

The Effectiveness of a Suggested Programme in Enriching English Vocabulary of Faculty of Education Students

Prepared by
Dr. Mahmoud Abd Al-Naser Nasr
(Assistant Professor)

Abstract

The purpose of the present study was to design a programme and to test its effectiveness in enriching English vocabulary of Faculty of Education students in Egypt.

The sample of the study consisted of 140 students selected randomly from the Faculty of Education at Beni-Suef including both males and females distributed randomly between the experimental and control groups. The two groups were pretested using a vocabulary test prepared by the researcher. The experimental-group students studied the suggested programme. The control-group students were not exposed to such a treatment. The post test was administered after that.

Statistical analyses of the data indicated that there were no statistically significant differences between the mean scores of the students of the experimental and control groups in the pre-administration of the vocabulary test. Significant differences were found at 0.01 level between the mean scores of the experimental and control group students in the post administration of the test in favour of those of the experimental. There were significant differences at 0.01 level between the mean scores of the experimental-group students in the pre and post administrations of the test in favour of the post. No significant differences were found between the mean scores of the control-group students in the pre and post administrations of the test. Similarly, no significant differences were found between the mean scores of male and female students in the experimental group in the post administration of the test. The programme proved to be effective in enriching English vocabulary of Faculty of Education students with a gain ratio of 1.01.

Keywords:-Vocabulary, Vocabulary Enrichment, Vocabulary Enrichment Programme

فعالية برنامج مقترح لإثراء المعجمية الإنجليزية لدى طلاب كلية التربية

استهدفت الدراسة الحالية تصميم برنامج واختبار فعاليته في إثراء المعجمية الإنجليزية لدى طلاب كلية التربية بمصر. اشتملت الدراسة على ١٤٠ طالباً وطالبة، تم اختيارهم بطريقة عشوائية من كلية التربية بمحافظة بني سويف بمصر. تم تقسيم العينة بين المجموعتين التجريبية والضابطة. تم اختبار المجموعتين قبلياً باستخدام اختبار في المعجمية الإنجليزية من إعداد الباحث. أعقب ذلك قيام المجموعة التجريبية بدراسة البرنامج المقترح، في حين لم تتل المجموعة الضابطة هذه المعاملة. تم اختبار المجموعتين عقب الانتهاء من تدريس البرنامج.

وضح التحليل الإحصائي للبيانات عدم وجود فروق ذات دلالة إحصائية بين متوسطات درجات طلاب المجموعة التجريبية والضابطة في التطبيق القبلي للاختبار. وُجدت فروق دالة إحصائية عند مستوى ٠.٠١ بين متوسطات درجات طلاب المجموعتين في التطبيق البعدي للاختبار لصالح المجموعة التجريبية. كما أوضحت النتائج وجود فروق ذات دلالة إحصائية عند مستوى ٠.٠١ بين متوسطات درجات طلاب المجموعة التجريبية في التطبيق القبلي والبعدى للاختبار لصالح التطبيق البعدي، في حين لم توجد فروق دالة إحصائية بين متوسطات درجات طلاب المجموعة الضابطة في التطبيق القبلي والبعدى للاختبار. كما لم توجد فروق دالة إحصائية بين متوسطات البنين والبنات في المجموعة التجريبية في التطبيق البعدي للاختبار. أثبت البرنامج فعاليته في إثراء المعجمية الإنجليزية لطلاب كلية التربية بنسبة كسب ٠.٠١.

كلمات مفتاحية:- المعجمية الإنجليزية، إثراء المعجمية الإنجليزية، برنامج إثرائي

The Effectiveness of a Suggested Programme in Enriching English Vocabulary of Faculty of Education Students

Introduction:-

English vocabulary has a remarkable range, flexibility, and adaptability. Thanks to the periods of contact with foreign languages and the readiness of the English language to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. Vocabulary is the building bricks of any language. It constitutes the items which if put correctly with each other will produce meaningful units in the form of sentences with grammar being the cement which helps hold such items (bricks) together in order to constitute a coherent and integrated entity, that's language as a whole.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, read, and write (Waring, 2000:67). Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them, such as listening to native speakers, using the language in different contexts, reading, or watching television (Richards, 1999:78). Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified materials, and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering words (McCarthy and O'Dell, 1995 :5).

Learning vocabulary is a lengthy and complex process which requires an adequate mastery of form, meaning and usage (Nation, 2001:34). Through this process, the students should be able to spell and pronounce the words correctly when they use them either in speaking or writing, understand without difficulty the meaning of the words upon hearing or reading them, know the correct collocation of vocabulary as well as its connotations or associations, use vocabulary in appropriate grammatical sentences or utterances, know under what circumstances vocabulary may be used, know the relationships between interlocutors and the mode of the discourse – spoken or written, etc. (Al-Mutawa and Kailani, 1989:48). Learning new vocabulary can be the language learner's greatest problem, particularly at the intermediate and advanced levels, when students have reached a plateau of learning and feel they are making very

slow progress (Wesch and Paribakht, 2000:23). Proponents of comprehension-based approaches to language acquisition argue that the early development of an extensive vocabulary can enable learners to outperform their competence. In other words, if one has an extensive vocabulary, it is possible to obtain meaning even if one doesn't know the grammatical structures in which the text is encoded.

Problem of the Study:

The problem of the present study emanated in the first place from the poor vocabulary of Faculty of Education students as a result of the weak emphasis vocabulary receives in the courses taught as well as using methods and strategies in teaching and learning which are not in accord with the nature of that field of study. This state urged the researcher to design an enrichment programme and to test its effectiveness in enriching English vocabulary of Faculty of Education students.

Context of the Problem:

Vocabulary plays an integral role in the process of learning a foreign language. It can be likened to the cash money of the learner. However, vocabulary hasn't been given due care in Egyptian faculties of education. To the researcher's best knowledge, no study has been conducted to design a programme for enriching English vocabulary of Faculty of Education students in Egypt.

The researcher was impelled to conduct the present study by:-
1-A thorough review of the literature revealed that there is a noticeable dearth in research conducted to enrich English vocabulary of Faculty of Education students in Egypt.
2-The lengthy experience of the researcher in the field of English language teaching for a long time indicated that English vocabulary doesn't receive the attention it should have in our faculties of education. It became evidently legible for the researcher that more research is needed to devise methods and strategies that are apt to enhance students' vocabulary.
3-Recommendations of other researchers in the field (Uherman,1998, Mendez-Garcia and Ramos, 1999, Faid, 2003, Al-Ghamdi, 2005, Flynn, 2008, Karasu, et al., 2016, Ahmad, et al. , 2017, Barabadi, et al., 2018, Northrop and Andrei, 2019, Limia, et al., 2019) the majority of which lay great stress on the significance of English vocabulary and suggest that more studies should be conducted to devise methods and techniques in order to enrich it.

Purposes of the Study:-

The present study had a two-fold purpose:-

1. An instructional purpose that is designing a programme intended to enrich English vocabulary of Faculty of Education students.
2. A research purpose that is testing the effectiveness of the suggested programme in enriching English vocabulary of Faculty of Education students.

Questions of the Study:-

The present study tried to find answers to the following questions:-

1. What's the present level of Faculty of Education students in English vocabulary?
2. What are the bases for designing a programme intended to enrich English vocabulary of those students?
3. What are the features of the suggested programme?
4. To what extent is the suggested programme effective in enriching English vocabulary of Faculty of Education students.

Hypotheses of the Study:-

The present study tested the following hypotheses:-

1. There will be no statistically significant differences between the mean scores of the students of the experimental and control groups in the pre-administration of the vocabulary test.
2. There will be statistically significant differences at 0.01 level between the mean scores of the students of the experimental and control groups in the post administration of the vocabulary test in favor of the experimental.
3. There will be statistically significant differences at 0.01 level between the mean scores of the experimental-group students in the pre and post administrations of the vocabulary test in favor of the post.
4. There will be no statistically significant differences between the mean scores of the control-group students in the pre and post administrations of the vocabulary test.
5. There will be no statistically significant differences between the mean scores of males and females in the experimental group in the post administration of the vocabulary test.
6. The suggested programme will be effective in enriching vocabulary of Faculty of Education students.

Significance of the Study:-

1. The significance of the study arises from the fact that it may lead to shed light on the role played by English vocabulary in developing language competence of Faculty of Education students.

- 2.The current study may lead us to view vocabulary as an active aspect of language which needs development and enrichment.
- 3.The study may lead to change the false conceptions about vocabulary as a receptive repertoire of language.
- 4.The study offers a suggested programme intended to enrich English vocabulary of Faculty of Education students. The study offers also a standardized vocabulary test which proved to be valid and reliable.
- 5.The study may help students, teachers and programme designers via a) helping students to develop their vocabulary, b) guiding English teachers by improving their teaching practices of vocabulary, and c) providing programme designers with what's needed to enrich vocabulary of Faculty of Education students.
- 6.To the best knowledge of the researcher, no study had been conducted to design such a type of programme in Egypt for the stage chosen. As a result, the present study tried to fill in this gap.

Limitations of the Study:-

- 1.The study was undertaken in the Governorate of Beni-Suif where the researcher lives and works.
- 2.The study was conducted on a sample of 140 students selected randomly out of the Faculty of Education at Beni-Suif. Students were distributed equally between the experimental and control groups. The sample included both males and females.
- 3.The researcher administered a programme that he proposed consisting of twenty lessons.
- 4.The experimental study lasted for 10 weeks, approximately four hours per week.

Variables of the Study:

The present study manipulated the following variables:-

1) Dependent Variable:-

This variable was represented by English vocabulary of Faculty of Education students as represented by the sample selected randomly by the researcher. It was measured by a vocabulary test prepared by the researcher.

2) Independent Variable:-

This variable was represented by a suggested programme prepared by the researcher intended to develop English vocabulary of Faculty of Education students.

3) Control Variables:-

In order to investigate the effect of the independent variable on the dependent one, the researcher attempted to control the following variables:-

- a) students' level in English vocabulary before administering the programme.
- b) age
- c) socio- economic level
- d) gender
- e) teacher

Methods of the Study:-

In conducting the current study, the researcher made use of:-

1.The Descriptive Method:-

This method was used while reviewing pertinent literature and identifying the general design of the suggested programme and the vocabulary test.

2.The Quasi-experimental Method:-

This method was used while conducting the experiment, administering the suggested programme and the vocabulary test, analyzing the data and interpreting the results.

Experimental Design:-

The researcher depended on using two groups:-

1.Experimental Group:-

Its students studied a suggested programme prepared by the researcher intended to enrich their English vocabulary.

2.Control Group:-

Its students didn't receive such treatments. Instead, they had their regular classes.

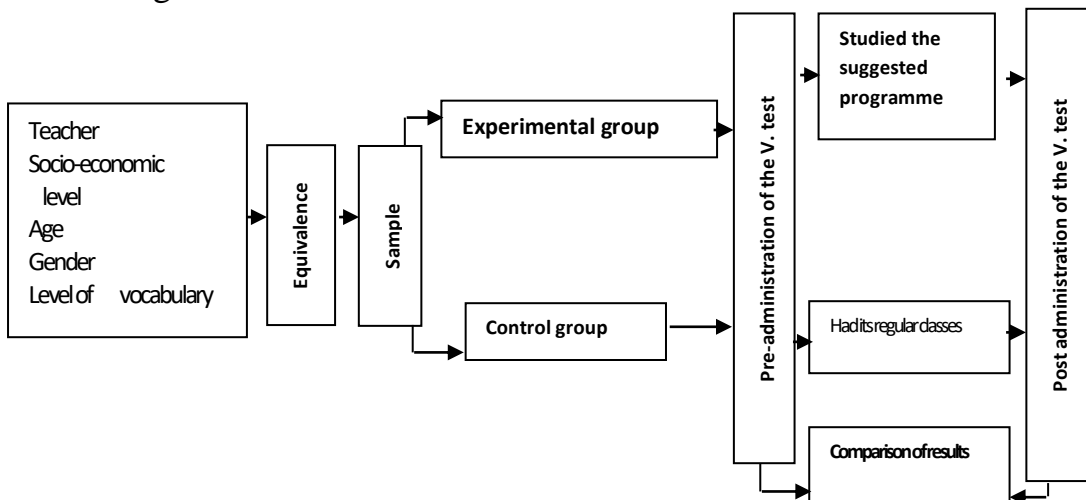


Figure (1) Experimental Design of the Study

Instruments of the Study:-

In conducting the current study, the following instruments were used:-

- 1.A vocabulary test prepared by the researcher.
- 2.A questionnaire designed by the researcher in order to detect areas of vocabulary deemed by the students as being suitable and crucial.
- 3.A suggested programme prepared by the researcher aiming at enriching English vocabulary of Faculty of Education students.

Definition of Terms:-

1-Vocabulary:-

Vocabulary is the system of techniques or symbols serving as a means of expression as in language, arts or crafts (WordNet 3.0, Farlex Clipart Collection, 2009).

The researcher adheres to the view that vocabulary, or lexicon, of a language encompasses the stock of words of that language which is at the disposal of a speaker or writer. Contained within this lexical storehouse is a core vocabulary of the words used to name common and fundamental concepts and situations of a culture, as well as subsets of words that result from one's personal, social, and occupational experiences.

2-Enrichment:-

The researcher maintains that enrichment is a process of improving and developing something and making it in a better state. For the purpose of the present study, enrichment refers to the development that is achieved in students' English vocabulary as a result of studying the programme proposed by the researcher.

Procedures of the Study:-

In conducting the current study, the following procedures were followed:-

- 1-Conducting a thorough review of pertinent literature.
- 2-Identifying English vocabulary which is suitable for Faculty of Education students in the light of reviewing related literature, consulting some specialists in the area, administering a questionnaire to the students and making use of the researcher's experience in teaching English at the Faculty of Education.
- 3-Preparing a pre-post vocabulary test.
- 4-Validating the test by submitting it to a jury committee.
- 5-Piloting the test.
- 6-Preparing a vocabulary enrichment programme. This step involved:
 - a)Determining bases for designing the programme.

b)Determining programme rationale.

c)Determining programme document. This step involved:-

- *-Determining goals of the programme.
- *-Specifying instructional objectives of the programme.
- *-Preparing the content of the programme.
- *-Designing the strategy of teaching the programme.
- *-Selecting teaching aids of the programme.
- *-Preparing activities of the programme.
- *-Determining a suitable means for evaluating the programme.
- *-Computing the time needed for conducting the programme.
- *-Validating the programme by submitting it to a jury committee.
- *-Piloting the programme.
- *-Producing the final form of the programme.

7-Selecting a sample distributed randomly between the experimental and control groups including both males and females.

8-Administering the pretest to the two groups.

9-Administering the programme to the experimental group.

10-Administering the post test to the two groups.

11-Analyzing the data statistically, interpreting results, forwarding recommendations and suggestions for further studies, then concluding.

Review of Related Studies:-

Although there is a noticeable dearth in research on English vocabulary enrichment programmes for university students, it is apt and profitable to browse some of the research efforts in the area.

In a study experimenting with methods and strategies of teaching and learning vocabulary, Nation (1990) pinpointed that teaching vocabulary in isolation (out of context) was significantly effective in foreign language learning in the beginning stages. The study illuminated that beginning learners managed to learn over thirty words per hour with retention for longer periods that exceeded several weeks.

Experimenting with the use of modern technology, Klein (1997) conducted a study to explore vocabulary development in a variety of current preschoolers' television shows. A quantitative analysis of seven programmes on two networks was undertaken over a total viewing time of 40 hours. A qualitative analysis of techniques used to present vocabulary was also documented for these shows. Comparative analysis indicated that the total amount of vocabulary presented for consumption in each episode, show, and network is astounding.

An interdisciplinary study was conducted by Berg et al. (1998) as an action research project implementing vocabulary strategies designed to increase reading comprehension. The targeted population consisted of inner city elementary students located in Central Illinois. A review of solution strategies suggested by experts, combined with an analysis of the problem setting, resulted in the selection of an important intervention, that is improving students' knowledge of vocabulary to increase reading comprehension by using graphs, charts, games, journals, and portfolios.

In a comparative study, McIntyre and Freppon (1998) held a comparison between children's development of alphabetic knowledge in a skill-based and a whole-language classroom. Results of the experimental study pointed out that children need to acquire alphabetic knowledge before they can develop other skills related to reading and writing. The researchers recommended that such alphabetic knowledge can be developed successfully through different instructional techniques.

In a two-dimension study, Qian (1999) examined the role played by depth of vocabulary knowledge in reading comprehension. Tests were designed and administered assessing the depth and breadth of learner's vocabulary. Statistical analyses of the data indicated that size and depth of vocabulary knowledge had a positive correlation with reading comprehension. Such results pointed out that vocabulary was essential for developing reading comprehension.

Zaher (1999) conducted a study the purpose of which was to investigate the effect of using free role-play on 1st year secondary school students' achievement in vocabulary and grammatical structures and on their attitudes towards English. Statistical analyses of the data indicated that role-play proved to be an effective technique for reinforcing – under some conditions and with some learners at least – the new grammatical structures and vocabulary learned by the students. There was an indication that students' use of previously learned structures and vocabulary in role-plays resulted in gaining positive attitudes toward the language.

In the same way, Wesche and Paribakht (2000) launched an empirical study the purpose of which was to examine the effect of five vocabulary exercises on developing reading. The study was conducted on a group of ESL learners divided into two elemental groups. The first group studied reading texts only. The second

received five additional exercises related to word knowledge and word use in addition to the reading training offered to the first group. Statistical analyses of the data revealed that the second experimental group performed significantly better than the first experimental group.

Similarly, Faïd (2003) designed a programme for enriching English vocabulary of primary six graders. Based on an initial needs analysis of the pupils, the researcher managed to specify vocabulary that is suitable for the stage chosen. Experimental-group students' performance on the post test verified the effectiveness of the programme in rendering its target.

Knezovich et al. (2005) designed a programme for improving student vocabulary skills. The targeted population was fifth and sixth grade students in two middle class communities. A review of solution strategies suggested by both researchers and an analysis of the problem setting resulted in the development of a programme for improving vocabulary knowledge. This programme involved teaching strategies such as guess and adjust, the use of context clues, and the extension of a home reading program. Post intervention data indicated improvement in vocabulary skills including context clue usage and vocabulary post tests. Students also demonstrated an increased use of independent vocabulary strategies.

Venturing into a new rich area, Da'dour (2005) conducted a study the main objective of which was to investigate how far kinesthesia can develop children's learning of foreign language vocabulary. A vocabulary test was designed and used as a pre-post measure to verify the effectiveness of the suggested treatment. The treatment included teaching a 13-session English vocabulary programme to a sample of 35 third year primary school pupils. Statistical analyses of the data indicated that the suggested programme significantly developed children's learning of the target words.

Experimenting with mobile learning, Singaravelu (2009) conducted a study intended to enlighten the impact of Mobile learning in enriching the vocabulary in English at standard VIII. Mobile learning and achievement mean scores were used as the variables in the study. Equivalent-group experimental method was adopted in the study. Seventy students (35 control group + 35 experimental group) were selected as a sample for the study. Statistical analyses of the data indicated that mobile learning was more effective than conventional methods in learning vocabulary in English.

Exploring also the relationship between modern technology and development in vocabulary, Yusuf, et al. (2014) designed a study to investigate whether the use of computer textual glosses can aid vocabulary development. The sample comprised 99 English as second language students. Using ANOVA and descriptive statistics, it was found out that students with different language proficiency levels used the gloss in a similar pattern. The similarity was that there were gains after immediate use of the glosses.

Naeimi and Foo (2015) launched a study to investigate the effectiveness of implementing direct versus indirect vocabulary learning strategies on vocabulary acquisition of pre-intermediate language learners. Sixty students were selected and assigned into two experimental groups (A and B) based on a vocabulary pre-test. During the study, group A was taught vocabulary through direct strategies while group B was taught vocabulary through indirect strategies. Results indicated that the direct group outperformed the indirect group. This showed that direct strategies at pre-intermediate level can lead to higher achievement of vocabulary storage in reading comprehension.

Venturing into project-based instruction, Al-Samani and Daif-Allah (2016) conducted a study to investigate the impact of introducing an integrative pedagogical approach in the ESP classes on developing the English language vocabulary of Computer Science and Information Technology students in the College of Science, Qassim University. The researchers made use of the experimental pre-test post-test control group design where the English vocabulary test was used as a pre and post test. Results revealed the effectiveness of the suggested project-based ESP course on developing the English vocabulary for the target subjects.

Khodary (2017) examined the effectiveness of using the Vocabulary Self-Collection Strategy Plus (VSSPlus) on developing university EFL students' vocabulary. The participants were first level students at Languages and Translation Department, Arar Faculty of Education and Arts, Northern Border University, KSA. Both groups were pre-tested using the pre Vocabulary Achievement Test (VAT). The researcher taught the experimental group throughout using the VSSPlus and she taught vocabulary to the control group by using the Vocabulary Self-Collection Strategy (VSS). The post test was administered afterwards. A statistically significant difference was found between the mean scores of the

experimental group and the control group on the post VAT in favor of the experimental group.

In Saudi Arabia Also, Ismaiel and Al Asmari (2017) assessed the effect of a suggested program on enhancing EFL students` vocabulary and vocabulary learning strategies use. The sample of this study consisted of (123) females divided into two sections; an experimental group and a control group. Students` vocabulary learning strategies were measured by Schmitt's (1997) questionnaire. While the Students` English Language Vocabulary size was measured by an English Language vocabulary test designed by the researchers. The gathered data demonstrated that there were statistically important discrepancies between the experimental group and the control group on the post-test in favour of the experimental.

August, et al. (2018) used a within-subjects design to explore two instructional conditions for developing vocabulary in second-grade Spanish-speaking English learners: extended instruction and embedded instruction implemented during shared interactive reading. Nine teachers in four schools and 187 second-grade ELs participated in this within-subjects intervention. Findings indicated that across all word types, both extended and embedded instruction were more effective than the control condition in helping ELs acquire vocabulary. Findings also indicated that extended instruction was more effective than embedded instruction.

Barabadi, et al. (2018) investigated the relative effectiveness of four vocabulary gloss types: L1 gloss, L1 gloss with phonological guidance, L2 gloss, and L2 gloss with phonological guidance. The participants were 63 Iranian undergraduate EFL students. Results of the post-test indicated that L1 and L2 glosses accompanied with phonological guidance resulted in better performance in learning the target words irrespective of the language used in the glosses.

Northrop and Andrei (2019) investigated the effectiveness of a designed tool that teachers can use to evaluate the rigor of vocabulary apps for their English learners. The tool asked about effective instructional practices, types of instructional activities, and technology features. The researchers used the evaluation tool to examine 53 vocabulary apps for English learners and found overall app quality to be poor. Although most apps included narration (58%), additional features that would benefit students learning English, such as automatic translation to another language or visuals, were largely absent.

General Comments on Related Studies:-

Through browsing related studies, it looms legibly that the plethora of such studies agree explicitly and implicitly that:-

- 1.Vocabulary plays a paramount role in acquiring language and developing other language skills.
- 2.Vocabulary can be a crucial determiner in defining the rate of foreign language learning progress. Fast and slow learners can be distinguished patently in terms of the stock of vocabulary they possess and are apt to make use of.
- 3.Vocabulary encourages learner-autonomy and active involvement. It reduces, to some extent, passive inattention.

The experimental design in most of the previous studies used two groups: an experimental group and a control one except in a few cases in which more than one experimental group were used. In some cases only one group was used.

Most of the previous studies have focused mainly on students of English at school level and so none of them, according to the researcher's present knowledge, has designed a programme for enriching vocabulary at the level chosen by the researcher.

Theoretical Background:

The First Dimension:- Vocabulary in the Matrix of Language Acquisition and Learning

"Vocabulary" is defined as "all the words known and used by a particular person"(Barnhart, 1968:44). However, the words known and used by a particular person do not constitute all the words a person is exposed to. The importance of a vocabulary resides in the fact that an extensive vocabulary aids expression and communication. Vocabulary size has been directly linked to reading comprehension. Linguistic vocabulary is synonymous with thinking vocabulary. A person may be judged by others based on his or her vocabulary (Marlow,1998:450).

Types of Vocabulary:-

Experts in the field managed to distinguish many types of vocabulary, first, reading vocabulary. A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three. The second type is listening vocabulary. A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. The third is writing vocabulary. A person's writing

vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user. The fourth is speaking vocabulary. A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional-may be compensated by facial expressions, tone of voice, or hand gestures. Researchers refer also to focal vocabulary which is a specialized set of terms and distinctions that is particularly important to a certain group; those with particular focuses of experience or activity (Nation, 2001:34). A lexicon, or vocabulary, is a language's dictionary, it is a set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception of things, the Sapir-Whorf hypothesis. For example, the Nuer of Sudan have an elaborate vocabulary to describe cattle. The Nuer have dozens of names for cattle because of the cattle's particular histories, economies, and environments. This kind of comparison has elicited some linguistic controversy, as with the number of "Eskimo words for snow". English speakers can also elaborate their snow and cattle vocabularies when the need arises (Miller,1999). This can apply also to archaic Arabic words for the lion, the sword and wine. Moreover some researchers distinguish passive vs. active vocabulary. Even if we learn a word, it takes a lot of practice and context connections for us to learn it well. A rough grouping of words we understand when we hear them encompasses our "passive" vocabulary, whereas our "active" vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak. In this case, we often have to come up with a word in the timeframe of milliseconds, so one has to know it well, often in combinations with other words in phrases, where it is commonly used (Flynn, 2008:55).

The Second Dimension:- Vocabulary Enrichment and Development

Vocabulary development is, of course, a lifetime undertaking in which schools play a critical role in enriching and extending the young child's basic lexical repertoire, particularly through the medium of written language. Yet, it is not the enlargement of vocabulary itself that is of value but the enlargement of the mind to new ideas. For this reason, vocabulary instruction properly belongs

in all subjects of the curriculum in which students meet both new ideas and the words by which they are represented in the language.

The opportunities for vocabulary instruction are especially pronounced, however, in language arts and reading where words themselves can be an appropriate focus of study. Bearing in mind the dictum that knowledge of word meaning is the ultimate objective of study, teachers can provide numerous opportunities for students to explore the origins and forms of words as a means of extending and enriching their word knowledge (Gairn,1998, 123). Teachers can also use students' personal experiences and prior knowledge to develop vocabulary in the classroom. Through informal activities such as semantic association students brainstorm a list of words associated with a familiar word, pooling their knowledge of pertinent vocabulary as they discuss the less familiar words on the list (Hodges, 1984:56).

Semantic mapping goes a step further, grouping the words on the list into categories and arranging them on the visual "map" so that relationships among the words become clearer. In semantic feature analysis words are grouped according to certain features, usually with the aid of a chart that graphically depicts similarities and differences among features of different words (Johnson and Pearson, 1984).

The linguist Francis once commented that many people go through life with a vocabulary adequate only to their daily needs but never indulge in curiosity and speculation about words. Others are word lovers, collectors and connoisseurs. But even those who aspire no further than to the writing of good clear expository prose must become at least amateur connoisseurs of words. Only via this way will they learn to make the best possible use of the vast and remarkable lexicon of English. The success or failure of schooling to foster word knowledge is in large part dependent upon teacher attitude toward vocabulary. Thus, in the final analysis, teachers who are "word lovers" themselves provide students both with a potent example of the value and pleasure that can be derived from exploring the richness and diversity of English lexicon, and with classroom contexts for such exploration by drawing on students' shared experiences (Francis, 1965:43).

Students may thus learn that language learning is a lifelong venture, one in which written language plays a particularly important role. Every contact with written language affords an opportunity to learn more not only about the writing system we use

its structure and how words are spelled but also about the meanings and uses of words themselves (Zimmerman,1997:43). Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as child's thoughts become more reliant on its ability to express itself without gestures and mere sounds (Coxhead, 2000:23). Once the reading and writing vocabularies are attained, the anomalies and irregularities of language can be discovered. In first grade, an advantaged student (i.e. a literate student) knows about twice as many words as a disadvantaged student. Generally, this gap does not tighten. This translates into a wide range of vocabulary size by age five or six, at which time an English-speaking child will know about 2,500 –5,000 words. An average student learns some 3,000 words per year, or approximately eight words per day. After leaving school, vocabulary growth plateaus. People may then expand their vocabularies by reading, playing word games, participating in vocabulary programs, etc. (Miller, 1999:45).

It is generally accepted that students learn vocabulary more effectively when they are directly involved in constructing meaning rather than in memorizing definitions or synonyms. Thus, techniques such as webbing that involve students' own perspectives in creating interactions that gradually clarify targeted vocabulary may be a way to combine direct teaching and incidental learning in one exercise. Teachers can use students' personal experiences to develop vocabulary in the classroom (Joe, 1996:45). Through informal activities such as semantic association, students brainstorm a list of words associated with a familiar word, pooling their knowledge of pertinent vocabulary as they discuss the less familiar words on the list. Finally, analogies are a useful way of encouraging thoughtful discussion about relationships among meanings of words (Whitchurst, 1998).

Vocabulary knowledge is closely related to the background knowledge required for reading a text. Marlow (1998) recommends that objectives in vocabulary development need to emphasize the importance of meaningful learning and should emphasize students experiencing the concept of providing for individual differences. Students can discuss ideas obtained from listening to spoken English or from personal reading. The classroom should have one or more listening centres with cassette tapes related to an ongoing lesson or unit of study, and one or more speaking centers where students may

give oral reports and interact with audiovisual materials to locate information for problem solving. Ample emphasis should be placed upon students practicing writing. A quality-spelling programme should help students to become better readers, including stressing both inductive and deductive thinking, and students should learn to spell relevant words contained in computer packages.

We do not learn most of our words by looking them up in a dictionary. Rather, we learn them in the context of our experiences with listening, speaking, reading, and writing. Many studies have been undertaken to determine the nature and extent of children's vocabulary development. These studies demonstrate the truly prodigious linguistic accomplishments that children attain by the time they reach school age.

There is, however, an important difference between knowing words and understanding their broad range of uses and referents, for vocabulary development is first and foremost a matter of concept development. For this reason, considerable attention has been turned in recent years to children's semantic development; that is, to the development of word meaning. These studies illustrate that how words are used, not their length or frequency of use, indicates children's lexical maturity and, commonly, their intellectual maturity as well.

Instruments and Procedures:

****Sample of the Study:***

The sample was selected randomly from first year Faculty of Education at Beni-Suif. The sample consisted of 140; divided between the experimental group and the control one. The sample included both males and females.

****Instruments of the Study:***

I-The Suggested Programme:

A)Bases for Designing the Programme

The researcher designed the programme in the light of:

- 1-Reviewing related literature in the area of programme design.
- 2-Reviewing related literature in the area of enriching vocabulary.
- 3-Specifying developmental characteristics of first year Faculty of Education students.
- 5-Determining vocabulary which is suitable for first year Faculty of Education students.

B) Considerations in Designing the Programme:

In designing the programme, the researcher put the following points into consideration:

- 1-The nature, values and attitudes of the Egyptian society.
- 2-The nature of the subjects taught at the Faculty of Education.
- 3-Students' developmental characteristics.
- 4-Objectives of the English department as specified by the Faculty of Education.
- 5-Objectives of the present study as specified previously by the researcher.
- 6-Emphasizing the student's role in learning a foreign language.

C) Programme Document:

1-Goals of the Programme

The major goals of the programme were to:

- a-Enrich English vocabulary of Faculty of Education students.
- b-Foster interactive learning of English vocabulary.

2-Instructional Objectives of the Programme:-

The major objectives of the programme were to enrich students' vocabulary as for:-

- a- Organizing vocabulary.
- b- Learning names of English language words.
- c- Using the dictionary.
- d- Using formal and informal vocabulary properly.
- e- Detecting roots of English words.
- f- Making use of prefixes and suffixes.
- g- Knowing the origin of some English words.
- h- Using English idioms properly.
- i- Recognizing differences between British and American English.
- j- Using Slang English properly.
- k- Making use of English abbreviations.

3-Content of the Programme:

The content consisted of twenty lessons of comparable lengths dealing with various topics intended to enrich vocabulary of Faculty of Education students. The material has been gathered from different sources including textbooks and websites.

4-Strategy of Teaching the Programme:

The researcher proposed a teaching strategy subsuming beneath it many teaching techniques. The following are some of them:-

- a-Extensive reading
- b-Brainstorming

- c-Concept mapping
- d-Using the dictionary
- e-Using visuals
- f-Contextualizing language
- g-Using gestures and mimes
- h-Using mnemonic devices
- i-Keeping a vocabulary book
- j-Working in pairs and groups

5-Teaching Aids Used in the Programme:

The researcher made use of the following aids:

- a-The student's book (prepared by the researcher)
- b-Handouts.
- c-Visual aids (pictures and flash cards).
- d-The blackboard.
- e-Websites and multimedia

6-Activities Used in the Programme:-

The researcher made good use of the following activities:-

- a-Participating in short class discussions.
- b-Working in pairs and groups.
- c-Showing pictures and flash cards and commenting on them.
- d-Drawing and studying concept maps.
- e-Brainstorming ideas about the topic.
- f-Using lexical relations in meaningful contexts .

7-Methods of Evaluation Used in the Programme:-

Three types of evaluation were used:-

- a-Pre-evaluation before administering the programme through administering the pretest.
- b-Ongoing evaluation while administering the programme via the vocabulary exercises following each lesson.
- c-Post evaluation after administering the programme via the posttest.

8-Timing of the Programme:

The programme lasted for 10 weeks, approximately 4 hours per week. The total time spent in conducting the programme was 40 hours. The programme was administered in the second semester of the academic year 2016/2017.

9-Validating the Programme:

The programme was submitted to a jury committee to show their opinions. The researcher put the juries' observations into consideration while preparing the final form of the programme.

10-Pilot Administration of the Programme:

The researcher piloted the programme prior to the real experiment. The pilot study lasted for two weeks. 40 students participated in this pilot study.

II-The Vocabulary Test:

a-Goal of the Test:

The test aimed at testing vocabulary of first year Faculty of Education students. It was used as a pre-post test in order to determine the effectiveness of the suggested programme.

b-Objectives of the Test:

The test aimed at assessing students' skills in:

- a- Organizing vocabulary.
- b- Learning names of English language words.
- c- Using the dictionary.
- d- Using formal and informal vocabulary properly.
- e- Detecting roots of English words.
- f- Making use of prefixes and suffixes.
- g- Knowing the origin of some English words.
- h- Using English idioms properly.
- i- Recognizing differences between British and American English.
- j- Using Slang English properly.
- k- Making use of English abbreviations.

c-Description of the Test:

The researcher designed the test in the light of the goals, objectives and skills previously specified. The test consisted of 20 questions. Students were given blank spaces to write their answers on the same page.

d-Validating the Test:

The test was submitted to a jury committee to show their opinions. The jury members agreed upon the validity of the test. Thus, content validity was assured. Moreover, the researcher proved self validity of the test which reached 0,89.

e-Reliability of the Test:

The researcher used the test-retest method with a time span of 15 days. Reliability coefficient reached 0.80.

f-Facility, Difficulty and Discriminability Indices of the Test:

Facility, difficulty and discriminability indices were computed. They were 0.73 - 0.27 - 0.20 respectively.

g-Pilot Administration of the Test:

The researcher administered the test to a pilot sample of 40 students not taking part in the experiment. The purpose was to make

sure of the suitability of the test, calculate the mean time needed, compute reliability and to diagnose problems that might arise while administering the test.

h-Timing of the Test:

While piloting the test the researcher calculated the time by computing the time taken by the first student to finish answering the test as well as the last one. The time required was 120 minutes.

Results of the Study:

The First Hypothesis:

Concerning the first hypothesis which states that "there will be no statistically significant differences between the mean scores of the students of the experimental and control groups in the pre-administration of the vocabulary test", the researcher used t. test as follows:

Table (1) Terminal Means, Standard Deviations and t. Test Results for the Scores of the Two Groups in the Pre-administration of the Test

Group	Number	Means	Standard Deviations	Difference between Means	Free Score	Calculated t.	Tabulated t.	Level of Significance
Exp.	70	14.07	4.53	0.03	138	0.05	2.61	Insig.
Con.	70	14.1	4.33					

It's obvious from the above table that there are no statistically significant differences between the mean scores of the two groups. This means that the first hypothesis was accepted.

In an attempt to provide a plausible interpretation for this result the researcher assumes that the methods and strategies employed by the majority of English teachers when teaching vocabulary may provide a key answer in this respect. Such methods and strategies may be responsible for the low level of students' vocabulary. Out of the researcher's long experience in E.F.L, he has noticed that vocabulary teaching proceeds through certain predetermined steps which teachers (novice as well as old hand) have become accustomed to. Vocabulary is presented on the blackboard in the form of bilingual lists which the teacher reads loudly while the students repeat chorally. Such lists are memorized verbatim following a method similar to stimulus-response approach. The student gets used to producing the word if he receives the equivalent translation. Learning vocabulary in lists means that it is learnt out of context and this is the rub. Students can't use the word

in meaningful contexts although they have memorized and rehearsed it tens of times.

The Second Hypothesis:

Concerning the second hypothesis which states that "there will be statistically significant differences at 0.01 level between the mean scores of the students of the experimental and control groups in the post administration of the vocabulary test in favour of the experimental", the researcher used t. test as follows:

Table (2) Terminal Means, Standard Deviations and t. Test Results for the Scores of the Two Groups in the Post Administration of the Test

Group	Number	Means	Standard Deviations	Difference between Means	Free Score	C.t	T.t	Level of Significance
Exp.	70	32.14	6.36	17.83	138	29.7	2.61	Sig. at 0.01
Con.	70	14.31	3.08					

From the above table, it may be noticed that there are statistically significant differences at 0.01 level between the mean scores of the students of the experimental and control groups in favor of the experimental. In this way the second hypothesis of the study was accepted.

This result may be attributed in the first place to the programme which the experimental-group students studied. The programme helped to enrich students' vocabulary via the strategies used.

The Third Hypothesis:

Concerning the third hypothesis which states that "there will be statistically significant differences at 0.01 level between the mean scores of the experimental-group students in the pre and post administrations of the vocabulary test in favor of the post", the researcher used t. test as follows:

Table (3) Terminal Means, Standard Deviations and t. Test Results for the Scores of the Experimental-Group Students in the Pre and Post Administrations of the Test

Test	Number	Means	Standard Deviations	Difference between Means	Free Score	C.t	T.t	Level of Significance
Pre	70	14.07	4.53	18.07	138	27.4	2.61	Sig. at 0.01 level
Post	70	32.14	6.36					

It can be noticed from the above table that there are statistically significant differences at 0.01 level between the mean scores of the experimental-group students in the pre and post administrations of the vocabulary test in favor of the post. This means that the third hypothesis of the study was verified.

To complement what has already been said in the interpretation of the result of the first hypothesis, it may be assumed that background knowledge provided, instantiated and reinforced via the strategies employed in the suggested programme may be said to have aided students to deal with vocabulary at higher levels of processing including the formation of expectations, predictions and hypotheses based on prior knowledge and experience.

The Fourth Hypothesis:

Concerning the fourth hypothesis which states that "there will be no statistically significant differences between the mean scores of the control-group students in the pre and post administrations of the vocabulary test", the researcher used t. test as follows:

Table (4) Terminal Means, Standard Deviations and t. Test Results for the Scores of the Control-Group Students in the Pre and Post Administrations of the Test

Test	Number	Means	Standard Deviations	Difference between Means	Free Score	C.t	T.t	Level of Significance
Pre	70	14.1	4.033	0.21	138	0.46	2.61	Insig.
Post	70	14.31	3.08					

It can be noticed from the above table that there are no statistically significant differences between the mean scores of the control-group students in the pre and post administrations of the test. This indicates that the fourth hypothesis of the study was confirmed.

The interpretation given to the result of the first hypothesis may aptly function here. The control-group students didn't study the suggested programme. Instead, they had their regular courses. As a result, it may be said that those students dealt with the test in the same way. They may be said to have been attempting to come up with something off-hand in order to fulfill the requirements encountered in the test.

The Fifth Hypothesis:

Concerning the fifth hypothesis which states that "there will be no statistically significant differences between the mean scores of males and females in the experimental group in the post administration of the vocabulary test", the researcher used t. test as follows: Table (5) Terminal Means , Standard Deviations and t. Test Results for the Scores of Males and Females in the Experimental Group in the Post Administration of the Test

Group	Number	Means	Standard Deviations	Difference between Means	Free Score	C.t	T.t	Level of Significance
Males	35	32.22	3.7	0.4	68	0.50	2.65	Insig.
Females	35	32.26	5.4					

It can be observed from the above table that there are no statistically significant differences between the mean scores of males and females in the experimental group in the post administration of the test. This provides a proof for accepting the fifth hypothesis.

Such a result may indicate that difference in gender doesn't render difference in vocabulary learning and acquisition. Vocabulary learning and acquisition as a cognitive process may be said to depend on the coordination of other cognitive, psychological, technical and methodological variables that may be rarely affected by difference in gender. Since information processing and cognitive processes may be very similar in males and females, vocabulary learning and acquisition may be affected by other factors rather than difference in gender.

The Sixth Hypothesis:

Concerning the sixth hypothesis which states that "the suggested programme will be effective in enriching vocabulary of Faculty of Education students", the researcher used Blake's formula as follows:

Table (6) Mean Scores of the Experimental Group in the Pre and Post Administrations of the vocabulary Test, Total Score and the Gain that Occurred

Test	N	X	Total Test Score	Gain
Pre	70	14.7	40	1.01
Post	70	32.14		

It's obvious from the above table that the ratio of gain lies within the range defined by Blake which is (1-2). This indicates the effectiveness of the programme in rendering what it was intended for.

The effectiveness of the programme may be attributed to a number of reasons. First, following a scientific method in designing the programme. Second, identifying vocabulary needed by students beforehand. Third, getting students acquainted with the objectives of each lesson before starting it. Fourth, providing the programme with various activities. Fifth, using various suggested strategies in teaching the programme. Sixth, using different kinds of teaching aids which helped to make the programme quite interesting. Seventh, using various kinds of evaluation before, during and after teaching the programme.

Discussion of Results:-

Results of the statistical analyses of the data indicated legibly that the suggested programme is effective in enriching English vocabulary of the students to whom the programme was administered. Low level of students' achievement in vocabulary before administering the programme and in the performance of the control group after administering the programme may be attributed to a crop of reasons, the first of which is the inappropriate position vocabulary holds in our learning/teaching processes and traditions. Throughout our educational stages, teachers and students have got accustomed to dealing with vocabulary in lists. Ordinarily, students merely memorize lists of words and phrases and hope to retain them for practical use when an anticipated practical time comes. Of course, the majority of the words in those lists grow vague, slip into passive memory or are completely forgotten. Words that become active vocabulary are those that have been used actively and frequently. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programmes. Although the course was often quite specific about aspects of teaching such as grammar, reading or speaking, little specification was given to vocabulary.

In terms of the subsystems of language, in most language learning/teaching approaches, vocabulary has played second fiddle to grammar. This is particularly true where principles of structural linguistics and audio-lingualism have a consensus upon the fact that foreign language learning is most effective if learners concentrate their attention on mastering the basic sentence patterns of the language. Once these patterns have been memorized, new vocabulary can be slotted in.

Another issue influencing the effectiveness of teaching English vocabulary relates to the competence of the English language teacher , still another is associated with the communication-oriented approach which is gaining prominence in Arab countries. Teachers are confronted with the problem of catering for the greatest number of vocabulary items included in the English syllabus since any ineffective vocabulary teaching/learning may lead inevitably to undesirable results, the first of which is inability to retrieve learnt vocabulary while communicating in the language. The second is inappropriate use of vocabulary items in different situations. The third is ignorance of varieties of language, that's, using vocabulary at the wrong level of formality either of situation or the relationship between the speakers of the language. The fourth is using bookish English (i.e. formal language found in textbooks) in normal conversational situations. The fifth is using vocabulary in a meaningless or an idiomatic way. The last is incorrect use of grammatical form, stress, pronunciation, and spelling.

However, the researcher maintains that such a status of vocabulary learning/teaching should be radically toppled over in the light of advances in the field of methods of teaching, psycholinguistics and applied linguistics. The notion of a word should be broadened to include lexical phrases and clauses, and it has been suggested by many researchers that in the initial stages of learning these play a paramount role in communication and acquisition. In addition, access to lexical corpora makes it possible for applied linguists to access huge samples of language in order to find out how words are used, both by native speakers and by second language learners. Such research may enable applied linguists to identify common patterns of collocation, word formation, metaphor, and lexical phrases that are a part of a speaker's lexical competence.

It may be assured that the process of teaching/learning vocabulary requires good planning, effective presentation, demonstration, and adequate practice. In the light of the main drawbacks identified in the traditional methods of vocabulary learning/teaching, and based on the main findings of research in modern methods and strategies of vocabulary learning/teaching, the present programme was suggested.

Recommendations of the Study:

In the light of what has been revealed in the present study, the researcher recommends that:-

- 1-More and more attention should be paid to the teaching of vocabulary throughout our educational stages. Vocabulary should be looked at as an integral component of language learning/teaching and as a crucial factor in the development of other language skills.
- 2-Traditional methods of teaching vocabulary should be revised and minimized to the barest minimum. Rote memorization and list learning proved to be inefficient methods of learning vocabulary.
- 3-E.F.L students should be given enough theoretical background about vocabulary, its importance, types, methods of learning, methods of retrieving, usage, etc. Such a background can give momentum in the mainstream of vocabulary learning/teaching.
- 4-Active use of vocabulary should be sought. Students should be cautioned against passive storage and retrieval of lists of vocabulary.
- 5-Enough and varied amounts of vocabulary should be presented to students in accord with the level and situational needs.
- 6-Students should be involved in situations which require an active and interactive use of the vocabulary they have learned.

Suggestions for Further Studies:

Following in the same vein of the present study, the researcher thinks that more studies are needed to:-

- 1-Investigate the effect of receptive/productive vocabulary on language development of university students.
- 2-Investigate the effect of intensive/extensive reading/listening on vocabulary development in university students.
- 3-Investigate the effect of certain teaching/learning strategies on developing vocabulary of students of a certain educational stage.
- 4-Design similar programmes using different kinds of strategies for enriching vocabulary at different levels.
- 5-Replicate the suggested programme for other educational stages.
- 6-Further investigate the difference between males and females in (vocabulary learning).

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