The Effects of Using some Strategies in Teaching Vocabulary Items:
A Case Study of the Pupils of Alsaadonap Basic School,
Um-Elgura Locality, Gezira State, Sudan (2011-2012)

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Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Arts
in
English Language Teaching (ELT)

Department of English
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June 2013
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Date of Examination: 13/June/2013
Dedication

I dedicate this work:
To my loving parents
To my lovely nephew Dafa-Allah
To the soul of my sisters: Zeinab and Rasheega
And to every one from whom I learn every useful things.
Acknowledgements

I would like to express my gratefulness to my supervisor Dr. Zahir Abu-obeida for his patience, assistance and insightful comments. I also record my thanks and appreciation to Dr. Awatif Al-amin Satti for her valuable information and unlimited help. Thanks are also extended to Dr. Abd-Elrahman El-tayeb Ibrhaim who has helped and supported me a lot.
Abstract

Vocabulary is considered an important element in learning any language. Knowledge of vocabulary items develops the learners' abilities to express themselves in different walks of life. This study aimed at showing the effects of using some effective strategies in teaching vocabulary items at basic level. The study adopted the descriptive and experimental method of research. The tools of data collection were a questionnaire which was distributed among a small sample of 25 English language teachers at Basic Level in Um Elgura Locality. In addition to that a group of fifty pupils chosen randomly from El Saadonap Basic Level School for Boys and Girls (Class six) sat for a pre-test and post-test. Statistical Package for Social Sciences (SPSS) was used for data analysis. The study has come up with some results the most important of which are as follow: first, use of lexical relations and collocation is helpful for introducing the meaning of lexical items. Second, contextualization is significant in learning vocabulary items. Third, use of games and body language is helpful for expressing the meaning explicitly. Fourth, awareness of word formation and derivation enriches vocabulary items. The study recommended that vocabulary should be taught in context, and that EFL teachers should vary methods and strategies in teaching vocabulary.
أثر استخدام بعض الاستراتيجيات في تدريس المفردات
دراسة حالة تلاميذ مدرسة السعدوناب أساس، محلية أم القرى، ولاية الجزيرة، السودان (2011-2012)

ليلى تمومة الطيب علي
ماجستير الآداب في تدريس اللغة الإنجليزية
قسم اللغة الإنجليزية
كلية التربية - حنتوب
جامعة الجزيرة

ملخص الدراسة

تعد المفردات عنصرًا مهمًا في تعلم كل اللغات. وبمعرفة هذه المفردات يمكن المتعلم من التعبير في كافة مجالات الحياة. هدف هذه الدراسة إلى بيان آثر استخدام بعض الاستراتيجيات الفعالة في تدريس المفردات في مرحلة الأساس. اتبعت الدراسة المنهج الوصفي والتجريبي. ومن أدوات جمع المعلومات الاستبانة التي وزعت على عينة عشوائية صغيرة بلغت (25) معلماً من معلمي اللغة الإنجليزية بمرحلة الأساس بمحلية أم القرى. هذا بالإضافة إلى الاختبار القبلي والبعدي لمجموعة ضمت (50) طالبًا تم اختيارهم عشوائيًا من مدرسة السعدوناب المختلطة بالصف السادس. تم تحليل الاختبارات والاستبانات بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). توصلت الدراسة إلى عدة نتائج أهمها كما يلي: أولاً استخدام علاقات المعاني والروابط بين الكلمات يساعد في توضيح معاني المفردات. ثانياً التنصيص مهم في تعلم المفردات. ثالثاً استخدام الألعاب والإيامه يساعد في التعبير عن المعنى بوضوح. رابعاً إلمام المتعلمين بمشتقات المفردات يثري الذخيرة اللغوية. أوصت الدراسة بأن يكون تدريس المفردات من خلال الترتكيب وأن يقوم معلمو اللغة الإنجليزية بتنوع الطرق والاستراتيجيات في تدريس المفردات.
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CHAPTER ONE
INTRODUCTION

1.0 Background to the Study

There is a general agreement that learning vocabulary is essential and necessary to human beings so as to communicate through language in the different walks of life. Al-Kufashi (1988:42) states that vocabulary is a vehicle for thought, self-expression, interpretation and communication. The importance of vocabulary can distinctly be concluded from its regular occurrence in standardized tests, college and scholarships' tests and IELTS (International English Language Testing System) which are absorbed with vocabulary items.

Learning English vocabulary is an important part of language learning. It helps in practicing useful skills in both receptive and productive language use. In addition, vocabulary is necessary for communication but it becomes an issue that hinders learners performance due to inappropriate techniques of teaching.

1.1 Statement of the Problem

The researcher, as an English language teacher, notices that there is deterioration in learning vocabulary items basic in Sudanese basic schools. This may be due to certain factors including the teacher and his training in presenting vocabulary items in an acceptable manner, the syllabus, the school, and the pupils themselves. When a teacher adopts effective techniques, this can be
of great help for the learner to acquire the vocabulary more easily. Thus, using effective techniques of presenting vocabulary which are neglected at the basic level are of paramount importance in learning a foreign language.

1.2 Objectives of the Study

The study aims at:

1. Helping the learners to develop their strategies of learning English vocabulary.
2. Finding out the difficulties that confront EFL learners in learning English vocabulary.
3. Suggesting some solutions to the problems that confront the learning and teaching of vocabulary.
4. Providing teachers and learners with effective techniques for teaching and learning English vocabulary.

1.3 Questions of the Study

The study is expected to answer the following questions:

1. To what extent do pupils at basic level face problems in learning English words?
2. What are the difficulties that pupils at basic level encounter in learning English vocabulary?
3. What are the effective techniques for presenting English vocabulary items?

1.4 Hypotheses of the Study

H1: Many pupils are unaware of the importance of the vocabulary they learn.
The majority of pupils face difficulties in learning vocabulary items such as using words in contexts, pronouncing words and finding lexical relations.

Adopting effective techniques such as the use of sense relations and collocation, body language and contextualization help the learners learn vocabulary items more easily.

1.5 Significance of the Study

This study is developed in a way that could be beneficial for EFL teachers, learners of English and syllabus designers. It is an attempt to help teachers know how to teach vocabulary items and how to solve the problems in teaching vocabulary. It is also an attempt to provide the syllabus designers with the principles for selecting and sequencing vocabulary, different types of techniques, classroom exercises and activities for teaching vocabulary.

1.6 Methodology of the Study

This study will follow the experimental, descriptive analytical and the comparative methods. Two tests and a questionnaire will be used for collecting data in Um-Elgura Locality in the academic year 2012 – 2013. Some effective techniques for teaching vocabulary will be used to show the efficiency of using a variety of effective techniques in learning vocabulary items. Then the post-test will be administered to the experimental group to sort and study the difference between performance of the pupils in the post-test and that of the pre-test as a result of the input received by the experimental group. A questionnaire will be distributed to 25 EFL
teachers at basic level enquiring them if they encounter difficulties when teaching vocabulary. This questionnaire will also be conducted to investigate the methods and techniques that should be used by teachers when presenting vocabulary items.

1.7 Limits of the Study

The topic is limited to "The effect of using some strategies in teaching vocabulary item". The study is limited to teachers and learners who are teaching and learning English language in Um-Elgura Locality in the academic year 2012-2013. The questionnaire will be delivered to 25 teachers at the basic level schools. The pre-test is administered to fifty (50) pupils who are chosen randomly in El Saadonap Basic Level School. After that, some effective techniques for teaching vocabulary for about four months is followed by the researcher for teach the sixth class syllabus (SPINE One from unit 3 to 5) to the same group. Then the post-test is delivered to the same sample. The results of the two tests will then be correlated.

The following chapter will cover the literature review.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

There are no fixed techniques for presenting vocabulary. Each writer suggests some techniques for teaching vocabulary. The attitudes that foreign language teachers have had towards teaching vocabulary and the classroom techniques they have employed vary enormously. Therefore, this study suggests some techniques which will be helpful for both teachers and learners.

2.1 Definition of Word and Vocabulary

The term “word or vocabulary” is the most universally recognized of the technical terms used by linguists, language teachers, and the educated public. Therefore, the term word or vocabulary may be easy to perceive, but hard to define.

2.1 (a) Word

Webster (1984:878) defines the term ‘word’ as “a letter or combination of letters or a sound or combination of sounds capable of being pronounced and expressing an idea that is by tradition or common consent associated with the letters or the sounds”. Hornby (1983: 674) holds that the term ‘word’ “is used to refer to the written or printed symbols forming a unit of the grammar or vocabulary of a language”.

2.1(b) Vocabulary
There are some definitions of vocabulary proposed by linguist. Hach and Brown (1995:1) state that “vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use”. It means that vocabulary is a series of words used by individual speakers of a certain language. Since vocabulary is a list, the only system involved is alphabetical order in dictionaries. Vocabulary is written in alphabetical order in dictionaries based on the system or rule of the foreign language.

According to Ur (2000:60), vocabulary can be defined roughly, as “the words we teach in the foreign language”. It means that vocabulary is a written or spoken unit of a language as a symbol of idea in the foreign language introduced to learners. If a teacher teaches new words in the foreign language, it means that the teacher teaches vocabulary. An item of vocabulary may be more than a single word. For example “post office, mother in law”, which are made up of two or three words but expressing a single idea.

Furthermore, Mewhorter (1989: 311) states that vocabulary means “the associate meaning with the particular combination of letters that form a word”. It means that a word is formed by combination of letters that present meaning.

Here vocabulary is the competence or skill in recognizing words and its meaning. Words are symbols, they are group of letters that stand for, or represent, either a physical object or an idea. Recognizing words means knowing their meaning and how they are formed by a combination of letters. The word ‘chair’ can call to our
minds a physical reality of an object with a flat surface, usually supported by four legs, and used for sitting. The word ‘love’ on the other hand, does not represent a physical object. It symbolizes the feeling of one person towards another.

Based on Hach and Brown, vocabulary deals with a series of words in a particular language. Ur adds that vocabulary deals with words taught in a foreign language.

Harmer (1993: 153) states that “if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. Vocabulary functions as a corner-stone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. The word “vocabulary” generally presents a summary of words or their combinations in a particular language. However, we should bear in mind, as Ur (2000:60) remarks, that one item of vocabulary can consist of more than one word.

2.2 Importance of Vocabulary

John and Templeton (2004: 1) state that it seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. The greatest tools we can give pupils for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today’s complex social and economic words is affected by our language skills and word knowledge.
In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. The Report of the National Reading panel (2000), for example, concluded, that “The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading, power relies on continuous in word knowledge”. Thus, vocabulary is the greatest tool we can give learners for succeeding in language learning.

2.3 Status of Vocabulary in Curriculum

Hockett (1958) cf. Nunan (1991:117) argues that vocabulary is the easiest aspect of the second language to learn and that is hardly acquired from attention in the classroom. He goes on asserting that, the status of vocabulary has been considerably enhanced and this has come about partly as a result of the development of communicative approaches to language teaching, and partly through the stimulus of comprehension-based methods such as the Natural Approach (Krashen and Terrell). Proponents of these methods point out that in the early stages of learning and using a second language, one is better served by vocabulary than grammar and that one can, in effect, “bypass” grammar in going for meaning if one has a reasonable vocabulary base.
Rivers (1983: 125) c.f Nunan (1991:177) also argues that the acquisition of an adequate vocabulary is essential for success of second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Also, in contrast with the development of other aspects of a second language, particularly pronunciation, vocabulary acquisition does not seem to be slowed down by age. In fact, Rivers argues that vocabulary argumentation seems to become easier as one matures, probably because one has a richer knowledge of the world on which to draw. In addition, the more one’s vocabulary develops, the easier it is to add new words.

Recently, the consensus of opinion seems to be that the development of active vocabulary is an important element in the acquisition of a second language. A key issue for course book writers and curriculum developers concerns the basis on which one selects and sequences vocabulary.

2.4 (a) Types of Words and Expressions

In general, words may be divided into four types for aid in language learning (Brooks, 1964: 180).

1. Little or Empty Words: They are words that have little meaning in themselves; they serve to relate items to each other as well as to change and guide the direction of the thought. Examples of these words are “these”, ‘but’, ‘although’, and the like.
2. Content Words: They are words that tell their own story, such as salt, ugly, or holiday.

3. Clusters of Words (Idioms): This type such as verbs that give special meanings when used with given pronouns or prepositions for example, ‘call it off’, or ‘go’ ‘without’.

4. Function Words: According to Abdul-Raheem (2012:8) function words or grammatical words, are words that cue a reader or speaker to the structure of the sentence; they make spoken language meaningful and written language coherent and readable. They also serve to express grammatical relationship with other words within a sentence. Function words might be pronouns, conjunctions, prepositions and articles. This class of words tend to be conserved over time, which led to the term ‘closed’.

2.4 (b) Classification of Vocabulary:

Teaching vocabulary is clearly more than just presenting new words. Pupils see a lot of words in the course of a week. Some of them are used straight a way, others are not and pupils may know some words better than others. But these words are not necessarily, the words which teachers have taught them, especially at basic levels. They might be words that are often used in the classroom or words that have appeared in the reading texts which pupils have been exposed to. Other words may be those that pupils have looked up because they wanted to use them. According to Abdul-Raheem (2012:9), English words vary from several hundred thousand to over
a million. Obviously, this range is too large to be learned and remembered. Learning vocabulary is a very important part of learning a language. The more words pupils know, the more these pupils will be able to understand what they hear and read; and the better will be able to say what they want to, when speaking or writing. Everyday a person hears or reads many new English words and also finds them in the dictionary. It is not possible to learn all these new words. Thus, words are classified according to their usefulness into active words or passive words (Addrain, 1988: 19).

1. **Active production Vocabulary:**

   In active vocabulary the teacher spends a suitable time to help the learners understand them. He uses pictures and flash cards to teach the active vocabulary because it is the main part of the language. Active vocabulary are those words either needed daily in communication or words that are used to explain the meaning of other words on which learners focus their attention. Some scholars name them frequent vocabulary.

2. **Passive Receptive Vocabulary:**

   They are words that are needed in special texts. They are words that do not always occur. The learner here can guess the meaning of such words because they are not needed for other activities, their use is limited. Some scholars name them infrequent vocabulary.

   John and Templeton (2004:1) state that it seems important to point out that in almost all cases there are some differences in the
number of words that an individual pupil, understands and uses. Even the terms ‘uses’ and ‘understand’, need clarification. For example, the major way in which we “use” vocabulary is when we speak and write; the term ‘expressive vocabulary’ is used to refer to speaking and writing vocabularies; and the term ‘oral vocabulary’ is used to refer to the combination of listening and speaking vocabularies whereas ‘literate vocabulary’ refers to combination of reading and writing vocabularies. The following figure which is stated by John and Templeton (2004: 2) shows the relationship between eight different terms.

Thus, it is important to mention the following five points about selecting the words which should be taught to beginners. These five points are suggested by French (1953: 29):
1. The words which are most frequently used by people whose native language is English.
2. They include all the structural words.
3. They are words which are useful in any country and any climate.
4. They include words most useful in explaining the meanings of other, less frequently used, words.
5. They include words which are useful because other words can be built from them. For example, act, action, actor, actress, active, activity, actively

2.5.1 Teaching English to Young Learners

Rixon c.f. Shin (2006:2) states that as the age for English education lowers in classrooms across the globe, EFL teachers of young learners struggle to keep up with this trend and seek effective ways of teaching. Therefore, Shin (2006: 2) chooses the following ideas which are helpful to incorporate into the classroom.

1. Supplement Activities with Visual Realia, and Movement:

Young learners tend to have short attention spans and a lot of physical energy. One way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly coloured visuals, toys, puppets, or objects to match the ones used in the stories that the teacher tells or songs that she/he sings.

2. Involve Pupils in Making Visuals and Realia:
One way to make the learning more amusing fun is to involve pupils in the creation of the visuals or realia. Having children involved in creating the visuals that are related to the lesson helps in the learning process by introducing them to the context as well as to relevant vocabulary items. For example, the teacher can ask the pupils to draw different animal characters for a story.

3. Move from Activity to Another:

When teachers mix up the pace of the class and the types of activities used, pupils will be more likely to stay focused on the lesson, thereby increasing the amount of language learning in class. Scott and Ytreberge (1990. 102) suggest creating a balance between the following kinds of activities:

a. Quiet/noisy exercises.

b. Different skills: listening, talking, reading, writing.

c. Individual, pair work, group work, whole class activities.

d. Teacher, pupil / pupil, pupil activities.

4. Teach in Themes:

Hass, cf. Shin (2006:5) supports the use of thematic unit planning for young foreign language learners by pointing out that

“Foreign language instruction for children can be enriched when teachers use thematic units that focus on content area information, engage pupils in activities in which they must think critically, and provide opportunities for pupils to use the target language in meaningful contexts and in a new and complex ways”.
Thus, choosing materials or themes, that are appropriate for the pupils based on their language proficiencies and what is of interest to them, and the use of stories and contexts that they have experience with their L1, could help these young learners connect a completely new language with the background knowledge they already have established.

5. Establish Classroom Routines in English:

Having basic routines in the classroom can help to manage young learners. For example, the teacher can clap short rhythms for pupils to repeat, or by singing short songs that pupils are familiar with, such as the alphabet song or chant they particularly enjoy. Cammeron cf Shin (2006:10) suggests a chant with (TPR) that can get pupils ready to begin the class.

- Reach up high! (Children reach their arms up in the air).
- Reach down low! (Children bend over and touch their toes).
- Let’s sit-down and start the show! (Children sit-down).
- Look to the left! (Turn head to the left).
- Look to the right (Turn head to the right).
- Let’s work hard and reach new heights!

2.5.2 Vocabulary Teaching

According to Joklova (2009:11), vocabulary is a matter of remembering unlike learning grammar, which is based on rules. To be able to teach as effectively as possible, it is important to know how words are remembered and stored in students’ mind and how long term memory is organized. Several authors led by Thornbury
(2004: 93) cf Joklova (2009: 11), agree that vocabulary is stored in the mind in a highly organized and complex web-like system, the so-called ‘mental lexicon’. In the mental lexicon, words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, syntactic properties, cultural background...etc. One of the important routes of the language teachers is to help their pupils find the easiest way of conveying new information into the already existing system of the mental lexicon. According to Hatch and Brown (1995), cf Ghazal (2001: 84), theorists and researchers in the field have recently noticed the important role of vocabulary knowledge in second or foreign language learning. Accordingly, several types of techniques, exercises and practice have been introduced into the field to teach vocabulary. Some linguists led by Morin and Goebel (2002) cf Ghazal (2011: 84), suggest that vocabulary teaching should be more than just teaching specific words, it should aim at equipping learners with strategies that they can use to expand their vocabulary knowledge.

In conclusion, it is important to mention that the goal of vocabulary teaching must be more than simply conveying a certain number of words on a word list. The teacher must use teaching techniques that can help realize this global concept of what it means to know a word and to expand their vocabulary knowledge.

2.6 Type of Words Suitable to Teach First
No doubt words always express unit of experiences. Thus, for beginners, teachers must first teach the words that express the most common of the pupils experiences. Teachers must teach the words that express the situations that their pupils know very well. The experiences of young pupils centre around the home, the school, some sports and out-door activities. If the words taught represent known experiences, the pupils will need to know them because they need to use them often. When they need to use them, they will learn them easily. Therefore, they will become interested in the foreign language. Two general principles can be mentioned then, concerning what vocabulary to teach first:

a. The pupils’ needs and experiences,
b. How often they use the words.

Therefore, in primary schools with children about to start learning or using English, the teacher has two aims: to lead the children respond to English when they hear it, and to lead them to say things in English when necessary. To achieve these aims, English teaching must be meaningful from the very first lesson, so that the children experience English in use from the start. The language they learn to use must be closely connected to their ordinary everyday lives. Naturally the selection of the words to be taught (and also sentence structures) will be influenced by the facts of their daily lives. The choice of the words in the first year should, therefore, be based on situations and the kind of things that the children need to understand and say in these situations. Thus, it is
better for teaching, to start with a play situation rather than with the words for the classroom furniture. Here are two ideas for starting:

a. Take a long coloured ball into the classroom. Show it to the children, and bounce it a few times and tell them what it is:
   “This is a ball, what is it? A ball.
   It’s a ball. What is it? A ball. It is a ball”.
   Play with the ball while saying all this. Occasionally ask a child “what is it? But the teacher does not worry if he can’t answer.

   Then the teacher throws the ball to one of the children, saying “catch the ball”. The child then throws the ball back when the teacher says “throws the ball to me” while indicating with the hands what the child should do.

   At the end of this lesson, the children should be able to respond to the ‘ball’ ‘throw’ and ‘catch’, and some of the brighter children may even be using these words.

b. Another way of starting is to take the children out-side and make them stand in a circle. The teacher stands in the middle of the circle and teaches a few simple commands such as sit-down, stand up, walk, run, and stop. The teacher gives the command, obeys it himself, and asks the children to imitate him/her.

   Both these methods have been successfully tried out with primary school beginners. The children learn from the start to respond to English learning to life much more successfully than the learning of nouns. The method by which he/she does this will
depend on his/her selection of sentences structures, but the vocabulary will be limited to the children’s needs in the classroom and in simple games out-side. Therefore, command such as “touch’, ‘point at’, ‘look at’, ‘show me’, ‘give me’, ‘be quiet’, will be learned quite early.

The first move out side the immediate surrounding of the school is into community which includes the home, the shop and the market to teach words such as ‘car, bicycle, tree, house, gate, cloud.

2.7 Presenting, Practicing and Revising Vocabulary

In this part the researcher will review several techniques for presenting vocabulary. But before mentioning the techniques, it is important for the teacher to know the following points:

2.7.1 Make a Lasting First Impression

Shin (2006-8) states that: “a child first English teacher bears a heavy responsibility”. The goal of all early language education should be to hook pupils when they are young and keep them interested in learning English for the rest of their lives. If their first experience of learning English is unpleasant, they may grow up with powerfully negative feelings towards the language. Many teachers also forget the importance of developing pupils’ self-esteem, and self-confidence as language learners and users. Therefore, Macintyre et al cf. Shin (2006:8) suggest that it is imperative that teachers make the learning experience both enjoyable and educational. Affect plays a large role in learning a second language and when children are made to feel
incompetent, they do not feel close to L2 culture. According to Brown cf Shin (2006:8) to develop a positive affect in the young learner's English classroom, fun vocabulary activities can be used to develop this affection. Thus, the goals of English instruction for young learners should be to:

a. Make pupils feel competent and confident while learning English.

b. Provide a safe, entertaining, and educational environment.

c. Create life-long learners of English.

The above instruction provides the teacher with these facts. If pupils are laughing with their teacher, they are paying attention, they are probably learning something; and they most likely feel good about themselves. Thus it is the role of teachers to focus on the value of different techniques to present words, this can be done through texts, activities, or situations but, whatever techniques teachers use, the procedures should be effective as clearly shown by Byrne (1976:22), otherwise the pupils will not understand what they are subsequently required to practice. Other points to be considered are that teaching and practising the words in spoken form first, then revising, and checking the pupils understanding. Most of the vocabulary taught to beginners, ought to be active vocabulary. Therefore, giving the meaning only is not enough. Each word must be used in a sentence or more, by the teacher, and the learners should repeat these sentences chorally or individually. This proves the great need of training pupils to use words in sentences, or the
teachers may ask questions that lead to answers, including the target words.

2.7.2 Criteria for Knowing a Word

Another point that the teacher needs to consider, is that “what it means to know a word”. Ellis and Sinclair cf. Sheehan (2004:4) state the following list of criteria for knowing a word:

a. To understand the word when it is written or spoken.
b. To recall it when you need it.
c. To use it with the correct meaning.
d. To use it in a grammatically correct way.
e. To pronounce it correctly.
f. To know which other words you can and cannot use with it.
g. To spell it correctly.
h. To use it in the right situation.
i. To know if it has positive or negative connotations.
j. To know when (and when not) to use it.

2.7.3 Teaching the Active Use of the Meaning of a Word: a General Approach

The above list of criteria for knowing a word is clarified in a general approach which is stated by Celce-Murcia and Rosensueing (1974: 247). The approach includes the following techniques which will be presented in six steps:

Step 1: Lead – in: The teacher establishes a context in which to teach the word. This can be done by asking a question or by making a statement.
Step 2: Convey meaning. The teacher can convey the meaning of a word through various devices such as definition, active demonstration, visual aids synonyms or antonyms or translation. Then the word should be used in a model sentence which will convey the meaning.

Step 3: Repetition of the word. The pupils should repeat the word in isolation until they have no difficulties in pronouncing it.

Step 4: Verification. The teacher needs to verify that the pupils have understood the word by asking a question in which the pupils’ response will show whether or not they have understood the meaning.

Step 5: Use. The teacher asks the pupils some open-ended questions which will allow for varied pupils answers. Each question should explore the use of the word in context and allow the pupils to practise using.

Step 6: Model sentence. A model sentence using the word should either be put on the board or dictated to the pupils.

An example will clarify the above approach. The item being taught is the figurative sense of the word ‘adamant’.

Step 1: Lead-in. Professor Smith never changes his mind.

Step 2: Convey meaning. Once professor Smith makes up his mind about something he is adamant. (The teacher might use the gesture of pounding a fist on a table to dramatize the meaning).

Step 3: Repetition. Adamant, adamant .......
Step 4: Verification. When your father gave you orders, was he adamant?

Step 5: Use. Do you think it is good for teachers and parents to be adamant? Who is more adamant, a man or a woman? (Varied answers).

Step 6: Model sentence. Because of the nature of politics, it is not wise for a politician to be too adamant.

In using this strategy the teacher should:

a. Use indefinite articles before countable nouns. Thus car’ is written ‘a car’, while ‘water’ is written as ‘water’. This will help the pupils to learn which nouns are count nouns and which are mass nouns.

b. Showing the words may occur before and after the presented word (collocation). Thus when teaching a word like ‘bored’, pupils should be told that the preposition ‘with’ goes with ‘bored’ in sentence such as ‘I’m bored with school’.

c. Showing the derivatives and related forms of the word: For example, in teaching the word ‘bored’ the verb to ‘bore’ and the nouns ‘a bore’ and ‘boredom’ all these should be introduced after the target word has been mastered.

The teacher who applies this approach must consider the limit of time by avoiding over explanation of the word and meaningless questions. To do so, it is better for the teacher to prepare explanation and questions in order to present the word in a simple manner.
Applying this approach the limit of time for one lesson is twenty minutes but, it is also possible to spend thirty five to forty minutes. This approach proves to be helpful for training pupils to use words in sentences.

2.7.4 Conveying Meaning and Checking Understanding

As with the presentation of structure, there are a number of ways of conveying the meaning of vocabulary and checking the pupils’ understanding. The question ‘Do you understand?’ is not always helpful even if they say ‘yes’ because pupils may think they understand when they don’t! Or they may be trying to please the teacher, or prevent the teacher from doing more work. Thus, it is important to check the understanding of vocabulary, which you think, may be new to the pupils.

2.7.4.1 Presenting Vocabulary Visually

This technique includes the following

1. Using Realia:

Harmer (1983: 85) states that realia means the use of real objects in the classroom, thus the words, ‘pen’, ‘ruler’, ball, can be easily explained by showing the pupils ‘pen’, or ‘ball’ or a ‘ruler’. Also, if there is no anything green in the class, the teacher can bring with her/him a green book. This process is clearly preferable for single words.

The important point that should be considered is the fact that new words are taught with the ultimate goal of using them. Therefore, it might be better if teachers make their pupils repeat
the new words as a part of a suitable sentence instead of telling them what the word means, teacher can give examples as in the following one which is stated by Adrian (1988: 13):

The word being taught is ‘watch’.
Teacher: Look this is a watch (pointing to his/her watch)
(a watch – a watch),
Pupil: A watch.
Teacher: (gesture) what is it?
Pupil: A watch

2. Pictures:

Harmer (1983: 85) states that using pictures means the blackboard drawing, wall pictures, magazine, pictures and charts. The teacher might draw a “chair, desk, ball, ruler”, on the board or have magazine pictures of school, zoo, house, cars, and trees, stuck on to the cardboard. Also the teacher might bring in a wall picture showing a man who has a toothache, the teacher can point to the picture and from this picture the pupils are asked to create a story or they are asked to give their response to the above sense. For example, why did this man have a toothache? The pupils may answer: because he neglected to bruch his teeth or neglected to go to the dentist.

This process enables them to understand the new words and retrieve them whenever they are needed and they may add other words to their knowledge. It also proves that pictures can be used to create situations or contexts besides gaining new words.
Teachers can also use basic figures to show the meaning of words, for example, if the teacher wants to show the meaning of specific jobs a traffic policeman, farmer, baker, teacher, and doctor or nurse. The teacher begins to draw a scene and asks them to guess what these words mean. Or the pupils can be asked to match the pictures to the words or phrases. Or by giving them facial expressions to match with the adjectives, for example, happy, sad, laugh, and angry.

In order to check their understanding the teachers might use or write a short paragraph and ask their pupils to draw pictures of objects which symbolize the action for example. Mona is a school girl. Everyday she gets up at six o’clock. She dresses and goes down stairs to have breakfast. Then she leaves the house and catches the bus to school.

After they come to school the teacher check their drawing and the best one can be used as model to express the new words till they grasp the meaning. This enables them to understand the meaning and never forget it whenever they come across these words.

The advantage of using pictures is that the teacher or the pupils can prepare them at their leisure time at home. And they can
be more attractive and colorful, to make the lesson more interesting and lively.

3. Using Flash Cards:

The items or abbreviations of the items (days of the week and months of the year) can be put on flash cards. For example, all the letters of the alphabet are put on cards. The teacher shuffles the cards to present the letters out of sequence for drill.

4. Using Authentic Materials:

Gower, et al (1995:82) state that authentic materials refer to any thing a native speaker of English would hear or read or use such as news, broad casts-films and radio-cassette- newspapers. Thus, in order to explain the meaning of new words, teachers should select the materials carefully, with the need and interest of the learner in mind, and also decide what the learners do with the materials. The use of authentic materials has a number of advantages:

1. They are read clearly.
2. They are more interesting and motivating.
3. They give pupils confidence when they understand them.
4. When pupils are exposed to authentic materials they have the opportunity to pick up language.
5. The use of authentic materials can be effectively linked ways helping learners to be more independent learners.

5. Improving Pupils' Retention
Because the presentation of new words is the first step in the process of language learning, pupils must remember these words and make them part of their own vocabulary. Retention is a product of frequent practice. The following techniques which are proposed by Allen and Valette (1972: 118) suggest ways in which pupils' retention can be improved.

a. Colored Coding:

Learning the gender of nouns is a problem for all language learners. Eye minded learners remember gender with color, for example, blue – masculine, red – feminine, green – neuter. This association may be reinforced in a variety of ways.

b. Colored Disc:

A blue disc is pasted in the corner of magazine cut – out of a masculine objects.

c. Colored Symbols and Lino-drawings:

Made drawings or symbols are used on flashcards, cue cards, posters, and overhead transparencies. Blue felt pens can be used for masculine objects, red for feminine, and green for neuter.

d. Colored Chalk:

In writing sentences on the board in which noun and adjectives agreement is being stressed, blue chalk can be used for the masculine forms, [red or pink] chalk for the feminine forms, and green chalk for the neuter forms.

e. Dittos and Pupils' Notebooks:
Allen and Valette go on asserting that pupils who have difficulty with gender should be encouraged to colour code nouns (and related forms such as articles, adjectives, and past participles endings) on homework and handouts. This may be done with crayons, coloured pencils, felt pens, or water-soluble felt markers.

f. Drawings:

Drawings illustrating vocabulary may be hung around the classroom. These are especially effective if they illustrate points where learning problems tend to occur.

g. Visuals Prepared by Pupils:

Allen and Valette suggest that pupils should be encouraged to prepare visuals for words or expressions which they find difficult. These visuals can then be displayed in the classroom. These visuals may take the form of posters, flashcards, ditto handouts, and so on. An art pupil might like to make a model with vocabulary forms, pupils should also be encouraged to put their problem words into sentences. A drawing of a fat man eating sundry ice-cream could carry the caption. Such drawings help pupils remember adverbs which often present difficulties.

2.7.4.2 Using English

The use of English to convey meaning may be direct or indirect, that it is, English may simply give the meaning of a word or phrase, or it may explain a gesture or symbol which will later be used to evoke the word or phrase. This technique includes the following:
a) Direct Use of English:

Nation (1990: 150) states that: concept of questions is particularly useful to check the understanding of vocabulary items. If your aim is to check understanding of vocabulary such as the noun ‘buildings’, for example, here are some questions you could ask.

- What are building used for? (Homes, hospitals)...
- Is a school a building? Yes, usually
- A tent? (No).
- Are they usually there for long or short times? (long).
- Do birds make buildings? (No).
- What are buildings made of? (Stone, brick, wood, ...)
- Can you give more examples of buildings?

Another example of using concept of questions is as stated by Adrian (1988: 17): imagine that the teacher has just presented the word “market”. Now she/he is asking questions using the new word.

- Do you live near a market?
- Does your mother go to the market?
- When does she go there?
- What does she buy?
- What do they sell there?

The advantage of using concept of question can be as follows:
1. They help the teacher to be sure that pupils really understand the word.
2. They give the pupils more examples of how the word is used in a way that involves the class.

3. They give a chance to practise other language.

Another technique of using direct English to convey the meaning is the use of “what is it” technique.

Nation (1990: 127) states that the meaning of words can be shown by using “what is it” technique. And there is no empirical evidence why this technique should be limited to the question ‘what is it’. Because there are many possibilities ‘who is it?’ But generally this technique is characterized by being interesting, easy to make, it makes your learner think, and it is good for pairs, groups, or with whole class. It gives each learner a chance to show his skill, it can be used for listening, reading, writing or speaking. It can also be used to introduce new vocabulary. Hence, if the teacher wants to introduce the word “chair” she/he begins:

We can find it in a shop.
We can find it in a school.
We can find it in a house.
It’s made of wood or metal.
It has four legs.
It’s used for resting.

After describing the thing, the teacher can ask the question what is it? Also the teacher chooses something for the class to describe and the pupils begin to find the answer. The advantages of this technique are that it provides practice for beginners. When the
teacher finishes his/her description, she/he tells the pupils to try to translate the word into their mother tongue. If there is no roughly equivalent word in the mother tongue, they can draw a picture or point to one of several pictures that the teacher may make available. Another example each pupil describes one of his/her friend or a person that every one knows:

He is about thirty years old.
He is one meter eighty centimeters tall.
He has black hair and brown eyes.
He is wearing a blue shirt and black trousers.
He is wearing glasses.
He is carrying a bag/ sitting near me.

This process can be done for describing animals, different countries, cities or places.

To sum up, this technique requires little work from the teacher but a large amount of effort and attention from the learners. It can act as a bridge between controlled and free activities in speaking and writing. It can provide challenging opportunities for attention to repeat materials in listening, reading, and vocabulary learning activities and it is fun for both teachers and learners.

b) **Indirect Use of English (Mime and Gesture):**

Harmer (1983: 85) states that this technique includes the use of actions and facial expressions for example, teaching action verbs (sit, stand, open, write) or doing something for example, brushing teeth, riding a bike, painting a wall...extra.
Performing an action by the pupils can tell the teacher whether they understand. Teachers can ask them to point (to one of the pictures on the board), (to touch or hold up both), (to make a face or gesture), (to indicate ‘yes’ or ‘no’). This is a very effective technique and it is also interesting and impressive. It is also successful to check the understanding of actions and of concrete objects, with children and lower level pupils.

Allen and Valette (1972: 117) state that another way of indirect use of English is using symbols. The teacher can give the meaning of written symbols quickly in English and subsequently use the symbols to teach the new words in the second language. Pupils can easily remember the meanings assigned to simple drawings. Example of these are the words ‘plane, ship, to go, to come, morning’.

2.7.4.3 Using Known Vocabulary

The teacher can use known vocabulary to teach the meaning of new words such as the use of sense-relations. However, what does the word ‘sense’ mean? Richards et al (1989:225) define this word as: “The place which a word or phrase (a lexeme) holds in the system, of relationships with other words”. These relations include:

a) **Synonym**: means a word which has the same or nearly the same meaning as another word – for example if the teacher wants to present the word (big – large) she/he might say “An elephant is big or an elephant is a large animal”. Sometimes two words may be
synonyms in a certain sentences only. For example, the words ‘buy – get’ in sentence like:

I must buy some stamps at the post office.
I must get some more stamps at the post office.

In these examples ‘buy’ and ‘get’ are synonyms.

Other examples: (odd – strange), (discover – find out), (last – final).

b) **Antonym**: means a word that is opposite in meaning to another word. For example, if the teacher wants to present words like big – old – good – fine – tall – same – long – wide – right – active – weak – fast – tidy – important...extra. The teacher directly puts these words in sentences to give the opposite of these words, for example, the words:

1. Towns are noisy, but villages are quiet.
2. He is my enemy, he is not a friend.

After giving sentence she/he asks them to give the opposite of the underlined words as in the following examples:

1. This is .................. it isn’t light.
2. We have too much milk but .................. sugar.
3. I am right, but you are .................. 
4. You should be .................. not lazy.
5. Ali is tall, but Hassan is ..................
6. This boy is .................. but that boy is fat.
7. Fatima is old. She isn’t .................
8. Omer’s room is tidy, but my room is ..................
In teaching the above relations the teacher should give a more difficult item or use interchangeable words for example (lift-raise), (bright – sharp) or words which have two different meanings:

old – young – new light – dark – heavy

c) Homonyms: The meaning is also presented by using homonyms. They are words which may or may not be written in the same way but sound alike and yet have different meanings. For example words like 'son' and 'sun', 'right' and 'write', 'iron' (v) - and 'iron' (n) 'lie' in the sentence you have to ‘lie' down,' and 'lie' in 'Don’t lie, tell the truth!' sometimes they have the same sound and form but different meanings such as, type – type, left – left, fine – fine, free – free.

d) Hyponymy: hyponymy is a relationship between two words, in which the meaning of one of the words includes the meaning of the other word. For example, the word animals and dog are related in such a way that dog refers to a type of animal and animal is a general term that includes dogs and other types of animal. The specific term, dog, is called a hyponym and the general term animal is called a super-ordinate. A super-ordinate term can have many hyponyms. Richards et al, (1989:132) state the following examples:

a superordinate ← vehicle move

hyponyms ← bus car lorry van walk run swim fly

e) Polysemy: The teacher can also use polysemy to teach or present words meanings. It refers to the word the meaning of which cannot
be understood unless it relates to another word or a word which has two or more meanings. For example, the word foot, it can be understood either as a part of our body or a measurement as in these examples:

‘He hurt his foot’; How tall are you? Five foot.

f) The Use of Component Unit:

The further way to study lexical meaning is by analyzing lexemes into a series of semantic features or components, for example the lexeme man could be analyzed as ADULT, HUMAN and MALE.

Michael and O'Dell (1994:5) state that material can be used to clarify word association as in the following example:

<table>
<thead>
<tr>
<th></th>
<th>a car</th>
<th>a motorbike</th>
<th>a train</th>
<th>a horse</th>
<th>a plane</th>
</tr>
</thead>
<tbody>
<tr>
<td>To fly</td>
<td>( - )</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>To drive</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>To ride</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>

After that teacher can ask his/her pupils to complete the following sentences:

a. She always wanted to have the chance to ............... a train.

b. ......................... a motorbike can be very dangerous.

After the pupils complete the above sentences the teacher ensures that
they understood the meaning of the above words.

g) Collocation:

In fact, collocations represent one of the crucial dimensions in vocabulary learning. According to Smith and Wilson (1979:71), the importance of the knowledge of collocations resides in the fact that it is necessary to avoid producing constructions like ‘my foot has a headache’. Therefore, the knowledge of collocations should be highly considered when teaching language.

Hill c.f El Sayed (2007:18) highlights three points when using collocation as a technique for teaching vocabulary. These are:

1- Familiarizing the learners with the role of noticing collocations in language learning by using the following activities:
   a. Underlining particular collocations in a text according to the grammatical structures given by the teacher.
   b. Reading a text first. Then scanning it to complete phrases selected from the text.
   c. Matching phrases in the native language with their equivalents in English.

2- Hill also recommends the direct teaching of collocations which implies teaching contextualized collocations directly taking into account the importance of showing the situations in which these collocations can be used. It is for this reason, that learning vocabulary in context is much more valuable
than learning isolated words. The teacher can use the following exercises to check their understanding:

What action do you associate with the following objects?

Bread? You eat it
A book? You read it.
Chalk? You write with it.
Letters? You answer them.
A car? You drive it.
A job? You look for it. You like it, you hate it. You leave it.

3- Hill points out that it is necessary for the learners to have notebooks specifically organized for recording collocations. Hill and Lewis (1997:6) identify the five most important kinds of collocation as:

1. adjective + noun as in ‘fatal accident’, ‘golden opportunity’.
2. Verb + noun as in “accept responsibility”.
3. Noun + verb as in “a fight broke out”
4. Adverb + adjective as in “highly desirable”
5. Verb + adverb as in “lead eventually”

h) Part whole Relation:

Another way by which teacher expresses vocabulary meanings is part whole relation. It is a type of sense relation different from hyponyms; it can be represented as follows.
i) Translation Equivalent

A further type of sense relation is called translation equivalent that is the relationship between the item in English and the nearest mother tongue. Most learners find it useful to make conscious effort to link words between languages. In this way it is inevitable in the early stage of learning to give the learners several examples of this kind such as sugar, coffee, cake, sandwich, policeman, post office pizza and hamburger.

2.7.4.4 The Use of Definitions and Paraphrase

Allen and Valette (1972:114) state that teachers these days are mostly encouraged to teach English through English especially at the young ages. One reason is to give pupils the maximum exposure to the explanation or description. It can take the form of direct definition. An adequate definition of words shows its meaning and nothing else. It indicates:

1. The grammatical function of words, a noun, a verb, an adjectives...extra.
2. The typical sentence patterns in which the word enters,
3. Other formal aspects of the word for examples, countable, uncountable, irregular past form, irregular plurals.

When teachers define a word, they should try as far as possible, to provide examples as well because this will help pupils to find out what the examples given have in common, for example: a
cat, a dog, a cow, a bird and camel are animals, a fireman, a bakery, a traffic police man and a doctor are jobs. Kassala, Kosti, Karima, are towns.

Harmer (1983:113) advises teachers to concentrate on building communicative skills, which save their time for the target language that is actually pupils acquired previously, but this technique is not effective for beginners since they do not master the language. Thus, the teacher might spend class time focusing on those target language objectives rather than spending time trying to make difficult words or expressions comprehensible in English. In addition, some pupils who have very low proficiency can easily become discouraged when all communication in the classroom must be in English. However, when ever possible, take the answers in L₁ and recall them in English. In addition, direction for many activities can be quite complicated when explained in the L₂. In short, use, L₁ in the classroom as a resource for forwarding the learning process without becoming too reliant on it.

Harmer goes on mentioning that teachers can also use words games, cross words and puzzle, to present words meanings. For example, the word “vegetables” is a difficult word to explain visually. If, however, the teacher rapidly lists a number of vegetables, the meaning will become clear. Therefore, when using words games and puzzle the pupils participate in lively lesson where they do most of talking naturally, and less self-consciously. Their concentration will be on solving the problems, the pupils will get
used to working together in pairs, small groups and learn playing language atmosphere. Finally, it eliminates the monotony of the class for example, the teacher chooses a five letter word such as the word, ‘table’ then puts on a letter above each of the square shown in the diagram below:

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>A</th>
<th>B</th>
<th>L</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb</td>
<td></td>
<td></td>
<td></td>
<td>bite</td>
<td></td>
</tr>
<tr>
<td>Adjective</td>
<td></td>
<td>able</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverb</td>
<td></td>
<td></td>
<td></td>
<td>easily</td>
<td></td>
</tr>
</tbody>
</table>

The teacher asks the pupils to try to find as many words as they can for each of the letters to win the game. Therefore, the teacher may use riddle so as to help the pupils to give more examples as follows:

T: Part of the body begins with the letter (L).

P: Leg.

T: The pupils read from it begins with the letter (b).

P: Book.

T: Adjectives begins with the letter (t).

P: Tall

T: One of your relative begins with the letter (a)

P: aunt

2.7.4.5 Using Contextualization

Teachers can also use another technique to show words meanings which is known as contextualization which mean the use of the new word in context. Richard et al (1989:61) define the
context as “that which occurs before and after a word, a phrase or even longer utterance or a text”. Nasr (1993: 133-137) asserts that the context helps in understanding the particular meaning of the word, or phrase. For example, “the good boy”, has little or no meaning when it is spoken separately but after a question like who came? It would have more meanings. Also in a situation where the bell is heard and some one says, “the good boy”, the word would mean, “the good boy is ringing”, “the good boy has come” or “the good boy is here”.

In the teaching of words, therefore, it is necessary to place the words in larger language structures. However, the grammatical structure must be familiar and limited for example, if the teacher wants to teach the words [book, pen, pencil, paper], it would be better to use such a structure as:

I have a [book, pen, pencil, paper] than to use different structures such as:

1. This is a pen. He writes with a pencil
2. I bought papers from the store.

There are two advantages in using one structure.

a. Pupils will have only one problem to deal with words; and.

b. When they repeat one structure at a time pupils will develop habits in the use of that structure.

With reference to the above examples Nasr continues mentioning that when words are placed in language structure, there
are three matters that a teacher must remember when he/she is teaching vocabulary.

1. Words are important not only in themselves but also in their distribution with other words. For example, the teacher was teaching the word, 'earliest', turning to the board and wrote “earliest” = “first” This means the “earliest”, to come in the class and the “earliest” to leave is the “first” to leave. But when the teacher wrote “earliest” = “first”, s/he suggested that the distribution of both words is the same. Therefore, in the following sentences they cannot use both words in the same place. John “came first in the race”. “please see me at earliest possible time”

2. Words have many meanings – only one or a few of these meanings are the same in two languages. For example, many languages have only one word to use in the place of ‘house’ and ‘home’ in the following sentences. ‘I have built three houses’. ‘I went home’. Also many languages would use two different words for time in the following sentences: ‘I saw him three times’. ‘We did not have enough time to see him’.

3. The teacher must also remember to make difference between (i) words to be understood by the pupils and (ii) words taught to be used by them. Consider the sentence “I was looking at the wrong line”. According to French (1953: 29) that sentence takes on different meanings according to whether the speaker was looking at (a) a book or (b) a drawing or (c) a group of soldiers or (d) a poem or (e) a railway. No word has a full meaning when it stands
a lone; it gets most of its meanings from the words around it. For this reason the following techniques can be applicable to teaching words in context:

1. Ask questions about the words or provide a meaning and ask class to find the target word.
2. List words which are semantically related.
3. Give related forms as in actor, actress.
4. Give word family, food, apple bread.

The context may also be broader social situation in which a linguistic item is used, the most important contextualization doesn't directly explain the meaning of a word but encourages or helps learners to make an effort and find out the meaning by seeing how the word is used (grammar) and with what other words it is associated (collocation). It is important to find context where the word occurs naturally such as pictures and diagrams in written text to determine meaning. Techniques such as these help or encourage learners to develop strategies for inferring the meaning of new words from the context in which they occur, and teaching them to a range use, both verbal and non-verbal.


1. Identifying word elements such as prefixes, suffixes and roots.

The ability to recognize component parts of words, words families. It substantially reduces the number of completely
new words s/he will encounter and increase his control of the English lexicon.

2. Using “pictures” diagrams and charts.

3. Try to find Clues of definition for example synonyms and antonyms usually occur along with other clues.

4. Inference clues from discourse, which are usually not confined to one sentence:
   a) ‘Examples’ clues, where the meaning of the word can be inferred from an example often using physical clues, examples for these are: ‘such as’ ‘and ‘for example’.
   b) Summary clues: from the summary of information in a sentence or a paragraph, the learner can understand the word.
   c) Experience clues: the learners can get the meaning from a word by recalling a similar situation he has experienced and making the appropriate inference.

5. Providing general aids, which usually do not help the learner with specific meaning, but they narrow the possibilities. These include the function of the word in question, such as nouns, adjectives and the subject discussed.

Honeyfield c.f Nunan (1991:122) also stresses the importance of context in teaching of vocabulary but later he found that no course can provide learners with anything like the vocabulary they will need to comprehend authentic texts. It is therefore important to provide learners with strategies for inferring the meaning of
unknown words from the context in which it occurs. These include gap exercise in which words are deleted from a text, words in context exercises and context enrichment exercises. Words-in-context exercises are those in which learners encounter target vocabulary items in the meaningful context of continuous text using the surrounding context to find the meaning through focused discussion. Here is an example of gap exercise.


Fill in the gap with the suitable words from the above words:

My village is a................... village on the west bank of the Blue ...................most people of my village are .................... They usually ...................vegetables. Every day they ....................these vegetables to the town. The town is only ................... Kilometers ....................the village. They ................. these vegetables and buy what they need.

2.7.4.6 Using a Combination of Techniques

Teachers often need to use combination techniques to present words meanings. The following is an example which is stated by Doff Adrian (1988:15). The word to be taught is the word ‘smile’. This word can be presented as follows:

Drawing a picture on the board first.
Then the teacher points to the picture.
T: Look! He is smiling. Now look at me. I’m smiling (show by facial expression) Smile. We smile when we are happy. Smile (gesture).

P: smile.

In order to check their understanding the teacher can ask directly, “what does it mean?” (Pupils give translation).

2.7.4.7 Using Translation

As mentioned before teachers sometimes refer to translation in order to check pupils' understanding or express word meanings.

Harmer (1983: 86) states that for many years translation is considered as something of a sin. Because translation impedes pupils' learning since they want to hear and use the target language, not their own language. In addition to that, translating the word into the mother tongue is not considered as the final solution. Because not all words and phrases are easily translated from one language to the other and often they do not have exact equivalent of English words. That is to say it takes a communicatively efficient speaker of both languages to translate well. For example, if the teacher wants to express the meaning of the word 'look' it differs from 'look at', 'look for' and 'look into'. However, using translation as a means of presenting words meanings has a certain features such as follow:

1. Translation can be done quickly. This considered as advantage if the teacher wants to pass quickly over an important word in reading text.
2. Translation is not limited to one word, class or one particular type of vocabulary items. It can be used to teach the meaning of different types of words.

3. It can be used for checking pupils’ understanding. There is not really any other way in which the pupils can respond freely, quickly, and easily to show they have understand some thing.

2.7.5 Teaching Series and Word Sequence

Some of the words taught in elementary language courses occur naturally in sequences, such as numbers, names of months, days of the week. Pupils readily memorize the series, but they then have difficulty in using the word out of sequence. The following techniques which are stated by Allen and Valette (1972: 118) help pupils practise elements in a series.

a. Using a Clock Face:

Using a toy clock, or a face of a clock, drawn on the board, the teacher randomly points to the numbers (1) through (12) while the pupils say them a loud. The numbers (13) to 24 may also be added.

b. Using the Chalkboard:

The teacher writes the first letter or foreign abbreviation of the days of the week across the chalkboard. After teaching the new words, the teacher points to the letter on the board in a random order, eliciting the days of the week from the pupils.

c. Using Transparencies:
The teacher prepares a transparence with the abbreviation of the months having been taught, the teacher randomly points to an abbreviation, and the pupils name the corresponding month.

2.7.6 Teaching a Text:

Teaching a text that contains new words sometimes requires explicit pre-teaching of vocabulary and grammar before the text is read and discussed. Therefore, it is important to decide what words should be taught from a text. Thus, the actual techniques for teaching each word are the same as the general approach outlined previously. The advantage however, in choosing the words from a text is that the teacher can refer to them in ready – made context. Since the words will be encountered by the pupils during the reading, they will be reinforced. The teacher should also ask questions during the discussion to elicit the new words. Teaching a text, then, offers a way of deciding what vocabulary to present and at the same times a way of reinforcing those words after they have been explained.

2.7.7 Practising and Revising Vocabulary

This part deals with the techniques which can be used to practise and revise vocabulary

2.7.7.1 Pattern Practice of Meaning

There are several ways for practising vocabulary items; one of these is ‘grammar pattern practice’ in which the pupils repeat the same grammatical pattern while making certain substitutions. The
pattern practice of meaning includes contrasts of correctable vocabulary.

The following is an example of how vocabulary can be practised which is stated by Anthony (1953: 157).

The general area in which we are operating is food and meals.

a. Items explained and practised in previous work are:
   i. The subject pronouns.
   ii. The word “eat”, the third person singular ‘s’.

b. Items explained in the present lesson, to be practised here are:
   i. (at six, seven, eight), (In the morning, in the evening, at noon, at night).
   ii. (Breakfast, lunch, dinner, supper.) We begin, then, with the familiar, with the already practised and learned items, in the frame 'he eats'. We add one of the new expressions from list (b) (i) above. This list does not vary. However, we may vary the subject, since the subject pronouns have already been established. The exercise can be presented orally thus:

   Teacher: He eats in the evening.
   Pupil A: He eats in the evening.
   Teacher: She eats in the evening.
   Pupil B: She eats in the evening.

   After this has been practised, we may change in the evening to another expression in (b) (i) continue the practice. Having practised
the list (i), we turn now to the list of meals (b) (ii), and proceed in a similar manner:

Teacher: He eats breakfast.
Pupil A: He eats breakfast.
Teacher: She eats breakfast.
Pupil B: She eats breakfast.

After this has been practised, the teacher may change 'breakfast' to another expression in (b) (ii) and continue the practice.

Up to this point, the teacher has not forced the pupil to understand what he is saying. But now, after having practised each individual part of the sentence, we put them together and vary any part of the sentence. Now take the sentence 'He eats breakfast at seven in the morning', as the basic frame. The teacher then varies any of the three expressions that are mentioned in (b) (i) and (ii) above. This has the advantage of forcing the pupil to understand the contrast of meaning, for if he makes an error, it becomes immediately evident. Notice the examples below:

Teacher: He eats breakfast at seven in the morning.
Pupil A: He eats breakfast at seven in the morning.
Teacher: In the evening.
Pupil B: He eats DINAR at seven in the evening.

The pupils must vary two parts of the basic sentence. 'In the evening' does not go with 'breakfast'; so the pupils must substitute either 'supper' or 'dinner', and they can do so only if they
understand the meaning of both the phrases supplied to them by the teacher and the word which they themselves supply.

In this way, pupils will be able to use vocabulary forms more easily and more successfully.

2.7.7.2 Problem Solving or Role-playing

Clece Marcia and Rosenswie (1974: 250) point out that problem-solving is an activity that involves presenting the class with a problem that requires them to rank or order a list of alternatives, in terms of criteria given in the problem. To talk about the problem, certain vocabulary items are needed. Before the pupils solve the problem, the teacher presents the necessary vocabulary. This activity, then, is not a way to introduce the vocabulary; it is rather a way to allow the pupils to use it in natural context after it has been explained.

Ur cf Joe et al (1996:2) mention the following example of a problem-solving activity discussed by three learners (p1, p2, p3) about redesigning a zoo.

P 3: ... All enclosures should be filled.
P 2: Enclosures should be filled ......'enclosure', do you know?
P 1: What means “enclosure”? Do you know?
P 3: Close ah .......should is filled?
P 2: No I don't know 'enclose' ... 'enclosed'
P 1: Filled ... What means 'fill'? Oh oh all 'enclosed', I think that all 'enclosed' that means 'enclosed'
p 2: Fill
p 3: Filled. Filled
p 2: Oh
p 1: Every area, yes, should be filled ...
p 2: Should be filled
p 3: Should be put ... put something inside
p 1: Yes, because .... Yes, yes, because you know two? The
___________
p 2: I see. No empty rooms, ah
p 3: No empty rooms, yeah
p 2: Two is the empty. I see
p 1: Yeah, empty ... so we must fill it O.K.,

In the above example, the word 'enclosure' comes from the handout that the learners are looking at. One of the points of information on this handout states. "All the enclosures should be filled". The learners P3 and P2 repeat the sentence from the handout, and then P1 asks "What means 'enclosure'? This starts a discussion about the word. Notice that the form 'enclosed' is also spoken although this does not appear on the handout at all.

This example shows that what is written on the handout has an effect on what is said during the discussion. It is also clear that the discussion involves the learners in explaining the vocabulary to each other. Therefore, the written input to the activity can play a major role in determining what is learned if it includes vocabulary that is important for the speaking activities. Hence, there are three important issues to be considered in learning from the written input:
1. Where do the new vocabulary items and the information about them come from?
2. How are they learned?
3. How can the activity, and in particular the worksheet he designed to maximize the changes of the wanted vocabulary, be learned?

2.7.7.3 "Playing House" and "Playing Shop"

Nasr (1972: 70) states that one of the best ways of extending English language experience beyond the classroom is by means of “playing house” and “playing shop”. For the former by turning one corner of the classroom into an area for playing house and to equip it from ordinary classroom furniture with tables and chairs. And for the latter by setting up a shop with the help of children. The goods for sale can be made of clay. Playing house and playing shop are games which the children love. Through them we can teach the vocabulary of cooking, cleaning, buying, selling and all other activities of daily life.

2.7.7.4 Revising Vocabulary by Focusing on the Form

(1) Teaching the productive processes of word formation

Celce-Murcia (1974: 252) calls the productive process of word formation the "Incorporation". This refers to the syntactic nature of vocabulary. Celce-Murcia cites the following examples:

a) The cowboys led the horses into the corral.
   The cowboys corralled the horses.

b) They put the milk into the bottles.
They bottled the milk.
c) I put water on the plants.
   I watered the plants.
d) Mary took the dust off the furniture.
   Mary dusted the furniture.
e) The shortstop caught the ball with his glove.
   The shortstop gloved the ball.

In the above examples, the several activity verbs in the first of each pair of sentences have incorporated the semantic function of one of the nouns to create a new verb in the second.

In the productive stage the teacher could use drills such as the following:

**Teacher:** Paraphrase the following sentence:
"The decorator puts carpets on the floor".

**Pupils:** The decorator carpets the floor.

Other productive lexical processes include compounding, and the use of affixes in which the vocabulary may be developed. Frisby (1957: 105) calls this "mastering the vocabulary by changing the form of a word". In this way, nouns can be made from the simple forms of verbs and adjectives, verbs can be made from nouns and adjectives, and adjectives from nouns and verbs. Frisby goes on stating the following examples of each case:

1) **Nouns: from verbs:**
   
   By adding " _______ al"
   "arrival, refusal, approval;
"_ure" closure, departure, mixture;
"_ment" government, amusement;
"_ity" obscurity, security;
"_ion" admission, decision;
"_age "marriage", usage;
"_th" growth, belath;
"_ing" blessing, feeling;
"_er" dancer, reader;
"_ant" accountant, assistant;
"_ee" trustee, employee;

2) Nouns: from adjectives:
"_ness" goodness, happiness, kindness;
"_ity" activity, cruelty, security;
"_th" truth, wealth, width;

3) Verbs: from nouns:
"be_" behead, befriend;
"en_" enjoy, entangle;

4) Verbs: from adjectives:
"_en" soften, ripen, loosen,
"en------" enrich, enlarge, enable;

5) Adjectives: from nouns:
"_y" misty, dirty, hairy;
"_ly" manly, kindly, friendly;
"_ish" childish, boyish, selfish;
"_al" national, colonial, brutal;
6) Adjectives: from verbs:

"____en" broken, fallen, chosen;
"____ed" learned, aged, wanted;
"____ent" dependent, consistent;
"____able" laughable, enjoyable, suitable;

Celce-Murcia (1974: 253) mentions that to teach productive affixes, practice could be constructed so that after explanation and recognition of pattern, productive drills such as the following could be used.

Teacher: “If a mother has tied her son's shoes”, but the son did not want them tied, he would say:

Pupil: Please untie my shoes.

Teacher: If the door is locked and you want to get out, you would say:

Pupil: Unlock the door.

To teach word formation the teacher also should select items for presentation at intervals from a list of the more common suffixes and prefixes in English.

After the teacher introduces the pupils to the common affixes in English by giving them practice in changing the parts of speech of root words, the pupils will be able to recognize without difficulty related nouns, verbs, adjectives, and adverbs. The following is an example:

To agree agreement
To argue argument
To punish punishment

Pupils should then be asked to find example words in English in which these affixes occur. Then pupils will become familiar with the different parts of speech and with more common word stem in English, they will become more adept at guessing the meaning of a word in context.

2.7.7.5 Word Recognition Exercises

These exercises include the following:

A. Standard Word Recognition Exercise:

In this exercise, learners look at a target word printed in bold on the left, search for its match on the right and then underline it as in the example bellow:

fluent fluid flaunt flue

fluent

reading reeling raising rising reading

word ward world work word

B. Format option:

In this exercise the target words are put at the top of the page and the choices below as in the

fluent- reading- requires- efficient- word- recognition – efficient

In this exercise, learners are told how many words to match between the top and the bottom.

2.7.6 The Use of Games for Vocabulary Presentation

One of the hardest thing about working with young learners is that often they are pre-literate, that is, they have not yet learned how to read in their home or native language. Moreover, pre-literate learners can orally learn a large amount of language before they learn to read and write. Hence, Abdel-Jawad et al (1998:179) mention that, “games make the process of teaching so interesting. Which is the key to efficient learning ...lack of motivations, fatigue, monotony and boredom can be cured by playing games”.

Games are highly motivating; they help to involve learners activity in the learning process. Games are amusing and at the same time they are challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage collective learning in mixed ability groups. Teams game requires pooling of knowledge; pair games require co-operation and turn-taking. Therefore, pupils can learn from one another. For instance, a good reader with a more proficient speaker can combine to make a winning team. And to quote Holden(1987:66) “Games give language an immediate usefulness: in order to take part, the children must understand and express themselves. Games can be of value in the development of listening, speaking, reading and writing”.

Furthermore, games add diversion to the regular class activities, break the ice, and they are also used to introduce new ideas. Games
are a welcome break from the usual routine of the language class and not just time-filling activities. One can say that through games, pupils can learn English the way children learn their mother tongue unconsciously. Thus, without stress, they can learn a lot of and even shy pupils can participate positively. Games also add variety to a lesson. They are excellent for motivating pupils whose attention is wandering. In fact, games are introduced mainly to provide a welcome break in the lesson routine. The maximum benefit can be obtained from language games only if they can form an integrate part of the programme at both the practice and production stage of learning. In addition to that, games make repetition fun. Many games involve repetition of the same language and over and over again. This can be used to consolidate some items.

According to Salwa (2011: 20) during games a number of interaction patterns can be used. Some of them are set up with a teacher challenging a group, team or individual members of the team. In this pattern, the leaner may be asked questions or he/she may ask questions to the team members. Also, the leader may give directions to perform actions, for example, “Asher says”. Total Physical Response activities are examples of this type of interaction patterns. For the above benefit of using games Krashen (1981) cf Shin (2006:9) states the following activities that work well with pre-literate learners as well as learners who have developed literacy skills in their native language and in English. Therefore the most important thing to mention for the following activities to work well, is that the
teacher has to be lively and enthusiastic. Also, the teacher needs to put fun and energy in his/her voice to get the pupils in the right frame of mind to participate. If the teachers are excited about the activity, the pupils will be excited too.

1. What is Missing?

Krashen (1981) cf Shin (2006:9) states that this activity is designed to give pupils practice recalling the names of items in specific category of vocabulary. Before doing this activity, pupils should have already been exposed to categories of vocabulary in real form such as food items, colors, classroom objects, seasons of the year and the like.

For the above activity the teacher needs large pictures of vocabulary items in the category of the actual items themselves taped to the chalk board. Then the teacher lines up eight or more large pictures of one category of items such as colors on the chalkboard. After that, the teacher tells the pupils to look carefully at each one saying the words to themselves. Then, have, pupils put their heads down on their desks to block their view of the board. “Heads down”! heads down”! the teacher cry, imitating the correct posture. Once every little head is on the desk, the teacher removes one picture, rearrange the others, and then yell: “What is missing?” pupils look up and guess which item has been removed. The first pupil to guess correctly scores a point and gets to hold the item. Continue until there are only two items left.
For above activity, the teacher needs to put the pupils into pairs or groups of three and do this activity cooperatively. Also the pupils can have turn-taking performing the teacher’s role. This makes the activity extremely pupils-centered, which is always motivating.

2. Smack:

The word ‘smack’ means to hit quickly and with a loud noise, and that is what pupils will do in this activity. In this activity the pupils are able to review a category of vocabulary while playing a simple fast-paced game. For this activity, the teacher needs large cards with pictures or words in a specific category and two plastic ‘flyswatters’ ‘a flyswatters’ is a long piece of plastic with a square, mesh-like part at the end that is used for killing insects. It makes a very satisfying sound when smacked on a bug, or here, on a word or picture. The teacher can use a rolled up newspaper if flyswatters are not available.

Krashen cf. Shin points out that in this activity the pupils are divided into two teams. Line them up one behind the other in front of a large table. On the table spread out all the pictures or words from the same category in random order. Then the teacher gives the flyswatter to one pupil from each team. Have the two pupils hold up the flyswatters, as the teacher says, “Elbows up! Elbows up!” Call out one of the items, on the table. The first pupil to smack the item with flyswatter wins a point for the team. Then, the teacher removes the item and gives it to the team that won the point. Then line up
the next two pupils, and repeat. The team with the most smacked items wins.

3. Total Physical Response Verbs and Games:

Asher (1977) cf Shin (2006:10) states that the method total physical response has a major role of performing activity in which the pupils act out commands given by the teacher or another pupil. This is a great way to teach and practise classroom vocabulary and verbs. It does not require any verbal production. It also encourages physical movement, which children who have been stated for any length of time will surely appreciate. In addition, the physical action of carrying out a command is often very helpful for learning, especially for those pupils who learn by actually doing.

In this activity the vocabulary items and the verbs that needed to be practised must be presented first by using a general approach which has mentioned previously. The following is an example of this activity.

Imagine that, the verbs that must be practised are (close, open, touch, show, stand, sit, go, come), and the items that must be practised are “(zoo animals” (lion, tiger, giraffe, elephant, monkey). Spine One unit (4) lesson (11).

For this activity, the teacher chooses a team of five pupils. The names of zoo animals are written on a piece of cards which also have been stuck on the pupils’ shirt in the front side. This team stands in front of the class in a line. Then the teacher explains to the team and to the class: today the names of these animals are the names of those
pupils. First, each one of the team glance to each other carefully in order to know the new name of each one of the team. Then the teacher begins to ask the team about their new names from the first to the fifth as in this example.

T: What is your name?
P: My name is tiger.

By doing this, all the class know their new names. After that the teacher gives them commands such as ‘close your eyes tiger, open your eyes tiger. “Come here lion, go back lion”. “Sit down elephant, stand up elephant”, “Touch your head monkey”. “Show me your nose monkey”. Then the teacher can give the pupils difficult commands such as close your eyes lion and touch giraffe’s nose. After that, the teacher can take off the cards from their shirts and ask them to do some commands. Hence, this activity can be done between the teacher and the team, the teacher and the pupils of the class, the class and the team. By the end of the lesson and on the roads, the pupils chat to their friends using their new names. “Tiger-tiger or lion-lion”. By the end of the year each pupil has a number of names of English items. In the next lesson, the teacher can ask the pupil, what was your name yesterday? the pupil can easily answer, ‘My name was Lion’ for example.

2.7.7.7 Techniques for Making Word Lists

There are many ways in which words can be listed:

A. Grouping:
French (1953: 29-37) states that, the words (other than structural words) which have to be learned fall into three main classes:

1) words for things;
2) words for action;
3) words for qualities.

The teacher should note, for his own information, that each of these classes contains three or four different kinds of words.

1. **Words for things include:**
   
i) Simple nouns: table, chair, sky
   
   ii) Compound nouns: worker, sunset, football.
   
   iii) Words formed from class (2): growth, punishment.
   
   iv) Words formed from class (3): goodness, truth, depth.

2. **Words for actions include:**
   
i) Simple verbs: walk, sing, and write.
   
   ii) Verbs formed with structural words: look for, look at, pick up, and listen to.
   
   iii) Words formed from class (1): enjoy, paint, and brush.
   
   iv) Words formed from class (3): weaken, soften.

3. **Words for qualities include:**
   
i) Simple adjectives and adverbs: tall, short, quick.
   
   ii) Words formed from class (1): dirty, raining, friendly.
   
   iii) Words formed from class (2): broken, torn, tired, sleeping.
The advantage of making these various lists is that each of them provides the mind with one more "tie" or "association" and in that way the memory for the words is strengthened.

It is for this reason that the pupils should be encouraged to make their own lists of various kinds, the same words appearing in two or three lists. The following are suggested as examples of the many various ways in which words may be grouped:

**Names of Occupations:**
- teacher
- doctor
- farmer
- sailor

**Words Connected with the Railway:**
- engine
- carriage
- rail
- ticket
- guard

**Parents, Babies, and Homes:**
- father
- mother
- child
- home
- lion
- lioness
- cub
- den
- cock
- hen
- chicken
- nest

**Places of Work:**
- doctor
- hospital
- teacher
- school
- clerk
- office
- sailor
- ship

**Words Families:**
- Joy: enjoy, joyful, enjoyment, enjoying
- Work: workman, workshop, workless, working

**Containers:**
- bottle
- basket
- box
- tin
- cupboard
Opposites:

| long | short | wide | narrow |

B) Alphabetical list

Here is an example:

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<td>car</td>
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<td>man</td>
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<td>wall</td>
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<td>ink</td>
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<td>yesterday</td>
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<tr>
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<td>is</td>
<td>never</td>
<td>season</td>
<td>you</td>
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<td>ocean</td>
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<td>June</td>
<td>o’clock</td>
<td>take</td>
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<tr>
<td>east</td>
<td>July</td>
<td>October</td>
<td>talk</td>
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</table>
There are three important processes that help to remember words. Joe et al (1996: 3) state that the first process that helps to remember words is ‘encouraging learning is attention’. This means that learners need to notice the word, to be aware of it as a useful language item. But this noticing may be affected by several factors including:

a. The salience of the word in the textual input or discussion of the text.

b. Previous contact that the learners have had with the word.

c. The learner’s realization that the word fills a gap in their knowledge of the language.

Baddeley (1990: 156) States that the second process that may lead to a word being remembered is “retrieval”. A word may be noticed and its meaning comprehended in the textual input to the task, and if that word is subsequently retrieved either receptively or productively during a task, then the memory of that word will be strengthened. Receptive retrieval involves perceiving the form and having to retrieve its meaning when the word is met in listening or reading. Productive retrieval involving wishing to retrieve its spoken or written form as in speaking or writing. Retrieval does not occur if the form and its meaning are presented simultaneously to the learner. He continues asserting that: each retrieval of a word strengthens the path linking, the form and the meaning.

Teachers can design retrieval into speaking activities as mentioned previously, by making it necessary for the learners to
reuse the word that occurred in textual input. This can be done by: (a) making the task, involve a procedure whereby the same material has to be discussed or presented several times through a change in group membership as in pyramid procedure; or (c) making the solution to the task involve considerable discussion of the information provided in the textual input as in problem solving discussion which have been mentioned previously.

Wittrock c.f. Shin (2006:4) states that the third process that may lead to a word being remembered is generalization or generation process, it can also be respective or productive in its productive form. It involves producing new ways of using the wanted vocabulary in new contexts. This means that a word is used generatively if it is used in speaking in a way which is different from its use in the textual input. Hence, receptive generative use involves meeting the word in new contexts. Teachers can encourage generative use by:

(a) Retelling of the written input from a different focus;
(b) Distributing the information in a way that encourages negotiation;
(c) Requiring learners to reconstruct what was in the text rather than repeat it.

2.9 Problems Underlying Vocabulary Learning

Teaching a word does not mean that the learner would learns it as easily as teachers wishes because some words are more difficult to learn than others. Therefore, words which are more concrete and
closet to known concept, or have similar form in the first language, tend to be learned before those which are more abstract and relatively dissimilar from the first language. The most frequent before uncommon, the most generative before those that have a restricted use. That is to say the process of grading language for example the word “chair” should be introduced before an ‘armchair’ or high chair. The difficulty of vocabulary item often depends on how similar that item is in form and meaning to learners first language. Once learners have some English then a word which is related to an English word they are already familiar with and is easier than one which is not, foreexample, the word “friendly” if learners have already met this word they should be able to guess the meaning of “unfriendly”.

Other problematic areas are multi-word verbs. Steele (2005:73) states that: multi-word verbs are complex and present problems for learners both in terms of their grammatical form and their lexical meaning. Learners tend to panic at the mere mention of their name, and to avoid using them for fear of making mistakes. The question is that why does this happen? And how can teachers try to encourage learner to use them? Discussion of this problem will centre on the following points which are suggested by Steele (2005: 73)

1. Various meaning
2. Collocations
3. particles
4. Pronoun citation
5. Grammatical form

2.9.1 Various Meanings

Multi-word verbs carry more than one meaning. Thus, learners who are familiar with the meaning of “turn down” as in “He turned down the radio” have problems interpreting the meaning of “He turned her down”, (rejected her). In this case, if the meaning of the verb, in focus is to “reject” then teach this meaning and nothing else. This teaching is clear and less confusing for learners; also many multi-word verbs carry a literal meaning, for example "Sit-down" “Stand up”

2.9.2 Collocation

Multi-word verbs present problems in terms of the words while they collocate. Thus “To call of” for example, collocate strongly with ‘engagement’ ‘meeting’, ‘wedding’. The learners often understand the meaning, and then try to apply it to other names with which in fact has no relationship. For example “I called off my English class”. The role of the teachers here is to raise learners awareness of collocation, by asking them to underline the nouns which follow certain verbs and then later matching multi-word verbs to their common collocation for instance, “call off”, “set up”, “put off”, = “meeting”.

2.9.3 Particles (Adverbs)

The term particle means a minor word that is not as important as a noun, verb, adjective. The meaning of the particles
for example the adverbial particles “up”, “on”, “in”, can also cause problems as sometimes the particle can share meaning across a large number, but not all multi-word verbs. For instance, the particle “up” is often said to express the idea of “increase”, as in “grow up”, “heat up”, “hurry up”, “cheer up”, but this idea cannot be applied to the verb “split up”. As long as the teacher highlights the fact that generalized meaning of the particle in question is not the same with all multi-word verbs, then these exercises can be useful in facilitating understanding of multi-word verbs, thus aiding memory and ultimately production.

2.9.4 Pronunciation

Words which are difficult to pronounce are more difficult to learn. Phrasal verbs are not too problematic for learners in terms of pronunciation, though misplaced word stress is a common error. Therefore, one way of helping learners pronunciation is by using graphics, such as stress boxes, (a small black square) on the board, and getting them to mark the stress above words or syllables in the whole sentence and to practise reading it aloud.

2.9.5 Grammatical Form

In terms of grammatical form, multi-word verbs present problems for learners as to whether;

a) they are separable or inseparable;

b) they are transitive or intransitive;

c) they are formal or informal.

In responding to these problems of form, teachers can either focus on the rules whether they are type 1 or 2, or adopt a more
incidental learning approach. The latter consists of exposing learners to lots of examples preferably in short contexts which demonstrate their syntactic behavior. Also reading is considered as a key means to vocabulary improvement.

Generally multi-word verbs are, therefore, quite problematic for learners. However, simply by anticipating and being prepared for problems, learners may have done much to erase part of the fear and confusion that surround multi-word verbs.

To sum up, whatever techniques used by teachers, the aims of teachers should be based on facilitating the process of teaching and learning in order to have a perfect understanding. Teaching is the teacher’s role and learning is the learners' role. These two roles are integrated frequently to grasp cohesion and achieve the mastering of language.

Also vocabulary is a cultural phenomenon as well as a linguistic one. And the learners should learn the social meanings of words in a foreign language, not just the equivalent word in their native tongue. Thus learners' successes in learning vocabulary depends to a certain extent on the number of senses used in the classroom. The reason is that learners need encouragement through various sensuous activities. Learners also need motivation to make them desire learning foreign words. Because foreign learners already have “satisfactory” words in their own language for the vocabulary they are trying to learn in class.
Learners should be taught vocabulary learning strategies and techniques, also learners are encouraged to keep vocabulary note books which later help in knowing dictionary usage.

2.10 Previous Studies

This section deals with previous studies that have been conducted in the same field.

**Abd Allah** (2009) conducted a study at the Sudan University of Science and Technology entitled “Overcoming Difficulties of Vocabulary through an effective Teaching”. The aim of the study was to point a suitable way of teaching and treating vocabulary which in fact part of effective teaching. The most important results are:

1. Most of the teachers use several methods to teach new words.
2. The majority of students are not able to understand the meaning of new words perfectly.
3. The materials used in teaching vocabulary at secondary schools are not useful to students who need more effective materials to master their vocabulary.

**Duaa** (2012) conducted a study at Gezira University, Faculty of Education Hassahisa entitled “Teaching Vocabulary at Sudanese Secondary Schools". The study aimed to mention some ways of teaching vocabulary and identify the main problems that face secondary schools students in learning vocabulary. The most important results are:
1. Most of the teachers use L1 technique in teaching vocabulary more than other techniques.

2. The course book does not provide intensive drills focusing on vocabulary.

3. The classroom environment and activities have a major role in motivating students to learn the foreign language.

   **El-Hassan** (2006) conducted a study at Gezira University, Faculty of education-Hantoub, entitled “The Role of Synonymy and Hyponymy in Teaching Vocabulary at University Level”. The study aims to identify synonymy and hyponymy as positively effective techniques in learning and teaching English vocabulary. The most important results are:

   1. The meaning of the English lexical items is a difficulty that hinders the teaching process.

   2. EFL learners learn the meaning of English words easily when words associations are used in presenting the meaning of words.

   3. Using sense relations in the exercise and drills is helpful and beneficial for EFL teachers and learners respectively.

   **Al-tayeb** (2002) conducted study at Omdurman Ahlia University, entitled “Application of Lexical Meaning to English Language Teaching with Special Reference to Sense Relations”. The study is an attempt to investigate the role of sense relations in teaching English lexis to help university students understand,
memorize and produce difficult vocabulary items, which often seem beyond their grasp. The most important results are:

1. Sense relations is considered by most of the teachers as the most useful way in teaching the meaning of new words.
2. Some of the teachers approve the usage of sense relation beside other techniques such as guessing the meaning and teaching the meaning of new words in contexts.

Mohammed (2001) conducted a study at University of Gezira, entitled “Difficulties Facing Sudanese Secondary School EFL Learners in English Vocabulary Items Test”. The study is an attempt to suggest appropriate techniques for testing vocabulary items particularly the active one. The most important results are:

1. Using translation to express the meaning and usage of the new items has a negative effect on the students’ performance in vocabulary test; because not all language have words of exact equivalents.
2. Teaching many vocabulary items in a limited period of time hinders the student’s performance in vocabulary test.

Farrah (2011) conducted a study at University of Gezira, Faculty of education Hantoub, entitled “Significance of Contextualization in Clarifying Meaning of English Polysemy”. The study aims to find out the difficulties encountered by EFL learners in contextualizing orally many English polysemic. The most important results are:
1. Teachers can solve the problem of decontextualization by teaching vocabulary items in contexts because bad teaching causes the problem of ineffective contextualization.

2. Contexts play an essential role in linguistic, communication, so the awareness of different aspects of contexts is of a vital importance.

3. Appropriate teaching, learning and extensive practicing are the best criteria to promote effective contextualization when dealing with polysemic words.

4. Learners find great difficulty in understanding the meaning if new words in isolation.

**Abdul-Raheem** (2012) conducted a study at Gezira University, Faculty of Education Hantoub, entitled “Using Major Lexical Relations by EFL teachers to Enrich Students Vocabulary”. The study aimed at finding out the significance of using meaning relations in general and synonymy, antonymy and hyponymy in a particular in teaching English vocabulary items. The most important results are:

1. In teaching English vocabulary items teachers usually translate words into Arabic.

2. EFL learners find difficulty in producing utterances as a results of their limited vocabulary knowledge.

3. Using sense relations in teaching English vocabulary items is helpful and beneficial for EFL students to enrich their vocabulary.
4. The inclusion of sense relations in English language syllabus plays a vital role in teaching English vocabulary items.

The present study is similar to the above mentioned previous studies in that all the above mentioned studies emphasize the importance of vocabulary in learning English language. And focus on the appropriate techniques of teaching and learning English vocabulary items. The difference between this study and these previous ones, are that this study suggests many different techniques such as the use of some lexical relations and collocation, contextualization, body language and facial expressions, games, and drawing, while the above previous studies only concentrate on the role of certain techniques such as lexical relation, and contextualization. It also discusses all the steps of presenting vocabulary items, from presenting them till how they can be practised and revised. In addition to that, it concentrates on how to teach vocabulary with its all classes; verbs, nouns, adjectives and adverbs. The above previous studies concentrate on presenting the meaning of lexical items and they do not mention all the steps of teaching vocabulary: presentation, practice and production stage.
CHAPTER THREE
METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter displays the procedures that have been used to obtain data, which is considered helpful in supporting the study and achieving the objectives. It describes the process of sampling, the tools of data collection and the statistical procedures used in analyzing the data collected.

3.1 Sampling

This includes the subjects who responded to the questionnaire and tests. Twenty five (25) English language teachers at basic level were randomly chosen to answer the questionnaire. Two tests on English vocabulary were administered to (50) pupils who were chosen randomly in Elsadonap School for Boys and Girls (the sixth class).

3.2 Teaching Procedures of Spine One (the sixth class syllabus)

The concentration of the teaching process was on the techniques that should be used when presenting vocabulary items. The researcher concentrated on teaching vocabulary by using effective techniques during the teaching of the sixth class syllabus (Spine One). This was done in El Saadonap School for Boys and Girls. The pre-test was given to (50) pupils who are chosen randomly. Then a course was taught by the researcher for the experimental group. After that, the post-test was given to (50) pupils who were chosen
randomly from the target population. After that, the researcher compared the performance of the pupils in the post-test with that of the pre-test according to the effective techniques the researcher followed in the process of teaching vocabulary to the experimental group such as the use of sense relations, the use of word formation, techniques used for training the pupils to write down the new vocabulary in different categories, techniques used for introducing words pronunciation and use of games.

3.3.1 Data Collection

Two instruments were used for data collection:

1. A questionnaire for teachers of English language from different basic level schools in Um Elgura Locality with its all three units: North, South, and Middle Um Elgura.

2. Two tests on English vocabulary items for the pupils (the sixth class) in El Saadonap Basic Level School.

3.3.2 Questionnaire

A questionnaire was distributed to (25) English language teachers in Um Elgura Locality.

3.3.3 Design of the Questionnaire

The questionnaire consisted of ten questions. The choices for the answers were carefully graded: agree, to a large extent, to some extent, disagree. The first question enquires about the effect of learning vocabulary on the different language skills; speaking, reading, listening and writing. The second, third and fourth questions discuss the different techniques that are used in presenting
words meaning. The fifth and sixth questions are intended to check the role of games and body language in presenting vocabulary items. The seventh question highlights the materials taught in Spine one. The eighth question enquires about the lack of audio-visual aids. The ninth question highlights the difficulties that confront English language learners in learning vocabulary. The last question is concerned with the pupils themselves and their concentration in learning words.

3.3.4 Validity of the Questionnaire

Before putting the questionnaire in the final draft, it was judged by five members of the staff of the Department of English in Gezira University, Faculty of Education-Hantoub. In the light of their comments the questionnaire was put in its final draft.

3.3.5 Reliability of the questionnaire

The method followed to find the questionnaire reliability was the split half method in which the questionnaire was divided into two halves (odd numbers and even numbers). These halves should be in the same level and are considered as separate units. A co-efficient was made for the two separate units using:

\[ \text{Rho} = 1 - \frac{6(\sum D^2)}{N(n^2-1)} \]

The Spearman formula was used to make the co-efficient of reliability for the whole test following this formula:

\[ \text{Reliability} = \frac{2X \text{ co-efficient of reliability of first half}}{1 + \text{co-efficient of reliability of second half}} \]

\[ R = 2 \times 0.8 = 1.6 = 0.88 \]
\[
\frac{1 + ,8}{1,8} \quad N = \text{number of students} \\
D = \text{rank of students}
\]

According to the statistics, the reliability obtained 0.88 indicates that the questionnaire was reliable.

3.3.6 Test Design

The tests were designed to measure the pupils' achievement in their learning of English vocabulary items at basic level for the sixth class. The tests were designed so that they were testing lexical relations and collocations between words and also the spoken and written forms of words. The tests consisted of seven questions. These questions were intended to check the achievement of the pupils in each of the pre-test and post-test, with reference to effective techniques the researcher used during the teaching presentation for the experimental group. Then a comparison was made to show the results of the two tests. The pupils were given one hour to answer the questions. The seven questions of the tests were constructed to verify the hypotheses with the purposes of measuring the ability of basic level school pupils to learn and understand vocabulary items.

In the first question the testees were given four words and were asked to find out the odd word. The second question required the candidates to match lexical items to their related ones. Question three included a number of sentences and the pupils were asked to fill in the blanks with one of the four choices which were stated below the sentences. One of these choices would complete the meaning of the sentence. The fourth question required them to write
the missing letter by giving them a sentence in which there is a word with one missing letter. Question five was concerned with testing words sound. The testees were given four different words; one of those words differed in its sound from the others. Hence, the candidates were asked to underline the odd sound. In the sixth question the testees were given a number of superordinate terms and a number of hyponyms. The testees then were asked to put the suitable superordinate term above its suitable hyponyms. The last question was to highlight the use of the close test in testing vocabulary items where the candidates were given some words written in a box and they were required to fill in the blanks.

3.3.7 Tests Administration

The two tests were administered under the same circumstances. They were administered in the same classroom to the same group and monitored by their English teacher and the researcher.

3.3.8 Validity of the Test

The questions of the tests were set directly to test vocabulary items. The tests were read by five members of the staff of the Department of English, Faculty of Education Hantoub. It was modified and corrected according to their comments to achieve its ultimate aim.

3.3.9 Reliability of the Tests

For estimating the reliability of the tests, SPSS was used. It was clear that there was a highly significant difference between the scores
the pupils got in the pre-test and those of the post-test since t.value was (19.34) d.f was 98 and the p. value was 0.00.

3.3.10 Analysis

The data obtained by the questionnaire and the two tests was analysed thorough (SPSS) which will be presented in the following chapter.

To sum up, this chapter presents an account of the methodology of the study. In the following chapter the results of data analysis will be displayed and discussed in relation to the hypotheses of the study.
CHAPTER FOUR
PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction
This chapter covers the analysis and discussion of the data collected by the questionnaire and tests.

As mentioned before, the questionnaire was distributed to twenty five (25) EFL teachers. The pre-test and post-test were administered to (fifty) pupils (50) at basic level (the sixth class). The tests were used to detect the effect of using effective techniques in teaching vocabulary items. Then the achievement of the pupils in each of the tests was composed. The questionnaire was delivered to reflect the attitudes of English language teachers towards the techniques that are used in teaching English vocabulary.

4.1 Test Analysis
There was a highly significant difference between the scores the pupils got in the pre-test and post-test since P. Value was .000. Pearson Chi-Square showed that the number of the pupils who got scores between (30-40) out of fifty in the pre-test was only one pupils compared with the post-test fourty seven pupils. The number of the pupils who got scores between (20-30) in the pre-test was sixteen while in the post-test were three pupils. In the post test there was no one who got less than twenty marks while in the pre-test
thirty three pupils got less than twenty marks as shown in the tables and figures below.

### Pre - Test

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</tr>
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</table>
4.2 Result of the questionnaire

The results of the questionnaire are summarized in the following tables

1. Learning vocabulary facilitates the process of listening, reading, speaking and writing.
Table 4.2.1 Learning vocabulary facilitates the process of Listening, reading, speaking and writing

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>48.0</td>
<td>48.0</td>
<td>48.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>13</td>
<td>52.0</td>
<td>52.0</td>
<td>100.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table (4.2.1) above it is clear that more than half of the responses (52%) "agree to a large extent " that learning vocabulary facilitate the process of listening, speaking, reading and writing, and (48%) answered 'agree' where no body chose " to some extent or 'disagree' .

2. Using sense relations and collocations helps in presenting vocabulary items.

Table 4.2.2 Using sense relations and collocations helps in presenting vocabulary items

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>To large extent</td>
<td>12</td>
<td>48.0</td>
<td>48.0</td>
<td>88.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It can be seen from table (4.2.2) that all the responses had recommended the use of lexical relations and collocation in teaching vocabulary items. (48%) of them chose the option “agree to a large extent” and (40%) of them chose the option 'agree' whereas (12%) believed it was helpful 'to some extent'. None of the responses denied the effect of sense relations and collocations in presenting vocabulary items.

3. Awareness of word-formation helps learners to understand the meaning of words.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>44.0</td>
<td>44.0</td>
<td>44.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>14</td>
<td>56.0</td>
<td>56.0</td>
<td>100.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With reference to table (4.2.3) it is clear that none of the subjects disagreed that awareness of word-formation helps learners
to understand the meaning of words. On the contrary, more than half of the responses (56%) were "agree to a large extent and (44%) were "agree".

4. Contextualization is one of the effective means of learning vocabulary.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>100.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>5</td>
<td>20.0</td>
<td>20.0</td>
<td>96.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>12</td>
<td>48.0</td>
<td>48.0</td>
<td>76.0</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>28.0</td>
<td>28.0</td>
<td>28.0</td>
</tr>
</tbody>
</table>
According to table (4.2.4) the majority of teachers (76%) had admitted the importance of using contexts in learning vocabulary items. The rest of the responses were "agree to some extents" (20%) and "disagree" (4%).

5. Body language and facial expressions are effective tools for teaching vocabulary.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
<td>28.0</td>
<td>28.0</td>
<td>28.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>17</td>
<td>68.0</td>
<td>68.0</td>
<td>96.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

With reference to table (4.2.5) it is clear that the majority of the responses (68%) were "agree to a large extent" to the statement that body language and facial expressions are effective tools for teaching vocabulary and (28%) of the subjects chose the answer "agree" while (4%) of them chose the option "agree to some extent". None of the teachers chose the option "disagree".
6. Using games helps in acquiring words easily

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>44.0</td>
<td>44.0</td>
<td>44.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>12</td>
<td>48.0</td>
<td>48.0</td>
<td>92.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>96.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.2.6) indicates that (92%) of the teachers completely "agreed" that using games helps the learners to acquire words easily. The rest of the responses ranged between (4%) "agree to some extent" and (40%) "disagree".
7. The syllabus does not have sufficient materials (colorful pictures, interesting and familiar exercises, stories and contexts)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>To a large extent</td>
<td>11</td>
<td>44.0</td>
<td>44.0</td>
<td>84.0</td>
</tr>
<tr>
<td></td>
<td>To some extent</td>
<td>3</td>
<td>12.0</td>
<td>12.0</td>
<td>96.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

It is clear from table (4.2.7) that the syllabus does not have coloured pictures, interesting and familiar exercises, stories and contexts since the responses ranged between (44%) "agree to a large extent", (40%) "agree" and (12%) "to some extent". Only small percentage (4%) chose the option "disagree"
8. Audio – visual aids are not sufficient at schools

Table 4.2.8 Audio -visual aids are not sufficient at schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>56.0</td>
<td>56.0</td>
<td>56.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>11</td>
<td>44.0</td>
<td>44.0</td>
<td>100.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.2.8) shows that all the responses agreed that audio – visual aids are not sufficient at schools. the range was between (44%) "agree to a large extent" and (56%) " agree". Neither of the responses was "agree to some extent" or disagree.
9. The majority of English Language learners encounter difficulties in learning English vocabulary such as using words in contexts, pronouncing words and finding lexical relations.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>48.0</td>
<td>48.0</td>
<td>48.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>13</td>
<td>52.0</td>
<td>52.0</td>
<td>100.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table (4.2.9), (48%) of the responses were given to the" agree" option and (52%) to "agree to a large extent". None of the subjects chose the option "to some extent" or "disagree". This means that the majority of the pupils faced difficulties in learning vocabulary items.
10. Many pupils are unaware of the importance of the vocabulary they learn.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>13</td>
<td>52.0</td>
<td>52.0</td>
<td>52.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>9</td>
<td>36.0</td>
<td>36.0</td>
<td>88.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
<td>8.0</td>
<td>8.0</td>
<td>96.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.0</td>
<td>4.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

It is obvious from table(4.2.10) above that (52%) of the responses chose the option agree and (36%) "agree to a large extent", that means many pupils are unaware of the importance of the vocabulary they learn. On the other hand (8%) of the responses chose the option "agree to some extent" and only (4%) prefered the option "disagree"
4.3 Discussion of Data in relation to hypotheses of the study

4.3.0 Introduction

The focus in this section is on discussion of the results of the questionnaire and two tests that were given to the pupils. The results of these two tests clearly show the development in the level of the experimental group. Hence, there is a highly significant difference between the achievement of the experimental group in the post-test compared with that of the pre-test. The high scores that the experimental group achieves illustrate the success of the procedures followed in presenting vocabulary items.

4.3.1 Hypothesis One

Many pupils are unaware of the importance of the vocabulary they learn.

As mentioned before from the teachers questionnaire table (4.2.10) in which the respondents between (52%) "agree" and (36%) "agree to a large extent", assured that many pupils are unaware of the importance of vocabulary they learn. A few of the sample (8%) believed that they are sometimes unaware of the importance of vocabulary, while only (4%) of the sample disagree. This can be considered a positive view to support the hypothesis.

4.3.2 Hypothesis Two

The majority of pupils face difficulties in learning vocabulary items such as using words in context, pronouncing words and finding lexical relations.
The verification of hypothesis clearly shown through the low marks that the pupils got in the pre-test comparing with the experimental group. There is a highly significant difference between the scores the pupils got in the pre-test compared with the post-test. In the pre-test there was only one pupil who got a score between (30-40), sixteen pupils got scores between (20-30) and thirty three pupils got scores less than twenty. In the post-test; the pupils who got scores between (30-40) were forty five pupils, between (20-30) were three pupils and there was no one who got less than twenty marks. The low achievement of the pupils in the pre-test indicates the great difficulties the pupils encountered in learning vocabulary.

In the teachers' questionnaire table (4.2.9) in which responses were between (52%) "agree to a large extent " and (48%) "agree" can also be considered as an evidence for the validity of this hypothesis.

4.3.3 Hypothesis Three

Adopting appropriate techniques such as the use of lexical relation and collocation, body language and games help the learners to learn vocabulary items more easily.

The good performance of the experimental group clearly reflects the improvement in the level of the pupils as a result of using combination of suitable techniques for teaching vocabulary items. In the teachers questionnaire the tables (4.2.2) (4.2.3) (4.2.4) (4.2.5) and (4.2.6) in which the majority of responses ranged between "agree" and "agree to large extent " (88%) (100%) (76%)
and (96%) and (92%) respectively can be taken to support this hypothesis.

This chapter has displayed and discussed the results of data analysis. The next chapter will be concerned with presenting the findings and recommendation regarding the study.
CHAPTER FIVE
FINDINGS, RECOMMENDATIONS AND
CONCLUSION

5.0 Introduction

This study was set out to investigate the effect of using some strategies in teaching vocabulary items at basic level. The study was carried out in Um ELgura Locality Schools where a questionnaire was distributed and a test was administered. The questionnaire was for twenty five (25) teachers while the test was given to fifty (50) pupils in the sixth class. The data was fed into the computer, analyzed and discussed in relation to the hypotheses of the study.

5.1 Findings

1. The researcher has found that understanding meaning of words facilitates the process of listening, reading, speaking and writing (teaching vocabulary helps to master the language).
2. The majority of EFL teachers recommend the use of sense relations and collocation for teaching the meaning of lexical items table (4.2.2)
3. Contextualization is one of the effective techniques of learning vocabulary since word meanings vary according to its usage in context.
4. Word meaning is acquired easily when EFL teachers use vocabulary games.
5. Awareness of word formation and derivations helps the learners to enrich their vocabulary.

6. Body language and facial expressions are effective tools for expressing meaning explicitly.

7. Audio – visual aids which have a major role in giving the exact meaning directly are not sufficient at schools (100%).

8. The researcher has found that learning vocabulary is not only the responsibility of the teacher but also the learners themselves must be concerned with the words they learn. The results in table (4.2.10) show that many pupils are unaware of the importance of vocabulary they learn.

9. EFL learners find difficulties such as using words in context, pronouncing word correctly and finding lexical relation of words and this hinder the learning of English language.

10. It is found out that English language syllabuses do not contain enough appropriate materials for developing the teaching and learning of vocabulary at the basic level.

11. Adopting effective techniques like sense relations and collocations, body language and facial expression and games are helpful and beneficial for learners when learning vocabulary items.

5.2 Recommendations

1. EFL teachers must motivate their pupils towards learning English vocabulary by using effective techniques such as the
using sense relations and collocations, body language, and contextualization. Learners also should make use of all words of their own vocabulary and exploit them.

2. EFL teachers must vary their techniques and not depend only on what is mentioned in the syllabus in order to facilitate the learning of vocabulary.

3. EFL teachers should elaborate on word associations and words family when teaching vocabulary items.

4. Teachers must try as far as possible to make use of local environment to obtain audio-visual aids that would help them to explain the meaning of the words.

5. Learners should be exposed to different kinds of contexts in which a word is used.

6. Meaning of long words should be explained by breaking them down into their component units and providing the combined root-affix meaning.

7. Syllabus designers should supplement the textbooks with coloured pictures, stories and contexts familiar to the pupils, based on their language proficiencies, their interest and their experience within their mother language in order for them to be able to practise presented vocabulary.

8. Testing vocabulary should include with sufficient vocabulary items questions, since words are the corner stone of learning any language.

5.3 Conclusion
With reference to the findings, the researcher concludes that the ineffectiveness in teaching/learning English vocabulary is an obstacle that hinders the teaching/learning process. This difficulty can be overcome by adopting a variety of methods and effective techniques for teaching/learning vocabulary items.
References


Abdalla, A. (2009), *Overcoming Difficulties of Vocabulary through an Effective Teaching*, Sudan University of Science and Technology.

Abdul-Raheim, G. (2012). *Using Major Lexical Relations by EFL Teachers to Enrich Students Vocabulary*. Faculty of Education Hantoub, University of Gezira.


Bakhit, S.A. (2011), Teachers’ Perspective on the Role of Games and Songs in Motivating EFL Young Learners, Faculty of education Hantoub, University of Gezira.


Website


Appendix I
A questionnaire for EFL Teachers

Dear teacher,

This questionnaire is designed as a data collecting tool for an M.A research on “The Effect of Using Some Strategies in Teaching Vocabulary Items at Basic Level”. Your answers will greatly be helpful and your participation is highly appreciated.

Name:…………………….. Experience ( ) years

Please put a tick in the right box:

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree</th>
<th>Agree to a large extent</th>
<th>Agree to some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. learning vocabulary facilitates the process of listening, reading, speaking and writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Using sense relations and collocation help in presenting vocabulary items.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The awareness of word formation helps the learners to understand the meaning of words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Contextualization is one of the effective means of learning vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. body language and facial expressions are effective tools for teaching vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The syllabus does not have sufficient materials (coloured pictures, interesting and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
familiar exercises, stories and contexts).

8. Audio-visual aids are not sufficient at school.

9. The majority of English language learners encounter difficulties in learning English vocabulary such as using words in contexts, pronouncing words and finding lexical relations.

10. Many of the pupils are unaware of the importance of the vocabulary they learn.
Appendix II
Diagnostic Test
A Pre-test for Basic Level School (Class Six)

Question (1)
Find out the odd word: No (1) is an example:

1. Car bus red plane (Red)
2. book desk ship pen ( )
3. Mona Fatima Hamid Mary ( )
4. square tree circle triangle ( )
5. Four three two six ( )
6. Blue white bicycle green ( )

Question (2):
Match (A) with (B) in (C) No (1) is an example:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. Lado</td>
<td>(a) woman</td>
<td>1: (e)</td>
</tr>
<tr>
<td>2. School</td>
<td>(b) brown</td>
<td>2:</td>
</tr>
<tr>
<td>3. colour</td>
<td>(C) thin</td>
<td>3:</td>
</tr>
<tr>
<td>4. fat</td>
<td>(d) triangle</td>
<td>4:</td>
</tr>
<tr>
<td>5. shape</td>
<td>(e) boy</td>
<td>5:</td>
</tr>
<tr>
<td>6. Zeinab</td>
<td>(f) teacher</td>
<td>6:</td>
</tr>
</tbody>
</table>

Question (3):
Draw a circle around the correct answer:
(a), (b) or (c)

1. I have got one........................
   a. head       b. hand       c. toes
2. Everyday I brush my......................
3. The goat is.............the tree.
   a. Over       b. between       c. under

4. The colour of the tree is.................
   a. green       b. white       c. orange

5. Hamid is a ..........
   a. woman       b. girl       c. man

Question (4)

Find the missing letter No (1) is an example:

1. I have got one fa-e          (face)
2. This is my bo-k            (  )
3. My father has got a c-r     (  )
4. The b-rd is over the tree   (  )
5. The teacher is at the de-k  (  )
6. Every day I clean my nos-   (  )

Question (5)

Find out the odd sound No (1) is an example:

1. town         house         two         mouth
2. pen          ten           tea          men
3. face         name          plane        can
4. fat          man           name         cat
5. bird         shirt         four         third
6. read         head          teeth        feet
Question (6)

Put the following words in their suitable places no (1) is an example:

<table>
<thead>
<tr>
<th>Face - colours - shapes - family - letters - numbers</th>
</tr>
</thead>
</table>

1

- shapes
  - square
  - circle
  - triangle

2

- year
  - nose
  - mouth

3

- one
  - two
  - three
  - four
  - five

4

<table>
<thead>
<tr>
<th>father</th>
<th>mother</th>
<th>daughter</th>
<th>son</th>
</tr>
</thead>
</table>
Question (7)

Fill in the spaces with these words:

<table>
<thead>
<tr>
<th>Man</th>
<th>son</th>
<th>family</th>
<th>wife</th>
<th>husband</th>
</tr>
</thead>
</table>

This is another........ Denge is a ...............he is the father. Mary is a woman. She is the mother. Denge is the ........ and Mary is his ......... Lado is a boy. He is their.......
Appendix III
A Diagnostic Test
A post-test for Basic Level School (Class Six)

Dear pupil:

This test is designed as a data collection tool for an M.A. research entitled (The Effect of Using Some Strategies in Teaching Vocabulary Items at Basic Level) Your answers will greatly be helpful to attain reliable results, therefore, your cooperation is highly appreciated.

- School name...................................... (class six)
- Pupil name (optional)............................

The limited time allotted for this test is one hours.

Question (1)
Find out the odd word: No (1)is an example:

1. Black       red     shoes     green     (shoes)
2. box         short   tall      thin      (    )
3. Hamid       Mary    Deng     Lado      (    )
4. Cow         camel   lion     monkey    (    )
5. One         seven   five     eight     (    )
6. Fish        egg     Pepsi    bread     (    )
7. Sudan       Geography Math     History(    )

Question (2)
Match (A) with (B) in (C) No (1) is an example:
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td>a. bread</td>
<td>1: c</td>
</tr>
<tr>
<td>cow</td>
<td>b. Sad</td>
<td>2:</td>
</tr>
<tr>
<td>body</td>
<td>c. teacher</td>
<td>3:</td>
</tr>
<tr>
<td>knife</td>
<td>d. hand</td>
<td>4:</td>
</tr>
<tr>
<td>teeth</td>
<td>e. kitchen</td>
<td>5:</td>
</tr>
<tr>
<td>happy</td>
<td>f. brush</td>
<td>6:</td>
</tr>
<tr>
<td>food</td>
<td>g. milk</td>
<td>7:</td>
</tr>
</tbody>
</table>

**Question (3)**

Draw a circle around the correct answer (a), (b) or (c):

1. The colour of milk is .................
   a. brown   b. white   c. yellow

2. My father has a sister, she is my.............
   a. brother  b. uncle  c. aunt

3. The last day of the week is ............
   a. Sunday   b. Thursday  c. Friday

4. Kanar’s house has a..............
   a. school   b. kitchen  c. office

5. This is a............
   a. boy   b. man  c. girl

6. These are..............
   a. bowls   b. plates  c. cups

**Question (4)**

Write the missing letter No (1) is an example:
1. I do my homework in the evening
2. The goat is under the tree.
3. I have breakfast in the morning.
4. Saturday is the first day of the week
5. Roda is Deng’s daughter
6. I am eating fish
7. Hamid is Zeinab’s husband

**Question (5):**

Find out the odd sound No (1) is an example:

1. Fat man hat name (name)
2. Hit line mine find ( )
3. He pen ten when ( )
4. Cow short mouth house ( )
5. Zoo too for who ( )
6. Date man same game ( )
7. Girl bird cake third ( )

**Question (6):**

Put these words in their suitable places No (1) is an example:

<table>
<thead>
<tr>
<th>Food</th>
<th>jobs</th>
<th>fact</th>
<th>animals,</th>
<th>fruit</th>
<th>week</th>
<th>drinks</th>
</tr>
</thead>
</table>

129
6)

- Eye
- nose
- mouth
- ear

7)

- Doctor
- teacher
- nurse
- policeman

**Question (7):**

Fill in the spaces with these words:

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>periods</th>
<th>pupil</th>
<th>schoolday</th>
<th>morning</th>
</tr>
</thead>
</table>

Lado is a ........ He gets up at five o’clock in the ............ His ............ begins at seven o’clock. Everyday he has seven ............ In his school there are eight ............ and three offices.