Suggested Effective Strategies For Teaching Vocabulary In Foreign Language Classrooms

(A case study Of Excellence International School at Wad Madani City, Gezira State, Sudan)

Khansa Mahgoub Husieen Fagery
EFL PhD student

Dr.Ahmed Gasm Alseed Ahmed
Supervisor

Abstract

The present study aims Suggested Effectives Strategies For Teaching Vocabulary In Foreign Language Classroom, The basic hypotheses adopted in this study set out that most Sudanese English teachers encounter difficultly in teaching vocabulary, and new strategies contribute positively to teaching EFL learners easily learn and recall new words .The study adapts the experimental research method, that it aims providing students a pretest to examine their level of learning ,then the materials as taught before the post test to see to what extent this materials affects students level .The sample , tools of data collection and the statistical procedures implemented in this study , and the teaching techniques of the course taught during the study and the researcher designed a questionnaire to examine students' view about the new strategies. The results have shown that, there is significant difference between the two tests which indicates that strategies has a great effect on students , EFL learners find difficulty in learning the meaning of the English language in the traditional way, the study also recommended: brainstorming and other strategies must be used as tools to find out what the learners know .

Key words: Effective Strategies, language acquisition, classrooms, Total physical Response(TPR)

مستخلص الورقة

تهـدف هـذه الدراسـة إلى اقـتراح اسـتراتيجيات فعالـة لتدريـس المفـردات داخـل الفصـول الدراسـية للغـات الأجنبيـة، الفرضيـة الأساسـية التـي اعتمـدت عليهـا هـذه الدراسـة أن معظـم مـدرسي اللغـة الإنجليزيـة يواجهـون صعوبـة في تدريـس المفـردات .وأن الاسـتراتيجيات سـاهمت بشـكل إيجـابي في تدريـس الطـلاب بسـهولة وفي تذكـر الكلمـات الجديـدة.

اتبعـت الدراسـة منهـج البحـوث التجريبيـة التـي تهـدف إلى تزويـد الطـلاب بامتحـان قبـلي لفحـص مسـتوى الطـلاب المعـرفي ومـن ثـم تـم تدريـس الطـلاب مـن خـلال الاسـتراتيجيات الجديـدة قبـل الاختبـار البعـدي لمعرفـة إلى أي مـدى هـذه الاستراتيجيات تؤثـر علـى مسـتوى الطـلاب في تعلـم الكلمـات الجديـدة. كمـا تـم اختيـار العينـة مـن الطـلاب وتـم تصميـم اسـتبيان للمعرفـة رأي المعلمـون أن هـذه الاستراتيجيات. تشـير إلى النتائج: إن هنـاك فرقـاً كبـيراً بـين الاختبارين القبـلي والبعـدي وهـذا يشـير إلى أن الاسـتراتيجيات لديهـا تأثـير في تعلـم الكلمـات الجديـدة وأن طـلاب اللغـة الإنجليزيـة كلغـة أجنبيـة يجـدون صعوبـة في تعلـم معنـى المفـردات بالطريقـة التقليديـة كـما أوصـت باسـتخدام هـذه الاسـتراتيجيات في تدريـس اللغـة الانجليزيـة

كلمات مفتاحية : استراتيجيات فعالة-اكتساب اللغة-الفصول الدراسية- الاستجابة الجسدية الكاملة

1.1 Introduction:

Teaching English as a second language to young learners requires knowledge of a wide range of topics including child development theories, teaching techniques that include classroom management and materials development suited to young learners.

Vocabulary is an important language aspect that should be mastered by the students in learning English regardless the students' levels or grades.

In line with this, Decarrico in Celce-Murcia (2001)states that vocabulary learning is a central to language acquisition , whether the language is first, second, or foreign language. In addition Does(2003) states that if students possess an extensive and effective vocabulary, they can improve their performance in school on achievement and attitude tests and they can communicate more effectively with others .In other words , by having large vocabulary it will help students to express their ideas and thought.

Some activity materials helped the learners over years to improve their performance and made them interactive and more

learners' focused, encouraging student to take more responsibility for their own learning process. Linguists on their turn do often pursue meaning , their unceasing attempts at reaching affective methods of teaching words and getting students to recall them whenever needed , has enriched the filed.

1.2 Statement of the Problem

In learning English as a foreign language , learners encounter various difficulties .One of which is learning words and their meanings .In speaking for instance , EFL learners feel reluctant because they lack the words that best express their names .In writing , the learners encounter the same difficulty though the contrary seems to be the case.

1.3 Objectives of the study:

The objectives of the study are as follow:

1. Identify the problems of learning new words in primary school.
2. Assessing Vocabulary in the primary schools.
3. Find out strategies are positively effective in learning vocabulary.

1.4 Questions of the Study:

1.To what extent do EFL students encounter difficulty in learning new words ?

2.Do strategies play a role as an effective techniques for learning ?

3.To what extent do EFL learners find it easier and more effective to learn new words through the effective strategy ?

1.5 Hypotheses of the Study:

H1:Most students encounter difficulty in learning English vocabulary.

H2: Affective strategies contribute positively to learning English vocabulary.

H3: EFL learners easily learn and recall English new words through appropriate strategies.

1.6 Significance of the Study:

This study is concerned with the difficulties of learning English vocabulary that encounter EFL learners. It specifies the use of affective strategy for the teaching English vocabulary. The study is intended to help English language learners. Even syllabus designers can enrich their text- books.

1.7 Methodology of the Study

In an attempt to verify the hypotheses of the study tests , observation and questionnaire, for students are used for collecting data. Pre-test are used to check the influence of teaching vocabulary through affective strategies in teaching English vocabulary.

2.0 Literature Review

The teaching of English as a foreign language (EFL) as in many countries all over the world, has a focus on functions as opposed to form. The functional approach is known as communicative language Teaching (CLT) , and its primary objectives is for students to increase their overall ability to communicate in the target language.

Moon(2005) raises other concerns when introducing young learners to second language learning. She points out that children learn a very different way to older children and adults .Mostly, they are concerned with meaning and not form; they are not self-regulated and can get bored quickly. Therefore, a variety of activities are very important, as is the personality of the teacher who has a very powerful influence on young learners and their feeling for the subject.

This chapter is wholly devoted to the theoretical part of the study. It surveys the definition and the key concepts of semantics and the curriculum competence, discourse competence and strategic competence affecting strategies of teaching vocabulary to the foreign language students.

2.1 Definition of semantics:

The word semantics itself denotes range of ideas- form the popular to the highly technical. It is used in ordinary language for denoting a problem of understanding that comes down to word selection or connotation

Crystal (1997:100) defines semantics as the study of meaning in language. In the past meaning was dealt with as a concept on its own right.

Crystal(1997:102) believes that the meaning of a word is based on its use in the language. Lyons (1977-201) adopts a similar definition for semantics.

2.2 English language in Sudan:

Today as in the past, the textbook and completing its contents is still viewed as the main objective in the teaching of English in spite of much discussion about the different variables involved in the teaching and learning process. Taha (1980) had already referred to three important elements in the equation: materials, teachers and teaching style, students and learning style. The traditional teaching and learning style at the time was that of the perception of education as the transmission of information in which the teacher is the narrator or transmitter and the students are the passive recipients ,a situation that was describe by Friere(1972)and his heirs the proponents of critical pedagogy today(kincheloe,2008)as one similar to banking as Friere argued the act of teaching was no more than the act of depositing (45)"*in which the students are the depositories and the teacher is the depositor….This is the banking concept of education, in which the scope of action allowed to the students extends only as far as receiving, filling and storing the deposits"*.

Revision of course material in any situation is one part of the equation but not enough as any course is only as good as its medium . Any assessment of a programmer and analysis of performance involves a triangular relationship that involves all play-

ers .Courses have been tailor made over the years for teaching of English in Sudan but there are still warring issues to be resolved .From the 1980s on, many teachers have not been English language graduates and have had little or no training .From the initial stages in the setting up of a national educational system in the country, reference was made to the importance of teacher training(Mohammed and Abdel Ghani Ibrahim,2009); however, classroom methodology has continued to be traditional with the focus in language learning on grammar rules rather than communication. The method of assessment has continued to be testing of knowledge about the language in a final examination rather than use of the language .Most of the teachers still do not have any facility to practice English outside of the four to five hours when they are actually teaching the language (Author's discussion with teachers). This continues to present a major challenge to the development of their English language competence and professional confidence (Baffoka,2006).

It could be argued that teachers lack three fundamental requirements for effective teaching: a reasonable level of competence in English and training in and understanding of various methods of teaching the four language skills in a classroom and the ability to adapt methods and materials to their own classroom environment. The involvement of teachers in decision-making and in curriculum development and materials writing is vital as a way of developing professional empowerment and building teachers self-confidence. Essential to teacher's ability to select, modify and adapt materials to classroom contexts lies a broad understanding of principal that inform materials development and methodology choices.

One of the concerns of the 1989 government was the ideological aspect of the use of English as a medium of instruction and the impact western values as delivered through English might

have on Sudanese traditional and Islamic values. A decision was made remove English as the medium of instruction in the universities. While this is perfectly within the mandate of any legitimate government , change in language policy generally takes time and planning and the decision of the government was interpreted as more political than educational and generally viewed as not well planned .Whatever the motivation , this decision has had profound implications for the state of English language in Sudan over the past two decades and on the standard in schools where English is taught as a school subject and at university where English is still a partial medium of instruction in medicine and sciences. A decision has now been taken by the Ministry of Education with funds from the World Bank to refocus attention and resources on the teaching in the schools beginning with young learners for whom a new curriculum and syllabus in currently being designed. One book of a new series entitled SMILE (Sudan Modern Integrated Learning English)

2.3 Teaching English to children

This part of study narrows down the state of English from the Arab World to a specific Arabic country, which is Saudai Arabia.

A case study provided by Zainnab Al Helaly, (1987:49)which depends on tension-free learning, through activities and games.

She mainlines that" Unlike adults, children are not self-motivated and do not have an immediate need to learn English.'' Then she adds: ''The children communicate all their needs and experiences and receive new knowledge in their mother tongue.''

Therefore, the teacher of English has the challenging task of finding ways to motivate them.

This study is confined to the English –language classroom in which Al Helaly faces the problem of inappropriate classroom for teaching English language because all the aids are in Arabic, with

no reflection of the target language. To solve the problem she uses a separate classroom to carry out classroom activities, a classroom she designs by herself.

Firstly , she furnishes the classroom in a way that inspires related and informal atmosphere. Then ,pictures , artifacts , maps and English –language bulletin board ate brought so as to reflect the target culture.

Also ,she puts some pictures which reflect the local culture and simultaneously, harmonize with the target culture. Moreover, the classroom is divided into two sections separated by a fishing net which enables the teachers to watch the two sections and observe the activities running in both parts of the classroom.

On the part of physical objects light chaise and desks are used so that they can be easily rearranged for classroom activities where it is group or pair work.

The teacher's desk is eliminated so as to move the ''barrier'' and the ''authoritative'' image that children have for a traditional teacher. To make the atmosphere of the classroom close to the children's reality, a straw mat is used with a round table in the center.

2.4 Techniques in Teaching Vocabulary:

Setiawan (2010) has utilized Direct Instruction strategy to improve the students' vocabulary mastery and to describe what happens during implementation of this technique while teaching vocabulary to fourth grade students of Seragen area. In this classroom action research , the participants and provided actions that are divided into two cycles and carried in four steps namely, planning the action, implementation , observation, and reflection . Through interview and observation, the information is collected in the form of recording and photographs. A pre –test and post- test have also been administrated among them before and after the experiment .The scores of these two cycles are compared at the end. The result shows that Direct Instruction can improve the students'

vocabulary mastery . It further improves students' participation in vocabulary learning.

Kalaycioglu(2011) has investigated the effectiveness of the educational games as a technique in the pre -school-level .English vocabulary learning of four year –olds. An experimental study includes pre-test, post-test has been adopted. The sample size of the study is 33 private preschool children who are four years old. Data collection has been completed through an instrument (24-item EFL vocabulary performance checklist).

There are 24 vocabulary items presented with picture cards by using TPR method to both control and experimental groups in a period of four –weeks. Picture vocabulary games have been used additionally with the experimental group .Independent samples t-test has been conducted and the results indicate a significant difference in English vocabulary achievement in the experiment group. It can be implied through the findings of the study that more picture vocabulary games should be worked out for young learners by the teachers in the classroom. **2.5 Nature and characteristic of teaching**

   Teaching is a social and culture process, which is planned in order to enable an individual to learn something in his life. We can describe the nature and characteristic of teaching in the following way:

1.Teaching is a complete social process

   Teaching is undertaken for the society and by the society. With every changing social ideas, it is not possible to describe exact and permanent nature of teaching.

2.Teaching is giving information

   Teaching tells students about the things they have to know and students cannot find out themselves. Communication of knowledge is an essential part of teaching.

3. Teaching is an interactive process

Teaching is an interactive process between the student and the teaching sources, which is essential for the guidance, process and development of students.

4. Teaching is a process of development and learning.

5. Teaching causes a change in behavior.

6. Teaching is an art as well as science

7. Teaching is face to face encounter.

8. Teaching is observable, measurable and modifiable.

9. Teaching is skilled occupation: Every successful teacher is expected to know the general methods of teaching-learning situations.

10. Teaching facilitates learning

11. Teaching is both conscious and an un conscious process.

12. Teaching is from memory level to reflective level.

13. Teaching is a continuum of training, conditioning, instruction and indoctrination.

2.6: Strategies Used to Teach English Vocabulary:

1. Elicitation:

Elicitation is the process of drawing out something. Of provoking a response. Using elicitation as a questioning strategy in the language classroom focuses discussion on the learners –on their ideas, opinions, imagination and involvement. Classroom discussion that use elicitation as a technique allow students to draw on what they know – on existing schemata/scaffolding – and provide for a rich sharing of ideas within a sociocultural context(huong2003).

Graves(2003:46) points out that elicitation ." because it emphasizes learners '' '' experience and knowledge" helps '' to take the focus of the text as the sources of authority and helps learners become more self-reliant"(237) .Elicitation is also an excellent lead –in to many other activities that exercise critical thinking and inquiry (Negeow and Kong2003). As illustration , here are two

elicitation activities : extended brainstorming and a top-down vo-cabulary elicitation game.

i :Extended Brainstorming :

Brainstorming has but one rule : there is no such thing as a mis-take. Anything goes ; all ideas are equal and welcome . To practice brainstorming , teachers should draw on topics that students know and care about. As teachers always enjoy learning about student interests , aims , and culture through Frierian problem –posing , through collaboration and negotiation , and by focusing on loaded culturally significant topics (Kabilan:18,).

With a Frierian problem-posing approach , the classroom focus moves from a ''banking model'', ''where'' memorization and re-gurgitation'' and '' right answer'' are emphasized , to a learning environment where students are asked to reflect critically , where exploration is encouraged , and where there are multiple ways to construct solutions to problems (Serendip,2003.20).

This first step in the process of brainstorming is to elicit re-sponses from students as a group. Students should be encouraged to respond quickly with the first things that come to mind and to call them out to be included together and a map on the board. As the students give their responses, the teacher can help them to see the connections between the generated vocabulary – producing a mind map that links like terms together- by circling key concepts and drawing lines to connect circles. After the teacher has mapped out the brainstorm , the next step is to ask students to take on the roles of investigative journalists and look at the various facets of the topic under examination through these primary questions:

What?, Who ?, Where?, How?, Why?

Students work in groups to brainstorm the topic and one or more of the investigate questions. Depending on the size of the class , the teacher might have each group work with one question word , or one group work with WHAT and WHO and another with WHERE

and WHEN and so forth ,but it is important that groups share the result and WHY questions or the WHY group- be last as WHY is the existential question ,the question that requires highest –order thinking skill. This overall approach allows the class to investigate findings together , come to conclusions and perhaps develop thesis statements for potential writing projects.

The activity generates a list of vocabulary items and or /questions. A bout the topic of ''Pizza'' , for example , student could generate rather a list of words or question in relation to WHAT(what is it? What does it look like , smell like, taste like, feel like , or sound like while you eat it? What are the ingredients?)

And related questions such as HOW wide is the distribution of people who partake in the phenomenon of Pizza ? Do people of all ages and social standing know about'' Pizza'' WHERE and WHEN generate questions and vocabulary about locations where Pizza is made (Where is it made ?Where is it most popular?) and contextualize the times and rituals associated with it (When do people typically eat it ?).How questions helps students focus on processes

?.How is pizza made ?How is it eaten ?How often does one it

Finally , WHY helps students understand how to organize their research and agree upon conclusions support the conclusion? As this ''WHY'' example shows , students that do not necessarily begin with the same questions word; the key is that questions will lead to an investigation of the topic.

What results from this collaborative effort is a focused, collaborative look at a topic , a preliminary way to organize a great deal of material (the Pizza is Italy and popular food because it is delicious , tasty and quick to eat)

:iv: Elicitation Vocabulary Games

Another way elicitation can help student develop questioning skills and strategies is through vocabulary games. The one my students have particularly enjoyed has many permutations. In the

game, a student or group of students elicit from other students a list of words headed by a title concept. Atypically vocabulary set could be about nouns- for example, Things in a school: blackboards, students, teachers, desks, pencils, erasers, chalk, and textbooks.

A vocabulary set could also be defined by the first letter of the words or by rhyme , such as words that start with ''B'' boys, book, bicycle ,bird…etc, and the words that rhyme with ''E''?: , my ,cry, high, lie , buy. Etc. The set could include actions: things to do at school: study, discuss, explain, write, read, listen and learn. It could be more complex list of emotions: happiness, sadness, loneliness, frustration, surprise, relief.

Of the words in a list can vary; rules and difficulty can be adjusted for student level, the pedagogic value of the task is in the amount of involvement and practice that the students experience. Typically, the topic and the list of items appear on a card; in pairs or small groups, students try to elicit the vocabulary items on their card from their partner the whole class.

To get the game started, the teacher can demonstrate by using a card that has a topic with vocabulary items that should be familiar to the students; the teacher gives clues so that the class can guess each of the words on the list.

Topics can be of general interest or drawn from a recent a recent lesson or class unit.

The idea is to foster oral communication, so all clues should be given verbally – no Pointing, gesturing , or mimicking an action- with asset time limit, typically one to three minutes. While demonstrating how the game works, the teacher should pattern the interaction before students work together, illustrating elicitation strategies such as the following:

-giving definitions (what something is or is not).

- providing attributes (large, small, red, square).

-functions (used for x :not used for doing y).

-comparing or contrasting.

-providing a word that the target word rhymes with.

-telling what latter the word starts or ends with (if the students get stuck).

Students get their cards, with a topic and a list of vocabulary items , then prepare and practice in pairs or small groups to give clues that will elicit the vocabulary from the rest of class – or more precisely, from the other groups . In large classes, limiting the guesses to one per group helps all groups listen more carefully: it also prevents groups from shouting out random guesses , and it forces the speaker to continue providing information about the target word so that groups can gain confidence that their one guess is correct.

Another option is to keep a tally of points each group scores as it successfully elicits the vocabulary items from the other groups.

At first, the teacher will have to prepare cards showing the topic and the list of vocabulary items to be elicited, but once the students learn the rules and have practiced electing successfully, the next step is to have the students write their own vocabulary cards, essentially creating the content of the game.

Students at different levels of proficiency can come up with their own topics and make their own cards by listening words for each topics. Students can draw subject matter for the cards from vocabulary and topics covered in class as well as from topics of interest. Collaboratively developing their own cards and elicitation strategies allow the students to reflect on what they know and to use critical –thinking skill to order their vocabulary. It also helps the students take the lead in their own learning, to write and help construct materials. And those materials help the teacher, too; as the students produce a portfolio with more and more cards. The teacher can keep a copy of the new materials to use as review or to use with other classes.

Spelling Games 2:

Spelling in English is hard even because there are so many exceptions to the rules. The English language actually has two basic types of words. Words which are original to English and those adopted from other languages. Words which are original to English follow a few simple rules and are generally spelled as they sound.

Words adopted from other languages go through a process called transliteration. Sounds from the foreign language will be represented by the English alphabet.

Each language from which words have been adopted gets its own sets of rules for how the sounds in that language will be represented in English. Since the English language has adopted a very challenging number of spelling rules.

Nevertheless , there are some techniques teachers can use to help pupils increase their spelling accuracy.

One effective techniques is playing spelling games. The following spelling games cab be played for ore-intermediate level:

i. Stop

Lee(1994 :55) Devised this game which can be by practiced for the whole class, teams or groups.

iv. Head and Tails:

This is a game cited in Abd El jawed(1998.154) it provides enjoyable practice in spelling . It is played as follows:

Pupils stand beside their desks. A pupil begins the game by pouncing a word and spelling it . The next pupil pronounce and spells a word that begins with the last letter of the first word spelt and so forth:

Band   dog   get   tool   lamp

v. Word Competitions:

A number of incomplete words is written on the board. Fareh (2000:42)Shows the instructions as follows. The pupils complete

them on paper. For example: fill in the missing letter:

Pe…ple   car…y   bo…k   ki…en

vi. Proof Reading Challenge:

A warmer to practice correcting spelling and punctuation is provided by Granger(1994:42)

The teacher gives purplish a text with a number of proof reading mistakes (incorrect spelling , punctuation, etc..) and tell them they have five minutes to read through the text and highlight as many mistakes as they can.

vii. Spelling Ball:

Granger(1998:31) describes a simple and very fun game that warms pupils up and encourages creativity and correct spelling. Resources: a softball or a toy suitable for throwing.

3. Gapping

Gapping refers to the authentic purpose for communication: transferring information , or bridging the gap, from one person to another , In a language classroom , using gapping activities means that each learner needs to negotiate , collaborate and exchange information towards a common goal. Gapping also provides variety and fosters group work with existing readings and materials
.

4. Extending and Adapting:

Extending and adapting are techniques that offer a practical way for teacher to draw on realia and authentic materials to spice up classroom activities.

Adapting allows materials to be drawn from unlimited sources that the students already know and care about.

5. Scenarios and Role Play:

These activities can be used in conjunction with a loaded theme of interest to students. Many students respond to a scene of conflict at work between parent and child. These scenes or strategic interaction (Alatis 1993:22) can be taken from picture or news report

and students can be asked to discuss one role (or one side of an issue) in a small group ; they then either elect one student to represent the group or , better yet ,act out the scenario collectively after planning together. This activity is not to be confused with reading aloud a dialog or the parts of a play because in these strategic interactions, no one knows the outcome of the exchange in advice. Students must activity negotiate toward a solution or to clarify the situation. In addition, the activity can be beneficial even if students do not reach a clear-cut solution, as learning occurs throughout the process of performing scenarios, regardless of the outcomes. Teachers can focus on providing language forms(such as models, expressions, idioms, and verb forms) to help the students prepare for the exercise and as a warp-up or debriefing, provide a summary of language learning points learned or needed. Students can also summarize who they feel ''won'' the exercise, explain why, and make their own observations on language used or language they needed in order to be more effective in expressing their ideas.

Topics for scenarios can form students' personal lives, their communication with other students and teachers at school, work environments, or scenes taken from reading or literature. Two scenarios, with role cards for students.

Students take a theme or topic and work together to present their ideas in a cohesive format. They can write individual or group reports and then work together to present to the rest of the class a program, or a newscast, that has an introduction and a conclusion. This activity can be done as a daily or weekly presentation that allows students to share topics of interest. The class can post presentation and reports on blogs, on social networking sites, or as collaborative, cross-cultural exchange.

While bogs or networking sites would be problematic (or impossible) in contexts where access to the Internet is limited or not available, in –class newscasts can work anywhere, and teachers

can increate them as regular features oh their classes. Students , individually or in groups , are responsible for individually or in groups, are in groups, are responsible for the newscasts on a rotating basis, whether they are done daily or weekly, and take on roles such as reporter, interviewer or interviewee(s), anchorperson, and so on. These roles can change as the group's turn to present the newscast comes around again. Not only do students get opportunities to practice speaking and to use vocabulary they might not otherwise use , but newscast also give students opportunities to introduce and discuss issues of international, national , local , or school wide interest.

Peer review and publication committees

Student's publications can include class newsletters, peer editors, and editorial or newspapers for which the students function as writes, peer editorial writers. Students identify topics of interest and relevance and do research on their topics. The teacher functions as a co-worker or senior editor on the publication, offering consultation and guidance as needed. The longer and more elaborate the publication, the more time and collaborative effort will be required.

Another option for class newsletters to publish shorter articles on a class blog or on collaborative, customized social networking websites such www.ning.com. For newscast, students can make live presentations to the class or record their sessions and save them as podcasts or post them as videos or sites such as www. youtube.com.

3.0 Methodology;

This chapter is devoted to the procedure for collecting data. It gives a brief description of the study population, to test the hypotheses of the study the pre-and post- test design was used, a pre –test was given to the sample followed by a teaching process and post-test, thirty students were selected randomly form the study

population as a sample for data collection.

The strategies were greatly utilized in the explanation of word meaning.

3. 1 : Tools of data collection

First of all two tests were constructed for data collection, a pre-test and a post- test were delivered in the same classroom and monitored by the a academic supervisor of the students, a teaching assistant and the researcher to diagnose their mistakes and lack of recalling a the meaning of new words each of the two tests contains five questions, the two test are equivalent, the two tests were administered under the same circumstances. Second : class observation was used in order to record how teachers applied their knowledge in practice and how they dealt with issues that arose in their classrooms, the researcher prepared a check list that contains the points that need to be observed, the type of observation made was a non-participant observation, the researcher visited three basic schools and attended three classes with different teachers to identify problematic teaching areas, weaknesses, and willingness to participate in the professional development. Third the researcher designed a questionnaire to examine students' views about strategies and know the extent to which this material help them in the learning new words with these strategies, the questionnaire focused on students' perceptions and the strategies method. Finally the researcher prepared the strategies method related to their words in their lesson to be taught to the students before teaching the students, the researcher conduct a pre-test to examine students' performance, then the researcher started the lessons by teaching items through the strategies method. The students were acquainted with words .

4.0 Results

The intention in this section is to discuss the results of the pre-test, post-test and the student's response about the strategy effect of

teaching EFL classrooms. The results of the two tests show clearly the development in the level of the students. The marks of every one of the students illustrate the success of the procedures followed in presenting the meaning of new words. For data analysis, the researcher used (SPSS) to show the result of the hypothesis of the study by using Paired Sample-T-Test. Most of the students of the sample know for the first time the meaning of vocabulary, also they feel well when their results of the post-test better than pre-test

4.1 Discussion

1. EFL learners in the post- test got better scores than pre-test, these strong scores indicate the great positively of strategy for learning vocabulary.

2.The results of the post –test clearly illustrate the great increase in the students' achievements after they were learned by effective strategies.

The mean of the scores shifted from(29.80) in the pre-test to(37.97) in a result of the use effect.

4.2 The procedures followed in analyzing data were as follows: Standard deviation

$\sum \times 2.(\sum \times)2$

$\sqrt{2}(S.D.1)2+(S.D.2)2$

Mean=

Where:

The sum of:

×: The scores of students.

n :Number of students.

Stander deviation .S.D:

Paired Samples-T-Test:

Paired Samples Statistics

Pair 1	Mean	N	Std. Deviation	Std. Mean
Pre-test	29.8000	30	9.54264	1.74224
Post-test	37.9667	30	5.9505	1.08541

Paired Samples Correlations

Pair 1	N	correlation	Sig.
Pre -test& post-test	30	.709	.000

Paired samples Statistics

	Mean	N	Std. Deviation	T	df	Sig.
Pre-test	29.80	30	9.54	6.600	29	0.000
Post-test	37.97	30	5.94			

This table show the value T.test which is(6.600) , with degree of freedom (29), and significant value(0.000) this value is less than significant level(0.05) so that proved statistically significant differences in the means of degree of the two tests. In pre-test and post-test, the mean pre- test is (29.80), but the mean of post-test is (37.97).

4.3 Analysis of the questionnaires

To gather participants' perception towards the use strategies in developing new vocabulary for foreign language learners, they were asked to complete a questionnaire after all the strategies had finished. Among the 30 participants ,five of them did not respond to the questions and their data were therefore excluded in the analysis in this section.

1.Responses to close-ended questions

The questionnaire focused on students' perceptions on activity materials method. To better understand participant's perceptions, their response will be analyzed as a whole.5-pointlinkert scale is used to show the degree of agreement and disagreement. Students

choosing points 5 and 4 are regarded as ' Agreeing' to the statements; whereas those choosing points 1 and 2are regarded as 'Disagreeing' to the statements.

2.Responses on questionnaire as a group

		Agree		Diagree	
		N	٪ 5و ٪٪	N أ أ	٪ ٪٢٠ N آ
1	The Strategy (Extended Brainstorming) helps me remember the meaning of words easily.	20	80%	5	
2	Helps me remember the new words easily Games)(	18	72%	7	28%
3	The Strategies is very interesting learning new words.	22	88%	3	12%
4	The strategies pose me fewer difficulties in learning.	10	40%	15	60%
5	(Gapping) it makes it easy to remember words of the same part of speech.	22	88%	3	12%
6	(Scenarios and Role Play)this strategy is an easy way to remember similar words.	21	84%	6	٪١٦

Most participants (80%) agreed that using the strategy (Extending Brainstorming) helped them learn words easily and 20% of the students did not think that the strategy helped them learn new words an interesting. Participants Cleary showed a positive view on the strategies. When they were asked to show their response about that strategy which help them to remember the new words easily, the majority of the participant found that strategies help student to remember the words easily, most of the students(72%) agree with that , only a few of them(82%) disagree with that.

Concerning whether or not strategies poses students fewer difficulties in learning 40% think that strategy posed fewer difficulties to learning .Nevertheless , most of them disagree with the same statement.

3.Summary Results of Students' learning Vocabulary:

The intention in this section is to discuss the results of the pre-test, post-test and the student's response about the effect of strategies. The results of the two tests show clearly the development in the level of the students. The marks of every one of the students illustrate the success of the procedures followed in presenting the meaning of vocabulary.

5.0 Findings:

The finding arrived at are as follows

There is significant deference between the two tests, which indicate that strategies method have a great effect in learning student's new vocabulary. EFL learners find difficulty in learning the meaning of the English vocabulary as traditional way. In addition, the researcher implemented strategies method in learning the meaning and were very interesting, it makes it easy to come up with other words. EFL learners learn the meaning of English words easily when words associations are used in presenting the meaning of the words and brainstorming, song and the other strategies are good ways of helping EFL learners to start to think about the meaning of

words as critical thinking that can be deployed at anytime and EFL learns easily recall words that have been introduced accompanied with their strategies. And recommendations were set out by the researcher on the base of conclusions reached in: Reading comprehension text should be followed by exercises using synonyms , Antonyms and other sense relations, brainstorming must be used as a tool to find out what the learners know .Syllabus designers and developers whose professional personae depend on producing material that meets the needs of both students and teachers and should provide visual and audio learning style in the classroom. EFL teachers should elaborate on words associations and word family. And teacher trainers should draw attention of trainees to the necessity of utilizing new vocabulary in their teaching materials. The following topics are suggested for further research in the area:

1.The variation of words meaning in the English language is appositive influence on learning vocabulary rather than difficulty.

2.Using word family in learning lexical items meaning.

References

1. _Abd-Eljawad,1.et al (1998).The Motivational Impact of Recreational Activities On Teaching and Learning English in the primary Stage.

2. _Alatis,j.E.ed.1993.Strategic interaction and language acquisition: Theory practice, and research. Georgetown University Round Table on Language and linguistics1993.Washington,Dc:Georgetown University press://books

3. -Baffoka,M.(2012). Changing teachers' views about teaching and learning: A pre-requisitefor improving ELT and student proficiency in English in Sudanese universities. In Time for Change. London: British Council.

4. _Crystal ,D.(1997).The Cambridge Encyclopedia of Language Cambridge University Press. Cambridge

5. _Celce-Murnia, M.2001. Teaching English language as a Second or Foreign .3rdEd. United States of America: Heinle&Heinle.

6. _Does, R.2003. Distinguishing Words .Vocabulary for Reading, Writing and Thinking . New York: Longman.

7. _El-Helaly.Z(1987) Teaching English to Children. Forum(Volumexxx,Number2)

8. -_Friere, p.(1972) Pedagogy of the Oppressed. Harmondsworth: Pelican Garton, S.,Coopland, F.@ Burns, A. Burns. (2011) Investigating Global Practices in Teaching English to young learners London: British Council.

9. http://englishagenda.britishcouncil.org/sites/ec/files/B094%20FINAL%20University%20A$%20report2columnV3.pdf

10. -Granger, C.(1998) Play Games in English . John Macmillian publishers limited, Oxford

11. - Graves,k.2003.''Coursebooks'' in Practical English Language Teaching,(ed).D.Nunan,(225-46)

12. -Kalaycioglu, Hatice Elif.(2011). The Effect of Picture vocab-

ulary Games and Gender on Four year –old Children's English Vocabulary Performance , An Experimental Investigation , Master's Thesis. Middle East Technical University.

13. _**Lee, W,R.(1994**).Language Teaching Games and contests. Oxford University press.UK

14. _**Lyons,j.(1977)**Semantics I.Cambridge University Press.C

15. _ **Mohammed ,& A/Ghani Ibrahim (2009**) Evaluation of Sudanese experience in teacher training http://www. Wrc.org. sd/tagweem.

16. _**Moon,j.(2005)**. Teaching English to young learners: the challenges and the Benefits.Retrieved from http://www.british-council.org/ie2005w30jayne-moon.pdf

17. -**Ngeow, k, and y-s. kong(2003**).Learning through discussion: Designing tasks for critical inquiry and reflective learning

18. _**Serendip.2003**. Making connections : The brain and the creation of optimal learning opportunities for students, http://serendip.brynmawr.edu/sci-edulcook-sather.html

19. _**Setiawan,Budi(2010**) Improving the students' Vocabulary Mastery Through Direct Instruction. Graduate Thesis, Sebelas Maret University.Surakarta

20. _**Taha, O.H.M.(1980**). Sociological and pedagogical Factors influencing the Teaching of English Language in the Sudan. Unpublished M.A. Thesis, University of Leeds School of Education