

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia



Faculty of Letters and Languages
Department of English Language

**Investigating the Effectiveness of Vocabulary
Teaching Strategies in Developing Learners' Reading
and Writing skills in EFL Classes**

Case Study: Secondary Schools at Ghardaia Province

*Dissertation submitted to University of Ghardaia for obtaining
Master's degree in Didactics of Foreign Languages*

Submitted by : Supervision by

- YAMINA BEN GHOCHI
- NABILA REZZAG

- Dr MALIKA KOUTI

Board of Examiners

President :Dr ISMAIL HADJ MHAMMED	- University of Ghardaia
Supervisor : Dr MALIKA KOUTI	-University of Ghardaia
Examiner: Dr MOHAMMED BENGHEZALA	-University of Ghardaia

Academic year: 2023 – 2024

Dedication

To the soul of my dear brother '*Yacine*', may Allah have mercy on him

To my dear *mother*, may Allah extend her life

To my dear *father*, who has always been proud of my success

To my supporters in times of hardship and prosperity

My brothers *Aissa, Nabil* and *Imad El Eddin*

And my sisters, *Messaouda and Ismahan*

And to my friends *Aisha* and *Zahira* who encouraged me,

To *Nabila* who was once my student, then became my work mate, and now my partner on this dissertation.

Yamina Ben Ghochi

Dedication

This study is wholeheartedly dedicated to my beloved **parents** who have been my source of inspiration and who continually provide me moral, spiritual, emotional and financial support.

To my beloved **sisters and brother: Naima, Rachida, Hanane, Djihad, Hadjer, Alaa** and **Mohammed Amin** who shared their words of advice and encouragement to finish this study.

To my dearest and best friend **Fella** for her endless support, encouragement and help.

To my dearest colleague, friend and research partner **Amina** with whom I shared my study and work

My deepest gratitude for their support and encouragements.

Nabila Rezzag

Acknowledgments

First of all, we would like to thank ALLAH, the Almighty who strengthened us to accomplish this work.

Our utter most expressions of thank go to our supervisor, *Dr Malika Kouti* who provided us with what we needed of books, inquiries, guidance and encouragement that had the greatest impact on the completion of this dissertation.

Thanks and appreciation to all teachers of Master 2 of the English Language Department at the University of Ghardaia.

We would like, also, to extend many thanks to all secondary school teachers and students in Ghardaia who have been cooperating in the questionnaires.

Abstract

The aim of this study is to investigate the effectiveness of the vocabulary teaching strategies used by secondary school English language teachers in improving and developing the reading and writing skills of EFL learners. This research has been conducted under a mixed method that combines quantitative and qualitative methods. The sample of this research was seventy students chosen randomly from different levels in Secondary Schools in Province of Ghardaia as well as twenty-six teachers from public secondary schools in Ghardaia, Algeria at the academic year 2023/2024. The data was collected through two questionnaires that were administered to both students and teachers. The Findings revealed that both teachers and students consider vocabulary as an important factor in enhancing the reading and the writing skills. Furthermore, teachers showed their awareness of their learners' difficulties to comprehend a written text and express themselves clearly in writing, so, they suggested several strategies to teach vocabulary.

Keywords: *Effectiveness, Vocabulary, EFL, Teaching, Strategies, Reading skill, Writing skill*

List of abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

TEFL: Teaching English as a Foreign Language

TL: Target language

List of Figures

Number	Title	Page
Figure 1.1.	List of most frequent words in EFL	11
Figure 1.2.	Example about the strategy of words definitions.	11
Figure 1.3.	List of common prefixes and suffixes must be taught to EFL learners	13
Figure 1.4.	Example about using ‘Guessing from context ‘ strategy in teaching vocabulary	15
Figure 1.5.	Drawing as teaching strategy	16
Figure 1.6.	Example of using picture to teach new vocabularies	17
Figure 1.7.	Example about ‘enumeration’ strategy	17
Figure 1.8.	Using games ‘ words puzzle’ to teach vocabulary	18
Figure 1.9.	Example of using dictionary to have meaning of new vocabulary	20
Figure1.10.	Order of Vocabulary Teaching strategies according to helpfulness from a Survey done on Japanese learners for EFL	20
Figure1.11.	A diagram about the effectiveness of Teaching Vocabulary Strategies	25

List of Tables

Number	Title	Page
Table 2.1.	Teachers' experience in teaching English	29
Table 2.2.	Teachers' academic degree.	29
Table 2.3.	Where presenting new vocabularies to learners	30
Table 2.4.	The strategies teachers use when teaching new vocabulary	30
Table 2.5.	Learners' difficulties with vocabulary mastery	31
Table 2.6.	Teachers' emphasis on teaching common prefixes and derivational suffixes.	31
Table 2.6.1.	The teachers' frequency of teaching common prefixes and derivational suffixes	32
Table 2.7.	The way teachers make their learners distinguish between words' nature	32
Table 2.8.	Teachers' methods to check the learners' mastery of new vocabulary	33
Table 2.9.	The teachers' view about the learners' difficulty to understand vocabulary and its effect on their reading comprehension	33
Table 2.10.	The teachers' view about the learners' difficulty to understand vocabulary and its effect on their writing.	34
Table 2.11.	The teachers' opinion about the use of dictionary as an effective strategy for presenting the meaning of new vocabulary	34
Table 2.12.	The teachers' opinion about the use of the words glossary	35
Table 2.13.	The teachers' view about the use of pictures and real objects	35
Table 2.14.	The teachers' view about the use of games in EFL classes	36
Table 2.15.	Teachers' encouragement for learners' reading	36
Table 2.15.1.	Teachers' strategies of encouraging students to read in the class	37
Table 2.16.	The teachers' purpose (s) behind teaching reading	38
Table 2.17.	Teachers' evaluation of their learners' reading level	38
Table 2.18.	The basis on which teachers identify their learners' reading comprehension	39
Table 2.19.	The teachers' opinion about the reasons behind the learners' failure in reading comprehension	39
Table 2.20.	The teachers' view about using translation to Arabic language as a solution in case learners fail to reach the meaning of a new vocabulary	40
Table 2.21.	Teachers' preference to translate either to mother tongue or to another foreign language	40
Table 2.22.	Teachers' encouragement for learners' writing	41
Table 2.23.	Teachers' view about learners' failure to write	41
Table 2.24.	The mistakes that teachers find when correcting their learners' piece of writing.	42
Table 2.25.	Whether or not teaching vocabulary strategies contribute to the improvement of the learners' writing skill	43
Table 2.26.	Students' gender	43
Table 2.27.	Students' school level	44
Table 2.28.	Students' Years of Studying English	44

Table 2.29.	Students' Years of Studying English according to school level	45
Table 2.30.	Students' Description of their Level in English	45
Table 2.31.	Aspect of language where students are good at	46
Table 2.32.	The emphasis of teachers on vocabulary according to students	46
Table 2.33.	students' ways of acquiring vocabulary	47
Table 2.34.	ways of acquiring new vocabulary during English language sessions	47
Table 2.35.	Students' knowledge of common prefixes and derivational suffixes	48
Table 2.36.	Student's identification of their teachers' ways of presenting new vocabulary	48
Table 2.37.	Games that help in understanding and keeping vocabulary according to students	49
Table 2.38.	Students' Opinions about the Most Difficult Skill	49
Table 2.39.	students 'justification about the cause of the chosen skill difficulties	50
Table 2.40.	Understanding the texts' words and sentences while reading	50
Table 2.41.	Students 'causes of not understanding the texts' words and sentences	51
Table 2.42.	Students' reasons for writing	51
Table 2.43.	Students' understanding of the given written expression topics	51
Table 2.44.	Students' ways of solving the problem of not understanding the topic in written expression	52
Table 2.45.	Students' thinking in Arabic or no when writing	52
Table 2.46.	Students' remembering the learned vocabulary	53
Table 2.47.	Most kept words in Students 'memory	53
Table 2.48.	strategies of knowing new words.	54
Table 2.49.	Learning synonyms and opposites by heart	54
Table 2.50.	Students 'use of Google translation and web applications in translation	55
Table 2.51.	Students' ways when translation using Google translation or Web applications	55
Table 2.52.	Students' opinion about ways of being in reading and writing	56

Table of Contents

Dedications

Acknowledgements

Abstract

List of Abbreviations

List of Figures

List of Tables

Table of Content

GENERAL INTRODUCTION.....2-5

Chapter One: Literature Review

INTRODUCTION.....7

1. Teaching Vocabulary in EFL.....7

1.1 Definition of vocabulary.....7

1.2 Importance of Vocabulary in TEFL.....7

1.3 Aspects of Knowing Vocabulary.....9

1.4 Strategies of Teaching Vocabulary.....9

1.4.1 Unplanned strategies.....10

1.4.1.1 Explanation, Definitions, Synonyms and Antonyms11

1.4.1.2 Mime, gestures and expression.....12

1.4.1.3 Through Word's Nature and Structure12

1.4.1.4 Translation.....13

1.4.2 Planned Strategies.....14

1.4.2.1 Extensive reading.....14

1.4.2.2 Guessing from Context14

1.4.2.3 Using Realia.....15

➤ Drawing.....16

➤ Pictures.....16

➤ Flash Cards.....17

➤ Enumeration.....17

1.4.2.4 Games.....18

1.4.2.5 Keeping Records.....19

1.4.2.6 Glossary.....19

1.4.2.7 Dictionary.....19

2. The Effectiveness of Vocabulary Teaching Strategies in Developing Reading and Writing Skills21

2.1. Definition of Reading21

2.2. Definition of Writing21

2.3. Reading and Writing Skills.....21

2.4. Aspects of the Effectiveness of Vocabulary Teaching Strategies.....22

2.4.1. Receptive and Productive Vocabulary Knowledge.....22

2.4.2. Elements of effective Vocabulary Learning for Effective Writing.....23

2.4.3. Memorization and Remembering	23
CONCLUSION	25

Chapter Two: Methodology and Date Analysis

INTRODUCTION	27
3.1 The Sample.....	27
3.2 Data Collection.....	27
3.2.1. Justification of Using Questionnaire.....	27
3.2.2 The Questionnaires Description.....	28
3.2.2.1. Description of Teachers Questionnaire.....	28
3.2.2.2. Description of Students Questionnaire.....	28
3.3 Research Method.....	29
3.4 Data Analysis.....	29
3.5 Discussion of the Findings.....	56
CONCLUSION	59
GENERAL CONCLUSION	61
REFERENCES	64
APPENDICES	67
الملخص	73

An orange scroll graphic with a dark orange border and rounded corners. The scroll is partially unrolled, with the top and bottom edges showing a darker orange shadow. The text "General Introduction" is centered on the scroll in a black, italicized serif font.

General Introduction

English language plays an essential role in today's global communication and the demand for English language instruction (EFL) has soared worldwide. As language learning involves the acquisition of thousands of words, vocabulary learning has become one of the greatest challenges that EFL learners encounter during their long journey in language learning. This is because EFL learners' lack of vocabulary impairs other language skills including reading and writing.

There is no doubt that reading and writing in English and the vocabulary knowledge of English as a foreign language are directly tied to each other. Since reading requires accurate and automatic word recognition skills, learners would need to be equipped with sufficient vocabulary knowledge to read fluently. In addition, writing in a foreign language seems to be the most difficult language skill for language learners to acquire in academic contexts. This limitation is due to several factors amongst them is vocabulary. Therefore, EFL teachers have been keen in searching for effective strategies to enhance vocabulary learning. Furthermore, vocabulary teaching strategy, as a part of language learning strategy, is one approach of facilitating vocabulary acquisition. This has attracted increasing attention because vocabulary is a vital element of any language. Many learners and researchers have well acknowledged the importance of vocabulary mastery in a language learning process.

1. Statement of Purpose

The main aim of this research is to investigate the effectiveness of the vocabulary teaching strategies used by secondary school English language teachers in improving and developing the reading and writing skills of EFL learners. It aims, in the main, to investigate the relationship between the vocabulary strategies used by EFL teachers and the level of vocabulary knowledge of learners. Moreover, it attempt to shed the light on the important role of vocabulary in reading and writing skills and clarify how the low/bad level of reading and writing of EFL learners is because of the bad /low acquisition of vocabulary.

2. Statement of Problem

Foreign language acquisition requires developing the four key skills (listening, speaking, reading and writing). Focusing on reading and writing can be a great way to build a strong foundation in language learning. However, vocabulary has always been one language area about which learners usually complain and claim that it impedes language learning. This issue has widely been observed with EFL learners in Algeria in general and in Secondary

Schools in particular who encountered problems to understand vocabularies used in written texts for reading or to communicate in writing.

Thus, this study attempts to investigate the effectiveness of the vocabulary teaching strategies used by EFL teachers in developing and improving the learners' reading and writing skills. Hence, it is necessary to enhance reading comprehension writing, more particularly through adopting a number of strategies in teaching vocabulary in class.

3. Research Question

This dissertation raises the following main question:

To what extent are the strategies used in teaching vocabulary in EFL classes effective?

It attempts to answer the following sub questions:

- How do strategies of teaching vocabulary affect EFL learners' reading skill?
- How do strategies of teaching vocabulary affect EFL learners' writing skill?

4. Research Hypothesis

For the main problem of the work, it is hypothesized that the vocabulary teaching strategies may positively affect reading and writing skills of EFL learners. In sub parts; the teaching vocabulary strategies may affect the learners' reading skills as well may do for their writing skills.

5. Rationale

The rationale behind choosing this study is the desire to find the effective strategies of teaching vocabulary in an EFL classroom, which can effectively contribute in developing learners' reading and writing skills. As EFL teachers, the awareness that vocabulary is a very important aspect in EFL classes leads to look for teaching strategies that are helpful and fruitful because learner with the necessary knowledge of vocabulary is a good reader then a good writer.

6. Research Methodology and Data Collection Tool

This study was carried out at public secondary schools in Ghardaia. The data was collected using two questionnaires; the first one was delivered to 26 secondary school teachers of English language in Ghardaia whereas the second one administered to 70

students from different levels in Secondary Schools in Ghardaia. These two questionnaires served to investigate the effectiveness of teaching vocabulary strategies in developing and improving learners' reading and writing skills. Using mixed method approach, the data was collected through both quantitative and qualitative methods.

7. Limitation of the Study

Some challenges faced the researcher throughout the period of conducting this research. Firstly, concerning the vocabulary teaching strategies, they were in front of a wide range of strategies, difference classifications according to scholars and researchers, time and required pages for theoretical part of the dissertation. All these limited counting all teaching strategies. Secondly, involving teachers from different secondary schools from Ghardaia province was a bit difficult because of distance besides the negative reaction of the students and the nature of some questions when dealing with the questionnaire.

8. Structure of the Study

The present study is composed of two main chapters: One theoretical (Literature review) and the other one practical (Methodology and data analysis). In chapter one consists of the general introduction in addition to the overview of teaching strategies of vocabulary used in EFL classes and its effects on the students reading and writing skills. The Second chapter deals with the methodology with all of the components and procedures besides the data analyses and interpretation; it contains a detailed analysis of the two questionnaires as well as the discussion of the results

9. Definition of Terms

Teaching: Amidon (1967) defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities” (Rajagopalan, 2019, p.6-7). It is intended to result in personal learning for students, and is worthless if it does not do so (Ur, 1991, p. 4)

Strategy: It is a plan that is intended to achieve a particular purpose (Oxford dictionary, 2018). Moreover, the concept of ‘strategy’, as Nation (2001)

admitted, is somewhat a fuzzy one. It is not easy to have a complete overlooking definition of what a strategy.

Vocabulary: In a Longman dictionary of contemporary English vocabulary is defined as "all the words that someone knows or uses" in a target language (2003, p.1843). Regarding Schmitt, Hedge and Nation vocabulary is the meaning- carrier of a language that the learner and the speaker of the language need to comprehend and deploy in the four skills of the language (listening, speaking, writing and reading) (Schmitt, 2004; Hedge, 2000; Nation, 2001).

Reading:Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading (Nunan, p. 68).

Writing:According to Byrne (1988, p. 2) writing is organizing the sentences into a text, into a coherent whole which is as explicit as possible and complete in itself that are able to communicate successfully with the readers through the medium of writing.

Effectiveness: is defined in Oxford dictionary (2018) as the fact of producing the result that is wanted or intended, in other words, it is the fact of producing a successful result

An orange scroll graphic with a black outline, featuring a vertical strip on the left side and rounded corners. The text is centered on the scroll.

*Chapter one:
Literature Review*

Chapter 01: Literature Review

Introduction

This chapter is mainly devoted to vocabulary as one component of the language. Initially, it presents various definitions of vocabulary, its importance in communication besides the aspects of vocabulary taught in EFL classes. Moreover, it provides different strategies of teaching vocabulary in EFL classroom and the effectiveness of these strategies on developing reading and writing skills is studied.

1.1. Definitions of vocabulary

Vocabulary is considered to be the element to be acquired by a human being to speak and transmit thoughts and what goes on in his mind; in other words, to form their language. Tankersley (2003) stated, «Vocabulary is the meaning and pronunciation of words that we use in communication. It is simply the number of words that we understand or can actively use to listen, speak, read and write"(p.17). It is to say that vocabulary is the meaning and understanding of that piece of well-produced sounds a person learn to communicate. Utami (2015) stated, "Vocabulary is the basic element of language which someone needs in learning a language specially to communicate effectively with others" (p.7). Zimmerman (1997) considered vocabulary as central to language and of critical importance to the typical language learner (Eyraud, Giles, Koenig, & Stoller, 2000, p.2)

It is natural when looking to vocabulary, to focus on words as first unit for listening, speaking, reading and writing:" Words are the basic unit of language form"(ibid, p.18). Ur (1991) added that vocabulary can be defined, roughly, as the words we than a single teach in the foreign Language. However, a new item of vocabulary may be more word and that there are also multi-word idioms where the meaning of the phrase cannot be deduced from an analysis of the component words.

That is why dictionaries help to reinforce this by representing the lexicon as a series of headwords or individual lexical items. (Schmitt and McCarthy, 1997, p. 297)

Tankersley (2003) wrote:

An individual's listening Vocabulary is the largest and first to develop, followed by the speaking or oral vocabulary (Snow, Burns & Griffins, 1958). The reading Vocabulary is third to develop followed by our writing Vocabulary- for high – volume readers, the reading Vocabulary may even become the largest storehouse of word recognition. Each vocabulary set continuous to grow and develop with time (p.24).

All in all, Vocabulary is an integrated composition of sounds denoting letters presented in a format that provides the word with a specific meaning and linguistic connotation in order to serve communication and expression of human ideas and thoughts.

1.2. The Importance of Vocabulary in EFL Teaching

Based on the previous presented definitions of Vocabulary, it is clear that the knowledge of words is of great importance in communicating and performing the four language skills. In other words, as language is a medium to translate what passes in minds, vocabulary is a tool to carry its thoughts, emotions and ideas. Without a sufficient amount of vocabulary, one

Chapter 01: Literature Review

cannot communicate effectively or express ideas (Eyraud et al., July 2000, p.18). Our second language (L2\FL) students would be the first ones to tell us that a curriculum-wide commitment to vocabulary enrichment assists them in developing their language (ibid, p.2).

Eyraud et al. (2000) added that having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning (ibid, p.18).

When facing a communicating situation FL students need to have the suitable and sufficient amount of vocabulary that can help them reacting and being active participants orally or written, Ghalebi, Sadighi and Bagheri (2020) stated :

Second/foreign language learners are the most to acknowledge the importance of vocabulary. Vocabulary problem applies well to non-native language users who often find themselves looking for words to express themselves in speaking and writing. They also report demotivation while reading and listening because of a limited load of vocabulary (p.12).

The more vocabulary FL learners have, the more they develop their four skills and their communicative competencies. Also, knowing vocabulary paves the way to more language development, Nation (1993) said, «Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on " (p.145).

McGinnis and Smith (1982) also pointed out that without words a student can seldom understand what is being said to him nor can express his thoughts to others.

Vocabulary has an important role in comprehending texts as Pittelman and Heimlich (1991) stated :

Vocabulary knowledge is important for understanding spoken and written language. It's no surprise that vocabulary knowledge, or knowing the meanings of words, is essential to reading comprehension. For children to understand what they read, they need to know the meaning of the words they encounter. Children with limited knowledge of vocabulary... will have difficulty understanding oral and written texts (p.37).

Some researchers focused on vocabulary and understanding the meaning of the words, to be the only way to make students comprehend the text. Howell and Morehead (1987) went so far as to say that word meanings may account for up to 70% of the variability between students who do and students who do not score well on comprehension tests. (ibid)

In one word, the importance of vocabulary is so clear when writing, Personke and Yee (1971) highlighted the role that vocabulary plays in writing saying, "Fluency in writing is almost dependent upon a large store of words which can be written without thinking" The role that vocabulary plays in writing saying, "Fluency in writing is almost dependent upon a large store of words which can be written without thinking (p.22).

Chapter 01: Literature Review

1.3. Aspects of Knowing a Word

When learning a new vocabulary, it is essential to look to its aspects, Chomsky states that a word is linguistically described as a set of properties or Features. To know a word it is to consider the following:

1.3.1. Word Form

The form as Schmitt and McCarthy (1997) say is important for all foreign language learners. It can be one of the greatest stumbling blocks to successful language acquisition. Word form is its pronunciation and spelling, Ur (1991) pointed out that the learner has to know what a word sounds like (its pronunciation) it looks like (its spelling).

Schmitt and McCarthy added, "The eye samples almost every word when reading....to recognize the orthographical forms of words "(ibid).Ur continued to say that in teaching, we need to make sure that both these aspects actually presented and learned (ibid).

1.3.2. Word Structure

Word structure can be identified by the basic free morpheme (or bound root morpheme) and the common derivations of the word and its inflections, how the word is structure.....

1.3.3. Semantic and Syntactic Patterns

Schmitt and McCarthy (1997) considered syntactic of the word in a phrase and sentence and semantic as lexical relations of the word with other words, such as synonymy, antonym, hyponymy.

1.3.4. Meaning

Meaning can be referential (including multiplicity of meaning and meta-phonically extensions of meaning), effective (the connotation of the word), and pragmatic (the suitability of the word in a particular situation) (ibid).

The aspects of knowing new words cannot be separated or dealt with each aside. Moreover, teachers should focus on the vocabulary in the most appropriate way. They should give attention to high frequency words and should focus on the strategies for dealing with low frequency words.

1.4. Strategies of Teaching Vocabulary

It may be seen that teaching vocabulary is easy; in fact, it has always been a challenging for both teacher and learner. The teacher should be able to have the appropriate ways for presenting vocabulary so that learner acquires vocabulary and uses them effectively. The purpose of using teaching recovery strategies is to clarify and usually enable learner to understand and use the newly learned items practically without forgetting them in future situation.

Teaching vocabulary is really essential in language learning. The teacher should be able to use appropriate way for teaching vocabulary so that the students can learn vocabulary

Chapter 01: Literature Review

effectively. According to Webb and Chang (2012): learners should be trained on methods of dealing with unknown vocabulary items (p. 123).

Tankersley (2003) stated, "Teaching vocabulary is a complex process that demands multiple strategies and many opportunities to interact with new vocabulary terms (p.72).

There is a variety of strategies and methods teachers have to go through in order to enrich their students' vocabulary. Seal (1991) suggests two main strategies teachers are supposed to use, this includes: unplanned and planned vocabulary teaching.

1.4.1. Unplanned Vocabulary Teaching Strategy

It refers to knowing words' meaning implicitly and without a clear explanation or special lesson, Seal (1991) referred to unplanned vocabulary teaching as: "the teaching of problem vocabulary that comes up without warning in the course of a lesson"(p. 298). In this case, FL learners are supposed to encounter new words incidentally which they don't know their meaning and then look up for their appropriate meanings. Unplanned vocabulary instruction strategies are the occasions when learners learn meanings incidentally and accidentally. Seal (1991) suggested three steps of unplanned vocabulary teaching which he called the three Cs. The first step is *Conveying meanings* in which the teacher gives synonyms, anecdotes or uses mime. Then the second step is *Checking meanings*, here the teacher confirms whether the students understand the conveyed meaning or not. And the last step is *Consolidation*, where the teacher practices the meaning in different contexts (ibid).

Zimmerman (1997) outlined that some word learning occurs incidentally as a result of context-rich activities such as reading (Courtright&Wesolk, January 2001, p.2).

So, unplanned vocabulary strategies vary from one teacher to another and from one lesson to another., They need less time than the planned ones since the lesson is not designed and prepared before to be presented as a vocabulary lesson .

Chapter 01: Literature Review

ILLUSTRATION 3
First 200 word forms in the Birmingham Corpus, ranked in order of frequency of occurrence:

1 the	41 what	81 because	121 come	161 last
2 of	42 their	82 two	122 work	162 great
3 and	43 if	83 over	123 made	163 always
4 to	44 would	84 don't	124 never	164 away
5 a	45 about	85 get	125 things	165 look
6 in	46 no	86 see	126 such	166 mean
7 that	47 said	87 any	127 make	167 men
8 I	48 up	88 much	128 still	168 each
9 it	49 when	89 these	129 something	169 three
10 was	50 been	90 way	130 being	170 why
11 is	51 out	91 how	131 also	171 didn't
12 he	52 them	92 down	132 that's	172 though
13 for	53 do	93 even	133 should	173 fact
14 you	54 my	94 first	134 really	174 Mr
15 on	55 more	95 did	135 here	175 once
16 with	56 who	96 back	136 long	176 find
17 as	57 me	97 got	137 I'm	177 house
18 be	58 like	98 our	138 old	178 rather
19 had	59 very	99 new	139 world	179 few
20 but	60 can	100 go	140 thing	180 both
21 they	61 has	101 most	141 must	181 kind
22 at	62 him	102 where	142 day	182 white
23 his	63 some	103 after	143 children	183 year
24 have	64 into	104 your	144 oh	184 every
25 not	65 then	105 say	145 off	185 under
26 this	66 now	106 man	146 quite	186 place
27 are	67 think	107 er	147 same	187 home
28 or	68 well	108 little	148 take	188 does
29 by	69 know	109 too	149 again	189 sort
30 we	70 time	110 many	150 life	190 perhaps
31 she	71 could	111 good	151 another	191 against
32 from	72 people	112 going	152 came	192 far
33 one	73 its	113 through	153 course	193 left
34 all	74 other	114 years	154 between	194 around
35 there	75 only	115 before	155 might	195 nothing
36 her	76 it's	116 own	156 thought	196 without
37 were	77 will	117 us	157 want	197 end
38 which	78 than	118 may	158 says	198 part
39 an	79 yes	119 those	159 went	199 looked
40 so	80 just	120 right	160 put	200 used

Source: J. McH. Sinclair and A. Renouf, 'A lexical syllabus for language learning', in R. Carter and M. McCarthy, *Vocabulary and Language Teaching* (London: Longman, 1988), p. 149. Reproduced by permission.

Figure 1.1 :List of most frequent words in EFL. from Nunan 's language Teaching Methodology

The 200 most frequent word forms in the Birmingham Corpus are reproduced in Illustration 3. According to the authors, the list generally reflects the intuitions of language teachers about which words should be in a language course.

1.4.1.1. Explanation

When the teacher wants to teach a new word to the students, the teacher can use this strategy by giving explanation about certain word. It can be through definitions, word's synonyms and opposites. Teacher can explain words through their synonyms, for example: the word "thought" you explain through the synonym that the student already knows, "idea." The same way is used with expressions and phrases, as when teacher gives learners instructions such as: "Repeat the sentence" or "Again." "Next page" or "Turn the page"... and so on.

Concept	'be' verb	A/an/the	Class/category	'wh-word' + defining information
A doctor	is	a	person	who is qualified to treat medical problems.
A hospital	is	a	place	where ill people go to receive medical treatment.
A disease	is	an	illness	that has a set of characteristic symptoms doctors can recognise.
AIDS	is	a	disease	that affects a very small number of people each year.
Patients	are	—	people	who are receiving medical treatment.

50 Unit 4 Definition, vocabulary and academic clarity

Figure 1.2 :An example about the strategy of words definitions.

from Lyons & Heasley's Study Writing.

The teacher used the word definition to present the meaning of the words

Vocabulary can also be explained through words opposites that the student knows, for example: the words "evening" and "morning." Teaching vocabulary through providing its

Chapter 01: Literature Review

contrast, opposites or antonyms is another effective way that makes the learners acquire more than a single word at same time. Alqahtani (2015) claimed that it is easy for some words to explain to learners by simply contrasting it with its opposite, such as the word ‘good’ is contrasted with the word ‘bad’, and so on. Furthermore, he (ibid) defined the verb ‘contrast as showing difference, such as contrasting the ‘before’ and ‘after’ shots in measuring the weight someone lost.

1.4.1.2. Mime, Actions, Expressions and Gestures

Mime, expressions and gestures are non-verbal ways to present vocabulary in EFL, where vocabulary is taught within context. Those techniques serve learners for better memorization of vocabulary. Klippel (1994) stated that:

Mime or gesture is useful if it emphasizes the importance of gestures and facial expressions on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication (p115).

The use of mime or gesture in teaching the meaning of words used in speaking is emphasized. Therefore, mime and gesture can be used in teaching many words. Alqahtani (2015) viewed that teaching by gestures is another effective way that helps the learner in memorizing vocabulary, and learners find it easy to retrieve the words that are presented by gestures during the lesson mostly. Moreover, some learners unconsciously tend to imitate their teachers in using gestures while producing words that they are taught (ibid).

1.4.1.3. Through Word’s Parts and Structure

The use of word parts is another strategy that helps students to figure out word meanings and remember them.

Zimmerman (2009) reminded teachers that grammar provides important information about meaning, and meaning determines how a word is used (p. 55). It is thus helpful to let students know if a word being taught is a noun, verb, adjective, or adverb, for example, and any special information about it, such as whether the noun is countable or if a verb always takes a complement and, if so, what type, such as verb plus infinitive, gerund, or either of these (L-Clouston,2013,p.5).

As majority of words are composed of affixes (prefixes and suffixes) and roots. Dividing the word into different parts and knowing the meaning of each part may facilitate the understanding of word’s meaning. For example, the prefix ‘bio’ means ‘life’ this can help understanding the words biology, biochemical and biosphere. Word roots or base words, like ‘dict’, ‘spect’ and ‘struct’ are also essential parts of the words that remain after removing the prefixes and suffixes of words but that usually do not stand by themselves as words: prediction, inspection and contract (Pikulski&Templeton, 2004,p.6).

In fact, the main role of the teacher is to teach students how to divide words into affixes and roots and how they can affect meaning and provide them with a list of affixes and their meanings.

Chapter 01: Literature Review

Most Common Prefixes		
Prefix	Meaning	Key Word
anti-	against	antifreeze
de-	opposite	defrost
dis-*	not, opposite of	disagree
en-, em-	cause to	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-*	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	prefix
re-*	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-*	not	unfriendly
under-	under	undersea

*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

Most Common Suffixes		
Suffix	Meaning	Key Word
-able, -ible	can be done	comfortable
-al, -ial	having characteristics of	personal
-ed*	past-tense verbs	hopped
-en	made of	wooden
-er	comparative	higher
-er,	one who	worker, actor
-est	comparative	biggest
-ful	full of	careful
-ic	having characteristics of	linguistic
-ing*	verb form/ present participle	running
-ion, -tion, -ation, -ition	act, process	occasion, attraction
-ity, -ty	state of	infinity
-ive, -ative, -itive	adjective form of a noun	plaintive
-less	without	fearless
-ly*	characteristic of	quickly
-ment	action or process	enjoyment
-ness	state of, condition of	kindness
-ous, -eous, -ious	possessing the qualities of	joyous
-s, -es*	more than one	books, boxes
-y	characterized by	happy

*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.

Figure 1.3: List of common prefixes and suffixes must be taught to EFL learners. From Teaching Reading Sourcebook (Honig, Diamond, and Gutlohn)

1.4.1.4. Translation

Translation can be the last solution and strategy that teachers refer to when a word is really difficult to be understood by the students, after using some strategies without reaching the needed meaning, the teacher can translate that word into another foreign language (known by students for example French language) or students' mother tongue (Utami, 2015, p.26) For example when coming to the meaning of 'Knowledge' the word المعرفة can help to get the word.

Moreover, Thornbury (2002) claimed that translation is sometimes an effective strategy for teachers to save time while presenting incidental vocabulary. However, Cameron (ibid) suggested that the more time learners devote to thinking about a certain word the more it will be engraved in their minds. Redman (2017) in his tips for learning new vocabulary wrote, "When you learn a word, e.g., dirty, think of synonyms [words with a similar meaning] or opposites in your language. Look them up in a bilingual dictionary to find the English words" (p.9).

1.4.2. Planned Vocabulary Teaching Strategy

It opposes the unplanned vocabulary teaching strategies. It is an explicit and direct way of teaching vocabulary that teachers plan intentionally. Seal (1991) defined planned vocabulary teaching as, "When the teacher goes into the classroom with an item or a set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson" (p. 298). There are many planned vocabulary teaching strategies :

Chapter 01: Literature Review

1.4.2.1. Extensive Reading

Also known as free reading or reading for pleasure. Pikulski and Templeton (2004) argued that through wide independent reading, students come in contact with vocabulary that rarely occurs in spoken language but that is much more likely to be encountered in print language" (p. 9). Sedita (2005) argued, "The amount of student's reading is strongly related to their vocabulary knowledge. Students learn new words by encountering them in text, either through their own reading or by being read" (p.3).

So, it is agreed that extensive reading facilitates the acquisition of vocabulary. The more learners widen their reading, including books, novels, articles...etc, the more they meet new unfamiliar words which make them curious and eager to know more about their meanings.

According to Krashen (2004), "Reading is the only way we become a good reader, develop a good writing style, an adequate vocabulary, advanced grammatical competence, and the only what we become good speller" (Ayued et al ,p.7) Teachers must motivate their students to read more, for example, by specializing an amount of time only for extra reading of texts or documents in classroom and by asking them to read books or novels at home then testing their understanding.

1.4.2.2. Guessing from Context

Another strategy of teaching vocabulary which is centered more on the learner is guessing from the context. In this strategy, the teachers provide the context for their learners and let them find the meaning of the words from it.

Alqahtani (2015) believes that such a strategy motivates learners in a way that makes them guess the meaning of words in their own way. As a result, learners will become more confident, so they try to understand the meaning of new words without any assistance. Furthermore, he viewed that there should be four insuperable elements to enable guessing meaning which are the reader, the text, unknown words and the clues in the text including the ability of guessing (ibid).

'Guessing from the Context' is an effective way for enriching students' vocabulary knowledge. Learners can get the words' meaning from the context through making the connections between the unknown word and the text in which it appears. They also can learn new words through repeated exposures of the same word by seeing it for several times in different contexts.

Schmitt (2000) claimed that because meaning is typically flexible, numerous exposures to a word in various contexts are required before it is usually mastered. This means that teachers should not make the assumption that because a word was covered once its meaning has been learned. Both teachers and students use this strategy of learning from the context cues because we don't know the meaning of all words of any foreign language. Learners use it inside and outside the classroom and in different situations, such as when reading a book, when listening to music...etc, in order to guess the meaning of unfamiliar words.

Chapter 01: Literature Review

Thornbury (2002) argued that:

Guessing from context is probably one of the most useful skill learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already use -perhaps consciously- when reading and listening in our mother tongue. So it is probably less a case of learning a new skill than transferring an existing one (p. 148).

Context enrichment exercise

Instructions: This exercise will help to direct your attention to the kind of information that a context may give you. In the exercise, there are three sentences, each one adding a little more information. Each sentence has three possible definitions of the italicised word. On the basis of information in the sentence, decide if the definition is improbable, possible, or probable. Write one of these words on the line for each definition.

1. We had a *whoosis*.
(a) a tropical fish _____
(b) an egg beater _____
(c) a leather suitcase _____
2. We had a *whoosis* but the handle broke.
(a) a tropical fish _____
(b) an egg beater _____
(c) a leather suitcase _____
3. We had a *whoosis*, but the handle broke, so we had to beat the egg with a fork.
(a) a tropical fish _____
(b) an egg beater _____
(c) a leather suitcase _____

(Yorkey 1970: 67)

Figure 1.3 :An example about using ‘Guessing from context ‘ strategy in teaching vocabulary from Nunan ‘s language Teaching Methodology

1.4.2.3. Using Realia

One of the most practical strategies of presenting a new vocabulary is by presenting a set of concrete objects somehow to illustrate or demonstrate the items wanted to know. These objects, called *realia*, are visual aids that take many forms (published and home-made, wall charts, transparencies projected on to the board or wall using "the over vend projector and beard drawings (Brewster et al ,p.79).

Realia are objects from real life used to improve students' understanding of other cultures and real-life situations in classroom instruction. They are ordinary objects used in a class for teaching purposes (Oxford Advanced Learner's Dictionary).

Brewster et al said that bringing real objects in presenting new words is often useful for learners in memorizing the words through visualization (ibid, p.26).

A teacher of a foreign language often employs *realia* to strengthen learners' associations between words for everyday objects and the objects themselves. There are several kinds of *Realia* that can be used by the teacher. They are:

1. The real object being learnt and it can possibly show to the learner, such as stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc) parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc).

2. The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc. As a substitute of the real object, the teacher can use dolls or toys (ibid).

Chapter 01: Literature Review

➤ drawing:

Brewster et al (1992) believed that drawings are another teaching technique, and they could be used in either blackboard or flashcards. The latter, can be used in various contexts as they enable learners to grasp what they learn in the classroom. Tanner and Green (1999) stated in 'Tasks for Teacher Education Coursebook that *pictograms* is to draw the words to represent their meaning.

Bowen (1991) claimed that teachers tend to use drawings on the board to capture the attention of their learners, change the pace of lessons, bring joy and provoke them to participate (Tanner & Green, 2013, p.117).

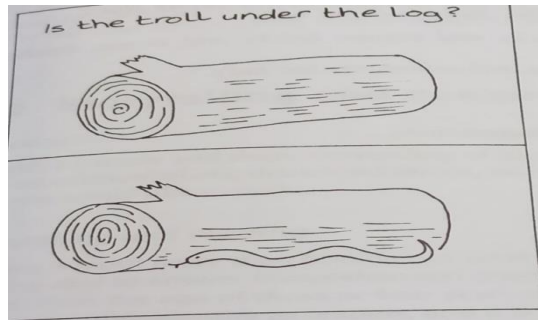


Figure 1.5: Drawing as teaching strategy; From Redman et al. A Way with Words
The drawing can lead the learner directly to the meaning of the phrase and its words.

➤ Showing Pictures

The use of pictures or objects as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account, including the principle of distribute practice (Thornbury, 2002, p.80).

An example of an activity using pictures

The teacher shows the class a wall chart or a large picture containing many different items (e.g. a street scene or an airport) for a short period of time, says ten seconds; individually or in pairs, the learners then have to write down as many words – in English – as they can remember having seen represented in the picture. Show picture again for another few seconds, to let the extend their lists of words, reveal the picture for the checking stage. The individual or pair with the most correct words is the winner (ibid).

According to Brewster et al (1992) another strategy of presenting vocabulary is the use of pictures that are found in the materials that teachers tend to use. Furthermore, Alqahtani (2015) considered visual support as a helpful tool for learners to understand the meaning as it makes the word less forgettable. He further stated that the list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

Chapter 01: Literature Review

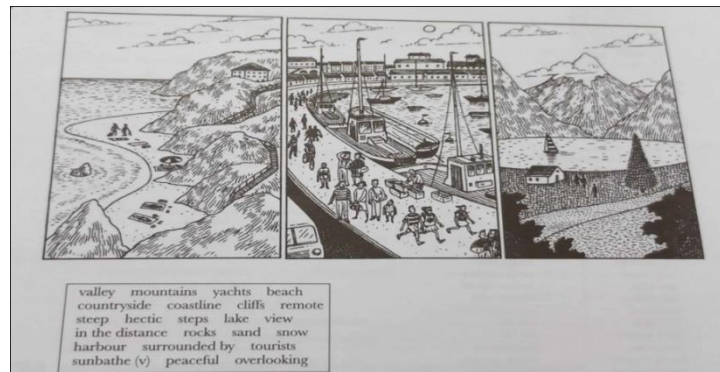


Figure 1.6: An Example of using pictures to teach new vocabularies; From Redman et al, A Way with Words

To get the words from the box and place them, the pictures facilitate to big extent the task,

➤ Flash cards

Many teachers collect their own sets of flash cards from magazines, Calendars etc." Bowen (ibid) viewed that flashcards are another tool that EFL teachers use when presenting a new vocabulary item. There are two types of flashcards. First, picture flashcards are used by many EFL teachers to represent a single concept such as objects. Secondly, word flash cards contain printed words which are prepared by the teacher. They are beneficial for both teachers and learners, easily handled and could be used at any moment needed.

Examples of flashcards activities: mine flash cards:The teacher shows cards at the same time learner elicits or says the word it represents. (ibid,p.80)

➤ Enumeration

Alqahtani (2005) stated, "An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning " (p. 28).

This strategy can be used by the teacher when the teacher finds difficulties in explaining a certain word, when a word is quite difficult to be explained visually. For example, when the teacher wants to explain the meaning of the word "transportation", the teacher can enumerate transportation such as bus, motorcycle, car, .. etc; or, for instance, teachers can say the word 'clothes' and explain it using enumerating. Thus, they can list different types of clothes, such as skirt, dress and so on. Therefore, the meaning of the word 'clothes' would be clear to the learners.

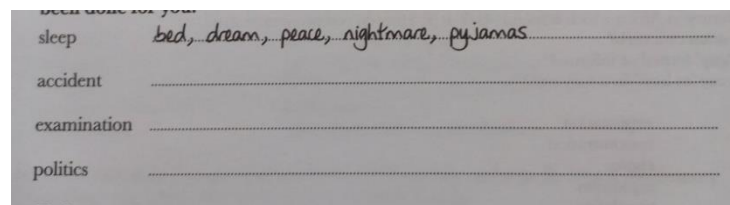


Figure 1.7: An Example about 'enumeration' strategy. From Redman et al, A Way with Words,p.3

Chapter 01: Literature Review

1.4.2.4. Games

Teaching through creating a fun environment is one of the most motivating style for both teachers and learners. Bakhsh (2016) stated that teaching vocabulary through the use of games has become crucially important for English language learners because they sustain enjoyment and interest in learning and encourage using the language in a fearless and creative manner (p. 120).

Language play, including words games, has a long history. Children of all cultures seem to enjoy games of the "I spy..." or "Hungarian type", and there is a long tradition of adult word games (Thornbury, 2002, p. 102).

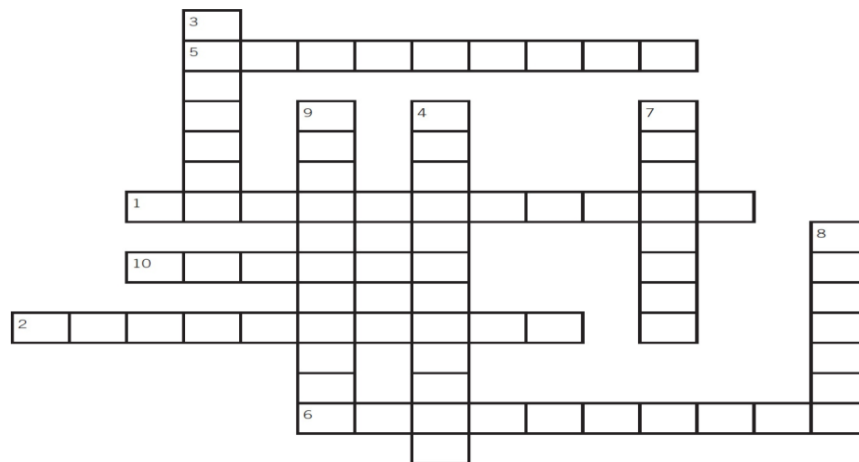
Vocabulary games can raise the learners' interaction and turning the boring reception of vocabulary to an enjoyable part in FL classroom. As Dina, Julian, and Denny (2019) found out that Playful atmosphere can stimulate students' motivation, make students feel confident and safe, and create positive attitudes toward foreign language learning (Pamkungkas & Negeri, 2023, p. 18).

"Nevertheless, the fun factor may help make words more memorable, and, like it or not, a competitive element of ten serves to animate even the most lethargic students." *ibid*

Examples of games: word-clap, categories, Noughts and crosses, coffee pot, back to board, Spelling race, Words map, Pictionary words race.

Crossword Puzzle

Try this crossword as test of your word knowledge. All answers are words found in this chapter. Answers can be found on [this page](#).



Across

1. a blessing 2. one who performs an act of kindness 5. vague, unclear 6. to deliberately mislead or confuse 10. to call upon a higher power

Down

3. a general sense of unease 4. equally skilled with both hands
7. to speak or act on someone else's behalf 8. to cause
9. unable to be stopped

Figure 1.8: Using games ' words puzzle' to teach vocabulary ;(from : ,SAT Power Vocabulary)

Chapter 01: Literature Review

1.4.2.5. Keeping records

The point has been made that the learning of a new word is not made instantaneous but it requires repeated visits and conscious study. Much of this revisiting and studying of words will have to take place outside class, this means that learners will have to depend to a large extent on their own vocabulary records (Thornbury, 2002,p.156).

Teachers should advise learners to have a special notebook solely for vocabulary; then, check the student's vocabulary notebooks from time to time. This provides an incentive to learners to maintain a record of their vocabulary learning, and is also a useful resource for choosing words that may need to be reviewed -and recycled later on (ibid, p.159).

As Kramersch (1979) suggested, "the students have written the words on one-side colour cards. If possible, each student should use his/her favorite colour to use it for later activity " (Nation, 2001, p.367). Students need to have full knowledge about the 6 chosen words instead studying them in isolated. In this manner, the students need to use a proper dictionary to get as much as possible knowledge of the words. The recommended dictionary that has used in this phase was *Longman Dictionary of Contemporary English*. Students recorded the vocabulary items on their colour cards with the vocabulary (spell of the word), pronunciation (transcript of the word), the meaning of the word, the different forms of the words, an example sentences, Synonym, Antonym, Collocation and grammatical knowledge. The teacher with the aid of the smart students were monitored the students to check their work and to check theselected words to see their frequency. The teacher also was available to any help and answering any question (ibid, p.367).

1.4.2.6. Glossary

The word glossary refers to the alphabetical list of words which is related to a specific subject, text or dialect, with explanations; a brief dictionary, as it is defined by Oxford dictionary (2018). Nation (2001) stated," glossary however is another useful tool in helping learners in the gradual process of strengthening and enrichingtheir knowledge of particular words" (p.117). So, it is the list of alphabetically ordered words with their brief explanation or meaning, usually they are related to a particular domain. Teachers have to involve the use of glossaries in the vocabulary instruction andteach their students how to use them appropriately.

1.4.2.7. Dictionaries

Dictionary usually is the first tool used by learners. It is one of the best concrete resources that help them to increase the number of items. Since dictionaries are ordered alphabetically, they help learners to search for the new word meaning of the target language in a very easy way. Dictionaries do not provide learners with words' meanings only, but rather they include also words' pronunciation, spelling, origin, synonym, syllables.....

Chapter 01: Literature Review

Nation (2001) argued that there are three main types of dictionaries which are: bilingual, monolingual and bilingualised. First, the *Bilingual dictionary* (BD) is the one that translates from the source language (SL) to the target language (TL) or vice versa, i. e., it is written in two different languages. Second, the *monolingual dictionary* (MD) as Nation (2001) defined: ‘‘monolingual dictionaries are written all in one language; an English monolingual dictionary has an English head word, an English definition, and all the examples and other information in English’’ (p.288). Third, the *bilingualised dictionary* is composed of the information which is in a monolingual dictionary in addition to the translation of the head word. Thus, the main role of the teacher is to include the use of dictionaries in foreign language classes and to train learners on how to use them in the right way and the right time.

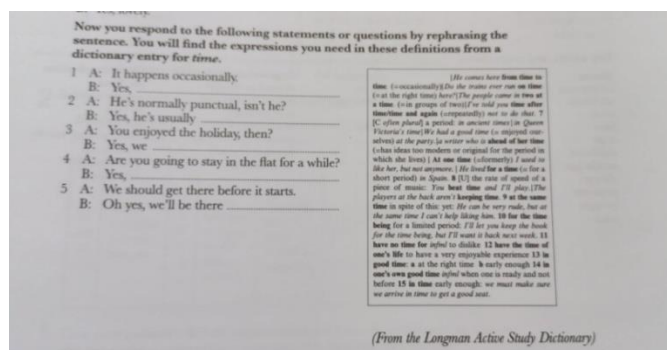


Figure 1.9 : An Example of using dictionary to have meaning of new vocabulary ; From Redman et al ,A Way with Words.

Hayati and Fattahzade (2006) investigated the effect of monolingual and bilingual dictionaries on vocabulary recall and retention of EFL learners. They found bilingual dictionaries more beneficial where there was time limitation but totally, they concluded that dictionary types have no significant effect on the retention and recall of vocabulary (Ghaemi, 2014,p.152).

In short, all the strategies of vocabulary teaching have been mentioned so far have been existed to suit the learners' different styles and strategies of learning. Teachers need to choose the presentation technique according to the words they teach, since not every new word can be presented using each technique (Tanner & Green ,1999) .

Strategy	JHS	HS	U
Word lists	82	79	5
Flash cards	79	70	5
Connect word with synonyms and antonyms	76	85	9
Ask teacher to use new word in sentence	64	71	9
Analyse part of speech	64	68	8
Part of speech (remembering)	55	67	8
Analyse affixes and roots	52	63	7
Guess from textual context	49	68	7
Use scales for gradable adjectives	42	59	7
Connect word to personal experience	37	57	7
Affixes and roots (remembering)	37	60	7
Use semantic maps	28	42	7
Associate word with its coordinates	27	49	7
Use physical action when studying	23	53	7

Figure 1.10. : Order of Vocabulary Teaching strategies according to helpfulness from a Survey done on Japanese learners for EFL (Smith and McCarthy, 1997,p.224).

Chapter 01: Literature Review

2. Effectiveness of Vocabulary Strategies in Developing Reading and Writing Skills

2.1. Definition of the Reading Skill

Reading is the process of understanding written language. It involves decoding symbols on a page or a screen and constructing meaning from them. It is a complex cognitive skill requires the use of multiple brain regions. Different definitions have been put to describe reading in different ways. Oxford Dictionary has defined reading as the particular way in which you understand a book, situation, etc.

Ur (1991) stated, "Reading means reading and understanding". A foreign language learner who says, 'I can read the word but I don't know what they mean' is not, therefore, reading, in this sense. He or she is merely decoding – translating written symbols into corresponding sounds." (p. 138). In addition, Tankersley (2003) said, "Fluency is the ability to read a text accurately, smoothly, quickly, and with expression" (p.73) .

2.2. Definition of the Writing Skill

Writing is a crucial form of communication in day-to-day life. It is a productive and expressive skill that involves producing language rather than receiving it. It can be defined as the writer's ability to put his thoughts, ideas, feelings, emotions or whatever he/she wants to say into words, phrases, and sentences by means of signs and symbols. TheOxford Dictionary (2018) has defined writing as the activity or skill of writing asequence of letters, words, as symbols marked on a surface.

Byrne (1988) has defined the writing skill as follows "Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words and words have to be arranged to form sentences" (p.158).

2.3 Reading and Writing

Reading and writing are two different skills that affect each other: writing is a productive skill while reading is a receptive one.They are complementary skills. Reading skill is recognized as a primary skill that leads to the development of the writing, reading helps students to become better writers. Eisterhold (1990) assumed that reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred (p. 88).Harris (1993)suggested five significant relationships between writing and reading:

Chapter 01: Literature Review

- Reading and writing are reciprocal. Writers can learn much about writing by reading; readers can learn more about reading by writing.

- Reading and writing are interdependent. Readers cannot read if writers do not write. The same thing, writers cannot write if readers do not read.

- Reading and writing are parallel at the level of the purpose behind the two: people write and read depend on background knowledge, and emphasise on constructing the targeted meaning.

- Reading and writing are personal and social activities, they are instruments of communication. They picture the world around us.
- . Although writing and reading are closely related, they may have differences. The term writing represents the action of creating script, while the term reading represents the action of acting out or voicing out the script. In addition, Writing involves hand, but reading involves voice. Furthermore, Writing is what comes after long amount of thinking and work while reading is done easily without making a lot of efforts (ibid).

2.4. Aspects of the Effectiveness of Vocabulary Teaching Strategies

The effectiveness of teaching vocabulary strategies in developing the reading and writing skills of foreign language students appears in the following aspects:

2.4.1. Receptive and Productive Vocabulary Knowledge

Two important distinctions for vocabulary knowledge are word reviewing. First, there is expressive or productive vocabulary, which is used in one's speech or writing, and receptive vocabulary, which is used to understand or associate meanings in reading or listening (L-Clouston, 2013, p.11).

The relationship between receptivity and productivity can manifest how the strategies used when teaching vocabulary in EFL, as the more receptiveness in acquiring words and terms is effective, the greater the level of productivity through reading, understanding and writing rises.

Receptive vocabulary knowledge means the capability to comprehend a word when the learner hears or sees it, while productive knowledge means the knowledge to produce a word when the learner can use it in their writing or speech. It is stated that the learner knows vocabulary words receptively first and only after intentional learning they become available for their productive use (Zhou, 2010, p.15).

According to Melks Teichrow (1982) receptive knowledge gradually become productive knowledge when the learner learns more about the vocabulary items (Shahov, 2012, p.38). The vocabulary items that we can recognize and understand are receptive vocabulary items.

Chapter 01: Literature Review

Whereas the lexical items that we can deploy in our communication and writing are productive vocabulary words.

English language skills have classified by Schmitt into both receptive and expressive (productive) knowledge competence. As he states receptive knowledge competence regard to both listening and reading skills, while productive knowledge competence is concerned speaking and writing skills (2004, p.4). Oller (1979) argues that there is no needs to precisely separate receptive vocabulary from productive vocabulary because the students should acquire the knowledge of the vocabulary items receptively then use them productively. Thus, learning of these two categories of vocabulary providing a circle of long-term developing processes of language acquisition (Zhuomin, p. 3).

2.4.2. The Elements of Effective Vocabulary Teaching for Effective Writing

Indeed, writing is among the most difficult skills not for FL learners only, but also for first language students. EFL writers within an academic context requires from them the skillfulness and knowledge of various aspects of good writing such as: mechanics (including: spelling, grammar and punctuation), organization, vocabulary, clarity, cohesion and coherence. All these types of elements are very significant in putting together a good quality piece of writing.

Vocabulary or as often known as word choice is another element of effective writing. The best way for students to convey their thoughts in writing is to choose the right words, because this helps the reader to better understand what you are saying. According to Starkey (2004), there are two major aspects FL learners should consider when selecting the words that they will use: connotation and denotation.

•**Connotation:** according to Starkey (2004) connotation is a word implied meaning which involves emotions, cultural assumptions and suggestions (p.21). It refers to what can the reader infer from the written text.

•**Denotation:** is the literal meaning of words. FL learners have to check the correctness of the words, because sometimes some confusion can occur from words that sound or look similar but have different meaning (homophones and homonyms), words that sound correct, or words that are misused so often that their usage is thought to be correct.

It can be assumed that giving learners an adequate amount of vocabulary items, help them to achieve the required ability to write effectively depends on having adequate vocabulary items (Ibrahim, Abdalla & Albloly, 2017, p.405).

2.4.3 Memorization and Remembering

The effectiveness of the vocabulary teaching strategies is divided into two parts, the first of which is the effectiveness of memorizing and storing words, their meanings and their writing, and this appears especially in language teaching strategies, teaching languages and words

Chapter 01: Literature Review

using games and explanation by adopting synonyms and antonyms or focusing on extra words in words. As for the second, its effectiveness appears more through teaching vocabulary using content or focused reading. Testing these two types of activities, their effect can be divided according to skills. Memorizing words with their meanings and writing them or constructing them has great effectiveness in the skill of expression, as the student of foreign languages needs to convey his thoughts with these words that he needs and in the structure in which they are written. As for the skill of reading, he needs more than that because Reading and comprehension require more than understanding words individually, but rather accessing discourse analysis and the relationship between words and sentences. According to Day and Bamford (1998) reading a large amount of easy material has a vital role in learning to read fluently. Firstly, it helps wean students away from the word-by-word processing of text, encouraging them instead to go for the general meaning of what they read, and to ignore any details they do not fully understand (p.13). Here, teaching vocabulary through content and reading may help in this more than other strategies.

On the other hand, since the meanings of words may differ from one sentence to another and from one use to another, here the effectiveness of using the dictionary strategy appears or relying on presenting new vocabulary with opposites and synonyms, as the dictionary helps the student to recognize different meanings of the word, not a single meaning, and thus no matter how different the reading situations are. From one text to another or one paragraph to another, it will reach the desired meaning, even for use in different expressions or multiple situations depending on the ideas to be expressed.

The main advantage of using real objects *realia* into the classroom is to make the learning experience more memorable for the learner. For examples, if the teacher is going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flash card picture of the piece of fruit or vegetable.

Brynsildssen and Shawna (2000) reported that the ability to write effectively hinges upon having an adequate vocabulary even more than the ability to read. Once the students have learned to decode words that are unfamiliar to them, they even are able to determine accurate meanings of unfamiliar words simply by examining the context in which those words are used. During the writing process, however, a student does not have the luxury of examining the context in which a word is used; he or she is creating the context. Therefore, the writer must be able to spontaneously recall words that are known not only by sight, but that is understood well enough to use correctly. They also indicate that writing is dependent upon the ability to draw upon words to describe an event. Then the breadth and depth of a students' vocabulary will have a direct influence on the descriptiveness, accuracy, and quality of his / her writing. It is also stated that variety in selecting words to convey meanings accurately is necessary for speaking and writing (Ibrahim, Abdalla &Albloly,2017,p.469).

Chapter 01: Literature Review

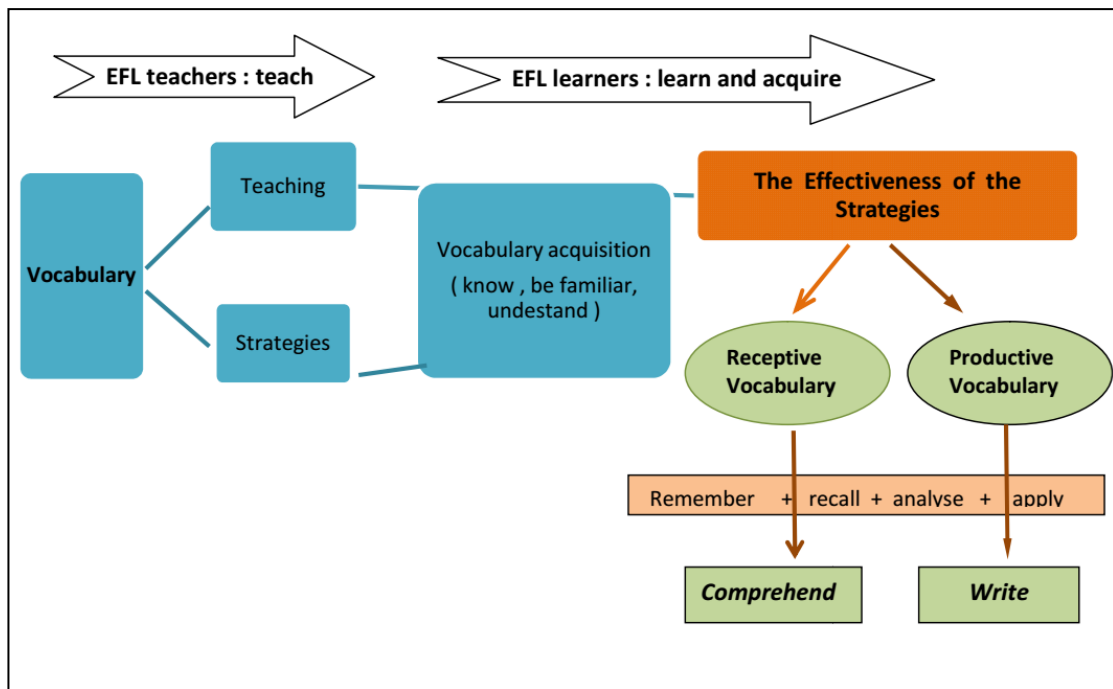
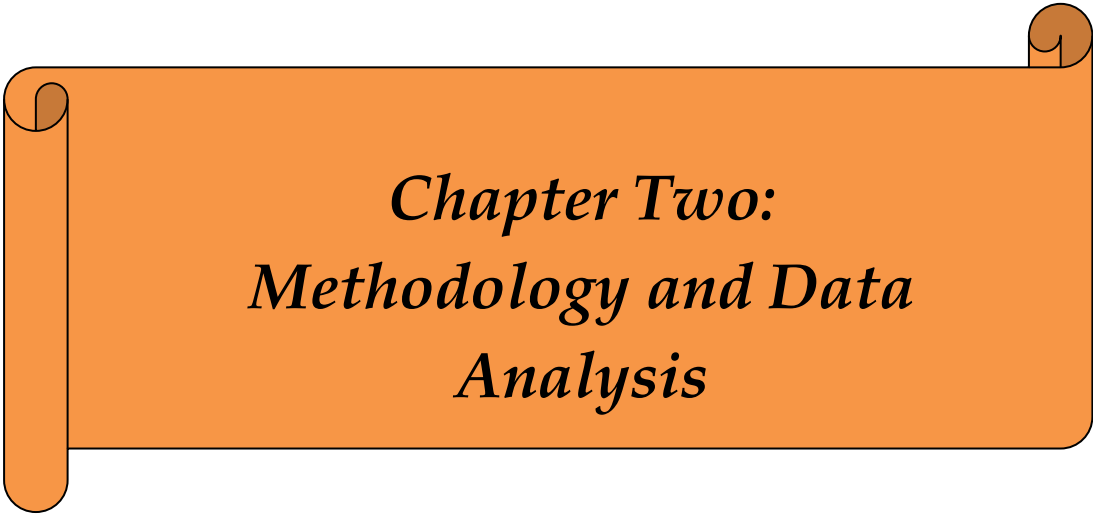


Figure 1.11.: A diagram about the effectiveness of Teaching Vocabulary Strategies

Conclusion

Vocabulary teaching in EFL is an inseparable part of English language teaching. Thus, teachers should pay meticulous attention while presenting vocabulary items. They should first be aware of the importance of vocabulary, its types, the strategies to facilitate learning and teaching and find a method to follow in order to make their learners best acquire vocabulary, raise their confidence and provoke them to use the vocabulary they owe especially in reading and writing .

An orange scroll graphic with a black outline, featuring a vertical strip on the left side and a small circular detail at the top right corner. The text is centered within the scroll.

*Chapter Two:
Methodology and Data
Analysis*

Chapter 02: Methodology and Data Analysis

Introduction

The present chapter is devoted to the investigation of the effectiveness of vocabulary teaching strategies in secondary school EFL classes on improving the learners reading and writing skills. Two questionnaires are designed to shed light on how the strategies used by their teachers when teaching vocabulary are effective and contributing in improving their reading and writing skills.

3.1. The Sample

The informants of the study were 26 EFL teachers and 70 EFL learners from different secondary schools at the Ghardaia Province. The selection of the study sample was done randomly, because the two questionnaires were delivered to Secondary Schools teachers and learners from Ghardaia as whole .

3.2. Data collection

The collected data and the obtained results would lead to draw some conclusions and verify the research hypothesis mentioned at the beginning of this dissertation. Three types of questions are used:

1. *Numeric questions*: this type of questions is used to have background information about the study participants.
2. *Open-ended questions*: questions that need the informants to answer in their words.
3. *Close-ended questions*: are mostly used in these questionnaires, they are questions in which the informants are asked to choose from pre-determined answers. In addition to this type, follow-up questions are used in a form of clarification such as “justify your answer” in order to get clear responses to open questions.

3.2.1 Justification of Using Questionnaire

In this study, the use of questionnaire allows researchers to collect data from a large number of participants at once as this saves time and effort, questionnaires can be used to research almost any aspect of teaching or learning (Nunan, 1991, 62), and they can be easily used in field settings such as classrooms (ibid p. 142). In addition,

Chapter 02: Methodology and Data Analysis

questionnaires present the same questions to everyone in the same way which helps them to ensure that the data collected is consistent and can be easily compared. Moreover, Questionnaires can be designed to collect data that is easy to analyze statistically. This is especially helpful for quantitative research, where researchers were looking to measure trends or relationships between variables.

3.2.2. The Questionnaires' description

3.2.2.1. Description of Teachers' Questionnaire

The Teachers' questionnaire was designed to explore the effectiveness of vocabulary teaching strategies on developing their learners' reading and writing skills in EFL classes. This questionnaire, which was achieved by Secondary School teachers in Ghardaia, consists of both open-ended and close-ended questions. It is divided into four sections. Section one aimed at gathering information about the sample. They were about identifying teachers' experience in teaching English as well as their academic degree. Section Two included (12) questions which attempted to investigate the participants about the different strategies they use to teach vocabulary, their effectiveness on the learners' mastery of vocabulary and to what extent can these strategies help EFL learners improve their reading and writing skills. Section Three included (07) questions which were about the reading skill and the importance of vocabulary mastery for a successful reading in an EFL class. The fourth Section consisted of (04) questions which were about the writing skill and the importance of vocabulary mastery for a successful writing in an EFL class.

3.2.2.2. Description of Students' Questionnaire

This questionnaire is largely conceptualized on the basis of the review described in the theoretical part of the present research. It consists of twenty-five (26) questions which are divided in three major sections.

The first section (General Information) includes five (05) questions, which investigated background knowledge about the informants such as: their gender, their level in the school years, their level in English language and which aspect of the EFL they are good in. Section two, which was titled "Vocabulary", It included six (06) questions that seek information about students' vocabulary knowledge and strategies that help them build their vocabulary stock. Section three, "Reading and Writing skills", consisted of fourteen (15) questions looking for investigating the level and the causes of difficulties faced by students in these two skills.

Chapter 02: Methodology and Data Analysis

3.3 Research Method

As the selection of research method is one of the main stages in conducting a research study, the present work is using a mixed method in order to gather data, through the case study approach that leads to an in-depth investigation of a single person, group, event or community. It deals with quantitative and qualitative data collections and analysis: Quantitative data collection denotes the presentation of data through numbers and statistics, while the quantitative aspect of the present study involves the statistical analysis of two questionnaires results to describe learners' perception of their teachers' strategies used during teaching them vocabulary and the perception of the teachers themselves about the use of effective vocabulary teaching strategies and their contribution in improving learners readings and writing skills .

3.4. Data Analysis and Interpretation

3.4.1. Analysis of Results and Findings from Teachers' Questionnaire

Section One: General Information

Question 01: How long have you been teaching English language?

Table 2.1: Teachers' experience in teaching English

Answers	Number	Percentage%
a) Less than 05 years	10	38,5
b) More than 05 years	16	61,5
Total	26	100

It is noticed from table (01) that 61, 5% of the teachers have been teaching English at secondary school level for more than 05 years whereas 38, 5% of them claimed to have an experience of less than 05 years.

Question 02: What degree do you have?

Table 2.2.: Teachers' academic degree

Answers	Number	Percentage%
a) Licence	11	42,4
b) Master	14	53,8
c) Doctorate	01	03,8
Total	26	100

According to

Chapter 02: Methodology and Data Analysis

table (02) above, among 26 participants (14 of them) had a Master degree, 11 had a licence degree and only 01 participant had a doctorate degree. This confirms the idea that our respondents were well qualified and experienced.

Section Two: Teaching Vocabulary

Question 03: At which sequence of the unit do you present new vocabulary to learners?

Table 2.3.: Phase of presenting new vocabulary to learners

Answers	Number	Percentage%
a) When introducing the unit	22	84,6
b) In reading	04	15,4
c) In writing	00	0
Total	26	100

It is noticeable from table (03) above that 22 teachers (84,6%) among 26 preferred to present new vocabularies when introducing the unit while only 04 of them (15,4%) stated that they presented new vocabularies in a reading session and none of them did that in a writing session.

Question04: Which strategy do you use when teaching new vocabulary?

Table2.4.: The strategies teachers use when teaching new vocabulary

Answers	Number	Percentage%
a) Pictures	12	40
b) Definitions from dictionaries	03	10
c) Synonyms and opposites	13	43,33
d) Matching words with their definitions.	01	03,33
e) Games	01	03,33

The data obtained indicates that 13 teachers (43,33%) used“synonyms and opposites” strategy when teaching new vocabulary in EFL classes, whereas 12 (40%) teachers preferred to use “pictures” as an effective way to teach new vocabulary to EFL learners. On the other hand, we found that only 01 (03,33%) teacher used a different strategy including: matching words with their definitions, only 01 (03,33%) teacher preferred

Chapter 02: Methodology and Data Analysis

games and other 03 teachers (10%) used definitions from dictionaries as an appropriate strategy to teach new vocabulary.

Question 05: Do learners have difficulties with vocabulary mastery? If “yes”, why?

Table 2.5: Learners’ difficulties with vocabulary mastery

Answers	Number	Percentage%
Yes	23	88,5
No	03	11,5
Total	26	100

According to the findings obtained in table (2.5) above, 23 teachers (88,5%) agreed that their learners had difficulties with vocabulary mastery. Some of them justified that these difficulties are due to lack of reading, lack of practice and weak level. Other teachers referred the problem to weaknesses in learning English, while some others went further by saying that it is sometimes the strategy used by a teacher is not effective. Only 03 teachers (11,5 %) claimed that their learners have no difficulties with vocabulary mastery.

Question 06: Do you emphasize on teaching learners the common prefixes and derivational suffixes?

Table 2.6: Teachers’ emphasis on teaching common prefixes and derivational suffixes

Answers	Number	Percentage%
Yes	17	65,4
No	09	34,6
Total	26	100

The results shown in table (2.6) above indicates that 17 teachers (65,4%) affirmed that they emphasized on teaching learners the common prefixes and derivational suffixes; however, 09 teachers (34,6%) stated that they did not.

Chapter 02: Methodology and Data Analysis

Question 6.1: If yes, how often?

Table 2.6.1: The teachers' frequency of teaching common prefixes and derivational suffixes

Answers	Number	Percentage%
Always	02	11,8
As planned for	01	05,9
Twice in each unit	01	05,9
Often	02	11,8
Once in each unit	02	11,8
Once in a week	01	05,9
Sometimes	05	29,4
Usually	01	05,9
When necessary	01	05,9
Whenever they meet a word with prefix or suffix	01	05,9
Total	17	100

The results summarized above demonstrate that 02 teachers (11,8%) always taught their learners common prefixes and derivational suffixes, only 01 teacher (05,9%) did that as planned for and another (05,9%) twice in each unit. Whereas 02 teachers (11,8%) often did besides to 02 other ones taught prefixes and suffixes once in each unit, but only 01 teacher did once in a week. 05 teachers (29,4%) sometimes taught their learners prefixes and suffixes while only 01 teacher usually did. On the other hand, 01 teacher (05,9%) among the 17 did it when necessary and another one whenever they met a word with a prefix or a suffix.

Question 07: How do you make learners distinguish between words 'nature'?

Table 2.7: The way teachers make their learners distinguish between words' nature

Answers	Number	Percentage%
Explanation	10	35,71
Verb, noun, adjective table completion	14	50
Fill in the blanks' activity	02	07,14
While reading	02	07,14

Chapter 02: Methodology and Data Analysis

As it is shown in the table above, there was a variety in the use of teaching methods. The results reveal that 10 teachers (35,71%) used explanation as an effective strategy to make their learners distinguish between words' nature while 14 teachers (50%) used verb, noun, adjective table completion to do that. Only 02 teachers(07,14%) follow fill in the blanks activity and other 02 teachers(07,14%) made their learners distinguish between words' nature while reading sessions.

Question 08: After teaching new vocabulary, how do you ask learners to reinvest what have been learned?

Table 2.8: Teachers' methods to check the learners' mastery of new vocabulary

Answers	Number	Percentage%
By giving examples	15	53,57
By completing given sentences	03	10,71
Giving synonyms and opposites	06	21,42
Role playing	01	03,57
In writing	02	07,14
In writing essays	01	03,57

This question aimed to see how teachers ask their learners to reinvest the new vocabulary they have been learned. The results revealed that 15 teachers (53,57%) checked their learners' mastery of new words when they gave examples. Only 03 teachers (10,71%) did that when their learners completed given sentences whereas 06 teachers (21,42%) claimed that their learners reinvested the new vocabulary they had been learned by giving synonyms and opposites. Only 01 teacher (03,57%) thought that learners reinvested their vocabulary when they played roles. 02 teachers saw that the best way to reinvest vocabulary was in writing, also did another teacher who thought of writing essays.

Chapter 02: Methodology and Data Analysis

Question09: Do you think that the learners' difficulty to understand vocabulary affects their reading comprehension? If "yes", explain how?

Table 2.9: The teachers' view about the learners' difficulty to understand vocabulary and its effect on their reading comprehension

Answers	Number	Percentage%
Yes	24	92,3
No	02	07,7
Total	26	100

For this question, a significant majority of teachers (92,3%) affirmed that their learners' difficulty to understand vocabulary affected their reading comprehension. Some teachers justified their answers by saying that learners tended to panic when they crossed a word they were not familiar with which affected the reading process. Others went further by saying that vocabulary was a means the writer used to transmit his/ her ideas; therefore, if an EFL learner fails to decode the text's words, s/he may fail to understand the entire text. On the other hand, only 02 teachers (07,7%) thought that the learners' difficulty to understand vocabulary did not affect their reading comprehension.

We notice that teachers were aware of the importance of vocabulary mastery to improve the learners' reading comprehension.

Question10: Do you think that the learners' difficulty to understand vocabulary affects their writing skill? If "yes", explain how?

Table 2.10: The teachers' view about the learners' difficulty to understand vocabulary and its effect on their writing

Answers	Number	Percentage%
Yes	25	96,2
No	01	03,8
Total	26	100

25 teachers (96,2%) affirmed that their learners failed to write unless they had a rich vocabulary background. Some of them justified their answers by saying that the writing process required a learner to have a set of techniques especially a good mastery of vocabulary otherwise, s/he failed to express his/her ideas and thoughts. Other teachers

Chapter 02: Methodology and Data Analysis

thought that a learner with a weak vocabulary background was not able to understand the topic of writing that was why s/he failed to write. Only 01 participant (03,8%) considered that a learner's difficulty to understand vocabulary did not affect his /her writing process.

Question 11: Is the use of dictionary an effective strategy for presenting the meaning of new vocabulary?

Table 2.11: The teachers' opinion about the use of dictionary as an effective strategy for presenting the meaning of new vocabulary

Answers	Number	Percentage%
Yes	21	80,8
No	05	19,2
Total	26	100

This question aimed to see whether the use of dictionary was an effective strategy to present the meaning of new vocabulary in an EFL class. As results show in the table above, a significant majority of teachers (80,8%) confirmed this idea whereas (19,2%) thought it was not.

Question 12: Do you think that the words glossary can help learners? Please, explain.

Table 2.12: The teachers' opinion about the use of the word's glossary

Answers	Number	Percentage
Yes	21	80,8%
No	05	19,2%
Total	26	100%

This question aimed to shed the light on one of the strategies teachers mostly used in teaching vocabulary for EFL learners in secondary school level since a glossary defines words that are specific to a particular subject only. According to the obtained results, 21 teachers (80,8%) considered the use of words glossary as a strategy that could help learners acquire new vocabularies. Some teachers justified their answers by saying that it was an effective way which enables learners master as many vocabularies as possible since they were alphabetically ordered. Others claimed that words glossary could help learners enlarge their vocabulary background for each unit so as they reinvested them in reading comprehension and writing. On the other hand, only 05 participants (19,2%) did not agree.

Chapter 02: Methodology and Data Analysis

Question13: Do pictures and real objects contribute to teaching vocabulary in EFL classes? Whatever your answer, explain how?

Table 2.13: The teachers' view about the use of pictures and real objects to teach vocabulary in an EFL class

Answers	Number	Percentage%
Yes	24	92,3
No	02	07,7
Total	26	100

As it is shown in the table above, a remarkable majority of teachers (92,3%) considered that the use of pictures and real objects an effective strategy to teach vocabulary in an EFL class. Their justification was that the meaning of words is clearer and more concrete when using pictures and real objects. Additionally, they said that this strategy facilitated the acquisition of new vocabulary especially for weak learners. According to them, a learner could get the meaning of words easily and fast when linking it to a picture or a real object. Whereas 02 participants (07,7%) considered using pictures could help only with learners who were under 15 years old.

Question14: Do you think that using games can be an appropriate strategy to teach vocabulary? Give examples of games

Table 2.14: The teachers' view about the use of games in EFL class

Answers	Number	Percentage%
Yes	25	96,2
No	01	03,8
Total	26	100

25 teachers (96,2%) asserted that using games to teach vocabulary in an EFL class was an appropriate strategy whereas only 01 teacher (03,8%) did not think so.

Teachers were also asked to give examples of games; the aim here was to identify which game was more effective. According to the results obtained, they mentioned different types of games such as: crosswords, word puzzle, reveal the picture, miming games, jigsaw and word cards.

Chapter 02: Methodology and Data Analysis

Section Three: Reading Comprehension

Question 15: Do you encourage your learners to read?

Table 2.15: Teachers' encouragement for learners' reading

Answers	Number	Percentage%
Yes	26	100
No	00	0
Total	26	100

Interestingly the results in the table above show that all teachers (100%) answered positively that they encouraged their learners to read.

Question 15.1: How do you encourage students to read in class?

Table 2.15.1: Teachers' strategies of encouraging students to read in the class

Answers	Number	Percentage%
Silent reading	07	26,9
Oral reading	13	50
Reading for pleasure	06	23,1
Total	26	100

The findings presented in table (16) above reveal that all teachers (100%) confirmed that they encouraged their learners to read in the class. When they were asked how they did that, 13 teachers (50%) said oral reading and other 07 teachers (26,9%) said silent reading while 06 teachers (23,1%) claimed that they encouraged their learners to read for pleasure (table 17).

Question 16: What do you teach reading for?

Table 2.16: The teachers' purpose (s) behind teaching reading

Answers	Number	Percentage%
For comprehension	18	69,2
For the sake of vocabulary	04	15,4
Other: For both of them	04	15,4
Total	26	100

Chapter 02: Methodology and Data Analysis

The obtained results indicate that 18 teachers (69,2%) taught their learners reading to develop their ability to understand written words. Only 04 teachers (15,4%) taught their learners reading for the sake of vocabulary while other 04 teachers (15,4%) claimed that the purpose of reading in an EFL class was for both comprehension and vocabulary.

Question17:Do you evaluate the learners' reading in the class? If "yes", explain how is it done?

Table 2.17:Teachers' evaluation of their learners' reading level

Answers	Number	Percentage%
Yes	19	73,1
No	07	26,9
Total	26	100

The majority of teachers (73,1%) said that they evaluated their learners' reading either by asking them to read aloud in order to check their pronunciation, intonation and the correct use of punctuation or through comprehension questions. On the other hand, 07 teachers (26,9%) claimed that they did not.

Question18: On which basis do you identify the learners' reading comprehension level?

Table 2.18:The basis on which teachers identify their learners' reading comprehension

Answers	Number	Percentage%
Comprehension questions	19	70,37
On the basis of vocabulary	03	11,11
Through post-reading activities	05	18,51

The findings presented in the table above confirm what the teachers said in the previous question. 19 teachers (70,37%) affirmed that they identified their learners' reading level through comprehension questions and05 teachers (18,51%) claimed that it was through post-reading activities whereas 03 of them (11,11%) said that it was done on the basis of vocabulary.

Chapter 02: Methodology and Data Analysis

Question 19: Why do you think learners fail in reading comprehension?

Table 2.19: The teachers' opinion about the reasons behind the learners' failure in reading comprehension

Answers	Number	Percentage%
The difficulty of lexical items	04	11,76
The difficulty of the reading process	09	26,47
The learners' weak vocabulary background	18	52,94
Complexity of sentences	01	02,94
Lack of grammar mastery	01	02,94
Other: lack of the opportunities to practice reading.	01	02,94

This question aimed to explain the learners' level in reading comprehension and tried to identify the causes behind their difficulties.

18 participants (52,94%) asserted that their learners' failure to comprehend a reading passage was due to their weak vocabulary background while 09 of the questioned teachers (26,47%) opted for the difficulty of the reading process. In addition, 04 teachers (11,76%) said that the difficulty of lexical items in texts made it hard for learners to understand its meaning. On the other hand, 01 participant (02,94%) referred the problem to complexity of sentences, besides to another participant who claimed of lack of grammar mastery. Finally, 01 of the participants said that the cause behind the learners' failure to read was due to a lack of opportunities to practice reading.

Question 20: Do you refer to translation to Arabic language when learners do not succeed in reaching the meaning of new vocabulary? If "yes", when/ at which stage.

Table 2.20: The teachers' view about using translation to Arabic language as a solution in case learners fail to reach the meaning of a new vocabulary

Answers	Number	Percentage%
Yes	15	57,7
No	11	42,3
Total	26	100

Chapter 02: Methodology and Data Analysis

The use of translation in language learning has been controversially discussed. Some teachers supported its use while others encourage its absence. The results reveal that 15 participants (57,7%) affirmed that they translated from English to Arabic in reading comprehension sessions. Some of them justified their answers by saying that they did that only with very weak learners when they failed to grasp the meaning of key words while others claimed that they used translation as a final solution after using all available strategies. On the other hand, 11 teachers (42,3%) were against the use of translation in EFL classes.

Question 21: Do you prefer translation to mother tongue or other foreign languages?

Table 2.21: Teachers' preference to translate either to mother tongue or to other foreign languages

Answers	Number	Percentage%
To learners' mother tongue	15	57,7
To other foreign languages	11	42,3
Total	26	100

According to the results, 15 teachers (57,7%) preferred integrating the mother tongue to translate to English whereas 11 teachers (42,3%) preferred translation to another foreign language.

Section Four: Writing

Question 22: How do you usually encourage the learners to write?

Table 2.22: Teachers 'encouragement for learners' writing

Answers	Number	Percentage%
Individually	09	34,6
In pairs	06	23,1
In groups	11	42,3
Total	26	100

Chapter 02: Methodology and Data Analysis

For this question, 11 teachers (42,3 %) asserted that they encouraged their learners to write in groups and 09 of them (34,6%) said that their learners practiced writing in pairs while only 06 participants (23,1%) claimed of having their learners to write individually.

Question23: Why do you think learners fail to write?

Table 2.23: Teachers' view about learners' failure to write

Answers	Number	Percentage%
Lack of vocabulary	14	37,83
Topic content	03	05,40
Grammar	04	10,81
Weak in writing process	11	29,72
Lack of writing skill	04	10,81
Other: All the above (a, b, c, d and e)	01	02,7

The findings obtained revealed that 14 participants (37,83%) affirmed that EFL learners' failure to write is mainly due to lack of vocabulary while 11 of them (29,72%) claimed that it is because the learners are weak in the writing process. In addition, 03 teachers (05,40%) referred the problem to topic content besides to 04 others (10,81%) who said that this failure is due to the learners' lack of writing skill. Other 04 teachers (10,81%)thought of grammar weaknesses. Finally, another participant (02,7%)among the 26 participants said that it is due to all the above causes.

Question 24: When correcting learners' piece of writing, which mistakes do you find more?

Table 2.24:The mistakes that teachers find when correcting their learners' piece of writing

Answers	Number	Percentage%
Spelling	05	15,15
Arabic words written in English letters	03	9,09
Incorrect vocabulary	11	33,33
Sentence-building	14	42,42

Chapter 02: Methodology and Data Analysis

For this question, 14 teachers (42,42%) said that their learners committed mistakes at the level of sentence-building when writing. Whereas 11 participants (33,33%) claimed that they found incorrect vocabulary. Additionally, 05 teachers (15,15%) said that their learners misspelled words while 03 others (9,09%) went furtherer by saying that the problem was on the integration of the mother tongue ‘Arabic language’ in writing.

Question 25: Do teaching vocabulary strategies contribute to the improvement of the learners’ writing skills? If “yes”, explain how?

Table 2.25: Whether or not teaching vocabulary strategies contribute to the improvement of the learners’ writing skills and how

Answers	Number	Percentage%
Yes	23	88,5
No	03	11,5
Total	26	100

This question aimed to point directly our topic under investigation and to try to confirm one of our hypotheses, which assumes that teaching vocabulary strategies improves EFL learners’ writing skill. A significant majority of teachers (88,5%) affirmed this hypothesis. According to them, the more a learner masters vocabulary the more self-confident he is; therefore, s/he is eager to write with no complexity. In addition, they said that some strategies such as ‘teaching vocabulary through synonyms and opposites’ facilitate the vocabulary acquisition and then good reading and writing. Others thought that a good strategy means a good writing. On the other hand, a minority of teachers (11,5%) claimed that teaching vocabulary strategies did not contribute to the improvement of the learners’ writing skill.

Chapter 02: Methodology and Data Analysis

3.4.2. Analysis of Results and Findings from Students'

Questionnaire

Section One : General information

Question 01: Gender.

Table 2.26: Students' Gender

Responses	Participants	Percentage%
Male	28	40
Female	42	60
Total	70	100

Concerning students' gender, it is noticed that most (60 %) of Secondary School students were female. However (40%) were male. As usual, females were always cooperative and liked to participate.

Question 02: Which level are you studying in?

Table 2.27: Students' school level

Responses	Participants	Percentage%
First year	20	28,6
Second year	26	35.7
Third year	24	35.7
Total	70	100

Question 03: How long have you been studying English language in secondary school?

Table 2.28: Students' Years of Studying English

Responses	Participants	Percentage%
One year	11	15,7
Two years	22	31,4
Three years	24	34,3
Four years	13	18.6
Total	70	100

Chapter 02: Methodology and Data Analysis

Table 2.29: gathering Table 2.27 +Table 2.28:Students' Years of Studying English)

Responses	Years of studying				Total
	One year	Two years	Three years	Four years	
First year	11	7	2	0	20
Second year	0	15	11	0	26
Third year	0	0	11	13	24

Concerning the years of studying English, the table shows that 55% of the first year 's students had studied one year for the first time ,but 35% had studied two years which means they had repeated the year and 10% had repeated the year twice .For Students of second year, nearly 58% of them had studied two years whereas more than 42% studied three years .At last,45%8 of third year students have studied three years but 54,16% studied four year ,they may repeated third year or one of the previous years.

Question 04 :How could you describe your level in English?

Table 2.30: Students' description of their Level in English

Responses	Participants	Percentage%
Very good	10	14,3%
Good	12	17,1%
Accepted	25	35 7%
Bad	23	32,9%
Total	70	100

According to the table above, the majority of students did not do well in learning English language:35,7% of the students had an accepted level which implies that they had an average level and a limited amount of knowledge in learning the English language in addition to nearly the same percentage for the bad level,32,9% of the students had bad level which indicates how they did not acquire the language correctly ,nearly 50% of those who had bad level are repeater of the year(12 students).While 17.1 % of the students argued that they had a good level in English which indicates that they acquired a good

Chapter 02: Methodology and Data Analysis

knowledge about the basic principles of the English language. However, 14,3% of them asserted that they had a very good level; this reveals that some of the students reached a high level in learning the English language.

Question 05: In which aspect of English language are you good?

Table 2.31: Aspect of EFL where the students are good in

Responses	Participants	Percentage%
Grammar	39	55
Phonology	6	8,6
Vocabulary	13	18,6
Speaking	18	25,7
Reading	46	65,7
Writing	13	18,6

The findings show that more than half of students were good on reading than in grammar; yet, what they meant by reading stayed in question because majority of students meant by reading pronouncing and sounding the words and sentences as letters. 25% of them (18 students) said that they were good in speaking. Whereas, 18,6% answered by vocabulary and the same percentage for writing which means that these two aspects of the language made difficulty for students and the two are interrelated as will be shown in next findings. At last, 8,6% of the students declared that they were good in phonology, this indicates their high level in English language.

Section Two: Vocabulary

Question 06: Does your teacher emphasise on the importance of Vocabulary in learning English?

Table 2.32: The emphasis of the teachers on vocabulary according to the students

Responses	Participants	Percentage%
Yes	44	62,9
No	26	37,1
Total	70	100

Chapter 02: Methodology and Data Analysis

According to the findings above, it is revealed that 62,9% of the students recognized how their teachers had emphasized on the importance of acquiring vocabulary, whereas 37,1% said that the teachers did not do that.

Question 07: How do you acquire new vocabulary?

Table 2.33: Students' ways of acquiring vocabulary

Responses	Participants	Percentage %
In English language lessons	61	87,1
Through personal effort	6	8,6
Songs, films and videos	20	28,6
Social Media	34	48,6
Reading stories	4	5,7
Reading blogs	15	21,4

The Findings show that majority of students were relying on English language lessons in acquiring new vocabulary and that nearly half of them were on social media, here, both answers were chosen because they are frequently life's activities: passing time between studying at school and chatting on their devices. 28,6% of them answered by songs, films and videos that were linked to social media, the same thing for reading blogs when 21,4% of students got new vocabulary through reading blogs of different types on Net pages. But, 8,6% (06 students) and 5.7% (4 students) answered that they acquired vocabulary through personal effort which could be for example through reading stories.

Question 08: During English language sessions, how do you acquire new vocabulary?

Table 2.34: Ways of acquiring new vocabulary during English language sessions

Response	Participants	Percentage
At the beginning of each unit	20	28,6
At the beginning of each lesson	39	55,7
The vocabulary lessons and activities	45	64,64
At listening and speaking	10	14,3
Within reading	16	22,9
Continuously	20	28,6

Chapter 02: Methodology and Data Analysis

Focusing on the fact that majority of informants had acquired new vocabulary in English Language lessons, question seven was about the manners of doing it :64,64% of the students answered by the vocabulary lessons and activities and 55.7% by the vocabularies presented by teachers at the beginning of each lesson while 28,6% said that they did it by the beginning of each unit. Notably, 28,6% of the students answered that they continuously acquired Vocabulary that means that they kept focusing on new vocabulary during the unit' sequences and lessons.22,9% said that within reading they got new vocabulary, they were the students who had done reading for the sake of vocabulary. Whereas 14,3% answered by at listening and speaking, it could be because most teachers had focused less on these two skills.

Question 09 : Do you know the common prefixes and derivational suffixes ?

Table 2.35 : Students' knowledge of common prefixes and derivational suffixes

Answers	Participants	Percentage %
Yes	31	44,3
No	39	55.7
Total	70	100

The table above shows that 55,7% of the students (39 students) answered that they did not know common prefixes and derivational suffixes while 44,3% (31 students) answered that they did .

Question 10: Which of the following ways are used more by your teacher to present new vocabulary ?

Table 2.36: Student's identification of their teachers' ways of presenting new Vocabulary

Responses	Participants	Percentage %
Pictures	44	62,9
Real objects	18	25,7
Guessing from the context	35	50
English-English dictionary	46	65,7
English -Arabic dictionary	06	8,6

Chapter 02: Methodology and Data Analysis

The findings in the table above indicated clearly that 65,7% of the students had used English-English dictionary on EFL,8,6% of the students answered that their teachers had used English-Arabic dictionary since Bilingual dictionaries help learners quickly grasp the meanings of words, especially for words that are difficult to translate into English:”

While 62,7% of the students answered that pictures were used by their teachers, especially for the students of first year as the textbook was designed like so; 50% of them said that Guessing from context was more used by their teachers. Guessing from context could be a suitable strategy to train EFL students getting the meaning using linking ,analysing and deducing it especially that some strategies cannot be helpful during tests and exams. At last,25,7% of the answers were about using real objects

Question 11: Which games help you more in understanding new Vocabulary and keeping it in mind?

Table 2.37: Games that help in understanding and keeping vocabulary according to the students

Responses	Participants	Percentage %
Cross words	22	31,4
Words puzzle	41	58,6
Finding the missing words	34	48,6
Pretending from the gesture	11	15,7

As shown in the table,59,6% (41 students)of EFL secondary school students chose words puzzle as the game which helped them in understanding and memorising vocabulary ,it could be because of nature of the game and the level of easiness comparing to cross words ‘game (22 students).However, finding the missing word's game was with 34 students(48,6%) and Pretending from the gesture’ was with 11 students(15,7%) ,this last made a challenge to them since theyhad to find the needed words but sometimesthey did not have it on English language.

Chapter 02: Methodology and Data Analysis

Section Three: Reading and Writing Skills

Question 12 :Which of the following skills is the most difficult?

Table 2.38: Students' Opinions about the Most Difficult Skill

Responses	Participants	Percentage%
Reading	02	2,9
Writing	39	55,7
Both	29	41,4
Total	70	100

As shown in the table above, the majority of students (55.7%) said that writing was the most difficult skill for them. The students were aware of the importance of writing and considered it as a difficult skill that demanded hard work and continual efforts to accomplish. 29 students (41,4%) chose that both skills, reading and writing, as difficult for them, which indicates that the difficulty in reading affected writing skill in a way or in other. So, reading and writing had the same degree of difficulty. The rest students (17% ...) chose reading skill, it could be because they could not understand the texts or they might have difficulty in reading and spelling .

Question 13: Why do you think it is difficult?

Table2.39: Students' justification about the cause of the chosen skill difficulties

Answers	Participants	Percentage%
Lack of Vocabulary	32	45,7
The skill in itself	22	31,4
Lack of practice	16	22,9

The question sought to investigate the students' difficulties and problems they faced when reading and writing in EFL, as reading and writing cannot be separated from each other: the more in-depth reading they did, the more in-depth writing they can do. The responses to this question were as follows: 45,7% of the students said that lack of vocabulary was the source of difficulty and 31,4% answered that it was the skill in itself which means that they had difficulty in reading or writing as whole. Whereas 22,9% of them acknowledged that they did not practise, because the more students practised the skill the more they trainedand solved the difficulties.

Chapter 02: Methodology and Data Analysis

Question 14: While reading ,do you understand the text’s words and sentences?

Table 2.40 : Understanding the texts’ words and sentences while reading

Answers	Participants	Percentage %
Yes	21	30
No	49	70
Total	70	100

The table above presents that 70% of the participants (49 students) did not understand the text’s words and sentences;contrary to 30% of them(21students) they did.

Question 15: If no, why? Is it because ...?

Table 2.41: Students ‘causes of not understanding the texts’ words and sentences

Responses	Participants	Percentage %
Not know the word’s meaning	24	48,6
Not know how to relate between words and their functions	10	21,4
Lack of grammar	19	38,6
Complexity of sentences	39	78,6
Not know how to read the letters and words	6	13

The participants answered by no presented different sources for not understanding the tests ,their answers came as follow: 78,6% of them said that it was the text complexity of sentences,48,6% of them said that they did not know the word’s meaning: The two previous answers shared the aspect of vocabulary in EFL .38,6% of the students answered that the cause was lack of grammar and 1,4% said that they did not know how to relate between words and their functions; this indicates that grammar affected the students’ reading skill “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (Wilkins, 1972, p. 111). Not surprised that 13% of them said that they did not know how to read the letters and words which means that they had very low level in English language.

Chapter 02: Methodology and Data Analysis

Question 16: Why do you usually write ?

Table2.42: Students' reasons for writing

Answers	Participants	Percentage %
For pleasure	08	4,2
When having writing assessments	30	42,9
During test and exams	32	52,9
Total	70	100

It is clear that most of students (52,9%) wrote only in tests and exam, in other words, when they were obliged for the sake of marks, nearly the same (42,9%) answered that they wrote when they had assignments as a class or a home work, in order not to be punished or losing marks. Unfortunately, only (4.2%) of them answered that they wrote for pleasure, in a way they had used English language to write about their thoughts, ideas and feelings.

Question 17: Do you understand what you are asked to do in written expression topics ?

Table2.43: Students' understanding of the given written expression topics

Answers	Participants	Percentage %
Yes	30	42,9
No	40	57,1
Total	70	100

The answers of this question were as follow: 57,1% of the students did not understand what were asked to write in written expression topics; Itreferred to the few stocks of vocabulary, they could not understand what was asked. Despite this,42,9% answered that they did, they could succeed in understanding the topics either because the topics' wordswere known or they had seen a same topic before.

Chapter 02: Methodology and Data Analysis

Question 18: If no, how do you solve it?

Table 2.44: Students' ways of solving the problem of not understanding the topic in written expression

Answers	Participants	Percentage %
Ask teacher's help	15	37,5
Use dictionary	08	20
Refer to unit' words glossary	06	15
Don't write anything	11	27,5
Total	70	100

The table presents how the students acted when they did not understand the topic of writing activity. 37,5% of the students said that they asked their teacher help; he can explain the words, clarify the ambiguous expressions, give them examples or remind them what they had taught before. In contrast, 27,5% of them answered that they did not write anything, since they did not understand. Whereas 20 % of them answered that they used the dictionary which can be a monolingual or bilingual and most cases they referred to bilingual one (English-Arabic). 15% chose to return to their unit's glossary that can be given by their teacher or done by themselves.

Question 19: When writing, do you think in Arabic, then translate the words in English?

Table 2.45: Students' thinking in Arabic or not when writing

Answers	Participants	Percentage %
Yes	55	78,6
No	15	21,4
Total	70	100

Using L1 when learning FL is a natural thing since the students used his cognitive ability to acquire and master FL, so that 87,6% answered that they thought in Arabic first then tried to translate their ideas into English language to accomplish their pieces of writing. While, 21,4% said that they did not do that, either due to their good level in FL or they thought directly and wrote using it.

Chapter 02: Methodology and Data Analysis

Question 20: When writing, do you remember the vocabulary learned in previous lessons?

Table 2.46: Students' remembering the learned vocabulary

Answers	Participants	Percentage %
Yes	42	60
No	28	40
Total	70	100

The table's findings show that 60% of the participants could remember the learned vocabulary, and that 40% of them replied negatively. It was like so, because to remember a vocabulary was a mental process that needs efforts of understanding, memorising and reinventing it, some students were not keen on that.

Question 21: Which words are kept more in your memory?

Table 2.47: Words more kept in Students' memory / minds

Answers	Participants	Percentage %
Those related to meaning in Arabic	37	52,9
Those related to pictures and real objects	11	15,7
Those related to read texts	22	31,4
Total	70	100

When asking the students about the words that were kept more in their memories, 52,9% replied that they were those related to meaning in Arabic, that the students memorised the English vocabulary related to their meaning in Arabic more. Then, 31,4% of them chose those words related to the read texts; here, appeared the effect of reading on vocabulary acquisition. However, 15,7% said that they kept those related to pictures and real objects which means that to memorise them, they needed to realise the words and link them to visual forms.

Chapter 02: Methodology and Data Analysis

Question 22: To know a new word, which of the following strategies is more helpful for you?

Table 2.48: Strategies of knowing new words

Answers	Participants	Percentage %
Using dictionary	29	41,4
Examples, Synonyms and opposites given by teacher	37	52,9
Guess from the context	19	27,1
Reading	24	34,3

The table above presents the students' answers about the strategies that can help them more to know a new vocabulary in EFL. Interestingly, the answers of 52,9% of them were about the examples, synonyms and opposites given by the teacher. While, 41,4% of the answers came for using dictionary and as mentioned in previous question, the students could use monolingual or bilingual dictionary according to his level in EFL. Reading's choice was of 34,3% of the students, it could be because through reading they could study the new vocabulary through sentences forms, functions or through the topic tackled in the text. But, 27,1 % of them said that Guessing from context can help him more to acquire and understand new vocabulary .

Question 23: Do you learn words by heart with their synonyms and opposites?

Table 2.49: Learning synonyms and opposites by heart

Answers	Participants	Percentage %
Yes	26	37,1
No	44	62,9
Total	70	100

In order to check whether the students gave importance to words synonyms and opposites presented by teachers when presenting new vocabulary, question 23 came to investigate if the students learned by heart the synonyms and opposites of the word: 62,9% of them answered that they did not and the rest that they did. Although they saw that using explanation with synonyms and opposites helped them to understand the vocabulary, they did not work to keep them in minds; this could negatively affect their vocabulary acquisition.

Chapter 02: Methodology and Data Analysis

Question 24 : In home written assignments ,do you use Google translation or other web applications?

Table 2.50: Students' using Google translation and web applications in translation

Answers	Participants	Percentage %
Yes	57	81,4
No	13	18,6
Total	70	100

The question was presented to investigate both sides,the use of technology in EFL and the strategy of translation in writing.The findings show that 81,4% of the students used Google translation or other web application in a way they wrote their ideas and thoughts in L1 and let the Netor AI translatedfor them.

Question 25: When using them,how do you translate?

Table 2.51:Students' manners when translation using Google translation or Web applications

Answers	Participants	Percentage %
Word by word	21	30
Sentence by Sentence	08	11,4
The complete paragraph	41	58,6
Total	70	100

Continuing to the previous question, the students used Google translation were asked to tell how they did that .58,6% answered that they wrote the complete paragraph than translated it as one ,30 % of them translated word by word and 11,4% of them translated sentence by sentence.

Chapter 02: Methodology and Data Analysis

Question 26: How do you think you can be better in reading and writing?

Table 2.52: Students' opinion about manners of being better in reading and writing

Answers	Participants	Percentage %
Learning vocabularies by heart- Repetition drills	15	21,42
Mastering grammar	07	10
Continuous speaking and oral communication	23	32,85
Vocabulary practice through writing	25	35,71
Total	70	100

The findings above show that clearly that the students agreed on that the good ways to improve their reading and writing skills were through Vocabulary practices by writing (35,71% of the answers) and by Continuous speaking and oral communication which means the use of the learned Vocabulary orally through daily communication (32.85%). While 21,42% of the students thought that repetition drills were the best way to do that, however, 10% of them said that it was Mastering grammar that helped in improving their skills.

3.4. Discussion of the Findings

The results obtained from the teachers' questionnaire show that most teachers try to help their students overcome the difficulty of learning English especially in reading and writing. As concerns, the teachers' strategies to help students achieve the needed vocabulary knowledge and their effectiveness linked to learners' reading and writing skills, the following points are resulted:

- Teaching vocabulary is the first element teachers take into account before teaching other skills.
- Teachers are quite aware of the problems they encounter when teaching vocabulary in EFL classes as it makes it more challenging to teach other skills especially reading and writing.

Chapter 02: Methodology and Data Analysis

- Teachers are aware of the importance of reading in developing the learners' skills and improving their vocabulary acquisition.
- Nearly all most teachers use “synonyms and opposites” and “pictures” as the most effective strategy to teach vocabulary for EFL learners.
- Although the pedagogical staff imposes the exclusion of the mother tongue in EFL classes, teachers refer to translation in reading comprehension as the last solution. Thornbury (2002) claims that translation is sometimes an effective strategy for teachers to save time while presenting incidental vocabulary. The teachers' preference of translation to the mother tongue may refer to the idea that they think that their learners linguistically feel secure and less anxious as they are already equipped by a language system.

In short, teachers revealed a positive attitude towards encouraging reading sessions either through oral reading or silent reading. This reflects their awareness of the importance of reading in developing the learners' skills and improving their vocabulary acquisition. Besides to their awareness of the main purposes of reading which are comprehension and vocabulary mastery. In addition, the majority of teachers evaluate their learners' reading so as to identify their reading comprehension through comprehension questions, post reading activities or on the basis of vocabulary. They seemed to be aware of the causes behind their learners' failure to read which are mainly their weak vocabulary background and the difficulty of the reading process. Concerning the writing skill, all teachers said that they encourage their learners to write individually, in pairs or in groups. Teachers can use several strategies to enhance the writing skill of their learners whether individually, in pairs or in groups. Indeed, working in pairs in class allows students to discuss the vocabulary items together in an effort to use them correctly (Eyraud et al., 2000, p.8). They referred their failure to write to the lack of vocabulary. Indeed, the strategy that teachers use to teach vocabulary in an EFL class plays an essential role in improving their learners' writing skill.

On the other hand, the results obtained from the analysis of the students' questionnaire confirmed what has been hypothesized to conduct this research. The questionnaire evidenced that developing reading and writing skills of Secondary School students is related to the vocabulary teaching strategies followed by the teachers. The findings show that most of them had difficulties in reading and writing because of the insufficient stock of vocabulary or their limited vocabulary knowledge.

Chapter 02: Methodology and Data Analysis

- the findings indicate that more than half of the students had difficulty in distinguishing between words relying on common prefixes that could help to know for examples word opposites or on suffixes to identify the words nature(parts of speech) and to determine the meaning of words(Callella, Prefixes and Suffixes.2004).
- Min (2013) stated," One of the most essential resources for language Learners is a dictionary. Research points out that Monolingual dictionaries can help learners develop more solid awareness of the collocation partnerships of words since meaning and other information are provided in the same language as the target word".
- Most students in EFL classes faced difficulty to carry on the process of reading since they could not get the meaning,and that they needed to find ways to decode the words meaning immediately.It is like so,because to remember a vocabulary is a mental process needs efforts of understanding, memorising and reinventing it,some students are not keen on that.
- The EFL students found help in theirteachers' explanations through examples, words Synonyms and opposites especially if the teacher had presented known patterns or previously seen words.Nation posits that "The positive effects of vocabulary teaching are that it can provide help when learners feel it is most needed"
- students' responses also draw the attention to the fact that when writing or reading most of them used direct translation though technology devices from Arabic-English languages without considering the meaning of the words separately whichmeans that they didn't care for the vocabulary presented in EFL classes whatever the teaching strategy is.At the level of time and effort cost, the way used by the majority of the students is practical; but at the level of the positivity and effectiveness when learning English language, translating the complete paragraph as one cannot help in developing the learners' skills, it gives them negative habit by relying completely on Artificial Intelligence not developing their cognitive abilities in recognizing ,memorising and recalling the learned vocabulary or sentence and paragraph building strategies, contrary to translating word by word or sentence by sentence .

Chapter 02: Methodology and Data Analysis

At this level, it is safe to argue that vocabulary is crucial in developing the different language skills. Indeed, according to researchers and scholars in the TEL field, unknown words are often an obstacle to acquire a foreign language.

To sum up, both teachers and students are highly aware of the effectiveness of vocabulary teaching strategies that improves the learners' target language in general and their reading and writing skills in particular.

Conclusion

To conclude, chapter two is devoted to give an overview of the research design and data analysis, it was designed to reach the research goals through the conducted questionnaires and analysing the results got and conveying their final findings. In fact, teaching vocabulary is the main concern of teaching and learning any foreign language through the use of the selected and appropriate strategies, and this will automatically lead to an efficient quality of reading and writing skills. The vocabulary teaching strategies were questioned about in both teachers and students' questionnaires gave clear picture about their effects on students reading and writing abilities.

An orange scroll graphic with a black outline, featuring a vertical strip on the left side and small circular details at the top corners, suggesting a rolled-up document.

General Conclusion

General Conclusion

Vocabulary is one of the aspects of English language. It is very important for acquiring English. Vocabulary contributes greatly in improving the four English skills; listening, speaking, reading, and writing. This means that vocabulary plays an important role in the study in their field of study. A student with less vocabulary will find difficulty in understanding the text, unable to speak English, and write these own ideas. The ability to read and write fluently requires learners to reach a “lexical threshold” (Laufer, 1997).

The paper aimed at investigating the effectiveness of the strategies used in teaching vocabulary by EFL teachers, as there are various ways and strategies through which vocabulary can be enriched. The study aimed at finding to what extent the vocabulary teaching strategies are effective when reaching the point of production in comprehending the reading text and in writing. There is little doubt that EFL learners and teachers have to make vocabulary teaching and learning a continuous process. The provided research question and hypothesis postulated the main points in the vocabulary teaching process. The collected data investigated the different kinds of strategies and techniques that EFL teachers use during the vocabulary teaching process and to what extent they are effective and successful when reading and writing. After fulfilling the study, it is confirmed that the strategies used by EFL teachers when presenting vocabulary are effective elements to develop EFL learners reading and writing skills through improving their abilities to acquire effectively new vocabulary, then reinvest them in reading and writing.

In the light of the findings from the students’ and teachers’ questionnaires, we have to set some suggested teaching and learning recommendations that could be helpful for both students and teachers:

- Students should recognise that vocabulary plays a vital role in their learning of English language.
- There is no single strategy to build one’s vocabulary. It is a continuous process, between teachers and students, through various ways and utilizing various strategies so that students develop their ability to deal with communicative situations inside and outside the course.
- Teachers should update themselves with the latest strategies of Vocabulary teaching and learning foreign languages.

General Conclusion

- It is important to remember that good storage of words will lead to good investment of words either in reading or writing: good input always precedes good output.
- Students should be active and hard workers in their vocabulary acquisition because the more active they are in their vocabulary acquisition process, the more active readers and writers they will become, the good reader can be a good writer.
- Teachers should motivate learners to engage in continuous practice in order to enrich their vocabulary and make use of technology and vocabulary building materials.
- Creating a learning atmosphere which provides learners with opportunities to use the language effectively.
- As academic vocabulary expectations for both reading and writing become more challenging as students move up through the grade levels, educators and scholars should do more study to examine the use of vocabulary teaching strategies in high school EFL curriculum

Eventually, Effective vocabulary teaching strategies enhance word retention, broaden the depth and breadth of word knowledge and therefore expedite the vocabulary development of the learner. Without vocabulary EFL reader sees the text as a temple of Hieroglyphic's writing can see the elements that composed it but cannot get what it means, the same case when writing he is as a mute person cannot express what he wants to say.

The effectiveness of vocabulary teaching strategies appears clearly on the level of the students in reading and writing, especially that learners are aware that they must enlarge their vocabulary storage, As EFL teachers should use teaching strategies that focus on fostering learners to develop their vocabulary, EFL learners should be knowledgeable about using and organizing lexical items in coherent paragraphs.

An orange scroll graphic with a black outline, featuring a vertical strip on the left side and small circular details at the top corners, suggesting a rolled-up document.

References

References

- Ancher, W. P.(Editor) (2001,January). *English Teaching Forum*.Volume 39.
- Alqahtani, M. (2015). The importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, 21-34.
- Bakhsh, S. A. (2016, May 16) .*Using Games as a Tool in Teaching Vocabulary to Young Learners*. King Abdul Aziz University, Jeddah, Saudi Arabia, <http://dx.doi.org/10.5539/elt.v9n7p120>
- Brooks, A. & Grundy, P. (1998) .*Beginning to Write*, Cambridge Handbooks for English Teachers .
- Byrne,D. (1977). *Teaching Writing Skills*, Longman, London.
- Callella, T. (2004). *Prefixes and Suffixes*. Creative Teaching Press, Inc, Huntington Beach CA.
- Day, R. R. & Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge: Cambridge University Press.
- Eisterhold, J. C. (1990) . Reading-Writing Connections: Toward a Description for Second Language Learners,published online by *Cambridge University Press* ,05 October 2012
- Ellis, R. (1985) .*Understanding Second Language Acquisition*. Oxford University Press.
- ELkoumy, AS. A K. (2002). *Teaching and Learning English as a Foreign language: A comprehensive Approach*, Prof TEFL. Dar An-Nashr for Universities, Cairo, Egypt.
- Eyraud et al. The Word Wall Approach:Promoting L2 Vocabulary Learning, Ancher, W. P.(Editor) (2000,January). *English Teaching Forum*. Volume 38.
- Ghaemi, H.(2014,September 3). Teaching English .*Modern Journal of Language Teaching Methods (MJLTM)* . Islamic Azad University, Iran,Vol.4.
- Ghalebi, R. Sadighi, F &Bagherin, M.S .(2020). Vocabulary Learning Strategies: A Comparative Study of EFL Learners, *Cogent Psychology*. <https://doi.org/10.1080/23311908.2020.1824306>
- Oxford University.(2008).*Oxford Advanced Learner's Dictionary - 7th edition* 1.6.20040.11308
- Honig, B., Diamond, L. & Gutlohn , L. (2017) *Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade*; Reproduced by permission of Arena Press. 3rd Edition,Core Literacy Library
- Klippel, F.(1994) .*Language Program Evaluation*, *Cambridge University Press*.Cambridge.
- Lessard-Clouston, M. (2013). *Teaching Vocabulary*. English Language Teacher Development Series. Farrell Series (Editor), by TESOL International Association .

References

- Lolita, Y. (2015). *The Use of Vocabulous: Vocabulary Various*. Universitas Negeri Surabaya. Vol 1. Nomor 1. Januari 2016
- Lyons, L. H. & Heasley, B. (2006). *Study Writing*, 2nd edition, Cambridge University Press
- Min, Y. K. (2013). Vocabulary Acquisition : Practical Strategies for ESL Students . *Journal of International students* .University of Washington at Bothell (USA) .
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press: 217-233.
- McGinnis, D.J., Smith, D.E. (1982). *Analysing and Treating Reading Problems*, Macmillan Publishing.
- Nunan, D. (1991). *Language Teaching Methodology : A Textbook for Teachers*. Prentice Hall International English Language Teaching .
- Nunan, D. (2003). *Practical English Language Teaching*. International edition.
- Pamkungkus, A. , Mila, B. & Negeri, A. S. (2023, May) . Playing Video Games in Reading and its Effectiveness for English Learners. *English Education Study Program, Journal of Language Education*. Vol 7I Nol . Universitas Baturaja 'blacklotus 1701.
- Rajagopalan, I. (2019). "Concept of Teaching." *Shanlax International Journal of Education*, vol. 7, no. 2, 5-8. DOI: <https://doi.org/10.34293/education.v7i2.329>
- Redman, S. , Ellis, R. & Viney, B. (1999). *A way with Words*. Cambridge University Press.
- Redman, S. (2017). *English Vocabulary in Use*. Cambridge University Press, 4th Edition.
- Richards, J.C. & Renandya, W. A. (2002). *Methodology in Language Teaching Anthropology of Current Practice*. Cambridge University Press.
- Sadia, S.O. , Muhammad , A.M. & Albloly, A. M. (2017) .The Effectiveness Of Vocabulary Awareness in Developing Writing Skills Of Undergraduate Students, *Journal of Kassala University*, Sudan , Vol. 4. Issue.3 (July-Sept) <http://www.ijelr.in>.
- Sedita, J. (2005). Effective Vocabulary Instruction , Published in : *Insights on Learning Disabilities*. 2(1) 33-45
- Seal, B. D. (1991). *Vocabulary learning and teaching*. In Celce-Murcia, M. (Ed.), *Teaching English as a second or foreign language* (pp.296-311), Boston, MA: Heinle & Heinle.
- Schmitt, N. & McCarthy, M. (eds) (1997). *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge University Press .
- Schmitt, N. (2000) . *Vocabulary in Language Teaching*. Cambridge University Press.

References

- Shahov, V. P. (2012). Measuring L2 Receptive and Productive Vocabulary Knowledge. Vol, 4. 37-45. Retrieved from http://www.reading.ac.uk/web/FILES/english-language-and-literature/elal_LSWP_Vol_4_PignotShahov.
- Snow, C.E., Griffin, P. & Burns, M.S.(eds.)(2005). Preventing Reading Difficulties in Young Children . Washington DC:National Research Council.Retrieved :www.scrip.org.
- Starkey, L. (2004). How to write great essays. New York: Learning Express
- Stuart ,A. & Webb (2009). The Effects of Pre-learning Vocabulary on Reading Comprehension and Writing .*The Canadian Modern Language Review*. (March/mars), 441-470 doi:10.3138/ cmlr.65.3.441.
- Sulistyaningrum, R.A., Siswantoro , A. & Handoko , P.(2014). English Education Teacher Training Program ,Sebelas Maret University of Surakarta, Fatemeh Javan Delzende . Ayuurohmah@gmail.com
- Tanner, R. & Green, C.(1999). *Tasks for teacher education :A Reflective Approach coursebook*
- Tankersley, K. (2003). *The Threads of Reading Strategies for literary development*. Association for Supervision and Curriculum Development Alexandria, Virginia USA.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education Limited ,England .
- Ur,P.(1991) . *A Course in Language Teaching:Practice and theory*. Cambridge University Press.
- Utami, A.U. (2015). The Effectiveness of Teaching Vocabulary , FKIP UMP.
- Webb, Stuart, A. &Chang, A. (2015). Second Language Vocabulary Learning Through Extensive Reading with Audio Support: How do frequency and distribution of occurrence affect learning? *Language Teaching Research*. 19. 667-686. 10.1177/1362168814559800.
- Yue,W.(2014). Effectiveness of the Vocabulary Learning Strategies on English Vocabulary Learning for Non-English .College English Department ,Zaozhuang University , China . *Social Science, Education and Humanities Research*, volume 310.
- Zhuomin, H. (Caddie). Make a leap: How can receptive vocabulary be turned into productive vocabulary in the context Senior Chinese High School? Retrieved from of https://www.google.iq/?gfe_rd=cr&ei=9MIPVYzuM4qu8wfljYGoAg#q=Make+a+leap:+How+can+receptive+vocabulary+be+turned+into+productive+vocabulary+in+the+context+of+Chinese+Senior+High+School.
- Zhou, S. (2010). Comparing Receptive and Productive Academic Vocabulary Knowledge of Chinese EFL Learners. *Asian Social Science*. Vol. 6, Retrieved from <http://www.ccsenet.org/journal/index.php/ass/article/view/6313> No. 10.



Appendices

Appendices

Appendix I

Teachers' questionnaire

Dear Teacher,

You are kindly invited to fill in the following questionnaire as part of a master dissertation .Your contribution through answering this questionnaire will be a great help to fulfill this research project.

Please put a tick (✓) for the appropriate choice or a full answer where necessary

We appreciate your collaboration

Section One: General Information

1. How long have you been teaching English language?

Less than five years

More than five years.

2. What degree do you have?

a) License

b) Master

c) Doctorate

Section two:

3. At which sequence of the unit do you present new vocabulary to learners?

a) When introducing the unit

b) In reading

c) In writing

4. Which strategy do you use when teaching new vocabulary?

a) Pictures

b) Definitions from dictionaries

c) Synonyms and opposites

Other.....
.....

5. Do learners have difficulties with vocabulary mastery?

a) Yes

b) No

Why ?.....
.....

6. Do you emphasize on teaching learners the common prefixes and derivational suffixes?

a) yes

b) No

Appendices

c) If yes ,how often ?

.....

7. How do you make learners distinguish between words' nature ?

- a) Explanation
- b) Verb ,noun ,adjective table completion
- c) Fill in the blanks' activity
- d) While reading

Other

8. After teaching new vocabulary ,how do you ask learners to reinvest what have been learned?

- a) by giving examples
- b) by completing given sentences
- c) giving synonyms and opposites

other

9. Do you think that the learners' difficulty to understand vocabulary affects their reading comprehension?

- a) Yes
- b) No

If 'yes' please explain how:

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

10. Do you think that the learners' difficulty to understand vocabulary affects their writing skill?

- a) Yes
- b) No

If 'yes' please explain how:

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

11. Is the use of dictionary an effective strategy for presenting the meaning of new vocabulary?

- a) Yes
- b) No

12. Do you think that the words glossary can help learners ?

- a) Yes
- b) No

Please explain

.....

Appendices

.....
13. Do pictures and real objects contribute in teaching vocabulary in English classes?

- a) Yes
b) No

-Whatever is your answer, please explain how?

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

14. Do you think that using games can be an appropriate strategy to teach vocabulary?

- a) Yes
b) No

-Give examples of games

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

Section Three:

15. Do you encourage learners to read?

- a) Yes
b) No

-How ?

- a) Silent reading in the class
b) Oral reading in the class
c) Reading for pleasure

16. What do you teach reading for?

- a) For comprehension
b) For the sake of vocabulary

other.....

17. Do you evaluate the learners' reading in the class?

- a) Yes
b) No

If 'yes' please explain how is it done?

.....
.....

18. On which basis do you identify the learners' reading comprehension level?

- a) Comprehension questions
b) On the basis of vocabulary

Appendices

c) through post-reading activities

other

19. Why do you think learners fail in reading comprehension? Is it due to:

- a) The difficulty of lexical items
- b) The difficulty of the reading process
- c) The learners' weak vocabulary background
- d) complexity of sentences
- e) lack of grammar mastery

other

20. Do you refer to translation to Arabic language ,when learners do not succeed in reaching the meaning of the new vocabulary?

- a) yes
- b) No

If yes, when/at which stage ?

.....

21. Do you prefer translation to mother tongue or other foreign languages ?

- a) to learners' mother tongue
- b) to other foreign language

Section Four:

22. How do you usually encourage the learners to write?

- a) Individually
- b) In pairs
- c) In groups

23. Why do you think learners fail to write? Is it due to:

- a) Lack of vocabulary
- b) Topic content
- c) Grammar
- d) Weak in writing process
- e) Lack of writing skill
- Other.....

.....

24. When correcting learners' pieces of writing ,which mistakes do you find more?

- a) spelling
- b) Arabic words written in English letters

Appendices

c) Incorrect vocabulary

d) Sentence-building

Other

25. Do teaching vocabulary strategies contribute to the improvement of the learners' writing skills?

a) Yes

b) No

If 'yes' please explain how:

.....

Appendices

Appendix II

Student Questionnaire

Dear students ,

Here is a questionnaire that needs to be fulfilled by your answers in order to investigate a research study in English Language as a foreign language .Your answers and views serves as a helpful tool for conducting a university Master study.

Answer by putting tick \surd in the box that suits your answer

Section one :

1- gender

-male

-female

2- Which level are you studying in?

First year

Second year

Third year

3- How long have you been studying English language in Secondary school?

One year

Tow years

Three years

Four years

4- How could you describe your level in English language?

Very Good

Good

Accepta

bad

5- In which aspect of English language are you good ?

a) Grammar

b) Phonology

c) Vocabulary

d) speaking

e) Reading

f) Writing

Section two :

6- Does your teacher emphasise on the importance of Vocabulary in learning English language?

-Yes

-No

7- How do you acquire new vocabulary? *You can tick more than one answer*

a. In English language sessions

b. through personal effort

c. Songs, films and videos

d. Social Media

e. Reading stories

f. Reading blogs

Appendices

8- During English language sessions, how do you acquire new vocabulary?

- At the beginning of each unit
- At the beginning of each lesson
- The vocabulary lesson and activities
- At listening and speaking
- Within reading
- Continuously

9- Do you know the common prefixes and derivational suffixes?

Yes No

10- Which of the following ways are used more by your teacher to present new vocabulary ?

- a) Pictures
- b) Real objects
- c) Guessing from the context
- d) English –English dictionaries
- e) English-Arabic dictionaries

11- Which games help you more in understanding new vocabulary and keeping it in mind?

- a) cross words
- b) Words puzzle
- c) Finding the missing words
- d) Pretending from the gesture

Section three :

12- Which of the following skills is more difficult?

Reading Writing both

13- Why do you think it is difficult? Is it because

- lack of vocabulary
- the skill in itself
- lack of practice

14- While reading , do you understand the text's words and sentences?

Yes No

15- If no, why ? is it because

- Not know the words ' meaning
- Not know how to relate between words and their functions
- Complexity of sentences
- Lack of grammar
- Not know how to read the words and letters

Appendices

16- Why do usually you write ?

- for pleasure
- When having writing tasks and assignments
- During tests and exams

17- Do you understand what you are asked to do in written expression topics ?

-Yes -No

18- If no: How do you solve it?

- Ask for teacher's help
- Use dictionary
- Refer to unit' words glossary
- Don't write anything

19- When writing, do you think in Arabic, then translate the words in English?

Yes No

20- When writing , do you remember the vocabulary learned in previous lessons?

Yes No

21- Which words are kept more in your memory?

- Those related to meaning in Arabic
- Those related to pictures and real objects
- Those related to read texts

22- To know a new word, which of the following strategies is more helpful for you?

- Using a dictionary
- The example ,Synonyms and opposites given by teacher
- Guess from the context
- Reading

23- Do you learn words by heart with their synonyms and opposites ?

Yes No

24- In home written assignments ,do you use Google translation or other web applications?

Yes No

25- When using them ,how do you translate?

- Word by word
- Sentence by sentence
- The complete paragraph

26- How do you think you can be better in reading and writing ?

- Learning vocabularies by heart – repetition drills
- Mastering grammar
- Continuous use of the learned vocabulary
- Using vocabulary in sentences

Thanks for cooperation

الملخص

الهدف من هذه الدراسة هو معرفة مدى فعالية استراتيجيات تدريس المفردات المستخدمة من قبل معلمي اللغة الإنجليزية في المدارس الثانوية في تحسين وتطوير مهارات القراءة والكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تم إجراء هذا البحث وفق طريقة مختلطة تجمع بين الأساليب الكمية والنوعية. تكونت عينة هذا البحث من سبعين تلميذاً تم اختيارهم عشوائياً من مختلف المستويات بالمدارس الثانوية بولاية غرداية بالإضافة إلى ستة وعشرين معلماً من المدارس الثانوية العمومية بغرداية بالجزائر في العام الدراسي 2024/2023. وتم جمع البيانات من خلال استبيانين تم توزيعهما على الطلاب والمعلمين. وكشفت النتائج أن كلاً من المعلمين والطلاب يعتبرون المفردات عاملاً مهماً في تعزيز مهارات القراءة والكتابة. علاوة على ذلك، أظهر المعلمون وعيهم بالصعوبات التي يواجهها المتعلمون في فهم النص المكتوب والتعبير عن أنفسهم بوضوح كتابياً، فاقترحوا عدة استراتيجيات لتعليم المفردات.

الكلمات المفتاحية: الفعالية, المفردات, اللغة الإنجليزية كلغة أجنبية, استراتيجيات التدريس, مهارة القراءة, مهارة الكتابة