



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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MASTER THESIS

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Exploring Vocabulary Teaching Strategies for Primary School EFL Pupils in Biskra: a Case Study of Third Year at 8 March Primary School

Dissertation submitted to the Department of English Language and Literature fulfilment for
the requirements for a Master Degree in Sciences of Language

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Academic Year: 2024-2025

Dedication

I dedicate this work:

To my dear mother, who has been the reason for my presence here and for achieving what I have today. All thanks go to her prayers and encouragement, step by step. I also extend my gratitude to my family, my siblings, and to my husband for his support during my difficult days. I also dedicate my achievement to my child Sadjed who inspires me every day.

The roads were not easy, and I was not patient just once. I planted the seeds of patience every time, and I never stopped because of obstacles in my way. But I kept walking, endured, and persevered. I walked the roads despite their roughness and difficulty... because I had faith in God, and then in my own ability to achieve this.

Acknowledgements

In the name of Allah, the most merciful, the most beneficent, without God I would never complete this work .All the praise and gratitude goes to God.

I would like to thank my supervisor Dr. Nadjette MOUSSAOUI, for her advice to do this research.

I would like also to express my gratitude to the honored members of the jury Prof. Ramdane MEHIRI, Mrs. Lamia BENTHAHAR, who dedicated their time to read and correct this research paper.

I am grateful to the English Teachers in Biskra who participated in my study.

I would like to thank all the teachers in the English department who have helped me over the past years.

Abstract

This research explores the vocabulary teaching strategies employed by primary school teachers for third year EFL learners at 8 March Primary School in Biskra. The study aims to identify the most effective techniques used to enhance pupils' vocabulary acquisition and to examine the challenges teachers face in teaching vocabulary. A qualitative research approach was used, relying on a combination of a teacher questionnaire and classroom observation sessions. The targeted population was English language teachers in Biskra, while the sample consisted of 15 primary school teachers from different schools and classroom observations of one third year class at 8 March Primary School. The questionnaire gathered teachers' insights regarding the importance of vocabulary instruction, preferred teaching strategies, and difficulties encountered by learners. The classroom observations provided practical evidence on the strategies implemented, including the use of visual aids, games, songs, repetition, and interactive activities. The findings indicated that while teachers utilize diverse multisensory and interactive strategies to enhance vocabulary learning, they continue to face challenges, including pronunciation issues and a lack of learner autonomy. The recommendations include the use of more contextualized and student centered strategies to foster vocabulary development and encourages teachers to promote learner independence in vocabulary acquisition.

Keywords: classroom observation, EFL learners, primary education, teacher practices, third-year pupils, vocabulary teaching strategies,

List of Acronyms

EFL: English as a Foreign Language

KSAPC: Kharkiv State Academy of Physical Culture

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General Introduction

Introduction

English language nowadays is one of the most widely used languages, which make it an important tool to communicate in our generation. Therefore Algeria decided to teach English as foreign language in The Primary School. This creates challenges for both teachers and learners, particularly due to the young age of the students and their lack of prior exposure to the language. Most of the time learners face troubles in language skills like writing, listening and other skills, Rubin and Thompson (1990) stated that the learning of vocabulary means mastering the language.

As a result, primary school pupils need to develop a strong vocabulary foundation to effectively communicate in everyday discussion. Teaching vocabulary has different strategies while teachers most of the time use the traditional one to teach primary school pupils. However, they fail to memorize and recall some bodies' vocabulary as Coady and Huckin (1997) emphasize, "learning vocabulary in context allows learners to make connection between words and their meanings, making it easier to recall them later" (p. 56) . For this reason, teachers should use suitable strategies to teach their pupils and make it easy for them to memorize vocabulary and use it in their everyday discussions.

1. Background of the study

The implementation of effective vocabulary teaching strategies for primary school students learning English for the first time is crucial, as vocabulary serves as the foundation for language proficiency. Where English has recently been introduced into the primary curriculum, as in some regions, this focus on vocabulary acquisition holds particular significance. Analyzing effective strategies can provide us with the best methods of teaching vocabulary which facilitate students' understanding and retention of vocabulary of the young learners. Numerous studies highlight the importance and the dilemmas of vocabulary strategies for young learners.

For instance, Permana (2020) this study investigated the teaching strategies to develop elementary students' vocabulary. In conducting the study, a literature review was conducted. The findings showed that in teaching vocabulary for elementary school, teachers are required to use interactive media. In another study, Deni and Fahriany (2020) investigated how to teach English vocabulary at an early age since students still in the scope of their golden age, and they could learn everything easily. In this case, the teachers' teaching strategy seems essential to be concerned. Meanwhile, Sanjaya, Dewi and Paramartha (2022) their study investigated the teaching aids used to teach vocabulary for young learners. Were the data collected to determine the kinds of teaching aids used to teach vocabulary, the challenges in implementing them, and how English teachers face these challenges. Additionally, Sotlikova (2023) confirmed that "Teaching Vocabulary to young learners is an essential aspect of language acquisition that requires a specific approach or strategy to ensure that learners acquire a wide range of vocabulary." This study aims to explore and evaluate the most effective vocabulary teaching strategies for primary School learners, contributing insights to support early English language acquisition and curriculum development.

2. Statement of the Problem

Effective vocabulary instruction is essential for primary school students learning English as a foreign language. However, many young learners struggle with vocabulary acquisition due to inadequate teaching strategies and limited exposure to English outside the classroom. This research indicates that ineffective vocabulary strategies lead to decreased motivation and engagement (Nation, 2001), resulting in challenges in language comprehension and overall academic performance. As Graves (2006) stated, "vocabulary knowledge is directly linked to the growth of other crucial language abilities," emphasizing the need for effective instruction. Additionally, Cameron (2001) noted that "young learners benefit from vocabulary activities that are interactive and engaging," further highlighting the

necessity of tailored approaches. Therefore, the problem statement focuses on evaluating the effectiveness of existing vocabulary teaching methods used with primary school pupils and identifying shortcomings in these approaches. It proposes the target strategies that enhance vocabulary acquisition for young learners. If this issue is not addressed, pupils may continue to face difficulties in learning English vocabulary, which can affect their language skills and classroom achievement. In other words, it is a serious problem because vocabulary helps young learners understand lessons, take part in classroom activities, and learn other skills. If teachers do not use the right methods students may lose interest, fall behind in class, and struggle with English in the future.

3. Significance of the Research

This study is important as it focuses on improving vocabulary learning among primary school pupils, by exploring various teaching strategies, the research aims to provide useful strategies for teachers to enhance vocabulary average, also ensure lasting vocabulary retention. Additionally, the study will add to second language acquisition research, especially for young learners, offering valuable insights to improve classroom practices and teacher training. In doing so, it supports multilingual education and encourages more inclusive learning experiences in diverse educational settings for pupils

4. The Research Aim

In this research, we seek to investigate the best techniques and strategies that teachers prefer to use in teaching vocabulary at the level of primary school especially third year.

- We aim to explore teaching strategies that engage pupils actively to improve their vocabulary acquisition.
- Identifying various teaching methods and analyze the teachers' use of these strategies to help young learners acquire and retain English vocabulary.

5. Research Questions

The present research seeks this question:

Q1: What are the strategies used by primary school teachers to teach vocabulary, and what are the vocabulary learning difficulties that pupils face?

6. Research Hypothesis

Throughout this research we hypothesize that if teachers use effective strategies in the classroom. Learners will enhance their understanding of vocabularies, and make them easier to memorize and use.

7. Research Methodology

In this dissertation is conducted through a qualitative method. This later is the suitable for the topic of the research. Qualitative methods are useful in researching and exploring vocabulary teaching strategies for primary school pupils. This approach can provide insights into pupils' learning behaviors, challenges, and the effectiveness of teaching strategies in real classroom settings.

For data collection, we opted for the questionnaire for primary school teachers and classroom observation for third year pupils. Such choice was due to the nature of the current research which is based on investigating and describing the relationship between two variables; teaching vocabulary strategies as the dependent variable, and its role in developing the pupils vocabulary as the independent variable.

8. Population and Sampling

Population of the study includes 220 primary school English teachers from the Biskra region. These individuals play a crucial role in assessing and instructing the English language within primary schools in Algeria. A random sample of 15 English teachers, ten teachers received the questionnaire in person, and 5 received it online, seeking to collect varied

insights about the teaching vocabulary strategies. In addition to, a sample of (25) learners of 3rd year at 8 March primary school was randomly chosen to participate in the study. In order to show the effectiveness of various teaching strategies used by teachers at classroom.

9. Delimitation of the research

This study explores strategies for teaching vocabulary to primary school pupils. Specifically those aged 8 to 9, as these foundational years are essential for language development. This study limited for teaching English Vocabulary instead of other fields particularly third year learners. These delimitations ensure a targeted analysis of vocabulary teaching strategies suitable for primary-level learners and help maintain a clear, achievable scope for the research.

10. Structure of the thesis

This research is divided into two main chapters. First chapter is about the theoretical part. Thus, this chapter will deal with the overview about vocabulary, its definition, importance, types, vocabulary teaching strategies, and its role specifically in early learning stages. In addition to, the challenges that face English teachers and their learners, strategies for Vocabulary Development, and indicators of strong vocabulary proficiency in young learners. While, the second chapter will be the practice part. In which, it interprets the significance of teaching vocabulary English strategies and teachers instructions. In addition to, study its role in English vocabulary learning.

CHAPTER ONE

CHAPTER ONE: Theoretical part

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Introduction

Vocabulary is one of the fundamental parts of the language. Learning vocabulary is the initial step in mastering a language. The more vocabulary we acquire, the better we understand and communicate. Teaching vocabulary in primary school is a challenge for the teachers to teach their pupils easily because of their age and lack of knowledge about it compared by other stages of learning. Here teachers need to select the appropriate strategies for teaching vocabulary for their pupils in order to develop their knowledge and express themselves fluently. In this chapter will be an overview about vocabulary and teaching strategies.

1.1. Definitions of vocabulary

According to several researchers there are numerous definitions of vocabulary. In Oxford Advanced Learner's Dictionary defined vocabulary as "all the words that a person knows or uses". In addition to, vocabulary is a list of words with their meaning, especially in a book for learning a foreign language (as cited in Challenges of Learning English Vocabulary, n.d.), also adds "vocabulary is a list of words with their meaning, especially in a book for learning a foreign language". Bai (2018, as cited in "Challenges of Learning English Vocabulary, n.d.) opined that "Vocabulary is generally known as all the words in a language.

The term 'vocabulary' is used in different senses". Wangdi (2022, as cited in Challenges of Learning English Vocabulary, n.d.) termed "vocabulary as the capacity to successfully listen, speak, read, and write in a particular language is significantly affected by the basic knowledge of that language". And Afzal (2019, as cited in Challenges of Learning English Vocabulary, n.d.) focused that "vocabulary achievement and mastery are

significant as English competency depends on the vocabulary knowledge developed by second and foreign students and native speakers".

In Cambridge Dictionary defined vocabulary as "all the words known and used by a particular person", also "all the words that exist in a particular language or subject". In addition to, Hiebert and Kamil (2005: 3, as cited in Fathurrahman Imran) defined it as "vocabulary is the knowledge of meaning of word". Also Imran added "Vocabulary is a list of words which is means for distributing communication with other people. So, by knowing and memorizing a lot of vocabulary we can easily and fluently to communicate with others".

In other words, Hornby. (2006, as cited in Dauletova & Rahimova) stated that vocabulary is: "(1) all words that a person knows or uses, (2) all words in a particular language, (3) words that people use when they talk, and (4) a list of words with their meanings, especially in a book for learning a foreign language". According to Hornby (1974: 959, as cited in Maviş, 2019), vocabulary can be defined in three ways: total number of words (with rules for combining them) which make up language, range of words known to a person and containing a list of words with definition or translation. In addition, Gardener in Adger (2002, as cited in Maviş, 2019) stated that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. While, Nunan (2003: 130-132, as cited in Maviş, 2019) defined vocabulary in three ways: multi-word unit, word families and core meanings.

1.2.Importance of vocabulary

Vocabulary is viewed as the base of language acquisition. Without sufficient of vocabulary learners would be unable to communicate easily and express themselves in particularly in early stages of learning. For that reason, there are a lot of researchers that show the importance of vocabulary in language learning and teaching. According to Napa (1991, as

cited in Rahimova & Dauletova)" stated that 'it is a fact that vocabulary is one of the components of the language. There are no languages that exist without words. They are the means by which people exchange their thoughts. The more words we learn the more ideas we should have. This way we can communicate our ideas more effectively". He highlighted that vocabulary is essential for all languages and A larger vocabulary enhances our ability to communicate ideas more effectively. It is essential for improving learners skills, as Wilkins (1972, as cited in Agazzi, 2022) stated: "Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed" .

Furthermore, strong vocabulary is critical for understanding texts. Readers with a more extensive vocabulary can understand content easily. As well, learners who have a good vocabulary knowledge can write and express their thoughts clearly, effectively and varied sentence structures. Vocabulary gives learners confidence in their language skills, which is particularly important in language acquisition, where learners may already feel hesitant specially for young learners. Nation (as cited in Rahimova & Dauletova) confirmed that "vocabulary is central to language".

Hence, teachers need to pay attention on vocabulary development because it goes hand in hand with language development. Alqahtani (2015, as cited in Challenges of Learning English Vocabulary, n.d.)" has highlighted the importance of vocabulary learning as an inevitable aspect of foreign language learning although it was neglected for many decades".

1.3.Vocabulary types

Different researchers distinguish two types of vocabulary. The first type is called receptive (passive) vocabulary, while, the second one is called productive (active) vocabulary. Gruneberg and Sykes (1991, as cited in Dewi)"distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had beentaught

and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce". Also, Hatch and Brown (1995, as cited in Dewi) indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary".

1.3.1.Receptive (passive) vocabulary

Receptive vocabulary includes the words that learners understand when they hear or read. These words may not be used in the learner's everyday speech or writing but are recognizable and comprehensible in context. The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2008, as cited in Dewi). In other words, Belisle (2000, 2, as cited in Bańcerowski) "receptive vocabulary knowledge refers to words and expressions learners can understand when reading and hearing them". In addition to, "Receptive vocabulary knowledge is the ability to recognise the form". (Webb 2008, as cited in Bańcerowski). Also, Waring (1997, as cited in Bańcerowski) "regards the ability to provide a specific first language translation of the second language word as the receptive vocabulary knowledge"

1.3.2.Productive (active) vocabulary

Productive vocabulary includes the words that learners can confidently use in their speaking and writing. These are words they know well enough to incorporate into their active language production. Moreover, productive vocabulary knowledge is the ability to recall the form and meaning of a foreign language word (Webb 2008, as cited in Bańcerowski) .Also, Nation (1990, as cited in Bańcerowski) add" productive vocabulary knowledge, the main feature is the ability of production and use of the target language".

In the same context, Belisle (2000, 2, as cited in Bańcerowski) defined "productive vocabulary knowledge refers to the words and expressions that the learners can use correctly

when producing oral or written language". While Waring (1997, as cited in Bańcerowski) confirmed that "the ability to provide a specific second language equivalent for an first language word is the productive vocabulary knowledge".

In addition to, Laufer and Goldstein (2004, as cited in Bańcerowski) said "productive knowledge as retrieval of the word meaning". Webb (2008, as cited in Bańcerowski.) argues "productive vocabulary knowledge is the ability to recall the form and meaning of a foreign language word". In the other hand, "Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others". (Stuart, 2008, as cited in Dewi).

1.4. Teaching Vocabulary Strategies

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015, as cited in Mukoroli). Teaching vocabulary is an important part of language acquisition, especially for primary school pupils. Vocabulary develops learners' skills for that our Ministry of education decided to focus on language acquisition specially in this early age to get more satisfied outcomes, according to Puspawati (2015) "Teaching young learners is very difficult compared with teaching teenagers or adults because young learners get distracted very fast ". Therefore, it has to be interesting, functional, and retained in modern approaches of teaching vocabulary through interactive ways of teaching.

In the case of second language learners, the process requires overcoming special difficulties such as limited exposure to English language and interference from their mother tongue. Puspawati (2015) add "Some children develop very fast, and others might need more time". Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004, as cited in Mukoroli). There are various methods for teaching vocabulary, but English teachers should keep attention for these points when

introducing new vocabulary items to their learners. To ensure students retain the new words, the vocabulary must be taught effectively, practiced consistently, and reviewed regularly to avoid forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač, 2008, as cited in Alqahtani).

According to, Brewster, Ellis, and Girard (as cited in Alqahtani, 2015, 3(3), 21–34), these are some techniques of teaching vocabulary:

a. Using Objects:

Using this technique includes the use of visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač, 2008). In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization.

b. Drawing:

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. Using Illustrations and Pictures:

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words

clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

Pictures for vocabulary teaching come from many sources.

d. Contrast:

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one.

e. Enumeration:

An enumeration is a of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address a skirt, trousers etc ,and then the meaning of the collection word "clothes" will became clear. The same is true of 'vegetable' or "furniture", 'for example (Harmer 1991).

f. Mime, Expressions and Gestures:

Klippel (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" ," happy"; mime and taking a hat off your head to teach hat and so on.

g. Guessing from Context:

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Nation

and Coady (1988) claimed that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read.

i. Eliciting:

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

j. Translation:

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors (Takač, 2008). There are always some words that need to be translated and this technique can save a lot of time. "While, Manandhar (2009: 1, as cited in Maviş, 2019) states that there are some strategies of teaching vocabulary to young learners. They are as follows:

1. Using Realia: Realia refers to real objects or things. Generally, any objects of things can be carried out into school to represent the meaning.
2. Using Matchstick Figure: Matchstick figure is known as pinmen. It refers to simple sketch rather than a real picture drawn in fully artistic manner.
3. Using Picture: Picture relates to the object that cannot be brought easily into the classroom, so unavailable object in the locality can be represented by using picture.
4. Using Synonyms: Synonyms mean words that refer to more or less the same meaning of thing.

5. Using Antonyms: Antonyms refer to the opposite meaning of a specific object or thing. Mastering it will help learners to know new vocabulary.
6. Using Definition: Some words especially in advanced level can be taught by giving their meanings.
7. Using Demonstration' Demonstration refers to the actions done by a teacher.
8. Using Presenting Lexical Set/Enumeration: Sets of related words can be presented to refer to the meaning of the cover term as well as to the words involved in the same group.
9. Using Games: Games help to avoid the monotonous learning process. There are many games can be applied by a teacher such as cross word puzzle, guessing, and so on.
10. Using Audio/Visual: Many words can be more easily presented by a tape recording or video rather than the above mentioned ways.

1.5.Challenges in Teaching and learning vocabulary

In the process of learning vocabulary, learners often encounter challenges such as remembering and recalling new words, as well as understanding their intended meanings. These difficulties can have a negative impact on learners. Therefore, teachers should always be mindful of this issue and try to support learners by finding solutions for these problems. In the same context , (Nuttall, 1982, pp. 76-79) "indicates some factors that make words difficult:

Idioms: These kind of words are little hard to understand, it consists of certain amount of words whose meaning is deduced from the entire word set. Therefore, students should learn how to use these kinds of words.

Transfer of Meaning: These refer to metaphors, metonymy, synthesis and other similar kinds of assigned meaning. These words always have a hidden meaning that requires being deduced which may make difficulties in understanding word meaning as another problem that

face learners in learning vocabulary process.

Synonyms and Antonyms: words in English language do not have a particular or an exact synonym or antonym which may cause a problem to learners when they come to learn vocabulary. For instance Home, apartment, residence, dwelling are synonyms to the word House.

Irony: Nuttall (1982) states that “irony is probably the most difficult of all uses of language for the student to interpret” (p. 78). In other words, the most difficult thing in learning vocabulary is the use of words because the difficulty is not in the words themselves, but their use; one can say something but means the opposite. It means that there is a hidden meaning and the learner should understand this intended meaning. In other research Thornbury (2004, p. 27) has shown that words that are hard to pronounce are more challenging for learners to master. Mispronunciations can lead to misunderstandings, especially since words can have different meanings which makes it difficult for learners to communicate effectively. In terms of writing, spelling presents a major hurdle, particularly when it comes to words with silent letters like "thumb," "receipt," or "psychology". According to Thornbury (2004), learners tend to struggle more with long, complex words, such as "infrastructure," "manufacturer," or "characteristics" compared to shorter, simpler ones. Additionally, learners may confuse words that have similar meanings, such as raise and rise, often misusing them in specific contexts, like raise your hand versus rise early in the morning.

To sum up, both learners and teachers face challenges with vocabulary acquisition. Learners struggle with pronunciation, spelling, and differentiating between similar words, while teachers must find effective strategies to address these issues and support vocabulary development. A strong collaboration between learners and teachers is essential for overcoming these difficulties and improving language proficiency.

1.6. Strategies for Vocabulary Development

Vocabulary development is a critical component of language learning, as it enhances communication skills and comprehension. In other words, effective strategies for building vocabulary help learners acquire and retain new words in meaningful contexts , Kovalenko (2024) mention" a range of strategies for vocabulary instruction required for developing advanced vocabulary skills:

1. Contextual Learning: Students benefit from seeing how vocabulary is used in real-world contexts relevant to their academic and professional interests. For example, in a business English class, instructors can introduce business-related vocabulary within the context of case studies, simulations, or professionally oriented articles. This approach helps students understand how vocabulary is applied in their field of study and fosters deeper comprehension and retention. It provides a sample of a task for students of higher education at Kharkiv State Academy of Physical Culture (KSAPC) in the discipline “Business English”.

2. Semantic Mapping: Semantic mapping techniques can be used to explore the relationships between specialized terms within the field of business English and create a visual representation of these connections using semantic mapping techniques. Visual representation aid in organizing complex concepts and facilitate the integration of new vocabulary into existing knowledge frameworks.

3. Morphological Awareness: Given the advanced level of students, lecturers can delve deeper into morphological analysis to enhance vocabulary acquisition. For example, students can analyze the morphological structure of words across different languages to identify common roots, prefixes, and suffixes. Understanding word formation processes equips students with the skills to decipher unfamiliar vocabulary encountered in academic texts and scholarly literature.

4. Incidental Learning: Students benefit from exposure to authentic language input across various academic disciplines and professional domains. Teachers may incorporate authentic materials such as research articles, conference presentations, and industry reports into their curriculum to expose students to specialized vocabulary in their field. Additionally, encouraging students to engage with interdisciplinary literature broadens their vocabulary repertoire and enhances their ability to communicate effectively across diverse contexts. Dogme teaching methodology in language education can involve incidental learning. Dogme language teaching emphasizes a conversation -driven approach, focusing on real-life communication and using authentic materials. In a Dogme classroom, language learning occurred naturally as students engage in meaningful interactions and discussions rather than through predetermined lesson plans or materials.

Incidental learning occurs when learners acquire language or knowledge unintentionally, often as a byproduct of engaging in meaningful activities or interactions. In a Dogme classroom in Business English, students of Kharkiv State Academy of Physical Culture may encounter new vocabulary, grammar structures, or cultural insights incidentally while participating in discussions or activities related to their interests and experiences. For example, during a conversation about a recent news article learners may encounter unfamiliar words or expressions. Through context and interaction with their peers and the teacher, they can deduce the meaning of these new language items, leading to incidental learning.

5. Vocabulary Games and Activities: Engaging students in interactive vocabulary games and activities fosters active participation and reinforces learning. For instance, in a language lab session, students participate in vocabulary jeopardy, where they compete to define and use advanced vocabulary terms in sentences related to their field of study. Incorporating technology-enhanced activities, such as online vocabulary quizzes or word association games, adds an element of fun and interactivity to vocabulary instruction for students [8: 132]. The

following pictures with Vocabulary Games and Activities tasks show that there may be a wide range of vocabulary-based exercises in Business English lessons. KSAPC students engage in this type of activity with a particular interest, which significantly increases the efficiency of the educational process. "

1.7.Indicators of Strong Vocabulary Proficiency in Young Learners

Vocabulary mastery is essential for primary school learners as it enhances their communication skills and reading comprehension. Strong vocabulary knowledge is reflected in a learner's ability to understand and use words accurately, apply new vocabulary in speech, writing, and engage confidently in conversations. According to Sumarni (2008: 10 'as cited in Maviş, 2019), "there are some indicators that learners can master vocabulary. They are as follows:

1. The learners are able to recognize vocabulary in its spoken and written forms.
2. The learners are able to recall it at will. When they need it, they can retrieve the vocabulary.
3. The learners are able to relate the vocabulary to the real object or concept.
4. The learners can spell the vocabulary correctly.
5. The learners are able to pronounce words, and they can use those words in good pronunciation.
6. The learners know in what ways it can combine with other words to be correct sentence."

1.8.The role of the teacher

The role of the teacher in the language learning process, particularly in vocabulary development for primary school pupils is foundational, who are still developing basic language and communication skills. According to Putra (2023) "The role of the teacher varies but the role is very important, namely the teacher must be able to become a facilitator or

mediator, evaluator for students". The teacher does much more than simply teach new words, the teacher shapes the entire learning experience by creating a classroom environment that encourages curiosity, confidence, and consistent use of language.

In vocabulary teaching, the teacher takes on many roles: instructor, guide, motivator, and even role model. The way the teacher teaches and interacts with his pupils can have a lasting impact on how well those pupils understand and remember new words.

Putra pointed that "The teacher must be able to monitor and provide learning directions for students and the teacher must be able to assist students in learning by explaining material and provide exercises to students. In learning, teachers must be creative in using media or methods in the learning process". Putra highlights that teachers should guide students by explaining lessons clearly and offering practice. He also stresses the need for creativity in using methods and media to make learning engaging. Putra also pointed out the multiple roles a teacher can play:"

- 1) As a planner: The teacher is a planner of everything before the learning process is carried out.
- 2) As an organizer: The teacher acts as the organizer of the educational process and is required to be able to organize the learning process as well as possible.
- 3) As a facilitator: It is the teacher who gives way to easily solve a lesson problem."

Teachers play a central role in helping young learners develop strong vocabulary skills through careful planning, interactive teaching, and ongoing assessment. Their connection with students and ability to adjust methods make vocabulary learning more effective and meaningful.

Conclusion

In conclusion, vocabulary is key when it comes to language learning, especially for young learners in primary school. A strong vocabulary is essential not just for communication, but also for understanding and using language effectively. Throughout this chapter, we have seen how different definitions of vocabulary highlight its importance in language development. Teachers need to understand this importance and apply strategies that fit the needs of their students. Simple techniques like using real objects, pictures, and hands-on activities can really help make vocabulary lessons engaging and memorable. That said, there are challenges, such as pronunciation, spelling, and understanding how words work in different contexts.

Overcoming these hurdles requires a mix of creative methods, plenty of practice, and being flexible to meet each student's needs. Strategies like contextual learning, semantic mapping, and incidental learning can help students retain new words and improve their overall language skills. Ultimately, vocabulary teaching is an ongoing process that requires both creativity and persistence, with teachers and students working together to make language learning successful.

CHAPTER TWO

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Introduction

The present chapter aims to provide an outline of the research design and methodologies used to analyze the effectiveness of vocabulary teaching strategies for third grade primary school .By using a qualitative approach, the study employs two types of data collection, the first one is a teachers' questionnaire and the second is classroom observation. Additionally, the chapter discusses the findings in relation to the strategies employed by teachers to enhance primary school pupils' vocabulary learning in the context of learning English as a foreign language. The analysis seeks to provide insights into the effectiveness of these techniques, also present the results ' discussion including hypothesis testing and a summary of the findings, and their impact on improving learners' vocabulary knowledge.

2.1. Research design

Kanday and Khanam (2019) defined it as follows "Research design is defined as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled". Also he added, "Research design is a logical and systematic plan prepared for directing a Research study. It specifies the objectives of the study, the methodology and techniques to be Adopted for achieving the objectives. It constitutes the blue print for the collection, measurement and analysis of data".

In this present research study, a qualitative research design used to Investigate the vocabulary teaching strategies used by teachers for primary school pupils the case of third year. The researcher employed two primary data collection methods. The first one is questionnaires administered to teachers in order to collect information about English vocabulary teaching strategies used in the primary school. The second method is classroom observation in order to observe how do teachers apply the teaching strategies with their students.

2.1.1. Participants

2.1.2. The population of the study

A population is a cornerstone in research methodology, encapsulating a collective of individuals who exhibit shared characteristics within a defined geographic or institutional domain (Martínez-Mesa et al., 2016 as cited in Willie, 2024).

The target population of this study is the English teachers of primary school in Biskra. These individuals help in giving background about vocabulary teaching strategies used by primary school teachers with third year learners at classroom. This study seeks to obtain a thorough insight into the teaching vocabulary challenges and strategies employed with primary school learners.

2.1.3. Sample of the study

The sample of the study comprised of 15 English primary school teachers, randomly selected from schools across the region. The teachers were provided by the copies of questionnaires at different primary schools in Biskra. This sampling aims to show the importance of teaching vocabulary at this early learning age. Also, a classroom observation was carried out with one English teacher and one group of third year. The overall number of attended sessions was four (4) sessions. The sample of (25) learners of 3rd year at 8 March primary school was randomly chosen to participate in the study. In order to show the effectiveness of various teaching strategies used by teachers at classroom.

2.2.Data Collection Tools and Procedures

2.2.1. Questionnaire for English Teachers

A questionnaire, as described by Sreejesh (2014, as cited in Kuphanga, 2024), is fundamentally a structured series of questions presented to respondents during an interview, accompanied by clear instructions detailing the sequence and selection criteria. In addition to,

this tool holds significant versatility across various research domains, encompassing survey research and experimental design, providing researchers with a structured framework to gather insights systematically for data collection and analysis (Kuphanga, 2024). The questionnaire was given to primary school English teachers who teach third-year students to investigate the vocabulary teaching strategies they use and the challenges they encounter. The goal is to assess the effectiveness of these strategies and their influence on students' vocabulary development.

2.2.2. Objectives of the Questionnaire

This questionnaire is designed to explore how primary school English teachers teach vocabulary to third year students, and how effective these strategies are in helping learners build their vocabulary. It also looks at the challenges teachers face in the classroom and how these challenges might affect the way vocabulary is taught. By understanding what works well and what does not, this study hopes to provide useful insights and suggestions for improving vocabulary teaching methods to better support for primary school learners.

2.2.3. Sample of the Questionnaire

This questionnaire was distributed to a group of English teachers who are currently teaching third year primary students at Biskra primary schools. To ensure a diverse range of perspectives, 15 teachers from different schools in the region were randomly selected to participate in the study. The sample was chosen to include teachers with different levels of teaching experience to providing a view about vocabulary teaching techniques used with learners.

2.2.4. Description of the Questionnaire

The questionnaire was distributed to primary school English teachers who teach third year learners to explore the strategies they use for teaching vocabulary and the challenges

they face. It was administered to 15 teachers from various primary schools, aiming to examine the effectiveness of these strategies and their impact on learners' vocabulary learning. The questionnaire is divided into four sections, comprising a total of 19 questions. Most questions are closed-ended, including multiple-choice and yes/no formats, with an additional open-ended questions for further feedback.

The first section includes 3 questions to collect general information about the teachers, such as their experience and qualifications. The second section containing 8 questions, focuses on the methods teachers use to introduce vocabulary for the learners. The third section, made up of 4 questions, investigates the teaching vocabulary techniques and the challenges that students face in vocabulary learning. The last section containing 4 questions, explores the vocabulary instructions that the English text book provides for primary school learners.

2.2.5. Administration of the Questionnaire

The questionnaire on teaching vocabulary strategies for primary school pupils was distributed to a group of English teachers working in primary schools across Biskra. In addition to, 10 teachers were provided with printed copies of the questionnaire, while 5 teachers received it electronically via an online platform. This approach ensured accessibility and convenience for all respondents, allowing them to share their insights and experiences regarding effective vocabulary teaching methods in the classroom.

2.3. Classroom Observation

2.3.1. Objectives of the Classroom Observation

The main objective of the classroom observation checklist is to collect direct information about how vocabulary is taught to third-year primary school learners. It is used to observe the

teaching strategies applied by the English teacher, the way learners react to the lesson, and how teaching materials are used. The checklist helps the researcher observe important behaviours and techniques during the lesson, which supports the data collected from the questionnaire.

2.3.2. Sample of the Classroom Observation

The checklist was used during four observation sessions with one English teacher in 8 March primary school in Biskra. The teacher was observed during four regular classroom sessions, each lasting 45 minutes. These lessons focused on vocabulary teaching, and the class consisted of about 25 pupils. The aim was to collect realistic data from a natural classroom setting.

2.3.3. Description of the Classroom Observation Checklist

Halim et al. (2018) described classroom observation the practice of sitting in another teacher's class to observe, learn and reflect. The observation checklist was designed to follow the main areas of vocabulary instruction. It contains five parts. The first part focuses on the vocabulary teaching strategies used during the lesson, such as the use of visuals, repetition, games, translation, or sentence practice. The second part looks at teacher–student interaction, including how the teacher explains the words and supports student understanding. The third part checks the teaching materials used, like textbooks, flashcards, or digital tools. The fourth part focuses on student engagement and whether learners are participating and using the new vocabulary. The final part allows for general notes and reflections on what happened during the lesson. The checklist uses Yes/No questions and includes space for short comments or examples.

2.3.4. Administration of the Checklist of Classroom Observation

The checklist was used by the researcher during classroom visits to a third-year English class in one primary school in Biskra. Four classroom sessions were observed over two weeks. The teacher was informed about the purpose of the research and agreed to participate. During each session, the researcher sat at the back of the classroom and quietly filled in the checklist while observing the lesson. After each observation, the notes were reviewed and organized. The checklist helped the researcher gather detailed information about how vocabulary is taught in the classroom, which will be analyzed and discussed in the following chapter.

2.4. Data Analysis Tools and Procedures

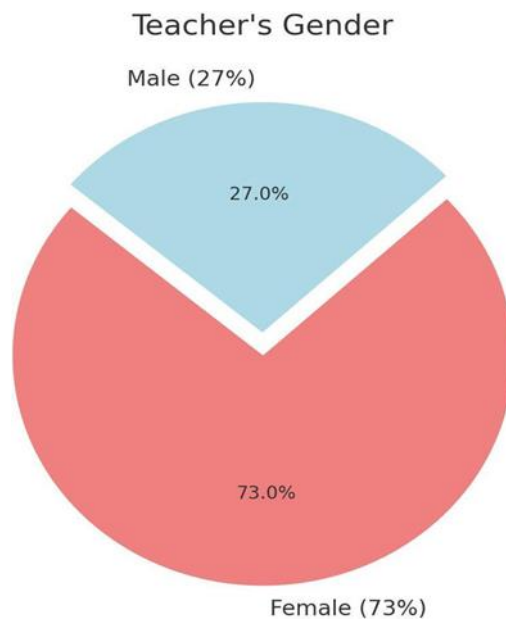
In this research, a mixed method approach utilizing Excel, Google Forms, and qualitative analysis techniques was adopted to evaluate the data collected. The focus of the study was to assess the vocabulary teaching strategies used with learners and the vocabulary content of the third grade primary school English textbook. A structured checklist grid and questionnaire was designed, encompassing key aspects such as textbook vocabulary content, and distributed in printed form to inspectors for their evaluation. Additionally, a questionnaire was distributed to primary school teachers to gather their insights about teaching vocabulary strategies. Ten teachers received printed copies, while 5 completed the questionnaire online. From the English teachers and inspector's responses, we could evaluate the vocabulary content delivered for learners. These are the detailed procedures and tools employed for the analysis.

2.4.1. Data Analysis of the Questionnaire

Section One: Personal Information

Question 1: Gender:

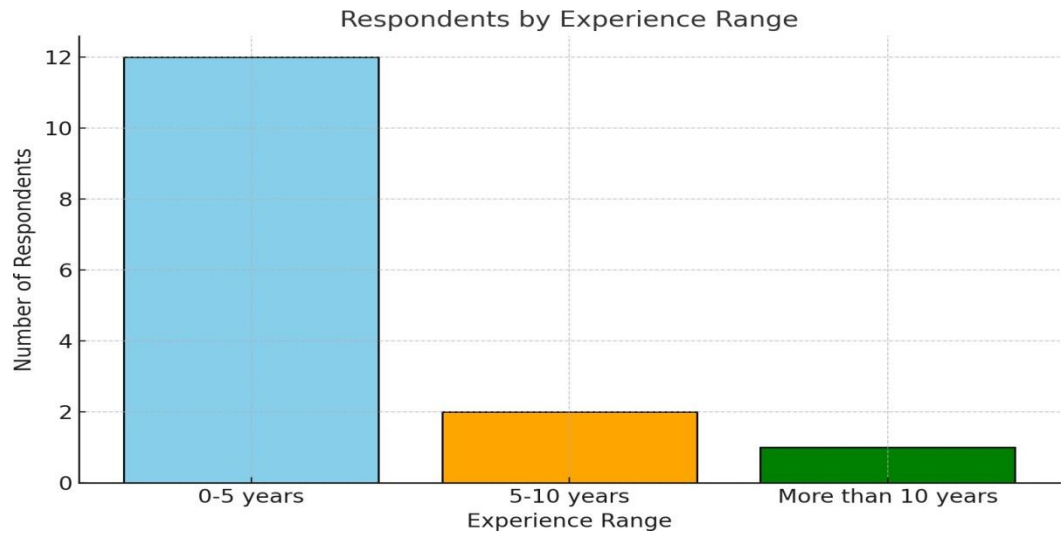
Gender	Teachers' numbers	Percentages
Female	11	73%
Male	4	27%
Total	15	100%

Table 01: Teachers ' Gender

This table shows the results that indicate the gender of the teachers. It presents the number of teachers and their percentage who responded the questionnaire. As seen in the table 01, the number of female 11 (73%) and the number of male is 4 (27%) .These findings explained that females are always motivated for teaching English language rather than males.

Question 2: How long have you been teaching English?

Options	Respondents
---------	-------------



Table

02: Teachers ' Experience

Graphical columns 01

The above question showed the number of the years that teachers have experienced through it teaching English vocabulary. It can be noticed from the teachers’ responses, that the majority of teachers have 0–5 years of experience , while a smaller proportion have 5–10 years, and only one teacher have more than 10 years of teaching experience. This reveals that most participants are relatively new to teaching English vocabulary .Their recent training may contribute to creative , modern and effective teaching methods for primary school learners. In the other hand, the remaining teachers have a wealth of competence and a deep understanding of effective vocabulary teaching methods.

Question 3: What degree do you have?

Options	Teachers' numbers	Percentages
License	13	86.67%
Magister	2	13.33%
Doctorate	0	0%

Total	15	100%
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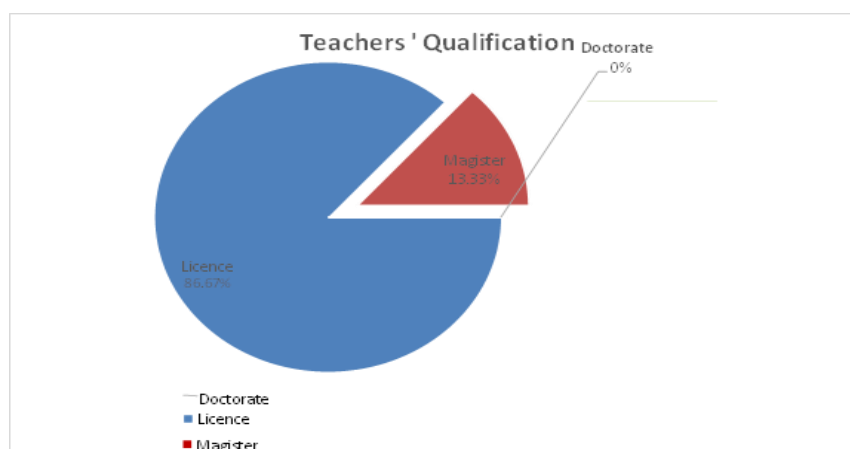


Table 03 : Teachers ' Qualification

Relative circle 02

This question identifies the qualification of teachers. As the table 03 shows that 13 (86.67%) teachers have License. While two teachers (13.33) have Magister .Therefore, our teachers' sample was perfectly suitable to provide us with significant responses.

Section two: Teaching Vocabulary

Question 1: How important is the teaching of vocabulary to your learners?

This Question aims to present the importance of teaching vocabulary to primary school learners. As result, their responses are stated in the following points:

_Very important. It is the vital role of mastering English language for speaking ,writing .

_Teaching vocabulary is extremely important for my learners as it forms the foundation of language acquisition and communication. A strong vocabulary enhances their ability to understand spoken and written language, express their ideas clearly, and engage effectively in conversations.

_Very important by vocabulary they can build language .

_It is important to enrich their linguistic balance.

_It is very important cause it is the corp of the language.

_Important to master the language ,to get more information, to relate between listening and reading skills.

_Very important to speak English language .

_It is essential for learning.

_Teaching vocabulary is very important at the primary level,because acquiring it facilitates teaching grammar and rules of language.

_Teaching vocabulary is critical for building comprehension skills.

_Teaching vocabulary is extremely important for my learners as it forms the foundation of language acquisition and communication. A strong vocabulary enhances their ability to understand spoken and written language, express their ideas clearly, and engage effectively in conversations.

_The teaching of vocabulary is too important to understand and express ideas ,also for reading comprehension, writing and speaking confidence.

_It is important for learners to express themselves and communicate easily.

_Learners who develop a rich vocabulary tend to be deeper thinkers and express themselves better, improving language and literacy skills early in life will enable them to more easily communicate and succeed academically .

As result, the teachers' responses clearly indicate that teaching vocabulary is crucial for primary school students, it is the foundation of the language. It helps students enhancing their linguistic abilities, express themselves clearly, and understand grammar and language rules.

Vocabulary instruction is essential for improving comprehension, facilitating the integration of language skills like listening, speaking, reading, writing, and academic achievement.

Additionally, a strong vocabulary supports effective communication, language proficiency and literacy skills. Furthermore, having a strong vocabulary allows learners to express their ideas more clearly and understand others more easily. It builds their confidence when using the language in class and in daily life. According to the teachers, pupils who learn more vocabulary become better readers, writers, and speakers. This also helps them do well in other school subjects. In short, vocabulary teaching is not just about learning new words, it plays a key role in helping learners succeed in language learning and in their overall education.

Question 2 :What are the strategies you use to teach new words?

This question was asked in order to know the strategies used by teachers in order to produce new words .Thus, their responses will be presented in the list below:

_We have many strategies for example we use visual aids and body language.

_Flash cards, speaker, script and songs.

_Songs , videos in English, tell them funny stories activities in class.

_Games and Activities: Incorporate word games like crosswords, word searches, or memory matching to make learning fun and engaging. Repetition and Review: Regularly revisit words through quizzes, discussions, or spaced repetition techniques to reinforce learning.

_Listening and reading.

_The use of pictures or flash cards and repetition individually and chorally.

_I use several strategies that rely on both audio and visual skills and repetition ,such as speaker and tangible objects .

_I use group activities, role-playing and listening .

_I use total physical response, reading : decoding strategies (segmentation , blending , chunking) and Dialogues : act a seen (to play out a dialogue they listened to) .

_I use songs , reading and writing .

_Do practices , word mapping ,games , contextual learning , technology integration .

_Storytelling and songs.

_Repetition. miming. Showing pictures. Using gestures.

These answers reveals several key strategies used by primary schools teachers when they try to introduce new words for their learners. The majority prefer to use the multi-sensory approaches including visual aids like flashcards and pictures, auditory tools such as songs and speakers, storytelling , and physical responses like role-playing which are helpful for the learners to understand and memorize these new words in order to improve their English language .

In the other side, there are teachers use repetition and practice, whether conducted individually or collectively, it is effective for reinforcing new vocabulary for the learners .While , others like to employ interactive techniques such as group activities, acting out dialogues, and games to foster active engagement .These techniques are beneficial for teach vocabulary .Also Strategies targeting literacy skills, such as decoding methods , segmentation, blending, and chunking .In addition to , contextual learning methods like word mapping and scenario-based learning . Furthermore, the incorporation of technology reflects an effort to modernize teaching practices and facilitate new words to the learners. All these strategies aim to enable students to learn easily unfamiliar words and develop their vocabulary knowledge.

To sum up, all these strategies used by the teachers show that teaching vocabulary requires using different ways that match pupils' needs. By mixing visual, auditory, physical, and interactive methods, teachers help learners understand and remember words better. These approaches also make learning more interesting and useful for real-life situations, which supports learners in building a strong vocabulary and becoming more confident in using the English language.

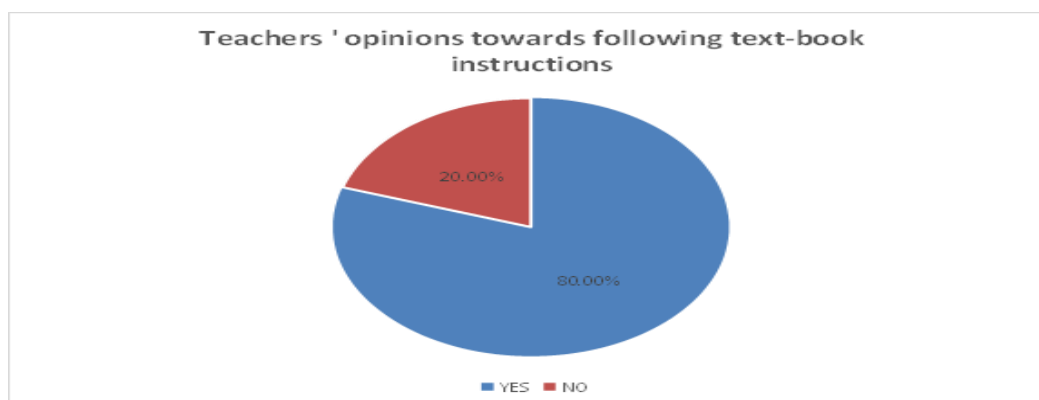
Question 3: Do you follow prescribed program and text-book instructions to teaching vocabulary? In both cases Please, explain.

a. Yes

b. No

Option	Teachers ' numbers	Percentage
Yes	12	80%
No	3	20%
Total	15	100%

Table 4: Teachers ' opinions towards following text-book instructions



Relative circle 03

This question aimed to show teachers ' opinions about following English text-book instructions and prescribed program. Therefore, The majority of teachers 13 (80%) follow it , while three teachers (20%) do not follow it . These results based on the following justifications:

_I feel like they are a little bit old strategies.

_I am not forced to do that I use my own program.

_We should not be a slave to the book, and any word I come across it I explain.

_Actually I do not use it a lot. Now social media helps me a lot better than book.

_The text book is as a guide to teach vocabulary and by it we can follow lessons.

_prescribed programs ensure consistency by providing a clear framework for teaching, they guide us as teachers with structured content and aligning lessons with curriculum goals, and enable measurable progress through aligned assessments.

_It provides lessons with pictures and roles for more comprehension.

_Yes, it can provide a solid foundation and their progress is monitored.

_Cause it gives clear instructions, lessons and practices.

_Our first reliance is on the didactic manual, but students find the same vocabularies in the book.

_We follow the didactic guide of English in primary school that simplify and precise on basics of English.

_It is provided with pictures and learners can revise at home.

_Cause it is clear and helpful for learners to build a strong language.

_I use didactic guide because it is the only complete and comprehensive guide to every thing and our inspector in some cases.

Based on these justifications, we infer that most of teachers choose to follow text-book instructions because it guide them, and is also helpful for their learners , while others prefer to use their own way of teaching to enrich learners vocabulary knowledge .In addition, this reflects that teachers have different views depending on their teaching goals and experiences. Those who follow the textbook value its clear structure, helpful content, and alignment with official programs. Others choose more flexible methods, using personal materials or technology to make learning more up-to-date and effective. Both approaches aim to improve vocabulary learning and respond to the needs of their pupils in the classroom.

Question 4: According to Hunt and Beglar (2002), it is important to know which of the 3000 most common words learners need to study. Do you limit yourself to the words you have been requested to teach or allow yourself to add more? Why?

This Question present how much primary school English teachers introduce new words or they limit themselves .Therefore , their responses will be presented in the list below:

_If the lesson needs more words we can add , if it is enough we can limit.

_I allow myself to teach more.

_No I do not limit myself, I add more so that pupils have a good amount of vocabulary.

_According to Hunt and Beglar (2002), focusing on the 3000 most common words is essential as these words form the core of everyday communication and comprehension. However, I do not limit myself strictly to the words I am requested to teach. I allow myself to add more words when appropriate, and here's why: Meeting Learners' Needs. Some students may have specific interests or goals (e.g., academic, professional, or travel-related), so introducing additional relevant vocabulary can better prepare them for real-life situations.

_I add more because our target is not learning English for the sake of marks but we learn it for education and for mastering it as language .

_I may choose to limit themselves to the requested vocabulary to ensure alignment with the syllabus an targeted objectives .

_ It depends on the lessons content.

_I allow myself to add more. It is important to consider the specific needs and interests of learners.

_I always prefer to produce new vocabulary for learners to improve their language.

_In the primary school, we are satisfied with the minimum amount of vocabulary according to the students ' comprehension abilities.

_It depends on the class you have.

_I always prefer giving more and new synonyms to get an extended knowledge.

_I limit myself because our learners are still discover and learn this new language.

ofcourse.

These results show that teachers emphasise to introduce more new words and vocabularies for learners to improve their language and enrich their vocabulary knowledge .While the rest of teachers prefer to limit themselves when introduce new words , they say that it is depends on the lesson content and learners needs .In other words, this variety in responses highlights the balance that teachers seek between following curriculum guidelines and addressing learners' needs. Teachers who choose to introduce additional vocabulary aim to expand students' linguistic knowledge and better prepare them for real-life language use. On the other hand, those who limit the vocabulary focus on ensuring clarity and understanding, particularly for learners at early stages. Overall, both approaches reflect a thoughtful consideration of learners' abilities, classroom context, and the goals of language instruction.

Question 5: Creativity and innovation are favored while teaching vocabulary to young learners. How do you explain this?

The fifth question introduce the importance of creativity and innovation while teaching vocabulary for primary school learners . the following answers present teachers opinion about it :

_Learners prefer always new activities and interactions so that they participate more and get more knowledge.

_Learners in our time easy get bored for that you always need new strategy to get to your goals.

_Creativity and innovation are crucial in teaching vocabulary to young learners because they engage children's natural curiosity, make learning enjoyable, and enhance retention. Young learners are more likely to stay attentive when vocabulary is taught in creative way .Innovative activities create a safe, playful environment where children feel free to experiment with new words without fear of failure. This builds their confidence in language use.

_Young learners always like fun learning.

_Of course we create to help learners to have ability to learn easier.

_It can make learners to engage and develop problem solving skills.

_Creativity and innovation engage and push learners to focus on their lessons and becomes memorable, it captures attention and makes vocabulary easy to keep it in mind.

_Creativity for learners gives always motivation for learners and it makes things simple to be understood by learners.

_We use it in primary school to help them learn English but not indirect way.

_Teacher must be creative and trys always to give new information.

_Creative teaching makes vocabulary memorable.

_Changing strategies is necessary to teach young learners new vocabulary .

The responses from teachers highlight the importance of creativity in teaching vocabulary ,cause it motivate learners to learn more, memorise easily, facilitate understanding , enhance retention , and develop their English language . Thus, all teachers agree that it is crucial part of their teaching process specially in this early level.In other words, This clearly shows that teachers recognize how creativity and innovation play a key role in supporting young learners

during vocabulary lessons. By using fresh and enjoyable methods, they help pupils stay interested and make learning more effective. These creative techniques allow learners to better connect with the content and remember new words more easily. In early education, such engaging strategies are essential for building a strong foundation in language and encouraging learners to participate with confidence.

Question 6: What role does the teacher play in the classroom while teaching new words?

Responses:

_Observer for me I make them search in dictionary by themselves.

_He is the leader of his class and he is the only one who could make them learn more words.

_The teacher plays a vital role in the classroom while teaching new words, acting as a guide, facilitator, and motivator to help students understand, remember, and use new vocabulary effectively.

_The teacher is the monitor, corrector of the mistakes, guider, explainer .

_You have to explain the new word and use it in sentences or use it in different tasks.

_Motivate learners.

_He should be a model for the correct pronunciation and providing clear explanations.

_The teacher play the role of the facilitator, motivator, and the guider by encouraging learners practicing the subject and ensure learners how to use word correctly in communication.

_The teacher play the role of the facilitator and the guide of the lessons.

_Indoctrination and memorization.

_The guide (you teach pronunciation to them and help them to speak it correctly) .

_Teacher plays the role of monitor and he must be a good listener.

_Encourage practicing, and explain difficult words.

_Simplify complex words, motivate learners to use it daily at classroom.

The responses consistently highlight the teacher's role. All teachers agree that is the teacher is the facilitator, motivator, guider, corrector, monitor, observer, and explainer, in order to improve their vocabulary and facilitate the teaching process specially when the teacher introduce new words for learners. It demonstrates that teachers view their role as essential in directing and supporting the learning journey. They do more than just present new vocabulary, they actively engage learners by encouraging participation, correcting mistakes, and guiding them to use new words effectively in everyday contexts. Teachers also help build a positive and encouraging atmosphere in the classroom, where learners feel safe to speak and practice. This kind of involvement is particularly important at the early stages of English learning, when students need clear guidance and consistent support.

Question 7: What type of activities do you choose while introducing new vocabularies ?

Answers:

_They need to know it in Arabic then I ask them if they know it in English.

_Songs with facial reactions and gestures.

_When introducing new vocabulary, selecting engaging, interactive, and context-based activities is crucial for young learners. Here are some effective activities: Flashcards: Flashcards with pictures or words are a simple and effective way to introduce new vocabulary. They help students make connections between the word and its meaning visually

_Describe the picture. What do the pictures represent (visual aids) .

_Games, reading funny stories.

_Quizzes, puzzles, drawing.

_Flash-cards, memes, songs.

_Fill in the blank exercises, Dialogue, Pictures.

_Show pictures or flash cards, write the number of the word I mention, Distribute flash cards and ask learners to bring it.

_Read and match words.

_It depends on the nature of the lesson.

_Games, pictures, matching words with pictures or numbers, ordering words, name things.

_visuals for word association, games such as word matching, across words, or role play.

_I use songs and role-play.

_Mix activities between mental and physical.

As result, teaching vocabulary for primary school learners is a complex process for them because learners are too young and the English language is new thing for them, which need specific activities to facilitate learning new words and make it easy to memorize. Some teachers prefer to use switch coding while others use songs ,games, role play, matching words, reading, flash cards, pictures, using puzzles, drawing, quizzes and storytelling all these practices help to facilitate introducing new words for learners and make it understandable .It also, suggests that teachers value practical, learner-centered approaches when introducing new vocabulary. The variety of activities mentioned reflects their awareness that young learners benefit most from tasks that are interactive, visually supported, and connected to real classroom experiences. By choosing activities like games, songs, role play, and visual aids, teachers create an active learning environment that encourages participation and helps pupils make sense of unfamiliar words. This thoughtful selection of strategies shows that vocabulary teaching is not one-size-fits-all but must be adapted to suit the learners' age, understanding, and learning pace.

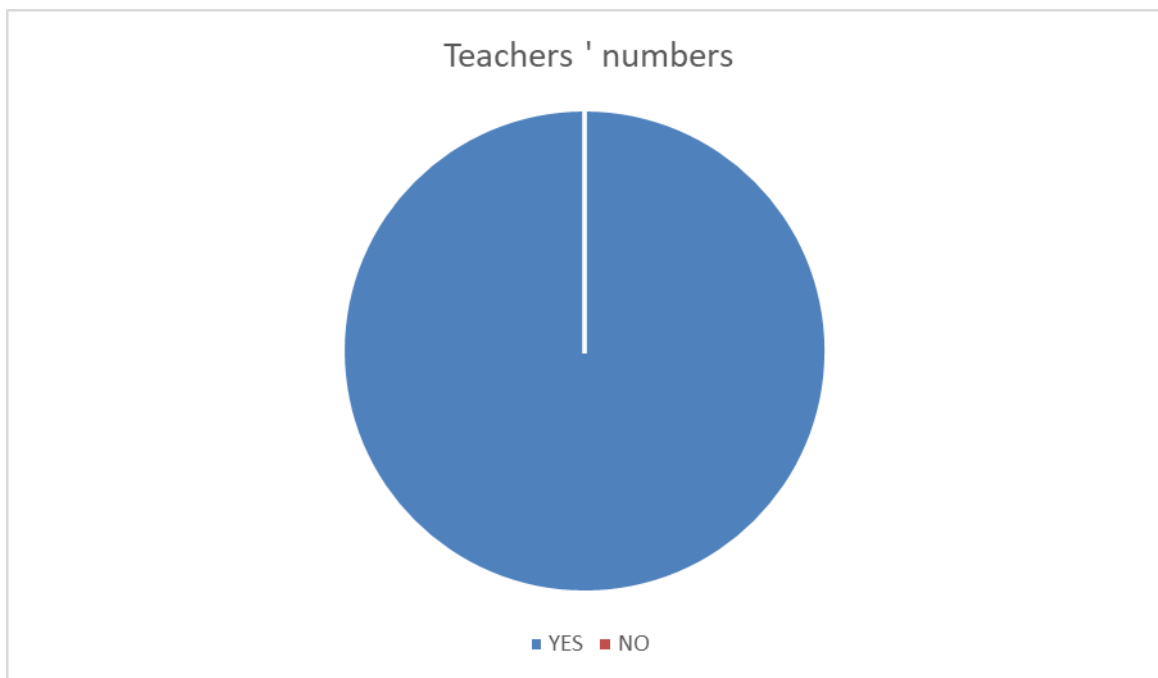
Section Three: Learners' Vocabulary Learning

Question 1: Do students have difficulties with vocabulary learning? Explain why?

a.Yes b.No

Option	Teachers ' numbers	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

Table 5: Teachers ' opinion about students difficulties



Relative circle 04

From teachers answers we conclude that most primary school learners have difficulties in learning vocabulary and result based teachers justifications:

_They get bored easily.

_At the beginning they have some difficulties.

_Yes, students often face difficulties with vocabulary learning, and several factors contribute to these challenges: Limited Exposure: if students are not exposed to new words frequently in context, they struggle to retain and understand them. Vocabulary acquisition requires repeated exposure, which might not occur in some learning environments, especially in non-native language settings.

_May be lack of desire.

_Yes, they afraid of mistakes, and how to use these words .

_They have unfamiliarity with the language and limited exposure.

_Because they are young learners, and the English language is new for them.

_They struggle with pronunciation and mix up similar words .

_Difference between writing and speaking forms can create confusion .

_It depends on the capacities and environment(parents knowledge helps)

_Because of the lack of knowledge or background about the language.

_Students have difficulties with vocabulary learning because of many factors such as: lack of interest or motivation, struggles with pronunciation , and face difficulty of remembering their meaning .

_Learners Struggle with vocabulary learning because words are unfamiliar or abstract, learners have limited language background and they learn two languages in the same time.

_Because it is simple vocabulary.

All this justifications confirm that students have difficulties with vocabulary learning. This shows that several factors affect how learners deal with new words, especially at the primary level. Their age, limited exposure to English, lack of confidence, and difficulty with pronunciation and meaning all contribute to these struggles. Some learners are also learning more than one language at once, which adds to their confusion. Teachers notice that without regular practice, motivation, and support from their environment, many students find

vocabulary learning difficult. These challenges highlight the need for simple, engaging strategies that make vocabulary easier to understand and remember.

Question 2: What challenges do the students face while learning vocabulary?

This question shows the challenges that face students while learning vocabulary the following responses answer the question :

_Difficulty when they pronounce words and understand it also mix up similar words and they use it Inappropriately.

_Pronunciation problems.

_Lack of exposure to English.

_Struggling to memorize and recall new words .

_Memorizing the word ' s writing (hand writing) and matching the word with its meaning (meaning in arabic).

_Forgetting .

_They may face difficulties at reading and understanding new vocabulary also forgetting it easily when they did not practice it.

_The student may face: Applying the vocabulary in speaking or writing tasks. Understanding abstract words or idioms. Retention of vocabulary over time with out regular practice.

_The challenges include pronunciation, spelling, meaning and using new words in context , them remembering new words over time .

Students learning English as a second language face various difficulties related to vocabulary acquisition. These challenges include pronunciation problems ,confusion with similar words , and lack of exposure to English all these face students during learning process

. In addition to , students often find it difficult to memorize and recall new words, as well as to associate the correct spelling or handwriting of a word with its meaning .They may forget vocabulary quickly if they do not practice it regularly and struggle with reading and comprehending new words .When it comes to application , students might face challenges in using new vocabulary in speaking or writing tasks .These difficulties extend to spelling, understanding word meanings, and applying words effectively within the proper context . At the end, we conclude that primary school learners face various difficulties while learning vocabulary specially that English language is new thing for third year students.

Question 3: When dealing with difficult words, how do you manage to transmit their right meaning for your pupils?

Answers:

_Via reactions and gestures, pictures.

_Contextualize the Word: Present the word within a meaningful context (for example in a sentence or a story). This helps students understand how the word functions and what it means in real situations. For example, instead of just defining the word "perplexed," I could say, "She looked perplexed when she couldn't find her keys," showing how the word conveys confusion. Use Visual Aids: Using pictures, videos, or diagrams can help clarify the meaning of a difficult word, especially for concrete nouns or abstract concepts. Visuals make the word more tangible and easier to understand. For example, for a word like "mountainous," showing an image of a mountain range can make the meaning clearer. Use Synonyms and Antonyms: Explaining a difficult word by relating it to familiar words can help students grasp its meaning. For example, to explain "fragile," I could use synonyms like "delicate" or "breakable," or antonyms like "strong" or "sturdy."

_Miming .gestures .pictures.

_Use videos, pictures, explanation, songs ,and gestures.

_Gestures , code switching , give examples.

_I give them opportunity for repetition at the same time I explain and facilitate them.

_Use real-life examples or situations to explain the meaning. Encourage learners to use flash cards with its Spelling.

_We use videos or pictures .

_Using total physical response ,Drawing , mother tongue .

_Use synonyms or antonyms or simple definitions to explain.Use visuals for real life, objects to create associations. Make challenge between students to encourage them to guess the right meaning.

_I use visual aids and repeating , giving examples .

_Body language is the best solution .

This question present the real job of teachers specially when they deal with primary school learners, they always face difficulties with new words. Therefore , the teacher here should facilitate these words for them in order to understand it easily .Some teachers highlight the importance of contextualization instead of simply defining they incorporate it into a relatable scenario, helping students grasp its meaning .

While A significant number of responses emphasize using pictures, flash cards ,games , and videos. This approach is particularly effective for concrete words ' meaning. While other category of teachers frequently rely on gestures, miming, and body language which make learning more interactive and engaging especially for young learners. In the other side , synonyms, antonyms, simple definitions , repetition , reinforcement , real-life examples , objects , and code-switching , all these techniques ensures better retention and comprehension of vocabulary particularly when introducing new and difficult words for learners .finally ,

Teachers prioritize interactive, multimodal techniques to ensure that young learners grasp the meanings of challenging words.

These strategies combine cognitive, visual, auditory, and kinesthetic elements, reflecting an understanding of diverse learning styles and help learners catch the exact meaning of the word.

Question 4: How do you help your pupils develop fluency with known words ?

Responses:

_I read and I ask them to repeat. watching and repeating vidios.

_advising students to read a lot of stories is a great approach to help them develop fluency with known words.

_With repition and dialogues in classroom with their friends.

_Activities can help learners to strengthen memory and retention using slates, games and puzzles, reading , and writing.

_Provide equal opportunities for students to read texts where the are frequently used.Incorporate games or activities offer feedback and corrections during practice.

_Do more practice.

_Individual repitition and group repetition .

_Tasks to practice and encoyrage them to speak .

_Activities like play role , listening activities (a good listener is a good speaker).

_By songs and cartons .

_Sentence building and oral drills .

These responses present the methods used to develop fluency with known words. Games, repetition, play role ,listening , reading and others that teachers mentioned , are all helpful for learners to improve their level and fluency specially when they deal with known words, cause English language is new language for them. These answers demonstrate that teachers implement structured and purposeful strategies to enhance learners' fluency with familiar vocabulary. Through repeated exposure, interactive tasks, and meaningful communication activities, pupils are provided with opportunities to consolidate their understanding and develop confidence in language use. Given that English is a foreign language for these learners, such consistent and targeted practice plays a crucial role in promoting accurate and fluent vocabulary usage within the classroom setting.

2.4.2. Results and Discussion of the Questionnaire

The findings from the teacher's questionnaire shed light on several important aspects of teaching vocabulary to primary school learners. The first section gathered general information about the teachers, revealing that all participants hold a License degree, which suggests they are well prepared to implement effective teaching strategies. The second section focused on the significance of vocabulary teaching with teachers agree that vocabulary forms the foundation of language learning. They emphasized its importance for speaking, writing, reading, and comprehension.

To teach new words, teachers prefer to use a variety of strategies, including visual aids like flashcards and pictures, auditory tools such as songs and stories, interactive methods like games and role-playing, and repetition to reinforce learning. These multisensory approaches cater to different learning styles and make vocabulary learning more engaging and effective.

The third section explored the challenges students face in vocabulary learning, such as difficulties with pronunciation, memorization, and limited exposure to English. To address

these challenges, teachers employ techniques like contextualization, visual aids, repetition, and interactive activities. They also stressed the importance of helping students develop fluency with known words through activities like reading, sentence building, and oral drills.

In conclusion, the findings underscore the critical role of vocabulary in language learning and the importance of using diverse, innovative teaching strategies to support young learners. Teachers play a central role in creating an engaging and supportive learning environment where students can build a strong vocabulary foundation. Also, teachers recognize the need to adapt and supplement it to meet the specific needs of their students, ensuring they develop the vocabulary skills necessary for academic success and effective communication.

2.5.1. Data Analysis of Classroom Observation

The classroom observation used in this study took place at 08 March Primary School in four different sessions with third year primary school learners. All the observed sessions were handled by English teacher. The purpose of the observation was to investigate the strategies used in teaching vocabulary to young learners and how these strategies impact pupils' engagement and understanding.

The first two sessions were centered around oral comprehension and reading. The classroom was well-organized and the pupils appeared motivated and ready to participate. In both sessions, the teacher adopted a set of visual and interactive strategies to teach new vocabulary related to pets such as cat, dog, canary, lamb, and goldfish. Flashcards were used extensively to illustrate the words and introduce them to the learners. What was noticed during these sessions is the teacher's frequent use of realia and gestures to enhance comprehension. For instance, she mimicked the sound or behavior of the animal, making the learning process enjoyable and memorable for the pupils.

Additionally, the teacher used songs and choral repetition which helped pupils to retain the vocabulary. In some parts of the lesson, the teacher engaged learners in short interactive dialogues such as “Have you got a pet?” – “Yes, I have” – “What is it?” – “It’s a dog.” This oral exchange motivated pupils to practice full sentences and gain confidence in speaking English.

In the second session, reading activities were included. Pupils practiced decoding and reading the names of pets aloud. The teacher asked them to identify letters, complete missing letters in words, and read from flashcards. Pupils were actively engaged and seemed familiar with the reading strategies used.

The third session was more focused on writing. The teacher integrated handwriting practice by focusing on the correct formation of lowercase letters like “o,” “q,” “f,” and “s.” She first demonstrated each letter on the board and asked learners to replicate the letters on their individual slates. Afterwards, the teacher asked them to write full words including those letters such as fish and cat. This technique helped pupils reinforce vocabulary learning through writing practice.

In the fourth and last session, oral interaction was the main skill practiced. Pupils worked in pairs and used the learned vocabulary to ask and answer questions about pets. The teacher facilitated the conversations by modeling correct structures and correcting errors. Most learners participated and used complete sentences. While some of them were shy or

hesitant, the teacher was encouraging and gave them support when needed.

Strategies used by teachers	One time	Two times	Thrice	Frequently
Pictures				✓
Realia				✓
Translation			✓	
Integrating in a context			✓	
Drawing	✓			
Body				
Language	✓			
Repetition			✓	
Synonyms and antonyms	✓			

Table 6: Vocabulary Teaching Strategies Used by the English Teacher

2.5.2 Classroom Observation Results

Based on the classroom observations, it is clear that the teacher is aware of a wide range of vocabulary teaching strategies that are suitable for primary school learners specially third year. The use of visual aids, gestures, realia, games, repetition, songs, reading, and writing all contributed positively to vocabulary acquisition. The sessions were rich in interaction, and the teacher succeeded in maintaining a joyful and educational environment.

However, it was observed that some pupils still relied heavily on the teacher to provide answers and rarely made efforts to guess the meaning of new words using context or other strategies. The teacher often had to encourage them to speak in full sentences or participate actively. This suggests that while the strategies used were effective in general, more emphasis could be placed on promoting learner autonomy and developing strategies that pupils can use independently when encountering new vocabulary.

As a result, we can say that visual aids and realia were very helpful in getting the pupils interested and involved in the lesson. When the teacher used flashcards with colorful pictures, it helped the pupils understand and remember new words more easily, like cat, dog, and goldfish. The pictures made the meaning of the words clear and fun to learn. We also saw the teacher use realia, toys of animals and gestures, like pretending to act or sound like the animals. From this, and from how excited and focused the pupils were, we can say that this strategy made the lesson more interesting and easier to understand.

So, based on what we saw in the classroom and in the checklist, we believe that using pictures and real objects is a very good way to teach vocabulary to young learners. These strategies made the pupils more active and helped them learn in a fun and simple way.

3.5. Hypothesis testing

To test the research hypothesis, both the classroom observation and the questionnaire responses were analyzed. The data showed that teachers who used different vocabulary teaching strategies such as pictures, translation, synonyms, examples, and body language helped pupils understand and remember new words more easily. In the classroom, many pupils were motivated and engaged when these strategies were used.

The questionnaire results also showed that most teachers believe using different teaching methods is important for helping pupils learn vocabulary. They reported that strategies like using visual aids, real objects, and creating situations help pupils to understand and use new words better.

Therefore, the hypothesis is confirmed. Using new and varied vocabulary teaching strategies in the classroom does help pupils in third year primary school improve their vocabulary acquisition.

Conclusion

This chapter focused on understanding how English vocabulary is taught to primary school learners. To collect information, two tools were used: classroom observation and a teachers' questionnaire. The classroom observation helped us see how vocabulary is taught in real lessons, and the questionnaire gave us the teachers' opinions and experiences. The results showed that using different vocabulary teaching strategies such as visual aids, games, repetition, and using words in context can make learning more enjoyable and effective for young learners. These strategies help pupils remember new words better, use them correctly, and become more confident in speaking and writing in English.

General conclusion

This study aimed to understand how vocabulary teaching strategies help primary school pupils learn English as a second language. The research had two main parts: a theoretical part and a practical part. The first explained how children learn new words and showed some useful ways to teach vocabulary. The practical part included collecting information from teacher questionnaires and classroom observations at 8 March Primary School.

The study gathered data from fifteen English teachers and four classroom sessions with pupils. Using both questionnaires and observations helped get a full picture of the teaching methods used and how they help pupils learn new vocabulary.

The results showed that teachers know how important vocabulary is and use different ways to teach it, such as pictures, games, colors, stories, and repeating words. These methods helped pupils stay interested, learn better, and remember words longer. When lessons were fun and connected to real life, pupils participated more and showed better language skills.

Teaching vocabulary to young learners is a challenge. It needs teachers to be creative and to change their teaching based on the pupils' needs. The pupils in this early age learned better when teachers used active and fun methods. Teachers who used movement, visuals, and interaction had better results in the classroom.

In short, this study showed that using different and fun strategies can help young learners improve their vocabulary. It also showed that teachers need the right tools to teach vocabulary in a good way.

2. Pedagogical Recommendations

Based on the results of this study, here are some suggestions to improve how vocabulary is taught to young learners:

Teachers should use different teaching methods and change them depending on how their pupils learn best. Since each child learns differently, using a variety of strategies helps everyone understand and remember better.

Parents should support their children's learning at home. They can do this by speaking a little English during daily activities, reading English storybooks, or watching English cartoons together.

Future researchers can build on this study by working with more schools, using more tools like video recordings, and trying out new vocabulary teaching methods to see which ones work best.

Teachers should incorporate visual and kinesthetic aids during teaching process. Young learners benefit from seeing and touching what they are learning. Therefore, teachers should use flashcards, realia, gestures, and drawings to make new vocabulary more concrete and memorable.

Teachers should use technology and educational games, such as digital tools, language apps, and vocabulary games can make learning more engaging. This also allows differentiated instruction to cater to different learning speeds and styles.

Teachers should foster a positive and motivating environment. In addition to, creating a supportive and low anxiety classroom environment motivates learners to develop and acquire English vocabulary.

3. Limitations of the Study

In conducting this study, I faced several significant challenges. Firstly, it was difficult to collect information because each primary school usually has only one English teacher, which limited the number of available participants. In addition, I initially used other research

tools besides the questionnaire, but towards the final stages of my work, based on advice, I shifted to classroom observations. This transition happened late and within a short timeframe, which made it very challenging to complete my dissertation properly, as such work demands considerable time and effort. Furthermore, many schools were not open to allowing surveys or participation in the study, and cooperation from some teachers was limited. Despite these difficulties, along with the tight schedule and personal health and pregnancy conditions, I managed with perseverance and by God's help to complete my research successfully.

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Appendix

Teacher's Questionnaire

Dear Teacher,

We kindly invite you to complete this questionnaire, which aims to collect essential data for the completion of a master's dissertation. The focus of this study is to examine the importance and role of the teaching vocabulary strategies in enhancing learners' vocabulary.

We would deeply appreciate it if you could provide honest and precise answers to the questions below. Please tick (✓) the appropriate box(es) and provide detailed responses where applicable. Kindly note that all information you provide will remain strictly confidential and will be used solely for research purposes.

Thank you for your time and cooperation.

Section One: Personal Information

Question 1: Sex:

a. Male

b. Female

Question 2: How long have you been teaching English?.....

Question 3: What degree do you have?

a. License

b. Magisterc. Doctorate

Section two: Teaching Vocabulary

Question 1: How important is the teaching of vocabulary to your learners?

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Question 2: What are the strategies you use to teach new words?

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Question 3: Do you follow prescribed program and textbook instructions to teaching vocabulary?

a. Yes **b. No**

In both cases Please, explain:

.....

.....

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.....

Question 4: According to Hunt and Beglar (2002), it is important to know which of the 3000 most common words learners need to study. Do you limit yourself to the words you have been requested to teach or allow yourself to add more? Why?

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Question 5: Creativity and innovation are favored while teaching vocabulary to young learners. How do you explain this?

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Question 6: What role does the teacher play in the classroom while teaching new words?

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Question 7: What type of activities do you choose while introducing new vocabularies ?

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Section Three: Learners’ Vocabulary Learning.

Question 1: Do students have difficulties with vocabulary learning?

a.Yes **b.**No

Explain why?

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Question 2: What challenges do the students face while learning vocabulary?

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Question 3:When dealing with difficult words, how do you manage to transmit their right meaning for your pupils?

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Question 4:How do you help your pupils develop fluency with known words?

.....

.....

.....

Thank you

Classroom Observation Checklist

Research Title: Exploring Vocabulary Teaching Strategies for Primary School EFL Pupils

A Case Study of Third Year Teachers

General Information

Date of Observation:	
SchoolName:	
Teacher'sPseudonym:	
Grade/Class:	ThirdYear
Lesson Topic:	
Duration of Observation:	

1. Vocabulary Teaching Strategies Used

Observation Point	Yes/No	Notes/Examples
Use of visual aids (pictures, flashcards)		
Repetition and drilling		
Use of realia (real objects)		
Use of songs, rhymes, or games		
Contextual teaching (using words in sentences)		
Translation to students' native language		

Asking students to use words in sentences		
Word association or semantic mapping		
Observation Point	Yes/No	Notes/Examples
Teacher explains meaning of words clearly		
Other strategies observed		

2. Teacher-Student Interaction

Classroom Observation Checklist

Research Title: Exploring Vocabulary Teaching Strategies for Primary School EFL Pupils

A Case Study of Third Year Teachers.

Teacher encourages student participation		
Teacher provides feedback on vocabulary use		
Students ask questions about new words		

3. Use of Teaching Materials

Observation Point	Yes/No	Notes/Examples
Textbook		
Flashcards/Pictures		

Real objects		
Digital resources (videos, slides, etc.)		
Worksheets/Handouts		

3. Student Engagement & Response

Observation Point	Yes/No	Notes/Examples
Students actively participate		
Students show understanding of new words		
Students use new vocabulary in speaking or writing		

4. General Notes & Reflections

Strengths observed	
Areas for improvement	
Any unexpected observations	

الملخص

تهدف هذه المذكرة إلى دراسة استراتيجيات تعليم المفردات لتلاميذ المرحلة الابتدائية الذين يتعلمون اللغة الإنجليزية كلغة ثانية. تم جمع المعلومات من خلال استبيان موجه إلى 15 أستاذًا في اللغة الإنجليزية، بالإضافة إلى ملاحظات صفية لأستاذة الإنجليزية. ركز البحث على معرفة آراء الأساتذة حول أهمية تعليم المفردات، والأساليب التي يستخدمونها داخل القسم. أظهرت النتائج أن المعلمين يعتبرون تعليم المفردات أمرًا مهمًا جدًا لتحسين مستوى التلاميذ في اللغة الإنجليزية، ويستخدمون طرقًا متنوعة مثل الألعاب التعليمية، الصور، وتكرار الكلمات. كما أظهرت الملاحظات الصفية أن بعض الاستراتيجيات تساعد على مشاركة التلاميذ وزيادة فهمهم للكلمات. توصي الدراسة باستخدام طرق بسيطة وتفاعلية تناسب سن التلاميذ، والاهتمام بشرح الكلمات في سياقها، وتوفير فرص لاستخدام المفردات الجديدة في أنشطة واقعية داخل القسم.