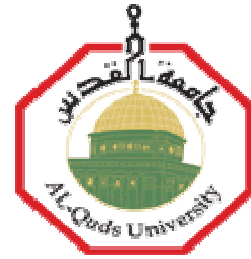


Deanship of Graduate Studies

Al-Quds University



**The Extent of English Teachers' Use of Vocabulary Teaching
Strategies from Their Perspective**

Safyyah Al -Tarteer

Master Thesis

Jerusalem–Palestine

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A thesis submitted in partial fulfillment of the requirement for the
Master degree in Education

Education Department of Graduate Studies

Jerusalem-Palestine

1433-2011

Education Department
College of Graduate Studies
Deanship of Graduate Studies

The Extent of English Teachers' Use of Vocabulary Teaching
Strategies from Their Perspective




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Palestine-Jerusalem

1433-2011

Dedication:

To my beloved parents, tender brothers, and sister

Declaration

I certify that this thesis submitted for the degree of Master is the result of my own research, except where otherwise acknowledged, and that this thesis (or any part of the same) has not been submitted for a higher degree to any other university or institute.

Name: Safyyah Atyyah Mohammad Al-Tarteer

Signed:

Date: December, 10th. 2011

Acknowledgements

All thanks to Almighty Allah, who is the source of my strength and my life without whose help I would not have achieved this goal.

There are many people to whom I owe a great deal of thanks for their assistance with this study. Firstly, I would like to express my thanks and appreciation to my supervisor Prof. Ahmad Fahim Jaber supervising and providing generous, and valuable experience during the various stages of the preparation of this research.

Secondly, I also want to show my thanks and appreciation to the examining committee members (Dr. Samir Rammal, and Dr. Ziad Qubaja) for their acceptance to discuss this thesis.

Thirdly, this study could not have been written without (Dr. Ghassan Sarhan's encouragement, unwavering support, significant comments, and advice). He had helped me overcome hardship and enabled me to finish the present work.

Fourthly, I also want to show my cordial gratitude to all those who have been my teachers specially Miss Sahar Za'eim for her help, valuable advice, and assistance in revising this work.

Finally, to everybody who participated, and helped in the preparation of this work.

Safyyah Al-Tarteer

ABSTRACT

This study aimed to reveal the Extent of English Teachers' Use of Vocabulary Teaching Strategies from Their Perspective, and the effect of Gender, Qualification, and Years of Experience variables.

This study was carried out in the first Semester from the academic year (2011-2012). The study population consisted of all English teachers in the governmental schools in Jerusalem Suburbs, Ramallah, and Alberah Directorates. Their number was (547) in which there are (195) male teachers, and (352) female teachers. The researcher selected a stratified sample, that represented (20%) of the population of the study. Nearly (109) teachers, the number of male teachers was (39), number of female teachers was (70). The questionnaire was constructed as a major instrument for obtaining the needed information for this study. It has (35) items in addition to the interview to support the study results. Validity and reliability of the instruments was achieved.

Finally, these data were analyzed by the computer using the statistical software package for the social the science program (SPSS). The researcher used statistical methods to extract the means, percentages, standard deviations and used (independent t-test) for independent samples and analysis of variance (One Way ANOVA) to test the hypotheses.

After processing and analysis the data, the researcher found that the Extent of English Teachers' Use of Vocabulary Teaching Strategies from Their Perspective is high. The study results showed that there were no significant differences at ($\alpha \leq 0.05$) in different variables of the study (Qualification, Years of experience) while the results of the study showed that there is significant difference in gender variable in the favor of female.

In the light of those findings, it was recommended that teachers should go through different educational training themselves and learn new teaching techniques that can support learning and teaching, and teachers should help students to interact with various strategies and not to be lead to unfavorable and inapplicable strategies.

الملخص

هدفت هذه الدراسة إلى الكشف عن مدى امتلاك معلمي اللغة الانجليزية لاستراتيجيات تدريس المفردات من وجهة نظرهم في ضوء متغيرات الجنس والمؤهل العلمي والخبرة. ولتحقيق هدف الدراسة قامت الباحثة بإعداد استبانة تم التحقق من صدقها وثباتها وتم تطبيقها خلال الفصل الدراسي الأول من العام (2011-2012) حيث تكون مجتمع الدراسة من جميع معلمي اللغة الانجليزية في المدارس الحكومية في مديرتي ضواحي القدس ورام الله والبييرة والبالغ عددهم (547) معلما ومعلمة منهم (195) و (352) معلمة.

اختارت الباحثة عينة طبقية حيث تكونت العينة من (109) معلما ومعلمة منهم (39) معلما و(70) معلمة وتمثل بنسبة (20%) من مجتمع الدراسة وتكونت أداة الدراسة من استبيان لمعرفة مدى امتلاك معلمي اللغة الانجليزية لاستراتيجيات تدريس المفردات في تدريسهم واشتمل على (35) فقرة كما وتم إجراء مقابلة لدعم نتائج الدراسة وقد تم التحقق من صدق وثبات الأدوات بالطرق المناسبة وتم تحليل البيانات بواسطة الحاسوب باستخدام حزمة البرامج الإحصائية للعلوم الاجتماعية برنامج (SPS) إذ استخدمت الباحثة أساليب إحصائية تمثلت في استخراج المتوسطات الحسابية والنسب المئوية والانحرافات المعيارية واستخدام اختبار ت للعينات المستقلة (Independent t-test) واختبار تحليل التباين الأحادي (One way ANOVA) لفحص واختبار فرضيات الدراسة.

وبعد معالجة البيانات توصلت الباحثة إلى أن مدى امتلاك معلمي اللغة الانجليزية لاستراتيجيات تدريس المفردات في مديرتي ضواحي القدس ورام الله والبييرة مرتفعة كما أظهرت النتائج وجود فروق دالة إحصائية عند مستوى الدلالة ($0,05 \geq \alpha$) في متغير(الجنس) حيث تبين أن الإناث يستخدمن هذه الاستراتيجيات أكثر من الذكور ووجد هنالك عدم فروق دالة إحصائية في مدى امتلاك المعلمين لاستراتيجيات تدريس المفردات تعزى إلى متغيرات (المؤهل العلمي والخبرة).

وفي ضوء النتائج فقد أوصت الباحثة بأن على المعلمين تطوير قدراتهم من خلال التحاقهم بدورات تدريبية لتعلم استراتيجيات تدريس المفردات الأمر الذي ينعكس على طلبتهم كما وأوصت الباحثة بأن على المعلمين تشجيع الطلبة على استخدام استراتيجيات تعلم المفردات أثناء تعلمهم لا إجبارهم على استخدام استراتيجيات لا يفضلوا استخدامها.

Chapter One

Problem of the Study and its Significance

1.1. Introduction

2.1. Problem of the Study

3.1. The Research Questions

4.1. Hypotheses of the Study

5.1. Purpose of the Study

6.1. Significance of the Study

7.1. Limitations of the Study

8.1. Definitions of Terms

Chapter One

Problem of the Study and its Significance

1.1. Introduction:

Words are the basic unit in every language. Vocabulary plays a major role in developing four skills, speaking, listening, reading, and writing. Nation (2002) explains that students should have plenty of opportunities to learn vocabulary through listening, reading, and writing, and to use it in speaking, and writing. Vocabulary knowledge is significantly related to reading comprehension. In this regard, Nation (2001) gives an example that it is necessary to understand (95) perception of the input words in a text in order to ensure comprehension. Vocabulary or words are at the core of learning, and communication. Words knowledge is central to communicative competence, that is the ability to function in a truly communicative setting (Rodgers, 2001).

Traditionally, vocabulary was taught with grammar-translation method that instructs learning with grammar, and provides vocabulary with direct translation to memorize. During these lessons, learners use their own vocabulary, and are introduced to new words provided by the teachers, in this case learner may even write down lines of new words without any idea of the real use of them in context. Many scholars showed that this is not a very effective way to study. In recent years, communicative language teaching has been applied in many Arab countries. But nowadays, we are living in the world of technology. Therefore English teachers need new techniques, and methods to teach English vocabulary in effective way. Vocabulary teaching strategies play a significant role in second language pedagogy by providing a unique teaching, and learning tool in learning second language. There are many advantages of using vocabulary teaching strategies: a. They are motivating, and challenging. C. They add fun, and variation to lesson. This depends on the teacher's way of teaching vocabulary effectively (Rodgers, 2001).

The teacher is an expert who knows how to make the learning process vital and memorable. Being expert, teachers are expected to use and practice effective strategies to meet the challenging demands of teaching and learning process. Students learn best by finding solutions to their learning problems; this will be possible if the teacher teaches the learner some effective strategies that enable him to play his role and more new words to communicate with people. Besides, knowing a word is the key to understanding and being understood. The more words you know, the more you will be able to understand what you hear and read and the better you will be able to say what you want to when speaking or writing.

Vocabulary knowledge is an important element in second language acquisition; by learning new words, students can increase their listening, speaking, reading and writing skills. Beside this, vocabulary can improve comprehension and production in second language. A student can increase vocabulary knowledge formally in the classroom through class activities and informally through communication with others and through class activities. Many instructional strategies were devised and utilized by second

language teachers to develop the general academic vocabulary of students. "No matter how well students learn the English grammar, no matter how successfully the sounds of English are mastered, without words to express a wide range of meanings, communication in the second language cannot happen in any meaningful way". (Abu-Baha, 2007: 9).

Vocabulary learning strategies must be adopted by teachers and learners to achieve teaching purposes in effective teaching. An understanding of vocabulary learning strategies provides us with insight into the process of second language as experienced by language learners. Such understanding enables us to supply learners with the appropriate advice to enhance their learning skills. In addition, vocabulary teaching strategies encourage greater overall self-direction for learners (Al-Jarf, 2007).

Many instructional strategies were devised and utilized by second language teachers to develop the general and academic vocabulary of students. For example, Woodard (1998) suggested some strategies for teaching vocabulary. Those include teaching words origins, and structural analysis, using semantic map, sentences and reading aloud. Besides, (Schmitt and Oxford, 1990) suggested some strategies for teaching vocabulary. Those include cognitive, metacognitive, social, memory and determination.

Cognitive strategies are similar to memory strategy; both depend on verbal repetition. But, Metacognitive strategies are used by learners to evaluate their learning by giving a maximum exposure to the second language. Then, social strategies, which are essential in learning vocabulary because the learners learn through group work. Besides, Memory strategies, usually, relating the previous knowledge of the learners. Finally, determining strategies which are apart of discovering strategy such as guessing the word from the context.

Since words are the building blocks and basic units in every language, the teacher and learner should be aware of these strategies that they use to learn new words. Some researchers spend their time describing vocabulary learning strategies in terms of general learning theories without taking in account the extent theories really applied to classroom (Tmezieh, 1999). To summarize, different types of strategies proved to be effective in developing children's vocabulary in second language, mastering, and providing the students with different information about the words under study enhanced children's vocabulary acquisition (Al-Jarf, 2000).

So this study came to reveal the extent of English teachers' use of vocabulary teaching strategies from their perspective, because as mentioned above, those strategies can play an important role in supporting vocabulary teaching and learning.

2.1. The Problem of the Study:

The problem of this study is the extent of English teachers' use of vocabulary teaching strategies from their perspective. The researcher has noticed during her teaching in some governmental schools, and her observation of some English classes that some English teachers don't care about using vocabulary teaching strategies in teaching vocabulary. They even don't know them. This has a great effect on student's achievement in English and the size of learning vocabulary items also causes many problems in learner's process of learning four skills. In some schools, traditional ways of teaching vocabulary are still being used; the teachers teach vocabulary just through translation into L1, this will not help students to be active and take more responsibilities in their own learning. So, the researcher in this study is trying to examine the degree of implementation of such strategies in teaching vocabulary, and if there are any differences between teachers implementation of vocabulary teaching strategies and their learning experience, gender and qualification. Besides, this study may attract the teacher's attention to choose suitable strategies for teaching vocabulary; to increase student's achievement in English and enable them to communicate better with others in and outside the classroom.

3.1. Questions of the Study:

The main question of this study is:

- To what extent do English teachers use vocabulary teaching strategies from their perspective?

Minor questions are:

1. Did the degree of implementing vocabulary teaching strategies by English teachers differ according to gender?
2. Did the degree of implementing vocabulary teaching strategies by English teachers differ according to academic qualification?
3. Did the degree of implementing vocabulary teaching strategies by English teachers differ according to teacher's experience?

4.1. Hypotheses of the Study:

Hypothesis Number One:

There is no statistically significant difference at ($\alpha \leq 0.05$) in the means of extent of English teachers' use of vocabulary teaching strategies due to gender.

Hypothesis Number Two:

There is no statistically significant difference at ($\alpha \leq 0.05$) in the means of extent of English teachers' use of vocabulary teaching strategies due to the teacher's qualification.

Hypothesis Number Three:

There is no statistically significant difference at ($\alpha \leq 0.05$) in the means of extent of English teachers' use of vocabulary teaching strategies due to experience.

5.1. Purposes of the Study:

The following are the purposes of the study:

1. To see the effect of qualification, gender and learning experiences on the extent of English teachers use of vocabulary teaching strategies.
2. To discover the degree of implementation of vocabulary teaching strategies from English teacher's perspective in the two directorates (Jerusalem suburbs, Ramallah, and Albeirah Directorates).

6.1. Significance of the Study:

Firstly, the study deals with new perspective of teachers about the extent of English teachers use of vocabulary teaching strategies in Jerusalem suburbs, Ramallah and Albeirah Directorates. This means that it would examine the teacher's familiarization with these strategies and it could help teachers to design appropriate learning activities for successful teaching. In addition, it will help some teachers to change their traditional way of teaching vocabulary to become enjoyable and memorable. On the other hand, the researcher thinks that such strategies are able to help the teachers to overcome monitoring the class and enable them to give an interesting lesson because of the learner's participation in the learning process. Secondly, there are a few studies on vocabulary teaching strategies and we need more research in this field. Thirdly, this study may attract the learner's attention towards vocabulary teaching strategies because such strategies can help them to direct and evaluate their learning foreign language. Besides, this study will shed light on the problems that students face in their process of learning of four skills.

Fourthly, it would help teachers to choose the appropriate strategy in teaching new vocabulary; this will help students to choose the strategy that fits their learning style, personalities, and offer a wide range of strategies to enhance vocabulary acquisition. Fifthly, supervisors will benefit from this study in advising teachers to use such strategies in teaching vocabulary on the one hand, and help the teachers to change their traditional way of teaching on the other. Finally, this study aims to put forward some recommendations for teaching and learning the English vocabulary learning strategies. In addition, it may leads to new such researches that focus on different variables, and subjects.

7.1. Limitation of the Study:

This study is limited to identifying the extent of English teachers' use of vocabulary teaching strategies from the perspective of English Teachers in Jerusalem suburbs, Ramallah, and Alberah Directorates. It is also trying to show whether there are significant differences in the extent of English teachers' use of vocabulary teaching strategies from their perspective due to learning experiences, qualification and gender.

The sample of the study will be male and female teachers at governmental schools in Jerusalem suburbs, Ramallah, and Alberah Directorates during the scholastic year 2011-2012.

The results of the study are based on:

1. Teacher's use of vocabulary teaching strategies from their perspective at Jerusalem Suburbs, Ramallah Directorate of Education.
2. After collecting the data and analyzing it by the SPSS program using means, standard deviations, ANOVA one way analysis of variance, and t-test, the researcher will reveal the results.
3. The results of the questionnaire and the interview which are being designed to see the extent of English teachers' use of vocabulary teaching strategies.

8.1. Definition of Terms:

1. English teachers: All the teaching staff that are dually appointed by authority concerned for teaching. They should be qualified enough to present the lesson to the students.

In this study: A teacher is a person who is vital, effective and well equipped with facilities and experience to fulfill the requirement of an effective teaching.

2. Strategy: Skills or techniques which are used to teach different levels of students to achieve the lesson's goals easily and help to make material enjoyable for both students and teacher.

3. Jerusalem suburb directorate: directorate that is located outside the boundaries of Jerusalem. It belongs to the Palestinian Ministry of Education.

4. Directorate of Ramallah and Alberah: directorate that is located inside the boundaries of Ramallah. They belong to the Palestinian Ministry of Education.

5. Vocabulary Teaching Strategies: "Steps or behavior that the teacher uses to teach the learners how to comprehend, learn or ascertain new information or words, and to control, and enhance their own learning," (O'Malley, and Chamot, 1990: 1).

In this study: skills or behaviors that are used by the teacher to teach new vocabulary of the second language.

Chapter Two

Theoretical Framework and Previous Studies

1.2. Introduction

2.2. Theoretical Framework and Literature Review

3.2. Previous Studies

4.2. Summary of Previous Studies

Chapter Two

Literature Review and Previous Studies:

The relevant literature will be reviewed in this chapter. The first part deals with the theoretical background. The second part includes relevant studies.

1.2. Introduction:

The theoretical background includes language learning strategies, and vocabulary learning strategies. Language learning strategies are used to teach foreign language in general, but vocabulary learning strategies are used to teach English vocabulary, so the researcher has mentioned both of them focusing on vocabulary learning strategies because it is the subject of the present study.

2.2. Theoretical Framework and Literature Review:

1.2.2. Definitions of Language Learning Strategies:

There are many definitions of learning strategies, but all of them convey the same idea. For example, Oxford (1990: 8) defines learning strategies as "operations employed by the learner to aid the acquisition, retrieval and use of information. O'Malley and Chamot (1990:1) refer to learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn or certain new information."Nation (2001) defines them as one part of language learning strategies which in turn are part of general learning strategies that encourage greater overall of self direction for learners. They are techniques or steps that are used by the learner when he attempts to learn a second language.

It can be concluded that learning strategies include any process, set of operations, steps, plans used by teachers or learners to obtain storage, retrieval or using information, (Nation, 2001).

Oxford (1990) proposed a list of key features involving language learning strategies these are:

- A. First, learning strategies are problem oriented (teacher teaches them to learner then learner uses them to overcome learning problems and problem solving).
- B. Second, learning strategies refer to special actions or techniques (repeating a phrase over time to remember it).
- C. Third, some learning strategies are observable and some of them are not they refer to discovery strategy, when learner for example, discover a new word's meaning through guessing from the context (Schmitt, 1997).
- D. Fourth, learning strategies are often conscious (they enable learners to develop their learning process).
- E. Fifth, learning strategies are flexible (It can be used by teacher and learner and can be changed).
- F. Sixth, learning strategies can be taught (the teacher can use various ways to teach vocabulary such as: group work, words lists and the context).

- G. Seventh, language learning strategies contribute to learning both directly and indirectly.
- H. Eighth, language learning strategies are oriented towards the broad goal of development the goal of development of communicative competence, (Oxford, 1990).
- I. Ninth, language learning strategies change and expand the role of teachers: they help, facilitate, and participate in communication.
- J. Tenth, learning strategies are influenced by a variety of factors: teachers' expectation, learning proficiency level, learning style, motivation and rich environment.

- A rich environment for words learning depends on:

- Read words a loud: some of elementary teachers use read words aloud in classroom and recognize their value for motivating students and introducing them to good literature and informational books, as well as a vehicle for building vocabulary. When students are not able to read books with enriched vocabulary, listening to the teachers read-aloud is a great way to introduce new words and concepts students could not access on their own.
- Word records: Nothing new, words from those read-aloud and from students own reading on word walls in personal dictionaries and in computer data base of new words are all good ways to help students track their vocabulary development. These records to help them use the new words in writing.
- Words wall: "Many teachers keep thematic or conceptual word wall on chart or poster boards that can be field or consulted at any time by their students". This keeps the students from being confused, and helps them learn new words.
- Thematic instruction: This is another way to structure an environment that supports word learning. Topical, thematic, instruction provides many exposures to sets of related words and lets the students see them in many contexts.
- Games (riddle, puns, puzzles). These kinds of games can help students develop a cognitive flexibility that allows interpreting multiple meaning of words, shades of differences and other important metacognitive actions.
- Think–Aloud (especially good for interpersonal learning) it is a strategy many teachers use in at all grade levels to articulate their processes for learning. By using language such as "That word makes me think of...." The teacher can use think aloud in whole–class and small–groups lessons, many teachers also encourage students to think with each other, (Bromley, 2002: 19).

To summarize, all these steps which are mentioned above are not only playful activities and motivate learners ,but also teach and practice vocabulary and can be" the link of lifetime words learning and creation". It shows what both of teacher and learner do while teaching and learning the foreign language; it's very helpful for both of them, (Woodard, 1998: 1).

2.2.2. The nature of language learning strategies:

Language learning strategies are operations or steps used by the learner that will assist in storage and retrieval of new information. O'Malley (1986) and Oxford (1990) suggested that language learning strategies have many benefits. Firstly, they enable the learner to use language material in direct and indirect ways; this will be through reasoning analysis, note-taking and synthesizing which helps students think about and understand the new language. Besides, Cohen (1998) point of view that, language learning strategies used to manage the learning process ,they include identifying one's performances and needs, planning, monitoring and evaluating the learning process. Some of those strategies include acronyms, images, and key words. They help link on second language items or concept with another but they don't necessarily involve deep understanding. In addition, language learning strategies include guessing from the context and help make up lack of knowledge in some field of the language which helps the learners to compensate for lack of knowledge, beside this; it helps the learners manage their emotions and motivation. It includes one's mood and feelings .Oxford (1990), Cook (2001), and Cohen (1998) suggested that language learning strategies enable learning through interaction and understanding target culture since they include, asking questions, asking for clarifications, talking with native speakers and exploring culture.

To conclude, it can be said that language learning strategies can help both teacher and learners in their process of learning. Many factors have an effect on the choice of different learning strategies. These factors include degree of awareness, stage of learning, teacher's expectations, age, gender and general learning style. It can be said too, that teachers and learners should know the importance of learning strategies because they can help them to learn foreign language successfully.

3.2.2. Advantages of Learning Vocabulary:

Vocabulary learning strategies are considered a sub category of language learning strategies which are used to teach foreign language while vocabulary learning strategies are used to teach vocabulary. Therefore, the researcher mentioned both of them and focused on vocabulary learning strategies because it is the subject of this study.

According to Bromley (2002:7), there are many advantages of studying vocabulary at all grade levels. A wise teacher realizes that vocabulary:

- A. Boosts comprehension: "A large vocabulary deepens student's experiences with books and authors and makes it easier for them to infer the meaning of unfamiliar words they encounter in print, conversations, radio, movies, and the Internet".
- B. Improves achievement: " Students with large, rich vocabulary score higher on achievement tests than students with small vocabulary". Also, because vocabulary is directly related to knowledge of concepts, having a large vocabulary enable students to achieve higher standards in school, and later, at work.

- C. Enhances communication: "A large vocabulary promotes precise, powerful, and interesting speaking and writing. When students have a treasure of words at their commands, they can understand others' ideas more easily and deeply, and others can understand their ideas more effectively as well".
- D. Shapes thinking: "Words are tools for analyzing, inferring evaluating, grammar terms nouns, verbs, and adjective are likely to be able to discuss and revise their writing to make it clear and more interesting for others. Understanding terms gives students the tools to think about, and function in, a rapidly changing virtual word".

It is clear that vocabulary learning has a positive relation with learner's achievement; it increases his standard in school and later, out of school.

4.2.2. What is a word?

In fact, defining the concept of a word is important since it is one of the key terms of this study. There are many definitions of word, but all of them convey the same idea.

- Defining a word:

Singleton (1999) emphasizes that " words have a rather privilege status in the popular understanding of what a language is since they are vital to linguistic communication". He states that even though the word is central to understand a language one is unable to find a simple definition of the concept of a word since there are several scholars who have worked on finding an accurate definition of describing a word.

From Carter's point of view, Carter (1998) indicates that a word is " any sequence of letters bound together as seen in written language". He points out that the most accurate definition of word would be to describe it as the minimum meaningful unit in a language. He continues that sometimes words have been defined to have only one stressed syllable. However, some words don't have a stressed syllable. In addition, words can also have different forms but the forms are not necessarily seen as different words. Furthermore, words can have similar forms but convey different meanings.

- Knowing a word:

There are several definitions for knowing a word. Nation (1990) distinguishes two different answers to the question "What does a learner need to know in order to know a word?" According to Nation (1990) there is a difference between receptive and productive knowledge of a word. Receptive knowledge means (passive vocabulary) that one understands words when listening or reading it. Productive knowledge of a word (active vocabulary) includes the receptive knowledge and it even extends since it also involves the pronunciation writing and spelling of the word, how to use it in a grammatically correct way, knowing its meaning collections and synonyms. Receptive vocabulary consists of words which are well-known and used frequently. In general, receptive vocabulary is larger than productive vocabulary (Kamil, and Hiebert, 2005). Another scholar who is Carter (2002) suggested that the teacher should provide the following information for students about words: First, each teacher should provide his learner the form of the word; the students hear the word, seeing and saying it may be aid

to learn. They also see the spelling of the word by writing the word clearly on the board, and having students practice them. Second, the teacher must teach the learner the word's grammar; it is important to provide learners with information about the grammar of a word. For example, when the teacher teaches a verb, he must also give its past and past participle form, if it is irregular. Similarly, when teaching a noun. Third, the teacher should provide a collocation; students should also know the collocations that occur with the new word with high frequency. Fourth, Aspects of meaning should be taught too, denotation, connotation and appropriateness. The denotation of a word is primarily what it refers to in the real world. The associations or positive or negative feeling a word evokes which may or may not be indicated in a dictionary are its connotations. A more subtle aspect is whether a particular item is the appropriate one to use in a certain context or not. Fifth, the teacher should teach word formation; vocabulary items, whether one word or multi-word, can often be broken down into their component bits. The teacher can teach the common prefixes and suffixes; this will help learners guess the meaning of words.

As a conclusion, knowing a word contains not only its meaning but its pronunciation, spelling and grammatical category as well.

5.2.2. What is vocabulary?

A review of literature showed that there is a difference between the definition of word and vocabulary. According to Adger (2002) as cited in Mukoroli (2010) vocabulary "is a set of words that are the basic building block used to understand a sentence". He added that vocabulary "is not only confined to the meaning of words but also includes how vocabulary in a language is structured; how people use, store words and how they learn words and the relationship between phrases, category, of words and phrases". The Longman dictionary (1995) as cited in Meriem (2010:5) defines vocabulary "as all words that learner knows, learns or uses". Oxford (2002) defines vocabulary "as the body of words used in a particular language or in a particular sphere". (Wilkins, 1972) said that: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

It is clear that vocabulary is a list of words that speakers of a particular language use and it has its importance and benefits in language.

6.2.2. Defining Vocabulary Learning Strategies:

Vocabulary learning strategies are a subcategory of language learning strategies and constitute knowledge about what students do to find out the meaning of new words. Sokhmen (1997) summarizes that vocabulary learning strategies are basically actions made by the learners in order to help them to understand the meaning of a word, learning them and to remember them later.

- Source of vocabulary learning strategy knowledge:

Words are the building block of communication. When students have a great vocabulary, they can improve all areas of communication namely speaking listening, reading and writing skills. Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. The growth of vocabulary and vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when (teacher, and school), (family, and relatives), (friends, and peers) can play an important role in supplying learners with vocabulary. First, teacher and school are the first source of vocabulary; when teacher at school uses an effective method of teaching such as group work or pair work strategies, these might be an important source of words and enable the learner to communicate with others. Then, family may be another source of vocabulary; when learner communicates and interacts with his family members or even if he watches movies or reads a magazine this will improve or increase the learner's vocabulary. According to Baumann and Kame'enui (2004) the most likely place to start choosing words for instruction is school material-reader, social studies and books. Besides, the school materials there are many other sources of words to teach classroom and community events, news, stories and TV programs. The teacher might start a lesson by asking if a student has seen or hear new words. The discussion could include explanation of what the words mean. Words don't have to be completely unknown to be good candidates for instruction. For example, Students might know the words by heart and understand the message about new word being tasty and good for students, but that doesn't mean that they have a full understanding of the words and the various ways they can be used.

7.2.2. Teaching the new vocabulary:

Teaching words involve a number of different components. First, the teacher wants to ensure that students simply learn the correct definition of a word and are able to commit that word to memory. Teaching vocabulary is about more than helping students memorize words. "It is about giving students the coping skill necessary to understand what to do if they don't know a vocabulary word, and about installing a lifelong curiosity for learning words and a desire to always know more about the language". If the teacher can impart these skills to students, their vocabularies will continue to improve and students will have a firm, more solid grasp of how to speak and function in a literacy that will help them through their lives (Grave, 2006: 91).

The essential fundamental teaching vocabulary involve teaching students how to learn new vocabulary through vocabulary teaching strategies which are the most important part from the present study, but in general the teacher should help his students to learn the new vocabulary through several ways namely, through using a dictionary to look up words they don't know. In addition, students should understand how most dictionaries work. In order to make this process more fun, they can play a game such as dictionary races to see who can look up each of the words the fastest. Secondly, the teacher should help his learners to use context. Students can practice this skill by doing fill-in-blank exercise, beside this the teacher should help students to understand prefixes, suffixes and root words. If the teacher provides students with a definition of root words, prefixes

and suffixes and teach the students the meaning of common root words, prefixes and suffixes, when students learn these building blocks, they will better to identify words they don't know. Another way to help students to learn vocabulary is to immerse them in a rich array of language experiences so that they learn words through listening, speaking, reading and writing. Finally, another way to help students to increase their vocabulary is to teach them individual words (Graves, 2006).

Atay and Ozbulgan (2007) point to the relationship between successful students and words development. Students who successfully develop vocabulary are all high achievers in school and the poor vocabulary learners possess little awareness of how to learn words or how to connect new words to old knowledge.

In brief, all the strategies which mentioned above will be discussed in detail in this study. Vocabulary teaching strategies can help the vocabulary development. Teaching strategies can help the vocabulary development, too. Teachers must encourage his students to use these strategies in their own learning. If the teacher has explicitly taught a range of vocabulary learning strategies, the students should be encouraged to choose and use the strategies which best suit their own learning style. According to Munro (2008) students learn new vocabulary through identifying examples of what the new word mean, saying and doing actions that characterize the new words and suggesting how the new words is like words they already know.

8.2.2. Classification of Vocabulary Learning Strategies, and Vocabulary Teaching Importance:

- Importance of Vocabulary Teaching:

Learning new words are foundational to success in school and out. Researchers have known for years that how many word meanings a student knows is one of the single strongest predictors of how well that student will understand text, Nagy and Stahl (2006). According to Nagy (2006) vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean. In addition, increasing vocabulary knowledge is a basic part of the process of education. If a teacher simply teaches students more words, they will understand text better, knowing the meaning of words, and being able to use them, is essential for effective writing. Hence, having a large vocabulary is both a powerful tool for a variety of academic and life goals and an end in itself. One of the things that effective teachers must be able to do is to support and increase the vocabulary growth of their students. Students must have large reading vocabulary to be academically successful they are essential for success in school. Students who know more words also understand text better. "Words are the tools we use to access our background knowledge, express ideas, learn new concepts and success in school's activities" (Graves, 2006: 1). In (Morin, and Goebel, 2001) point of view teaching vocabulary should not only consist of teaching specific words, but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge. Without them, people can't convey the intended meaning. To Allen (Allen, 1999) learning vocabulary will help students communicate more effectively.

In brief, by learning new words, students can increase their listening, speaking, reading and writing ability. Vocabulary can improve comprehension and production in a second language. A student can increase vocabulary knowledge formally in the classroom and informally through communication with others and through out of class activities.

9.2.2. Classification of vocabulary learning strategies:

There are several different ways to classify L2 vocabulary learning strategies. As Sokhmen (1997) says that the main categories of vocabulary learning strategies are implicit and explicit teaching of foreign words. Implicit teaching includes only words inferring from context. Explicit teaching consists of several elements such as building a large sight of vocabulary integrating new words with the old ones, providing adequate amount of encounters with a word, promoting deep level processing, facilitating imaging and concreteness, using different techniques, and encouraging independent learner strategies.

The review of the literature showed that there are many taxonomies of vocabulary teaching and learning strategies. "The boundaries between the categories are not distinct, and some strategies may appear under different headings elsewhere", Mercer (2005: 26). If the learners mastered using vocabulary strategies, they will be able to add their own. (Schmitt, 1997), and (Johnson, 1994) categorize vocabulary learning strategies into five categories:

1. Cognitive Strategies:

According to Schmitt (1997) cognitive strategies of his taxonomy are similar to memory strategies but they don't concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary. For example, verbal repetition, writing or saying a word over and over again, word lists, flash cards and taking notes as well as using study aids such as language textbooks are also classified as cognitive strategies. Other cognitive strategies involve using some kinds of study aids, such as taking notes in class, labeling on to their receptive physical objects or making a tape recording of words lists and studying by listening. Although repetition as a language strategy is not much praised by those supporting the depth of processing hypothesis, it is popular among learning and helps them achieve high level of proficiency. According to Oxford (1990) cognitive strategies enable the learners to manipulate the language material in direct way, through reasoning, analysis, synthesizing, recognizing information to develop strong schemas (knowledge structures) practicing in naturalistic, settings and practicing structure and sound formally. According to O'Malley (1985) cognitive vocabulary learning strategies include repetition, translation, grouping, note taking, dedication, imagery and key word. Some scholars, such as Cohen (1998) describe cognitive strategies as used in identification, grouping, retention and storage of language material. (Mercer, 2005) pointed out that when learner works with his classmates he takes notes from them so he reaches vital stage in their awareness of possible stage.

To sum up, it might be concluded that cognitive vocabulary learning strategies are essential in learning second language. Such strategies are ranging from repeating to clarification and monitoring. These strategies are important for learner to take advantage of a variety of resources to understand and then to produce new words. It is

assumed that the cognitive learning strategies are widely used by students as well as teachers. The most frequent types are repetition, clarification, translation and guessing new words from the context.

2. Metacognitive Strategies:

According to Schmitt (1997) and Johnson (1994) these strategies enable learners to control, evaluate and practice words through continuing to study words over time, in this way learners will take more responsibility for their studying and learning. Schmitt (1997) says that the effective metacognitive strategies are getting maximum exposure to second language, for example, by reading books, watching movies, and interacting with native speakers, also efficient use of time and knowing when to actively study a new word are useful metacognitive strategies. Oxford (1990) says that metacognitive strategy includes using information processing theory to indicate an "executive" function, they involve planning and organizing written discourse or monitoring. They are behaviors used for centering, arranging, planning and evaluating one's learning process. In addition, metacognitive strategies permit students to know themselves better by identifying their own progresses, interests and need. According to (Cohen, 1998) metacognitive strategy deals with pre-assessment, pre-planning, evaluation, post evaluation of language learning activities and of language use events.

One can conclude that, metacognitive vocabulary learning strategies are also essential for successful language learning. It helps learner to control and evaluate the learning process and deal effectively with specific learning tasks.

3. Social Strategies:

According to Schmitt (1997) social strategies can function as discovery strategies, since the learner can ask help from someone in finding out the meaning of a new word. According to Parrot (1993) these strategies involve creating opportunities for using language. To Oxford (1990) social strategies are asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking, conversation partner, and exploring cultural and social norms, this will provide the learners with feed back about his production. Schmitt (1997) adds that these strategies are essential in learning the language since input can be seen as a key element in language acquisition, for example, group learning promotes active processing as well as team working abilities, and since there is instruction intervention the learners have more time for use the language in the classroom. In Cook (2001) and Cohen (1998) point of view, learners need to be aware of his metacognitive skill, which includes, in addition to learning strategies, reflecting his/her own learning and realizing his/her limitations. The teachers should develop the students' independence and make them aware of the range of strategies they can adopt.

In brief, these strategies may help learners increase their knowledge by developing their culture understanding and becoming aware of other's thoughts and feeling through interacting with others, peers or native speakers.

4. Memory Strategies:

It is traditionally known as mnemonics. According to Craik and Lockhart (1972) memory strategies refer to making connections between the to-be learned words and some previously learned knowledge using some forms of imagery or grouping. It includes in Mercer (2005) point of view the way of memorizing words that need to be learnt. Memory strategies play an important role in helping learners to commit new words into memory and in the whole process of vocabulary learning. It can help students to remember new language items. Schmitt (1997) says that memory strategies are one type of consolidation strategies usually they involve relating the word to some previous knowledge, for example, using pictures of the meaning of it instead of definitions or linking it to some second language words already familiar to the learner. One can study to produce a lasting imprint of it into memory. In addition, words phonology form can be used as a mnemonic strategy. One can study spelling or pronunciation of the new word by connecting it into his memory. Furthermore, using words affixes, roots and word classes can prove to be useful in consolidating its meaning.

To conclude, memory strategies help learners to link new material to existing knowledge, they help learners' link one L2 element or concept with another, but don't necessarily involve deep understanding. Oxford (1990) says that various memory strategies enable learner to learn and retrieve information in an orderly string (acronyms) while others techniques create learning and retrieval via sound, rhyming, images, creating a mental picture of the word itself or the meaning of the word), a combination of sounds and images (keywords method) body movement (on a page or blackboard).

5. Determination Strategies:

According to Schmitt (1997) determination strategies are a part of discovery strategies. A learner may discover a new word meaning through guessing from the context, from L1 or using reference materials (mainly a dictionary) or asking someone else (their teacher or classmates). There is a natural sense that almost all of the strategies applied to discovery activities could be used as consolidation strategies in the later stage of vocabulary learning. Schmitt (1997) points out that there is another strategy called discovery strategies. Discovery strategies have two sub groups; determination and social strategies, they have three strategies: translation, guessing from the context and using dictionaries. To conclude, discovery strategies help learners to learn words and word meaning through guessing from the context, dictionary use, translation and word part analysis.

Oxford (1990) argues that there are other strategies called "affective" strategies, they are related to learners feeling of anxiety, anger or contentment about the learning process itself. Such strategies can have positive or negative impact on the learning process because of fear of failure, while activities and games may relax the atmosphere and make learning enjoyable.

To summarize, all the strategies mentioned above can be useful tool that they can be used both inside and outside the class, if the teacher directed learners how to use them through their own learning, learners become more independent in learning vocabulary.

Although the present study is about vocabulary learning strategies which use by the teacher and the learner in the learning process in order to teach and learn the new words, it is extremely difficult to draw the line between different strategies, because some of them convey similar ideas but it is important and vital in this study to mention them all.

10.2.2. The Role of the Teacher and Vocabulary Teaching Strategies:

In Singleton (2008) point of view, that vocabulary teaching strategies refer to everything teachers do or should do in order to help their learners learn. Any teaching strategy a teacher will employ depends on the time available, the content. (The component of knowledge learners are to acquire) as well as on its value for the learner (which learning strategies he or she can learn or apply). Teaching strategies are also dependent on specific principle and in correlation with other factors influencing vocabulary acquisition. A distinction is made between planned and unplanned vocabulary teaching strategies. Seal (1991) as cited in Singleton (2008: 18) said that "unplanned teaching strategies related to teachers' spontaneous reactions with the aim to help learners when the need arise". Seal (1991:19) suggests, three steps procedure where the teacher: 1. convey the meaning, 2. checks meaning, for example, asking questions and 3. Consolidates the meaning in learners' memory, for example, relating it to the context or personal experience. Planned vocabulary teaching refers to deliberate, explicit, clearly defined and directed vocabulary teaching. It encompasses the use of teaching strategies (ways in which teachers introduce and present meaning and form of new lexical items, encourage learners to review and practice (recycle what is known and monitor, and evaluate the level of acquisition of various components of lexical knowledge). Such teaching presupposes dedicating a certain amount of time to dealing with vocabulary, involving "exploration" of the different aspects of lexical knowledge, as well as inducing learners to actively process lexical items. (Nation, 2001) as cited in (Singleton, 2008). There are a list of teaching strategies that fall into two major categories: 1. presentation of meaning and form of new lexical items and 2. Review and consolidation (recycling and practicing) or presented lexical items (Singleton, 2008).

As a conclusion, teaching strategies are steps or any actions made by the teacher to teach the new vocabulary to learner. In addition, new vocabulary stay meaningless if the teacher doesn't consolidate it in the learner's memory. This encourages the learners to learn and express a wide range of meaning, communicate in the second language. In addition; the teacher should plan very well for vocabulary teaching to achieve teaching goals.

Table (1.2) Vocabulary Learning Strategies

Strategies				
Cognitive (direct)	Metacognitive (indirect)	Social (indirect)	Memory (direct)	Determination (indirect)
1.Verbal repetition 2.Writing repetition 3.Word lists 4.Flashcards 5.Note taking 6.Listen to the tape of word lists 7.Labelling	1.Using English language Media 2.Continuing to study words over time 3.Testing the learners vocabulary 4.Setting goals for learning vocabulary	1.Asking teacher for L1translation 2.Asking classmates for meaning 3.Group work and pair work 4.Contact with native speaker	1.Learning by heart 2.Using new words in a sentence 3.Associating words with images 4.Studying the spelling and the sound of the word 5.Using semantic map 6.Paraphrasing	1.Using reference material 2.Guessing the word from the context

Table (1.2) above showed some examples on vocabulary teaching strategies which are used by the teacher and later by the learner (Mercer, 2005).

According to Nation (2001) vocabulary teaching strategies can be enhanced when the learner's attention is directed consciously to vocabulary items or strategies.

3.2. Previous Studies:

Introduction:

The focus of this review of the literature about vocabulary teaching and learning strategies are on three different types of studies:

1. Studies that investigate vocabulary teaching
2. Studies that investigate vocabulary teaching strategies
3. Studies that investigate vocabulary learning strategies

1.3.2. Studies that investigate vocabulary teaching

Ashoori (2010) aimed in her study to compare the effect of keyword and word list methods on immediate retention of English vocabulary in a natural classroom setting. Two intact classes from a junior high school in Astra, Iran were randomly assigned to one of the two learning conditions: Keyword and word list. A meaning recall test was administered immediately at the end of the second session of the treatment. Results showed that the keyword method produced better recall compared to the word list method, suggesting a promising educational value for its utility.

Meriem (2010) aimed at evaluating the importance of the introduction of spelling as a vocabulary strategy for students in the teaching of English as a foreign language at University, and how this can be a beneficial tool as input for the acquisition of new vocabulary, then a helpful means to produce a correct writing. To attain such an aim, the researcher administered a pre-test and a post-test. The former was intended to determine the pre-instructional knowledge of the graphic form of words, whereas the latter was aimed at finding out whether the spelling strategy implemented during instruction was effective in enhancing the subject's ability to write with less spelling mistakes. The test was interposed by two sequential lessons. The results of this innovative investigation have confirmed the hypotheses which states that if we train students to pay a careful attention to the form of words forms this would help them to spell them and write correctly. The learners under investigations proved to have learned most of the vocabulary items of the proposed text.

Al-Jarf (2007) study came to show that technology is not currently used to in EFL classrooms at King Saud University. Therefore an attempt was made to use online learning in EFL vocabulary instruction from home as a supplement to classroom instruction. Comparisons of the pre and posttest mean scores of (53) freshman students showed significant differences indicating that online instruction had an effect on vocabulary development. The posttest scores also correlated with the frequency of using the online course. Active participants made higher gains than inactive participant. It was concluded that in learning environments where technology is unavailable to EFL students and instructors, use of technology from home and even as a supplement to traditional classroom techniques helps motivates and enhance EFL student's learning and acquisition of English vocabulary.

Abu-Baha (2007) aimed in his study to find out the best and effective strategies in teaching English vocabulary for ninth grade (15-year old students) at Palestinian refugee camps which are operated by the United Nations. The study focuses on different strategies such as repetition, word formations, and contextual analysis. Moreover, the researcher intended to find out how graphic organizers can organize words in the learners' minds and link them to the existing knowledge and therefore enhance vocabulary learning. Eight interviews have been conducted by assistance of four male and four female teachers working in these camps. Another two interviews have been conducted in the UK to investigate other effective strategies used to teach vocabulary. Two examinations for the years (2005) and (2006) have been analyzed in order to show consistency in vocabulary weakness and how it affects language use. In the specific situation of Refugee camps, the results show that a diversity of different strategies is the most effective method of teaching English vocabulary. On the other hand, it seems that teaching vocabulary from contextual clues is the best technique.

Arkin (2003) aimed in his study to explore the factors that affect teachers' use or non-use of the online program for teaching purposes. The study finally examined whether and to what extent opportunities, facilitates and training provided to teachers contribute to their acceptance and use of these resources. The data was collected through questionnaire distributed to (97) teachers in an English-medium University. Based on the results of the questionnaire, a stratified sample of (12) teachers was selected for follow-up interviewers. The questionnaire results revealed statistically significant differences between teachers who have undergone computer technology training and those who have not in terms of their attitudes towards computer and the use of computer technology recourses in language teaching. Follow-up interviews were used to determine whether positive attitudes or interests led people to undergo training or the reverse. The responses supported both cases for different individuals. The results also showed that simply introducing computer technology recourses doesn't guarantee teachers' use of these in practice. The provision of training is seen as a key factor in both changing attitudes and encouraging teachers in incorporating technology into their instruction.

2.3.2. Studies that investigate vocabulary teaching strategies

Mukhtar (2011) aimed in his study to examine the relationship between metacognitive regulation and the acquisition of passive vocabulary knowledge among Malaysian adults ESL learners. The metacognitive regulation level of the EFL learners is analyzed using the vocabulary learning questionnaire and vocabulary level test (360) University students aged between (18-21) years old were involved. Though metacognitive regulation is not that proffered by the respondents, it positively, and significantly of metacognitive regulation in vocabulary acquisition. The study addresses the following research questions: 1. Do the respondent offer metacognitive regulation as their vocabulary learning strategies? 2. What is the correlation between the respondent's metacognitive regulation and their passive vocabulary knowledge? There are (5413) University students available to be taken as a sample. The significance of metacognitive regulation to be employed as a vocabulary learning strategy revealed empirically on the finding of this study. There is a positive correlation between 1. metacognitive regulation preference level, and 2. Passive vocabulary knowledge. The ESL learners don't prefer

metacognitive regulation as one of their vocabulary learning strategies. So that, the teacher should find teaching approaches which can maximize vocabulary retention. In addition, the teacher should make use of activities that will specifically increase the number of times learners will encounter the words.

Liu (2011) study tried to trace the reason of many learners who hardly benefit from the new teaching model. Their achievement and ability have little improvement. Therefore, the researcher propose that the external conditions such as computers and network are not enough to improve the achievement and ability of majority of the students. The aim of this study is to develop and improve student's self-learning ability. The population of the research is (1724) students. The sample of (93) students from college of the university, including college of engineering, science, and humanities respectively, are randomly chosen. All the students were in the first year of college English study. The questions of the study were: 1. is there any difference in the use of metacognitive strategies between the low mark group and high mark group of test achievement of the subjects? 2. Is there any difference in the time and frequency of online self learning and testing between group differences and in using metacognitive strategies? 3. Is there any relationship between the time of online self learning, the frequency of online self-testing and the final test achievement? This study adopted a questionnaire to be the instrument of this study and test achievement. There were four variables in this study. Then the data collected. The results show that there is a significant difference between high and low mark groups are compared. The high uses more metacognitive in average. The results show that online self learning and final test achievement are positively correlated. Students who are better aware of metacognitive having better self learning ability and test achievement. In conclusion, metacognitive learning strategies function on students' online learning behavior and test achievement.

Nemati (2009) study was an attempt to compare the impacts of teaching through memory strategies on experimental group comparison to control group, where student's aware the meaning of new vocabulary items through giving synonyms and mini-context. The results are reflected in the student's short-term and long-term retention. The participants of the study comprised (310) Indian-pre University females. The results indicated that the students of experimental group outperformed both in short-term and long-term scores, portrayed the superiority of memory strategies in short-term and long term retention. As many learners don't develop sufficient mastery of the vocabulary explicit instruction of memory strategies and giving strategy awareness can facilitate them to store and retrieve new vocabulary items. Also it was shown that being over-dependent on survey tools is open to question in spite of being widely used.

Bryan (2008) study came to answer the main question: What strategies work best for teaching vocabulary to English language learners? A systematic direct, explicit approach was used by a reading intervention structor to teach word recognition, skills, teacher selected vocabulary, and students selected academic words to elementary students who were at various stages of learning English. The instructor provided a sheltered classroom and sought to motivate students to become involved with each other socially. The systematic, direct, explicit instructions involved the use of scripted lesson plans that cover calendar words, affixes and strategies to use when unfamiliar words are encountered during contextual reading. Contextual reading included the use of library books and websites that provided information students need to complete a multicultural

quilt. Students were assessed using some reading tests. This research indicates that students who were consistently involved in this research were successful in building their bank of academic and social vocabulary. Students also became knowledgeable in the use of strategies to recognize unfamiliar words. Since the conclusion of this paper, two of the students involved in the original study are currently reading at grade level according to the Johns IRI and DIBLES. The other students no longer attend this school.

Alavi (2006) aimed in his study to shed light on the frequency of the use of cognitive and metacognitive vocabulary learning strategies employed by undergraduate students. To achieve this, a vocabulary questionnaire developed. The analysis of the questionnaire indicated that on the whole Iranian University students favor cognitive strategies on the process of vocabulary learning. It was also found that students' major has a significant main effect on the choice of strategies.

Yek (2006) explored the effect of Memory enhancing vocabulary learning strategies Instruction (MEVLSI) on vocabulary learning in a Cram school in the Hsin-Chuang County area. The subject consisted of (40) native ESL Chinese students from (10 to 15) years old equally divide into group A and B, control and experimental. For the two weeks study, the teacher teaches both of the two groups the control with the traditional way and the other with the new way, besides an interview of each teachers and students. The data was collected and analyzed. The result rejected the null hypothesis (training in MEVLSI will not significantly affect students' performance in a research-made vocabulary achievement test). It was concluded that MEVLSI facilitated participants' vocabulary acquisition.

In another related study **Ling (2005)** in his study attempted to elicit information about teacher's awareness and beliefs based on individual learning experiences and further examine the correlations between teachers' beliefs and their teaching practices. A questionnaire was implemented to collect data on the issues involved. The results have suggested that the English teachers studied were aware of a range of vocabulary learning strategies, including both direct and indirect approaches to vocabulary acquisition. Nevertheless, some teaching practices seemed not to conform to research-informed orientation, implying the gap between the reality in the language classroom and implication from empirical research. Overall speaking, the existed positive correlation between the teacher's beliefs and their instructional practices. Some minor discrepancies involved might be attributable to various contextual factors. Thus, a need is seen in to incorporate awareness-raising activities in pre -service or in-service teacher education program to inform language practitioners' of-the-state of- the- art vocabulary pedagogy based on empirical research, as well as some participial approaches to dealing with contextual dilemmas.

Marefat, and Shirazi (2003) this study examined the effect of teaching direct learning strategies(memory, cognitive, and compensation)and their subcategories on the vocabulary retention-short term and long term of EFL learners. Participants of the study were (60) Iranian females English Language Learners between the ages of (15-17).

Before the treatment phase of the study, a questionnaire was given to participants to see if they already use these strategies even before receiving any instruction, and also to raise consciousness on the use of them, after the treatment, the participants took two equivalent tests with an interval of two weeks to find out difference between their short term and long term retention of vocabulary. The results indicated that learners' strategies use in short term retention far outweighs that in long term retention. The results also portrayed the superiority of memory strategy use both in short and long term retention. The next most frequently used strategies were cognitive and compensation strategies respectively.

Thomas (2000) this study chronicles (10) undergraduate University students and their understanding and applications of metacognitive and executive control in reading. Students from two undergraduate reading classes from two different states received intensive instruction in metacognitive strategies which highlighted metacognition and executive control in the reading process. To document their understanding and applications, students engaged in: 1. Think aloud analysis, 2. sharing with metacognitive journals of their outside reading habits, 3. Developing metacognitive strategies. Additionally, the University students tutored young readers in order to apply their knowledge of activities learned in class and they kept a journal for all sessions. Finally, the University students responded to a case study that recommended reading activities and diagnostic teaching strategies for the young readers profiled in the case study. Results from the above data sources indicated that while University students understood and applied metacognitive strategies in their personal reading and were aware of these strategies that made them strategic readers, they applied little of these strategies to the tutoring and case study situations. These students appeared under two definitions of the reading process witnessed through what they did and what they attempted to teach their tutees.

Abu-Hussein (1991) conducted a study to find out to what extent EFL teachers in Jordan used the semantically based strategies in teaching vocabulary, the familiarity order of the eight strategies, the order of application of them in the classroom, and the order of effectiveness of the eight strategies as indicated by teachers. It also aimed at investigating the students' usage of semantic fields, which have the paradigmatic relationship of similarity in proper context. The researcher aimed at finding out there is a significant difference between scientific students and literary students in the use of semantic fields. Subjects were (24) teachers, and (825) students. The instruments were a three-part questionnaire to assess teachers' strategies of teaching vocabulary and contextual test to assess the students' usage of semantic fields. Results showed that the students couldn't use the words of the semantic fields in proper context. The order of teachers' familiarity with the eight strategies of teaching English vocabulary was as follows: context, guessing, categorization, definition, word list, semantically based, visual aids, and translation. The order of teachers' application of the eight strategies was as follows: categorization, guessing, definition, context, semantically based, word list, visual aids, and translation. The order of teachers' ranking of the eight strategies effectiveness was: guessing, context, categorization, visual aids, words list, semantically based, definition, and translation. There was no significant difference between scientific and literary students in their use of semantic fields' words on proper context. A significant difference was found between male and female students in their use of

semantic field in proper context. Results of this study show that there is a difference to some extent between the strategies reported by teachers and the real application of these strategies. This means that not all what teacher believes in is really applied in classroom.

3.3.2. Studies that investigate vocabulary learning strategies

Aktekin (2011) the purpose of his study was to shed light on the issue of vocabulary strategy learning. The researcher is trying to see if his students use any one of vocabulary strategies or not to improve their vocabulary knowledge and to raise the teacher's awareness of vocabulary learning strategies as well as a learner. To reach the goal of the study, which was to see the effect of strategy training to students' vocabulary knowledge, two groups of EFL language learners were assigned as study and control group. Only the study group received instructions on vocabulary learning strategies through a (10) weeks period and a feedback session for the teachers to share ideas and thought. The participant of the study were (33) female, and (37) male Turkish EFL students aged (18-22) attending the preparatory school of foreign language of Mersin University. The same survey was given to (35, 17) female and (18) male students from ELT department in order to see if there are significant differences in the use of vocabulary strategies. The final participant group was (30) English instructors (25) female and (5) male of the school of Mersin University. The results of the study showed that the instruction of strategies that students can use has a significant positive effect on the vocabulary learning of his students. The student's conscious or unconscious using a vocabulary learning strategies (22 out of 30) teachers has negative attitudes toward the course-book in terms of providing enough space for vocabulary learning strategies.

Zhao (2009) this study attempts to tape the relationship between metacognitive strategy, and training and vocabulary learning of college students through a five week training program. It aims to answer the following question: Can metacognitive strategy training facilitate vocabulary learning of Chinese college students. One hundred and thirty-four students participate in the study; one class of (68) which received both cognitive and vocabulary training and metacognitive training comprised the experimental group; on the other class of (66) students served as the control group and received only cognitive strategy training without metacognitive components. The metacognitive strategy training for vocabulary learning of these students proved to be effective. The experimental group outperformed the control group in the post-training vocabulary test and the questionnaire displayed in what aspects the students improved on these metacognitive strategies.

Hamzah, Kafipour, and Abdullah (2009) the main objective of this study is to evaluate undergraduate EFL learners' vocabulary learning strategies and its relation to the learner's vocabulary size. There are five different categories of vocabulary learning strategies as determination, memory, social, cognitive and metacognitive. These categories cover overall (35) strategies included in vocabulary learning strategies questionnaire. The reliability index obtained for vocabulary learning strategies showed a

reliability coefficient of (0.74). The other instrument used in the current study, vocabulary size test, is a standardized test developed by Nation (2007). A total of (125) Iranian undergraduate students majoring in TEFL participated in the study. The data were analyzed by using descriptive statistics (mean, standard deviation), and statistical multiple regression at significant ($p < 0.05$).

Li (2009) focused on the strategies applied in second language vocabulary acquisition. Second, the studies illustrate the attitudes to the strategies among successful and unsuccessful learners in their vocabulary learning. Third, it discusses the effects of these strategies may have on their vocabulary learning. The sample is Chinese junior students in college, who have been studying English as a second language for almost ten years. They are also about (22) years old. The questionnaire and the interview are the methods of this research. Results of the study show that the successful learners are more in favor of using learning strategies to learn vocabulary, and they think most of the strategies are useful. However, unsuccessful learners have different opinions, they seem not to favor using learning strategies in their study and only a few of them think these strategies are very useful. Thus, when teaching vocabulary teachers could teach some strategies and guide learners to use these strategies in their learning process. Learners also should try to learn how to use these strategies properly.

Srikhao (2009) study came to study vocabulary learning strategies in China. It focused on one of the ethnic groups "Miao". The pilot study makes an attempt to explore the overall patterns of English vocabulary learning strategies employed by the Miao high senior school students. The researcher developed a questionnaire and a semi-structured interview to conduct the pilot study, which include metacognitive, cognitive, social affective and translation strategy (30) Miao students were randomly sampled to participate the study in kaili senior high school for nationalities in south-east of Guizhou province in China. The findings of the pilot study revealed that: The most of the Miao students believe that the words should be studied and put to use. Then, the majority of students tend to use cognitive strategies in their vocabulary learning compared with the other three strategies. The seldom use translation strategies. It compared with the female Miao students, the male Miao students tend to use more strategies from cognitive strategies, social, affective strategies, metacognitive and translation strategies and they do have their own specific strategies in English vocabulary learning strategies because they take Miao as a first language.

Gonzales (2009) aimed in her study to investigate the use of (53) common vocabulary learning strategies (VLS) by 202 B.A students across five disciplines. Liberal art and education B.A hospitality management (HM), and allied medical science AMS in a comprehensive Philippine University. This study attempted to compare the strategies used by the subject across discipline and to uncover if significant differences existed as regards the category and frequency of the VLS. A researcher designed inventory. The data on frequencies of use of five of identifies VLS namely, Determination, social, Memory, cognitive, and metacognitive, were compared to explore apparent differences using one-way ANOVAs analysis of variance. Finding revealed statistically significant differences in the use of determination and social VLS across the discipline. Another finding exhibits non-significant differences in the employment of memory, cognitive,

and metacognitive VSL. The results also showed that the identified vocabulary learning strategies converged with each other. Scheffe-post hoc procedure indicated significant differences between AMA and AB-ED with AB-ED using determination VSL with greater frequency and between AMS and AB-ED with AB-ED using determination VSL with greater frequency and between AMS and CSE with AMS employing social VLS with lesser frequency. Correlation analysis also showed significant positive association between the VLS could be best used by language faculty as means to improve students' vocabulary learning and acquisition.

Griva, Kamaroudis, and Geladari (2009) this study was concerned with identifying the strategies employed by primary school students while learning vocabulary in EFL (English as a foreign language), as well as exploring the problems that encountered in comprehending and producing English language vocabulary (238) Greek-speaking students (107 female and 131 male) enrolled in the 6th grade of state primary school in North western Greece, participated in the study. The participant's language level was estimated to range between high level (55%), and low level (45%) language learners based on the results of an English test administered of them and teachers' assessment records. The test was based on London tests of English for children (breakthrough) equivalent to the (A2) level of common European framework. In addition twenty students (11 competent language learners and (11) less competent learners) were selected from the total number of participants, according to their high or low scores in the test, in order to participate according to their high or low scores in the test, in order to participate in the thinking aloud process and in retrospective interviews. A questionnaire was used to gather information about the participant's attitudes to vocabulary learning, and individual interview was used. Data derived from the questionnaire were analyzed by using descriptive statistical method. There were many difficulties in using vocabulary learning. Namely, spelling words, compound words, using words in the context, and translation words in L1. Interview results were provided through think-aloud process and retrospective interview. The data after collecting, results into thirty-two (32) codes included (305) instance. Which were grouped into five categories types of words, language aspects, cognitive strategies, memory strategies, metacognitive strategies, classified into two basic themes: a. vocabulary learning difficulties b. strategy employment.

Warodhono (2008) this study investigated the use of vocabulary learning strategies of (26) students of the SBI classes in SAMAN 1. Tuban. (13) Males, and (13) females with the consideration of variables being high, average and low achievement in vocabulary. The instruments were a test on vocabulary, questionnaire and an interviewers, average vocabulary achiever and low vocabulary achievers. The responses to the questionnaire were used to identify the learning strategies used by those three groups in developing their vocabulary development. Then the interview used to validate the questionnaire responses. There are six vocabulary learning strategies: Cognitive, Metacognitive, Social, Affective, Memory, and Determination. The study reveals that the high vocabulary achievers more frequently employed metacognitive strategies; average achievers used compensation strategies average achievers used compensation strategies. Female students used a greater variety of vocabulary learning strategies than did male students with the exception of compensation strategy.

The study of **Marttinen (2008)** aimed at find out more about the learning strategies L1 finish students of upper secondary school use when studying English as their first foreign language and to find out what kinds of different strategies upper secondary school students use in their study of English vocabulary and where they have gotten their information about different strategies. In addition, this study is trying to study the gender difference and the relationship between second language learning motivation and vocabulary learning strategies. The main research question was: How do upper secondary students use vocabulary learning strategies? The data acquired with the help of questionnaire which was completed by (50) upper secondary school students of two different schools in western Finland. The participants consisted of (31) males and (19) females between (16 -24) years of age. The data was collected in December (2006). The five different sets of open questions of the questionnaire were each analyzed based on the themes they deal with. The study concentrates on qualitative analyzes even though some quantitative methods are also used. The results of the study show that female students seem to be more successful than males. Some students mentioned learning words from movies, T.V, and other popular cultural. On the other hand, the successful language learners talked about their motivation and language learning gladly. Successful students talked about their learning in highly motivated. This means that there is a relation between high achievement in school and vocabulary learning.

Clouston (2008) in his study recognized the importance of lexis and vocabulary learning strategies in academic studies. This research presents a descriptive case study of technical vocabulary learning in English over one academic term in an intact. After outlining background information and describing the research methods, the research discusses the vocabulary learning strategies and success on five non-native speakers and six native English speaker participants. Data were collected using pre-and post test, interview and questionnaire at the end of the year. Analysis addressed the VLS that NNES, and NES students use in learning the technical vocabulary of their discipline, how these VLS may be classified in relation to previous research, what types of words participants report learning and whether a particular approach to or strategy in technical vocabulary learning predicts success in acquisition as reflected in scores on the TTL. Results indicate that participants used variety of VLS though; no one strategy appeared to dominate. Detailed portraits of participants' approaches to technical vocabulary learning are included. While there were no consistent trends in approaches to or strategies in success or the TTL, overall participants who approached their technical vocabulary learning in un structured manner tended to obtain higher scores on the TTL.

Xhaferi, and Xhaferi (2008) aimed in their study to find out what types of vocabulary learning strategies are used by female and male students at South East European University in learning high-frequency and low-frequency words. This is an attempt to provide some insights in the strategy use among female and male students studying SEEU and to find out if the students who have received any strategy training are more effective users than those who didn't. It aimed also to investigate the teachers' attitudes towards teaching vocabulary in their regular instruction and what approaches they use students in their classes. The first instrument was a background questionnaire, the second instrument was a survey which includes thirty vocabulary learning strategies, a third instrument was a teacher questionnaire to know more about the teachers' attitude

toward that they hold about teaching vocabulary and what techniques they use. The sample was male and female teachers and the learners in the South East European University. The learners were between (19-25) years they were chosen randomly. They were (100) participants. After a week the data were analyzed and some interesting results were drawn from the pilot study. It seemed that the participants used many strategies but they didn't know how to name them. Namely, repeating the words aloud several times, bilingual dictionary, asking the teacher about the meaning and online dictionary to discover the word's meaning. Most of the teachers said that they explain the new vocabulary by using different way of teaching but the other said that students must learn vocabularies by themselves. This means that teachers should go through different methodological training themselves and learn new teaching techniques that can support learning.

Al-Asmary (2007) study aims is twofold: a. To account for the vocabulary learning strategies used by English major, and b. To explore the relationship between strategy used and student's overall achievement in learning vocabulary. To attain the aim, the researcher built a questionnaire, and a test for the purpose of this study. Total of (47) Saudi English majors, who are currently enrolled in the department of English. This study also investigates the effect of various strategies on learning vocabulary items. The results indicate that students exhibit clear preferences for context-based and usage-related vocabulary learning style and didn't believe in rote memorization of vocabulary items. Analyses were also conducted to report on strategy use patterns of study objects.

Wu (2005) the purpose of this study was to identify the vocabulary learning strategies adopted by (303).Taiwanese EFL students by demonstrating the strategies they used, their perceptions of the helpfulness of these strategies use change for students to different age groups. The subjects of the study consisted of (101) eight-graders from a public junior high school (90) eleventh-graders from a public senior high school and (112) sophomore students from the applied foreign language department at the private University in Kaoshiung area. The survey was based mostly on Schmitt's taxonomy (1997) study and on translated version adopted in H.Chen's (1998) study. The results of the study show that the use of electronic dictionary, bilingual, and guessing from the context are the most popular strategies shared by students from different age groups. Detailed description of the usefulness ranking is given in the study. Teaching implicational is made on the results of the study.

King (2001) investigating in his study the effects of teaching vocabulary words in thematically verses randomly grouped sets in the context of various forms of rich vocabulary instruction. A group of (62) fourth graders was taught (49) selected words. There were (19) students in the control group (21) students in rich mixed group, and (21) in the rich thematic group. Each group received a form of rich vocabulary instruction. Statistical analysis revealed that learning words in thematically grouped sets in the context of rich vocabulary instruction, although students who learned words thematically grouped sets did slightly better. All three groups showed significant growth from pretest to posttest with rich instruction and words taught randomly and thematically. The major finding was that the rich thematic instruction group had scores that were statically significantly greater than the teaching combined instruction groups. The results indicated that teaching words in randomly grouped as thematically grouped sets is effective when both approaches are used in the context of rich vocabulary

instruction. These results contradict finding from other studies indicating the presenting words in related sets causes' interference with learning words. This study added evidence to the body of the research literature showing that rich vocabulary instruction with words learning activates in which students make connection to the other words and concepts does facilitate vocabulary growth. The conclusion is what rich vocabulary instruction should be a part of vocabulary instruction. The added component of grouping words for study into thematic groups can be an effective approach to teaching vocabulary words. However the same results might be achieved without thematically grouping words. The main factor in effective vocabulary instruction is that the instruction is rich.

Tmeizeh (1999) in his study investigates the vocabulary learning strategies used by 12th graders. Subjects in this study will be studied in terms of successful vs. unsuccessful learners and gender. The population of this study consisted of (166)12th graders. The sample of the study constituted (21) unsuccessful learners, and (19) successful learners. The classification of the learners in terms of successful and unsuccessful learners was based on a vocabulary test designed by the research for the purpose of the study. Results show that there are no differences between the types of the learning strategies used by successful learners and those used by unsuccessful learners. Results also point to a significant difference in vocabulary knowledge between successful learners and unsuccessful learners. The difference was for the benefit of the successful learners.

Lehtonen (1998) study is about consciousness rising in foreign language vocabulary learning and reading. It took place in a reading comprehension course for University students in Finland. The aim was to find out what kind of changes in vocabulary and reading strategies and related matters the students underwent during the course and to investigate what support the course can give to the changes. The data were collected during a three-week course where the researcher acted as a teacher and through interviews five months after the course. The course offers the students consciousness raising possibilities in the form of teacher-led sessions, group work and questionnaire. These activities from the main source of the data. The mature students were selected under closer scrutiny. The transcribed data were analyzed in four ways: first, specify the perceived changes in vocabulary and reading strategies and in related matters. second, to establish a link between the teacher-led consciousness raising and the changes. Third, to illuminate the importance or reflection in the change. Then, to investigate the support of group work to the changes in strategies of finding out word meaning. The findings of the study support the view that classroom learning doesn't take place in vacuum. Both case study students showed changes in their perceptions about the reading process and about their way of dealing with vocabulary. They also showed changes in their perceptions of themselves as learners. Both students for example articulated increasing confidence in themselves as language learners. It is likely that the teacher-led consciousness rising in the classroom and in particular, the group work helped the learners reflect on their background and learning and, thus, change. The findings also indicate that the student's perceptions of the benefits of consciousness rising lasted at least until five months after the course. This study gave evidence that the two active learners objectively perceive consciousness rising as beneficial. Future studies need to

pay attention to the link between consciousness raising and the possible increase in proficiency. It is also important to study whose participation in the course is not as active as that of the two case study students in this study.

Bataineh (1987) investigated if learners encode vocabulary in memory according to semantic cluster or according to acoustic clusters. He also tested the correlation between vocabulary learning strategies and language proficiency for males and females in scientific and literary streams. The sample consisted of (400-second secondary students). Subjects' ages were from (16) to (18). The independent variables were academic level and gender. The dependent variables were five tests: Three tests (semantic, acoustic, and no related), a context guessing test and a cloze test. Results show that Jordanian students encode vocabulary in memory according to associations in sound or meaning. Results of a cloze test showed that there was a correlation between language proficiency and semantic and acoustic clustering. Results showed that students used the guessing strategies less than dictionaries to look for unfamiliar words. Females were found to use semantic clustering significantly more than males. It is also found that scientific stream used semantic and acoustic clustering significantly more than literary students.

4.2. Summary of Previous Studies:

1.4.2. In the light of the previous studies the following conclusions can be recognized:

1. According to the relationship between learner's motivation and vocabulary teaching strategies, most of the studies have pointed out to a positive correlation between motivation and vocabulary teaching strategies (they work best for teaching vocabulary to English language learners, Byran, 2008).
2. A few numbers of Arabic studies have been directed toward vocabulary teaching strategies except the study of (Abu-Hussein, 1992, Bataineh, 1987, Tmeizeh, 1999, and Al-Asmary, 2008, Abu-Baha, 2007).
3. Most of the previous studies showed that students of foreign language prefer to use metacognitive strategy in their learning process (Thomas, 2000, Al-Asmary, 2007, Griva, Kamaroudis, Geladari, 2009) except some studies that, the learner prefer to use cognitive strategies and some of them, the learners prefer to use memory strategies (Nemati, 2009, Yek, 2006) but some of them don't prefer to use metacognitive in learning at all (Mukhtar, 2011).
4. There is a positive correlation between teaching online vocabulary and student's motivation and vocabulary development (Arkin, 2003, Al-Jarf, 2007, Liu, 2011).
5. It has been noted from the review of literature that, the effect of gender on vocabulary development, female were found to use vocabulary teaching strategies more than male (Bataineh, 1987, Marttinen, 2008).
6. Successful learners use vocabulary strategies more than un-successful learners (Tmeizeh, 1999, Li, 2009).
7. Vocabulary instruction has a positive relation on spelling and writing words correctly (Meriem, 2010).
8. These studies include points relevant to the present study. For example (some of them use questionnaire and interviews as instruments of the study and deal with males, and female teachers).
9. A limited number of studies have been conducted to examine the strategies which are adopted by teacher. Most of these studies conducted by the learners on the strategies which are adopted by the learners during their learning process (Abu-Baha, 2007, Zaho, 2009, Xhaferi, 2008, Griva, Kamaroudis, Geladari, 2009, Wu, 2005).
10. Most of the studies showed that there are some effective strategies which being used by learners but they don't know their names (Wu, 2005, Xhaferi, 2008). Some of them pointed out that vocabulary learning strategies help learners to get red of their learning errors (Zaho, 2009). On the other hand, (Hamzah, Kafipour, Abdullah, 2009) came to examine the relationship between vocabulary learning strategies and learning

vocabulary size, the results showed that there is a relationship between vocabulary learning strategies and vocabulary size on improving the English learning process.

To conclude, the above studies have a relation with the present studies; the researcher compared her study with those studies to know the differences between the present study, and the previous studies. The researcher noticed the following:

1. Most of the previous studies used a questionnaire, and an interview as a major tool of their studies. Besides, most of the teachers and the learners employ different vocabulary teaching in their teaching, and learning process.
2. The researcher thinks that this study will add new insights for the previous studies for the following reasons:
 - Firstly, the present study examines a more specific area which hasn't been studied in the above studies which is "The Extent of English Teachers' Use of Vocabulary Teaching Strategies from Their Perspective" not The Extent of English Learners' Use of Vocabulary Learning Strategies from Their Perspective".
 - Secondly, it examines English teachers perspective.
 - Thirdly, it put forward some recommendations for further research to follow.

Chapter Three

1.3. Methodology

2.3. Introduction

3.3. The Design of the study

4.3. Population of the study

5.3. Sample of the study

6.3. Instrumentation

7.3. The Validity of Instrument

8.3. Reliability of Instrument

9.3. The study Procedures

10.3. Variables:

11.3. Statistical Analysis

12.3. Summary

Chapter Three

1.3. Methodology:

2.3. Introduction:

This study is conducted to identify the extent of English teachers' use of vocabulary teaching strategies from their perspective. This chapter presents the design of the study, the population, and sample, instrumentation of the study, validity, reliability procedures, and data analysis.

3.3. The Design of the study:

This is a descriptive study that aimed to measure the extent of English teachers' use of vocabulary teaching strategies from their perspective.

4.3. Population of the study:

The population of this study consisted of all the English teachers in Jerusalem suburbs, Ramallah, and Alberah Directorates, during the scholastic year 2011-2012. The population is (547), and it is distributed according to gender (Table1.3). The researcher has chosen the sample of this study according to the random sample method.

Table (1.3) The distribution of the population of the study according to gender in the two directorates

Directorate	Gender		Total
	Male	female	
Ramallah and Alberah	151	259	410
Jerusalem Suburbs	44	93	137
Total	195	352	547

5.3. Sample of the study:

The samples are (109) English teachers (39) males, and (70) females. They were selected by stratified sample from two directorates according to gender the sample represented (20%) of the population of the study.

Table (2.3). Description of the sample according to the gender

		Frequency	Percent
Valid	Male	39	35.8
	Female	70	64.2
	Total	109	100.0

The table (2.3) shows that the percentage of males is (35.8) of the population and the percentage of females is (64.2).

Table (3.3). Description of the sample according to qualification variable

		Frequency	Percent	Valid Percent
Valid	Diploma	14	12.8	12.8
	Bachelor	81	74.3	74.3
	MA	14	12.8	12.8
	Total	109	100.0	100.0

Table (3.3) shows that the number of the diplomas group is (14), and its percentage is (12.8). The number of bachelors group is (81) and its percentage is (74.3), and the number of Master's group is (14), and its percentage is (12.8).

Table (4.3). Description of the sample according to years of experience.

		Frequency	Percent	Valid Percent
Valid	Less than 5 years	21	19.3	19.3
	5-10 years	37	33.9	33.9
	More than 10 years	51	46.8	46.8
	Total	109	100.0	100.0

Table (4.3) shows that the percentage of group (less than 5 years) is (19.3) and the percentage of the group (from 5 to 10 years) is (33.9), and the percentage of the group (more than 10 years) is (46.8).

6.3. Instrumentation:

For the purpose of the study, the following tools were used: The researcher built a questionnaire (it includes 35 items), and conducted an interview with some teachers in Jerusalem suburb, Ramallah, and Albarah Directorates.

1.6.3. The Questionnaire:

This questionnaire was prepared by Schmitt (1997) to measure the extent of English teachers' use of vocabulary teaching strategies after reviewing the relevant literature. It includes (35) paragraphs (positive, and negative) for the teachers to answer. They are about strategies they would use when they teach vocabulary. Ranging from "always" (5) to "never"(1), (see Appendix1).

- The questionnaire contains positive paragraphs such as:

1. Paragraph (1, 10, 17, 13, 31, 32, 33) measures determination strategy.
2. Paragraph (2, 9, 11, 8) measures cognitive strategy.
3. Paragraph (3, 4, 28, 29) measures social strategies.
4. Paragraph (5, 6, 12, 8, 14, 15, 16, 18, 22, 21, 24) measures metacognitive strategy.
5. Paragraph (19, 26, 19, 27) measures memory strategy.

- The questionnaires contain negatives paragraphs, too (see Appendix 10) such as:

1. Paragraph (1) measures determination strategy.
2. Paragraph (34) measures metacognitive strategy.

2.6.3. The Interview:

Since the questionnaire may have some limitations. It was decided to conduct an interview after the collection and analysis of its data to assure the study results. The main reasons for such a decision are to examine the consciousness of the teacher when he/she was answering questionnaire paragraphs. Some other teachers don't have time or feel shy to answer the questionnaire paragraphs or tell the truth. In addition, interview is one of the most widely used methods for obtaining qualitative data of the Extent of English teachers' use of vocabulary teaching strategies. Interviews provide information that can't be obtained through observation. (4) females, and (4) males teachers were chosen to be interviewed. The interviewers were the teachers who answered the questionnaire, to see if they have different answers. During this interview the researcher wrote down the answer and asked questions in English about the main ideas from the questionnaire.

7.3. The Validity of the Instruments:

To assure content validity of the questionnaire, and the interview, it was submitted to eleven teachers six were University teachers who are specialists in the field of Education, Linguistics and English language, in three different Palestinian University, namely; Al-Quds University, Birzeit University and Bethlehem University. The other three teachers were supervisors from Jerusalem Suburbs and Bethlehem directorates, the

last two were teachers, one of them has an MA degree in Applied Linguistics and the other in Education they are teachers from Jerusalem suburbs and Bethlehem directorates. Those faculty opinions and recommendations of any suggested modification were highly appreciated and taken into account. Some items were modified; others were added or deleted (see Appendix 8).

8.3. The Reliability of the Instruments:

-To measure the reliability of the questionnaire, the researcher applied Cronbach alpha procedure. Cronbach alpha coefficient was (0.844).

Table (5.3). Results of Cronbach alpha coefficient of reliability of the questionnaire.

	Cronbach's Alpha	Number of Items
The total degree of the Extent of English Teachers use of vocabulary teaching strategies from their perspective.	0 . 844	35

Table (5.3) shows the value of Cronbach alpha and it was (0.844) it means that the tool is suitable for the study.

-To measure the interpersonal reliability of the interview, the researcher recorded the participant's answers and asked someone else to record their answers too. Then she compared her record with his record to see the agreement points in the participant's answers. Their recording was almost the same. Then she wrote down the participant's answers on the interview results, and wrote down the cross points between its results, and the questionnaire's.

9.3. The study Procedures:

- The following procedures were carried out by the researcher:

1. Determining the questions and variables of the study.
2. Designing the instrument of the study through reviewing the related literature and the previous studies.
3. Displaying to the arbitrators.
4. Ensuring the Reliability of the tool by using the Cronbach alpha (Table 5.3).
5. Getting a recommendation letter from the Deanship of Graduate Studies in Al-Quds University, in order to get permission of the Directorate of Education – Jerusalem Suburbs and Ramallah Directorates (see Appendix3).
6. Getting a recommendation letter from the Ministry of Education (see Appendix 4) to facilitate the work at schools.

7. Getting a recommendation letter from the Directorate of Education in Jerusalem Suburbs and Ramallah Directorates in order to facilitate the work at schools (see Appendixes5-6).
8. The researcher distributed (109) questionnaire at the governmental schools in Jerusalem Suburbs and Ramallah Directorates in the first semester of the academic year2011-2012to ensure the reliability of the instrument and Cronbach alpha procedure were applied Cornbach alpha coefficient was calculated for the instrument and it was (0.844).
9. The researcher distributed the questionnaire to the (109) teachers; (39) males and (70) females teachers.
10. The teachers answered for the questionnaires and then the researcher collected them.
11. Processing the Statistical data and the results of the study.
12. Then the researcher collected them, computed and analyzed the answers of distributed questionnaires the researcher recognized the actual situation of the extent of English teachers' use of vocabulary teaching strategies form their perspective.
13. After collecting the questionnaire data, the researcher conducted an interview with some English teachers to ensure the results were collected form the questionnaire.
14. The researcher discussed and revealed the results.

10.3. Variables:

- Independent variable of this study is:

1. Gender (male and female).
2. Teacher's qualification (Diploma-Bachelor-Master degree or higher).
3. Teaching experience (Less than 5years-5-10-more than10years).

- The dependent variable of this study is:

1. The extent of English teachers' use of vocabulary teaching strategies.

11.3. Statistical Analysis:

After collecting the data, they were analyzed statistically by the SPSS program using means, standard deviations, ANOVA one way analysis of variance and t-test were processed so that each hypothesis was investigated. For example, t-test was used to investigate the difference between Extent of English teachers' use of vocabulary teaching strategies and gender, and One Way ANOVA was used to investigate the difference between Extent of English Teacher use of vocabulary teaching strategies, and (experience, qualification).

The researcher reviewed the questionnaires and the instrument consisted of (35) items a (5) point Likert-type scale. Some items used in the scale were worded in a positive manner and some items were reversed in meaning from the overall direction of the positive ones. The individual responses in positive items were assigned number 5-1 from "always", "through", "never" as (always5, degrees, usually4, sometimes3, occasionally2, never 1) but the reversal ones (see Appendix1) were assigned numbers (1-5) from always through never as (always1, usually2, sometimes3, occasionally4, never5).

Chapter Four

Results of the Study

1.4. Introduction

2.4. Results of the First Questions

1.2.4. Results of the First Null Hypotheses

2.2.4. Results of the Second Null Hypotheses

3.2.4. Results of the Third Null Hypotheses

3.4. Results of the Interview

4.4. Major Findings

5.4. Comparison of Results

Chapter Four

Results of the study

1.4. Introduction

This chapter includes the results, reached by the researcher through the study sample answer to the questionnaire items (The Extent of English Teachers use of vocabulary teaching strategies from their perspective), and the impact of Gender, Qualification and Years of Experience.

- Following are the results of the study:

2.4. The results of the main question.

The main question: *To what extent do English teachers use vocabulary teaching strategies from their perspective?*

To answer this question, the researcher used the means, standard deviations, for each items in the questionnaires that measure the Extent of English teachers use of vocabulary teaching strategies, table (1.4), and these items are in descending order according to their means, and the total mean for the Extent of English teachers were (3.733). The total standard deviation was (0.436) which indicates a high dispersion in the Extent of English teachers' use of vocabulary teaching strategies (see table1.4).

Table (1.4) shows the total of means, standard deviation, and the degree of implementing vocabulary teaching strategies

Paragraph	Mean	Std.De viation	Degree
I ask students to use an electronic dictionary.	2.42	1.249	medium
I ask students to take notes in class.	4.13	1.072	high
I ask students to practice and revise the new vocabulary.	4.39	1.008	high
I translate the new words into learner's mother tongue.	3.41	1.285	medium
I ask students to practice vocabulary extension exercises at home.	3.77	1.102	high
I encourage students to use English –language media (songs, movies, newscasts, newspaper, radio, T V and stories).	3.60	1.098	medium
I use English labels on physical objects.	3.87	1.037	high
I let students listen to the tape of word lists.	3.69	1.128	high
I ask students to highlight new words.	3.75	1.164	high
I use flashcards, pictures, and drawings	4.11	1.133	high
I ask students to repeat chorally and individually out loud several times.	4.24	0.971	high
I ask students to memorize the parts of speech (noun, verb, adjective....)	3.80	1.078	high
I use physical action when teaching a word.	4.22	0.994	high

I teach the new words of an idiom together.	3.34	1.156	medium
I ask students to use cognate in study.	3.18	1.090	medium
I paraphrase the meaning of the word.	3.85	1.008	high
I use affixes and roots in teaching new vocabulary.	3.70	1.050	high
I use the key word methods.	3.87	0.963	high
I encourage students to create mental images of word forms.	3.81	1.049	high
I ask students to draw the new vocabulary to find out of given word in a text.	3.94	1.044	high
I encourage students to use new words in sentences.	4.40	0.851	high
I encourage students to study the word through phonemic symbols.	3.34	1.448	medium
I encourage them to use dictogloss to learn words.	3.10	1.088	medium
I encourage them to spell new words.	4.56	0.700	high
I encourage them to use semantic map.	3.06	1.124	high
I encourage them of self correction of new words.	3.71	1.057	high
I encourage them to connect the words to a personal experience.	3.85	1.044	high
I encourage them to interact with native – speakers.	3.58	1.181	medium
I encourage them to study and practice meaning in groups.	4.19	0.876	high
I encourage students to ask the teacher about the new vocabulary.	4.09	0.967	high
I encourage them to guess the meaning from the context through reading.	4.30	0.877	high
I encourage them to use a bilingual dictionary.	3.53	1.110	medium
I encourage them to use a monolingual dictionary.	3.37	1.310	medium
I ask them to skip or pass new words.	2.87	1.552	medium
I encourage them to ask classmate for the meaning of the new words.	3.63	1.136	medium
Total	3.733	0.436	high

-The researcher observed from table (1.4) the following:

1. The teachers use the following strategies frequently in their teaching:

- Spelling new words strategy.
- Using flashcards strategy.
- Practicing the new words strategy.
- Taking notes strategy.
- Using new words in a sentence.
- Guessing from the context strategy.
- Asking the teacher about the new words strategy.

2. The teachers use the following strategies but not as the above mentioned strategies:

- Electronic dictionary strategy.
- Skipping or passing the new words strategy.

3. Teachers believe that there are other strategies that are used by them in teaching besides the strategies which mentioned above, that they:

- Using media strategy.
- Highlight new words strategy.
- Paraphrasing the new words strategy.
- Connecting the new words to learners personal experience strategy.
- The researcher derived from the main question the following sub-questions.

1.2.4. Did the degree of implementing of vocabulary teaching strategies by English teachers differ according to gender?

- The researcher converted this sub-question to the following null hypothesis:

The First Null Hypothesis:

There is no significant difference at ($\alpha \leq 0.05$) in the extent of English teachers' use of vocabulary teaching strategies due to the gender.

For testing this hypothesis Independent t-test was used as in table (2.4).

Table (2.4) shows independent t-test for differences between teachers according to gender, finding related to the effect of the Independent variable (Gender) on the Extent of English Teachers use of vocabulary teaching strategies in their teaching.

Gender	N	Mean	Std. Deviation	t	Df	Sig. (2-tailed)
Male	39	3.48	0.43	4.802	107	0.000
Female	70	3.87	0.37			

Table (2.4) indicates that there were statically significant differences at ($\alpha \leq 0.05$) in the Extent of English teachers use of vocabulary teaching strategies due to the Gender variable between male and female teachers, because of (t) value for (4.802), and it's sig is (0.000), and it's less than ($\alpha \leq 0.05$). This means rejecting the null hypothesis and we accept the alternative hypothesis which says that "there is a significant difference at ($\alpha \leq 0.05$) in the extent of English teachers use of vocabulary teaching strategies due to gender". The variance difference refers to the females.

The total mean for the male teachers in their responses for the questionnaire was (3.48) while female teachers' total mean was (3.87), and the researcher observed that the standard deviations for male is low and high for female, this indicates to the variance dispersion of their opinions (see appendix7).

- The Extent of English Teachers use of vocabulary teaching strategies varies according to gender variable, and their Extent of vocabulary teaching strategies are high.

2.2.4. Did the degree of implementing of vocabulary teaching strategies by English teachers differ according to academic qualification?

-The Researcher converted this sub-question to the following null hypothesis:

The Second Null Hypothesis:

There is no significant difference at ($\alpha \leq 0.05$) in the extent of English teachers' use of vocabulary teaching strategies due to the teacher's qualification.

-For testing the second null hypothesis the researcher used means, standard deviations for the Extent of English Teachers use of vocabulary teaching strategies in their teaching as in table (3.4) below.

Table (3.4) numbers, means and standard deviations for the Extent of English Teachers use of vocabulary teaching strategies in their teaching due to qualification.

Qualification	N	Mean	Std. Deviation
Diploma	14	3.804	0.404
Bachelor	81	3.733	0.435
MA	14	3.667	0.493
Total	109	3.733	0.436

Table (3.4) shows that there are differences in the means of Qualification variables (Diploma, Bachelor, MA).The researcher used One Way ANOVA to show if the differences significantly as shown in table (4.4) below.

Table (4.4). The results of One Way ANOVA due to the qualification.

	Sum of Squares	df	Mean Square	F	sig
Between Groups	0.131	2	0.065	0.339	0.713
Within Groups	20.477	106	0.193		
Total	20.608	108			

Table (4.4) shows (F)value is (0.339) it is higher than ($\alpha \leq 0.05$), and this means accepting of the second null hypothesis, there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the Extent of English teachers use of vocabulary teaching strategies in their teaching due to qualification.

3.2.4. *Did the degree of implementing of vocabulary teaching strategies by English teachers differ according to teacher's experience?*

-The Researcher converted this sub-question to the following null hypothesis.

The Third Null Hypothesis:

There is no significant difference at ($\alpha \leq 0.05$) in the extent of English teachers' use of vocabulary teaching strategies due to experience.

-For testing the third null hypothesis the researcher used means, standard deviations for the Extent of English Teachers use of vocabulary teaching strategies in their teaching as in table (5.4) below.

Table (5.4) numbers, means and standard deviations for Extent of English Teachers use of vocabulary Teaching Strategies due to the Years of Experience.

Years of experience	N	Mean	Std. Deviation
Less than 5 years	21	3.74	0.36
5-10 years	37	3.70	0.48
More than 10 years	51	3.74	0.43
Total	109	3.73	0.43

Table (5.4) shows that there are differences in the means of the Years of Experience variables (Less than 5 years, 5-10 years, more than 10 years). The researcher used One Way ANOVA to show if the differences are significantly as shown in table (6.4) below.

Table (6.4) The results of one way ANOVA due to the years of experience.

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	0.033	2	0.017	0.085	0.918
Within Group	20.575	106	0.194		
Total	20.608	108			

Table (6.4) shows (F) value is (0.085), and it's sig is (0.918) it is higher than ($\alpha \leq 0.05$) the calculated significance level was (0.918) it is higher than ($\alpha \leq 0.05$), and this means accepting of the third null hypothesis, there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the Extent of English Teachers use of vocabulary teaching strategies in their teaching due to the years of experience.

3.4. Results of the Interview:

-Results of the interview will be presented with respect to the questions.

1.3.4. Do you use the following vocabulary teaching strategies in your teaching? (Please, explain when and why)?

Data results from the interview shows that both female and male teachers employ different strategies to discover the meaning of unknown words and to remember their meaning. They all said that they use vocabulary teaching strategies and they don't have problem in that. For example, most of them use note taking strategies, flash cards or pictures and drawing strategies, physical action strategies, new words in a sentence, spelling strategies ,group work to practice new words and guessing from the context strategies. The first most used strategy that the teachers use is repeating words out loud several times. It was used by (6) participants. It seems that this mechanical strategy is popular among participants "words need to be repeated in order to be studied", (2) male teachers from the participants mentioned that they have problems or they don't use vocabulary teaching strategies in their teaching English vocabulary, some of them know a bout vocabulary teaching strategies but they don't use them in teaching for the following reasons:

Firstly, they don't have time to apply such strategies so that they use some strategies which don't take time in teaching vocabulary such as translation into their mother tongue or drawing the new words on the board. In the researcher's opinion, the teachers should not use this strategy "translation into mother tongue "because this strategy limits the learners in becoming independent learner.

Secondly, One of the teachers during the interview, added that he doesn't know too much a bout these strategies, he didn't studied them in college, and this is the first time he knows about these strategies. Some of the participants added that although they didn't study these strategies at college they know a bout them and they use them in their teaching because they were trained enough in the Ministry of Education training courses. This enabled them to use such strategies effectively. In addition, some of the participants said that they know these strategies very well but they don't use them in teaching new vocabulary because they teach Secondary stage and they have much new words in the written page so they ignore using such strategies in teaching.

1. Electronic dictionary:

Generally, most of the teachers don't use electronic dictionary, and they don't ask students to use it for the following reasons: First, English teachers face difficulties in dealing with electronic dictionary; some of them teach Elementary stage and the kids don't know how to use this kind of dictionaries. Second, it needs money and most of the learners don't have enough money to buy this dictionary so they encourage their students to use bilingual dictionary (English-Arabic) to discover the meaning of new words this used by (4) teachers from the participants. From the researcher point of view, teachers should use modern technology in teaching vocabulary.

It seems that the teachers use bilingual dictionary (metacognitive) strategy, this strategy was shown useful in most previous studies.

2. Spelling words strategy:

Six of the English teachers mentioned that they use spelling new words in addition ,to repeating a word several times strategy in their teaching because it helps the learners read, repeat and listen to the words pronunciation at the same time. Five of the participants noted that they use affix strategy in teaching vocabulary but not too much because sometimes students fail to use affixes to discover parts of speech which will help in discovering new words so they use repetition words or dictionary to lead them to better words retention. Three teachers said that they always use spelling strategies in class and they don't have problems in using this strategy as well. They added that such strategy doesn't take time and most of their learners enjoy using it in their learning process.

3. Drawing strategy:

Four teachers out of eight answered (Yes). This means that they use drawing in teaching the new vocabulary because all those teachers teach elementary stage, teachers prefer to use this strategy for the following reasons: First, their learners are eye-catching and this helps them to attract learners attention. Secondly, it helps the teacher to explain without using mother tongue to translation. Third, it helps the teachers to control the class well and help the kids to feel more confident and have fun. By contrast, the other four teachers answered (No). This means that they don't use drawing strategy in teaching because they teach Secondary level and they should use more suitable strategies for this stage such as guessing strategy and using different text to enrich and enhance students vocabulary.

4. Guessing from the context strategy:

Most of the teachers agree that they use this strategy and they encourage their students to use it, but some of the teachers said that students prefer to ask the teacher about the new words more than guessing from the context but when they don't find answer they try to guess from the context or use a dictionary. (Two) male teachers from the participants said that when learners fail to find the meaning from the teacher they try to look up words from the dictionary and if they fail again ,they ask classmates about the meaning specially when they work in groups. Social strategies are used too, when the teacher encourages the learners to practice words extension exercises at home. This strategy is used by females more than males teachers .In the researcher opinion, social strategy helps in revising learners by rewriting a word over and over again and practicing pronunciation as a group.

2. What are other strategies do you usually use other than these strategies?

Only (3) female teachers reported that they use "remembering the location on the page". It seems that many female teachers are visual teachers and they encourage students to see where the word is located. The teachers find this strategy very useful in teaching new words.

In Conclusion, female teachers' use of vocabulary teaching strategies is different from male teachers use. It seems that repeating and writing down words are used by both male and female but females are higher than males. Dictionary is also a tool that female use to teach words and their meanings. Remembering location of words on the page is a rare strategy used by female teachers. Females use types of strategies: Social, metacognitive, cognitive, memory, and determination.

4.4. Major Findings:

In the light of the interview results, the following conclusions can be noticed:

1. The researcher noticed that some of the English teachers use vocabulary teaching strategies in their teaching but some of them don't use these strategies and this mentioned in the teacher's interview, they said: "They don't have time to do that and because of the vocabulary size in the written page".
2. The interview assured that female use more vocabulary teaching strategies than males, this was mentioned in the interview when they said: "Some of the male teachers don't know too much about vocabulary teaching strategies". In addition, female teachers use another strategy which wasn't mentioned between the questionnaire items. It is "remembering the location on the page".
3. Most of the participants were trained how to apply vocabulary teaching strategies in teaching new words.
4. Results of the questionnaire showed that female teachers use vocabulary teaching strategies more than male teachers. This means that male teachers should practice strategies and develop them more and encourage learners to use them in their learning.
5. Taking notes in class, guessing from the context, spelling words and asking classmate strategies were highly used by English teachers.

5.4. Comparison of Results:

Data results from the interview, and the questionnaire shows that both male, and female teachers use different strategies in their teaching. But there are some vocabulary strategies have been used by female teachers but not used by male teachers, the results came as follow:

- The first most used strategy that used by both the female, and male teachers is spelling strategy, data results from the questionnaire and the interview showed that they use this strategy in a highly (see appendix7), and they don't have problem in that, this ensured by the results of the instruments (the questionnaire, and the interview). In the researcher point of view, both of male, and female teachers should use this strategy because of the nature of this strategy; it doesn't take more time, and efforts if the teachers apply it, and it increases learner's achievement, and enhances speaking, and communication ability.

- Second, data results from the questionnaire shows that both of male, and female teachers use drawing strategy in a highly (see appendix7). But the interview results shows that half of the teachers use this strategy in their teaching, this means that they use this strategy in medium degree not as shown in the questionnaire results (see appendix7). In the researcher point of view, all teachers should use drawing strategy because it helps them in teaching new words, make the learning process enjoyable, effective, and it doesn't take more time to apply during the lesson.

- Third, data results from the questionnaire shows that both of male, and female teachers use guessing from the context strategy in a high degree (see appendix7). But the interview results showed that not all teachers use this strategy as mentioned in the questionnaire results. This means that they use this strategy with medium degree not with a high. In the researcher point of view, all teachers should use this strategy because it enhances the independent learning to the learners.

- Fourth, data results from the questionnaire show that both of male, and female teachers use electronic dictionary strategy in medium degree (see appendix7), this means that they use it in their teaching. But the interview results show that most of teachers don't use electronic dictionary strategy at all, and they don't ask students to use it, they said that it needs money, and time to practice. In the researcher point of view, teachers should use modern technology in teaching English, and they should ask their students to do so.

To conclude, data results from the questionnaire and the interview showed that both female and male teachers employ different strategies to teach the new vocabulary. The questionnaire results showed that there is a significant difference in the extent of English teachers' use of vocabulary teaching strategies due to the gender. This indicates that female use vocabulary teaching strategies more than male teachers in teaching although both of them employ different types of strategies as data results show that both females teachers and males teachers use vocabulary teaching strategies. This means that the differences in vocabulary usage between male and female teachers refer to the situation in class; the time, the curriculum, the teacher, and the student's readiness and abilities.

Besides, the results of the instruments (the questionnaire, and the interview) showed different results; the questionnaire results showed that there are strategies used by the teachers in a high degree, and the opposite in the interview results such as: using electronic dictionary strategy. In addition, data results showed that there are strategies used by the teachers in the same degree such as: spelling words strategy.

Chapter Five

Discussion and Recommendations

1.5. Introduction

2.5. Discussion the Results of the Main Question

1.2.5. Discussion the Sub-Questions derived from the Main Question

2.2.5. Discussion the Results of the First Null Hypotheses

3.2.5. Discussion the Results of the Second Null Hypothesis

4.2.5. Discussion the Results of the Third Null Hypotheses

3.5. Recommendations

Chapter Five

Discussion of the Results and the Recommendations

1.5. Introduction

In this chapter, the results of the study will be summarized and discussed following the stated hypotheses. The recommendations stemming from the findings of the present study will be presented, too.

2.5. Discussion of the Results of the Main Question

The main question: *To what extent do English teachers use vocabulary teaching strategies from their perspective?*

The researcher used the means, standard deviations, for each items in the questionnaires that measure the Extent of English teachers use of vocabulary teaching strategies (see appendix7), and these items are in descending order according to their means, and the total mean for the Extent of English teachers were (3.733).The total standard deviation was (0.436), which indicates a high dispersion in the Extent of English teachers use of vocabulary teaching strategies.

The researcher explains this high degree of vocabulary usage to the Ministry of Education training courses. The teachers are receiving many training courses about teaching new words. In addition, some of the English teachers studied those strategies in the University or college. Some teachers work hard, and think of using effective strategies in teaching new vocabulary. This result agree with Bataineh (1987) study, the results of his study showed that students used the guessing strategies less than dictionary to look for unfamiliar words. Besides, it agrees with Clouston (2008) study data results show that the participant in his study used variety of vocabulary learning strategies in learning process, and agrees with Abu-Hussein (1991) study, because data results showed that learner's use context guessing more than any other strategy). But this study disagree with Wu (2005) study, the results show that the use of electronic dictionary is the most popular strategies shared by students from different age groups besides, bilingual and guessing from the context, and disagree with Bataineh (1987) study, data results show that teachers use guessing strategy less than dictionary strategy.

1.2.5. Discussion of the sub-Questions derived from the main Question.

-The researcher discussed the sub-question by turning them to the null hypothesis.

Discussion of the Results of the first null hypothesis:

There is no significant difference at ($\alpha \leq 0.05$) in the extent of English teachers' use of vocabulary teaching strategies due to gender.

We reject the first null hypotheses because of the sig value (0.000), and it is less than ($\alpha \leq 0.05$) so we accept the alternative hypotheses which says "There is a significant difference at ($\alpha \leq 0.05$) in the extent of English teachers use of vocabulary teaching strategies due to gender". This was assured by the questionnaire and the interview results; both of the male and female use vocabulary teaching strategies but females employ these strategies more than male. In addition, the researcher has noticed that the extent of English teachers use of vocabulary teaching strategies are high according to the female and low according to the male although both of the male and female teachers learn together in the same Universities ,they learn the same subjects and the same educational courses.

The researcher explains this difference due to the differences in the capabilities and readiness of male and female teachers. In addition, the researcher refers to their motivation to use vocabulary strategies and modern teaching strategies in general specially vocabulary teaching strategies. Beside this, there are physical and mental differences between male and female teachers and differences in their understanding of new teaching strategies. In general, female teachers always look for new teaching strategies because they are able to encourage the students to be center of the learning process and the teacher is the facilitator in that. This result agrees with Bataineh (1987) study, the results showed that female use more vocabulary teaching strategies than male. In addition, this study agree with Warodhono (2008) study, results show that female students use a great variety of vocabulary learning strategies than did male students. This study is in line with Abu-Hussein (1991) study, data results show that female teachers use vocabulary teaching strategies more that male teachers, and agrees with Sirkhao (2009) study, data results show that Miao students tend to use more strategies than males, and with Marttinen (2008) study, it showed that female students seem to be more successful than males, they learn vocabulary from outside the class such as T.V.

3.2.5. Discussion of the Results of the second null hypothesis:

There is no significant difference at ($\alpha \leq 0.05$) in the extent of English teachers use of vocabulary teaching strategies due to the teacher's qualification.

The (F) value is (0.339)and it's sig is (0.713), it is higher than ($\alpha \leq 0.05$), and this means accepting of the second null hypothesis, there were no significant difference at ($\alpha \leq 0.05$) in the extent of English teachers use of vocabulary teaching strategies due to the teacher's qualification (Diploma, Bachelor, Master).

The researcher believes that the teachers with different qualifications are receiving many of educational courses which teach them to use vocabulary teaching strategies in teaching new words to raise their students' level. This explanation is included in the teacher's interview; some of them said that they know vocabulary teaching strategies too much because they have received many training courses in the Ministry of Education that enabled them to apply this strategy effectively. The differences between English

teachers in their qualifications does not affect on their perceptions about using vocabulary teaching strategies because the English Teachers in their different qualifications studied those strategies in similar courses in the University or College, and the qualification just affected on teacher's academic level. In addition, the difficulty of English language in general ,encourage English teachers to think of or read a bout an effective strategies that help the teachers to convey the idea of their students, to get rid of their difficulties in teaching English vocabulary and to raise their students level. The Ministry of Education offers courses for teachers about the using of effective strategies to teach vocabulary regardless of the qualification degree. It is providing teachers with training courses to master their teaching English vocabulary. The results of this study agrees with Ling (2005) study, results show that English teachers studied a variety range of vocabulary learning strategies which enable them to apply strategies in the classroom. In addition, the results of this study disagree with Xaferi and Xaferi (2008) study too, the results show that most of the teachers use many vocabulary teaching strategies in their teaching but they don't know their names. This means that teachers should go through different educational training.

3.2.5. Discussion the results of the third null hypothesis:

There is no significant difference at ($\alpha \leq 0.05$) in the extent of English teachers' use of vocabulary teaching strategies due to the experience.

The (F) value is (0.085) and it's sig is (0.918) it is higher than ($\alpha \leq 0.05$) this means accepting of the third null hypotheses, that there is no significant difference at the level of significance ($\alpha \leq 0.05$) in the extent of English teachers use of vocabulary teaching strategies due to the experience and their Extent of English teachers of vocabulary teaching strategies were high ,it doesn't change with different years of experience(less than 5 years, 5-10 years, more than 10 years).

The researcher believes that the teachers with different years of experience are receiving many of training courses in education which help them to use some effective strategies for teaching vocabulary and the Ministry of Education is interested to train and to provide the modern strategies to all other teachers regardless of the years of experience to raise the level of their students. The Ministry of Education provided all teachers with modern teaching methods to raise and improve the teacher's level and to help them to get rid of all difficulties in their teaching process. Finally, there are English teachers who are very keen to raise their level .They do this by: working hard about themselves; by continuing their education, or searching about related sources which enable them to raise their level which affect on their students positively. This study agree with Ling (2005), data results from this study shows that English teachers apply these strategies very will in their teaching but they don't aware of their names, so that they need more raising activities in pre-service or in service teaching education program. This result disagree with Yek (2006) study, data results show that training in MEVLSI will not significantly affect student's performance in a research-made vocabulary achievement test) it was concluded that MEVLSI facilitated participants vocabulary acquisition.

3.5. Recommendations:

In the light of the results of this study, the following recommendations are made and directed to English language teachers, researchers and decision-makers at the Ministry of Education.

1. For English Teachers:

- There must be more efforts to teach learners new vocabulary by using vocabulary teaching strategies to improve their vocabulary learning.
- Teachers should be self determined to seek Educational training and learn new teaching techniques that can support learning and teaching.
- Language teachers need to develop learner's awareness to cope with different learning strategies.
- Learner should be highly encouraged to use vocabulary learning strategies. This can be possible done through training on how to use those strategies in teaching process.
- Teachers should help students to interact with various strategies that are favorite and applicable.
- Encourage English Teachers to use vocabulary teaching strategies in teaching by training them how to implement these strategies effectively in teaching.
- The English Teachers should use vocabulary teaching strategies to raise the learners' achievement, especially low level students.

2. For the Ministry of Education:

- The Ministry of Education should work hard to design more special training courses on vocabulary teaching and development for teachers. In particular, teachers should be trained to show their students the ways to develop better learning strategies.
- Appropriate training program should include all University students who will be English teachers. It should contain few steps such as; practicing using different strategies, and designing appropriate classroom activities.

3. For Further research:

- This study can support teachers to get rid of their traditional way of teaching vocabulary (translation to language1) and assess the effectiveness of modern vocabulary teaching strategies (Cognitive, metacognitive, Social, Memory, Determination) in actual classroom setting.
- Further research and studies should be conducted to examine the Extent of learners' use of vocabulary learning strategies in order to help them to learn vocabulary by themselves. Learner should be instructed how to use them correctly.
- Encourage the researchers to use another tool such as classroom observation in addition to the questionnaire and interview.

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Appendix Number (1)

Questionnaire

Dear English teacher:

The researcher is conducting a study entitled (**The Extent of English Teachers' Use of Vocabulary Teaching Strategies from the Perspective of Teachers in Jerusalem Suburbs, Ramallah and Alberah Directorates**), and has built this Questionnaire to obtain the necessary information for completing her study. The study is a requirement for an M.A degree in education by Al-Quads University. The information obtained will be treated confidentially and will be used only for purposes of scientific research. This questionnaire will be distributed to English teachers in Governmental schools.

Thank you for your cooperation

Researcher
Safyyah Al-Tarteer

Personal Data:

Please put (X) in the right place for each of the following items to agree with your point of view:

Gender: ☐ Male ☐ Female

Qualification: ☐ Diploma ☐ Bachelor ☐ MA

Years of Experience: ☐ less than 5 years ☐ 5-10 years ☐ more than 10 years

		Always	usually	Sometimes	Occasionally	never
1	I ask students to use an electronic dictionary.					
2	I ask students to take notes in class.					
3	I ask students to practice and revise the new vocabulary.					
4	I translate the new words into learner's mother tongue.					
5	I ask students to practice vocabulary extension exercises at home.					
6	I encourage students to use English – language media (songs, movies, newscasts, newspaper, radio, T V, and stories).					
7	I use English labels on physical objects.					
8	I let students listen to the tape of word lists.					
9	I ask students to highlight new words					
10	I use flashcards, pictures ,and drawing					
11	I ask students to repeat chorally and individually out loud several times.					
12	I ask students to memorize the parts of speech (noun, verb, adjective....)					
13	I use physical action when teaching a word.					
14	I teach the new words of an idiom together.					
15	I ask students to use cognate in study.					
16	I paraphrase the meaning of the word.					
17	I use affixes and roots in teaching new vocabulary.					
18	I use the key word methods.					
19	I encourage students to create mental images of word forms.					
20	I ask students to draw the new vocabulary to find out of given word in a text.					
21	I encourage students to use new words in sentences.					
22	I encourage students to study the word through phonemic symbols.					
23	I encourage them to use dictogloss to learn words.					

24	I encourage them to spell new words					
25	I encourage them to use semantic map.					
26	I encourage them of self correction of new words.					
27	I encourage them to connect the words to a personal experience.					
28	I encourage them to interact with native – speakers.					
29	I encourage them to study and practice meaning in groups.					
30	I encourage students to ask the teacher about the new vocabulary.					
31	I encourage them to guess the meaning from the context through reading.					
32	I encourage them to use a bilingual dictionary.					
33	I encourage them to use a monolingual dictionary.					
34	I ask them to skip or pass new words.					
35	I encourage them to ask classmate for the meaning of the new words.					

Appendix number (2)

Interview

Dear English teacher:

The researcher is conducting a study entitled (**The Extent of English Teachers' Use of Vocabulary Teaching Strategies from the Perspective of Teachers in Jerusalem Suburbs, Ramallah and Alberah Directorate**), and has built this tool to obtain the necessary information for completing her study. The study is a requirement for an M.A degree in education by Al-Quads University. The information obtained will be treated confidentially and will be used only for purposes of scientific research. This interview will be conducted with English teachers in Governmental schools.

Thank you for your cooperation

Researcher

Safyya Al-Tarteer

Personal Data:

Please put (X) in the right place for each of the following items to agree with your point of view:

Gender: ☐ Male ☐ Female

Qualification: ☐ Diploma ☐ Bachelor ☐ MA

Years of Experience: ☐ less than 5 years ☐ 5-10 years ☐ more than 10 years

1. Do you use the following vocabulary teaching strategies in your teaching? (Please, explain, when and why)?

2. Electronic dictionary:

3. Spelling words strategy:

4. Drawing strategy:

5. Guessing from the context strategy:

6. What are other strategies do you usually use other than these strategies?

***Researcher
Safyyah Al-Tarteer***

Appendix Number (7)

Paragraph	Mean	Std.Dev	Degree
I ask students to use an electronic dictionary.	2.42	1.249	medium
I ask students to take notes in class.	4.13	1.072	high
I ask students to practice and revise the new vocabulary.	4.39	1.008	high
I translate the new words into learner's mother tongue.	3.41	1.285	medium
I ask students to practice vocabulary extension exercises at home.	3.77	1.102	high
I encourage students to use English–language media (songs, movies, newscasts, newspaper, radio, T V and stories).	3.60	1.098	medium
I use English labels on physical objects.	3.87	1.037	high
I let students listen to the tape of word lists.	3.69	1.128	high
I ask students to highlight new words.	3.75	1.164	high
I use flashcards, pictures, and drawings	4.11	1.133	high
I ask students to repeat chorally and individually out loud several times.	4.24	0.971	high
I ask students to memorize the parts of speech (noun, verb, adjective....)	3.80	1.078	high
I use physical action when teaching a word.	4.22	0.994	high
I teach the new words of an idiom together.	3.34	1.156	medium
I ask students to use cognate in study.	3.18	1.090	medium
I paraphrase the meaning of the word.	3.85	1.008	high
I use affixes and roots in teaching new vocabulary.	3.70	1.050	high
I use the key word methods.	3.87	0.963	high
I encourage students to create mental images of word forms.	3.81	1.049	high

I ask students to draw the new vocabulary to find out of given word in a text.	3.94	1.044	high
I encourage students to use new words in sentences.	4.40	0.851	High
I encourage students to study the word through phonemic symbols.	3.34	1.448	medium
I encourage them to use dictogloss to learn words.	3.10	1.088	medium
I encourage them to spell new words.	4.56	0.700	high
I encourage them to use semantic map.	3.06	1.124	high
I encourage them of self correction of new words.	3.71	1.057	high
I encourage them to connect the words to a personal experience.	3.85	1.044	high
I encourage them to interact with native – speakers.	3.58	1.181	medium
I encourage them to study and practice meaning in groups.	4.19	0.876	high
I encourage students to ask the teacher about the new vocabulary.	4.09	0.967	high
I encourage them to guess the meaning from the context through reading.	4.30	0.877	high
I encourage them to use a bilingual dictionary.	3.53	1.110	medium
I encourage them to use a monolingual dictionary.	3.37	1.310	medium
I ask them to skip or pass new words.	2.87	1.552	medium
I encourage them to ask classmate for the meaning of the new words.	3.63	1.136	medium
Total	3.733	0.436	high

Appendix (8)

The Committee of Judges

Names	The Place of Work
Dr. Ghassan Sarhan	Al-Quds University
Dr. Ziad Qubaja	Al-Quds University
Dr. Hazem Al-Najjar	Bethlehem University
Dr. Khader Zoughbi	Bethlehem University
Dr. Samir Rammal	Bir Zeit University
Miss Rula Khaleel	Bethlehem directorate
Miss Rula Qumsieh	Beit Jala Girls Secondary School
Miss Nafesah Ibraheem	Jerusalem Suburbs Directorate
Mr. Mu'taz Asfour	Jerusalem Suburbs Directorate
Miss Sahar Za'eim	Abu-Dis Girls Secondary School

Appendix Number (9)

Vocabulary Teaching Strategies

Strategies		
1	I ask students to use an electronic dictionary.	Determination
2	I ask students to highlight new words.	Determination
3	I use flashcards, pictures and drawings	Determination
4	I use physical action when teaching a word.	Determination
5	I use affixes, and roots in teaching new vocabulary.	Determination
6	I encourage them to use dictogloss to learn words.	Determination
7	I encourage students to guess the meaning from the context through reading.	Determination
8	I encourage students to use a bilingual dictionary.	Determination
9	I encourage students to use a monolingual dictionary.	Determination
10	I encourage students to use new words in sentences.	Metcognitive
11	I encourage students to spell new words.	Metcognitive
12	I ask students to memorize the parts of speech (noun, verb, adjective....)	Metcognitive
13	I encourage students to study the word through phonemic symbols.	Metcognitive
14	I teach the new words of an idiom together.	Metcognitive
15	I ask students to use cognate in study.	Metacognitive
16	I paraphrase the meaning of the word.	Metcognitive
17	I ask students to practice vocabulary extension exercises at home.	Metcognitive
18	I use the key words methods.	Metcognitive

19	I encourage them to use semantic map.	Metacognitive
20	I encourage students to use English–language media (songs, movies, newscasts, newspaper, radio, T .V and stories).	Metacognitive
21	I ask students to skip or pass new words.	Metacognitive
22	I encourage students of self correction of new words.	Metacognitive
23	I ask students to draw the new vocabulary to find out of given word in a text.	Memory
24	I encourage students to create mental images of word forms.	Memory
25	I encourage students to connect the words to a personal experience.	Memory
26	I encourage them to ask classmate for the meaning.	Social
27	I encourage students to ask the teacher about the new vocabulary.	Social
28	I encourage students to study and practice meaning in groups.	Social
29	I encourage students to interact with native – speakers.	Social
30	I ask students to practice and revise the new vocabulary.	Social
31	I translate the new words in their mother tongue.	Social
32	I use English labels on physical objects.	Cognitive
33	I let students listen to the tape of words lists.	Cognitive
34	I ask students to repeat chorally and individually out loud several times.	Cognitive
35	I ask students to take notes in class.	Cognitive

List of Tables

Numbers	Title	Page
1.2	Vocabulary Teaching strategies	20
1.3	Description of the population in two directorates.	36
2.3	Description of the sample according to gender variable (number and percentages).	37
3.3	Description of the sample according to qualification variable (number and percentage).	37
4.3	Description of the sample according to years of experience variable (number and percentages).	37
5.3	Results of Cranach alpha coefficient of reliability of the questionnaire.	39
1.4	The total of Means and Standard Deviation, and the degree of implementing vocabulary teaching strategies	43
2.4	The results of Independent t-test (gender).	45
3.4	Numbers, means and standard deviations for the Extent of English Teachers Use of vocabulary teaching strategies due to qualifications.	46
4.4	The results of one way ANOVA (qualification).	47
5.4	Numbers, means and standard deviations for the Extent of English Teachers Use of vocabulary teaching strategies due to years of experience.	47
6.4	The results of one way ANOVA (years of experience).	48

List of Appendixes

Number	Title	Page
Appendix 1	Questionnaire	65
Appendix 2	Interview Questions	68
Appendix 3	A recommendation letter from the Deanship of Graduate Studies in Al-Quds University (1).	70
Appendix 4	A recommendation letter from the Ministry of Education (2).	71
Appendix 5	A recommendation letter from the Directorate of Education in Ramallah and Al-Bireh (3).	72
Appendix 6	A recommendation letter from the Directorate of Education in Jerusalem Suburbs (4).	73
Appendix 7	Means and Standard Deviation of the Extent of English Teachers use of Vocabulary Teaching Strategies from their Perspective.	74
Appendix 8	The Committee of Judges.	76
Appendix 9	Vocabulary Teaching Strategies.	77

Table of Content

Title	
Declaration	I
ACKNOWLEDGMENT	Ii
Abstract	Iii
المخلص	Iv
Chapter One Problem of the Study and its Significance	
Introduction	2
Problem of the Study	4
The research Questions	4
Hypotheses of the Study	5
Purpose of the Study	5
Significance of the Study	5
Limitations of the Study	6
Definitions of Terms	7
Chapter Two: Theoretical Framework and Previous Studies	
Introduction	9
Theoretical Framework and Literature Review	9
Previous Studies	21
Summary of Previous Studies	33
Chapter Three: Methodology	
Methodology of the Study	36
Introduction	36
Population of the Study	36
Sample of the Study	36
The Instruments of the Study	38
Validity of the Instruments	38
Reliability of the Instruments	39
The Study Procedures	39
Variables of the Study	40
Statistical Analysis	40
Chapter Four: Results of the Study	
Introduction	43
Results of the First Question	43
Results of the First Null Hypothesis	45
Results of the Second Null Hypothesis	46

Results of the Third Null Hypothesis	47
Results of the Interview	49
Major Findings	51
Comparison of Results	51
Chapter Five :Discussion and Recommendations	
Introduction	54
Discussion the results of the main question	54
Discussion the sub-question derived from the main question	55
Discussion the results of the first null hypothesis	55
Discussion the results of the second null hypothesis	55
Discussion the results of the third null hypothesis	56
Recommendations	57
References	59