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The Effective Strategies to Teach Vocabulary to EFL Classroom :
case of 3rd year Learners at Hamdan Khoudja Secondary School
,Mecheria

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the Requirement of Degree of Master in Linguistics

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Dedication

Firstly and fore most ,I thank Allah who gave me the strength to finish this modest work.

I dedicate this dissertation to my family and many friends.

A special feeling of gratitude goes to loving mother and kidnest father for their support love, and encouragement , there is no way I could here today without everything you did to me ,to my dearest brothers for being always with me and specially my handsome brother Hakim and his Fiancé Zineb.

To my best friend KACEM Zineb who supported me and reassured me especially during those moments I can never thank you enough.

I also dedicate this work to my grand parents, for their invaluable prayers for me.

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Finally, I wish to express my love and gratituide to all my beloved family for their understanding and help during my years of studying.

Abstract

The Effective Strategies to Teach Vocabulary to EFL classroom is one among the current interesting topic in the field of education. The aim of this research work is to investigate what are the strategies and techniques used by the teacher to teach vocabulary effectively at Hamdan Khoudja Secondary School in Mecheria. It also aims at highlighting the methods used by the teacher to solve this problems as well as the ways that the students use it to receive and understand a new vocabulary. To achieve the settle objectives, three research instruments were used for collecting data : an interview for teachers, questionnaire for students, and classroom observation in order to realize valid and reliable results. The findings indicate that using dictionaries, and audio visual tools as well as explaining in arabic also using gestures , pictures , giving examples are all considered as the effective strategies to teach vocabulary.

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List of Abbreviation and Acronyms

EFL : English Foreign Language

L2 : Second Language

IVA : Incidental Vocabulary Acquisition

TPRS : Teaching Profeciency through Reading and Storytelling

GENERAL

INTRODUCTION

General Introduction

In the process of teaching / learning any foreign language, vocabulary is considered as the important key to acquire language, and teaching vocabulary should follow some strategies which are very necessary. Teachers should be aware of the difficulties that EFL learners faced while learning vocabulary, and try to facilitate the process for them, by using different methods and ways, in order to construct strong and rich vocabulary.

The objective of this research is to investigate why students have a lack of vocabulary and why do they face a lot of problems to understand some meanings that are difficult for them, also, the techniques and methods which are used by the teacher to solve this problem and even, the ways that the students dealt with it to receive and understand a new word. Therefore, the question for this research study is « How can EFL teachers teach vocabulary effectively ? » as a result, from this problematic, three sub-questions are raised

- 1) Why do EFL learners face difficulties and obstacles while receiving a new vocabulary ?
- 2) Are learners' difficulties in vocabulary because of teacher methodology ?
- 3) How can teachers help learners to overcome vocabulary difficulties ?

Trying to answer these questions, the following hypotheses are put forward :

- 1) The meaning of some words are very difficult for them, in addition to other.
- 2) Teachers' mistakes may lie on learners' vocabulary difficulties.
- 3) Teachers can overcome vocabulary difficulties easily by using simple words, and collaborate with learners, and group work.

Thus, this research is divided into two chapters :

The first chapter contains the literature review of the research, defining vocabulary, its types, its importance, Academic vocabulary, also, the vocabulary activities, the effective strategies to teach vocabulary and even the visual element used in teaching language. While, the second chapter elucidates the methodology and procedures of data collection and presents them, both qualitatively and quantitatively, It also displays the results of the research, data analysis and discusses the findings accordingly.

CHAPTER ONE

Chapter one

The Effective Strategies in Teaching Vocabulary to EFL classroom

- 1-1 Introduction
- 1-2 Vocabulary Definition
- 1-3 Vocabulary Type
 - 1-3-1 Reading Vocabulary
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- d) Television

1-8 Conclusion

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“the more one consider the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the service of words and not the other way round”(Widdwson in Lewis,1993,115).

It can be said that vocabulary is more complex process ,than, it might appear in the first sight, also, words does not stand alone, they are a part of complex system that needs to work properly in order to produce the entire discussion and communication?

Vocabulary teaching and learning is a big challenge for both students and teachers because in the past there has been a small focus on vocabulary instruction in EFL classroom. In addition to this, an increased focus on vocabulary development is crucial for EFL learners in the process of language learning.

According to Colocado (2007 as cited in Adger ,2002) the average native language learner may know 5,000 words in his /her native language but only a few words in English.

Accordingly , learners may know 5,000 words in his or her native language whereas small and limits words in English.

This work aims to shed light on vocabulary acquisition by using different strategies and techniques. To this end, this research focuces on some strategies and methods used by teacher in order to acquire and put into practice the vocabulary of foreign language.

In this chapter, the researcher will shed light on vocabulary definition, it types, Academic vocabulary, its importance and Vocabulary activities , then, how can it be learned through some vocabulary teaching strategies , and the researcher will focus on the visual element in language learning as one of the effective strategies needed.

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1-2 Vocabulary Definition

In learning a language grammar is not sufficient unless vocabulary is well acquired .It can be defined as a set of words within a person's language .

Craves (2000,as cited in Taylor ,1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge by an individual . He also states that the lexicon of any language is its vocabulary, which include words and expressions. It can be defined as the stock and baggage of words and expressions related to specific knowledge used by an individual.

Krachen(1998, as cited in Herrel, 2004) extends Graves' definition further by stating that lexicon organizes the mental vocabulary in speaker's mind. An individual's mental lexicon is that person's knowledge of vocabulary (Krachen , 1998 as cited in Herrel 2004)

So, as cited before, the mental lexicon of an individual is his or her knowledge of vocabulary.

Miller (1990 as cited in Zimmerman 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

Accordingly, vocabulary is group of words that are the basic of any language used in communication to understand others.

1-3 Vocabulary Types

Commins (1999, as cited in Herrel,2004) states that there are different types of vocabulary :

1-3-1 Reading Vocabulary

This refers to all the words an individual can recognize when reading a text. (is the largest type of vocabulary because a reader can be more exposed to words just by reading)

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1-3-2 Listening Vocabulary

It refers to all the words an individual can recognize when listening to speech.(is all the words that she or he can get it and know while listening to a speech or conversation)

1-3-3 Writing Vocabulary

This includes all the words an individual can employ in writing.(words are used in variety forms of writing from formal essay to social media ,writers usually use a limited Set of words while communicating)

1-3-4 Speaking Vocabulary

This refers to all the words an individual can use in speech. (is all the words that he or she uses in speech , it is nearly to be a subset of listening vocabulary)

This is about the types of vocabulary as stated by Commins.

1-4 Academic Vocabulary

Chamot and O'Malley,2007 as cited in Herrel , 2004) states "Academic vocabulary is the language used by teachers and students for the purpose of acquiring new knowledge and skills which includes learning Information, describing abstract ideas and developing student's conceptual understanding"

According to Marzano (2004, as cited in Adger, 2002) Academic vocabulary includes general academic terms such as analyze infer and conclusion.

It enables students to understand the concepts and content taught in school; it is critical for student to have a deep understanding of the content vocabulary in order to understand the concepts expected throughout the content standards(Schmidt , 2005, as cited in Zwiers, 2008)

In a conclusion all these definitions see Academic vocabulary as words that are used in academic dialogue and text specifically. Also,it is the language of

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teachers as well as students used to acquire a knowledge, which may help students to understand what they taught in school

1-5 Importance of Vocabulary

Vocabulary has many benefits and importance which are:

- ✓ The extensive vocabulary helps and supports expression and communication.
- ✓ The process of vocabulary is directly linked to reading comprehension.
- ✓ Linguistic vocabulary is synonymous and similar with thinking vocabulary.
- ✓ Vocabulary is a central to English language teaching because without enough vocabulary students can not understand the others and express their own ideas.

Wilkins(1972) wrote that “... while without grammar very little can be conveyed ,without vocabulary nothing can be conveyed”(pp,111-112) (it shows that vocabulary is more important than grammar in terms of taught.

Schmitt (2010) noted, ”learners carry around dictionaries and not grammar books”(p,4) (learner may give an important to dictionaries rather than grammar)

1-6 Vocabulary Activities

Teaching vocabulary consists and contains a variety of activities and tasks. To support and provide teaching individual words explicitly, it involves learners in processing their learning, in any reading process, which should gives student time to read texts, **Duffy (2003) explains ”connected text is text that contains a coherent message”**

According to the Cambridge Dictionary a coherent is if an Teaching vocabulary consists and contains a variety of activities and tasks. To support and provide

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teaching individual words explicitly, it involves learners in processing their learning, in any reading process, which should give student time to read texts, Duffy (2003) explains "connected text is text argument or set of ideas, or plan is coherent is clear and carefully considered, and each part of it connects or follows in natural or reasonable way.

To all these, connected text is a text that are in relation with each other and when you read it you feel that there is a link between paragraphs. So these Activities are:

1-6-1 Glossary Bookmarks

Its purpose is: use to provide and support the learners with a reference containing the key vocabulary words to use during reading. Ideally, you'll want to create and prepare bookmarks for texts that will be used over an extensive amount of time.

Its procedure is: Print the potentially challenging words from the text on a bookmark strip. Next to each word, provide a student-friendly definition and the sentence used in the text. Another option is to have students write in this information. (Graves, 2009; PREL, 2008).

It means print out the challenging words from the text on the bookmark strip, and near to each word write a definition of any student. Then provide with a sentence from the text.

1-6-2 Vocabulary Checks

Its purpose is: to determine students' understanding of vocabulary before, during, and after explicit instruction about the vocabulary. Vocabulary checks are essential for helping learners understand words in context and as a formative assessment.

Its procedure is: Students rate their understanding of a word prior to explicit instruction and prior to reading the text. This is a quick formative assessment

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that helps teachers know which words may require additional instruction. The teacher then provides explicit instruction and asks students to write the meaning of the word, use it in a sentence, and sketch a picture to help anchor their understanding. At the end of the lesson (or unit of study), students self-assess their understanding of the word. (Hiebert & Smith, 2008)

Accordingly, teacher provides explicit instruction and asks learners to write the meaning of the word and make it in sentence, and bring a picture to make it clear ,at the end of lesson learner can assess how much they understand.

1-6-3 Vocabulary Record

Its purpose is: To build up word knowledge throughout the lesson. The Vocabulary Record maintain a nice scaffold and catwalk for learners to demonstrate their understanding during each step of explicit vocabulary instruction.

Its procedure is: followed by the teacher is that he provides explicit vocabulary instruction. After each step—providing student-friendly definitions, using the word context ,providing multiple exposures, and offering opportunities for active involvement—the teacher provides time for students to process the information. They write a personal definition of the word, they make a sketch of what the word means to them to help them remember the word, and finally, they write a sentence.

It can be said that after providing explicit vocabulary instruction and writes own definitions , the teacher gives time for learners to process the information . They write a personal definition, they make a sketch of the meaning of word to help them to remember, after that, they write a sentence.

1-6-4 Identifying Tricksters

Its aim is to help learners to understand which words have prefix and which do not. Tricksters are words that have a group of letters similar to a prefix. Procedure: followed by the teacher is that he provides explicit instruction on a

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prefix (for example, un means “not”) and gives examples of words using the prefixes (for example, uncommon, uncertain). Next, the teacher shows examples of words that have the same letters as the prefix but that are not used in the same manner (for example, uncle, under). Students draw a T-chart (a two-column chart). On the T-chart, students label one column “Un-” (or “Pre-,” “Re-,” and so on) and the second column “Tricksters.” The teacher then provides a list of words or asks students to refer to a page in the dictionary. Students work in pairs to figure out which word has a prefix and which one is a trickster. Then they write the word in the appropriate column. Each pair shares their answers with the whole class. Students may call out “Challenge” if they feel that a word has been placed in the incorrect column (for example, the word undetermined is written in the Trickster column instead of the Un- column). To solve the challenge, students must break apart the word to its base form and figure out the meaning, then check if a prefix has been used. Initially, teachers will need to model how to resolve the challenge.

1-6-5 Which Prefix? Word Wall

Purpose: To provide learners a reference tool for different prefixes that have similar meanings.

Procedure: Prior to the lesson, the teacher designates a space for the Word Wall and cuts out small pieces of papers for students to write words on. The students figure out which prefix should be used, for example, by asking, “Which is correct, unhappy or dis happy?” The teacher then day of the lesson, the teacher provides explicit instruction on two prefixes with similar meanings (for example, the prefixes dis and un both mean “not”). She or he offers two or three examples of base words and helps provides a list of base words and has students work in small groups to determine which prefix goes with each base word. The groups share their examples with the whole class. The teacher writes the words on the small pieces of paper and then places them on the Word Wall.

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There are many prefixes that have similar meanings (for example, un, dis, in, and im all mean “not”), so the lesson may continue over several instructional periods. Ideally, the teacher should teach no more than two prefixes during an instructional period.

These are one of the most useful vocabulary activities. However ones needs to see what are vocabulary strategies.

1-7 Vocabulary Strategies

To teach vocabulary should follow some strategies

1-7-1 Defining Strategy

The word "strategy" has been used implicitly in different ways even if it has traditionally been defined in only one. According to the Oxford dictionary strategy is a plan that you use in order to achieve something.

. Mintzberg provides five definitions of strategy in 1998

Plan

Strategy is a plan - some sort of consciously intended course of action, a guideline (or set of guidelines) to deal with a situation. By this definition strategies have two essential characteristics: they are made in advance of the actions to which they apply, and they are developed consciously and purposefully.

Ploy

As plan, a strategy can be a ploy too, really just a specific manoeuvre intended to outwit an opponent or competitor.

Pattern

If strategies can be intended (whether as general plans or specific ploys), they can also be realised. In other words, defining strategy as plan is not sufficient;

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we also need a definition that encompasses the resulting behaviour: Strategy is a pattern - specifically, a pattern in a stream of actions. Strategy is consistency in behaviour, whether or not intended. The definitions of strategy as plan and pattern can be quite independent of one another: plans may go unrealised, while patterns may appear without preconception.

Plan

Plans are intended strategy, whereas patterns are realised strategy; from this we can distinguish deliberate strategies, where intentions that existed previously were realised, and emergent strategies where patterns developed in the absence of intentions, or despite them.

Position

Strategy is a position - specifically a means of locating an organisation in an "environment". By this definition strategy becomes the mediating force, or "match", between organisation and environment, that is, between the internal and the external context.

Perspective

Strategy is a perspective - its content consisting not just of a chosen position, but of an ingrained way of perceiving the world. Strategy in this respect is to the organisation what personality is to the individual. What is of key importance is that strategy is a for perspective shared by members of an organisation, through their intentions and / or by their actions. In effect, when we talk of strategy in this context, we are entering the realm of the collective mind - individuals united by common thinking and / or behaviour.

According , to all these , strategy can be defined as the plan or lists or way used to prepare to achieve or doing some things.

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1-7-2 The Effective Strategies to Teach Vocabulary

This strategies are :

1-7-2-1 What does it mean to know a word?

Knowing a word is not an all or nothing situation; it is a complex concept. According to Dale (1989, as cited in Taylor, 1990) the extent of knowledge a person has about individual words can range from a little to a lot and it also includes qualitative connotations about words. So, to know word mean to know it meaning .

Dale (1989, as cited in Taylor, 1990) provides a description of the extent of word knowledge in terms of 5 Stages:

- ✓ The student has no knowledge about the word.
- ✓ The student has a general sense of the word.
- ✓ The student has a narrow, context-bound knowledge about the word.
- ✓ The student has a basic knowledge of the word and is able to use it in many appropriate situations.
- ✓ The student has a rich, de-contextualized knowledge of the word and can use it in various appropriate situations.

This means that to provide a description for a word in terms of 5 stages :

First, the learner has no previous information about the words. Secondly, the learner has a general meaning of the words ,then , learner has a few knowledge about the words, also, the learner has a good knowledge to the words and is able and capable to used it in many contexts. In addition to these, learners know the meaning of words.

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1-7-2-2 The Partial-Precise Knowledge Dimension

A number of quantitative studies such as vocabulary size or breadth and different types of achievements tests define vocabulary knowledge as precise understanding (Hazenburg and Hulstin, 1996)).

According to quantitative studies and research of vocabulary size and breath ,vocabulary knowledge define as precise and limited understanding.

For measuring vocabulary size in the L2 word recognition tasks and check lists were effectively used (Palmberg, 1989).

These measuring instruments were also used to make comparisons between individuals vocabulary knowledge (Beauvillan and Grainger, 1987).

Herman and Anderson ,1985) argue that these lexical decision tasks could only show whether a specific vocabulary item is recognized as being part of the learner's vocabulary, since learners are only required to recognize formal features of words and may not know the meaning.

Accordingly, is very important and useful to measure vocabulary size of a second language because also, used to make a comparison between individual vocabulary knowledge.

1-7-2-3 The Receptive-Productive Dimension

The majority of researchers agree that there is difference between word mastering and word use.

However, it is very important that test instrument contains productive and receptive tasks that concentrate on the same vocabulary items.

1-7-2-4 Focus on both mapping meaning onto form and network building

The relationship between dimension one and two and the learning of word meaning plays an important role in vocabulary semantization (Beyeydt, 1987).

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The vocabulary sementization is build of dimension one and two and the learning of word meaning.

According to Hatch and Brown (1995) the process of mapping meaning onto form should not be considered more important than the learner's ongoing struggle to construct and reorganize his/her interlanguage because it is a complex process that also involves network building.

Moreover, the learner's ongoing struggles to construct and manage his or her inter language is more important than the process of mapping meaning onto form, because is a complex and hard process that may involve network building.

Aitchison (1997) states that English language learners find it difficult to acquire word meaning through the process of labeling, packaging and network building.

There are two processes to acquire word mapping which are; labeling and packaging.

Labeling ,refers a small description given for the goal of identifying or describing marker that is attached to an object.

Packaging , refers to a process of learning in which items can be gathered together under a head topic.

The third term,network building, refers to the relationship or the direct links between words.

1-7-2-5 Development from partial to precise comprehension

Researchers state that English language learners should be allowed to have a vague understanding of word meaning before developing accuracy.

Harley (1995) suggests that learners go through various stages of partial word knowledge.

Johnson and Lard (1987) argue that complete comprehension of words is not needed for successful communication, since learners learn to infer meaning when communicating.

Miller and Fellbaum (1991) point out that knowledge of how verbs, adjectives and nouns function in relation to another is important in acquiring word meaning.

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So , learners go through different stages to word knowledge , to communicate right and in successful way don't need a complete comprehension of word.

1-7-2-6 Development from Receptive to Productive Control

Harley (1995) points out that various levels of receptive tasks and productive vocabulary require learners to access and apply their word knowledge.

Nation (1990) states that vocabulary items in the learners receptive vocabulary, might not become readily available for productive purposes, since vocabulary reception does not guarantee production. He states that it is difficult to draw a line between reception and production, since it is not clear at what point receptive word knowledge becomes productive.

It can be said that, the various levels of receptive and productive vocabulary may help learners to access their word knowledge.

Herrel (2008, as cited in Henrikson, 1999) suggests the following method in assisting students guessing meaning from context:

Definition - a definition gives the meaning of words. The writer may use phrases or statements to define something. The key words used to provide a definition are: —are/is known as,|| —are /is described as,|| —are/ is defined as||.

Means also, the description of the exact meaning or sentence or an idea.

Restatement - the writer may use other words, phrases or sentences to provide meaning of difficult words. The key words used in restating something: —in other words||, —that is|| and —that is to say.||

It can be said that it is a good strategy by using other word and sentences to give theme the right meaning.

Punctuation marks - the writer uses punctuation marks to describe the meaning of unfamiliar words. The author will write unfamiliar words and then use punctuation, words, phrases or sentences to explain new words. Punctuation marks such as - , commas, —|| inverted commas, () parentheses; semi-colon and: colon. E.g. Family members (siblings) should always stick together.

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Using punctuation to separate between unfamiliar words :

Examples - examples help learners to understand the meaning of new words.

Key words- —such as,|| like,|| —for example,|| || for instance,|| —is/ are|| , are used by the author.

To give examples is very helpful to make learners understand words :

Contrast - contrast shows the opposite meaning of new words. Key words- —but,||instead of,|| —even though,|| —in contrast to,|| —yet, —and —in spite of,|| are used by the author.

Give opposites to words :

Similarity - the writer uses signal words of similarity. Key words – —like,|| similarly,|| in the same way,|| —as,|| and —just as.||

Provide unfamiliar words by synonyms :

Surrounding words - words surrounding the new vocabulary might provide clues to the meaning of new words. For example- Children are too young to understand that swallowing gum can be dangerous. To write the new words for them use another color to attract their attention. Background knowledge - Experience and background knowledge about the text plays an important role in vocabulary comprehension. For that reason it is important for teachers to do schema-building before learners read the text. An experience and knowledge taught before may help learners to know the meaning of unfamiliar words.

Teaching lexical chunks :

Peters (1992:34) suggests that the memorization of chunks of language might be productive and powerful. She states that the learning of lexical chunks can serve two objectives: it enables the student to have chunks of language available for immediate use and it also provides the student with information that can be analyzed at a later stage. The main advantage of the use of lexical chunks is that

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they build on the fluency of the English language learner. They can also be associated with certain communication rituals such as —To whom am I speaking? Lexical chunks are related to typical functional language use. For example- —Have you heard about.....|| is reserved for starting gossip or talking about an event. Lexical chunks like these are institutionalized as the most efficient and most familiar linguistic means to carry out language function (Bollinger, 1997).

The learning of lexical chunks can serve two objectives first, student have chunks of language available for immediate use , secondly, provide and support the learners with information .It facilitate ,clear, relevant and concise language use.

Teaching collocations :

Vocabulary knowledge doesn't only involve just knowing the meaning of a word in isolation, but includes knowing the word that usually co-occurs with it. These words that co-occur with high frequency are called collocations, e.g. heavy rain, strong coffee but not powerful coffee, a brief discussion but a short man. Collocations help students to define the semantic area of a word such as: Synonyms- words with identical meaning; however (Nattinger, 1989:99) warns that absolute substitutability is not possible, since factors such as register and style determines the usage of synonymous words. Examples of synonyms include commence/begin, end/ terminate. Antonyms - antonyms refers to a notion of semantic opposition or unrelatedness (Carter, 2000). Examples of antonyms include married/ single, buy/ sell, big/ small. Hyponymy refers to a relationship existing between a specific and general lexical item e.g. (a) super ordinate grouping (vehicle- car) (b) co-ordinate grouping (car-sedan). Word formation refers to the recognition and 24 production (speaking and writing) of word formation processes (Carter, 2000). Below is an example of a word form chart

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WORD FORM CHART

NOUN	VERB	ADJECTIVE	ADVERB
OBSESSION	OBSESS	OBSESSIVE	OBSESSIVELY
QUALIFICATION	QUALIFY	QUALIFIED	
COMPETITION	COMPETE	COMPETITIVE	
ION-TION	E-ATE-EY	IV-ED	LY

(Carter, 2000)

Teaching collocation is to draw a table for learners and give them list of words and filling some gaps and ask them to continue the task follow this way. According the Oxford Dictionary the word collocation means that the combination of words in a language ,that happens very often and more frequently than would happen by chance, when you learn a new word learns the words that go with it. This expands your vocabulary and help you to write and speak natural English . for example, if you look for the entry fashion , you will find sentences That include the expressions like the latest fashion, in fashion , come back into fashion and put of fashion. You can even learn more by looking up familiar words, for example: is it better to say ‘strong rain or heavy rain.

Incidental Vocabulary Acquisition (IVA) :

Incidental Vocabulary Acquisition is a vocabulary learning strategy, defined as learning of new words as a by-product of a meaning-focused communicative activity, such as reading, listening and interaction. It occurs and works according to multiple exposures to a word in different contexts.

Teaching word family :

Development in lexical semantics and the mental lexicon have prompted the development of the semantic field theory, semantic networks or semantic grid strategies, which present and organize words in terms of interrelated lexical

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meanings (Gus and Johnson, 1996:64). A simple example of a semantic field is the set of kinship terms: father, mother, brother, sister, son, daughter, uncle, aunt or the various body parts learned as a subset. This means to teach the learners easy and simple words that they know them before .

Keeping a vocabulary journal :

It is very necessary and helpful technique for language learners to record the words they learn.

Once learners record the target vocabulary, it becomes easy for them to remember or use it (Gruber, 2002:199).

Eliciting :

The learner calls out or writes the target word. This can be in the form of definition, antonyms or synonyms. This activity enables the learner to express meaning and explore knowledge of the target vocabulary deeply (Herrel, 2004:110).

This technique means to pick out from the text a target words ,in the form of synonyms, or definition, or antonyms, to elicit is to manage to get information, facts, reactions.

Contextualization :

The learners learn to use the word in sentences through gap filling activity, story–building or role-play activity (McCarthy, 2002:33).

It can be said that in contextualization technique learners learn how to use the word in sentence through filling gaps,,etc.

Labeling :

Learners label various parts or objects in class. This activity can be extended at home or immediate environment (Morgan and Rinvolcri, 1986:56).

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This technique based on labeling ,or writing information about something it is usually doing at home.

Personalization :

Students can also be asked to think and express what freedom means to them individually (Morgan, 1986: 55).

It is called also, deep- processing , the learner doing a specific activity relating to the target vocabulary . e.g. learners imagine themselves rowing a boat. Target vocabulary = row.

Learning vocabulary by identifying productive pre-fixes and post-fixes :

Learning the most common productive pre-fixes and post-fixes can enable learners to understand a thousand other academic words, which uses one or more of those word parts. Word part clues are highly memorable because they are simple to understand e.g. bi- means 2, anti- means 28 against. Once learners have mastered the word part, they can create their own words (Schmidt and McCarthy, 1989:22).

According to this, to learn the most common productive pre-fixes and post-fixes ,may help learner to understand and get a lot of academic word.

Association :

Learners learn to associate the new vocabulary or target word with something they already know or something that is meaningful to them (Schmidt and Schmidt, 1995:45).

It means to relate the new words learned with the old one .

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Semantic mapping :

This method is used to motivate and involve learner in thinking, reading , whereas , writing ,it enrich their vocabulary by helping them to relate the new words by the previous one, this is based on arrangement of word into picture.

Character trait vocabulary chart :

After reading any story ,student are supposed to answer this question what each of the characters was really like? Which make the teacher create a chart student responses.

Learning vocabulary via analogy :

An analogy is an implied (unstated) relationship between two pairs of objects (Gardner, 1993).

It is based on identifying a similar relationship between dissimilar objects. An example of an analogy is: which one does not belong to the group:

1. flood
2. debris
3. facility
4. rain
5. current (answer: facility)

Using Teaching Proficiency through Reading and Storytelling (TPRS) to teach vocabulary :

This strategy is used to build language proficiency in the use of grammatical structures and vocabulary ,it is based on presentation of target vocabulary structure (gestures)

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Three steps are involved in TPRS:

Step1: Teacher institute meaning by presenting a target vocabulary.

Step 2: students are asking to tell a story with general outline and by using the target vocabulary.

Step3 : Teacher discuss these stories with students , and ask questions about it, and how it relates to their lives.

Learning vocabulary through story innovation :

Learning vocabulary through story innovation was introduced by Martin and Brogan, it is a way for learners to enjoy reading , and learn vocabulary in a scaffolded format.

Categorizing words :

This techniques based on classifying words into action verb, auxiliary verb, future tense, adjectives, and preposition.

Vocabulary finder :

These are problem-solving activities that involve a list of words that the learners try to locate in a square or rectangular maze of letters (Garner, 1989).

It is a puzzle used to determined by the number of lexical items to be located.

Tic-tac-toe :

This is a structure that features three rows with three columns each. Students are asked to discover a relationship in three lexical items in a diagonal, vertical or horizontal row (Summer, 1994).

It contains three rows with three columns each learner supposed to find a relationship in three lexical items may be vertical, horizontal, or diagonal row.

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Scrambled format :

Students are asked to unscramble the letters which belong to the domain of kinship terminology (Schmidt, 2005).

According to the Oxford Dictionary to scramble is to move hurriedly to a location, especially by using all limbs against a surface.

Use of bilingual dictionaries :

According to Baxter (2009:44) the continuous and extended use of bilingual dictionaries slows down a student's vocabulary development.

However, Summer (1993:116) argues that dictionaries can be valuable tools in vocabulary acquisition when properly used.

So, each researcher has his own point of views , some , agree that dictionary may help learner and the others disagree

1-7-2-7 The visual element in language teaching

It involves making use of the situation in which the learners and teacher find themselves in order to give meaning to the being taught.

1-7-2-7-1 The use of visual element

It is divided into four:

a) Situational teaching:

Mean the use of the classroom, and the pupils and things in it , as the situational context of the language taught. This point, it may help to remember them of the relationship between the language skills, and the notions of meaning they have developed ,when they practice the organizational skills, they are teaching the formal structure of the language the patterns of sound, grammar and vocabulary which are acceptable to the native speaker.

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b) Sound film

The making of film is a very expensive process, this means, that the film when finished is expensive for school to buy . Many will hesitate to do so unless they can see a clear advantage in the use of film for language teaching over other visual materials for the same ends.

Forsdale and Dykstra :” An Experimental Method of Teaching Foreign Language by Means of 8-mm, sound film in cassette loading projectors” Language Learning (Ann Arbor),13,I,1963,5-10 .The films made for this experiment are called; English Face to Face.

c) Audio visual courses

This method has made it self to be particularly effective when teaching adults the spoken skills in intensive course, so, this material is nowadays more usually designed to be largely self – contained in the sense that the role of the classroom teacher is secondary.

d) Television

television is no more than an electronic means of transferring image and sound from one place to another and, its recording is used, from time to another ,since this is so, what the television teacher does in front of camera may be no more than what the classroom teacher does in front of his class .

1- 8 Conclusion

The literature of this chapter aimed at giving general idea to examine the research question in the next practical chapter, where some suggestions and recommendations are proposed to teacher to solve this phenomena.

CHAPTER TWO

Chapter two : Research Methodology and Data Analysis

2-1 Introduction

2-2 ELT Situation in Algeria

2-3 Hamdan Khoudja Secondary School (Brief description)

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2-9 Conclusion

Chapter two : Research Methodology and Data Analysis

2-1 Introduction

This chapter provides a description of the situation under investigation as well as the research design and instruments. In the present work , three research tools are used and the methodology of each one is explained. The data gathered in this chapter are analysed both qualitatively and quantitatively. After that, the main results drawn from this research are summarized and related to the research question put by the researcher to check its validity . Finally, this chapter will end up with some suggestions and recommendations

2-2 ELT situation in Algeria

The official languages of Algeria are Modern Standard Arabic and Tamazight, as specified in its constitution since 1963 , Algerian Arabic and Berber are the native languages of over 99 % of Algerians.

French, though it has no official status , is widely used in government , culture, media, (newspaper) and commerce . It is widely understood (18 million) Algerians can write and read French, about 50 Ethnologies estimates that 111000 people in Algeria speak it as their native language .

In education, the primary school, French is a part of the standard school curriculum, English has become a necessary for every individual doing research , travelling abroad or doing a business to date and get on the move with globalization should master the language .

Actually, English is taught in the first year of the middle school till the third year of the secondary school level as a compulsory subject.

2-3 Hamdan khoudja Secondary School (brief description)

This research is held at Hamdan Khoudja Secondary School , Mecheria, Naama . This school was built in the 1990's . It contains two blocks, on the left there are the administration contains the headmaster's office and the secretariat, besides them teachers' room, in the other side, there are 21 rooms for all levels, and 3 laboratories for science and physics, another side for sport .

2-4 Sample of Population

The informants were EFL teachers and learners from Hamdan khoudja Secondary School in Mecheria , learners' were randomly selected to respond to the research instruments addressed to them, third year scientific stream learners' are the main focus of this study .This class was observed and all the teachers' of Hamdan Khoudja Secondary School were asked to answer the interview, however,from large population the researcher have dragged a sample population of 32 students'.

2-4-1 Teachers' profile

The case involves all the teacher of English who are working or have worked with the third years learners, there are about 5 teachers , their experience range between 5 years and 21 years, most of them are females. The goal behind choosing all the teachers' in Hamdan Khoudja Secondary School is to gather and know more information about the different point of views toward how to teach vocabulary effectively..

2-4-2 Learners' profile

The students involved in this study are 3rd year scientific stream at Hamdan Khoudja Secondary School , they were 32 students , they are enrolled during the Academic year 2017/2018 . The student age in this research work ranges between 16 and 20 years old , the reason behind choosing 3rd year scientific ,stream is because the fact that their teachers' are already familiar with them and they know their strengths and weakness.

2-5 Data Collection Phase and Research Desigh

The collection of quantitative and qualitative data was by using Interview for EFL Teachers' since they are the target population and classroom obsevation, and questionnaire for 3rd year scientific stream learners'.

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2-5-1 Description of Teachers' Interview

In many research works , the Interview are considered to be the main tools for gathering data , 11 questions are asked to EFL Teachers' at Hamdan Khoudja Secondary School so the questions were presented, this Interview is structured because the questions is prepared by the researcher before contains questions about general information and others concerning how to teach vocabulary effectively.

2-5-2 Classroom Observation

It is a necessary research instrument that can provide data about teachers' and students attitude in the classroom . In fact, it is very important tool that provides specific identifiable behavior, in this research work, the observer is a non participants using structured checklist (see Appendis B) , where the focus is on the effective strategies to teach vocabulary used in the classroom and which strategies are used more than other .

2-5-3 Description of Students' Questionnaire

The questionnaire items are derived from the different title discussed in the theoretical part of the research, these questions are numbered and ordered in a logical way , it is made up of close-ended questions and open-ended questions . It begins with general questions in order to make the informats feel at ease and norrow down to specific ones, it language is simple and easy, it consists of 11 questions.

2-6 Data Analysis

In the data analysis phase, the teachers' interview and students questionnaire and classroom observation will be analysed the findings will be presented in charts and graphs, each with its description and descussion.

2-6-1 Teachers' Interview Analysis :

the interview was given to 5 teachers in Hamdan Khoudja Secondary School .

The interview consist of two parts : The first part included 3 questions :

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The first question concerning the gender ,the table below illustrates the answers

Table 2-1 Teachers' Gender

Male	Female
01	04

The above table shows that all the teachers' are female except one is male .

The second question is about the teacher experience ,the table below illustrate the answers :

Table 2-2 Teachers' Teaching xperience

Numbers of teachers	Teaching experience
01	21 years
01	09 years
01	12 years
01	06 years
01	05 years

The table show that the teachers' of English at Hamdan Khoudja Secondary School have an experience that ranges from five to twenty one years.

Question 3 : What levels have you been teaching ?

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Table 2-3 Numbers of Teachers' and Levels they teach

Teachers	Levels
05	1st year
05	2 nd year
03	3rd year

The second part of the interview contained eight questions concerning the effective strategies to teach vocabulary.

Question 1 : Have you ever faced problems while teaching vocabulary ?

Table 2-4 Numbers of Teachers facing Problems while Teaching Vocabulary

Numbers of teachers facing problems while teaching vocabulary	Numbers of teachers
Yes	05
No	00

The result of the 1st question in the second part shows that 100% of teachers faced problems and difficulties while teaching vocabulary .

The second part of the 1st question asked the teachers who faced problems to mention it . The table below shows the teachers' answers :

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Table 2-5 Problems faced by Teachers in their Vocabulary Instructions

Problem faced by teachers' in their vocabulary instructions	Numbers of teachers
Pronunciation	01
Understanding	05
Poor background	01

Question 2 : How do you solve these problems ?(aims to shed light on the strategies used by teachers' to overcome this problems)

Table 2-6 Teachers' Strategies to overcome the problems faced while teaching vocabulary

Teachers' strategies to overcome the problems faced while teaching vocabulary	Numbers of teachers
Using dictionary	04
Explain in arabic	01

Whereas,in the others solutions some teachers mention that sometime share net with students, and give the words in context, or use visual aids (photos, vidios)

Question 3 : Do you think that the use of effective strategies will improve pupils vocabulary knowledge ?

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The table below shows the answers :

Table 2-7 Teachers' Point of Views about using Effective Strategies to teach Vocabulary

Teachers' point of views about effective strategies to teach vocabulary	Numbers of teachers
Yes	04
No	00
I don't know	01

So, the table above shows that the majority of teachers agree that the use of effective strategies may improve pupils vocabulary .

Question 4 : If yes, how ?

Teacher A said : good strategies will enhance the vocabulary with its real meaning and learners will be able to use it in it propore context,also it will allow them to learn near lexis,they will be Auto- learner (self).

Teacher B said : vocabulary is the basic element in any language , so, choosing the right way / strategy to teach it is the key to acquire the language.

Teacher C said : using different methods as : pictures, synonymes may improve pupils vocabulary.

Teacher D said : these strategies facilitate the process ot teaching/ learning.

Teacher E said : using dictionaries and Audio visual Aids.

Question 5 : Do you integrate more than one strategy in the same lesson ?

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The table below mention the answers :

Table 2-8 Numbers' of Teachers' who integrate Strategies in their Vocabulary Instructions

Teachers' who integrate strategies in their vocabulary instructions	Numbers of teachers
Yes	05
No	00

So, according to the table above ,it can be said that all teachers' integrate more than one strategy in the class.

Question 6 : What are the effective strategies that you focus on when teaching vocabulary ?

Teacher A said that : illustration is the effective one because the level of learners is weak,so, even with changing the context still they have some problems to get the real meaning.

Teacher B said that : he helped student visually,organize the relationship, use word wizard , and word detective, word connect.

inpair work, asking questions each time, using games.

Teacher D said : variations of activities, audio visual aids,matching activities, pair work.

Teacher E said : definitions, synonymes, visual aids , gestures.

So, according to the teachers answers it can be said that there are a commen answers between them.

Question 7 : Would you please add any comments you consider important for teaching vocabulary effectively ?

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Teacher A said : well preparing of lessons is the effective one .

Teacher B said : teaching vocabulary should be involved each time in the lesson, which means teachers can't teach vocabulary in only one hour .

Teacher C said : must encourage student for reading and listening competencies.

Teacher D said : language is made up of words, teacher should be update himself with the new strategies of teaching vocabulary.

Teacher E said : give the chance to the student to get involved in the lesson.

Question 8 : According to you, will teaching vocabulary effectively influence the process of learning ?

All the answers were yes for sure,because more vocabulary you know, more comprehension you have, another opinion said : if the key vocabulary is misunderstand teachers will have difficulties in completing their lessons ,also , students will understand better and ,thus, get more interested.

2-6-2 Classroom Observation Analysis

Classroom observation is used in this research work , in order to be in direct contact with the situation.Furthermore, through this instrument , the researcher observed the teacher-learner interaction in class,focusing on vocabulary instruction.

Classroom observation is carried out in this study, in order, to examine how 3rd year secondary school students learn vocabulary, and how EFL teachers deals with them ,to teach vocabulary.It takes place at Hamdan Khoudja Secondary School ,Mecheria .The researcher decided to attend ten classroom sessions, with just one class to carry the study.

The observer discussed with the teacher some important points about the lesson before tackling into the observation act.These point are : the lesson major topic, classroom management , the observer focused on some elements ;which are :

Chapter two : Research Methodology and Data Analysis

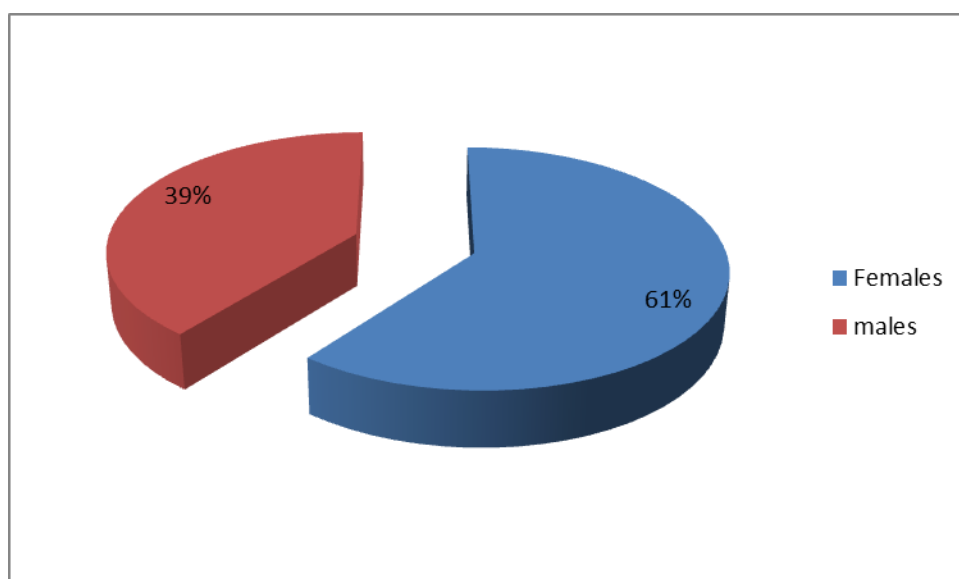
the methods that used by the teacher to teach vocabulary , and the ways that students' receive a new vocabulary items.

The teacher always start the lesson ,with general revision about the previous lesson, after that, she writes at the first board the date , units, rebric and the activity done, ask them to read the text , they start reading , after that , the teacher gives them chance, to practise what they understand from this text, the researcher also observed, that there is an interaction between student and teacher, then, the teacher read for them ,and while reading ,she used strategies and ways to present, and introduce new items for them, the researcher observed that, the teacher used synonymes, and gives examples, to some strange and difficult words.In addition to that, she used words definitions as a strategy in order to present some words.

During the observation,the researcher has noticed , that teaching vocabulary is also based on reading process, and grammar.

2-6-3 Students' Questionnaire Analysis

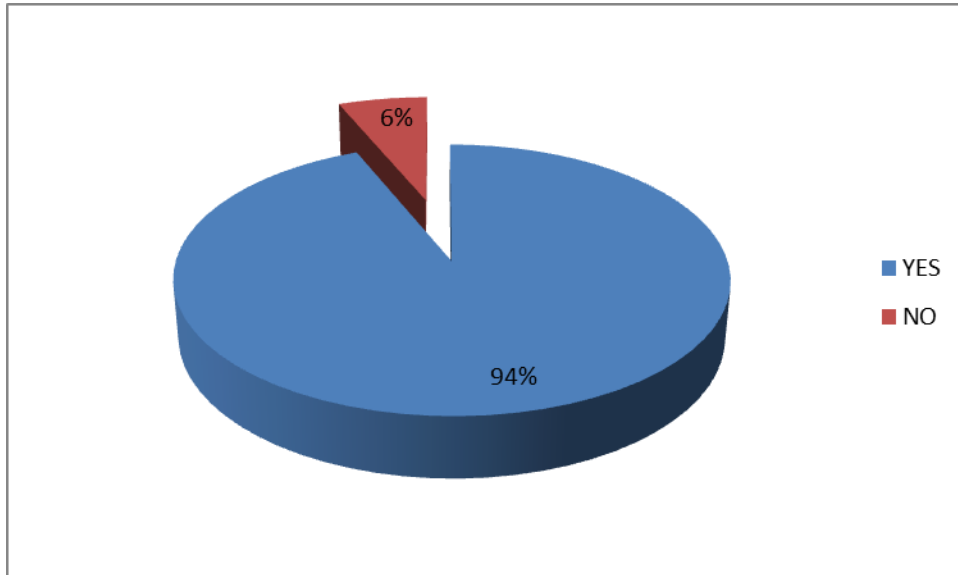
As it was mentioned before ,the results will be presented in form of charts and graphs using numbers and percentages to indicate the analytical side of the research study.



Pie-Chart 2.1. Students Gender

Out of 32 participants 20 (61%) are females and 12 (39%) are males.

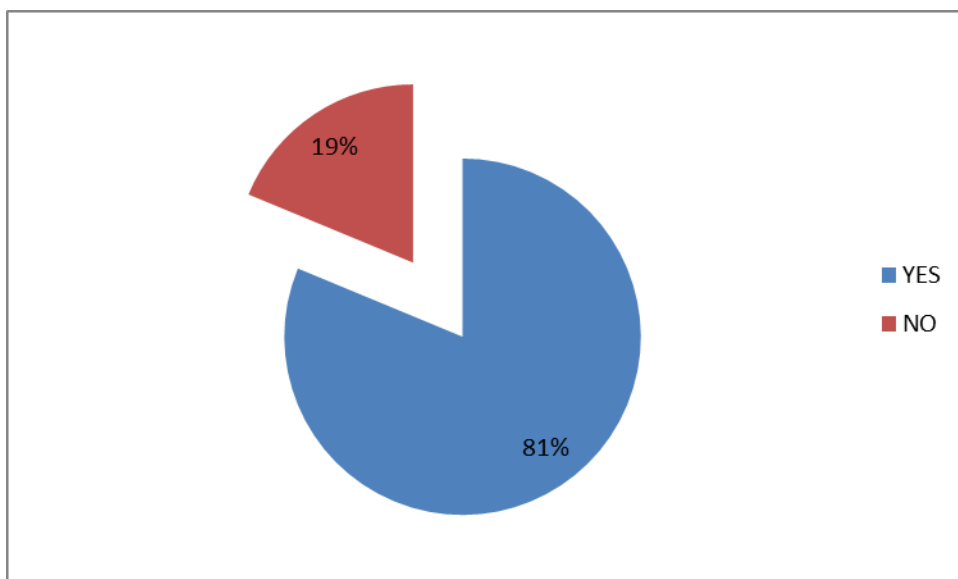
Question 1 : Are you interested in learning English language ?



Pie-Chart 2.2. Students Interest in Learning English Language

The majority of the students 30 (94%) declares that they are interested to learn english, whereas 2 students (6 %) say no .

Question 2 : Do you think that learning vocabulary is important to master English ?

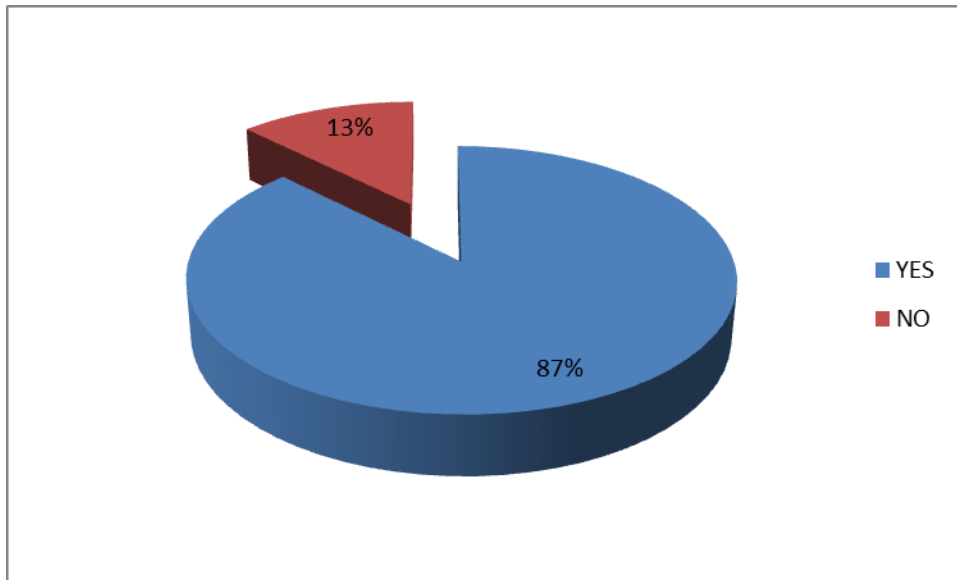


Pie-Chart 2 .3. Students Views about Learning Vocabulary

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The pie-chart shows that the majority of population 26 (81%) say that learning vocabulary is important to master English and only 6 (19%) from the population say no , they don't considered that vocabulary is important to learn any language.

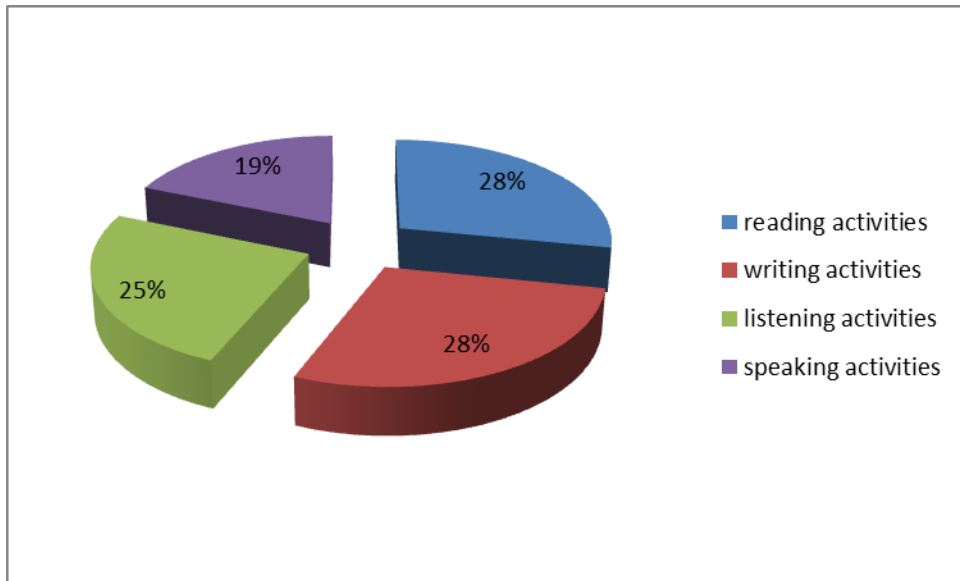
Question 3 : Does the teacher use special strategies to transmit words ?



Pie-Chart 2.4. Teachers use of Strategies in their vocabulary instruction.

According to the pie-chart above , 28 (87%) say yes, the teacher use special strategies to transmit words such as : using gestures,giving examples,translate words, giving definition,synonymes and using dictionaries, explain in arabic, some of them they don't even know what the teacher used to transmit words , moreover, 4 (13%) from the students say no , the teacher doesn'T use any special strategies to transmit words.

Question 4 : In which activities do you learn more vocabulary in class ?

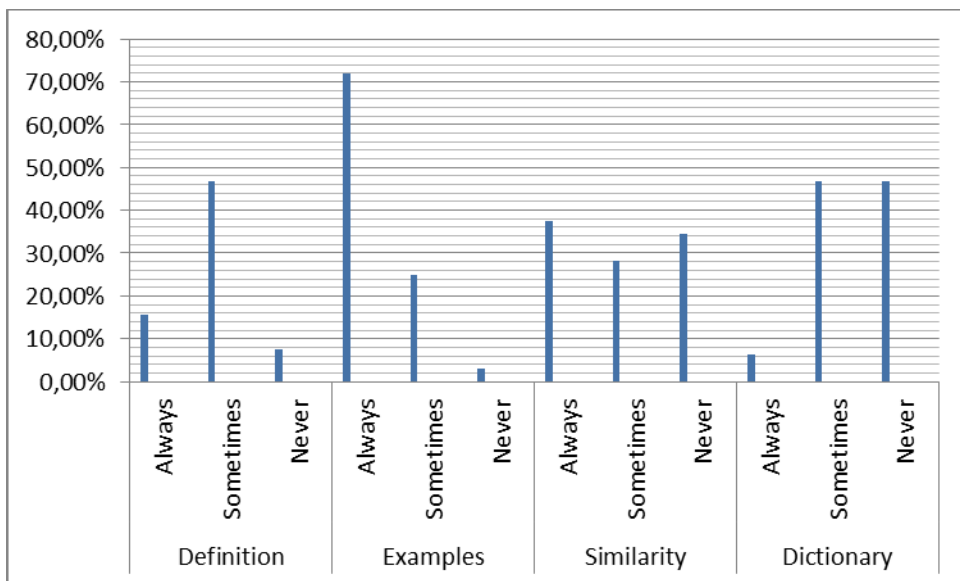


Pie-Chart 2 .5. kinds of Activities through which student learn more Vocabulary

The previous pie-chart shows that the majority of learners 18(56%) say that they acquire vocabulary through reading and writing,while 8 (25%) acquire vocabulary through listening ,and only 6 (19%) acquire it through speaking .

Question 5 : When you encounter a new vocabulary do you use strategies as :

Definition- Examples- Similarity-Dictionary

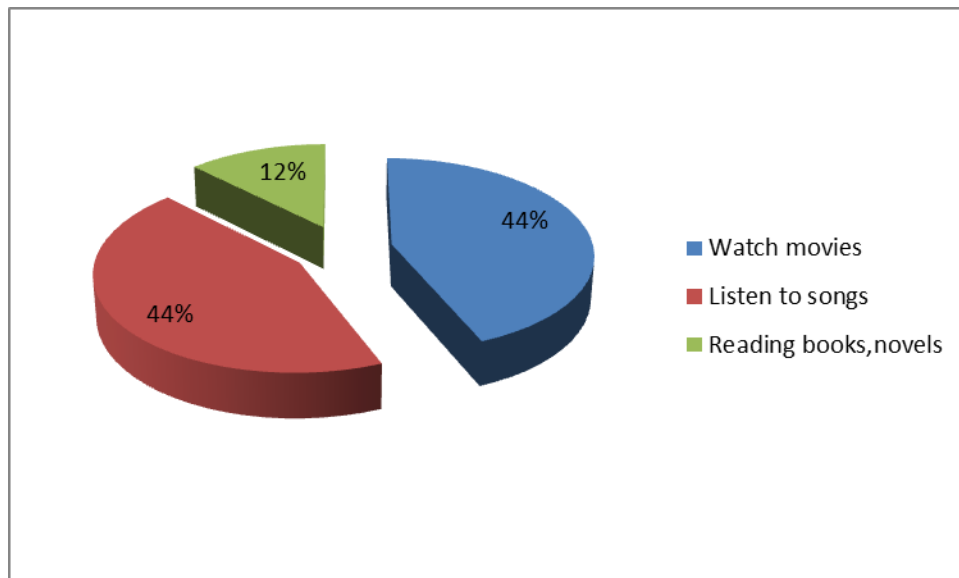


Bar-Graph 2.1. Students' Strategies in Learning Vocabulary

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Figure is concerned with students' strategies in learning vocabulary , (15,62%) of the students declare that they always use definition whereas, (46,87%) of student say that they sometimes use definition, and (37,5%) they never use definition.(71,87%) of them always use examples,and (25%) they sometimes use examples whereas ,just(3,12%) never use examples, also, (37,5%) always use similarity , and (28 ,12%) sometimes use examples,(34,37%) they never use similarity, (6,25%) they always use dictionary, then, (46,87%) sometimes use dictionary , also the same persentage they never use dictionary.

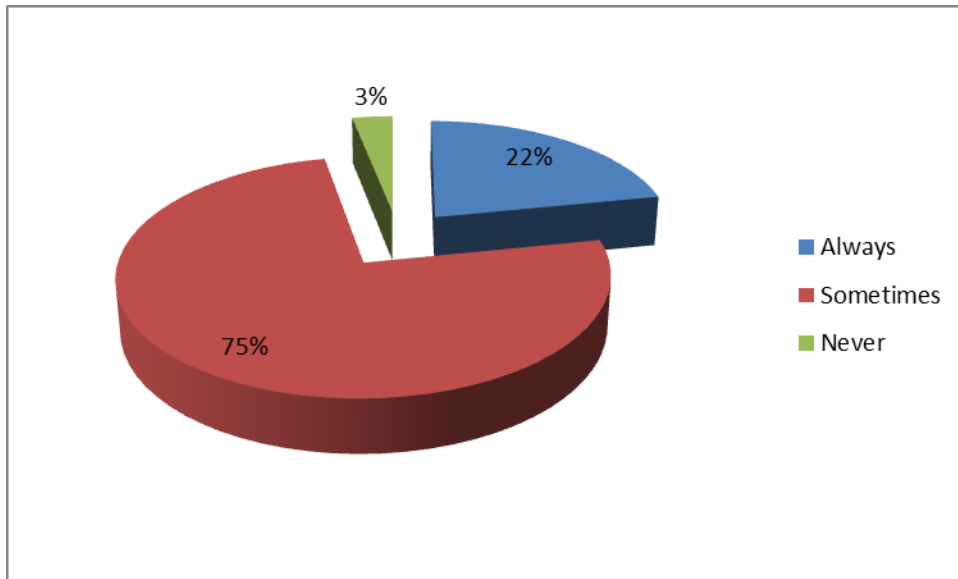
Question 6 : To improve your english vocabulary do you usually : watch movies,listen to songs, reading books , novels



Pie-Chart 2 .6 .Students Way to improve their English

Concerning the students ways to improve their vocabulay ,(44%) of students have answered that they improve their English by watching movies,also,(44%) say that listen to songs,while(12%) prefer to read books and novels to improve their levels .

Question 7 : Does your teacher give you the apportonity to practise vocabulary in class ?

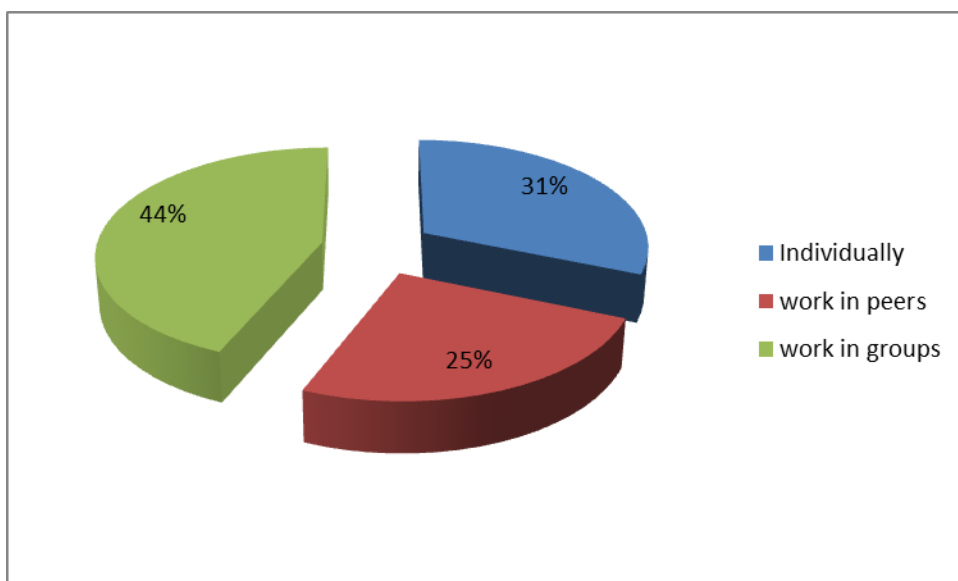


Pie-Chart 2.7. Activities for Practicing Vocabulary in class

The pie-Chart above shows that 7 (22%) of students say that their teachers always gives them activities in order ,to practise what they have learned, 24 (75%) say sometimes, and only (3%) of students say that the teacher does not give them activities for practise .

Question 8 :Do you think that you improve your vocabulary by working :

Individually-Work in pair-Work in group

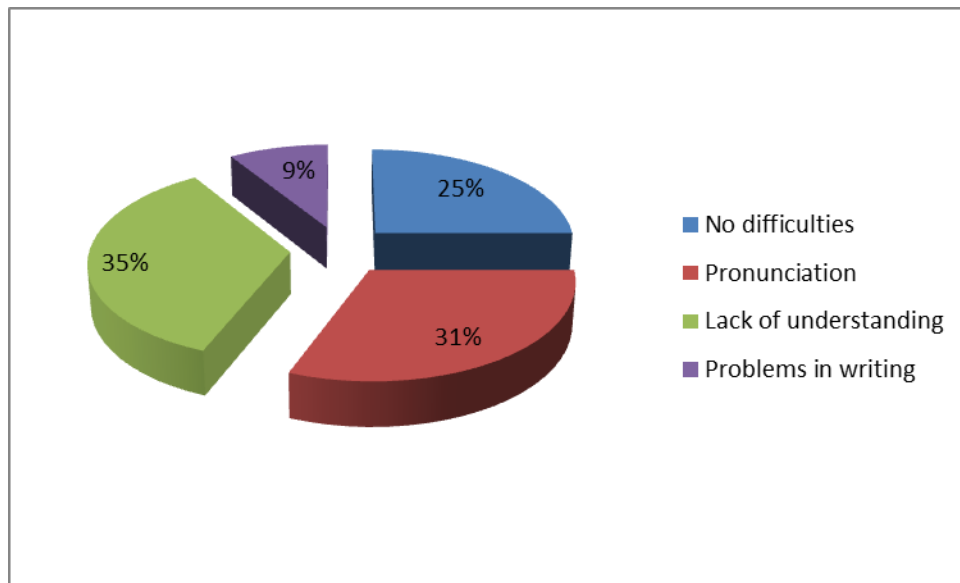


Pie-Chart 2 .8 Students' Working in class

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Concerning when the teacher gives their students activities, pie-chart shows that 10 (31%) of students prefer to work individually, and 8 (25%) prefer to work in peers while, (44%) declare that they prefer to work in groups.

Question 9 : what are the difficulties that you face when learning new vocabulary ?



Pie-Chart 2.9. Students' Difficulties in Learning new Vocabulary

The pie-chart indicate that the majority of students' (35%) faced problems and obstacles, in learning English vocabulary ,at level of understanding, (31%) at level of pronunciation,while,(9%) faced problem on how to write these words, the rest of population (25%) they don't have any problems.

Question 10 : Which techniques would you suggest for your teacher to enhance your vocabulary ?

According to students answers, it can be said that the majority want from the teacher to explain in Arabic,also giving examples, some of them suggest, to use Audiovisual method, and more listening activities ,also using dictionaries,and as an effective technique they suggest, is to give them new words at the end of sessions to memorize them .

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Question 11 : Does the use of computer and technological tools make you understand new vocabulary ?

The majority of students (79%) say that, the use of computer and technological tools, make them understand new vocabulary, because there are a lot of applications which enable them to learn English and practise it more, whereas,(21%) saw that computer and technology are not useful.

2-7 Interpretation of Results

The questionnaire is concerned with students' learning/teaching vocabulary. The results obtained show that the majority of students are interested to learn English language vocabulary . From this, students declared that they improve their level in English by watching movies, listening to songs .The findings indicate that 3rd year secondary school pupils prefer to work in groups, and in pairs, to enhance their language and they prefer to use also translation to understand the meaning of some difficult words, and they suggest to their teacher to use some strategies like explain some words in Arabic, use examples and gestures, also repetition of words, and use Audio visual tools.

Concerning the difficulties that they faced ,while receiving new vocabulary, are pronunciation lack of understanding spelling, problems in writing. Furthermore, the analysis and interpretation of classroom observation ,and students' questionnaire and teachers' interview, show that vocabulary is important and has a role in teaching English at Hamdan Khoudja Secondary School.

In addition to this, the obtained results affirm that teachers do not only explain words, but also they check if their students take it well or not, the most useful strategy teachers built on when presenting new words is used it in context or in sentence to make it clear.

2-8 Recommendations and Suggestions

In this research, suggestions and recommendations concern teachers and learners about the importance of integrating strategies in teaching vocabulary

Chapter two : Research Methodology and Data Analysis

.Audio Visual Aids and pictures and songs and semantic mapping which is used to motivate and involve learner in thinking ,reading ,then, movies are all invited to be the best ways for teaching vocabulary. Teacher should include various useful aids related to vocabulary that may help them to acquire it, also, using teaching materials about how learners can express their ideas and share their opinions freely, Thus, teaching strategies can be considered among the effective ways ,which provide and support ,clear and strong ,explanation of new vocabulary.

2-9 Conclusion

This chapter , dealt with the practical phase of this research work .It aimed at gathering data ,and analyzing them ,to answer the research question ,using different research tools. Accordingly, this research ends with a general conclusion that will summarize the study main findings.

**GENERAL
CONCLUSION**

General Conclusion

EFL teaching is a wide process ,where teachers and educators have the choice to use many different strategies ,and techniques to facilitate this process , and to teach vocabulary effectively needs a specific ways and methods.

The main purpose of this research work, is to investigate why student have a lack of vocabulary ,and how can teachers solve this problem at Hamdan Khoudja Secondary School , the remaining question is « Why do EFL students face difficulties and obstacles while receiving a new vocabulary ? »

The present dissertation is built on hypothesis that EFL teachers at Hamdan Khoudja Secondary School do apply the strategies to teach vocabulary effectively in their classes .

The teachers' perceptions towards these strategies had a part of interest in this research .ThereFore, one questionnaire for students' and interview for teachers', and also classroom observation are designed to be research instrument .

The findings of these instruments were gathered in second chapter where everything about the practical side was present from the sample of population to data interpretation .Whereas,in the first chapter, everything that was theoretical or had relation with previous research was introduced.

The result of the statistical analysis showed that all teachers use differents strategies and techniques to teach vocabulary effectively . It also showed that the students them selves use strategies to acquire vocabulary.

Generally speaking, the findings gathered show that the hypothesis has proved successful because the lack of vocabulary may stand for learners poor Eenglish .Then when teachers use special and effective strategies may enhance learners' language acquisition.The more teachers use many different strategies and techniques the better learners will be perform well. on the basic of that , third year level at Hamdan Khoudja Secondary School also use different ways and method to acquire and receive vocabulary.

General Conclusion

In addition, some recommendations and suggestions are provided at this level for giving more importance to how to teach vocabulary effectively.

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APPENDICES

APPENDIX 'A'

TEACHERS' INTERVIEW

Teachers' Interview

Part one :General information

Gender

- 1) How long have you been teaching english ?
- 2) What levels have you been teaching ?

Part two : The Effective Strategies in teaching Vocabulary

- 3) Have you ever faced problems while teaching vocabulary ?

If yes :which types of problems

- 4) How do you solve these problems ?

by using dictionairies or explain in arabic or others solusions

- 5) Do you think that the use of effective strategies will improve pupils vocabulary knowledge ?

- 6) If yes,how ?

- 7) Than, If no,why ?

- 8) Do you integrate more than one strategy in the same lesson ?

- 9) What are the effective strategies that you focus on when teaching vocabulary ?

- 10) would you please add any other comments you consider important for teaching vocabulary effectively ?

- 11) according to you , will teaching vocabulary effektivly influence the process of learning ?

If yes, how ?

APPENDIX 'B'

CLASSROOM OBSERVATION

Classroom Observation

School:.....

Level :.....

Subject :.....

Time :.....

Teacher :.....

Date :...../ /

Observer :.....

Text book :.....

Lesson major topic	
Text to be used during lesson	
Classroom management	
Use of board	

Classroom interaction	
Strategies and methods used by the teacher to present strange words for students	
Students ways to receive new vocabulary	

APPENDIX 'C'

STUDENTS' QUESTIONNAIRE

Students Questionnaire

Dear informant

For the goal of assessing the Effective Strategies to Teach Vocabulary to EFL classroom ,this questionnaire is designed .Therefore you are kindly invited to answer the following questions by ticking your choices in the corresponding boxes , or completing your own information whenever necessary .

Thanks for your collaboration

Part one : General Information

Age :

Gender :

Male

Female

Part two : The Effective Strategies to Teach Vocabulary

1) Are you interested in learning english language ?

• Yes

• No

2) Do you think that learning vocabulary is important to master english ?

• Yes

• No

3) Has the teacher use special strategies to transmit words ?

• Yes

• No

If yes how

4) In which activities do you learn more vocabulary in class ?

- Through reading activity
- Through writing activity
- Through listening activity
- Through speaking activity

5) when you encounter a new vocabulary do you use strategies as :

Strategies	Always	Sometimes	Never
Definition			
Examples			
Similarity			
Dictionary			

6)To improve your english vocabulary do you usually :

- Watch movies
- Listen to songs
- Reading books,novels

7) Does your teacher give you the apporntonity to practise vocabulary in class ?

- Always
- Sometimes
- Never

8) Do you think that you improve your vocabulary by working :

- Individually
- Work in peers
- Work in group

9) What are the difficulties that you face when learning new vocabulary ?

.....
.....
.....

10) Which techniques would you suggest for your teacher to enhance your vocabulary ?

.....
.....
.....

11) Do The use of computer and technological tools make you understand new vocabulary ?

.....
.....
.....