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A STUDY ON THE EXPLORATION OF THE CURRENTLY USED VOCABULARY TEACHING TECHNIQUES IN SECONDARY SCHOOLS IN IRAQ

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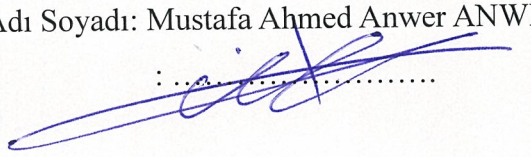

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ÖZET

Bu çalışmanın amacı, Irak'taki ortaöğretim okullarında öğretmenlerin hangi kelime öğretim tekniklerini ve aktivitelerini çoğunlukla kullandıklarını öğrenmektir. Öğrencilerin kelime öğrenmekte ve kelimelerin anlamlarını uzun süre akıllarında tutmakta zorlandıkları iddia edilmektedir. Öncelikle, bazı önemli ve konuyla alakalı kelime ve kelime öğretim teknikleri ile ilgili literatür incelenmesi yapıldı. Çalışmanın amacına ulaşmak için bazı anketler tasarlandı ve Irak'taki ortaöğretim okullarında öğretmen ve öğrenci katılımcılara uygulandı. Veriler analiz edildiğinde ve karşılaştırıldığında öğretmenlerin ve öğrencilerin cevapları arasında dikkat çekici bazı tutarsızlıklar bulunmuştur, daha sonra, sonuçların yorumlanması sunulmuş, sonuç ve öneriler kısmı ise son bölümde tartışılmıştır.

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(Master Thesis)

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ABSTRACT

The purpose of this study is to find out which vocabulary teaching techniques and activities English language teachers mostly use while teaching vocabulary in secondary schools in Iraq. It is argued that students have difficulties in learning vocabulary items and in keeping the meanings of them in mind for a long period. First of all, some important and relevant review of literature about vocabulary and vocabulary teaching techniques has been done. In order to achieve the goal of the study, some questionnaires were designed and administered to the teacher and student participants of the secondary schools in Iraq. When the data analyzed and compared some remarkable inconsistencies between teachers' and students' responses have been found. Hence, the interpretations of the results were made and presented. The conclusion and suggestions parts have also been introduced in the last chapter of the study.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHS

CHAPTER 1

INTRODUCTION

1.1. Introduction

The aim of using of a language is to communicate and understand each other. If people do not use the appropriate words, they can neither understand each other nor express their feelings, thoughts, opinions etc. Therefore, in learning any language, vocabulary plays an important role and it is a crucial component in language learning because if students lack vocabulary, they will unable to function in any particular activity or communication. Richards and Renandya (2002) point out that "vocabulary is the core component of language proficiency and it provides much of the bases for how well learners speak, listen, read and write" (p. 255). Although the teaching of grammar and structures of a language is important, without vocabulary there will be no sentence, no essay, and even no language. "It is possible to have a good knowledge of how the system of a language works and yet not to be able to communicate in it; whereas, if we have the vocabulary we need, it is usually possible to communicate after a fashion" (Wallace, 1987, p. 9).

As English is the international language, it is generally tried to be taught at schools; however, many English language teachers give little attention to vocabulary teaching, assuming that students will learn words incidentally. Morgan and Rinvolucri (1987) state that "it is curious to reflect that so little importance has been given to vocabulary teaching in modern language teaching" (p. 3). Also, Gairns and Redman (1986) state that "in recent years, vocabulary has not received the recognition it deserves in the classroom" (p. 1). Therefore, English language teachers had better pay attention to vocabulary teaching and make use of variety of vocabulary teaching techniques and materials in order to have good results in teaching English language.

1.2. Statement of the Problem

As English is a universal language, teachers in lots of countries, including Iraq, endeavor to teach English. The vocabulary is one of the most important components of English language and should be taught in the best way because even with good grammar knowledge, there may not be good enough communication in the absence of many enough vocabulary items in the storage of language users. Unfortunately, many students have problems with it in Iraq. Students often memorize many vocabulary items, but after a short time, they forget about them. For this reason, they cannot have effective communication in English and they are unable to expand their vocabulary regularly.

1.3. Aim of the Study

The aim of this study is to investigate the reasons that make teaching and learning vocabulary ineffective for the teachers and learners in the secondary schools in Iraq. To achieve this goal, this study aims at finding answers to the following questions:

1. Do the teachers use various techniques when teaching vocabulary items?
2. Are the students provided with recycling activities in order to revise the newly learned words?
3. Do teachers overlaod their students by teaching them too many words in a given class hour?
4. Do teachers introduce new words in learners' first language or in the target language?
5. Do teachers teach the vocabulary items in meaningful contexts or in isolation and in word lists?

1.4. Significance of the Study

Vocabulary is very important in teaching English language since someone cannot express himself or herself without learning many enough vocabulary items. The findings of this study will put forward the reasons of ineffective vocabulary teaching in secondary schools in Iraq. To solve the revealed problem, suggestions will be made and this may make the teaching of vocabulary items more effective in secondary schools in Iraq. Moreover, the aim of this study is not to criticize the teachers who are teaching in Iraqi schools but to

make them aware of the importance of vocabulary teaching and provide them with a variety of vocabulary teaching techniques and activities that can be used systematically and appropriately in teaching vocabulary in order to have effective teaching of vocabulary items.

1.5. Assumptions of the Study

The following assumptions are taken into consideration throughout this study:

1. Students in Iraq have difficulties in not only learning but also keeping the vocabulary items in mind.
2. Language teachers in Iraq do not make use of most of the current vocabulary teaching techniques.
3. If teachers used most of these techniques, the success level of students in vocabulary learning could be increased.
4. The questionnaires will be answered by teachers and students from different schools in Iraq.
5. The students and the teachers will be sincere when responding to the questionnaires.
6. The data collection instruments will have high reliability and validity.

1.6. Limitations of the Study

This study will be carried out by the use of two questionnaires. One of them will be administered to 130 learners of English language in secondary schools in Iraq and the other to 30 English language teachers. The teachers and students sample groups have been selected randomly from different secondary schools in Iraq. This study involves only teachers and students in the sample groups of secondary schools in Iraq; therefore, some of the results may not apply to other contexts. The data collected as a result of the conduct of the questionnaires represent the current status of vocabulary teaching in Iraq.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

In this chapter a review of literature will be presented about vocabulary and its importance in language teaching and learning. The types, classes, buildings and relations of words will be presented. Then, what is meaning by knowing a word will be defined. The storing of vocabulary items will be presented also. Important criteria for content selection will be discussed. Finally, vocabulary teaching techniques and activities will be presented.

2.2. What is Vocabulary?

Vocabulary is the minimum meaningful units of languages. Vocabulary is the set of words in a language that a person is familiar with. Yücel (2001) states that "vocabulary is the total number of words that make up a language" (p. 163). Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. It is simply the words of a language and words are the smallest units of communication. It is the stock of words used by or known to a particular people or group of persons. Words represent the building blocks upon which knowledge of the second language can be built. Through learning the lexical items, we start to develop knowledge of the target language. Vocabulary is the basic material to put into the patterns because there is no sentence, no essay, and even no language without vocabulary.

2.3. The Importance of Vocabulary

When the smallest units of communicating (words) come together they form sentences and by using the sentences the messages can be conveyed and communication can be meaningful. Because the communication is one of the vital items in our life, vocabulary knowledge is very important in learning a language. Harmer (1991) claims that "if the language structures and grammar make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p. 153). Therefore, English language learners need a solid knowledge of vocabulary to improve their second language proficiency.

Vocabulary is very important in second language learning and teaching because without vocabulary language proficiency cannot be reached. The central to English language teaching is vocabulary because without sufficient vocabulary, students cannot understand others or express their own ideas. Teaching vocabulary helps students understand and communicate with others in English effectively.

Thornbury (2007) states that liguist David Wilkins summed up the importance of vocabulary stating that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 13). Hence, even with little grammar knowledge but with some useful words a learner can often manage to communicate.

Scrivener (1994) asserts that "vocabulary is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual words". (p. 73)

When a student says *Yesterday. Go pool. And friend. Swimming.* We can understand that he went to the pool and swam with his friends yesterday. This means that the student will certainly convey much of his message regardless of the use of poor grammar. The meaning is sent by the vocabulary alone.

Wallace (1987) states that "it is possible to have a good knowledge of how the system of a language works and yet not to be able to communicate in it; whereas, if we have the vocabulary we need, it is usually possible to communicate after a fashion" (p. 9).

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. Richards and Renandya (2002) point out that "vocabulary is the core component of language proficiency and provides much of the bases for how well learners speak, listen, read and write" (p.

255). This means that vocabulary is crucial in teaching all language skills; reading, writing, listening and speaking. In speaking, for example, not being able to find the words you need to express yourself is the most frustrating experience. This makes a second language speaker unable to express him or herself and this leads a person to say "I cannot find to express….". Therefore, having good vocabulary is prerequisite for both having communication and developing mastery in English.

It can be claimed that learners cannot convey the message without using the appropriate vocabulary items in writing. In teaching writing, teachers should focus not only on grammatical correctness, but also on lexis. Ellis (as cited in Schmitt, 2000) states that "lexical errors tend to impede comprehension more than grammatical errors and native-speaking judge tend to rate lexical errors as more serious than grammatical errors" (p.155).

In listening a learner might need a good range of vocabulary to understand the situations. Schmitt (2000) states situations can be such as listening to someone, listening to a radio station, listening to a speech or a performance or to what is someone saying. Also, learners can acquire vocabulary as a result of listening to stories or news read to them and the pronunciation of vocabulary items is taught first through listening.

Yücel (2001) claims that one of the most important obstacles in comprehending a text is the unknown vocabulary used and this conditioned the reader to learn the meaning from the dictionary and this would make reading a boring activity. One way of avoiding referring to the dictionary too often is guessing the meaning of the unknown words from the context. This means that vocabulary has efficient role in reading. The more a learner read the more his vocabulary knowledge increases. Chall (as cited in Üseini, 2003) confirms that "vocabulary knowledge can help reading and reading can contribute to vocabulary growth" (p. 26). Without understanding a text's vocabulary, we cannot comprehend what we read. Reading comprehension and vocabulary knowledge are strongly correlated. Limited vocabulary prevents students from comprehending texts and reading without comprehension makes reading tedious.

Vocabulary learning by the help of reading has received more attention than interviewing, speaking, and writing and as mentioned vocabulary is necessary for speaking, writing, listening and reading. Taylor (as cited in Akın and Seferoğlu, 2004) also states that "vocabulary permeates everything we do in English class, whichever skill or language point is being practiced" (p. 1). In order to communicate well in a foreign language,

students should acquire an adequate number of words and know how to use them appropriately.

2.4. Types of Words

There are two main types of words: function (structure) words and content words. Function or structure words are the words that show grammatical relation and they may or may not have meaning when considered in isolation. For example in the sentence "Do you often play football at the university?", we can see that the main function of "do" is grammatical. That is a tense and a question form marker. Besides, these words are limited in number. Function words include articles, pronouns, proportions, conjunctions, determiners, auxiliary verbs and model verbs. Wallace (1987) acknowledges that "certain adverbs (e.g. Very, rather, etc) are often put is this category" (p.18).

Özen (1978) states that without function words, language is impossible and it is not possible for the learners to use the language unless they know these words and many of these words must be taught even in the beginning classes.

Since these words are almost lack of meaning when considered in isolation, they must be taught in context by showing their function in correct grammatical patterns. Akar (2010) states that "function words should be taught as patterns or phrases, not as individual words, and they are usually handled within teaching grammar rather than teaching vocabulary" (p. 15).

On the other hand, content words are the words that have meaning and that are used to refer to things, a quality or an action. The number of content words is usually much larger than the function words that show grammatical relationship. Content words are unlimited in number and they are open-ended. New words can be added to the language to name new things or processes or new idea or concept that is developed. Wallace (1987) states that "nouns, verbs, adjectives and adverbs formed from adjectives (e.g. beautifully)" (p. 18) are all content words.

Özen (1978) states that some content words show difference in meaning according to the context; therefore, content words must be taught in context. Thornbury (2007) asserts that "traditionally, grammatical words belong to the domain of grammar teaching, while the teaching of vocabulary is more concerned with content words" (p. 4). Nattinger (1988)

says that students are able to learn the structure words easily, just as the learning of concrete nouns which carry a defined image because they are fewer than the content words and because they are reoccurring frequently. Nattinger (1988) also points out that "most problems will occur with those content words that are not so easily pictured, i.e. those nouns, verb, adjectives and adverbs that stand for abstract concept" (p. 64).

2.5. Word Classes

Word classes are the grammatical behavior of the words. There are numbers of potential word classes which are as follows:

Nouns: table, player, tree
Pronouns: I, he, them
Verbs: drive, write, look
Adjectives: new, red, narrow
Adverbs: finally, up, aboard
Prepositions: at, in, above
Conjunctions: and, but, or
Determiners: my, the, some

Schmitt (2000) states that the major word classes are nouns, verbs, adjectives and adverbs and studies suggest that certain word classes are easier to learn than others. He also claims that according to some studies, nouns are the easiest and quickest class to be learned and adverbs are the most difficult to learn while verbs and adjectives are in the middle of difficulty. However, other studies conclude that word classes have no clear effects on the ease or difficulty of learning words. But Schmitt (2000) points out that:

> Regardless of whether any particular word class is easier or more difficult than others, there does not seem to be any doubt that word class is involved in the learning and storing of vocabulary… word from the same word classes are closely linked, with nouns have the strongest affinity. In contrast, words from different word classes are relatively loosely linked (p.60).

Using parts of speech may be a useful strategy to help the students to remember the words and even it may help them when guessing the unknown word meaning from context. Schmitt (2000) explains that advanced learners recognize the value of knowing word classes. In a survey of Japanese learners of English, 85 % of university and adult learners have indicated that using part of speech help to remember words is a helpful strategy. For

high school students, this percentage fell to 67 %, while 55 % of junior high school students rated it as helpful.

2.6. Word Building

There are two main forms of words building. First, words of a language may be made of one single base (root). Such as ‘door’, ‘telephone’, ‘first’, etc, or may be made by adding other parts to the base form such as ‘clean’ and ‘er’ in ‘cleaner’ and ‘un’ and ‘happy’ in ‘unhappy’. This type of word building is called affixation. Affixation means adding prefixes or suffixes to the base form of a word. A prefix is a letter or group of letters that is added to the beginning of a base word. For example, in ‘impossible’ the prefix is ‘im’ and the base word is ‘possible’. A suffix is a letter or group of letters that is added to the end of a word base. For example, in ‘meaningless’ the suffix is ‘less’ and the word base is ‘meaning’.

When adding affixes to a word, it can be modified in meaning and/or changed from one part of speech to another. There are two categories of affixes: inflectional and derivational.

Özen ( ) conveys that if an affix does not change the word classe of the words it is added to, that is, if the lexical meaning of the word remains the same then it is an inflectional affix, such as in the followings:

Write – ing
Say – s
Explain – ed

On the other hand, derivational affixes are affixes which help the formation of new words from the word with related lexical meaning, but frequently with different grammatical function. Thornbury (2002) states that “a word that results from the addition of an affix to a root, and which has a different meaning from the root, is called derivative such as in the following:

Play
Play+er
Re+play
Play+ful” (p. 4)

Thornbury (2002) claims that in learning vocabulary items, rather than treating these different forms of the same word as individual words, research suggest that the mind put them in the same group together. He also states that, it makes more sense to talk about the number of word families instead of talking about the number of individual words a person knows.

Schmitt (2000) asserts that in teaching, inflections do not seem to be much of problem because adding inflectional affixes to word base do not change the lexical meaning of the word. While teaching vocabulary, teachers should consider giving a high profile to derivative forms in their teaching because derivatives are new words formed by adding derivational affixes to a root and have different meaning from the root.

Shepherd (1987) suggests that when a student meets an unknown word and the word meaning is not stated in or implied by context, students may determine it by analyzing the base word and the word's affix. Because unknown words that sometimes consist of a known base word and an added affix. Shepherd (1987) gives examples and says that words that the students know may be the base word for many other words such as 'adapt' as in the following:

Adaptable	adaptation	adapter
Unadaptive	readaptation	adaptableness

When the student knows that adapt means 'to make suitable' and when he familiarize with common prefixes and suffixes then it will not be difficult to guess the essential meaning of these words.

> If derivational affixes are transparent, the learning is facilitated. For example, if students know the meaning of 'ful', it should not be too difficult to recognize the meaning of new words such as 'useful' or 'careful' if the base forms are already known. Laufer (as cited in Schimtt, 2000, p. 61).

For the students who may be intimidate by the length of words, learning to break words into affixes and roots will make some long words more manageable. With learning to break words into affixes and roots and mastering the common prefixes and suffixes, students can increase their receptive vocabulary in a short time.

Akar (2010) says that teach students the word families and the correspondence between the form and the function of the word is significant. Because when students learn verbs such as *accept, allow* and *appear,* they will learn the related nouns which are *acceptance, allowance* and *appearance*. Teachers may tell the students that such nouns can be formed

from verbs with the suffixes *–ance*, and others can be formed with the suffixes *–ment* as in *encouragement, enjoyment* and *announcement*. This will expand students' knowledge of vocabulary. Besides, without the knowledge of the correspondence between word forms and grammatical function, learners tend to produce the wrong member of a word family, such as in 'He works hard and careful'.

Learning to recognize common suffixes such as *–tion, -less, -ed, -ing* will help students know a word's grammatical function. For example, remembering that *–"tion"* indicates the word is a noun and *–ed* usually forms the past tense of verbs can make it easier for learners to figure out words using these suffixes.

Schmitt (2000) says that a good reason for focusing on suffixes in particular is that they facilitate the learning of word families. Thus, the teachers should make their students work with words families instead of just single words. Schmitt (2000) says that an understanding of the derivational suffixes helps to understand word families. Therefore, it is a good reason for focusing on suffixes because they facilitate the learning of word families.

Learning prefixes and suffixes and some roots will give students more tools for vocabulary growth. When combining the strategy of word parts with others ways of vocabulary acquiring, such as context clues, it become more effective. Sometimes students may make an incorrect guess about the unknown word's meaning in a text, and they get stuck with that meaning even though it made no sense in the context. Therefore, Schmitt (2000) claims that "when students use words parts as initial word-guessing strategy, they must be careful to check the surrounding context to see if their guess makes sense" (p. 65).

Another form of word building is compounding. Compounding is combining two or more words together, such as 'goldfish', 'dishwasher', 'sunlight', etc. Gairns and Redman (1986) state that "compounding is the formation of word from two or more separate words which can stand independently in other circumstances" (p. 48).

Thornbury (2007) states that common patterns of words compounding are: noun + verb + er such as 'icebreaker', 'screensaver' and 'hairdryer', and noun + noun pattern as in 'weekend', 'classroom' and 'wallpaper', etc.

Some of the compound words should be taught as one word rather that teaching them as to separate words. Because when students try to guess the meaning of words such as 'outline' from its components (out and line), they can get confused and make wrong guesses

because ‘out’ in ‘outline’ does not mean ‘out of’, and the word ‘outline’ does not mean ‘out of line’.

2.7. Words Relation

In any language, words do not exist in isolation. Meaning of a word is defined through its relation with other words. Gairns and Redman (1986) say that “the meaning of a word can only be understood and learnt in terms of its relationship with other words in a language” (p. 22). In language learning and teaching, sense relations are of paramount importance. These relationships between words provide a good opportunity for the learners to understand the semantic boundaries and the limits of the use of the vocabulary items and without these relationships teaching vocabulary becomes a hard stuff. Nation (as cited in Üseini, 2003) states that “it seems a good idea to present words of related meaning together so that learners can see the distinctions between them and gain a reasonably complete coverage of defined area of meaning” (p. 33).

2.7.1. Synonymy

Words that have or share a similar meaning are synonyms. Therefore, words such as *old, ancient, antique,* and *aged* are all synonyms in that they share the common meaning of *not young/new*. It is difficult to say that words have exact synonyms because when even two words are synonyms there is usually some distinction between them. Gairns and Redman (1986) say that “it is rarely the case that two words will be synonymous in every occasion – if they were, there will be little need to have both words in the language. So, when we use the term synonymy we actually talk about partial synonym” (p. 23). Following examples illustrate how synonymy differs

“Flat = apartment different dialect i.e. GB versus US
Kid = child different style i.e. Colloquial versus neutral
Skinny = thin different connotation i.e. ‘skinny’ is more pejorative” (Gairns and Redman, 1986, p. 23).

When teaching vocabulary items, the use of synonymy is often a quick and effective way of explaining unknown words. The teacher can use the synonyms to convey meaning for

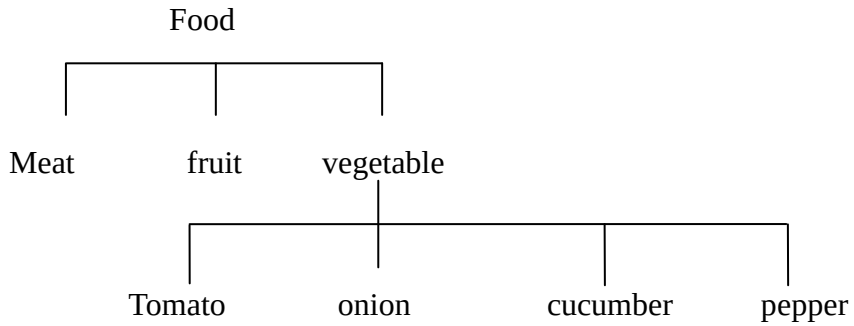
example, with the low level students, to explain the meaning of "miserable" the teacher can say it means "very sad" without causing an unnecessary digression in the lesson.

2.7.2. Antonym

An antonym is a word that is the opposite meaning of another. Such as *fast* and *slow, old* and *new*, etc. These words are related to each other in terms of oppositeness. When teaching the word 'foolish', for example, a teacher can illustrate its meaning by telling the students that it is opposite with 'clever' in meaning. Akar (2010) says that it is important to illustrate the context in which the contrast is true. For example, the opposite of *an old woman* is *a young woman*, but the opposite of *an old telephone* is *a new one*, not *a young telephone*. Therefore, numerous exposures to a word in various contexts are required before it is usually mastered. Using antonyms is a good way to illustrate meanings of the vocabulary items and a word's meaning is often partially determined by contrasting it with the meaning of other related words. "Like synonyms, antonyms have a useful defining function and are therefore a convenient teaching resource." (Thornbury, 2007, p. 9).

2.7.3. Hyponymy

A hyponym is a word whose meaning is included within another word (superordinate word). "A hyponymous relationship is a *kind of* relationship, as in *A hummer is a kind of tool*, thus, hummer is a hyponym of tool" (Thornbury, 2007, p. 9). It would not be proper to say that 'dog' equals to 'animal', but we can say that the meaning of 'animal' is included in the meaning of 'dog', as it is in the meaning of 'cow', 'lion', and 'cat'. This relation is expressed by saying that 'animal' is a superordinate and that 'dog', 'cow', 'lion' and 'cat' are all hyponyms of 'animal'. In the same way, 'tomato', 'onion', 'cucumber' and 'pepper' are all hyponymy of the superordinate 'vegetables'. And 'vegetables' itself is a hyponymy of the other items which are members of the food superordinate. The following example expresses this kind of relationship between words:



2.7.4. Other Types of Relation

Besides the relationship between words that have been mentioned, there are other relations as part-whole relation. Thornbury (2007) says that a similar kind of relation to hyponymy is a part-whole relation. As in *a keyboard is part of a computer,* and it is quite different from saying *a keyboard is a kind of computer*. It is different from hyponymy in that while 'onion' is a kind of vegetable; a neck is a part of human body and not a kind of human body.

Another relation between words is cause and effect relation. While this kind of words relation is less easily definable it can help the learners to deduce the unknown word. Gairns and Redman (1986) give example and they say that learners may not know the meaning of 'lawnmower', but the notional relation can help them to guess the meaning of the words:

"Can we borrow your lawnmower? Ours has broken down and the grass has got terribly long." (p. 28).

Gairns and Redman (1986) also state that this kind of relation is significant because such relation may offer crucial clues when the learners are unfamiliar with items and need to guess from context.

2.7.5. Collocation

A collocation is two or more words that often go together. For instant, 'heavy' and 'traffic' collocate because people often use them together. Therefore, when students want to use a word naturally, they need to learn the other word that often goes with it. Thornbury (2007) states that "two words collocates if they occur together with more than chance of

frequency, such that, when we see one, we can make a fairly safe bet that the other is in the neighborhood" (p. 7).

Gairns and Redman (1986) state that the common types of collocation are as follows:

> a) Subject noun + verb e.g. The earth revolves around the sun.
> If we want to describe the movement of the earth in relation to the sun, 'earth'+ 'revolve' is a likely combination. It would be less common, for example, to use 'circulate'
> b) Verb + object noun e.g. She bites here nails.
> On the whole, we would not use 'eat' here, though many other languages would.
> c) Adjective + noun e.g. A loud noise, heavy traffic
> Notice how a different collocation (e.g. for 'noise', 'a big noise') would give an entirely different meaning.
> d) Adverb + past participle used adjectivally e.g. badly dressed, fully insured. (p. 37).

Learners can be more successful when they deal with common collocational problems in isolation or as they arise because there is no specific rules of collocation. Nevertheless, teachers can use collocation to provide a useful framework to recall and revise items which students partially know and for expanding their knowledge of the items.

Nattinger (1988) comments on the importance of collocation in that collocation helps students to infer meaning of the unknown vocabulary items from context and so often they will be able to guess the meaning after hearing only the first part of familiar collocation. Brown (as cited in Nattinger, 1988) says that "every useful collocation is another step towards understanding the concept of a word" (p. 69).

2.8. Knowing a Vocabulary Item

Learning vocabulary is a complex process. When students learn vocabulary, they should have mastery of the various kinds of lexical knowledge in order to achieve adequate understanding in listening or reading and to produce ideas successfully in speaking and writing. That is because knowing a word does not just mean knowing its dictionary meaning.

In any language, knowing a lexical item includes knowing the word's written form (spelling), the spoken form (pronunciation), the grammatical behavior (word classes), frequency of occurrence, association with other words, derivations (prefixes and suffixes), collocations and style and connotations of that word.

Wallace (1987) explains the knowing a word saying that it may mean the ability to:

a) "Recognize it in its spoken or written form;
b) Recall it at will;
c) Relate it to an appropriate object or concept;
d) Use it in the appropriate grammatical form;
e) In speech, pronounce it in a recognizable way;
f) In writing spell it correctly;
g) Use it with the words it correctly goes with, i.e. In the correct collocation;
h) Use it at the appropriate level of formality;
i) Be aware of its connotations and association." (p. 27).

Similarly, Nation (in Schmitt 2000) proposes the following list of the different kinds of knowledge that a person must master in order to know a word:

a) the meaning(s) of the word,
b) the written form of the word,
c) the spoken form of the word,
d) the grammatical behavior of the word,
e) the collocation of the word,
f) the register of the word,
g) the association of the word,
h) the frequency of the word. (p. 5).

Hence, the teacher's role is crucial as he has the job of creating the learning condition so that the learner can acquire some or all of the different types of knowledge of the target vocabulary item. "The goal of vocabulary teaching must be more than simply covering a certain number of words on a word list. We must look to how teaching techniques can help realize our concept of what it means to know a word" (Richards, 1985, p. 188).

When the learners acquire different kinds of knowledge of vocabulary items it will help them to remember them more easily and fix them in their mind. Furthermore, different kinds of knowledge of a word cannot be separated from each other. Schmitt (2000) says that we must be aware of the fact that different kinds of word knowledge are really interrelated. For example, frequency and formality are related in that more frequent words tend to be less formal, and less frequent words tend to be more formal.

2.9. Storing Vocabulary Items

Thornbury (2007) states that "the mind seems to store words neither randomly nor in the form of a lists, but in a highly organized and interconnected fashion, in what is often called the 'mental lexicon'" (p. 16) .

Gairns and Redman (1987) say that the semantically related words are stored together and it is observed that when participants are asked to answer two different types of tasks they

have found that answering the first of the following questions easier and quicker than the second one:

1. Name a fruit that begin with p.
2. Name a word that begins with p that is a fruit.

This experiment shows that the brain is better disposed to begin the search via the meaning-based lexicon than the form-based like one. Also, this seems to indicate that the brain categorizes the 'fruit beginning with p' under the fruit heading rather than under 'words beginning with p' heading. Therefore, knowing how the students' memory store and organize the words will help the teachers to find more effective ways in teaching vocabulary. Scrivener (1994) supports the idea stating that "if we can train students to record their new vocabulary in a more useful manner, we can do a lot to help their progress" (p. 88). So, in order to make the students' learning effective, teacher should find ways that will enable their students to record words in more efficient ways.

Nattinger (1988) state that "words in our mental lexicon are tied to each other not only by meaning, form and sound, but also by sight. We link similar shapes in our mind's eyes and by other parts of the context in which we have learned or experienced them" (p. 64). Cook (2001) adds saying that "organizing words in groups by common morphology linked to meaning may be a useful way of remembering them" (p. 69). Cook (2001) also gives an example for this, for instance, teacher may ask students to characterize nouns for profession as –or (actor), -ist (typist) and -ian (musician) and then as different types of career (medical career, entertainer, public service and so on).

2.9.1. Types of Memory

Memory means a store in which information encoded maintained and retrieved. It is used to remember information for a period of time. Cook (2001) says that "anything that is stored in the mind for any length of time, whether seconds or decades, involves some form of memory" (p. 82). Memory can be classified into two types namely: short-term memory (also known as working memory) and long-term memory with regard to the duration for which information is held.

Short-term memory stores information for only brief periods. It is used to hold or store limited number of items for periods of time up to a few seconds. Kırbıyık (2004) states that

the duration in which short-term memory holds information varies from 6-7 seconds to 20-30 second and the items and chunks of information that can be stored exceed from five to seven. This may suggest that teachers should not teach more than seven items in a given class hour. The ability to hold information in short-term memory depends on constant repetition and rehearsal. It is also claimed that distraction or interruption interferes with it. For instant, by constantly repeating a phone number, we will not forget it until we dial it. We cannot store very much information in the short-term memory because it has a small storage capacity, but it is extremely fast and consistent.

On the other hand, Gairns and Redman (1987) define the long-term memory as "the capacity to recall information minutes, weeks and years after the first input" (p. 87). Long-term memory which has a limited capacity is unlike short-term memory in that it has an enormous capacity and its contents are durable over time but it is relatively slow. Repetition in long-term memory may not as important as in short-term memory. Therefore, teachers need to work hard and help students to transfer information from short term retention to long term retention in a systematic organization. However, sometimes when information enters short-term memory, it may pass quite effortlessly into long-term memory by some repetition practices.

2.9.2. Reasons for Forgetting the Meaning of Words

It can be claimed that forgetting is the biggest problem that students face in learning vocabulary items. "Forgetting is a natural fact of learning" (Schmitt, 2000, p.129). In spite of the use of all the efficient ways of learning and teaching vocabulary, students still forget or unable to remember items that they were taught well and established in the long term memory.

Akar (2010) stated that 80 % of the information is lost within twenty-four hours of initial learning. This may explain why the tests of the information that are carried out the day after input may yield unsatisfactory results while further tests that were given a week later appear quite satisfactory.

One of the theories of forgetting is the 'decay theory'. This theory suggests that if the information that the students have acquired is not practiced and revised it will fall into disuse. In other word, Gairns and Redman (1987) suggest that "we need to practice and

revise what we learn; otherwise, the new input will regularly fade in the memory and ultimately disappear" (p. 89).

In addition to the 'decay theory', Gairns and Redman (1987) state that there is the 'cue-dependent forgetting theory'. This theory suggests that failure is a matter of retrieval rather than storage. According to this theory, in fact, the information exists in the memory but the problem is that students cannot recall them; it may be because there are no enough clues in the context to remind the students of them.

In addition to the above theory, Thornbury (2007) stated that forgetting can be caused by interference from subsequent learning. That is, the activities undertaken prior to learning may have prejudicial effect on the ability to intake new input.

Insufficient recycling may lead to forgetting as well. Through space review of learned items, the rate of forgetting can reduce and it is better to recycle the learned items in different contexts rather than repeating them in the original context. "Research suggests that if learners see or use a word in a context different from the one which they first met it, then better learning is achieved" (Thornbury, 2007, p. 27). Words that are easy to learn are better retained than the difficult ones to learn. In addition, teachers don't have to teach the vocabulary items in lexical sets because when learners' memory is overloaded, new words may make them forget the old ones. Thornbury (2007) suggests that "words that were learned over space learning sessions were retained better than the words that were learned in concentrated bursts" (p. 26). Schmitt (2000) adds that one way to reduce the chance of forgetting is that when learning new vocabulary items students have to attach them with some already-known ones that are similar to the old ones in some aspects since the new words that do not have any connections with a preexisting word are much more prone to forgetting.

Therefore, language teachers can help learners retain what they have learned in their long term memory, taking into account the mentioned forgetting reasons in classroom activities.

2.9.3. Improving Students' Retention

Learning vocabulary is not like leaning grammar which is a rule-based system because forming vocabulary knowledge is a matter of collecting individual items. Students should not only learn but also remember the words that they have learned. Kurt (1992, p. 58)

stated that “the students must subsequently remember the words and make them part of their own vocabulary”. “There is no point in studying new words if they are not remembered” (Scrivener, 1994. P. 88).

There are a number of principles which should be observed by the learners in order to transfer the lexical information from the short-term memory to the permanent long-term memory which can help the students to remember what they have learned. Thronbury (2007) summarized some of these principles. They are namely; repetition, spacing, pacing, use and imaging.

1. Repetition is important and useful in learning vocabulary items. If a word is met several times over space interval during reading activities, students have a good chance to remember it for a long time. Kırbıyık (2003) supports that “the repetition, which is essential to short-term memory, may not be applicable to long-term memory. However, some learners find repetition an effective way to transfer information from short-term memory to long-term memory” (p. 27). “There has to be a certain amount of repetition until there is evidence that the student has learned the target word” (Wallace, 1987, p. 29)
2. In order to teach the vocabulary item in an effective way it is also useful to split memory work over a period of time rather than to mass it together. This is what is called spacing. Gairns and Redman (1987) say that “we should try to ensure that practice is carefully spaced and that students are not being overloaded with too much new lexis at any one time” (p. 93). For example, it is better to present the first two or three items, then go back and test these, then present some more, then backtrack again, and so on.
3. It is important to take into account that the learners have different learning styles and pace; therefore, teachers should give learners much enough time during vocabulary leaning to do memory work such as organizing or reviewing their vocabulary individually at their own pace.
4. Another way to ensure that the vocabulary items added to the long-term memory is to put the words into use, preferably in some interesting way. This principle popularly known as *Use it or lose it*.
5. One of another effective ways that helps the students to remember the vocabulary items is visualizing a mental picture to go with a new word. That is imaging. Although the words that are easily visualized with a picture are more memorable than the words that aren’t immediately evoke a picture, even with abstract words it might help if learners

associate them with some mental image. “Our memory for visual images is extremely reliable, and objects and pictures facilitate memory” (Akar, 2010, p. 8).

Beside the principles that are summarized by Thronbury there are other principles that may help the learners to remember the vocabulary items. They are as follows:

1. Grouping is another way to help students remember the vocabulary items. Cook (2001) says that “the commonest way of remembering new vocabulary is to exploit the different memory system in our minds for linking new information to old” (p. 70). Schmitt (2000) also states that grouping means attaching the new information to some preexisting information in the long term memory, that is grouping the new word with already-known words that are similar in some respect. New lexical item can be placed with words with similar in meaning such as in *intelligent – clever, terrible – awful*, in sound structure like *tank – sank – rank*, in word classes as in *write – talk, fast – calm – yellow*, in beginning letters such as *party – proud – pray*, and in items related by topic like *a bedroom: closet – pillow – blanket*, etc. “Because the ‘old’ words are already fixed in the mind, relating the new words to them provides a ‘hook’ to remember them by so they will not be forgotten” (Schmitt, 2000, p. 132).

2. With regard to retrieval, it is claimed that when a learner retrieve a word from memory it is more likely that the learner will be able to recall it again later. The more exposure students have to a word, the more likely it is that they will be able to define, comprehend and remember it. Nation (2001) states that the memory of a word will be strengthened if that word is subsequently retrieved during the task. Vocabulary items should be systematically presented and practiced and teachers need to do some recycling activities in the classroom in order for the learners to revise the words because not all presented words in a given class hour became a student’s active vocabulary. Gairns and Redman (1987) supports that “if memory traces do gradually fade in the memory without regular practice then it is clearly necessary that we create opportunity in the classroom for students to practice what they have learnt” (p. 93). Retrieving words may not require lengthy practice; activities can easily be incorporated into the lesson as a warm up activity at the beginning, or the teacher can give the students an appropriate retrieval cue for vocabulary presented in the previous lesson and see how many items the students can recall. Russell (as cited in Akın and Seferoğlu, 2004) sets out a revision schedule to ensure that new material is permanently recorded:

1. “A five-minute review five to ten minute after the end of a study period.
2. A quick review twenty-four hours later.
3. A further review one week later.
4. Final review one month later and then six months later” (p. 6).

Beside all of these, using and applying several examples of a word in different contexts reinforces word knowledge. If the students expose to an item through a number of different contexts, it will be easy for them to retain and retrieve that item from long term memory. Thornbury (2007) says that “research suggests that it takes six or more encounters with a word before learning is likely to take place” (p. 58). Webb (as cited in Akar, 2010) supports that in order to have 50 per cent chance of recognising the words after three months from the first input, in general, learners need to meet the target words at least eight time.

In this way, students will have had deeper understanding of the vocabulary items and the meaning of words will fix more permanently in their long term memory.

2.10. Criteria for Content Selection

There are some criteria that should be considered in content selection when teaching vocabulary items because this will affect vocabulary teaching and will provide teachers with the best way to follow when teaching lexis.

2.10.1. The Number of Words in a Lesson

When teaching vocabulary, teachers may have to decide on the number of the items to teach in a lesson hour. Wallace (1987) stated that if the teacher provides the students with too many words, the students will get confused, discouraged and frustrated and this will lead them to forgetting. The opposite case may make learners to have less progress in leaning vocabulary items. In this case, teachers should decide to supplement the students’ vocabulary from sources other than the course-book. Gairns and Redman (1986) suggest an average of 8-12 words of active vocabulary be presented in a 60-minute lesson; for elementary students, lower figure being more suitable and the upper figure for more advance students. “Numbers in the area of ten new words per 1-hour session are sometimes cited, and this does not seem unreasonable” (Schmitt, 2000, p. 144).

2.10.2. Form and Meaning

Vocabulary teaching is the matter of teaching the meanings of words; therefore, meaning in a word is of vital importance. Vugotsky (as cited in Üseini, 2003) states that "a word without meaning is an empty sound; meaning therefore is a criterion of word, its indispensable component" (p. 29). There are some words which looks the same in form but different in meaning. These words are called homonyms in semantics. We have two sentences:

- You can *book* a hotel from the internet for tonight.
- I borrowed the *book* from the library.

The word *'book'* in the two sentences have the same form but the word *'book'* in the first sentence has a very different meaning form the one in the second sentence. The context of the sentence shows us which meaning of *'book'* is being used. Thus, teachers should give an attention to such words because these words can confuse the students and may make it more difficult for the teachers to teach such words than the words which have one meaning such as banana, door, etc.

2.10.3. Receptive and Productive Vocabulary

In teaching vocabulary, it is important to draw a distinction between the receptive (passive) and productive (active) vocabulary. Receptive vocabulary is the total number of lexical items that a learner can only recognize and comprehend in the context of reading and listening materials. On the other hand, productive vocabulary is the total of lexical items that a learner can recall and use them appropriately in speech and writing. In any language, a person's passive vocabulary is always larger than the active vocabulary and a person is able to understand approximately more items than which he/she cannot use appropriately. Even in the mother tongue, there will be items which a person is able to recognize and understand, but he/she can find it difficult to recall or may not use it accurately. Wallace (1987) says that "everyone who learns a foreign language is usually able to recognize many more words than he can produce" (p. 23).

Shepherd (1987) states that a learner's first goal of vocabulary development should be to increase the number of receptive vocabulary because all the words that a learner uses in speaking and writing are the words that he/she knows when reading or hearing them.

Therefore, to enlarge the size of productive vocabulary, beside knowing the pronunciation and spelling of words, a learner first have to understand the words meaning, grammatical form and correct combination of them with other words. To facilitate this, Ellis and Tomlinson (as cited in Akar, 2010) claim that "the teacher must exemplify the use of each new lexical item in many realistic contexts and in contexts which help the learner to perceive the correct meaning of the item" (p. 16). A common way to transfer an item from a student's receptive vocabulary to his productive one is repeatedly hearing or reading the item over a period of time and this is a gradual process. Therefore, it is important for the teacher to decide which words that the students must produce and which words that they should merely recognize.

2.10.4. Vocabulary in Context

Context is important in teaching vocabulary and learners need to see words in different contexts to understand how they are used. Davies and Pearse (2000) stated that "an appropriate context helps learners begin to understand the use of the item as well as its basic meaning. The item is associated with a certain type of context or situation" (p. 63).

Schmitt (2000) says that words have the habit of changing their meaning from one context to another; therefore, it requires learners to have numerous exposures to a word in different contexts before it is usually mastered. Teachers should know that a particular meaning of a word might be learned for a particular context and this does not guarantee that it will have the same meaning in another context.

Teaching words in isolation is not a useful way in teaching vocabulary and lack of context makes vocabulary learning difficult. Wallace (1987) states that teachers usually try to teach the words which have a clear concrete denotation, some that can be seen or touched such as: nouns: *table, ball, pen*; verbs: *run, walk, write*; adjectives: *big, round, green*; and so on. However, as student's command of the language improve, they will discover that even such word can have a wide range of denotation according to the context. For example, the word *table* may be discovered in contexts like the once in the following. The examples and quotation are from the Longman Dictionary of Contemporary English:

- There is a table of contents at the front of this proposal.
  (the list of contents)
- John's interesting stories kept the whole table amused.

(the people sitting at the table)

- The Manager is at table now we will talk to him when he finished eating.
  (at table = having meal)

As Özen (1978) says that "vocabulary should always be taught in context" (p. 131) because when teaching vocabulary in context, students will learn not only the meaning of a word but also other features of it such as its relation with other words. Thornbury (2007) states that "words in contexts increase the chances of learners to appreciate not only their meaning but their typical environment, such as their associated collocation or grammatical structure" (p. 53).

2.11. Vocabulary Teaching Techniques

Teaching and learning vocabulary is not seen as a simple matter in language teaching and learning at any level. It is quite challenging, in that, while grammar at least seems to be finite vocabulary is virtually infinite. Scrivener (1994) believes that "vocabulary is very important and need to be dealt with systematically in its own right; it is not simply add-on to grammar or skills lessons" (p. 75).

Vocabulary is important in communication and teachers have to consider how to present new words as well as how to reactivate previously introduced vocabulary because as Azar (2012) says "in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately" (p. 252). Hence, teachers should present new words systematically in order to develop learners' vocabulary and improve their vocabulary use so that they can express themselves in a foreign language.

There are many techniques and activities that the teachers can use and make their students being actively involved in the lesson instead of giving the translation of the new words while teaching vocabulary items. "Most vocabulary items can be presented clearly without translation, and other techniques involve the learners more and help them remember" (Davies and Pearse, 2000, p. 69).

In order to make learning words easier and more memorable for the students, teachers should develop different techniques and activities for different words and they do not have to rely on just only one technique when teaching vocabulary, sometimes it is better to

employ two or more techniques for the same word. Wallace (1987) says that "it is safer for the teacher to devise his own vocabulary questions than to follow the textbook. This usually makes lessons livelier and more interesting, especially as all too many textbooks seen to be concerned with testing vocabulary rather than teaching it" (p. 59). In addition, when teachers use different and interesting techniques, English lessons become more exciting and students will be motivated.

Brown (2007) defines technique as "a subordinate term to refer to various activities either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities" (p. 180). There are several vocabulary teaching techniques that the teachers can use while teaching vocabulary items. They are introduced below.

2.11.1. Using Realias

Realias include all the real objects that the teachers can use to illustrate the meanings of vocabulary items such as: desk, pen, cup, chair, etc. Using real objects is important and useful in vocabulary teaching because they help learners to retain the meanings of words more easily since they see and touch them. If more than one sense is involved in learning process, teaching will be more effective. Harmer (2002) states that "real or lifelike items are useful for teaching the meanings of words; teachers sometimes appear in the classroom with plastic fruit, cardboard clock faces or telephones to help simulate phone conversation" (p. 140).

Davies and Pearse (2000) add that beside the typical classroom objects, teachers can use more interesting objects when teaching vocabulary. For example, if a teacher wants to teach the name of animals, he/she cannot bring monkeys or lions to the class but he/she can bring real toys of the animals. Teachers can also use their own and learners' possessions. For example, if the teacher wants to teach the word 'wallet' he may say 'I bought a pair of shoes and a wallet yesterday. A wallet?' and then he shows his own wallet then ask the students 'Have you got a wallet?' and so on.

2.11.2. Using Pictures and Flashcards

In teaching vocabulary, pictures and flashcards are very useful to convey the meanings of words. Pictures and flashcards are very informative and they help students to retain the

words in the long term memory. Pictures and flashcards can be in various kinds, and they are useful for teaching concrete items, such as pictures of single objects, animals, clothes and food or pictures of people engaged in activities or pictures covering certain areas such as place and profession. Pictures and flashcards must be simple and teachers can take them from newspaper, magazine, picture dictionaries or other resources. Using such materials motivates students and makes lessons more interesting. Özen (1978) claims that "flashcards are practical and very handy, and besides they attract the students' interest very much" (p. 222).

Gairns and Redman (1986) suggest an activity using pictures. The teacher devises a series of cards. On one side of the card, there is the picture of the items and on the other side the teacher writes the name of the items and the transcription of it. The teacher divides the class to groups and each group have the same number of students with the items that the teacher wants to teach. For example, if the teacher wants to teach eight words, there must be eight students in each group. Then, the teacher gives a card to each student and check quickly that each individual student is able to pronounce the item with reasonable accuracy from the transcription. After that, the teacher asks each student to hold his card so that only he can see the written word, while the others in the group can see the picture. Students then mingle and they either have to identify the item if they know it or ask the 'knower' what it is in English. The knower can then teach him the item. Teacher tells the students that they cannot sit down again until they can recall all the items in the group.

2.11.3. Using Drawings

Teachers may us drawings when teaching vocabulary because drawings are effective and useful not only in conveying the meanings of new words but also in reviewing the learned items. Another advantage of using drawings is that it can avoid a lot of lengthy explanation in the learners' first language or translation. In using drawings, there is no need for the teacher to be an artist. Simple drawings and stick figures drawn by the teacher is a helpful and effective way to convey the meaning of certain objects, things and actions. Harmer (2002) says that "even those who are not artistically gifted can usually draw a sad face and a happy face" (p. 138). For example, teacher can draw stick figure to show human activities such sitting, running, crawling or swimming. One point that must be considered with drawings is that they have to be simple and useable for a certain purpose because a

drawing with many details can confuse students. Davies and Pearse (2000) support this stating that "detailed drawings are often not so clear as conventional symbols, and usually take a long time to do" (p. 156).

Wallace (1987) suggests an activity that can be used to review the words using drawings. The teacher divides each team into so many pairs. One player in each pair is given a photograph or a drawing of a scene which contain the words that the teacher wants to review. The other player has to attempt to draw the picture from his participants' description, but without seeing it, he must rely on the description alone. The teacher awards 1, 2 and 3 points for the likeness. The team with more points wins.

2.11.4. Using Mime and Gesture

Using Mime and Gesture is another useful way to convey the meanings of words. This technique is fun and it is effective in the classroom since it creates objects and actions in the learners' imagination. Özen (1978) states that "among his many other qualifications, the foreign language teacher is also an actor" (p. 142). For example, teachers can use their facial expressions and gestures to convey the meanings of certain descriptive adjectives such as sad, happy, tired and upset etc. Gairns and Redman (1986) suggest that "when teaching an item such as 'to swerve' teacher might built a situation to illustrate it, making use of the blackboard and gesture to reinforce the concept". The advantage of using mime and gesture is that it can be very amusing and motivate students.

Davies and Pearse (2000) suggest an activity which can be applied using mime and gesture. The process is that the teacher selects or writes a story and he decides which words he can leave out, and tells the story pretending as if he could not say those words. When he reaches one of the words, he mimes them instead and gets the learners to provide the missing vocabulary. For example the teacher can say:

Teacher: One day I was at home sitting in a ….er….er….

(Teacher mimes sitting in an armchair)

Learners: ...armchair…

Teacher: Yes. I was reading the ….er…..

(Teacher mimes reading a newspaper)

Learners: …newspaper…

Teacher: Yes. In the newspaper I saw an ….er….

(Teacher mimes the next word)

And so on, the teacher mimes all the left out words till the end of the story.

2.11.5. Using Songs

Using songs in teaching vocabulary items can be both enjoyable and educational. Songs are useful aids in teaching vocabulary because in addition to their practical usage, songs motivate students, especially young students, who often want to know the words of English pop songs. Moreover, songs help to keep students active and awake, and a simple song can refresh their memories. Therefore, in order to keep the class alive and highly motivated, teachers should introduce songs in their classrooms from time to time. The songs that the teachers choose should be attractive as well as appropriate for the level of the class.

Gasser and Waldman (1979) say that "songs can provide an excellent means for introducing or reviewing vocabulary" (p. 49). They give an example song which called **'Colours'**. This song can be used at different level. One way of using this song is that the teacher makes copies of the lyrics of the song and gives them to the students but with a number of missing words. Students listen to the song in the class and attempt to fill in the missing words.

2.11.6. Using Tapes and Audio Sound Tracks

Tapes and audio sound tracks are good resources that can be used in conveying meanings of new words and practicing new vocabulary items. Sound tracks can be taken from different resources such as the ones from films, videos, dialogues, interviews and radio programs. Tapes and sound tracks as Akar (2010) says "have flexibility in that the teacher can monitor them by stopping, pausing or moving back and forth" (p. 34). Tapes and sound tracks are useful and effective in teaching vocabulary in that they make learners able to listen to English spoken words produced by native speakers. Another advantage of using tapes and sound tracks is that they help bring real life situation into the classroom and learners find them interesting since they are authentic or realistic.

Teachers can use tapes and sound tracks in different ways. For example, after the learners have listened to a paragraph, the teacher can ask them to fill in words which have been omitted from a printed script, or the teacher may give the students a picture and while they are listening to the tape, which describes the picture, they have to note the mistakes in the artist's drawing.

An activity called 'tape montage' has been suggested by Morgan and Rinvolucri (1987). In this activity, the teacher makes students listen only once to a three or four minute cast from radio news. Then, the teacher asks students to write down everything they remember and any comments that they wish to add. Then the teacher asks students to form groups of three or four, and to pool their notes and comments. After that, the teacher plays the tape again straight through. Finally, the teacher asks the groups to produce a one minute 'broadcast' sketch of dialogue based on their notes, for example, incorporating vocabulary heard or suggested by the topic.

It is important that the sound tracks that the teachers select be clear, appropriate for the learners' level and at an appropriate speed. Otherwise, they become fruitless and can confuse students.

2.11.7. Definitions and Explanations

In teaching vocabulary, sometimes words come incidentally, words for which the teacher won't have visual aids or realia at hand. In such cases, teachers can use definition or explanation to convey the meaning of the words. For example, from Scrivener (1994) if the teacher wants to teach the meaning of 'wellington boots' he may say:

- You wear them on your feet.
- You wear them when it rains.
- They are made of rubber.
- Farmers often wear them.
- They are quit tall.
- They are difficult to take off.
- You wear them when you don't want your feet to get wet.

One advantage of using definitions and explanations is that they give the students extra exposure to the target language.

> Although a verbal explanation may take a little longer than using translation, or visuals or mime, the advantage is that the learners are getting extra 'free' listening practice, and, by being made to work a little harder to get the meaning of a word, they may be more cognitively engaged (Thorbury, 2007, p. 81).

When using this technique, teachers should keep in mind that they should not use long definitions because this can cause a lot of time wasting. They should keep their sentences short. Another point is that the teachers have to avoid using complex language and words that the students are unlikely to understood. Lewis and Hill (1992) say that "the level of the explanation must be suitable to the students' level of English" (p. 103).

2.11.8. Using Dictionaries

Dictionaries are one of the best resources that help learners in English language learning process. When a learner has no teacher or peer to ask, he can use his dictionary to get the meaning of an unknown word. Wallace (1987) states that "dictionary can be an extremely useful learning resource, especially as it makes the learner more independent of the teacher" (p. 82). A learner who makes a good use of a dictionary will be able to continue learning outside the classroom. Scrivener (1994) supports this saying that "learner training in the effective use of dictionary gives students a valuable skill that they can use in and out of the classroom" (p. 73).

Teachers should teach their students how and when to use their dictionaries. They should not make their students check the meaning of every unknown word in their dictionary. Teachers should first encourage their students to guess the meaning of unknown words from context. They should also make their students think carefully about the entire sentence in which the unfamiliar word appear, then, think of some possible meanings that the unknown word can have. "A combination of inferring and dictionary use strategies will achieve the greatest vocabulary acquisition" (Macaro, 2003, p. 74). However, sometimes the meaning of a word can be ambiguous and cannot guess its meaning from the context. In such cases, the dictionary is an important source to clarify the uncertainty, and it is also a valuable support as a backup to contextual guesswork.

> In addition to other learning strategies, such as making guessing about new words encountered in reading texts, asking the teacher for explanation, or asking help from their classmates, students can and should be encouraged to avail themselves of the substantial information contained in their dictionary (Summers, 1988, p. 111)

Another point that will be useful to consider is that using dictionary will be more useful if the teachers encourage their students to use monolingual ones instead of bilingual onc at

the intermediate level and above. Bilingual dictionaries are easy to understand and the time that takes to refer to a word is minimum, however, as Thorbury (2007) says "bilingual dictionaries, can be misleading. By suggesting a one-to-one match between the first language and the target language words, they often oversimplify matters" (p. 61). On the other hand, monolingual dictionaries encourage students to think in the target language.

Teachers should make the dictionaries a part of language learning and practice in the classroom. Dictionaries can be use in different activities. Wallace (1987) suggests an activity in which the aim is that the learner has to choose the meaning appropriate to a given context when several meanings are defined. In this activity, the teacher chooses a passage and after discussing its general sense, the teacher gives students a list of words from the passage, the students have to found the meanings of words from the dictionary. (Words should be chosen among the once which have several meaning). Then, students have to write out the correct appropriate definition. Answers can then be compared, either in group or in a class work.

Thorbury (2007) suggests another activity. In his activity, the teacher gives students words on cards. Students have to sort them into meaning categories, using the dictionary. The titles of the category can be given, or to make the task more difficult, they can be left to the learners to work out. The teacher should choose words which have more than one meaning, so learners will need to use their dictionaries intelligently in order to locate the correct meaning area.

2.11.9. Guessing the Meaning by the Form of Words Technique

Teachers can help the students to use their knowledge about the prefixes and suffixes to guess the meaning of an unknown word because many words are formed by adding prefixes and suffixes to the base word. In other words, students can guess the meaning of a word from its form. Therefore, teachers must familiarize students with the common roots, prefixes and suffixes. Prefixes are attached to the beginning of the word and suffixes to the end of the roots.

Akar (2010) states that it is useful to teach the commonly used suffixes because with recognizing familiar elements within words that students have not seen before, students' comprehension of English can be greatly strengthened. In addition to teaching suffixes, acquiring the commonly used prefixes can expand students' vocabulary knowledge.

Students can quickly acquire words such as *uncertain, unafraid* and *unhappy* when the words *certain, afraid* and *happy* have been learned and having learned that prefix *un-* means 'not', students can learn that *in-*, *il-*, *im-* and *ir-* also represent *not* as in *incorrect, illegal, impossible,* and *irrelevant.*

Another advantage of using this technique is that it can also help students to become independent vocabulary learners. If the students know the roots of the words such as 'substandard', 'ungrateful' and 'renewable' they can guess the meanings of these words if they are familiar with the prefixes and suffixes such as 'sub-,un-, -ful, and -able'.

Wallace (1987) suggests a simple activity on using prefixes to infer the meaning of the words. In this activity, first, the teacher explains the meaning of the prefix *mis-*, which it is often used to give the sense of 'bad' or 'wrongly' or, occasionally, 'lack of'. Then, the teacher provides the students with some sentences and asks them to work out the meaning of the words which they start with the prefix *mis-* .

1. You have *misunderstood* me.
2. He is an honest man, but his views are very *misguided*.
3. There is a *misprint* in this newspaper.
4. The workers viewed the new manager with some *mistrust*.
5. He was accused of *misconduct* and dismissed from his job.

2.11.10. Synonymy and Antonym

This is one of the simplest and effective technique that teacher can use while teaching vocabulary. When the teacher wants to show the meaning of an unknown word, instead of giving the translation of the word in the students' mother tongue the teacher may say:

1. It has the same meaning with other word (synonym) i.e. huge = large
2. It is opposite in meaning with other word (antonym) i.e. cheap × expensive or
3. It is a kind of another word (hyponym) i.e. orange ⟶fruit

In teaching vocabulary items, the use of synonymy, antonym and hyponymy is often a quick and effective way of explaining unknown words. Scrivener (1994) states that "relationships between words are useful both in assisting an initial understanding of the meaning of new items and as a key to recording and remembering them" (p. 79). By the use of the relationship between words, teachers can train their students to constantly

deepen their recollection of words learnt and reinforce learning and retention of newly learnt words.

Morgan and Rinvolucri (1986) suggest an activity called ‘diagonal opposites’ using the words relations. To start this activity, the teacher writes on the blackboard three or four words which they have clear opposites, e.g. cold, sad, rise. Then, the teacher asks the students to suggest opposites for them. Next, the teacher adds two or three words that do not have clear opposites, e.g. ball, typewriter, Wednesday. The teacher suggests that by using the personal associations of word, one can think of ‘opposites’ for these too. For example, ball – mouse because both are cat’s playing – the one dead, the other alive. And then, the teacher asks students to form circles of 6 – 10 people and gives each group a ball. The first player takes a ball, shouts out a word, and then throws the ball to another member of the circle. The second player shouts out an ‘opposite, then a new word, and throw the ball to a third player and so on.

2.11.11. Parts-Whole Relation

When teaching vocabulary items, teachers can use a whole thing to describe its parts. For example, a human body can be used to teach the vocabulary items of the parts of the body. This is a useful technique in that it provides a chance to teach the words that are related in some aspects and this makes teaching more effective because, as Scrivener (1994) states that “a group of related words is likely to be more memorable than a list of unrelated items” (p. 79). This technique can be used as a way to expand students’ vocabulary knowledge or to make a revision of the words that the students learned in previous lessons.

Wallace (1987) suggests an activity on using this technique. In his activity, the teacher shows the students a picture of the front view of a car and gives them a list of the car parts. Students have to match the words to the correct parts of the car that are shown on the picture. Teacher asks the students to use their dictionaries or ask their friends if there is any item that they are unfamiliar with. Then the teacher asks the students about what other parts of a car that they know and asks them to draw the place where they are.

2.11.12. Using Translation

The meaning of new words and expressions can be presented through translation, in other words, giving an equivalent word or expression in the learners' native language. Teachers can use translation in monolingual classes when teaching vocabulary. Thornbury (2007) says that "translation has the advantages of being the most direct route to a word's meaning – assuming that there is a close match between the target word and its L1 (fist language) equivalent" (p. 77). Translation also has the advantages in that it is an effective way for explaining low-frequency items, and, it can save time with words that need more explanation when teaching vocabulary.

However, there are several potential disadvantages of using translation. For example, translation cannot always convey the exact sense of the item. It may divert the students' attention away from the target language toward the native language and it may encourage learners to think in their own language, always translating to and from English. Using translation a lot may make words less memorable because learners don't have to work hard to access the meaning of a word. Another disadvantage of using translation is, as Davies and Pearse (2000) state, "it may encourage learners to feel they have learnt a word or expression permanently once they have been given the translation" (p. 61).

It is natural and useful to use translation from time to time, but teachers have to avoid making it the usual way of presenting the meaning of new words because, besides all the disadvantages of using translation, the real danger with translation is that if learners continue to use their mother tongue, they will not take account the sense relations between different items in the new language. Gairns and Redman (1986) claim that "if teachers rely too heavily on the use of translation and deliver most explanations in the mother tongue, their students are surely losing some of the essential spirit and atmosphere of being in language learning classroom" (p. 76).

2.11.13. Guessing the Meaning from Context Technique

Teacher can use this technique to help their students to guess the meaning of unknown words using the clues in a given context. Teachers should teach the words in a context rather than in isolation, because as Wilf (as cited in Üseini, 2003) states "it is hard to figure out the meanings of words when they stand alone" (p. 62). This technique provides students with a lot of activities that enable them to find new words that they do not know

and of which meaning they try to infer through the context. Therefore, it is important to make the students use this strategy for inferring the meanings of unknown words in context rather than making them memorize a list of words or looking up the meaning of an unknown word in a dictionary.

Liu, Nation and Nation (as cited in Hunt and Beglar, 2002) state that "to guess successfully from context, learners need to know about 19 of every 20 words (95 %) of a text" (p. 262). Therefore, the teachers who teach vocabulary using this technique, it is important to consider the difficulty level of the text as well as the students' vocabulary level. Gairns and Redman (1986) add that "it must be emphasized that students should not be asked to guess the meaning from context when the context is wholly inadequate to the task" (p. 84). Although this strategy is complex and often difficult to carry out successfully and learners may not gain full understanding of the words meanings, using the texts can be an effective strategy and gives deeper word knowledge as long as students practice this strategy regularly and pay attention to the word and its context. "The ability to guess from context is clearly a valuable skill and one that should play a part in textual exploitation in class" (Gairns and Redman, 1986, p. 84).

For example, if the students do not know the meaning of the word 'lazy', they can guess its meaning from contexts, when the teacher provides them with a paragraph including that word such as in the following:

Some people work hard. Other people don't work hard – they are lazy. For example, I have a brother. He is vary lazy he gets up late and then he does nothing all day. I say to him, 'don't be so lazy! Do some work! (Doff, as cited in Üseini, 2003, p. 62).

In order to make correct guesses about an unknown word Nation and Coady (in Hunt and Beglar, 2002) suggest a five-step procedure that students might follow:

1. "Determine the part of speech of the unknown word.
2. Look at the immediate context and simplify it if necessary.
3. Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences.
4. Guess the meaning of the unknown word.
5. Check that the guess is correct" (p. 262-263).

After students making the guess of the meaning of an unknown word, students should try out the guess in the context to see whether it makes sense, and they may consult a dictionary to confirm the guess.

2.11.14. Using Games

Using games is one of the most effective techniques that teachers can use in teaching vocabulary items. Learners can, easily and in a joyfully way, learn and practice the vocabulary items while they are playing a game. Games can be considered as a kind of break and a time allowing students to practice their language skills and a well-chosen game can help the students acquire English words. Although that the entertainment of the students is not the teacher's responsibility, the main reason of using games in the class is to help students learn and have fun because games are highly motivating. Wright (as cited in Kılınç, 2005) states that "games help and encourage many learners to sustain their interest and work" (p. 47).

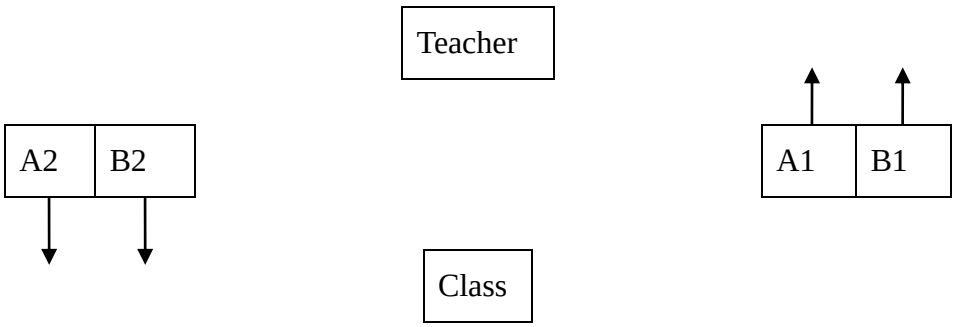
Another useful characteristic of games is the competitive element. When students play a game, especially when the class is divided into teams, they feel that certain words are important and necessary because without those words the object of the game cannot be achieved and they co-operate for the success of their team. "The fun factor may help make words more memorable, and, like it or not, a competitive element often serves to animate even the most lethargic students" (Thornbury, 2007, p. 102). Therefore, it will be very useful if teachers use this important technique often in teaching words, and students can learn the meanings of words in a funny and relaxed way. In the following there are some vocabulary games that the teachers can use in their classes:

1. Memory Game

This game is a team game. The teacher shows a picture, slide or blackboard drawing, containing a list of related items, e.g. animals, items of clothing or perhaps a scene. Students are allowed to study the picture for a few minutes, after which it is removed. Then, the members of each team pool their knowledge to see how many of the items they can remember. The items are written down as a check. The picture is shown again and the team with the highest score wins.

2. Key Word

In this game the class is divided into two teams (Team A and Team B), and two students are chosen to represent each team. So there are four players: A1and A2; B1 and B2. The players are in front of the class. In each team, one player faces the teacher and the other faces the class. The students should set like this:



The teacher holds up a card with a word printed on it, for instant, the word *shoe*. The players facing the teacher have to help their partners facing the class to guess the target word by calling out a word associated with the target word. So the game might go like this:

Teacher holds up a *shoe*.

Player **A1**: foot.

Player **A2**: walk (wrong guess).

Player **B1**: wear.

Player **B2**: stocking (wrong guess).

Player **A1**: leather.

Player **A2**: shoe (wins the point).

It is obvious that as the number of association builds up it becomes easier to guess the target word.

3. Categories

In this game, learners work in pairs or small group. On a piece of paper, they draw up a number of columns, according to the model on the board, each column labeled with the

name of a lexical set: e.g. clothes, sports, animals, fruit, transport. The teacher calls out a letter of the alphabet (e.g. B), and to a time limit – for example three minutes, students write down as many words as they can beginning with that letter in the separate column. The group with the most correct words wins.

4. The Mime Game

For this game the teacher divides the class into two teams. Then, the teacher gives a learner from one team a piece of paper with an activity on it, e.g. sail a boat, fly a small plane or playing chess. That learner has to mime the activity so that the other members of his/her team can guess it in a given time - for example, one minute. Then a learner from the other teams takes the turn to mime another activity to his/her team members. The winning team is the one that has guessed most activities when all the pieces of paper are finished.

5. Guess the Word

For preparation in this game, students are given several minutes to write a brief description of some objects for the other students in the class to guess the word. There should be four sentences in the description, beginning with the less obvious details and moving towards those that make it easier to guess. Students may call out their answer as quickly as they think they know the object. The first students to guess correctly receive a score of one to four points.

A student receives four points if he guesses correctly after hearing the first sentence, three points after hearing the second sentence, two after the third and only one after the fourth sentence. At the end of the game, the student with the most points is the winner.

Example:

1. It is big and usually black
2. We use it everyday
3. There’s one in almost every classroom
4. The teacher writes on it

Answer: blackboard

6. Word Race

This game is a useful way to review some words that the teacher finds necessary. For this game, the class is divided into two teams and each team is given a board marker pen or piece of chalk. The board is divided into as many sections as there are teams. The teacher (or especially appointed student) says a word in the student's language, and the first team to get the correct English translation on the board earns a point. The team with most points wins. The game continues for as many words as it is necessary to review.

7. How Many Words Can You Make?

This game can be played as group of the whole class competing individually with one another or small groups competing against other groups. The game starts as the teacher puts a fairly long word, e.g. 'dictionary' or 'surprising', on the blackboard. Then, players try to make as many other words as they can, using any of the letters in that word. They may not use any letter more often than it occurs in the original word, (e.g. 'dictionary' has two i's so the new word may contain one or two, but not three i's). The winner may be judged by the total number of words alone, or extra points may be awarded to players who find a word that no other players find.

2.11.15. Using Role Play

Using role plays is an enjoyable and a very effective way in practicing vocabulary items because role plays involve students in the process of the lesson and this will motivate students. Celce-Murcia and Rosensweig (1979) state that "role play is the dramatization of a real situation in which the students assume roles. It provides the students with a situation that must be interpreted and acted out by them" (p. 250). In other words, the teacher gives students a situation and asks students to take on a particular role and imagine themselves in that role and act out the situation. Using role plays is important in teaching vocabulary in that if the teacher gives the students the chance of acting out certain things they will remember the words for a long period of time. "The more the student can be involved as a person in what is going on in the language classroom, the more likely the new language is to be retained effectively in the memory" (Lewis and Hill, 1992, p.102). When the teachers use role plays, the students are likely to need certain vocabulary; these words can be

introduced by the teacher before the dramatization and will subsequently be used during the role playing, in the context of the situation.

Gairns and Redman (1986) suggest an activity of role playing called **'complaining'**. In this activity, the teacher divides the class into two groups. The teacher tells one group to take the role of guests in a hotel that they are extremely unhappy with the room they have been given and asks the group to think about some complaint and encourage them to use some negative vocabulary items such as: gloomy, damp and cramped. For the other group, the teacher tells them to take the role of hotel receptionist and tells them that their job is to please the guests and encourages them to employ some positive vocabulary items such as: cosy, spacious and luxurious in order to reassure the unhappy guests. After all, the teacher puts one receptionist with either one or two guests and gets them to act out the situation.

2.11.16. Concept Forming

This is a useful technique that teacher can use while teaching vocabulary. By this, teachers can help students to develop the concept of the items in their minds before they learn the word for it in the target language and this will lead them to retrieve the learned words for a long time. This technique is useful with abstract words. Akar (2010) states that "involving learners mental activity in the learning process by forming the desired concept will give better results since the learner will keep the word learnt this way in his mind for a long period" (p. 81).

Teachers can use different way to form the concept of the target word in the students' mind. One way is by creating a situational presentation involves a scenario which clearly contextualizes the target word. Thornbury (2007) gives example situation on teaching the words embarrassed / embarrassing:

> *"Catherine saw a man at the bus stop. His back was turned but she was sure it was her brother, so she tapped him on the shoulder with her umbrella and shouted 'Look out' the police are after you! The man turned around. He was a complete strange. She was terribly* ***embarrassed****. It was a very* ***embarrassing*** *experience" (p. 82).*

Here, the teacher can use his mime and gesture or use pictures or drawings to reinforce the situation. After that, the teacher may ask the students to share their experience if they have had a similar situation in which they have embarrassed.

Another way to develop the concept of the target words in the learners mind is by asking concept questions. For example, the teacher wants to teach the word ‘advertisement’ he may ask question such as:

“you read it in the newspaper when you want to buy something. What is it?”

2.11.17. Example Sentences

Instead of giving the translation of an unknown word in the students’ mother tongue, teachers can provide students with some meaningful example sentences in which the unknown word used. This technique has many advantages. First, when teachers provide students with some example sentences, the learners will be able to hear the target word several times and this will increase the retention in memory, also, when students hear the target word several time they will get more confidence to use the word in writing or speaking. Second, the students hear the target word in different contexts rather than in one, so they can understand the range of the uses as well as the typical collocation of the target word. Thornbury (2007) states that “from the cumulative effect of the sentences the students should be able to hypothesize the meaning of the target word” (p. 82). Another advantage of this technique is that the learners will get information on the word’s form and grammar, weather it is regular or irregular if it is verb and weather it is countable or uncountable if it is noun or if it is an adjective or an adverb.

Thornbury (2007) gives an example on the use of this technique. If the teacher wants to teach the word ***fancy***, for instance, the teacher asks the students to listen to the example sentences and asks them to work, individually or in groups, to find out what the word *fancy* means, the teacher reads the sentences:

1. He’s really nice, but I don’t fancy him. (pause)
2. I fancy eating out tonight. Don’t you? (pause)
3. Do you fancy a cup of coffee? (pause)
4. That guy on the dance floor – he really fancies himself. (pause)
5. I never really fancied package holidays much.

2.11.18. Process Activities

Teachers can use a great variety of process activities when teaching vocabulary such as ‘operating a machine’ or ‘making fruit salad’. These activities stimulate student’s interest and can motivate them. Gairns and Redman (1987) suggest an activity on this. The teacher, in this activity, writes on the blackboard the sentences below in random order and ,at this stage, he tells students to use their dictionaries or share knowledge to clarify the meaning of any item which are new or only partially known.

- You get married.
- You fall in love with someone.
- You get to know someone.
- You have a baby.
- You go out with someone.
- You get divorced.
- You get engaged.

Next, students in pairs have to discuss the ‘correct’ order for these activities. When a pair have finished, the teacher asks them to find another pair and compare answers. Finally, the teacher asks one pair to tell the class the order they arrived at. After all, the teacher can ask students to discuss in small groups weather there are any variation to this order, weather, for example, they know of people whose life did not conform in the usual style. This activity gives the students considerable oral practice, and at the same time allows the teacher to check that students have understood the items.

Teachers can use various sentences of situations and events from real-life and a set of sentences which have variety of ways of ordering often works better; this gives the students the opportunity to discuss the process and use more vocabulary items than that the exercise contains. An example can be ‘driving a car’:

turn the steering wheel / put the key in the ignition / use the indicator / look in the rear view mirror / get into the driving seat / put your foot on the clutch / adjust the rear view mirror / unlock the door / let the handbrake off / start the car / put the car in first gear / pull out

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter includes research design, participants, instruments, data collection and data analysis.

3.2. Research Design

This study was designed by the use of quantitive research method. It is quantitive as teachers' and students' views were taken via questionnaires. The aim of this study is to investigate which ways that the teachers select and which vocabulary teaching techniques that they mostly use while teaching vocabulary. Therefore, a questionnaire administered to the teacher participants to ask about some important points that the teachers should take in account in teaching vocabulary and to learn about which vocabulary teaching techniques that they frequently use **(See Appendix 1)**. The student participants were asked about the same thing with different wordings that they can easily understand via a questionnaire administered to them **(See Appendix 2)**. Because they are secondary school students, the questionnaire administered to those students in their first language (Arabic) **(See Appendix 3)** in order to have reliable answers. Afterwards, the teachers' and students' responses were compared and the results have been interpreted.

3.3. Participants

The participants to whom the questionnaires have been administered are 30 teachers of English language and 130 students who have been learning English as a foreign language. The teachers and students participants were selected from different secondary schools in Iraq, they are namely; Parlak Secondary School, Kirkuk High School, Al-Valeed High

School, Al-Hikmah High School, Al-Sader High School and Al-Gharbia Secondary School. All the teacher participants use the same course book in teaching English. The student participants who answered the questionnaires are at pre-intermediate and intermediate level and they are between sixteen and eighteen years old. The questionnaires were administered to the teachers and students just before the second term terminated, in May in 2013-2014 academic year.

3.4. Questionnaires

Two questionnaires were designed by the researcher. There were statements about some important points and vocabulary teaching techniques that should be considered in teaching vocabulary. The questionnaire of the teacher participants includes 9 items and the questionnaire of the student participants includes 8 items. Before the administration of the scales, an interview was made with an expert of assessment and evaluation.

Because the designed questionnaire is in ordinal level, each item is analyzed separately and the items of questionnaire aim to measure different psychological construct (this means that no total score will be calculated), it didn't require to do psychometric validity and reliability studies (Büyüköztürk and others, 2009). So no pilot study was established on a large sample to test the construct validty, inter-reliability etc. of the questionnaire. However, in order to insure whether or not the students can understand the items and instructions before the actual administration of the questionnaires to the student and teacher sample groups, the researcher conducted the questionnaires on 15 randomly chosen students and 10 teachers at some secondary schools in Iraq. It was found that there was no need to make any changes in the items. Moreover content validty and face validty of the questionnaire were tested by taking the opinions of experts from measurement and evaluation and English language education departments of universities.

3.5. Data Collection

The data for this study were collected through the questionnaires that the teacher and student participants answered in secondary schools in Iraq. The questionnaires were administered to the teachers and students just before the second term were finished.

It should be noted here that the responses are assumed to reflect the real and genuine opinions of the participants. Thus, the results that the researcher has achieved are considered to be reliable and valid.

3.6. Data Analysis

In this study, the data gathered through the questionnaires responded by the teacher and student participants will be analyzed and explained mostly by using percentages and frequency distribution in computer environment for both questionnaires. Some tables and graphs will be used to illustrate the findings. The questionnaires will be analyzed and interpreted item by item.

CHAPTER 4

DATA ANALYSIS

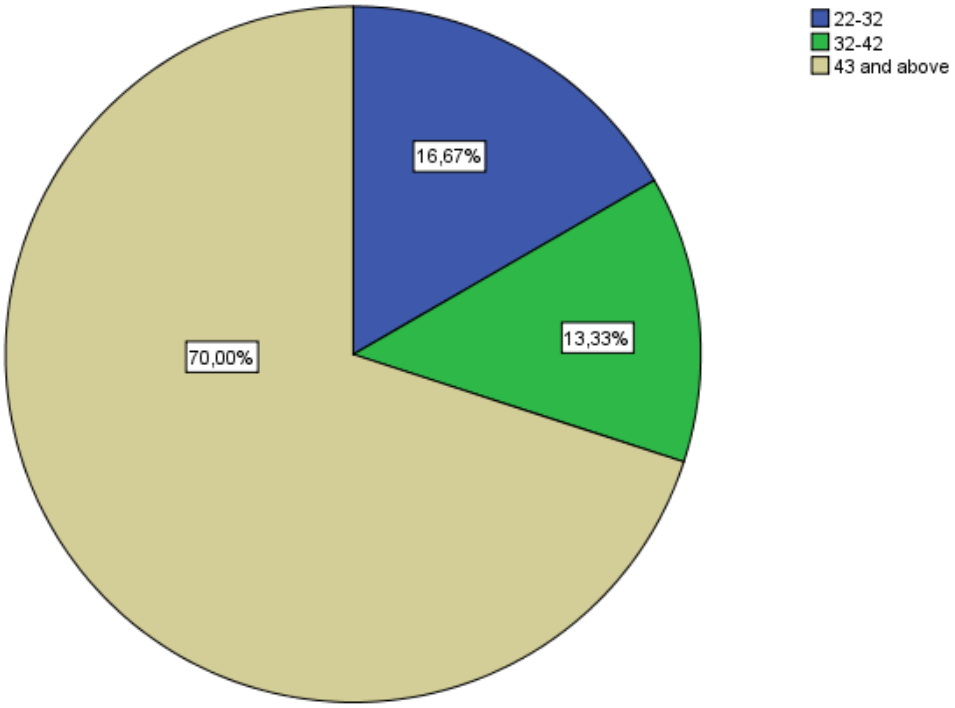
4.1. Introduction

In this chapter, the data gathered through the questionnaires responded by the teacher and student participants are presented and analyzed in order to find the answers for the research questions of this study.

4.2. Evaluation of the Personal Information of the Teacher Participants

Table 1. The Age of the Teacher Participants

Age	22-32	33-42	43 and above	Total
Frequency	5	4	21	30
Percent	16.7 %	13.3 %	70 %	100 %

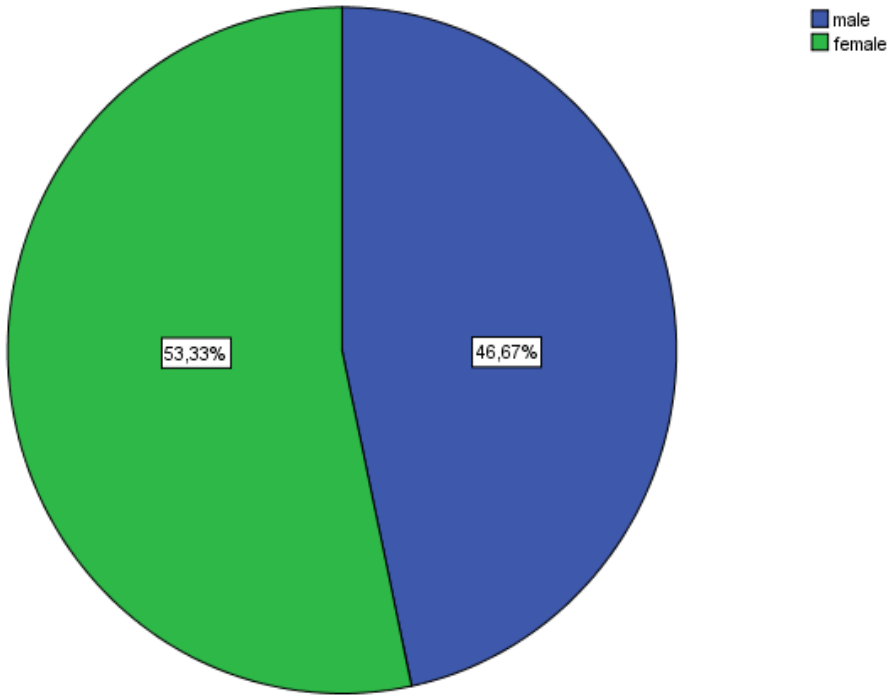


Graph 1. The percentage of the age of the teacher participants

Table 1 and Graphic 1 show us that, 16.7 % of the teacher participants are between the age of 22-32 and 13.3 % of them 33-42 and 70 % of them are 43 years old and above. This means that the majority of the teacher participants, whom have been appointed by the Ministry of Education in Iraq, are 43 years old and above.

Table 2. The Gender of the Teacher Participants

Gender	Male	Female
Frequency	14	16
Percentage	46.7 %	53.3 %

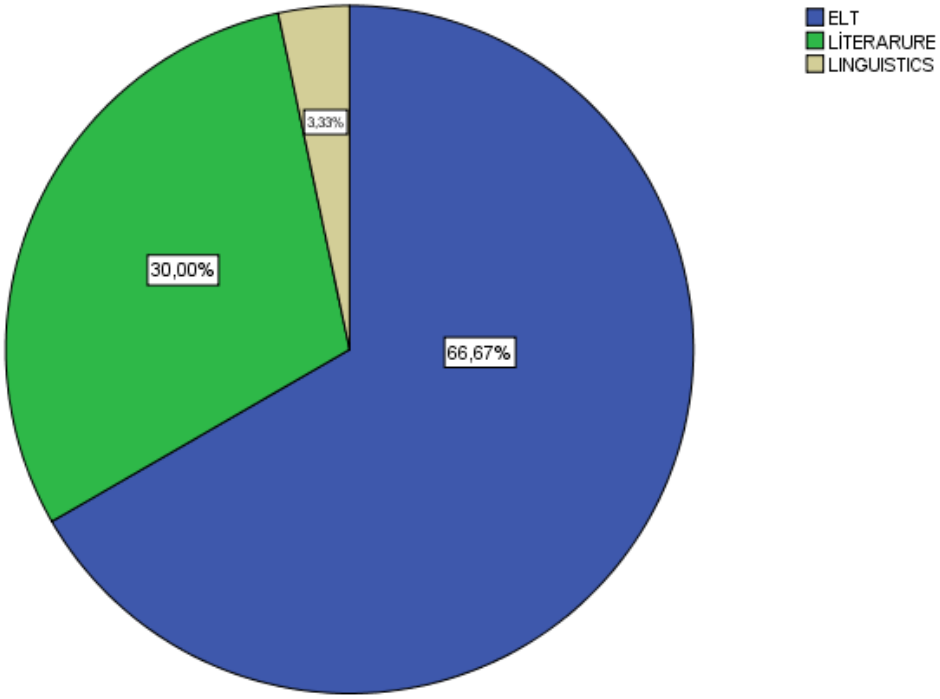


Graph 2. The percentage of the gender of the teacher participants

Table 2 reveals that 46.7 % of the teacher participants are male while 53.3 % of them are female. This means that, there is no significant difference among teacher participants when their gender is considered since nearly half of them were male and the other half were female.

Table 3. The Educational Background of the Teacher Participants

Eeducational Background	ELT	LITERATURE	LINGUISTICS
Frequency	20	9	1
Percentage	66.7 %	30 %	3.3 %

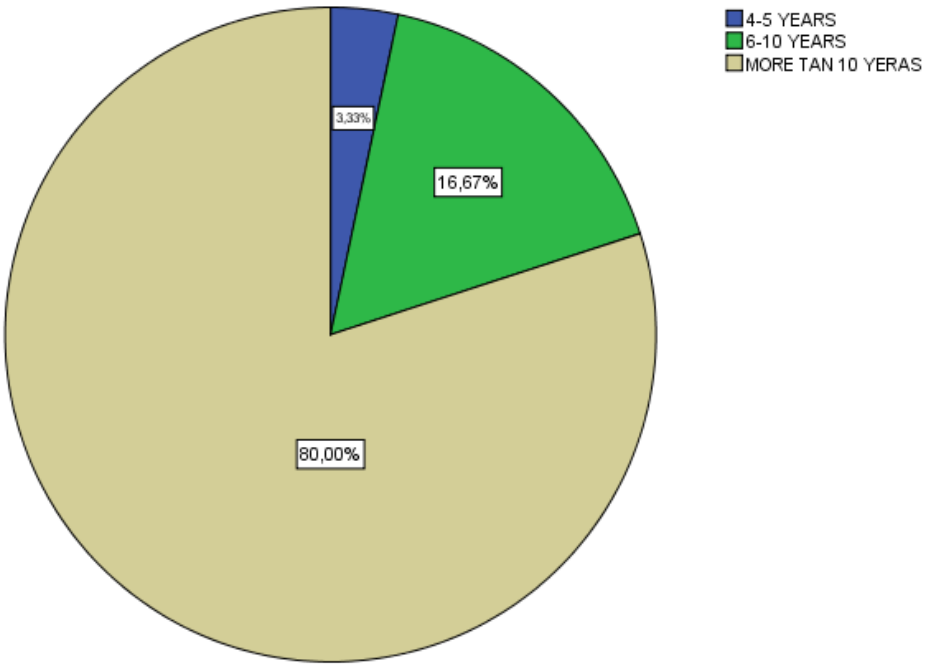


Graph 3. The percentage of the educational background of the teacher participants

Table 3 and Graphic 3 are about the educational background of the teacher participants. According to the findings, 66.7 % of the teacher participants have 'English language teaching' background and 30 % of them 'literature' while only 3.3 % of them have 'linguistics' background. This shows that most of the teacher participants have 'English language teaching' educational background.

Table 4. The Teaching Experience of the Teacher Participants

Teaching Experience	4-5 years	6-10 years	More than 10 years
Frequency	1	5	24
Percentage	3.3 %	16.7 %	80 %



Graph 4. The percentage of the teaching experience of the teacher participants

When teacher participants are asked how long they have been taught English, only 3.3 % of them answered it as ‘4-5 years’, 16.7 % of them as ‘6-10 years’ while 80 % of them as ‘more than 10 years’. The findings show us that a large number of the teacher participants have taught English more that 10 years.

4.3. Evaluation of the Items of the Questionnaires Administered to the Teacher and Student Participants

Item 1.

Teachers Questionnaire: Vocabulary is important in teaching English language.

Students Questionnaire: Vocabulary is important in learning English.

Table 5. The Responses of the Teacher and Student Participants to Item 1

	Teachers' View				Students' View			
	Yes	Not sure	No	Total	Yes	Not sure	No	Total
Frequency	29	1	0	30	117	11	2	130
Percent	96.7 %	3.3 %	0 %	100 %	90 %	8.5 %	1.5 %	100 %

As shown in Table 1, according to the responses given to item 1, 96.7 % of the teacher participants believe that vocabulary is important in teaching English language but 3.3 % of them are not sure about it and none of them believes that vocabulary is not important in teaching English language. Similarly, 90 % of the student participants stated that vocabulary is important in learning English while 8.5 % of them are not sure about it; on the other hand, 1.5 % of them claimed that vocabulary is not important in learning English. For item 1, it can be stated that the teacher and student participants agree on the importance of vocabulary in teaching and learning English language.

Item 2.

Teachers Questionnaire: Even with little grammar knowledge, using the necessary words enables students to communicate.

Students Questionnaire: I believe that with little grammar knowledge, it is possible to have effective communication if I have good enough vocabulary.

Table 6. The Responses of the Teacher and Student Participants to Item 2

	Teachers' View				Students' View			
	Yes	Not sure	No	Total	Yes	Not sure	No	Total
Frequency	24	6	0	30	90	29	11	130
Percent	80 %	20 %	0 %	100 %	69 %	22.5 %	8.5 %	100 %

According to the responses to item 2, 80 % of the teachers believe that even with little grammar knowledge, using useful words students can communicate with the others, while 20 % of them are not sure about this and none of them responded with 'no' for this item. On the other hand, 69 % of the students think that if they have well enough vocabulary, it will be possible to communicate effectively despite little grammar knowledge. Furthermore, while 22.5 % of them are not sure about it, 8.5 % of them do not agree with the statement. It can be observed from the responses that the teacher and student participants agree with this item because they believe that even with little grammar knowledge, it is possible to have effective communication in English.

Item 3.

Teachers Questionnaire: I usually present a new word in different contexts before making students use it in speaking and writing.

Students Questionnaire: When I learn a new word, I see it in different contexts before using it in writing and speaking.

Table 7. The Responses of the Teacher and Student Participants to Item 3

	Teachers' View				Students' View			
	Yes	Not sure	No	Total	Yes	Not sure	No	Total
Frequency	24	2	4	30	67	48	15	130
Percent	80 %	6.7 %	13.3 %	100 %	51.9 %	36.4 %	11.6 %	100 %

As observed in the table above, 80 % of the teacher participants present the new words in different contexts before making students use them in speaking and writing, 6.7 % of them are not sure about this and 13.3 % of them stated that they do not present the new words in different contexts. On the other hand, while 51.9 % of the student participants said that when they learn a new word they see it in different contexts before using it in writing and speaking, 36.4 % of them are not sure about this and 11.6 % of them asserted that they do not see a word that they have learned in different contexts before using it writing and speaking. It is revealed that the majority of the teachers claim that they present new words in different contexts. Despite this, only half of the student participants are in agreement with their teachers on that they are exposed to new words in various contexts before using them in writing and speaking.

Item 4.

Teachers Questionnaire: I do not teach more than ten vocabulary items in a given class hour.

Students Questionnaire: In each English language lesson, our teacher does not teach us more than ten new words.

Table 8. The Responses of the Teacher and Student Participants to Item 4

	Teachers' View				Students' View			
	Yes	Not sure	No	Total	Yes	Not sure	No	Total
Frequency	8	11	11	30	54	24	52	130
Percent	26.7 %	36.7 %	36.7 %	100 %	41.1 %	18.6 %	40.3 %	100 %

As seen in Table 8, the teacher participants are asked whether or not they teach the students more than ten new words in a given class hour. According to the responses, it can be stated that the teacher participants are exactly not sure about how many new words they teach the students in a given class hour because while 26.7 % of them stated that they do not teach their students' more than ten words in each lesson, 36.7 % of them stated the opposite. The student participants also support this uncertainty because when they were asked about whether their teachers teach them more than ten new words in an English language lessons or not, 41.1 % of them stated that their teacher does not teach them more than ten words in each lesson, however, 40.3 % of them stated the opposite. In addition, 36.7 % of the teacher participants and 18.6 % of the student participants showed their uncertainty on this item by responding with 'not sure'.

Item 5.

Teachers Questionnaire: I usually create opportunities for students to recycle and practice what they have learned.

Students Questionnaire: Our teacher usually makes us review the words we have learned in the previous lessons by the use of some activities.

Table 9. The Responses of the Teacher and Student Participants to Item 5

	Teachers' View				Students' View			
	Yes	Not sure	No	Total	Yes	Not sure	No	Total
Frequency	26	4	0	30	46	26	57	130
Percent	86.7 %	13.3 %	0 %	100 %	35.7 %	20.2 %	44.2 %	100 %

As Table 9 shows, 86.7 % of the teacher participants claimed that they usually create opportunities for students to recycle and practice what they have learned and 13.3 % of them are not sure about this and none of them responded with 'no'. In contrast, only 35.7 % of the student participants claimed that their teacher makes them review the words that they have learned in the previous lessons, 20.2 % of them are not sure about this and 44.2 % of them claimed that their teacher does not make them review the words they have learned in the previous lessons. According to the results, it can be stated that there is an inconsistency between the teachers' and the students' responses because while nearly all the teacher participants claim that they create opportunities for students to recycle and practice what they have learned, the majority of the student participants do not think so and 20.2 % of them responded with 'not sure' on this item.

Item 6.

Teachers Questionnaire: I usually teach vocabulary items in meaningful contexts rather than in isolation.

Students Questionnaire: Our teacher usually teaches us new words in meaningful contexts not in isolation or in word lists.

Table 10. The Responses of the Teacher and Student Participants to Item 6

	Teachers' View				Students' View			
	Yes	Not sure	No	Total	Yes	Not sure	No	Total
Frequency	28	2	0	30	59	33	38	130
Percent	93.3 %	6.7 %	0 %	100 %	45 %	25.6 %	29.5 %	100 %

As Table 10 clearly shows, 93.3 % of the teacher participants claim that they usually teach vocabulary items in meaningful contexts rather than in isolation and only 6.7 % of them are not sure about this and none of them responded with 'no' for this item. On the other hand, 45 % of the student participants stated that their teacher teaches them new words in meaningful contexts not in isolation or in word lists whereas 25.6 % of them are not sure about this and 29.5 % of them stated that their teacher do not tech them the new words in meaningful context. According to the results, while nearly all of the teacher participants asserted that they usually teach their students the new vocabulary items in meaningful contexts rather than in isolation, less than half of the student participants are in agreement with their teachers on this item.

Item 7.

Teachers Questionnaire: I believe that learners' first language is important, so:

1. I always explain the meanings of words in their mother tongue. ( )
2. I sometimes involve learners' first language in my instruction but I keep it under tight control. ( )
3. I don't make any use of their first language, so I introduce words in the target language. ( )

Students Questionnaire: Choose one of these:

1. Our teacher always explains the meaning of words in Arabic. ( )
2. Our teacher sometimes uses Arabic to explain the meaning of words but not always. ( )
3. Our teacher doesn't use Arabic to explain the meaning of words, he always uses English. ( )

Table 11. The Responses of the Teacher and Student Participants to Item 7

	Teachers' View				Students' View			
	Option 1	Option 2	Option 3	Total	Option 1	Option 2	Option 3	Total
Frequency	17	11	2	30	64	62	4	130
Percent	56.7 %	36.7 %	6.7 %	100 %	49.6 %	47.3 %	3.1 %	100 %

As observed in the table above, 56.7 % of the teacher participants stated that they always explain the meaning of words in the students' first language, and 36.7 % of them stated that they sometimes involve learners' first language in their instruction but they keep it under tight control; however, 6.7 % of them stated that they do not make any use of the learners' first language; they present the new words in the target language. It can be stated that the teacher and the student participants are in agreement on this item because the majority of the teacher participants believe that they explain the meaning of words in the students' first language and also the majority of the student participants, 49.6 %, stated that their teachers always explain the meaning of words in Arabic. On the other hand, 47.3 % of the student participants stated that their teacher sometimes uses Arabic to explain the meanings of words but not always, and only 3.1 % of them stated that their teacher do not use Arabic to explain the meanings of words; he/she always uses English.

Item 8. (This item was added to the questionnaire of the teacher participants only)

Teachers Questionnaire: I use a sufficient number of vocabulary teaching techniques in teaching vocabulary items.

Table 12. The Responses of the Teacher Participants to Item 8

	Teachers' View			
	Yes	Not sure	No	Total
Frequency	17	11	2	30
Percent	56.7 %	36.7 %	6.7 %	100 %

According to the responses of teachers to item 8, 56.7 % of them assert that they use a sufficient number of vocabulary teaching techniques in teaching the vocabulary items and 36.7 % of them are not sure about this whereas only 6.7 % of them do not believe it. According to the results, nearly half of the teacher participants believe that they use sufficient vocabulary teaching techniques while teaching vocabulary items.

Item 9. (In the questionnaire of the teacher participants) (See Appendix 1), item 8. (In the questionnaire of the student participants) (See Appendix 2).

Teachers Questionnaire: Choose how much you use the following techniques in teaching vocabulary items.

Students Questionnaire: Choose how much your teacher uses the followings in English language lessons.

In this item, teacher participants are asked about how much they use the vocabulary teaching techniques, which are listed in the questionnaire, in their lessons while teaching vocabulary items. The student participants are also asked the same thing, that is, how much their teacher uses the activities and techniques which are listed in the questionnaire in order to make them learn new words. For each technique, according to the results, it is observed that there are some inconsistencies between the teachers' and students' responses and they are as follows:

Table 13. The Responses of the Teacher Participants to Item 9 and the Responses of the Student Participants to Item 8

Abbreviations used in the Table 13. : F= Frequency, P= Percent, T= Technique

	Teachers' View												Students' View									
T	**Always**		**Usually**		**Sometimes**		**Rarely**		**Never**		**Total**		**Always**		**Usually**		**Sometimes**		**Rarely**		**Never**		**Total**	
	F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**
T 1	11	36.7 %	6	20 %	8	26.7 %	4	13.3 %	1	3.3 %	30	100 %	3	2.3 %	9	6.9 %	14	10.8 %	28	21.5 %	76	58.5 %	130	100
T 2	7	23.3 %	8	26.7 %	8	26.7 %	4	13.3 %	3	10 %	30	100 %	1	0.8 %	6	4.6 %	11	8.5 %	33	25.4 %	79	60.8 %	130	100
T 3	9	30 %	2	6.7 %	3	10 %	7	23.3 %	9	30 %	30	100 %	1	0.8 %	3	2.3 %	10	7.7 %	13	10 %	103	79.2 %	130	100
T 4	7	23.3 %	7	23.3 %	7	23.3 %	4	13.3%	5	16.7 %	30	100 %	13	10 %	25	19.2 %	28	21.5 %	26	20 %	38	29.2 %	130	100
T 5	2	6.7 %	3	10 %	6	20 %	6	20 %	13	43.3 %	30	100 %	1	0.8 %	3	2.3 %	7	5.4 %	20	15.4 %	99	76.2 %	130	100
T 6	11	36.7 %	5	16.7 %	7	23.3 %	3	10 %	4	13.3 %	30	100 %	7	5.4 %	8	6.2 %	20	15.4 %	20	15,4 %	75	57.7 %	130	100
T 7	20	66.7 %	5	16.7 %	3	10 %	1	3.3 %	1	3.3 %	30	100 %	18	13.8 %	22	16.9 %	34	26.2 %	21	16.2 %	35	26.9 %	130	100
T 8	15	50 %	5	16.7 %	7	23.3 %	2	6.7 %	1	3.3 %	30	100 %	33	25.4 %	40	30.8 %	33	25.4 %	11	8.5 %	13	10 %	130	100
T 9	13	43.3 %	9	30 %	7	23.3 %	1	3.3 %	0	0 %	*30*	100 %	9	6.9 %	22	16.9 %	32	24.6 %	26	20 %	41	31.5 %	130	100
T 10	8	26.7 %	10	33.3 %	10	33.3 %	1	3.3 %	1	3.3 %	30	100 %	52	40 %	37	28.5 %	19	14.6 %	13	10 %	9	6.9 %	130	100
T 11	9	30 %	7	23.3 %	11	36.7 %	3	10 %	0	0 %	30	100 %	11	8.5 %	15	11.5 %	24	18.5 %	33	25.4 %	47	36.2 %	130	100
T 12	13	43.3 %	8	26.7 %	5	16.7 %	4	13.3 %	0	0 %	30	100 %	63	48.5 %	35	26.9 %	15	11.5 %	9	6.9 %	8	6.2 %	130	100
T 13	9	30 %	9	30 %	8	26.7 %	4	13.3 %	0	0 %	30	100 %	17	13.1 %	31	23.8 %	40	30.8 %	23	17.7 %	19	14.6 %	130	100
T 14	4	13.3 %	7	23.3 %	9	30 %	8	26.7 %	2	6.7 %	30	100 %	6	4.6 %	5	3.8 %	9	6.9 %	22	16.9 %	88	67.7 %	130	100
T 15	10	33.3 %	4	13.3 %	9	30 %	1	3.3 %	6	20 %	30	100 %	11	8.5 %	16	12.3 %	30	23.1 %	36	27.7 %	37	28.5 %	130	100
T 16	6	20 %	10	33.3 %	9	30 %	5	16.7 %	0	0 %	30	100 %	10	7.7 %	26	20 %	24	18.5 %	22	16.9 %	48	36.9 %	130	100
T 17	18	60 %	8	26.7 %	3	10 %	1	3.3 %	0	0 %	30	100 %	36	27.7 %	42	32.3 %	21	16.2 %	13	10 %	18	13.8 %	130	100
T 18	11	36.7 %	6	20 %	6	20 %	3	10 %	4	13.3 %	30	100 %	1	0.8 %	14	10.8 %	11	8.5 %	18	13.8 %	86	66.2 %	130	100

Technique 1. Views of the Teachers and Learners on the Use of Realias

As shown in Table 13, 56.7 % of the teacher participants assert that they always or usually use realias while teaching vocabulary, 26.7 % of them believe that they sometimes use this technique and 16.6 % of them point out that they rarely or never use realias. However, only 9.2 % the student participants think that their teacher always or usually shows them real objects, magazines, classroom objects, etc, in order to show them the meanings of words, 10.8 % of them think that their teacher sometimes use this technique and 80 % of them think that their teacher rarely or never uses real objects, magazines, classroom objects when teaching them new words.

According to the responses, it can be concluded that the teacher and student participants are not in agreement on the use of realias in English language lessons. While majority of the teacher participants claimed that they always or usually use realias in their lessons, majority of the student participants claimed that their teacher rarely or never uses realias in English language lessons.

Technique 2. Views of the Teachers and Learners on the Use of Pictures and Flashcards

According to the findings, 50 % of the teacher participants claimed that they always or usually use pictures or flashcards while teaching vocabulary, 26.7 % of them assert that they sometimes use this technique and 23.3 % of them state that they rarely or never use pictures or flashcards while teaching vocabulary. On the other hand, only 5.4 % of the student participants emphasize that their teachers always or usually show them pictures or flashcards while teaching them new words, 8.5 % of them think that their teachers sometimes use pictures or flashcards and 86.2 % of them think that their teachers rarely or never use pictures or flashcards to clarify the meanings of unknown words.

For the use of this technique there were inconsistencies between the teachers' and students' responses because while half of the teacher participants believe that they always or usually use pictures and flashcards in the classroom, majority of the student participants, believe that their teachers rarely or never use pictures or flashcards while teaching them new words.

Technique 3. Views of the Teachers and Learners on the Use of Drawings

For the use of drawings technique, it has been found that, 36.7 % of the teacher participants asserted that they always or usually use drawings while teaching vocabulary, 10 % of them asserted that they sometimes use this technique and 53.3 % of them asserted that they rarely or never use drawings. On the other hand, it is also found out that only 3.1 % the student participants think that their teacher always or usually use this technique while teaching them new words. In addition, 7.7 % of them think that their teachers sometimes use this technique and 89.2 % of them think that their teachers rarely or never use drawings.

According to the responses, it can be stated that the teachers rarely or never use drawings while teaching vocabulary because while more than half of them stated that they rarely or never use drawings, similarly, nearly all of the students stated that their teacher rarely or never shows or draws drawings to them when teaching them new words. The use of materials and objects such as realias, pictures, flash cards and drawings which learners can see and touch has enormous effect in teaching vocabulary because these materials and objects facilitate the learning of new words and make the meanings of them more memorable. Therefore, teachers should increase their use of such techniques in order to have much better results in teaching vocabulary and thus in learners' vocabulary growth.

Technique 4. Views of the Teachers and Learners on the Use of Mime and Gestures

In search for finding how much the teachers use mimes and gestures while teaching vocabulary items, it was found out that 46.6 % of the teacher participants responded on the use of mimes and gestures with 'always' or 'usually', 23.3 % of them responded with 'sometimes' and 30 % of them responded with 'rarely' or 'never'. On the other hand, 29.2 % of the student participants stated that their teacher always or usually uses mimes and gestures when teaching them new words, 21.5 % of them stated that their teachers sometimes use this technique and 49.2 % of them stated that their teachers rarely or never use mimes and gestures to clarify the meanings of words.

According to the responses, it can be stated that the teachers sometimes use mimes and gestures while teaching vocabulary because there is no significant difference between the teachers' responses and the students' responses for the item questioning this. It is claimed that 55 % of communication is non-verbal; thus, teachers should use mimes and gestures in

their teaching process as much as possible. By this, it is obvious that they can help their learners increase their language proficiency.

Technique 5. Views of the Teachers and Learners on the Use of Songs

According to the findings, 16.7 % of the teacher participants asserted that they always or usually use songs in their lessons while teaching vocabulary, 20 % of them stated that they sometimes use this technique and 63.3 % stated that they rarely or never introduce songs in the classroom. Also, while 3.1 % among the students participants claimed that their teacher always or usually introduces songs in the lessons, 5.4 % of them claimed that their teacher sometimes use this technique and 91.6 % of them stated that their teacher rarely or never uses songs in order to make them learn new words.

It can be stated that teachers rarely or never use songs in their lessons while teaching vocabulary. As the responses show us, majority of the teacher and student participants are in agreement on the fact that the teachers rarely or never use songs in their lessons while teaching vocabulary. Teachers should introduce songs in the classroom as frequently as possible because they not only motivate students and keep them active and awake in the lessons but also provide learners with educational and practical usage of the target language.

Technique 6. Views of the Teachers and Learners on the Use of Tapes and Audio Sound Tracks

In search for finding how much the teachers use tapes and audio sound tracks in their lessons while teaching vocabulary, 53.4 % of the teacher participants responded with ‘always’ or ‘usually’, 23.3 % of them responded with ‘sometimes’ and 23.3 % of them responded with ‘rarely’ or ‘never’ on the use of this technique. The student participants were also asked about how much their teachers make them listen to tapes and audio sound tracks to learn new words in English language lessons, and only 11.6 % of the student participants responded with ‘always’ or ‘usually’, 15.4 % of them responded with ‘sometimes’ and 73.1 % of them responded with ‘rarely’ or ‘never’.

Hence, it can be claimed that although more than half of the teacher participants assert that they always or usually use tapes and audio sound tracks for teaching vocabulary items,

majority of the student participants assert that their teachers rarely or never use tapes and audio sound tracks in English language lessons. It is obvious that the use of tapes and sound tracks are good resources that can be used in conveying the meanings of new words and practicing new vocabulary items. Therefore, teachers should use this technique as much as possible because it enables the learners to listen to the authentic use of language by native speakers. By this, they can help their learners expose to the words in different real contexts and thus improve their pronunciation as well.

Technique 7. Views of the Teachers and Learners on the Use of Definitions and Explanations

According to the findings, 83.4 % of the teacher participants claim that they always or usually use definitions and explanations while teaching vocabulary, 10 % of them state that they sometimes use this technique and only 6.6 % of them claim that they rarely or never use this technique. On the other hand, only 30.7 % the student participants believe that their teacher always or usually gives them the definitions and explanations of the words while teaching them new words, 26.2 % of them think that their teachers sometimes give them the definitions and explanations of the words and 43.1 % of them think that their teachers rarely or never give them the definitions and explanations to clarify the meanings of unknown words.

It can be concluded that while majority of the teacher participants believe that they always or usually use this technique, giving the definitions or explanations of the words to clarify the meanings of the unknown words, 43.1 % of the student participants think that their teacher rarely or never gives them the definitions or explanations of the unknown words.

Technique 8. Views of the Teachers and Learners on the Use of Dictionaries

According to the findings, 66.7 % of the teacher participants asserted that they always or usually ask their students to use dictionaries in their lessons while teaching vocabulary, 23.3 % of them stated that they sometimes make their students use dictionaries and 10 % pointed out that they rarely or never ask their students to use dictionaries in the classroom. In addition, 56.2 % among the students participants claimed that their teacher always or usually asks them to use their dictionaries to see the meanings of unknown words in the

lessons, 25.4 % of them claimed that their teachers sometimes ask them to use dictionaries and 18.5 % of them stated that their teachers rarely or never ask them to use their dictionaries in order to see the meaning of an unknown word.

As the responses shows us, it can be stated that there is no inconsistencies between teachers' responses and students' responses because while majority of the teacher participants believe that they always or usually make their students to use dictionaries in the English language lesson, majority of the student participants also claimed that their teachers always or usually make them use dictionaries while learning new words.

Technique 9. Views of the Teachers and Learners on the Use of Guessing the Meaning by the Form of Words Technique

As seen in Table 13, 73.3 % of the teacher participants stated that they always or usually use guessing the meaning by the form of words while teaching vocabulary, 23.3 % of them stated that they sometimes use this technique and 3.3 % of them stated that they rarely or never use this technique. On the other hand, only 23.8 % the student participants think that their teachers always or usually help them to use their knowledge about prefixes and suffixes to guess the meanings of unknown words, 24.6 % of them think that their teachers sometimes help them use this technique and 51.5 % of them think that their teachers rarely or never help them use their knowledge about prefixes and suffixes to guess the meanings of unknown words while teaching them new words.

According to the responses, it can be stated that the student participants and teacher participants are not in agreement on the use of this technique. Although majority of the teacher participants asserted that they help their students to use their knowledge about prefixes and suffixes to guess the meanings of unknown words, most of the student participants claimed that their teacher rarely or never helps them make guesses about the meanings of unknown words by using their knowledge about prefixes and suffixes. If the students become familiar with the common roots, prefixes and suffixes, they will be able to guess them meanings of unknown words easily. They will also become independent vocabulary learners because with recognizing familiar elements within words, that students have not seen before, students' comprehension of English can be greatly strengthened. Therefore, teachers should familiarize students with the common roots, prefixes and

suffixes and help them guess the meaning of unknown words by using their knowledge about derivational processes.

Technique 10. Views of the Teachers and Learners on the Use of Synonyms and Antonyms

For the use of synonyms and antonyms, 60 % of the teacher participants claim that they always or usually use synonyms and antonyms to clarify the meanings of unknown words, 33.3 % of them state that they sometimes use this technique and 6.6 % of them assert that they rarely or never give the students the synonyms or antonyms of the unknown words. The student participants were asked about the same technique and 68.5 % of them claimed that their teacher always or usually explain the meaning of an unknown word by giving another word which has the opposite or the same meaning with that word, 14.6 % of them claimed that their teacher sometimes use this technique and 16.9 % of them claimed that their teachers rarely or never give them words which it have the opposite or the same meaning with an unknown word.

As the responses show us, the teacher and student participants are in agreement on the use of synonyms and antonyms. Majority of the teacher participants stated that they always or usually use synonyms and antonyms in teaching vocabulary, and many of the student participants also stated that their teachers always or usually explain the meaning of an unknown word by giving another word which has the opposite or the same meaning with that word.

Technique 11. Views of the Teachers and the Learners on the Use of Part-Whole Relation

For the use of part-whole relation technique, it has been found that according to the responses, 53.3 % of the teacher participants always or usually use part-whole relation while teaching vocabulary, 36.7 % of them sometimes use this technique and 10 % of them rarely or never use part-whole relation while teaching vocabulary. On the other hand, it is also found out that, only 20 % of the student participants think that their teacher always or usually uses the whole of something to describe its parts in order to teach them new words, 18.5 % of them think that their teacher sometimes uses this technique and 61.6 % of them

think that their teacher rarely or never uses the whole of something to describe its parts in the English language lessons.

Hence, while more than half of the teacher participants believe that they always or usually use part-whole relation technique while teaching vocabulary, the majority of the student participants state that their teacher rarely or never use this technique in the English language lessons. The use of part-whole relation is one of the effective vocabulary teaching techniques because it brings about a chance to teach the words that are related in some aspects and this makes teaching more effective because groups of related words are more memorable than a list of unrelated items. Therefore, teachers should not forget about the advantage of the use of this technique and make it one of the commonly used one in their classes.

Technique 12. Views of the Teachers and Learners on the Use of Translation

According to the findings, 70 % of the teacher participants asserted that they always or usually use translation of the words while teaching vocabulary, 16.7 % of asserted that they sometimes use this technique and 13.3 % of them asserted that they rarely or never use translation in teaching vocabulary. in addition, 75.5 % the student participants stated that their teacher always or usually gives them the translation of the unknown words in Arabic while teaching them new words, 11.5 % of them assert that their teacher sometimes use this technique and 13.1 % of them point out that their teacher rarely or never gives them the translation of the unknown words in Arabic to clarify the meanings of an unknown words.

Thus, it can be stated that the student participants are in agreement with the teacher participants on the use of this technique. It is because of the fact that the majority of the teacher participants believe that they always or usually use translation in English language lessons, and the majority of the student participants also stated that their teachers always or usually give them the translations of the meanings of the unknown words in their mother tongue. The use of translation has some advantages in teaching vocabulary; however, teachers should not make it a usual way in presenting vocabulary items because using this technique very often may make words less memorable because learners do not have to work hard to access the meanings of words. Besides, translation cannot always convey the exact sense of the item. Instead of giving the direct translation, teachers can provide

students with definitions or explanations of unknown words to convey their meanings. Thus, students can have more vocabulary growth and effective learning because of more exposure to the target language.

Technique 13. Views of the Teachers and Learners on the Use of Guessing from Context Technique

For the use of guessing from context technique, 60 % of the teacher participants claimed that they always or usually use guessing from context technique in teaching vocabulary, 26.7 % of them claimed that they sometimes use this technique and 13.3 % of them claimed that they rarely or never use guessing from context technique while teaching vocabulary. On the other hand, 36.9 % of the student participants stated that their teacher always or usually helps them to use the clues in the contexts to guess and understand the meaning of an unknown word in English language lessons, 30.8 % of them stated that their teachers sometimes help them to use this technique and 32.3 % of them stated that their teachers rarely or never help them to use the clues in the contexts to guess and understand the meaning of an unknown word in English language lessons.

It is observed that majority of the teacher participants asserted that they always or usually use guessing from context technique while teaching vocabulary, but only 36.9 % of the student participants are in agreement with their teachers. Guessing the meanings of the unknown words from context is one of the most important and effective ways in both teaching and learning vocabulary. As Gairns and Redman (1986) state the use of guessing from context technique is very beneficial because it enables learners to develop a valuable skill to expand their vocabulary. Therefore, before making the learners to see the meanings of the unknown words in the dictionaries, teachers should arouse awareness in their students about this technique and they should always encourage them to guess the meanings of unknown words from the present contexts.

Technique 14. Views of the Teachers and Learners on the Use of Games

As table 12 shows, 36.6 % of the teacher participants claim that they always or usually use games while teaching vocabulary, 30 % of them assert that they sometimes use this technique and 33.4 % of them emphasis that they rarely or never use games while teaching

vocabulary. However, only 8.4 % of the student participants think that their teachers always or usually make them play games to learn new words, 6.9 % of them think that their teachers sometimes have them play games with words and 84.5 % of them think that their teachers rarely or never ask them to play games to learn new words in the English language lessons.

As a result, it can be stated that the teachers believe that they sometimes use games while teaching vocabulary; nevertheless, nearly all the student participants stated that their teachers rarely or never make use of them in their teaching process. If teachers increase their use of games in teaching vocabulary, students could be motivated and English language lessons become more exciting. Moreover, games allow students to practice their language skills and learn new words in a funny and relaxed way. Hence, it is important to use interesting games as much as possible in the process of vocabulary teaching.

Technique 15. Views of the Teachers and Learners on the Use of Role Play

For the use of role play technique, 46.6 % of the teacher participants stated that they always or usually use role play technique while teaching vocabulary, 30 % of them asserted that they sometimes use this technique and 23.3 % of them claimed that they rarely or never use role plays in teaching vocabulary. However, only 20.8 % of the student participants stated that their teachers always or usually give them real-life situations and asks them to act out the situations taking the roles of people in the situations. 23.1 % of them point out that their teachers sometimes have them do role play activities and 56.2 % of them stated that their teachers rarely or never ask them to do role play activities in the classroom.

As the responses show, while majority of the teacher participants believe that they always or usually use role play activities in teaching vocabulary, more than half of the student participants stated that their teachers rarely or never introduce real-life situations to them to act out the situations taking the the roles of people in those situations.

Technique 16. Views of the Teachers and Learners on the Use of Concept Forming

According to the findings, 53.3 % of the teacher participants asserted that they always or usually try to develop the concept of the target words in the learners mind while teaching

vocabulary, 30 % of them stated that they sometimes use this technique and 16.7 % of them pointed out that they rarely or never use this technique. On the other hand, only 27.7 % the student participants asserted that their teachers always or usually make them have a mental picture of the concept of the new words in their mind when teaching them new words, 18.5 % of them claimed that their teachers sometimes use this technique and 53.8 % of them asserted that their teachers rarely or never help them to visualize new words in their minds.

As the responses reveal, there is an inconsistency between teachers' and students' responses. While more than half of the teacher participants believe that they always or usually use the concept forming technique while teaching vocabulary, more than half of the student participants stated that their teachers rarely or never help them to have a mental picture of the new words in their minds in English language lessons. It is certain that the use of concept forming technique is a useful way for teaching the abstract words. As Akar (2010) states, the use of this technique results in effective teaching of vocabulary items and the storage of them for a long time in mind. Therefore, with such words, teachers should try to develop the concepts of the target words in the learners' mind and help them to have a mental picture of the concepts of the new words in their minds.

Technique 17. Views of the Teachers and Learners on the Use of Example Sentences

As shown in Table 12, 86.7 % of the teacher participants claimed that when they teach the students a new word, they always or usually give the students example sentences in which the new word is used, 10 % of them asserted that they sometimes use this technique and 3.3 % of them emphasize that they rarely or never give the students example sentences in which an unknown word is used to clarify the meaning of that unknown word. In addition, 60 % of the student participants claimed that when their teacher teaches them a new word, he/she always or usually provide them with many meaningful example sentences in which the new word used, 16.2 % of them asserted that their teacher sometimes use this technique and 23.8 % of them claimed that their teachers rarely or never provide them with meaningful example sentences in which an unknown word is used to clarify the meaning of the new word.

As the results put forward, there is no inconsistency between the teachers' responses and students' responses. While majority of the teacher participants believe that when they teach

the students a new word, they always or usually give the students example sentences in which the new word is used, majority of the students participants also stated that when their teachers teach them a new word, they always or usually provide them with many meaningful example sentences in which the unknown word(s) is/are used.

Technique 18. Views of the Teachers and Learners on the Use of Process Activities

In search for finding how much the teachers use process activities which are carried out by going through some processes in their lessons while teaching vocabulary, 56.7 % of the teacher participants responded the statement with 'always' or 'usually', 20 % of them responded it with 'sometimes' and 23.3 % of them with 'rarely' or 'never'. The student participants were also asked about how much their teachers bring process activities to the class (such as starting to derive a car) in English language lessons while learning new words, only 11.6 % of the student participants responded it with 'always' or 'usually', 8.5 % of them responded with 'sometimes' and 80 % of them with 'rarely' or 'never'.

According to the findings, it can be claimed that there is an inconsistency between teachers' responses and students' responses. Although more than half of the teacher participants believe that they always or usually use process activities while teaching vocabulary, majority of the student participants stated the their teachers rarely or never make use of them in English language lessons. The use of not only process but also role play activities in classes can make the words more memorable for the students. It is because they will take active parts in the process of the lesson and these activities stimulate their interest, which brings about high motivation in them. Therefore, teachers should often introduce such activities in the classroom.

CHAPTER 5

FINDINGS AND CONCLUSION

5.1. Introduction

After analyzing the data collected via the questionnaires in the previous chapter, this chapter evaluates the findings of the study. In addition, the conclusion of this study will be discussed in this chapter and some suggestions will be presented in order to have better results in teaching vocabulary in secondary schools in Iraq.

5.2. Findings

Research Question 1: Do the teachers use various techniques when teaching vocabulary items?

Considering the responses given to the questionnaires, the majority of the teacher participants claimed that they always or usually make use of most of the vocabulary teaching techniques listed in the questionnaire. Nevertheless, the majority of the student participants asserted that their teachers mainly make use of only five of these techniques which are namely using dictionary, mime and gesture, synonyms and antonyms, translation and example sentences. The inconsistency between the teachers' and students' responses may be because of the fact that although the teachers know the importance of the teaching vocabulary in learning English and they believe in the importance of using as many techniques as possible, they do not involve those techniques in their teaching atmospheres. However, they may hesitate to express the reality in their lessons for the fear of being destructively criticized, or they could be unaware of how much they stick to the use of the same techniques in their classes**.**

Research Question 2: Are the students provided with recycling activities in order to revise the newly learned words?

By looking at the responses given in the questionnaires, it is can be claimed that there is an inconsistency between the teachers' and the students' responses. It is due to the fact that while nearly all the teacher participants claim that they create opportunities for students to recycle and practice what they have learned, the majority of the student participants do not think so and 20.2 % of them are not sure whether or not their teachers make them revise the newly learned words.

Actually, it is vital for the students to see the words in different contexts and do recycling activities as much as possible in order to master the meanings of the newly learned items.

Research Question 3: Do teachers overload their students by teaching them too many words in a given class hour?

Taken the answers of the teacher and students participants into account, it can be concluded that the teachers in secondary schools in Iraq are exactly not sure about how many new words they teach in a given class hour.

It is important for the teachers to pay attention and control the number of new words to teach in a given class hour because if the teachers provide the students with too many words in a lesson, the students will get confused, discouraged and frustrated, which will lead them to forgetting. In the opposite case, if the teachers provide the students with a few new words in each lesson, this may make the learners have less progress in learning vocabulary items.

Research Question 4: Do teachers introduce new words in learners' first language or in the target language?

On the basis of the data gathered from the questionnaires, it can be stated the teachers in secondary schools in Iraq usually explain the meanings of words in the student' first language in English language lessons.

If the teachers present the words in the students' mother tongue constantly, students will be bored of memorizing lists of words and they will have less progress in keeping the meanings of them in mind and this will make students have difficulty in thinking and communicating in the target language. Therefore, it is better to present the new words in the target but not in the mother language, keeping the use of mother tongue under control.

Research Question 5: Do teachers teach the vocabulary items in meaningful contexts or in isolation and in word lists?

By analyzing the answers of the teacher and student participants to the questionnaires, it can be easily understood that there is an inconsistency between the teachers' and the students' responses. While nearly all of the teacher participants asserted that they usually teach their students the new vocabulary items in meaningful contexts rather than in isolation, majority of the student participants are not in agreement with their teachers, they asserted that their teacher teach them the new words in word lists or in isolation.

Hence, it can be claimed that teachers should be convinced in the use of meaningful contexts but not isolated sentences in their teaching process; or else, they cannot provide their learners with effective teaching.

5.3. Conclusion

First of all, it can be said that vocabulary is very important and it is a crucial component in learning English and better communication in all four skills can be accomplished when learners have acquired many enough vocabulary items. In any language, not being able to find the words you need to express yourself is the most frustrating experience. Therefore, as Scrivener (1994) states "vocabulary is very important and it need to be dealt with systematically in its own right" (p. 75). However, many English language teachers pay no attention to vocabulary teaching, thinking that students will learn words incidentally. "The teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such issues as grammatical competence, contrastive analysis, reading or writing, which have received considerable attention from scholars and teachers" (Jack C. Richards, 1985, p. 176).

As English is a universal language, teachers in lots of countries, including Iraq, endeavor to teach English. However, students, in Iraq at secondary schools, are unable to expand their vocabulary knowledge regularly. In this study, the aim was to investigate the teachers' attitudes towards teaching vocabulary and to find out which vocabulary teaching techniques and activities they usually use while teaching vocabulary. In order to cope with the problem efficiently the study was limited to the particular group of secondary school students who have been studying English at intermediate level.

In order to achieve the aim of this study, it was necessary to make a review on the relevant literature which is presented in chapter 2. First, the definition of vocabulary was presented. "Vocabulary is the total number of words that make up a language" (Yücel, 2001, p. 163). Then the importance of the vocabulary in the teaching of four skills has been discussed; finally, it was concluded that in order to communicate well in a foreign language, students should acquire an adequate number of words and know how to use them appropriately. The two types of words (function and structural words) and words classes have been presented. Function or structural words are almost lack of meaning when considered in isolation, they must be taught in context by emphasizing their functions in correct grammatical patterns. However, teaching vocabulary mainly deals with teaching content words which carry meanings. Thornbury (2007) asserts that "traditionally, grammatical words belong to the domain of grammar teaching, while the teaching of vocabulary is more concerned with content words" (p. 4). The relation between words has been presented. Teachers should explain the relation between words because the relationships between words provide the learners with a good opportunity to expand their vocabulary knowledge and helps them use the words appropriately. Gairns and Redman (1986) say that "the meaning of a word can only be understood and learnt in terms of its relationship with other words in a language" (p. 22), also, the relations between words help the learners in guessing the meanings of unknown words from context. The aspects of knowing a word has also been presented. Knowing a word does not just mean knowing its dictionary meaning, knowing a lexical item includes knowing the word's written form, the spoken form, the grammatical behavior, association with other words and collocations and also knowing how to use and recall the word. The types of memory and storing of vocabulary items have been presented. Knowing how the students' memory stores and organizes the words will enable the teachers to help their students to record words in a more efficient way and also to transfer information from short term retention to long term retention in a systematic organization. In addition, teachers should avoid the reasons that make students forget the meanings of words and they have to know about the principles that help students to remember and retrieve what they have learned. "The students must subsequently remember the words and make them part of their own vocabulary" (Kurt, 1992, p. 58).

Some criteria that should be considered in content selection when teaching vocabulary items have been also discussed. Teachers should decide on which words to teach and the number of the new words to teach in one lesson. Moreover, in teaching vocabulary, it is

important to draw a distinction between the receptive (passive) and productive (active) vocabulary. Therefore, it is important for the teachers to decide which words the students must produce or which words they should merely recognize. Besides, teachers should not teach words in isolation, they should present words in appropriate contexts. Özen (1978) says that "vocabulary should always be taught in context" (p. 131). Finally, vocabulary teaching techniques, that the teachers can use while teaching vocabulary items, have been introduced throughout the study.

Chapter 3 deals with the analysis of the data gathered from the questionnaires administered to the teachers and the students. The results of the questionnaires have revealed that the teachers are not sure about how many new words they teach in each lesson. Also the results revealed that the teachers usually explain the meanings of words in the students' first language in English language lesson. In addition, the results had shown that the teachers and the students are in agreement on that the teachers mainly use only five techniques while teaching vocabulary. It is believed that if teachers make use of different vocabulary teaching techniques students will have much better and effective results in their vocabulary growth and in remembering words. "Most vocabulary items can be presented clearly without translation, and other techniques involve the learners more and help them remember" (Davies and Pearse, 2000, p. 69).

5.4. Suggestions

First of all, teachers should know and control how many new words to teach in a given class hour. They should not teach more than ten words in a lesson. Schmitt (2000) says that "numbers in the area of ten new words per 1-hour session are sometimes cited, and this does not seem unreasonable" (p. 144). If the teachers teach more than ten words, students will have problems in remembering those words later and if they teach a few words, students will have less progress in learning the vocabulary items.

Moreover, vocabulary items should be systematically practiced because insufficient recycling may lead to forgetting as well. Therefore, teachers should introduce and prepare some more recycling activities in the classroom so that the learners can revise the new words. It is due to the fact that all the words presented in a lesson may not be the part of learners' active vocabulary. "We need to practice and revise what we learn; otherwise, the

new input will regularly fade in the memory and ultimately disappear" (Gairns and Redman, 1987, p. 89).

Although nearly all the teachers stated that they teach new words in contexts rather than in isolation, less than half of the students agree with their teachers. Therefore, teachers should make use of meaningful contexts as often as possible in teaching vocabulary because context is important in teaching vocabulary and learners need to see words in context to understand how they are used and lack of context makes vocabulary learning difficult. Davies and Pearse (2000) stated that "an appropriate context helps learners begin to understand the use of the item as well as its basic meaning. The item is associated with a certain type of context or situation" (p. 63). Another reason that shows the importance of teaching in context is that some words have the habit of changing their meanings from one context to another; therefore, teachers should make their students have numerous exposures to a word in different contexts before it is usually mastered.

Teachers should not always teach the new words in the students' first language they should keep the use of the students' mother tongue under control and usually preset the words in the target language. If the teachers often present words in the target language, the students will be able to recall and subsequently remember the learned words and they will be able to communicate in the target language easily.

In addition, if the students have problems with keeping the meanings of the words in mind, teachers can use the principles that help the students to store and remember the vocabulary items easily, such as: repetition, spacing, pacing, use, imaging, retrieval and grouping because as Scrivener (1994) says "there is no point in studying new words if they are not remembered" (P. 88).

Teachers should always use various techniques in teaching vocabulary and in order to make learning words easier and more memorable for the students, teachers should develop different techniques and activities for different words and they do not have to rely on just only one technique when teaching vocabulary, sometimes it is better to employ two or more technique for the same word.

Teachers should not make the use of translation as a usual way in presenting vocabulary items because always using translation in teaching vocabulary can divert the students' attention away from the target language toward the native language. Furthermore, always using translation in learning vocabulary prevents students to take account the sense relation

between words in the target language. Gairns and Redman (1986) claim that “if teachers rely too heavily on the use of translation and deliver most explanations in the mother tongue, their students are surely losing some of the essential spirit and atmosphere of being in language learning classroom” (p. 76). Teachers may provide the students with the definitions or explanations of the unknown words instead of direct translation.

Moreover, teachers should always encourage their students to guess the meanings of unknown words from context. They should not make their students to check the meaning of every unknown word in their dictionary because learners will learn better when they guess the meanings of words from context.

Besides, to avoid ineffective teaching of vocabulary items, teachers should not only depend on using course books in the classroom. They should introduce different activities which involve students in the process of the lesson such as role plays and process activities. Also, teachers may use various materials and objects such as realias, pictures or flashcards and drawings while teaching vocabulary, because as Akar (2010) states “our memory for visual images is extremely reliable, and objects and pictures facilitate memory” (p. 8).

In addition, when teachers use different and interesting teaching techniques such as games and songs, English lessons become more exciting and students will be motivated.

Finally, in general, if the teachers regularly use different techniques and activities while teaching vocabulary, students will learn vocabulary items effectively and they will remember words easily.

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APPENDICES

APPENDIX 1. Questionnaire for the Teacher Participants

Dear teacher,

The purpose of this questionnaire is to find out teachers' attitudes towards teaching vocabulary in secondary schools in Iraq. The stated opinions here will be of great help in determining the information about which vocabulary teaching techniques the teachers are using at secondary schools. The findings of this study will be used in a scientific study.

Please read the items and tick off the ones that suit your vocabulary teaching techniques. Your reliable answers would be appreciated. Thanks for your participation and invaluable contributions.

Mustafa Ahmed ANWER
(M.A Student)
Gazi University, Faculty of Education,
ELT department.

Age: ( ) 22-32 ( ) 33-42 ( ) 43 years and above

Gender: ( ) male ( ) female

Educational background:
( ) English language teaching ( ) literature ( ) linguistics

How long have you taught English?
( ) 1-3 years ( ) 3-5 years ( ) 5-10 years ( ) more than 10 years

Please, read the following questions and answer them to give information about you and your teaching experience:

1. Vocabulary is important in teaching English language.
Yes ( )
Not sure ( )
No ( )

2. Even with little grammar knowledge, using the necessary words enables students to communicate.
Yes ( )
Not sure ( )
No ( )

3. I usually present a new word in different contexts before making students use it in speaking and writing.
Yes ( )
Not sure ( )
No ( )

4. I do not teach more than ten vocabulary items in a given class hour.
Yes ( )
Not sure ( )
No ( )

5. I usually create opportunities for students to recycle and practice what they have learned.

Yes ( )
Not sure ( )
No ( )

6. I usually teach vocabulary items in meaningful contexts rather than in isolation.

Yes ( )
Not sure ( )
No ( )

I believe that learners' first language is important, so:

- I always explain the meanings of words in their mother tongue. ( )
- I sometimes involve learners' first language in my instruction but I keep it under tight control. ( )
- I don't make any use of their first language, so I introduce words in the target language. ( )

7. I use a sufficient number of vocabulary teaching techniques in teaching the vocabulary items.

Yes ( )
Not sure ( )
No ( )

8. Choose how much you use the following techniques in teaching vocabulary items:

	While teaching vocabulary items, I use	**Always**	**Usually**	**Sometimes**	**Rarely**	**Never**
1.	Realias.					
2.	Pictures and flashcards.					
3.	Drawings.					
4.	Mime and gestures.					
5.	Songs.					
6.	Tapes and audio sound tracks.					
7.	Definitions and explanations.					
8.	Dictionaries.					
9.	Guessing the meaning by the form of words technique.					
10.	Synonyms and antonyms.					
11.	Part-whole relation.					
12.	Translation.					
13.	Guessing from context technique.					
14.	Games.					
15.	Role play.					
16.	Concept forming.					
17.	Example sentences.					
18.	Activities, carried out by going through some processes as in making a cake.					

APPENDIX 2. Questionnaire for the Student Participants

Dear student,
The purpose of this questionnaire is to find out teachers' attitudes towards teaching vocabulary in secondary schools in Iraq. The stated opinions here will be of great help for our study. The collected data will be used for only an academic purpose. All the collected information will be kept confidential.
Please read the items and tick off the ones that suit your opinion. Your reliable answers would be appreciated. Thanks for your participation and invaluable contributions.

Mustafa Ahmed Anwer
(M.A Student)
Gazi University, Faculty of Education,
ELT department.

1. Vocabulary is important in learning English.
Yes ( )
Not Sure ( )
No ( )

2. I believe that with little grammar knowledge, it is possible to have effective communication if I have good enough vocabulary.
Yes ( )
Not Sure ( )
No ( )

3. When I learn a new word, I see it in different contexts before using it in writing and speaking.
Yes ( )
Not Sure ( )
No ( )

4. In each English language lesson, our teacher does not teach us more than ten new words.
Yes ( )
Not Sure ( )
No ( )

5. Our teacher usually makes us review the words we have learned before in the previous lessons by the use of some activities.
Yes ( )
Not Sure ( )
No ( )

6. Our teacher usually teaches us new words in meaningful contexts not in isolation or in word lists.
Yes ( )
Not Sure ( )
No ( )

7. Choose one of these:

- Our teacher always explains the meaning of words in Arabic. ( )
- Our teacher sometimes uses Arabic to explain the meaning of word. ( )
- Our teacher don't use Arabic to explain the meaning of words, he always uses English. ( )

8. Choose how much your teacher uses the followings in English language lessons:

	To teach new words and explain the meanings of words, in English language lessons,	**Always**	**Usually**	**Sometimes**	**Rarely**	**Never**
1.	Our teacher shows us real objects and classroom objects, etc.					
2.	Our teacher shows us pictures and flashcards.					
3.	Our teacher draws drawings.					
4.	Our teacher uses mimes and gestures to explain the meanings of new words.					
5.	Our teacher makes us listen to some songs.					
6.	Our teacher makes us listen to sound tracks, radio programs or dialogues or speeches of native speakers.					
7.	Our teacher gives us the definition of words. (pessimistic: a pessimist is someone who is always looking on the dark side of things).					
8.	Our teacher asks us to use dictionaries to see the meanings of unknown words.					
9.	Our teacher teaches us to use our knowledge about prefixes (-ir, -im, un) and suffixes (-able, -er, ful) when guessing the meanings of words (***sub***way, ***un***break***able***).					
10.	When teaching a new word, our teacher gives some other words having the same meaning or opposite meaning with it (cheap X expensive), (huge = large).					
11.	Our teacher uses the whole of something to describe its parts (e.g. a human body and parts of human body).					
12.	Our teacher gives us the translation of the unknown words in Arabic.					
13.	Our teacher makes us use the clues in the contexts to guess and understand the meaning of an unknown word.					
14.	Our teacher makes us play some games to learn new words.					
15.	Our teacher gives use a real-life situations and we take the roles of people in those situations and we try to act out them.					
16.	Our teacher makes us have a mental picture of the concept of the new words in our mind.					
17.	Our teacher provides us with many meaningful example sentences in which a new word used.					
18.	Our teacher brings process activities to the class (such as cooking a certain food or making a fruit salad or starting to derive a car).					

APPENDIX 3. Questionnaire for the Student Participants in Their First Language

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					pessimistic	
					(im-, ir-, un-) -able, -er, -ful ***sub***way, ***un***break***able***	
					cheap X expensive large = huge	

GAZİ GELECEKTİR...