may encounter when they teach English vocabulary. A mixed research approach was used to investigate to what extent EFL Libyan teachers use the effective strategies of teaching vocabulary in their classes and the difficulties they encounter. SPSS software was used to analyse the quantitative data which was gained from the questionnaire, whereas thematic analysis method was used to analyse the qualitative data obtained from the interviews. The findings of the study revealed that the teachers used the appropriate vocabulary strategies weakly and only in few certain strategies when they used them more highly. The problem is that all the teachers in this study were aware of the importance of using appropriate strategies and techniques of teaching English to young learners. The teachers were justified their lack of using these strategies by encounter some challenges when they teach English vocabulary. They summarized these challenges to include; class size, lack of facilities such as; including space, books, and teaching aids and insufficient time during teaching English vocabulary. Thus, teaching English vocabulary would not be developed unless to overcome the challenges teachers mentioned in this study. Based on the findings, some recommendations suggestions for further research are given.

Dedication

I give thanks to God that gives me the opportunity to write out this project research and finding.

- To my beloved parents, who never stop giving of themselves in countless ways.
- To my husband, who leads me through the valley of darkness with light of hope and support.
- To my beloved kids who I can't force myself to stop loving.
- To all my family, brothers and sisters, the symbol of love and giving.
- To my friends who encourage and support me.
- All the people in my life who touch my heart.

I dedicate this research

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Declaration

I, Elham Louka, hereby declare that the work presented herein is original work done by me and has not been published or submitted elsewhere for the requirement of Master degree. Any literature date or work done by others and cited within this thesis has given due acknowledgement and listed in the reference section.

Elham Louka

Place:

Date:

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Chapter One

Introduction

1.0 Introduction

This chapter includes the background of discussion, research questions, aims and the significance of the study. A brief of methodology used in this research is also provided. Moreover, limitations and overview of the study are presented.

1.1 Background of the Study

With the rapid growth of English as an international language, there has been a huge increase in the demand to use effective strategies for teaching vocabulary around the world in general and in Libya in particular. Historically, there has been minimal focus on vocabulary instruction in the EFL classroom (Ur, 1996). Due to this, an increased emphasis on vocabulary development is crucial for the English language learning field. The four main skills in language learning can also be improved with learning new vocabularies which is reading, listening, speaking and writing. Students who learn more vocabulary can be helped to be able to read materials in L2. However, some learners meet difficulty in learning new vocabularies which might affect their progress. For instance, they are faced with items that are totally alien to them, which has no parallel in their own culture, such as pronunciation or linguistics. Some learners refuse to explore the world of vocabularies on their own, therefore the learning process takes more time and become harder for them.

Learning a second language was a concern of scholars from at least two thousand years; there have been a huge number of different approaches to language learning with different perspectives on vocabulary (Neuman & Dwyer, 2009). Occasionally vocabulary has been given pride of place in teaching methodologies, and at other times neglected. The main language teaching methodology in Libya was the Grammar Translation Method. A lesson would typically have one or two new grammar rules, a list of new vocabulary items, and some practice examples to be translate from L2 into L1 or vice versa (Aloreibi and Carey 2017). This approach was originally reformist in nature, an attempt to make language learning easier through the use of example sentences instead of whole texts (Neuman & Dwyer, 2009). However, GTM focuses on accuracy and explicit grammar rules, many of which were unknown and difficult to understand. In fact, the main criterion for vocabulary selection was often its ability to illustrate grammar rules (Zimmerman, 1997). Bilingual

dictionaries are the important reference tool for the students in this approach. Wilkins (1972: 11) wrote that, " without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed".

Nevertheless, in earlier periods of (ELT) there wasn't emphasis on vocabulary teaching. It was thought that vocabulary could simply be left to take care of itself. There is now general agreement that lexical competence is the heart of communicative competence and learners must systematically build up an efficient knowledge. Actions speak louder than words. In fact, sometimes words speak louder than actions (Neuman & Dwyer, 2009). Thus, vocabulary learning is a vital part of education. As part of the language arts, it is considered a core subject in formal education. Schmitt (2010: 4) argued that "learners carry around dictionaries and not grammar books". Teaching vocabulary helps students understand and communicate with others in English. When students have a great vocabulary, the latter can improve all areas of oral and written communication. The growth of vocabulary knowledge is one of the essential prerequisites for language acquisition, and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies which are the objectives of this study. Lewis et al., (1999) talked about patterns of difficulty in vocabulary teaching. They highlighted key issues related to words, the native language factor and about patterns. Lewis and others also added that while dealing with vocabulary one should take into account three important aspects of words; their form, meaning and distribution.

1.2 Statement of the Problem

It has been noted that Libyan EFL teachers who teach young learners do not use appropriate vocabulary strategies. This can be one of the reasons why students lack of English vocabulary which they need when they communicate with other.

1.3 Aims of the Study

This study aims to:

- Investigate whether EFL Libyan teachers in primary schools use the appropriate teaching vocabulary strategies in their classrooms or not.
- Identify the difficulties the English teachers might encounter while teaching vocabulary to young learners.
- Increase EFL teachers' awareness about the importance of using effective strategies in teaching English vocabulary.

1.4 Research Questions

In order to achieve the main purpose of the study, this research aims to answer the following questions:

1. Do EFL teachers in Libyan primary schools use the appropriate teaching vocabulary strategies in their classrooms?
2. What are the difficulties English teachers face while teaching vocabulary to young learners?

1.5 Significance of the Study

It highlighted the problem of the lack of appropriate vocabulary teaching strategies in EFL primary classroom. It was aimed to give considerable assistance to primary schools teachers to use appropriate vocabulary teaching strategies and to reinforce the process of teaching. In Addison, it highlighted the difficulties that face EFL primary schools teachers in teaching vocabulary to young learners. Moreover, the results of this study are expected to contribute to the field of teaching and learning English, syllabus design, material development and classroom management. By using the data and the results drawn from this study in developing and enhancing education in Libya by overcoming and standing on the realistic data.

1.6 Methodology

The methodology used in this research was chosen according to the nature of the research. Quantitative and qualitative methods were used in this research. A closed-ended questionnaire was used to identify to what extent the teachers use the vocabulary strategies in their classes. The quantitative data was gained from thirty teachers who teach English vocabulary in Alharsha primary schools. Semi-structured interviews were conducted with teachers to gain in-depth information about the difficulties they encounter when teach English vocabulary to young learners. Moreover, the participants for qualitative data were six in number, working in three different primary schools. They varied in age, sex and teaching and learning experience. Then, the data collected was transcribed, managed, coded and analyzed (see section 4.2.1 and 4.3). The findings of the study were then compared with those in literature. All the processes involved in the methodology used are presented and justified in detail in chapter three. For further details (see chapter three).

1.7 Overview of the Study

This study consists of five chapters. Chapter one works as an introduction in which a general background about the topic being investigated. Chapter two is devoted to a wide review of the literature of the topic in question. It includes some information that has been provided by previous studies and the findings these studies reached. Chapter three demonstrates the methods of collecting the data necessary to carry out the study. Chapter four shows the data analysis and the results obtained. Chapter five is discussion and conclusion.

Chapter Two

Literature Review

1.0 Introduction

The aim of literature review is to obtain an overview of the extant knowledge regarding a particular question or problem, the methodologies already used to address it, and the possible options for the next step in the research (Norris & Ortega, 2006:5). With the aim of becoming more familiar with the topic under exploration, definitions of vocabulary are assessed. Vocabulary knowledge and what is involved in knowing a word are also evaluated. This is followed by methods involved in teaching vocabulary and how to make vocabulary teaching more effective. Teaching English vocabulary strategies and the importance of teaching vocabulary and the teacher's role are reviewed. Moreover, problems in teaching vocabulary, the role of motivation in teaching vocabulary and previous studies about teaching vocabulary are also discussed.

2.1 Definition of Vocabulary

The term vocabulary is defined in many ways. Nation (2001) defined it as the body of words used in a particular language, whether isolated, in a phrase, or a group of many words that carry specific meaning. Zhang (2011) for example, stated that vocabulary means the knowledge of a word. According to this knowledge, it does not only indicate a definition, but implies how a word appears in a context. Neuman and Dwyer (2009) considered it as the words that learners must know in order to be able to communicate efficiently. Moreover, Ur (1996) defined vocabulary as the words we teach in a foreign language. However, Vocabulary is a bridge to learn the other language skills and components. Its mastery can affect the mastery of a language itself (Neuman & Dwyer, 2009). It might be concluded that without words there would be no communication which brings the existence of a language under.

2.2 Vocabulary Knowledge

The publically known fact regarding first language acquisition is that children learn to listen to those around them before they can eventually talk. In order to be able to speak the language of their own environment, children strive to learn as many words as possible. They successfully seek to learn the words that enable them to express their needs. This process of learning the child's mother language progresses smoothly as he/she grows up until he/she

fully masters his language features such as its grammar, vocabulary and pronunciation (Krashen, 1989).

Furthermore, Neuman and Dwyer (2009) argued that in order to learn a word, a learner is required to encounter a word many times before he/she knows it very well and be ready to use it; therefore, it becomes a part of his language reservoir (vocabulary bank). They suggested that the same process should be followed in classroom teaching later on. Hence, they conclude that unless children speak their language, it will be difficult for them to develop reading and writing. But before all of that they are required to identify and use some vocabulary first.

In addition, there is a common belief in foreign language contexts is that vocabulary knowledge is measured by the number of words learners know (Nation, 2001). It is also misleading to think that being able to know a word can guarantee using it appropriately. However, many language learners can easily identify a word but still unable to say it. This indicates the difference between knowing a word and using it. Moreover, Milton (2009:103) identified two types of vocabulary knowledge: receptive and productive. The first type represents the words a learner hears or reads. The second type stands for the words that a learner remembers and uses whether in speech or writing. Milton, then, believed that it is practical to specify receptive and productive vocabulary when teaching English as a foreign language. All of the above different arguments encourage investigating the strategies of teaching English vocabulary to young Libyan children in primary schools. What is interesting about tackling this topic is not only the foreign context where English is taught and learned, but also the age of the studied group.

2.3 What is involved in Knowing a Word?

The term “the learning burden of a word” was used to mean the understanding of what is needed to be taught about a word (Nation, 2001:63). This process, according to Nation, is different from teaching word to word which relates the words to first language knowledge. The way to work out the learning burden systematically is to pay attention to each feature of what is included in understanding a word. Accordingly, to know a word means that the learner has to be acquainted with a string of word features. The learner has to know the meaning of the word, the form of the word, the spelling of the word and its pronunciation. Moreover, Nation (1990:27) highlighted that the way to work out the learning burden systematically is to consider each aspect of what is involved in knowing a word. For

this aim, he suggested questions that can be asked to discover the learning burden of a word. However, when asking these questions, it is necessary to have a particular first language in mind. If the teacher has a class of learners with a variety of first languages or if the teacher has no knowledge of the learners' first language, then the best that can be done is to think if the word fits into regular patterns in the target language. For example, is it regularly spelled? Does it fit into the same grammatical patterns as other target language words of similar meaning? Does it have a narrow range of senses with a clear underlying core meaning Furthermore?. Cook (2008: 46-47) wrote that the acquisition of vocabulary at first sight seems straightforward: we all know that we need a large number of words to speak a language. But there is far more to learn vocabulary than the learning of words. Still much of vocabulary teaching concerned with the teaching of isolated words in laboratory experiments and tested whether people remember them, not whether they can use them.

2.4 Methods Involved in Teaching Vocabulary

There are several approaches and methods that could be used to teach English vocabulary to young learners. Using real objects that children could visualize later is a good way to learn vocabularies of the language. They need to listen to their teachers using the word and repeat it as well. Zhang (2011) argued that there are more factors that contribute to teaching difficulties of new words. For example, the type of the word that is taught in terms of how complex is it in spelling or pronunciation. However, certain teachers may use grammar translation methods to teach English vocabulary, which can be done by subjecting them to "regular practice in translating from the native language" (Cook, 2008: 29). In addition, the learners are also required to memorize as many vocabulary items as possible of the language being learned, and teachers largely focus on accuracy more than any other aspect of the target language (Thornbury, 2004). Vocabulary itself is focused on in this research because of its importance to the students. Vocabulary is considered as a clue to understanding reading, to enable students to read conveniently and write easily (Asselin, 2002).

Another method is the direct method where there is no translation and using the mother tongue is prohibited (Krashen and Terrel, 1988). The complete sentences in the target language are the only thing used in the classroom. In fact, the direct method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students, native language. The teachers should use

pictures, gestures, pantomimes or the target language that is familiar to the students to explain a word.

Another method is the Total Physical Response (TPR) which is used a lot by teachers because children are hyper, physically active and could not concentrate for a long time (Thornbury, 2004). However, using this method that includes games and a variety of activities will allow young learners to learn vocabularies of the language very fast. In addition, teachers of young learners encourage their students to communicate by using Communicative Language Approach (CLT) where they stress language meaning in context (Cook, 2008). An effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any social context. Theorists agree that meaningful communication supports language learning and that classroom activities must focus on the learner's authentic needs to communicate information and ideas.

Teachers are responsible for finding out interesting and attractive ways to teach and motivate their students. According to Harmer (2008), teachers of young learners should spend plenty of time examining and understanding how their students operate and think. Teaching young learners is very difficult compared with teaching teenagers or adults because young learners get distracted very fast. However, teaching vocabulary is said to be affected by different issues whether internal or external. Internal issues are associated with a learner, for example, how interested in a language, how motivated to language he is etc., whereas the external issues have to do with teachers' performance, the teaching methods they adopt. With respect to learning new words of a language, the teaching method is assumed to be decisive.

2.5 How to make Vocabulary Teaching Effective

In order to be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized (Thornbury, 2004). Numerous researchers argue that vocabulary is stored in the mind in a highly organized and complex system, the so-called 'mental lexicon'. In the mental lexicon, words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, collocation, syntactic properties, cultural background etc. Therefore, a word being retrieved is looked up through several pathways at once, which is extremely economical in terms of time needed (McCarthy 1992; Gairns and Redman, 1995).

Thornbury (2004: 24-26) suggests principles supporting the process of permanent or long – term remembering. In this summary he listed several techniques to follow to make vocabulary teaching as effective as possible:

- Firstly repetition, yet what he means is “repetition of encounters with a word” (Thornbury 2004: 24) e.g. in reading. Furthermore, he stresses the importance of retrieval and use of the new words. While practicing, learners should make decisions about words, e.g. match rhyming words or use new items to complete sentences.
- Secondly is motivation, which is closely linked with attention. “A very high degree of attention (called arousal) seems to correlate with improved recall, (Thornbury, 2004: 25) Connected to this, emotional value of words should be considered as well.
- Finally, Thornbury (2004: 25) advises to visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by students themselves have the best outcomes. Besides imaging, there are other mnemonics, such as making clues from associations with similarly sounding words and its meaning in the mother tongue.

To sum it up, the teacher should help students build up and use a mental lexicon in such a way that they will be capable of storing, keeping and retrieving words when needed. He or she can call on various methods to aid him or her in accomplishing this task, mainly arousing motivation and attention, engaging in meaningful activities and providing many channels for learning and practicing. Pictures represent a convenient tool to be employed in nearly all of these methods.

2.6 Teaching English Vocabulary Strategies

There are four things teachers need to keep in mind while teaching English to young learners beside knowledge and skills (Cameron, 2001). Teachers should be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching. In addition, teachers should be equipped to teach their young student literacy in English and deliver the whole lesson orally. Teachers have often used pictures and other visual aides to assist in the learning process, but multimedia-based materials provide additional benefits as well.

Furthermore, there are different types of useful materials, devices and symbols that make the study of a subject more comprehensible and interesting (Tiwari; 2008: 221). Teaching aids ensure a proper grasp of the subject and develop imagination; they bring the past into present. They present an experience or a unit of knowledge through audio-visual

stimuli and help in quick and effective learning. They help in the proper understanding of terms and concepts, ideas and institutions and the variety of historical phenomena, making an appeal to the auditory and visual senses of the pupils. They invest reality in the past, increase pupil's interest in the subject, and supplement verbal explanations of the teacher (ibid).

Young learners need to pay attention to some elements of English language such as pronunciation, spelling, structure, and vocabulary. To master English skills, students must know the vocabulary of the language i.e. a list of words with their meaning because it supports their skills' improvement (Linse, 2005). In order to speak and write English, children need to learn one to two thousand words (Cameron, 2001). Young learners usually use labeling when they first start to learn to speak, then categorizing skills (Thornbury, 2002). Thornbury also stated that young learners develop a network building in which they construct complex ideas. They realize that there are other words such as synonyms and antonyms and others during this process.

Moreover, there are “pre-planned lesson stages in which learners are taught pre-selected vocabulary items” (Thornbury, 2004: 75). Various strategies and activities are aimed directly at learning vocabulary, which is usually put into sets of somehow related words, often by topic or meaning. As McCarty (1992) suggests, before presenting new language, pre-teaching activities might be beneficial “to activate existing knowledge to make the encounter with new words more meaningful” (McCarthy, 1992: 108). Pre-teaching activities often arouse students' attention and desire to explore a particular topic or subject in greater detail.

In addition, As Harmer (1993: 161-162) suggests, sense relations, definition and direct translation of words might function as yet another helpful tool for clarifying the meaning. Thornbury (2004) listed these options as well and furthermore included an idea of clarifying the meaning by examples, such as “providing an example situation” or “giving several example sentences” (Thornbury, 2004: 81). Thus, the teacher should provide the learners with the meaning of the words and then progresses to introduction of their forms or vice versa – the form is introduced first, followed up with illustration of the meaning. In the latter, forms are often presented in text or another form of context and students are encouraged to discover meanings and other properties of words themselves. This type of activity is called the “discovery technique” (Harmer, 1993: 160).

Games are one of the strategies that could be used in order to avoid boredom in the classroom. They have a special role in any foreign language teaching. Halliwell (1991) argued that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Both students and teachers will benefit from including games during class time. Games require cooperation with other members and competition against another team or players. While playing, young learners need to use the language and repeat patterns which will help in developing and improving their skills. Player could communicate with words, mime, use body movements, and gestures among many which guarantee fun and unpredictability (Rixon, 1981).

Furthermore, teachers may achieve all the educational outcomes through applying the use of games especially when teaching vocabulary. They make classes entertaining and sustain effort and interest. They create an atmosphere of meaningful communication where young learners communicate before, during, and after the game (Wright, Betteridge, & Buckby, 2005). This atmosphere help in forming comprehensible input including what they understood as they listen and read (Krashen, 1985), and comprehensible output including writing and speaking. Also, games give a rise to emotions when language instruction becomes serious and dry (Tiwari; 2008).

Audio-visual aids are effective tools that "invest the past with an air of reality." They provide the learners with realistic experiences, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses and thereby enliven the past (Tiwari; 2008: 221). They invest reality to the past, increase pupil's interest in the subject, and supplement verbal explanations of the teacher (ibid; 2008: 221). Moreover, researches on visuals and words have shown that memory for visual tends to be better than memory for words (Clark and Lyons, 2004). According to Moon (2000), the importance of the visual aids is highlighted when focusing on the way language is processed. Certainly students are more likely to feel interested and invested in the lesson and will probably take better care of the materials.

Teaching vocabulary can be also developed by drilling, spelling, and active involvement. Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thorbury, 2002). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Ellis & Beaton, 1993,

in Read, 2000; 2004). The primary means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Takač & Singleton, 2008). Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding (Thorbury, 2002). This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter (2006) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique.

All of the teaching strategies and techniques mentioned earlier can be conducted by various forms of practice activities. In the first stage, usually mechanical practice is applied "in the form of some kind of oral repetition" (Thornbury, 2004: 93). Furthermore, as Thornbury (2003: 93) claims, it is necessary to integrate new vocabulary into existing knowledge in the mental lexicon, which is done by types of activities, where students make judgments about words, e.g. matching, comparing etc. This mechanical practice is then followed by more open and communicative activities "where learners are required to incorporate the newly studied words into some kind of speaking or writing activity" (Thornbury, 2004: 100). These techniques are more or less useful for a particular situation, level and vocabulary. The best way would be in many cases to combine them and use several together. Therefore, learners should be provided with plenty opportunities to practice the newly gained language.

2.7 The importance of Teaching Vocabulary

The study of using vocabulary is one of the reading and speaking elements. this is important since the vocabulary themselves includes all the learners need to know it effectively in various situations. For children, vocabulary is the means through which they bring the stories, ideas and content. Ruply et al ., (1999: 37) stress that word knowledge is necessary to associated with language success because it provides learners with source of maintaining comprehension. In this respect, chalet al.,(1990) claimed that if learners have not sufficient amount of vocabulary, they cannot make real progress in the field of language learning.

knowing little grammar rules can make learning somehow difficult; however, the lack of vocabulary creates a serious learning obstacle. This means words establish the great part of language learning without which the whole communication process collapses. Wilkins (1972) argued that a learner has a chance to compensate for his\her shortage in grammar which is not possible with vocabulary even if the learner falls back to use his\her mother language equivalent. A group of researchers such as Laufer and Shmueli (1997) and Nation and Webb(2011)agreed that learning a language vocabulary is crucial for attaining a new language because it has a leading role in supporting speaking and writing the language. Therefore, the study of teaching and learning vocabulary has been growing remarkably. Nation and Webb (2011)stressed the importance of words saying that they are essential for communication. Little children learn to speak in isolated words and then in chains of nouns and verbs. The child who says” Daddy bye-bye car” is easily understood by English speaking adults. We expect students of a second language, however, to control the grammatical features of that language as well as its vocabulary. Regardless of the specific target language and the conditions of instruction, vocabulary is an important factor in all language teaching. Students must continually be learning words as they learn structures and as they practice the sound system. Furthermore, what makes vocabulary a focus of any language teaching, is that without sufficient vocabulary learners cannot understand others or express their own ideas. Wilkins (1972:114) stated that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Lewis (1993:122) believes that “lexis is the core or heart of language”.

2.8 The Role of Motivation in Teaching Vocabulary

Richard et all (1992:61) define motivation as “the factor that determines a person’s desire to do something in S & FLL ...” On a similar vein, Pantanella define it as something like an energy that makes us run (1992:10).Denis (2004) proposed that “motivation consists of internal processes and external incentives which spur us on to satisfy some needs”. Based on this view, the definitions of motivation can be grouped into those that emphasize internal processes, those that highlight external processes, and those that highlight both processes.

In order to be able to pick up new vocabulary, learners need to be considerably motivated. Learner's motivation is very important in teaching vocabulary; therefore, it is widely acknowledged. Motivations impel learners to attend to learning tasks. Allwright and

Bailey (1994) stated that the motivated learners do better in learning words than those less motivated. Being motivated makes learners ready to receive and learn new word easily. Researchers, such as Arnold and Brown (1999), in the field roughly divide motivation in two types: integrative and instrumental. By integrative motivation, they mean the desire to learn a language and by instrumental they indicate desire to learn a language for some purposes like getting a better education, a better job or a promotion.

Moreover, McCarthy (1990) emphasizes the importance of the interaction between a teacher and learners; he believes this can only be realized through raising learners' motivation. Similarly, Dörnyei and Csizér (2005) argued that "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure student achievement"(203). Therefore, it could be argued that if this significance of motivation is to be fully taken into account, then motivation is highly necessary for learners of second or foreign languages if their learning is to be effective. Moreover, societies, parents, teachers and all those responsible for learners should try their best to create a good atmosphere of learning. However, the argument that could be raised about motivating learners is whether such a process is an effortless task, or could it be a complicated one? John cited in Dörnyei and Csizér (1998) argued that leading a horse to water is easy, but to make it drink is a more difficult matter. This is the same with learners, in terms of how to find a way to motivate them so that they learn effectively. If teachers do not have the ability or awareness of the strategies that should be followed, then it could be argued that motivating children will be difficult if not possible, which in turn will have negative consequences for their learning process. In this respect, Harris et al., (2011:27) introduced some ideas for teachers of how students can be motivated. Here are some of them:

- *Explain*: when students are asked to do any activity, teachers are recommended to explain fully what is expected from the learners so that they know how to do it effectively. Otherwise, they may not be able to do it. This understanding helps them to be more motivated.
- *Rewards*: rewards can work as extrinsic motivation for those learners who do not have intrinsic motivation. These rewards always suit learners' level. Small children for example may be offered balloons or crayons, whereas older ones may be given books or lunch. Moreover, verbal praise can also be used.

- *Care*: this simply means that in order to increase their students' motivation, the teachers have to show interest and care to their students. For example, they can help them to solve their own problems, ask them about their future plans and so on.
- *Have the students participate*: students are more motivated when they are actively involved in their own learning. Therefore, teachers should try to involve them as much as possible, for example asking them to find something that may be used in a lesson. This involvement makes the students feel that they are significant which in turn increases their motivation and they learn better.
- *Satisfy student' needs*: students in their learning process are highly committed to what they think meets their needs and interests. Therefore, teachers need to take this into account in order to increase motivation in the students.
- *Use positive emotions to enhance learning and motivations*: there is a powerful correlation between learners' strong and lasting memories, and emotional state. That is the stronger the emotions that accompany learning, the better learners remember. So teachers in class may come up with whatever arouses the student's positive emotions, to combine them with what they learn for short and long term memories.
- Since the teacher is the main element in the teaching and learning process, he/she has to be competent enough to carry out his mission in the most appropriate way. This means the teacher has to be qualified in various aspects. He/she should be able to not only give instructions, but be creative as well. He/she is supposed to gain considerable knowledge of the language he teaches. Moreover, the teacher is required to create enthusiasm within learners (Wilkins, 1972: 118). By connecting teaching vocabulary with art, Harmer (2007) implies that the teacher has to work out the most impressive way to convey the words content to the learners. This opens the door for the teacher to try the best to smoothly supply the learners with efficient language input. With regard to vocabulary, a language teacher should be able to produce and understand the vocabulary items in order to facilitate the task for their learners.

2.9 Previous Studies

The literature shows that there are some of researches conducted in terms of vocabulary strategies. One of these studies is '*Vocabulary Learning Strategies*' by Al-Fuhaid (2000). In this study, Al-Fuhaid (2000) implied use of the same scheme as that proposed by Schmitt and McCarthy (1997) to investigate VLS. They thought that learning vocabulary is a complicated process. It requires that the learner has to be able to pronounce and spell a word when he/she uses it in speaking or writing activities. Moreover, they studied a wide range of strategies, including how students used both monolingual and bilingual dictionaries, how students practiced using new words, how students could use media to acquire and practice using vocabulary, how teachers and classmates could be used as informants, and what students did to memorize words.

A similar study in Ipswich, England (Cain, 2007), with third grade students, investigated whether or not the use of word explanations (definitions) has facilitated students' word learning. The investigator has found that although students made gains when explanations were provided for unfamiliar words, they made the greatest increases when they explained their own definitions of the targeted words.

Another crucial study dealing with Arabic students is Ahmad's (1989) study, '*Vocabulary learning strategies: a case study of Sudanese learners of English*'. Ahmad studied the use of VLS by both good and poor Sudanese learners of English. Ahmad defined two types of strategies: macro-strategies and macro-strategies. He grouped VLS into five macro-strategies. Each of those macro strategies contains sub strategies, that is, micro strategies (Ahmad, 1989:9). Ahmad identifies some micro-strategies as shown below:

- *Information sources.* This macro-strategy contains strategies : ask classmates, guess, ask teacher, overlook, ask for L2 paraphrase, ask for L1 equivalent, ask for example of use, group work, dictionary.
- *Dictionary use.* This macro-strategy contains strategies such as: monolingual dictionary, bilingual dictionary, look up meaning, look up derivation, look up word class, look up for example of use.
- *Memorization.* This macro-strategy contains strategies as: write and repeat aloud; repeat aloud; write, repeat and L2 synonym; write, repeat and L1 equivalent.
- *Practice.* This macro-strategy contains strategies : using new words in real situations, using new words in imaginary situations, asking for tests, asking others to verify

knowledge, using written sources to verify knowledge, self-test, asking somebody, group work.

- *Note taking.* This macro-strategy contains strategies such as: taking notes at all, notes in margin, vocabulary book, organise word by meaning, spelling information, L1 equivalent, L2 synonym, L1 equivalent and L2 synonym, word derivations, grammatical information.

Ahmad concluded that three among his macro-strategies appear to be common at all learners. Those three are a using sources to find about difficult words; b) memorizing; c) note taking. He added that the main difference between learners lies in the choice of specific micro-strategies within these broad categories, and the presence or absence of the macro-strategy of practice.

In related view, Khanukaeva (2014) has evaluated the effects of iconic gestures on young learners' vocabulary acquisition in L2 settings. He determines the effects of teacher and learner gestures on vocabulary acquisition in a Norwegian Primary School. The study also sets out to evaluate the benefits and challenges of a gesture-based approach to vocabulary instruction. 42 students of the second grade are taken as the participants of the study. They have been presented with ten English words paired with either an iconic gesture, or an image. Data collection is completed through tests on the recall and recognition after the instruction and after a two week delay. Classroom observations and the semi-structured interview with the teachers have been conducted to investigate the benefits and the challenges of the gesture use in the classroom. The findings of the study reveals that a relationship between the use of gestures and improvement of L2 vocabulary learning in the long-term retention. The findings demonstrate that gestures can be used as a teaching strategy to improve learners' vocabulary mastery.

The elaborate review of literature presented in this section clearly indicates that new approaches and strategies followed by language teachers always facilitate the young learners in learning vocabulary. This review helps the researchers to work on studies related to vocabulary teaching techniques for the school students.

2.10 Summary of the Chapter

In this chapter, different definitions of English vocabulary were reviewed and vocabulary knowledge was discussed. This chapter also presented what is involved in knowing a word? . This is followed by a discussion regarding methods involved in teaching vocabulary and how to make vocabulary teaching effective. In addition, teaching English

vocabulary strategies and the importance of teaching vocabulary were reviewed. Moreover, the role of motivation in teaching vocabulary and previous studies about teaching vocabulary were also reviewed.

Chapter Three

Methodology

3 Introduction

This chapter presents the research methodology behind this research. It describes the research design and the sample of the study. The methods of data collection, their validity and reliability are also provided. Moreover, pilot study and ethical issues in the study are considered. Procedures and preparing data for analysis are dealt with in this research.

3.1 Research Design

The research design is considered as the overall strategy that you choose to integrate the different components of the study in a coherent and logical way (Cohen et al., 2007). The process of developing a research design combines three broadly connected and interdependent components: the theoretical, methodological, and ethical considerations relevant to the specific project (Dornyei, 2003). A mixed research approach was used as this study was conducted to investigate to what extent EFL Libyan teachers use the effective strategies of teaching vocabulary in their classes and the difficulties they encounter. Moreover, using both qualitative and quantitative methods is a powerful technique that facilitates validation of data through cross verification from two or more sources (Dornyei, 2007). In this regard, a questionnaire and semi-structured interviews were used in this study. The rationale for the methodology in this research was based on the precept that a fuller understanding of the research focus can be obtained if it is investigated and observed from different perspectives. The findings from the different types of data collection and analysis can be crosschecked to identify areas of similarity and, perhaps more productively, differences, anomalies and apparent contradictions in the findings (Cohen et al., 2007).

3.2 Sample of the Study

Sampling is defined by Dornyei (2003: 54), as a subset of the population which is representative of the whole population. He also claims that the population is "the group of people whom the survey is about". This study was carried out during the academic year 2018/2019. The participants of this study consisted thirty-four in total. They were teachers of English as a foreign language at Alharsha/ Zawia primary schools. Random sampling technique was used to collect quantitative data from only thirty teachers. The sample was divided into two parts; a close-ended questionnaire was used to collect quantitative data. Fifty

questionnaires were distributed; however, only thirty were returned and completed. The sample was selected randomly due to the representativeness of a sample obtained by random sampling.

In the second part, semi-structured interviews with four more experienced teachers who were teaching English in Alharsha primary schools were conducted in order to explore the difficulties they encountered in vocabulary classes. Purposive sampling strategy was used to collect qualitative data. Only four teachers were chosen according to their experience of teaching. Patton (2002:230) argued that “the logic and power of purposive sampling lies in selecting information rich cases for study in depth. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry”.

3.3 Data Collection

Data collection is the process of gathering and measuring information on together variables in an established system, which then enables one to ensure relevant questions and evaluate outcomes (Cohen et al., 2007). Therefore, two data collection tools were used in this study. A questionnaire was used to examine the teachers’ strategies they use when they teach English vocabulary. Semi-structured interview was also used in order to identify the teachers’ difficulties they face in their classes.

3.3.1 Teachers’ Questionnaire

Closed-ended questionnaire was used in this study to identify to what extent EFL Libyan primary schools use vocabulary strategies in their classes. Johnson and Christensen (2012: 170) stated that this type of questionnaire is considered as “questionnaires which are focused on getting participants responses to standardized items for the purpose of confirmatory research in which specific variables are measured and hypotheses are tested”. The researcher adopted the questionnaire online and made some modifications with the supervisor. These adjustments were made based on the methods used in teaching vocabulary in the Libyan classrooms. Closed-ended statements were used because they are easier to administer and analyse. The reason behind using questionnaires is that because they are effective mechanisms for efficient collection of certain kinds of information, particularly language learning strategies (Dornyei, 2003).

3.3.1.1 Validity and Reliability of Questionnaires

The teachers' questionnaire was mainly used to find out to what extent the EFL teachers use vocabulary strategies in their classes. The researcher designed a list of checks to maximize the validity of the questionnaires that have been collected and collated. All the items in the questionnaire were designed for a likert-scale response using five ratings from *always true, sometimes true, usually true, rarely true and never true* (see appendix A). In order to determine the validity of a questionnaire, the items and statements were clear and being asked was direct connection with the purposes of the enquiry. Denscombe (2007) pointed out that even small errors in data entry can radically skew the overall direction towards which answers to questionnaires point. Therefore, a high degree of consistency between the component parts of the data was considered to be a useful indicator in terms of validation. In addition, the pilot study was used to maximize the validity and reliability of data collection tools (See 3.4 section).

3.3.2 Semi-structured Interview

Interview itself is considered as a conversation, usually between two people. But it is a conversation where one person, the interviewer, is seeking responses for a particular purpose from the other person the interviewee (Cohen et al., 2007). Semi-structured interviews were used in this study to collect data about the difficulties the teachers encounter when they teach English vocabulary in Alhrsha primary schools. This type of interviews consisted of a set of pre-prepared questions with an open ended format to encourage the interviewees to give more details on the issues under investigation (ibid, 2007). The interview questions were designed to elicit qualitative data. They were based on the second research question which is about the difficulties that face the language teachers in their classes. It consisted mainly of eight open-ended questions. The four participated teachers have interviewed face to face .The interviewer conducted the interviews in Arabic language (the first language of the teachers), to make it easy for them to participate and provide sufficient information. They were translated to English by the researcher and revised by an official translator in order to get reliable data. A sample of the interview questions is attached in the appendix B.

3.3.2.1 Validity and Reliability of Interviews

It is necessary to consider the reliability of the interviews conducted. Therefore, the interview questions were designed to be consistent and work towards extracting information

about the difficulties and the quality of teaching of English vocabulary. Firstly, their consistency over time was considered, as Punch (1998) stated, if the same interviews were to be carried out at another time but under the same circumstances, the same results are not guaranteed. This is because the teachers might change their responses as a result of experience they have gained since the last interview. Secondly, seeking corroboration from alternative sources of information based on the same topic, is useful in supplying confidence in the data collected. A further way of assuring validity was considered in this research to estimate whether the interviewee is in a position to have expert knowledge in order to answer questions put with relative authority. This is because in some cases, respondents / informants may be tempted to respond quite persuasively into areas which are liable to be beyond their competence (Cohen et al., 2007).

3.4 Pilot Study

The pilot study was conducted in this study in order to help the researcher to see if research methods are feasible or not. The research tools were questionnaire and semi-structured interviews. Bell (1993: 84) stated that “All data-gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable you to remove any items which do not yield usable data”. The questionnaire was checked and filled by five teachers teaching in primary school in Alharsha in order to take their feedback about it. Moreover, two teachers were interviewed to shed light on important components of Libyan EFL teachers’ views and difficulties encountered in teaching vocabulary. Certain statements in the questionnaire and some interviews questions were modified to be ready for collecting the real data in this study. The data gained from the pilot study was also analyzed in order to make the picture very clear for the researcher to analyse the data in the real study.

3.5 Ethical Issues in the Study

As this study required the participation of human respondents, certain ethical issues were addressed. The consideration of these ethical issues was necessary for the purpose of ensuring the privacy as well as the safety of the participants. Among the significant ethical issues that were considered in the research process include consent and confidentiality. In order to secure the consent of the selected participants, the researcher relayed all important details of the study, including its aim and purpose. By explaining these important details, the

respondents were able to understand the importance of their role in the completion of the research. The respondents were also advised that they could withdraw from the study even during the process.

3.6 Preparing Data for Analysis

All the data collected was organized in order to prepare it for analysis. The research quantitative data gathering was the first stage to be analyzed using descriptive statistical procedures. It was a structured questionnaire that takes about 20 minutes to complete. SPSS software was used to analysis quantitative data. Moreover, the data collected from semi-structured interviews were kept in separate files for each teacher involved in this study. All of the data was saved to the computer. This was the first stage of organizing themes in the data that were identified in order to use thematic analysis method processes. For more details (see chapter four).

3.7 Summary of the Chapter

This chapter has outlined the methodological part of this research and the procedures which were used in this study. Research design and sample of the study were discussed. It has described also the data collection which have been used, namely a structured questionnaire and semi-structured interviews. It also included the validity and the reliability of the questionnaire and interview. Pilot study, the ethical issues and preparing data for analysis procedures were also provided.

Chapter Four

Data Analysis and Presentation

4.0 Introduction

This chapter presents the analysis of the data collected by the questionnaire and semi-structured interviews from the primary school teachers. While conducting this research, by using various the most well-known approaches to data analysis are quantitative and qualitative. Cohen, et al., (2007) stated that each approach is appropriate for analyzing certain data. For example, a quantitative approach is employed for questionnaires as scientific data, because it generates quantities of statistics whereas a qualitative approach, on the other hand, focuses on the way in which people construct social action. This study deals with both statistics and opinions of the people under investigation which means both methods that are required and employed. The data gained from questionnaires and interviews has been analyzed below in order to provide appropriate answers to the research questions in this study.

4.1 The Analysis of the Questionnaires' Results

The questionnaire administered to the teachers contains (27) statements and aims to investigate their strategies of vocabulary teaching. To evaluate the responses of sample study, descriptive statistics has been used to analyze the data and test the hypotheses by Statistical Packages for Social Sciences (SPSS) which include: Graphs, arithmetic mean, Standard Deviation, correlation and Simple Linear Regression. The cut point between using the strategy and not using the strategy in terms of learning vocabulary is 3. Thus, the number of teachers whose their responses are less than or equal 3 to the teachers with their responses more than 3 and see if their significance or not were compared. If the teachers whom their responses more than 3 are significantly more than teachers whose their responses are less than or equal 3, then in this case, It could be said that this strategy is used frequently by the teachers. If it is not significant, then it can be considered that this strategy is not used or rarely used by the teachers.

4.1.1 . I let students guessing the meaning of new words from context

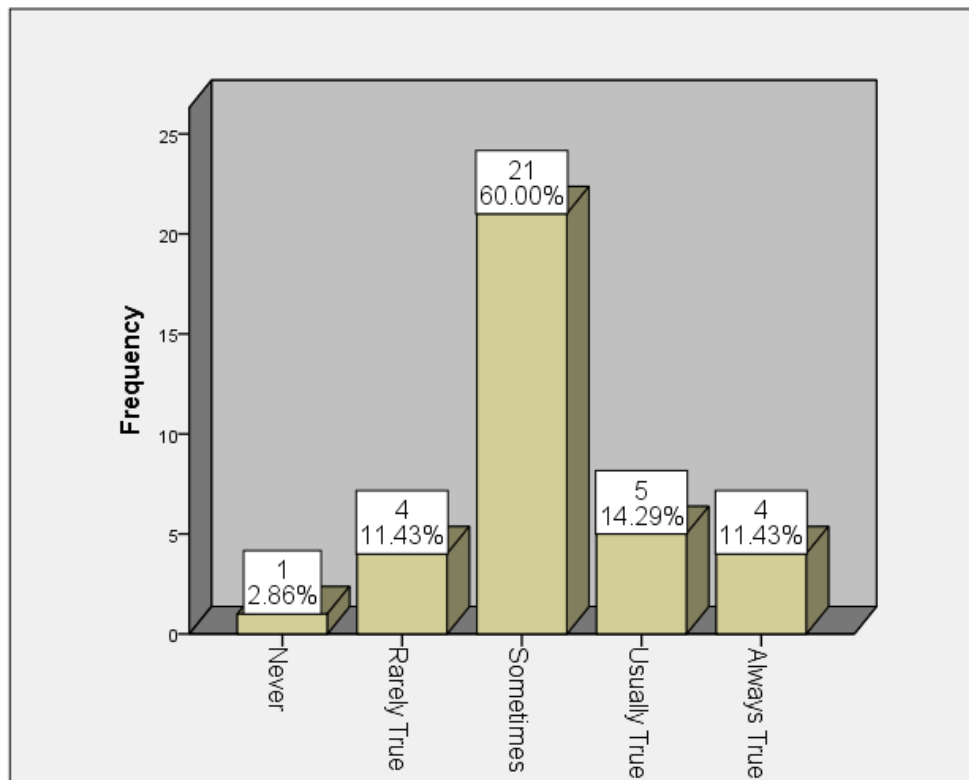


Figure 4-1 let students guessing the meaning of new words from context

The above figure illustrates that 2.86% of teachers 'never' make students guess the meaning of new words from context as a strategy of teaching English vocabulary, whereas 11.43% of them used it 'rarely' and the same number of teachers chose the 'always' option. It also shows that 60% of the teachers chose the option 'sometimes' of using this teaching strategy. Last not the least, 14.29% of the teachers pointed that they 'usually' let students use this strategy. This indicates that the test significance = 0.212 which is greater than 0.05. This means none do not reject the null hypothesis and conclude that the strategy of making students guess the meaning of new words from context is weakly used by teachers.

4.1.2 I translate new words into first language

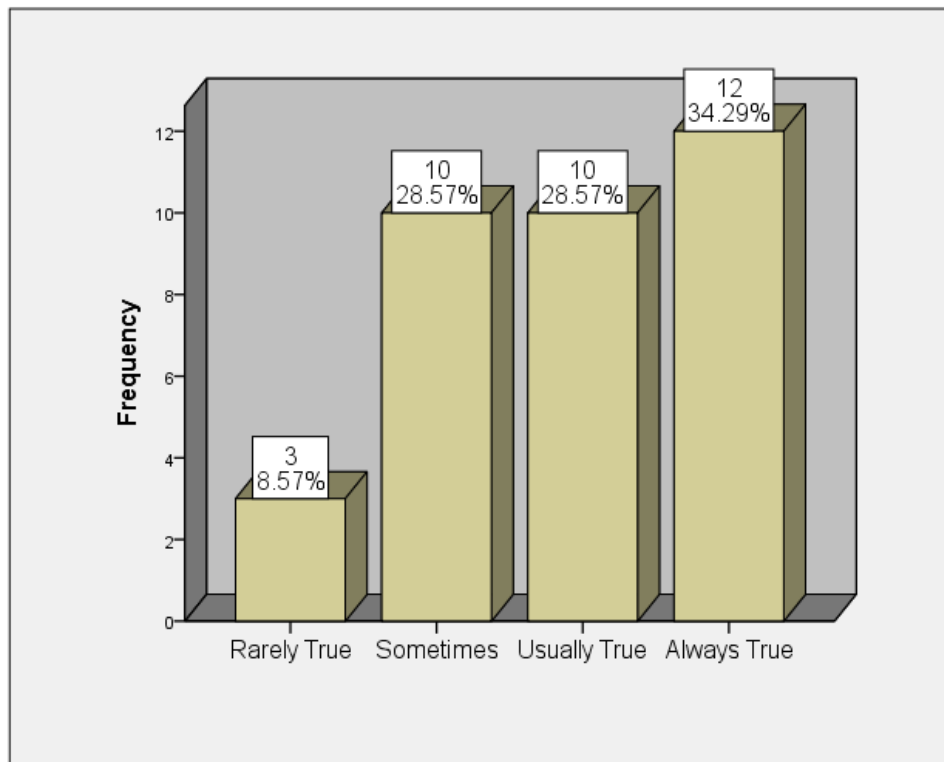


Figure 4-2 Translating new words into students' first language

The figure above shows that 8.57% of teachers 'rarely' translate new words into students' first language, while 28.57% of teachers 'sometimes' translate new words into first language. It also shows that 28.57% of teachers usually translate new words into students. Moreover, 34.29% of teachers chose the 'always' option which means that they use their students first language to translate new words heavily in their classes. The figure also shows that test significance = 0.000 which is less than 0.05. This means that none can reject the null hypothesis and concludes that the strategy of translating new words into first language is highly used by teachers.

4.1.3 I check the meaning of other words in the same page

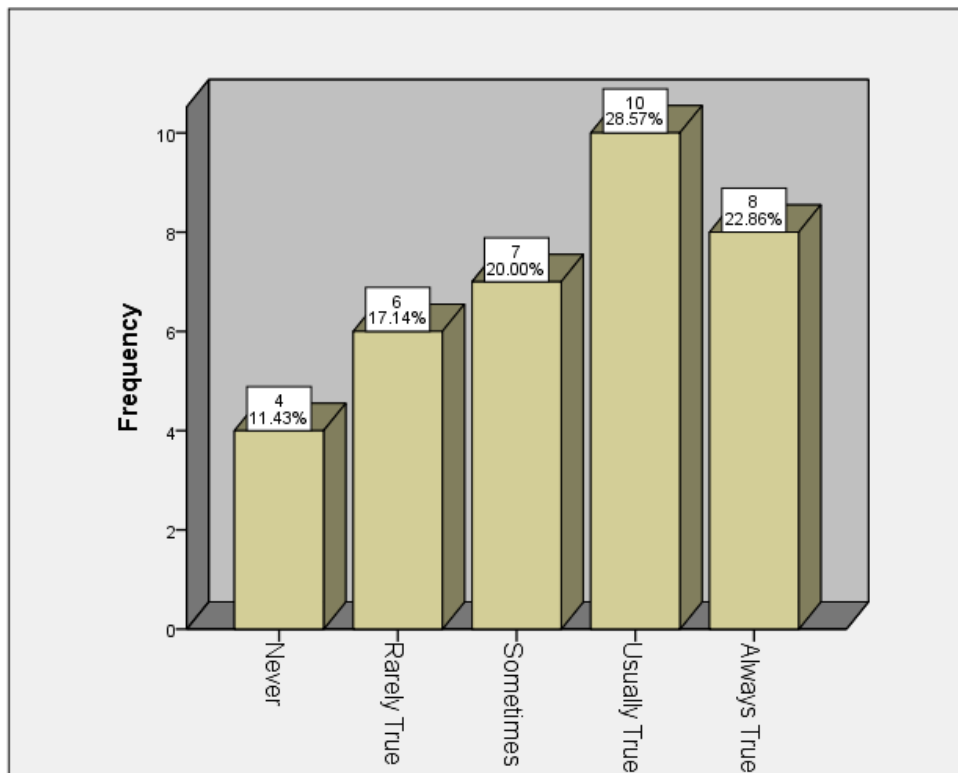


Figure 4-3 Checking the meaning of other words in the same page

The figure above shows that 11.43% of teachers ‘never’ check the meaning of other words in the same page whereas 17.14% of them ‘rarely’ use it in their teaching. It also shows that 20% of the teachers ‘sometimes’ use this strategy of teaching in their classes. However, 28.57% of them chose the option ‘usually’. Moreover, 22.86% of teachers pointed out that they ‘always’ check the meaning of other words on the same page. The above figure illustrates that test significance = 0.092 which is greater than 0.05. This means nobody can reject the null hypothesis and conclude that the strategy of checking the meaning of other words in the same page is weakly used by teachers.

4.1.4 I help students to add an affix to words

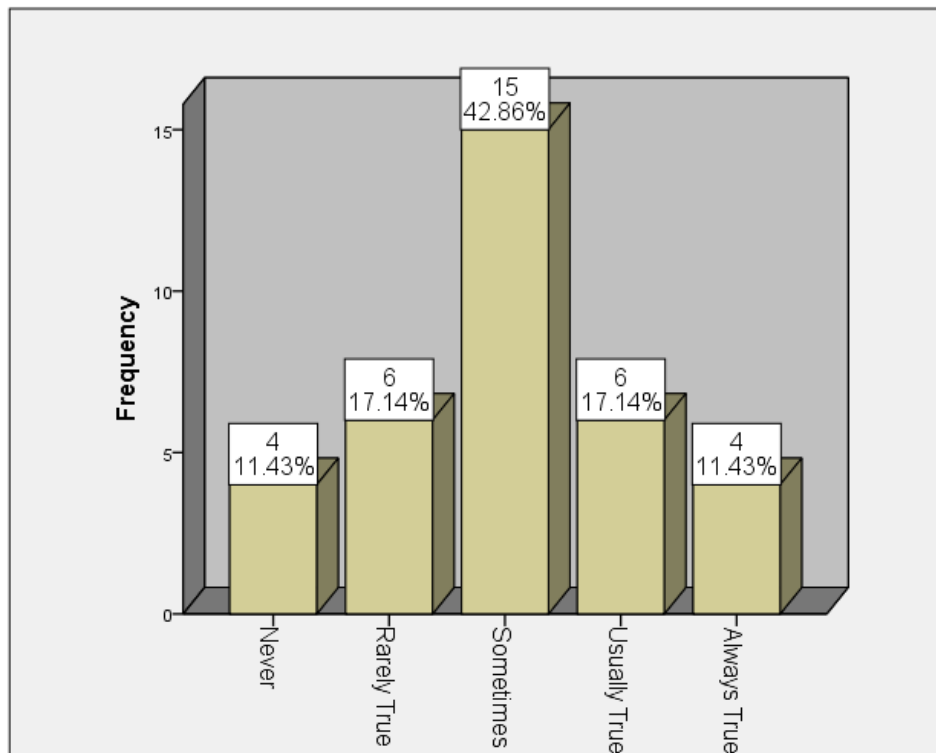


Figure 4-4 Helping students to add an affix to words

The above figure shows that 11.43% of teachers ‘never’ help students to add an affix to words, while 17.14% of teachers ‘rarely’ help them to add an affix to words. Moreover, 42.86% of teachers ‘sometimes’ help students to use this strategy of teaching, whereas 17.14% of the teachers ‘usually’ used it in their classes. It also shows that 11.43% of teachers ‘always’ help students to add an affix to words. Figure above shows that test significance = 0.588 which is greater than 0.05. This means none can reject the null hypothesis and conclude that the strategy of helping students to add an affix to words is weakly used by teachers.

4.1.5 I let the students omit the affix to find the meaning of new words

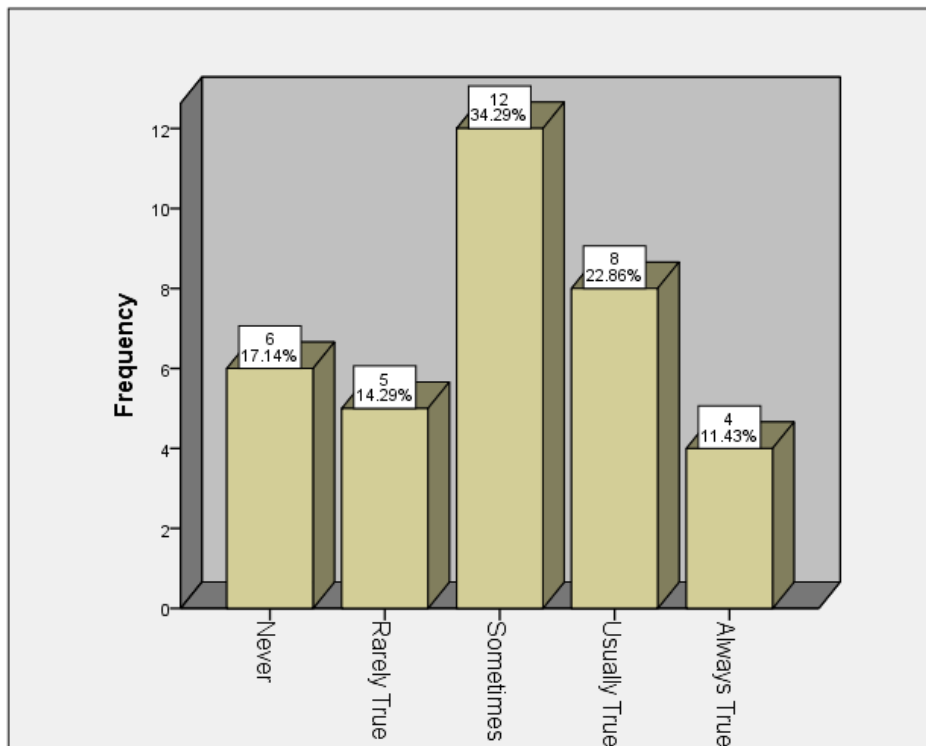


Figure 4-5 letting the students omit the affix to find the meaning of new words

The above figure shows that 17.14% of teachers ‘never’ let the students omit the affix to find the meaning of new words, while 14.29% of them ‘rarely’ let them use this strategy in their classes. However, 34.29% of the teachers ‘sometimes’ let the students to use it. It also shows that 22.86% of teachers ‘usually’ let the students omit the affix to find the meaning of new words, whereas 11.43% of them ‘always’ use it in their teaching vocabulary. Moreover, it also shows that test significance = 0.500 which is greater than 0.05. This means that none can reject the null hypothesis and conclude that the strategy of letting the students omit the affix to find the meaning of new words is weakly used by teachers.

4.1.6 I show a few mistakes in English

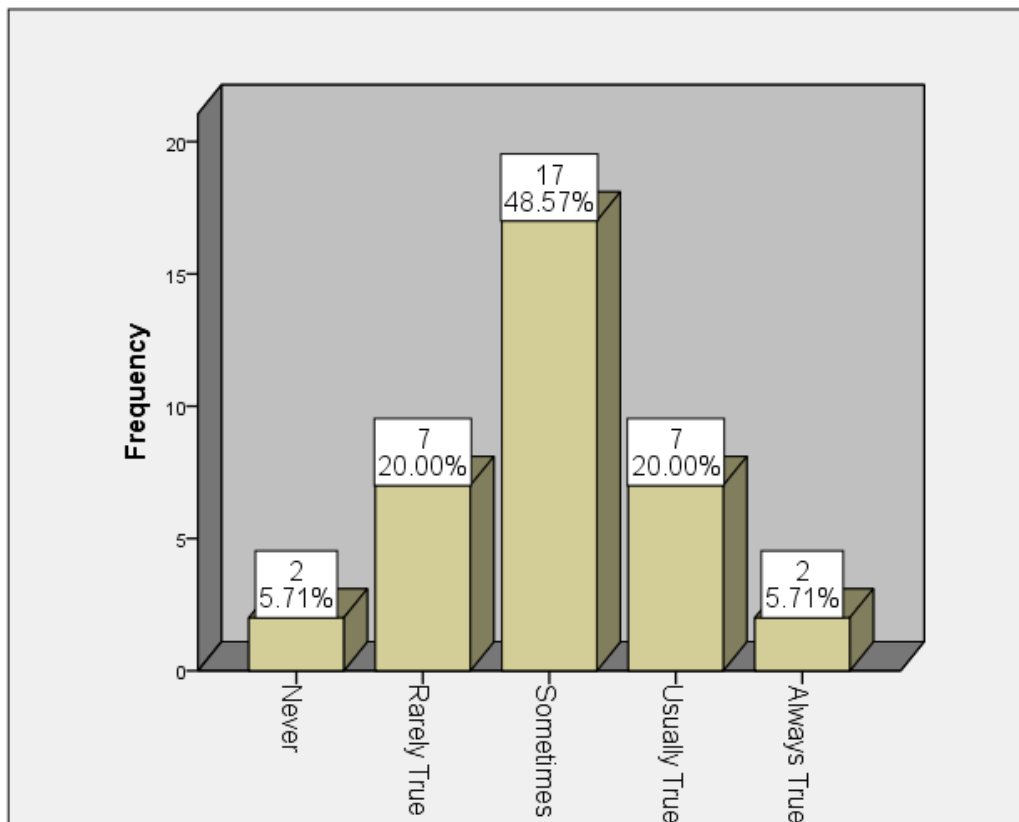


Figure 4-6 Showing few mistakes in English

The figure above proves that 5.71% of teachers ‘never’ show few mistakes in English as a strategy of teaching vocabulary, whereas 20% of them ‘rarely’ used it in their classes. However, 48.57% of the teachers ‘sometimes’ use it. The figure also shows that 20.00% of them usually used it in their classes, whereas 5.71% of the teachers ‘always’ show a few mistakes in English. The figure above illustrates that the test significance = 0.593 which is greater than 0.05. This means none can reject the null hypothesis and conclude that the strategy of showing a few mistakes in English is weakly used by teachers.

4.1.7 I use pictures, mimes, explanations and examples as a means of clarifying

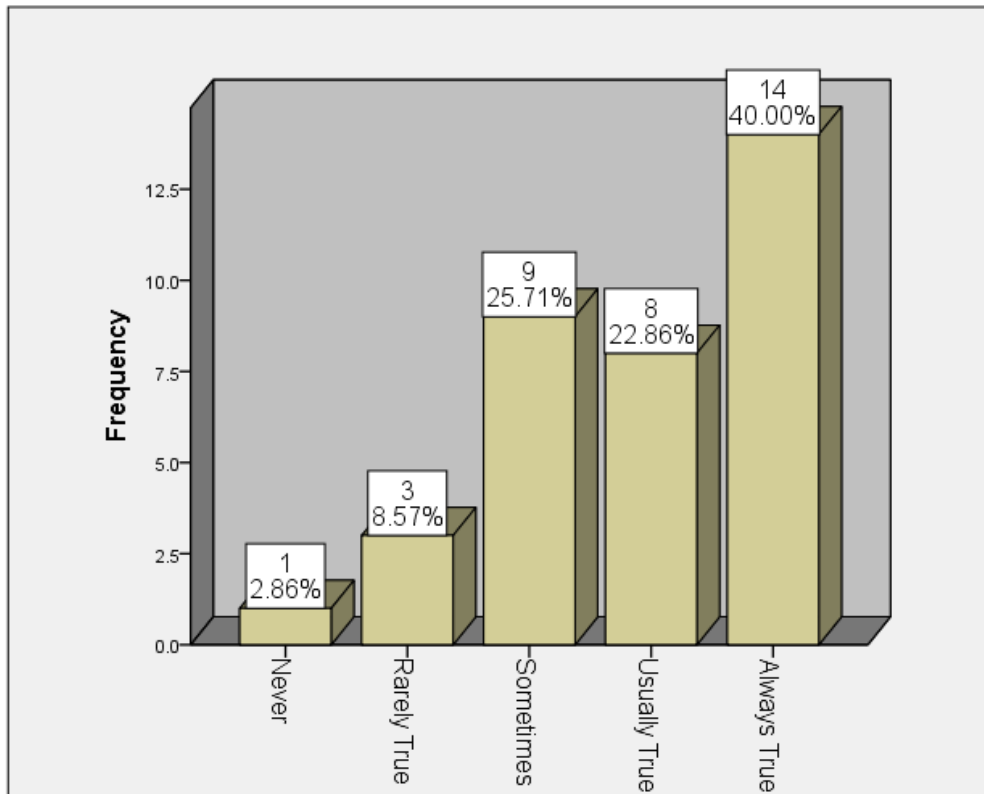


Figure 4-7 Using pictures, mimes, explanation and examples as a means of clarifying

The figure above shows that 2.86% of teachers ‘never’ use picture, mime, explanation and examples to clarify the meaning of the new words as a strategy of teaching English vocabulary. It also shows that 8.57% of the teachers ‘rarely ’used it, whereas, 25.71% of the teachers ‘sometimes’ used it in their classes. Moreover, the figure approved that 22.86% of them ‘usually’ use this strategy of teaching. The figure also shows that 40% of teachers ‘always’ use picture, mime, explanation, examples as a mean of clarifying in their teaching. Figure above concludes that the test significance = 0.000 which is less than 0.05. This means none reject the null hypothesis and conclude that the strategy of using pictures, mime, explanation, examples as a means of clarifying is highly used by teachers.

4.1.8 I ask students to repeat the new items after me

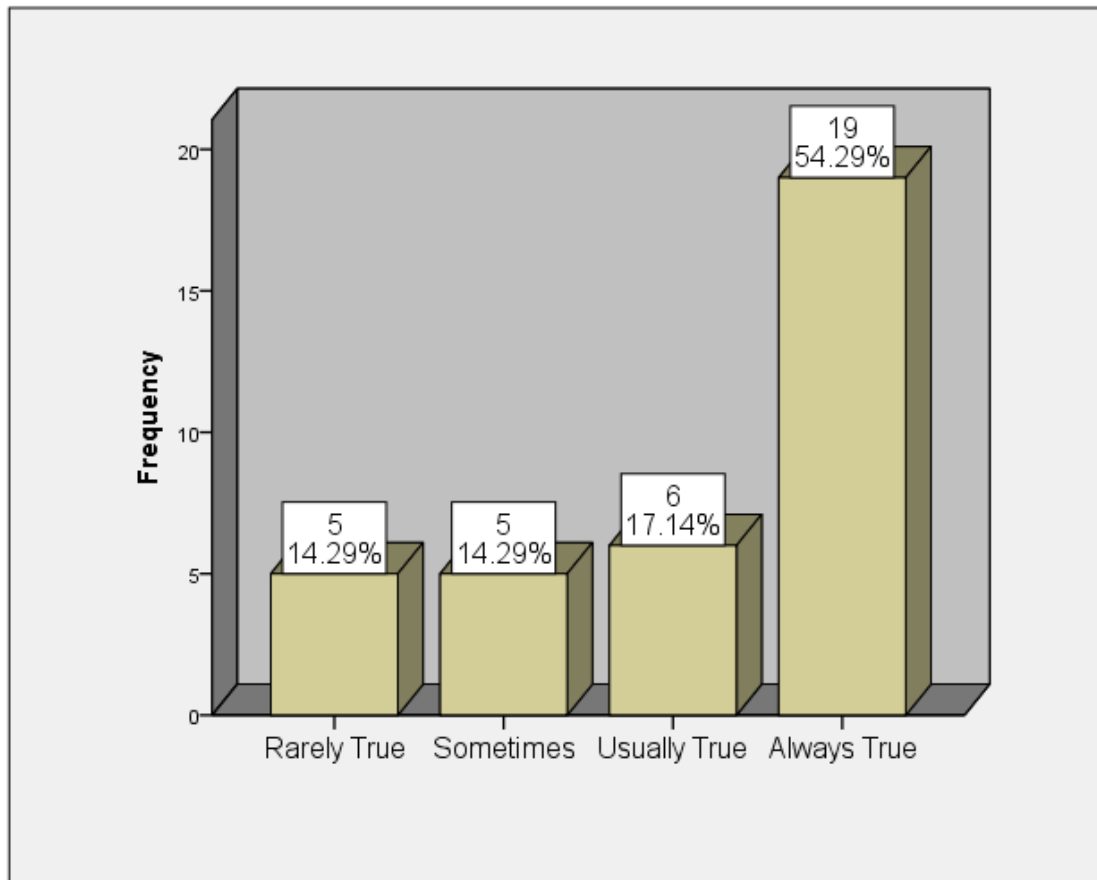


Figure 4-8 Asking students to repeat the new items after me

The figure above shows that none of the teachers chose 'never' asking students to repeat the new items after them. It also shows that 14.29% of teachers 'rarely' use this strategy of teaching as well as 'sometimes' using it in their classes. Furthermore, 14.14% of teachers 'usually' ask students to repeat the new items after them, whereas 54.29% of them 'always' use it. The figure above shows also that test significance = 0.000 which is less than 0.05. This means that none can reject the null hypothesis and conclude that the strategy of asking students to repeat the new items after me is highly used by teachers.

4.1.9 I help the students when they check the meaning of new words in the dictionaries to understand their synonyms

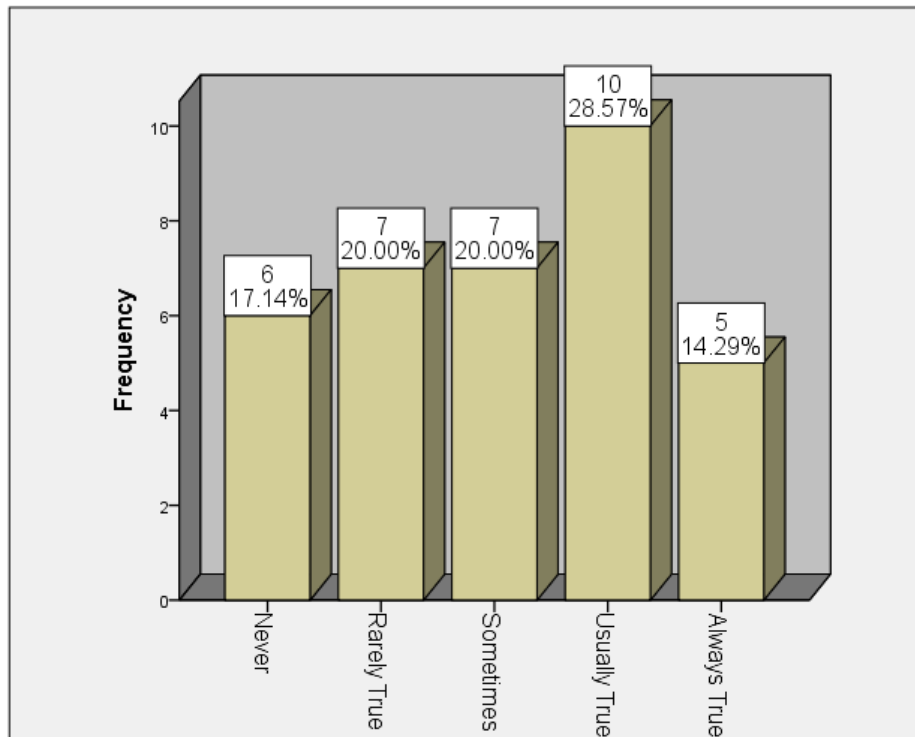


Figure 4-9 Helping the students when they check the meaning of new words in the dictionaries to understand their synonyms

The above figure shows that 17.14% of teachers ‘never’ help the students to check the meaning of the new words in a dictionary in order to understand their synonyms as a strategy of teaching vocabulary. It also shows that 20% of teachers ‘rarely’ used this strategy in their classes, while also 20% of them ‘sometimes’ applied it. Moreover, the figure shows that 28.57% of the teachers ‘usually’ help the students check the meaning of new words in a dictionary and help them to understand their synonyms. However, only 14.29% of teachers ‘always’ used this strategy of teaching. The figure also shows that test significance = 0.425 which is greater than 0.05. This indicates that none can reject the null hypothesis and conclude that the strategy of helping students to find the meaning of new words in dictionaries is weakly used by teachers.

4.1.10 I ask students to check words' antonym

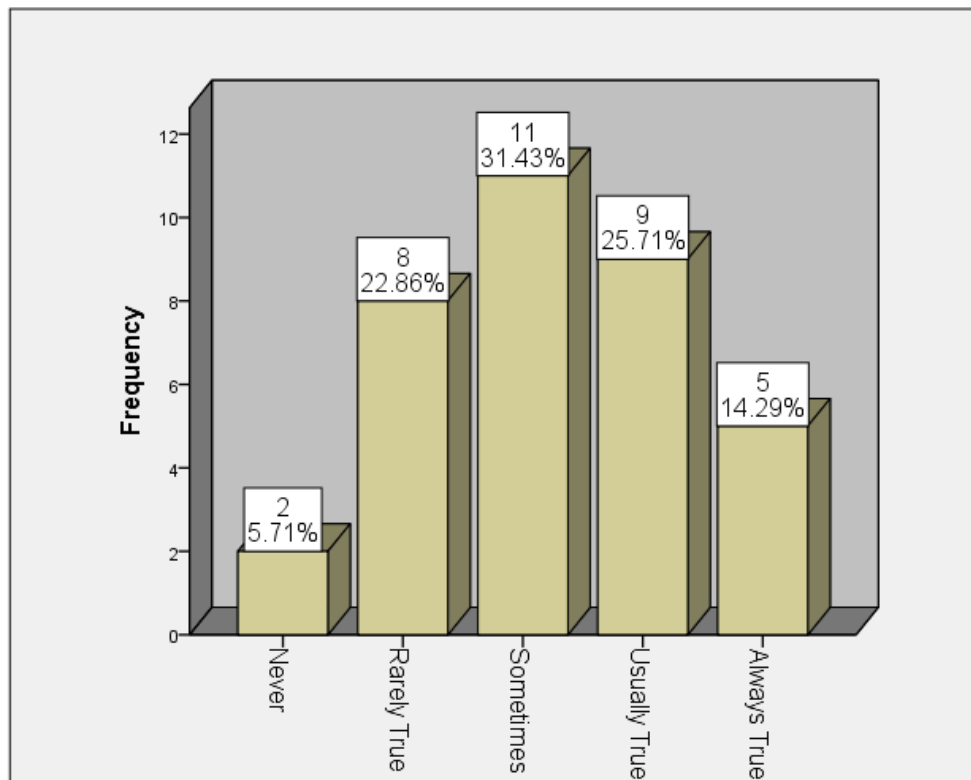


Figure 4-10 Asking students to check words' antonym

The figure above shows that 5.71% of teachers 'never' check for its antonym, while 22.86% of them 'rarely' used it as a strategy of teaching vocabulary. It also approved that 31.43% of the teachers 'sometimes' used it in their classes, whereas 25.71% of them 'usually' applied it. Moreover, the figure also shows that only 14.29% of teachers 'always' check for its antonym. This indicates that the test significance = 0.271 which is greater than 0.05. This means none can reject the null hypothesis and conclude that the strategy of checking for its antonym is weakly used by teachers.

4.1.11 I write a list of new words on the board at the beginning of the lesson

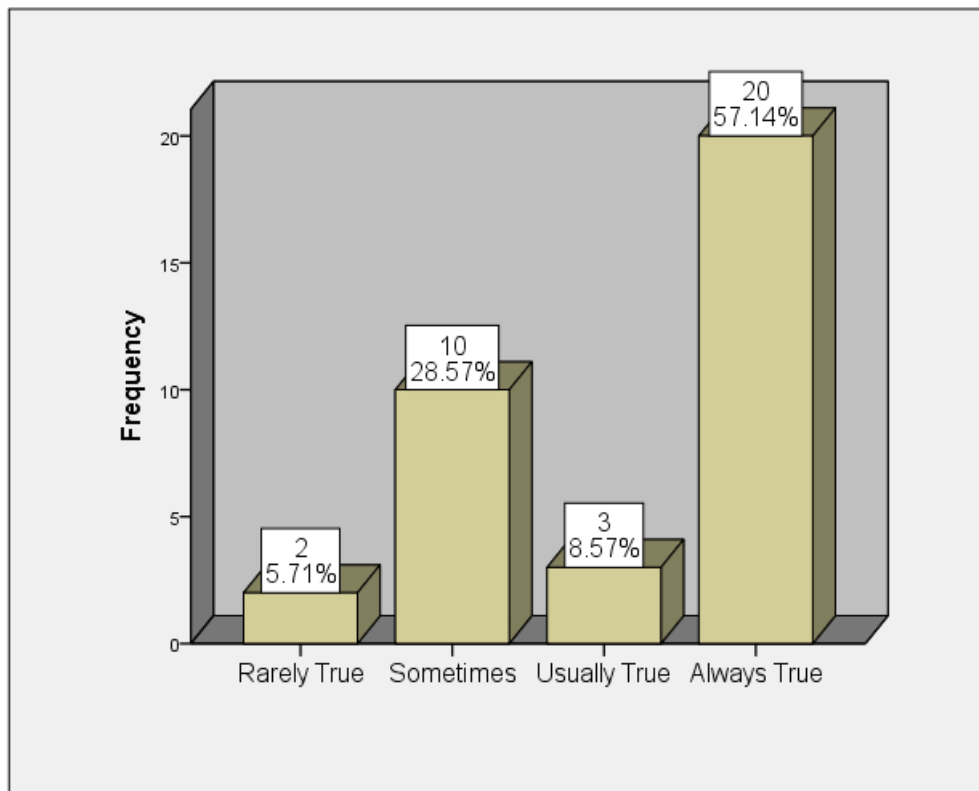


Figure 4-11 Writing a list of new words on the board at the beginning of the lesson

The figure above illustrates that none of the participants chose the ‘never’ option to indicate that they did not write a list of new words on the board at the beginning of the lesson as a strategy of teaching vocabulary. However, it shows that 5.71% of them ‘rarely’ used it in their classes. The figure also shows that 28.57% of the teachers ‘sometimes’ used it, while only 8.57% of the teachers ‘usually’ write a list of new words on the board at the beginning of the lesson. Moreover, it revealed that 57.14% of them applied for it. This figure shows that test significance = 0.000 which is less than 0.05, which means that none can reject the null hypothesis and conclude that strategy of writing a list of new words on the board at the beginning of the lesson is highly used by teachers.

4.1.12 I dictate the items in L1 then ask students to say the English equivalent

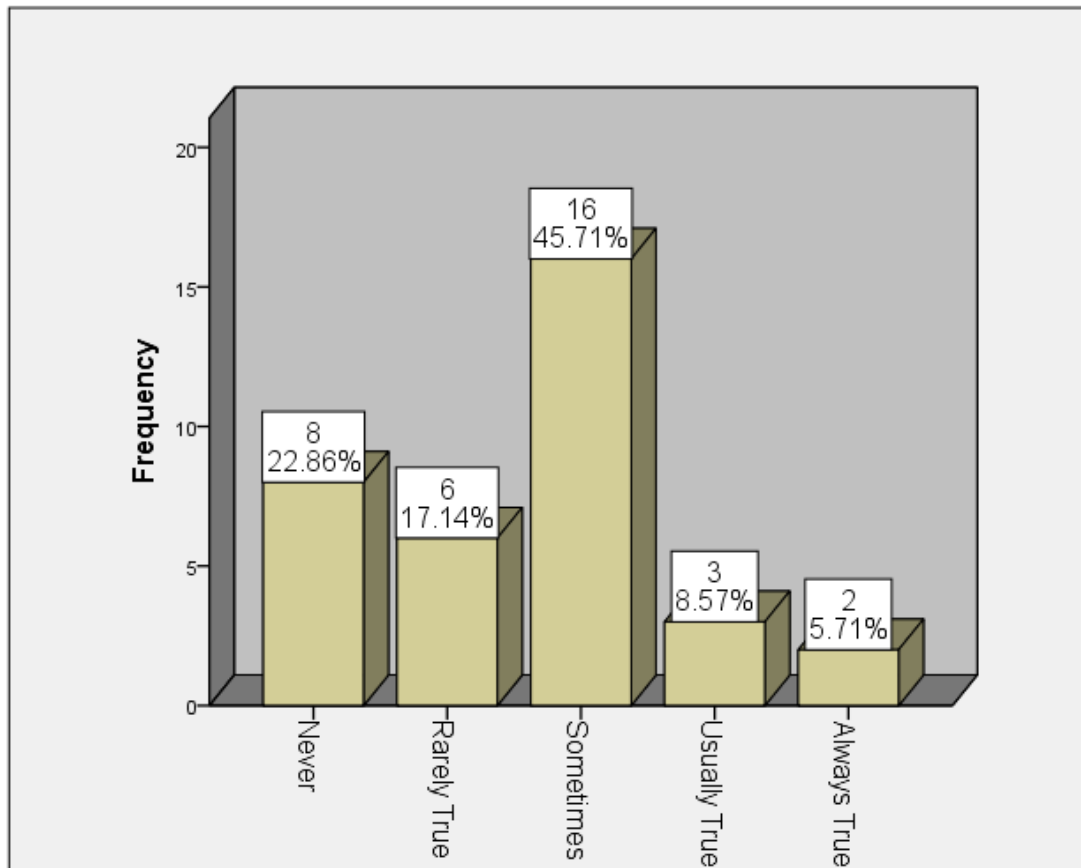


Figure 4-12 Dictating the items in L1 then ask students to say the English equivalent

According to the above figure, 22.86% of teachers stated that they ‘never’ dictate the items in L1 language then ask students to say the English equivalent as a strategy of teaching vocabulary. It also shows that 17.14% of teachers ‘rarely’ used it in their classes, while 42.86% of teachers ‘sometimes’ applied it. Moreover, 8.57% of teachers were pointed. This means that the test significance = 0.979 which is greater than 0.05, which indicates that none can reject the null hypothesis and conclude that the strategy of dictating the items in L1 language then ask students to say the English equivalent is weakly used by teachers.

4.1.13 I practice new words in sentences with students

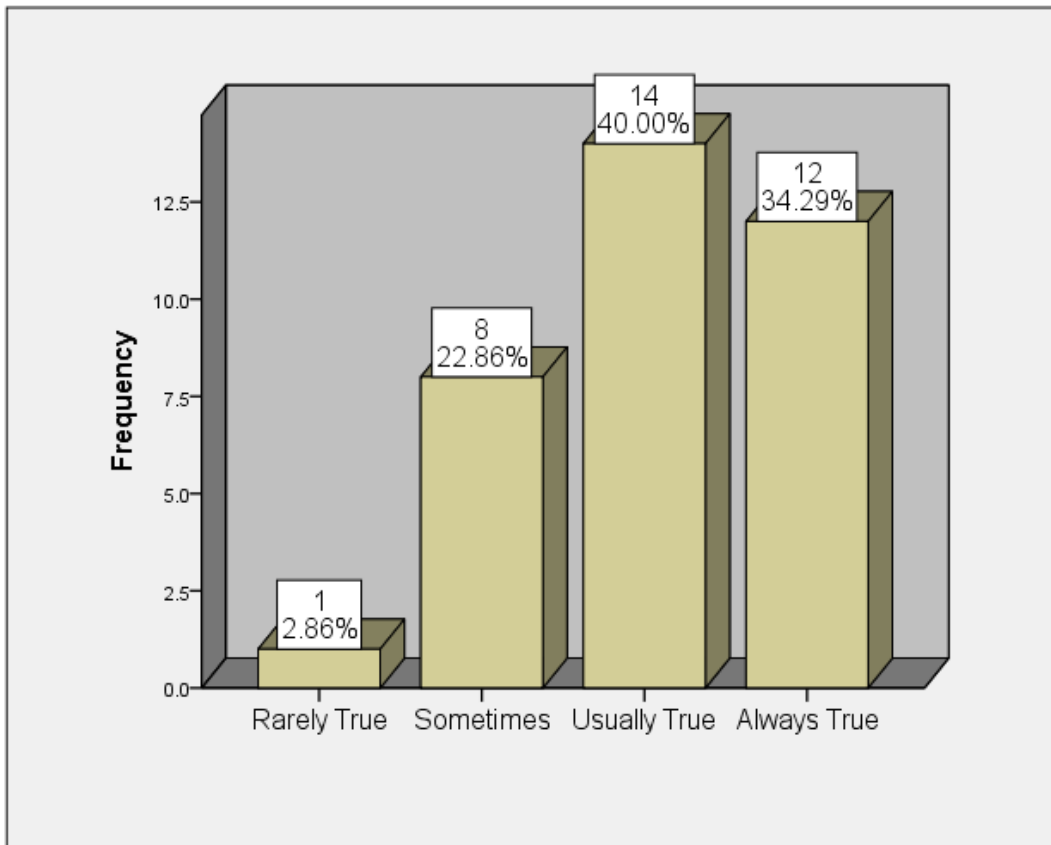


Figure 4-13 Practicing new words in sentences with students

According to the above figure only 2.86% of teachers were 'rarely' practicing new words in sentence with students, while 22.86% of these teachers were 'sometimes' using this strategy. Moreover, It also shows that 40% of teachers stated that they 'usually' used it, whereas 34.29% of teachers pointed that they 'always' used this teaching strategy in their teaching. In this case, the test significance = 0.000 which is less than 0.05. This means none can reject the null hypothesis and conclude that the strategy of practicing new words in sentences with my students is highly used by teachers.

4.1.14 When I teach a new word I tell students of words that are related to it

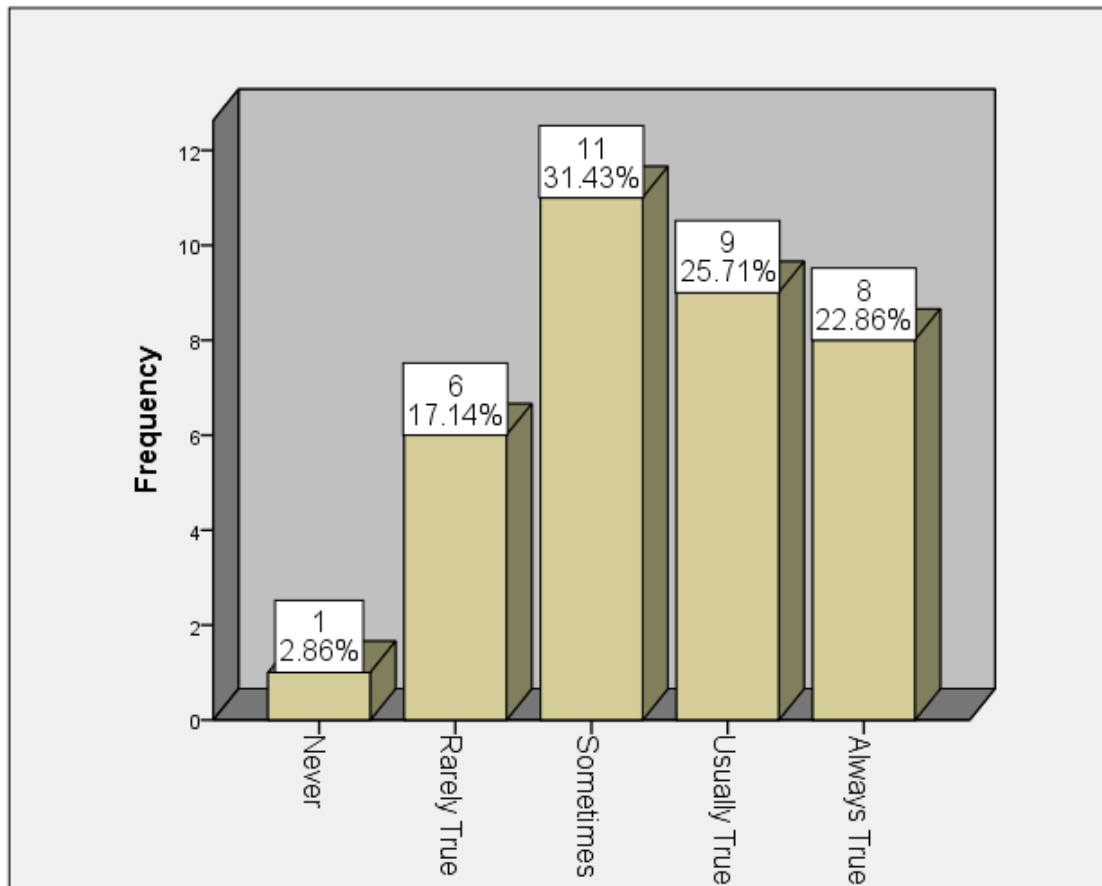


Figure 4-14 When teaching a new word I tell students of words that are related to it

Figure above shows that 2.86% of teachers when they teach a new word they 'never' tell their students of words that are related to it, while 17.14% of teachers used it. It also shows that 31.43% of teachers were sometimes applied to it, whereas 25.71% of them were usually used. Moreover, the figure approved that 22.86% of teachers always tell their students of words that are related to it. This means that the test significance = 0.092 which is greater than 0.05, which means none can reject the null hypothesis and conclude that the strategy of when they teach a new word they tell their students of words that are related to it is weakly used by teachers.

4.1.15 I encourage my students to write letters or diaries to practice their new words

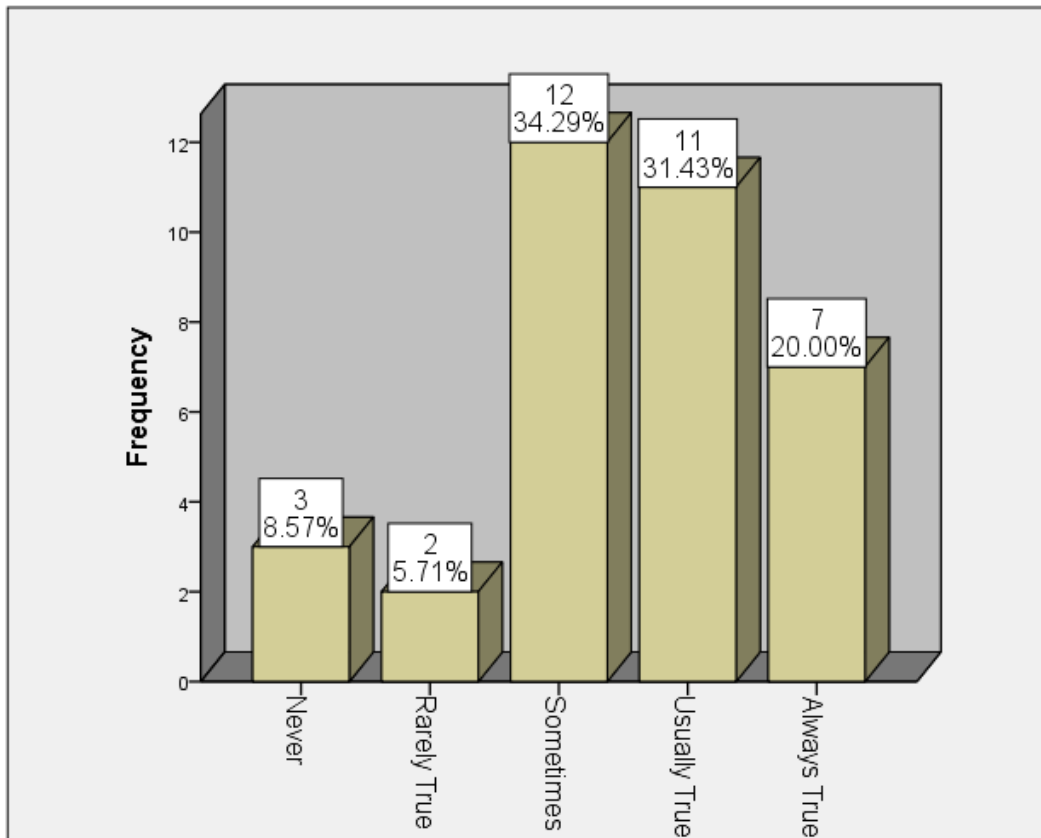


Figure 4-15 Encouraging students to write letters or diaries to practice their new words

The figure above shows that 8.57% of teachers 'never' encouraged students to write letters or diaries to practice their new words as a strategy of teaching, while 5.71% of them 'rarely' used it. Moreover, 34.29% of teachers 'sometimes' applied this strategy, whereas 31.43% of them 'usually' stated that they used it. The figure also shows that 20% of teachers always encourage students to do this strategy in their classes. This means that the test significance = 0.092 which is greater than 0.05. This indicates that none can reject the null hypothesis and conclude that the strategy of encouraging students to write letters or diaries to practice their new words is weakly used by teachers.

4.1.16 I advise students to listen to radio or TV to develop their vocabulary

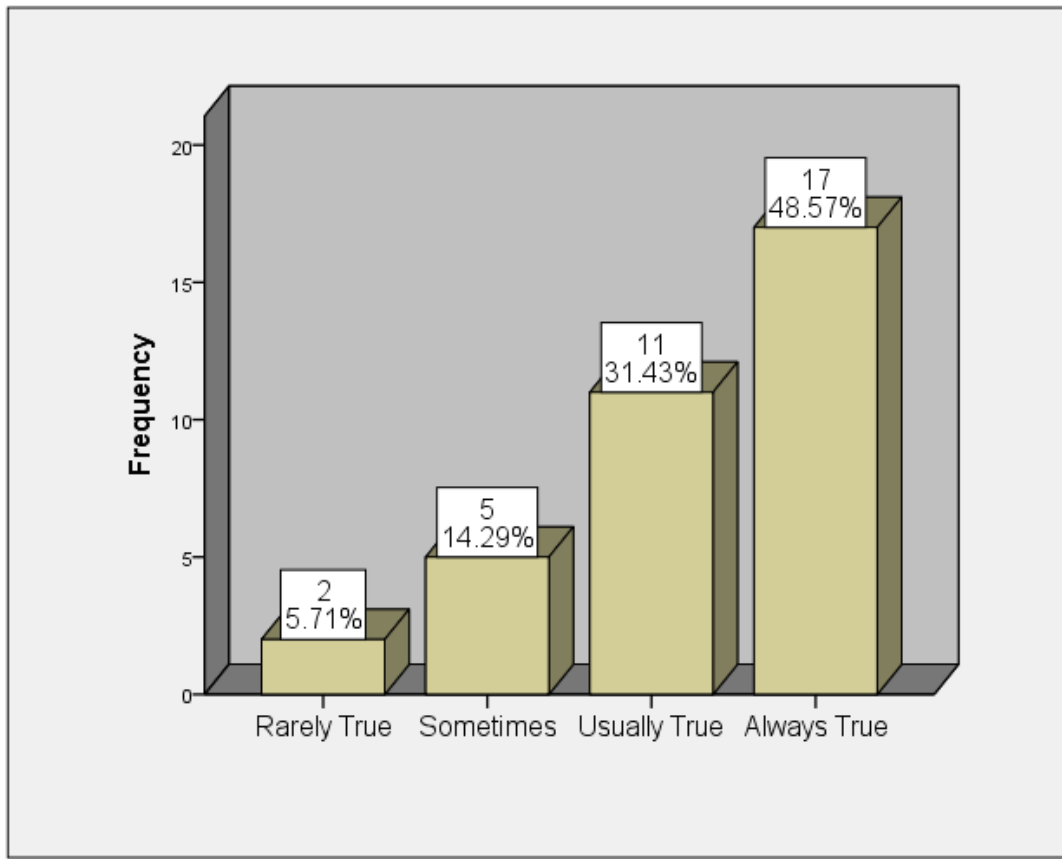


Figure 4-16 Advising students to listen to radio or TV to develop their vocabulary

According to this figure 5.71% of teachers were 'rarely' advised students to listen to radio or TV to develop their vocabulary, while 14.29% of them were 'sometimes' used it. It is also obvious that 31.43% of teachers were 'usually' advised students to do this strategy, whereas 48.57% of teachers were 'always' advised them in their classes. The figure above shows that test significance = 0.000 which is less than 0.05. This means that it can reject the null hypothesis and conclude that the strategy of advising students to listen to radio or TV to develop their vocabulary is highly used by teachers.

4.1.17 I ask each student to write down any five of new words which I taught

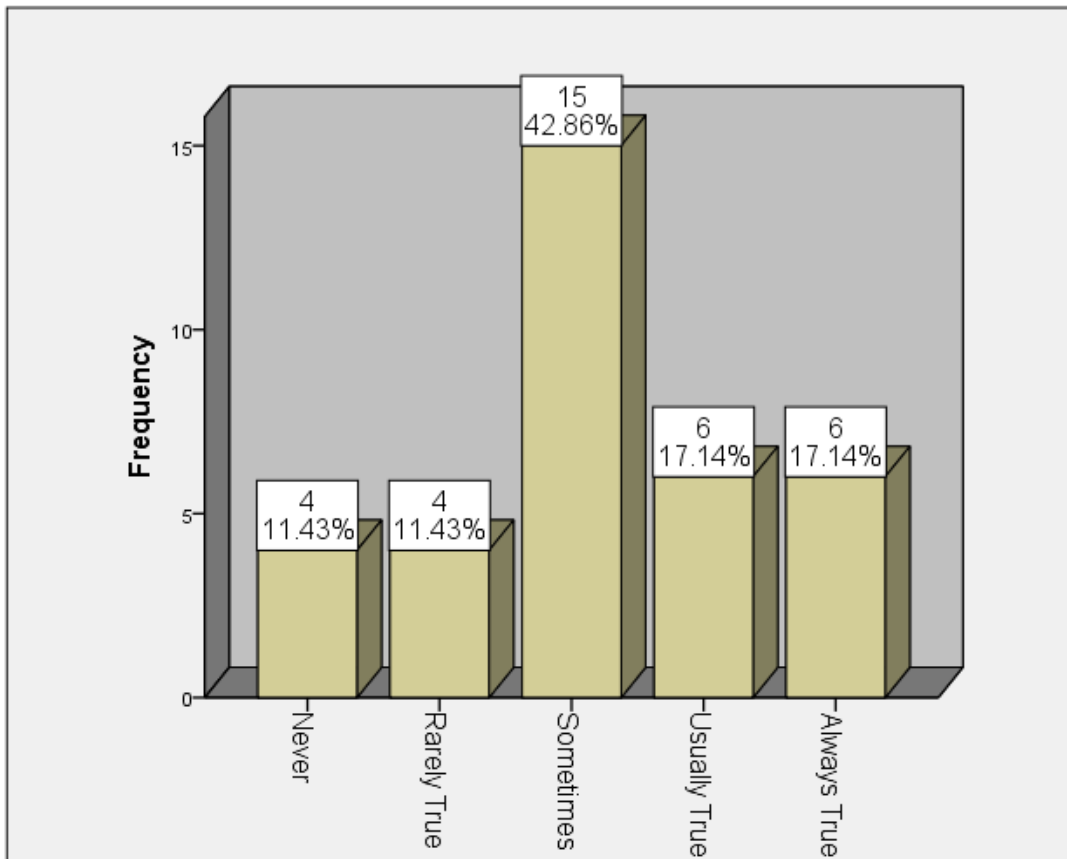


Figure 4-17 Asking each student to write down any five of new words which I taught

The figure above shows that the percentage of teachers who ‘never’ asked each student to write down any five new words which they taught is about 11.43%, and the same percentage of who used it ‘rarely’. Moreover, it shows that 42.86% of teachers ‘sometimes’ applied this strategy. It can be seen also that 17.1% teachers were ‘usually’ pointed at this strategy and the same percentage who used it ‘always’. The figure above shows that test significance = 0.252 which is greater than 0.05. This means that none can reject the null hypothesis and conclude that the strategy of asking each student to write down any five of new words which they taught is weakly used by teachers.

4.1.18 I give my students short stories or magazines to develop their vocabulary

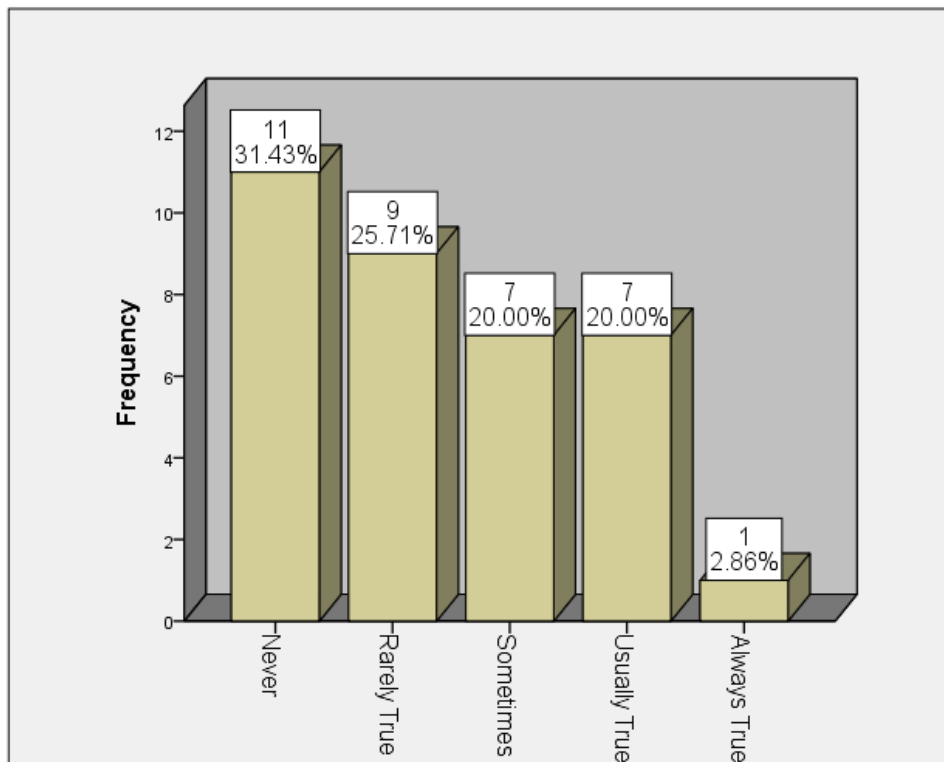


Figure 4-18 Giving students short stories or magazines to develop their vocabulary

According to this chart 31.43% of teachers stated that they ‘never’ give students short stories or magazines to develop their vocabulary, whereas 25.71% of teachers use it ‘rarely’. However, it also shows that 20% of teachers said that they ‘sometimes’ used this strategy in their classes. Moreover, the same number of teachers who stated that they ‘usually’ used it in their teaching, while only 2.86% of the teachers who were pointed that they ‘always’ used this strategy in vocabulary lessons. In this case, the test significance = 0.994 which is greater than 0.05. This means that none can reject the null hypothesis and conclude that the strategy of giving students short stories or magazines to develop their vocabulary is weakly used by teachers.

4.1.19 I discuss the concept of synonymy with students

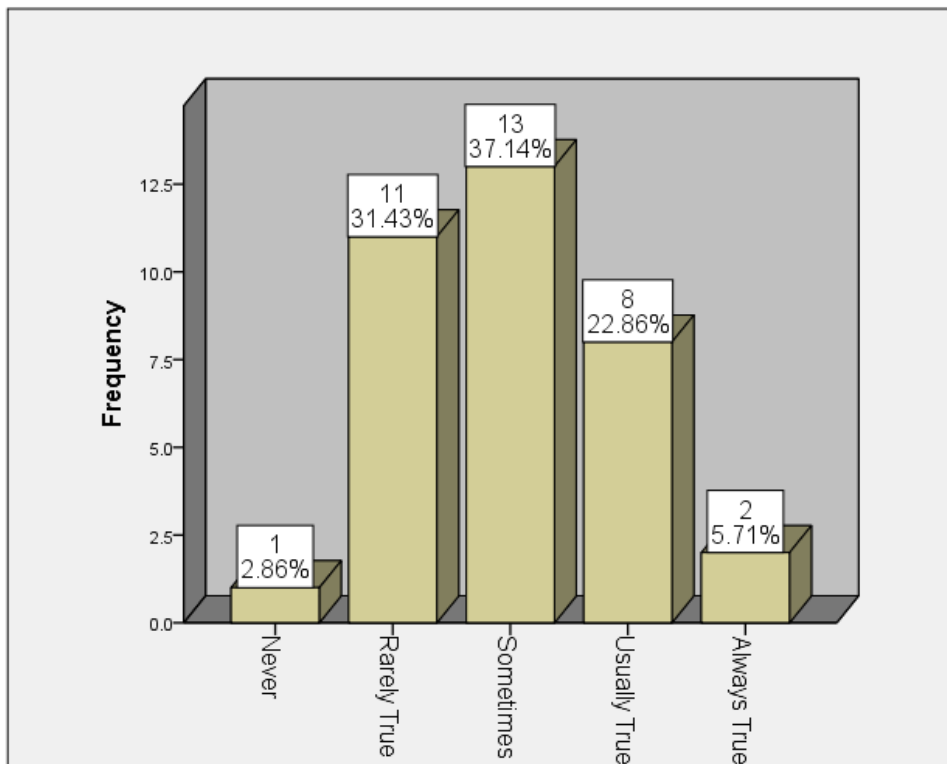


Figure 4-19 Discussing the concept of synonymy with students

The figure above shows that 2.86% of teachers 'never' discussed the concept of synonymy with students while 31.43% of them 'rarely' used it. Furthermore, it shows that 37.14% of teachers 'sometimes' applied it, whereas 22.86% of them 'usually' stated that they used it in their classes. The figure also approved that 5.71% of teachers were 'always' discussing the concept of synonymy with students as a strategy of teaching. In this case, the test significance = 0.738 which is greater than 0.05. This means that none can reject the null hypothesis and conclude that the strategy of discussing the concept of synonymy with students is weakly used by teachers.

4.1.20 I ask students to write words many times at home to memorize them

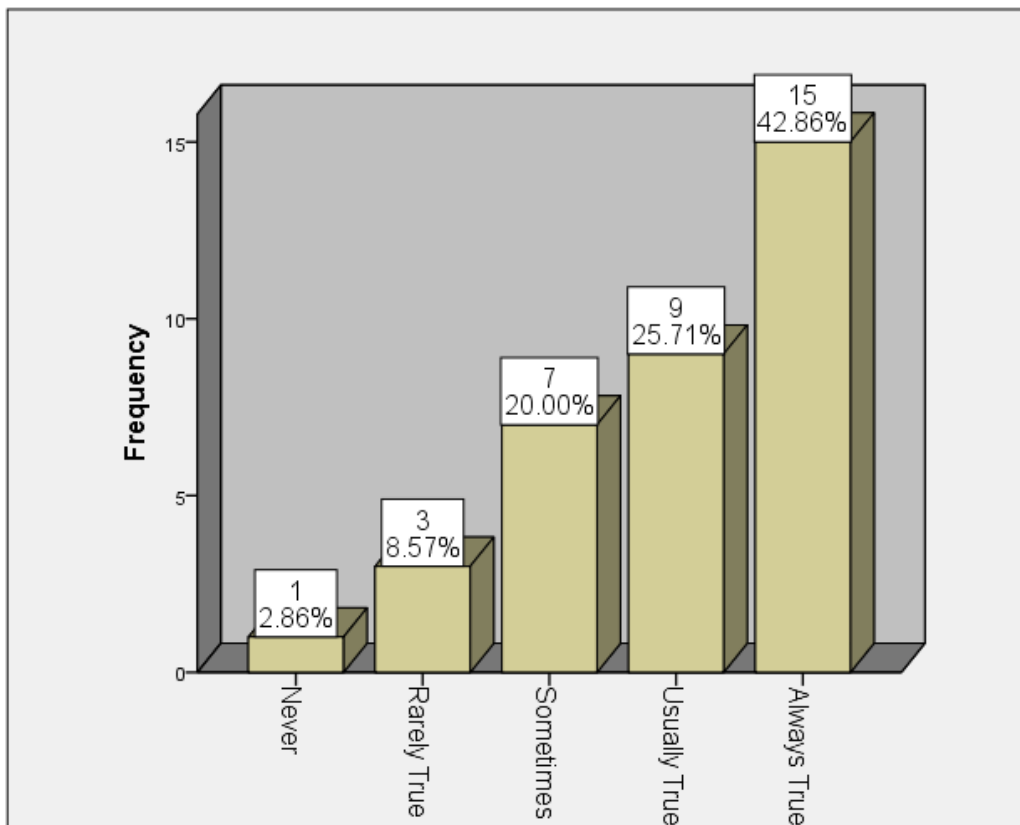


Figure 4-20 Asking students to write words many times at home to memorize them

Figure 20 shows that 2.865% of teachers 'never' asked students to write words many times at home to memorize them, whereas only 8.57% of them 'rarely' used it. It also approved that 20% of teachers were 'sometimes' pointed to it in their classes, while 25.71% of them 'usually' asked students to do it. Moreover, 25.71% of these teachers were 'always' using it. In this case, the test significance = 0.000 which is less than 0.05. This means that it can reject the null hypothesis and conclude that the strategy of asking students to write words many times at home to memorize them is highly used by teachers.

4.1.21 I repeat words verbally many times

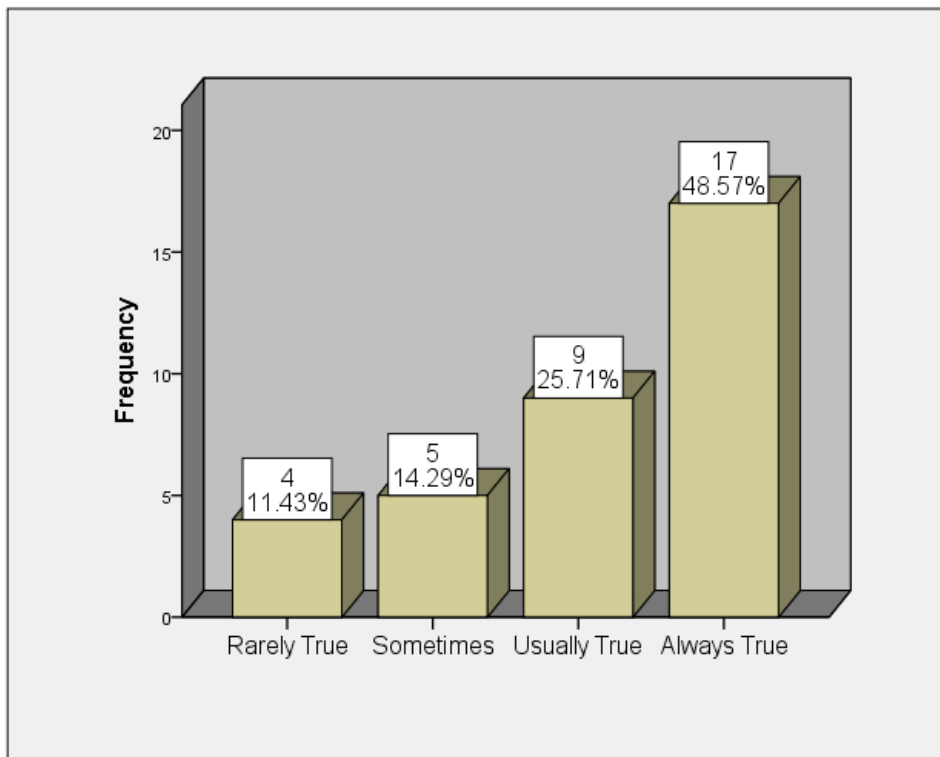


Figure 4-21 Repeating words verbally many times

According to this figure 11.43% of teachers were 'rarely' repeated words verbally many times as a strategy of teaching vocabulary. It also shows that 14.29% of teachers were 'sometimes' used it, whereas 25.71% of them 'usually' applied it in their classes. Moreover, 48.5% of teachers were 'always' using this strategy. In this case, the test significance = 0.000 which is less than 0.05, which means none can reject the null hypothesis and conclude that the strategy of repeating words verbally many times is highly used by teachers.

4.1.22 I use team games

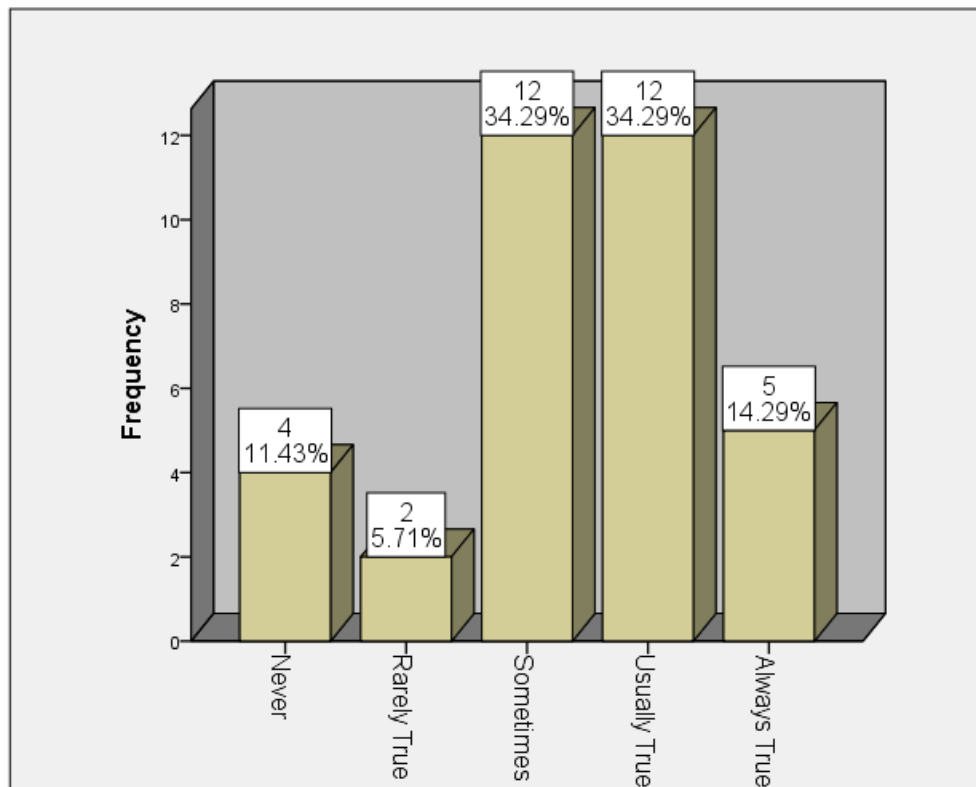


Figure 4-22 Using team games

Figure above shows that 11.43% of teachers ‘never’ used a team game as a strategy of teaching, while only 5.71% of them ‘rarely’ used it. Moreover, 34.29% of teachers were ‘sometimes’ applied to team games, whereas 34.29% of them were ‘usually’ used this strategy in their classes. The figure also shows 14.29% of teachers who ‘always’ use a team game in teaching vocabulary classes. This means that the test significance = 0.092 which is less than 0.05, which indicates that none can reject the null hypothesis and conclude that strategy of using a team game is weakly used by teachers.

4.1.23 I encourage students to write the meaning of words in the margin

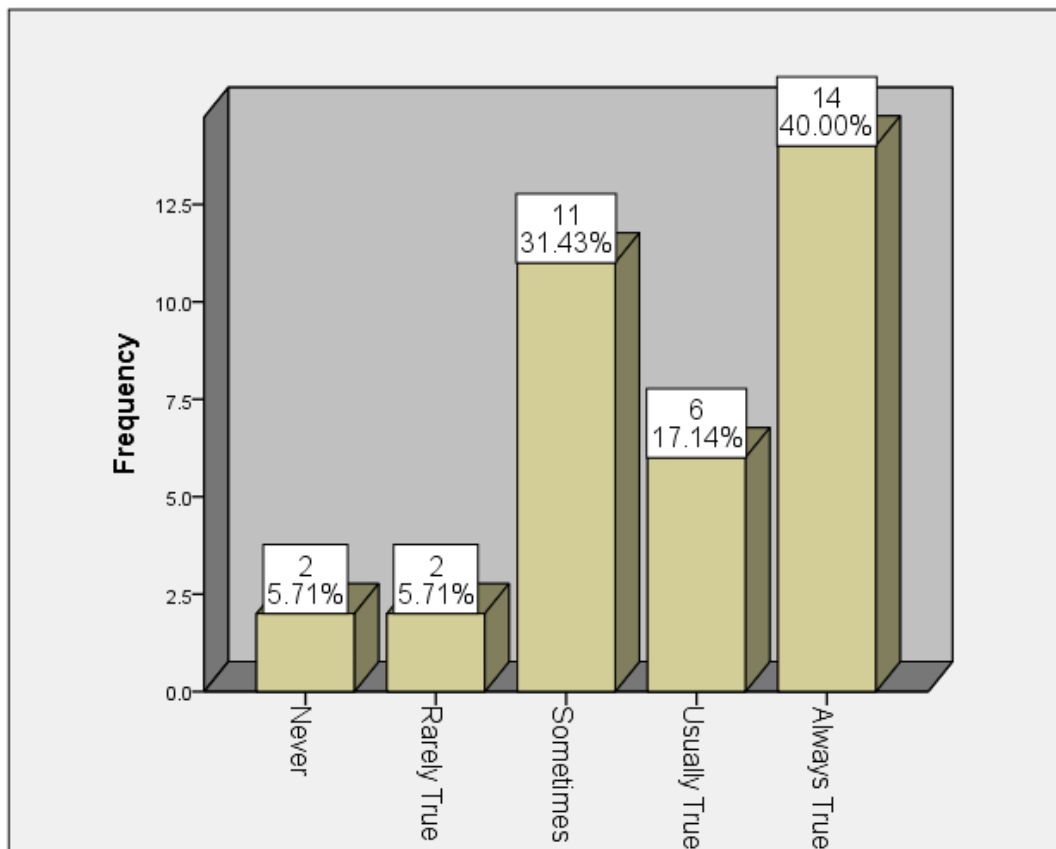


Figure 4-23 Encouraging students to write the meaning of words in the margin

According to this graph, it could be seen that 5.71% of teachers ‘never’ encourage students to write the meaning of words in the margin, while 5.71% of them ‘rarely’ used it as a strategy of teaching vocabulary. Moreover, it shows that 31.43% of teachers ‘sometimes’ applied it in their classes, whereas only 14% of teachers ‘usually’ pointed to it. The figure also shows that 40% of teachers were ‘always’ used this strategy in their teaching. In this case, the test significance = 0.001 which is less than 0.05. This means none can reject the null hypothesis and conclude that the strategy of encouraging students to write the meaning of words in the margin times is highly used by teachers.

4.1.24 I make word lists to revise the meaning of the new words

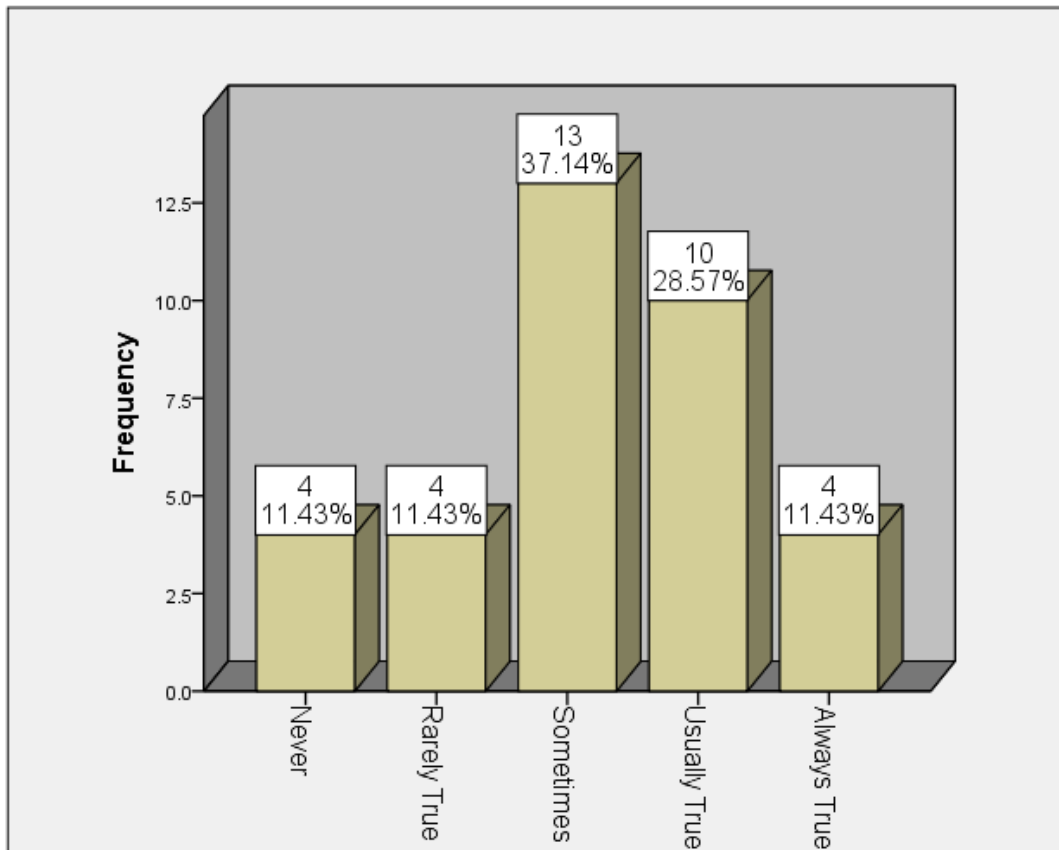


Figure 4-24 Making word lists to revise the meaning of the new words

As can be seen in the above figure, 11.43% of teachers were 'never' made word lists to revise the meaning of the new words as a strategy of teaching vocabulary. The figure also shows that the same percentage which was 11.43% of teachers 'rarely' used it, whereas 37.14% of teachers 'sometimes' applied it in their classes. However, it also shows that 28.57% of teachers 'usually' used it, while only 11.43% of teachers 'always' used this strategy. The figure above approved that the test significance = 0.143 which is less than 0.05. This means none can reject the null hypothesis and conclude that the strategy of making word lists to revise the meaning of the new words is weakly used by teachers.

4.1.25 I organize my word lists alphabetically

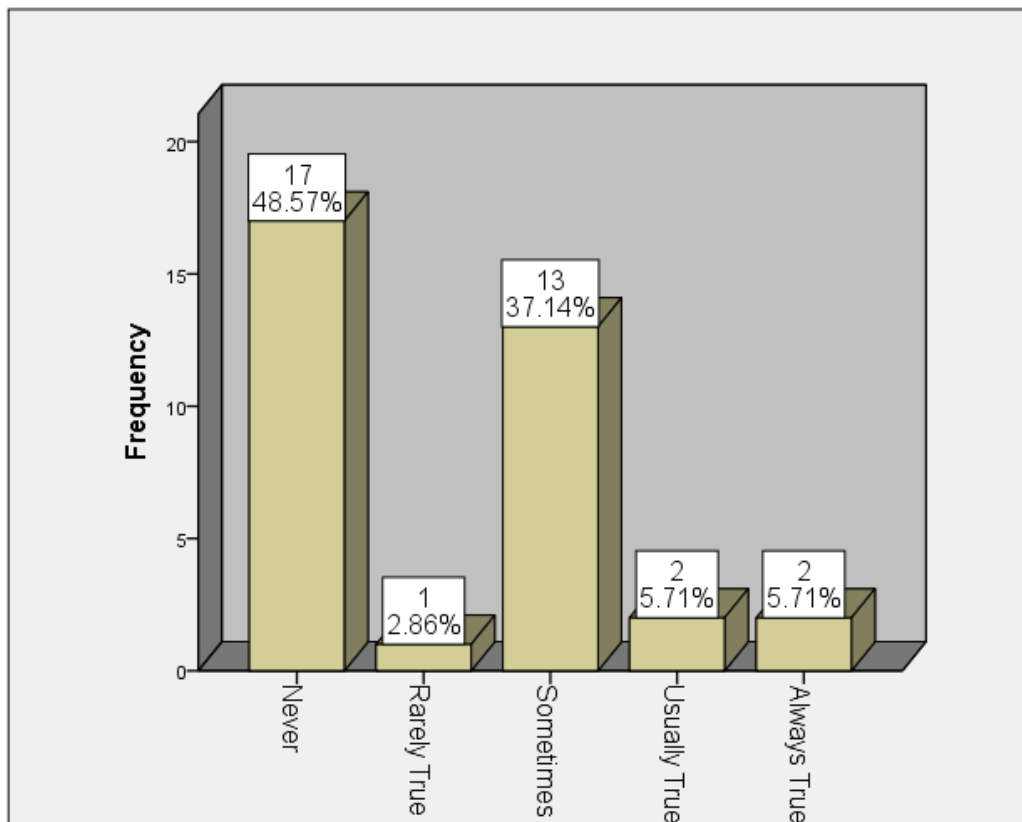


Figure 4-25 Organizing the word lists alphabetically.

The figure above shows that 48.57% of teachers ‘never’ organize their word lists alphabetically as a strategy of teaching vocabulary, while 2.86% of teachers ‘rarely’ used it. Moreover, it also shows that 37.14% of the teachers ‘sometimes’ applied this strategy, whereas only 5.71% of the teachers ‘usually’ use their word lists alphabetically. The figure also shows that the same only 5.71% of the teachers ‘always’ used this strategy in their classes. In this case, the test significance = 0.999 which is less than 0.05, which means none can reject the null hypothesis and conclude that the strategy of organizing word lists alphabetically is weakly used by teachers.

4.1.26 Distribution of the data

Distribution of data is very important in terms of statistical tests that would be used to test the hypotheses of the study:

Table 4-1 The result of data distribution

Vocabulary	
Test Value	0.082
Sig	0.200

Since sigs greater than 0.05, it concludes that the data has normal distribution and then parametric tests will be used for testing the hypothesis.

4.1.27 Research Question

1. Do EFL primary teachers use appropriate vocabulary strategies in their classrooms?

An arithmetic scale of the arithmetic average has been established according to its level of importance for use in analyzing the results according to the following:

Table 4-2A measure of the relative importance of the mean

Scale	Never	Rarely True	Sometimes	Usually True	Always True
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

Table 4-3 A measure of the relative importance of the mean

Average Middle	Relative importance
1-1.79	Very Low
1.8-2.59	Low
2.6-3.39	Moderate
3.4-4.19	High
4.2-5	Very High

Table 4-4 The responses of the study sample for using vocabulary strategies in their classrooms

Statement	Mean	Standard Deviation	Level of Use	Rank
1	3.2000	.90098	Moderate	12
2	3.8857	.99325	High	6
3	3.6857	1.05081	High	8
4	3.3429	1.32716	Moderate	11
5	3.0000	1.13759	Moderate	15
6	2.9714	1.24819	Moderate	16
7	3.0000	.93934	Moderate	15
8	3.8857	1.13167	High	6
9	4.1143	1.13167	High	3
10	3.0286	1.33913	Moderate	14
11	3.2000	1.13241	Moderate	12
12	4.1714	1.04278	High	2
13	2.2286	1.30802	Low	18
14	3.4286	5.26523	High	10
15	4.0571	.83817	High	4
16	3.4857	1.12122	High	9
17	3.4857	1.14716	High	9
18	4.2286	.91026	Very High	1
19	3.1714	1.20014	Moderate	13
20	2.3714	1.21476	Low	17
21	2.9714	.95442	Moderate	16
22	3.9714	1.12422	High	5
23	4.1143	1.05081	High	3
24	3.3429	1.16171	Moderate	11
25	3.8000	1.20782	High	7
26	3.1714	1.15008	Moderate	13
27	2.1714	1.27154	Low	19

Table above shows that all the means are between 2.1714 and 4.2286 which indicates that the level of vocabulary used by teachers in their classrooms are from low to high. Statement says “*I advise students to listen to radio or watching TV develop their vocabulary*” ranked first with mean 4.23 and standard deviation 0.910, which indicates that the level of using this statement by teachers is high. Then the statement says “*I write a list of new words on the board at the beginning of the lesson*” ranked second with mean 4.1714 and standard deviation 1.043 which indicates that the level of using this statement by teachers is high as well. On the other hand, the statement says “*Organize my words lists alphabetically*” ranked last with mean 2.1714 and standard deviation 1.272, which indicates that the level of using this statement by teachers is low.

4.1.28 Hypothesis Testing

H0: The level of using vocabulary strategies is average or less

H1: The level of using vocabulary strategies are high or more

The purpose of the hypothesis above is to give statistical evidence about the level of using vocabulary strategies by teachers in their classrooms. To test the hypothesis above, one sample test has been used and the result is shown in the table below.

Table 4-5: The result of one sample T test

Variable	N	Hypnotized Mean	Mean	Standard Deviation	T test	Sig
Vocabulary Use	35	3	3.3884	0.5475	4.197	0.000

Since $\text{sig}=0.000 < 0.05$, it can reject H0 and concluded that the level of using vocabulary strategies by teachers in their classrooms are high or more.

4.2 The Analysis of the Teachers Interview Results

This section deals with the analysis of the results obtained from the teachers’ interviews. There are different analysis theories the researchers may use to analyze the qualitative data. Glesne and Peshkin (1992:127) argued that “data analysis involves organizing what you have seen, heard, and read so that you can make sense of what you have learned”. These theories such as grounded theory, content analysis, thematic analysis or discourse analysis (Cohen et al., 2007). Each theory has its limitations. The thematic analysis theory was used because the process of analyzing the interview data was aimed to be much

more mechanical with the analysis being left until the data has been collected. The theory was applied to analyze four teachers' interviews in order to elicit specific information about their strategies of teaching vocabulary for young learners.

The transcribed data obtained from the interviews were coded, by the researcher systematically worked through each transcript assigning codes to specific characteristics within the text. The researcher has a list of main codes after reading through each transcript and let the categories emerge from the data. The main codes are analyzed below:

4.2.1 The importance of vocabulary in language teaching

The data obtained from the interviews revealed that all of the teachers are aware of the importance of vocabulary in language teaching. They stated that students would learn language better if they learned English vocabulary. These teachers assumed that they understood the importance of vocabulary in language teaching. All of the participants agreed that teaching vocabulary to students is very necessary. For example, Teacher 'A' said that *"it helped me to understand the type of the exercises that go with the levels of my students."* Teacher 'B' added that *"it is equally important to teach vocabulary as to teach grammar"*. Moreover, most of the respondents gave more importance to teach vocabulary, since they are essential for developing the students' linguistic abilities. As an example, Teacher 'C' said, *"in my view students at this level are expected to build the linguistic tools that would enable them to master a new language"*. Furthermore, Teacher 'D' considered vocabulary as the main tool or key to be able to get to the gate of English skills, especially the productive ones speaking and writing. It enlightens the linguistic competence of the learners besides their other competences too. In this case, all the participants in this study were aware of the importance of teaching English vocabulary to them and to their students to build their new language. However, the impression given by those teachers who attached equal importance to vocabulary teaching is that this is theoretically speaking than what they actually do in practice during English classes.

4.2.2 The effect of teaching and learning experience in teaching English vocabulary

The analysis of the data confirmed the impact of the teachers' teaching and learning background in teaching vocabulary. According to the data, there was almost complete consensus among teachers that their prior experience of teaching and learning had helped them to teach vocabulary. For example Teacher 'A' said that:

It's quite interesting to know about the language we teach. However, I don't limit myself to the information included in the students textbook. This experience has provided me the opportunity to apply all that knowledge to practice. I have regularly participated and checked in with the students to keep them engaged and motivated in my class.

The teacher above seems aware that students will learn better if they learn new vocabulary even from outside the textbook, because by that time they will already have gathered enough knowledge of the language to help them understand the target language properly. Moreover, Teacher 'B' stated that:

Teaching vocabulary for 15 years provides a greater temptation for both me and my students to invest less time and energy into the class, and I developed a routine to maintain my focus. Also, after returning to EFL teacher education from a decade ago, I have a clearer understanding of how the field has and has not changed over that time. This experience has grounded my confidence in teaching vocabulary specific and English in general.

Furthermore, the analyzed data showed that the experience background knowledge helps the teachers 'C' and 'D' to deal with the textbook instructions. For example, teacher 'C' stated that *"during my first year, it was very challenging for me to employ activities in the textbook. I used my prior learning experience which helped me to make decisions about some process of a program's curriculum"*. Teacher 'D' stated that *"the experience has helped me a lot in terms of preparing classroom activities that are appropriate for students in terms of their abilities and age"*. Teacher 'C' added that he discussed other experienced teachers, especially who taught the same textbook. In this case, sharing knowledge gave teachers opportunity to investigate their own teaching philosophy and approach as they seemed to be the only variables they could control that differed between teachers' classes.

4.2.3 The students' role in vocabulary learning

The data gained from the teachers revealed that all of them had the same views regarding the students' role in vocabulary learning. They all agreed that it is essential to make students active. Teacher 'A', for example, said that *"I must also help my students understand that their role is to use the target language as much as possible to communicate, since language acquisition is severely limited when there is no output"*. As students become more responsible for their own language learning, their success in the language class increases. The activity that involves students in the core of English class takes on new meaning as the

students work toward a final task. Moreover, Teacher 'B' added that *"the experiential goal at the end of the unit gives the students the opportunity to work toward their potential"*. This means that the students become aware of their roles to be active from the early stages of the unit. They are then able to tailor their vocabulary, their activities and their thinking toward the final task. As the students realize that the work they do within the class leads them toward their final goal, they are much more inclined to stay on task. Students are able to personalize their projects and use their personal abilities and talents.

Furthermore, the analysis revealed Teachers 'C' and 'D' considered one of the students' roles is student self-evaluation. For instance, Teacher 'C' stated self-evaluation becomes more common as the students reflect on what they have learned, how they have learned and what they still need to learn. This indicates that these teachers seemed to have knowledge of how to teach English vocabulary inductively.

In addition, the analysis of the data demonstrates that the four teachers, 'A', 'B', 'C' and 'D' were aware that during teaching English vocabulary, teachers should help students to be more independent in order to be able to use what they had learned in the target language. For example, Teacher 'D' said *"recognizing the different elements in target language will encourage students to use their language vocabularies by themselves and help them understand the target language better"*. The teacher seems aware that students will learn better if they first understand vocabulary, because by that time they will already have gathered enough knowledge of the language to help them understand the target language properly.

4.2.4 Teachers' preferences methods of teaching English vocabulary

During the interviews, the teachers expressed different attitudes towards employing methods in teaching vocabulary. Teachers 'A' for example stated that she teaches English vocabulary within reading lessons sometimes through describing pictures. This indicates that the teacher might be influenced by his own previous teachers who had taught English in the deductive way. Teacher 'B' stated that *"I prefer to check students' background knowledge by asking them questions, ask them to read the title, and ask them to read the words quickly"*. This suggests that English vocabulary itself is useless unless the teacher establishes an encouraging and supporting atmosphere leads to language use. Teacher 'D' said *"I prefer to explain the new vocabulary in English and then if students could not understand the meaning I use Arabic in order to help students cope with a text"*. Finally, teacher 'C' stated that *"when*

I find difficulties to follow the instructions of the textbook, I use my own method of teaching vocabulary". The teachers seemed to have different levels of understanding and preferences and different reasons to justify their practice when teaching English vocabulary.

4.2.5 Use students first language when teach English vocabulary

The analysis of data obtained from interviews with the teachers revealed the same attitudes towards using student L1 when they teach English vocabulary. All of these teachers had their own reasons for using it in the classes. For example, Teacher 'A' said that "of course, I used to speak Arabic with my students. It is very hard to talk all the time in English since this language is not a second language in our country." Her reason was "*children at this age are still building their Arabic repertoire so it is difficult for them to deal with two languages at the same time.*" Teacher 'B' said that:

Our students have never been exposed to the English language before; they have no previous knowledge or background, so the literacy development in the new language becomes more complicated. Therefore, I used the first language as a bridge between previous and new knowledge.

Moreover, Teacher 'C' explained that the reason behind her use of the first language in her class by saying: "*it may be useful for teachers to teach the new language using the mother tongue as support in order to develop not only the target language but also the cognitive development to be academically and professionally successful.* Teacher 'D' argued that "*the role of the students L1 in concurrent teaching is to foster L2 learning through a more natural L2- using situation. In this central technique I use the L1 as the vehicle for giving L2 meaning in whole sentences*". In this case, the teachers thought that the use of first language in the classroom helps students make connections with their existing knowledge of the mother tongue, facilitating the process of understanding.

4.2.6 Motivating Students to learn English vocabulary

Throughout the interviews the teachers expressed similar attitudes towards motivating students to learn English vocabulary. These teachers had different ways to motivate students. For example, Teacher 'A' said that "*I can increase the effectiveness of my instruction and the communicative activities by engaging my students with authentic media and using technology inside and outside of the classroom to connect them with the target language*". Teacher 'B' argued that students are encouraged to make a number of decisions. They need to decide what vocabulary and structures are important for their activities and projects. She added:

The decisions that are made regarding the projects reflect the interests and strengths of the students especially young ones. I ask my students to choose what they want to talk about in my class. The topics are in their curriculum. As a consequence, they feel like they are demotivated.

Moreover, Teacher 'C' stated that *"Although there are specific objectives and guidelines that need to be met in the language classroom, students who are allowed some freedom to move within the parameters are more likely to remain motivated on task"*. Teacher 'D' said that *"a good way to improve students' progress is by giving proper feedback. I strive to give my students as many opportunities as possible to interact in a meaningful way, such as debating a current event or performing a role-play"*. This can come through paired, group, or whole-class activities, while avoiding those activities that single students out through calling on someone to give an answer. The same teacher added *"another way to motivate and encourage my students as I provide them with opportunities to use the skills and concepts we learn in a low-stress, friendly environment, I believe my students grow and excel in their abilities to communicate effectively in the class"*. In this case, the teachers assumed to help the students become more motivated.

4.2.7 Describing the typical vocabulary lesson

The analysis of the data revealed the following findings. Teacher 'A' declared that it is better to find much direct interaction and conversation in the textbook in English class. She thought that it is good for teachers to use their background knowledge about learning and teaching vocabulary. Moreover, she believed that using L1 helped students to understand English vocabulary very quickly. Therefore, teachers should use it when they face difficulties in explaining some items. She added that:

In most cases, this was followed by explicit grammar presentation, reading comprehension questions and / or grammar exercises. The texts were first made of short dialogues which were to be read aloud, translated and sometimes learnt by heart and / or acted out as role plays. In the senior grades the texts also included narrative texts of different kinds.

It was very clear that the teacher had sufficient knowledge about teaching English vocabulary. This indicates that the teacher was helpful and his plan was to aim to make the class active. Furthermore, Teacher 'B' had similar description about the typical vocabulary lesson. She stated that *"the vocabulary should be introduced through pictures and stories,*

but more often, after reading the dialogues or the titles the teacher would write down the new words on the board and their translation". She added that:

the homework should include copying the texts from the textbook a couple of times with or without translation, answering reading comprehension questions or doing grammar exercises and looking the unknown words up in the dictionary and writing them with translation in the notebooks. This is because some pupils had a variation of this to be done in the activity book.

Teacher 'C' and 'D' thought that the typical lesson of vocabulary should be introduced by the teacher. The lesson starts with writing the new words on the board with the translation and in the most cases with the pronunciation. They both mentioned ever doing vocabulary exercises including synonyms and antonyms. Teacher 'C' added that *"the typical evaluation should be achieved through grammar fill-in the gaps exercises, translating the sentences from and into English which cover a certain point in grammar, dictations and reading aloud and translating"*. Teacher, 'D' stated that:

As for listening exercises, there is no evidence that the listening exercises were actually done in order to practice just the listening skill. The students would mostly read the texts / dialogues as they play on the tape and in some cases repeat them or just read and listen without any task at all. This helps to improve their English vocabulary.

Teacher 'D' added that it is better to teach English vocabulary through *listening to* songs or making quizzes and playing games. The songs should be about the alphabet or just songs from elementary curriculum. Teacher 'C' suggested that involving students in dialogues leads students to practice the vocabularies. This occurs through speaking lessons by talking with students about visiting an English speaking country for instance or talking about some interesting places in Great Britain or America.

4.2.8 The challenges teachers face when they teach English vocabulary

During the interviews the teachers expressed different views about the challenges teachers face when they teach English vocabulary. For instance, Teacher 'A' stated that *"one of the biggest problems I face when I teach English vocabulary is the class size. It is impossible for me to deal with 35 students in limited time in one class"*. The teacher in this case seemed to have suffered from insufficient time during teaching English vocabulary.

Teacher 'B' said *"putting students with different proficiency levels in the same classrooms, which makes planning lessons and meeting all our students' needs troublesome"*.

Furthermore, the analyzed data revealed that all of the participants agreed that the available facilities in the school did not support English teaching and learning process. But what's even more difficult is being responsible for keeping students awake and interested. For example, Teacher 'D' said that *"one of the challenges that I face is lack of facilities such as; including space, books, and teaching aids"*. Moreover, Teacher 'C' admitted that she did not involve electronic devices when she was teaching vocabulary. She stated, *"...to be honest, I have no idea how to use electronic devices such as LCD projector, laptop, online stuff, and so on"*. This indicates that the teacher suffered from the lack of training sessions of how to use the materials to be used related to teaching English vocabulary.

In addition, the data analysis showed that challenges in teaching English are also faced by all of the teachers because of their limited teaching knowledge and development. English teaching challenges from their perspectives including shortage of training, limited mastery of teaching methods and lack of professional development. For example, Teacher 'B' said, *"in my opinion, teaching English requires considerable training as well as material. This could be achieved through pre-service and in-service training"*. It seems rather serious to find teachers who have knowledge about teaching English vocabulary but do not apply it when they teach.

4.3 Summary of the chapter

In this chapter, aspects of practice and teachers' views about teaching English vocabulary have been described. The results presented above were obtained from analysis of the data from teachers' questionnaire and semi-structured interviews. The important points analyzed here were about the importance of teaching vocabulary to young learners, the impact of experience on the quality of teaching, the role of learners in improving the learning process, the methods used by English teachers, the use of mother tongue in the classroom, motivating students to learn the new language, and the challenges that faced the teachers in their classes.

Chapter Five

Discussion and Conclusion

5.0 Introduction

This chapter discusses the most interesting findings obtained. These findings gained from teachers' questionnaire and semi-structured interviews. In other words, the findings of this study are discussed in relation to the research questions. In an attempt to assess the implications of the results and make conclusions, the discussions are done against the background of the theoretical framework and the literature review related to the issues under investigation. Therefore, it is divided into two main sections according to the aims of the study. In addition, conclusion of the whole study, limitations of the study, recommendations and possible further research study were provided.

5.1 Research Questions

This study aimed to answer the following research questions:

- Do EFL teachers in Alharsha primary schools use appropriate teaching vocabulary strategies in their classrooms?
- What are the difficulties encounter English teachers in teaching vocabulary to young learners?

The findings in the previous chapter illustrated how EFL teachers in Alharsha primary schools used teaching vocabulary strategies in their classrooms and what are the difficulties that encounter them when teaching vocabulary to young learners. Different problems and their reasons were found between the teachers under the investigation. In other words, the most interesting findings gained from the questionnaire and interviews were discussed.

5.1.1 EFL Teachers' Strategies used in Vocabulary Classes

This section discusses the findings gained from the teacher' questionnaire which are related to EFL teachers use of vocabulary strategies in Libyan primary schools. These strategies are; determination strategies, social strategies, memory strategies and metacognitive strategies.

5.1.1.1 Using Determination Strategies

The analysis of the questionnaire data shows that EFL teachers in Alharsha primary schools used various determination strategies with different frequency degrees, some of them

weakly used and others were highly used. The strategies which were weakly used were; *let students guess the meaning of new words from context, checking the meaning of other words in the same page in the dictionary and giving students short stories or magazines to develop their vocabulary*. These strategies of teaching vocabulary seemed to be leading to active learning. This is because using these strategies encourages young learners to think and to check to find the meaning of the new vocabulary by themselves. The problem is that these two strategies were weakly used by the teachers according to the questionnaire results. This indicates that these teachers were suffering from lack of theoretical knowledge of teaching vocabulary. This lack might be similar to what Nation (2001:63) mentioned, the term “the learning burden of a word” which means the understanding of what needs to be taught about a word. Nation (1990:27) also highlighted that the way to work out the learning burden systematically is to consider each aspect of what is involved in knowing a word. Therefore, teachers of young learners should spend plenty of time examining and understanding how their students operate and think. Teaching young learners is very difficult compared with teaching teenagers or adults because young learners get distracted very fast (Harmer, 2008).

In contrast, the data revealed that some certain determination strategies were highly used among the teachers in this study. These strategies were; *translating new words into students' first language and writing a list of new words on the board at the beginning of the lesson*. These two strategies seemed to be leading to deductive learning. This is not in line with Neuman and Dwyer (2009) who considered vocabularies as the words that learners must know in order to be able to communicate efficiently. These teachers seemed did not know that vocabulary mastery can affect the mastery of a language (Neuman and Dwyer (2009). In other words, writing new words on the board by the teachers and translate them straight for word into students L1 means that there is nothing that can be done by learners to learn new vocabulary in the English classes. Thus, teachers should create other active strategies in order to help young learners to consider the importance of words saying that they are essential for communication (Nation& Webb, 2011).

5.1.1.2 Using Social Strategies

The findings of the questionnaire revealed that only two social strategies were used in teachers' vocabulary classes in Alharsha primary schools. These strategies were; *discussing the concept of synonymy with students and using team games*. The frequency percentages of using these strategies confirmed that the teachers were weakly used in their classes. This finding is against Halliwell's (1991) findings who argued that due to the creative language

skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Both students and teachers will benefit from including games during class time. In this case, it can be argued that the teachers' keened to use traditional strategies which lead to teaching deductively where the teacher is active and the students are passive. However, Wright et al., (2005) argued that active teachers make classes entertaining and sustain effort and interest. They create an atmosphere of meaningful communication where young learners communicate before, during, and after the game. Using social strategies highly in vocabulary classes motivated learners do better in learning words than those less motivated. Being motivated makes learners ready to receive and learn new words easily (Allwright and Bailey, 1994). This is because teaching and learning vocabulary seem to be essential to help students become proficient in vocabulary, which in turn, helps them to create sentences and communicate intensively with others (Nichols and Rupley, 2004). This indicates that vocabulary teachers should use and create more social strategies which lead to increased students' English vocabulary through interactive activities in their classes.

5.1.1.3 Using Memory Strategies

The findings showed that most of the memory strategies explored in this study were weakly used. These strategies were; *helping students to add an affix to words, letting the students omit the affix to find the meaning of new words, checking for its antonym, dictating the items in L1 language then ask students to say the English equivalent, when teaching a new word I tell students of words that are related to it, encouraging students to write letters or diaries to practice their new words and organizing the word lists alphabetically.* This indicates that these teachers were not aware of the importance of using these memory strategies of teaching English vocabulary. It means that this finding is against Diamond's (2007:44) argument, when he stated that vocabulary means the knowledge of a word. According to this knowledge, it does not only indicate a definition, but implies how a word appears in a context. Moreover, using such memory strategies is important and helps students to learn English vocabulary very quickly and increase their interest in the subject, and supplement verbal explanations of the teacher (Tiwari; 2008: 221). This is because the memory for picture word combination is superior to memory for words alone or pictures alone (Pettersen, 2004). Therefore, vocabulary teachers should know about this strategy in order to help students to learn a word, a learner is required to encounter a word many times

before he/she knows it very well and be ready to use it; therefore, it becomes a part of his language reservoir 'vocabulary bank' (McKeown et al.,1993:31).

The findings gained from the questionnaire also revealed that only few memory strategies were highly used in this study. These strategies were *using pictures, mimes, explanations and examples as a means of clarifying, asking students to repeat the new items after them, practicing new words in sentences with students and asking students to write words many times at home to memorize them*. Using pictures and practicing new words in the sentence then asking students to write them many times at home leading to increasing the students' vocabulary knowledge. This indicates that these teachers were aware of the importance of using these strategies, because if learners do not themselves have sufficient of vocabulary, they cannot make real progress, in the field of language learning (Chall and Jacobs, 2003:82). This finding is also in line with Cameron (2001) argument, when he stated that teachers must be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching. In addition, teachers should be equipped to teach their young student literacy in English and deliver the whole lesson orally. Teachers have often used pictures and other visual aides to assist in the learning process, but multimedia-based materials provide additional benefits as well.

5.1.1.4 Using Metacognitive Strategies

Metacognitive strategies of teaching English vocabulary were weakly used according to the questionnaire findings. This indicates that the teachers in Alharsha primary schools were not about students' learning vocabulary. This was obvious when these teachers were weakly used these strategies; *'showing a few mistakes in English, helping the students when they check the meaning of new words in the dictionary to understand their synonyms, Encouraging students to write the meaning of words in the margin and asking each student to write down any five new words which the teacher taught*. This finding is against Rupley et al., (1999, 37) who stress that knowledge is learners with the closely associated with language success because it provides learners with necessary source of maintaining comprehension. Moreover, it is not also in line with Harmer (2007) who implies that the teacher has to work out the most impressive way to convey the words content to the learners. This opens the door for the teacher to try the best to smoothly supply the learners with efficient language input. Therefore, a language teacher should be able to produce and understand the vocabulary items in order to facilitate the task for their learners.

Nevertheless, it was also found that only one metacognitive strategy which was highly used between teachers in this study. This strategy was ‘*advising students to listen to radio or TV to develop their vocabulary*’. In this case, it can be argued that these certain teachers were aiming to help students develop students’ vocabulary though using media. This means that these teachers know how to choose which techniques to be used in the classroom, considering time availability and the content or teaching material (Takač and Singleton, 2008). Advising students to listen to radio or watch TV programs increases their English vocabulary and helps teaching vocabulary because it is a complicated process. It requires that the learner has to be able to pronounce and spell a word when he/she uses it in speaking or writing activities (Schmitt & McCarthy, 1997:241). In order to speak and write English, children need to learn one to two thousand words (Cameron, 2001). Moreover, using the media a teaching tool makes students more motivated. Dörnyei and Csizér (2005) argued that “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure student achievement” (p. 203).

5.1.2 EFL Teachers’ Background about Using the Appropriate Vocabulary Strategies

The findings gained from the interviews revealed that all the teachers were aware of the importance of vocabulary. This is in line with Nichols and Rupley (2004) who argued that teaching and learning vocabulary seem to be essential to help students become proficient in vocabulary, which in turn, helps them to create sentences and communicate intensively with others. When teachers were asked about the importance of teaching vocabulary at a early age, all interviewees agreed on the importance of vocabulary in teaching young learners. For elementary students, teaching English is presenting vocabulary in addition to pronunciation that they learn for the first time (Rupley et al., 1999:37). Thus, vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. In this respect, Chall et al., (1990) claimed that if learners do not have sufficient vocabulary, they cannot make real progress in the field of language learning.

Moreover, the interviews results showed that all the teachers in this study agreed that motivation for students especially in elementary schools in order to encourage them to be more confident in studying English. To support this claim, Allwright and Bailey (1994) stated that the motivated learners do better in learning words than those less motivated. Throughout the interviewees, the teachers, expressed similar attitudes towards motivating students to

learn English vocabulary. These teachers had different ways to motivate their students as they said. For example, giving students a sense of control and using positive completion. Hence, motivation is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students. Of course that's much easier said than done, as all students are motivated differently and it takes time and a lot of effort to learn and to get a classroom full of kids enthusiastic about learning, working hard, and pushing themselves to excel.

The participating teachers seemed to have different levels of understanding and preferences and different reasons to justify their practice when teaching English vocabulary. In this respect, Cameron (2001) stated that there are four things teachers need to keep in mind while teaching English to young learners beside knowledge and skills. Teachers must be conscious of how their students learn and think. Moreover, they must be able to find out what children are interested in and utilize it for language teaching. Furthermore, Halliwell (1991) argued that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves. Based on teachers' responses, it can be seen that most of the teachers should also note that learning a new word is not a simple task that is done once and then completed.

As a demonstration of the role of the learners in promoting the teaching process, the data gained from the teachers revealed that all of them had the same views regarding the students' role in vocabulary learning. They agreed that effective teachers teach in a way that encourages students to take greater responsibility for their own learning. They make sure their students know what the goals of the learning program are; understand how these goals will be assessed; know whether they are on track to achieve success; and are actively involved in evaluating their own learning. This means that the teachers are aware of the roles of learners. However, the learners are also required to memorize as many vocabulary items as possible of the language being learned, and teachers largely focus on accuracy more than any other aspect of the target language (Thornbury, 2004). In other words, teachers should help students to be active in order to know the vocabulary of the language i.e. a list of words with their meaning because it supports their skills' improvement (Linse, 2005). Therefore, teachers in primary schools should develop their students' strategies for vocabulary learning in order to memorize words more effectively. This is because students need to be actively involved in the learning process and become more and more independent in learning new words.

Furthermore, the findings gained from the interviews data show that all the teachers had the same attitudes towards using student L1 when they teach English vocabulary. All of these teachers had their own reasons for using it in the classes. It can be argued that whatever their reasons are, the teachers should use students L1 only when it is needed. Teachers should try to use and explain the meaning of new English vocabulary in order to help students to increase their vocabulary. This finding agrees with Vygotsky's notion of language and thought, and the first language has been used as a means for transforming experience into knowledge and understanding, and for thinking and learning in the L2 development. However, the first language can play a positive role and can actively contribute towards L2 learning. The use of the first language, which opens up opportunities for the learners to interact, to discuss and to think further, helps to develop deeper knowledge and understanding of the target language. Based on the findings, the present study argues for the positive role of the use of the first language in the English language teaching. From an intrapersonal perspective, L1 helps to comprehend cognitively challenging tasks before efficiently verbalizing this comprehension in L2.

The findings also show that teaching vocabulary to young learners is faced by a lot of challenges. All of the participants agreed that the available facilities in the schools did not support English teaching and learning process. But what's even more difficult is being responsible for keeping students awake and interested. These challenges were almost the same; lack of facilities such as; including space, books, and teaching aids. Moreover, the size of the class, large classes and insufficient time during teaching English vocabulary are a common challenge. This finding is in line with Zhang (2011) who argued that there are more factors that contribute to teaching difficulties of new words. For example, the type of the word that is taught in terms of how complex, it is in spelling or pronunciation. The relationship between words in context may also add to that difficulty. A teacher is a possible source of teaching difficulty; i.e. whether he/she is creative enough to hand over the new word to the learners easily. One more thing is that sometimes learners themselves do not have the required aptitude towards the new vocabulary. Furthermore, Schmitt (1997:241) stated that teaching vocabulary is a complicated process. The relationship between words in context may also add to that difficulty. A teacher is a possible source of teaching difficulty; i.e. whether he/she is not creative enough to hand over. Moreover, it is many times difficult for the teacher to decide on how many words should be taught and which specific words should be selected for young learners. This very burning question may depend on several different

factors such as learning conditions, time available and of course the concrete age of the learners. Therefore, the authority of Education should provide EFL teachers in primary schools with good facilities in order to help them to teach vocabulary in effective ways.

5.2 Conclusion

This study focuses on the teachers' vocabulary used by Libyan teachers in primary classes and their difficulties that they may encounter. A mixed-methods approach was used to obtain the data, including questionnaire and semi-structured interviews with teachers, in five different primary schools in Zawia city. Different frequencies of using various vocabulary strategies were found in this study, that Libyan teachers of young learners have, some accurate strategies and other inaccurate ones. These strategies were; determination strategies, social strategies, memory strategies and metacognitive strategies. The findings of the study which gained from the questionnaire revealed that the teachers used effective strategies weakly and only in a few certain strategies did they use them more highly. The problem is that the teachers sampled in this study were accurate in their agreement about the importance of teaching vocabulary at early stages. This means that these teachers did not apply what they know about teaching English vocabulary. Moreover, these teachers justified their practice by some challenges they encountered when they taught English vocabulary. These challenges were; class size, lack of facilities such as; including space, books, and teaching aids and insufficient time during teaching English vocabulary. In order to overcome these difficulties, the teachers offered some solutions when they described the typical vocabulary lesson, (For more details see section 4.2).

5.3 Limitations

There are some limitations in this study. The conducted study is limited in terms of time, place and population. With regard to time, the study is conducted in a period of time maximally estimated in two months, the time allotted to the second term in the schooling year. The place is also limited to primary schools in Alharsha district. As for the population, again it is confined to a specific number of teachers related to the pre-mentioned schools. Some of the items in the interview schedule and other vocabulary strategies the questionnaire should have been investigated more. Furthermore, another research method could therefore have generated different findings.

5.4 Recommendations

Based on the results of this study, some recommendations are offered below:

- EFL Teachers should use out of visual and audio aids to improve pronunciation in English vocabulary classes in Libyan primary schools.
- It is hoped that this research can encourage teachers to consider a better way in teaching vocabulary to improve the students “ability in vocabulary mastery. The teacher also can apply interesting methods to develop the students’ ability, use the interesting materials like storytelling, games, etc. that will not make the students bored.
- EFL researchers, curriculum developers, assessment professionals, teacher educators, professional learning providers, and teachers should work collaboratively to strengthen teachers’ abilities of teaching and to improve the strategies used by Libyan teachers at their classrooms.

5.5 Suggestions for Further Research

There are still many aspects which can be analyzed about vocabulary and other skills of English concerned with English language. Additional research needs to be conducted to determine how well early childhood education teachers use instructional strategies that promote oral language in the classroom. Particularly in Libya where early childhood teachers need to be well trained in teaching strategies that foster oral language. Finally, other researchers can analyze other aspects in vocabulary and other skills in English language and the result of this study may be used as early information to conduct further research.

5.6 Summary of the Chapter

In this chapter, the conclusions derived from the findings of this study on the strategies of teaching vocabulary which are used by Libyan English language teachers at primary schools in Zawia city and their experiences are described. The conclusions were based on the purpose, research questions and results of the study. The implications of these findings and the resultant recommendations were also explained. Limitations, recommendations and suggestions for further research based on the conclusions and purposes of the study were provided.

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Appendices

Appendix A

Teachers' Questionnaire

Appendix B

Interview Questions

Teaching and Learning English Vocabulary Questionnaire

The information gained from this questionnaire will be used as a part of a MA dissertation in the Faculty of Arts at the University of Zawia. Thus, your participation by answering the questionnaire will help with the success of the study. Could you please complete the questionnaire bellow which should take approximately fifteen minutes. Your answers are valuable to me and are appreciated.

The questionnaire is divided into two main parts:

Part One: Background information

Please tick the appropriate information.

1. Gender Male Female
2. Age: 23-30 31-36 37-42 43-49 50 and above
3. Nationality: Libyan Other
4. Qualifications: BA High institute Med institute Other

5. How many years have you been working as a teacher of English?

6. Have you been studying English abroad? If yes, how long did you stay in abroad and where/why?

Part Two: Vocabulary Strategies

Please tick the appropriate response [from 1 to 5].

Statement	Never	Rarely true	Sometimes	usually true	Always true
1. I make my students guessing the meaning of new words from context.					
2. I translate new words into first language					
3. I give the meaning of the new words in context or a selection of words it would go with e.g. if you are teaching a category like animal you could say like : dog , cat, bird					
4. When I check the meaning of a new word in a dictionary I let students to check the meaning of other words in the same page					
5. I help students to add an affix to words in order to get new words (e.g. regular and ir regular or friend and friendless)					
6. I let the students omit the affix to find the meaning of new words (e.g.					

Statement	Never	Rarely true	Sometimes	sually true	Always true
dislike and like or help and helpful)					
7. I show a few mistakes in English that you have come a cross based on L1 interference					
8. I use pictures, flash cards, mime, explanation ,examples as a mean of clarifying					
9. I ask students to repeat the new items after me : in chorus first , and then perhaps a few individuals					
10. I ask students to check the meaning of a new word in bilingual dictionary.					
11. When the students check the meaning of a new word, in a dictionary, I help them to check for its synonym					
12. I write a list of new words on the board at the beginning of the lesson					
13. I dictate the items in L1 then ask students to say the English equivalent in (chorus) ; or vice versa					
14. . I practice new words in sentences with my students					
15. . When I teach a new word I tell my students of words that are related to it (e.g. what prepositions are used with the verb live. is it in ,on or at)					
16. . I encourage my students to write letters or diaries to practice their new words.					
17. . I advise students to listen to radio or watching TV to develop their vocabulary.					
18. . I ask each student to write down any five of new words which I taught last day					
19. . I give my students short stories or magazines to develop their vocabulary					
20. . I discuss the concept of synonymy with students					
21. I ask them to write words many times at home to memorize them.					
22. I repeat words verbally many times					

Statement	Never	Rarely true	Sometimes	sually true	Always true
to my students.					
23. I use team games					
24. I encourage students to write the meaning of words in the margin.					
25. I make word lists to revise the meaning of the new words					
26. I make word lists to revise the meaning of the new words.					
27. I advise my students to organise word lists alphabetically					

Please note below any other strategies you use (when and how you use it), when you are teaching vocabulary that are not covered here.

Thank you for your valuable help.

Appendix B

Interview Questions

Interview Questions

1. Based on your teaching and learning experience, what do you know about the importance of vocabulary in language teaching?
2. To what extent do you think your experience helped you to teach English vocabulary?
3. What do you know about the students' role in Vocabulary learning?
4. Which methods of teaching do you prefer when teach English vocabulary? And why?
5. Do you use students' L1 when teach English vocabulary? If yes why?
6. How do you motivate your students to learn English vocabulary?
7. According to your experience of teaching English, can you describe the typical Vocabulary lesson?
8. What are the challenges you face when you teach English vocabulary?
9. Is there anything else you would like to add related teaching and learning English vocabulary?