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Exploring major difficulties of vocabulary teaching in the EFL classrooms:

The case of first year Mohamed Chikh El-Abed Middle School teachers and their pupils in Biskra

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fulfillment for the Master's Degree in Sciences of Languages

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Dedication

This research study is dedicated to:

My beloved father: **Ahmed.**

My beloved mother: **Fouzia.**

For their love, care, and endless support to write this research work, also for giving me the

courage to finish on time when l have been ill.

My sweet sister **WAHIBA** for her encouragements to write this dissertation.

My best friends **SAADANYousra**, **ABBESKawther**, **GASMIAsma,**

and **HECINIManel** for their help and encouragements to successfully accomplish this

research work.

Abstract

English language is the first language in the world, and it is essential to be included in the educational system starting from an early age because it gives a chance to young learners to improve their language performance. An important aspect in teaching or learning English or other language is vocabularies, so teaching vocabulary for young learners in our case first year in the middle school is an important for an effective teaching and learning inside EFL classrooms. This study focuses on the major difficulties that are faced by EFL middle school teachers when teaching vocabulary to their pupils. It has been conducted at Mohamed Chikh El Abed Middle School in the Willaya Biskra. A total of six teachers of English as foreign language and 44 first year middle school pupils participated in this study. In this research study, questionnaire and classroom observation research tools are selected and used to answer the posed research questions. in their answers to questionnaire, teachers indicated that: (a) their pupils do not concentrate with what the teachers are presenting, (b) they easily get bored because they do not understand what the teacher is explaining unless they use Arabic (i.e., utilizing GTM), (c) they fail to effectively memorize the meaning of the presented vocabularies, and finally (d) these pupils, as the teachers indicated, are not able to recall words correctly by the end of the lesson to answer activities. As for classroom observations findings, it has been observed that: (a) teacher uses teacher utilize Grammar Translation Method to explain the meaning of both concrete and abstract words, (b) the teacher sometimes offer input which seems vague to her pupils, (c) the pupils are in need for funny learning environment, (d) they also require the use mother language, and finally (e) it has been noticed that the pupils are sensitive towards humiliation when making errors in their attempts to learn vocabulary.

List of Abbreviations and acronyms

EFl: English as a Foreign Language

GTM: Grammar Translation Method

TPR: Total Physical Respond

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General introduction

Introduction

Teaching and learning a new language is not the easy task to do either as a teacher or as a learner especially a language that is not acquired before, the teachers will have numerous of holdbacks in teaching and treating this language such as; what method to use in teaching to guarantee a successful result inside a classroom and in what way can this teaching method help the learners? One of the suggested procedures in teaching is the use of vocabulary due to the fact that vocabularies are the first and main step to start teaching or learning any language. It can be defined as the total number of words known in a particular language, this procedure may be an effective task to use inside the classroom with EFL young learners to introduce them to what they are about to learn. Vocabularies are not effective just in the process of teaching, but it can play a major role in motivating the learners to improve this language learning.

1. Statement of the problem

English language is taught in Algeria as a first time in middle schools, and it is a language that is completely new for pupils at that level, it has many aspects that needs to be taught and learned, such as language skills, grammar, phonetics, vocabularies, this last aspect is important in the language learning and teaching in way that helps pupils to express themselves clearly and communicate well. Also, it allows to be able to think concisely and precisely finally vocabularies boosts the pupil's power of assimilation.

Vocabulary teaching is a challenging activity to do in the EFL first year middle school because it is the first step to introduce English language to pupils. Several teachers face difficulties with vocabulary inside their classrooms such as under which context they must present vocabulary in their lessons also another difficulty takes place in this teaching process that is the lack of repetition, which leads the teacher to select only few of vocabulary to focus

on and repeat so they can memorize it. This will introduce to the main object of this study that is major difficulties of vocabulary teaching and learning with first year of middle school.

2. Research questions

To explore the major difficulties of vocabulary teaching and learning, we pose the following questions:

1. What strategies do EFL middle school teachers employ to teach vocabularies to their first pupils?

2. What is the nature of vocabulary difficulties first year EFL middle school pupils usually face?

3. What are the major causes of vocabulary difficulties to first year EFL middle school?

3. Research hypotheses

As it is known, vocabulary is very important in all languages. For, we hypothesize that:

1. If teachers used the Total Physical Respond (TPR) method in their teaching process, it will help pupils to understand, memorize, and effectively recall vocabularies.

2. If the instructions in vocabulary lessons are presented through the Grammar Translation Method (GTM), the pupils will be able to understand and memorize and recall vocabularies.

4. Research aims

The present research study intends to: (a) explore the major difficulties faced by pupils to learn vocabulary, (b) understand the causes behind pupil's failure to learn vocabulary, (c) indentify teacher's strategies used in teaching vocabulary, and (d) examine procedures used by teachers to present vocabulary in the classroom

5. Significance of the study

This study is an attempt to search for the difficulties teachers and pupils encounter while teaching and learning vocabulary in EFL classrooms. So, we intend to see what strategy best help pupils to effectively learning new vocabularies in English because it is important to build the vocabulary at an early age of learning to enable those pupils as they grow up and become adults and write or speak accurately and fluently. For this study is valuable.

6. Research methodology

The following research will take place in order to test the hypotheses and investigate describe a certain problem the reason why it is going to be a descriptive study which is defined as a research method that describes the characteristics of the population or a phenomenon that is being studied, it focuses on the what rather than the why.

This method will include both qualitative research which refers to seeking to interpret meaning from non-numerical data that helps to understand a social life, and a quantitative research that refers to an investigation of observable phenomena via statistical techniques and the data within this research are numerical.

6.1 Population sample

In order to test the hypothesis this study will include a given population of middle school that will be presented as follows:

6.1.1 Teachers sample

A total of six teachers of English as foreign language teaching at Mohamed Chikh El-Abed Middle School participated in this study. These teachers have different teaching

experiences. One teacher whom we attended and observed her sessions is with 34 years of experience.

6.1.2 Pupils sample

A total of 44 pupils of English as foreign language studying at Mohamed Chikh El-Abed Middle School participated in this study. they are aged between 9 to 11-years old. Their first language is Arabic.

6.2 Research tools

Within this research, two research tools are selected and used, namely questionnaire and classroom observations.

6.2.1. Questionnaire

The questionnaire is a tool of data collection method. it consists a set of questions that aims at collecting information from a respondent. it can be a mix of close-ended questions, which can be answered by a simple "yes" or "no," and open-ended questions, which demand more thought and more than a simple one-word answer. This questionnaire has been submitted to only teachers in order to identify major difficulties they encounter while teaching new vocabularies to their pupils.

6.2.2 Classroom observations

Classroom observation is a research tool in which the researcher observes an on going behaviors through direct observation of a phenomena in its natural setting. It also can be structured using a specific variable or unstructured where it is free and open ended.

The observation will take place inside the classroom with first year middle school of Mohamed Chikh EL-Abed pupils to observe the learner's behavior while learning vocabularies

in English language as first time and highlight the major difficulties they confront when teachers present vocabulary lessons to them of this language and how they react to it. This observation is based actual presence in the classroom using note taking.

7. Limitations of the study

The present research work has confronted some obstacles. These include: (a) the time for classroom observation is not enough because they have been busy with examination of the second semester, (b) it has been difficult to discuss with young learners about their learning difficulties with vocabulary in English, and (c) due to Covid-19 and Home Quarantine, interview with pupils is annulled.

8. Structure of the dissertation

This dissertation is divided into three major chapters. First chapter is about the vocabularies of English language. The second is about teaching English vocabularies to young learners. The third implies analysis of questionnaire for EFL teachers and classroom observations findings.

CHAPTER ONE: VOCABULARY OF ENGLISH LANGUAGE

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Introduction

The English language is known as the international language which is used in many countries and widely spread in different aspects like education, business, movies, sports. this language can be also considered one of the most dominating languages in the world having its impact on every field work. English language research has shown that it is understood and/or spoken by 1.6 billion people; the reason why it is highly important to learn/ teach because it is a rich language with its knowledge. the majority of countries use English as an official or foreign language, while others use it as being their mother tongue or first language.

English as a second language leads definitely to teaching it and introduce it to learners especially the young ones due to the fact that teaching this international language will help learners in their further studies, give them a chance to communicate with people around the world and built a new side of their knowledge. When it comes to teaching English, there are plenty of aspects need to be involved in the process of teaching while only one main aspect is the core of teaching/learning an English language that is vocabulary.

Vocabulary is considered a basic side of the language to be mastered by learners and it is more than just presenting new word but it is understanding and knowing the exact use of a given term, a good vocabulary background helps in improving either the language learning inside the classroom or in daily life and communicating; therefore, the teaching of this major aspect or introducing it to learners is an effective way of a successful teaching or learning.

1. Definition of vocabulary

Vocabulary is considered as main part of English language during the process of teaching or learning in EFL classrooms for a successful improvement of the language, vocabularies can be identified as a list of words, terms, lexis, phrases that has different meanings and can be used in different contexts that should be included in a person's language in addition to the fact that vocabulary usually developed with age to serves as a useful and fundamental tool for acquiring English language or other languages.

A small definition of vocabularies is "all the words known and used by a particular person" Webb (2005) which means for the young learners it is all the terms they know or will learn and will use in their daily life that can also help them to improve their knowledge. another definition has been provided by Richard and Renandya (2002, p. 81) saying " Vocabulary is the core component of language proficiency and provides much of the basis for how will learners speak, listen, read and write", supported by Richard (2000 , p. 70) who believes that vocabulary is one of the most obvious component of language, and one of the first things applied linguistics turned their attention to. These definitions lead to common thing that is vocabulary cannot be separated from the four skills because when the students listen, speak, read, or write, they should use vocabulary to express their thoughts.

Nation (2008) mentions that vocabulary is the central of a language. that is an expressions which are constructed by words and words are tools used to think, express ideas, feelings and other things, vocabularies was defined by different scholars as well such as (Carter, 1992) who mentioned that word is" any sequence of letters and a limited number of other characteristics" and the word is the smallest free form which has meaning when it stands alone according to what was cited in Takač (2000).

It can be concluded from what has been shown that vocabulary is a word carrying meaning and it plays a great role for learners in acquiring a language, as (Cameron, 2001) views.

2. Types of vocabulary

Experts divided vocabulary to different types productive (active) vocabularies and receptive (passive) vocabularies, abstract and concrete vocabularies as for the first two types and these experts distinguishes between them in terms of the first type of vocabulary refers to the one that the students were taught and that they are expected to be able to use while the second one refers to the words which the students will recognize yet they will probably not be able to pronounce

2.1 Productive vocabulary

This type of vocabulary has been defined by Stuart Webb (2005) as the words that the learners understand and can pronounce correctly and use when speaking it involves the ability to speak or write at the appropriate time. Harmer (2001) has identified that active vocabulary are those which students can use and call it orally and it is all terms a person can use in the correct way with all its aspects (grammatical structure, spelling, use, pronunciation). Therefore, productive knowledge is usually associated with speaking and writing, according to Laufer and Goldstein (2004). In other words, while listening and reading, the learner also employs productive knowledge. In addition, Schmitt (2010) believes that productive vocabulary is a production speed when speaking or writing.

2.2 Receptive vocabulary

A second major type of vocabulary is receptive vocabulary which refer to words that learners recognize and understand when they use in context but cannot produce the reason why (Stuart Webb, 2008) sees that this type of vocabulary is the one that learners recognize when they see or meet in reading text but do not use it in speaking and writing, these vocabularies are

related to listening and reading. According to (Milton 2009, p. 13), "good receptive skills often require the reader or the listener to actively anticipate the words that will occur". The receptive vocabulary can also be defined as the collection of words that is understood by an individual and can be learned through spoken or written language, sign language (i.e., gestures), or through symbols.

On the other hand, the two types of knowledge represent different types of associational knowledge; and therefore, cannot be a continuum. Meara (1997) proposes a lexical organization in which productive words connected to a productive item while receptive words are not connected to any words in the lexicon, so researches have shown that these two types are separated from each other, and that is what Nation (2001) supports and believes. For Nation, word knowledge includes knowledge of form, knowledge of meaning and knowledge of using whereas the knowledge of form is further divided into spoken, written and word part Nation maps receptive and productive distinctions to the nine subdivisions, so that the form/spoken/receptive division aims at investigating about the pronunciation of words and their type.

2.3 Abstract vocabulary

Abstract vocabulary clearly refers to words that have meaning related to an idea thought, concept, or quality. This means something in mind a learner cannot touch or see or identify it through the five sense. Teaching experiences and evident indicate that abstract vocabularies are more difficult than the concrete ones and they give the learner greatest difficulty because their meaning is general and cannot be related to an image or anything in addition to what researches indicates that this type of vocabularies is essential for improving reading comprehension in EFL learning.

2.4 Concrete vocabulary

Unlike abstract words, concrete words mean all things that refer to reality and reality meanings. Concrete vocabulary refers to tangible, qualities or characteristics, things we know through our senses and can identify with the five senses. Besides, concrete words are the easy words for EFL learners to learn or acquire since they can relate them to a color or picture or any touchable thing. At the end, concrete terms refer to objects or events that are available to the senses.

2.5. Incidental vocabulary

Incidental vocabulary refers to collecting new words when students are engaged in a reading, listening, speaking, or writing task according to Harmer (2003), the incidental acquisition refers to the absence of the conscious intention to memorize a word and it involves the ability to guess the meaning of new words from the contextual clues. In addition, Nation (2001) who supports Harmer on the idea of incidental acquisition saying that "extensive reading is a pleasurable reading situation where a teacher encourages students to choose what they want to read for themselves from reading materials at a level they can understand" P. 52. Studies show that these vocabularies promote deeper mental processing and better retention where the learners get themselves fully involved in the process of deciphering the meaning through the clues available in the context and they think and rethink about the new words involving cognitive process which helps the learners retain the words for a longer period of time. The cognitive process includes both receptive and productive aspects of vocabulary, and learners do not understand only the meanings in the given text but the related grammatical patterns, common lexical sets, and typical association of the word with the context.

2.6 Intentional vocabulary

The intentional vocabulary items focus on the meaning (synonyms) only. They refer to the ways in which direct attention is paid to vocabulary learning itself, which means that the intention is only the vocabularies.

3. Importance of vocabulary

Vocabulary is a main part of a language as it was discussed previously by scholars and it helps to improve the learning task for learners and vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication as Schmitt (2000, p. 55) emphasizes and say that "vocabulary knowledge is central to communicative competence and to the acquisition of a second language", while Wilkins (1972) wrote that " while without grammar very little will be conveyed but without vocabulary nothing will be conveyed " (pp. 111-112). Researchers like Laufer and Nation (1999), Maximo (2000), Read (2000), and Nation (2011) and others realize that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts, in English as second language or foreign language learning vocabulary items plays a vital role in all language skills i.e. listening, speaking, reading, and writing and scholars argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication, and that vocabulary is one of the most important skills for young learners to learn. Scholars, such as Richards (1980) and Krashen (1989) believe that a language requires a large number of vocabularies in order to master it because they viewed that

learners carry dictionaries with them not grammar books and usually declare that the lack of vocabulary is the major problem.

4. Aspects of vocabulary

Concerning the vocabulary teaching or learning the vocabulary aspects needs to be covered by the teacher, and understood by the learners. These aspects are denotation, connotation, and collocation.

4.1 Denotation

The term denotation refers in literature to the precise and literal definition of a word that might be found in a dictionary that means the strict dictionary meaning of a word and its actual meaning, denotation is a word' or thing's. The term comes from the late Latin denotation meaning "indication," and is contrasted with connotation, the denotation of a word is completely absent of emotion just what the word refers to in reality. While most learners know that this is a very important part of learning new vocabulary, in addition to that it is the easiest aspect of vocabulary to learn or to teach, simple to understand and use.

4.2 Connotation

Connotation refers to the wide array of positive and negative meaning that most words naturally carry with them, unlike denotation it is the emotional and imaginative meaning of a word, connotation vocabulary is a little more difficult because a word can have positive or negative connotations which leads to concentrate more.

4.3 Collocation

Collocation is another important aspect of words in a language where it refers to two or more words that often go together and it, it can be the hardest aspect to understand because the words can have a different meaning when they appear alone but when they come together they have another meaning which makes it confusing to learners to understand.

Another important aspect research highlight when it comes to teach English vocabulary in EFL classrooms these aspects include meaning, spelling, and pronunciation.

4.4 Meaning

The teacher should try to provide the meaning of the words in English as it is to EFL learners without using translation, because it was believed that translation may or may not provide the meaning of the word correctly and precisely and this aspect enables learners to understand the terms without translating them from their mother tongue.

4.5 Spelling

Foreign language learners should know how to spell the word and how it differs from other words that has the same pronunciation, because they do not have the same spelling and a wrong spelling leads to misunderstanding

4.6 Pronunciation

Focusing on how a word is pronounced enables the learners to remember it longer and facilitates the recalling when they hear or see it again.

5. Methods and approaches to vocabulary teaching

It has been discussed in earlier studies that vocabulary is more important than the other language skills and it is indispensable in EFL classrooms; therefore, different approaches

discusses how to deal with vocabularies during time, these approaches leads the way to vocabulary and introduce it to EFL learners.

5.1 The communicative approach

The communicative approach is the umbrella term to describe the methodology which teaches students how to communicate efficiently, it generally refers to the ability of students to learn vocabularies on their own including cooperation within group, self-activity, dictionary work.

The major concern of communicative approach is language acquisition rather than conscious learning. According to Krashen (1987, p. 10) "acquisition is a natural process, similar to the way children develop ability in their first language". This quotation means that learners are not aware of the fact they are acquiring language, while they are using it for communication. In addition, that approach is based on classroom activities in which students use language as a vehicle of communication, and the main purpose is to complete some kind of task where learners are expected to use another language that they know to develop their learning. Communicative approach focuses on teaching a vocabulary in way where learners are not fully aware that they are learning.

5.2 The direct method

The nineteenth century witnessed the birth of the Direct Method which is also known as the natural approach. This method focuses on full immersion in the classroom environment where the learner's native language is not allowed. The focus is not on grammar but on learning through listening and speaking. So, when using the natural approach, the focus is not on rules, and mistakes are allowed. The aim is an effective communication. The direct method is based on teaching language inductively where the learners are guided to the correct use of the language vocabularies. Learners rely on themselves in terms of concrete vocabulary through

objects and actions, whereas abstract vocabulary is learned through association of ideas (Richards and Rodgers, 1986). The use of target language only because learners need to learn the new language terms directly not by referring to their mother tongue. Finally, the direct approach focuses on speaking more than on the importance of reading and writing.

5.3 The audio-lingual method

The audio-lingual method appeared in the 1940's. It considers language learning as a habit formation or a stimulus-response. This method is based on Skinner's behaviorism theory which believes that humans could be trained through a system of reinforcement. The audio-lingual method consists of teaching a new vocabulary language through reading a dialogue or text and carrying out drills associated with it also getting to know its grammar and practicing its rules through different types of habits which will make learners learn new words through listening, imitating and performing controlled tasks. Finally, learners will acquire a new verbal behavior. This method believes that language learning is a process of habit formation while good habits are formed by giving correct responses.

6 Techniques of vocabulary instructions

Vocabulary instructions refer to the how the words are presented by the teacher in EFL classrooms and it is an important component of teaching and understanding a certain word in a context, these instructions has a different strategies or techniques which are summarized in three major techniques.

6.1 The translation technique

Researchers have examined the effective vocabulary learning techniques to be involved in EFL classrooms for young learners to improve their learning and one of these techniques is the translation technique which means to translate the words for an effective learning, it is used

when elements of the source language can be transposed into the target language which means a direct translation, this technique includes three main types of translating.

6.1.1 Borrowing

Borrowing is defined as taking words directly from one language into another as it is without translation, previous studies indicates that majority of English language words are borrowed from other languages, the reason why they should be presented as they are in classrooms so learners can memorize it correctly. For example, the word Fest it is borrowed from German language and it means in both languages party, in this case learners will identify the word and where it was borrowed from with the meaning.

6.1.2 Calque

Calque or loan translation is a phrase borrowed from another language and translated literally word-for-word to facilitate the understanding to young learners. This technique refers more to sentences than words where the translation is done word by word not just presenting the general meaning only where learners can identify the meaning of each word of the sentence, such as the following sentence, "the girl is sick so she did not go to school"; its calque translation would be " الفتاة مريضة لذلك لم تذهب للمدرسة ". So, the learners will understand the meaning of each word as well as the general one.

6.1.3 Literal translation

Literal translation is the translation of a sentence not word by word but just the meaning only. It is considered as difficult part of translating even if some words or sentences are translated literally the other words of the language will remain unclear to learners. That's why, teachers should pay attention when using literal translation. Nation says that "learning vocabulary is faster for many learners if the meaning of the word is given through an L1

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translation first" (as cited in Folse, 2004, p. 66) which means that vocabulary is learned when the meaning is presented in the mother tongue of the learner.

6.2 The key word technique

The keyword method is a mnemonic. It is a valuable technique used to memorize the meaning behind vocabulary words when a person uses what a word sounds like to visualize something memorable that will help them later recall the definition. Foil and Alber (2002, p. 135) state that "a mnemonic strategy for elaborating upon an unfamiliar word or concept by making it more meaningful and concrete". Nation (1990) argues that "the keyword technique is an effective way of doing this [remembering a new word]" (p. 166). This means that these scholars believe that learners should make the meaning of the word concrete not abstract in terms of relating it to something touchable, seen, heard which will facilitate the recalling and memorizing task later.

6.3 The semantic technique

This technique is also known as the semantic mapping technique, and it is a process for constructing visual displays of categories and their relationships and categorical structuring of information in graphic form. It is a technique which leads the learners to relate new words to their own experiences and prior knowledge which will help them to acquire new words. One of semantic technique major forms is asking learners to write a newly introduced word in the middle of a paper and then lead them through answering questions that could give details about the word. Foil and Alber (2002) explain that the teacher writes a category on the board and asks learners to yell out all the words that fit in the category.

7. Vocabulary building strategies

Being able to effectively communicate both verbally and in writing is a very important skill to develop, and in order to do that teachers can use different strategies. These strategies are listed below.

a. Read the biggest factor influencing vocabulary is the sheer volume of reading performed. Studies show that regular independent reading, and reading a rich variety of texts, provides the most positive impact on vocabulary. Students who develop a habit of reading at a young age, develop large vocabularies and have a greater ability to understand written and verbal communication than students who do not read regularly.

b. Relating the meaning to the learner's daily life will facilitate the learning task. The best way to do this is to associate newly learned words with people known, places familiar with, or important events in life. Many people rhyme new words they learn with words they already know to improve retention. This is called "association". Associating new vocabulary with something already stored in your brain makes it much easier for your brain to recall the new word in future.

c. Repetition, one of the best ways to increase vocabulary is through repetition throughout the day, repeat a word a learner is trying to learn to embed it within his/her memory. They can also write down a word multiple times on a piece of paper to improve their memory. Writing a word down provides the added benefit of seeing the word several times. Another repetition strategy frequently used to improve vocabulary is to create a sentence using a word that learners are trying to learn and then repeat the entire sentence several times. Repetition of a word,

within a context that communicates its meaning, is a powerful strategy for enhancing vocabulary.

Conclusion

As a final conclusion to this chapter, it is clear that in any language including English; there is an important aspects and skills the learners of the language need to master for a better learning, and this aspect is vocabularies. Vocabulary refers to the knowledge of the target language's words (English), and they are divided into different types like productive and receptive, abstract and concrete vocabularies as well. The vocabularies can be better learned inside the EFL classrooms using different strategies and techniques, such as Competency Based Approach, Direct Method, the Audio- Lingual Method, etc. The reason that vocabulary is essential in the process of teaching or learning English language is related to the fact that without sufficient vocabulary there will be no effective learning

CHAPTER TWO: TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

CONTENT

CHAPTER TWO: TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

Introduction

Changes are quick and inevitable in the 21st century, so the need to teach in general is needed. Since English language is dominating schools and institutions, the focus will be more on teaching it to young learners and analyzing the challenges which may encounter teachers. Today it is mandatory for the teachers to rethink their teaching strategies in order to facilitate the teaching and learning process to children.

Teaching young learners is obviously an intensely practical undertaking. In this case, teachers believe, or assume, that the practice of teaching is, or should be, based on the application of theories elaborated in parent or feeder disciplines, especially linguistics and psychology. When teachers focus on one aspect of language and develop it, it becomes easier to children learn English in an effective way.

There are four skills in English listening, speaking, writing, and reading. Young learners cannot master any ability from those above unless they are introduced to vocabulary of English language. For, they need to have special time for vocabularies in classroom. Those vocabularies should be concrete and tangible enough, so that young learners can easily grasp and remember their meaning. In case the vocabulary tasks are somehow difficult, teachers' role is to facilitate them using the best approaches and strategies.

There are many strategies for teaching vocabulary. It is the responsibility of the teachers to work with and choose the one who can motivate and encourage their learners, such as Grammar Translation Method, Total Physical Respond (TPR), and repetition that can help in memorizing the words and their meaning.

2.1 Definition of teaching

Teaching is those moments or sessions where learners make specific interventions to learn particular things. The word teaching and teacher are linked together. It deals with what teachers do inside the classroom setting. Another way to understand the word teaching is that it refers to cause someone to learn, and comprehend something by examples or experiences. In addition, the term "teach" lies in old English meaning as show, present, and point out. Education defines teaching as the concerted sharing of knowledge and experience, which is usually organized within a discipline, and this action is done by both teachers and learners to gain different concepts and skills.

Various definitions have been given to teaching. According to Nilsen and Albertalli (2002), teaching in its broadest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills. Several scholars have defined teaching as an art of inducing students to behave in certain ways that are assumed to lead to learning. Schlechty (2004) mentions that teaching is an art which the teacher must create situations to facilitate learning and then motivate learners to have interest in what is being transmitted to them.

Melby (1994) also states that teaching is not merely dispensing subject or lesson-having, but an art which involves the student in the teaching-learning process where the student is given the chance to participate fully in the process. Thring (2001) adds that teaching is getting at the heart and mind, so that the learner values learning and to believe that learning is possible in his/her own case.

As a result of the definitions above, teaching is a way of carrying out knowledge and experiences in a way that respects the intellectual integrity and capacity of the learners with the aim of changing their behaviors. This suggests that teaching is not only based on how

information gets from the teacher to the learner but also on how the learner uses it, interacts with it, receives guidance, and receives feedback. This result has been supported by Smith (2004) who mentions that teaching is what results in learning, and learning is the responsibility of the teacher. Thus, if students do not learn, it is the fault of the teacher who should note that the purpose of teaching.

2.2 Main phases of teaching

Besides the fact that teachers give and provide information to the learners, it is their responsibility to decide what to involve within the lesson, and what strategies or methods to employ when teaching process takes place, to plan for his/her lessons which covers issues, such as what to teach, how to teach what has been selected, and how to evaluate what has been taught. These questions are related to teaching functions that are: planning phase, implementation phase, evaluation phase.

2.2.1 Planning phase

The planning phase means how to plan the lesson and what to take into considerations if it will take long time or not. It allows the teacher to read the topic to be taught, especially where the teacher's command over the subject/topic is weak, this is firstly. Secondly, to collect information about the pupil's needs, and how to meet these needs. Perrott et al. (1977) cited in Perrott (1982) declare that the planning decisions cover the pupils' progress; the availability of resources; equipment and materials; the time requirements of particular activities.

2.2.2 Implementation phase

This phase focuses on implementing the decisions made at the planning stage, especially those related to teaching methods, strategies and learning activities. This action occurs when the there is an interaction between teachers and their pupils. Herein, teachers are expected to

explain, present, listen, and introduce all what is related to a given lesson. This phase involves five stages which are prime stage, presentation stage, summary, consolidation, and check learning through class exercises.

2.2.2.1 Prime stage

A prime stage is how to make learners ready to learn and prepare them for the learning process. Knott and Mutunga (1993) explain that this stage has to do with getting students into a state of readiness to learn. This may involve a review of relevant previously presented information, and giving a brief outline of the topic including its structure. It may also include learners' interests. At the end of this stage, they should be aware of what is expected of them and should know how the subject/topic is presented and discussed.

2.2.2.2 Presentation stage

The presentation stage is the main element of implementation phase. It is the main body of the lesson inside the classroom where the teacher gives explanations on the topic, which means that teacher should speak most of the time. In other words, it is a stage where the teacher presents the language through a context to make sure that learners understand the content and are able to do activities.

2.2.2.3 Summary

Summary comes at the end of each EFL session. In other words, it follows the presentation stage where the teacher has presented his lesson using appropriate methods or strategies, taking into considerations the aims of the lesson and the needs of the pupils. At this last stage, the lesson should be summarized and the main elements reviewed.

2.2.2.4. Consolidation stage

The consolidation stage forces on the learner's recalling of information and thinking in it through guidance from the teacher. This stage is used to make students think hard about the topic. The teacher can do this through different steps. These are:

a. Pose some simple recall type questions on key elements of the topic.

b. Pose open-ended questions of a problem-solving type.

c. Pause to give students a chance to think.

d. Nominate at random a student to supply the answer.

e. Echo the response by using the students' own words or paraphrasing them. (Watts-Taffe, 2008, p.83)

Scholars, such as Knott and Mutunga (1993) state that when the nominated learner gives an incorrect answer, the teacher should refer it to another student or give clues to correct the original response. This procedure should be repeated until all the meaning of the word is clear to the learners, he should also ensure this process of recalling information by distribution of questions that as many pupils as possible make a contribution. Another dimension to the consolidation stage, if time permits, is to give students the opportunity to ask questions requiring clarification or elaboration.

2.2.2.5 Check learning through class exercises

Check learning through class exercise is the last stage of this phase where to make sure that pupils have understood the lesson well through written tests, assignments, or by asking probing questions requiring short or one-word answers on the main points covered. The main purpose here is to collect a written answer, in which the learners exchange sheet of answers among them,

then the teacher later on take the answer sheets from the pupils. Knott and Mutunga (1993) believe that this process can be done formally or informally which means that can be done either by doing a small test to young learners and evaluate them, or just take a short time within the session to ask questions but both learners and teachers will have an idea about the instructions were understood or not because all students were test. During this stage, teachers can follow the guide line presented below:

a. Prime Stage – 5 minutes or 7.5%

b. Presentation Stage - 21 minutes or 35%

c. Summary - 6 minutes or 10%

d. Consolidation/Recapitulation/Closure – 22 minutes or 37.5%

e. Check Learning through Class Exercises/assignments – 6 minutes or 10%.

2.2.3 Evaluation phase

The evaluation phase is related to the teacher's evaluation of their learners' performance and development. It includes certain skills, such as specifying the learning objectives to be evaluated, describing the information needed, such as evaluating; obtaining, recording, analyzing and recording that information, and forming judgments. In other words, teachers examine carefully the results of their teaching and decide how well handled each teaching function Therefore, Perrott (1982) supports this by saying that based on this feedback, teachers decide on whether or not to make new plans or try different implementation strategies. In this way, the teacher's decision-making will become more accurate.

2.3 Vocabulary teaching

All languages consist of words. Languages emerge first as words both historically and in terms of the way each of us learned our first and any subsequent languages. Moreover, vocabulary is still widening. Even in the native language people are continually learning new words and meanings of old words, so a second language cannot be learnt easily either for adult or young learners the reason why an important aspect of this language must be carried out carefully that is vocabulary. This aspect must be the first thing to be taught in foreign language classrooms, and designing a vocabulary program of course it necessary to decide what vocabulary will be selected for teaching besides how it will be presented in ways to develop the learner's communicative activities and improving their access to vocabularies that was defined by Ur (2003, p 60) as follows, "the words we teach in the foreign language". However, a new item of vocabulary may be more than just a single word. For example, post office and mother-in-law are made up of two and three words, but they express a single idea.

Vocabulary is the knowledge of words meaning as several scholars states it is the knowledge of knowledge where this knowledge of words implies how that word fits into the world. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Vocabulary is an important part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal communication it is considered as central in language teaching, in this aspect of teaching few researches indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne & Blachowicz, 2008).

The importance of teaching vocabulary lies in giving a chance to pupils who are introduced to the language newly to understand all aspects of words and how they are used in different context Laufer and Nation (1997) realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. In addition, when language learners have a meaning or concept that they wish to express, they need to have a store of words from which they can select to express this meaning or concept. "When language learners travel, they do not carry grammar books, but dictionaries," says Nation (2001, P 10). Unlike syntax, vocabulary does not have rules. The language learners could acquire and develop their knowledge. Teaching vocabulary is a crucial aspect in learning a language as languages are based on words shows (Alqahtani, 2015), since even the communication among people is by words it is almost impossible to learn a language without words, teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. With the idea of teaching vocabularies, Thornbury (2002, p 18) says, "The young learner has to realize that there are some words which can be replaced by super-ordinate terms". For example, the word "cat" can be under the general word animals, and that this animal word does not only mean "cat". So, this is the role of the teacher to do while teaching them. This teaching process of vocabularies to young learners is more important than teaching other aspects in terms of helping the learners understand. It is important to visualize the item, and get the pupils to repeat or use the item actively.

2.3.1 Vocabulary teaching to young learners

Talking about teaching vocabularies to young learners especially means dealing with the need of teachers to know their learners and to understand their needs and problems. They have to take into account that teaching English to young learners is different from adults especially if the focus is on vocabularies. When the teaching and learning processes take place, problems would appear to the teachers. They will face problems of how to teach children in

order to gain satisfying results. The teachers should know that teaching vocabulary is something new and different from student's native language, and it is their job to use appropriate techniques by knowing the characteristics of their pupils. Teachers should be creative and be able to master the material in order to be understood by their learners. The children should meet and use the words in relevant contexts in order to fix them in their mind. Supporting this, Duffelmeyer and Duffelmeyer (1979) say that" the way words are learned is important in that it affects how well they are really understood". After dealing with teaching vocabulary to young learners, teacher needs to have a plan on how to present these vocabularies in his or her lesson. Thornbury (2002, p. 75) explains about presenting vocabularies in the classroom in terms of pre-planned lesson stages. Also, teachers should consider how many words should be presented in the lesson taking into account the level of the young learners because they are beginners and have no idea about what will see and learn, their unfamiliarity with the words, whether they can understand the word or not, whether they come across this word, and words difficulty. In other words, teachers may wonder if the abstract words are easily pronounced, words exist and have equivalence in the learner´s native language, and words are easily demonstrated.

2.3.2 Characteristics of young learners

The term of young learners covers a wide age range. This can be anybody from the age of three to the age of eighteen. Of course, there is a large difference in the three years child to ten or eleven years, one with a difference in their development too. Learners at this age are grateful when someone invest time in them, and they still want to learn something new. When they know it, they are happy to present it, and they feel more important. In the other side, their brain and memory are ready for learning and most of them can learn quite well.

Young learners are already very good at interpreting meaning without necessarily understanding the individual words, in addition to already having great skill in using limited

language creatively. They frequently learn indirectly rather than directly. They also take great pleasure in creating fun in what they do. Finally, their imagination is ready. All in all, young learners are characterized by the following:

a. Young learners get bored quickly: If the activities are not interesting and engaging enough, young learners get bored easily. This is because they have a limited attention.

b. Young learners are meaning-oriented, they may understand what is being said without necessarily understanding every individual word.

c. Young learners like to discover things, they are characterized by curiosity and enthusiasm. They like to make sense of the world around them through engaging and motivating activities where they have to discover by themselves rather than being told.

d. They prefer concrete activities, according to Piaget's cognitive development theory, young learners are still developing. That is, they are still making their way from concrete to abstract thinking and they are not yet well equipped to learn abstract concepts such as grammar rules.

e. They are selfish, they prefer to talk about themselves. Activities that focus on their lives are their best option.

f. They are imaginative, young learners are imaginative so activities that are full of imagination is a source of enjoyment for them it is sometimes difficult for them to distinguish reality from imagination.

g. They imitate, they learn by imitating adult children acquire communication skills through social interactions. Consequently, because imitation functions as a learning tool.

h.   They are very active, try to ask them to play games, role play dialogues and involve them in competitions, and they are less shy than older learners. Ask them to repeat utterances, resort to mechanical drills

i.   Young learners respond the language well through concrete things (visual things) rather than abstract things. They prefer to learn well through something that is close to their culture as well. (Halliwell, 1992, p. 90)

Besides the characteristics that have been mentioned above, there are a specific traits that young learners may have, such as being hyperactive in which they tend not to sit still they move continuously running, jumping up and down, annoy their friends and even the teacher. This type is difficult to control. Distractibility young learners who cannot focus on the activities that take place in the classroom, they need extra tasks and activities at home to focus and understand. Poor self-concept learners are known by not daring to ask or answer questions in classroom. Impulsive learners are those who have the ability to answer quickly any question asked by the teacher to show that they are smart. There is a type who destroys things around them, show negative aggression, not accepting things calls the destructive learners. Learning disabilities are learners who do not have the mental capacity equivalent to the ones on their age; they only capture the course content, and apply what is learned.

2.4. Strategies for vocabulary teaching

A teaching method is a procedure used to accomplish a specific activity or task. A systematic way of doing something implies an orderly logical arrangement of steps. This definition can also show that teaching methods is the stimulation, guidance, direction and encouragement for learning by the teacher. In other words, it comprises the principles and methods used by teachers. These strategies are related partly by the nature of the subject matter to be taught as well as the nature of the learners.

Teaching methods is a devise or a tool used to create a learning situation in which an effective communication can take place between the teachers and their pupils. It is mainly concerned with the dissemination of useful and practical information relating to given topic and the application of knowledge. These methods, such as Total Physical Respond and Grammar Translation Method depend on conceptual frame that teacher employs or emphasizes, and the strategies and techniques used in classroom to facilitate the learning process and develop the learner's comprehension through developing effective and useful cognitive tasks. On the other side of this, teaching methods should take into considerations the age of the learners, body configuration or physique of learners, (able or disabled learners), and the type of curriculum discipline. simply because certain teaching methods are much more suitable to some disciplines than others.

Vikoo (2003) discusses types of teaching methods. According to him, teaching methods could be presented under three main categories that are:

a. **Cognitive development methods:** it refers to how children think, explore and figure things out. It is the development of knowledge, skills, problem solving and dispositions, which help children to think about and understand the world around them.

b. **Affective development methods:** it refers to using learning skills which are related to emotional, and focusing on behaviors of awareness, interest, attention, concern, and responsibility, and ability to listen and respond in interactions with others.

c. **Psychomotor development methods:** it is the relationship between cognitive functions and physical movement where the attention is given to arms, hands, fingers, and feet, while verbal processes are not emphasized.

Then, the main research will be about the methods of teaching vocabularies in EFL classrooms because teaching such an important aspect to young learners for first time is

considered as a challenge to both of them. That's why, Laufer and Sim (1985a, 1985b) support this stating, "Learners seem to rely more on word meaning than on knowledge of the subject or syntax" (pp. 405-413), which means certain size of vocabulary has to be known to the learners before they learn anything about the language. this means that young learners need to have an idea about vocabulary, for example before learning about "family", the vocabularies, such as father, mother, sister need to be introduced to learners in a context.

There are many methods teachers use to teach vocabulary or to encourage vocabulary self-learning by their students. Hulstijn (1992) and Hulstijn, Hollander and Greidanus (1996) distinguish between incidental and intentional vocabulary learning. They claim that both approaches are present in vocabulary teaching since students learn vocabulary intentionally as part of course requirements but also gain knowledge of words. Under this type of vocabulary, the main interest is on how to teach vocabularies or present them in a way that would enable young learner understand them and get motivated to study vocabulary as well.

2.4.1. Total Physical Respond (TPR)

The Total Physical Respond is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. It was developed by James Asher (2010) a professor emeritus of psychology as a result of his observation of the language development of young children. He saw that most of the interactions that young children experience with parents or other adults were combined with both verbal and physical aspects. Asher also observed that young children typically spend a long time listening to language before ever attempting to speak, and that they can understand and react to utterances that are much more complex. It is based on the coordination of language and physical movement.

In this method, instructors give commands to learners in the target language with body movements, and they respond with whole-body actions. The TPR method emphasizes on

listening where students are not forced to speak. Teachers wait until students acquire enough language through listening then they speak spontaneously. It is a language learning and teaching method that is based on the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Richard and Rodgers (2001: 73) state that TPR is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical (motor) activity. TPR is based on the premise that the human brain has a biological program from acquiring any natural language in the world including the sign language of the deaf. The process is visible when we observe how learners internalize their first language (www.tprsource.com/asher.htm in January 2010). Asher (2010) looks to the way that children combine both verbal and physical aspects. A child responds physically to the speech for the parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months, the child absorbs the language without being able to speak. With TPR, the teacher tries to mimic this process in class. Total Physical Respond is also called "Comprehension Approach" since the focus is given to listening comprehension. In TPR, students listen and respond to the spoken target language commands of their teacher. Listening should be accompanied by physical movement. In case the learners perform the teacher's instructions, it means that they know the meaning of the words. Speech and other productive skills should come later. In other words, they will choose to speak naturally when they are ready.

Asher's Total Physical Response is a "Natural Method" that is composed of three central processes:

a. Young learners develop listening competence before they develop the ability to speak. they can understand what was said to them clearly but they cannot spontaneously produce or imitate.

b. The learner's ability in listening comprehension is acquired because children are required to respond physically to spoken language

c. They can speak fluently and naturally when listening is done effectively.

According to Asher (2010).

What can be concluded from information above is that learners recall the words they have learned if they use their body in learning vocabulary and it is imperative that the learners obey the commands. This method is powerful one to use to introduce vocabularies and grammatical structures of language. It can be applied in classrooms in variety ways, such as games, dialogue, pictures, colors, etc.

All in all, TPR is an effective method. It has special characteristics that help children to improve their learning process. In this approach, the instructor is the director and the students are the actors. They also give commands to make the learners work and feel like it is teaching. Another characteristic is that grammar and vocabulary are emphasized heavily over other areas, and the focus is more on the spoken mode than the written one. Further, learners are not required to speak until they feel naturally ready and confident enough to do so.

2.4.1.1 Principles of TPR

Teachers need to understand the main principles of TPR in order to apply it in classroom to teach vocabulary. Asher, as the developer of this method, puts certain principles to the Total Physical Respond method which are:

a. Listening should develop before speaking.

b. Once listening comprehension has been developed, speech develops naturally and effortlessly out of it.

c. Second language learning is parallel to first language learning and should reflect the same naturalistic process.

d. Children respond physically to spoken language, and adult learners learn better if they do that too.

e. Delaying speech reduces stress.

In addition, Larsen and Freeman (2000, p. 114) develop other principles for the use of total physical response approach. These principles are:

a. Students can initially learn one part of the language rapidly by moving their bodies.

b. Memory is activated through learners' response, and meaning in the target language can often be conveyed through action.

c. The students' understanding of the target language should be developed before speaking.

d. Students can learn through observing actions as well as by performing the action themselves.

e. Correction should be carried out in an unobtrusive manner.

f. Students are expected to make errors when they first begin speaking, so teachers work on the fine details of the language.

g. Teacher must not make learners memorize fixed routines.

Based on the principles above, it can be resumed that body movement helps in learning. If learners used it, it will make them understand the meaning of vocabulary items. Besides, teachers should be careful in correcting the students' mistakes. They also need to create flexibility in the class room because the wrong way of correcting can de-motivate the learner.

Vocabularies must not be presented word by word but in a context, so its meaning can be clear for learners. Vocabularies must not be presented through the use of the body movements colors, or pictures to help the learner understand the meaning and memorize it effectively.

2.4.1.2 Teacher's role

The teacher plays an active and direct role in employing TPR approach in the classroom setting. According to Larsen and Freeman (2000, p. 116), teacher is the director of all students' behaviors. "The teacher plays an active and direct role in Total Physical Response", said Asher (1977), as quoted by Richard and Rodgers (2001, p. 76). This means that it is the teacher who decides what to be taught and presented, and in what ways and who selects supporting materials for classroom use. Another main role of the teacher is that s/he needs an organized environment for the lesson to make the lesson go smoothly. It is the responsibility of the teacher to choose the materials that helps the teaching process because these materials have a major role in facilitating the learning task. So the teacher may use common classroom objects, such as books, pens, cups, furniture, etc. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. In teaching vocabularies for young learners, teachers need to take into considerations the age of learners, deal with them gently, and create stress-free environment for these young learners for a better learning.

2.4.1.3 Learner's role

Learners listen attentively and respond physically to commands given by the teacher, so they have the primary roles of listeners and performers. They are required to produce their own words and items maybe language as well. They also evaluate their progress by themselves. Richard and Rodgers (2001, p. 76) say about learners that they are encouraged to speak when they feel ready to speak. That is, when a sufficient basis in the language has been internalized.

Followed by Larsen and Freeman (2000, p. 116), who say that learners are an imitators of the teacher's nonverbal model.

2.4.1.4. Objectives of TPR

TPR was developed in order to improve the better result of the teaching and the learning processes of a new language. According to Larsen and Freeman (2000, p. 116), "TPR is developed in order to reduce the stress people feel when studying a foreign languages". Meaning that the TPR method has been developed to facilitate the learning process for young learners. Richard and Rodgers (2001, p. 75) say,

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.

This statement by Richard and Rodgers shows some objectives of the Total Physical Respond method, teaching oral proficiency at a beginning level, improving speaking skills, learning more in enjoyable environment. Asher (2010) believes that the Total Physical Respond method is the best way to accomplish the teaching objective because young learners need to learn a new language in the same way they learn their native one and encourage learners to respond using right-brain motor skills rather than left-brain language "processing". Asher (2010) sees that using the right brain skills are creative and less organized way of thinking. Therefore, young learners will use their imaginations, holistic thinking to relate meanings **to** something abstract in their brains, and that this will lead to better learning.

2.4.2 Grammar Translation Method (GTM)

Grammar Translation Method is a method of teaching foreign languages derived from the classical method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. GTM focuses on the application of grammar and correct sentence structure. It originated from the practice of teaching Latin. In the early 16th century, the focus in teaching a language was not just meaning or words but in how the grammatical rules are translated and presented in the learner's mother tongue. So, everything is based on translation in this method. According to Richards and Rogers (2001),

[T]hough it may be true to say that the Grammar-Translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory.

(Richards and Rodgers 2001, p. 7)

This means that grammar is one of the major factors for learning a language. It is because of this that the students will be allowed to speak and write correctly, and the main focus is on reading and writing with little attention being given to speaking or listening. In addition, while using this method, students memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. So, the GTM contains translation of a literary passage (from target language (L1) to mother tongue (L2), fill in the blanks (filling in the blanks in sentences with new words or items of a particular grammar), use words in sentences. Thus, new words are learned through direct translation from the native language if Grammar Translation Method is used.

2.4.2.1. Principles of GTM

A main purpose of teaching a new language through the Grammar Translation Method is to be able to read what is written and understand it clearly in the target language the reason why main principles are:

a. It is to focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations.

b. The primary skills to be developed are reading and writing.

c. Teacher correction is the only way to make students produce the right forms of the foreign language.

d. Vocabulary is learnt from bilingual word lists.

e. Grammar is taught deductively and then practiced through translation exercises.

f. Mastering the grammar of the foreign language is essential in order for students to understand the written target language.

g. Hardly any attention is paid to speaking and listening skills.

2.4.2.2. Teacher's role

The process of teaching vocabulary of English language in general using the GTM method requires the elaboration of both teachers and learners where the teacher explains the rules in students' first language, and then presents simple words relating them to grammatical rules and give isolated vocabulary items then translate them from the mother tongue language because it is easy to remember for young learners.

2.4.2.3. Learner's role

The learners are expected to be conscious of the grammatical rules of the target language they are practicing when using the words provided by the teacher. Language learners are not expected to be able to use the target language for communication, and these learners are not allowed to produce their own sentences but to know the rules by the end of the class.

2.4.2.4. Objectives of GTM

The GTM method has goals when teachers use it in their EFL classrooms. These goals are presented below:

a. Teach learners how to translate

b. Read and understand texts in the target language

c. Make young learners aware of their native language structure and vocabulary

d. Improve learner's mental capacities with grammatical exercises

This implies that when studying the grammar of the target language, learners will be more familiar with the grammar of their mother tongue language, and this familiarity will help them to speak and write their language better.

Conclusion

It can be concluded that a teaching task is not the easy task because it needs responsibilities to guarantee an effective teaching for learners and help them understand the language well, to know the type of learners inside classroom in order to choose the teaching method that is appropriate to all types. it is the job of teachers to control their learners and the way they react to the teaching process. if this teaching does not have a better result, the teacher

will review what goes wrong. A teaching process needs to cover all aspects of language including vocabularies that is the main step in language learning especially for young learners who find difficulties in grasping these new vocabularies? the reason why it is important for EFL teachers to utilize TPR approach and GTM as well as pictures and colored papers to attract pupils attention, increase comprehension, facilitate memorization and effective recall of the presented words.

CHAPTER THREE: DATA ANALYSIS

Introduction

This chapter focuses on the field work of the study and analyzing the data which has been collected from Mohamed Chikh El Abed middle school. In this chapter, the research methodology that was followed will be presented. It also presents justifications on why each research tool has been used for the data collection. Thus, the following chapter deals with interpretation of the main difficulties faced by teachers in EFL classrooms with their pupils of first year in middle school when teaching vocabulary.

3.1 Questionnaire for EFL middle school teachers

The questionnaire is a tool used in collecting information about a phenomenon to know the teacher's attitude and what do they think about teaching vocabulary of English language to first year middle school pupils, and how they are teaching vocabulary to them. So, six (6) middle school teachers of English answer this questionnaire online through Facebook.

3.1.1. Analyzing the questionnaire

This questionnaire is a collecting data tool that is used to collect data from teachers and know their attitude toward problems of vocabulary teaching. Since the first-year pupils are not experienced in learning English, and they have no previous knowledge about it, their teachers may face difficulties and challenges to teach effectively vocabulary.

The questionnaire used in examining vocabulary teaching contains open-ended questions and closed-ended questions. These questions intend to identify the teacher's attitude toward the teaching vocabulary to young learners. It includes (17) questions divided into two sections. The first one is about personal information, while the second one is about how vocabulary are taught in middle school and the difficulties with the teaching methods. This

questionnaire has been conducted online using Facebook consisting of a group of teachers teaching at Mohamed Chikh-El Abed Middle School.

Section one: Personal information

The following section is related to the gender of the teachers. Three teachers are which females and three other teachers are males. These teachers are with a varied experience in teaching. They have from just 3 months of experience to 3 years of experience to 34 years of teaching experience.

Section two: Teacher's opinion about teaching vocabulary in EFL classrooms.

Item 01: Do you use vocabulary in your EFL classroom lessons?

The aim of this question is to identify if teachers introduce vocabulary in their EFL lessons or not.

A total of 83% of the respondents say that they teach vocabulary to their pupils, and 17% say that they do not teach vocabularies. This implies that the majority of teachers present vocabularies in their EFL classroom and focus on the giving words of that language in order to make the learning process easy for their pupils. These results are demonstrated below.

Table 3.1.

Using vocabularies in EFL classroom lessons

Teacher's answer	Frequency	Percentage
Yes	4	83%
No	2	17%
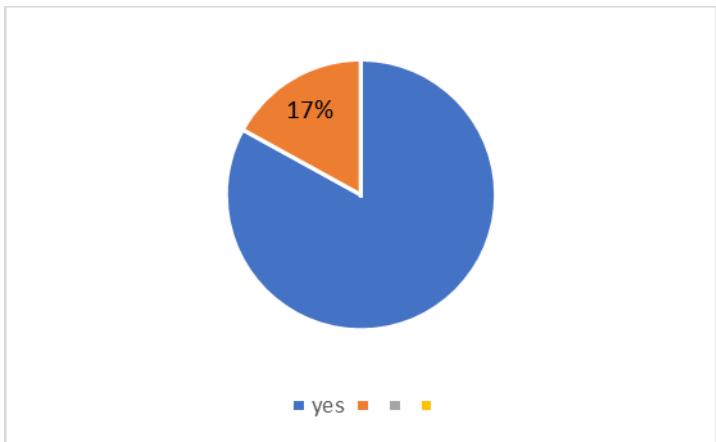
Figure 3.1. **Using vocabularies in EFL classroom lessons**

The vocabularies are important in EFL teaching and learning to improve reading comprehension. young learners need to understand the majority of words to know what they are reading, and they can express themselves in writing because having a good vocabulary to draw from can help learners write more effectively. finally, vocabulary contributes to language development and the other skills.

Item 02: Do you consider vocabulary important in classroom lessons?

The aim of this question is to see the point of view of the teachers towards vocabulary of the language.

Table 3.2.

Importance of vocabularies in classroom lessons

Teacher's answer	Frequency	Percentage
Yes	6	100%
No	0	0%
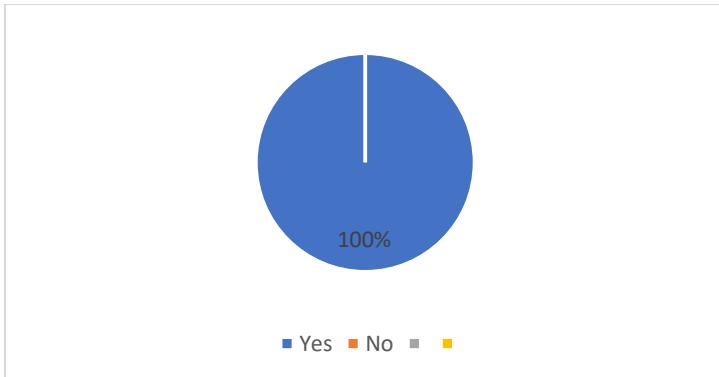
Figure 3.2 Importance of vocabularies in classroom lessons

All teachers indicated that teaching vocabulary is important. They mention that vocabulary is important for successful communication. Other teachers view that vocabularies are the basics of any language and the learning process cannot be done without it. Finally, learning vocabulary is important to understand any language and use it correctly.

Item 03: Do you review vocabulary with pupils in classroom?

The following question intends to know if teachers provide the review of vocabularies inside EFL classroom.

Table 3.3.

Reviewing vocabularies with learners in classroom

Teacher's answer	Frequency	Percentage
Never	1	17%
Rarely	0	0%

Sometimes	2	17%
Often	3	67%
Always	0	0%
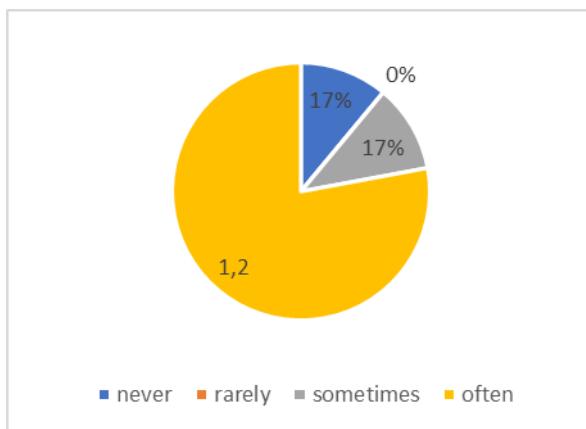
Figure 3.3. Reviewing vocabularies with learners in classroom

This question shows that the majority of teachers often review vocabulary in classroom with pupils in order to make sure that they understood the word clearly and they will be able to use it again in an easy way. 17% only said sometimes maybe due to the lack of time of the session they focus on another aspect of language not just vocabularies. 17% answered that they never review with pupils which means that they just skip the vocabulary in teaching the language, due to the fact that they do not think it is necessary for learning a language. From the last answer, it can be concluded that teachers must pay more attention to vocabulary teaching and techniques of teaching it as well in order to make their pupils able to communicate and understand more.

Item 04: Do you encourage your students to infer the meaning of new words in the context? This question intends to see if teachers encourage students to the meaning of a word or just provide it to them.

Table 3.4.

Interfering the meaning of new word

Teacher's answer	Frequency	Percentage
Never	0	0%
Rarely	0	0%
Sometimes	2	33%
Often	1	15%
Always	3	17%
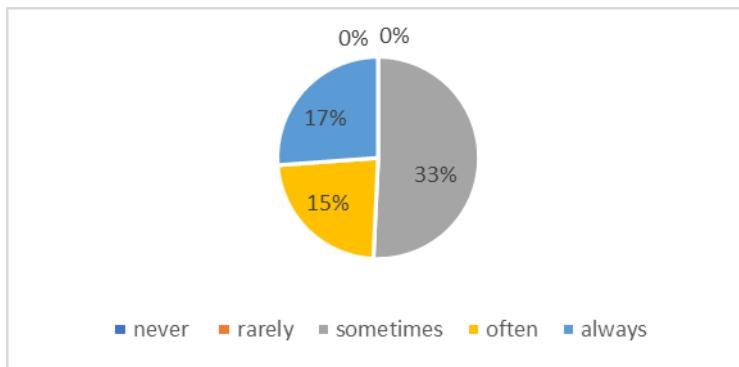
Figure 3.4 Interfering the meaning of new word

From the chart and table results, only a small percentage of teachers encourage their pupils to interfere the meaning of new words. Teachers tend to show the pupils all aspects of a new word and their different meanings. The majority of them say that they need to make efforts to give their pupils a chance a huge amount of vocabularies of the language. 33% of teachers

say that they often encourage their pupils to infer meaning of words by themselves, but still according to them the pupils cannot infer without the assistance of the teacher.

Item 05: Do you give example sentences when teaching a new word or phrase?

The aim of this question is to know if teachers facilitate the learning process for young learners.

Table 3.5.

Giving examples of unfamiliar words

Teacher's answer	Frequency	Percentage
Yes	6	100%
No	0	0%
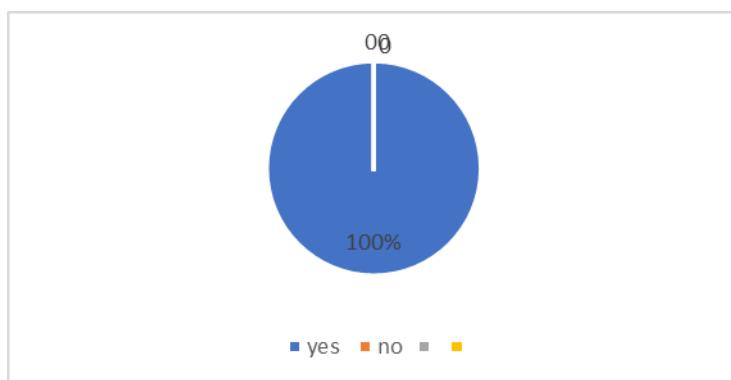
Figure 3.5 Giving examples of unfamiliar words

The question above shows that all teachers give examples when they present a new word in EFL classrooms in order to facilitate the meaning and make it simple for learners to understand it effectively and better.

Item 06: What tools do you use in class to help your learners with learning new vocabulary?

The aim of this question is to identify the strategies and methods used in the teaching process

The answers to this question are related to using the body language. One of the teachers says that he employs pictures, images, drawing, guessing, translation, and gestures. Other teacher uses audios, body language, games, using the words in a meaningful context. Other teachers use flash cards and mother tongue language in their teaching of vocabularies.

As a result, it is clear that all teachers use TPR method of teaching because the body movements help young learners to memorize the word's meaning. In addition to colors and pictures help pupils to know the word and its meaning, since the TPR method is helpful for learners because it encourages them recognize and respond to simple classroom instructions and gestures such as; hands up, stand up, sit down, wave goodbye. Teacher can make visual associations with words that the children can learn and mimic, especially descriptive words. For example, big, happy, small, sad. It should be kept in mind that they love to mime professions, animals, vehicles, weather conditions etc. In such activities children first listen and then understand messages, decide whether they are right or wrong, and finally act accordingly (Pinter,2006).

Item 07: Do you teach students methods of memorizing new words? It was suggested to the teachers in order to understand if learners are aware of the memorization of the words.

Table 3.6.

Memorizing vocabularies in EFL classroom

Teacher's answer	Frequency	Percentage
Yes	3	50%
No	3	50%
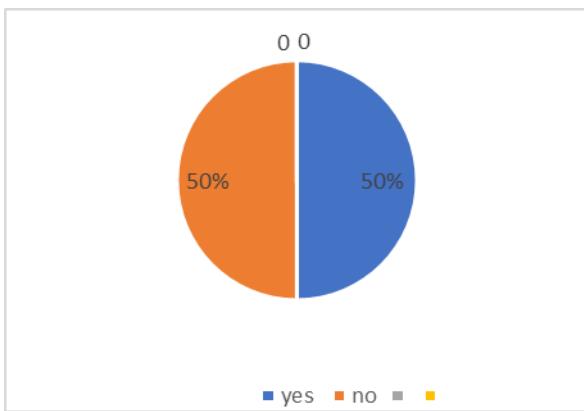
Figure 3.6. Memorizing vocabularies in EFL classroom

The results indicated that about 50% of teachers said they do teach learners about memorizing words while 50% answered that they do not teach their young learners how to memorize a new word These results refer to the way teachers teach and how do they make their pupils understand the new word and can recall it later. As for those who answered yes, they had to specify how they do that: they suggest on their learners to write the on a special notebook using drawing and ask them to memorize it as a home activity for next session to see if they memorize them or no. Finally, other teachers say that they provide them activity with fill in the gap while each gap include the same word.

Item 08: What are the major difficulties that can be faced in teaching vocabulary to first year pupils?

The aim of this question is to identify problems teaching encounter while presenting vocabulary lessons.

There were many difficulties faced by teachers like learners want to know the words in their mother's tongue which means by translating directly and according to inspectors of English it's forbidden with the lack of concentration, and young learners do not the difference between the grammar and the use of it besides their lack of understanding with explaining abstract ideas.

From the information above, it can be resumed that it is not easy to teach young learners vocabularies of foreign language because they familiar with the language. So, they use their mother language "Arabic" to understand the meaning and the use of the learned words. Also, they cannot focus more than 30 minutes inside the class, and this result needs the teachers to create an idea or a strategy to make the vocabulary teaching effective by gaining their attention. Fowler (2000) in his study shows in slides how to capture students' attention in 10 teaching tips which are be enthusiastic and decisive to increase intrinsic motivation. He asks them questions, breaks up content into smaller parts, creates transition with cause between tasks and activities, uses examples that capture their attention, and relates to what they know, challenges them intellectually, and avoids distraction with unnecessary materials.

Item 09: How do you deal with these difficulties?

The aim of this question is to know strategies teachers undertake to eliminate vocabulary teaching difficulties.

Table 3.7.

Teachers' initiatives to overcome teaching difficulties of vocabulary

Teacher's answer	Frequency	Percentage
Change the method of teaching	2	33%
Give vocabulary activities and home works	1	16%
Use the mother tongue language to help understanding	3	51%
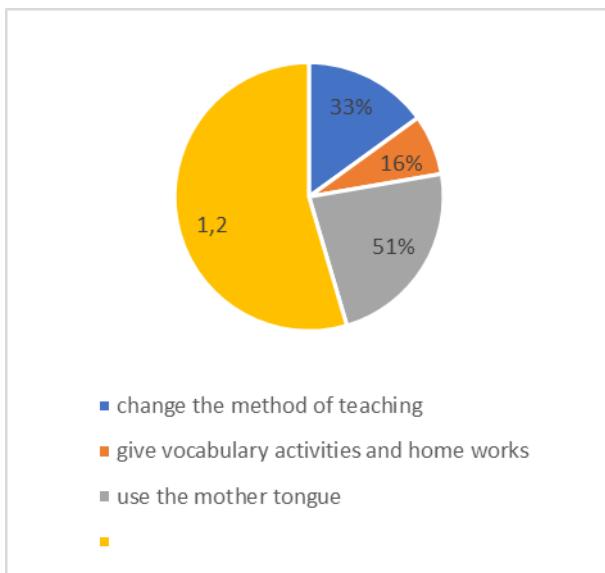
Figure 3.7. Teachers' initiatives to overcome teaching difficulties of vocabulary

It is shown that the majority of teachers use the mother tongue language to help pupils to learn vocabularies. This procedure can impact negatively learners because it will give them wrong perceptions and understanding. The other teachers relay on changing the way of teaching in case their learners do not understood. A small percentage 16% shows that teachers act towards these difficulties by just giving activities inside the classroom and homework to improve their comprehension, memorization, and recall of new vocabularies.

Teachers has suggested that young learners can learn vocabulary through different tasks and strategies, or the teacher can say while learners repeat after him/her. As it is mentioned using the mother tongue in case if the children did not realize the meaning. Finally, teachers use mnemonics to simplify the meaning for learners; for example, in explaining the meaning of "sadness", the teacher can sit and show to the pupils being "sad". So, learners will easily understand the meaning of that word and never forget it.

Item 10: Does the use of Total Physical Respond (TPR) method help in eliminating vocabulary teaching difficulties?

This question is asked to know the teacher's attitude toward the use of TPR method.

Table 3.8.

The use of TPR to eliminate vocabulary difficulties

Teacher's answer	Frequency	Percentage
Yes	3	50%
No	3	50%
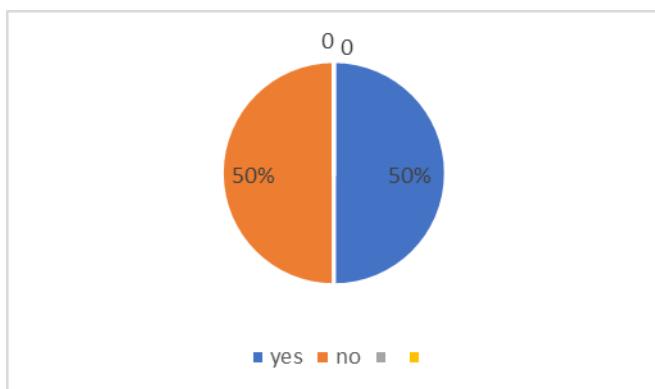
Figure 3.8. The use of TPR to eliminate vocabulary difficulties

This question has also an equal answer. 50% of the teachers consider that the use of the TPR is an effective method in reducing the difficulties they encounter while teaching vocabulary to young learners. They say that body movements help in making the information clear in the pupils' mind, and it is the perfect way to facilitate the learning task for both teachers and learners. 50% say that they do not see TPR method in their classes.

Item 11: The Grammar Translation Method (GTM) is considered as a major technique in teaching vocabulary, in what way do you think it can be used to help first year pupils to learn vocabulary?

The aim of this question is to see if the GTM method is beneficial to teaching vocabularies to young learners.

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Teachers find GTM helpful in teaching vocabulary to young learners because it helps their pupils to understand some words. Teachers believe that learner's mother tongue language can make it easier to learn vocabulary and memorizing words. they say that first year pupils have difficulties to grasp abstract vocabularies, so they need translation. They meanwhile believe that translating everything in pupils' mother language is not good for them to use

English in the classroom.

Item 12: Does repetition help learners to memories and recall vocabulary?

The aim of this question is to know if repetition strategy is beneficial or not for vocabulary teaching or not.

Table 3.9.

The effect of repetition on memorization of vocabulary

Teacher's answer	Frequency	Percentage
Yes	6	100%
No	0	0%
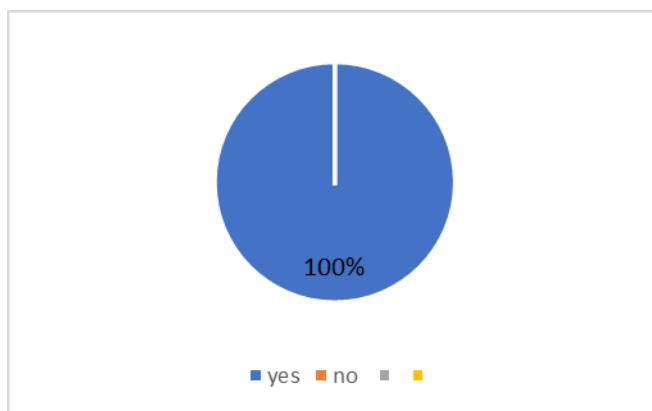
Figure 3.9. **The effect of repetition on memorization of vocabulary**

All the participants indicated that repetition is a helpful strategy and can improve learner's memorization and recall of new vocabularies. They say that when repeating the words, the pupils will remember them better and memorize them effectively. It also improves their skills including speaking and writing.

Item 13: Do you think teaching English vocabulary can help pupils to improve their language learning?

The aim of this question is to understand if vocabulary lessons are important in classrooms.

Table 3.10.

Importance of teaching vocabulary

Teacher's answer	Frequency	Percentage
Yes	4	83%
No	2	17%
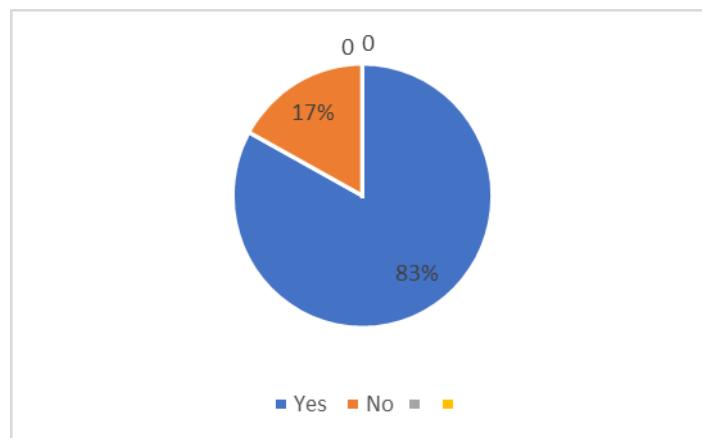
Figure 3.10. Importance of teaching vocabulary

The graph shows that the majority of teachers think that vocabulary can improve their learner's learning of English. They argue that having enough vocabulary means being able to communicate in the target language and helps in understanding when listening or when reading. Learners will would be able to form sentences, small paragraphs, and understand small texts. Small percentage 17% of teachers say that they do not consider vocabulary important. They justified their answer saying that in order to help the learners improve their learning, teachers should encourage their learners to work on the target language. Pupils should use all the skills correctly. However, they are not able to do so. At the same time, others say that TPR cannot be always effective because of the huge number of pupils in the classrooms since it depends on acting the commands of the teacher. In addition, TPR cannot work when explaining abstract things. They prefer using the GTM because it makes learners motivated more.

3.1.2. Discussion of results

At the end of the data and results from this questionnaire for teachers, it can be said that teaching vocabularies is important to present inside the EFL classrooms, and all it needs is to pay attention to how to teach it and make it easy for pupils to learn. Because they are young, and they do not focus on learning or paying attention to the language as it was mentioned in the questionnaire above by teachers, they have lack of concentration. Teachers also play a role in teaching task. Another thing needs to spot the light on is the use of TPR method because it helps in learning fast, and it is attractive to young learners because it includes body movements, so they can move and do something and not get bored.

3.2. Analyzing the classroom observation

The classroom observations take a place at Mohamed Chikh EL Abed Middle School in Biskra. We have observed five sessions with one teacher and 44 pupils in the classroom. Observation is based on attending inside the classroom with first year pupils and taking notes

while the lesson is performed by the teacher. It has been observed that the teacher has tried to use the TPR method and GTM to see if they are effective in helping her pupils understand the meaning of new words or not.

3.2.1. Poor teaching method

It has been noticed that when teaching teacher do not present the language slowly in general, she starts directly by sentence and reading texts. This causes a panic for young learners that it is difficult language, and it is complex to learn. For, the teacher introduces the vocabularies implicitly. She presents a text composed of four lines, asks them to identify the meaning of words from that text. She also writes words on the bored, and the pupils copy in their copybook without understanding their meanings.

3.2.2 Selection of easy words

A main note about teaching vocabulary in EFL classrooms is that a teacher chooses the words for the pupils. Then, she gives them a limited number of words like family members. She presents only mother father sister brother. The teacher does not employ cards to facilitate comprehension and memorization.

3.2.3 Vague input left without clarification

It has been seen that the observed teacher presents the word only one time. when pupils ask for explanation, she does not reply to that and moves to another part of the lesson. This teacher is supposed to facilitate comprehension to the pupils.

3.2.4 Positive attitude toward Total physical Approach

While using the TPR method, the teacher used pictures and colors related a specific term on English language in addition to body movement and tried to relate each gesture to a certain

word and ask pupils to do it again at the beginning of the session. Then, she asks them to do it again to see if they still remember it. Indeed, they remembered it because it was done through a movement which they love and find it interesting.

3.2.5 The use of Grammar Translation Method

When using the GTM and translating from Arabic to English seems easy to the teacher and the learners. They understand the meaning of words because they are provided in their mother tongue language. However, young learners understand and memorize the word in Arabic not English for example the teacher in classroom she provide her learners with colors like red, green, yellow she presents next to each color its meaning in Arabic therefore the learners will hold the Arabic meaning and neglect the English one which is considered a negative aspect of using GTM. Besides the fact that no speaking task in the target language is involved and that young learners will do anything by translating. Finally, this method of GTM is just like a story telling and does not include the learner's mental abilities.

3.2.6 Need for funny learning environment

First year middle school pupils are young learners, and their brains are active and immature. They need something to attract their attention, such as or lights, songs, graphs, and stories. Since they lose concentration in the ordinary classroom environment after mainly 10 minutes, they finish the session by pretending they are concentrating. Here, it comes the role of teacher to create an environment that is appropriate for these young learners like playing games during the lesson to gain their attention.

3.2.7. Need for mother language use

The teacher in the classroom relates everything to Arabic saying, "What does it mean in Arabic?". This means that she does not make efforts in trying to make them guess the meaning

of the word in the target language. Therefore, the learners think and speak and answer everything in Arabic.

3.2.8 Sensitivity towards humiliation

Neglecting the learner's questions and clarifications is not appropriate action because it leads pupils to lose concentration during the session. They also feel that they have been humiliated by the teachers. For example, one pupil asks for extra explanation, she replies by saying "those who sits in the back have no right to ask". So, the learner decides to never ask for clarifications or even pay attention to the English lesson. When pupils feel embarrassed in front of their classmates or when yelling on them for no good reason, they get immediately de-motivated to study. This results to poor achievements in their first year at the middle school phase.

3.3. Discussion of the results

At the end of this observation, it can be resumed that teachers faces several issues and difficulties during the teaching task due the attitude of their learners such as not responding when they are asked to or lack of concentration during the session sometimes falling into sleeping also young learners always pay attention only to what they find it interesting so they do not focus on all what is given to them. Teachers may cause other difficulties to learn for them when they do not treat them in a correct way and use the appropriate strategy for teaching or when they ignore the learner's call for further information, also the focus on just related to lesson vocabularies may lead to wrong way of teaching.

Conclusion

This chapter is devoted to investigate the difficulties encountered by teachers of Mohamed Chikh El Abed middle school in teaching vocabularies. The questionnaire results

show that they all consider vocabularies an important aspect in teaching that has to be included in their EFL sessions. Teachers see that the use of TPR is beneficial for young learners more than GTM since the TPR attracts learner's attention and captures their mind, unlike the second one in which few teachers considered it as being ineffective at all. The teachers face major difficulties in teaching vocabulary to young learners, such as lack of concentration and translation of words into their mother tongue.

The classroom observation led to identification of major issues inside EFL classrooms. First of all, the wrong attitude of the teachers toward their young learners. Second, the misused of strategies, neglecting the learner's need to improve their learning. Finally, the young learners are noticed by the lack of concentration and relating everything in their mother tongue which is Arabic.

Pedagogical Recommendations

Vocabulary is the most skill that EFL young learners need to master for a beneficial and effective learning. The majority of teachers face serious problems in teaching vocabulary. One of these important problems is the lack of learner's concentration which impedes learning. Based on the findings of this study, we suggest a set of recommendations which might be useful for teaching vocabularies to young learners.

1. Recommendations for EFL middle school teachers

Middle school teachers of English are recommended to:

1.1 Use picture

Pictures refers to flash cards drafts, graphs, comic, poster, and cartoon picture. They should be used by the teacher inside the EFL classroom to facilitate comprehension of concrete and abstract words. So, learners could relate the meaning of the word with the presented picture. They increase their motivation and engagement too. Pictures are important to help the pupils memorize and recall the meanings since they attract their attention.

1.2. Employ concrete aids

Teacher of English are required to utilize real objects to introduce new vocabulary when presenting vocabulary to young learners. Concrete objects are those things which are seen or can be touched. Teachers need to show the class an object, say the word, write it on the board, and then pass this object to the learners requiring them to say the word out loud. This technique will help pupils to remember the meaning of new words.

1.3 Teach vocabulary in context

Teachers are recommended to teach new vocabulary from their context to facilitate comprehension and memorization. for example, " I ate too much food. I overate"; the pupils will know the meaning of the word "ate" and its relation with " overate". This will help remember the meaning of the targeted words from the event and know how to employ the exact words in a given context.

1.4 Teach synonyms

Introducing the word and its synonym directly to the learners to enable them the meaning of the targeted word and its other words which resemble it. For example, the word "house" has relation with the word "home". Here, it is good for teachers to introduce both of them to the pupils to understand that "house" and "home" refer" means the same.

1.5 Teach the root of the word

Teachers are recommended to present the root of the word first because it helps pupils understand the vocabulary better. For example, after teaching the word "like", teachers show their pupils that prefix "dis" in "dislike" is its negative form. Here the learner will understand that a word can be with different grammatical forms and meaning.

1.6 Use total physical approach

Total physical respond method enables the teacher to illustrate new words through action as he/she introduces the word to learners, then have them repeat the word via action. Since pupils like movement and using their bodies, they can remember and recall the word better and effectively.

2. Recommendations for EFL middle school pupils

Middle school pupils of English are recommended to:

2.1 Practice the word

After being introduced to the word inside the classroom EFL pupils need to use that word outside the classroom as well in order to move to their long-term memory and they can keep it, they can also even review the word the next day with their teacher.

2.1 Ask for meaning

Pupils need to ask about the meaning of the words even those that are not included in their lesson to make their knowledge bigger and can understand more the target language.

2.2 Learning words related to everyday activities

EFL pupils can start learning words that are related to their everyday life such as home, bed, table, lunch, school, teacher, friend, and so other words that have a chance to use daily and by time they will move to another words.

2.3 Listen to native speakers

This idea can help pupils in the aspect of pronunciation in which they listen to a native speaker and repeat after him/her to avoid the misuse of words since English has a number of words that can have the same spelling but different pronunciation, therefore, it is an important step for pupils to follow when they learn a new word.

General conclusion

Vocabularies of English language are as important as other language skills which needs to take place in the teaching process especially to young learners because teaching vocabulary of the language is essential for an effective both teaching and learning. It helps the learners to improve skills. Therefore, this study focuses on teaching English vocabularies to young learners and tends to explore the difficulties teachers confront while teaching them to their young learners. This research has been intended to identify strategies and procedures used by teachers to teach and present vocabulary inside classroom, in addition to understand the causes of learner's failure in learning vocabularies, and finally figure out how teachers solve and reduce these difficulties to help their young learners to learn better.

Vocabularies in general are defined as all the words known and used by a particular person that without them no effective communication will be achieved, there are certain types of English vocabularies that should be taken into consideration such as productive and receptive vocabularies, abstract and concrete, incidental and intentional vocabularies. This leads to the fact that all these types of vocabularies are the core of language and essential for both teaching and learning as some scholars believe that the acquisition is effective for a second language use, the importance of vocabularies is not just limited to using the language but in teaching it as well because it the main step for young learners to rich a high level of proficiency in target language, and teaching vocabularies allows the learners to communicate understand the meaning of words when they use them in context, the teaching process must take into consideration different aspects such as the denotation, connotation, collocation and other aspects. Different approaches were suggested to deal with vocabularies like the Grammar Translation Method and communicative approach, the direct method, the audio-lingual method that can help teaching and learning. finally, vocabulary needs instructions to guarantee a successful learning.

A teaching process is considered a challenge for most teachers that is a way of carrying out knowledge and this process needs several phases to be completed, vocabulary teaching to young learners is the most important step in EFL classrooms because young learners are new to this and can have different ways of learning and Characteristics that can effect on the teacher and his teaching, vocabulary teaching needs major methods such as Total Physical Respond, Grammar Translation Method.

The investigation shows that teachers employ varied strategies in teaching vocabularies to their young learners. The majority of teachers use pictures, body language, games, gestures, to attract their pupil's attention to carefully listen and understand the meaning of both concrete and abstract vocabularies. They also employ Total Physical Respond method of as an effective method to teach English vocabularies in EFL classrooms to encore understanding and memorization.

As far as teaching difficulties of vocabularies is concerned, it has been founded that first year teachers present a limited number of vocabularies because their pupils cannot grasp the meaning of words in English, for they prefer explanation to be presented in their mother tongue. They also do not give their pupils opportunities to practice vocabulary through repetition. Besides, time does not seem sufficient to teachers to teach vocabulary better, smartly, and effectively. Therefore, pupils leave the classroom room with "zero" learning.

The investigation figures out that the major causes of vocabulary teaching difficulties encountered by EFL middle school teachers are immense. First, pupils use their mother tongue to understand the meaning of words. Second, the majority of the pupils do not concentrate with what the teacher is doing. Third, they hardly pay attention to the lesson because teachers rarely use colors and images to engage them to what is presented. Fourth, they easily lose their attention after five to ten minutes. By the end of the lesson, they cannot remember the meaning of the introduced words and recall them to do their exercises. Sixth, teachers seem reluctant to

clarify the meaning of words in case the pupils respond incorrectly or when they ask for clarifications. This research study shows that teaching English for young learners is not an easy task especially vocabularies. They need specific strategies, such as the use of TPR, repetition, colors, and images to overcome their leaning difficulties of vocabulary that have to do with attention, understanding, memorization, and retention.

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APPENDICES

Appendix A

Questionnaire for teachers

A questionnaire about teaching vocabulary in EFL first year middle school classrooms:

Section One: Personal information

1. Name (optional) : ………………………………….

2. Age :………………………………………….

3. Gender : Male ☐   Female ☐

4. Teaching experience :……………………………..

Section Two: Teacher's opinion about teaching vocabulary in EFL classrooms

1. Do you use vocabulary in your EFL classroom lessons?

Yes ☐   No ☐

2. Do you consider vocabulary important in classroom lessons?

Yes ☐   No ☐

IF yes please list why it is important?

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3. Do you review vocabulary with learners in classroom?

Never ☐ Rarely ☐ Sometimes ☐ Ofetn ☐ Always ☐

4. Do you encourage your students to infer the meaning of new words in the context?

Never ☐ Rarely ☐ Sometimes ☐ Ofetn ☐ Always ☐

5. Do you give example sentences when teaching a new word or phrase?

Yes ☐   No ☐

6. What tools do you use in class to help your learners with learning new vocabulary?

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7. Do you teach students methods of memorizing new words?

Yes ☐   No ☐

If yes, specify how

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8. What are the major difficulties that can be faced in teaching vocabulary to first year learners?

9. …………………………………………………………………………………………

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10. How do you deal with these difficulties?

☐   Change the method of teaching

☐   Give vocabulary tasks and home works

☐   Use the mother tongue language to help understand

Other options:

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……………………………………………………………………..................................

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11. Does the use of Total Physical Respond (TPR) method help in eliminating vocabulary

teaching difficulties?

Yes ☐   No ☐

If yes, how it may help

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12. The Grammar Translation Method (GTM) is considered as a major technique in teaching vocabulary, in what way do you think it can be used to help first year learners

12. to learn vocabulary?

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13. Do repetition help learners to memories and recall vocabulary?

Yes   No

Please say why in both answers

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14. Do you think teaching English vocabulary can help young learners to improve their language learning?

Yes   No

If yes, how it can improve their learning?

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IF no, in your opinion what can help in improving their learning?

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Thank you

الملخص

اللغة الإنجليزية هي اللغة الأولى في العالم ومن الضروري أن تكون ضمن النظام التعليمي في سن مبكرة لأن ذلك يمنح التلاميذ فرصة لتحسين أداءهم اللغوي ومستوى المعرفة ، تعد المفردات جانبا مهما في تدريس اللغة الإنجليزية أو إكتسابها لذا فإن تدريسها للتلاميذ الصغار وفي حالتنا هذه تلاميذ السنة أولى متوسط يعد خطوة مهمة يجب إتباعها داخل قاعات الدراسة. و بناء على ذلك فإن هذه الدراسة تركز على الصعوبات الأساسية التي يواجهها الأساتذة خلال عملية تدريس مفردات اللغة الإنجليزية لتلاميذ السنة أولى متوسط في إكمالية محمد شيخ العابد ببسكرة، عدد الأساتذة في هذه المتوسطة 6 بينما يتراوح عدد التلاميذ بين 40 إلى 44 في الفصل هذه الدراسة تهدف إلى القضاء على هذه الصعوبات من خلال سؤال البحث و سؤال الأساتذة الذين خاضو التجربة من قبل بالإضافة إلى الإستناد لفرضيات مقترحة تدعي أنه إذا تم إستخدام طريقة الإستجابة الفيزيائية الكاملة فذلك سيساعد ذلك في فهم و حفظ المفردات، إذا كرر التلاميذ المفردات التي تعلموها فسيساعد ذلك في فهم و حفظ المفردات و إسترجاعها بشكل فعال ، إذا تم إعطاء تعليمات حول المفردات باللغة الأم للتلاميذ سيساعد على فهم و حفظ المفردات و إسترجاعها، أخيرا إذا أعطى الأساتذة فرصة للتعلم السمعي داخل الفصل و بناء فذلك سيحد من أسباب صعوبات. . في هذه الدراسة البحثية تم الإعتماد على منهج مختلط للإجابة على أسئلة البحث على استبيان تم تقديمه للأساتذة مقدما أن الإستراتيجيات المستعملة من طرف أساتذة اللغه الانجليزيه هي الصور، الألعاب، لغة الجسد و الترجمة بينما تلاميذ السنة أولى يواجهون نقص المعرفة باللغة المراد تعلمها و تقديم عدد محدود من المفردات فقط من قبل الأساتذة بالإضافة إلى صعوبة في الفهم بالنسبة للتلاميذ إن لم تكن هناك ترجمة ايضا بإمكانهم الإستفادة من تعليمات المفردات داخل الفصل لأنها ترشدهم للتعلم الصحيح. والسبب الرئيسي بالنسبة لهم وفقا للأساتذة هو قلة التركيز وربط الكلمة باللغة الأم و عدم معرفة الإستخدام الدقيق للكلمة عند وجودها داخل سياق كامل. بالإضافة إلى ملاحظة داخل الفصل الدراسي لمعرفة كيفية تعامل الأساتذة مع مفردات اللغة الإنجليزية و قد لوحظ أن لديهم أسلوب ضعيف في التدريس و التركيز فقط على إختيار الكلمات السهلة و المداخلات الغامضة التي تركت دون توضيح،الموقف الإيجابي إتجاه إستعمال أخيرا الحساسية طريقة الإستجابة الفيزيائية الكاملة و الترجمة النحوية، الحاجة إلى بيئة ترفيهية و إستخدام اللغة الأم بإمكانهم المساعدة في إتجاه الإذلال، بعد تحليل البيانات تم التوصل إلى أن الإستجابة الفيزيائية الكاملة و الترجمة النحوية حفظ المفردات و إسترجاعها و تحسين مستوى التعليم لذلك كانت النتائج إيجابية و تم تأكيد الفرضية.