صعوبات تعلم المفردات بين طلاب قسم اللغة الانجليزية بكلية التربية جنزور

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ملخص البحث باللغة العربية :

تُعدُ المفردات العنصر الأساسي في اللغة ، وهي التي تقوم بإيصال أي رسالة ، وبناءً عليه فإن الهدف من هذا البحث هو تسليط الضوء على التحديات والصعوبات التي يواجهها طلاب اللغة الانجليزية كلغة أجنبية بكلية التربية جنزور ، وكذلك التقنيات المستعملة من أعضاء هيئة التدريس الليبيين في تدريس المفردات بالكلية المذكورة ، والعينة المشاركة في هذه الدراسة تتكون من عشرين طالبة من قسم اللغة الانجليزية بكلية التربية جنزور ، والدارسين بالفصل الرابع والخمس للعام الدراسي ربيع 2017م ، وشارك في البحث أيضًا أستاذان ممَّن قاموا بتدريس المفردات للطلاب المشاركين في هذا البحث.

وقد اتبعت الباحثة طريقة بحث مزدوجة كمية ونوعية لجمع البيانات ، وكانت الأدوات المستعملة في هذا البحث تتمثل في نموذج ملاحظة قد تم تصميمه من الباحثة مع مراعاة المعايير المتعارف عليها بهذا الصَّدد ، وهي تُجيب عن السؤال الأول لهذه الدراسة ، والأداة الثانية تمثلت في استبيان يتكون من عشر نقاط للإجابة عن السؤال الثاني لهذا البحث .

قد بينت النتائج أن أكثر الطالبات قد عانين من كل المشاكل المتعلقة بتعلم المفردات ، وبينت أيضًا أن الأساتذة يميلون لاستخدام طرق تدريس لا تتطلب جهدًا مُكثفًا ومتواصلًا ، وكِلا الأستاذين اتبعا ذات الطرق تقريبًا في تدريس المفردات الجديدة .

الباحثة تعتقد أن نتائج هذه الدراسة ستكون ذات فائدة ، ومنفعة لمتعلمي اللغة الإنجليزية من الطلاب كلغة أجنبية ، وللأساتذة على حدٍ سواء ، فالطلاب سيتمكنون من الاطلاع عن قرب على طبيعة مشاكلهم ، والأساتذة سيعيدون النظر في تطوير تقنيات من الممكن تطبيقها في طرق تدريس المفردات الجديدة .

The Challenges of Vocabulary Learning Among EFL Students at the Faculty of Education-Janzour

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Abstract

Vocabulary is the key component in language and one of essential elements to convey any message. Therefore, the purpose of this study is to highlight the challenges and difficulties encountered by EFL students at college of education-Janzour and techniques used by Libyan teacher in teaching vocabulary at the same college. The participants recruited for this study were twenty undergraduate students who were studying in the English department at Janzour faculty of education during the fourth and fifth semester of spring (2017). Two teachers of vocabulary who were teaching the same students also took part in this study. A mixed approach employing quantitative and qualitative research methods were used for data collection. The instruments used in this study were an observation sheet which was designed by the researcher according to the known standards to answer the first research question and a 10-item questionnaire to answer the second research question. The results prove that most learners struggle with all types of vocabulary learning problems and it showed that teachers tend to use techniques that do not need sustained effort, both teachers nearly used the same techniques in teaching new vocabulary. The findings will be advantageous to both EFL learners and teacher. Learners will be able to gain insight into the nature of difficulties and teachers will be able to update their techniques and be

acquainted with more about techniques they could employ in teaching new vocabulary.

1. Introduction

Learning vocabulary is essentially required for learning to read, speak, write and Listen. Without vocabulary students cannot understand others or express their own ideas, Therefore vocabulary is central to the English language teaching. Wilkins (1972: 111-112) stated that "…while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". As grammar is considered the skeleton of language, vocabulary is regarded as the flesh that builds upon it .Even without grammar with some useful word and expressions, learners can often manage to communicate.

2. Statement of the problem

Many EFL students at The Faculty of Education-Janzour are encountering many difficulties related to vocabulary learning in the light of meaning, form, and use. These challenges make the process of learning new vocabulary uneasy task for many students. Consequently they sometimes use the wrong words that may be inappropriate, unsuitable for a certain situation to convey their message or students get the wrong meaning of a message because they do not know the meaning of some words that may be vague or have multi-meaning .In addition, students may have problems to understand some academic words which they come across in some academic texts. Moreover, the challenges of vocabulary learning are neglected in our Libyan educational system and most teachers of vocabulary depend on

traditional methods in teaching new vocabulary rather than using other techniques and strategies to overcome this problems.

3. Significance of the study

Several studies about vocabulary were conducted. However, a few number of them aim to draw attention to the challenges and problems encountered by EFL students. The findings of this study are advantageous to both students and teachers. Students can identify their weak spots and be aware of difficulties in learning vocabulary. Furthermore, teachers can develop understanding of the challenges faced by students in learning vocabulary and as a result overcome such challenges by using more suitable, flexible techniques for their students rather than using traditional, ineffective techniques. Most of the students suffered a lot from learning new vocabulary. Therefore, this research will help in making this task of vocabulary acquisition easier for both students and teachers by highlighting potential challenges.

4. Research questions

This research is based on the following questions:

1. What challenges do Libyan EFL learners at the faculty of Education –janzour encounter in learning vocabulary?
2. What techniques do Libyan teachers in faculty of Education –janzour use to teach vocabulary to EFL learners?

5. Methodology of the study

The triangulation (qualitative and quantitative) research approach is used to offer more rigors to the research. The pre-coded close-ended questionnaire is used to collect data from 20 students in the fourth and fifth semester and a

moderate participation observation is undertaken to collect data from teachers in which both the students and teachers are selected from The Faculty of Education- Janzour.

1. The participants

Two teachers from Faculty of Education-Janzour were chosen to be observed as both teachers are teaching Vocabulary subject. The first teacher was teaching Vocabulary 1 and the second teacher was teaching Vocabulary 2during the fourth and fifth semester of (spring 2017) at The Faculty of Education-Janzour.In addition, the participants recruited for this study were 20 (male and female) students who are taking Vocabulary development courses at the Faculty of Education – Janzour during the fourth and fifth semester of spring (2017). The student's age average was between 19 – 20 years. The reason behind choosing these participants is that they will provide more useful a spacious data regarding vocabulary learning difficulties which they have faced while learning new vocabulary.

2. The instruments

The first data collecting technique was observation. To begin with, this process I have designed an observation sheet to help in with identifying the different techniques used by teachers in teaching vocabulary development 1 and 2 at the Faculty of Education – Janzour. Then attended two classes with two teachers who were teaching the subject. The second step was designing the questionnaire and making sure it was relevant to the study was conducted, and simple enough for the students to understand. The questionnaire was written in English and it was delivered to the students on Wed-Thur 5th - 6th /Apr/2017.

1. Theoretical framework

6.1. Vocabulary problems

Vocabulary acquisition is not an easy task. Schmitt (1990) notes that "The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways…" In other words, being familiar with the meaning alone is not sufficient to be considered the final stage of acquiring a word. The reason behind that is that even words with familiar meaning might cause some difficulty for the learners in terms of multiple meaning, complex form and restricted use. According to Schmitt (2000:4): "this common situation shows that there are different degrees of knowing a word . Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered productive knowledge (passive/active are alternative terms)."

 In the following section, some of the most common problems in vocabulary acquisition are discussed:

6.1.1. Problems of Vocabulary Meaning

1. Homonymy

Homonymy traces back to the Greek words ***homos***, meaning "same", and ***onuma*** meaning "name". Thornbury(2002:12|) demonstrates that "when words carry the same spelling and pronunciation but have different meaning, it is considered as a case of homonymy" .Two words are homonyms if they either

sound the same (homophones), have the same spelling (homographs), or both, but do not have the same meanings. A good example of homonymy is the word *minute* which refers to (a unit of time) and it also is a synonym of (tiny and little). This issue is misleading to EFL learners as they can get confused between which word is appropriate for the message they want to convey. In addition, being unaware of this phenomenon can cause a huge misunderstanding and as a result the students fail to understand the message clearly, for example, the speaker may use a word with its secondary meaning and the listener may only know the primary meaning of that word in which case confusion occurs.

2 . Polysemy

Polysemy traces back to the Greek words *poly*, meaning "many", and *sema* meaning "sign".Richards & Schmitt(2008:23) point out that Polysemy refers to "a word with two or more closely related meanings.Murphy(2010:56) claims that" the fact that so many words (or lexemes) are polysemous shows that semantic changes often add meaning to the language without subtracting any". In other words, if knowing every possible meaning for each word is a difficult task for native speakers, then it definitely is more confusing for EFL learners. For that reason, teachers should take this issue into consideration when teaching new vocabulary in order to prevent students from getting confused.

3.Synonymy and Antonymy

Thornbury(2002:10) defines synonymy as "words which share the same meaning". Thornbury argues that synonyms do not have exactly the same meaning, in other words , absolute synonymy does not exist in language, for this reason, students

may be faced with the problem of using inappropriate words. For example, the words "sad" and "unhappy" are considered synonyms although they have different meanings. The word "sad" indicates a deep feeling of despair while the word "unhappy" refers to a state of dissatisfaction with something. This issue is very misleading for some students as they sometimes tend to use the inappropriate synonym to convey their message in a particular situation. On the other hand, Thurnbury (2002:13) demonstrates that antonyms are referred to as "words which have opposite meanings". The words "big" and "small" are considered to be antonyms. However, antonym also has its own problems, Thornbury gives an example illustrating this that we can say "old record player" whereas, we cannot say "young record player" even though "old" and "young" are referred to as antonyms. Although, synonyms and antonyms are regarded as helping factors in vocabulary learning and teaching, they can sometimes puzzle learners and cause great difficulty in acquiring new vocabulary.

4. Abstract and Concrete Vocabulary

Abstract vocabulary is defined as "the vocabulary that refers to ideas or concepts; they have no physical referents" (The Oxford Dictionary). Such as, "truth", "justice", "love". On the other hand, concrete words refer to objects or events that available to the senses such as, "book", "girl", "school". The difference between abstract and concrete vocabulary lies in the ability of being able to form a mental picture or concept of a given word. Schmitt (2010:59) points out that "concrete words are easier than abstract ones to learn. He excluded words such as anxiety and jealousy since they have strong emotional meaning and easy to

recognize". Teachers should use different techniques in teaching these two types of vocabulary. The meaning of concrete words could be taught using visual aids such as pictures and objects. On the other hand, abstract words, might be explained through miming and association of ideas.

6.1.2 Problems of vocabulary form

1. Pronunciation and spelling difficulties

The pronunciation system n English is different from Arabic. Schmitt (2002)mentions that "Arabic speakers pronounce words based on their spelling in their native language". Spelling words in English is challenging work. English vocabularies are not spelled as they are spoken .This difference between pronunciation and spelling causes a lot of confusion. A well known fact about English language is its spelling irregularity. English Orthography is not a pure representation of how words are pronounced. Therefore, students need to rely more on dictionaries and IPA transcriptions to know the correct pronunciation and spelling of complex words.

2. Consonant clusters

 According to the Schmitt(2010:23) consonant clusters are "a group of two or more consonant sounds that are together and have no vowel sound between them". In addition, initial three-segment clusters in English such as spr, skr, and str are never found in Arabic. Smith acknowledges that short vowels are used by Arabic speakers to facilitate pronunciation and gives the following examples:

Perice or pirice for price

Inspring or sipring for spring.

It is noticed that Arabic speakers face the problem above owing to the negative transfer between the two languages. However, with intensive oral practice, the problem can be overcome by most learners.

6.1.3 Problems of vocabulary use
1.Register

Schmitt(2010:75) defines register as "any of the varieties of a language that a speaker uses in a particular context". According to Smith "It is useful for a learner to know that a certain word is very common, or relatively rare, or "taboo" in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal speech, or belongs to a certain dialect". For instance, although the word "tell" and "inform" are considered synonymous, they have different usage in that the former is used informally while the latter is used in informal situations. It seems that knowing the word meaning alone is not considered sufficient knowledge to use words properly. Aspects related to usage should be taken into consideration in order to use the word in the correct context or discourse.

2.Collocations

Schmitt & McCarthy(1997) define collocation as "the syntagmatic relationship between words which occur in discourse". Kharma & Hajjaj (1997) mention the following examples to illustrate some of the common collocation mistakes Arab learners make:

Make a balance instead of *strike a balance*.

Open / close the light instead of *turn on/ off the light*.

According to Schmit & McCarthy the source of difficulty is due to the huge difference between Arabic and English languages. It appears from the discussion above that collocation is a languages specific characteristic which is not restricted to a specific rule. For instance, there is no rule in English that tells students to use the verb "perform" rather than "do" or "make" with the noun "operation". Hence, teachers should exert more effort and give more time to concentrate on the frequent words that occur together. In addition, students should take this issue into account when recording new words in their notebooks. They should also write the other words that frequently combine with the new word.

6.2 Techniques in Teaching Vocabulary

Commonly, there are several techniques concerning the teaching of vocabulary used by a teacher of English in presenting the meaning and the form of vocabulary.

Here are some of the most common techniques of teaching vocabulary used by teachers around the word in teaching new vocabulary as stated by Takač, (2008:24).

1. Using Objects

2. Drawing

3. Using Illustrations and Pictures

4. Enumeration

5. Mime, Expressions and Gestures

6. Guessing from Context

7. Translation

Previous related studies

El-Bousefi (2001) carried out a study on vocabulary teaching and learning methods in Libyan secondary schools. He investigated two groups of students one of which was taught by the Direct Method (group A) and the other by the Grammar Translation method (group B). El-Bousefi suggested two hypotheses. The first assumed that learners who are taught by the GTM gain more vocabulary than those taught by the DM but fail to use the words in meaningful contexts. The second hypothesis suggested that students who are taught by the DM can use the words in meaningful sentences. The two groups took a test and the correct answer was calculated. The results confirmed the two hypotheses and revealed that group A obtained 86% while group B obtained 49.6 % in the test.

Another related study is done by Ming Wei (2007) found that vocabulary learning problems are related negatively to the frequency of technique use, i.e. the more teachers use vocabulary learning techniques , the fewer problems students will face. Ming Wei believed this study revealed that when teachers use various techniques and strategies in teaching vocabulary, students will commit to memory the new words better than using the same technique consistently.

In one of the first large-scale studies, Ahmed (1989) investigated how good and poor learners (300 EFL ss in Sudan) applied vocabulary –learning strategies. For the data collection Ahmed used a think-aloud procedure ,observation, questionnaire, and interviews. The result showed that both good and poor learners used the same macro-strategies (note-taking, magazines, practice, dictionaries or other information source), but good learners

applied more micro-strategies within each macro-strategy for example, they often used words in contexts or tested themselves while practicing.

Data analysis

The data from the questionnaire was analyzed and processed by using Microsoft Office Excel. Each question was placed in a column and each answer was given a specific code. The answers were calculated according to the total number of respondents. The results are shown on graphs with comments and discussion underneath. The qualitative data that have been collected through the observation checklist are analyzed through coding, and categorizing any patterns or themes emerged from the data

8. Results

8.1 Results of the classroom observations

This checklist shows the vocabulary teaching techniques used by Vocabulary Development teachers.

Table 1 the first teacher.

vocabulary teaching techniques	yes	No	Any details
1- Does the teacher use objects such as realia,visual aids and demonstration to introduce new words ?		✔	
2- Does the teacher use pictures such as posters, flashcards, wall charts to make the meaning of unknown words clear ?		✔	few pictures in the lesson book
3- Does the teacher draw on the board to explain the meaning of a new word ?		✔	the board was used to write new words, answers only.

Question	✓		Notes
4-Does the teacher explain words to learners by contrasting it with its opposite ?	✔		Temporary vs. permanent
5-Does the teacher use the enumeration technique when any word is difficult to explain visually ?	✔		*extended family: mother, father, uncles, grandparents…etc*
6-Does the teacher introduce words through mime, expressions, and gestures for example hand gestures, facial expressions, pantomime, body movements, etc ?	✔		Hand gestures (*previous*), facial expression, and body movements.
7- Does the teacher use any electronic devices such as computers, data show, CD player, etc ?	✔		Computer, speakers ,and CDs
8- Does the teacher activate students to guess the meaning of unfamiliar words through written or spoken texts/ contexts ?	✔		the students gave some guesses after listening to a spoken text on the CDs
9-Does the teacher just translate the meaning of new words in L1?	✔		When she felt that students could not get the meaning of the new word in English
10--Does the teacher give students a list of words to learn ?	✔		A List to test next lecture.

It can be seen from the checklist above that there are some vocabulary teaching techniques missing. The teacher did not use any tools to explain the meaning of new words such as visual aids or demonstrations in the class. In addition, the teacher did

not draw anything on the board to clarify the meaning of new words she had just used the board to write the new words. Also, the teacher did not use any pictures such as wall charts or posters to make the meaning of some words clearer; she was comfortable by using only pictures from the book.

On the other hand, many vocabulary teaching techniques were there. The teacher presented some words by contrasting them with other words. For example the teacher gave the new word *temporary* by contrasting it with *permanent.* Besides, the teacher used the enumeration technique to introduce new vocabulary when she explained the meaning of *extended family* by saying *mother, father, uncles, grandparents…etc.* In addition, the teacher used technology equipments such as computer and CD player while presenting new vocabulary.

Moreover, the teacher encouraged the students to guess the meaning of unfamiliar words while listening to spoken texts on the CD player and then the teacher activated them to guess other words through written texts. Additionally, the teacher brings in several vocabulary through expressions and gestures especially hand gestures, facial expression and body movement. For example, the teacher explained the meaning of *previous* by moving her hand back to indicate the meaning. Also, the teacher used translation technique to give the meaning of some words by giving the L1 equivalent. However, the teacher only used this technique when she felt that the student could not catch the meaning. Finally the teacher gave the students a list of words to learn related to the lesson that she would test them the next class.

This checklist shows the vocabulary teaching techniques used by Vocabulary Development teachers.

Table 2 the second teacher.

vocabulary teaching techniques	yes	No	Any details
1- Does the teacher use objects such as realia,visual aids and demonstration to introduce new words ?		✔	
2- Does the teacher use pictures such as posters, flashcards, wall charts to make the meaning of unknown words clear ?		✔	
3- Does the teacher draw on the board to explain the meaning of a new word?		✔	the board was used to write new words
4-Does the teacher explain words to learners by contrasting it with its opposite?	✔		Conclusion vs. Introduction
5-Does the teacher use the enumeration technique when any word is difficult to explain visually?	✔		*Garment: blouse, trousers, scarf …etc*
6-Does the teacher introduce words through mime, expressions, and gestures for example hand gestures, facial expressions, pantomime, body movements, etc ?	✔		Hand gestures
7- Does the teacher use any electronic devices such as computers, data show, CD player, etc ?		✔	
8- Does the teacher activate students to guess the meaning of unfamiliar words through written or spoken texts/	✔		Written texts

contexts ?			
9-Does the teacher just translate the meaning of new words in L1?		✔	No translation to L1
10--Does the teacher give students a list of words to learn ?	✔		

The checklist shows that there are more vocabulary teaching techniques absent used by Vocabulary Development second teacher. The teacher did not use any objects to explicate the meaning of new words such as visual aids in the class. Besides, the teacher did not draw anything on the board to simplify the meaning of new words , she had only used the board to write the new vocabulary and its definition on it. Also, the teacher did not use wall charts or posters to make the meaning of some words clearer. In addition, technological equipment such as computers and Data show were completely missing. Moreover, the teacher did not use the translation method to give the meaning of some words by giving the L1 equivalent. That is to say, everything was explained in English.

On the other hand, a number of vocabulary teaching techniques were present. The teacher introduced some words by contrasting them with other words. For example the teacher gave the new word *conclusion* by contrasting it with *introduction*. Besides this, the teacher employed the enumeration technique to introduce new vocabulary that when she had clarified the meaning of *garment* by saying *trousers, blouses, dress…etc.* Moreover, the teacher used written texts to activate the students to guess the meaning of unknown words by asking them *who can guess the*

meaning of ...? Furthermore, the teacher brings in some new vocabulary by using her hand gestures only. Lastly, the teacher gave the students a list of words to study related to the given lesson.

8.2 Results of the questionnaire

The participants recruited for this study were 20 students who were taking Vocabulary development courses at the Faculty of Education – Janzour. spring (2017). The student's age average was between 19 – 20 years. The reason behind choosing these participants is that they will provide more useful a spacious data regarding vocabulary learning difficulties which they have faced while learning new vocabulary.

Figure 1 -In your opinion, how important is vocabulary learning in studying English language?
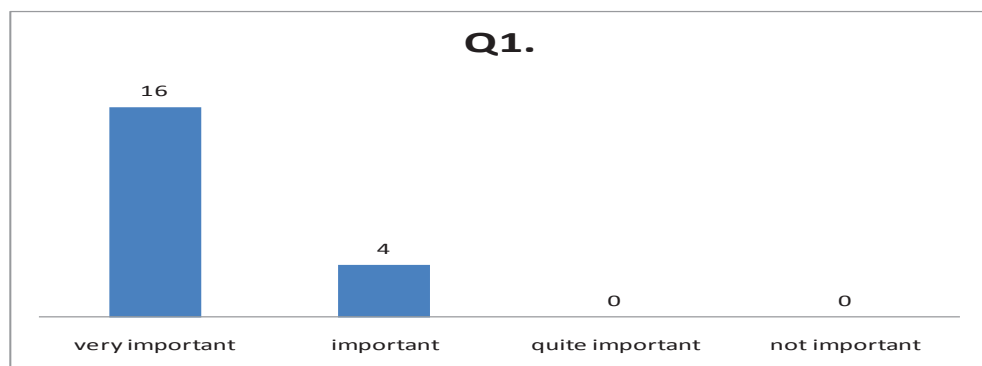
This figure indicates the importance of vocabulary learning in the students' point of view. The table shows that the majority of students 16 out of 20 believe that vocabulary learning is very important. In addition, 4 students agree that vocabulary learning is important in studying English. Furthermore, none of the

students think that vocabulary learning is only quite important or not important at all.

**Figure 2- What are the most vocabulary learning problems you struggle with?**
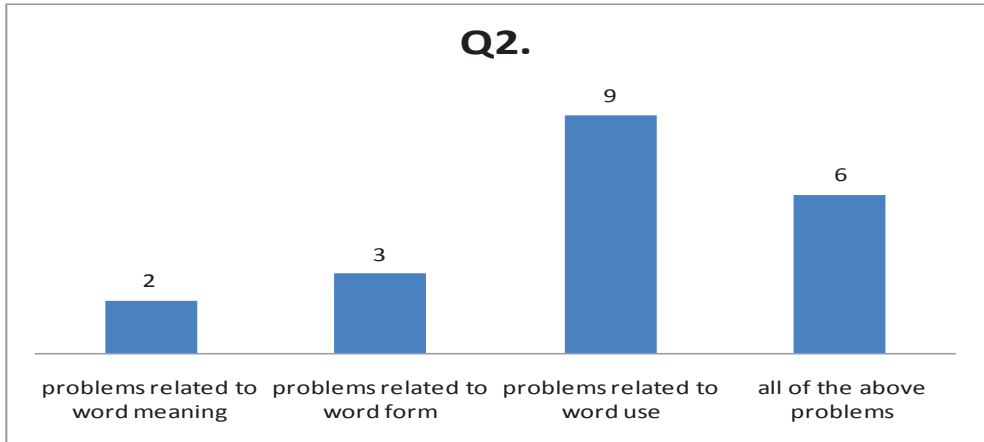
This figure indicates that 9 out of 20 students struggle with problems related to word use, while 3 students struggle from problems related to word form and just only 2 students struggle with problems related to word meaning. Furthermore, 9 students state that they struggle from all the problems combined together.

**Figure3. What is the most difficult aspect of studying vocabulary developments?**
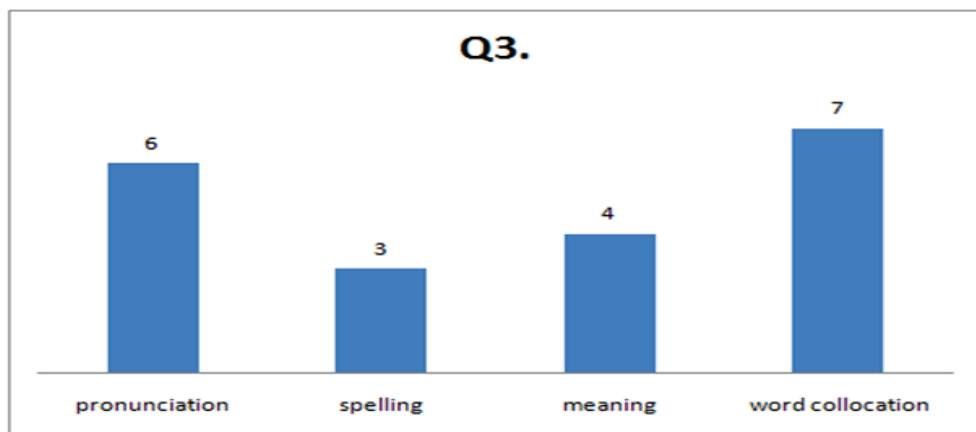
Question 3 investigates the most difficult aspects of studying vocabulary. 7 students agree that word collocation is the most difficult aspect; while 6 students claim that pronunciation is more difficult than all the other aspects. In addition, 4 students think that meaning presents a challenge, while only 3 students claim that spelling is the most challenging of all aspects.

**Figure 4. How do you usually learn vocabulary?**
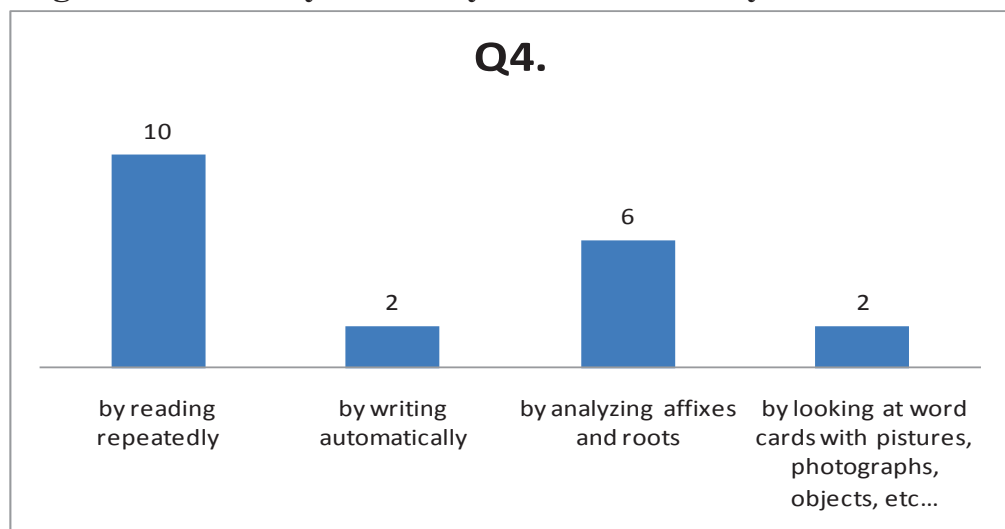
The results clearly show that half of the students (10) usually learn vocabulary by reading repeatedly. 6 students state they learn by analyzing new vocabulary into affixes and roots, while only two students claim they learn vocabulary by writing automatically and another two claim they usually learn by using visual realia such as pictures, photographs and objects.

Figure 5.How do you feel during the vocabulary development lectures?

Q5.

| very interested	interested	not so interested	bored
3	14	2	1
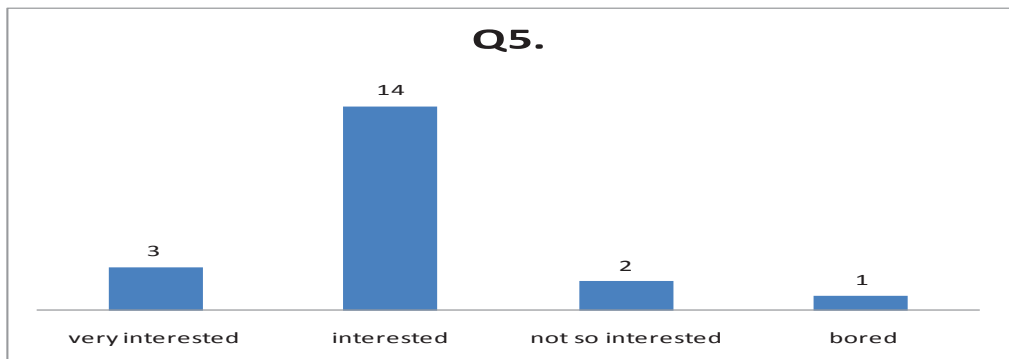
This figure shows how the students feel during the lectures in terms of interest and boredom. The majority (14) feel interested during the lectures, while only 1 out of 20 students feels bored. 3 students feel very interested and 2 students feel not so interested.

Figure 6. From your perspective, what does vocabulary learning refer to?
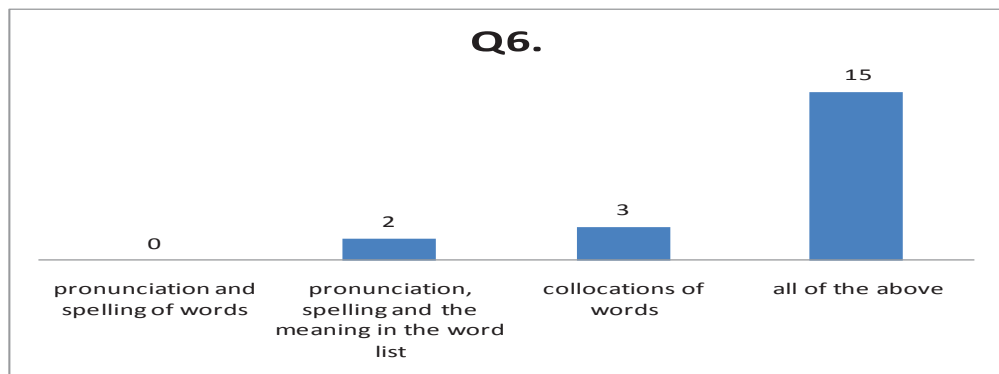
The results above indicate that most students (15) agree that vocabulary mostly refers to the pronunciation, spelling, meaning and even word collocations of a word. Furthermore, 3 students claim that vocabulary refers to collocations of a word, while 2 students state that vocabulary refers to pronunciation, spelling and meaning in the word list. On the other hand, none of the students refer to vocabulary as pronunciation and spelling only.

Figure 7. How does the teacher usually teach vocabulary?
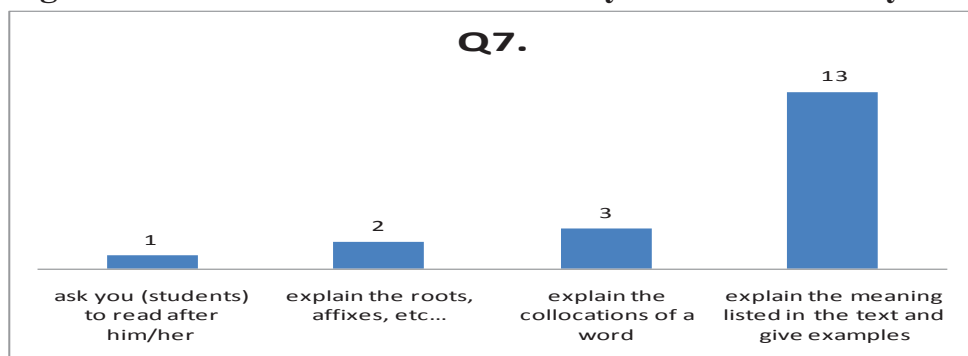
This figure presents the strategies that teachers apply in teaching vocabulary development. The majority of students (13) claim that their teachers explain the meaning listed in the given text and then they provide examples. In addition, 3 students point out that their teachers explain the collocation of a word for more clarification. Furthermore, 2 students state that their teachers

explained the word root, affix etc…, while only 1 out of 20 students state that the teacher asks them to repeat after him/her.

Figure 8. How would you rate your vocabulary range level?
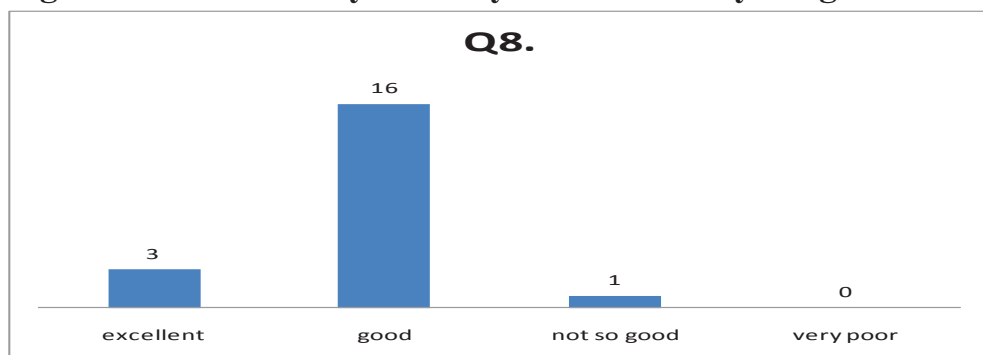
This chart presents the students' personal opinion about themselves. The results clearly show that the majority (16) consider their vocabulary level to be good. In addition, 3 students believe that their range of vocabulary is excellent. On the other hand, 1 student claims his range is not so good and none of the students think they have a poor range of vocabulary.

Figure 9. How does vocabulary learning improve your language level?
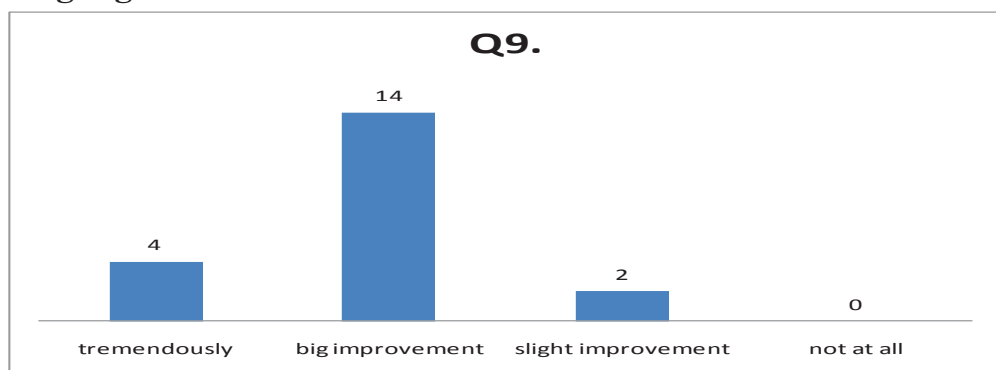
This question investigates the effect of vocabulary learning in improving the students' language level. The results show that the

majority of students (14) believe that learning vocabulary has resulted in a big improvement to their language level. Similarly, all students agree on the effect of vocabulary learning as none of the students claim it does not have an effect at all. Furthermore, 4 students claim that vocabulary learning improved their level tremendously, while only 2 participants believe that their language level has improved slightly since studying vocabulary development

9. Discussion

Firstly, the qualitative data showed that teachers tend to use techniques that do not need sustained effort. Both teachers nearly used the same techniques in teaching new vocabulary. Both of them used the contrasting and enumeration technique to teach the students a range of vocabulary and this agrees with Harmer(1991) who believes that these techniques help when any word is difficult to clarify visually. In addition, the results show the teachers use hand gesture and facial expression whenever possible to induce new words. Moreover, the students were given a list of words to memorize and this could help many students to gain vocabulary which they can use in other contexts.

The data also proved that both teachers had neglected a number of vital techniques. The use of pictures and objects in presenting new vocabulary were missing. Using these techniques includes the use of visual aids and demonstration is very important as they can function to help learners in remembering vocabulary better as Takač(2008) argues that our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words . Teachers also neglect drawing on the board to explain new vocabulary which is the easiest thing although it

helps a lot in clarifying any word effortlessly. However, one of the teachers believed in using technical devices to introduce some new vocabulary while the other one ignored it.

Secondly, the quantitative data showed that all students believe that vocabulary is fundamental element in learning English language and   this harmony with Wilkins's statement in the literature review which states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1974:11-112). The cause behind this belief is that student after a long period of learning English find themselves in a position in which they have good command of grammar, but still face difficulty in expressing themselves. In addition, the results prove that most learners struggle with all types of vocabulary learning problems .Some strife from word meaning and some others from word form. However, most of the students face difficulties in word usage. They know the meaning of the word and its form, but they do not know how and when to use it.

Additionally, the outcomes confirm the fact that vocabulary learning does not refer to only pronunciation or meaning, but it refers to all aspects; pronunciation, spelling, meaning and collocation of words .This harmonize with Richard and Schmitt statement which states "vocabulary as a set of lexemes including single words, compound words and idioms". However, the data showed that the most difficult aspect of studying vocabulary for learners was the word collocation which was with the highest rate. Collocations pose difficulty for many students because they are language specific and this area is neglected by teachers. Also, Students face difficulty with spelling because of the inconsistency of pronunciation rules in English and negative

transfer from Arabic language. Unlike English, Arabic language spelling is predictable and students may become influenced by their L1 knowledge which in turn is inapplicable to English.

On the other hand, the results show that the meaning is the easiest aspect of vocabulary learning according to the participants. Therefore, it is clear that the students do not struggle with meaning difficulties as much as difficulties with word use. In spite of all the challenges that students face, the results imply that the majority of students are interested in learning new vocabulary and they are intrigued and attentive during the vocabulary development lectures, aware of the importance of the course in developing their language level.

10.Conclusion

To sum up, it is without a shred of doubt that vocabulary is one of the key elements of any language. There are several valuable techniques concerning the teaching of vocabulary. However, Libyan teachers have a tendency to use traditional techniques in teaching new vocabulary neglecting some virtual techniques such as the use of pictures, objects, technology...etc. In addition, EFL students require thorough knowledge of words to build their language level and express their ideas clearly. However, students face many obstacles with vocabulary learning and they tend to fall into various mistakes when it comes to the word use, pronunciation, meaning…etc. The majority of students agree that all aspects of learning vocabulary pose a challenge. Moreover, they state that learning new words is only one side of the problem, for the student may be able to translate the word correctly into the mother tongue but may fail to use it in its

specific context or pronounce it correctly. In addition, words can be combined with other words systematically i.e. collocations and register are not combined randomly, therefore, teachers should put some effort into explaining this to the students. Finally, teachers contribute to the difficulty encountered by the students when they use inappropriate teaching techniques. Students have different ways of language acquisition and learning; some learn sight, some by audio. Thus, a variety of materials and teaching techniques should be used

11. Recommendations

The results of the study suggested the following **1-**Teachers should be aware about the utility of using various techniques in teaching new vocabulary and update their techniques.

2. Various techniques need to be employed by teachers instead of concentrating on few techniques therefore, this issue most be considered by all teachers especially those who wish for their student to absorb as much vocabulary as possible.

3. Students need to gain more knowledge related to the use of vocabulary in different situations.

4. Teachers should put in more effort to teach word collocations and words register.

5. Teachers should concentrate on the morphology (root, affix…etc.) Of a given word.

6. Teachers should activate students to guess the meaning of unfamiliar words through written or spoken texts/contexts.

7. All of the aspects of a word should be covered by teachers to avoid confusion.

8. Teachers should keep in track of all the new methods in teaching vocabulary such as games, videos, songs, activities and try to apply them when possible.

9. Teachers should show the students how to develop their personal learning techniques related to vocabulary learning. In this way, students will be aware of a variety of strategies and adopt the best one they find most suitable.

10. Teachers should point out that English and Arabic belong to two completely different language families, therefore, it is not always appropriate to use L1 knowledge in learning TL.

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