

TECHNIQUES OF TEACHING VOCABULARY IN THE YEMENI SECONDARY SCHOOLS: A SURVEY STUDY

Dr Ahmed al-Qiadhi

Faculty of Education, Sana'a University

Abstract

This study is concerned with surveying the most important techniques used in the teaching of the English vocabulary. Within this frame, it has also touched on how possible it is for the teachers of English to use such techniques in secondary schools. Added to that, the appropriate suggestions for overcoming these problems are discussed and recommendations are forwarded.

The data in this study has been collected from teachers in some secondary schools in Sana'a, Ibb and Taiz. They, therefore, constitute the population from which a sample of certain of schools and certain teachers were selected.

Questionnaires were distributed to secondary school teachers in Sana'a schools, and some other Yemeni schools in Ibb and Taiz. The teachers of these secondary schools agreed that the use of the techniques of teaching vocabulary adopted in this research are an essential tool very important to make learning effective and more interesting.

Analysis of data is attempted by means of finding possible reasons for the different reactions given by the people involved in this study. Both descriptive and inferential statistics were used; first to discuss and interpret the responses given by the teachers of this study, and second, to see whether the hypotheses of this study are accepted or rejected. Four hypotheses were proposed in the study to investigate the relationships between the type of vocabulary teaching techniques and certain other factors known as gender, educational qualification, experience and training that such teachers have had. Based on the findings arrived, some recommendations and suggestions are given.

INTRODUCTION

Teaching, in general, is a complex process. Therefore teaching English as a foreign language is not an easy operation for teachers to teach and for students to understand. One of the most important things in learning a second language is the learning of vocabulary, because this area is among the most important areas especially for the secondary school students who face new vocabulary items. Therefore, teachers need to use effective techniques for teaching vocabulary.

It has often been remarked how strange it is that little has been written on the learning of English vocabulary. This is at the time when there is a sense in which

learning a foreign language is basically a matter of learning the vocabulary of that language. It is no exaggeration to say that not being able to find the appropriate words that you need to express yourself is the most frustrating experience in the use of another language.

The learning of English vocabulary is a demanding task on the teachers of English who are supposed to use so many techniques to save time and to make the meaning clear to the students, and the most effective techniques in teaching vocabulary is to use practical techniques to represent vocabulary meaning.

In this research, the most important techniques that help teachers to represent the vocabulary items have been discussed. Some of these techniques can be classified as:

- Audio-visual aids, realia, flash cards, pictures, newspapers, use of translation, verbal explanation, etc.

QUESTIONS OF THE RESEARCH

The intention of the researcher is to get answers to these questions:

- 1-What is the importance of learning English vocabulary for the learners of English in the Yemeni schools?
- 2-What are the most effective techniques for teaching new vocabulary items to secondary schools students in the Yemeni schools?
- 3- Do these techniques help in making teaching vocabulary more effective so as to help students understand the meaning of these vocabulary items?

Hypotheses

This survey study has posited the following hypotheses:

1. There are no statistically significant differences at the .05 level between the type of teaching techniques that the teachers of this study use in teaching vocabulary and their gender.
2. There are no statistically significant differences at the .05 level between the type of techniques that the teachers included in this study use for teaching vocabulary and the qualifying educational degree that those teachers hold.
3. There are no statistically significant differences at the .05 level between the type of teaching techniques that the teachers of this study use in teaching vocabulary and the amount of experience that such teachers have gained.
4. There are no statistically significant differences at the .05 level between the type of techniques that the teachers included in this study and the amount or number of training sessions that such teachers have gained.

OBJECTIVES

This study aims at:

1. Finding out the useful and effective techniques for teaching vocabulary.
2. Finding out the problems that teachers of secondary schools face when using some techniques in teaching vocabulary.
3. Suggesting some solutions for these problems faced by Yemeni EFL learners.

4. Giving the secondary school teachers instructions to follow when using any of these techniques.

SIGNIFICANCE

The significance of this study is that it touches on one of the crucial points in English language teaching, which is vocabulary teaching. It is known that vocabulary is one of the basic components on which learners depend to learn or acquire a second or foreign language. The finance invested by the educational authorities on the teaching of English and the labor exerted by the English teachers in teaching have to be put and invested in the best possible manner. It is hoped that the findings of this study will help policy makers, writers of English textbooks, writers and valuers of tests, and teachers of English vocabulary in writing textbooks, supplementary teaching materials, and tests in such a way that they satisfactorily meet the needs of Yemeni English learners. Similarly, teachers of English vocabulary to Yemeni learners are expected to make the best use of teaching by means of giving the required amount of emphasis regarding the immediate need of such learners of vocabulary and also the most practical techniques that can help them do the job successfully.

LIMITATIONS OF THE STUDY

This study is limited to a number of secondary schools in the year 2005. The sample of the research consists of 42 teachers in 12 schools, in the cities of Sana'a, Ibb and Taiz.

DEFINITION OF TERMS

1. Visual aids

These are instruments which teachers can use and students can see, as blackboard, pictures, wall charts, overhead projector, realia, magazines, newspapers..... and so on.

2. Realia

Real objects are things that can be found in real life. They are things that the teacher can bring into the classroom to illustrate the meaning of new words aids to make a situation more meaningful and, therefore more memorable and interesting.

3. Puppets

There are three types of puppets:

- (I) Hand- puppets which fit in the hand like a glove and are operated from below by fingers.
- (II) Rod puppets which are operated from below the stage by a combination of rods and springs.
- (III) Marionettes or string puppets which are figures with movable limbs. These are operated from above by means of strings.

Review of Literature Pertinent to the Area

There are numerous studies, which touch on this area including different opinions and information related to the teaching of vocabulary. Therefore, there has been a lot

of investigation focusing on the field of our study for the purpose of expanding our knowledge on the teaching vocabulary.

IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING

Vocabulary is an extremely very important aspect in language learning as they help learners classify objects. For example, Wilkins (1974:22) says "The popular view of words is that they serve as labels for classes of objects and for concepts." He also gives an idea that the lexical form has a number of different meanings. It is pointed out that what is involved in understanding texts is the understanding of the meaning of words. Ronald (1986:19) reiterates, "The meaning of a word can only be understood and learnt in terms of its relationship with other words in the language." Taylor (1990) confirms that in foreign language teaching, there has been greater focus on the teaching of structures but recently a great deal of the teaching materials deal with vocabulary teaching. Nevertheless, it is still the teachers who "need to be aware of the methodologies available for introducing and consolidating new lexical items, (Taylor, 1990:1)." Within the framework of teachers' awareness of teaching methodologies, Stern (1991) gives more importance to this awareness than to the techniques themselves.

TECHNIQUES USED IN TEACHING VOCABULARY

There are many teaching techniques, which are used, in teaching vocabulary like the use of audio-visual ways, electronic devices, using synonyms and so on. It is pointed out that in today's world, where social and technological changes are taking place rapidly, the teacher can no longer be the sole source of important information in the classroom. It is also added that there are many techniques which can be used in language teaching especially in vocabulary teaching like;

- Field-trips and school journeys.
- The electronic devices.
- Newspapers.
- Audio-visual aids and so on

FURTHER TECHNIQUES FOR VOCABULARY TEACHING

As far as language teaching is concerned, there is a lot of techniques and ways that can be used everyday, and a good teacher is the one who can select the most effective and proper techniques according to the requirements of the language learning situations as long as they are important and effective. For example, Gairns & Redman (1986) indicate that the most common ways in which the meaning of new lexical items is conveyed in a natural teaching situation is the use of attractive techniques like visual aids. For example, pictures, magazines, newspapers and so on. They add that

...although traditional approaches and techniques may sound pejorative, most of these techniques are means which tend to be associated with a more teacher-centered approach and consequently the items taught through these means are usually selected by the teacher rather than the learners.(p.26)

HERE ARE SOME USEFUL TECHNIQUES FOR TEACHING VOCABULARY:

a. THE USE OF TRANSLATION

The use of translation in teaching may be very important for learners of a second language because it is very difficult for learners to understand or guess the exact meaning of the words. As Wallace (1988: 47) mentions that "It is not possible for a learner to guess the meaning of the target language word or phrase on every occasion; it may be simply too difficult, or it might take up too much of class time." In addition, Freeman (1983:4) says, "translation was called classical method since it was first used in the teaching of classical languages, Latin and Greek." Wallace (1988:47) further suggests that the result of translation approach was usually the target language was very little used in the foreign language lesson." Newmark (1988) agrees with this and adds that translation is very effective especially with high school learners.

b. THE USE OF REALIA

We all agree that the use of realia is one of the most effective techniques in teaching vocabulary. That is because the teacher can bring some real objects to the class like, fruits, glasses, plated, cups, and so many other things. Also some real objects can be available in the class like, door, window, chairs, tables, pens, and books. Harmer (1991:161) says that "words like, pens, postcards, ruler, ball and many other similar words can be presented in this way." Moreover, Nagaraj (1996) and Doff (1992) point out that realia is not useful at all levels and in all classes. Therefore, teachers should be selective regarding when and how to use realia because too much realia may lead to confusion.

c. THE USE OF BLACKBOARD

The black board has different types. It is a traditional way of teaching and the most usable technique in Yemeni schools. The blackboard is still the best techniques and the teachers must know how to use it effectively, so they must teach themselves how to write clearly, firmly, and orderly on the blackboard. In this way, students can easily read their teachers' hand-writing. Bowen (1982:48) agrees that "The blackboard remains the most versatile general aid."

d. THE USE OF FLASH CARDS

The most widely visual aid used after the blackboard in teaching vocabulary is the flash cards which is just a simple picture on a piece of card or paper. It is easy to get and can be seen from the back of the room. Hubbard and Thornton (1983) point out that the flash cards can be better than the blackboard, because they include details impossible to be explained on the blackboard. Rivers and Temperley (1978) have a similar opinion that the flash cards and the blackboard will remain the most accessible techniques for teaching vocabulary.

e. THE USE OF PICTURES

Pictures can be cut out of magazines or drawn and colored and stuck on the board or it is possible for teachers to hold them to the class. As Dobby and Walton (1979:121) say that it can be used to cue substitutions within a dialogue in which the basic sentence patterns are determined by the teachers. In addition, Celce and Hilles (1988:74) state, "Pictures are a very effective resource for getting students to match form with meaning. On the other hand, Coppen (1969: 78) and also Cross (1991) agree that teaching pictures should be very simple. Learners can not learn complex matters without help, and thinks that teachers' function is to guide children in structuring their experience which is an advantage if the learning materials themselves are designed to do this.

f. THE USE OF PUPPETS

Puppets also have significance in teaching vocabulary. As Celce and Hilles (1988: 80) show us that it can be used to teach the relationship between predicate adjectives such as *happy*, *sad*, *angry*, and so on. They can also be used to illustrate the meaning of adverbs of manner such as running quickly, sleeping deeply walking fast and so on.

g. THE USE OF WORD ASSOCIATION

The field or different fields to which the word is related are also another important technique for vocabulary teaching and learning. Redman (1986:22) adds to this saying "The meaning of a word can only be understood and learnt in terms of its relationship with other words in the language" Bhatia and Bhatia (1995) and Arora (2002) adhere to the idea of teaching words through associations and believe that it is a practical tool for enhancing vocabulary learning.

h. THE USE OF MEDIA

Mass media, here, can be any form of the means of radio, tapes, records, newspapers, magazines, video films, satellite connections and the internet that are accessible for being used for educational purposes. Davis and Walton (1983) reiterate that the overall goal of mass media in general is to inform, entertain, and most importantly to educate the public. Because the language of the mass media is often deliberate and well planned, such language, therefore, will raise and address issues dealing with the social life of people, which will ultimately add up to the linguistic input if used for learning purposes.

Procedures Used in the Study

It is important at this stage, to spell out the procedures followed in this study. These procedures were done as follows:

a. Design of the Questionnaire

In order to carry out this research, a questionnaire was designed, and then it was given to the sample teachers for getting their answers. This questionnaire had 22 statements which were formulated to make up the close-ended questionnaire. After being validated, it was given to 42 teachers in 12 schools. It is worth pointing here that such a questionnaire had as a part of it some questions for the participants to

give information on certain variables as gender, teaching experience, teaching training, and educational degree being the variables investigated in this survey research. The questionnaire is a 3-scale choice having the three options as whether the respondents use these techniques under 'Yes', or whether they do not use such techniques under 'No', or whether they go in between the two under 'Not always'.

b. Validation of the Questionnaire

Validating the questionnaire was done by giving its initial form to some experts to get their opinions on the way in which these statements were written and whether they were suitable to the study or not. Their feedback was incorporated in the final form of the questionnaire.

c. Distribution of the Questionnaire

The questionnaires were distributed to teachers. The sample included 42 teachers. All the teachers in the sample were asked carefully to express their opinions honestly, then the questionnaires were collected, and the frequencies and percentages were calculated for each statement. Next to that, analysis and interpretation were attempted with reference to possible reasons and in accordance with the findings of some previous studies.

d. Population

The population of this study included teachers of English in different governorates in Yemeni schools in Sana'a, Ibb, and Taiz.

e. Sample

The sample was chosen randomly and which came ultimately to 42 teachers of English. As far as this research instrument is concerned, the survey method is the main instrument for collecting data which includes a close-ended questionnaire given to the secondary schools teachers of this survey study. It is important to point out that the sample included 20 male and 22 female teachers. It was thought that for all practical purposes this sample would be representative of all teachers of English in the Yemeni context since these cities particularly the capital Sana'a include teachers who hail from almost all Yemeni cities and areas.

Data Collection

The data of this research was collected from 42 teachers during the second term of the academic year 2005 by means of a questionnaire designed for this purpose.

Data Analysis

The method used in this study for analyzing data was the technique of calculating the frequencies of the responses of each item. Then the percentage of each item was also calculated. Additionally, some other inferential statistics was applied by means of using the SPSS package to find the relationships investigated in the hypotheses of the survey. After discussing the results of the study, some suggestions and recommendations have been proposed.

Discussion and Interpretation

The discussion and/ or interpretation of the results of the students' responses to the items of the questionnaire is attempted by means of tables accompanied by verbal explanation.

Table (1) of frequencies and percentages of the responses of the people included in the study

Item No	Gender	Yes		No		Not always	
		No. of teachers	Percentage	No. of teachers	Percentage	No. of teachers	Percentage
1.	Male	10	50%	05	25%	05	25%
	Female	09	40.91%	06	27.27%	07	31.67%
2.	Male	11	55%	06	30%	03	15%
	Female	11	50%	05	22.73%	06	27.27%
3.	Male	10	50%	05	25%	06	30%
	Female	11	50%	06	27.27%	05	22.73%
4.	Male	06	30%	04	20%	10	50%
	Female	08	36.36%	07	31.82%	07	31.82%
5.	Male	17	85%	03	15%	---	---
	Female	22	100%	---	---	---	---
6.	Male	18	90%	02	10%	---	---
	Female	19	86.36%	03	13.64%	---	---
7.	Male	19	95%	01	05%	---	---
	Female	22	100%	---	---	---	---
8.	Male	18	90%	02	10%	---	---
	Female	12	54.55%	03	13.64%	07	31.81%
9.	Male	18	90%	02	10%	---	---
	Female	18	81.82%	---	---	04	18.18%
10.	Male	17	85%	03	15%	---	---
	Female	22	100%	---	---	---	---
11.	Male	18	90%	02	10%	---	---
	Female	12	54.55%	02	09.09%	08	36.36%
12.	Male	15	75%	05	25%	---	---
	Female	13	59.09%	05	22.73%	04	18.18%
13.	Male	16	80%	04	20%	---	---
	Female	20	90.91%	---	---	02	09.09%
14.	Male	08	40%	08	40%	04	20%
	Female	05	22.73%	09	40.91%	08	36.36%

Item No	Gender	Yes		No		Not always	
		No. of teachers	Percentage	No. of teachers	Percentage	No. of teachers	Percentage
15.	Male	12	60%	06	30%	02	10%
	Female	18	81.82%	02	09.09%	02	09.09%
16.	Male	13	65%	05	25%	02	10%
	Female	14	63.64%	04	18.18%	04	18.18%
17.	Male	08	40%	08	40%	04	20%
	Female	08	36.36%	05	22.73%	09	40.91%
18.	Male	20	100%	---	---	---	---
	Female	22	100%	---	---	---	---
19.	Male	12	60%	06	30%	02	10%
	Female	15	68.18%	03	13.64%	04	18.18%
20.	Male	06	30%	10	50%	04	20%
	Female	10	45.56%	06	27.27%	06	27.27%
21.	Male	16	80%	04	20%	---	---
	Female	12	54.55%	04	18.18%	06	27.27%
22.	Male	18	90%	02	10%	---	---
	Female	17	77.27%	05	22.73%	---	---
23.	Male	20	100%	---	---	---	---
	Male	22	100%	---	---	---	---
24.	Female	18	90%	02	10%	---	---
	Female	22	100%	---	---	---	---

Having a look at the responses of the teachers involved in this study to the different items of the questionnaire, it is clear that such teachers agree to some points when they choose 'yes', and reject some others when they say 'no'. In certain cases, they go in between in the way they show their acceptance of some techniques but such techniques cannot always be used. The analysis attempted here is presented by means of the table including the frequencies and percentages of the respondents' reactions to the different statements of the questionnaire.

Age and standard of learners are two influential determinants in the learning of a foreign language as the case is in Yemen. With reference to the age factor and how the people of this study have reacted to, it is shown that this factor is significant in relation to the use of the vocabulary teaching techniques in the way that the teachers agreeing to this are (50%) among the male and (40.91%) among the female teachers respectively. From the point of view of learning and learning psychology, no one can deny that the age of learners and their learning standard are among the most effective factors in determining such learners' learning. The learning standard of such learners is also of great importance in relation to the teachers' use of the teaching techniques. This is evident from the responses given by the teachers

involved in this study in the way that those accepting the idea are (55%) among the male and (50%) among the female ones.

The use of mother tongue is a highly preferred technique for learning vocabulary. This idea has been accepted by the people of this study to some extent as those who have said 'yes' to it are equally (50%) between the two groups. The next idea is that the use of the mother tongue in teaching new words saves time. Comparing the two ideas, it is seen that it is possible to use mother tongue to save time, but it has some disadvantages. This is why the responses of the teachers of the study have been scattered among the three alternatives, which have come in the following manner:

The male teachers agreeing to it are (30%) whereas the female ones are (36.36%); the teachers who opted for the second choice are (20%) third choice are (50%) among the male and (31.82%) among the female teachers. Looking at these results again, it is clear that half of the male teachers say that it can save time but not always. Such teachers want to say that, yes, using mother tongue can lift the burden of using other techniques but this should not be on the cost of quality teaching.

Examining the idea of using flash cards, it is well realized that the teachers involved in this study highly appreciate the use of this effective technique in teaching vocabulary achieving quite similar results in relation to their agreement being (85%) among the male and all of the female teachers (100%). The use of synonyms is another highly appreciated technique as those who have accepted it are many being (90%) and (95%) respectively.

Regarding the technique of using antonyms, the reaction of the people included in this research is extremely high as the agreeing respondents are (95 %) and (100%) respectively. The use of the technique known as the mixture of verbal and explicit illustration is highly accepted among the male teachers who achieved the rating of (90%) but just half a few more of the female teachers said 'yes' to it achieving the rating (54.55%). This high acceptance of the two techniques by those people is an indication of their positive attitude towards the use of whatever modern and updated techniques, which are available in the field of vocabulary teaching.

It is well known that games are a very influential tool in teaching especially if used with learners taught by teachers like those of this study. This point has been well accepted by the teachers of this study who achieved the ratings of (90%) among the male and (81.82%) among the female teachers. This indicates that, from an educational point of view, games make the lesson more interesting and clearer than without games.

There are two well-known and important techniques for teaching vocabulary items and these are the use of pictures and the use of the double technique of audio-visual way. The technique known as the use of pictures has been highly appreciated by the teachers of this survey study achieving the agreement ratings of (85%) and (100%) respectively. The use of the audio-visual technique and how it is used as a double technique by means of involving the auditory and visual systems of the learner, it is seen that the people of the study highly accept this technique particularly the male ones who achieved the rating of (90%). However, the female teachers achieved an average rating being (54.55%). This high percentage is an

indication that pedagogically speaking, when learning is reinforced by the use of pictures and using the double technique known as the audio-visual technique, learning then can give more effective learning outcomes.

It is out of question that reading is a great help to learners to tackle new words whose meaning is not known to them. This issue is well accepted by the people of this study who got the accepting ratings of (75%) among the male teachers and just half and a few more of the female ones who achieved the rating of (54.55%). This is an indication that they are of the view that the more learners read, the better and more vocabulary they will have. It can be understood from this figure that reading texts of language is a successful aid to learning vocabulary. It is well known that through reading texts, learners can get familiar with the parts of speech of the words used and how they are used.

Regarding the use of drawing on the blackboard, it is well realized that such a technique is viewed differently as far as the teachers of the survey study are concerned. It is always easy and interesting to be taught by using the blackboard, as they quickly understand the pictures or sketch drawings drawn by teachers on the blackboard. This point has received a considerable degree of acceptance agreement, which is good among the male teachers (50%) and excellent among the female teachers (90%). This means that drawings on the blackboard give learners a chance to hear, see, read, and write the words, which highly reinforce the learning of vocabulary items.

One of the oldest and most well known teaching methods is the grammar translation method. It seems that this method is currently out of use as far as the teachers of the study are concerned. It is shown that half of the male (50%) and about the fifth of female teachers (22.27%) say 'yes' to it. On the other hand, a good number of the teachers included in this study say 'no' to this idea as the male and female teachers achieved the refusal ratings of (40%) and (40.91%) respectively. This is an indication that it is still used but in very restricted situations in such a way, that many teachers tend to be modern and innovative in their use of other teaching techniques so they think that it is not always acceptable to use this method. Therefore, those teachers tend to use other methods such as the communicative approach. It does not seem quite common that teachers of English write the new words on the blackboard at the beginning of the lesson and then ask learners to give the meaning of such words. This is what is told by a large number of the teachers of this research study as those accepting the idea are (60%) among the male and (81.82%) among the female teachers.

Preparing the lesson at home by the learners is an effective aid to learning when teachers instruct learners to do this before class. To this idea, (65%) of the male and (63.64%) of the female teachers agree which can be analyzed on the grounds that involving learners in learning makes learning interesting, effective and also productive. However, sometimes learners do not go by their teachers' instructions and so they do not prepare lessons before classes, which is shown by the teachers' refusal to this idea being (25%) among the male and (18.18%) among the female teachers.

Arranging trips to learners establishes good linkage between the learners' school life and their real life. To this, less than half of the male teachers (40%) say

'yes' to it and less than that of the female teachers (36.36%) also say 'no'. At the same time, those who refuse it are (40%) among the male and (22.73%) among the female teachers. Those people want to say that trips are not fully utilized for learning and even if there are journeys, they are used for entertainment and change. Another technique discussed in this survey study is the use of realia, which is very practical and fruitful from a pedagogical point of view. This issue has gained one of the highest degrees of acceptance being (100%) in the two groups. Related to this also is the use of newspapers' and magazines' cuttings and this technique works wonders if well used by teachers. It is accepted to some extent as those accepting it are (60%) (68.18%) respectively, which means that when using such cuttings, learners feel interested and motivated to learn?

No doubt, the use of some technological devices in teaching vocabulary is extremely more useful and more effective than teaching without these devices. However, the teachers of this study do not seem to like such an idea as the agreeing ones are only (30%) of the male and (45.55%) of the female teachers. This indicates that when teaching vocabulary by means of technological devices, learners get highly motivated and stimulated to learn because using more than one sense in learning leaves a stronger impact on the learner and consequently learning gets much more developed and reinforced. But this does not seem to happen as far as the teachers of this survey study are concerned. It seems that they believe that it is not possible to use technological devices as teaching tools as the disagreeing teachers are (50) and (27.27%) respectively. Those teachers may not have possibly used such technological devices or it is not in their hand to use them because many schools lack such equipment.

In the same manner, the teachers' views on the use of some other techniques as puppets, actions and gestures as teaching tools has been investigated. The responses to these techniques have shown that such teachers are highly in favor of such tools. Specifically, they favor the use of puppets to the level of (80%) and (54.55%) respectively while the disagreeing ones are (20%) and (18.18%) respectively. Seeing the figures again, it can be suggested that this tool of using puppets has not been very highly favored possibly because of the lack of financial allocations to buy them and possibly using such a device is time consuming if we take the time of the period as 45 minutes. In a better position, the use of actions and gestures is viewed in such a way that those who favor its use are (90%) and (77.27%) respectively. This result tells us that since it is within the capacity of teachers to use actions and gestures as a part of their body language and movement, they show good willingness and acceptance to use such tools. It is well known that the use of these devices in addition to reasonable and wise body movement is highly appreciated and pedagogically suitable in teaching learning situations as this is bound to create a very good educational atmosphere making learners feel relaxed, and ready to learn with no feeling of anxiety or boredom. There are two more techniques of teaching vocabulary items known as pair work and the technique of silent and repetitive reading. Such techniques have been highly accepted by the people involved in the study. Regarding the technique of pair work, it has been overwhelmingly accepted by the two groups who achieved the ratings of (100%). This supports the cooperative learning notion when learning is supported by sharing

and cooperation among the learners. The technique of silent and repetitive reading has been accepted to almost the same level with few disagreeing male teachers (10%) but the acceptance ratings are (90%) and (100%) respectively. This tells us that if silent and repetitive readings are used, learning then gives productive results.

Findings Specific to the Hypotheses

One of the aims of this survey study is to find out and assess the relationship between the type of techniques that the teachers of this study use in teaching vocabulary and certain other factors such as gender, educational academic qualification, amount of experience and training gained by those teachers.

To assess these relationships, certain statistical tools were used. Therefore, to assess the relationship proposed by the hypothesis stating that there are no statistically significant differences at the .05 level between the type of vocabulary teaching techniques used by the teachers included in this study and their gender, the t-test was used. The t-test result given in the table below is at the level of .023.

	N	Mean	SD	df	Sig.
1 (Male)	20	63.3500	4.88041	40	.023
2 Female	22	60.9091	6.82369		

The t-test significance here is .023, which indicates that the negative hypothesis regarding the relationship between the type of vocabulary teaching techniques and the gender of the teachers of this study is proved. An interesting fact is that the teachers of this study consider highly the type of vocabulary teaching techniques. Thus, this result lends support to the proposition that gender plays a significant role in the choice and preference of the vocabulary teaching techniques.

To assess the relationship between the type of vocabulary teaching techniques and the qualification degree that such teachers hold, the statistical technique known as ANOVA was used. The statistical information shows that the level of significance obtained by those teachers is .734

According to the statistical information provided above, it is seen that the level of significance achieved by the teachers of this study does not agree with the .05 level. Therefore, the negative hypothesis is accepted, which means, among other things, that there is no relationship between the type of vocabulary teaching techniques and the educational degree held by such participants. It can be further inferred that since the majority of the teachers of this study hold the B. Ed (Bachelor of Education, major English) qualification, they have found that the vocabulary teaching techniques introduced in this study sufficient and appropriate.

Regarding the relationship proposed by the hypothesis that there are no statistically significant differences at the level of .05 between the type of vocabulary teaching techniques and the experience that those teachers have gained in the field, ANOVA was used. The result of this test is at the level of .761.

According to this level of significance, being 761, the negative hypothesis regarding the relationship between the type of vocabulary teaching techniques and the amount of experience gained by those teachers is valid. This result suggests that the amount of experience gained by the teachers included in this study does not bear

on their choice of vocabulary teaching techniques. Additionally, the teachers of this study seem to have become well aware of the fact that the teaching techniques introduced in this study are almost enough and can do the job properly if applied well and fully.

As far as the relationship between the type of vocabulary teaching techniques used by those teachers and the amount of training or number of training sessions that such teachers have gained, it was also checked by the use of the statistical technique of ANOVA. The result of this test is .708.

The result of the test shows that the level of significance achieved by those teachers in relation to this hypothesis is .708, which does not agree with the level proposed being .05. Thus, the negative hypothesis dealing with this relationship is valid. It should be understood, according to this result, that there is no relationship between the type of vocabulary teaching techniques and the amount or number of training sessions gained by the teachers included in this study. It can be added that such teachers are satisfied with the teaching techniques introduced in the study.

Summary Remarks of the Study

This section is meant to present some summary remarks, which can be summarized as follows.

1. It is found that the most available and practical techniques for teaching vocabulary are the use of pictures, flash cards, the use of synonyms, antonyms, realia, newspapers' cuttings, pair work and silent and repetitive reading. These are among the highly preferred techniques that the teachers of English can make use of.
2. A surprising remark is the fact that most of the teachers involved in this study view the technique of arranging field trips as being beyond their reach due to the fact that it is unavailable for them to do due, possibly, to financial shortage.
3. It is found that the blackboard is the most available means, which can help teachers of English in the Yemeni schools teach and also use as an aid to practise some of the other techniques discussed in this study.
4. Another remark worth observing is that the teachers of this survey study show their disapproval of certain other points such as the following:
 - a. The use of mother tongue for teaching vocabulary is not accepted as a technique although it can save the time of teaching.
 - b. The use of the Grammar Translation Method is not also favored as a teaching technique. Although some teachers may use it in certain situations, the teachers of this study refuse it, to a large extent.
 - c. The use of certain technological devices is not well-realized by the teachers of this study. It is a fact that technological devices are a good asset to teachers but the teachers of this study are possibly unaware of the importance of such tools. One of the reasons for this unawareness can be due to the fact that many of our schools lack such tools. At the same time, our classrooms are crowded with large numbers of learners, which may hinder the use of such tools.

5. At another level, the teachers included in this study voice their opinion in relation to some obstacles that stand against their desires and plans to practice some techniques and some of these obstacles are the shortage of time and the large number of students in one classroom.
6. Another remarkable point is that the more the techniques are varied, the better learning outcomes are reached. This calls teachers of English to vary their techniques in teaching vocabulary as much as possible. This can achieve a two-fold objective, which are ease and help for the teacher when practicing such techniques and also relaxation and effective learning on the part of the learner.

Summary Remarks Specific to the Hypotheses

1. It is of interest to find that the teachers of this study appeared appreciative of the vocabulary teaching techniques introduced in this study. Thus, both male and female teachers of this study enjoy a very good degree of educational spirit that seems to have made them committed to the teaching profession.
2. A remarkable conclusion is that the teachers of this study have become satisfied enough with the academic and educational preparation that they have learnt at the university as a part of their qualifying program offered to them before joining the job of teaching. This has given the ability to believe in the techniques introduced in this study as sufficient and practical.
3. With reference to the relationship between the type of vocabulary teaching techniques and the experience gained by the teachers of this study, it can be concluded that they have achieved a certain level of experience, which makes them feel that the techniques introduced in this study are sufficient.
4. It is worth concluding that the amount or number of sessions gained by the teachers of this study is quite remarkable due to the fact that more than half of them had two training sessions as a part of training during their profession.

RECOMMENDATIONS

Based on the findings, the following recommendations can be forwarded.

A. To the Educational Authorities

- The Ministry of Education should support the secondary schools with different and sufficient teaching aids.
- The Ministry of Education should add more classrooms to the existing schools to rationalize the number of learners in one classroom.
- The Ministry of Education and the other concerned bodies should arrange an intensive training course and periodical training sessions in using the techniques, which can make them better and effective teachers.
- Such authorities should make classrooms suitable places for displaying realia, visual aids, and electronic devices so as to help teaching go in the best possible manner.
- Secondary schools' administrators should think of some techniques to be used in their schools to make the learning process more

effective and interesting; like arranging some field trips, provision of some puppets, flash cards, and some other teaching tools.

B. To the Teachers of English

- Teachers should select the techniques that can satisfy the individual differences among their learners.
- Teachers should encourage students to make or buy some materials and bring them to their classes such as newspapers' cuttings, objects from the environment and so on.
- Teachers should vary their techniques from time to time so as to keep their students attached to learning vocabulary.

C. To Yemeni EFL Students/ Learners

- Students should be encouraged to read extensively for enriching their vocabulary stock.
- Students themselves should be encouraged to prepare the lesson at home and use the dictionary for knowing the meaning of the difficult words, in order to understand the lesson and make the teaching process easier and smother.
- Students should be encouraged to use the new words learnt in each class inside and outside the classroom.
- Students should be encouraged to derive the meaning of unknown words with the help of context clues, which has been found as "an effective approach to increase vocabulary and reading comprehension (Ying, 2001: 18)."
- In order to solve the multiple and variable use of words, students should be introduced to the use of the dictionary as an invaluable friend. For the purpose of effective use of the dictionary, students should be provided with opportunities to familiarize themselves with using the dictionary, which will ultimately add to their accuracy and fluency.

Suggestions for Further Research

This study was done to investigate the problems that teachers face when teaching vocabulary in secondary schools, and the best ways for explaining the new words. Some suggestions have been forwarded in this study. However, the present study merits replication in its exact or modified form. Meantime, further studies of similar nature are in need to be conducted in related other fields like the following:

- A study is recommended to investigate use of the audio-visual method for teaching listening and speaking in Yemeni schools as a successful method for teaching vocabulary.
- An investigation of the effect of using mother tongue on learners' acquisition of second/ foreign language and how it is related to vocabulary teaching.

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Appendix

The Questionnaire

Dear teachers;

This is a questionnaire, which is designed for investigating the topic "Techniques of Teaching Vocabulary in the Secondary Schools: A Survey Study." This questionnaire includes a number of statements which need your responses so kindly read these statements and tick the ones that suit you in the correct column. First, kindly answer the questions, which need some personal information about you.

A-Sex: Male () Female ()

B- Experience: how many years ()

B- Training: how many times ()

D-Educational degree:

No	Statements	Yes	No	Not Always
1	When using any techniques, we have to pay a lot of attention to the age of students.			
2	The standard of students determines their understanding of the new vocabulary items.			
3	Students prefer using mother tongue in explaining the meaning of words to some other techniques.			
4	The use of mother tongue for explaining the meaning of new words saves the time of teaching.			
5	The use of flash cards is effective and gives a rapid reaction on the part of students.			
6	The use of synonyms makes the meaning clear to students especially when giving examples.			
7	The use of antonyms clarifies the meaning of words especially when giving examples.			
8	The use of explicit and verbal explanation in teaching vocabulary is an effective technique.			
9	Students like using games in explaining the meaning of new words.			
10	The use of pictures to explain lexical items makes the meaning clear.			
11	The audio-visual way is better than using one way alone.			
12	Reading the context as a whole makes students guess the meaning of some unknown words.			
13	Drawing on the blackboard is more practical and easier for both students and teachers than some other techniques.			
14	The use of the Grammar Translation Method is better than the use of the Communication Approach.			
15	Writing the difficult words on the blackboard, and asking the students to give the meaning themselves is an effective technique.			
16	Teachers ask students to prepare the lesson at home and translate the difficult words in advance.			
17	Teachers arrange field trips for students so as to make them see objects in their real nature.			
18	The use of realia is a successful and practical technique.			
19	The use of magazines' and newspapers' cuttings is an effective technique.			
20	The use of some electronic devices like radio, tape recorder and some other technological devices is an interesting and successful technique.			
21	The use of puppets makes students react positively and make the lesson entertaining.			
22	The use of actions and gestures is helpful when explaining the meaning of lexical items.			
23	The use of pair work is very useful in the teaching of vocabulary items			
24	The use of silent and repetitive reading is very practical in the teaching of vocabulary items			