# Teaching Vocabulary: The Relationship between Techniques of Teaching and Strategies of Learning New Vocabulary Items

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**Abstract**

This study aims to investigate the techniques of teaching new lexis which are adopted by non-native teachers of English language. It also aims to investigate the strategies of learning new lexis which are adopted by learners in relation to their level. The work is based on two hypotheses: It is hypothesized that there is a relationship between the techniques and strategies which are used for teaching and learning new English lexis.It is hypothesized that the level of learner, might not affect his or her choice for a particular strategy. To test these hypotheses, the researcher has chosen a purposive sample: the pupils of the seventh class, the eighth class and teachers of English language at the Basic level schools, in the River Nile State, Sudan, in the school year 2014. The instruments which were used to collect data, were two questionnaires (a teachers' version and a pupils' version). To analyze and interpret the data percentages and Chi Square were used. The results showed that there is a relationship between the techniques of teaching and the strategies of learning new lexis.The chi-square test showed that, the results were statistically significant at level 0.05 and this supports the second hypothesis that the learner's stage of learning does not affect his or her choice of a particular strategy.

**Keywords:** vocabulary, teaching techniques, learning strategies

## 1. Introduction

Teaching and learning vocabulary have been covered mainly by educationalist and linguists. They set up the main frame of teaching and learning new vocabulary.

There are certain techniques of teaching vocabulary and strategies for learning vocabulary. These have been well known and accepted as one of the most important features for learners. Teaching and learning vocabulary have received much discussion by researchers as well as by linguists, and have been in focus among researchers.

This research attempts to find out the relationship between techniques, which are adopted by language teachers for teaching new vocabulary and strategies, which are adopted by learners for the same purpose, focusing in particular on pupils of the basic level schools. The researcher hopes that this study will be of value to those who are interested in the area of teaching and learning vocabulary.

*1.1 Objectives*

1) To identify the techniques of teaching new vocabulary, which are used by Sudanese language teachers.

2) To identify the strategies of learning new lexis, which are adopted by learners in relation to their level (Basic Level).

3) To find out if there is a relationship between the techniques used by teachers and strategies that are adopted by learners.

*1.2 Questions*

The study attempts to answer the following questions:

1) Is there any relationship between the techniques used by language teachers in teaching vocabulary and the strategies that are used by learners for learning new English lexis?

2) Does the learners' level of language education affect their choice of a learning strategy?

*1.3 Hypotheses*

It is hypothesized that there is a relationship between the techniques which are used for teaching new English lexis and the type of strategy that is used by learners for learning new vocabulary items. It is also hypothesized that the level of the learner might not affect his or her choice for a particular strategy.

*1.4 Significance of the Study*

The study is expected to contribute to the field of applied linguistics in general and the areas of language teaching and learning in particular.

**2. Literature Review**

This section deals with some theoretical background to lexis since the main focus of the study is vocabulary.

*2.1 Importance of Vocabulary in Learning English Language*

For many years vocabulary has been undervalued in the field of second language teaching and learning, but the last decades have seen a change of attitude towards vocabulary. Laufer (1997, p. 147) says: "vocabulary is no longer a victim of discrimination in second language learning research, or in language teaching. After decades of neglect lexis is now recognized as central to any language acquisition process, native or non native. What many language teachers might have intuitively known for a long time, that a solid vocabulary is necessary in every stage of language learning, is now being openly stated by some language researchers".

Change is due to the spread of the audio lingual method followed by the communicative approach, since then the findings of applied linguistics slim down the syntax and gives more importance to the lexicon. This revolution of vocabulary has created explosion of publications on vocabulary aimed at second language teachers and course designers.

Carter (1998, p. 184) thinks that vocabulary was neglected in second language researches, as a result of syntax and phonology domination in this field. Moreover, vocabulary presentation seems to be difficult task for syllabus designers because of its infinite nature. But now vocabulary is in the top of second language research.

Jordens et al. (1996, p. 359) believe that vocabulary is more important than grammar because people generally use vocabulary and reduce grammar particularly when getting a message across quickly and precisely and is of the utmost importance; like telegrams, panic situations or times when emotions are very high. Moreover, the number of ungrammatical sentences people speak and write is enormous, unless they need to convey complex messages precisely. It is clear that vocabulary has been recognized as a key area of language knowledge. Hatch 1978 believes that the foreign language learner needs for lexical elements in early stage as well as in later stage of the learning process, is often far greater than the need for grammatical rules this why travelers take dictionaries not grammar books when going abroad. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand or express their own ideas Wilkins (1972, p. 111) states: While without grammar very little can be conveyed without vocabulary nothing can be conveyed".

Call (1987) cited in Jordens (1996, p. 258) points out that we can give a clear image without using certain grammatical categories for example: storm fall tree dead, this explain why text comprehension is determined to a large extent by vocabulary acquisition, A considerable amount of research has been devoted to second language classrooms in order to ascertain where the type of instruction has an effect on second language development and achievement. As Ellis (2012, p. 17) points out that this kind of research aims at the clarification of theoretical issues but above all aims at the improvement of language teaching by means of developing teachers awareness of the nature of the input that learners are exposed to.

In order to become proficient in a foreign language therefore, a learner has to learn thousands of words before taking care of grammar , and language teachers should spend considerable time on teaching vocabulary in their classroom, and examining the relationship between vocabulary teaching and vocabulary learning.

*2.2 What Does It Mean to Know a Word?*

Writers such as McCarthy (1990), Medani (1994) and Taylor (1990) have discussed many aspects of this question. It seems to be clear for the learner for the first time but it involves different ideas and points of view. (Taylor, 1990; Finegan, 1994; Mc Carthy, 1990). Others stated that knowledge of a word exists on various levels. The answer to this question is not as easy as it seems. Medani (1994, p. 39) states that knowing a word is knowing the lexical information or aspects that is related to it, and involves questions of whether the information about a particular lexical item, is available (easy accessible) for both comprehension and production or whether it is only available for comprehension.

2.2.1 Frequency

"Frequency of a word in a language means the number of occurrence of a linguistic item in a written or spoken form (Richards et al., 2001, p. 112)".

Mc Carthy (1990, p. 66) Frequency is not a simple matter as it looks, nor is it likely that any syllabus or course book would want slavishly to stick to what frequency lists tell.

Frequency is to know the degree of probability of encountering the word in speech or in print. It is noticeable that frequency also differs in speech and in writing. For example "of course" or "actually" will occur very frequency in speech rather than in print form. The word "former" or "latter" may only occur in the written language (Taylor, 1990, p. 1).

In teaching lexis of a language teachers should take into consideration that the most frequent words in any language will be the most useful ones for learners of that language. Mc Carthy (1990, p. 60) it's better to start of with, the most frequent item in order to give the learner a basic set of tools for communication.

Frequency of a word is therefore an important piece of information about the word in question although. Taylor (1990, p. 18) writes "vocabulary items of high frequency and neutrality form a 'core' vocabulary …etc." for example the item "people" although it is an irregular plural form and difficult to spell, students acquired it easily of its high frequency.

Taylor (1990, p. 19) says that some text book writers have recognized the need to teach common classroom vocabulary which, though not particularly frequent in the language as a whole, is very prominent in an educational text.

For example the items chalk, desk and blackboard. It is known that frequent words are the very ones that native speakers of English never pause to consider. For example the word (of) and the word (to). Richard et al. (2001, p. 112) provides "the most frequent twenty words in English are, the, of, and, to, a, in, that, is, was, he, for, it, with, as, his, on, be, at, by, I".

2.2.2 Register

Register is also one of the most important information aspects that should be known by learners. Mc Carthy (1990, p. 65): *"So learning vocabulary choice is significantly governed by who is saying what, to whom, when and why. It is this relationship. Between the content of message its sender and receiver, of its situation and purpose, and how it is communicated which is often called register."*

There are three main components of situation of a word. They are the field, which presents the subject matter and the goal of the message, tenor or the relationship between the receiver and the sender and finally the mode or the tool or the channel of communication. According to Taylor (1990, p. 2) register is the knowledge of the limitation imposed on variations of function and situation.

2.2.3 Collocation

Collocation is also another aspect that should be known about a new item, which is intended to be taught. Taylor (1990, p. 2) says that collocation means knowing the syntactic behavior associated with the word and also knowing the net work of association between that word and other words in the language. It shows the relationship between words. Mc Carthy (1990, p. 12) thinks that the relationship of collocation is fundamental in the study of vocabulary, it is a marriage contract between words, and some words are more firmly married to each other than others. For example the relationship between "blond" and hair but not (blue) and hair although both (blond) and (blue) are names of colors. We can say "she has blond hair" but we cannot say "she has blue hair". According to Nation (1990, p. 17) learning a word involves learning its derived and inflected forms for example act, action, active, activate, activation, actively, actor and actress.

2.2.4 Morphology

It is important to know the morphology of a new item. It is to know the underlying form of a word and the derivations that can be made from it. Teachers should aim at the relationships between parts of speech having a common root or stem. Knowing the patterns of a word will ease and facilitate understanding.

2.2.5 Denotation and Connotation

Denotation is the basic or core meaning. Knowing firstly what the word means or "denotes" is semantics (Taylor, 1990, p. 2). It is relatively easy to teach a real object in the classroom by bringing it to the learners. For more abstract concepts synonyms, oppositions, paraphrases or definition may be useful. Taylor (1990, p. 2) says "semantic knowledge involves knowing secondly what the word connotes." Connotation is the additional

meaning of a word.

It can be summarized that knowing a word requires having certain kinds of information, as what **sounds** a word contains and their sequencing then the **meaning** of the word both connotative and denotative meanings, what category or **part of speech** the word belongs to and how to **use** it in a sentence. Finally, how related words, including plurals and past tenses are formed. Finegan (1994, p. 77) writes knowing even simplest word requires that phonological, morphological, syntactic and semantic information be stored in the lexicon as a part of that words mental representation.

*2.3 Type of Vocabulary*

A distinction is usually made between active and passive vocabulary. Doff (1988, p. 19) says "words which we want student to understand" (e.g. When reading a text) but which they will not need to use themselves, call them "passive vocabulary", words which students will need to understand and also use themselves, we call them "active vocabulary". Fromkin (2011, p. 11) States that "in English", nouns, verbs, adjectives and adverb makes the largest part of vocabulary. They are "open classes", because we can and regularly do add new words to these classes. The other syntactic categories are for the most part "closed set" As the personal pronouns (I, me, mine, he, she, it). Finegan (1994, p. 84) stated that "morphemes" that can stand alone as words are called (free morphemes). such as boy, lend, motion, etc, Morphemes, which cannot stand alone are called "Bound morphemes" Such as, Tele, in, non, and, er. Nation (1990, p. 4) classifies vocabulary into three groups high frequency words, low frequency words and specialized vocabulary. What is important here is that learners should know the criteria of how to choose, and understand words. This will be achieved when they are able to differentiate between types of vocabulary. They are not in need to know every word which confronts them.

*2.4 Meaning of Words*

Words are more than just symbols or signs of something in the real world. They carry with them special connotations evolving from the individual, personal experience of each speaker as well as from the society of which he/she is a part, and these connotations are inextricable bound up in the meaning of words.

Robinett (1978, p. 113) states that: A type of these connotation indicate that matters of culture and experience must be taught when teaching vocabulary for it is essential that a word can be understood in the sense that they are intended if accurate communication is to be activated. Pyles and Alegeo (1970, p. 196) state that: meaning is the relation between bits of language, the persons who are talking, the place, item and circumstance of the talking, as well as things talked about.

The study of meaning in a language is not as easy as many teachers considered. There are at least three kinds of meaning which can be differentiated in describing the semantic, content of language. They are lexical, grammatical and experiential meaning (Robinett, 1978, p. 111). Lexical meaning is that found in the dictionary when we want to know what a word means, the meaning is given in terms of the relationship of the symbols (the word) to our cognitive experience in the real world. Pyles and Alegeo (1970, p. 96) mentioned that "where we say that words have meaning we are saying that they are a kind of sign. Signs are of many sorts, A thunder cloud is a sign that it may rain, As a linguistic sign the word is neither sound nor meaning alone, but a relationship between the two "then the lexical meaning is learned by connecting a word in its spoken or written form with the category of things to which it belongs in the world of experience.

In addition to that grammatical meaning which is derived from syntactic or grammatical relationship within the language. As example, the lexical item boy in (the boy hit the dog) brings with it in addition to the lexical meaning "a young male human being" *the meaning of "doer" because of its relationship in that particular utterance to verb hit. However in the sentences "the car hit the boy" the word boy, while retaining the same lexical meaning as in the sentence above*. It has the grammatical meaning of "receiver" because it bears a different relationship to the verb hit. Thus, whenever a lexical item occurs in a grammatical construction it carries with its grammatical as well as lexical meaning.

Firth (1959, p. 19) refers to meaning as a complex of contextual relations of phonetics, grammar, lexicology and semantics and each one of these components of the complex in its appropriate contexts. Lyons (1977) prefers to use the term "sense"for meaning while others such as Leech (1974) use the term conceptual meaning. Moreover, there is a very special interpretation that is brought to each word by both speaker and listener, because of each person's own particular personal experiences that are common to the culture of which he/she is a part. It is noticeable that vocabulary items carry cultural information and this is logical because meaning is closely associated with experience and culture is the sum total of the experience of the people who share the experience. The knowledge of meaning which the researcher concentrates on here is the knowledge of the meaning

–relations that exit between lexemes of a language allows us to draw a clear line in comparing and contrasting lexical items in two different languages.

*2.5 Techniques of Teaching New Lexis*

The following techniques are the most common techniques which are adopted by Sudanese teachers of English as a foreign language.

2.5.1 Translation

One of the most common techniques is translation, that is to translate the word in question into a learner's native language. Some experts however do not recommend this technique (Doff, 1988, p. 12) "if we only give a direct translation, the students cannot see how the word is used in an English sentence". Translation is simple, clear and quick for reaching the goal, particularly when teachers give examples then students give the word translation. Sometimes the word itself may be unknown for students since it was translated into different variety of the same language, for example the word "suppress" which can be translated in to Arabic language */yustabid/*, (study—learn) and so many other words. In addition to that translation causes students to organize reality according to their own first language. It is asserted that when students formulate their ideas in their native language and then translate it into the target language, enormous problems arise because some words cannot be translated easily and some language items do not have structural equivalent in the two languages. As the word (is) in (He is working hard).

Nation (1990, p. 52) thinks that the value of translation depends on how and when we use it. Translation into the mother tongue presents the same processes as translation into a picture, a description in English. Hill (1965, p. 23) criticizes translation into mother tongue as a way of communication or teaching meaning. They believe that generally there is usually no exact correspondence between one language and another. Translation into the learner's native language is indirect. The use of the mother tongue takes time which could better be spent in using English.

But Harmer (1985, p. 86) thinks that it seems silly not to translate if by doing so a lot of time can be saved. If the student does not understand a word and the teachers cannot think how to explain it, he can quickly translate it. But this should be well controlled as Wallace (1987, p. 48) states that "translation of vocabulary into the mother tongue should be kept under light control".

2.5.2 Giving Examples

Giving examples is another way (technique) of showing the meaning of a new word, these examples should contain the meant lexical item

McCarthy (1990, p. 108) believes that new vocabulary knowledge is most efficiently absorbed when it is assimilated to the already known words by using it in a context, Complex explanation of a vocabulary item will lead to a narrow scale understanding, for the case that a meaning can be shown with very simple sentences. The example sentences used to explain meaning should obviously teach the meaning of the new word. Showing meaning of words via context is very fruitful specially when the word in question is from the list-of abstract lexis like, hate, hesitate, think and possible.

2.5.3 Realia

It is obvious that a new item can be taught by presenting the real object in question into the classroom, a process which is called using "realia" by which teachers mean the real object. Although a type of this teaching technique will enable teacher to teach a quite limited set of vocabulary. For example an object, this can easily be brought into the classroom, such as: pen, cup, book, hand, desk, ruler, etc. But it is one of the most beneficial techniques.

2.5.4 Concept

A new item can be taught by concept, as a word may be distinguished from special uses of the word. As to say that our concept of the word (body) is not the same as particular bodies. Our concept of (body) is generalization and abstraction from our experience of many bodies. Color of skin, the size of the body and length of the body are not critical features of body. So if teachers want their students to know a concept of a particular new item (body) they should help them ignore these features. In the case of (body) this is easily done by presenting the learners with several examples of bodies and helping them to see what is the same is all these examples. According to Carroll (1964, p. 34) there are several conditions, which help the establishment of concept Firstly, they should be positive examples of the concept, secondly, there should be negative examples. That is to say the learners are shown things that are not (bodies). They are told that these are not (bodies), thirdly, these positive and negative examples need to be arranged in the best way of learning.

2.5.5 Description and Definition

Providing definitions or descriptions of new words is also a way of teaching meaning. Bright (1970, p. 40) states that "the ability to produce short, clear relevant definitions of words is important to the teacher". The teacher thinks about the feature that he should capture and what contrast to make. According to Nation (1990, p. 56) to define a word is to show or explain its meaning. An adequate definition of a word shows its meaning as distinct from the meaning of others words and nothing but its meaning. In other words it aims to the characteristics which belong to this concept as distinct from others, it makes the boundaries of a concept as clear by given some indications of the range of situation to which the symbol can refer. Nation (1990, p. 65) An adequate definition indicates the grammatical function or the category of the word, a noun, verb, an adjective, it also indicates the typical sentence pattern in which the word enters and finally it indicates other formal aspects of the word.

2.5.6 Pictures and Mime

Pictures and mimes can be used to teach the meaning of new vocabulary items. By pictures we mean photos, blackboard drawing, wall pictures, chart and flash card. If the teacher is intended to teach words like vegetables, clothes and markets the use of pictures will be very important because it will be very difficult and time-consuming to explain them. Pictures can also be used to create a situation or context (Harmer, 1985, p. 85). In this situation teachers can use e.g. a city map, school map and then try to introduce the item in question.

The usage of mimes in teaching new words is also considered of great value, especially with actions such as jumping, running, writing and smoking. A type of these concepts is easily explained if the teacher pretends to do them before the class.

*2.6 Strategies of Learning New Lexis*

Learners adopt a number of strategies for learning a language. Within learning the language in question, it is useful to deal with strategies of learning new vocabulary items. To the end that when teachers want their learners to learn how frequency vocabulary, it is better to spend time on techniques that students can use to deal with these lexis than to waste time on individual words. In this section we focus on these learning strategies of new lexis. It is clear that each learner has his own favorable procedure for coping with new lexis.

2.6.1 Inferring Meaning

Guessing and inferring are not the same.. The term "inferring" involves scheme for the unknown words based on general knowledge of the language and previous experience. Mc Carthy (1990, p. 125) states that (inferring) means drawing conclusion as to meaning by following certain rational steps in the face of the evidence available. According to this definition inferring is based on the surrounding lexis either they are spoken or written. But the term guessing to some extent is vague. Therefore, it is better to adopt the term inferring than guessing. Inferring is a process that learners would follow when they encounter a difficult or new word either as a written or spoken piece of information in any situation instead of asking someone or open the dictionary, where it is not possible or appropriate. Nation (1990, p. 6) "meeting words in a variety of context and having to use some of them to express new ideas provide the most important opportunities for vocabulary learning". In inferring activity the learner looks for morphological clues which enable him to know the category of the word, noun, verb, adjective, adverb …etc., and also to decide whether the item in question is subject, object or verb of its clause. Bright (1970, p. 34) thinks that "all teachers do a little of this and would agree that it is useful to make pupils aware of the usual meaning of such prefixes as, un _, re __, ex ___, and dis- ___". The purpose of making learners aware of such prefixes and suffixes and other morphological clues will encourage and help learners to taste the sweetness of having the ability to discover the meaning of new or difficult vocabulary themselves.

Bright (1970, p. 34) writes this (the awareness of morphological clues) we would do for three reasons: firstly, we believe that the noticing of common elements helps in the process of inferring meaning, secondly, because by showing how meaning have become differentiate we are indicating how people adapt words to their needs and thirdly, because we find it interesting ourselves and we see nothing wrong in sharing our enthusiasms with our pupils. When learners encounter a new or difficult word in a text for more than twice actually he/she will try to infer the meaning of that word. Ronald (1988, p. 62) says it is only after experiencing a word in its many contexts that the learner approaches a complete understanding of its meaning.

According to Nation (1990, p. 6) guessing is the most important strategy that learners can use in order to cope with new vocabulary. The inferring of the meaning of a particular word depends mainly on the other words that are included in the sentence. It is clear that if there are many difficult words in a text or a sentence, the fewer students can infer the meaning of that word and vice versa.

Hay craft (2010, p. 87) has a similar notion: *"if the word occurs in a text or a passage the meaning can often be*

*deduced when the other words in the sentence are already known".*

2.6.2 Using Dictionary

Using dictionary as a strategy of learning new words in a foreign language is considered as one of the most fruitful strategies. This area has been discussed by many writers, such as Bright, taking secondary pupils as a sample. Mc Carthy also has covered this area with different point of view. He concentrated on types of dictionaries in relation to learner's level. Medani discussed the same issue focusing on types of learners (good and weak learners), Wallace had slightly touched the same topic explaining (setting) suitable tasks for each skill as to find the meaning of difficult word, rearranging words, and spelling check. It has been stressed that using dictionary according to beginners may lead them to a complex and ambiguous process of learning. Although it can be a useful learning resource, it makes the learner more independent of his teacher. Wallace, Bright, Medani agreed that the choice of a particular dictionary rather, than others depends mainly on the level of the learners.

Learners can look into a dictionary for many purposes for examples to rearrange words which are out of the alphabetical order to find the meaning of a difficult word, to find derived forms under mother head word, to find out pronunciation and to check spelling of the target words. Learners should be aware of these dictionaries to get much information. They should be sure that they have the ability of choosing appropriate meaning.

Bright (1970, p. 34) has suggested a procedure for testing pupils to know whose command is shaky. To achieve this goal he recommends teachers to ask them questions such as:

*How many letters are there in the English alphabet?*

*In which half is J. T, P, etc?*

*In which half of the first half is L, D, etc?*

Much discussion has been had on the use of both monolingual and bilingual dictionary. Some writers think that "in addition to personal dictionaries all pupils should have access to advance learner's dictionary". Medani (1994, p. 133) made a survey of which type of the dictionary is preferred. He was satisfied just by the answer "many students used both types". Mc Carthy (1990, p. 112) states that the disapproval of teachers may be caused by students who uses bilingual one which may lead learners to misuse the collocation of words. Nation (1990, p. 155) encourages the use of monolingual dictionaries although there is a need for bilingual one. He says: *"the best dictionaries for productive purposes are monolingual that is, the meaning and extra information is given in the same language as the word."* There is a need for productive bilingual dictionaries where learners can look up a word by beginning with a word in their mother tongue, and then find an English word with information about its grammar, collocation, etc to guide its use.

From what has been reviewed the researcher can summarize the following:

1) Monolingual dictionaries are preferred to bilingual one.

2) The learners who are beginners should avoid contacting dictionaries.

3) There is much information that can be extracted from dictionary such as meaning, grammar, syllabification collocation, appropriateness, frequency, etc.

**3. Methodology**

*3.1 Subjects*

The subjects selected for this study were the pupils of the seventh and eighth class at the basic level school in Atbara town, Sudan. They were a combination of males and females. They were 180. They were divided into two main groups according to their levels. In addition to that, there was a group of teachers of English language at the basic level. They were seventy and they were also a combination of males and females.

*3.2 Instruments*

The instrument, which was used to collect data, was a questionnaire. Two versions were designed; one for the teachers and the other for the pupils. The questionnaires validity was established through their examination by three faculty members. The reliability (0.95, 0.94) of both versions was computed via Pearson's product moment correlation coefficient, in two pilot studies. The researcher distributed the teacher's questionnaire to the target teachers and the pupil's version to the target pupils.

*3.3 Procedure*

The procedure that the researcher followed to collect data for this study was that he went to some schools in March, 2014 and distributed the questionnaire copies by himself. The learners were asked to fill the

questionnaire by putting a tick beside the response they consider applicable and appropriate. This questionnaire took not less than half an hour to be. The pupils were asked to identify their class, because the researcher had an intention to examine their competence in relation to their level. Ample time was given to each of the target groups to respond to the questionnaire. The researcher then studied the responses made by the learners about the strategies of learning new English lexis and the responses made by the teachers about the techniques of teaching new words.

*3.4 Data Analysis*

The data which were collected for this study were analyzed by using different analytical techniques. These techniques included percentage of frequency of choices, correlation table, cross tabulation and chi-test. Each one of these techniques examines a particular point, however, the data was analyzed considering levels of learners as variables and considering the relationship between the techniques of teaching new words and the strategies of learning new lexis as variables as well.

## 4. Data Analysis

This section deals with the presentation, analysis, discussion, and interpretation of data. The subjects were of three types. They were the pupils of the grade seven, the pupils of grade eight and the teachers of English language. A comparison will be made between the responses of the first two groups (effect of level), and between these two groups and the teachers (relation between vocabulary teaching techniques and vocabulary learning strategies).

*4.1 The Influence of the Level on Learner's Choice*

Does the learner's level affect his/her choices?

Table 1. Using words in context

| Q1 Responses | Class | | Total |
|---|---|---|---|
| | 7th | 8th | |
| Never | 13 | 17 | 30 |
| | 7.2% | 9.4% | 16.6% |
| Sometimes | 51 | 42 | 93 |
| | 28.3% | 23.3% | 51.6% |
| Frequently | 16 | 11 | 27 |
| | 7.8% | 6.1% | 13.9% |
| Always | 22 | 10 | 32 |
| | 12.2% | 5.6% | 17.8% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 4.093 | 3 | .252 |
| Likelihood Ratio | 4.153 | 3 | .245 |
| Linear-by linear | 3.789 | 1 | .052 |
| N. of valid cases | 180 | | |

As it can seen in Table 1 and chi-square table that the significance is 0.252 which is more than 0.05, and this indicates that the level of the pupils doesn't influence the choices of the learners.

Table 2. Using morphological clues

| Q2 Responses | Class | | Total |
|---|---|---|---|
| | 7th | 8th | |
| Never | 18 | 11 | 29 |
| | 10.0% | 6.1% | 16.1% |
| Sometimes | 40 | 31 | 71 |
| | 22.2% | 17.2% | 39.4% |

| | | | |
|---|---|---|---|
| Frequently | 16 | 17 | 33 |
| | 8.9% | 9.4% | 18.3% |
| Always | 21 | 26 | 47 |
| | 11.7% | 14.4% | 26.1% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |

| Chi-square Test | value | d.f | Asymp sig (2. sided) |
|---|---|---|---|
| Pearson chi square | 1.185 | 3 | .757 |
| Likelihood Ratio | 1.187 | 3 | .756 |
| Linear-by linear | 0.520 | 1 | .471 |
| N. of valid cases | 180 | | |

In Table 2 and its chi-square table indicate that the significance is 0.757 which is more than 0.05 and this indicates that the level of the pupils doesn't influence their choices.

Table 3. Concept

| Q3 Responses | Class | | Total |
|---|---|---|---|
| | 7th | 8th | |
| Never | 9 | 13 | 22 |
| | 5.0% | 7.2% | 12.2% |
| Sometimes | 17 | 20 | 37 |
| | 9.4% | 11.1% | 20.5% |
| Frequently | 30 | 17 | 47 |
| | 16.7% | 9.4% | 26.1% |
| Always | 44 | 30 | 74 |
| | 24.4% | 16.7% | 41.1% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |

| Chi-square Test | value | d.f | Asymp sig (2. sided) |
|---|---|---|---|
| Pearson chi square | 5.055 | 3 | .168 |
| Likelihood Ratio | 5.056 | 3 | .168 |
| Linear-by linear | 3.435 | 1 | .064 |
| N. of valid cases | 180 | | |

As seen in Table 3 and its chi-square table that the significance is 0.168 which is more than 0.05, thus this indicates that the level of the pupils doesn't influence the choices of the learners.

Table 4. Asking teacher for explanation

| Q4 Responses | Class | | Total |
|---|---|---|---|
| | 7th | 8th | |
| Never | 5 | 11 | 16 |
| | 2.8% | 6.1% | 8.9% |
| Sometimes | 59 | 33 | 92 |
| | 32.8% | 18.3% | 51.1% |
| Frequently | 16 | 11 | 27 |
| | 8.9% | 6.1% | 15.0% |
| Always | 20 | 25 | 45 |
| | 11.1% | 13.9% | 25.0% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |

| Chi-square Test | value | d.f | Asymp sig (2. sided) |
|---|---|---|---|
| Pearson chi square | 8.968 | 3 | .030 |
| Likelihood Ratio | 9.016 | 3 | .029 |
| Linear-by linear | .026 | 1 | .872 |
| N. of valid cases | 180 | | |

As seen in Table 4 and its chi-square table that the significance is 0.030 which is less than 0.05 and so it indicates that the level of the pupils influences the choices of the learners.

Table 5. Asking classmate for explanation

| Q5 Response4 | Class | | Total |
|---|---|---|---|
| | 7th | 8th | |
| Never | 13 | 10 | 23 |
| | 7.2% | 5.6% | 12.8% |
| Sometimes | 46 | 46 | 92 |
| | 25.6% | 25.6% | 51.2% |
| Frequently | 15 | 8 | 23 |
| | 8.3% | 4.4% | 12.7% |
| Always | 26 | 16 | 42 |
| | 14.4% | 8.9% | 23.3% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 2.714 | 3 | .438 |
| Likelihood Ratio | 2.734 | 3 | .434 |
| Linear-by linear | .776 | 1 | .378 |
| N. of valid cases | 180 | | |

As seen in Table 5 and its chi-square table that the significance is 0.438 which is more than 0.05 and so it indicates that the level of the pupils doesn't influence the choices of the learners.

Table 6. Translation into colloquial Arabic

| Q6 Responses | Class | | Total |
|---|---|---|---|
| | 7th | 8th | |
| Never | 6 | 13 | 19 |
| | 3.3% | 7.2% | 10.5% |
| Sometimes | 33 | 38 | 71 |
| | 18.3% | 21.1% | 39.4% |
| Frequently | 17 | 9 | 26 |
| | 9.4% | 5.0% | 14.4% |
| Always | 44 | 20 | 54 |
| | 24.4% | 11.1% | 35.5% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 12.323 | 3 | .006 |
| Likelihood Ratio | 12.492 | 3 | .006 |
| Linear-by linear | 11.595 | 1 | .001 |
| N. of valid cases | 180 | | |

As seen in Table 6 and its chi-square table that the significance is 0.006 which is less than 0.05 which indicates that the level of the pupils influences the choices of the learners.

Table 7. Inferring

| Q7 Responses | Class | | Total |
| --- | --- | --- | --- |
| | 7th | 8th | |
| Never | 7 | 2 | 9 |
| | 3.9% | 1.1% | 5.0% |
| Sometimes | 38 | 38 | 76 |
| | 21.1% | 21.1% | 42.2% |
| Frequently | 27 | 11 | 38 |
| | 15.6% | 6.1% | 21.7% |
| Always | 28 | 29 | 57 |
| | 15.6% | 16.1% | 31.7% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 7.401 | 3 | .060 |
| Likelihood Ratio | 7.684 | 3 | .053 |
| Linear-by linear | .590 | 1 | .442 |
| N. of valid cases | 180 | | |

Table 7 percentages and chi-square show that the significance is 0.060 which is more than 0.05 and this indicates that the level of the pupils doesn't influence the choices of the learners.

Table 8. Stopping at difficult words

| Q8 Responses | Class | | Total |
| --- | --- | --- | --- |
| | 7th | 8th | |
| Never | 26 | 9 | 35 |
| | 14.4% | 5.0% | 19.4% |
| Sometimes | 20 | 21 | 41 |
| | 11.1% | 11.7% | 22.8% |
| Frequently | 21 | 28 | 49 |
| | 11.7% | 16.6% | 28.3% |
| Always | 22 | 33 | 55 |
| | 12.2% | 18.3% | 30.5% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 9.375 | 3 | .025 |
| Likelihood Ratio | 9.633 | 3 | .022 |
| Linear-by linear | 2.302 | 1 | .129 |
| N. of valid cases | 180 | | |

Table 8 and chi-square table show that the significance is 0.025 which is less than 0.05 thus it indicates that the level of the pupils influences their choices.

Table 9. Ignoring the meaning of new words

| Q9 Responses | Class | | Total |
| --- | --- | --- | --- |
| | 7th | 8th | |
| Never | 13 | 16 | 29 |
| | 7.2% | 8.9% | 16.1% |
| Sometimes | 37 | 26 | 63 |
| | 20.6% | 14.4% | 35.0% |
| Frequently | 25 | 13 | 38 |
| | 13.9% | 7.2% | 21.1% |
| Always | 25 | 33 | 55 |
| | 13.9% | 13.9% | 27.8% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 3.846 | 3 | .279 |
| Likelihood Ratio | 3.870 | 3 | .276 |
| Linear-by linear | .262 | 1 | .608 |
| N. of valid cases | 180 | | |

Table 9 and its chi-square show that the significance is 0.279 which is more than 0.05 and this indicates that the level of the pupils doesn't influence their choices.

Table 10. Translation

| Q10 Responses | Class | | Total |
| --- | --- | --- | --- |
| | 7th | 8th | |
| Never | 10 | 3 | 13 |
| | 5.6% | 1.7% | 7.2% |
| Sometimes | 26 | 26 | 52 |
| | 14.4% | 14.4% | 28.8% |
| Frequently | 28 | 20 | 48 |
| | 15.6% | 11.1% | 26.7% |
| Always | 36 | 31 | 67 |
| | 20.0% | 17.2% | 37.2% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 3.294 | 3 | .348 |
| Likelihood Ratio | 3.463 | 3 | .326 |
| Linear-by linear | .769 | 1 | .381 |
| N. of valid cases | 180 | | |

Table 10 and its chi-square table show that the significance is 0.348 which is more than 0.05 and this indicates that the level of the pupils doesn't influence their choices.

Table 11. Checking understanding of new words

| Q11 Responses | Class | | Total |
| | 7th | 8th | |
| --- | --- | --- | --- |
| Never | 3 | 10 | 13 |
| | 1.7% | 5.6% | 7.3% |
| Sometimes | 26 | 45 | 71 |
| | 14.4% | 25.0% | 39.4% |
| Frequently | 28 | 8 | 36 |
| | 15.6% | 4.4% | 20.0% |
| Always | 43 | 17 | 60 |
| | 23.9% | 9.4% | 33.3% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 29.372 | 3 | .000 |
| Likelihood Ratio | 30.313 | 3 | .000 |
| Linear-by linear | 22.313 | 1 | .000 |
| N. of valid cases | 180 | | |

Table 11 and its chi-square table show that the significance is 0.000 which is less than 0.05 and this indicates that the level of the pupils influences their choices.

Table 12. Correction of misunderstanding

| Q12 Responses | Class | | Total |
| | 7th | 8th | |
| --- | --- | --- | --- |
| Never | 3 | 6 | 9 |
| | 1.7% | 3.3% | 5.0% |
| Sometimes | 28 | 16 | 44 |
| | 15.6% | 8.9% | 24.5% |
| Frequently | 30 | 22 | 52 |
| | 16.7% | 12.2% | 28.9% |
| Always | 39 | 36 | 75 |
| | 21.7% | 20.0% | 41.7% |
| Total | 100 | 80 | 180 |
| | 55.6% | 44.4% | 100.0% |
| Chi-square Test | value | d.f | Asymp sig (2. sided) |
| Pearson chi square | 3.444 | 3 | .328 |
| Likelihood Ratio | 3.463 | 3 | .326 |
| Linear-by linear | .001 | 1 | .975 |
| N. of valid cases | 180 | | |

Table 12 and its chi-square table show that the significance is 0.328 which is more than 0.05 and so it indicates that the level of the pupils doesn't influence their choices.

*4.2 Comparison between Techniques and Strategies of Teaching and Learning New Words*

This section examines the relationship between the teaching techniques that teachers adopt in teaching new words and the strategies that pupils follow in learning new words.

The comparison and classification were done according to the number of responses and percentages of each strategy and technique. The option "never"was dropped.

Table 15 show the responses.

Question (1) *using words in context*, received 150 responses from the total 180 pupils which represents 83%.

Question (2) *using morphological* **clues** received 151 responses which represent 84%.

Question (3) *imagining of meaning* (concept), received 158 responses which represent 88%.

Question (4) *asking teacher for explanation* received 164 responses which represents 91%.

Question (5) *asking classmate for explanation* received 157 responses which represents 87%.

Question (6) *translation into colloquial Arabic* received 161 responses which represents 89%.

Question (7) *inferring meaning* received 171 responses which represents 95%.

Question (8) *stopping at difficult words* received 145 responses which represents 81%.

Question (9) *ignoring the meaning of new words* received 151 responses which represents 84%.

Question (10) *translation* received 167 responses which represents 93%.

Question (11) *checking understanding of new words* received 167 responses which represents 93%.

Question (12) *correction of misunderstanding* 171 responses, which represents 95%.

The total number of the pupils is 180. These are the statistics of the strategies that adopted by learners either they are in the 7th or the 8th class pupils.

4.2.1 Strategies that Pupil Adopt According to the Number of Responses and Its Percentage that Each Strategy Received, the Down Grading Can Be Seen Clearly on Table 13

Table 13. Classification of strategies of learning new words according to percentages

| The strategy of learning new words | No of Q | % |
|---|---|---|
| Inferring | Q7 | 95% |
| Correction of misunderstanding | Q12 | 95% |
| Checking understanding of new words | Q11 | 93% |
| Translation | Q10 | 93% |
| Asking teachers for explanation | Q4 | 91% |
| Translation into colloquial Arabic | Q6 | 89% |
| Concept | Q3 | 88% |
| Asking classmate for explanation | Q5 | 87% |
| Morphological clues | Q2 | 84% |
| Guessing the meaning of new words | Q9 | 84% |
| Words in context | Q1 | 83% |
| Stop at difficult words | Q3 | 81% |

Table 13 classifies each strategy of learning new words which is adopted by learners either (7th or 8th class) according to the percentage that it received, taking no notice of "never" responses.

It shows that the strategy of inferring is classified as the first strategy that learners adopted.

It received 95% correction of misunderstanding received 95% which is classified as the second strategy.

Checking understanding of new words received 93% which is classified as the third strategy.

Translation comes at the fourth stage which it received 93%.

Asking teacher for explanation of new words classified as the fifth, it received 91%.

While asking a classmate for explanation of new words received 87% and it is classified as the eighth strategy.

Morphological clues received 84% and it is classified as the ninth strategy.

Guessing the meaning of new words received 84% and classified as the tenth strategy.

Learning words in context receive 83% and classified as the eleventh strategy. Finally comes stopping at difficult words which received 81%.

According to this classification the most preferred strategies were:

1) Inferring new words.

2) Correction of misunderstanding of words.

3) Checking understanding of new words.

4) Translation.

5) Asking teachers for explanation.

4.2.2 Techniques of Teaching New Words that Teachers Use

Table 14 shows the vocabulary teaching techniques used by teachers. The "never" responses were excluded.

Table 14. Techniques of teaching new words

| Techniques | No. | % |
|---|---|---|
| Inferring | Q7 | 100% |
| Realia | Q12 | 100% |
| Words relation | Q8 | 99% |
| Morphological clues | Q4 | 97% |
| Morphological clues | Q6 | 97% |
| Morphological clues | Q3 | 96% |
| Checking understanding of new words | Q15 | 94% |
| Using more than one technique | Q14 | 94% |
| Word explanation | Q1 | 93% |
| Mime | Q9 | 93% |
| Translation | Q2 | 82% |
| Word in Isolation | Q10 | 82% |
| Visual adis | Q13 | 81% |
| Giving the Arabic equivalent | Q16 | 73% |
| Using stress and intonation | Q5 | 57% |
| Words in context | Q11 | 53% |

It is clear that the technique of inferring received 100%. Using realia also received 100%, they were classified in the first stage which teachers adopt in the teaching new words. The technique of teaching words in relation (synonyms/antonyms) received 99% which is classified in the third stage.

The technique of giving examples and using morphological clues in teaching new words received 97%, and thus classified as in the fourth stage.

The technique of checking understanding received 94%, it is classified as the sixth stage. The techniques of word explanation and miming received 93%, and are classified as the seventh stage. The techniques of translation and word in isolation received 82%, they are classified as the eighth stage. Using visual aids received 81% and it is classified as the ninth stage. Giving the Arabic equivalent received 73% and it is classified as the eleventh stage. Finally the technique of teaching words in context received 53%.

According to the classification of techniques that are used in teaching new words that the techniques which were shown to be preferred were:

1) Inferring the meaning of new words.

2) Words relation "synonyms, antonyms, etc.

3) Using realia.

4) Morphological clues.

5) Words explanation.

6) Using miming in teaching new words.

*4.3 Results*

100% of teachers preferred the techniques of inferring while 95% pupils preferred the same strategy. Therefore, there is strong relation that exists between inferring as a learning strategy and inferring as a teaching technique.

1) It is worth mentioning that the most preferred strategies which were adopted by learners are inferring, correction of misunderstanding, asking the teacher for explanation and translation. While the most preferred techniques that teachers adopt are inferring, word relation, morphological clues, word explanation miming and realia. Each of these techniques received more than 92% of total choices.

2) From the chi-square tests: the choices which made to each response show that the significance is more than 0.05 which indicates that the level of the pupils doesn't influence the choices of the learners.

## 5. Conclusion

This study was conducted with the purpose of investigating, whether the level of learners (7th or 8th class) influences his/her choice of a particular strategy for learning new words. Moreover, the study attempted to find out if there is a relationship between the techniques of teaching new words and the strategies of learning new lexis.

### 5.1 Findings

A number of conclusions have been reached. It has been found that, the level of the learners does not affect their choices of vocabulary learning strategy. This is found in nine out of twelve strategies of learning new words. This set of strategies represents 75%. Using translation as a learning strategy is preferred by the pupils of the 7th class more than the pupils of the 8th class. Also pupils of the 7th class preferred the strategy of asking teachers for explanations of new words more than the pupils of the 8th class. In addition to that the pupils of the 7th class preferred the strategy of asking class mates for explanation and translation into colloquial Arabic more than the pupils of the 8th class. While the pupils of the 8th class preferred the strategy of stopping at difficult words and the strategy of using morphological clues more than the pupils of the 7th class. These strategies which received different choices indicate that the level of the learner does not influence his/her choices.

Concerning the relationship between the techniques of teaching new words and the strategies that were adopted by the learners taking no notice of their levels, it was found that the most preferred techniques were inferring, realia, words relation, morphological clues and words explanation. While the most preferred strategies of learning were inferring, correction of misunderstanding, translation and asking teachers for explanation.

### 5.2 Recommendations for Teachers

In the light of these findings the following recommends may be made:

1) Teachers should encourage learners to use their particular techniques in finding the meaning of new words.

2) Teachers may adopt the technique of inferring because it is preferred by both teachers and learners.

3) Teachers may take no notice of learners' level.

4) Teachers may draw learners' attention to the process of using words in context.

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