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Teachers' Perspective on Effective Teaching Strategies for

Enhancing EFL Learners' Vocabulary Retention

The Case Study of Fourth Year Middle School Pupils

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Dedication

In the name of God, The Most Merciful, the Most Compassionate

I dedicate this work

To my dear parents, who made me the person who I am today

To my brothers, for their endless support

To my husband who has believed in me

To my partner Nourhane, the person with whom I have accomplished this work

To my beloved friend, Malak Boukredera and my precious friend Zeineb Saifi

To everyone who helped me

Maria HAMOUDA

Dedication

In the name of God, the Most Gracious, the Most Merciful

All the praise is due to God

I dedicate this modest work

To the sun that lightens my life, my sweet heart my dear mother.

To my kind father may Allah bless him.

To my dear little brothers, who have brought joy and laughter into my life.

Despite their young age, their presence has had a profound impact on me.

To my only dearly loved sister, who has been my source of inspiration and strength

throughout this journey.

To my husband, who has stood by me in every hard moment.

This accomplishment would not have been possible without his love, encouragement, and

endless support. I am forever grateful to have him by my side,

To my teachers, my friends and colleagues

All the beloved ones

This dissertation is a testament to our supporters' love and guidance. We are forever grateful

to everyone who has been a positive soul

Thank you for being part of this unique journey.

Samar Nourhane SAADI

Abstract

Vocabulary is essential for any language teaching. Many teachers are suffering from learners' inability to retain new words. That is because of the ineffectiveness of the strategies used inside the classroom. Therefore, this study attempts to shed light on teachers' beliefs and attitudes towards the effective ways to enhance learners' vocabulary retention. In this respect, the study relied on the following hypothesis: if teachers use the appropriate teaching vocabulary strategies, pupils' vocabulary retention would be improved. To confirm or reject this hypothesis, the study was conducted through two different research tools which include a questionnaire and a classroom observation. The nature of the work requires the use of both qualitative and quantitative methods to provide a comprehensive analysis of the research questions. To ensure the validity of the questionnaire, forty teachers of English from six middle schools were selected. In addition to the questionnaire, a classroom observation was conducted to provide a valuable insight into the actual teaching practices of EFL teachers. The observation sessions were conducted over a period of about one month in "Belkacem Laatioui Middle School" in Constantine with fourth year learners. Based on the findings of the research, the majority of teachers recognize that vocabulary strategies are of crucial importance to foreign language teaching. Moreover, the use of various strategies helps to boost learners' vocabulary retention. The most frequently used strategies are guessing from the context, using synonyms/antonyms, and visual/verbal techniques. The results show that teachers should use a variety of vocabulary teaching strategies to help students recall and use new words.

key words: vocabulary, vocabulary retention, teachers' attitudes, vocabulary teaching strategies and techniques, EFL students.

List of Abbreviations

BD: Bilingual Dictionary

FL: Foreign Language

FLL: Foreign Language Learning

GFC: Guessing from Context

LTM: Long Term Memory

MD: Monolingual Dictionary

MS: Middle School

MT: Mother Tongue

RAM: Random Access Memory

SL: Second Language

SM: Sensory Memory

SMD: Standard Monolingual Dictionary

STM: Short Term Memory

VLS: Vocabulary Learning Strategies

VR: Virtual Reality

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General Introduction

1. Background of the Study

Vocabulary development is one of the most crucial aspects in the process of teaching learning English. Keith and Folse (2004), highlighted that learning a language entail learning numerous aspects about that language, including its pronunciation, writing system, syntax, pragmatics, rhetorical modes for reading and composition, culture, and spelling, but the most important aspect is vocabulary. It is generally acknowledged that vocabulary is the heart of learning and mastering a foreign language. This is due to the learners' constant need to acquire and expand their vocabulary size. As a support to this view, Wilkins (1972) emphasized the importance of vocabulary learning by stating, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"(p. 111). This evidence supported the notion that grammar alone is not sufficient in language learning. Thus, greater importance must be placed on vocabulary. According to Wilkins (1972), people can say very little with grammar, but they can say almost everything with words.

However, a series of studies have shown that one of the major problems facing foreign language learners with vocabulary learning is that what they learn today will be forgotten tomorrow. That's why vocabulary retention is considered as a fundamental aspect in any language teaching and it is the stepping stone for the development of the other aspects of language and skills. The ability to reuse vocabulary indicates that learners have successfully stored the previously acquired words in their long-term memory. This enables them to retrieve and recall the vocabulary whenever it is needed.

For many years, vocabulary teaching occupied an unclear position in the literature. The focus of language proficiency was primarily on syntax, which was seen as the main barrier due to its limited range of expressions. Carter (2000, p.184) identified vocabulary as "for many years … the poor relation of language teaching". However, there has been a rising recognition of the value of lexical knowledge since the 1970s. Until recently, there have been few attempts to accurately describe the techniques that teachers can employ to facilitate the acquisition of second language L2 vocabulary (Schmitt, 1997). Several key questions stand out regarding the current strategies used inside the classroom, some of which attract a remarkable consistency of opinions, while others provoke more controversy.

Since the process of teaching is much more teachers' responsibility, the wide set of strategies and techniques employed by teachers are believed to have an impact on learners' vocabulary acquisition and retention. Teachers are in constant search of up to date and academically approved strategies to help language learners acquire new vocabulary in a memorable way.

2. Statement of the Problem

Teaching vocabulary to students who are learning a foreign language is one of the most important parts of the language teaching process. Without an adequate number of words, learners will not be able to fully comprehend or use the target language. According to Sternberg (1987), most of vocabulary is learned from context. In other words, context plays a major role in learning vocabulary. Learners' essential goal is to communicate effectively in the target language. One of the reasons why EFL learners cannot communicate effectively is their lack of vocabulary knowledge. Most learners are not able to find the appropriate word to express their ideas when they speak or write. Teachers, on the other hand, strive to navigate the fine line between learners' boredom and the

deficiencies in textbooks, teaching materials, as well as the lack of innovative teaching tools. Also, some teachers neglect the crucial and essential role of some strategies and techniques for vocabulary enhancement because they rely only on the course texts that are not sufficient for teaching a second foreign language.

The successful improvement and development of learners' vocabulary learning and retention rely heavily on the teachers' attitudes. Consequently, it is crucial for teachers to introduce vocabulary through effective strategies. Teaching vocabulary is widely acknowledged as a challenging task that requires careful consideration and skillful implementation. If teachers are unable to develop effective approaches to teach vocabulary, it may become a major obstacle to the learning of the target language.

3. Aim of the Study

The present study aims to investigate the teaching strategies employed by fourth-year middle school teachers in enhancing EFL learners' vocabulary retention. It specifically focuses on assessing teachers' attitudes towards specific strategies and techniques, evaluating their effectiveness in improving vocabulary recall. Furthermore, the study seeks to explore the relationship between teachers' use of these strategies and their students' ability to retain vocabulary. Additionally, it aims to gain insight into teachers' awareness of these fundamental concepts. Overall, this study attempts to contribute to the body of knowledge on effective vocabulary teaching strategies and their impact on the vocabulary retention of foreign language learners.

4. Research Questions

The present study attempts to answer the following questions:

1. What are fourth year middle school teachers 'attitudes towards the most common and effective strategies used inside the classroom to enhance their learners' vocabulary retention?

2. What is the relationship between teachers' use of specific strategies and techniques and their students' ability to retain vocabulary?

5. Research Hypothesis

It is hypothesized that the teachers' implementation of a variety of effective vocabulary teaching strategies (translation, games, dictionaries) in the classroom will significantly improve fourth-year elementary school students' vocabulary acquisition and retention.

6. Research Methodology

6.1 Methods of Investigation

in an attempt to test the validity of the hypothesis and answer the research questions, both quantitative and qualitative methods are used.

6.2 Research Tools and Population

Both the classroom observation and the teachers' questionnaire are selected as research tools to collect data for the topic under investigation.

The classroom observation is conducted with fourth year pupils at "Belkacem Laatioui Middle School" in Constantine, during the academic year 2022/2023. All the observation sessions take place in a fourth-year middle school class with a total of 38 pupils. These students are of both sexes, multiple levels, and their ages range from fourteen to seventeen years old. The observation sessions are carried out with one teacher as she is the only one teaching all the fourth-year classes in the school. Through classroom observations,

valuable insights can be gained regarding teachers' implementation of strategies, their interaction with students, and the creation of a conducive learning environment in their natural teaching environment.

Additionally, to reinforce and complement the current study, the teachers' questionnaire is administered to middle school teachers from several schools in Constantine. The sample consists of 40 educators who have prior experience in teaching fourth-year middle school learners. Carefully designed, the questionnaire aims to gather insights into teachers' attitudes and opinions regarding effective techniques and strategies that can be employed in the classroom to enhance learners' vocabulary retention and promote their ability to recall words easily when needed. Furthermore, the questionnaire seeks to gain insight into teachers' understanding of the significance of vocabulary and explore their methods of vocabulary teaching.

7. Structure of the Study

This dissertation consists mainly of two chapters. The first chapter is theoretical, which is divided into two sections, whereas the second one is devoted to the fieldwork.

The first section, titled "Memory Retention", offers a concise exploration of memory and its role in retention. It takes readers on a journey to explore various aspects, including the process of information processing, different types of memory, and common challenges encountered (such as neuropathology, psychological factors, age and developmental level, co-morbid problems, and ethnic and cultural contexts). Additionally, the section highlights the significance of retention within the cognitive domain of Bloom's Taxonomy and suggests effective techniques for boosting memory retention, including the use of mnemonic devices.

The second section, titled "Vocabulary Teaching," aims to provide valuable insights into effective techniques and strategies for teaching vocabulary and improving learners' retention. It begins by defining vocabulary and exploring its various aspects. The section emphasises the importance of vocabulary and its role in language learning, discussing the degree of knowledge and different types of vocabulary. It further examines vocabulary description and its connection to language teaching. This part highlights the purpose of teaching vocabulary and presents the essential steps involved in the process. Additionally, it covers a wide range of vocabulary teaching strategies and techniques, including visual and verbal techniques, as well as the use of virtual reality and its benefits in education. Overall, the second section provides general information about vocabulary and some of the techniques used inside the classrooms to enhance learners' vocabulary retention that are meant to be the main points under investigation.

The second chapter is entirely devoted to the field work. It provides a detailed description, analysis and discussion of the data collected through both the classroom observation and the teachers' questionnaire. In addition to this, this chapter sheds light on some of the limitations encountered while conducting this study and provides readers and future researchers with some valuable suggestions and recommendations.

CHAPTER ONE: Memory Retention and Vocabulary Teaching

Section One: Memory Retention

Introduction

During the "cognitive revolution" in the 1950s and 1960s, psychology researchers began to develop computational models on how mental processes work. At that time, memory was viewed as a vast storehouse of information where all acquired knowledge and experiences were registered and saved for later recall and use. Some researchers have compared the human memory to a computer to help explain how memory works. The temporary memory in the brain is similar to Random Access Memory (RAM) in a computer because both store information temporarily for immediate use. This type of memory is responsible for holding information while it is being actively processed or used. On the other hand, permanent memory in the brain is like a hard drive in a computer because both store information for longer periods of time. Depending on the commands, the computer operates its memories and displays the output on the screen. Similarly, the human mind possesses the capacity to temporarily and permanently hold and store information, as well as manipulate the stored information depending on the task to be performed.

By the end of this section, readers will have a better understanding of memory and retention, the different types of memory, common memory problems, and strategies for boosting memory retention that helps teachers to enhance their learners' vocabulary. This knowledge will be useful for a wide range of applications, from formal educational contexts to everyday settings.

1.1.1. Retention and Memory

Several psychologists have claimed that the concepts of retention and memory are closely connected to each other. To begin with, Lawson (1960) believed that retention and memory are practically synonymous. Both Miller and Munn share a similar point of view. Munn (1961, p. 718) defined memory as "the retention of what has been learned", and Miller (1962, p. 349) stated that "memory is the retention of what has been learned". In agreement with the preceding statements, "memory is the retention of contents, events or activities in some form by the individual" (Reiff & Scheerer, 1959, p. 24).

All the statements above support the fact that memory and retention are indistinguishable. So, this section will adopt this view. Furthermore, in order to understand the concept of retention, it is essential to dig deep into the brain and the mental process in an attempt to figure out how memory system works.

1.1.2. Definition of Memory

Human beings have the capacity to remember past and present events, experiences, and facts as well as to reuse them whenever needed. This process is what humans call memory. It plays an important role in the human beings' life because they would not be able to function in the presence without it. Memory is considered as one of the most significant and crucial components of the human mind. It is such a complicated process that is quite difficult to define. Yet, several psychologists attempted to give a satisfactory definition of the complex psychological process of memory.

As previously stated, "memory is the retention of contents, events or activities in some form by the individual" (Reiff & Scheerer, 1959, p. 24). Memory, which is located in the minds of individuals, is the mean by which those individuals have knowledge of things that

fall within their personal experience. It is an integral part of individuals' mental functioning, and it is closely linked to concepts of personality and selfhood (Cubitt, 2013). According to the cognitive psychologist Matlin (as cited in Zimmermann, 2014), memory is the process of retaining information for a long time. That is a very simple and basic definition for such a complex process. She proposed the concepts of storing and conserving knowledge only. However, Woodward and Marquis stated that: "memory consists in remembering what has previously been learned" (1948, p. 542). Moreover, Reburn (1956) defined memory as the ability that humans have to store their experiences and bring them into the field of consciousness sometime after the experience has occurred. So, the term memory can be defined as the mental capacity of not only storing what has been learned but also remembering it when necessary. According to Stenberg (1999), memory is the process by which individuals draw on their past experiences in order to use this information in the present. In addition to keeping information, he added using information that is retrieved and retracted back. Radstone and Schwarz (2010, p. 3) stated that memory "is active, forging its pasts to serve present interests". This demonstrates the value of memory in relating past experiences to serve the present states. To cut a long story short, memory is considered as a process by which humans encode, store, and retrieve information and past experiences (Feldman, 2006).

To sum up, memory can be viewed as a mental system that encodes stores, retains and retrieves information. Additionally, it is an active dynamic process that keeps on changing and progressing. It is also worth mentioning that human's memory is not ideal and flawless. Although it enables us to preserve and recover past experiences, it is not perfect and it can often lead to misremembering or forgetting information.

1.1.3. Memory Information Processing

In 1968, Atkinson and Shiffrin proposed a theory of human memory which is known as the multi-store model of memory. This model, which is said to be the first modern model to represent the human memory system, explains how memory processes information passing through three main unitary memory stores: sensory register, short-term and long-term store.

As it is presented in figure 1, information processing involves receiving input from the environment that is going to be first treated by a number of sensory memory stores, including iconic, echoic, and haptic register. The selected information passes to a short-term store and then moves to a long-term store. That information is transferred between these stores in a linear sequence and the short-term store serves as a bridge between the sensory store and long-term store (Kheribet, 2018).

Figure 1

Atkinson and Shiffrin's Modal Model of Human Memory System ,1968
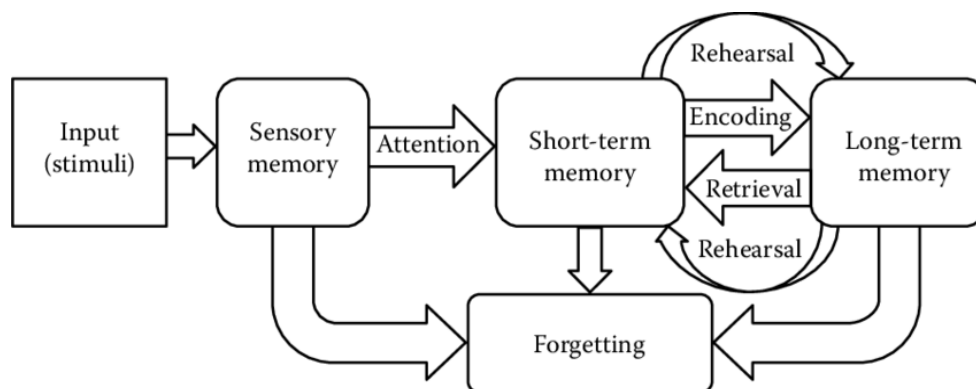
1.1.3.1. Memory Processes

Memory, as previously stated, is considered as a cognitive faculty which is responsible for encoding, storing, and retrieving information. From this definition, it can be deduced that memory consists of three major processes; that are: encoding, storage and retrieval (Melton, 1963).

1.1.3.1.1.   Memory Encoding

The encoding process is a fundamental step in the memory information processing. According to Smith (2021), encoding is the first stage of memory. It is the entry of information into the memory system via sensory input. This essential step in creating a new memory involves perceiving something through the senses and having the brain process it into unforgettable information (better help editorial team, 2023). The process of encoding involves transforming received and perceived information into a form that can be stored and recalled later on (Kheribet, 2018). In this stage, information is organized with other similar information and connections are made between new concepts and existing ones (Paris et al., 2019).

Encoding information occurs through both automatic and effortful processing. For instance, if someone asks you what you had for lunch today, more than likely you could recall this information quite easily. This is known as automatic processing, or the encoding of details such as time, space, frequency and the meaning of words. Automatic processing is usually performed without any conscious awareness. But what about learning how to drive a car? It probably requires a lot of work and attention to encode information about how to start a car, how to brake, how to handle a turn, and so on. This is known as effortful processing. This process refers to encoding information through conscious attention and efforts. According to Savage (2018), encoding is a physiological process which is initiated by attention. The way information is encoded determines the way it will be stored.

McDermott and Roediger (2016) admitted that encoding is selective and prolific. It is selective simply because individuals do not encode all what they sense. They attend to some events in their environment and they ignore others. Also, it is prolific in the sense that humans are always encoding the events of their lives attending to the world, trying to understand it. So, they don't need to pay attention to everything. But if something unexpected happens then

they pay close attention and try to figure out why they are seeing and what they are seeing. For example, people cannot tell all the details of the regular walk in the campus, but if they saw a giraffe during the walk, they would be able to narrate the event in detail.

There are four main types of encoding: visual encoding, acoustic encoding, semantic encoding, and tactile encoding (Savage, 2018).

Visual encoding is the process of encoding pictures and visual sensory information for storage and later retrieval.

Acoustics encoding is the process of encoding sounds, words, and other auditory information. It is responsible for remembering and comprehending something that you hear.

Tactile encoding is the encoding of how something feels, normally through the sense of touch.

Semantic encoding is the process of encoding sensory input that has particular meaning.

To sum up, encoding is the first process by which information enters the mind and memory. It involves converting received and perceived information into a form that can be stored in the brain. It occurs through both automatic and effortful processing. Encoding is considered as selective and prolific psychological process. There are four types of encoding: visual, acoustic, tactile, and semantic.

1.1.3.1.2. Storage

Storage is the second step in memory information processing. It refers to the process by which newly acquired information is kept and saved in the memory. Memories are not

stored in just one place in the brain. They are stored across different, interconnected brain regions (McBride & Cutting, 2017). With each new memory, the human brain reshapes itself (Pappas, 2022). In other words, the storage of new information leads to changes in the brain. Psychologists refer to this physical change in the neurological system as an engram (or memory trace) (McDermott & Roediger, 2016).

There are three separate memory stores; that are sensory memory, short term memory, and long-term memory (Mativier, 2013). First, sensory information storage refers to the initial, momentary storing of information that has extremely limited duration. It occurs at the level of sensory memory storage. Next, short-term storage refers to the second process of the multi-store memory model. It refers to the capacity to store a small amount of information in the short-term memory and keep it available for a short period of time. Finally, long-term storage is the third process which is responsible of permanently storing three types of information: procedural, episodic, and sematic information. It keeps information for longer period of time.

Briefly, storage is the process of saving information in memory. Memories are stored in different areas in the brain. Engram refers to the physical change in the human's nervous system.

1.1.3.1.3. Retrieval

Retrieval is the third step in the memorization process. It refers to the ability to access information when you need it (Smith ,2021). Memory retrieval is very important in virtually every aspect of daily life (Cherry, 2019). Like encoding, it may be intentional or unintentional (McBride & cutting, 2017). It is said to be "the key process in memory is retrieval" (Tulving, 1991, p. 91). As encoded and stored memories would be worthless if they were not retrieved. Tulving and Pearlstone (1966) distinguished between available information and not accessible

information. Available information is the stored information that exists in memory, whereas accessible information refers to the ease with which stored memory can be retrieved.

The key to effective retrieval is developing effective cues that will lead the rememberer back to the encoded information (McDermott & Roediger, 2016). The effectiveness of the retrieval cues is underlined by the encoding specificity principle. retrieval cues are effective to the extent that the information encoded from the cue matches the information stored in the memory trace. So, a match must exist between the cue and the desired memory. This means that information is easier retrieved when the conditions (emotional or environmental cues) at the time of retrieving are similar to the ones occurred at the moment of encoding/storing. For instance, a familiar song playing on the radio may unexpectedly evoke memories of an earlier time in your life. Even if you weren't actively attempting to recall those memories when the song started, the association between the song and the past experiences can spontaneously bring them to mind.

Retrieval embodies four types: recall, recollection, recognition, and relearning. **Recall** is the ability to access the information without being cued. For example, you would use recall for an essay test or fill in the blank test. **Recognition** is the identification of information that you have previously learned after experiencing it again. for example, taking a multiple-choice quiz. **Recollection** is the reconstruction of memories using logical structures, partial memories, narratives or clues. For example, writing an answer on an essay exam. **Relearning** involves learning information that you previously learned. This often makes it easier to remember and retrieve information in the future and can improve the strength of memories (The human memory, 2019).

Finally, retrieval is the process of accessing stored memories. There are four basic ways in which information can be retrieved from the memory. It is considered as a

reconstructive process. Every time a memory is retrieved, it is changed. The retrieval process doesn't always function perfectly. For example, feeling like you knew the answer to a question but couldn't quite remember the information. This phenomenon occurs due to a lack of sufficient retrieval cues which are responsible for activating the memory (Cherry, 2020).

1.1.3.2. Types of Memory

Psychologists have tried to classify memory into certain types according to its nature and the purpose it serves. According to the memory model suggested by Atkinson and Shiffrin (1968), there are three essential memory systems: sensory memory, short term memory (STM), and long-term memory (LTM). Information passes successively through these three. Each memory store differs in terms of capacity (how much information can be kept and stored), encoding (how information is processed), and duration (how long can information be stored).

1.1.3.2.1. Sensory Memory

Sensory memory, also called sensory register, refers to the initial and immediate process of storing sensory information from stimuli received through the human five senses (sight, hearing, taste, touch, and smell). Sensory memory is very beneficial because of its importance to survival, learning, and daily functioning (Stone, 2022). It has a large capacity but a very brief duration (Siegler & Alibali, 2005). The sensory stores are constantly receiving information but most of this receives no attention and remains in the sensory register for a very brief period of time (McLeod, 2023).

Richard Atkinson and Richard Shiffrin suggested that sensory memory acts as a kind of filter for incoming information, determining which information would be attended to and passed on to short-term memory. The Atkinson-Shiffrin model of memory proposed that each

sense has a sensory register system. These systems retain information for a fraction of a second to just a few seconds. Due to limitation in researching some of the registers, this model suggested two primary ways through which sensory register works. When the mind processes visual information, it is referred to as iconic memory. This type of memory only lasts for a fraction of a second. The other way the human's sensory register can work is using auditory information. This type of sensory memory is called echoic memory. It holds information for few seconds. The two most studied types of sensory memory are iconic memory and echoic memory. They are related to visual and auditory information. Iconic memory refers to the sensory memory that is related to the visual system. It holds a brief record of visual information that lasts for a fraction of a second. Echoic memory, on the other hand, is the sensory memory that is related to the auditory system. It holds a brief record of auditory information that lasts for about three to four seconds.

Though these two types of sensory memory are well known subsystems, there are other subsystems proposed by other researchers that are less well known but still important for overall sensory experiences and memory function. For instance, Gibson, who is known for his work on perceptual psychology, suggested the concept of haptic memory as a subsystem of sensory memory that deals specifically with tactile information. According to him, haptic perception involves a direct exploration of the environment through touch, and that the perceptual information obtained through touch is stored in what he calls "tactile memory" or "haptic memory". This concept has been influential in the study of touch perception and memory. Also, it has been used to explain a range of phenomena related to touch (1966). Beyond iconic, echoic, and haptic memory, there are two other sensory memory systems: Gustatory and olfactory memory. Several researchers have contributed to the understanding of gustatory memory. Smith and Travers (1979) didn't use the term "gustatory memory". However, their work was an important contribution to the understanding of how the brain

encodes and stores information about taste. It suggested that the neural processes underlying taste aversion learning involves the formation of a memory trace, which could be considered a type of sensory memory for taste. This study and others have helped to define and understand the role of the gustatory memory in the human's perception and memory of taste sensation. Some research has been conducted on the sense of smell as well. According to Axel and Buck, the molecular basis of odour recognition has remained one of the greatest unsolved problems in neuroscience. However, they were able to identify a group of genes in the mammals' DNA. These genes encode for the odorant receptors located in the olfactory sensory neurons. It was the first time such identification had been achieved in mammals. This represents a major advance in the understanding of the molecular mechanism underlying odour recognition and discrimination (1991). Olfactory memory or odour memory is the ability to recognize and remember whether one has smelled an odour before (Herz, 2016).

1.1.3.2.2.   Short-Term Memory

Attention is a crucial cognitive process that plays a key role in memory formation. In other words, attention helps to create a memory trace in the human's brain which can be retrieved later when there is a need to remember something. Furthermore, it is necessary for information to move from sensory memory to short-term memory. Short term memory, as proposed by Atkinson-Shiffrin model, is the second stage of memory processing. It is seen as an intermediate stage between sensory memory and long-term memory. It is a limited capacity system for temporary storage of information, with a duration of up to 30 seconds. STM can only store a particular number of items at once that is 7 ± 2 (Miller's magical number Seven, plus or minus two). Miller proposed that the capacity of short-term memory is around 7 plus or minus two items. This means that individuals can hold around five to nine pieces of information in their short-term memory at a time. Short-term memory serves a primary role in

speech production. It enables the temporary retention of information. Through rehearsal, this information can be maintained for extended periods, without necessarily engaging in meaningful processing or connecting it to other information. For example, when remembering a phone number just long enough to make a call. Continuous repetition of the information will help to reinforce it and transfer it to LTM. Without constant rehearsal, the information is typically lost through either displacement or decay (McLeod, 2012).

The concept of short-term memory, as put by Atkinson and Shiffrin, has been criticized for its limitations. One of the criticisms is that short term memory is seen as a unitary system that can only hold a limited amount of information for a short period of time, with little processing. Consequently, Baddeley and Hitch (1974) developed the multi-component working memory model as an alternative to the earlier concepts of short-term memory. This new model can both maintain and process information (figure 2) (McLeod, 2012).

Working memory has many components. One of its components is the phonological loop. It is a system within the working memory that is responsible for keeping and manipulating spoken and written material in general. It includes two subcomponents: the phonological store (inner ear) and the articulatory process (inner voice). The former is responsible for speech perception and the temporary storage of spoken words for a few seconds (1-2 seconds), and the latter is responsible for speech production and active rehearsal of verbal information in a loop. Also, it stores information from the phonological store. Another component of the working memory is the visual spatial sketchpad. It is responsible for temporarily storing and holding visual and spatial information, like remembering where one parked the car. Within working memory, there is also central executive. It is often described as the boss of working memory because it is the system specialized in controlling the human's attention to select appropriate strategies to store various type of information. It is responsible

for driving the whole system and distributing data to the subsystems: the phonological Loop and the visual spatial sketchpad. Central executive is also involved in a wide range of cognitive tasks such as mental arithmetic and problem solving.

In 2000, Baddeley proposed the addition of a fourth component called the episodic buffer (figure 3). The episodic buffer serves as a 'backup' store that is linked to both the components of working memory and long-term memory. It plays a crucial role in the individual's awareness and perception of their experiences by providing a bridge between the working memory and long-term memory. (McLeod, 2012)

Figure 2

The Working Memory Model Components (Baddeley and Hitch, 1974)
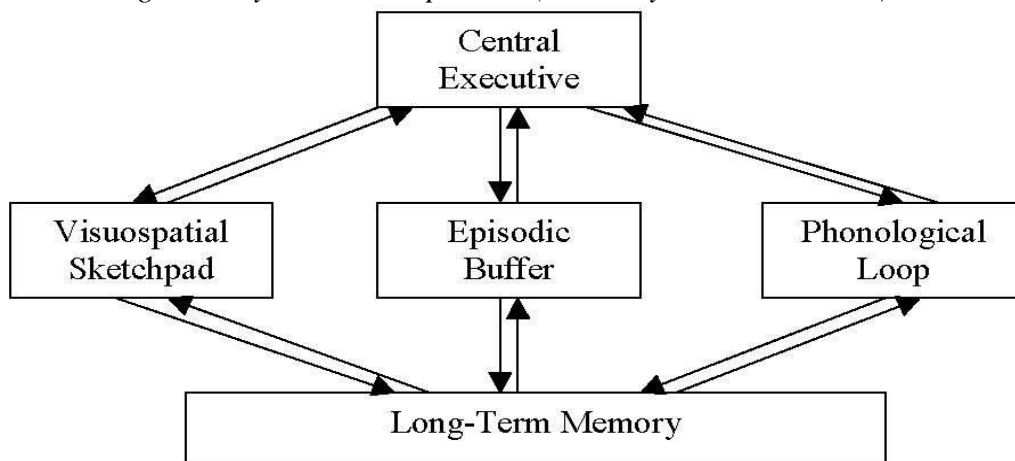
Figure 3

Updated Model to include the Episodic Buffer by Baddeley (2000)
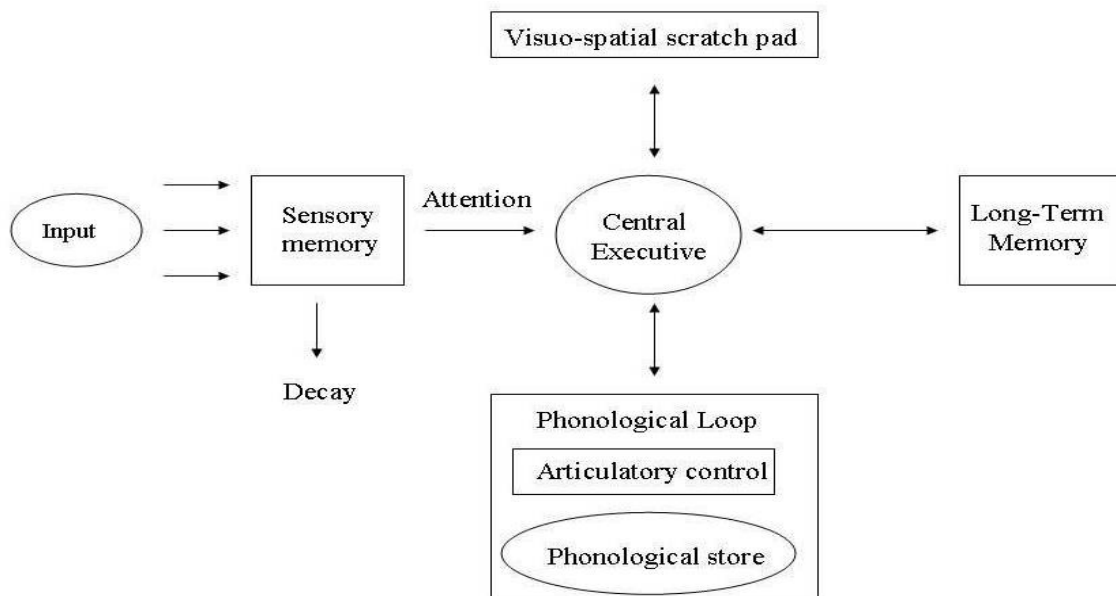
1.1.3.2.3.   Long-Term Memory

Long-term memory is the last component in the Atkinson-Shiffrin multi-store memory model. It is the largest store which is capable of holding information in various ways permanently. So, its duration is permanent. Cherry (2016) stated that long-term memory refers to the storage of information for an extended period. While STM is characterized by its limited capacity, LTM is virtually unlimited. Wolfe (2010) mentioned that the capacity of long-term memory is unknown. However, it is believed to be considerably large. It can potentially contain a million billion connections. Matlin (2003) defined it as a kind of memory that has a very large ability for storing information for a long period of time. Accordingly, Atkinson and Shiffrin (1968) argued that "all information eventually is completely lost from the sensory register and the short-term store, whereas information in the long-term store is relatively permanent" (p. 93). When new information is elaborately rehearsed in a meaningful way and linked to prior knowledge or existing schema in long-term memory, it has a higher chance of being retained and stored in long-term memory. Elaborative rehearsal is more effective than STM maintenance rehearsal, which involves simply repeating information without elaboration. They argued that the depth of processing of information is very important for its retention in memory (Craik & Lockhart, 1972).

Long-term memory is further divided into declarative (explicit) memory and the non-declarative (implicit) memory. On one hand, declarative (explicit) memory is responsible for the conscious storage and retrieval of facts and events. It is also known as explicit memory because the information stored in declarative memory can be intentionally retrieved and stated. Declarative memory includes semantic memory and episodic memory. Semantic memory is responsible for the storage and retrieval of general knowledge, Concepts, meanings, and facts about the world around us. However, episodic memory is responsible for the storage and

retrieval of information about specific events and personal experiences. On the other hand, non-declarative (implicit) memory is characterized by its unintentional and automatic nature. It is basically related to procedural memory. It involves the unconscious memorization of skills. It is also called implicit memory because it operates without conscious awareness. Previous experiences can influence the individual's behaviour and performance without any intentional awareness of these experiences (Squire, 1992).

Figure 4

Types of Human Memory Diagram proposed by Luke Mastin (2010)
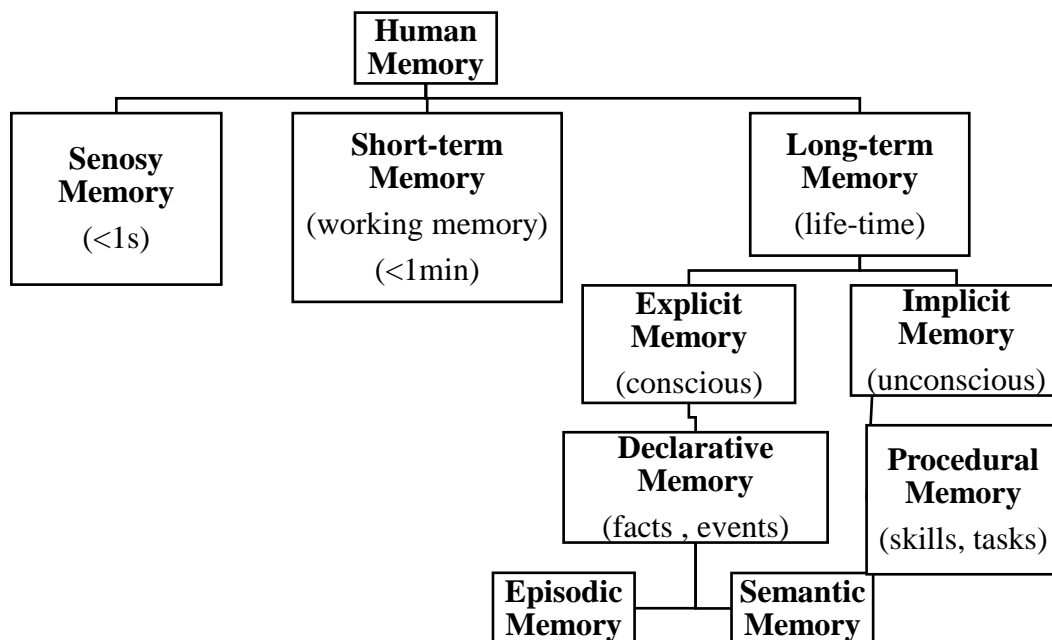
1.1.4. Memory Problems

Eggen (2010) highlighted that forgetting is a common problem that most people experience at the level of memory. "It is the loss, or inability to retrieve information from long-term memory, and it is both a real part of people's everyday lives and an important factor in learning" (p.214).

According to Howe (2004), some experts explained that forgetting can occur due to the concept of "interference". Moreover, it is the loss of information because something learned either before or after detracts from understanding. For instance, if students learn that

the rule for forming singular possessive requires adding an apostrophe to the singular noun, their understanding of this rule may interfere with their understanding of the rule for forming plural possessives and contractions. This is called proactive interference in which prior learning interferes with the new understanding. On the other hand, if the rule for forming plural possessives confuses the students' prior understanding of singular possessives. This is called retroactive interference in which new learning confuses the prior understanding.

Apart from interference, there are several other factors that can negatively impact the individual's ability to remember information (Baddeley et al., 2002).

1.1.4.1. Neuropathology

Neuropathology is a branch of medicine that focuses on the study of diseases and disorders of the nervous system. According to Baddeley et al., (2002), the neuropathological causes of memory problems are linked to damage in specific brain regions like the temporal lobes, hippocampus, amygdala, and mammillary bodies. Such damage can be caused by injury, inflammation (meningitis and encephalitis), atrophy (Following febrile convulsions in children) and other pathological conditions. Furthermore, developmental problems can result in brain malformation, which can subsequently affect memory and learning abilities.

1.1.4.2. Psychological

Even in the absence of documented neuropathology problems, some people may experience difficulties with learning and memory. In such cases, it is important to consider the psychological causes. According to Koplman (2002), children who are anxious and depressed may focus on their own problems, leading them to complain about difficulties with learning, forgetting, and poor performance at home and school.

Also, the lack of motivation and cooperation may cause failure as well. Thus, it is important to take into consideration both psychological and neuropathological factors when assessing the causes behind a child's memory problems following a head injury.

1.1.4.3.   Age and Developmental Level

According to Baddeley (2002), Infants are born with an underdeveloped memory system and limited memory capacity. They do not possess the same level of complexity in terms of encoding, storing, and retrieving information. Furthermore, the way preverbal children and children with immature language systems access and use their memory differs from that of older children and adults. Since children are growing up and maturing very rapidly, assessment at anyone age have to be specific to the child's developmental level. Moreover, it is important to be aware of the age at which a child begins to experience memory loss when trying to understand their memory problems, i.e., younger children, who are still developing their memory systems, maybe more vulnerable to difficulties in recalling information than older children.

1.1.4.4.   Co-morbid Problems

Baddeley et al., (2002) emphasised the need to consider other factors that could cause apparent memory problems. They highlighted the importance of checking for physical or cognitive issues that individuals may have difficulty expressing, like vision or hearing problems. They also mentioned that delayed language development can affect the understanding of test instructions and test content, even in nonverbal memory tests.

Furthermore, problems related to poor memory are often associated with difficulties in attention or mental processes. This is because attention and mental processes play a significant role in encoding and retrieving information. Therefore, it is essential to take these factors into

account when identifying memory problems. Specifically, learners with poor visuospatial memory face challenges primarily related to perceptual organisation. Therefore, if a learner performs poorly on memory tests requiring rapid processing, it may be attributed to their slow processing speed and visuospatial memory difficulties rather than a specific memory problem. In such cases, their poor memory performance could be a symptom of their slow processing speed rather than a separate problem.

1.1.4.5.   Ethnic and Cultural Context

According to Mistry (1998), the cultural environment may influence the development of remembering. Also, the various cultural backgrounds can place different emphasis on the practice of remembering. For instance, children who attend schools that integrate memory and organisational strategies into their normal classroom instruction may have an advantage compared to those who do not. In some cultures, such as Muslim cultures, rote learning of spatial texts like the Quran may be a common and important practice. As a result, children from these cultural backgrounds might have developed a specific strength in tasks that required rote learning. However, if these children experience poor rote learning, it may have profound cultural complications.

Consequently, it is important for educators and parents to support learners who are experiencing problems related to memory, such as difficulties in retaining information or forgetting previously learned material. Teachers can help by organising class materials in a way that promotes memory retention and by providing cues or prompts to help learners who have been slow to learn or cannot remember from one day to the next what was being taught. Parents can also play a role in identifying memory's problems by communicating their concerns to educators. For example, they may complain that a specific spelling can be

repeatedly taught and retained for a week but will be forgotten by the end of the following week, when new material has been learned (Baddeley,2002).

1.1.5. Retention in Bloom's Taxonomy Cognitive Domain

In 1956, Benjamin Bloom collaborated with a team of educational psychologists to categorise thinking into a multi-tiered model based on the level of complexity. This model consists of six levels within the cognitive domain. These levels are like stairway that teachers may depend on to encourage their students to climb to higher levels of thinking. This classification is hierarchical in that each level builds upon the previous one. Students must master the lower levels before they can move on to the higher ones. The lowest three levels are: Knowledge, Comprehension, and Application, while the highest three levels are: Analysis, Synthesis, and Evaluation. In 2001, Lorin Anderson, who was a former student of Bloom, published a revised version of Bloom's Taxonomy. The new revised version of Bloom's Taxonomy introduced new terminology to describe each level. The new six terms are: Remembering, Understanding, Applying, Analysing, Evaluating, and Creating (Forehand, 2005).

Figure 5

Original and Revised Bloom's Taxonomy

Original Bloom's Taxonomy   **Revised Bloom's Taxonomy**
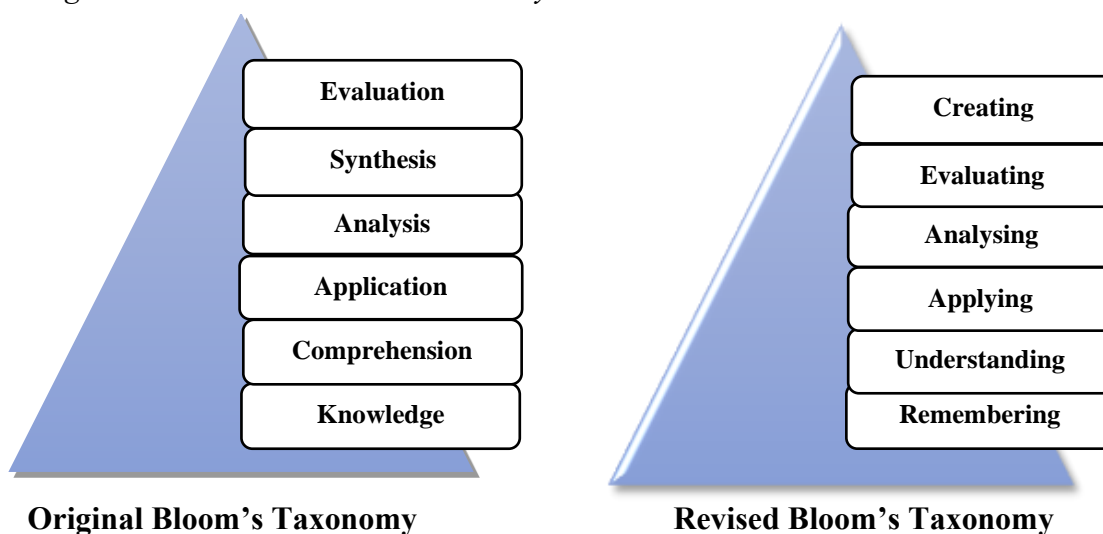
The new terms are defined as:

- **Remembering** is the process of retrieving, reorganising and recalling Knowledge from long-term memory.

- **Understanding** involves constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

- **Applying** refers to carrying out or using a procedure through implementing or executing.

- **Analysing** involves breaking down material into constituent parts and determining how the parts connect to one another and to an overall structure or purpose through differentiating, organising and attributing.

- **Evaluating** involves making judgments based on criteria and standard through checking and critiquing.

- **Creating** involves putting elements together to form a coherent or functional whole; reorganising elements into a new structure through generating, planning or producing (Anderson & Krathwohl, 2001).

This categorisation enables narrowing down the research scope, understanding suitable levels of thinking, and anticipating learners' outcomes.

In this hierarchy, retention represents the very basic level, previously known as knowledge or remembering in the latest version. This level is essential to all the other higher

levels of thinking, and there are no prerequisite levels to it. Therefore, retention does not require any application, analysis or creativity. it simply involves recalling and remembering. This study investigates the most commonly used techniques among teachers to enhance vocabulary retention with beginners. It focuses on and is limited to the very basic cognitive level of thinking, which includes remembering, retrieving, reorganising, and recalling knowledge from long-term memory. The Learners are only required to demonstrate their ability to record the essential aspects of the target lexical items, such as spelling, pronunciation, and meaning. They are not expected to demonstrate mastery of higher cognitive levels, such as application or analysis.

1.1.6. Boosting Memory Retention (The Role of Mnemonic Devices)

Mnemonic devices are memory aids that can help to enhance retention. Thompson claimed that the mnemonic devices help learners learn faster and recall better. They are the verbal or visual or a combination of both techniques that serve to improve the storage and recall of information contained in memory (1987).

In general, mnemonic devices are any technique that aid memory and help learners to store information in long-term memory and recall it when needed. Mnemonic devices play a useful role in enhancing learner's memory to make them more able to acquire new vocabulary. Takac (2008) referred to mnemonic devices as "techniques based on cognitive processes which are used to enhance retention of material one would otherwise forget" (p. 59). Those devices are memory aids that can be used to remember a variety of information, especially in the form of lists like characteristics, steps, stages, parts, phases, Etc.

According to Congos (2005), there are nine basic types of mnemonics: music, name, model, expression/word, ode/rhyme, note organisation, connection, images, and spelling.

- **Music mnemonics:** This technique involves turning information you want to remember into a song or a catchy jingle.

- **Name mnemonic:** It involves using the first letter of each word in a list to create a memorable name of a thing or person. For example, Roy G Bivis a name used to remember the colours of the rainbow: red, orange, yellow, blue, indigo, and violet.

- **Expression/word mnemonic:** It involves arranging the first letter of each item into a memorable word, phrase or sentence. It helps to remember the information in the correct order. For instance, the order of planets from the Sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto) (in that order) = My Very Eager Mother Just Served Us Nine Pizzas.

- **Model mnemonic:** It involves creating a physical or mental model to facilitate understanding and recalling the information you want to remember like a circular sequence model, a pyramid model of stages, a pie chart, Etc.

- **Ode/Rhyme mnemonics:** It involves putting information in the form of a poem with rhyme and rhythm to make information more memorable.

- **Note organisation mnemonics:** it involves organising the notes in a logical, structured way, which can make it easier to record. There are three formats of this mnemonics: note cards, outlines and cornel system (writing questions answers or other notes on the margin).

- **Image mnemonics:** It involves constructing a mental image or picture to remember information.

- **Connection mnemonics:** It involves linking the information you want to remember with existing knowledge or experiences.

- **Spelling mnemonics:** It involves using some strategies to help someone remember the correct spelling of a word. For example, a principal at school is your pal, and a principle you believe is a rule (Congos, 2005).

Mnemonics are a powerful tool for enhancing learners' retention. A study by Miller (1962) found that using mnemonics could increase test scores by up to 77%. Thus, teachers should consider teaching and urging learners to use mnemonics.

Conclusion

In conclusion, human memory is a complex cognitive process that involves encoding, storing, and retrieving information and experiences. It involves the creation of new memories, the retention of those memories over time, and the ability to retrieve them when needed. There are three types of memory: sensory, working, and long-term; each with its own unique capacity, duration, and encoding properties. As it has been previously discussed in this chapter, in order to reach long-term memory, information must first go through working memory. The working memory has a limited capacity of about five to nine elements (Miller's magical number 7±2).

While memory is considered as an important cognitive process, it is just one component of a broader set of cognitive processes that is involved in the first level of Bloom's Taxonomy, which is remembering. Bloom's Taxonomy goes beyond simply recalling information and focuses on developing higher-order thinking skills that involve the application, analysis, evaluation, and creation of new knowledge. However, memory problems can occur due to

various factors, such as diseases, injuries, psychological and neuropathological conditions, as well as environmental and cultural factors. Fortunately, there are several techniques and strategies that can help boost memory retention, such as mnemonics. Other techniques will be discussed in more detail in chapter two. Overall, understanding the nature of memory and retention allows for the enhancement of people' ability to learn, remember, and apply knowledge in various contexts. Moreover, it is essential for various applications, from education and training to everyday life.

Section Two: Vocabulary Teaching and Learning

Introduction

The acquisition and development of vocabulary are crucial aspects of language learning, and they play a vital role in second language acquisition. Vocabulary knowledge has been found to be strongly correlated with overall language proficiency, and it is considered to be one of the primary factors that affects language learners' ability to communicate effectively. It is no surprise that vocabulary teaching has been a long-standing concern for language teachers, researchers, and curriculum designers.

Over the years, various approaches and techniques have been developed and tested for teaching and learning vocabulary. Despite the considerable amount of research and attention given to vocabulary teaching and learning, there are still some challenges and questions that need to be addressed. For example, what is the most effective method of teaching vocabulary? How can learners be motivated to learn and retain vocabulary effectively?

Section two of this dissertation will explore the current literature on vocabulary teaching and learning. It will review some of the key theoretical frameworks and principles that form the basis of effective vocabulary teaching. Additionally, it will explore a variety of strategies and techniques implemented in the teaching of vocabulary, offering valuable insights into their effectiveness and applicability. Ultimately, the insights gained from this research can inform the development of evidence-based recommendations for teachers looking to enhance their vocabulary teaching methods and improve their students' overall language proficiency.

1.2.1. Definition of vocabulary

The initial step in learning a language is to learn words and expressions in that language. Knowledge about the target language vocabulary is quite momentous for any foreign language learning process as it is a prerequisite for comprehension communication, and other aspects of the language. It is necessary for learners of foreign languages to learn and memorise words and expressions in the target language, as well as for teachers to introduce a number of lexes at any lesson, sequence and before any learning process. Richards (2000, as cited in Muzaayyanah) stated that vocabulary is one of the most obvious components of a language and one of the first things applied linguists turn their attention to.

In term of etymology, the word "vocabulary" is derived from the Latin word "vocabularium" which means "a list of words". It also has Latin roots of the two words 'vocabulum' and 'vocare' from which the English word "vocable" arose. The word "vocabulary" means "word, name, noun", and the root "vocare' means "to name, to call". The term "vocabulary" emerged for the first time in the middle of 1500s, it is used to refer to a list of words with explanations. Around two hundred years later, "vocabulary" came to mean the range of words in the language of a person or a group of people (Thornbury, 2002).

Vocabulary has been defined in various ways to capture its complexity and ambiguity. In its broader sense, vocabulary refers to the entire set of words used in a given language. However, at an individual level, it takes on a narrower meaning, representing the specific collection of words known by an individual person (Thornbury, 2002). Vocabulary is acquired in two primary ways: incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. Richards (2000) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to.

Hornby (2006) in advanced learners' Dictionary of Current English said that vocabulary is (1) all the words that a person knows or uses, (2) all the words in a particular language, (3) the words that people use when they are talking, and (4) a list of words with their meanings, especially in a book for learning a foreign language.

1.2.2. Aspects of Vocabulary

One lexical item owns a variety of characteristics ranging from a word 's part, to the word 's class, and even collocation. Nonetheless, there are three main aspects to teach in vocabulary: meaning, spelling and pronunciation (Muzayyanah, 2015).

a) **Meaning**: What concept or reference does the word or expression convey or which meaning is intended with it?

b) **Spelling**: It refers to the written form of the word. Students should know how the word is written and distinguish its spelling from similarly pronounced words.

c) **Pronunciation**: This is the spoken form of the word. Students should be able to recognize the words when heard as well as be able of pronouncing it correctly. Pronouncing the word will help learners to remember it longer, along with identifying it when heard or seen.

In relation to meaning, students should be able to distinguish between the denotation and connotation of the word. Denotation is the literal meaning of the word that is found in the dictionaries divorced from the personal feelings or ideas. For illustration, a rose, in its denotational meaning, is a red flower. Connotation, nevertheless, is the feeling or notions which a word invokes for an individual in addition to its literal or primary meaning; positive or negative be it. It is related to cultural significance and meaning. The connotative meaning

of rose depends on its colour. White, for example, connotes friendship, and yellow is to express jealousy. For beginners, it is sufficient to understand and learn the denotational meaning.

1.2.3. Importance of Vocabulary

Vocabulary is an extremely significant element for any language learning. Teaching and learning vocabulary has such a great importance in EFL classrooms. Generally, it is acknowledged that no one can communicate in any meaningful way without vocabulary. Also, it is widely accepted that vocabulary is the heart of language learning. Without a sufficient vocabulary, one cannot express ideas effectively (Cunniugham & Stanovich, 1997). Vocabulary should, therefore, be part of a syllabus and taught on a regular basis; a view that meets Lewis (1993, p. 125) who argued that vocabulary should be at the center of language teaching because language consists of "grammaticalized lexis not lexicalized grammar."

Foreign language learners need to learn and expand their vocabulary. This idea is supported by Wilkins who stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (1972, pp. 111-112). Beginners manage to communicate in English using individual words, and they can most of the time transmit meaning without necessarily acquiring grammar. In learning a language, grammar is not sufficient and more importance has to be given to vocabulary.

1.2.4. Degree of Knowledge

People learn vocabulary gradually through stages as they learn more aspects of the word. There are five levels of vocabulary knowledge (Solopress, 2015).

1- Never encountered the word.

2- Heard the word, but cannot define it.

3- Recognize the word due to context or tone of the voice

4- Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.

5- Fluent with the word – its use and definition.

Figure 6

Levels of Knowledge
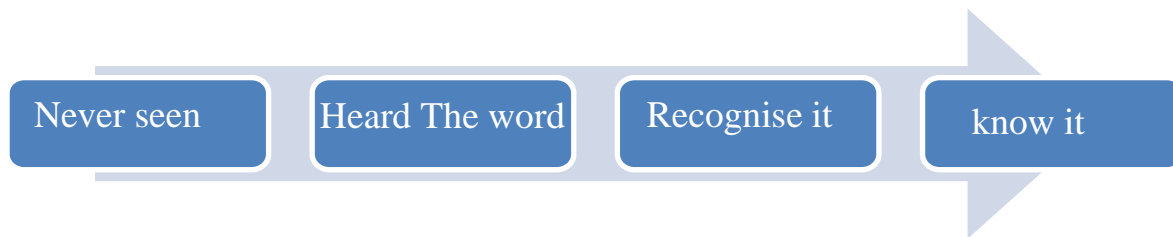
1.2.5. Types of Vocabulary

Learners approach vocabulary from different perspectives resulting in a wide range of vocabulary types. These types are linked to the word characteristics, frequency of occurrence, language skills as well as to the individual perspectives regarding the word. Many researchers pointed out distinct classifications of words.

1.2.5.1. Active Vocabulary Versus Passive Vocabulary

Each learner has his own mental lexicon, that is a mental dictionary including information apropos the different word's characteristics. Within this mental dictionary, two words categories can be identified: words that are active and words that are passive. Harmer (1991) distinguished between these two types of vocabulary. On one hand, active vocabulary comprises words that a person comprehends and readily uses spontaneously and frequently. These words are actively used and employed in his speech and writing. This category is smaller in quantity than passive vocabulary. On the other hand, passive vocabulary consists of words that are familiar and recognizable to an individual but which he/she does not employ in his/her

linguistic outcomes. These items are not active to use, yet this category is larger and contains more words.

1.2.5.2. Receptive Vocabulary Versus Productive Vocabulary

Word knowledge can be divided into productive knowledge and receptive knowledge. Similar to active and passive vocabulary but with different labelling, Hatch and Brown (1995) indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary (or recognition vocabulary) refers to the set of words that an individual can associate meaning with when heard, read, or seen. The understanding of these words ranges from barely known to well known as explained in the degrees of knowledge before. A good example of receptive vocabulary is the case of a toddler who is still unable of pronouncing or talking accurately; still, they can follow simple commands such as: come, take, etc. They cannot produce these words themselves, however. Another example is when a person understands a word, he/she encountered in a book, but he/she will never use in their writing or speech. On the other way around, productive vocabulary refers to the set of words the individual can use in linguistic production (speaking and writing). They also vary according to the level of knowledge; how to pronounce the word, how to spell the word, how to sign the word (in the case of sign language), and what meaning to convey with.

1.2.5.3. Oral Versus Print Vocabulary

This distinction between oral and print vocabulary has to do with the two forms of a language that are spoken and written. Accordingly, McCarthy and Carter (1988), suggested that a lexical item has two forms: oral (spoken) and print (written). First, oral vocabulary is those words whose meaning is known when encountered in an oral form whether spoken or

read loudly. Second, print vocabulary consists of those words whose meaning is known when encountered in a written form whether written or read silently.

1.2.6. Vocabulary Description

Vocabulary is described within two branches. The main linguistic branches that study vocabulary and its different forms, meanings and uses are lexicography and lexicology.

1.2.6.1. Lexicography

Lexicography or how words are orderly classified is defined by Longman dictionary of language teaching and applied linguistics (2002, p. 307) as "the art of dictionary making". Language as words: lexicography by definition is the practice of compiling dictionaries. Dictionaries are used for a wide range of purposes. They are a good source of information and can serve as an aid to learners and teachers. In dictionaries, the list of lexical items in a language is typically arranged in alphabetical order, providing information about spelling, pronunciation, meaning, and usage. Generally, learners and teachers consult dictionaries to check spelling, search the meaning of unfamiliar words and confirm the meaning of unknown words.

1.2.6.2. Lexicology

Lexicology is a branch of linguistics that analyses the vocabulary items of a language. It is concerned with word classification (that describes part of speech), word formation (it has two main ways affixation and compounding), and word meaning (the relation between words concerning meaning as hyponymy, synonymy, antonymy and polysemy).

1.2.6.2.1.   Words Classification

The first and most obvious classification of words is according to word classes (parts of speech). It is the classification of words according to their functions. In the English language, they are traditionally nine classes: nouns, determiners, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections (Taoutaou, 2016).

- A noun is defined as the name of a person, animal, thing, or concept.

- A determiner is an adjective-like word which precedes both adjectives and nouns. There are five main kinds of determiners: articles (a, an, the), possessives (my, your, …), demonstratives (this, that, …), numbers (one, first, …), and indefinite determiners of quality (some, any, …). To be considered determiners, they have to be followed by nouns.

- A pronoun is the word that can substitute a noun. There are several sets of pronouns: I, mine, yourself, these, which, etc.

- An adjective is a word that qualifies a noun.

- A verb is usually defined as a word which expresses an action, a state, or a process like: jumped, became, and looks.

- A preposition precedes a noun or a noun phrase and shows its relation to other words in the sentence; for example: ―He sat **on** the chair‖. A preposition often shows time, place, or purpose.

- A conjunction is a word that joins words or parts of the sentence together. There are coordinating conjunctions (such as: and, or, …) and subordinating conjunctions (such as: because, hence, …).

- An interjection expresses a strong feeling like: oh! Hurrah!

1.2.6.2.2.　　　Word Formation

Classes and meanings of words are changed through a process which is called word formation. Di Sciullo and William (1987, p. 56 as cited in Bougeubs, 2022) defined word formation as "the study of the processes whereby new words come into being in a language". Affixation and compounding are two main ways that contribute in this process.

Affixation is the process of adding a letter or group of letters to the beginning of words and it is called prefixation, or to the end of words and it is called suffixation.

Prefixation "like": dis + like = dislike.

Suffixation "pain": pain + ful = painful.

Prefixation + suffixation "comfort" : un + comfort + able = uncomfortable.

There are five types of affixation:

- Personal affixes: These are affixes used to create nouns that refer to people such as: "speaker" or "singer".

- Negative and private affixes: These are affixes that convey the meaning of negation or absence, such as "un" in "unhappy" or "non-" in "nonexistent." They are used to indicate the opposite or lack of a particular quality.

- Prepositional affixes: These are affixes that carry the meaning of space or time such as "outhouse".

- Quantitative affixes are used to show the amount of something to do like "reread".

- Evaluative affixes are used to modify the meaning of a word by indicating either diminution or augmentation. An example is adding the suffix "let" to the noun "book" to create the word "booklet", indicating a small book.

Compounding is the process of combining two or more words, which have different meanings, to function as a single word that have another different meaning. For example, "flower + shop" creates the compound word "flower shop". Compound words are written either as a single word (e.g., headache), as hyphenated words (e.g., self-government*),* or as two words (e.g., police station).

1.2.6.2.3. Words Meaning

There are different relations concerning meanings that exist between words as hyponymy, synonymy, antonymy and polysemy.

- **Antonymy**

The word "antonym" is derived from Greek, combining the two parts "ant" and "nymy," which respectively mean "opposite" and "name". According to the Longman Dictionary of Language Teaching and Applied Linguistics (2002, p. 27), an antonym is "a word which is opposite in meaning to another word". Antonyms are words that express opposite or contrasting meanings, such as "happy" and "sad" or "few" and "a lot of". In many cases, words are explained or understood by their opposites.

- **Hyponymy**

The term "hyponymy," also derived from Greek, consists of two components: "hyp" meaning under and "nymy" meaning name. It refers to the hierarchical relationship between the meanings of lexemes, where one lexeme's meaning is included within the meaning of another lexeme. According to the Longman Dictionary of Language Teaching and Applied Linguistics (2002, p. 243), hyponymy is defined as "a relationship between two words, in which the meaning of one of the words includes the meaning of the other

word. For example, in English the words animal and dog are related in such a way that dog refers to a type of animal, and animal is a general term that includes dog and other types of animals. The specific term, dog, is called a hyponym, and the general term, animal, is called a superordinate. A superordinate term can have many hyponyms."

- **Synonymy**

The term "synonym" finds its roots in Greek, composed of two parts: "syn" meaning same and "nymy" meaning name. Synonymy deals with the concept of sameness of meaning, where multiple words express the same or nearly the same meaning. According to the Longman Dictionary of Language Teaching and Applied Linguistics (2002, p. 533), synonymy is defined as "a word which has the same, or nearly the same, meaning as another word."

The term synonym is derived from Greek, and its two parts (syn and nymy) mean same and name. it deals with sameness of meaning, or alternatively the same meaning being expressed by more than one word. Synonymy is defined by Longman dictionary of language teaching and applied linguistics (2002, p. 533) as "a word which has the same, or nearly the same, meaning as another word". For example, in English *hide* and *conceal* in the sentence "He hide the money under the bed" and "He concealed the money under the bed". Often one word may be more appropriate than another in a particular situation, e.g., *conceal* is more formal than *hide.*

- **Polysemy**

Polysemy refers to the case in which one word may have different meanings. This word is polysemic. This indicates that a word in a dictionary may have multiple definitions.

1.2.7.   Vocabulary and Language Teaching: (Teaching Vocabulary)

English is one of the most important languages in the world. It is wildly use as the prime language for communication among people from different countries and cultures. According to Schmitt (1997), mastering vocabulary is the most important aspect of learning a foreign language. Thus, vocabulary is a critical component of foreign language learning. Without a good grasp of vocabulary, students may face difficulties in all areas of language learning. However, by teaching vocabulary effectively, it will be easier for students to understand sentences as they already know the meaning of the words being used.

1.2.7.1.   The Purpose of Teaching Vocabulary

Pikulski and Templeton (2004) stated that teachers place great importance on teaching vocabulary to their students for two main reasons. Firstly, it is crucial to facilitate students' comprehension of what they are reading by introducing new vocabulary before they read the text. Secondly, teaching vocabulary is essential to increase the number of words that students know and can use in various academic, social, and professional contexts.

1.2.7.2.   Steps of Teaching Vocabulary

Nation & Newton (as cited in Coady & Huckin, 1997) Suggested that when designing a vocabulary course, teachers should not only consider the situation in which the course occurs, but also the selection, sequencing, and presentation of vocabulary. This means carefully choosing useful and relevant vocabulary, introducing it in a logical and systematic way, and using effective techniques to help Learners remember new words.

- **Selection**

Earlier researchers focused on identifying the most effective vocabulary for language learners. They provided lists of approximately 2,000 commonly and widely used words in the early stages of learning. Furthermore, they took as a second variable of vocabulary selection the range of words used in spoken language. Moreover, selecting vocabulary based solely on frequency and range is not enough; there are also other important factors such as combination, definition and substitution of words. The most appropriate learning step for helping Learners acquire a new vocabulary effectively is "selective attention". This involves drawing Learners' attention to the target word and ensuring that they notice it. The teacher can do this through underlining bold facing and circling.

- **Sequencing**

There are two major sequences in which vocabulary teaching is based on. The first one is levels of vocabulary and the second one is grouping and ordering of words. The table below, which is adapted from Nation (1990), shows the divisions of levels of vocabulary.

Table 1:

Levels of Acquiring Vocabulary (In Coady. J, Huckin. T. 1997, p. 239)

Levels	Number Of Words	Text coverage %
High frequency words	2.000	87
Academic vocabulary	800	8
Technical vocabulary	2.000	3
Low frequency words	123.200	2
Total	128.000	100

The use of English is primarily based on 2000 high frequent words. Once Learners have mastered these words, they typically progress to academic vocabulary, which is necessary for further studies. However, no frequency words are not typically found in academic or literary texts. They are primarily used for social purposes. technical vocabulary has a very limited range because each field has its unique set of specialised terms and technical words. For instance, the field of law, chemistry, medicine, and Mathematics has its unique set of vocabulary and terminology.

Grouping vocabulary items within a lesson based on their similarity in meaning or form is not the most effective teaching method because Learners may confuse similar words. it is easier to learn unrelated words than those that are nearly synonymous or opposites in meaning. For example, if the words "hot" and "cold" are taught together at the same time, learners may mix up their meaning. To teach a foreign language effectively, different items should not be taught separately. It is important to order vocabulary items in a way that enables learners to form meaningful sentences by combining different words.

- **Presentation**

Teachers and learners can use vocabulary lists to facilitate the teaching learning process. High frequency vocabulary, which consists of a small number of frequently used words, can be taught through vocabulary exercises or individual learning. However, low frequency words, which are much more numerous, may not require the same level of attention from teachers. Some of these words can be guessed from the context rather than being explicitly taught.

Kelly (1990, as cited in Hatch & Brown, 1995) emphasised that guessing should not replace systematic learning of lexis.

While teachers are focused on developing effective strategies, learners are primarily concerned with acquiring specific knowledge through the use of these strategies. There are various methods and general principles for teaching both high and low frequency vocabulary. They can be put into practice either directly or indirectly. Depending on teachers' goals and learners needs, both direct and indirect approaches require planning and reflection on the part of educators. In the direct approach to vocabulary teaching, explicit vocabulary exercises are used to teach new words. These exercises may include word building activities such as crossword puzzles, matching words with various types of definitions, studying vocabulary in context, and split information activities that focus on vocabulary. In the indirect approach to vocabulary teaching, teachers' concern for all vocabulary learning will not be so explicit. Vocabulary learning is integrated into communicative activities such as listening to stories and engaging in information gap activities. Although vocabulary is not the main goal of these activities, students are still exposed to new words and encouraged to use them in context.

1.2.7.3. Vocabulary Teaching Strategies and Techniques

Teaching vocabulary in an appropriate manner is a crucial aspect in language learning. Teachers and learners both agree on the need for adequate vocabulary knowledge. However, vocabulary teaching techniques have been neglected by language teachers' training programs for many years (Allen, 1983). Therefore, some teachers are unsure about the best practice for vocabulary teaching and how effectively formulate a lesson plan and present it in the best way (Berne & Blachouicz, 2008). According to Schmitt (2000), there is no single "Right" or "best" technique for teaching vocabulary because it depends on various factors such as students' nature, the targeted vocabulary items, the school system and curriculum.

Allen stated that "experience is the best vocabulary teacher" (p.4). Furthermore, Anthony (1963) defined teaching technique as the actual classroom activities used in

implementing the method or approach". The techniques used to teach vocabulary aim to apply principles by specifying what the learner should do and why (as cited in Grenfell & Harris, 1999).

Besides, Nation and Newton (as cited in Coady & Huckin, 1997) suggested that teachers should carefully choose which words to present and how to present them. In other words, there is no perfect technique/ strategy for all teaching situations. Teachers need to consider the differences between teaching young learners and adults. Also, they should be competent, updated and creative in order to select the most appropriate technique for their students. In addition, they should consider the technological advancements and know well how and when to use them. According to Hatch and Brown (2000), teaching strategies refer to everything teachers do to help their learners learn (as cited in Takac, 2008). He also stated that the selection of a teaching strategy is heavily influenced by several factors such as the amount of time available, the content being taught, the style of teaching, and the level of learners' proficiency. In addition, Hatch and Brown (2000, p. 415) noted that "there are numerous types of approaches, techniques, exercises, and practices that can be used to teach vocabulary". However, teachers' main problem is choosing the most suitable and effective adjustments for their learners among all these types.

1.2.7.3.1.   Techniques for Teaching Vocabulary

Inside the classroom, teachers' interference plays a crucial role in facilitating vocabulary acquisition. Thus, they need to adopt various and effective techniques to deal with unfamiliar words. This involves both planned and unplanned vocabulary teaching, as well as the use of specific techniques for teaching vocabulary.

a. Unplanned Vocabulary Teaching

Unplanned vocabulary teaching is recognized as a distinct methodology within the broader context of vocabulary teaching. According to Seal (1991), unplanned vocabulary teaching refers to the process of teaching problematic vocabulary that arises unexpectedly during a lesson. This occurs when students express a need for clarification or when the teacher recognizes the need for further explanation. In this case, the teacher is going to improvise and explain the meaning of the target word. Seal (1991) proposed three stages in the unplanned vocabulary teaching: conveying meaning, checking meaning, and consolidation. During the first stage, the teacher tries to convey the meaning of the word using various methods such as mining, providing synonyms or anecdotes, using opposites, or translation. In the second stage, the teacher checks the learners understanding of the word by asking questions or using activities such as crossword puzzles. Finally, in the consolidation stage, the teacher encourages learners to use the word in other contexts to reinforce their understanding.

b. Planned Vocabulary Teaching

Planned vocabulary teaching is widely recognized as one of the most effective methods for teaching vocabulary. According to Hatch and Brown (1995, p. 415), this technique is known as "intentional vocabulary instruction". Seal (1991) defined it as the teaching technique where a teacher enters the classroom with a predetermined set of vocabulary items to be taught during the lesson. He mentioned that there are two types of intentional vocabulary. Teaching the first type involves predicting which vocabulary items might cause comprehension problems and preparing how to teach them. The second type of planned vocabulary teaching can be described as the vocabulary lesson. It involves teaching vocabulary as a separate model or as a follow-up to other activities such as reading (stories), listening (songs), discussion, or recording. According to Djafer (2013), there are various

techniques for teaching foreign language vocabulary. Teachers can use dictionaries, glossaries, or translation.

- **Dictionaries**

One of the most effective strategies in teaching vocabulary is using dictionaries. A dictionary is an alphabetical listing of words in a language that provides information on various aspects of a word, such as its spelling, syllabus, pronunciation, origin, and meaning. A dictionary is a valuable tool for language learners in several ways. Firstly, it aids in strengthening their usage of words. Secondly, it helps learners to expand their vocabulary by introducing them to new words and their meaning. Additionally, a dictionary can serve as a useful source of general information.

There are three types of dictionaries that learners use to improve their foreign language skills. The first type is the bilingual dictionary (BD) which is also known as a translation dictionary. This kind of dictionary translates words from the target language into the learners' mother tongue or vice versa. The second type is the monolingual dictionary (MD). It helps learners enrich their vocabulary and is typically intended for native speakers. The last type is the standard monolingual dictionary (SMD). It is specifically designed for language learners and takes into account their native language. These dictionaries are very useful for learners' vocabulary acquisition, cultural understanding of the language and skill development. They enable learners to acquire new words, expand their knowledge of the language and improve their reading and writing abilities.

- **Glossary**

Another strategy is the implementation of glossaries. A glossary, as defined by the Oxford Advanced learners' dictionary, is a list of technical or special words and expressions, especially those found in a particular text with explanations of their meanings. This list is usually found at the end of the reading passage. Students often find that glossaries are useful ways to acquire vocabulary particularly in literature.

- **Translation**

Translation is the process of providing equivalent words in a target language from either the mother tongue or another language. It is a useful method for acquiring vocabulary. It doesn't require a lot of time when dealing with concrete concepts such as wisdom, happiness, etc.

- **Focusing on form**

When learners start reading, they will come across many new and unfamiliar words. However, many of these words are related in some way to words that the learner already knows. Consequently, a word is subject to change in its form, this leads to a change in words meaning and class. This process of changing the form of a word is known as "word formation" which relies on several regular relationships, such as affixation, compounding and conversation.

1.2.7.3.2. Strategies for Teaching Vocabulary

Learning vocabulary is the process that happens in different ways and contexts. During lessons, learners are exposed to a lot of new words in various ways, such as through texts,

teachers' input, or materials used in the classroom. Harmer (1991) indicated that while some vocabulary is acquired automatically, there are many strategies and techniques that are specifically designed to enhance the learning of new words. These strategies may involve grouping words that are related in terms of their meaning or topic. Herell (2004) stated that effective vocabulary teaching strategies improve word retention and broaden both the depth and the breadth of the learners' word knowledge. By using effective and creative vocabulary teaching strategies in EFL classrooms, student will achieve proficiency in the subject matter and develop the ability to communicate effectively in different context or situations.

While some strategies are more popular than others, it is up to teachers to choose the most effective strategies for their learners. Grains and Redmon (1986) categorized vocabulary presentation techniques into two groups: visual techniques and verbal techniques.

a. Visual Techniques

To teach the meaning of words, especially at the elementary stage, teachers may use visual techniques that help learners establish a link between the word and its meaning. according Grains and Redmon (1986), These techniques depend on the words being taught and can include:

- **Realia**: using real objects found in the classroom, including Learners themselves, and other items brought into the class.

- **Pictures**, photos, drawing, flashcards, slides, and wall charts.

- **Mime**, gestures, actions, and facial expressions.

These techniques are particularly effective for teaching concrete items of vocabulary such as food or furniture, as well as certain area of vocabulary like places, professions,

descriptions of people, actions and activities (sport and verbs of movement). They can also be easily integrated into interactive practice activities where students can interact with the materials. For example, a set of pictures showing different sports activities can be used to teach vocabulary related to skiing, sailing, and climbing.

As Hill (1990) pointed out that traditional classroom setting may not be an ideal environment for language learning. Teachers often try to find ways to enhance the learning experience for their students. The use of pictures as a tool for language learning can be a powerful tool in achieving this gaol. It has several advantages. Firstly, pictures help to bridge the gap between the classroom and the real world by providing a visual representation of language in context. Additionally, they are also affordable and flexible resources that can be easily customized to meet the needs of individual students and the lesson's objectives. They can be used in a variety of activities such as drilling and comparing. Furthermore, they are constantly changing. They are always fresh and different. This unpredictability keeps learners curious, engaged and motivated to learn. Moreover, the teacher might also assign colours with specific words or phrases that are directly linked to the pictures. This strategy of word associations is known to be more effective for language learners who struggle with memorization or have difficulty in retaining new words and phrases.

Wright (1990) suggested that drawings are a valuable and easily accessible source of pictorial material for language learning activities. In addition, drawings created by both teachers and students have a unique value due to their immediacy and individuality. This personal touch may enhance the learning experience and help to create a meaningful and memorable connection between the language and the learner.

Wright and Haleem (1996) Suggested that although some teachers are not expert artists, they are eventually bound to find a way of drawing simple pictures for classroom use.

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By incorporating a personal touch or individuality, teachers can create a more engaging and memorable learning experience for their students. For example, the teacher could draw a partial picture on the board and invite students to guess what it is. This can promote students' curiosity, reasoning skills, critical thinking, and active participation in the learning process.

Wright and Haleem (1996) proposed another inspiring idea of using drawing on the board. Their suggestion involves pairing drawings on the board with flashcards or images from magazines, where the teacher can draw a scene and supplement it with individual pictures of people, animals or things. The authors focused on how this technique can be used to teach language structures. The use of drawings is also suitable for personal expression, which provides an additional reason for using drawings in language teaching. Drawing can provide a unique opportunity for students to express themselves and their personalities in a way that may not be possible through other forms of language learning. Every drawing is unique and reflects the students' instance mood or state of mind, which can help to personalize the learning subject and make it more meaningful and memorable for them. When students associate the language, they are learning with their own personal experiences and expressions, it can make the language more relevant and easier to remember. Therefore, incorporating drawings with language teaching can be a valuable tool for promoting students' engagement and creativity, which can lead to more dynamic and effective language learning experience.

b. **Verbal Techniques**

In addition to the visual techniques, the verbal techniques are also used by FL teachers to clarify new vocabulary terms for their students. These techniques include the use of illustrative situations and the use of synonymy and antonymy (Gairns & Redmon,1986).

- **Use of Illustrative Situations**

Using illustrative situations can be particularly useful when teaching abstract concepts in a foreign language. In order to ensure that students have understood the meaning of a new word, FL teachers may provide multiple situations or contexts in which the word could be used. By doing so, teachers can ensure that students have a solid grasp of the concept and can use it accurately in a variety of contexts.

- **Use of Synonymy and Antonymy**

FL teachers may use synonymy to explain new vocabulary words to their students at different levels of language proficiency. When dealing with the low-level students, teachers may need to simplify their explanations and use basic synonyms to aid understanding. For instance, a teacher might explain that "miserable" means "very sad" to help students grasp the concept. Meanwhile, with higher level students, teachers may provide more complex synonyms which may require additional qualifications to aid understanding. For example, a teacher might explain that "bloke" is a colloquial synonym of "man". It is important to provide such qualifications to ensure that students fully understand the meaning of the new vocabulary word.

Antonymy, like synonymy, is a technique that students can use to ask about the opposite of a new vocabulary word. In addition to the visual and the verbal techniques, Akar (2010) proposed "oral techniques" as an effective way to present and clarify vocabulary. These techniques involve:

a) Sounds from the nature and everyday life (Birds twittering different tones of voice) to present a new vocabulary.

b) Employing poems, nursery rhymes, limericks to help learners remember new vocabulary.

c) Using audio soundtracks from films, plays and videos as audio references, with the advantage of being able to stop, pause, or move back and forth as needed.

d) Using interviews, dialogues, and speeches to provide learners with real life examples of new vocabulary.

e) Incorporating songs, with or without lyrics, to reinforce new vocabulary and make learning more engaging.

- **Guessing from Context**

According to Nation (1990), "guessing from context" is one of the most important strategies in language learning; also, it is very essential to vocabulary teaching. Since students encounter a significant number of new words while reading, this strategy offers sufficient cues to deduce the word's meaning. Additionally, if teachers define unfamiliar words within a context, students are more likely to have a better understanding of the words since they observe and hear how a word is used in real life situations.

One of the most commonly used strategies among foreign language teachers, especially when working within comprehension texts and in situations where other strategies are not applicable, is guessing from the context (GFC). According to Nation (1990), the strategy of guessing from context (GFC) is particularly useful for low frequency words. It requires teachers to use linguistics and context to help students understand the meaning. Harmer (2007) suggested that learners need to see words in context in order to understand how they are used in language. To facilitate this understanding, teachers can engage learners in various

activities such as reading texts, listening to audio tracks, and observing how language is used in real life situations. A major reason why teachers should use texts in class for intensive reading or listening is to provide the students with new language input (as cited in Akar, 2010).

The author suggested that putting a word in a context is more helpful than any verbal explanation of its meaning. Sometimes, when students encounter an unfamiliar word, they may be able to guess its meaning just by looking at the word itself. In other cases, students may be able to deduce the word's meaning by considering the context in which it is used. He emphasised that the ability to guess the meaning from context is a valuable skill that should be developed by teachers in the classroom. However, students should not be expected to get the meaning from context when it is inadequate. Redman and Gairns (1986) also suggested that contextual guesswork involves using the context in which the word appears to derive an idea of its meaning or in some cases to guess from the word itself. To help students develop the skill, many teachers design classroom activities that encourage students to guess from context. By incorporating these activities into their instructions, teachers can help students become more proficient in understanding new vocabulary and improve their overall reading comprehension skills.

- **Definitions**

One of the primary strategies for helping a class to understand the meaning of a new word is to use definitions. However, Akar (2010) argued that definitions alone are often insufficient for conveying the full meaning of a word. Instead, language teachers need to provide contextualized examples to clarify the limits of the word. For example, the phrase "to break out in a fire" uses the term "broke out" to mean "to start". However, if a teacher simply provides a definition of "broke out" without contextualized example, students might misunderstand the meaning and think that "the lesson broke out" is acceptable English. In

some cases, providing definitions in the target language can be a helpful way for language teachers to convey the meaning of new vocabulary to their students. However, it is important to ensure that the definitions are expressed in terms that are easier to understand than the word being defined. Teachers and students can refer to reliable dictionaries to provide accurate and authentic definitions that will aid in the learning process.

- **Dictionary Use**

Using dictionaries is the most traditional strategy that language teachers employ when teaching foreign languages. Dictionaries are an excellent source of information on words meanings, spelling, and pronunciations. To help students understand the meaning of a new word, teachers often rely on various strategies. The first is to ask students to look up the word in a dictionary. Alternatively, the teacher may encourage students to infer the meaning from the context in which the word is used or from its structure. According to Hulstijn (1993), the frequency of dictionary consultation depends on the task at the hand.

One of the most common ways for students to learn new words is by asking their teachers for their meanings. However, dictionaries are also an extremely valuable resource for students who want to increase their vocabulary. While using a dictionary was once considered a sign of laziness, it is now recognized as an efficient way for students to find information quickly and take charge of their own learning. (Gairns & Redman, 1986).

- **Translation**

Translation is a useful tool for teaching and acquiring vocabulary. Teachers use it as an effective way of conveying the meaning of unknown words. This is because it can be a very fast way to clarify the meaning of low frequency words that may cause confusion for students.

So, the process of translation helps teachers to avoid long and complicated explanations in the target language.

Gairns & Redman (1986) argued that it is preferable to avoid relying too heavily on translation as a teaching tool, although it can be useful for words with the appropriate equivalent in the learners' mother tongue. An actual risk associated with using translation in the classroom is that if teachers excessively depend on the mother tongue as a framework for connecting two items, students may struggle to develop the appropriate framework to understand the relationships between different words in the target language.

- **Games**

Creating a positive and engaging classroom environment that encourages vocabulary development is a crucial responsibility of teachers. The use of media and various vocabulary teaching techniques has a great effect on vocabulary achievements. Games are among the most effective techniques the teachers used to introduce and reinforce lexical terms. To ensure that important concepts are fully understood and properly practiced, teachers should design a range of engaging challenging games that motivate and inspire their students.

Akar (2010) believed that games are an effective teaching tool because they can help students realize the importance of certain words. Games can motivate students to learn and make the learning experience and retention of new vocabulary more enjoyable. According to Thornbury (2002), Games can add an enjoyable and entertaining element to learning and this can help students to remember words more easily. Similarly, Bodson, et al. (1981) proposed that games are an effective way to break the routine of classroom drills, and offer a relaxed atmosphere while still within the context of language learning.

Allen and Valette (1977) stated that games are effective ways to engage students and help them retain information in the classroom. Teachers need to consider different ways of designing activities that allow students to develop various lexical features using new vocabulary words. For instance, teachers can create exercises or crossword puzzles using the target words as a warm up or a closure to a lesson. Crossword and puzzles, in particular, are excellent tools that allow FL teachers to teach unknown vocabulary terms in innovative ways and give learners the opportunity to become and successful language learners.

- **Flashcards**

Throughout the history of foreign language teaching, flashcards have been used for a variety of purposes. They are not only useful for teachers but can also be used as self -study tools by students. Flashcards serve various functions and can be a valuable resource for teachers in their vocabulary teaching activities. Specifically, they are commonly used to help learners with vocabulary acquisition. One of the most common strategies of using flashcards is described by Nation (2001), where a learner writes the target word in the foreign language on one side of the card and its translation in their native language on the other side. Learners can then go through a set of cards and try to recall the meaning of each word. This strategy is widely used in teaching and learning English. Therefore, teachers should create various teaching techniques using flashcards to enhance their students' vocabulary acquisition. This technique catches the learners' attention and increase their motivation to learn. At the same time, it enables students to connect the meaning of words to real world images and make the learning process more memorable. The use of flashcards in presenting vocabulary can be varied and creative depending on the vocabulary lesson and the teaching objective.

c. Virtual Reality

Using modern new technologies has become an ordinary step in teaching-learning. These tools make it easier for teachers to do their jobs, give learners information that is simple to obtain, and accelerate learning. Virtual reality is a contemporary technology that has recently gained broad use. It may be beneficial for teachers and learners since it encourages a variety of learning methods and learning styles. Even though Virtual Reality has existed for a long time, many people are still unaware of this technology and confuse it with other technologies. This part will explain all details related to Virtual Reality. For some researchers like Haag et al. (1998), virtual reality is a specific collection of technologies consisting of headsets, gloves and walkers (as cited in Onyesolu & Eze, 2011).

➢ Benefits of Using Virtual Reality in Education

There are numerous advantages of using virtual reality in teaching. Virtual reality uses a nonlinear model similar to the typical brain information processing paradigm. Learners in a virtual environment can freely navigate from one tangent to another. Learners can obtain information by scanning around and consolidating it on their own. This strategy is both self-focused and self-directed. In VR., learners can focus in different directions and freely alter their points of view. It is up to learners to decide what is essential to them and what they want to learn and to focus on that. In other words, learners will be more autonomous and more responsible for themselves.

Furthermore, virtual reality is multisensory. Stimuli constantly bombard learners and hence are engaged. Finally, it is also very amusing. By stimulating real-life environments and experiences, learners feel as though they are truly present in the virtual world, which can enhance their sense of presence and involvement in the learning process. The interactive nature of virtual reality can also make learning more enjoyable and motivating, leading to improved

learning outcomes. Making learning fun and engaging in virtual reality can help learners retain information and stay focused throughout the learning experience.

Conclusion

Vocabulary is essential and considered a crucial element in the teaching-learning process. As previously stated, mastering a specific language's vocabulary requires comprehending its lexical features and understanding its changeable meaning in different contexts. As a result, various vocabulary teaching strategies and techniques are covered in this chapter. This highlights the significance of vocabulary and fosters educators to adopt the most effective teaching methods. Also, it encourages teachers to be flexible in selecting their vocabulary teaching techniques.

Consequently, this raises the question of whether teachers' strategies and techniques enhance EFL learners' vocabulary retention. A questionnaire and an observation were conducted with middle school teachers to answer the research question.

CHAPTER TWO: Field Work

Section One: Introduction and Field Work Overview

2.1.1. Introduction

Every research paper typically includes a theoretical section that presents a comprehensive literature review of existing literature on the topic under investigation. This theoretical part is then complemented by a practical component, which involves conducting fieldwork investigations to test the hypothesis. This chapter focuses on explaining the methodology used in the practical part of the study. It involves gathering the necessary information to address the research questions and achieve the study's aim. The chapter provides an overview of key elements related to the fieldwork, including the study's primary objectives, the sample, and the tools used for data collection. It also includes a detailed description, administration, and analysis of both the classroom observation and the teachers' questionnaire. Additionally, the chapter discusses the main findings, limitations, and offers recommendations for teachers and future researchers.

2.1.2. Aims of the Research

The present study attempts to investigate the most promising techniques and strategies that teachers use to support their students' vocabulary acquisition and retention. Ultimately, the insights gained from this research can inform the development of evidence-based recommendations for teachers looking to enhance their vocabulary teaching methods and improve their students' overall language proficiency.

2.1.3. Sample

The present research is conducted with fourth year elementary school pupils at "Belkacem Laatioui Middle School" in Constantine, during the academic year 2022/2023. All the observation sessions took place in a fourth-year middle school class with a total of thirty-eight pupils. These students are of both sexes, multiple levels, and their ages range from fourteen to seventeen years old. The intentional choice of fourth-year pupils as the focus of this case study is attributed to their notable awareness and responsibility in their learning process. Furthermore, their prior exposure to the middle school environment has equipped them with a sense of familiarity and adaptability within the context of the study. The observation sessions are done with only one teacher as she is the only one teaching all the fourth-year classes in the school.

In addition, the teachers' questionnaire was administered to a population of forty teachers from various middle schools. Out of these teachers, twenty-eight were from six specific schools, while the remaining twelve received the questionnaire online. The teachers included in the sample were of different ages, both sexes, had different degrees, and varied years of work experience.

2.1.4. Data Collection Tools

The choice of research methods is influenced by numerous factors that need to be carefully considered. According to Beiske (2002), these factors play a crucial role in determining the approach to be employed when addressing a research problem. The subject of the research itself should be the guiding factor when selecting the appropriate research methods to employ. For the analysis of the results in this research, both quantitative and qualitative data are of equal importance. Quantitative design provides numerical data which can be measured,

and qualitative method offers a deeper insight into the FL teaching situation by which a clearer picture of the situation can be finally established.

In this regard, Dörnyei (2007) emphasised the importance of using both quantitative and qualitative methods in a complementary way in research. He suggested that qualitative research should guide the design of quantitative research, and that the quantitative data should be analysed and interpreted within a qualitative framework. This circular process allows for a deeper understanding of the research topic and for each method to contribute to the theory in unique ways. This means that both qualitative and quantitative methods should be used together in an integrated and iterative manner to provide a comprehensive understanding of the research question or problem. The qualitative data can help to inform the design and analysis of the quantitative data, and vice versa, leading to a more in-depth understanding of the research topic.

In an attempt to gather teachers' perspectives regarding ways to enhance EFL learners' vocabulary retention, a questionnaire is used as a data gathering tool. It provides a structured format to collect quantitative data on teachers' opinions, allowing for the quantification and analysis of their perspectives. Additionally, a classroom observation is conducted to observe real-life practices and behaviours related to vocabulary retention. Through classroom observations, valuable insights can be gained regarding teachers' implementation of strategies, their interaction with students, and the creation of a conducive learning environment in their natural teaching environment.

The use of both methods serves the purpose of collecting both subjective and objective data. Through the questionnaire, teachers can share their personal opinions and experiences regarding vocabulary retention strategies. It captures their subjective beliefs and suggestions. On the other hand, classroom observations provide an objective view of teachers' instructional

practices and their actual implementation of vocabulary retention strategies. By combining both tools, a comprehensive understanding of the topic is achieved from different perspectives.

Section Two: Classroom Observation

2.2.1. Description of the Classroom Observation

The classroom observation is a valuable tool used to gather information about the teaching-learning process. It focuses on various aspects such as student engagement, use of various strategies and techniques, and the overall classroom atmosphere. According to Bailey (2001), a classroom observation "is the purposeful examination of teaching and learning through the processes of data collection". Mason (1996) defined observation as a way of generating data by immersing oneself in the research setting and systematically observing various dimensions of the setting such as interactions, relationships, actions, and events. However, there is a risk that teachers may feel uncomfortable or stressed when being observed. Despite this, observations remain an acceptable method to gather authentic and qualitative data.

The observation sessions are done with only one teacher as she is the only one teaching all the fourth-year classes in the school. She graduated from "L'Ecole Normale Supérieure" in Constantine three years ago. The observation is dealt within these classes. The total number of the students' population is exactly 38 pupils. The pupils are of both sexes, multiple levels and their ages ranged between 14 to 17 years old.

During the observation period between April 16th and May 11th, 2023, only six sessions were attended due to time constraints. From the attended sessions, it has been noticed that the process of vocabulary teaching and learning was of great importance because it was the first step to learn any foreign language. Before starting the first observation session, a discussion was held with teachers regarding their lesson plans, including objectives, words' list, and materials to be used. Additionally, a checklist was prepared to facilitate the collection

of relevant information. Note-taking was also employed as a basic means to systematically accomplish this task.

The checklist is split into four main parts, each focusing on specific aspects of vocabulary teaching and classroom observation.

The first part is entitled "Vocabulary Teaching"; it contains four questions aiming at exploring whether the teacher introduced new vocabulary words, explained their meanings, provided examples, and encouraged students to use the words.

Subsequently, the second part, Vocabulary Teaching Strategies, is made up of twelve questions focusing on evaluating the specific strategies used by the teacher, such as guessing from context, translation, synonyms/antonyms, visual or verbal techniques, games, and dictionary definitions. It also assesses the frequency of these strategies.

Following that, the third part entitled "Students' Engagement" comprises twelve questions attempting to examine students' involvement by assessing their participation in vocabulary activities, their ability to retain and recall new words in subsequent lessons, and their engagement in activities that utilize antonyms/synonyms, visual/verbal techniques, games, words in context, translation and dictionaries' definitions.

The last part "Classroom Environment" is composed of seven questions. This part focuses on the overall atmosphere of the classroom, assessing whether it supports the learning process and if students appear engaged and motivated. It also examines the appropriate use of classroom resources, such as visual aids, technology, or handouts. Additionally, it evaluates time classroom management, including pacing, handling disruptions or distractions, and overall effectiveness in managing the classroom during vocabulary teaching.

2.2.2. Analysis of the Classroom Observation

Observation Checklist

Observation Checklist: Strategies to Enhance EFL Learners' Vocabulary Retention

Teacher's Name: Rayene Kadri.

Period:16th April, 2023 ⟶ 11 May, 2023

Number of sessions attended: six sessions

Options	Yes	No
1) <u>Vocabulary Teaching</u>		
• Did the teacher introduce new vocabulary words?	√ **(X6)**	
• Did the teacher explain the meaning of new vocabulary words?	√ **(X3)**	
• Did the teacher provide examples for new vocabulary words?	√ **(X4)**	
• Did the teacher encourage students to use vocabulary words?	√ **(X5)**	
2) <u>Vocabulary Teaching Strategies</u> • Did the teacher use guessing from context to explain new vocabulary words? • If so, how frequently? …….6 times……	√	
• Did the teacher use translation to explain new vocabulary words? • If so, how frequently? …………. twice …….	√	
• Did the teacher use synonyms or antonyms to explain new vocabulary? • If so, how frequently?..................5 times	√	
• Did the teacher use visual or verbal techniques to explain new vocabulary words? • If so, how frequently? ……………4 times ………….	√	

• Did the teacher use game to explain new vocabulary? • If so, how frequently?.....................3 times	√	
• Did the teacher use dictionary definitions to explain new vocabulary? • If so, how frequently? ………3 times ………………...	√	
3) Students' engagement • Did students actively participate in vocabulary activities that involve using words in context?	√	
• Were students able to retain and recall new vocabulary words during the following lessons?	√	
• Did students actively participate in vocabulary in activities that involve using antonyms/ synonyms?	√	
• Were students able to retain and recall new vocabulary words during the following lessons?	√	
• Did students actively participate in vocabulary activities that involve using visual/ verbal techniques?	√	
• Were students able to retain and recall new vocabulary words during the following lessons?	√	
• Did students actively participate in vocabulary activities that involve using games?	√	
• Were students able to retain and recall new vocabulary words during the following lessons?	√	
• Did students actively participate in vocabulary activities that involve using translation?	√	

• Were students able to retain and recall new vocabulary words during the following lessons?		√
• Did students actively participate in vocabulary activities that involve using dictionaries definitions?	√	
• Were students able to retain and recall new vocabulary words during the following lessons?	√	
4) Classroom environment **a) Atmosphere:**		
• Did the classroom environment support the process of learning?	√	
• Did students appear engaged and motivated to learn new words?	√	
b) Tools:		
• Was there appropriate use of classroom resources, such as visual aids, technology or handouts?	√	
• Did the use of visual aids have a positive impact on learners 'motivation?	√	
c) Time/classroom management:		
• Did the pacing (rhythm) of the lesson provide enough time for effective vocabulary instruction?		√
• Was the teacher able to manage any disruptions or distractions that may have affected student engagement?	√	
• Did the teacher effectively manage the classroom during vocabulary instruction?	√	

Part One: Vocabulary Teaching

The analysis of the first part reveals several key findings regarding the vocabulary teaching.

Firstly, it is noted that the teacher constantly introduced new vocabulary words throughout the six observation sessions. This demonstrates a commitment to expanding students' vocabulary and exposing them to a broader range of terms. It helps students to develop a richer and more diverse vocabulary, which is crucial for effective communication and comprehension. By introducing new words regularly, the teacher ensures that students are continually exposed to new concepts and ideas.

In addition to consistently introducing new vocabulary words, the teacher also took the time to explain the meanings of these words in three out of six observation sessions. Clarifying the meanings of these words helps students understand their definitions and enables them to use them accurately. Understanding the definitions of words is essential for students to expand their vocabulary and enhance their language skills.

In terms of providing examples for the new vocabulary words, the teacher successfully incorporated this practice in four out of six sessions. By offering contextual examples, the teacher helps students grasp the practical application of the words and enhances their comprehension. Examples help students make connections between the new words and their prior knowledge. Relating the vocabulary to familiar situations or concepts enables students to establish associations and deepens their understanding. This connection-building process enhances retention.

Additionally, the teacher consistently encouraged students to use the vocabulary words in five out of six sessions. This active encouragement promotes student engagement and reinforces the practical application of the learned words. Students' retention and knowledge of the words also improve when they actively engage with the words by incorporating them into their own language production.

Part Two: Vocabulary Teaching Strategies

The second part of the checklist, which focuses on vocabulary teaching strategies, reveals important observations.

Explaining lexical vocabulary terms by using context is a crucial aspect of vocabulary teaching. It is considered as an essential strategy for effective vocabulary teaching. According to the data collected, the teacher used the guessing from context strategy six times during the observed sessions to introduce and explain new vocabulary words. For instance, during a reading comprehension activity, the teacher asked students to infer the meaning of words like "neighbourhood" "Community" and "donations" from the surrounding context, and then use them in illustrative sentences of their own. For example, one of the students said, "My neighbours are friendly". Another one provided an illustrative sentence by saying, "In our community, we support each other like one big family". A third student contributed to the discussion, saying, "Donations play a crucial role in our community". This strategy encourages students to deduce word meanings from the surrounding context, fostering their critical thinking and language comprehension skills. By incorporating this strategy, learners may improve their lexical memory and better understand the context in which the words are used.

Secondly, translation is a great tool for pupils who are bilingual or fluent in another language because it allows them to relate the new word to its equivalent in their original language. During the observation sessions, the teacher used translation as a strategy on two occasions to clarify new vocabulary words. The first instance occurred during a reading comprehension activity, where the teacher provided a direct translation of the term "Collaboration". The second occasion took place during a listening exercise, where the teacher offered the translation of the word "Empathy" into the students' native language to enhance their understanding of its meaning. It has been observed that the utilization of translation or the

students' mother tongue by the teacher terms is rare when explaining new terms. Although learners may like this strategy as it makes it easier to understand new vocabulary, it can create a dependency on translation, which could slow down their ability to progress in their vocabulary acquisition. So, this strategy should be avoided to enable learners to become independent from their first language.

Thirdly, the strategy that has been observed during the vocabulary teaching process is the use of synonyms and opposites. The teacher employed synonyms or antonyms to explain new vocabulary on five occasions during the observed classroom sessions. This strategy helps students grasp the meaning of words by associating them with familiar words that have similar or opposite meanings. For example, in a lesson on "charity", students were asked to identify antonyms for words like "poor", "different" and "together" or synonyms of some other words like: "organisation", "community" and "needy". The use of synonyms can help avoid repetition of words and enable learners to expand their vocabulary, leading to better retention of new terms.

Additionally, the teacher incorporated visual or verbal techniques in explaining new vocabulary words during four observation sessions. Visual techniques, such as pictures, diagrams, or gestures, can enhance students' understanding and retention of new words. Verbal techniques, such as providing clear explanations or using mnemonic devices, can also facilitate comprehension. During one of these sessions, the teacher used gestures to explain the sequence title "Me, my Community and my Citizenship" to the students. To introduce "me," the teacher asked the students to place a hand on their chest, emphasising personal identity. Moving on to "my community," the teacher expanded the gestures by instructing the students to extend both hands outward and gradually bring them closer together. This motion represents the gathering and unity of people within a community, demonstrating the idea of living together in a common environment. The visual representation of the hands coming together serves as a powerful

symbol of the collective nature of a community. In another session, the teacher brought a poster that emphasises the importance of civic responsibility and active citizenship. It contains visuals, slogans, and quotes to convey messages such as "Be an Active Citizen" or "Make a Difference in Your Community." Another poster was brought by the teacher during a separate session which includes images of individuals participating in community activities like voting, caring for animals and spending time with elderly people. By creating this visual reminder, students are encouraged to reflect on their own responsibilities as citizens and the positive influence they can have on their community. Additionally, During the tutorial session, the teacher used pictures to teach students about different adjectives to describe personality such as "happy", "sad" and "angry," which helped students better understand and express their own feelings. Visual and verbal techniques can be effective in enhancing students' vocabulary retention, but they can be time-consuming. However, despite the limited time constraints faced by fourth-year students who are required to complete their syllabus and prepare for the final official exam, known as the BEM exam, these techniques prove to be effective. By visually illustrating objects, actions, or gestures related to the vocabulary terms, learners can better comprehend their meanings and easily remember them.

Moreover, the teacher used games as another strategy to teach new vocabulary words three times throughout the observation period. This shows that games may be used less frequently by teachers than other strategies such as guessing from context or synonyms/antonyms. However, despite their lower frequency of use, incorporating games into vocabulary lessons can still be an effective method to help students retain new words without losing interest. For instance, during a listening and speaking lesson on «citizenship", learners were asked to reorder the letters to find out the characteristics of a good citizen, like: honesty, self-reliance, and responsibility. In another observation session, teachers gave her learners a set of puzzle pieces that form a complete image. Each puzzle piece has a unique shape, and

colour. The students' task was to connect the pieces together to recreate the image. By solving the puzzle, you can learn about the different places in a community and understand their roles. It's a great way to improve your problem-solving skills and learn new vocabulary related to community. Overall, using games in vocabulary teaching can be a useful way to help students memorize and practice new words without becoming bored. Incorporating games, such as crossword puzzles and reordering letters, into vocabulary lessons can greatly enhance students' motivation and interest in learning.

Lastly, dictionary definitions are valuable resources that offer precise explanations of word meanings, helping students in their understanding and allowing them to broaden their vocabulary. During the observation sessions, it was observed that teachers utilized dictionary definitions to explain new vocabulary words in three different sessions. This strategy involved referring to the definitions provided in a dictionary to clarify the meaning of specific words. One of the words for which a dictionary definition was provided is "community service." By referring to the dictionary, the teacher clarified that community service involves voluntary work or activities performed to benefit the community. Additionally, the term "rights" was explained using a dictionary definition, emphasising that rights are privileges that individuals possess, often protected by law or recognized as fundamental human rights. Lastly, the word "duties" was defined as responsibilities or tasks that individuals are required to perform or fulfill.

To summarize, various vocabulary teaching techniques are used by teachers inside the classroom, such as dictionaries, translation, synonym/antonym, guessing from context, games, and visual/verbal techniques to explain unknown words. Additionally, the frequency of using these strategies depends on the teacher and the type of vocabulary activities. Based on the data collected during the observation sessions, the teacher used various strategies to help students learn and remember new vocabulary words. They pushed students to understand word

meanings by looking at the context, finding synonyms and antonyms, and using dictionary definitions. The teacher also used visual and verbal tools, as well as fun games, to make the learning process engaging and enjoyable. These strategies proved to be effective in enhancing students' vocabulary retention and comprehension. However, the use of translation as a strategy had mixed results. While some students found it helpful, others did not respond positively. This indicates that different learners have varying preferences and learning styles. To accommodate all students, it is important for teachers to employ a combination of strategies that cater to different needs and preferences.

Part Three: Students' Engagement

The analysis of the third part offers valuable observations regarding students' engagement and retention of the new vocabulary words. By examining their active participation in context-based activities, the use of synonyms/antonyms, visual/verbal techniques, games, translation, and dictionary definitions, insights can be gained insight into their level of interaction with the material. Additionally, their ability to remember and recall the new words in subsequent lessons can be evaluated.

According to the findings of the analysis, students were actively engaged in vocabulary activities such as employing words in context, synonyms/antonyms, visual/verbal approaches, games, and dictionary definitions. They were able to remember and recall the new words in subsequent lessons. However, when translation was employed as a strategy, students did not respond positively, and their ability to retain the new vocabulary words was not strong. In conclusion, engaging students in a variety of vocabulary activities proved to be effective in helping them remember and recall new words, while the use of translation was less successful in achieving the same outcome.

Part Four: Classroom Environment

The analysis of part four focuses on the classroom environment and its impact on vocabulary instruction.

This part examines various aspects such as the atmosphere in the classroom, the appropriate use of resources, time and classroom management. By assessing these factors, valuable insights are gained into the impact of the classroom environment on students' engagement, motivation, and the overall effectiveness of vocabulary teaching.

It was observed that the atmosphere supported the learning process, with students appearing engaged and motivated to learn new words. The appropriate use of classroom resources, such as visual aids, technology, and handouts, was evident, and the use of visual tools had a positive impact on students' motivation. In terms of time and classroom management, the pacing of the lesson did not provide enough time for effective vocabulary instruction. It suggests that adjustments in the lesson pacing may be needed to allow for better vocabulary learning. However, the teacher was able to manage disruptions or distractions that could have affected student engagement and effectively managed the classroom during vocabulary instruction.

The analysis of the classroom environment section indicates positive findings. Firstly, the classroom atmosphere was found to support the learning process, as students appeared engaged and motivated to learn new words. Secondly, there was appropriate use of classroom resources, including visual aids, technology, and handouts. The use of visual tools had a positive impact on learners' motivation. Throughout the observation period, it was observed that when visual aids were used, students appeared more engaged and motivated in the vocabulary activities. Their level of participation and interaction increased when visual tools were incorporated. However, the results indicated that there were issues regarding the pacing

of the lesson in terms of providing enough time for effective vocabulary teaching. Concerning classroom management, the teacher didn't face any challenge in managing disruptions or distractions. These findings emphasise the need for improvement in terms of time management and highlight the importance of classroom management during vocabulary teaching.

2.2.3. Discussion of Classroom Observation

Upon careful analysis, the findings of this observation prove that incorporating various strategies can effectively aid students in memorizing and practicing new words. Specifically, incorporating word in context, games, visual/verbal techniques, dictionaries definitions and synonyms/antonyms can be effective in enhancing students' motivation and interest in learning new vocabulary words. Guessing from context, providing dictionaries' definitions, using synonyms/antonyms and visual/verbal techniques were the most frequently used strategies, while translation and games were used less frequently. The frequency of these strategies may vary based on the teacher's preferences, specific vocabulary activities, time and tools' availability. The effectiveness of each strategy depends on the context and individual preferences of students.

In the light of the analysis of the data gathered from the classroom observation sessions, a positive correlation is found between the collected data and the stated hypothesis, emphasising the importance of using effective vocabulary teaching strategies in the classroom to promote learners' vocabulary acquisition and retention. By using a combination of these strategies, teachers can create a dynamic and engaging learning environment that supports students' language development and enhances their vocabulary retention. Additionally, their inclusion can prevent students from getting bored and enhance their motivation and interest in learning.

Section Three: Teachers' Questionnaire

2.3.1. Description of the Teachers' Questionnaire

The teachers' questionnaire goes in accordance with the classroom observation, striving to attain the teachers' perceptions about the vocabulary teaching strategies and their effectiveness in promoting students' vocabulary acquisition and retention. The questionnaire aims to gather information about the different strategies used by teachers to explain and teach new vocabulary words, their preferences for specific techniques, and their beliefs about the impact of these strategies on students' learning outcomes. The teacher's questionnaire (Appendix 1) is designed to gather information about vocabulary. In the introduction of the questionnaire, teachers were informed of the purpose of the study, which is to investigate different teaching strategies used by teachers to enhance their EFL learners' vocabulary retention. The questionnaire consists of 25 questions, which are either closed, multiple choice or open-ended questions. The questionnaire is administered to 40 middle school teachers and divided into four parts:

Part One: Background Information (Question1 $\longrightarrow$ Question 2)

The first part is comprised of two introductory questions regarding teachers' professional profile. To better understand the teachers involved in this study, this part aims to gather general background information. The participants are asked to provide their degree, and an overview of their teaching experience.

Part Two: Memory Process (Question 3 $\longrightarrow$ Question 4)

The second part encompasses two questions which focus on memory process. The first question assesses the teachers' perception of the importance of memory in the learning process. The second question investigates whether their learners encounter difficulties in remembering

vocabulary. This information can contribute to a better understanding of memory's role in learning and identify relevant factors impacting learners' vocabulary retention.

Part Three: Teachers' Perspectives Regarding Learners Vocabulary Level and Motivation (Question 5 ⟶ Question7)

The third part contains three questions. It intends to gather data from the teachers regarding the students' vocabulary level, their motivation to learn vocabulary, and their perceptions of the teacher's role in motivating learners.

Part Four: Vocabulary Teaching: Exploring Strategies, Techniques, Perspectives and Classroom Practices (Question 8 ⟶ Question 25)

The fourth part, which is the prime section of the questionnaire, is the most important part in this questionnaire. It provides some strategies and techniques that teachers use to present new vocabulary items and to help their learners remember these items which is the subject of interest in this study. The first question in this part seeks to assess the perceived importance of vocabulary in language teaching based on teachers' experience. Participants can choose between options indicating whether they find vocabulary very important or less important. The second and third questions inquire about the reasons teachers consider vocabulary teaching important and the methods they use to teach vocabulary. Participants are provided with multiple options to select the ones that they apply. The fifth question focuses on the purposes for which teachers teach vocabulary, whether it is for receptive vocabulary (listening and reading) or productive vocabulary (speaking and writing) or both. The sixth, seventh and eighth questions of this section contribute to understanding the participants' teaching practices, including the time dedicated to vocabulary teaching, the frequency of vocabulary presentation, and the quantity of new vocabulary words introduced at a given time. The remaining questions desire to explore different aspects of vocabulary teaching. They include teaching strategies and

techniques, types of vocabulary taught, tools used for memorization, integration of technology, frequency of vocabulary review, students' reactions to vocabulary explanation strategies, and an open-ended section for additional strategies. These categories allow for a comprehensive examination of teachers' perspectives, practices, and attitudes towards vocabulary.

2.3.2. Administration of the Questionnaire

The questionnaires were distributed on 23rd of April and they were supposed to be administered to 40 teachers of English from six Middle schools in Constantine. However, some teachers were absent in the time when the questionnaires were distributed. As a result, only 28 of them were handed back. In order to reach the desired sample size, it was decided to send the questionnaire via email to other teachers of English from different schools to increase the sample size to forty. The process of gathering data from teachers has taken no more than four days. It is worth mentioning that the majority of teachers were so cooperative and managed to fill in the questionnaire on the same days it was distributed to them.

Table 2

Number of Teachers Participant

Schools	Number of teachers
1) Laatioui Belkacem	5
2) Chaib El Hafsi	4
3) Bouwden Al Taher	5
4) Habibatni Mahmoud	5
5) Ahmed Aroua	5
6) Moufdi Zakaria	4
7) Other different schools	12
Total	40

2.3.3. Analysis of the Teachers' Questionnaire

The answers collected from teachers' questionnaire have been counted and organized in tables in order to quantify the results which are presented below.

Part One: Background Information

Q1. What is your academic degree?

In this question, teachers were asked about the degree they held. The aim of asking the teachers such a question is to provide information about the educational background and qualifications of the teachers participating in the study. This information can be relevant in determining how their level of education may influence their approach to teaching and their opinions about strategies to enhance EFL learners' vocabulary retention.

Table 3

Teachers' Professional Degrees.

Options	Number	Percentage
License	17	42.5%
Master	21	52.5%
Magister	1	2.5%
PhD	1	2.5%
Total	40	100%

As shown in table (3), the majority of individuals in the group (52.5%), representing twenty-one teachers out of forty, hold a Master's degree. License is the next most common education level, held by 42.5% of individuals, which is represented by seventeen teachers. Whereas, a small percentage of individuals hold a magister degree or a PhD (2.4% each), with each degree being held by only one teacher.

Q2. How long have you been teaching?

The aim of including this question is to know if there is a difference between most experienced teachers and least experienced ones and their different beliefs on teaching and vocabulary retention.

Table 4

Teachers' Experience in Teaching English

Options	Number	Percentage
[1 - 5]	17	42.5%
[6 - 10]	19	47.5%
[11 - 15]	3	7.5%
[16 - 20]	1	2.5%
Total	40	100%

In this question, the teachers' years of experience have been classified into four categories, each consisting of a four-year period. Based on the data provided, it appears that the majority of teachers in the sample have relatively less experience, with 42.5% having one to five years of teaching experience and 47.5% having six to ten years of experience. This indicates that this study consists of a relatively young or newly qualified teaching population. On the other hand, only a small percentage of teachers in the sample have more than ten years of experience, with 7.5% having eleven to fifteen years of experience, and 2.5% having sixteen to twenty years of experience. This indicates that teachers belong to different generations and they use different types of approaches, strategies and techniques to enhance FL learners' vocabulary retention.

Part Two: Memory process

Q3. To what extent is memory important in the learning process?

In this question, teachers were asked about the importance of memory in the learning process. The question aims to gather information about teachers' beliefs and opinions on the crucial role of memory in language learning, particularly with respect to vocabulary retention. Understanding teachers' perceptions regarding the role of memory in learning is important as it can influence their teaching practices and strategies.

Table 5

The Importance of Memory in the Learning Process

Options	Frequency	Percentage
Very important	40	100%
Less important	0	0%
Total	40	100%

Based on the data provided, all of the teachers in the sample (100%) believe that memory is an essential aspect in the learning process, specifically in relation to vocabulary retention. Teachers' perceptions of the role of memory in learning can impact their teaching practices and strategies, potentially leading to the integration of memory-related techniques into their teaching practices.

Q4. Do your learners have difficulties in remembering vocabulary?

In this question, teachers were asked about whether their learners have difficulties in remembering vocabulary. this question aims to gather information about the teachers' experiences and observations of their learners' ability to remember vocabulary. This data can provide insights into the challenges that teachers face in teaching vocabulary and the need for effective vocabulary retention strategies. Understanding teachers' perceptions regarding their

learners' memory can also help in developing teaching practices and strategies to address these difficulties.

Table 6

Learners' Difficulties in Remembering Vocabulary

Options	Frequency	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Based on the responses received, all forty teachers reported that their learners have difficulties in remembering vocabulary, with 100% of the respondents answering "Yes" to the question. This suggests that vocabulary retention is a common challenge among EFL learners. There are a variety of reasons why learners may have difficulties in remembering vocabulary. One reason is the lack of attention or focus during the learning process, and the lack of interest in using the words. Additionally, students may not use the new vocabulary in real-life situations, leading to a lack of practice and ultimately forgetting what they have learned. Another issue is that learners may associate new words with their Arabic equivalents rather than focusing on learning them in English. Furthermore, some learners prioritize understanding grammar over vocabulary.

Part Three: Teacher's Perspective Regarding Learners Vocabulary Level and Motivation

Q5. What is your students' vocabulary level?

The aim of asking teachers this question is to gather information about their students' current vocabulary level. This data can be used to design appropriate vocabulary teaching strategies and materials that meet the needs of the learners.

Table 7

Students' Vocabulary Level

Options	Frequency	Percentage
Elementary	40	100%
Intermediate	0	0%
Advanced	0	0%
Total	40	100%

Based on the responses provided, all students (100 %) have an elementary vocabulary level. No students were reported as having an intermediate or advanced level. This suggests that there may be a need for more focus on vocabulary learning and development in order to help students progress beyond an elementary level.

Q6. Do you feel that your students are motivated to learn vocabulary? Why?

Regarding this particular question, teachers were asked about their perceptions of their students' motivation to learn vocabulary. the questionnaire aimed to understand the extent to which motivation impacts vocabulary retention. This data can provide valuable information on the challenges that teachers face in motivating their students to learn vocabulary and the need for effective strategies to enhance motivation and retention.

Table 8

Teachers' Perception of Students' Motivation Towards Vocabulary Learning

Options	Frequency	Percentage
Yes	28	70%
No	12	30%
Total	40	100%

The results obtained denoted that most teachers (70%) perceived their EFL students to be motivated in learning vocabulary, while twelve teachers (30%) indicated that their students lacked motivation. This data may be valuable in understanding the various factors that affect the retention of new vocabulary by EFL learners.

Based on the responses provided, it appears that there are several reasons why some EFL learners may be motivated to learn new vocabulary, while others may struggle with motivation. Some learners find the process boring, while others have a poor background vocabulary, which can make it difficult to learn new words. Some learners may not take learning English seriously, or they may not understand the importance of vocabulary.

On the other hand, some learners find it exciting to express themselves in English and appreciate the challenge of learning a new language. They may be motivated to learn vocabulary in order to better grasp the language or to achieve good grades in their written work. Some learners may also be motivated by their curiosity to acquire new words or to see how their mother tongue sounds in English.

Q7. Do you think that motivating learners is the responsibility of the teacher?

In this question, Teachers were specifically asked about their attitudes towards the task of motivating students to learn vocabulary. Its aim is to gain insights into teachers' views on motivation as a part of their job and whether they believe they have the ability to influence learners' motivation levels.

Table 9

Teachers' perception toward their role in motivating learners to learn vocabulary.

Options	Frequency	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

The results show that all the teachers (100%) answered "yes" to the question, indicating that they believe motivating learners is their responsibility as teachers. Specifically, in the context of vocabulary learning, teachers have an important responsibility in creating interest and desire to learn. Also, they are well aware of the crucial role that motivation plays in successful vocabulary acquisition. The table provides quantitative data that can be used to support the research findings and draw conclusions about teachers' perceptions towards their role in motivating learners to learn.

Part Four: Vocabulary Teaching:

Q8. Based on your experience, how important do you find vocabulary in language learning?

This question appears to be focused on the importance of vocabulary in language learning. It aims to gain insights into the beliefs and attitudes of teachers towards the significance of vocabulary in language acquisition. It can help to identify the level of importance placed on vocabulary by language learners and teachers and how this may impact their approach to language learning and teaching.

Table 10

The Importance of Vocabulary in Language Teaching

Options	Frequency	Percentage
Very important	**40**	**100%**
Less important	**0**	**0%**
Total	**40**	**100%**

The data presented in the table shows that there is only one choice listed in this table, and it is "Very important." The "Frequency" column shows that all the 40 participants chose this option, for a total of 100%. This means that 100% of the questionnaire participants agreed

that a rich vocabulary is crucial in language training as effective and successful communication heavily relies on it.

Q9. Teaching vocabulary is important because vocabulary:

☐ **Is essential for language learning.**

☐ **Is crucial for comprehension.**

☐ **Permits learners to communicate with their teacher and peers.**

☐ **Broadens learners' vocabulary size.**

☐ **Helps develop the four language skills.**

☐ **Is part of all language tests.**

☐ **Other reason(s) ………………………………………………………...**

This question aims at gathering data from individuals on the reasons why people believe teaching vocabulary is important. The options provided in the question suggest several reasons, and respondents are asked to select the option(s) that they feel apply. The question also includes the option for respondents to add any additional reasons they may have for considering vocabulary to be important. The information collected can be used to make decisions on how best to teach vocabulary.

Table 11

Rate of the reasons why vocabulary is important to teachers

Options	Frequency	Percentage
-Is essential for language learning	12	30%
-Is crucial for comprehension	17	42.5%
-Permits learners to communicate with their teacher and peers.	14	35%
-Broadens learners' vocabulary size.	9	22.5%
-Helps develop the four language skills.	23	57.5%
-Is part of all language tests.	7	17.5%

As presented in table (11), the top three reasons identified by teacher for considering vocabulary to be important are in order: Helps develop the four language skills (identified by 57.5% of the teachers), essential for comprehension (identified by 42.5%), and permits communication with teachers and peers (identifies by 35%). The less three identified reasons by teachers are from higher to lower: essential for language learning (by 30%), broadens vocabulary size (22.5%), and for it is part of all language test (17.5%). These data show that most of the teachers highlight the essentiality of vocabulary not for preparing pupils for test or for aiming at enlarging their vocabulary size. However, the significance of lexis for teachers is necessary for developing the four skills, comprehension, and communication. That is to say, vocabulary is incredibly important because it is necessary for achieving other broader higher goals and is also related to other aspects of the language.

Q10. How Do you teach vocabulary?

☐ **Explicitly.**

☐ **Implicitly.**

☐ **Both ways.**

The purpose of asking the question "In what ways do teachers typically approach the teaching of vocabulary to their students?" is to gather information about the various methods and techniques employed by teachers when teaching vocabulary. The aim of this information is to improve vocabulary teaching and enhancing learners' vocabulary acquisition and retention. it seeks to gain insights into effective teaching practices which can then be used to develop more effective teaching methods and resources that better support learners in acquiring and retaining vocabulary.

Table 12

Rate of Teachers' Vocabulary Presenting Approach.

Options	Frequency	Percentage
Explicitly	1	2.5%
Implicitly	1	2.5%
Both ways	38	95%
Total	40	100%

This table represents the frequency and percentage of responses from teachers regarding their vocabulary presenting approach. The options provided in the question are "explicitly", "implicitly," and "both ways." The data shows that 38 out of 40 respondents (95%) indicated that they use both approaches to present vocabulary to their students, while only one respondent (2.5%) indicated using explicit instruction and one respondent (2.5%) indicated using implicit instruction exclusively. The high percentage of teachers who reported using both approaches suggests that many teachers recognize the benefits of combining explicit and implicit instruction for effective vocabulary teaching.

Q11. What is the purpose of teaching vocabulary to your learners?

☐ **Recognize when listening and reading (receptive vocabulary).**

☐ **Use vocabulary in speaking and writing (productive vocabulary).**

☐ **Both purposes.**

The aim of this question is to gather information about the importance of vocabulary from the perspective of teachers. This question seeks to understand the beliefs and attitudes of teachers regarding the purpose and benefits of teaching vocabulary to their learners. Additionally, it aims to understand the goals that teachers have for teaching vocabulary to their students.

Table 13

Rate of Teachers' Purposes for Vocabulary Teaching

Options	Frequency	Percentage
Recognize when listening and reading (receptive vocabulary)	**0**	**0%**
Use vocabulary in speaking and writing (productive vocabulary)	**0**	**0%**
Both purposes	**40**	**100%**
Total	**40**	**100%**

The table shows the rate of teachers' purposes for vocabulary teaching. The frequency and percentage values suggest that all the 40 teachers, with an average of 100%, indicated that they teach vocabulary for both receptive and productive purposes. It means that they focus on helping students recognize words in listening and reading, as well as use them in speaking and writing. The collected information shows that teachers want the lexis they present to work as both receptive and productive vocabulary. However, none of the teachers reported that they only focus on one of these purposes. Teachers believe that the development of both receptive and productive vocabulary is crucial for their students, and they agree that proficiency in both areas is necessary for effective use of the language. Overall, all the types of vocabulary mentioned are not opposites but complimentary and they serve to complete each other.

Q12. How many hours per week do you teach for one group of fourth year learners?

The question focuses on a specific group, namely the fourth-year group. It aims to gather information about the number of teaching hours dedicated to this particular group per week. By asking about the weekly teaching hours for the fourth-year group, the aim is to

evaluate the level of support and attention given to the fourth-year students in their learning journey.

Table 14

Rate of Weekly English Teaching Hours for Fourth-Year Group

OPIONS	Frequency	Percentage
3 hours	37	92.5%
4 hours	3	7.5%
Total	40	100%

According to the table (14), the majority of teachers (92.5%) dedicate 3 hours per week to teach the fourth-year group. This suggests that the common practice among teachers is to allocate a consistent amount of time for this particular group. On the other hand, a smaller percentage of teachers (7.5%) allocate four hours per week for teaching the fourth-year group.

The data presented in the table indicates that the number of English session hours in middle school is typically three hours per week, representing (93.5%) of the responses, except for a few rare situations. This shows that learners 'exposure to English is very little. Three hours a week is not sufficient to develop skills in English, or to acquire the language. Therefore, it raises concerns about the effectiveness of language development and retention as the learned items would be forgotten by the time the next session comes. So, the number of hours for English class should be increased. Another solution for working in these situations is making the best of these three hours by making learning unforgettable and the exposure to the English language fabulous that is through the use of technological devices in your class.

Q13. Do you present vocabulary in every lesson?

This closed-ended question aims to determine the frequency of vocabulary presentation in language teaching from the perspective of teachers. It provides three options for participants

to choose from: "Yes," "No," or "Sometimes". By understanding how often teachers introduce new vocabulary in their lessons, researchers can gain insights into effective teaching practices. This information can be used to develop more useful teaching techniques and resources that better support learners in acquiring and retaining vocabulary, which can ultimately improve their overall language proficiency.

Table 15

Rate of Teachers Vocabulary Presentation in every lesson.

Options	Frequency	Percentage
Yes	31	77.5%
No	0	0%
Sometimes	9	22.5%
Total	40	100%

The data presented in the table shows that out of the 40 participants, 31 (77.5%) answered "Yes", indicating that they present vocabulary in every lesson to enrich the students' vocabulary size. None of the participants answered "No". Nine participants (22.5%) answered "Sometimes", indicating that they do not present vocabulary in every lesson but do so on occasion. These data suggest that a large majority of the participants believe that it is important to present new vocabulary in every lesson, while a smaller percentage of participants feel that it is not necessary to do so in every lesson. This result showed the importance that teachers give to the teaching of vocabulary knowledge, considering it as a crucial component of the FL teaching. Hence, it is essential to carefully choose the appropriate vocabulary and present it in the most effective way to ensure that learners acquire and retain it.

Q14. What is the number of new vocabulary you usually teach at once?

☐ **Between 1 to 4 words.**

☐ **Between 5 to 9 words.**

☐ **10 or more.**

This is a closed-ended question with three options that provides ranges for the number of new vocabulary words taught at once: "Between one to four words", "Between five to nine words", and "ten or more". The purpose of this question is to gather information about the number of new vocabulary words that teachers introduce to their students in a single lesson. Additionally, this question aims to understand effective vocabulary teaching practices by analyzing the number of words introduced at once and develop resources to support learners in acquiring and retaining vocabulary. This data can be used to create effective teaching techniques and strategies that improve the process of vocabulary acquisition and retention for learners.

Table 16

Rate of Number of New Vocabulary Presented at Once.

Options	Frequency	Percentage
Between 1 to 4 words.	25	62.5%
Between 5 to 9 words.	12	30%
10 or more.	3	7.5%
Total	40	100%

The data presented in the table (16) shows that the majority of teachers, about 62.5%, introduce between one to four new vocabulary words in a single lesson. 30% of the teachers introduce between five to nine words, while only 7.5% of the teachers introduce ten or more new words at once. According to the data gathered from this question, most teachers provide their learners with a number of words adequate with their memory capacities.

As explained in chapter (1), the working memory, which is responsible for mental processes and thinking, has a capacity commonly known as the "magical number 7 ± 2", which falls within the range of five to nine. All what goes beyond this number will be difficult to store, and hard to remember. Teachers should avoid introducing more than nine words at a time. It is a useful information as it provides insights into useful vocabulary teaching practices. By understanding the number of new words that teachers introduce at once, it can help develop teaching strategies and techniques that better support learners in acquiring and retaining vocabulary. The data also suggests that teachers tend to introduce fewer number of new words at once, to avoid overwhelming students and to facilitate better retention.

Q15. According to you, which teaching strategy helps you better to teach the students vocabulary knowledge?

- ☐ **Word in context.**

- ☐ **Definitions.**

- ☐ **Synonyms/ Antonyms.**

- ☐ **Translation (mother tongue).**

- ☐ **Dictionary use.**

- ☐ **Using visual and verbal techniques**.

The aim of the question is to gather teachers' perspectives on which teaching strategy they believe is most effective in enhancing their students' vocabulary knowledge. The question presents a list of teaching strategies related to vocabulary teaching, including word in context, definitions, synonyms/antonyms, translation (mother tongue), dictionary use, visual and verbal techniques. The teachers were asked to choose the strategy they find most helpful to gain insights into their preferred approach and potentially identify commonly favoured strategies among teachers. This information can be valuable for understanding teachers' perspectives and practices, as well as informing future research and professional development in the field.

Table 17

Teachers' Preferred Strategies for Enhancing Vocabulary Knowledge and Retention.

Options	Frequency	Percentage
Word in context	10	25%
Definition	9	22.5%
Antonyms/Synonyms	9	22.5%
Visual and verbal techniques	6	15%
Dictionary	4	10%
Translation	2	5%
Total	40	100%

From the result obtained, (25 %) of teachers agreed that the best strategy that helps in the acquisition and improvement of the students' vocabulary retention is "word in context" because it helps learners to understand words easily particularly when using real life examples and situations.

The second common strategies as many teachers (22.5%) stated are "using definitions" and "synonyms/ antonyms"; they contribute to a full understanding of unknown words and comprehension texts. When teachers give synonyms or opposites, learners can grasp and store the meaning in their lexical memory.

The third useful strategy is "using visual and verbal techniques", 15% of teachers agreed that by using pictures, drawings, and songs, learners become motivated and desired to learn vocabulary knowledge.

Another less common strategy as some teachers (10%) said is "Dictionary use". They use this strategy for different purposes like translation, pronunciation, spelling, category and origin of words. Dictionaries help both teachers to explain or present new vocabulary lexis and students to expand their lexical knowledge. (5%) of teachers stated that translation is the least strategy that helps the learners in enhancing their vocabulary knowledge because it inhibits vocabulary acquisition and development of new words. Furthermore, when translating words

to the students' first language, learners become dependent to their mother tongue and they will not grow their English vocabulary size, i.e., they will not master this language well.

Q16.When you explain new vocabulary, how often do you use…?

- ☐ **Translation (mother tongue)**

- ☐ **definition**

- ☐ **Word in context**

- ☐ **Synonym/Antonym**

- ☐ **Visual techniques**

It is a closed-ended question that provides a list of five different strategies, namely translation (mother tongue), definition, word in context, synonym/antonym, and visual techniques. The aim of the question is to gather information about the most commonly used vocabulary teaching strategies by teachers when presenting new vocabulary. This information can be used to evaluate the effectiveness of different teaching methods and to develop teaching materials that are tailored to the needs of students.

Table 18

Rate of Vocabulary Teaching Strategies Used by Teachers

Options	Always		Sometimes		Rarely		If necessary		Never	
	Freq	%	freq	%	Freq	%	freq	%	Freq	%
1/ **Translation (MT)**	1	2.5%	3	7.5%	10	25%	21	52.5%	5	12.5%
2/ Definition	21	52.5%	13	32.5%	2	5%	4	10%	0	0%
3/Word in context	26	65%	12	30	0	0%	2	5%	0	0%
4/Synonym/Antonym	16	40%	24	60%	0	0%	0	0%	0	0%
5/ Visual techniques	7	17.5%	19	47.5%	10	25%	4	10%	0	0%

According to the data provided in the table (18), the first vocabulary teaching strategy being analyzed is "Translation (Mother Tongue)". The table shows the frequency and percentage of how often teachers use this strategy. translation (MT) is not a widely used

strategy among teachers for explaining new vocabulary. Only a small percentage of teachers always used translation in the mother tongue for vocabulary teaching (2.5%), while a larger percentage used it sometimes (7.5%) or rarely (25%). The majority of teachers (52.5%) reported using translation in the mother tongue only when necessary, suggesting that it is not a primary teaching strategy. Interestingly, a relatively high percentage of teachers reported never using translation in the mother tongue (12.5%). This suggests that there may be alternative strategies that are preferred by some teachers, or that they believe translation may not be an effective method for teaching vocabulary.

The second teaching strategy being analyzed is "Definition". According to the data, over half of the teachers (52.5%) reported always using definitions as a vocabulary teaching strategy. This suggests that definitions are a popular and effective method for teaching new words. Additionally, (32.5%) of the teachers reported using definitions sometimes, which indicates that it is a widely used strategy. On the other hand, only a small percentage of teachers reported using definitions rarely (5%) or when necessary (10%). This suggests that definitions may not be the preferred method for teaching vocabulary in some contexts, or that it may not be effective for all learners. Notably, no teachers reported never using definitions as a teaching strategy. This suggests that definitions are a commonly used method for teaching vocabulary and are valued by many teachers.

The third strategy being analyzed is "word in context", This table shows That "Word in context" is among the most frequently used vocabulary teaching strategy, with (65%) of teachers reporting that they always used this technique. Additionally, (30%) of teachers reported using this strategy sometimes. Only (5%) of teachers reported using this strategy if necessary, and none of the teachers reported rarely or never using it. This suggests that teachers understand the importance of teaching vocabulary in context, which can help students better understand and remember new words.

The next teaching strategy analyzed is the use of synonyms and antonyms. The data shows that (40%) of teachers always use this strategy, while (60%) sometimes use it. No teachers reported using this strategy rarely, if necessary, or never. It seems that using synonyms and antonyms to teach vocabulary is a popular strategy among teachers, as more than half of them reported using it always or sometimes.

The last strategy analyzed is the use of "Visual techniques" according to the data presented in the table, visual techniques are among the least utilized, with only (17.5%) of teachers reporting that they always use this strategy. However, a majority of teachers (47.5%) report using visual techniques sometimes, indicating that it is still a commonly used strategy. On the other hand, (25%) of teachers reported rarely using visual techniques, and only (10%) reported using them if necessary. It is worth noting that none of the teachers reported never using visual techniques.

Overall, these results suggest that teachers tend to rely on traditional strategies such as word in context, synonym/antonym, and definition when teaching vocabulary, and may be less likely to use more innovative methods such as visual techniques.

Overall, the data suggests that while visual techniques are not always used, they are still a popular strategy among teachers for teaching vocabulary.

Q17. What type(s) of vocabulary do you teach?

- ☐ High frequency vocabulary.

- ☐ Most relevant to learners 'needs and level.

- ☐ Consider cultural factors.

- ☐ Technical vocabulary related to a specific topic or subject.

The question presented is a closed-ended question with options. The aim of this question is to gain insights into the types of vocabulary that teachers prioritize in their teaching. By providing different options such as high frequency vocabulary, vocabulary relevant to

learners' needs and level, consideration of cultural factors, and technical vocabulary related to specific topics or subjects, the question seeks to understand the focus and emphasis placed on different types of vocabulary in the classroom. The analysis of the responses can reveal whether teachers prioritize teaching high frequency vocabulary or vocabulary that directly addresses the specific needs and proficiency level of their learners. Additionally, the question aims to explore whether teachers take cultural factors into consideration when selecting vocabulary. It also seeks to investigate the extent to which teachers prioritize the teaching of technical vocabulary that is relevant to specialized topics or subjects. This aspect is particularly relevant for learners who need to acquire vocabulary specific to their field of study or professional interests.

Table 19

Rate of the selected vocabulary by teachers.

Options	Frequency	Percentage
High frequency vocabulary	7	17.5%
Most relevant to learners needs and level	36	90%
Consider cultural factors	5	12.5%
Technical vocabulary related to specific topic or subject	22	55%

According to the data presented in table (19), the vocabulary mostly taught by teachers is the most relevant to pupils' needs and level which represent (90%), and then comes the technical vocabulary with (55%). High frequency vocabulary is presented by (12.5%), and (13%) of the teachers consider cultural factors. These findings indicate that teachers are mostly concerned with vocabulary relevant to learners need and level on the first place and on specific vocabulary related to topics on the second place. From a teacher perspective, most teachers are trying their best to teach the target objective in each lesson struggling to finish the syllabuses

with limited number of hours. Thus, they think mainly for what works best for each lesson to reach the desired objective; all other than that might be irrelevant and waste of time. So, there is no room for high frequency vocabulary. Teachers here cannot be held responsible because choosing vocabulary to their learners need and level and that serves the topic is what they ought to do. It is the curriculum and syllabus designers who should consider including high frequency vocabulary, so that teachers incorporate them into their classes. The inclusion of high frequency vocabulary is crucial as it enables learners to understand a great portion of the language despite having a limited vocabulary size.

Q18. What techniques do you employ to enhance comprehension and retention of newly learned vocabulary?

- ☐ **Use of common and familiar words**

- ☐ **Consistency in the use of terms**

- ☐ **Less than five repetitions of words**

- ☐ **More than five repetitions of words**

- ☐ **Use of short words**

- ☐ **Use of fewer synonyms**

The question presented is a closed-ended question. It aims to gather information about the techniques used to improve comprehension and retention of newly learned vocabulary and provide a list of options to choose from. It asks teachers to identify specific techniques employed for this purpose.

Table 20

Rate of Techniques teachers use to facilitate understanding and recalling.

Options	Frequency	Percentage
Use of common and familiar words	30	75%
Consistency in the use of terms	14	35%
Less than five repetitions of words	7	17.5%
More than five repetitions of words	5	12.5%
Use of short words	8	20%
Use of fewer synonyms	17	42.5%

The table (20) presents six techniques: Use of common and familiar words, Consistency in the use of terms, less than five repetitions of words, more than five repetitions of words, Use of short words, and Use of fewer synonyms. The table indicates that the technique most frequently used by teachers is the use of common and familiar words, with a frequency of 30 and a percentage of (75%). The second most common answer is the use of fewer synonyms by (42.5%). The third one is consistency in the use of terms by (35%). The fourth most repeated answer is use of short words with (20%). The fifth repeated technique is less than five repetitions of words, with a frequency of (17.5%). On the other hand, the technique least used is more than five repetitions of words, with a frequency of five and a percentage of (12.5%). The table is useful for analysing the different techniques used by teachers and understanding the most effective ways of facilitating the comprehension and retention of newly learned vocabulary.

The effective strategies among these options include utilizing common and familiar words, maintaining consistency in terminology, and employing word repetition at least five times (Bunker, 1988). According to teachers' responses, two of these techniques were highly

acceptable, ranking first and third. However, the technique of using more than five repetitions ranked last. This suggests that teachers may be using these techniques unconsciously, without knowledge of their effectiveness. It has been proven that using short words, fewer synonyms, and repeating words less than five times are ineffective for comprehension, retention, and contributing to meaning and understanding. Therefore, teachers should be aware of the inefficacy of these techniques and avoid them.

Q19. Do you think that teachers 'use of appropriate techniques and strategies facilitate the process of remembering words.

- ☐ **Strongly disagree.**

- ☐ **Disagree.**

- ☐ **Neither agree nor disagree.**

- ☐ **Agree.**

- ☐ **Strongly agree.**

It is a closed-ended question with five answer options, ranging from "strongly disagree" to "strongly agree". This question aims to gather information about teachers' opinions on the effectiveness of using appropriate techniques and strategies to facilitate the process of remembering words. This information can be used to develop teaching resources and techniques that better support learners in acquiring and retaining vocabulary. It may also help teachers make any necessary adjustments to improve the learning experience for their students.

Table 21

Teachers' Opinions on the Use of Appropriate Techniques and Strategies to Facilitate the Process of Remembering Words.

Options	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neither agree nor disagree	0	0%
Agree	20	50%
Strongly agree	20	50%
Total	40	100%

The table shows the responses of forty teachers regarding the use of appropriate techniques and strategies to facilitate the process of remembering words. The data indicates that (50%) of the respondents chose "agree", while the other (50%) chose "strongly agree". However, out of the 40 respondents, none of them selected the options "strongly disagree," "disagree," or "neither agree nor disagree.", suggesting that the majority of the teachers have a positive view of the use of appropriate techniques and strategies in vocabulary teaching. Overall, this suggests that teachers recognize the importance of using effective techniques and strategies to help students acquire and retain new vocabulary.

Q20. What are the different tools used in the classroom to support learners' memorization of new vocabulary?

☐ **Pictures.**

☐ **Realia.**

☐ **Flashcards.**

☐ **Drawings**

☐ **Computers**

☐ **Games.**

☐ **Others.**

This question asks about the different tools used in the classroom to support learners' memorization of new vocabulary. The options listed include pictures, realia, flashcards, drawings, computers, games, and others. The use of other tools not listed in the question will depend on the teacher's creativity and the needs of the learners. Each of these tools can support learners' memorization of new vocabulary in different ways. The aim behind this question is to identify and understand the various tools that teachers employ in the classroom to support language learning.

Table 22

Rate of tools used by teacher in the classroom to support learners' memorization of new vocabulary.

Options	Frequency	Percentage
Pictures	22	55%
Realia	20	50%
Flashcards	21	52.5%
Drawings	15	37.5%
Computers	3	7.5%
Games	10	40%
Others: Body gestures	2	5%

Based on the table provided, the most frequently used tools are pictures (55%), flashcards (52.5%), and realia (50%). Games (40%) and drawings (37.5%) are also commonly used. However, it's worth noting that computers (7.5%) and body gestures (5%) are used less

frequently. This could indicate that the teacher may not see these as effective tools for supporting vocabulary memorization or may not have access to the necessary technology or physical space to use these tools. Overall, the data indicates that the teacher is making an effort to use a variety of tools to support vocabulary learning in the classroom, which might be helpful for meeting the various needs of learners and encouraging them to be actively involved and interested in learning the content being taught.

Q21. A. Do you incorporate any kind of technology or use technological devices in your classroom?

It is a close-ended question. It provides pre-defined response options (Yes/No) for respondents to choose from. The purpose of this question is to collect information about the extent to which teachers incorporate technology in their classrooms. This information helps in understanding current practices and trends related to the use of technology in education. It can also provide insights into the availability and use of technological resources, as well as the teachers' attitudes towards incorporating technology into their teaching methods.

Table 23

Rate of Teachers Integrating Technological Devices in their Classes

Options	Frequency	Percentage
Yes	32	80%
No	8	20%
Total	40	100%

The table (23) presents data on the rate of teachers who integrate technological devices in their classes. According to the table above, (80%) of teachers include a sort of technological devices in their lessons, while (20 %) of them do not. These results show how technological

devices have invaded education in a way or another. This is because they facilitate the teachers' job and help pupils in learning.

B. If your answer is yes, what do you use? ………………………………………..

It is an open-ended question. It allows respondents to provide their own answers. It aims to collect data on the specific technological devices or tools that teachers use in their classroom. By asking this question, the study can gain a deeper understanding of how technology is being integrated into the classroom and the specific tools that teachers are finding helpful in enhancing their teaching and their student learning. Additionally, it allows for the identification of trends or common practices in terms of technology adoption among teachers.

Table 24

Rate of Technological Device Usage among Teachers

Answers	Frequency	Percentage
Audio tape	1	2.5%
Phone	6	15%
Data projector	33	82.5%
Computer	13	32.5%
Speakers	8	20%

From the data presented in the table above. According to the data presented in the table above, the most common technological device used by most teachers is data projector, which is used by (82.5%) of teachers. The computer is the second most used technological device in classes by (32.5%) of teachers. In addition, (20%) of teachers use speakers, (15%) of them use phones, and only (2.5%) use audio tapes. These data show that teachers make use of a variety of technological tools in their classes. These data show that teachers make use of a variety of

technological devices in their classes. These devices enhance the teaching / learning experience and benefit both learners and teachers.

Q22. A. Have you ever heard of "virtual reality" technology?

This closed-ended question aims to assess the familiarity of the participants with the concept of virtual reality technology. By providing the options of "Yes" and "No," the question allows respondents to indicate whether they have prior knowledge or awareness of virtual reality technology.

Table 25

Teachers' Familiarity Rate with Virtual Reality Technology.

Options	Frequency	Percentage
Yes	21	52.5%
No	19	47.5%
Total	40	100%

According to the table, (52.5%) of the respondents answered "Yes," indicating that they are familiar with virtual reality technology. It means that the respondents have heard about it, read about it, attended workshops or training sessions on it. On the other hand, (47.5%) of the respondents answered "No," indicating that they are not familiar with the VR technology. These results highlight the need for further education and training to increase the level of awareness and understanding of VR technology among teachers.

B. **If "Yes", can the integration of virtual reality (VR) in classrooms enhance students' vocabulary retention?**
a. **Yes.**
b. **No.**

Analyzing the question involves collecting responses from teachers, categorising them as either "Yes" or "No," and then assessing the distribution of responses. By asking teachers whether they believe VR integration can enhance vocabulary retention, the aim is to gather their perspectives and insights based on their experiences and knowledge. Additionally, the purpose of this question is to assess the teachers' opinions and attitudes towards the potential benefits of VR integration specifically in the context of vocabulary retention.

Table 26

Rate of Teachers who Think VR can Enhance Vocabulary Learning.

Options	Frequency	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

The data shows that (95%) of the respondents answered "Yes" when asked whether virtual reality (VR) can improve vocabulary retention. This indicates that the majority of teachers believe that VR has the potential to improve vocabulary retention. Only (5%) of the respondents answered "No," suggesting a small number of people who disagree with this idea. Overall, the data reflects a strong belief among the participants that VR can be beneficial for vocabulary learning.

Q23. How often do you review vocabulary in class?

This is a closed-ended question with four options to choose from: Always, most lessons, in some lessons, and never. The aim of this question is to gather data about the frequency of vocabulary review in class. By understanding how often teachers review vocabulary, researchers can gain insights into effective vocabulary teaching practices.

Additionally, the data gathered from this question can be used to develop teaching techniques and materials that better support learners in acquiring and retaining vocabulary.

Table 27

Rate of Teachers Vocabulary Review in Class

Options	Frequency	Percentage
Never	**0**	**0%**
In some lessons	**9**	**22.5%**
Most lessons	**14**	**35%**
Always	**17**	**42.5%**
Total	**40**	**100%**

The data presented in the table shows that the majority of teachers (42.5%) always review vocabulary in class, followed by those who do so in most lessons (35%). Only a minority of teachers (22.5%) review vocabulary in some lessons, and none reported never reviewing vocabulary. The fact that the majority of teachers consistently review vocabulary in class suggests that this is an important component of vocabulary teaching. Additionally, it indicates that teachers recognise the importance of reinforcing and building upon previously taught vocabulary to support students' acquisition and retention. Overall, this data highlights the importance of vocabulary review in class and provides useful information for improving vocabulary teaching practices.

Q24. When you use vocabulary explanation strategies? how do you feel the students

☐ **Excited**

☐ **Interested**

☐ **Bored**

The question asks about the effectiveness of vocabulary teaching strategies on students' engagement levels. Specifically, it asks whether students feel excited, interested, or bored when these strategies are used. The purpose of this question is likely to understand how to best teach and engage students in learning new vocabulary, which is an important aspect of language acquisition. By analysing the effects of vocabulary teaching strategies on students' engagement, teachers can improve their teaching methods and create a more engaging learning environment.

Table 28

Students' Attitudes towards Vocabulary Teaching Strategies.

Options	Frequency	Percentage
Excited	28	70%
Interested	12	30%
Bored	0	0%
Total	40	100%

According to the data provided in the table, the majority of teachers (70%) reported that their students feel excited when using various vocabulary teaching strategies, and an additional (30%) reported that they feel interested. None of the participants reported bordom among their learners during the vocabulary learning process. This suggests that effective vocabulary teaching strategies may generate positive attitudes and engagement levels among students, and may maintain their interest and attention.

Q 25. Could you mention any other strategies you think they are useful for teaching vocabulary?

Out of the forty teachers in the sample, (60%) responded to this open question regarding any other the strategies employed by them during vocabulary teaching. The answers provided by the teachers are as follows:

1) **Read and listen a lot.**

2) **Practice the newly learned words.**

3) **Watch movies in English.**

4) **Listen to English songs with lyrics.**

5) **Watch YouTube videos.**

6) **Communicating with foreigners in English.**

7) **Texts and stories readings.**

8) **Writing paragraphs or essays.**

9) **Making students use the new learnt vocabulary in role plays.**

10) **Vocabulary Building Apps.**

11) **Using the internet.**

The purpose of the question is to gather information regarding the strategies employed by the teachers for teaching vocabulary. By asking this open-ended question, the study hope to understand the various methods used by the teachers and gain insights into the techniques they found effective. So, the major aim is to identify effective methods for teaching vocabulary to learners. The responses provide a range of different strategies, including reading and listening activities, practicing new words, exposure to authentic materials like movies and songs, communicative activities with native speakers, and the use of technology such as vocabulary building apps and the internet. Overall, the question and its responses suggest that teaching vocabulary requires a combination of different strategies that meet learners' needs and learning styles. Effective vocabulary teaching involves selecting relevant vocabulary, providing clear and contextualized definitions, practicing pronunciation, and giving learners opportunities to use the new words in authentic situations. The use of technology, authentic materials, and

communicative activities can also enhance vocabulary retention and provide engaging learning experiences for learners.

2.3.4. Discussion of the Main Findings of the Questionnaire

The questionnaire aims to gather insights into teachers' opinions about strategies to enhance EFL learners' vocabulary retention. The questions cover various aspects related to the teachers' background, their perspectives on memory processes, students' vocabulary level and motivation, vocabulary teaching strategies and techniques, classroom practices, and the use of technology in vocabulary teaching. Analysis of teachers' questionnaire has revealed many valuable insights into teachers' attitudes towards strategies and techniques for enhancing EFL learners' vocabulary retention. The data reveals that the sample consists of teachers with varying academic qualifications and teaching experience. This diversity of backgrounds may contribute to the range of viewpoints observed regarding vocabulary teaching

The findings shed light on the importance of vocabulary retention and the measures taken by teachers to facilitate it. The results demonstrate that teachers recognise the significance of vocabulary retention in language learning. They view vocabulary as an essential component of language acquisition, highlighting its role in comprehension, communication, and language skill development. Teachers indicate a strong belief in the necessity of constantly teaching vocabulary and devote time in every lesson to present new lexical items.

in addition, the questionnaire shows that teachers realize the challenges faced by learners in remembering vocabulary. They notice that learners may encounter difficulties in remembering new words. As a result, teachers employ various strategies and techniques to support vocabulary retention. They highlight the importance of context, definitions, synonyms/antonyms, visual aids, and games as effective approaches for facilitating vocabulary learning.

in terms of vocabulary teaching strategies, results from teachers' questionnaire have revealed that using context in explaining vocabulary words is the most commonly used strategy among teachers of English. The majority of teachers consider it as the most important source of effective vocabulary teaching and learning. By presenting vocabulary within sentences or texts, teachers create connections between words and their usage, enabling learners to grasp their meaning more effectively.

EFL teachers frequently employ definitions, synonyms, and antonyms strategies to teach new vocabulary terms. In fact, these strategies play an essential role in helping teachers effectively convey the meaning of challenging words, ultimately making them more accessible for memorization and recall. By employing these strategies, teachers enable learners to store new words in their memory, leading to an expansion of their overall vocabulary package.

In addition to the strategies mentioned earlier, it was found that visual and verbal techniques are valuable tools used by many teachers to enhance students' engagement, comprehension, and retention of vocabulary. They have a great role in creating an enjoyable and exciting atmosphere where students can practice their vocabulary without getting bored.

Dictionaries are still valuable for both teachers and students, even though they are not used as frequently as other strategies. They help in clarifying words' meanings, resolving confusion, and offering extra information about vocabulary terms. Although dictionaries are not the main teaching tool, they serve as a helpful reference when dealing with unfamiliar or difficult vocabulary.

Interestingly, the results indicate a shift away from heavy reliance on translation, especially in foreign language classrooms, as it is the least employed strategy among the teachers. This suggests that translation is rarely used by teachers, particularly in foreign language classes.

Section Four: Limitations and Recommendations

2.4.1. Limitations of the study

While this study aimed to investigate the effectiveness of vocabulary teaching strategies in promoting learners' vocabulary acquisition and retention, there are a few limitations that need to be acknowledged. Firstly, the study focused specifically on fourth-year elementary school pupils in a single middle school, which limits the generalizability of the findings to a broader population. It is important to recognize that the results may vary among different grade levels, schools, and educational contexts. Additionally, the data collection relied on self-report measures such as questionnaires, which may be subject to bias and memory recall issues. Participants' responses may not always accurately reflect their actual practices or perceptions. Furthermore, the classroom observation primarily relied on the perspective of only one teacher, which may not fully capture the diversity of teaching practices and experiences across different educators. Moreover, time constraints and teachers' pressure to complete the program posed challenges during data collection. The observation was conducted towards the end of the academic year when fourth-year pupils were restricted with a final official exam at the end of the year "the BEM". Also, teachers were observed to be rushing through the curriculum, which limited their ability to apply a wide range of strategies to teach new vocabulary items effectively. This may have impacted the quality of the data collected, as well as the ability to draw comprehensive conclusions regarding the most effective strategies for teaching vocabulary in EFL classrooms.

2.4.2. Recommendations for Pedagogy and Research

Considering what have been covered in the theoretical part and the obtained data from both the classroom observation and the teachers' questionnaire in the practical part, it is important to acknowledge the limitations of the study discussed above. However, despite

these limitations, valuable insights and recommendations can still be proposed to teachers and future researchers, aiming to enhance the understanding and application of effective vocabulary teaching strategies. Teachers and future researchers, who are interested in this topic, can benefit from these findings.

2.4.2.1. Recommendations for Teachers

Teachers play a crucial role in shaping students' learning experiences and outcomes. In light of this, the following recommendations are specifically tailored for teachers to enhance their teaching practices and effectively support their students' language development:

➢ There is a requirement for teachers to seek new and innovative ways to teach vocabulary. The traditional methods often fail to create the appropriate learning atmosphere. Thus, EFL teachers should substitute the teaching of vocabulary by implementing new teaching strategies and techniques which help to motivate students and boost their vocabulary repertoire.

➢ They should employ a variety of teaching strategies such as word in context, definitions, synonyms/antonyms, visual techniques, games, and others to engage students and enhance their understanding and retention of new vocabulary.

➢ They should promote active vocabulary use by encouraging students to actively incorporate new vocabulary in their speaking and writing. They should provide opportunities for collaborative activities, debates, presentations, and writing tasks that require the application of vocabulary in meaningful ways.

➢ They can foster a positive attitude towards vocabulary learning by creating a supportive and motivating classroom atmosphere where students feel comfortable taking risks with new vocabulary.

➤ They should continuously develop their professional knowledge by staying updated with current research and best practices in vocabulary teaching. They can actively participate in professional development programs, workshops, and conferences to enhance their pedagogical skills and explore new instructional strategies. By staying informed and continuously learning, they can effectively support their students' vocabulary development.

➤ Last but not least, teachers should ask the ministry to allow integrating vocabulary as a separate lesson in the educational system.

By implementing these recommendations, teachers can create an enriching and supportive environment that promotes vocabulary acquisition, retention, and usage among students.

2.4.2.2. Recommendations for future researchers

The focus of the current study is to enhance learners' vocabulary retention through the implementation of various techniques and strategies. To achieve this objective, the study takes a descriptive and exploratory investigation, focusing on understanding the significance of different strategies for promoting vocabulary retention among fourth-year English students in Belkacem Laatioui Middle School. This study serves as a foundational step, paving the way for further in-depth research on this topic. To strengthen the validity of the findings, it is recommended that future research narrows down the focus and selects one or two specific strategies for vocabulary enhancement. Additionally, incorporating an experimental design that compares the effectiveness of these chosen strategies would provide a comprehensive evaluation of their impact on vocabulary retention. This experimental approach, combined with the administration of a questionnaire, would enable a comprehensive measurement and analysis of students' progress and enhance the reliability and substantiation of the obtained results.

These are some recommendations for future research aimed at expanding the understanding of vocabulary learning and assessment.

➢ It is suggested for future researchers to investigate the effects of explanation strategies on motivating students to learn new vocabulary.

➢ They can explore innovative ways to assess vocabulary knowledge beyond traditional methods like multiple-choice tests. Investigating the effectiveness of performance-based assessments, portfolio assessments, or task-based assessments can provide a comprehensive understanding of students' vocabulary proficiency.

➢ Researchers can explore the integration of emerging technologies like virtual reality, augmented reality, or mobile applications in vocabulary instruction, with the rapid advancements in educational technology. Investigating the effectiveness of technology-enhanced vocabulary learning environments can open new avenues for research.

➢ Future research can investigate the impact of collaborative learning approaches, such as group work, pair work, or online discussions, on vocabulary acquisition. Understanding the benefits of social interaction and collaborative tasks can inform instructional practices that promote vocabulary development through peer interaction.

Conclusion

This chapter represented the practical part of the current study. This part dealt mainly with the main aspects related to research methodology and provided a description, results analysis and discussion of the results obtained from both classroom observation and teachers' questionnaire.

The correlation between teachers' use of various strategies and the boosting of learners' vocabulary retention has always been an area of interest in the field of language education. Many researchers have hypothesized that the methods employed by teachers in the classroom have a direct impact on students' ability to effectively retain and expand their vocabulary. They assert that teachers who utilize effective instructional approaches and employ a range of strategies can significantly enhance their students' vocabulary retention. Therefore, this particular chapter aims to examine the relationship between teachers' use of different techniques and strategies and the subsequent impact on EFL learners' vocabulary retention.

By way of conclusion, this chapter focuses on the practical aspect of the current study, which revolves around teachers' opinions about ways to enhance EFL learners' vocabulary retention. Aims of the research, sample selection, and data collection tools are discussed in detail within this chapter. Additionally, the chapter covers a profound description, administration and analysis of both the classroom observation and the teachers' questionnaire in addition to the discussion of the main findings. By considering the answers provided by the teachers and the collected observation data, it becomes evident that teachers play a significant role in stimulating their students to enhance their vocabulary retention. Furthermore, the perspectives shared by the majority of middle school teachers indicate that effective vocabulary retention strategies have a positive influence on improving students' language skills, which strongly supports the hypothesis of this research.

Moreover, this chapter offers some of the limitations encountered during the research process. These limitations offer insights into areas for improvement and future investigations. Additionally, some recommendations are provided for future researchers and teachers.

General Conclusion

As a matter of fact, possessing strong vocabulary retention skills can significantly impact individuals' career prospects and overall success in life. Consequently, considerable attention has been focused on identifying ways to promote effective vocabulary retention. The primary aim of conducting this study is to investigate teachers' opinions about effective strategies for enhancing EFL learners' vocabulary retention.

The first chapter of the dissertation comprises two sections, with the first section focusing on "Memory Retention". This section delves into the various aspects related to memory and its crucial role in promoting vocabulary retention among EFL learners. The section begins by providing a comprehensive definition of memory and its significance in language learning and cognitive processes. It explores different perspectives and theories related to memory, including the information processing model. Furthermore, it examines the process of memory information processing, which encompasses encoding, storage, and retrieval. It explains how information is acquired, processed, and stored in memory, as well as how it can be effectively retrieved for later use. Moreover, It explores the different types of memory, including sensory memory, short-term memory, and long-term memory, emphasising their roles and functions in the context of language learning. Moreover, the chapter addresses common memory problems that learners may encounter. It also explores the relevance of memory retention within the cognitive domain of Bloom's Taxonomy, examining how memory contributes to different levels of cognitive processing. These insights from the 'Memory Retention' section contribute to the overall understanding of teachers' opinions on ways to

enhance EFL learners' vocabulary retention, as investigated in the study. To enhance memory retention specifically for vocabulary learning, the section emphasises the role of mnemonic devices. It explores various mnemonic techniques, such as acronyms, visualization, and chunking, and their effectiveness in promoting vocabulary retention among EFL learners.

Since vocabulary is in the heart of mastering a FL, teachers make use of various strategies to explain and teach new vocabulary words. Section two of this research focuses on exploring these strategies in detail. It begins by providing a comprehensive definition of vocabulary, its types and its importance. Then, it shifts to vocabulary teaching and some of the common strategies and techniques used by middle school teachers to support the acquisition and retention of vocabulary.

The second chapter, however, is mainly devoted to the field work where data is gathered and carefully analysed. To gather the necessary data, two research instruments were employed: a questionnaire for EFL teachers and a classroom observation. The questionnaire was administered to a sample of forty EFL teachers from various schools, while the classroom observation involved observing and documenting the teaching practices of one selected EFL teacher in Laatioui Belkacem Middle School. The significant findings of the study suggest that some of the implemented teaching strategies positively impact EFL learners' vocabulary retention, confirming the hypothesis that there exists a correlation between effective teaching strategies and enhanced vocabulary retention.

As a reminder, based on the findings of this study and with reference to the obtained results, it is recommended that teachers pay close attention to the identified techniques for enhancing EFL learners' vocabulary retention. By implementing these strategies effectively, teachers can greatly contribute to their students' vocabulary development and language proficiency. However, it is important to acknowledge that this research has certain

limitations, and its results should be interpreted with caution. They are not considered absolute truths, allowing for further debate and critique. Therefore, future researchers are encouraged to conduct additional studies in the same area, aiming to either validate the findings presented in this dissertation or discover different results that may challenge or complement the current study.

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Appendice

Appendix 1

Questionnaire

The Teachers' Questionnaire

Dear Teacher,

This questionnaire is an attempt to gather information about the strategies used by teachers inside the classroom to enhance learners' vocabulary retention. We would be grateful if you could answer the following questions about your perception and opinion concerning vocabulary teaching strategies. Your answer will be very helpful for the research project we are undertaking. Would you, please, tick the appropriate box and make statements whenever required.

Thank you in advance.

Section one: Background Information

1. Degree:

-License   ☐

-Master   ☐

-Magister ☐

-PhD   ☐

2. How long have you been teaching?

   I have been teaching for…………… years.

Section two: Memory process

3. To what extent is memory important in the learning process?

a. very important.   ☐

b. not important at all. ☐

4. Do your learners have difficulties in remembering vocabulary?

a. Yes ☐

b. No ☐

If your answer is yes, what can be the reason(s) of that?

…………………………………………………………………………………………………

Section three: Students' Vocabulary Level and Motivation

5. What is your students' vocabulary level?

a. elementary   ☐

b. intermediate ☐

c. advanced   ☐

6. Do you feel that your students are motivated to learn vocabulary? Why?

a. yes   ☐

b. No   ☐

Explain: ………………………………………………………………………...

7. Do you think that motivating student is the responsibility of the teacher?

a. Yes   ☐

b. No   ☐

Section four: Vocabulary Teaching: Exploring Strategies, Techniques, Perspectives and Classroom Practices

8. Based on your experience, how important do you find vocabulary in language teaching?

a. Very important. ☐

b. Less important.   ☐

9. Teaching vocabulary is important because:

- is essential for language learning.   ☐

- is essential for comprehension.   ☐

-Permits learners to communicate with their teacher and peers   ☐

-Broadens learners' vocabulary size   ☐

-help develop the four language skills.   ☐

- is part of all language tests.   ☐

10. How do you teach vocabulary?

-Explicitly. ☐

-Implicitly. ☐

-Both ways. ☐

11. Do you teach vocabulary for the purpose (s) that your learners 'will be able to:

a. Recognize vocabulary when listening and reading (receptive vocabulary)

b. Use vocabulary in speaking and writing (productive vocabulary)

c. Both purposes.

12. How many hours per week do you teach one group of fourth year learners?

……………………………………………………………………………….

13. Do you present vocabulary in every lesson?

a. Yes. ☐

b. No. ☐

c. Sometimes.

14. What is the number of new vocabulary you usually teach at once?

-between 1 to 4 words ☐

-between 5 to 9 words ☐

-10 or more. ☐

15. According to you, which teaching strategy helps you better to teach the students'

vocabulary knowledge?

a) Word in context ☐

b) Definitions ☐

c) Synonyms/ Antonyms ☐

d) Translation (mother tongue) ☐

e) Dictionary use ☐

f) Using visual and verbal techniques ☐

g) Using games. ☐

e) Others: please, specify ☐

………………………………………………………………………………….

16. When you explain new vocabulary how often do you use:

options	Always	Sometimes	Rarely	If necessary	Never
Translation (Mother tongue)					
Definition					
Word in context					
Synonyms/ antonyms					
Dictionary					
Visual techniques					
Games					

17. What type of vocabulary do you teach?

a. High frequency vocabulary   ☐

b. Most relevant to learners' needs and level   ☐

c. Consider cultural factors   ☐

d. Technical vocabulary related to a specific topic or subject   ☐

18. What techniques do you use to facilitate understanding and recalling of the new vocabulary?

a. Use of common and familiar words.   ☐

b. Consistency in the use of terms.   ☐

c. Less than five repetitions of words.   ☐

d. More than five repetitions of words.   ☐

e. Use of short words.   ☐

f. Use of fewer synonyms.   ☐

19. Teachers' use of appropriate techniques and strategies facilitate the process of remembering words.

Do you?

a. Strongly disagree. ☐

b. Disagree. ☐

c. Neither agree nor disagree. ☐

d. Agree. ☐

e. Strongly agree. ☐

20. What are the different tools used in the classroom to support learner's memorization of new vocabulary?

a. Pictures. ☐

b. Realia. ☐

c. Drawings. ☐

d. Computers. ☐

e. Maps. ☐

f. flashcards. ☐

g. games. ☐

e. Others: ☐

Please specify……………………………………………………….………………………

………………………………………………………………………………………………

21. Do you incorporate any kind of technology or use technological devices in your classroom?

a. Yes ☐
b. No ☐
c. If your answer is yes, what do you use? …………………………………………

22. Have you ever heard of "virtual reality" technology?

a. Yes. ☐

b. No. ☐

a) **If "Yes", can the integration of virtual reality (VR) in classrooms enhance students' vocabulary retention?**

c. Yes. ☐

d.   No.   ☐

23. How often do you review vocabulary in class?

a. never   ☐

b. in some lessons   ☐

c. most lessons   ☐

d. every lesson   ☐

24. When you use vocabulary explanation strategies, how do you feel the students

a. excited   ☐

b. interested☐

c. bored   ☐

25. Could you mention any other strategies you think they are useful for teaching vocabulary?

……………………………………………………………………………………..

Thank you for your participat

Appendix 2

Observation Checklist

Observation Checklist: Strategies to Enhance EFL Learners' Vocabulary Retention

Teacher's Name: Rayene Kadri.

Period:16ᵗʰ April, 2023 ⟶ 11 May, 2023

Number of sessions attended: 6sessions

Options	Yes	No
5) **Vocabulary Teaching**		
• **Did the teacher introduce new vocabulary words?**	√ (X6)	
• **Did the teacher explain the meaning of new vocabulary words?**	√ (X3)	
• **Did the teacher provide examples for new vocabulary words?**	√ (X4)	
• **Did the teacher encourage students to use vocabulary words?**	√ (X5)	
6) **Vocabulary Teaching Strategies** • **Did the teacher use guessing from context to explain new vocabulary words?** • **If so, how frequently? …….6 times ……**	√	
• **Did the teacher use translation to explain new vocabulary words?** • **If so, how frequently? ………….2 occurrences…….**	√	
• **Did the teacher use synonyms or antonyms to explain new vocabulary?** • **If so, how frequently?...................5 occurrences................**	√	
• **Did the teacher use visual or verbal techniques to explain new vocabulary words?** • **If so, how frequently? ……………4 occurrences………….**	√	
• **Did the teacher use games to explain new vocabulary?** • **If so, how frequently?........................3 occurrences....................**	√	

• **Did the teacher use dictionary definitions to explain new vocabulary?** • **If so, how frequently? ……… 3 occurrences ………………...**	√	
7) **Students' engagement** • **Did students actively participate in vocabulary activities that involve using <u>words in context</u>?**	√	
• **Were students able to retain and recall new vocabulary words during the following lessons?**	√	
• **Did students actively participate in vocabulary in activities that involve using <u>antonyms/ synonyms</u>?**	√	
• **Were students able to retain and recall new vocabulary words during the following lessons?**	√	
• **Did students actively participate in vocabulary activities that involve using <u>visual/ verbal techniques</u>?**	√	
• **Were students able to retain and recall new vocabulary words during the following lessons?**	√	
• **Did students actively participate in vocabulary activities that involve using <u>games</u>?**	√	
• **Were students able to retain and recall new vocabulary words during the following lessons?**	√	
• **Did students actively participate in vocabulary activities that involve using <u>translation?</u>**	√	
• **Were students able to retain and recall new vocabulary words during the following lessons?**		√

• **Did students actively participate in vocabulary activities that involve using dictionaries definitions?** • **Were students able to retain and recall new vocabulary words during the following lessons?**	√ √	
8) <u>**Classroom environment**</u> d) <u>**Atmosphere:**</u> • **Did the classroom environment support the process of learning?** • **Did students appear engaged and motivated to learn new words?** e) <u>**Tools:**</u> • **Was there appropriate use of classroom resources, such as visual aids, technology or handouts?** • **Did the use of visual aids have a positive impact on learners 'motivation?** f) <u>**Time/classroom management:**</u> • **Did the pacing (rhythm) of the lesson provide enough time for effective vocabulary instruction?** • **Was the teacher able to manage any disruptions or distractions that may have affected student engagement?** • **Did the teacher effectively manage the classroom during vocabulary instruction?**	√ √ √ √ √ √	 √

الملخص

المفردات ضرورية في تدريس اللغة ومع ذلك يعاني العديد من المعلمين من عدم قدرة المتعلمين على الاحتفاظ بكلمات جديدة وهذا بسبب عدم فعالية الاستراتيجيات المستخدمة داخل الفصل الدراسي لذلك تحاول هذه الدراسات تسليط الضوء على معتقدات المعلمين ومواقفهم اتجاه الطرق الفعالة لتعزيز احتفاظ المتعلمين للمفردات الجديدة. وفي هذا الصدد اعتمدت الدراسة على الفرضية التالية: إذا استخدم المعلمون استراتيجيات مفردات التدريس المناسبة، فسيتم تحسين الاحتفاظ بالمفردات لدى التلاميذ .

والتأكيد او رفض هذه الفرضية أجريت الدارسة من خلال اداتين بحثيتين مختلفتين تتضمنان استبيان و ملاحظة في الفصل الدراسي وتتطلب طبيعة العمل استخدام أساليب نوعية وكمية لتوفير تحليل شامل للمسائل البحثية ، ولضمان صحة الاستبيان تم اخيار 40 مدرس للغة الانجليزية من 6 متوسطات ،بالإضافة إلى الاستبيان تم إجراء ملاحظة في الفصل الدراسي لتقديم نظرة ثاقبة حول ممارسات التدريس المحلية ،حيث اجريت جلسات المراقبة على مدى حوالي شهر في متوسطة بلقاسم لعطيوي مع طلاب الصف الرابع وبناء على نتائج البحث، أدرك غالبية المعلمين ان استراتيجيات المفردات لها أهمية حاسمة لتدريس اللغة الأجنبية علاوة على ذلك يساعد استخدام استراتيجيات مختلفة على تعزيز الاحتفاظ بمفردات المتعلمين والاستراتيجيات الأكثر استخدام هي التخمين من السياق، باستخدام المفردات، المضادات البصرية/ اللفظية .

واظهرت النتائج انه يجب على المعلمين استخدام مجموعة متنوعة من استراتيجيات تدريس المفردات لمساعدة الطلاب على تذكر الكلمات الجديدة واستخدامها.

الكلمات المفتاحية: المفردات، الاحتفاظ بالمفردات، مواقف المعلمين، استراتيجيات وتقنيات تدريس المفردات، متعلمي اللغة الإنجليزية.

Résumé

Le vocabulaire est très important dans l'enseignement des langues. Cependant beaucoup d'enseignants se retrouvent devant l'incapacité des apprenants à retenir des mots nouveaux. C'est en raison de l'inefficacité des stratégies utilisées en classe. A cet égard, l'étude c'est appuyé sur l'hypothèse suivante : si les enseignants utilisent des stratégies appropriées du vocabulaire pédagogique, la rétention du vocabulaire chez les élèves serait beaucoup plus meilleure.

Pour confirmer ou infirmer cette hypothèse, une étude a été faite au moyen de deux outils de recherche qui comprennent un questionnaire et une observation en classe. La nature de cette étude exige l'utilisation des méthodes qualitatives et quantitatives pour fournir une analyse complète.

Pour assurer la validité du questionnaire 40 professeurs d'Anglais ont été sélectionnés de six CEM différents. En plus du questionnaire, une observation en classe a été effectuée pour avoir un aperçu utile des pratiques d'enseignement réel. Les séances d'observation se sont déroulées sur une période d'environ d'un mois au niveau de "CEM Belkacem Laatioui" avec des élèves de 4 -ème année. En se basant sur les résultats de la recherche, la majorité des enseignants reconnaissent que les stratégies de vocabulaire sont d'une grande importance surtout dans l'enseignement des langues étrangères. Les stratégies les plus utilisés sont les devinettes à partir du contexte, l'utilisation des synonymes/antonymes, et les techniques visuelles/verbale. Les résultats de cette recherche montrent que les enseignants doivent utiliser une variété de stratégie dans l'enseignement du vocabulaire pour mieux aider les élèves à se rappeler et a utilisé des mots nouveaux.

Mots clés : vocabulaire, rétention du vocabulaire, attitudes des enseignants, stratégies d'enseignement du vocabulaire, techniques d'enseignement du vocabulaire.