The common difficulties of learning English vocabulary and strategies faced second language EFL students some Misurata Secondary schools'

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Abstract:

The objectives of this study were to find out kinds and factors of students difficulties of learning vocabulary and to help teachers to improve their way of teachings and use new strategies when they teach new English vocabulary . The study included thirty EFL students in Misurata secondary schools (ten students in Al-Yaqadha school and twenty in Shohada'a Aborwaya school)and three teachers and all the participants are female. This research is based on mixed research method (survey and observation). The survey was conducted to ask for the students about the strategies that the teachers use it when they teach new English vocabulary and the most difficult part in learning them. The findings showed that some teachers do not use any strategy when they teach new English vocabulary . Also, it showed that the most of difficulties faced by the students were in pronouncing the words , how to write and spell, and how to use in grammatical pattern correctly . In addition , the students found difficulties in choosing the appropriate meaning of the words. Also, the students are still confuse in using the words based on the context . Therefore, , some students faced difficulties when they learn new English vocabulary , because the teachers do not use strategies that facilitate learning new English vocabulary . Also , they do not use ways that motivate students to interact inside the classroom.

Key words: difficulties of learning vocabulary and some strategies for
learning vocabulary .

الصعوبات الشائعة لتعلم مفردات اللغة الإنجليزية واستراتيجياتها لطلاب اللغة الإنجليزية في بعض
مدارس مصراته الثانوية

المقدمة:

كانت أهداف هذه الدراسة معرفة أنواع وعوامل الصعوبات التي يواجها الطلاب في تعلم المفردات ومساعدة المعلمين على تحسين طريقة التدريس واستخدام استراتيجيات جديدة عند تدريس

المفردات الإنجليزية الجديدة.اعتمد هذا البحث طريقة البحث المدمج (الوصفي استبيان والكمي الملاحظة. اشتملت الدراسة على ثلاث ين طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية في مدارس مصراته الثانوية (عشرة طلاب في مدرسة اليقظة وعشرين في مدرسة الشهداء أبورية) وثلاثة معلمين وجميع المشاركين من الإناث. تم أخذ أراء الطلاب عن الاستراتيجيات التي يستخدمها المعلمون عندما يقومون بتدريس مفردات اللغة الإنجليزية الجديدة والأكثر صعوبة في تعلمها. أظهرت النتائج أن بعض المعلمين لا يستخدمون أي استراتيجية عندما يقومون بتدريس مفردات اللغة الإنجليزية الجديدة. كما أظهرت أن معظم الصعوبات التي يواجها الطلاب كانت في نطق الكلمات، وكيفية الكتابة والتهجئة، وكيفية استخدامها في النمط النحوي بشكل صحيح. بالإضافة إلى ذلك، وجد الطلاب صعوبات في اختيار المعنى المناسب للكلمات. أيضا لا يزال الطلاب مرتبكين في استخدام الكلمات بناءً على السياق. لذلك، واجه بعض الطلاب صعوبات عندما تعلموا مفردات اللغة الإنجليزية الجديدة، لأن المعلمين لا يستخدمون استراتيجيات تسهل تعلم مفردات اللغة الإنجليزية الجديدة. أيضًا، لا يستخدمون طرقًا تحفز الطلاب على التفاعل داخل الفصل الدراسي.

Introduction

Acquisition Hatch and Brown (1995) . In a classroom where students do not find themselves comfortable with L2 , while learning Eng learning English vocabulary is very important part of learning English Language Richards and Renandya (2002). English vocabulary plays an important role in language learning .Also, vocabulary is an essential skill for learning the four skills : reading , speaking, writing and listening . Without sufficient vocabulary, people cannot communicate and express their feeling both in from of spoken and written effectively. Richards and Renandya(2002).In addition, English vocabulary is a set of familiar words within person's language . However, English Vocabulary is the most difficult and comprehensive aspect of English for foreign learners to Master thoroughly(Brown .2001). Moreover ,vocabulary is the first step in language learning lish vocabulary " (Carter,1998). Students face some problems for example :students cannot be able to pronounce the words andthey don't know how to use the words correctly (Carter,1998) .In Past , vocabulary was neglected in language teaching for many years ,it is neglect has been in part due to specialization in linguistic research on phonology and syntax ,which led the sub-skill of vocabulary felt to be less important element in learning a

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second language (Carter,1998). However , English vocabulary is the most difficult and comprehensive aspect of English for foreign learners to Master thoroughly ."In learning a second language ,you will find that vocabulary is comparatively easy . In spite of the fact that is vocabulary that student fear most the harder part is mastering new structure in both content and expression".(Gleason,1961).Also ,according to Steven Stahl (2005)" vocabulary knowledge is the knowledge of a word not only implies a definition ,but also implies how that word fits into the world" .Therefore, this research explores the various strategies that can be incorporated to enhance learning English vocabulary. The most important reason is that students have no knowledge of even basic English rules.Although , it is thought in schools as a basic subjects.

1.1 Statement of the problem

There are many difficulties of learning English vocabulary faced Shohada Aborwaya and Al-yakadha secondary school . First , spelling and pronunciation where students are not aware of the irregular spelling system like silent letters or certain couple of letters with special pronunciation .Second, students do not use English vocabulary so often , that leads to be a confuse issue of using words .Third, some students face many words that he/she do not know their meanings or what part of speech they are. Therefore, they would not be able to put them and use them in a sentences properly.Language learning and teaching can be made interactive and interesting with the interaction of appropriate vocabulary exercises.

1.2 Significant of the study

The aim of this research is to investigatethe difficulties of learning vocabulary for Misurata secondary school students , and to find some strategies of teaching activities that help students to increase their English vocabulary, so it allows them to use more descriptive words for better communication. Indeed , understand the meaning of new words will lead the students to use their English vocabulary more sufficiently in speaking and writing.

1.3 Research questions :

This research is conducted to answer the following questions :
1 – What is the most difficult part in learning English vocabulary ?
2 – What kind of strategies in teaching vocabulary can help students to improve and increase their English vocabulary ?

Literature Review
2.1 learningvocabulary

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Vocabulary can be defined as words we must know to communicate effectively ; words in speaking which is " expressive " and words in listening which is " receptive" (Neuman&Duyer.2003 . p.385*)* . Hornby (1995) defines vocabulary as " the total number of words in a language. " Also, vocabulary is a list of words with their meanings . In addition , Burns (1972)defines vocabulary as " the stack of words which are used by person , class or profession " . Hatch and Brown (1995) define vocabulary as a list of words that the individual speaker might be . According to Nation (2008p.66)says that vocabulary is central to language . The quotations mean that vocabulary is the main element of language . Moreover , Vocabulary means knowledge of words and words meanings in language . The basic unit of language is a sentence , but it is composed of certain words.(Learn to teach.O.S.Alshab.2013) . Knowing a word include many other aspect which are : knowing its meaning , its form , its usage , other related words and knowing what set of words it belongs to .(Learn to teach.O.S.Alshab.2013*.)* . Also , Hath and Brown (1995) added that vocabulary is knowledge of words and words meanings . For words come into forms print and oral , print vocabulary use in reading and writing , while oral vocabulary include words that we recognize and use in listening and speaking . Second word knowledge come into forms : receptive and productive . Receptive vocabulary includes words that we recognize when we hear or see them , where as productive vocabulary , the words that we use when speak or write . (Hath and Brown.1995)

2.2 Kinds of Vocabulary: Vocabulary is divided into two types : Active vocabulary and Passive vocabulary .

2.2.1 Active Vocabulary :

Active vocabulary is all the words that students understand , it consists of those words over which one can use in speech and writing . Active vocabulary is the stock of words used in daily life . Hiebert and Kamil (2005) said that " active vocabulary is the set of words that an individual can use when writing or speaking . They are words are well-known , familiar and used frequently " This is also known as productive vocabulary or working vocabulary . All the words a student hears during any lesson need not become a part of the active vocabulary . (Hiebert and Kamil (2005).

2.2.2 Passive Vocabulary :

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Passive vocabulary refers to words that learners understand but are not yet able to use . Contains all the words that students understand when you read or listen , and speak .There are unfamiliar words where it can be judged based on context of use Jhon and Acres (2013). In addition , these are words that people meet less often and may be low frequency words in language as a whole . According to Jhon and Acres(2013) " your passive vocabulary is likely to contain more words than the active vocabulary . One way to improve the range of vocabulary , is to try to transfer words from your passive to the active vocabulary .(Jhon and Acres 2013) .

2.3 Importance of Vocabulary

In every language , vocabulary is very important to convey the idea , express desire and feelings ; and to communicate with others . Vocabulary is one of the components , which supports the speakers in communication , whenever we want to communicate with other people using a language . As Wilkins(1972) states that without grammar very little can be conveyed , without vocabulary nothing can be conveyed . It means that vocabulary is the main element in communication .Research has shown that second language readers rely on vocabulary knowledge and the lack of that knowledge is the main and largest abstract for L2 readers to overcome*(Muclain.1999)* . Indeed , people need to use words in order to express themselves in any language . Also , the main reason for such communication problems is the lack of vocabulary . Moreover, Lewis (1993p.89) argued that " lexis is the core or heart of the language " . Particularly as students develop greater fluency and expression in English , it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Therefore, Vocabulary is central for learning English language because without plenty of vocabulary , learners cannot understand others and express their own idea . Tozcu and Coady (2004) In short , English vocabulary helps the learners to understand and communicate with others.

Difficulties in learning vocabulary2.4

Vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly .However ,   learning Vocabulary effectively is closely bound up with a teachers' understanding of , and a learners' perception of the difficulties of words .As Scott Thornbury (2007)claimed that

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there are some factors that make some words more difficult than others : pronunciation , spelling , length and complexity .Also ,Robert Lado (1955) talked about patterns of difficulty in vocabulary teaching .He highlighted key issues related to wards native language factor and about patterns . He even stated that while dealing with vocabulary one should take into account three important aspects of words – their form , their meaning and their distribution – and one should consider various kinds of classes of words in the function of the language Robert Lado (1955) . He added that the forms , meaning distribution and classification of words differences might lead to vocabulary problem teaching . Furthermore, Visnja Pavicic (2003)dealt with a way to improve students 'abilities to explore , store and usage of vocabulary teaching and how a teacher could help their learners . Also , she said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own .(Visnja Pavicic.2003)

In successful teaching vocabulary are to indentify the difficulties that faced by the students . Thornbury (2004: 27) pointed out some factors that make some words more difficult than others say , pronunciation , spelling , length , Grammar and meaning . Respectively , research shows that words that are difficult to pronounce are more difficult to learn . Also , sound-spelling mismatch are likely to be the cause of errors and can contribute to words seem to be more difficult than short ones .   (Thornbury 2004) Moreover, not the less problematic point is grammar associated with the word , in other words , the changing that occur to the verb in multipul tenses positions . Lastly , in case of meaning when words overlap in meaning , learners are to confuse them (Thornbury 2004) .

2.5 Strategies in teaching vocabulary

There are many strategies to enhance teaching English vocabulary . Firstly, when you teach vocabulary it's important to decide what you want the students to know . According to Mrs. Snores and Mrs. Clearly (2009)the first step in teaching vocabulary is to tell the meaning of the words , and this could be done by teacher saying the meaning through notes as they did in story , or by student could look up the definition on their own (Mrs.Snores and Mrs.Clearly .2009). The teachersgive the students the form of words , the students need to know if the word is verb , adjective or nouns to be able to

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use it effectively .Edward Antony (1963). Moreover ,the teacher tell the students how are pronounce , and how it spelt . Next it's time using the words . There are different classroom activities used by teachers in order to teach for effective learning . Different methods make use of different kinds of classroom activities .Edward Antony (1963) .Therefore, this is considered to be the biggest challenge for teachers . In which the good teacher will know what is the best strategy that fits such a lesson . The following are some famous strategies to use in teaching vocabulary :

2.5.1 Definitions

To teach vocabulary is important to give the meaning of the new words to simplify the meaning of them to the learners .As Visnja Pavicic(2003)pointed out that definition in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries . Visnja Pavicic (2003) . Moreover , Stahl and Fairbanks (1986) said that when an unfamiliar word is likely to affect comprehension , the most effective time to introduce the word's meaning may be at the moment the word is met in the text .In short , giving the definition of the words makes the learning process easier.

2.5.2 Use of Context

The context means the words that come just before and after a word , phrase or statement and helps to understand its meaning . Also, context makes the situation clear and this in turn illuminates the meaning of the new word .Moreover , this practice saves time and develops an intensive reading habit and better understanding .Brenda J.Overturf (1998) said that the one way teachers have found to emphasize context is to introduce selected vocabulary within cloze sentences – a sentence with a blank where the word should go . So that,teaching vocabulary in the context is more helpful to learners , and putting the new English words within a text makes the learners manipulate the meaning of the new words .Brenda J.Overturf (1998) .Indeed , Stahl and Fairbanks (1986) added that when students are exposed to use the same words many times and in different contexts , the result is a higher degree of learning , an increased ability of remember the word . Stahl and Fairbanks (1986).

2.5.3 Role-Play

We can use acting as a source of learning new English vocabulary . Role-plays gives students the opportunity to demonstrate how English in real life situations and make them focus more on communication than grammar .According to fifteen strategies for teaching EnglishLanguage learners (p.98, Herrell & Jordan), " Vocabulary role-play is a strategy used to encourage learners to makes connection among their past experiences . Students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play. In addition , Aliakbari and Jamalvandi (2010) added that by using role play , L2 learners can experience many kinds of real situation in which they will use the language and words . Aliakbari and Jamalvandi (2010).

2.5.4 Antonyms

The words , which give opposite meaning in general are termed as antonyms . There are a variety of different forms of "oppositeness " , which are important to learners and teachers .VisnjaPavicic(2003) reported that when one member of pair of opposites is understood the meaning of the other can be easily comprehended . This helps the student to understand the different shades meanings of a word . To sum up , using antonyms in teaching new words and letting the students know its meaning by opposites , is very essential way Visnja Pavicic(2003).

2.5.5 Synonyms

Synonyms are group of words that give same meaning they are share the general sense and so may be interchangeable in a limited number of contexts . Visnja Pavicic(2003*)* added thatsynonyms may be used to help the student to understand the different shades of meaning if the synonyms is better known than the word being taught . In addition , Lanfer states that learning words with known synonymy are easier than learning words without knowing the synonymy because the learners known synonymy to less frequent synonymy (Lanfer,2014) . To conclude, synonyms help to enrich a students' vocabulary bank and provide alternative words instantly (Visnja Pavicic,2003).

2.5.6 Realia

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Things a person have seen is more appropriate to remember than things have not , and that is why realia plays an important role in teaching new vocabulary . As Richards and Rodgers (2003)claimed that real objects or models of real objects are very effective and meaningful in showing meaning but in handling of real objects , a teacher must be practical and should not be superfluous . Moreover , as it involves the senses , it promotes creativity and acknowledgment of the object as direct . In addition , Missy (2014) added that " The use of realia in the classroom supports English language learners in a wide variety of ways . Introducing real objects that can be seen , felt ,and manipulated is a powerful way to connect vocabulary to real life " (Missy O' Donnell 2014).In short , realia is a good aid to make students remember the new vocabulary because they experience vocabulary through the senses(Richards and Rodgers ,2003).

2.5.7 Pictures

As Hill (1990) pointed out , " the standard classroom " is usually not a very suitable environment for learning language . That is why teachers search for various aids and stimuli to improve this situation . Pictures are one of these valuable aids . They bring " images of reality into the unnatural world of the language classroom " (Hill.1990*)* . Also , Jorge states that pictures are commonly used for learning new words associated with the topic presented by the teacher . Harmer(2015) added that " Teachers have always use pictures or graphic – whether drawn , taken from books , newspaper , and magazines – to facilitate learning " (Harmer,2015) .To sum up , pictures bring not only images of reality , but also function as a fun element in the class (As Hill*,*1990) .

2.5.8 Drawing

Drawing as an general activity might serve a lot of goals in learning language .According to Wright (1990)" drawing are suitable as illustrations for personal expression " That is reason to use drawing in language teaching , the fact that it gives students the opportunity to express themselves.Wright (1990).

2.5.9 Reading and writing the word

Naveen Kumar Mehta(2009) affirmed that when the learner read the words it makes them familiar with the word and also improves pronunciation of the

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learners .So , reading can be a source of learning new words with knowing its meaning directly Naveen Kumar Mehta(2009*)*.Also, As Naveen Kumar Mehta (2003) pointed out that writing or copying the word from the whiteboard will give the student a chance to understand the grammatical aspect of the word such as noun , verb , adjective. In short , an efficient language teacher can use selected vocabulary activities or can use integrated activities . All this depends on upon ability and level of understanding and interest of the learners . Naveen Kumar Mehta(2009) .

2.5.10 Giving Feedback

 According to Jhon and Helen (2007) feedback is conceptualized as information provided by an agent (e.g. , teacher , peer , book , parent , self experience) regarding a speech of one's performance or understand . Moreover , Winne and Butter (1994)claimed that feedback is information when a learner can confirm , add to overwrite tune , or restricted information in memory whether that information is domain knowledge , beliefs about self and tasks (Jhon and Helen 2007). In short**,** feedback statement of opinion about something , and it's very useful in learning a new language .

2.5.11 Using Records

        Research Studies by Elley (1989)and Bnell , Rothlein , and Hurley (1996) clearly establish that gains vocabulary via listening are possible even with limited exposure to new words . Also , Vidal (2003) found that listening to new vocabulary in English can be considered a source for vocabulary acquisition . In short , using records through teaching new English vocabulary is very beneficial .

Research Method

3.1 Research design (Mixed research)

Mixed methods research is the type of research in which combines elements of qualitative and qualitative approaches . The process used to collect information and data for the purpose of making solution decisions(Creswell.2015). However , the combining or mixing of the two forms of data (quantitative and qualitative) in a study provide different types of information (open –ended in case of quantitative) .Therefore , assuming that each type of data collection has both limitations and strengthens , we can consider how strength can be combined to develop a stronger understanding

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of the research problem or questions and as well overcome the limitations of each .Creswell.2015).

3.1.1 Quantitative Research

Quantitative research is describes , infers and resolves problems using numbers . Emphasis is placed on the collection of numerical data , the summary of those data and the drawing of inferences from the data(Creswell,2015) .Also , quantitative methods emphasize objective measurements and the statistical , mathematical or numerical analysis of data collected through polls , questionnaires , and surveys , or by manipulating pre-existing statistical data using computational techniques . Indeed , quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon . (Creswell .2015)

3.1.2Survey

Survey research is used to gather the opinions , beliefs and feeling of selected groups of individuals .Creswell (2015) , survey gives a quantitative or numeric description of attitudes or opinions of a population by studying a sample of that population . The researcher generalizes or draws inferences to the population , that would be from the sample results (Creswell ,2015*).*

3.2.1 Qualitative Research

Qualitative research is collecting , analyzing and interpreting data by observing what people do and say . Hatch and Brown (1995) claimed that qualitative research refers to the meanings , definitions , symbols and description of things .Also , is much more subjective and uses very different methods of collecting information , mainly individual , in-depth interviews and focus groups Hatch and Brown (1995). .(

3.2.2 Observation

Observation is the way of the gathering of primary data by investigators' own direct observation of relevant people , actions and situations without asking from the respondent (Creswell,2015) . Therefore, observation can yield information which people are normally unwilling or unable to provide . In addition , researchers use all of their senses to examine the researcher conceals role and observe as participant-role of researcher is known and participant as observer – observation role secondary to participant role and

complete observer researcher observers without participating (Creswell,2015).

3.2.3Setting Sample and Participants

The study included thirty EFL students in Misurata secondary schools (ten students in Al-Yaqadha school and twenty in Shohada'a Aborwaya school) all the participants are female . The thirty students returned the questionnaire immediately after finished it . To make the study more reliable , the researchers observed three teachers from the two schools while they were teaching inside the class .

3.2.4 Issues and challenges

Although the research has achieved its aim , there were some problems which faced us , First , when we were giving the survey to the students their teacher where with us and the students couldn't feel comfortable to answer the survey . Second , we found some difficulties searching for doing the observation because the teaches were not very active and cooperating with us .

3.2.5 Ethical clearance

General ethical issues such as confidentiality , assessment or risks , informed consent and access to data were carefully considered in conducting this research . All information collected from the class teacher and the participants has kept strictly confidential . Permission to undertake the study was sought from the head of the department in English and Arabic . Also , the information sheet and consent form constructed in Arabic and English to be certain that everything is clear for the students .

3.4 Data Analysis

The questionnaire were statically analyzed using EXEL and the observation were analyzes using NVIVO.

Data Finding and Discussion of Survey and Observation

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4.1   Finding   and   discussion   of   survey

Figure 1 : The teacher uses activites when she is teaching new vocabulary.
(Drawing , Pictures)
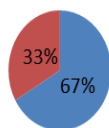
About 67% are agreed that teachers use activities when they teach new vocabulary , While the other students about 33% are disagreed. According to Hill (1990) "pictures are not of these valuable aids " . They bring " images of reality into unnatural world of the language classroom .Also , Jorge states that pictures are commonly used for learning new words associated with the topic presented by the teacher . Harmer added that " Teachers have always use pictures or graphic – whether drawn , taken from books , newspaper , and magazines – to facilitate learning ". Indeed , Wright (1990) pointed out drawing are suitable as illustrations for personal expression . That is reason to use drawing in teaching English vocabulary . In short , the teacher do activities

(drawing , pictures) inside the classroom to facilitate learning the new English words .


Figure 2 : The mistakes are corrected by the teachers
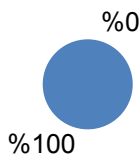
All of the students are agreed 100% that the mistakes are corrected by the teachers.Feedback for teaching vocabulary is very important .According to Jhon and Helen (2007) feedback is conceptualized as information provided

by an agent (e.g. , teacher , peer , book , parent , self experience) regarding a speech of one's performance or understand . Moreover , Winne and Butter (1994)claimed that feedback is information with which a learner can confirm , add to overwrite tune , or restricted information in memory whether that information is domain knowledge , beliefs about self and tasks . In short , the teacher should correct the mistakes which is made by students either mistakes in spelling or pronunciation .

Figure 3:The teachers give the definitions for each new vocabulary.
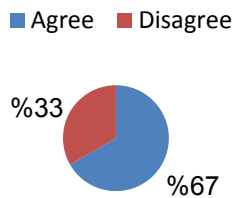
Most of the students 67% of students are agreed that the teachers give definitions for each new vocabulary . Whereas some of students about 33% are disagreed .AS Visnja Pavicic (2003) pointed out that definition in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined .Moreover , Stahl and Fairbanks (1986) said that when an unfamiliar word is likely to affect comprehension , the most effective time to introduce the word's meaning may be at the moment the word is met in the text .In short , giving the definition of the words makes the learning process easier .In short , giving definition for each new vocabulary helps the students to understand the new vocabulary well , for example one teacher of Sohada Aborwaya secondary school write the definition of each new vocabulary on the board

Figure 4: The teacher helps students to use the dicyionaries when they misunderstand new words.
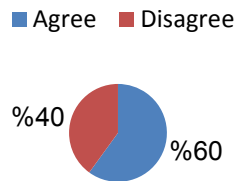
■ Agree   ■ disagree

%37

%63
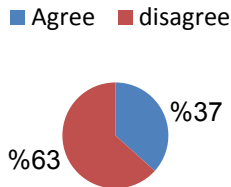
There are 37% of students agreed that the teacher helps students to use the dictionaries when they misunderstand new words . Whereas the 63% of students are disagreed .However, using dictionary inside the classroom is very important to make the students familiar with the definition of the word and their synonymy and antonyms . As Visnja Pavicic (2003) pointed out that definition in the target language may be very handy if they expressed in terms that are better known or more easily guessed than the word that is defined . In addition ,Visnja Pavicic (2003) reported that when one member of pair of opposites is understood , the meaning of the other can be easily comprehended . This helps the student to understand the different shades meaning of a word . Also Visinja Pavicic (2003) added that synonyms is better known that the word being taught . In short , using dictionaries inside the classroom is very important and helps the students to be aware of the definition of the new words and their synonymy and autonomy.

Figure 5: The teacher use synonymy when they don't undrestand new words.
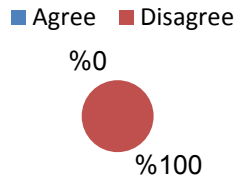
■ Agree   ■ Disagree

%33

%67

291
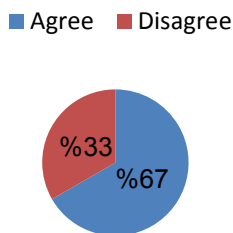
There are 67% of students agreed that teacher use synonymy when they don't understand new words . While the 33% of the students are disagreed .Using synonymy is a very good way for the new vocabulary. As Visnja Pavicic (2003) claimed that synonyms may be used to help the student understand the different shades of meaning if the synonyms is better known than the word being taught . In addition , Lanfer states that learning words with known synonymy are easier than learning words without knowing the synonymy because the learners known synonymy to less frequent synonymy . In short , the teachers have to use the synonymy if the student do not understand the meaning of the new vocabulary , and using synonymy simplify the learning of new vocabulary .

Figure 6 :You have the opportunity to pronounce new words correctly.

There are 60% of students agreed that they have the opportunity to pronounce new words correctly .Whereas , 40% of students disagreed . Pronouncing the new word aloud is very beneficial . According to Neveen Kumar Mehta (2009) when the learners read the words it makes them familiar with the word and also improves pronunciation of the learners . For example , one of the teacher from Shohada Aborwaya secondary school asks one of students to read the word , if the student makes mistake in pronouncing the word , the teacher corrected directly and asks the students to repeat it after her . In short , the teachers should give the student chance to pronounce3 the new words correctly .

Figure 7: You have the opportunity to work in pair and interact inside the classroom

All of the students 100% disagreed about that they have not the opportunity to work in pair and interact inside the classroom .For example , role play is one of the strategies that is very useful in teaching vocabulary. .According toFifteen Strategies for teaching English Language learners (p.98, Herrell & *J*ordan) , " Vocabulary role-play is a strategy used to encourage learners to makes connection among their past experiences ". Also , Aliakbari and Jamalvandi (2010) added that by using role play , L2 learners can experience many kinds of real situation in which they will use the language and words . In short, making the students work in pair get interaction inside the classroom .


Figure 8 :The teacher uses recorder to let the students listen and know the correct prononciation.
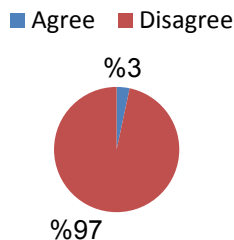
The majority of the students about 97% are extremely disagreed that the teacher uses recorder to let the students listen and know the correct pronunciation . Also ,the other 3% of students agreed .According to Elley (1989)and Bnell , Rothlein , and Hurley (1996) clearly establish that gains vocabulary via listening are possible even with limited exposure to new wordsAlso , Vidal (2003) found that listening to new vocabulary in English can be considered a source for vocabulary acquisition. In short , using records
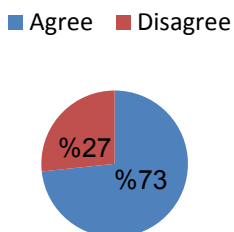
inside the classroom is important because make the students know the correct pronunciation of new English vocabulary .

Figure 9: The teacher give different examples for the same word to the students to know how we can use the word correctly .

■ Agree ■ Disagree

%10

%90
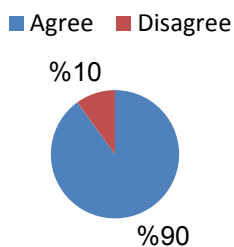
Most of the students about 90% are agreed that the teacher gives different examples for the same word to the students to know how we can use the word correctly . And the other 10% of students are disagreed .Putting the new English words within a text and uses them in different examples makes the learners manipulate the meaning of the new words . Brenda J.Overturf (1998)Stahl and Fairbanks (1986) added that when students are exposed to use the same words many times and in different contexts , the result is a higher degree of learning , an increased ability of remember the wordIn short , giving more than one examples for same words help the students to learn the new short English vocabulary and know how to put the words in sentences .

Figure 10 :The teacher helps the students to put the new words in the context with correct spelling

■ Agree ■ Disagree

%27 %73

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About 73% of students agreed that the teacher helps the students to put the new words in the context with correct spelling . While 27% of students disagreed .using the words in the context making the meaning of words clear . Brenda J.Overturf(1998) to emphasis context is to introduce selected vocabulary within cloze sentences – a sentence with a blank where the word should go . In short , putting new words in context help the students to understand the meaning of new English vocabulary Clearly , the teacher should help the students to put the new vocabulary in context with correct spelling .

Finally, the result of option question(Do you have any difficulties for learning new vocabulary ?)   found that all of the students have difficulties in pronouncing the words , how to write and spell, and how to use in grammatical pattern correctly . In addition , the students found difficulties in choosing the appropriate meaning of the words , for example sometimes they overlap the meaning of words such as the use of *do* and *make* .Also, the students are still confuse in using the words based on the context .

4.2 Finding and discussion of observation

Observational research methods also refer to more specific method of collecting information that is very different from interviews or survey .(Creswell,2005) As a technique for gathering information , the observational method relies on a researcher's seeing and hearing things and recording these observations . Role of research is known and participant as observer – complete observer researcher observes without participating (Creswell.2005)

We use this type because its useful in exploring topics that may be uncomfortable for participants to discuss .When we visited Shohada Aborwaya and Alyaqada school on Wednesdays in Reading and vocabulary classes, we noticed that there are some difficulties in learning new English vocabulary .From our visited , some teachers used Arabic language most of the time .For example" *teacher A and B from Shohada Aborwaya school give the equivalent of the new word in Arabic , and they don't use any activities* ". While teacher C come over this issue by explaining the meaning of the new word in English . For instance , " *the verb extract she defined it as ' to get something out of something else* "

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The teacher have to help the students to pronounce the new English vocabulary correctly . For example , " *Teacher A from Shohada Aborwaya school asked one of the students to read a text , and from time to time she try to correct the pronunciation mistakes of the students"* . On the other hand , teacher Bfrom the same school *didn't ask student to read , in that students do not have opportunity even to pronounce new English vocabulary*. The teacher C from Alyaqada school had the new words on the white board read them and let the students repeat after her . For example the word " *Sophisticated "* . So they had chance to practice the new vocabulary .

The teacher have to put new words in context to facilitate it when the student do not understand the meaning of some new word . For example " *The teacher B put the new vocabulary in sentence when the student don't understand the meaning of word , when the student didn't understand the word " dial " she put it in a sentence " dial a telephone number "* Although teacher A just give the equivalent in Arabic , teacher C tried to let the student say the equivalent of the new word .

To sum up the finding of this study showed that some of teacher don't use the strategies of teaching new vocabulary sufficiently , because of lack of teachers awareness of using them .

Conclusion

This study revealed that difficulties faced by the students in vocabulary learningwere various. Most of the students have difficulties in pronouncing the words, how to write and spell . Therefore, students should be encouraged to seek ways to find most helpful for expanding and maintaining their vocabulary by using pictures , giving definitions , drawing , and giving feedback. In addition , learning in pairs or in groups as a role play activity has been establish for effective vocabulary teaching , The teacher should use these strategies to facilitate learning vocabulary .

Survey

Please put a (√) in relevant box .

The strategies that teachers can be used for teaching vocabulary :

1 –The teacher uses activities when he is teaching new vocabulary .

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Agree	Disagree

2 – The mistakes correct by the teacher .

Agree	Disagree

3 – The teacher gives the definition for each new vocabulary .

Agree	Disagree

4 – The teacher helps students to use the dictionaries when they misunderstand new words.

Agree	Disagree

5 – The teacher use synonymy when they don't understand new words .

Agree	Disagree

6 – You have the opportunity to pronounce new words correctly .

Agree	Disagree

7 – You have the opportunity to work in pair and interact inside the classroom .

Agree	Disagree

8 – The teacher uses recorder to let the students listen and know the correct pronunciation.

Agree	Disagree

9 –The teacher gives different examples for the same word to the students to know how we can use the word correctly

Agree	Disagree

10 – The teacher helps the students to put the new words in the context with correct spelling .

Agree	Disagree

Please indicate your answer for the previous questionnaire by putting (√) in the agree

box if you are agree with , or in disagree box if you are disagree .

Option question: Do you have any difficulties for learning new vocabulary?
……………………………………………………………………………………
……………………

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