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Title

**Vocabulary Teaching in KARMA
Boujemaa Secondary School (case of 3rd
year students)**

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DIDICATIONS

To my parents

To myself

To my sisters and brothers

*The dearest persons to my heart
for their love, affection, and
encouragement.*

*The roses of my life for their
love, support and understanding.*

To all members of my family

To the memory of my grandmother.

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*“While without grammar little
can be conveyed, without
vocabulary nothing can be
conveyed”*

*David Wilkins, UK linguist
(1972: 111-112)*

1 Abstract

For the L2 learners, expanding and expanding their vocabulary is critical. There are numerous strategies to choose from in order to enhance any learning. The views of upper secondary students about language teaching and learning are investigated in this study. This is accomplished through the use of questionnaires, which are a qualitative data collection tool. The findings reveal that both students and teachers agree that a more diverse vocabulary instruction should be prioritized, with a heavy focus on context-based learning and written assessments. Furthermore, the findings show that while students favor context-based learning, they prefer non-contextual testing approaches when it comes to evaluation.

The study's findings could be beneficial to future teachers as well as students. Teachers who are already working in upper secondary schools, they may be able to offer some insight into how pupils learn vocabulary.

Keywords: teaching and learning, vocabulary, vocabulary learning strategies, ICTs



Introduction

1 Introduction

"Handle them carefully, for words have more power than atom bombs".

-Pearl Strachan--

Paul Meara labeled vocabulary learning a "neglected part of language learning" 1980. (Lightbown & Spada, 2006:96). The situation now, more than two decades later, appears to be considerably different. Today, there are numerous studies being conducted on vocabulary acquisition, and novel techniques to improving and maximizing kids' learning capacities are continually growing.

"The English language is estimated to have anywhere from 100.000 to one million words, depending on how words are counted" (Lightbown & Spada, 2006: 96), however a learner only needs to acquire 20 000 words to speak successfully (Lightbown & Spada, 2006).

Teachers and students must decide which method(s) to utilize in the word acquisition process in order to gain these 20 000 words. Language teachers have a variety of tools at their disposal to help students expand and grow their vocabulary. As a result, it worthwhile to investigate students' perspectives, opinions, and ideas on vocabulary acquisition in order to learn how teachers may help their pupils learn more effectively.

Data on vocabulary teaching and learning tactics acquired through questionnaires from student groups in upper secondary school will be studied, compared, and contrasted with findings within the groups as well as between them in this research.

1.1 AIM

The aim of this project is to go through some of the most significant areas of vocabulary learning and teaching. The project is divided into three "components" to accomplish this. Some sections cover vocabulary teaching, including the role of the teacher in vocabulary teaching and learning, as well as a review of some of the most common vocabulary teaching techniques in the EFL classroom. I've also included a section on how to integrate vocabulary teaching and learning in the various language skills, as this is still a challenge for most secondary school English teachers.

This paper examines students' views on studying L2 vocabulary in upper secondary school. It begins by looking at the pupils' overall feelings about

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learning new words. Second, it looks into how gender influences students' attitudes toward vocabulary learning. Finally, the study looks at students' attitudes toward vocabulary learning at two different course levels to see if course progression has an impact on L2 students' opinions.

The general objective of this study is to assess the practice of EFL teachers' vocabulary teaching strategies in KARMA BOUJEMAA Secondary School of 3RD year grade.



Chapter one

*REVIEW OF RELATED
LITERATURE*

2 Review of related literature

2.1 Introduction

This chapter discusses vocabulary definitions, teaching vocabulary, teaching tactics, and a review of previous research.

2.2 Vocabulary

1.1. Vocabulary definition

A vocabulary list is a collection of terms and their definitions, typically found in a book for learning a foreign language (Richards, 2003:4).

Vocabulary is as distinct from a content area as a person's fingerprints are. Language distinguishes a topic area, particularly the unique and specialized terminology used to designate the concepts that underpin the subject matter (Hornby, 2000:482). According to Richards and Renandya (2002:25), vocabulary is a critical component of language proficiency because it forms the foundation for how well learners speak, listen, read, and write. The teachers are aware that they must take action with the students. Learners' ability to talk, listen, read, and write is heavily influenced by the language of their content areas.

2.2.1 The Different Types of Vocabulary

There are numerous sorts of vocabulary, according to Miller (2000:178), including hearing vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

2.2.2 a. Vocabulary for listening

All of the words that can be recognized when listening to speech are included in the hearing vocabulary. The context and tone of speech help to expand this vocabulary.

2.2.3 b. Vocabulary usage

All of the words that can be used in speech are referred to as speaking vocabulary. Words are frequently overused due to the spontaneous character of the speaking lexicon. Face expressions, tone of voice, and hand gestures may be employed to compensate for this minor and accidental usage.

2.2.4 c. Vocabulary reading

All of the words that can be recognized when reading are referred to as reading vocabulary.

2.2.5 d. Vocabulary writing

The term "vocabulary" refers to all of the words that can be written. make use of in writing

According to Nation (2001:11), the book has four types of vocabulary: high-frequency words, academic words, technical terms, and low-frequency words.

2.2.6 e. Words with a high frequency

There is a tiny set of high frequency words that are extremely essential since they account for a significant fraction of the running words in spoken and written texts and appear in a wide range of contexts.

2.2.7 f. Academic expressions

The material is from an academic textbook and includes several vocabulary found in various types of academic texts, such as policy, phase, adjusted, and sustained. These words typically account for roughly 9% of the text's running words.

2.2.8 j. Technical jargon

The text includes a few terms that are extremely closely related to the text's theme and subject. Indigenous, regeneration, pod carp, beech, rimy, and lumber are among of the words used. These terms are rather prevalent in this field, but not so much elsewhere. We know that topic is being discussed as soon as we see them. This type of technical word makes up around 5% of all running words in a document.

2.2.9 h. Words with a low frequency

Words like zonal, pioneering, and everlasting, as well as aired and pastoral, were included in this category. They account for more than 5% of the words in an academic text. They make up the largest set of words in the language, with thousands of them. They are made up of technical terms for other technical terms.

Areas, proper nouns, words on the verge of making the high-frequency list, and terms that we rarely encounter in daily language use

Meanwhile, Hedge (2003:116) distinguishes between two types of vocabulary: active vocabulary and passive vocabulary. Active vocabulary is a collection of words that students employ in speaking and writing. When students are listening to someone or reading, they should be able to recognize and understand a set of words known as passive vocabulary.

2.3 The Importance of Mastering Vocabulary

Because the potential knowledge that might be learned about a word is extensive and complicated, mastering vocabulary is vital in learning language, especially English (Schmitt,2000:5). We must find the finest technique to enrich kids' vocabulary due to the intricacy of words. Communication cannot take place in any meaningful way without a grasp of vocabulary to express a larger range of meanings (Vossoughi and Zargar, 2009:80)

Coulson et al. define vocabulary mastery as the capacity to integrate skill or knowledge of words that are used to represent meaning, in the case of a physical object or idea, in the form of a sign or a set of letters in a single or many words (1987:1050). The process of learning new words is not easy.

Because vocabulary is made up of components, mastering one vocabulary item should imply understanding all of the vocabulary components. The following list of distinct types of knowledge that a person needs master in order to know a term is proposed by Nation (1990:31). The significance of word, written form of word, spoken form of word, grammatical behavior of word, collocations of word, register of word, connections of word, frequency of word

The acquisition of vocabulary is not something that can be done on the spur of the moment, but rather in stages. The processes in processing vocabulary mastery are defined by Keraf (1989:65-66). To begin, youngsters must be able to define concept language in order to express their specific idea. Second, the adolescent phase, during which the adolescent begins to utilize language and expands it directly in simple communication. Third, throughout the adult period, vocabulary is utilized more frequently because people communicate more with one another. The importance of vocabulary might be concluded. When it comes to learning a new language and expanding one's vocabulary. It will make it easier for someone to communicate via language. As a result, knowing language will be beneficial because it will be necessary in the future.

- a. It is a simple language to learn. For example, in order to comprehend a tale written in English, we must first comprehend the meaning of the story's language.
- b. It's simple to figure out what people are talking about. For example, when listening to an English discussion, we must understand what the participants are saying, which can only be done if we are familiar with the language used in the conversation.
- c. It is simple to communicate on a variety of topics. For example, if we wish to talk about a specific issue, such as entertainment, we must be familiar with the relevant vocabulary.

2.4 VOCABULARY TEACHING

2.4.1 Vocabulary teaching definition

The term "teaching" comes from the word "teach," which means "to instruct someone so that they may know or be able to accomplish something." The term "teach" is widely used in both official and informal settings, and at all levels of education. It has to do with a subject in school or a practical competence (Hornby, 1989:1318). According to the definition, teaching is the process of passing on knowledge from a teacher to students or from one person to another, whether in a formal or informal setting.

Teaching is a difficult task. Brown (1994:7) defines teaching as "demonstrating and assisting someone in learning or doing something, giving instruction, directing in the study of something, supplying knowledge, causing to know or comprehend".

Students may also have a receptive knowledge of a broader range of language, indicating that they can recognize and understand the thing. However, their productive use of a wide range of vocabulary is usually limited, and this is one of the areas where the teacher should focus on.

Teaching vocabulary is certainly more than just presenting new words, according to Harmer (1991:23). He also claims that teaching vocabulary is a part of language instruction. It means that when a teacher teaches vocabulary to his pupils, he must first understand their characteristics in order to select appropriate techniques or approaches that will engage the students in acquiring vocabulary in the classroom. It will aim to improve their specific vocabulary proficiency as well as their overall English aptitude.

When considering vocabulary teaching methodologies, teachers should keep four elements in mind, according to Flannigan & Greenwood: (2007)

(1) the students they are instructing, (2) the nature of the words they choose to teach, and (3) the educational goals they have in mind for each of those words, as well as (4) the methods they use to teach the words. There are four concepts for teaching vocabulary, according to Nunan: (2003:135)

2.4.1.1 a. Prioritize the most useful vocabulary.

Some terms can be applied to a wide range of situations. Other has a far more limited application. The optimum return on investment for learners' learning effort is to teach valuable language before less useful vocabulary. The most valuable vocabulary that any English language student requires, regardless of whether they use the language for listening, speaking, reading, or writing, or in formal or informal contexts.

2.4.1.2 b. Concentrate on the vocabulary in the most effective way possible.

This idea considers how pupils should be instructed and educated. Teachers must make a clear distinction between how they approach high frequency words and low frequency terms.

c. Pay special attention to the high frequency words in each of the four strands of a course.

A course's high frequency vocabulary must appear in all four strands. It should be taught and studied with intention, and it should be met and used in transmitting messages in hearing, speaking, reading, and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

d. Encourage students to think about what they're learning and take ownership of it.

The ability to monitor and evaluate progress with those options is an important principle that lies behind choosing and learning. This requires (1) knowledge of what to learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options.

1.2. Vocabulary Instruction Methodologies

Hunt and Beglar (as reported in Renadya, 1991:156) discuss three ways to vocabulary teaching and learning in language teaching methodology:

a. Unintentional learning

Learning vocabulary as a result of performing other tasks, such as reading or listening, is referred to as incidental vocabulary. Extensive reading, which Hunt and Beglar encourage as a regular out-of-class practice, is a primary source of incidental learning. Students should learn to read and then do the majority of their reading outside of class. For more advanced intermediate and advanced students, this strategy may receive more attention.

a. Clear instructions

Identifying a specific vocabulary acquisition target or learners is required for explicit training. This method entailed determining which words students needed to know, delivering words for the first time, elaborating word knowledge, and improving fluency with previously learned words. According to Hunt and Beglar, this is the optimum strategy.

for students with restricted vocabularies at the beginning and intermediate levels.

c. Development of a strategy on one's own

This method is generally appropriate for advanced students. The development of independent strategies entails practicing guessing from context and teaching learners how to utilize a dictionary. "Dictionaries include 2 plethora of information on words that students might obtain from them," Harmer (2007:239) adds. They are not only cruel, but they also understand how to use words".

2.5 The challenges of teaching vocabulary

Part of the difficulty in teaching vocabulary is deciding what vocabulary to teach (Harmer, 1996:154). However, recent study suggests that vocabulary education may be difficult because many teachers aren't "assured about best practice in vocabulary instruction and at times don't know where to start to establish an instructional emphasis on word learning" (Berne & Blachowicz, 2008:315).

2.6 STRATEGIES FOR TEACHING

1.3. Establishment of instructional strategies

Specified techniques of approaching an issue or task modes of operation for reaching a specific and planned design for controlling and manipulating certain information are known as strategies (Brown, 2000:113). Furthermore, according to Cahyono (2011:XI), technique and strategy are equivalent terms that refer to an action taken by either a language teacher (or a language learner) to attain a language teaching (or language learning) goal.

While a teaching strategy is an intentionally developed and determined plan of action, a teaching strategy is a pattern of instructional acts that serves to achieve particular goals. The importance of a good teaching strategy for a smooth curriculum transition cannot be overstated (Amita, 2011).

1.4. Vocabulary teaching technique

A teacher's vocabulary teaching approach is an action made to teach or practice target vocabulary (Sanaoui, 1995:21). There are three types of vocabulary teaching strategies, according to Nation:(67-1990:66)

a. Presentation techniques

The target vocabulary is introduced for the first time in this technique. These will either include a presentation of the meaning or a presentation of the form. The teacher can utilize the following to present the meaning :

1 (Use of a visual method, such as a picture, body actions, a real object, or a video.

2 (Exemplification and definition translation are examples of verbal presenting strategies.

3 (Use an audio presentation method such as sound imitating or having students listen to a tape recording.

The focus of the presentation is on the word's pronunciation or spelling, and incorporates tactics such as the teacher emulating the target word.

b. Techniques for practice

This technique entails both classroom and homework review of previously presented terminology (e.g. classroom test, games, semantic maps, written repetition).

c. Training strategies for strategy

The goal of strategy training is to teach students skills for learning vocabulary independently, such as guessing from context, word building, using dictionaries, and keeping vocabulary notes.

According to Seal (1991), there are two types of vocabulary teaching strategies:

a. Unplanned vocabulary teaching and b. Planned vocabulary teaching .

It refers to the teaching of vocabulary in an ad hoc manner, as a result of a student's difficulty with a term that has come up in class or the teacher's belief that a key vocabulary item is unfamiliar to the majority of the pupils.

b. Vocabulary instruction that is pre-planned

It is divided into two types: one that is incidental to the course's goal and the other that is deliberately designed as a vocabulary lesson.

Other tactics suggested by Harmer (1991:161-162) for helping pupils practice language include:

a. Thumbs-Up!

A vocabulary word is defined by the teacher. The kids raise their hands in a thumbs-up position if they understand the word. After then, the teacher counts to three and the kids say the word quietly.

b. Locate the Word A statement is said by the teacher, but a vocabulary term is left out. Each student has a stack of cards with a vocabulary word on each one, which they place in the correct order.

On his or her desk, he or she should place a card with the missing word facing down. The pupils turn their cards over on the count of three.

d. Put It Into Action

Each student selects one card from a pile of cards, each of which contains a vocabulary word. While classmates try to guess what the word on the other card is, one student is picked to act it out. Whoever gets the most correct answers gets to act out their word next.

d. Bingo

Each student creates a bingo card with lines of vocabulary words instead of numbers, penning the words in a random order to ensure that each card is unique. The teacher reads a definition, and the students write the associated word on the board.

their playing cards The first student to mark all of the words in a line on the card calls "Bingo!" and becomes the caller for the next round.

d. Vocabulary for beach balls

The vocabulary words are written on a beach ball, and the kids are asked to form a circle. The teacher then tosses the ball to a pupil, who reads and defines the word under his or her thumb.

f. vocabulary for a word search

The teacher lets the pupils make a word search game using their vocabulary terms on graph paper. Rather than offering a list of terms, The pupils use the definitions of the terms as hints to find them. When they're finished, the students work together to answer each other's riddles.

g. Look for a Transition Word!

The teacher instructs pupils to locate the transition words (for example, because, nevertheless, so, and, I f) that connect, break, or contrast clauses in a conversation.

h. Presentation

Although interaction and discovery strategies can be used to learn some vocabulary, they are not necessarily the most cost-effective. Many times, some type of presentation and explanation is the most effective approach to introduce new words into the classroom. The teacher can use material such as realia and pictures in this technique.

Mime, Action, and Gesture, to name a few.

It is frequently possible to illustrate the meaning of words and grammar using realia or pictures. Mime, in particular, is probably superior for explaining actions. It's simple to present concepts like "running" and "smoking" in this way (Harmer, 1991:161).

Gestures can be used to describe terms like shape, act, or signify that the past is being discussed (the teacher gesture backward over his shoulder).

j. Contrast

they showed how relationships exist as a result of their meaning and can thus be utilized to teach meaning. They can convey the concept of "empty" by contrasting it with "full," "cold" with "hot," and "large" with "little." They may present these concepts with illustrations or explanations to ensure that our students comprehend them.

This strategy provides a way to make it simple to understand the meaning of a word. The antonym word is the same as the contrast word.

k. Explanation

The teacher's grammatical explanation of the meaning of a vocabulary item might be exceedingly challenging, especially at the basic medium level. When giving such an explanation, it will be critical to add information about when the products can be used.

An explanation is a remark that refers to the causes and context of an event.

The effects of some object, process, condition of affairs, etc., as well as the rules or laws that connect them to the object. Some of the explanations could be implied.

Many of the techniques used to build interest while teaching the form of the word can be employed by the teacher when giving a verbal explanation. He may, for example, express the meaning in code or with jumbled letters (synonym opposite, synonym mother tongue, description).

l. Translation

Although translation is a convenient and efficient approach to convey content, it is not without flaws. In the first place, translating words is not always simple, and in the second, it may make it too simple for students by deterring them from interacting with the words.

D. A Review of Previous Research

In order to uncover parallels and contrasts between this study and past studies on similar issues, the writer must review previous studies on similar topics.

According to a previous study by Wahyuni (2012), the English teachers at MTs Negeri Bandung prepared for the teaching of vocabulary to their pupils. Preparation and use of media are among them.

choosing of teaching technique and approach The second step is to choose an acceptable teaching style, particularly for vocabulary, in which the teachers utilize a silent approach and a presenting strategy. The presentation consists of exhibiting photos of the artist, followed by a segment of questioning and replying, as well as doing some chores. Teachers did not use English exclusively in the implementation of the plan, but rather a blend of English and Indonesia. To assess the pupils' vocabulary proficiency, the teachers employed discrete and integrated vocabulary tests.

The distinctions between Wahyuni's study can be found in the researcher's focus. In her research, she looked at Teacher preparation before teaching, teaching technique, and teacher evaluation of students' vocabulary acquisition are all important factors to consider. While the focus of this study was solely on the teachers' vocabulary-teaching strategies.

Rahayu is in charge of the prior study's second phase.

In her investigation, the researcher discovered that students who excel at MTsN Aryojeding employ a variety of ways to learn language. They select their own learning methodologies based on their personality traits, creative abilities, and areas of interest.

The distinction between the prior study and this one is that the previous study focused on students' vocabulary learning tactics, whereas this latter focused on instructor vocabulary teaching strategies.



Chapter Two
Theoretical background

3 2 Theoretical background

2.1 .Learning and acquisition

Stephen Krashen coined the phrases acquisition and learning in the context of second language education. Language acquisition is a non-formal process that occurs subconsciously. Acquisition, according to Krashen (in Hoffman & Goodman, 2009), necessitates meaningful real-world engagement in the target language in which the learner is an active participant. When dealing with acquisition, the communicative act is prioritized, as is boosting the learner's self-confidence. Furthermore, language learners are not consciously aware of the target language's grammatical rules, but they develop a sense of accuracy and spoken language abilities without theoretical understanding.

Language learning, on the other hand, is the result of more structured instructions, such as what takes place in the classroom. When it comes to learning, the learner comes first. Receives information about the target language's grammar rules. Those rules are turned into conscious linguistic knowledge by a conscious procedure (Hoffman & Goodman, 2009).

Affective vocabulary activities, according to Krashen and Terrell (1995), may involve the use of specific grammatical structures. Vocabulary activities, on the other hand, are not intended to "teach" that structure. "It's the same with vocabulary; activities aren't always "vocabulary builders ".

The focus of the students' attention is not on vocabulary learning per such, but on communication and the activity's aim" (Krashen & Terrell 1983:156).

2.2 .Vocabulary instruction techniques

According to Milton (2001), past research on whether overwhelming pupils with a significant amount of new vocabulary is counterproductive has revealed that even the most adept learner can be overwhelmed by a huge amount of new vocabulary offered, resulting in a lack of learning. Milton (2001) claims that learning can be improved by lowering the number of words used. It may also be beneficial for L2 teachers to have a rudimentary understanding of how memory and memorization work. Teachers can improve the effectiveness of their vocabulary instruction by being more aware of this (Moras, 2001). Because learning vocabulary is such an important component of learning a language, it's

critical that both students and teachers discover a method that works for them. When it comes to learning new vocabulary, research has shown that relying on a single vocabulary teaching approach is not the greatest option (Hiebert & Kamil, 2005). According to Milton (2001), students' input must be varied in order for them to create a vocabulary that includes a variety of word categories (Milton, 2001). Drawing links between diverse reading materials and oral language in various circumstances appears to have an effect on the student's ability to learn new words, according to empirical research (National Reading Panel [NRP], 2000). One more feature that comes into play is The frequency with which the learner is exposed to a specific word plays a key function in acquiring new vocabulary.

Nation claims that in order to learn a word, a learner needs have had at least 16 significant encounters with it (Nation,2006). Furthermore, it may take up to 30 encounters for some learners to recognize a term in a new context or during fluent speech. However, the emphasis should not be solely on different input, but also on practice. One theory is that "knowledge falls into disuse unless it is engaged pretty regularly," which explains why words aren't learned (Gairns & Redman, 1986:89). In other words, we must practice what we learn, otherwise the freshly gained information will fade from memory and eventually vanish. As a result, it is critical that teachers provide students with a variety of experiences in order for them to learn new words and expand the depth of their existing vocabulary (Hiebert & Kamil, 2005). The National Reading Panel has put together a list of different recommendations that teachers should follow in order to establish a multifaceted learning environment:

- 1 .Both direct and indirect vocabulary instruction should be provided.
- 2 .The importance of repetition and many exposures to vocabulary items cannot be overstated.
- 3 .Learning in rich contexts is beneficial to vocabulary acquisition.
- 4 .When necessary, vocabulary activities should be restructured.
- 5 .Active participation in learning exercises should be a part of vocabulary learning.
- 6 .Computer technology can be employed to aid vocabulary instruction.
- 7 .Incidental learning is a good way to pick up vocabulary.

8 .The way language is measured and evaluated can have a big impact on how well students learn.

9 .Relying just on one technique of vocabulary education will not result in optimal learning.

2000) National Reading Panel [NRP] (

This list includes considerations that language teachers should bear in mind when planning their vocabulary lessons. A variety of teaching approaches are discussed in the next section. A variety of teaching approaches used in today's schools are discussed.

2.2.1 .Word-lists

The usage of word lists is a common approach of teaching vocabulary. This strategy presents new vocabulary to the pupil in the form of a list. These listings are frequently linked to a text .

putting the words into context When dealing with word lists, one strategy is to isolate the words from any context and simply supply the translation of the words in question, with the teacher never asking the students to utilize the terms in a text context.

There are benefits to adopting word lists as a teaching tool, according to Nation (1990). One of the advantages is that the student can learn a big number of words in a short amount of time. There are two aspects that help to make learning more enjoyable.

When a foreign word-form is connected with a word in the learner's native tongue rather than a foreign synonym or meaning, it is more efficient. Second, each word form and its translation should be written on a little card, with the foreign word on one side and the translation on the other, in order to enhance learning. These two methods have been shown to be more effective than having pupils write their responses in a book or on a piece of paper (Nation, 1990).

2.2.2 .Vocabulary acquisition through reading

Extensive reading is another option for expanding your vocabulary. Reading, according to both researchers and instructors, helps students considerably extend their vocabulary. "Reading is crucial because big corpus comparisons demonstrate that written texts have more lexis than spoken texts" (Horst, 2005).

Extensive reading, according to the National Reading Panel (2000), is one of the finest means of delivering vocabulary in a rich context. It is suggested that teaching vocabulary through actual texts is more effective than teaching isolated terms without context.

Another way to teach reading is to have the student guess the meaning of a word only based on its context. The goal of this strategy is for the student to be able to make educated guesses about a word's meaning based on the context presented. Teachers can encourage students to "create alternative ways for inferring the meaning of the new term from the context in which it occurs" by using context-based vocabulary learning (Nunan 1991). Learning through context, according to Nation (2001), is a type of incidental learning.

This happens when one reads a lot listens to a narrative being told, watches TV, or participates in a conversation, and it should be utilized in conjunction with other ways.

Furthermore, in order to "maximize the student's learning, the teacher should encourage students to read as much as possible, as well as provide them with exercises involving guessing from context," the teacher should "encourage students to read as much as possible, and also provide them with exercises involving guessing from context" (Nation, 2001:250).

According to studies, in order to improve the quantity of new vocabulary gained through reading, the amount of text used must be relatively large (Nation, 2001:149). Furthermore, the best technique to work with a text is to link exercises to it, allowing the teacher to assess the student's comprehension level (Nation, 2001).

When it comes to working with and succeeding with others, this is a crucial issue to consider. This strategy requires teachers to have a strong understanding of their students' existing vocabulary size in order to select appropriate reading material that contains the best mix of known and unknown terms (Nation, 2001). Milton discusses issues such as "availability, learnability, and terms that are difficult to pronounce".

opportunistically available or relevant to the learner's level, requirements, or interests" (Milton, 2001:195), all of which must be considered while picking appropriate content.

As a result, terms that should be learnt cannot be chosen based on the teachers' selection of unknown materials, but rather must be rooted in the learners' actual understanding. This necessitates that the teacher assesses the learner's level of language competency prior to selecting teaching materials.

To correctly infer the meaning of a word, the reader must have a number of cues that provide enough information to comprehend the text. "Grammar, punctuation, definition, contrast, connectives, reference words, word analysis, and the learner's experiences and common sense" are examples of clues (Nation, 2001:232). The following step is to take a look at the word's immediate context, and then look at how the clause containing the word links to other clauses, sentences, or paragraphs on a larger scale. However according to Nation (1990), this method of working, which involves multiple stages, is solely employed to help inexperienced pupils build their skills as effective readers. These stages are no longer necessary once they have gained experience as readers (Nation, 1990). It is argued that one of the benefits of this method is that not only does incidental learning occur, but there are also additional benefits from learning through context, such as improved grammatical knowledge, comprehension of text structure, improved reading skills, and the experience of how wonderful it might be to read (Nation, 2001). Other research (Beck, McKeown, & Kucan, 2002) argue that learning vocabulary through context-based reading poses a challenge. In written texts, factors such as intonation, shared psychological surroundings, and body language are all absent. Even if written texts lack key qualities, new words can be learned through reading, according to Beck et al., (2002). However, some say that the quantity and variety aren't especially significant. Furthermore, before learning may be fully done, the learner must have several interactions with the words. According to research on vocabulary and reading, only 5 to 15 new unknown words encountered when reading will be remembered (Beck et al., 2002). Beck and colleagues also mention Students who are perceived to be weak rarely engage in prolonged reading activities or choose literature that challenges them in any way.

2.2.3 .Using a dictionary when learning vocabulary According to many studies (Prichard, 2008), prolonged reading improves learners' reading comprehension and can even contribute to better lexical development. Teachers who focus on traditional grammatical translation approaches, according to Prichard, urge their students to look up words in a dictionary as a means of decoding the text. Teachers that take a more communication-based approach, on the other hand,

are more likely to highlight the importance of understanding the main themes and the information needed to complete a follow-up activity, rather than emphasizing the need of understanding each word (Prichard, 2008).

Many teachers and students believe that looking up terms in a dictionary is an efficient way for learning vocabulary when employing extensive reading to acquire vocabulary.

Students in one group used a dictionary while the other did not, and studies concentrating on dictionary use were conducted using comprehension findings after reading from students in both groups. Although the outcomes of these research are mixed, one conclusion that can be reached is that using a dictionary can help with comprehension. As a result, rather than debating whether or not Whether dictionaries should be utilized or not, the focus of the discussion should be on how to maximize learners' use of dictionaries (Prichard, 2008). According to Nation (1991), teachers must remember that the effect of using dictionaries to learn vocabulary is influenced by the learner's background and ability to relate to the text.

Furthermore, studies show that learners are more likely to use a dictionary to locate the correct definition of a word than to guess from context. According to Prichard (2008), if the use of dictionaries might improve comprehension, there is a possibility that it "may lead to inadvertent learning of unknown words" (Prichard, 2008:3). Hirsh and Nation (2001) suggest, however, that for incidental vocabulary learning to occur, In order to succeed, the learner must be familiar with up to 98 percent of the text's running words, which is a level of skill that only a small fraction of students achieve (Prichard 2008). For many pupils, achieving this level of learning is too time intensive.

Prichard (2008), on the other hand, proposes a solution to the dilemma. Teachers may supply children with reading material that has been designed to eliminate the time-consuming part.

marginal glosses incorporated within the document, allowing people to work more efficiently with dictionaries while reading.

One way to deal with dictionaries, according to Prichard, is to utilize them selectively. Students should concentrate on the most commonly used words in

the text or passage when working with selective dictionary use. These are words that cannot be deduced from context and must be sought up.

2.2.4 .Using the media and the computer to learn vocabulary

The media and the Internet have advanced significantly in the previous decade, and they are now an important component of society. On a daily basis, the media provides both teachers and students with numerous possibilities to hear, and read real L2 material in order to apply it in language instruction. New technology has opened up new opportunities for language teachers in terms of how they may teach. This gives the teacher access to a variety of resources, including newspapers, radio, and television broadcasts. According to Lekakos et al. (2008), television, soap operas, films, and news stories provide learners with a wide range of linguistic experiences. However, Lekakos et al., (2008) underline that while using television as a teaching tool, teachers must keep in mind that children may view television as primarily a pleasurable pastime rather than a substitute for traditional teaching methods. According to Lekakos et al., (2008), television has come to be considered as superior to other media and platforms. As a result of being perceived as inferior and branded as leisure, it has been underutilized in language classrooms.

Pemberton's (2008) findings in a study on the impact of television on vocabulary acquisition demonstrated that in order to properly extend a learner's vocabulary via television, the learner needed access to a transcript of the TV series.

There's also the question of whether or not professors should give subtitles for the movies being shown. When watching movies or television shows with subtitles, you get the best of both worlds.

student who requires some assistance in terms of comprehension and retention. According to Koskinen et al., as reported in Pemberton (2006), captioned television can be used as an excellent aid for acquiring vocabulary. Furthermore, studies show that learners who watch programs with an L2 audio track but subtitles in the L1 language may experience incidental learning, gaining knowledge (Pemberton, 2006). However, according to Lipsitz et al. (2006), because American television shows and films have grown to dominate the global scene, the usefulness of using these programs to teach vocabulary is slightly limited due to the frequency of fragmented sentences. As a result, the

language level in these programs does not provide a learning opportunity for students planning to pursue further education and is only appropriate for lower-level learners (Lipsitz et al. 2006). According to Lipsitz et al., research has indicated that prime-time American television programs only employed roughly 4000 different words. According to Lipsitz, in order for a television program to assist in the development of new vocabulary, it must: Use more than 10,000 words in your essay.

The usage of a computer is another approach to expand your vocabulary. "Multiple exposures to vocabulary items are necessary," according to the NRP (2000). The acquisition of vocabulary is aided by learning in rich contexts, accidental learning, and the use of computer technologies" ([NRP], 2000). According to the National Reading Panel (2000), a number of studies have shown that using computers to teach vocabulary is more effective than using traditional techniques, and that the ability to use hypertext1 is particularly beneficial. The student can also readily access publications, television, radio, blogs, and discussion boards via the Internet (Murphy& Hurd, 2005). Students can gain a thorough view of the situation by using these many sources. how the target language might differ in different countries and settings, and contribute his or her own ideas, for example, to conversations (Murphy & Hurd, 2005).



Chapter Three
Research Design and
Methodology

4 3. Research Design and Methodology

This section contains information about the research strategy, data collection techniques, and analysis.

Because the aim of this study is to evaluate the use of vocabulary teaching strategies at Karema Boujemaa Secondary School, a descriptive survey type of research was used to determine how frequently teachers practice different vocabulary teaching strategies and put them into practice in the classroom. The research design, data source, population sample and sampling methodologies, data collection devices and processes, and data analysis method are all detailed below.

3.1 Research Design

This study used a descriptive survey research approach that combined qualitative and quantitative techniques. These techniques were chosen because they may provide information on the present state of vocabulary teaching tactics in high school English as a Foreign Language (EFL) teaching and learning.

As a result, both qualitative and quantitative procedures aid the researcher in drawing reliable conclusions for the purpose of planning the methods to be used for collecting relevant data and the techniques to be utilized during analysis in advance.

3.2 Sources of Data and Population of the Study:

English language teachers and students at Karma Boujemaa Secondary School were the data sources. According to school records, there were 13 English language teachers in the 2021/2022 academic year, with 301 pupils serving as the study's population. As a result, the study's demographics were 13 English teachers and 301 pupils.

3.3 Sample Size and Sampling Techniques :

The study's target audiences were English teachers and students in grades 3rd year at Karma Boujemaa Secondary School in Bouhrawa –Ghardaia.

Accordingly, the study's population included 13 English professors and 301 students from both classes. As a result, the total population is 314. However, the researcher has taken 30% of the students, or 90.

The questionnaire respondents were chosen at random from the complete population of both grade students using the lottery method. Because each member of the population has an equal chance of being included in the sample, and all decisions are made independently of one another. It also assigns an equal chance to each potential sample combination.

4.1 3.4 Research Instruments and Procedures of Data Collections:

3.4.1 Interview

The interview will be used to verify if some of the information gathered from the questionnaire is accurate, as well as to elicit more reliable information from interviewees as they discuss their personal use of vocabulary teaching tactics. It is suggested that stronger data may be acquired if teachers were invited to tell the researcher about their vocabulary teaching practices in a face-to-face conversation.

The researcher utilized a semi-structured interview, which is a technique for gathering qualitative data that involves creating a context (the interview) in which a responder is given time and space to express their thoughts on a specific topic. In order to obtain additional supplementary data on teachers' knowledge of the theoretical practices of vocabulary teaching strategies and factors that hinder the actual practice of vocabulary teaching strategies in EFL classes, a semi-structured interview with 13 EFL teachers was set up and conducted with similar contents to the questionnaire to crosscheck the responses drawn through the questionnaire.

In light of this, six interview questions for English teachers were devised. The interview lasted around 15 minutes on average and was held in the designated school compound for two days.

days (March 29-30, 2022). The interviewing process was carried out by taking notes while the interviewee explained his or her thoughts.

This data collection instrument was chosen because it provided appropriate information, free discussion, response, and flexibility that other data collection instruments did not provide. Nunan (1992) claims that the interview is appropriate for a descriptive study for two reasons. First, an interview can be used to gather pertinent information. Second, the number of respondents with whom the interview was performed was small, indicating that an interview was necessary. As a result, the semi-structured interview, which was conducted ,

which was created based on the study's objectives and a review of related literature, was used to gather data.

As a result, the researcher feels that this will aid in gathering more relevant data to supplement the data gathered from questionnaire and classroom observation.

4.1.1 3.4.2 Questionnaire

A total of 12 items including both closed-ended and open-ended items were prepared for sample teachers and students in order to collect data to study teachers' methods while giving vocabulary classes in English class. The first six questions focused on the teachers' personal backgrounds. The questionnaire's second section included four items based on teachers' perceptions and experiences with vocabulary teaching practices. The final section of the questionnaire focused on teachers' classroom practice using various vocabulary teaching methodologies. The fourth, which only contains one item, urges teachers to get pupils involved in language lessons. The final section, which comprises one item, asks teachers about circumstances that make it difficult for them to execute vocabulary drill. Aside from the teacher's background (6 items) The fifth section, as well as the last two parts, were all based on a five-point Likert scale. After assembling the sample students from both grades in a separate room, the researcher distributed the questionnaire and read over the cover page of the questionnaire with the students, explaining the study's goal .

Despite the fact that respondents were allowed one week to react, the majority of them did so within two days, with a 100% return rate. The data came from Karma Boujemaa Secondary School grade 3rd year English teachers and students, who completed a questionnaire that included 12 closed ended and one open ended item for sample students, as well as 13 close ended items.

Two open-ended questions were created for sample teachers. The questionnaire was created using the Likert scale, which has five points.

Because respondents express their level of agreement to a statement and use other ordered continuum response continuum while responding to a Likert questionnaire item, it is the most extensively used scale in survey research. Frequency is a category.

4.1.2 3.4.3 Classroom Observation

Observation is a systematic, planned, and selected technique of seeing and listening to an interactive phenomena as it occurs, and it is one method of data collection (Kumar, 2005). As a result, observation as a research method has a number of distinct advantages for the researcher in terms of gathering ample information about the physical environment and human behavior that can be recorded directly by the researcher rather than relying on the retrospective or anticipatory accounts of others. In other words, observation allows the researcher to take notes on what they see as they happen, and observational data is frequently more reliable (Best and Kahan, 1989).

Overt observation was used by the researcher. Overt observation occurs when persons being observed are aware that they are being watched. When the teacher teaches language according to his or her plan, this was used. However, due to time constraints and the researcher's workload, each English teacher was observed twice, for a total of 16 classroom observations during vocabulary instruction. The purpose of the observation was to see how frequently teachers used vocabulary teaching tactics and to watch how teachers used vocabulary in EFL classes.

To ensure that the data collected from the questionnaires reflected what grade 3rd year English teachers at the selected school were actually doing when teaching vocabulary strategies, the researcher created a classroom observation checklist (see appendix III) to collect additional data and verify the results obtained through semi-structured interviews. With the use of a checklist, all teachers were observed twice for 40 minutes each time. The presence or absence of some selected behaviors drawn from classroom instruction was identified using a two-point scale (yes/no) observation checklist .

The checklist is divided into three sections: classroom behaviors to be observed, vocabulary teaching methodologies in EFL classes, and students' roles during vocabulary education. The observers' checklist results were then examined using percentages.

3.5 Data Collection Procedure

The first interview was used to collect data. Teachers are obliged to provide information on how they use various vocabulary teaching tactics in their lessons. The following classroom observation was conducted. The observation was based on check lists about several vocabulary teaching tactics in order to assess

whether or not the teachers actually apply different strategies in vocabulary teaching. Finally, utilizing a questionnaire, data was collected from both teachers and students.

3.5.1 Reliability and Validity of Instruments

The researcher used expert opinions to test the questionnaire's validity. As a result, the questionnaire was given to GHardaia Tecahers' college experts for their professional opinions. Then they suggested that I change something. As a result, the researcher has taken their recommendations and criticisms into account, made some language changes, and translated into their mother tongue.

The major goal was to see if the professors were aware of and used all of the tactics stated in the questionnaire, as well as how often the students were aware of their presence.

3.5.2 Methods of Data Analysis

Interviews, classroom observations, and questionnaires were used to collect data from teachers and students, which was then evaluated, interpreted, and debated.

Quantitative data collected from respondents was analyzed using the Statistical Package for the Social Science Students (SPSS 16.0) software. Quantitative data was collected via open-ended and closed-ended questions that were entered into the computer and statistically described in terms of standard deviation, mean, percentage, and frequency. Finally, the qualitative data was thematically examined. Conclusions and recommendations were made based on the findings.



Chapter Four
Results and Discussion

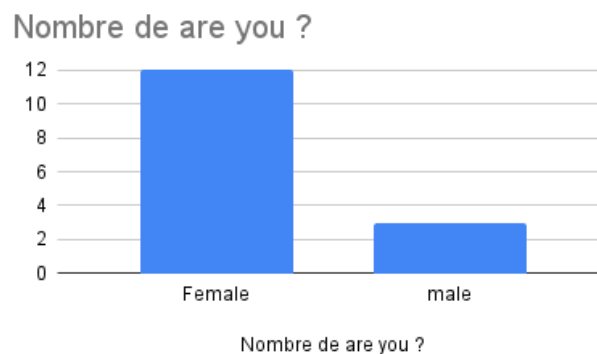
5 Results and Discussion

The purpose of this study was to see how many EFL teachers at Karmaa boujemaa Secondary School use vocabulary teaching tactics when teaching English. Interviews, questionnaires, and classroom observation were used to gather pertinent data for the study.

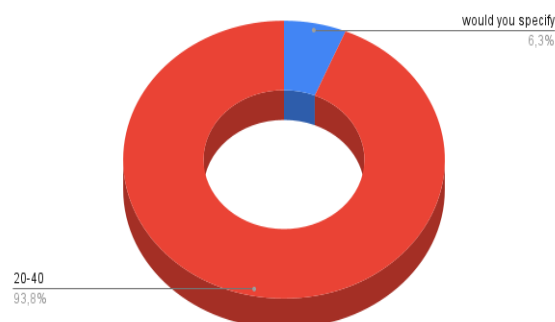
Instructors' practices of vocabulary teaching tactics were compared to classroom observation based on the outcomes and discussions of teachers' and students' answers. Finally, this part addressed the primary aspects that influenced the practice of teaching vocabulary through various ways.

Analysis of Data Obtained through Questionnaire

Teachers' response to the theoretical practices of vocabulary teaching strategies in EFL classes:



FIGUER: Gender of the teachers



FIGUER: Age of the teachers

Teachers' response to the theoretical practices of vocabulary teaching strategies in EFL classes:

Items	SA		A		UD		DA		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1 Teaching a foreign language is essentially a matter of teaching its vocabulary.	3	30.8	6	46.2	2	15.4	1	7.7	1	7.7	13	100.0
2. In comparison to grammar, writing skills, speaking skills, and other aspects of English language teaching, practicing vocabulary technique is the most crucial part to focus on.	7	53.8	3	23.1	2	15.4	1	7.7	0	0	13	100.0
3. I'm always aware that vocabulary instruction must take precedence in the classroom.	4	30.8	5	38.5	2	15.4	2	15.4	0	0	13	100.0
4. When I teach a vocabulary word, I always utilize a variety of tactics to assist pupils comprehend and remember the meaning.	6	46.2	3	23.1	2	15.4	2	15.4	0	0	13	100.0
5. When it comes to teaching vocabulary, tactics that help students recall words after they've acquired them are critical.	6	46.2	3	23.1	2	15.4	2	15.4	0	0	13	100.0

Key: SA= Strongly Agree, A= Agree, UD= Undecided, DA= Disagree SDA= strongly disagree Note: strongly agree = 5 Agree= 4 Undecided= 3 Disagree= 2 strongly disagree = 1

Because the overwhelming bulk of meaning is carried lexically, vocabulary is obviously a very significant component of a language and should be considered in both Second and Foreign Language Teaching (McCarthy 1990). Items were created to test whether teachers recognized the relevance of language instruction (See Appendix II). Table 4.2.1 shows that 3(30.8 %), 6(46.2%), and 2(15.4 %) of the respondents strongly agree, agree, and undecided, respectively, while 1(7.7%) of the respondent disagrees and the rest 1(7.7%) strongly disagrees with the claim "foreign language teaching is essentially a matter of teaching its vocabulary".

In response to item Q2, 7(53.8 %), 3(23.1 percent), 2(15.4 percent), and 1(7.7%) of the respondents said they strongly agree, agree, undecided, and disagree with the statement that "in English language teaching, practicing vocabulary teaching is the most important aspect to focus on compared to grammar, writing skill, speaking skills, and so on." Even if the majority of them agreed with the assertion, the classroom observation contradicts it.

It is important to establish a link between the word and its meaning in the ELS/EFL classroom by using different strategies depending on the word to be taught, and thus the importance of practicing different strategies in teaching vocabulary in the ELS/EFL classroom; helps learners attempt to connect ideas and make associations (Morra & Camba, 2009). Items 4 and 5 were used to determine if respondents were aware of the many uses of vocabulary teaching tactics.

As a result, it is worthwhile to investigate the most successful methods for teaching vocabulary and to propose some ways for improving learners' vocabulary acquisition. Teachers should make fundamental adjustments in their vocabulary teaching practices by focusing on alternative strategies, according to Siyanova and Schmitt.(2008)

To that purpose, item A1 (see Appendix I) was created to test instructors' knowledge of theoretical views towards the relevance of using vocabulary teaching tactics in EFL classes. Almost all of the respondents believed that vocabulary teaching tactics are very important for improving students' vocabulary knowledge, and that these strategies might be employed in a variety of ways depending on their applicability.

To sum up, the data collected from teachers about their awareness of the theoretical orientations of the relevance of implementing vocabulary teaching tactics in EFL classes revealed that the majority of the respondents agreed.

Because vocabulary instruction and practice with various vocabulary teaching styles are essential for improving students' vocabulary understanding.

Item	Yes		No		Total	
	F	%	F	%	F	%
Have you ever taken adequate training about vocabulary teaching strategies while you were in college/university?	4	30.8	9	69.2	13	100.0

Table 4.2.2 Teachers' responses to whether or not they had taken adequate training about vocabulary teaching strategies.

Practices of Vocabulary Teaching Strategies.	Always		Usually		Someti mes		Rarely		Neve R		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
6 During vocabulary instruction, how often do you use self-selection procedures to explain the meaning of words?	2	15.4	3	23.1	3	23.1	5	38.5	-	-	13	100.0
7. How often do you use a task-based teaching technique in your language lessons while teaching vocabulary?	2	15.4	1	7.7	4	30.8	6	46.2	-	-	13	100.0
8. How often do you allow your students to interact in English with you and their peers in order to expand their vocabulary?	3	23.1	2	15.4	3	23.1	5	38.5	-	-	13	100.0
9. Since there is no one-size-fits-all approach to teaching vocabulary, how much do you strive to practice multiple approaches based on their suitability?	-	-	3	23.1	4	30.8	6	46.2	-	-	13	100.0

10. How much do you use a cooperative teaching – learning technique to draw students' attention to the vocabulary lesson?	1	7.7	2	15.5	4	30.8	6	46.2	-	-	13	100.0
Practices of Vocabulary Teaching Strategies.	Always		Usually		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
6 During vocabulary instruction, how often do you use self-selection procedures to explain the meaning of words?	2	15.4	3	23.1	3	23.1	5	38.5	-	-	13	100.0
7. How often do you use a task-based teaching technique in your language lessons while teaching vocabulary?	2	15.4	1	7.7	4	30.8	6	46.2	-	-	13	100.0
8. How often do you allow your students to interact in English with you and their peers in order to expand their vocabulary?	3	23.1	2	15.4	3	23.1	5	38.5	-	-	13	100.0
9. Since there is no one-size-fits-all approach to teaching vocabulary, how much do you strive to practice multiple approaches based on their suitability?	-	-	3	23.1	4	30.8	6	46.2	-	-	13	100.0
10. How much do you use a cooperative teaching – learning technique to draw students' attention to the vocabulary lesson?	1	7.7	2	15.5	4	30.8	6	46.2	-	-	13	100.0

Table 4.2.3 Teachers' experiences of practicing vocabulary teaching strategies

It is well understood that adequate training is necessary for making language teachers aware of the ideas of practicing or employing vocabulary teaching methods, as well as for improving teachers' vocabulary teaching strategies skills in EFL classes. As a result, the instructors' comprehension of the practice of vocabulary teaching techniques, as well as their ability to practically implement vocabulary teaching strategies, will improve.

As shown in Table 4.2.2, 4 (30.8%) of the study participants had adequate training in vocabulary teaching methodologies. The remaining 9 (69.2%) respondents stated that they did not receive appropriate training on vocabulary teaching tactics while in university/college. This suggests that the majority of respondents may not be practicing and implementing vocabulary teaching tactics in EFL lessons adequately. Furthermore, it appeared that these EFL teachers

lacked proper vocabulary teaching methodologies training. This means that these EFL teachers should receive training on how to use and teach vocabulary in EFL sessions.

The Vocabulary Self-Selection technique (VSS) is an interactive-learning instructional strategy that encourages students to identify noteworthy terms from their reading to share with their classmates (Haggard, 1986). In this regard, Table 4.2.3's item Q6 inquired if the teachers used a self-selection technique vocabulary teaching to convey the meaning of words in their English classrooms. As a result, 2 (15.4%) of the respondents always used self-selection approach during vocabulary education. While 3 (23.1%) of them stated they did so frequently and occasionally, respectively. However, 5 (38.5%) of respondents claimed they only used self-selection on rare occasions. This corresponds to the researcher's real observations in the classroom. The teachers did not employ the self-selection technique to develop their pupils' vocabulary use during the observation sessions.

In response to item 7, over half of the respondents (64.2%) indicated that they rarely used the self-selection vocabulary teaching technique, while 4 (30.8%) said they used it occasionally. Whereas 2 (15.4 percent) and 1 (7.7%) of the respondents said they did so always and sometimes, respectively.

To summarize, the results of Table 4.2.3 for items 6 and 7 indicate that the respondents in the English Department at Kellem Secondary School rarely used the self-selection vocabulary teaching technique. As a result, the self-selection technique was rarely used during vocabulary lessons. Even if learners lack sufficient grasp of language structures, a sufficient vocabulary allows them to retain some level of communication (Wallace, 1982). As a result, when it came to classroom communication, 3 (23.1%) of respondents acknowledged that they always and occasionally offered their students the opportunity to practice communicative strategies for maximizing communication chances. However, this contradicts what the current researcher witnessed in the classrooms, as most teachers do not allow their students the opportunity to communicate with their teacher or peers. Whereas 2 (15.5%) and 5 (38.5%) of respondents claimed they used communicative strategies in vocabulary teaching on a regular and irregular basis, respectively. On the other hand, classroom observation revealed that just 5 (38.5 percent) This method was used in the classroom by several of the teachers .

When it comes to practicing various sorts of vocabulary teaching tactics based on their applicability (item 9), nearly half of the respondents (66.2 percent) acknowledged that they did so only occasionally. While 23.1 percent and 4 (30.8 percent) of respondents said they practiced frequently and occasionally, respectively. During observations in the classroom, however, over half of the teachers were seen hurrying from one task to the next without paying attention to varied tactics.

Item 10 and 16 in the same table inquired if teachers divided pupils into various groups when teaching vocabulary. As a result, in item 10, 1(7.7%) and 2(15.5%) of respondents stated they always and generally arranged students into various groups when teaching vocabulary, respectively, whereas in both items, 4(30.8%) and 6(46.2%) of respondents said they occasionally and rarely utilize cooperative technique. This confirmed that nearly half of the teachers were not seen efficiently dividing the pupils into distinct groups throughout the observation sessions - whole class organization was the dominating one. This suggests that Atkins et al. (1996), who recommend grouping students in small groups and the entire class during vocabulary teaching/learning, should be followed.

Learners are more likely to appreciate not only the meaning of words in context, but also their normal settings, such as linked collocations or grammatical structures (Thornbury, 2002). By forming connections between the new word and the text in which it appears, students learn from context. As a result, 2 (15.5 percent), 6 (46.2 percent), and 4 (30.8 percent) of respondents said they always, usually, and occasionally practiced context clues to assist pupils in determining the meaning of unknown words. This was reinforced by observations in the classroom, which revealed that practically every teacher used context clues to teach vocabulary in EFL sessions. One responder (7.7%) that she or he did it only once in a while.

Item N°	VHI		HI		AI		LI		NI		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
11 What percentage of your students do you believe are interested in acquiring vocabulary?	-	-	3	23.1	4	30.8	6	46.2	-	-	13	100.0
12. To what extent do you believe pupils' vocabulary learning is successful?	VHS		HS		AS		LS		NS		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
	-	-	2	15.4	4	30.8	7	53.8	-	-	13	100.0

Table 4.2.4. Teachers' attitude towards students' interest of learning English vocabulary and their successfulness.

Key:

For item 11: VHI= very highly interested, HI= highly interested, AI= averagely interested, LI= less interested and NI= not interested at all.

For item 12: VHS= very highly successful, HS= highly Successful, AS= averagely successful, LS= less successful and NS= not successful at all.

As seen in the chart above, 6 (46.2%) of teacher respondents stated that their students are less interested in studying English vocabulary. However, the majority of students who responded said they were generally interested in English (See appendix III). As a result, the two respondents are in disagreement. Even if students are interested in English, teachers may not explicitly teach vocabulary to draw students' attention to vocabulary training (See appendix IV).

Teachers were observed to see if they were arousing or not. This is corroborated by classroom observations, which revealed that most teachers did not intentionally apply the tactics to pique students' interest in the vocabulary lesson during vocabulary instruction.

As seen in the table above, 7 (53.8%) and 4 (30.8%) of respondents said their students are less intelligent. In terms of linguistic skill, they are both successful and averagely successful. The remaining 2 (15.4 percent) stated that their students are extremely successful. McCarthy (1990) argues that without words to represent a wide range of meanings, communication in an L2 cannot take place in any meaningful way, regardless of how well the student learns grammar or how well the sounds of the L2 are acquired. As a result, in order to implement this concept, the instructor must employ a variety of engaging tactics that make English classes more engaging and motivational for students.

I. Issues with instructional materials.

The following teaching material-related challenges were discovered to have hindered the practice of vocabulary teaching strategies in the EFL teaching and learning process, according to the data obtained from the respondents:

- A scarcity of resources on vocabulary teaching practices.
- The students' English textbook lacks topic lessons and vocabulary teaching methodologies.
- A scarcity of dictionaries and reference materials (audiovisual).

II. School-related problems

According to the respondents, the following school-related issues restricted the use of vocabulary teaching techniques in the EFL teaching and learning process:

- Teachers received almost no induction or training on how to teach vocabulary in EFL classrooms using various tactics.
- More than half of the teachers lack adequate vocabulary teaching techniques understanding.

Accordingly, respondents were asked to indicate any factors that impede the implementation of vocabulary teaching strategies in EFL classes in items VI, VII and VIII of the instructors' questionnaire (See Appendix II) and B3 of the interview with the teachers (See Appendix I). The information gathered from teachers via questionnaires has been organized and displayed above.

In general, the issues that hampered the use of vocabulary teaching tactics in the classroom appeared to be related to concentration. For example, a shortage of sufficient dictionaries affects teachers' attempts to practice vocabulary teaching practices in EFL sessions, either indirectly or directly.

Item VIII of the teachers' questionnaire (see Appendix II) requested respondents to offer their own suggestions for how to promote the use of vocabulary teaching practices in high school. In response to this question, the majority of respondents stated that they needed training on how to effectively apply the tactics to teach vocabulary.

In summary, it appears that many of the barriers to practicing vocabulary teaching strategies could be minimized if teachers were given proper training on

how to realistically practice vocabulary teaching through various strategies and were provided with sufficient vocabulary teaching materials.

4.1. Students' Responses

Table4.3.1: Students' belief and experiences of vocabulary learning strategies during EFL classes.

Statements	SA		A		UD		DA		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
II ₁ . Learning a foreign language is primarily a question of memorizing its vocabulary.	24	26.7	30	33.3	21	23.3	15	16.7	0	0	90	100.0
II ₂ . In comparison to grammar, writing skills, speaking abilities, and other aspects of English language learning, vocabulary is the most crucial factor to concentrate on.	35	38.9	28	31.1	18	20	9	10	0	0	90	100.0
II ₃ . I'm constantly aware that vocabulary acquisition must be prioritized in the classroom.	22	24.4	30	33.3	20	22.2	18	20	0	0	90	100.0
II ₄ . When I'm learning a new vocabulary word, I always employ a variety of tactics to grasp the meaning and remember it for future use.	33	36.7	25	27.8	17	18.9	15	16.7	0	0	90	100.0
II ₅ . Learning vocabulary requires procedures that allow me to remember words once they have been taught.	32	35.6	27	30	17	18.9	14	15.6	0	0	90	100.0

Key: : SA= Strongly Agree , A= Agree UD=undecided DA= Disagree SDA= strongly disagree

Note: : strongly agree = 5 Agree= 4 Undecided= 3, Disagree= 2, strongly disagree = 1

Learning vocabulary is commonly recognized as one of the most important aspects of learning a foreign language. It is thought to be a good predictor of overall linguistic ability (Morra & Camba, 2009). Items were created to test whether students grasped the necessity of learning language (See Appendix III). According to Table 4.2.1, 24 (26.7%), 30 (33.3%), 21 (23.3%), and 15 (16.7%) of the respondents strongly agree, agree, uncertain, and disagree with the assumption "foreign language learning is essentially a question of learning its vocabulary" (item II1).

In response to item II2, 35 (38.9%), 28 (31.1%), 18 (20%), and 9 (10.1%) of respondents confirmed that they strongly agree, agree, undecided, and disagree with the statement that "in English language learning, vocabulary is the most important aspect to focus on compared to grammar, writing skill, speaking skills, and so on" (item II2).

A number of academics believe that learning vocabulary is an important part of achieving high competency in the target language (Boers & Lindstomberg, 2008). Even if learners do not have sufficient grasp of language structures, a sufficient vocabulary allows them to sustain some level of communication (Wallace, 1982). Items II3 through II5 were utilized to find out what the respondents thought about this.

the various applications of vocabulary learning methodologies As a result, 22 (24.4 percent) and 30 (33.3 percent) said they strongly agree and agree, respectively, that vocabulary study should be prioritized in English classes. In contrast, 20 (22.2%) and 18 (20%) of respondents said they were undecided or disagreed on the importance of vocabulary in EFL classes.

Table 4.3.2: Students' attitudes towards vocabulary learning compared with other language skills.

Statement	Yes		No		Total	
	F	%	F	%	F	%
II _{2.1} . Do you believe that acquiring vocabulary is as crucial as learning other language skills?	75	83.3	15	16.7	90	100.0

Students were asked whether learning vocabulary is as important as learning other language skills in this context. As shown in Table 4.2.2, 75 (83.3%) of the respondents believe that acquiring vocabulary is just as important as learning other language abilities, whereas 15 (16.7%) do not. We can deduce from this that almost all of the respondents agreed that learning vocabulary through

various tactics in EFL classrooms is important. Indeed, it appears that expecting teachers to implement vocabulary teaching tactics in EFL classes when they have not received proper training on vocabulary teaching strategies is unlikely. As a result, it is possible to claim that kids should be exposed to the EFL classrooms, vocabulary learning tactics are used and practiced.

Table4.3.3: The frequency of students' English teacher practice/use of vocabulary teaching strategies during English class.

Practices of vocabulary teaching strategy	Always		Usually		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
III ₆ . How often does your English teacher use self-selection tactics to help you improve your vocabulary self-selection during vocabulary lessons?	12	13.3	19	21.1	26	28.9	30	33.3	3	3.3	90	100.0
III ₇ . When your teacher teaches a vocabulary, how often does he practice task-based teaching strategy in the language classes?	13	14.4	19	21.1	26	28.9	32	35.6	-	-	90	100.0
III ₈ . How often does your teacher give you opportunities to communicate with him/her and with your peers in English to develop your vocabulary?	12	13.3	19	21.1	27	30.0	32	35.6	-	-	90	100.0
III ₉ . Since there is no one a best strategy of teaching vocabulary, how much your teacher tries to practice different strategies according to their suitability?	15	16.7	19	21.1	25	27.8	31	34.4	-	-	90	100.0
III ₁₀ . To what extent your teacher offers you to practice cooperative learning strategy to attract your attention towards the vocabulary lesson?	15	16.7	19	21.1	25	27	31	34	-	-	90	100.
III ₁₁ . To what extent your teacher teaches you so as to help you figure out the meanings of unknown words on your own through context?	22	24.4	31	34.4	24	26.7	13	14.4	-	-	90	100.0
III ₁₂ . In teaching vocabulary, how often does your teacher focus on collocation strategies which enable you to develop your vocabulary use?	8	8.9	17	18.9	32	35.6	33	36.7	-	-	90	100.0
III ₁₃ . During your English class, how often does your teacher facilitate to practice communicative vocabulary learning strategy to enhance your vocabulary knowledge?	11	12.2	18	20.0	28	31.1	33	36.7	-	-	90	100.0
III ₁₄ . . How often does your teacher use definitional context clue to convey the meaning of words during vocabulary teaching?	13	14.4	30	33.3	25	27.8	22	24.4	-	-	90	100.0
III ₁₅ . During English class, how often do your teacher practices types of contextual clues to familiarize you with unfamiliar words?	18	20.0	31	34.4	24	26.7	17	18.9	-	-	90	100.0

III ₁₆ . Since you need to know the correct meaning of a word, how often does your teacher facilitate you to practice meaning in a group with your partners to consolidate the meanings?	11	12.2	21	23.3	25	27.8	33	36.7	-	-	90	100.0
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Teachers engage students in the process of vocabulary self-selection in the vocabulary self-selection strategy. Students read a short passage from the book with the teacher in small groups of three to five.

The teacher assists them in determining the word they want to choose. The teacher illustrates how to figure out the meaning of a word by using context and other resources (Haggard, 1986).

The percentage for item III₁₆ (36.7 %) is titled to terms rarely, as shown in table 4.2.3. This could indicate that English teachers at Kellem Secondary School do not always/usually use the self-selection approach to engage students, therefore they are not introduced to it through a short passage or other means. with the teacher from the book On item III₇, item III₈, and item III₁₃, students were asked if their teachers used task-based vocabulary instruction to encourage them to ask questions and express their ideas freely.

The percentages for items III₇, III₈, and III₁₃, respectively, tend toward infrequently, implying that teachers do not typically or occasionally play their executive functions that are entertained by these items. Similarly, what the current researcher noticed in the classes during vocabulary education is consistent. This is due to the fact that practically all teachers were not visible in the classrooms properly performing their executive functions (as advisors, monitors, organizers, facilitators, and so on). This is why, while teaching vocabulary, teachers have a variety of possibilities for boosting attention through assignments. Allowing learners to work jointly to make sense of foreign terminology through assignments is one of these methods. The teacher's role in communicative vocabulary education is important. Language teaching, particularly vocabulary instruction, primarily serves as a facilitator for classroom activities and homework assignments, encouraging students to collaborate in groups or pairs. Instruction is critical for conveying messages and thoughts to students. Teachers are expected to complete all requirements for the benefit of students.

Item III₉ was created to collect information from students if their teacher uses various vocabulary teaching strategies in which students are challenged to improve their vocabulary knowledge and develop their understanding of

vocabulary use, and then they practice two or more strategies at the same time. This also suggests that English teachers rarely use various vocabulary teaching tactics as tools for assisting students in their practice.

usage of vocabulary Teachers, on the other hand, gave the opposite reaction to item B2 of the teachers' interview (see Appendix I). Teachers were asked how much they prepare vocabulary lessons that include various vocabulary teaching strategies and practice them so that students can take responsibility for their own work and practice two or more strategies at the same time. Their response demonstrates that they frequently employ contextual technique to assist their students in figuring out the meaning of unfamiliar phrases. Similarly, few teachers tried to apply various vocabulary teaching tactics according to their applicability during the complete classroom observations made .

As stated in Table 4.3.3, item III10 (34%) has a seldom used proportion, indicating that teachers do not always and/or usually strive to employ a cooperative technique to organize students into pairs or groups in order to involve them in tasks and pique their interest when teaching vocabulary. The percentage of item III16 (36.7 %) that leans toward 'rarely' is likewise shown in the table above. It may be deduced from this that when teaching vocabulary, teachers do not pay enough attention to using group/ cooperative instruction. This was also validated by the classroom observation results.

The students were also asked if their teachers encouraged them to discern the meaning of new words using definitional context clues or alternative forms of context clues (items III11, III14, and III15). It was underlined that new vocabulary should only be encountered in sentences and meaningful situations, as separating words from their surroundings reduces the likelihood of comprehension and retention (Richards and Rodgers 2001). Setting a solid context for vocabulary instruction that is fascinating, believable, vivid, and relevant to the learners' life is a crucial prerequisite because it aids in both capturing the learners' attention and naturally developing the target vocabulary. Items III11 and III15 have percentages of 34.4 percent and 34.4 percent, respectively, which lean toward 'rarely,' and III14 has a percentage of 33.3 percent. This would appear to indicate that the teachers attempted to practice this method more than the others in order to improve the students' capacity to understand the meaning of unknown words and practice guessing the meaning of new words using contextual clues. Similarly, what the current researcher witnessed in the classrooms supports this.

Furthermore, in response to question A2 of the teachers' interview (see Appendix I), teachers were asked which of the tactics they prioritize most of the time while teaching vocabulary so that they may practice and use them to improve their vocabulary knowledge. As a result, their response reveals that they frequently use context technique to assist students in practicing vocabulary learning strategies.

Table4.3.4: Students' practical doings and their success in learning English vocabulary.

Item No17	VHI		HI		AI		LI		NI	
What level of interest do you have in learning English words?	F	%	F	%	F	%	F	%	F	%
	12	13.3	23	25.6	34	37.8	21	23.3	-	-
Item No 18	Always		Usually		Sometimes		Rarely		Never	
What percentage of your vocabulary acquisition is successful?	F	%	F	%	F	%	F	%	F	%
	10	11.1	18	20.0	26	28.9	30	33.3	6	6.7

Key : VHI= very highly interested, HI= highly interested, AI= averagely interested, LI= less interested and NI = not totally interested

As seen in table 4.3.4: item IV17, 34(37.8%) and 23(25.6%) of student respondents said they were averagely and very interested in studying English vocabulary, respectively. Whereas 21 (23.3%) of student respondents said they were less interested in learning vocabulary, indicating that they have less desire in doing so. This may also make them doubt their ability to learn English effectively. The remaining 12 (13.3 %) said they were really interested.

Students were also questioned (item IV19) to what extent they employ vocabulary learning tools to improve their vocabulary usage. 30 (33.3 %), 25 (27.8%), and 21 (23.3 %) said they used occasionally, sometimes, and commonly, respectively. While 5 (5.6%) said they never utilize vocabulary learning tools and 9 said they do (10.0 %) To improve their vocabulary, they mentioned they always employed different vocabulary learning tactics.

As a result, words must be presented in their natural settings so that learners may understand their meaning, register, collocation, and syntactic situations.

Not all of the vocabulary that learners require can be taught: learners will require a lot of exposure to voice and text, as well as self-directed learning instruction (Thornbury, 2004).

Analysis of Data Obtained through Observation

Teachers were generally interested in employing a contextual technique to teach vocabulary in all of the classrooms examined. Teachers, for example, used 77 percent of the time definitions, synonyms, and instances as context clues. They also frequently utilize cooperative teaching strategies (46.2 %) without paying attention to the target language's use and practice. Even if they did not completely disregard rest strategies, they just practiced in a restricted way. In summary, teachers used only a few types of vocabulary teaching tactics, with the exception of contextual and cooperative strategies. They employed translation to teach vocabulary more often than the other tactics in the class to support this. Of course, employing translation to teach vocabulary is quite acceptable.

Translation is an extremely effective method, particularly when pupils' skill levels are low. The concern is whether it should be used excessively. This could be the primary reason for the students' poor word and vocabulary retention.

Furthermore, this disparity in vocabulary teaching approach and learning appears to have stemmed not just in a lack of proper training, but also in their differing perspectives on vocabulary teaching tactics' methods.



*Conclusions
and
Recommendations*

6 Conclusions and Recommendations

The conclusions and recommendations in this chapter are based on the data presentation, analysis, and interpretation in Chapter 3. As discussed in previous chapters, the goal of this study was to see how much English language teachers used vocabulary teaching tactics in EFL classes. As a result, three types of data collection procedures (interview, questionnaire, and classroom observation) were used to arrive at the study's overall goals. As a result, these instruments were used to collect data, which were then presented, analyzed, and interpreted in Chapter 3. The researcher makes the following conclusions and recommendations based on the major findings.

During vocabulary instruction, teachers rarely employ different vocabulary teaching tactics. We can deduce from this that teachers do not consistently practice/use these tactics when teaching vocabulary.

When teaching vocabulary in EFL classes, the teachers typically chose context approach and whole class organization over pair and/or group organization. More importantly, strategies that promote learners' knowledge of vocabularies in the classroom and/or outside the classroom, such as vocabulary self-selection strategy, task-based strategy, cooperative strategy, and communicative strategy, were rarely used by the sample teachers during vocabulary lessons. As a result, students would be unable to build and apply previously learned vocabulary items in their attempts to communicate using the language.

Teachers, on the other hand, stated that they did not receive appropriate pre-service or in-service training on the practical aspects of vocabulary teaching practices. As a result, there appeared to be a knowledge gap between the teachers' theoretical orientations of executing vocabulary teaching practices in EFL classes.

Similarly, a lack of teaching materials on vocabulary teaching methodologies in EFL classes impacted vocabulary teaching and learning in EFL classes, either directly or indirectly.

Finally, it is clear that various teachers employ different classroom tactics. However, only a small number of vocabulary teaching tactics are now used at Karma boujemaa high school, and the sample teachers appear to place a secondary value on them. As a result, teachers were less concerned with the practice of vocabulary teaching strategies than with other parts of vocabulary teaching, and they concentrated on the contextual strategy, which was the most

Conclusions And Recommendations

commonly utilized strategy among the others. As a result, pupils were less enthusiastic about learning vocabulary through other means. methods that were thought to promote improved vocabulary knowledge Because no variety of vocabulary teaching tactics were used in EFL classes at Karma boujemaa Secondary School, vocabulary teaching through various strategies received less focus.

The following recommendations could be made based on the study's findings and conclusions: It is recommended that teachers practice vocabulary teaching strategies and implement them as much as possible when teaching vocabulary in EFL classes, because vocabulary teaching is one of the most important components of any language class. The key reason is because it is a medium that conveys meaning; learning to comprehend and express meaning is what counts in language learning (McCarthy 1990). To be able to regard vocabulary teaching tactics as a main component of their language sessions, English language teachers should establish a favorable predisposition toward the primacy of vocabulary in the process of language teaching and learning.

The findings of the study demonstrate that teachers' use of vocabulary teaching strategies is limited, owing to the fact that nearly all teachers have not attended courses on how to use vocabulary teaching strategies in the language classroom. As a result, it would be beneficial if teachers had enough training to bridge the gap between their theoretical knowledge of vocabulary teaching and their practical skills in implementing these tactics in EFL.

- ❖ Students must be aware of the benefits of learning vocabulary through various tactics in their daily lives in order to become motivated and so actively participate in the use and practice of these strategies in the teaching and learning process. Students, on the other hand, must foster a feeling of self-directed language acquisition by adopting a vocabulary self-collection technique and practicing clever guessing from context .
- ❖ The school administration is responsible for providing instructional materials such as reference materials on vocabulary education, as well as providing the required teaching aids for teachers so that they may effectively execute vocabulary teaching tactics in EFL classes. As a result, the school administration should make every effort to supply instructors with suitable instructional resources.

Conclusions And Recommendations

- ❖ It is critical to provide relevant learning opportunities both within and outside of the classroom for students to use the language effectively. Creating an English club and designating one day as an English day encourage students to use the language in the classroom.
- ❖ At some point in the future, more study should be done to examine the use of vocabulary teaching tactics in high school EFL programs.

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8 الملخص

بالنسبة لمتعلمي اللغة الثانية او الانجليزية، يعد توسيع افاهيم اللغوية وتوسيع مفرداتهم أمرًا بالغ الأهمية. هناك العديد من الاستراتيجيات للاختيار من بينها من أجل تعزيز التعلم. ويتم التحقق من آراء طلاب المرحلة الثانوية حول تدريس اللغة وتعلمها في هذه الدراسة. ويتجسد ذلك من خلال استخدام الاستبيانات، وهي أداة نوعية وكمية لجمع البيانات. لتكشف النتائج أن كلا من الطلاب والمعلمين يتفقون على أنه يجب إعطاء الأولوية لتعليم المفردات الأكثر تنوعًا، مع التركيز الشديد على التعلم القائم على السياق الشفهي والتقييمات المكتوبة. علاوة على ذلك، تظهر النتائج أنه بينما يفضل الطلاب التعلم القائم على السياق الشفهي الممنهج وغير الممنهج، فإنهم يفضلون مناهج الاختبار غير الشفهية عندما يتعلق الأمر بالتقييم. يمكن أن تكون نتائج الدراسة مفيدة لمعلمي المستقبل وكذلك الطلاب. المعلمون الذين يعملون بالفعل في المدارس الثانوية، قد يكونون قادرين على تقديم بعض الأفكار حول كيفية تعلم التلاميذ للمفردات.