

**The Effectiveness of Some Vocabulary Strategies
'In Developing Preparatory Stage Pupils
Vocabulary Building and
Retention Skills**

Prepared by
Amira Salah Mostafa Abu Shady

Dr.
Nahed Mohamed Ghoneim
Professor of Curriculum and
Methods of Teaching English
Faculty of Education,
Menoufia University, Egypt

Dr.
Heba Elsayed Elghotmy
Assistant Professor
of Curriculum and Methods
of Teaching English,
Faculty of Education,
Menoufia University, Egypt

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المستخلص

هدفت الدراسة الحالية إلى تنمية مهارات بناء المفردات اللغوية في اللغة الانجليزية واستدعائها لدى تلاميذ المرحلة الاعدياه من خلال استخدام بعض استراتيجيات المفردات اللغويه . تكونت عينة الدراسة من ٦٠ تلميذاً تم اختيارهم عشوائياً من تلاميذ الصف الثالث الاعدادي بمدرسة الشهيد عبد الناصر قابيل بمدينة منوف محافظة المنوفية خلال الفصل الدراسي الأول للعام الدراسي ٢٠٢١-٢٠٢٢. تم تقسيم العينة الى مجموعتين: التجريبية (٣٠) وتلميذاً والضابطة (٣٠) تلميذاً. تم تدريس المجموعة التجريبية من قبل الباحثة من خلال استخدام بعض استراتيجيات المفردات اللغويه ، بينما تم تدريس المجموعة الضابطة بالطريقة المعتادة. لقد قامت الباحثة بإعداد اختبار لقياس مهارات بناء المفردات اللغويه تم تطبيقه قبلياً و بعدياً على مجموعتي الدراسه وتم أيضاً عمل اختبار تتبعي لقياس مهاره السترجاع . كشفت النتائج أن استخدام بعض استراتيجيات المفردات اللغويه له تأثير إيجابي على تنمية مهارات بناء المفردات اللغويه في اللغة الانجليزية واستدعائها لدى تلاميذ المرحلة الاعدياه ، و لقد كانت النتائج مؤكده و مدعمة للفروض و يوصى بجذب انتباه المعلمون ومصممي المناهج إلى أهمية استخدام بعض استراتيجيات المفردات اللغويه في تدريس اللغة الانجليزية وتعلمها.

Abstract

The current study aimed at developing preparatory stage pupils' EFL vocabulary building and retention skills through some vocabulary learning strategies . The participants of the study comprised 60 pupils. They were selected at random from third year preparatory stage pupils enrolled El-shahid Eabd-Alnassir Qabil School, Menouf City Menoufia Governorate, during the first semester of the 2021-2022 scholastic year. The participants were divided into an experimental group (N=30) and a control one (N=30). The experimental group received vocabulary building and retention skills by the researcher through vocabulary learning strategies while the control group received regular instruction. The study adopted the quasi-experimental design. A pre-posttest vocabulary building and retention skills test was prepared by the researcher and administered before and after the treatment. The findings revealed that using vocabulary learning strategies had a positive effect on developing preparatory stage pupils' EFL vocabulary building and retention skills . It is recommended that teachers and curriculum designers pay attention to the importance of vocabulary learning strategies in EFL teaching and learning.

Keywords: Vocabulary learning strategies, Vocabulary learning skills, Retention skill, preparatory stage.

Introduction

It seems almost impossible to overstate the power of words, words according to Read (2000) are the basic building blocks of language, the units of meaning from which larger structure such as sentences paragraphs and whole texts are formed without vocabulary speakers cannot convey meaning or communicate well .In EFL, students should acquire an adequate number of words and should know how to use them accurately.

According to Hedgcock and Ferris (2009), learning a word involves processing layers of meaning, a set of syntactic rules and constraints that is, the word's grammar , as well as the socially constructed patterns governing how, where, and when to use the word appropriately, the word's use patterns, which involve pragmatic and sociolinguistic conventions . Several studies investigated frequency of Vocabulary strategy use among different groups of EFL language learners . Wu (2005) experimented with Taiwanese high school and university EFL students, the use of electronic dictionaries, bilingual dictionaries and guessing from the context were the most popular strategies.

Similarly, Xie (2007) reported bilingual dictionary, guess from textual context and analyses affixes and roots as the most frequently used strategies by Chinese EFL students. This study will deal with some strategies for building vocabulary such as memory, rehearsal, guessing and imagery strategy. Nation (2008) stated that Memory strategies are considered vital in vocabulary teaching .Wang &lee (2007) stated that they fell into ten sub Strategies including grouping, associating/ elaborating, placing new words into a context, using imagery, semantic mapping , using keywords, represent. Sounds in memory, structured reviewing, using physical response, and using mechanical techniques. It was hypothesized that imagery is more effective recall strategy for an oral presentation and rehearsal for a written presentation, whereas guessing strategies includes two strategies: using background knowledge/wider context and using linguistic cues/ immediate context

1.2. Context of the problem

The problem of the current study was derived from several sources.

First, according to interview with the teachers, they stated that most of the pupils could not read or write vocabulary correctly, they cannot

communicate with each other in English and they cannot express themselves or share their ideas accurately and fluently, as a result of this, their scores were low.

Second, In recent years, however, there has been a revival of interest in words. Many researchers argue nowadays that learning vocabulary is perhaps the most challenging aspect of becoming proficient in a second or a foreign language because of the sheer enormity of the task. studies show that vocabulary does not receive the due attention in the teaching practice in Egyptian schools. this is supported by local studies conducted in Egypt (Mohammed, 2009; Zaid, 2009; Kassem, 2010).

Third, a pilot study was conducted to confirm document, diagnose the problem on areal and assess student's needs for developing their vocabulary. The researcher prepared a vocabulary building skills test to test the third year preparatory stage pupils from El-shahid Eabd-Alnassir Qabil School, Menouf City Menoufia Governorate, during the first semester (2021- 2022) a cademic year. The preliminary version of the EFL vocabulary building skills Test was submitted to a panel of jurors to validate it in terms of clarity and suitability. They were asked to add, remove, or modify any part they see suitable. Some valuable remarks were provided, and then taken into consideration. Modifications were made. For example, questions that test the connotation skill were decreased in number. Some unfamiliar words were replaced by other ones. Instructions of the test were modified to be clearer.

1.3. Statement of the problem

The problem of the current study lies in the weakness of the third grade preparatory stage pupils in learning vocabulary.

1.4. Aim of the study

The current study aims at developing preparatory stage pupils' EFL vocabulary building and retention skills through using some vocabulary strategies, such as (guessing, rehearsal, memory and imagery strategy).

1.5. Questions of the study

The current study attempts to answer the following main question:

To what extent do vocabulary strategies develop the third grade preparatory stage pupils' vocabulary building and retention skills?

Out of the main question, the following ones are stated:

- 1- To what extent do vocabulary strategies develop the third grade preparatory stage pupils' denotation skills?
- 2- To what extent do vocabulary strategies develop the third grade preparatory stage pupils' connotation skills?
- 3- To what extent do vocabulary strategies develop the third grade preparatory stage pupils' collocation skills?
- 4- To what extent do vocabulary strategies develop the third grade preparatory stage pupils' retention skill?

1.6. Hypotheses of the study

- 1- There is a statistically significant difference between the mean scores of the experimental group and those of the control group regarding overall vocabulary strategies and retention skills.
- 2- There is a statistically significant difference between the mean scores of the experimental group and those of the control group regarding the connotation skill.
- 3- There is a statistically significant difference between the mean scores of the experimental group and those of the control group regarding the denotation skill.
- 4- There is a statistically significant difference between the mean scores of the experimental group and those of the control group regarding the collocation skill.
- 5- There is no statistically significant difference of the mean scores of the experimental group between the post-test and the progressive test.

1.7 Delimitations of the Research

This research was delimited to:

1. Some EFL vocabulary learning strategies including, memory, rehearsal, guessing, imagery strategies .
2. Some vocabulary building skills that are suitable for third year preparatory stage pupils
3. Sixty third year preparatory stage pupils in El-shahid Eabd-Alnassir Qabil School
4. The first semester of the academic year 2021 – 2022.

1.8. Definition of terms

Vocabulary strategies

According to Afghari & Khayatan (2017) "Learning new vocabularies, which is one of the most important sub-skills of the language, seems to be a complicated process involving a variety of sub-processes and tasks demanding more elaboration to be internalized". In this study, the researcher defined Vocabulary strategies as a knowledge about mechanisms (process, strategies) used to learn vocabulary as well as a specific action or mental operation taken by learners to (A) find out the meaning of unknown word (B) retain them in long term memory (C) recall them at will and (D) use them in oral and written mode.

Vocabulary building skills

According to Biancarosa & snow (2006), Graves & watts & taffe (2008) improving students' vocabulary is an area of argent need if we are to develop the advanced literacy levels required for success in school and beyond. In the current study the researcher defined vocabulary building as the total number of words that are needed to communicate ideas and express the speakers' meaning. The operational definition of the current study views vocabulary building skills as the ability to describe the relationship between the signifier and its signified, and an analytic distinction is made between two types of signified and to put words or lexical units together and making one meaningful and acceptable lexical unit.

Retention skills

Norman (2014) Stated that human memory is the process in which information and material is encoded, stored and retrieved in the brain. Gabriel (2017) stated that" Memory is a property of the central nervous system, with three different classifications: short- term, long- term and sensory memory. In the current study, retention skills is the level of performance /skill acquisition that has been retained after a period of time has elapsed.

2. Review of Literature

2.1. word knowlege:

ALqahtani (2015) states that "vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication". In other words,

Learning a language starts with learning its alphabets which leads to making words, so to understand that language, and to communicate in that target language, one should learn and acquire the words to form sentences and speeches.

De Groot (2010) summarizes from other researchers that a word in its context should be completely expressed with "the semantic, syntactic, and collocational features of a word". Jackson and Amvela (2007) define vocabulary as the total words stock in a language. Also, Schmitt (2011) stated a similar definition of the word "lexis" as the entire vocabulary of language. On the other hand, Oxford Learner's Dictionary (2016) lists three definitions for the word "vocabulary", which are (1) All the words that a person knows or uses, (2) All the words in a particular language, (3) The words that people use when they are talking about a particular subject. According to these definitions, it can be concluded that there are the subject's vocabulary, the language's vocabulary and the person's vocabulary. Another confusion about the definition of vocabulary is highlighted by Lessard-Clouston (2013) in his book. He questioned the inclusion of chunks and phrases such as "good morning" and "nice to meet you" into the definition of vocabulary by supporting his idea with Alali and Schmitt (2012)'s study on formulaic sequences which was previously known as automatic speech, he draws a broader frame to define vocabulary as the words, phrases and lexical chunks in a language. Once the popular meaning of the word "vocabulary" as "A list of words with explanations of their meanings especially in a book for learning a foreign language is labeled as old-fashioned in contemporary English". Additionally, Diamonds & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meaning. This means that without establishing a strong vocabulary base first, comprehension and use of language will not be achieved.

2.2 vocabulary strategies

It is believed that an awareness of the role of vocabulary learning strategies helps curriculum developers in specifying a place for instruction of appropriate strategies in designing the materials practiced inside the classroom. Familiarity with the vocabulary learning strategies also assists the learners to develop more independence and autonomy in improving

their vocabulary even out of the class. Being aware of vocabulary learning strategies, teachers can also encourage the learners to develop their vocabulary based on strategies not just relying on incidental teaching. The findings revealed that there were significant differences between bilingual and monolingual learners' use of determination, memory, cognitive, and meta-cognitive strategies. Rehearsal, guessing, Imagery, social strategy and using dictionary were preferred by the students when encountering unfamiliar words

2.2.1 Memory strategies

Understanding and Remembering – students need to be taught the relationship and differences between understanding and remembering. That is, they need to know that simply sitting in class and understanding the information their teachers present in discussions or lectures or understanding what they read in their text books is usually not enough to enable them to perform well on traditional test. They must also engage in some activity for the purpose of enabling them to remember what they understand.

Some studies have explored the effects of memory vocabulary learning strategies such as (An, 2006; Chia-wen Chuc, 2008; Nemati, 2009). An (2006), selected Twelve vocabulary learning strategies from Schmitt's (1997) strategies, taught 12 sixth graders and 11 fifth grader through 6 readers in an in-school English club program. These strategies were verbal repetition, grouping words together to study them, written repetition, flash cards, key word method, grouping, studying the sound of a word, studying a word with a pictorial representation of its meaning, association, using physical action, marking words, and writing words in their personal word notebooks. She introduced two of 12 strategies when students learned a new reader. The findings were that verbal repetition, studying the sound of words and key word method were mostly used. While studying a word with a pictorial representation of its meaning, grouping and writing words in their words in their word notebooks were least used. Students with high perception managed several strategies when applying them.

2.2.2. Rehearsal strategies

Rehearsal strategies include underlining, copying text, marking what is important, making a note, rewriting word-by-word, highlighting sections of notes or newspaper articles, repeating the subject matter to be learned, emphasizing to learn, determining what is important in a text, memorizing, reading a loud, listing the concepts, using specific symbols, using private symbols, using reminders, making personal notes, mentally reviewing what is important, summarizing, shadowing, circling unknown words, drawing stars alongside important information, and determining possible questions to be asked in the exam as cited in(Filcher& Miller,2000; Stefanou & Sahsbury- Glennon ,2002; Cornford ,2002; Lewalter,2003; Schlag,&Florax& Ploetzner,2007; Guren 2008 ; Bagheri& Yamini ,2009 ; Senemoglu ,2010 ; Simsek& Balaban, 2010 ; Wernke, Wagener, Anschuetz & Moschner ,2011) .

The ways that students use or study can be considered as learning strategies of students. Learning strategies are the behaviors and thoughts that a learner performs during the learning process expected to affect his/her coding. Vocabulary knowledge is avital component of both reading and writing. Yet helping students develop vocabularies sufficient for understanding and expression is a challenge. All too often teachers in English and in other disciplines have been dismayed about poor retention of lexical items; retention is closely related to review.

2.2.3. Imagery strategies

A good way to remember what has been heard or read in the new language is to create a mental images of it. The imagery used to remember expressions does not have to be purely mental. Drawings can make mental images (of objects like house or tree, or descriptive adjectives like wide or tall) more concrete. Even abstract words like evil or truth can be turned into symbols on a piece of paper for the purpose of remembering. For many prepositions, such as the equivalent of above, over, under, among, between, below, or into, learners can draw diagrams with arrows to illustrate meanings. These visual products do not need to be artistic. Just about anyone can draw stick figures, sketches, or diagrams to communicate a concept worth remembering.

A picture is worth a thousand words. According to Kordjazi (2014), human memory (recall and recognition) for images is vastly superior to memory for other modes. Pictures can be semantically categorized faster than words. The recall and recognition superiority of pictures over text or auditory content has been well documented and is called the picture superiority effect (PSE). Kordjazi (2014) assures the effect of visual mnemonic support on students' reading comprehension.

Zahedi and Abdi (2012) presented a scientific paper entitled "The Impact of Imagery Strategy on EFL Learners' Vocabulary Learning" presented in international Conference on Educational Psychology. The paper attempted to explore if imagery strategy was helpful for lower-intermediate student's English vocabulary learning in comparison with direct translation. Participants in this study were (40) English for General Purpose (EGP) learners. Subjects were divided into two groups; experimental and control group. The experimental group received imagery instruction as a treatment for a semester. The pre-test and post-test were administered in order to examine the effect of imagery strategy. Results revealed that the experimental group outperformed the control group in terms of English vocabulary mastery.

2.2.4. Guessing strategies

Guessing as a word-solving strategy, among other strategies, deserves a careful attention because many practitioners consider it as a useful tool in teaching and learning vocabulary. Guessing as a word-solving strategy is asking students to underline unknown words without looking up the meaning in dictionary, to use contextual clues to guess the general meaning; and to focus on cognates, roots, prefixes, and suffixes while reading a text.

The ability to guess meaning from The things which will help you work out the meaning of an unfamiliar word are:

- a. The meaning of the text which surrounds it.
- b. The way the word is formed.
- c. Your own background knowledge of the subject.

There are several similar studies conducted which support the value of the contextual guessing strategy instruction in vocabulary learning (Redouane,2004; Alsaawii, 2013; Shahrzad, 2011; Li, 2009). The studies

mentioned above seemed to share something in common that is the argument for the use of the contextual guessing strategy instruction in improving the students' vocabulary in general. Cook (2008) found that "Guessing is a much – used strategy in language"

Nation (2008) argues "most of vocabulary learning strategies can be applied in learning various lexical units". Letting foreign language learners infer the meaning of an unknown word occurring in a target text, using the information contained in the context seems likely to be an effective and efficient for target language acquisition . This point of view is based on two assumptions (a) when subjects have to infer the solution of a problem, they will invest more mental effort than when they are given the solution of the problem (b) information that has been attained with more mental effort can later be better retrieved and recalled than information that has been attained with less mental effort . zaid (2009) stated that the advantages of inferencing and meaning guessing is quite ambivalent especially when it comes to long-term retention and recall. Similarly,

2.3.Retention Skills

Memory and retention are linked because any retained information is kept in human memory stores, therefore without human memory processes, retention of material would not be possible (Wayne,2013). In addition memory and the process of learning are also closely connected memory is a site of storage and enables the retrieval and encoding of information, which is essential for the process of learning. Learning is dependent on memory process because previously stored knowledge functions as a frame work in which newly learned information can be linked (David,2012).

Norman (2014) stated that Human memory is the process in which information and material is encoded, stored and retrieved in the brain. Gabriel (2017) stated that" Memory is a property of the central nervous system, with three different classifications: short- term, long- term and sensory memory". The three types of memory have specific, different function but each are equally important for memory function but each are equally important for memory processes. Wolfgang (2013) sated that "sensory information is transformed and encoded in a certain way in the

brain, which forms a memory representation, this unique coding of information creates a memory"

There are multiple ways of improving the abilities of human memory and retention when engaging in learning. These depend on the nature of how the information was originally encoded into memory stores, and whether the stored material is regularly retrieved and recalled.

3 Method

3.1. Design of the research

The present research adopted the quasi-experimental design that depended on a pre-post control experimental design. There were two groups, one group served as the control group (N =30) and the other group served as the experimental group (N = 30). The control group pupils were taught using the regular instrument of teaching, whereas the experimental group pupils were taught using some vocabulary strategies

3.2. Participants of the study

The participants of this study were 60 third year preparatory stage pupils from El-shahid Eabd-Alnassir Qabil School, Menouf City in the first semester of the academic year (2021-2022). The sample's ages ranged between fourteen and fifteen years old. They were divided to two groups: one group served as the control group and the other class served as the experimental group.

3.3. Instruments and material of the study

The researcher designed and used the following instruments and materials:

- 1- A vocabulary building skills checklist.
- 2- A pre-post vocabulary building skills test that was prepared by the researcher.
- 3- An progressive vocabulary building skills test
- 4- An EFL vocabulary building rubric.
- 5- A teacher's guide.

3.3.1 EFL vocabulary building skills checklist

3.3.1.1. Description of the vocabulary building Skills Checklist

After reviewing literature and studies related to EFL vocabulary building skills, the researcher constructed the first form of the checklist. It was taken into consideration that the checklist should include various vocabulary building skills that suit the research participants' level and age. The checklist consisted of three levels of vocabulary building skills: Denotation, connotation, and collocation.

3.3.1.2 Validity of the EFL vocabulary building skills checklist

Checklist was submitted to a panel of jurors who are specialists in teaching English as a Foreign Language (TEFL) to validate it in terms of clarity and suitability. They were asked to add, remove, or modify any part they see suitable. Some valuable remarks were provided, and then taken into consideration. For example, some irrelevant and unsuitable skills were omitted. Some verbs were modified to be more specific and clear.

3.3.2. An EFL vocabulary building skills Pre-Posttest

3.3.2.1. Description of the EFL vocabulary building skills Pre-Posttest:

After reviewing the literature concerning the types of questions that can be used to test the EFL vocabulary building skills, the researcher constructed the test, taking into consideration the following points:

- The test covered the target three levels of the EFL vocabulary building skills (denotation- connotation –collocation).
- The test was suitable in length, complexity, linguistic difficulty, and familiarity of the topic.
- The test consisted of questions selected and adapted to third year preparatory stage pupils' level to evaluate the participants' vocabulary building skills. This test was used as a pre-post and progressive test.

3.3.2.2. Validity of the test

The preliminary version of the EFL vocabulary building skills Test was submitted to a panel of jurors to validate it in terms of clarity and suitability. They were asked to add, remove, or modify any part they see

suitable. Some valuable remarks were provided, and then taken into consideration. Modifications were made. For example, questions that test the connotation skill were decreased in number. Some unfamiliar words were replaced by other ones. Instructions of the test were modified to be clearer. To test the equivalence of three levels, Pearson's Correlation Coefficient ($R= 0.81$) was calculated between the participants' scores on the three levels in the pilot administration. The three levels of the test were statistically equivalent.

Table 1: Validity of the Vocabulary building skills test

Vocabulary building skills	Pearson's correlation
Denotation	0.81
Connotation	0.82
Collocation	0.79
Overall vocabulary building skills	0.81

3.3.2.3. Reliability of the Test

To measure test reliability, the researcher administered the test to a sample of pupils $N = (30)$ in the second week of the first semester of the academic year 2021/2022

Table 2 : Reliability of the Vocabulary building skills test

Sub-skill	Overall vocabulary building skills	sig
Denotation	0.79 ^{**}	Significant at (0.01)
Connotation	0.76 ^{**}	Significant at (0.01)
Collocation	0.78 ^{**}	Significant at (0.01)

Data presented in the above table showed the reliability of the vocabulary building skills test before experimentation.

3.3.2.4. Piloting the Test

The participants that were chosen for piloting the test were 20 pupils. Piloting the test aimed at:

- a) timing the test.
- b) determining the difficulty of the topics included in the test.
- c) estimating clarity of instructions and test reliability.

Table (3) Test time

Pupil's number	Total timing	Timing average	Test instruction	Test time
20	880 minutes	44 minutes	6 minutes	50 minutes

3.4 An EFL vocabulary building skills Rubric

A rubric was prepared by the researcher to score the participants' responses to the questions included in the test. The rubric included the three levels of the EFL vocabulary building skills. Each level included a number of sub-skills. The scale consisted of three points: poor, Good and Advanced. The preliminary version of the rubric was submitted to the jury panel to validate it. The jury recommended that more definite words to be used so as to be able to assess the participants' skills accurately.

3.5 Teacher's guide based on some vocabulary learning strategies

3.5.1 Aim and/or objectives of the guide

This research aimed at developing the third year preparatory stage pupils' vocabulary building (denotation- connotation –collocation) and retention skills via using some vocabulary strategies

3.5.2. Content of the guide

The material was in accordance with the targeted EFL vocabulary building and retention skills to develop these skills among third year preparatory stage pupils. The material consists of two main parts. The first part represented an introduction to EFL vocabulary building and retention skills and the vocabulary strategies (showing them its objectives, pedagogy, strategies, activities and how to use these activities in their classes) . Whereas the second part included eight lessons from the student's book to develop the participants' EFL vocabulary building and retention skills via using some vocabulary strategies . each lesson was printed in the students 'books. The content included written texts to convey particular parts of

information. Varied font types, sizes, and format were used for various purposes.

3.6. Assessment Techniques

The researcher used both forms of assessment; namely formative assessment during the sessions and summative assessment at the end of intervention.

4 . Findings and Discussion

4.1. Hypothesis One

There is a statistically significant difference between the mean scores of the experimental group and those of the control group regarding overall vocabulary building

Table (4): Descriptive Statistics to the Scores of Pupils of the Control Group and the Experimental Group in overall Vocabulary building test.

	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean Difference	Total score
Overall Vocabulary building skills	Experimental	30	46.20	9.96	27	60	13.5	60
	Control	30	32.70	8.20	15	49		

Table (4) shows that the value of the overall Vocabulary building skills' mean score of the experimental group was (**46.20**) which is higher than that of the control group which was (**32.70**). As table (4) shows, there existed a raise in the scores of the experimental group than those of the control group in the post administrations of Vocabulary building test. It also shows the increasing homogeneity of grades of the experimental group than the control group (= Std. Deviation /Mean) due to teaching the experimental group through vocabulary strategies.

This is represented graphically in figure (1)

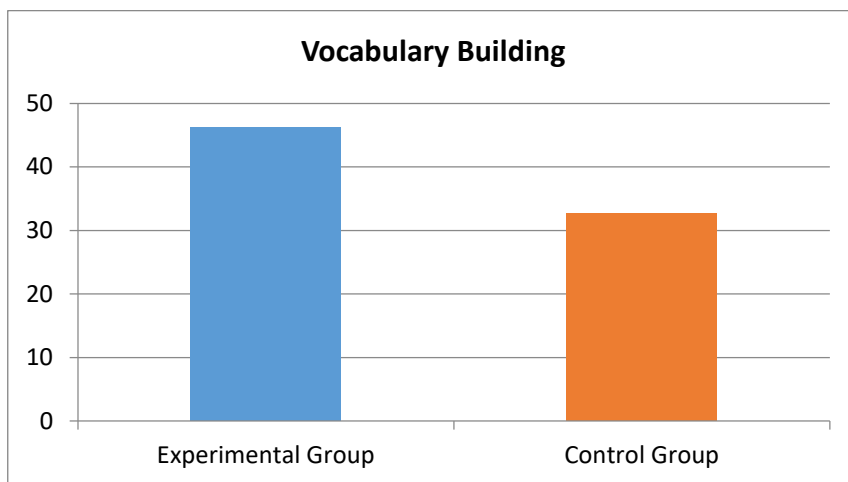


Figure (1) Bar Charts of the Mean Scores of the Control Group and the Experimental Group in the overall Vocabulary building skills.

Table (5): The t-Value to Signify the Difference between the Mean Scores of the Two Groups in the Post adm.

	Group	Mean	Std. Deviation	t-value	d.f	sig	η^2	Effect size (d)	Effectiveness
Overall Vocabulary building skills	Experimental	46.20	9.96	5.734	58	Significant at (0.01)	0.36	1.51	Significant & educationally important
	Control	32.70	8.20						

It is clear from table (5) that the calculated value of "t" (5.734) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01"; which meant that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square (η^2) and the effect size (d) were calculated as its value (ETA square) was 0.36

4.2.Hypothesis Two:

There is a statistically significant difference between the mean scores of the experimental group and those of the control group regarding denotation skill

Table (6) : Descriptive Statistics to the Scores of Pupils of the Control Group and the Experimental Group in denotation skill test.

	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean Difference	Total score
Denotation skill	Experimental	30	25.30	6.22	15	33	8.13	33
	Control	30	17.17	6.16	7	31		

Table (6) shows that the value of the denotation skill' mean score of the experimental group was (25.30) which is higher than that of the control group which was (17.17). As table (6) shows, there existed a raise in the scores of the experimental group than those of the control group in the post administrations of Denotation skill test. It also shows the increasing homogeneity of grades of the experimental group than the control group (= Std. Deviation / Mean) due to teaching the experimental group through vocabulary strategies.

This is represented graphically in figure (2)

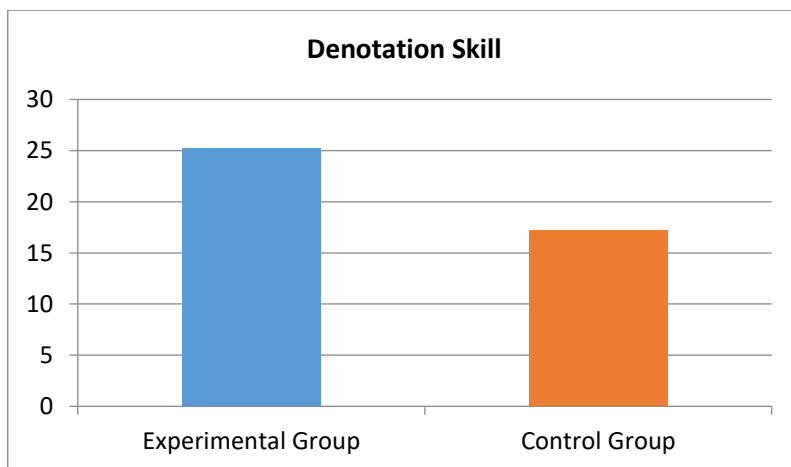


Figure (2) Bar Charts of the Mean Scores of the Control Group and the Experimental Group in the denotation skill.

Table (7): The t-Value to Signify the Difference between the Mean Scores of the Two Groups in the Post adm.

	Group	Mean	Std. Deviation	t-value	d.f	sig	$^2\eta$	Effect size (d)	Effectiveness
Denotation skill	Experimental	25.30	6.22	5.086	58	Significant at (0.01)	0.31	1.34	Significant & educationally important
	Control	17.17	6.16						

It is clear from table (7) that the calculated value of "t " (5.086) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square ($^2\eta$) and the effect size (d) were calculated as its value (ETA square) was 0.31

1.3. Hypothesis Three:

There is a statistically significant difference between the mean scores of the experimental group and those of the control group regarding connotation skill

Table (8): Descriptive Statistics to the Scores of Pupils of the Control Group and the Experimental Group in connotation skill test.

	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean Difference	Total score
Connotation skill	Experimental	30	7.50	1.96	4	10	1.97	10
	Control	30	5.53	1.53	2	9		

Table (8) shows that the value of the connotation skill' mean score of the experimental group was (7.50) which is higher than that of the control group which was (5.53). As table (8) shows, there existed a raise in the scores of the experimental group than those of the control group in the post administrations of Connotation skill test. It also shows the increasing homogeneity of grades of the experimental group than the control group (= Std. Deviation / Mean) due to teaching the experimental group through vocabulary strategies.

This is represented graphically in figure (3)

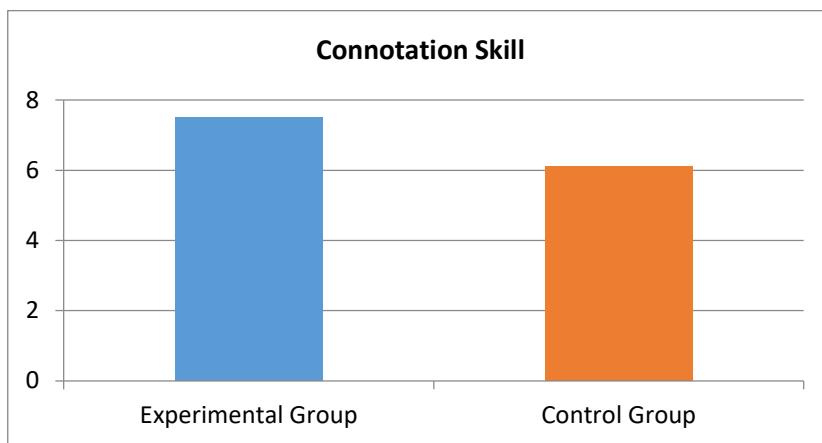


Figure (3) Bar Charts of the Mean Scores of the Control Group and the Experimental Group in the connotation skill.

Table (9): The t-Value to Signify the Difference between the Mean Scores of the Two Groups in the Post adm.

	Group	Mean	Std. Deviation	t-value	d. f	sig	η^2	Effect size (d)	Effectiveness
Connotation skill	Experimental	7.50	1.96	4.336	58	Significant (0.01)	0.24	1.14	Significant & educationally important
	Control	5.53	1.53						

It is clear from table (9) that the calculated value of "t" (**4.336**) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square (η^2) and the effect size (d) were calculated as its value (ETA square) was 0.24

4.4. Hypothesis Four:

There is a statistically significant difference between the mean scores of the experimental group and those of the control group regarding collocation skill

Table (10) : Descriptive Statistics to the Scores of Pupils of the Control Group and the Experimental Group in collocation skill test.

	Group	N	Mean	Std. Deviation	Minimum	Maximum	Mean Difference	Total score
Collocation skill	Experimental	30	13.77	2.75	8	17	2.83	17
	Control	30	10.93	2.38	5	15		

Table (10) shows that the value of the collocation skill' mean score of the experimental group was (13.77) which is higher than that of the control group which was (10.93). As table (10) shows, there existed a raise in the scores of the experimental group than those of the control group in the post administrations of Collocation skill test. It also shows the increasing homogeneity of grades of the experimental group than the control group (= Std. Deviation / Mean) due to teaching the experimental group through vocabulary strategies.

This is represented graphically in figure (4)

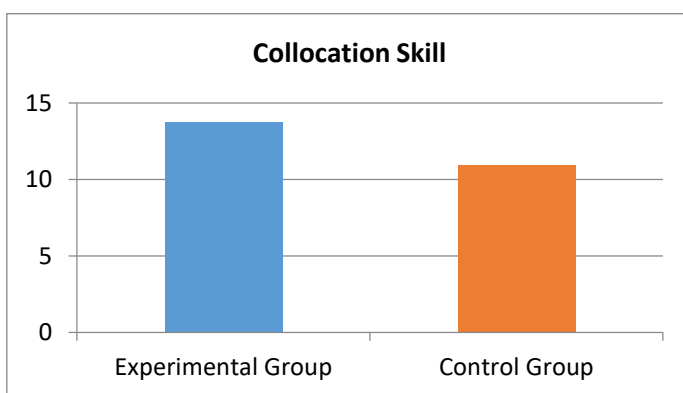


Figure (4) Bar Charts of the Mean Scores of the Control Group and the Experimental Group in the collocation skill.

Table (11): The t-Value to Signify the Difference between the Mean Scores of the Two Groups in the Post adm.

	Group	Mean	Std. Deviation	t-value	d. f	sig	η^2	Effect size (d)	Effectiveness
Collocation skill	Experimental	13.77	2.75	4.269	58	Significant (0.01)	0.24	1.12	Significant & educationally important
	Control	10.93	2.38						

It is clear from table (11) that the calculated value of "t" (**4.269**) is higher than the tabulated value of "t" at 58 degrees of freedom and significant level "0.01" ; which meant that the difference between the mean scores of the two groups reached the level of statistical significance. In order to investigate the effect and educational importance of the results and its educational importance and effectiveness; the value of ETA square (η^2) and the effect size (d) were calculated as its value (ETA square) was 0.24

1.3. Hypothesis Five:

There is no statistically significant difference between the mean scores of the experimental group between the post-test and the progressive test

Table (12): Descriptive Statistics to the Degrees of the progressive test of retention skills.

	Test	N	Mean	Std. Deviation	Minimum	Maximum	Total score
Denotation	Post test	30	25.30	6.22	15	33	33
	progressive test	30	26.87	6.37	14	33	
Connotation	Post test	30	7.50	1.96	4	10	10
	progressive test	30	8.17	1.64	5	10	
Collocation	Post test	30	13.77	2.75	8	17	17
	progressive test	30	14.60	3.28	5	17	
Overall vocabulary building	Post test	30	46.20	9.96	27	60	60
	progressive test	30	49.20	9.85	30	60	

Table (12) shows that the value of the Means of the post administration of overall vocabulary building skills was (46.20) which was nearest to the Mean of the progressive -administration which was (49.20).

This is represented graphically in figure (5)

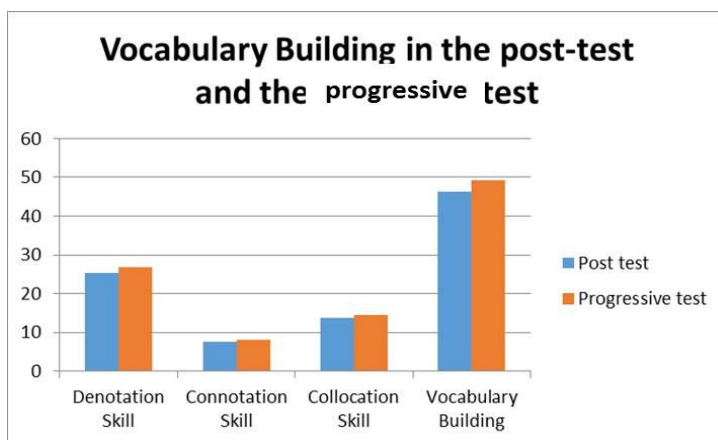


Figure (5) Bar Chart of the Mean Scores of Teachers of the progressive and post-test in the vocabulary building skills.

Table (13): The T-Value to Signify the Difference between the Mean Scores of the Two Administrations

	Paired Differences		t-test	D.f	sig
	Mean	Std. Deviation			
Denotation	1.57	8.99	.955	29	No Significant
Connotation	0.67	2.47	1.479	29	No Significant
Collocation	0.83	4.40	1.037	29	No Significant
Overall	3.00	13.89	1.183	29	No Significant

It is clear from the above table that the calculated values of "t" were no significant which meant that there no difference between the mean scores of the mean scores of the post - progressive: tests. Table (13) shows that the values of calculated "t" are not significant.

4.6. Discussion of results

The current research was designed to investigate the effectiveness of using some vocabulary strategies in developing the EFL vocabulary building and retention skills among third year preparatory stage pupils. Findings of this research indicated that using the vocabulary strategies is an effective in developing the EFL vocabulary building and retention skills among third year preparatory stage pupils.

The first part dealt with the findings of the pupils from administering the vocabulary building and retention skills test. but the second part dealt with the interpretation and discussion of these findings. Looking at pupil's performance after experimentation, it became better. The pupils' vocabulary building and retention skills were improved. The pupils became better to know the vocabulary in the text, to recognize vocabulary to make sense of the text, and to consider vocabulary students need to know to function in the L2/f L in the future .They could give opinions based on evidence and compared between the relevant and irrelevant information. The experimental group pupil's mean score in all statistical analysis highly increased. The findings of this research are consistent with previous related researches (zarrin&khan,2014; Gu, 2012; willis,2008; Bouirane, 2015; Nemati, 2017; souleyman,2009; Gabriel,2017)

In the researcher's view, there are many reasons for the effectiveness of the vocabulary strategies in developing the vocabulary building and retention skills as follows:

- Students were capable of remembering collocations and using them in meaningful situations and becoming more aware of them.
- Many shy students gradually became more willing to participate effectively and actively.
- Most of the problematic students were concentrating in class learning and stopped making troubles during the English class.
- Using some vocabulary strategies changed the students' roles from passive learners into more active constructors of knowledge. Unlike regular EFL reading and listening classes, students were not mere receivers of information

- The vocabulary strategies create an active environment where the student can generate, think about, predict, investigate and answer questions that satisfies curiosity about what is being read or listened.
- Using vocabulary strategies encourage the students to work in a co-operative way, discuss the ideas ,infer, make prediction, comprehend the main idea, get the message, recognize contradiction, and relate their previous knowledge to the new experiences.
- Using vocabulary strategies help the students improve their vocabulary in an interesting way.
- Using vocabulary strategies helped pupils to discover the meanings of a new words ,retain the knowledge of newly learned words ,expand the knowledge of English vocabulary and make pupils become independent readers. This means that pupils need to connect words to existing knowledge and use them in listening, reading, speaking and writing.

Based on the above mentioned analysis of data, it can be concluded that Using some vocabulary strategies was effective in improving pupils' vocabulary building and retention skills .This improvement can be attributed to using some vocabulary strategies in teaching EFL vocabulary.

5. Suggestions for further research:

The following suggestions are recommended to be considered for further research:

1. Using some vocabulary strategies in developing EFL vocabulary building and retention skills with different samples and settings.
2. Conducting a follow- up study on this research in order to see whether the vocabulary strategies have the same influence on the language skills (reading, listening and speaking).
3. Using the vocabulary strategies to develop the pupil's writing skills

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