

وزارة التعليم والبحث العلمي

MINISTÈRE DE L'ENSEIGNEMENT SUPERIEURE ET DE LA RECHERCHE SCIENTIFIQUE

جامعة مولود معمري - تيزي وزو
كلية الآداب واللغات
قسم الإنجليزية

MOULOUD MAMMERI UNIVERSITY OF TIZI-OUZOU
FACULTY OF LETTERS & LANGUAGES
DEPARTMENT OF ENGLISH



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*A dissertation submitted in partial fulfillment of the requirements for the degree of
Master in English*

DOMAIN: Letters and Foreign Languages

BRANCH: English Language

SPECIALISM: Language and Communication

Title

*Investigating the Techniques English Teachers Use to
Enhance Vocabulary Acquisition in Primary School
Pupils in Tizi-Ouzou*

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Academic Year: 2022-2023

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Dedications

I would like to dedicate this work to my treasured family,

*To my guiding light and source of inspiration **Mother** and **Father***

*To my beloved **brothers** and **sister** whose unconditional love, support, and motivation encouraged me to reach my goals.*

To all the people who loved me and wished for my success.

Thank you for your encouragement, your love, and your belief in my potential.

Hanane

I would like to extend my heartfelt thanks to:

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Abstract

The current study aims at investigating the techniques used by English primary school teachers to enhance vocabulary acquisition in first-grade pupils in Tizi-Ouzou. This study relies on three (03) main objectives. The first objective is to describe the tools that English elementary school educators employ to present new vocabulary to young learners. The second one is to explore how teachers provide oral feedback to primary school pupils on their use of the new vocabulary. The third one is to determine the challenges that these instructors encounter throughout the process of teaching new lexical terms to children. The theoretical framework is based on Mayer's (2009) 'The Cognitive Theory of Multimedia Learning'. To achieve this work, twelve (12) classroom observations have been conducted in three (03) different primary schools situated in Tizi-Ouzou town, and three (03) primary school English teachers have been interviewed. This work adopts the mixed-method approach, which incorporates both quantitative and qualitative methods for data collection and analysis. The data obtained from classroom observations are analyzed using Descriptive Statistical Analysis, whereas the data gathered from teachers' interviews are interpreted relying on Qualitative Content Analysis (QCA). The results reveal that primary school English teachers rely mainly on flashcards, images, diagrams, videos, songs, games, realia, conversations and stories to present new lexis to young pupils. Additionally, they show that teachers do always provide positive oral feedback to their learners when they use the new vocabulary they have already acquired. In conclusion, it is found that primary school English instructors face many difficulties while teaching lexis mainly the lack of motivation among pupils and the lack of teaching materials.

Keywords: *Challenges, oral feedback, pupils, teachers, techniques, vocabulary teaching and learning.*

List of Abbreviations

- **EFL:** English as a Foreign Language
- **ESL:** English as a Second Language
- **H:** Hypothesis
- **MMUTO:** Mouloud Mammeri University of Tizi-Ouzou
- **Q:** Question
- **QCA:** Qualitative Content Analysis

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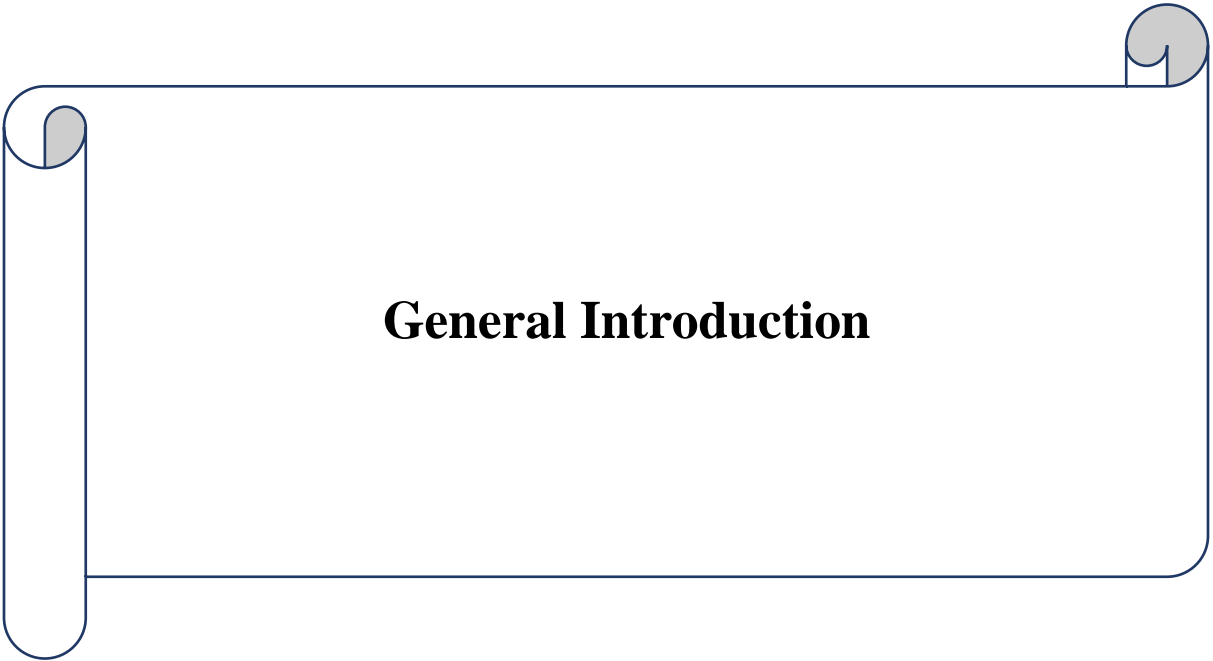
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General Introduction

- **Statement of the Problem**

In recent decades, vocabulary teaching has gained an increasing attention from scholars, linguists and researchers since it plays a major role in foreign language teaching and learning. Nation (2011) claims that in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e., listening, speaking, reading and writing.). In other words, possessing a wide range of word knowledge enables learners to master any given language and to communicate effectively in that language. For this reason, in 2022, the Algerian Educational System decided to integrate English as a foreign language into the school curriculum in the first-grade cycle of public schooling. However, teaching vocabulary is a challenging task for any EFL educator because it requires huge efforts especially when teaching primary school pupils. Therefore, researchers around the world like Nation (2011), Schmitt (1997), and Mayer (2001) have made considerable efforts to establish the appropriate techniques that make vocabulary teaching to young pupils easier and more efficient.

Many paramount works have been conducted in the field of vocabulary learning. A research entitled “The Use of Crossword Puzzles as a Teaching Technique to Enhance Learners’ English Vocabulary Learning: The Case of First Year Private Middle School Pupils” has been conducted in the Department of English, at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). Ms. Imoula Samia and Ms. Ould Braham Tounsia submitted it in 2018. The aim of this research is to investigate the use of crossword puzzles as a teaching technique to boost learners’ vocabulary acquisition in two private schools ‘Djurdjura and Ithri’ situated in Tizi-Ouzou town. The results reveal that learners have positive attitudes towards these techniques and most tutors rely on them to teach vocabulary. Another relevant research conducted at the same university is named “Learners’ Attitudes Towards the Use of Authentic Recorded Conversations to Enhance English

Vocabulary Learning: The Case of Learners at Modern Languages School of Tizi-Ouzou''. It was submitted in 2022 by Ms. Mazouz Yamina and Ms. Schiff Sabrina. The aim of this work is to determine what kind of attitudes learners hold towards recorded conversations as a learning\teaching tool. The results show that young learners develop positive attitudes towards the implementation of Authentic Recorded Conversations since they help them discover, understand and memorize new and difficult words.

During our investigation, we have noticed that little attention has been directed towards vocabulary teaching to first-grade school pupils since it is newly implemented in the Algerian public primary schools. For this reason, in this study, we try to shed light on the techniques that elementary school EFL educators use to help pupils gain new words.

- **Aims and significance of this study**

The overall aim of this study is to investigate the techniques used by primary school English teachers to enhance vocabulary acquisition in pupils in Tizi-Ouzou. First, it aims to determine the tools that these educators rely on to present new vocabulary terms to first-grade pupils. Second, it seeks to determine how these teachers provide oral feedback to elementary school pupils when they employ the new lexis they have learned before. Third, it seeks to explore the challenges that English educators face when teaching new lexical items to first-grade pupils.

This research is significant because it is a new valuable addition to the works that have been conducted in the domain of vocabulary teaching. It may help teachers to be updated with the most effective techniques that boost primary school pupils' vocabulary learning, and it enables course designers to make pertinent adjustments to the syllabus in order to make vocabulary learning interesting and amusing.

- **Research Questions and Hypotheses**

Q1: What tools do English teachers use to explain the meaning of words to primary school pupils in the selected schools in Tizi-Ouzou?

Q2: How do primary school English teachers in the selected schools in Tizi-Ouzou provide oral feedback to young learners on their use of the new lexis they have already acquired?

Q3: What are the difficulties that elementary school English instructors in the selected schools in Tizi-Ouzou face throughout the process of teaching vocabulary to children?

The following hypotheses are advanced in order to answer the previous questions:

H1: Primary school English teachers rely mainly on audio-visual tools such as flashcards and videos in order to teach vocabulary to young learners.

H2: Teachers always praise their learners' efforts by saying some expressions when they make use of the new words they have acquired before.

H3: Elementary school English teachers face many challenges when teaching vocabulary to children.

- **Research Techniques and Methodology**

This study adopts the mixed-method approach incorporating both qualitative and quantitative methods for data collection and analysis. The research data are collected from elementary school English teachers at 'Idir Halima', 'Ecole Primaire de l'indipendance' and 'Haouchine Mohamed Idir Ouammer' primary schools situated in Boghni, Draa-El Mizan, and

Tizi-Ouzou towns. The research data are gathered using interviews and classroom observations. Both classroom observations and teachers' interviews seek to answer the three research questions. Twelve (12) classroom observations have been conducted in the previously selected schools, and three (03) primary school English teachers have been interviewed. A checklist is designed for classroom observations, while the interview relies on a set of open-ended questions and close-ended questions. The numerical data gathered from the checklist and the close-ended questions of the interview are analyzed using the quantitative method by relying on descriptive statistical analysis, and the data collected from the interviews are interpreted using the qualitative method through qualitative content analysis (QCA). This work adopts Mayer's (2009) "The Cognitive Theory of Multimedia Learning" to examine and discuss the results.

- **Structure of the Dissertation**

The present dissertation follows the simple traditional model. It includes a general introduction, four chapters and a general conclusion. The "General Introduction" is devoted to the statement of the problem, making claims, asserting the significance of the research and establishing the gap in previous studies. The first chapter "Literature Review" is concerned with defining the main concepts related to both the research problem and the theoretical framework. The second chapter is entitled "Research Design". It explains the methodology of the study as well as the instruments utilized to gather data and its analysis. The third chapter is "Presentation of the Findings" where the results of the study are organized and displayed. The fourth chapter is "Discussion of the Findings" which is a space devoted to the evaluation of the findings collected from the interviews and classroom observations, answers to the research questions and confirmation or refutation of the advanced hypotheses. Lastly, the "General Conclusion" is an overall statement of the main points discussed in this study.



Literature Review

Introduction

This chapter examines the significant literature related to our topic consisting in investigating the techniques that EFL teachers use to enhance vocabulary acquisition to young learners. It is divided into six sections. The first section deals with the different definitions of vocabulary, its types, and its importance in EFL learning/teaching. In addition to this, the second one includes teaching vocabulary to children as well as the steps for vocabulary instruction. The third one comprises the techniques used to teach vocabulary to first-stage classes. The fourth section comprises the difficulties that teachers may face while teaching vocabulary. The fifth section consists of oral feedback. The last section describes the theoretical framework related to this field of research.

1. Vocabulary

1.1. Definition of Vocabulary

McCarthy (1990, p.3) states “When we speak of the vocabulary of a language we are speaking primarily, but not exclusively, of the words of that language”. That is to say, the term ‘vocabulary’ refers to all the words that exist in a particular language, although it is not limited to words only and may include other linguistic elements. These linguistic elements include words, phrases, expressions, and idioms. In addition, vocabulary could be defined as a ‘dictionary’ or a set of words (Pavičić, 2008). This signifies that vocabulary is essential for learners to expand their knowledge of a language, and it is convenient to communicate effectively.

Carter (2012) defines a word as the minimum meaningful unit of language. That is to say, a word is the smallest unit of a language. A single word is meaningful and can convey a complete idea. For example, the word “cat” is a single word that conveys meaning. This word refers to a

small domestic pet. However, a single word does not always have a full and complete meaning. There are numerous examples of expressions consisting of multiple words, such as idioms that convey meaning as a whole.

Vocabulary acquisition is an essential component of second/foreign language learning, and EFL teachers play a critical role in facilitating this process. Many studies have highlighted that vocabulary is an important aspect of learning and teaching any foreign language.

1.2.Types of Vobaculary

Vocabulary is essential in learning any language. Scholars in the field of vocabulary acquisition have identified two distinct types of vocabulary: receptive and productive. The receptive vocabulary is the ability to identify and comprehend words in context. On the other hand, productive vocabulary refers to the words that an individual constantly uses when speaking or writing. Nation (2001) explains that receptive vocabulary is a prerequisite to comprehending spoken and written language, whereas productive vocabulary is fundamental for producing both spoken and written language. Additionally, Nation (2001) points out that learners of any language should emphasize on developing both these two types of vocabulary through extensive reading, listening, and meaningful communication.

1.3.The Importance of Vocabulary Learning and Teaching

The importance of vocabulary is crucial in language learning and teaching. Vocabulary knowledge allows learners to understand and comprehend the meanings of different words and phrases that exist in a language. Therefore, for learners to become proficient in the target language, they have to build a rich vocabulary. Moreover, effective vocabulary learning and teaching permit learners to achieve their language goals and improve their cognitive and metacognitive skills.

Furthermore, it fosters cross-cultural understanding and increases their motivation and engagement. (Alqahtani, 2015)

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, p. 111, as cited in Thornbury, 2002, p. 13). In this vein, grammar consists of a set of structures and rules for organizing words into meaningful sentences. Grammar is important to convey meaning in any language. Without grammar, language would be separated into isolated words which are meaningless. On the other hand, vocabulary provides learners with a variety of words and sentences needed to communicate and use the language effectively. Without vocabulary, learners would struggle to articulate and convey even simple and basic concepts. However, these two facets of language learning should be taught together as they are interrelated. A solid knowledge of vocabulary can help learners understand and use language effectively, and a solid comprehension of grammar can help learners in using vocabulary more correctly and properly. To put it another way, an Algerian learner who masters the English grammar rules, although he/she has a limited vocabulary, he/she can construct sentences like “I go to school”, “I can speak English”, etc. However, he/she can struggle to express more complex ideas or to understand native speakers. On the contrary, a learner who has a rich vocabulary and doesn’t master the grammatical rules may produce a variety of words, and he/she may struggle to put these words together to produce a meaningful sentence.

2. Teaching Vocabulary to Children

Teaching vocabulary to children can be a fun activity and a rewarding experience for the reason that children are naturally curious and enthusiastic to discover everything. Teaching children requires an amount of energy, creativity, persistence, and a readiness to engage with children taking into account their level. Teachers and parents can encourage their children to learn

vocabulary by using pictures, providing context, reiterating new words, participating in diverse activities and games, using real-world experience, and making learning enjoyable. (Netuk, 2022)

According to Beck, Kucan, and McKeown (2013), vocabulary knowledge plays a vital role in language learning. Thus, it is important for effective reading comprehension and to achieve academic success. It is believed that children with solid knowledge of vocabulary have a better understanding of many different subjects. In order to help children to understand vocabulary instruction, they should be exposed to new words several times. In addition, fostering curiosity and interest in language motivates children to learn more vocabulary and discover new words. This can be used to create a positive and engaging environment for learning. To put it simply, new words can be chosen in relation to what children like most such as sports, music, animation, etc. In addition to this, games and puzzles can be used to make learning fun and engaging, and encourage children to watch cartoons and listen to songs. As a result, children will develop a love for learning new words and for the language. (Beck et al., 2013)

2.1.Steps of Vocabulary Instruction to Children

As maintained by Morzano (2004), there are six (6) steps for effective vocabulary instruction for children:

2.1.1. The Teacher's Role in Explaining New Terms

The teacher presents the new word by providing a definition, explanation, or example. The description should be simple and clear. Besides, the teacher may provide synonyms, visual aids, and real-life objects to enhance children's understanding of the new term. To give an example, the teacher teaches the adjectives “big” and “small”. He/she may use hand gestures to illustrate the meaning of ‘big’ and ‘small’ by stretching his/her arms or bringing them closer.

2.1.2. Students' Paraphrasing of the New Terms

It is important to use simple language that is suitable for learners' age and level. The teacher explains and gives examples of the new vocabulary terms. Then, he/she asks the young learners to give explanations of the term using their own words. To exemplify, the teacher introduces the word 'happy' by defining it as "the feeling of joy and excitement". Then, the teacher asks the young learners for their own explanations. One of the children may express that the term 'happy' signifies a smiling expression and feeling good when he/she gets a new toy.

2.1.3. Students' Creation of Nonlinguistic Representation of the Terms

After presenting the word linguistically to young learners, the teacher asks them to create a visual or graphic representation of the new term. The learners may work individually or in pairs to illustrate the new term by creating a drawing, diagram, or symbol. The teacher explains the words "big" and "small", and then asks the children to illustrate these terms. Thus, the children will work in pairs to draw things that are big and small such as a big tree, a small ball, etc.

2.1.4. Engaging Students in Periodic Knowledge-Building Activities

The teacher provides multiple opportunities for the young learners to practice the vocabulary they have learned. He/she improves learners' understanding by involving them in activities that help them to expand their vocabulary knowledge in their vocabulary notebooks. Some of these activities are: comparing words, classifying terms, writing their analogies and metaphors, reviewing terms, and using affixes, suffixes, and prefixes for a better understanding of the terms. Learners can write down those activities in a notebook to be used in the future.

2.1.5. Periodic Peer Discussions on Terms

The teacher helps the learners to solidify their understanding of words by providing them with opportunities to discuss the vocabulary with their peers. The teacher asks the pupils to form pairs or small groups to discuss words they have learned. By way of illustration, the teacher instructs the pupils to discuss the word ‘happy’. The learners can use the word in a sentence saying, “I feel happy when I play with Ahmed”.

2.1.6. Engaging Students in Periodic Term-Play Activities

Games are activities that involve players that can be used for educational purposes. Games are an effective method for teaching vocabulary to children in a fun and engaging way. In this sense, pupils learn more efficiently and memorize the vocabulary terms. This can involve games such as matching games, pictionary, charades, word scramble, etc.

3. Techniques in Teaching Vocabulary for the First Stage

According to Allen (1983), many techniques can be used to teach vocabulary in first-stage classrooms:

3.1. Creating a Sense of Need for a Word

It is important to make learners feel that the word is needed, to help them remember the new words. “The need indeed produce learning [...]” (Allen, 1983, p. 9). That is to say, children are more likely to learn vocabulary when they feel the need or desire to learn new words. In this context, this can provide learners with motivation to learn. For example, a child may need to communicate effectively during activities held in the classroom. This can motivate him/her to learn more words.

3.2. Examining a Textbook Lesson

Textbooks provide lists of vocabulary, but making students memorize these lists may be ineffective. The teacher should include other materials and activities to facilitate learning. A textbook provides a list of alphabetized vocabulary as well as their translation into learners' language. However, in the real world, vocabulary is not presented in an alphabetical order. In this regard, teachers group together the words belonging together in real life using pictures, realia, and gestures. As an illustration, in a textbook lesson about pets, the teacher lists keywords such as "cat", "fish", "canary", and "dog". The teacher shows pictures of these domestic pets to help pupils understand the words.

3.3. The Role Textbook Lists in Learning

Learners are more likely to learn and remember words when heard, seen, and said. For instance, the teacher says the word out loud and then learners repeat it after him. "Hearing the word, seeing it, and saying it -- all of these may be aids to learning [...] More is needed, and the harm comes when there is no time for anything more." (Allen, 1983, p. 12). In other words, presenting new vocabulary in different ways such as hearing, seeing, and saying it are ways of engaging children in the learning process. In such a way, children may improve their pronunciation and auditory processing by hearing the words said out loud, whereas they can improve their spelling and visual recognition by seeing the words. For instance, the teacher says a word and pupils repeat after him/her. Moreover, teachers should make enough time for learners to understand and retain the information. When there is no sufficient time for activities, shallow learning may happen.

3.4. Showing the Meaning of Words

To make learners understand the meaning of new words, the teacher shows a picture, provides a translation of the words in the learners' mother tongue, and defines the new words in simpler English that learners already know. Indeed, a teacher brings a toy truck to the class to attract pupils' attention and says "What a nice truck!". Accordingly, the pupils' attention is directed towards the toy leading them to acquire the particular term that identifies it.

3.5. Drawing Attention to Meanings Before Drilling Words

Before drilling new words, the teacher makes sure that the learners understand the meaning of the words. This involves showing pictures, asking the learners to draw figures, and acting out the meaning. By way of illustration, the teacher presents new words such as "girl" and "boy", then points to a girl and a boy in the classroom saying "This is a boy" and "This is a girl". The teacher provides communication experiences by writing a dialogue on the board and asking pupils to say the names of the girls or boys in the classroom to complete the dialogue.

3.6. The Use of Commands in Vocabulary Classes

Commands are useful for teaching vocabulary since they permit learners to practice the new words in context. For instance, the teacher can command saying "open the door". "When we ask students to respond physically to oral commands which use the new words, the activity is very much like what happens when one is learning one's mother tongue" (Allen, 1983, p. 23). In more precise terms, children learn other languages the same way they learn their mother tongue when they respond physically to oral commands using the new words. In this vein, the physical response is a fun and engaging way that improves children's understanding and retention of new words. In such a way, the teacher may mime some commands such as "Raise your hand".

3.7. Using Realia for Vocabulary Teaching

Teaching vocabulary using Realia means bringing real objects or materials to the classroom. This allows learners to visualize, touch, and see the object. As an illustration, the teacher may bring to the classroom a fruit such as a banana to teach the name of the fruit.

3.8. Communication Experiences for the Classroom

The teacher provides opportunities for learners to communicate. The teacher creates situations or activities where pupils can use the words they have learned in meaningful communication. To illustrate, the teacher uses activities such as drawing and role-playing to engage the learners in learning. One of these activities may involve the teacher asking pupils to draw a picture of a visitor from another planet based on the description provided by the teacher. Afterwards, the pupils compare their drawings with each other and to the teacher's drawing. These interactive activities are used to make learning more fun and engaging.

3.9. The Value of Pictures that Students Draw

Learners learn and memorize words effectively when they draw pictures related to the words learned in classrooms. It allows learners to personalize their learning. In other words, the teacher presents new vocabulary by asking members of the class to draw on the board following his/her instructions. The teacher whispers the description of the drawing in the learners' mother tongue. Next, the drawing will be discussed by the learners.

3.10. Special Uses of Visual Aids

Visual aids such as drawings, pictures, flashcards, flannelgraphs, and diagrams allow learners to understand and remember new words easily. Furthermore, the teacher may select a student as a student helper to mime some verbs being taught.

4. Oral Feedback

As maintained by Beck et al. (2013), providing learners with feedback and rewards can have a significant impact on their confidence and motivation to learn. When pupils receive rewards such as praise and recognition from their teachers, they are more likely to feel positive about their abilities and learning experience. This encourages pupils to continue learning. In addition to that, feedback serves as a tool for learners to improve their weaknesses. This can boost learners' self-confidence in their abilities and leads to a more enjoyable learning environment. Feedback and rewards can be an effective way for creating a positive learning experience, and encouraging pupils to actively engage in learning (Beck et al., 2013). To exemplify, the teacher provides feedback for the learners' answers saying "Good job".

5. Difficulties that Teachers may Encounter while Teaching

According to Sari and Wardani (2019), teachers may face some difficulties and challenges while teaching vocabulary to pupils. The first difficulty is that pupils have limited knowledge of the meaning of words and pronunciation. As children are not familiar with the words, they do not know their meanings. Thus, it is important to teach them the phonetic symbols and to check their understanding after introducing the words. The second difficulty, as maintained by Sari and Wardani (2019), is that pupils have poor memorization and learning motivation. Pupils have a tendency to forget what they have learned easily, hence teachers should teach them how to

memorize words through repetition. Learners get easily bored and demotivated to learn. This can be challenging, accordingly, the teacher must create an engaging environment for these learners using pictures, drawings, flashcards, and games. Besides, giving rewards and feedback can be a motivating factor for pupils. The teachers themselves can be a challenge in teaching vocabulary. This is due to their limited knowledge of the words and techniques as they may struggle to explain some words. Therefore, they provide explanations and translate the words into the learners' native language. Another difficulty is the time constraint and word selection in learning materials. Insufficient time is the biggest challenge that teachers face while teaching. Consequently, teachers should devote time to the most important words to be learned. Furthermore, teaching a topic with many words to be learned can confuse pupils and make the teaching and learning process more complex. Accordingly, the teacher should select carefully the learning materials and reinforce them to facilitate learning. The teacher can use dictionaries to explain some words.

6. Theoretical Framework

This work is based on Mayer's (2009) "Cognitive Theory of Multimedia Learning" which explains how people assimilate information through multimedia materials such as text, pictures, audio, videos, games, animation, and graphics. Mayer has carried out extensive studies on how people learn and memorize information via different channels including text, audio, and graphics (Richard Mayer, 2023). He has written a book entitled "Multimedia Learning" (2009) in which he talks about the cognitive theory of multimedia learning and directs teachers and educators on the way to design effective instructional multimedia materials. In addition to this, he suggests whether people learn efficiently from words alone or from pictures and words. Mayer (2009, p. 3) defines multimedia as follows:

Multimedia learning refers to learning from words and pictures. Multimedia instruction refers to the presentation of material using both words and pictures, with the intention of promoting learning. The case for multimedia learning rests on the premise that learners can better understand an explanation when it is presented in words and pictures than when it is presented in words alone. Multimedia messages can be based on the delivery media (e.g., amplified speaker and computer screen), presentation mode (e.g., words and pictures), or sensory modalities (e.g., auditory and visual).

This quotation describes the concept of multimedia learning and instruction which comprises both words and pictures to improve the learning process. Multimedia learning is learning by using spoken and written words, and visual aids including pictures, videos, and diagrams. Multimedia instruction is the presentation of information in the form of words and pictures to make learners better understand the used material. The premise of multimedia learning is to make learners understand the presented information by engaging multiple senses including auditory and visual components. Multimedia messages can be conveyed through a multitude of media such as computer screens, loudspeakers, slideshows, and videos. Multimedia instruction can enhance learning by combining words and pictures to make it effective, engaging, and memorable (Mayer, 2009).

The cognitive theory of multimedia learning assumes that people learn effectively from words and pictures rather than words alone. Learners process information through two channels: a visual/pictorial channel - pictures - and an auditory/verbal channel - spoken and written text – which allows for processing information in their working memory and building mental representations in their long-term memory (Mayer, 2009).

This theory suggests that multimedia learning can enhance children's comprehension and retention of complex information. It is worth mentioning that presenting information in many

formats can facilitate the learning process for children. Nevertheless, teachers and educators are required to design instructional materials that fit learners' cognitive abilities, as learners have different interests, motivations, learning styles, levels of prior knowledge, etc. Accordingly, multimedia learning materials should be designed to help children to learn effectively by breaking down difficult and complex information into small chunks and encouraging them to engage with the materials (Drigas, Kokkalia, & Lytras, 2015).

Mayer (2009) identifies twelve (12) principles for the cognitive theory of multimedia which are: multimedia principle, modality principle, redundancy principle, coherence principle, signaling principle, spatial contiguity principle, temporal contiguity principle, segmenting principle, pre-training principle, personalization principle, voice and image principles. However, only eight (08) principles have been used in this study:

6.1. Signaling Principle

Mayer (2009, p. 108) asserts "People learn better when cues that highlight the organization of the essential material are added." This principle emphasizes the importance of cues or signals to help learners distinguish important information from unnecessary information. This principle is based on the idea that children have limited cognitive resources to process information. Therefore, adding cues such as arrows, the use of highlighting, and underlines draw children's attention to the important information. To put it in another way, the teacher presents pictures of a family, and he/she uses an arrow pointed to the father. Thus, the teacher makes learning easier.

6.2. Spatial Contiguity Principle

Mayer (2009, p. 135) states "Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen." In other words, pupils

learn better when words and pictures are presented next to each other, and this makes it easier for learners to process the presented information. By way of explanation, a teacher teaches about the members of the family. Therefore, he/she displays a visual aid such as a family tree where a name is attributed to each member of the family.

6.3. Temporal Contiguity Principle

“Students learn better when corresponding words and pictures are presented simultaneously rather than successively” (Mayer, 2009, p. 153). This means that pupils learn more effectively when the information is presented through both words and pictures at the same time, rather than being presented one after another or using only words alone. Using both verbal and visual aids altogether is more efficient and helpful for learners to process and understand information. As an illustration, when the teacher presents new vocabulary, he/she displays a picture of a fruit on the board and says its name at the same time.

6.4. Segmenting Principle

Mayer (2009, p. 175) suggests “People learn better when a multimedia message is presented in user-paced segments rather than as a continuous unit.” This principle advocates that breaking large complex information into smaller segments helps learners, especially children, to better comprehend the presented information. To illustrate, the teacher explains the process of plant growth, and he/she can use pictures or videos to explain each stage of the process in a simpler way.

6.5. Pre-training Principle

“People learn more deeply from a multimedia message when they know the names and characteristics of the main concepts” (Mayer, 2009, p. 189). It is based on the idea that when a

complex multimedia message is presented, children learn more effectively if they have background or prior knowledge of the presented concept. Children process the information and understand it better when they are familiar with the names and characteristics of the main concepts being discussed. As an illustration, the teacher teaches learners about animals and their habitats. The teacher uses different multimedia recourses, namely, videos, pictures, and activities to show the meaning of what ‘habitat’ is and its various types such as the ocean, forest, desert, etc.

6.6. Multimedia Principle

Mayer (2009, p. 223) proposes “People learn better from words and pictures than from words alone.” This means that learners learn better when information is presented in different formats rather than one. Additionally, this helps to create connections between the information for a better understanding and retention. Although, when presenting information through words alone, learners may struggle to understand the information. In this regard, the teacher teaches the process of plant growth instead of using just the textbook. He/she uses pictures, videos, and interactive simulations.

6.7. Personalization Principle

“People learn better from multimedia presentations when words are in conversational style rather than formal style” (2009, p. 242). This principle suggests that pupils learn better when information is presented in a conversational style, and creates a friendly and engaging environment, rather than a formal style. The former is an informal, natural, and everyday style while the latter is more complex. In this sense, when presenting a lecture, the teacher can relate it to learners’ interests and their own experiences using learners’ names instead of the story characters’ names.

6.8. Voice Principle

Mayer (2009, p. 242) states “People learn better when narration is spoken in a human voice rather than in a machine voice.” This means that children acquire knowledge more efficiently when the information is presented through a human voice as opposed to a voice generated by a machine. The human voice is characterized by emotions and tone which makes the delivery of information more natural and relatable. On the other hand, machine-generated voice lacks the human touch which makes it difficult for learners to understand the information. By way of explanation, a teacher who uses his/her voice to record videos and audio lessons or he/she narrates a story using his/her own voice, rather using machine voice.

Conclusion

This chapter has tackled the literature review. It is divided into five main parts. The first part defined ‘vocabulary’, explains its types, and its importance in EFL learning/teaching. The second part dealt with teaching vocabulary to children and the steps of vocabulary instruction to children. The third part was about the techniques for teaching first-stage classes. The fourth part included the difficulties that teachers may encounter. The fifth part was about oral feedback. The last part dealt with highlighting the theoretical framework and its elements. The next chapter presents the research design and the methodology adopted within this work.



Research Design

Introduction

The present study investigates the techniques used by primary school English teachers to enhance vocabulary acquisition in pupils in Tizi-Ouzou. First, it aims to establish the tools that these educators employ to present new lexical terms to pupils. Second, it seeks to determine how primary school English teachers provide oral feedback to children on their use of the new lexis they have learned before. Third, it explores challenges that these instructors encounter throughout the process of teaching vocabulary to young learners. Moreover, this paper provides a thorough description of the methodology used, the context and the sample of the study; it explains as well the procedures of data collection and analysis.

1. Research Method

This research adopts the mixed-method approach to collect data. It is an approach to investigating the social world that ideally involves more than one methodological tradition and thus, more than one way of knowing. Several methods exist to collect, examine, and present human phenomena with the aim of enhancing comprehension (Johnson et al., 2007). In this inquiry, the quantitative method is used to analyze the numerical data gathered from the classroom observations and the closed-ended questions of the interview, while the qualitative method is concerned with examining the qualitative data obtained from the structured interview.

2. Context and Sample

This study has taken place in ‘Ecole de l’Indépendance’, ‘Idir Halima’, and ‘Haouchine Mohamed Ouammer’ primary schools situated in different cities of Tizi-Ouzou town. The overall aim of this study is to investigate the techniques that elementary school English teachers employ

to enhance pupils' vocabulary acquisition. The target sample is made up of three (03) English first-grade educators who work in the primary schools mentioned earlier. We have made twelve (12) classroom observations in three (03) primary schools. Four (04) sessions have been realized in 'Ecole de L'Indépendance' situated in Draa-El-Mizan, four (04) sessions have been conducted in 'Idir Halima' located in Boghni. In addition, and four (04) other sessions have been carried out in 'Haouchine Mohamed Ouammer' situated in Tizi-Ouzou. The classroom observations have started from April 25th 2023 until May 10th 2023. Moreover, we have also conducted three (03) structured interviews with the three (03) English teachers of the previously mentioned primary schools. These teachers have been selected randomly among 173 teachers that have been recruited to teach English in Tizi-Ouzou.

3. Data Collection Tools

In order to answer the advanced research questions and to confirm and refute the proposed hypotheses, we have adopted two distinct data collection tools: a classroom observation and a structured interview.

3.1. Classroom observation

The first instrument used in this study to gather the quantitative data is the classroom observation. Classroom observation involves a direct observation of the teaching practices as they happen in real-time where the observer or the analyst takes notes and/or organizes the instructional behaviours performed in the classroom (Hora & Ferrare, 2013). It aims to establish the tools used by primary school English teachers to explain the meaning of words to pupils. The classroom Observation is based on a checklist that contains eight (08) principles of multimedia learning

adopted from Mayer's (2009) 'Cognitive Theory of Multimedia Learning'. The checklist contains eleven (11) techniques that English educators employ to introduce new lexical terms to primary school learners. The classroom observation is conducted in the primary schools mentioned already in this chapter.

3.2. Interview

The structured interview is the second instrument employed to collect the qualitative data in this research. It is 'asking questions from the research and getting answers from the participants in a study' (Creswell, 2014, p.25). It has been conducted face-to-face with three (03) English primary school teachers, from April 27th 2023 until May 4th 2023. It comprises eight (08) open-ended questions and three (03) close-ended questions designed to establish the tools that English primary school teachers employ to introduce new vocabulary to pupils, and to determine how these educators provide oral feedback to young learners when they make use of the new lexical terms they have acquired. In addition, this interview aims to explore the different challenges that English teachers face when teaching first-grade pupils new vocabulary.

3. Data Analysis Procedures

For the analysis of the collected data, we have selected two data analysis procedures, the Descriptive Statistical Method to examine the quantitative data, and Qualitative Content Analysis (QCA) to analyze the qualitative data. The data are categorized and analyzed according to Mayer's (2009) 'The Cognitive Theory of Multimedia Learning'.

4.1. Descriptive Statistical Method

The Descriptive Statistical Method is a technique utilized by academic researchers to analyze and organize data. It is a specific method used to calculate, describe, and summarize collected research data in a logical, meaningful, and efficient way (Vetter, 2017). This method is used to analyze the data obtained from the checklist and the close-ended questions of the interview. The results are summarized and displayed in the form of a table. This method aims to highlight the tools employed by elementary school English teachers to enhance pupils' vocabulary acquisition.

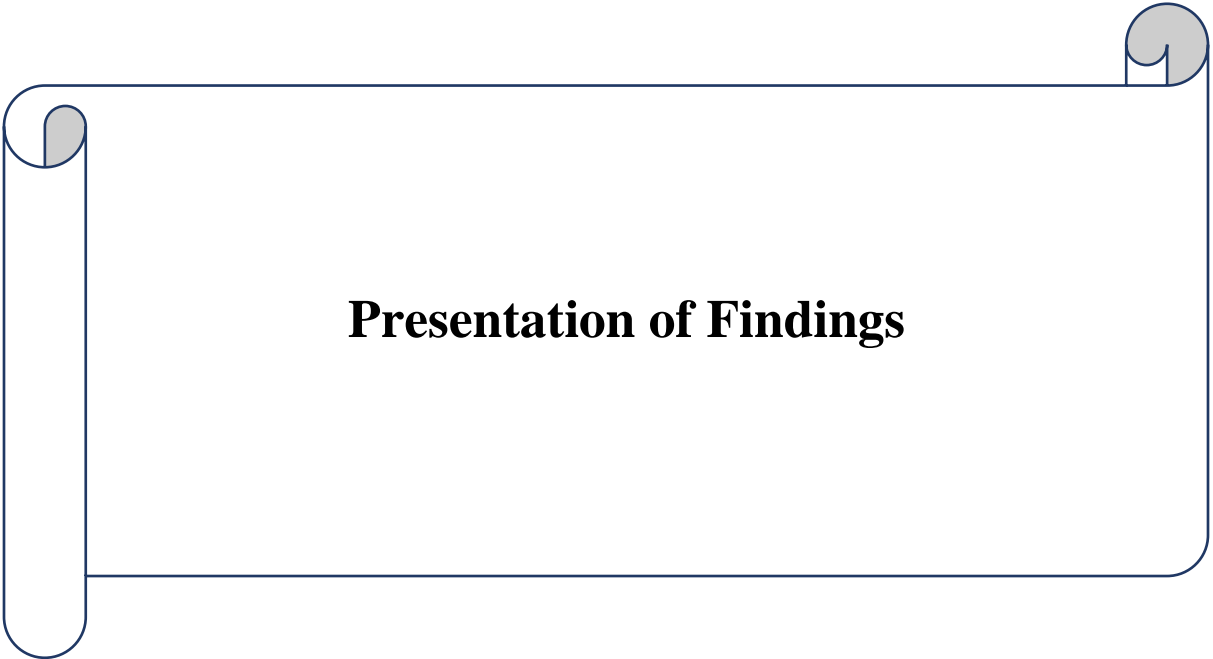
4.2. Qualitative Content Analysis (QCA)

In this paper, we have adopted QCA as a method for the analysis of the qualitative data that are obtained from the open-ended questions of the teachers' interviews. It is a research method for the experiential interpretation of the content of the data, through the systematic classification process of coding and identifying themes and patterns (Hsieh, Shannon, 2005). Thus, QCA aims at interpreting and transforming data into texts. This method seeks to reinforce the investigation of the tools that primary school English teachers use to enhance the learners' vocabulary acquisition, and to determine how these teachers provide oral feedback to primary school pupils when they apply the new lexis they have already learned. In addition, it aims to examine the different difficulties that these instructors face while teaching vocabulary. Indeed, the results are displayed in the form of texts.

Conclusion

This section has laid stress on the characteristics of the research design carried out in our study. First, it has explained the selected methods for conducting our research. Second, it has

presented the context of the study and the sample of participants. Third, it depicts the data collection instruments that have been used in gathering the required data. Finally, it classifies the data analysis procedures employed in the description and the interpretation of data.



Presentation of Findings

Introduction

This chapter is dedicated to the demonstration of the findings of this study. The first section is devoted to the findings gathered from the classroom observations. The second section displays the results obtained from teachers' interviews. The results of this research are illustrated in the form of a table and texts.

1. Presentation of the Results Obtained from the Classroom Observation Checklist

Principles	The techniques that English primary school teachers use to present new vocabulary to pupils	Yes	No	Number of teachers
Signaling Principle	1. The teacher highlights the key vocabulary terms.	03	00	03
Spatial Contiguity Principle	2. The teacher places related text and visuals close to each other on the teaching material.	03	00	03
Temporal Contiguity Principle	3. The teacher presents corresponding words and pictures at the same time.	01	02	03
	4. The teacher presents corresponding words and pictures in succession.	02	01	03
Segmenting Principle	5. The teacher breaks down vocabulary instruction into smaller manageable segments.	03	00	03
	6. The teacher makes sure that learners understand Each segment before moving to another segment.	03	00	03

Multimedia Principle	7. The teacher combines words with multimedia presentations such as visuals, diagrams and videos to present new vocabulary.	03	00	03
Personalization Principles	8. The teacher uses conversational style to present new vocabulary.	02	01	03
Pre-training principle	9. The teacher provides the learners with the key words of the lecture before he starts teaching.	03	00	03
	10. The teacher ensures that the learners have prior knowledge before presenting the new vocabulary.	02	01	03
Voice Principle	11. The teacher uses his/her own voice to narrate a story	03	00	03

Table 01: Results of Classroom Observation of the Techniques Used by English Educators to Teach Vocabulary to Primary School Pupils.

The previous table illustrates the checklist statements that are employed during the classroom observations. The checklist contains eleven (11) techniques that English educators utilize to teach vocabulary to elementary school pupils. A table is used to present the findings.

2. Presentation of the Results of the Teachers' Interviews

The interview is the second research tool that is used in this study. It is conducted with three (03) EFL teachers in three (03) primary schools. The detailed results obtained from the teachers' interviews are listed below.

Question 1: How do you introduce keywords of the lesson to pupils?

The three instructors have answered that they introduce the keywords of the lesson by writing them on the board, because writing the main elements of the lesson makes it easier for the pupils to memorize and recall them.

Question 2: What techniques do you use to review the new vocabulary you have already taught?

The purpose of this question is to find out the techniques that teachers use to recall the previously done lesson. Two (02) of the interviewees claim that they review vocabulary by using flashcards and pictures. Besides, they use repetition, brainstorming, and mind-mapping. Likewise, the other interviewee asserts that games such as ‘warming-up games’ are the best technique they use, where pupils match drawings with their names. This is due to the fact that children enjoy fun activities.

Question 3: What techniques do you use to teach vocabulary to pupils (pictures, videos, textbooks, flashcards, conversations, games, maps, stories, graphics, etc.)?

The three (03) teachers have answered that they use all the listed techniques to teach vocabulary. In addition, they use other techniques such as songs, realia, and diagrams.

Question 4: What techniques do you find most effective in teaching vocabulary to your pupils?

The three (03) informants maintain that pictures, videos, games, flashcards, realia, and group work are effective techniques used to teach vocabulary. Besides, these techniques motivate pupils and make them interested in the lesson.

Question 5: Do you think that using conversations is suitable for teaching vocabulary to pupils?

Two of the instructors said that conversations are not suitable for teaching vocabulary to young learners. This is due to the fact that these learners are beginners, and they have a limited vocabulary that makes it difficult for them to understand the meaning of these conversations even if they contain simple language. However, the other teacher asserts that conversations are very helpful to teach vocabulary to pupils.

Question 6: Is placing pictures and their corresponding names at the same time or in succession useful to teach new vocabulary to pupils? Why?

Two of the teachers have said “yes”, and they added that presenting corresponding visuals and words at the same time is a very effective technique for teaching new lexis. Additionally, they have said that using verbal and visual aids together transmits huge amounts of information in a very short time which helps pupils retain better the information. Nevertheless, the third teacher said “no”, and claims that placing words and pictures at the same time is not a useful technique because it distracts and diverts pupils’ attention away from learning.

Question 7: How do you provide feedback to your learners on their use of new vocabulary items they have already learned?

Teachers have answered that they always provide positive feedback to learners saying ‘very good’, ‘well done’, ‘yes!’, and ‘excellent’. Additionally, they show their smiling faces and thumbs up to indicate that the answer is correct. They never use negative feedback, and personal/sensitive feedback is given privately to correct serious errors while minor errors are ignored.

Question 8: Do students have difficulties understanding task instructions? How do you explain these instructions to them?

The respondents have said ‘yes’. They claim that they repeat the instructions several times. They explain the instructions using the learners’ mother tongue (bilingual instructions), using gestures, and drawing on the board.

Question 9: Do you face a lack of concentration among pupils while teaching? How do you deal with that problem?

In this question, all the teachers have said ‘Yes, I do’. They deal with this issue by making the learning process more interactive and engaging. This can be done by varying the activities, having breaks after each activity, and gaining pupils’ attention through games. Games such as role-play, word-matching, and Kim’s games can make learning more enjoyable.

Question 10: What is the biggest challenge that you face when you teach vocabulary to your learners?

Teachers have different answers regarding this question. One of them argues that English is a new and difficult language for children. Another teacher says children at this age (8-9 years old) are full of energy as they start getting up from their places for no particular reason. They play with anything they can find, and they talk to their friends. While the other teacher asserts that there is a lack of materials such as data show, no computer, and the teacher uses his/her personal budget.

Question 11: Are there any additional difficulties you want to add?

This question is asked to find out other difficulties that teachers may face during the processing of teaching. All of them report that the dedicated time for teaching English is not sufficient. They added that overcrowded classes make the teachers unable to control pupils. Furthermore, some pupils lack discipline which can disturb others from learning. Another important point to mention is that pupils tend to mix between the French and English languages.

Conclusion

This chapter has presented the results obtained from both the classroom observation and the interviews. The data gained from the classroom observation is presented in the form of tables. Similarly, the data obtained from interviews are presented in paragraphs. The results are discussed and interpreted in detail in the following chapter which is entitled discussion of the findings.



Discussion of the Findings

Introduction

This chapter aims to discuss the main results obtained from classroom observations and questions in the teachers' interviews. There have been twelve (12) classroom observations, and three (03) primary school English teachers have been interviewed in order to establish the techniques that they utilize to present new vocabulary terms to pupils. In addition, it seeks to explore how these educators provide oral feedback to young learners' use of new vocabulary, and find out the main challenges that they encounter during the process of teaching new lexis to children.

This chapter comprises three major sections, each section seeks to confirm or refute the hypotheses that have been advanced in the general introduction. The first section discusses the techniques that elementary school English teachers employ in order to enhance vocabulary acquisition in pupils. The second section discusses how primary school English teachers provide oral feedback to learners when they make use of the new vocabulary they have already acquired. The last section discusses the different difficulties encountered by the previous teachers while introducing new lexical items to pupils.

1. Discussion of the Techniques Used by Primary School Teachers to Enhance Vocabulary Acquisition in Pupils.

The results of the first technique '**the teacher highlights the key vocabulary terms of the lesson**' reveal that all the instructors highlight the most important terms of the lecture (see Table 01). We have noticed that pupils are more interested in the lesson when they are shown exactly what to pay attention to on the board. This means that the teachers draw pupils' attention to the most significant words, which are the core of the lesson. In this regard, Mayer (2009, p.108)

claims that ‘‘people learn better when cues that highlight the organizations of the essential material are added’’. Additionally, when there is a ton of information presented on the board it creates a sense of boredom among pupils, which makes them lose curiosity about learning. Furthermore, highlighting the key elements of the lecture by using different colours and visual cues such as underlining and arrows enables learners to grasp easily the main key concepts, which increases their motivation about learning. Presenting information in many formats can facilitate the learning process for children (Drigas, Kokkalia, & Lytras, 2015). During our observations, we have noticed that all educators highlight the new lexical items using the red colour and underlining as well. The following examples are advanced by a teacher we have observed in order to highlight the most important words of the lesson:

- I have a **pet**.
- Do you have a **pet**?
- We have many pets at home.
- I have a **small cat** and a big dog.
- I have got a **big horse**.
- I have got a **long ruler**.

Regarding the second technique in the checklist ‘**the teacher places related text and visuals close to each other on the teaching material**’, the outcomes show that all teachers make sure that their pupils can connect easily the lexical terms with their corresponding visuals (see Table 01). To exemplify, the observed instructors present pictures of vocabulary related to a birthday party like cake, balloons, juice, sweets, candles, and their corresponding names next to each other on the board. In this vein, Mayer (2009, p.135) states that ‘‘students learn better when corresponding words and pictures are presented near rather than far from each other on the screen’’.

This shows that placing words and pictures next to each other facilitates the learning process. To add more emphasis, when visuals and words are close to each other on the board, pupils store better the information in their memories. To support this notion, we have observed that children retain the vocabulary terms quickly when the teachers utilize flashcards since they combine both images and their corresponding names at the same time.

Concerning the third technique in the checklist **‘the teacher presents corresponding words and pictures at the same time’**, we have observed that one (01) teacher presents the words and their corresponding images simultaneously while the two (02) other teachers do not present vocabulary items this way. Conversely, in the fourth strategy **‘the teacher presents corresponding words and pictures in succession’**, we have noticed that two (02) educators have presented words in succession with their coinciding pictures, whereas only one (01) teacher has not. (see Table 01). To accentuate this point, we have asked the teachers in question number six (06) **‘Is the physical placement of pictures and their corresponding names at the same time or in succession useful to teach pupils new vocabulary?’** Some teachers argue that presenting corresponding visuals and words at the same time is a very effective technique for teaching young learners new lexicon, because using verbal and visual aids together transmits huge amounts of information in a very short time, which helps learners retain better that information. In this context, Mayer (2009, p. 153) explains that “‘when corresponding portions of narration and animation are presented at the same time, the learner is more likely to be able to hold mental representations of both in working memory at the same time’”. This means that learning from two different channels such as words and images makes the pupils grasp the information easily since they are more engaging to the senses, and they keep them always enthusiastic about learning. However, some tutors argue that the physical placement of words and pictures in succession is not a useful technique, because pupils divide their

attention between the visuals and the content of the lesson which can hinder their ability to fully grasp the information being presented.

As for the fifth technique in the checklist **‘the teacher breaks down vocabulary instruction into smaller segments’**, we note that the entire teachers break down vocabulary into smaller manageable units’ (see Table 01). To exemplify, the teachers we have observed break down the term **‘My family’** into the following smaller units: **father, mother, sister, brother, uncle, aunt, grandfather, and grandmother**. By breaking the previous word into smaller segments, pupils have focused on each unit and understood each one of them. In this regard, Mayer (2009, p.175) asserts that “‘people learn better when a multimedia message is presented in user-paced segment rather than a continuous unit’”. In other words, when the lexis is displayed in smaller, manageable portions, pupils are more likely to retain better the information. Mayer (2009) adds that when the information is presented as one segment, the learners may not comprehend one segment in the process before the next one is presented, and thus, they may not have time to see the causal relationship between one segment and the next. In addition, students who receive a segmented lesson perform better on a problem-solving transfer test than students who receive a continuous lesson (Mayer, 2009).

Concerning the technique **‘the teacher makes sure that learners understand each segment before moving to another segment’**, the findings show that all teachers do ensure that their learners grasp each part of the lecture before introducing new information. This means that the teachers ensure that pupils have comprehended and grasped the lexical terms being taught before progressing to the next topic. Therefore, by grasping each unit of the lesson, the learners are going to develop critical thinking and problem-solving skills. This goes hand in hand with Mayer’s (2009, p.177) assertion which says that “‘the learner is better to be able to build a meaningful

learning outcome that can be used to support problem-solving transfer’’. To put it simply, pupils who receive a segmented lesson will be able to utilize effectively the vocabulary items they have acquired to form sentences and give examples. By way of illustration, when a teacher has asked the learners the following question “**what are the components of your schoolbags?**”, they started to form sentences using the schoolbag lexis they have already studied. The sentences below are examples advanced by some learners:

- I have got books in my school bag.
- I have got a blue pen in my school bag.
- I have got a long ruler in my school bag.
- In my school bag, I have got a book, a copybook, a pencil case, a slate, and a red pen.

The data gathered from the technique in the checklist ‘**the teacher provides the learners with the keywords of the lecture before he starts teaching**’ indicates that all teachers give the pupils the important elements of the lecture before they begin teaching (see Table 01). When we have asked the educators in question one (01) of the interview ‘**how do you introduce the keywords of the lecture to pupils before you start teaching?**’ they have explained that writing the keywords of the lecture on the teaching material before starting the teaching process makes it easier for the pupils to memorize and recall them. Therefore, by establishing background knowledge, pupils will understand better the new vocabulary items. The same idea is validated by Mayer (2009, p. 189) who says that ‘‘people learn more deeply from a multimedia message when they know the names and characteristics of the main concepts’’. Furthermore, pupils learn more efficiently if they already know some of the basics before beginning the lesson. As an example, a teacher we have observed has written the title of the lesson ‘**My Pets**’. After that, he has stuck pictures of a cat, a dog, a canary, a goldfish, a horse, a hamster on the board, and then he has written

under each animal his corresponding name. Next, the teacher has explained that the word ‘pets’ refers to the domestic animals that are presented on the board.

As for the technique ‘**the teacher ensures that learners have prior knowledge before presenting the new vocabulary**’, we have noticed that all the teachers make sure that the pupils have memorized the lexical terms that they have already learned by using repetition (see Table 01). During the classroom observations, we noticed that the teachers ensure that pupils have understood the previous vocabulary by repeating it before starting a new lesson. To exemplify, a teacher has asked a pupil to remind his classmates of the elements of a birthday party. To add more emphasis on this point, we have asked the teachers in question number two (02) of the interview ‘**what are the techniques that you use to review the vocabulary you have already taught?**’ two (02) teachers have answered that brainstorming activities, repetition, and flashcards are very useful strategies to make learners recall their knowledge. They argue that reviewing the previous items by employing repetition and flashcards has a huge effect on the learners’ assimilation and retention of knowledge. On the other hand, one (01) teacher has emphasized that games are the best tools to review the previous vocabulary items. Marzano (2004) states that games are effective means of teaching vocabulary to children as they make learning amusing, and make pupils actively involved. Games such as Kim’s game make the learners recall easily the information. In this kind of game, the teachers stick some vocabulary flashcards on the board, and then they ask their pupils to memorize them. After that, the learners close their eyes and the teachers remove some of these images, then they ask the learners to open their eyes and guess the missing pictures. This type of game does not only strengthen the pupils’ retention of information, but also encourages them to be actively engaged in the learning process through active participation in the lesson, maintaining eye contact with the teacher, asking pertinent questions, evaluating the demonstrated content, and making mental connections with the presented knowledge and what has been acquired before.

The answers obtained from question number three (03) in the interview ‘**what are the techniques you use to teach vocabulary to pupils?**’ reveal that all the teachers use a variety of tools such as flashcards, videos, songs, games, stories, diagrams, and realia in order to introduce new lexical items for children. This shows that the teachers understand the importance of utilizing different techniques to teach vocabulary. This is in accordance with Allen (1983) who maintains that various techniques can be employed to teach first-stage classes. The use of diverse techniques by the teachers is important to cater for the various learning styles of the pupils. During our observation, a teacher has employed the diagram below to explain to pupils the word ‘**Pets**’:

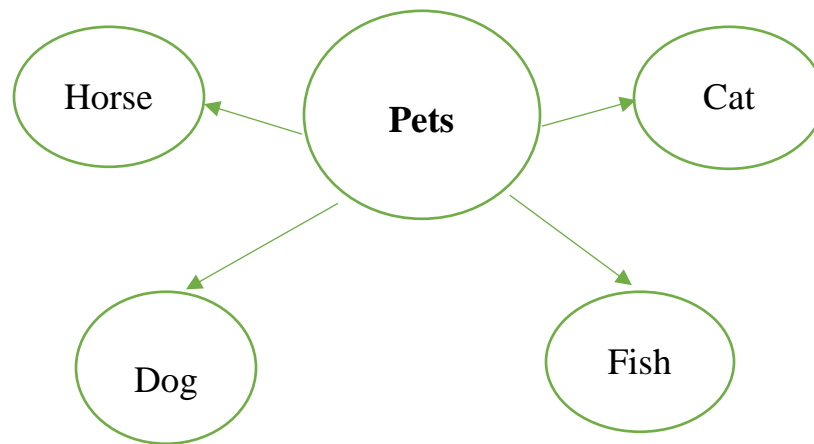


Diagram 01: Venn Diagram Used to Explain the Word ‘Pets’.

As regards for the strategy ‘**the teacher combines both multimedia presentations such as visuals, diagrams and videos to present new vocabulary**’, all the teachers use multimedia presentations and videos to present new words (see table 01). The observed teachers have noticed that using audio-visual presentations draw the pupils’ attention to the lesson, and they enjoy better learning. In line with this, Mayer (2009, p.223) says that “people learn better from words and

pictures than from pictures alone’’. Using various forms of media that combine visuals, videos, audio, etc. enhances the learners’ comprehension, because they vary the different learning styles to teach pupils, and thus, visual learners can benefit from diagrams and images whereas auditory learners can benefit from songs and audios. Dewey (1998) asserts that multimedia presentations have revolutionized the way we communicate knowledge. By combining texts, images, audio, and videos, we can stimulate multiple senses and create a more immersive learning experience. To accentuate this point, we have asked the teachers in the interview **‘what are the most effective techniques of teaching new vocabulary to pupils?’** The results gathered from this question demonstrate that the three (03) interviewed teachers claim that techniques that include both audio and visual aids are the most effective ones since they grab the learners’ interest, and they make them more enthusiastic about learning. These techniques are pictures, videos, songs, diagrams, games, flashcards, realia, and group work. The obtained results lead us to the confirmation of the first hypothesis that has been advanced in the general introduction, which states that English primary school teachers rely mainly on audio-visual tools such as flashcards and videos to enhance vocabulary acquisition for pupils.

Concerning the next technique of the checklist **‘the teacher uses the conversational style to present new vocabulary’**, the findings depict that one (01) teacher does use the conversational style when teaching children new vocabulary, while two (02) teachers do not (see Table 01). These educators assert that when they use the everyday style in conversations while teaching, the learners become more interested in the lesson. This goes hand in hand with the assertion of Mayer (2009, p.242) ‘people learn better from multimedia presentations when words are in conversational style rather than formal style’’. This leads us to say that using natural language in conversations as a teaching tool makes the pupils actively involved, motivated and focused on the lesson. To

underscore this point, when learners feel that the author is talking to them, they are more likely to see the author as a conversational partner and therefore will make a greater effort to understand what the author is saying (Mayer, 2009). Nevertheless, when we have asked the teachers in question five (05) of the interview **‘Do you think that using conversations is suitable for teaching vocabulary to pupils?’** One (01) teacher has answered that conversations are very helpful to teach vocabulary to pupils, whereas two (02) teachers claim that using conversations as a teaching technique is not suitable for introducing new lexis to children since they are beginners, and their vocabulary is very limited which makes it difficult for them to understand the meaning even if these conversations contain simple language. By way of illustration, when the observed teachers started to read a conversation between two girls about the **‘pets’** they have at home, we have noticed that pupils seem disinterested and they start to show boredom through their facial expressions. The conversation is presented below:

Salma: Hi, Aya! How are you doing? I heard you got a new pet. Tell me all about it!

Aya: Hi, Salma! Yes, I am so excited to share. I recently adopted a cute little kitten named Luna. She’s absolutely adorable! What about you have you got any pets?

Salma: Great! Congratulations on the new addition. As for me, I have got a pet dog named Max.

Aya: Oh, I adore dogs. They are such friendly and affectionate animals. I like his name too.

Salma: Thank you!

Aya: You are welcome. Luna sounds great too.

As for the last technique in the checklist **‘the teacher narrates a story using his/her own voice’**, it is noted that all teachers do utilize their personal voices in order to narrate stories in the classrooms for their pupils. During our observations, it has been remarked that when the tutors

use their own voices to read stories, the children become more excited and focused on the lesson. In this regard, Mayer (2009, p.242) argues that ‘‘people learn better when narration is spoken in human voice rather than in a machine voice’’. Thus, using human voices encourages learners to try harder to understand a lesson (Mayer, 2009, p.247). Considering this aspect, when the teachers use their personal voices, it creates emotional connections between them and their pupils. This, in turn, enhances the memorization of the new vocabulary and makes the story more influential and unforgettable for learners. As an example, when the teachers we have observed started to narrate the following story ‘**A dog pops out from the box, and stops two frogs from eating two hot dogs on top of rocks**’, we have noticed that the pupils started to show excitement through their eyes, gestures, and facial expressions about the story. In this vein, Hammond (2015) says that using stories as a teaching tool taps into the innate human fascination with narrative, making learning a natural and enjoyable process. It enables students to connect with the subject matter and apply it to their own lives. This leads us to say that teaching using the educators’ own voices to narrate stories fosters a deeper understanding of the concepts and develops the pupils’ critical thinking skills. This means that pupils will be able to think logically, and independently, and to make connections between what they have studied in the classroom and their personal experiences. As a result, they will be able to apply the vocabulary they have acquired in real-life situations. For instance, when they cross a cat walking in the street, they will immediately recall his name in English because they have studied it in the classroom.

2. Teachers’ Feedback to Pupils

Based on the answers provided by the respondents, it is said that the teachers always provide positive feedback to their pupils. The teachers use phrases such as ‘very good’, ‘well done’, ‘yes!’, and ‘excellent’ to praise and approve of learners’ correct answers. This way of praising provides

motivation, reinforcement, and self-confidence for pupils to continue using vocabulary words (Beck, Kucan, & McKeown, 2013). Additionally, teachers use non-verbal cues such as smiling faces and thumbs-ups to show learners that the answer is correct. On the other hand, teachers avoid using negative feedback which can lower learners' self-esteem and motivation. They also highlight that serious errors are addressed privately to learners in order to preserve their emotional well-being, while minor errors are ignored. Giving rewards and feedback to learners encourage them to learn and to feel positive about learning, and they will feel confident with their answers (Beck, Kucan, & McKeown, 2013). From what we have observed during the classroom observation sessions, we have witnessed how these teachers provide feedback. To demonstrate this point, during a lesson about the adjectives 'small and big' and 'long and short', the teacher has asked the pupils to give examples. 'X', one of the pupils, has answered with "The elephant is big". The teacher smiles as she enthusiastically exclaims "Yes, that's it", and follows up with words of praise "Well done!". She confirms that the pupil's response is correct by giving her a thumbs-up. Later in the lesson, 'Y', another pupil, has answered with "The cow is small". The teacher has replied "That's a good try", and she leans towards him and shows him the picture of a cow and said "Look at this picture!". Then, 'Y' realizes the correct answer and says aloud "It is not small! It is big". We have noted that providing oral feedback creates a positive learning environment that encourages learners to feel confident with their abilities and motivates them to learn more. The results obtained from this question answer the second research question and confirm the second advanced hypothesis.

3. The Difficulties that EFL Teachers Encounter while Teaching

The findings of the teachers' interviews denote that learners do have difficulties to understand the tasks' instructions by saying "yes". The teachers have declared that they repeat the

instructions several times for learners to comprehend them. Repetition can help learners clearly get the meaning of those instructions. This is in accordance with what is stated by Beck et al. (2013) that children should be exposed to vocabulary many times, and this exposure helps pupils to understand vocabulary instruction. Furthermore, bilingual instruction is adopted by the teachers to explain the instructions. The teachers use the learners' mother tongue or a language that they are familiar with to facilitate learning. In addition to this, they use gestures and drawings that serve as visual cues to help learners apprehend the given guidelines. In this respect, Allen (1983) claims that translating words to learners' native language, gestures, and drawings serve as aiding techniques to simplify learning.

As we progress in this study, the findings of question nine (09) show that the respondents face a lack of concentration among their pupils. They emphasize this by using a specific expression while answering this question that is "Yes, I do". However, they have suggested some strategies to deal with such problems by making learning more fun and engaging. The teachers use different activities that create a stimulating environment for learning. Furthermore, teachers do incorporate breaks between activities. These breaks refresh pupils' minds and maintain their attention throughout the lesson. Games have also been used as a strategy to deal with pupils' lack of concentration. Games such as role-play, word-matching, and Kim's games are mentioned by the teachers as effective ways of making the learning process more enjoyable. Kim's games are games where the teacher sticks pictures -namely pets- on the board. Then asks the pupils to close their eyes while she removes one picture from the board. Afterwards, the pupils are asked to guess what pet is removed. This strategy helps young learners to maintain their concentration during the activity and also to motivate them. These results align with Sari and Wardani (2019) who state that

pupils can easily be uninterested and demotivated to learn. Thus, teachers must create an engaging environment that makes learning amusing by using pictures, drawings, and flashcards.

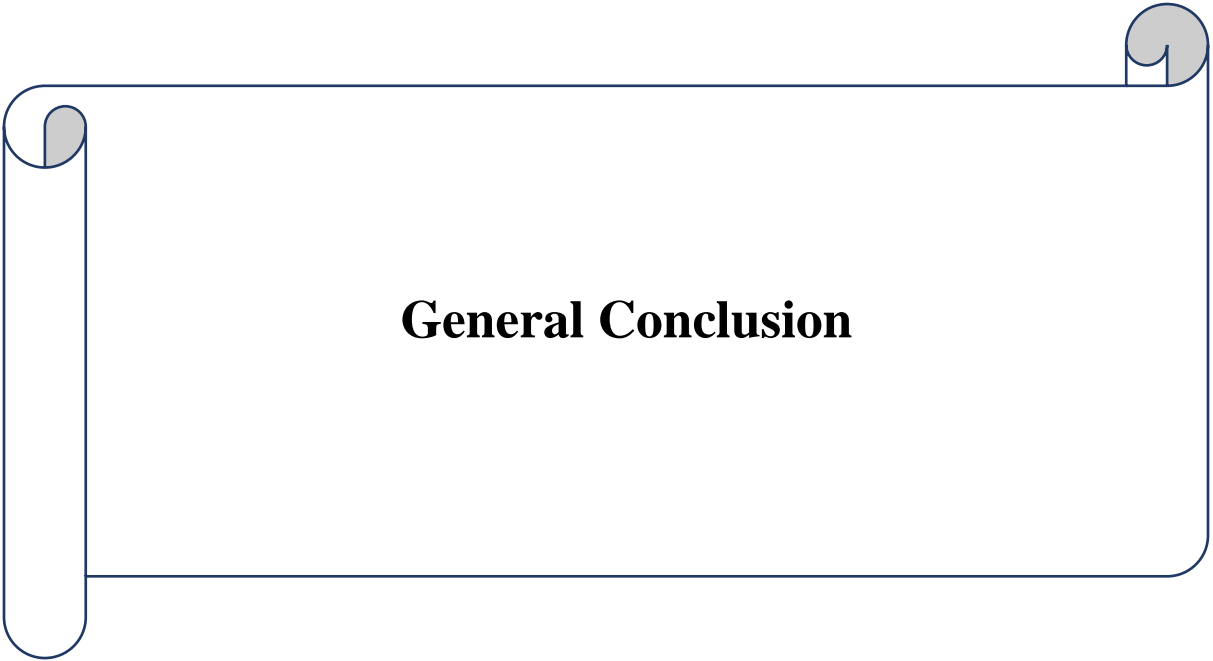
The outcomes of question ten (10) reveal that the teachers have answered with different answers. One of the interviewees says that English is a new and difficult language for children. This shows that teaching vocabulary can be difficult when it comes to language proficiency and comprehension. This is due to the fact that pupils are unfamiliar with the vocabulary items being taught. Another teacher asserts that children at the age of eight (08) and nine (09) years old have high levels of energy and distractibility. She claims that children start getting up from their seats, playing with their objects, and even engaging in conversations with their peers. This indicates that managing learners' behaviour and maintaining their focus can be a challenge in teaching vocabulary. Likewise, the third teacher states that there is a lack of teaching materials such as data shows, computers, and reliance on the teacher's personal budget for instructional resources. This may limit the effectiveness of vocabulary instruction and put pressure on the teacher for teaching with limited means. Teaching children who are learning a second or foreign language may be challenging due to the difficulty of language, classroom management, and lack of resources. Hence, providing appropriate resources and materials is important (Cummins, 1992). From the results discussed, we may answer the second question.

The findings reached from question eleven (11) reveal that the teachers do face other difficulties while teaching. One major difficulty is the insufficient time dedicated to teaching English. This can affect the teachers' ability to teach all vocabulary items of the lesson. The teachers claim that forty-five (45) minutes is not enough to teach English. Another difficulty is the overcrowded classes which makes it challenging for the teacher to control the whole class especially if the teacher is a novice. The instructors add that classes of thirty-five (35) pupils make

it hard for them to deal with all the pupils at the same time. Lack of discipline among some learners is also mentioned as a difficulty. This can impact the learning environment and disturb other learners' concentration. From our observation, some pupils become noisy when the teacher starts explaining the lesson, and they try to distract their peers. Additionally, teachers have mentioned that learners tend to mix between the French and English languages. This language mixing can hinder language proficiency between the two languages. The teachers said that pupils tend to pronounce English words the same way as the French pronunciation. These results serve as additional information that shows other difficulties that teachers face while teaching young learners. The teachers' interviews results answer the third question and confirm the third hypothesis suggested in the first chapter, which says that teachers face many difficulties when teaching vocabulary.

Conclusion

Conclusively, this chapter has analyzed and discussed the results of the two (02) data collection tools. In order to answer the two research questions and confirm the suggested hypotheses set in the General Introduction. Classroom observation and teachers' interviews have been conducted with three (03) EFL teachers in the three (03) selected primary schools in Tizi-Ouzou. The results obtained from the classroom observation sessions and the teachers' interviews have revealed that EFL teachers use techniques that incorporate both pictures and videos to teach vocabulary to young learners. In addition, these findings show that teachers do praise their pupils and they encounter many difficulties.



General Conclusion

General Conclusion

Vocabulary learning is very important in learning any language. This topic is one of the most important problems that is faced by all levels, especially for the first-stage. The present study has investigated the techniques that primary school English teachers use to enhance vocabulary acquisition among young learners in three selected primary schools in Tizi-Ouzou, namely ‘Idir Halima’, ‘Ecole Primaire de l’indépendance’ and ‘Haouchine Mohamed Idir Ouammer’ primary schools situated in Boghni, Draa-El-Mizan, and Tizi-Ouzou towns. The investigation in this area is significant since this subject is new, especially in Algeria. Moreover, this subject adds valuable information in the field of teaching vocabulary.

This study seeks to answer the questions about the instruments that EFL teachers employ to explain the new vocabulary to pupils in Tizi-Ouzou, and the feedback that these teachers provide to their pupils on the use of new vocabulary as well as the difficulties they face while teaching vocabulary. Consequently, in order to answer these questions, we have suggested three (03) hypotheses. The first hypothesis is that EFL teachers rely on pictures and videos to present new vocabulary to pupils. Another hypothesis is that teachers praise pupils by saying “good job”, “well done”, and “excellent”. The third one is that EFL teachers encounter many difficulties when they teach vocabulary to pupils.

Actually, this study is important due to the fact that this subject adds valuable information in the field of teaching vocabulary. It is conducted based on the principles suggested by Mayer (2009). The results of this study have answered all the questions and confirmed all the suggested hypotheses presented in the General Introduction.

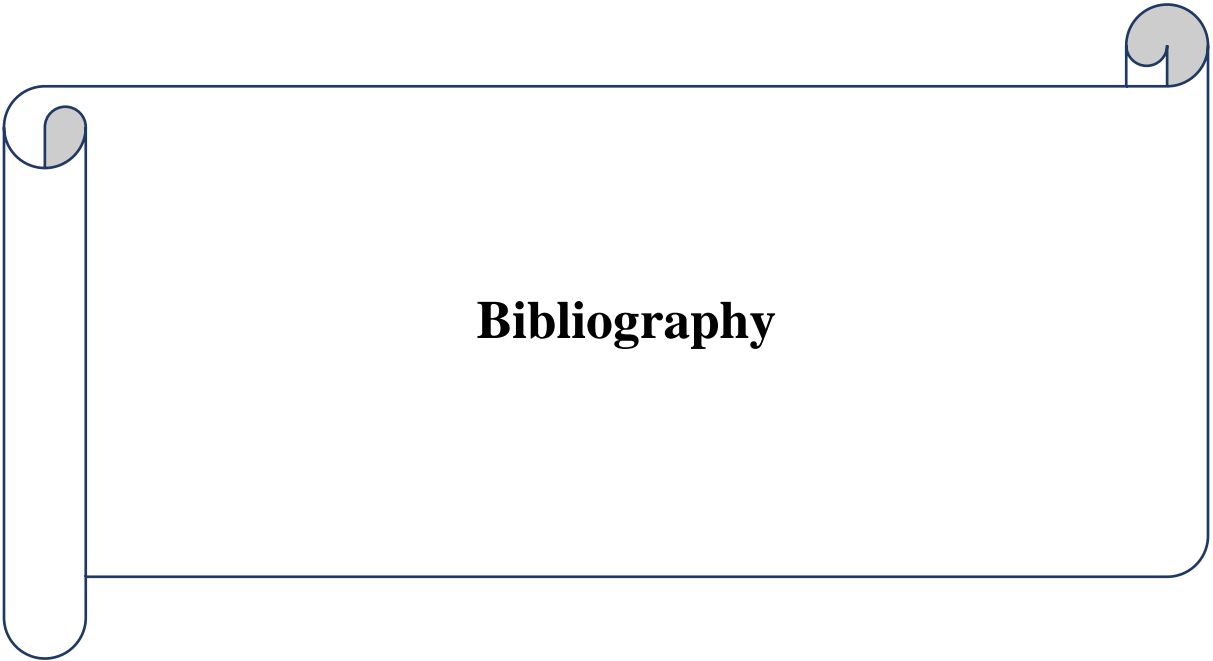
In order to answer the research questions and check the hypotheses advanced in this study, a mixed-method approach was adopted including the quantitative and qualitative methods for both data collection and data analysis. These data, indeed, are gathered using two (02) research tools which are classroom observation and an interview. We made twelve (12) classroom observation sessions at the three selected primary schools situated in Tizi-Ouzou. Moreover, a structured interview has been conducted with three (03) EFL teachers in the selected primary schools. This interview comprises nine (09) open-ended and three (03) close-ended questions. Concerning the quantitative data analysis, Descriptive Statistical Analysis was used to analyze the findings obtained from the classroom observation and the close-ended questions of the interview. Whereas, Qualitative Content Analysis was utilized to analyze and interpret the findings gathered from the open-ended questions of the teachers' interview.

This research is conducted relying on Mayer's (2009) "Cognitive Theory of Multimedia Learning" which attempts to explain how children learn and assimilate information by using multimedia materials such as text, pictures, audio, videos, games animation, and graphics. This theory suggests that using multimedia helps children to better understand and remember information. However, teachers should design and select appropriate multimedia materials that fit children's levels, ages, and learning styles. It emphasizes that multimedia instruction consists in presenting information in the form of words and pictures which allows children to comprehend the materials being used and engage in the learning process.

The discussion of the findings of the classroom observation sessions and the structured interview in the Discussion Chapter has given us the answers to the research questions and the suggested hypotheses in the General Introduction. The results obtained from the classroom observation checklist, and the teachers' interview show that primary school English teachers of

Tizi-Ouzou use different techniques including pictures and videos to explain new vocabulary terms to young learners. Therefore, the findings obtained from both the classroom observation sessions and the structured interview confirm the first hypothesis advanced in the General Introduction. In addition to this, the results of the teachers' interviews reveal that the interviewed teachers praise their pupils on their use of new vocabulary terms by saying "well done", "good job", and "excellent". Thus, these results confirm the second suggested hypothesis. Furthermore, the study has found that EFL teachers encounter many difficulties when teaching vocabulary to young learners. Some of these difficulties are lack of concentration among pupils, difficulty to understand the tasks' instructions, difficulty of the language, pupils' high level of energy, lack of teaching resources, limited time, language mixing, lack of discipline, and overcrowded classes. Therefore, the outcomes reached from the interview have confirmed the third hypothesis in the first chapter.

Conclusively, this study has investigated the techniques that primary school English teachers use to enhance vocabulary acquisition among third-year pupils in the three (03) selected primary schools in Tizi-Ouzou. Further studies can be conducted to investigate the impact of teachers' feedback on young learners' vocabulary acquisition. In addition to this, future studies can explore the impact of physical movement on vocabulary acquisition.

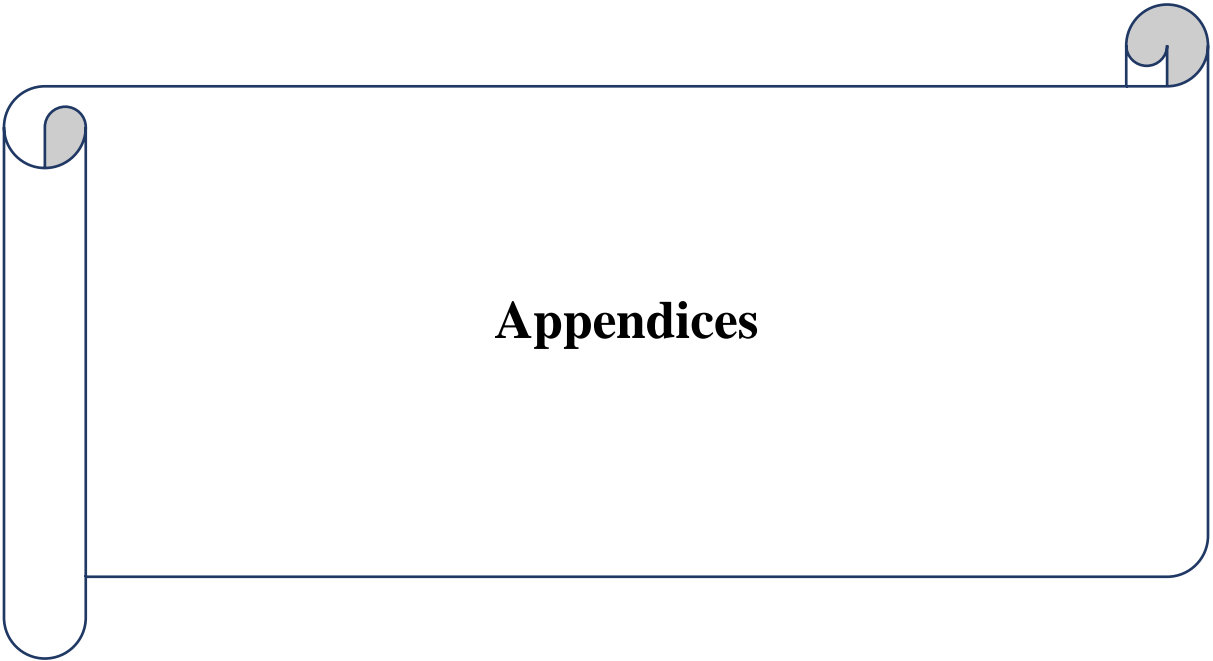


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Appendices

Classroom Observation Checklist

Principles	Statements	Yes	No
Signaling Principle	1. The teacher highlights the key vocabulary terms.		
Spatial Contiguity principle	2. The teacher places related text and visuals close to each other on the teaching material.		
Temporal Contiguity Principle	3. The teacher presents corresponding words and pictures at the same time.		
	4. The teacher presents corresponding words and pictures in succession.		
Segmenting Principle	5. The teacher breaks down vocabulary instruction into smaller manageable segments.		
	6. The teacher makes sure that learners understand each segment before moving to another segment.		
Multimedia Principle	7. The teacher combines words with multimedia presentations such as visuals, diagrams and videos to present new vocabulary.		
Personalization Principle	8. The teacher uses the conversational style to present new vocabulary.		
Pre-training Principle	9. The teacher provides the learners with the keywords of the lecture before he starts teaching.		
	10. The teacher ensures that learners have prior knowledge before presenting the new vocabulary.		
Voice Principle	11. The teacher uses his/her. own voice to narrate a story		

Teachers' Interview

A structured interview that includes eleven (11) questions. It is conducted with three (03) EFL teachers in 'Idir Halima', 'Ecole Primaire de l'indépendance' and 'Haouchine Mohamed Idir Ouammer' primary schools situated in Boghni, Draa-El-Mizan, and Tizi-Ouzou towns.

1. How do you introduce keywords of the lesson to pupils?
2. What techniques do you use to review the new vocabulary you have already taught?
3. What techniques do you use to teach vocabulary to pupils (pictures, videos, textbooks, flashcards, conversations, games, maps, stories, graphics, etc.)?
4. What techniques do you find most effective in teaching vocabulary to your pupils?
5. Do you think that using conversations is suitable for teaching vocabulary to pupils?
6. Is placing pictures and their corresponding names at the same time or in succession useful to teach new vocabulary to pupils? Why?
7. How do you provide feedback to your learners on their use of new vocabulary items they have already learned?
8. Do students have difficulties understanding task instructions? How do you explain these instructions to them?
9. Do you face a lack of concentration among pupils while teaching? How do you deal with that problem?
10. What is the biggest challenge that you face when you teach vocabulary to your learners?
11. Are there any additional difficulties you want to add?

Thank you for your Contribution!