Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in the field of English Language and Literature

Major: Linguistics

Impact of Blended Vocabulary Instruction on Immediate Acquisition and Long-Term Retention

Case Study 1ˢᵗ & 4ᵗʰ Alhadj Moussa Middle School

Presented and publicly defended by

Saida Gohmos

Nadia Hadidou

Supervised by

Dr.Ahmed Noureddine BELARBI

Jury

Members of The Jury	Institution	Chairperson
Members of The Jury	Institution	Supervisor
Members of The Jury	Institution	Examiner
Members of The Jury	Institution	Examiner

Academic Year:

Dedication

1- Gohmes Saida's dedication

This dissertation is dedicated to the extraordinary individuals who have filled my life with love, support, and inspiration:

To my beloved husband, *Lahcen*, whose unwavering belief in me has been my constant source of strength and motivation. Your love and encouragement have been my guiding light throughout this journey.

To my precious twins, **Ritej** & **Loudjain**, and to all my children, **Ahmed Yacine** & **Mohammed** & **Jihane** you are the sunshine in my life. Your laughter and boundless love fill me with joy and remind me of the purpose that drives me.

To my cherished father and mother, **Ahmed** and **Aicha Khadraoui**, your love and sacrifices have shaped me into the person I am today. Your unwavering support has been my foundation.

To my dear friend and binôme, Nadia, your constant companionship, encouragement, and understanding have made this journey less arduous. Thank you for being my rock.

This dissertation is a testament to the love and support that surrounds me. May it bring pride to you all.

2-Hadidou Nadia's dedication

In the name of Allah, I have begun this work. With Allah's help, I have accomplished it. I finish this humble work with gratitude and thanks to Allah.

Lovingly, I dedicate this work to my mother, the woman who embraced all my imperfections, loved me unconditionally, and supported and encouraged me throughout my life's journey.

I dedicate this work to the apple of my eye.

And my sister and my friend "Gohmes Saïda . Finally, I dedicate this work to "El Haj Saber"my dearest person to me who help and encourage me in my life .

Acknowledgements

This dissertation would not have been possible without the unwavering support and guidance of many individuals. First and foremost, we extend our deepest gratitude to our esteemed supervisor, Dr. Ahmed Noureddine Belarbi, for his invaluable mentorship, insightful guidance, and unwavering belief in my abilities. His patience, expertise, and encouragement have been instrumental in shaping this work.

Our heartfelt appreciation goes out to the esteemed board of examiners for their time, dedication, and valuable feedback. Their insightful comments and suggestions have significantly enhanced the quality of this dissertation.

We are particularly grateful to Mr. Lahcen Gohmos, the headmaster of the Secondary School, for his unwavering support and encouragement throughout this challenging endeavor. His belief in my potential (Saida Gohmos) has been a source of strength and inspiration.

I would also like to express my sincere thanks to the headmaster of the Middle School, where I have had the privilege of conducting my practical research, for providing me with the opportunity to explore and analyze the real-world applications of vocabulary instruction.

To all who have contributed to the completion of this dissertation, I am eternally grateful. Your support has made this accomplishment a reality.

Table of Content

List of tables

List of Figures

Abstract

This dissertation examines the effects of explicit, implicit, and blended vocabulary instruction on middle school English language learners in Algeria. A quasi-experimental design was employed, involving 36 female students who underwent different instructional interventions. Pretests, post-tests, and delayed tests were administered to measure vocabulary acquisition and retention. Statistical analyses, including ANOVA and paired sample t-tests, revealed significant differences among the instructional methods. The results indicate that blended instruction is most effective for both immediate and long-term vocabulary retention. These findings provide valuable insights for enhancing vocabulary teaching practices in similar educational contexts.

Keywords: vocabulary instruction, English language learners, middle school, explicit instruction, implicit instruction

Introduction

Introduction

The focus of this dissertation is to investigate the effects of different vocabulary instruction approaches on middle school English language learners in Algeria. Vocabulary acquisition is a crucial component of language learning, and this study aims to explore how explicit, implicit, and blended instructional methods impact vocabulary learning and retention. By examining these instructional strategies, this research seeks to contribute to the broader understanding of effective vocabulary teaching practices in an educational context where English is a foreign language.

Background and Rationale

Vocabulary knowledge is essential for language proficiency, enabling learners to comprehend and produce language effectively. Previous research has highlighted various methods for vocabulary instruction, each with distinct advantages. Explicit instruction involves direct teaching of vocabulary through definitions, context, and repeated use. Implicit instruction, on the other hand, relies on learners inferring meaning from context without direct teaching. Blended instruction combines elements of both explicit and implicit methods, aiming to leverage the strengths of each approach.

Given the diverse needs of learners and the different contexts in which English is taught, it is vital to explore which instructional methods are most effective for vocabulary acquisition. This study is particularly relevant for middle school students in Algeria, where English is introduced relatively late in the educational system, and effective instructional strategies are crucial for rapid language development.

Research Objectives

The primary objective of this dissertation is to compare the effectiveness of explicit, implicit, and blended vocabulary instruction on middle school students' vocabulary acquisition and retention. The specific research questions guiding this study are:

1. How does explicit vocabulary instruction affect the immediate vocabulary acquisition of middle school students?

2. How does implicit vocabulary instruction impact the immediate vocabulary acquisition of middle school students?

3. How does blended vocabulary instruction influence the immediate vocabulary acquisition and long-term retention of vocabulary by middle school students?

Methodological Framework

This study employs a quasi-experimental design involving three groups of middle school students receiving different types of vocabulary instruction. The participants, all female students aged 10 to 15, were selected based on their homogeneity in English proficiency, determined by a pretest. The research was conducted at Ben Moussa Elhedj Middle School Ouargla, Algeria, involving a total of 36 participants divided into three groups of 12.

The instructional materials included pretests, posttests, and delayed tests to measure vocabulary acquisition and retention. These tests were validated by a group of teachers and piloted to ensure accuracy and reliability. The experimental treatments consisted

of explicit, implicit, and blended vocabulary instruction, each delivered in a controlled classroom setting.

Data Collection and Analysis

Data were collected through a series of tests administered before, immediately after, and two weeks following the instructional interventions. The pretest ensured that the target vocabulary was unfamiliar to the students, establishing a baseline for measuring instructional impact. Posttests measured immediate vocabulary acquisition, while delayed tests assessed long-term retention.

Statistical analyses, including ANOVA and paired sample t-tests, were used to analyze the data. These analyses aimed to determine the significance of the differences in vocabulary acquisition and retention among the three instructional methods.

Significance of the study

This dissertation contributes to the field of language education by providing empirical evidence on the effectiveness of different vocabulary instruction methods. The findings offer valuable insights for educators and policymakers in designing and implementing vocabulary teaching strategies that enhance language learning outcomes. By identifying the most effective approaches, this research supports the development of more effective English language teaching practices in middle school settings.

Review of Literature

In the article, *Vocabulary Acquisition in English Language Learners* by *Marquitta Heggins* (2015) , this study aims at investigating the impact of a which teaching method of explicit or implicit vocabulary teaching strategies on developing English Language Learners' vocabulary size and improving their reading comprehension skills in the content areas. The sample study consisted of 32 third graders. The experimental group was taught vocabulary explicitly. The control group was taught an implicit vocabulary teaching method.. The results were analyzed and a combination of explicit and implicit vocabulary strategies proved to be effective.

Stowell-ruzicka, Louise, "*Acquiring Vocabulary in a Foreign Language: Some Effects of the Nature of Instruction on the Knowledge and Use of Words.*" (1991) , This study was to examine the effect that the nature of instruction of French vocabulary words has on student knowledge and use of the words on five different measures. Eighty-one high school students in the second year course of French constituted three treatment groups: traditional instruction ,rich instruction, and extended/rich instruction. This study explores the inclusion of print material that can be read freely by the students is a powerful motivational tool, as well as having been shown to be a most effective means of instruction.

This article, *Vocabulary Acquisition in English as a Foreign Language : Digital Gameplaying The Sims* by Caroline Chioquetta Lorenset and Celso Henrique Soufen Tumolo (2019) , aims to characterize vocabulary acquisition and the use of the digital game The Sims, and to investigate if and how it can assist vocabulary of English as a foreign language. Data collected involved participants of a public school setting in Florianópolis, SC, Brazil. The instruments used were a pre-test, a post-test, a delayed post-test, as well as a narrative writing. Results indicated The Sims as effective for vocabulary acquisition in EFL since it deals with routine and familiar vocabulary and offers a new virtual life and contextual learning for players.

In the article, English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio- Educational Factors by Alpino Susanto and Fazlinda binti Ab Halim (2016), discuss how English Vocabulary Acquisition is part of language acquisition that aimed by most of language learners. Vocabulary Learning Strategies (VLSs) are the tools of the acquisition as the media of the acquisition need avid attention of the subsequent phenomena. Vocabulary learning strategy is not only independent factor contribute to the vocabulary acquisition, the socio-educational factors that introduced by Gardner 1985 had been fully proved the contribution of the acquisition process to the successfulness. The paper explores the vocabulary acquisition in the view of vocabulary learning strategies and socio-educational factors in various aspects of research and theory. As of now, the relationship between the VLSs and Socio-educational factors is not exposed widely.

In this study "The Use of Vocabulary Notebooks for EFL Non-majors' ESP Vocabulary Acquisition" by Tran Thi Cuc and Do Manh Cuong (2023) , investigates the effectiveness of vocabulary notebooks in supporting vocabulary expansion and retention for 30 intermediate-level ESP students in a 15-week International Relations class. This study highlights the potential of vocabulary notebooks and provides insights into how they can be effectively used to support ESP vocabulary acquisition.

In this article " Enhancing Vocabulary Acquisition through Progressive Word Increments in English Language Learning " (Mongkolchai Tiansoodeenon et al.,2023) , aims to provide concepts for those who are interested in acquiring vocabulary in a second language and seeking where to begin. It suggests the number of words learners should learn, the rationale, and resources to obtain vocabulary. It discusses the general concept of vocabulary acquisition, the role of memory in learning vocabulary, and certain useful vocabulary learning strategies for learners that facilitate their vocabulary acquisition .

Elie Alrabadi and Hiba Harb , in their article Acquisition of vocabulary in a foreign language classroom: the case of FFL in the minor of French at Qatar

University(2023), have discussed the importance of vocabulary acquisition and lexical competence in the development of communicative competence among foreign language learners (FL). They ended up offering a number of activities to develop vocabulary acquisition in FFL

classes. This research has therefore allowed them to observe that the acquisition of vocabulary remains a difficult task, especially in exolingual situations where FL is not used outside the classroom.

In this article "Relationship between vocabulary acquisition and individual differences among middle school students " by Frankie SUBON , and Norseha UNIN (2023) , this paper explores the vocabulary acquisition of 143 middle school students from an East Malaysian school, examining its correlation with gender, attitudes, and perceived problems faced in vocabulary learning. Using the Contextualised Word Family (CONTEXTUALISED WORD FAMILY) model, the study tested the effectiveness of explicit vocabulary instruction over 30 sessions. The results showed an increase in vocabulary size with no significant difference based on gender, a very weak negative correlation with attitudes towards vocabulary learning, and mostly weak positive but significant relationships with three of the learners' perceived problems faced in vocabulary learning. This study provides some important pedagogical implications for teacher practice and recommendations for future research.

Theoritical
Chapters

Explicit Teaching of Vocabulary

Overview

A significant shift has occurred in the teaching of vocabulary. Traditionally, vocabulary items were usually taught in the form of isolated word lists. Rote memorization was commonly used in the hope that students would learn these words and then use them in their spoken or written English.

However, contemporary teaching styles and scientific advances have changed the way we approach vocabulary instruction. Now, teachers are being encouraged to provide more explicit instruction for vocabulary teaching by putting more emphasis on students' skills and awareness of learning and teaching.

As students' vocabulary increases and they see connections between the words and the world or other knowledge, the vocabulary teaching goals would more likely be lasting learning rather than vocabulary expansion only. Research shows that good teaching practices in vocabulary have a direct impact on students' literacy skills as well as understanding more advanced texts.

Students who have a greater command of vocabulary stand a much better chance of achieving higher marks in examination and provide more sophisticated and cohesive responses. Students who enjoy the learning experience by making connections to the new vocabulary will show more willingness in using the words in their own written or spoken English.

Literacy is not simply freedom from illiteracy, but also a way of developing an continued capacity and love for learning though means of languages. Complex content for this section is coherent with the summary of the entire study, reflecting its key ideas and themes.

1.1.

Definition of explicit vocabulary instruction

Explicit vocabulary instruction refers to a teaching approach that involves directly teaching students specific words and phrases, as well as strategies for learning and remembering them. This type of instruction is systematic and involves clear explanations of word meanings, contexts for usage, and opportunities for students to practice using the words in various situations.

According to Anita L. Archer and Charles A. Hughes in their book, Explicit Instruction: Effective and Efficient Teaching (2011), explicit instruction is characterized by clear, direct teaching of vocabulary that includes providing definitions, examples, and non-examples, as well as checking for understanding and offering multiple opportunities for students to use the vocabulary in context.

1.2. Importance of explicit vocabulary instruction

Many people argue that we should be teaching vocabulary in a way that improves students' oral reading comprehension. As students move from learning to read to reading to learn, they are developing the skills that they will use to draw meaning from text. These skills involve the ability to identify the words on the page, to construct meaning from the words, and to understand the ideas linked to the words.

The opponents of explicit vocabulary instruction argue that if we employ exercises and assignments that engage students in connecting new words to known words, visuals, and context, or engage the students in fun activities that teach the joy of new words, then students will be better readers. However, the benefits of helping students develop a large "word bank" have been well established in the research for over 50 years.

Students with a high vocabulary are more confident, independent readers because they do not need as much teacher or text support. The advantages of having a large vocabulary also multiply as the difficulty of the text increases and the need for contextual clues to word meaning becomes greater. In the article, "Importance of Vocabulary Instruction in a Middle School Reading Program", published in the "Reading Improvement" journal in 2002.

1.3. Benefits of explicit vocabulary instruction

When students are taught explicit vocabulary instruction on a regular basis, they develop better vocabulary skills. Having a good vocabulary, knowledge, and word use will provide students with the ability to read and listen to more in-depth content better and to express themselves more clearly in both speech and writing.

When students are taught explicit vocabulary, they are given a few simple words or words that they have learned previously. By building on words students already know, they will generate a better understanding through retrieval and application. This strengthens the memory for new words and the ability to understand and remember the connections between words.

Research now shows that learning vocabulary through context and language activities does not demonstrate that teaching specific words and word-learning strategies. However, children can only apply these skills effectively once they have reached a certain level in their vocabulary skills.

Mastering this type of instruction and then moving on to more analytical teaching has been proven effective in improving vocabulary learning. The research of Faraige in 2003 demonstrated that explicit vocabulary instruction is much more effective than implicit vocabulary instruction for most students.

Explicit instruction of word meanings, when integrated well with other language arts instruction, has been proven an effective way of improving vocabulary. Students who possess a more limited vocabulary in their 1st year of schooling may not know some particular words in the instructions given in school, for example, and they may end up facing serious difficulties in their study.

For older students, more advanced instruction might be implemented, perhaps in the form of word analysis to discover word meanings independently. Using a dictionary and thesaurus, recognizing prefixes, suffixes, or root words,

and developing an understanding of how new words may relate to known words or word patterns are also part of the advanced instructions.

By mastering these skills, students will have the ability to learn new words and to understand the meaning from the context. This demonstrates that teaching specific words and word-learning strategies, when well integrated into everyday language arts instruction.

My experience in the past few months has shown me that using a direct and clear instructional guidance to show the use of the new word in a specific context is a significantly effective strategy for my students to master these words as well as to help them to improve transferring their word knowledge to their reading and writing.

2. Principles of Explicit Vocabulary Teaching

Explicit vocabulary teaching is a cornerstone of effective language instruction, providing students with the tools necessary to understand, communicate, and engage with a wide range of texts and concepts. By following key principles in vocabulary instruction, educators can create an environment that fosters language development and empowers students to become proficient communicators.

In this study, we will explore the principles of explicit vocabulary teaching and their significance in enhancing language proficiency in educational settings.

Sokmen (1997, p. 241) provided some principles of explicit vocabulary teaching .

✓ Build a large sight vocabulary.

✓   Integrate new words with old .

- ✓ Provide a number of encounters with a word .
- ✓ Promote a deep level of processing .
- ✓ Facilitate imaging .
- ✓ Make new words "real" by connecting them to the student's world in some way .
- ✓ Use a variety of techniques .
- ✓ Encourage independent learning strategies .

These principles emphasise conscious, organised and planned instruction which may result in effective learning of vocabulary. Furthermore, the above principles reflect deep levels of processing and the use of a variety of teaching techniques and independent learning strategies.

According to Schmitt (2000), explicit teaching is essential for the most frequent words of a language as well as technical vocabulary necessary for a particular area because they are prerequisites for language use. Less frequent words, however, may be best learned incidentally through extensive listening and/or reading .

3. Techniques for Explicit Vocabulary Instruction

Vocabulary plays a fundamental role in language acquisition and comprehension across all academic disciplines. Explicit vocabulary instruction is essential in ensuring that students develop a rich and diverse vocabulary, enabling them to effectively communicate, comprehend texts, and succeed academically.

In this study, we will explore various strategies for explicit vocabulary instruction and their importance in enhancing students' language proficiency.
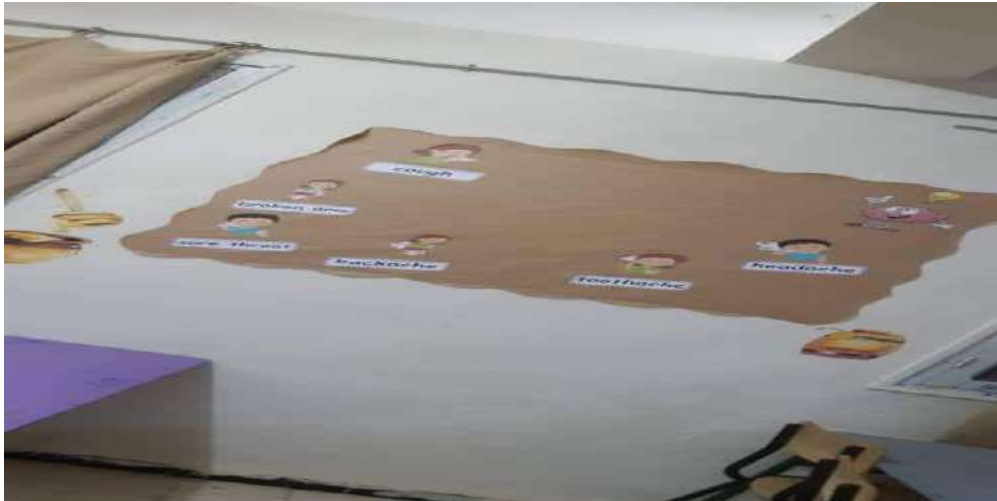
3.1- Word Walls

An interactive word wall is a vocabulary tool educators display in their classroom so that it is readily available to students every day. The word wall is updated as new words are introduced to students throughout a unit. A word wall is considered interactive as it requires students to engage with the vocabulary words by participating in adding to the wall.

This can be in the form of having some students place new words on the wall while other students use resources to find the meaning of the words (Purnamasari, Katemba, & Panjaitan, 2018). A study by Jackson (2013) researched the use of interactive word walls in a diverse, low-income middle school.

An interactive word wall organizes academic vocabulary words to show relationships, contains student-generated materials, is aligned with current instruction and uses visual supports alongside the words. The use of visuals helps students gain an additional understanding of the word's meaning, which can be especially helpful for ELL students.

Results from the Jackson (2013) study showed that students found the word wall helpful because it helped them better understand and remember the vocabulary. One student said that the interactive word wall 'helps remind us of what we have learned' and 'since it is always up there, I always remember'. The use of a visible interactive word wall with strong images can help many students get repeated exposure to essential vocabulary.

Figure1:Vocabulary Word Wall(Fruits and Vegetable)

3.2-Frayer Model Graphic Organizer

The Frayer Model is a technique that uses a graphic organizer that provides an opportunity for students to gain an in-depth understanding of vocabulary. The Frayer method is a strategy that has students interact with vocabulary in multiple ways, beyond just writing the term and the definition (Estacio & Martinez, 2017).

This graphic organizer requires students to not only define the vocabulary term, but also provide characteristics, examples, and nonexamples regarding the term (Wati et al., 2022). Utilizing the Frayer method when learning or reviewing vocabulary places more student ownership on learning, while the teacher is there to help guide student-thinking.

Findings from Wati et al. (2022), showed that the implementation of the Frayer model resulted in significant improvements in vocabulary achievement. Students in this study scored a mean of 37.96 on the pretest and a mean score of 79.52 on the posttest, with an increase of 34.76.

Another study by Estacio and Martinez (2017) showed similar results in which their experimental group that used a modified Frayer model had a higher

posttest score when compared to the control group that did not use the Frayer model to learn vocabulary.

Lastly, a comparative study by Panjaitain and Sihotang (2020) investigated the difference in effectiveness between the Frayer model and concept-mapping when it came to learning vocabulary. While both strategies proved to be effective, results showed that the group that used the Frayer model had a higher gain in score when comparing their pretest and posttest gains to the group that used concept-mapping.
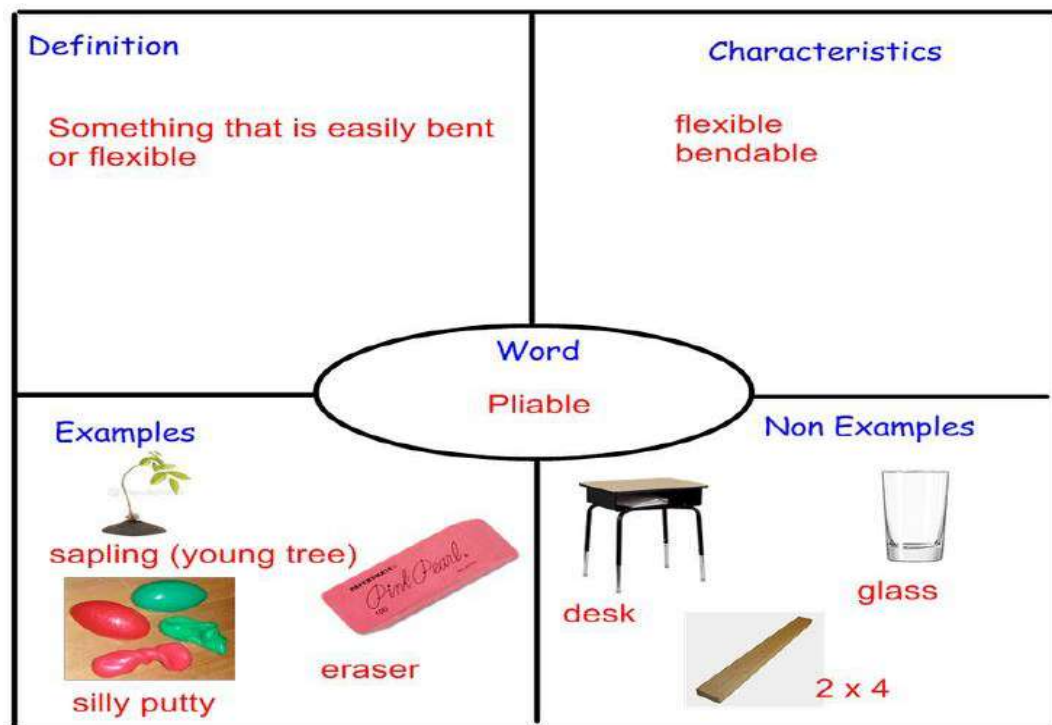

Figure2:Frayer Model Vocabulary Technique

3.3- Semantic mapping

Word webs (also known as semantic mapping) illustrate how key words or concepts are related to one another through graphic representations. Creating wordwebs can be done as a whole-class, small-group, or individual activity. A word web is a graphic organizer created by students to help them learn vocabulary.

How to Use Word Webs

✓ Begin with a word. This strategy works well using words from expository texts.

✓ Students free-associate other words, terms, or phrases they associate with the chosen word. The teacher writes these on the board in the order in which they are shared next to the targeted word. This is done until students run out of ideas.

✓ Students categorize associations and label the categories. This can be done as a class, in small groups or pairs, or individually.

✓ Students can present and explain their maps to others or to the class, with assistance from the teacher, if necessary.

✓ When using this as a before reading activity, have students add to the categories after reading.

✓ When students are familiar with the strategy, they can produce their own maps for words from independent reading.
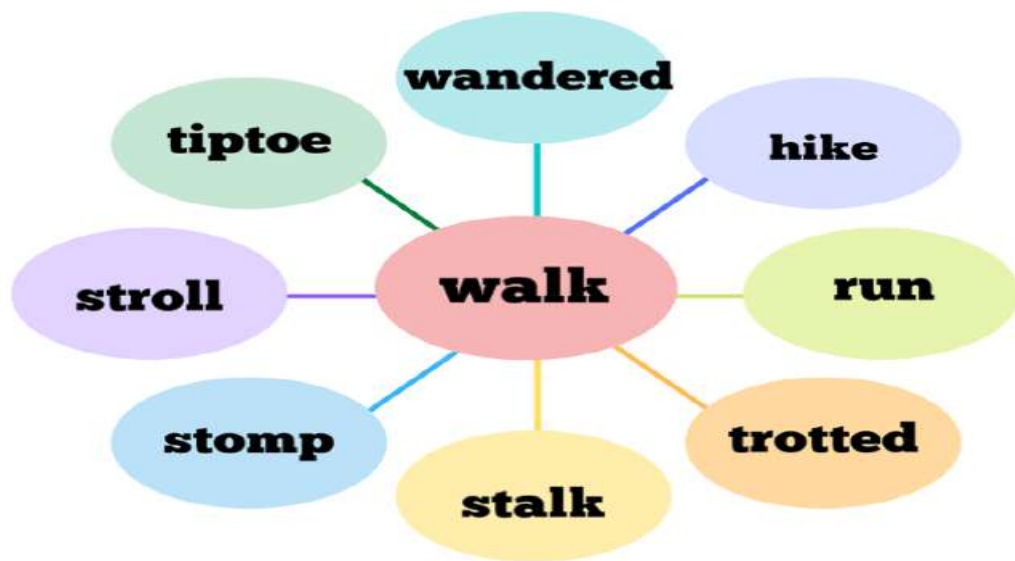
Figure3:Semple Semantic Web

3.4- Word Analysis

Word analysis is sometimes known as word sorting. It is known that most words can be defined if the reader knows the meaning of the suffix and/or prefix. This vocabulary strategy takes terms or words and places them in categories based on their structure. The more students are introduced to suffixes or prefixes the more words or terms they will be able to define during readings.

Word analysis is a strategy that follows students through an entire unit, chapter or lesson. Miller and Leatch give us five steps to follow to complete a word analysis correctly.

Step 1: First one must prepare for the sort; this requires two things. The prefixes must be chosen and listed across the top and students need to have a list of terms that they can cut up and place within the prefix columns.

Step 2: This step will introduce the sort to the students and give them a chance to separate the terms or words into the different categories. This will lead directly into a class discussion about the meaning of the prefixes and

suffixes.This is also a great place in the lesson to introduce the dictionary if students have questions.

Step 3: Students will then repeat the sort; this will give them extra practice and ensure they know the meanings.

Step 4: Students will then cut off the prefixes; meaning each word will then have two slips of paper. Students will thenpractice making new words with prefixes and root words. Students can focus on making new words and figuring out if any of their words are not "real."

Step 5: During this step students will be looking for the words they practiced in their reading and writing them down for studying purposes.

Name:_____   CCSS 2.L.4.b Determine the meaning of the new word formed when a known prefix is ......

Prefix, Root Word, Suffix

Directions: Write the prefix, root word, and suffix of each word in the correct box. Not all words will have each part.

	PREFIX	ROOT WORD	SUFFIX
tallest		*tall*	*est*
unhappy			
preschool			
disappear			
younger			
become			
misspoke			
ungrateful			
replay			
worthless			
underground			

Did you spell each part correctly?

© www.2ndgradeworksheets.net   6

Figure4:Prefix,Root Word , Suffix

This diagram shows a table separated into the prefix, root word and suffix. This would work perfectly for the Word Analysis activity. The activity

would need to be slightly revised but still use the five steps listed above. The goal is the same; for students to know the prefix, root word and suffix of particular words or terms.

3.5- Contextual analysis instruction

Kame'enui and Baumann (2012) described contextual analysis as getting the clues to the meaning of an unfamiliar word by analyzing the vocabulary word's surrounding text for syntactic and semantic clues. It is regarded as a major instructional strategy for vocabulary development (Texas Education Agency [TEA], 2002 .(Syntactic clues involve the use of word order to convey meaning.

This is particularly useful in the English language as a word's position in a sentence influences its meaning (e.g., "Alex hit the ball." vs. "The ball hit Alex."). In comparison, semantic clues involve meaning-based information that helps the reader surmise the word's sense or at least limit its possible meanings

(Johnson & Pearson, 1984, as cited in Kame'enui & Baumann, 2012). Alternatively, context clues can be classified into different types, such as definition, synonym, antonym, example ,comparison/contrast, summary, experience, and general context clues (Kame'enui & Baumann, 2012; Walters, 2004) .
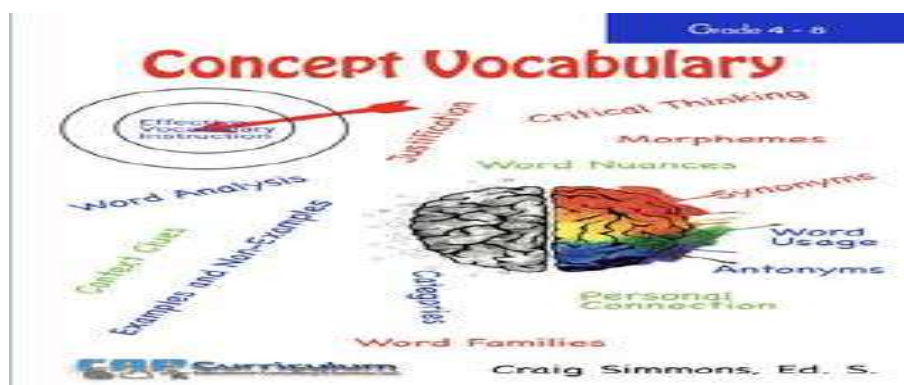
Figure5:Contextual Analysis Instruction

3.6-Word study games

Word study games are an engaging way to enhance vocabulary and language skills. Whether it's a crossword puzzle, word search, or Scrabble, these games challenge players to think critically about words, their meanings, and how they can be used creatively. From improving spelling to expanding one's lexicon, word study games offer fun and educational entertainment for all ages.

Bakhsh (2016) said that teachers should be innovative in game development that might attract students' interests.Teaching and learning must be interesting, straightforward, and enjoyable to make students more excited. In comparison, the games allow students more engaged and communicative.

Game is an interesting and exciting activity, most challenging, and actions where Students play and commonly engage with each other. The goal of promoting the process of vocabulary learning using games is to construct activities that enhance vocabulary advancement. The active approach in enhancing student engagement for teaching and learning activities.

The game also makes the students more involved, imaginative, andengaging in studying English It can be assumed that games are also one of the bridge experiences for students to communicate with each other, particularly in the teaching practice (Ashraf et al.,2014). Derakhshan & Khatir (2015) noted that games are useful and successful in studying vocabulary.


Figure6:Summer fun word game

3.7-Vocabulary Journals

Fisher and Frey (2008) highlighted the following sequence in the use of vocabulary journals: (1) introduce, (2) define, (3) discuss , and (4) apply. The sequence allows ELLs to work with their vocabulary. The format of the vocabulary journal can be determined by the teacher to suit the particular context and needs of the content area.

For example, a journal in an English as a second language classroom may have sections divided according to word classes. Vocabulary journals are typically used to record vocabulary, student-friendly definitions and visual representations for each term (Larson, Dixon & Townsend, 2013). Teachers can include features such as a word index or examples of usage in different contexts.

The inclusion of student-friendly definitions in vocabulary journals makes the task of word learning more effective. Graves (2006) emphasized that definitions are a staple in all effective vocabulary instruction. However, traditional dictionary definitions are often too complex for ELLs to decode and thus, are not very helpful to many students.

By contrast, student-friendly definitions are phrased using everyday language and provide examples of how the word is used (Yopp et al., 2009). By incorporating student-friendly definitions, vocabulary journals make the task of word learning less daunting and more approachable.
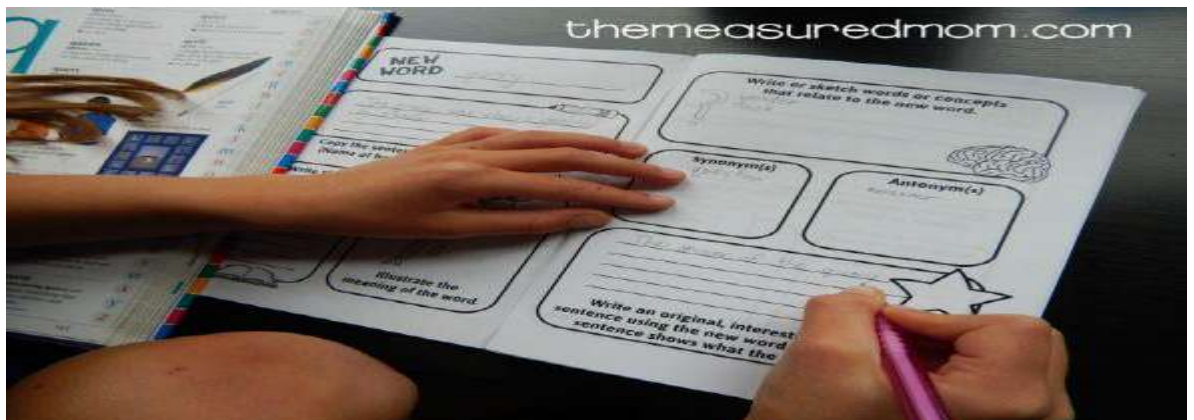
Figure7: Using vocabulary journals in the class

3.8- Vocabulary Graphic Organizers

In teaching and learning, graphic organizers can be considered as tools for displaying information in impressive, inventive and picturesque ways using drawings so that the information can be easily understood and remembered. Graphic organizers have different names, visual organizers, structured overview, story map, framed outline, cognitive map, and charts of various kinds (Chamot et.al, 1999).

Graphic organizers, according to Hall (2008), are visual representations or visual displays that show the connections of facts in pictures. In almost the same way, Judith B.S. (2006) states "A graphic organizer is a visual and graphic representation of relationships among ideas and concepts".

In other words, "graphic organizers are two-dimensional visual arrays showing Relationships among concepts " (Rice , 1994) , or "graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels" (Bromley, DeVitis & Modlo, 1999).

Graphic organizers make teaching and learning more rewarding. Visually appealing and accessible to both struggling and advanced students, graphic organizers help students to:

- ✓ connect prior knowledge to new information (Guastello, 2000);
- ✓ integrate language and thinking in an organized format (Bromley et al., 1995);
- ✓ increase comprehension and retention of text (Boyle & Weishaar, 1997; Chang, K. et al, 2002; Moore & Readence, 1984);
- ✓ organize writing (Ellis, 1994);
- ✓ engage in mid- to high levels of thinking along Bloom's Taxonomy (application, analysis, evaluation, and synthesis) (Dodge, 2005).
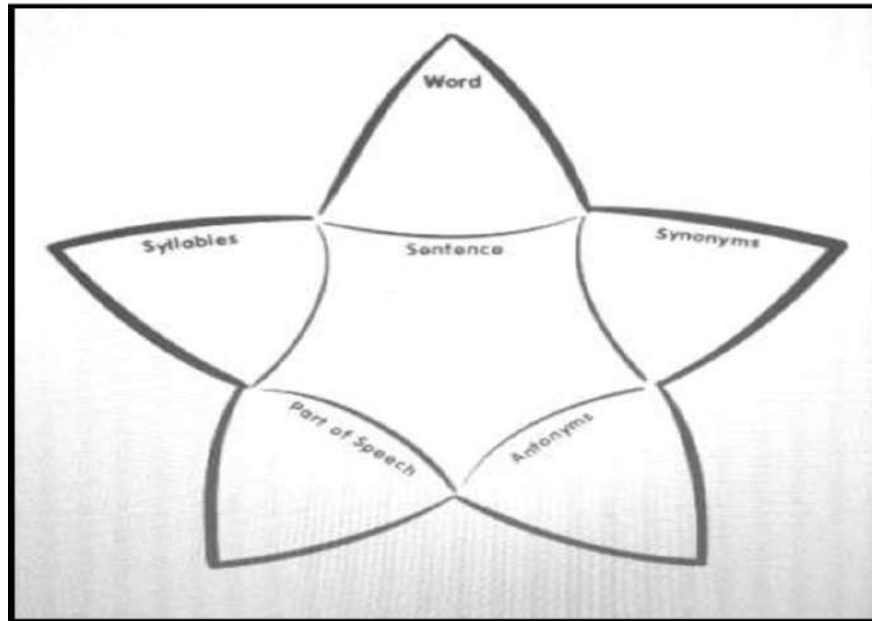
Figure8: Using vocabulary journals in the classroom

3.9-Vocabulary Instructional Routine

Routines for teaching vocabulary are essential for improving students' linguistic ability and academic achievement. These practices offer organized methods for teaching and reviewing vocabulary, guaranteeing that pupils acquire new terms and comprehend their proper usage.

Research by Beck, McKeown, and Kucan (2002) indicates that students' reading comprehension and general academic ability are greatly enhanced by specific vocabulary education. Teachers may create a dynamic learning environment where students actively engage with and assimilate new vocabulary by using routines like word walls, the Frayer Model, vocabulary diaries, contextual analysis, and word study activities.

These teaching strategies provide students the skills they need to understand difficult materials, communicate clearly, and achieve academic success.

Vocabulary Routine

Monday	• Briefly Introduce *Words from the Text* Before the Read Aloud • Read Aloud • Student-Friendly Definition with Body Movements
Tuesday	• Student-Friendly Definition with Body Movement • Discussion Question (on the vocabulary word slide) • Picture Cards - A
Wednesday	• Student-Friendly Definition with Body Movement • Word Chat • Picture Cards - B
Thursday	• Student-Friendly Definition with Body Movement • Graphic Organizers (choose one to complete/differentiate)
Friday	• Student-Friendly Definition with Body Movement • Word Writing

Figure9: Using vocabulary Routine

3.10-Word Meaning Discussions

Effective vocabulary training must include word meaning conversations because they provide students the chance to explore words in groups and develop their comprehension of meanings. Research by Scott et al. (2019) indicates that vocabulary growth and retention are greatly aided by word meaning conversations.

By asking questions, voicing their opinions, and clearing up misunderstandings, these conversations help students get a stronger conceptual grasp of the vocabulary concepts they are studying. Through meaningful conversations concerning word definitions, students enhance their lexical knowledge, sharpen their critical thinking abilities, and improve their language ability.

Word meaning talks foster a constructive learning atmosphere where students actively contribute to the construction of meaning, improving understanding and promoting academic achievement.

Figure10: Synonymes for discuss with examples

Implicit Teaching of Vocabulary

Instead of clearly defining new words, implicit vocabulary instruction teaches them subtly and indirectly, frequently integrating them into relevant contexts. Instead of rote memorization, this method seeks to promote natural language acquisition through usage and exposure. Studies indicate that the use of implicit education can improve vocabulary acquisition, especially in conjunction with explicit tactics. You can consult studies by Graves (2006) and Nagy, Anderson, and Herman (1987) for further details.

Housen and Pierrard (2006) Implicit attention to linguistic form emerges from task design that encourages the use of a particular language target, highlighting the indirect nature of instruction in this context.

Norris and Ortega (2000) characterize implicit instruction as a teaching method that involves providing rich input without explicitly presenting rules or directions, focusing instead on comprehension through memorizing a set of sentences.Implicit instruction, despite its potential, doesn't consistently lead to significant linguistic and sociolinguistic proficiency. It lacks established principles due to its novelty, making it challenging to implement in contexts where language acquisition is traditionally viewed as analytical. Additionally, its compatibility with autonomous language learning remains unclear, as highlighted by Ellis (2005)

vocabulary learning and instruction have been overlooked topics in second and foreign language research, as noted by Zimmerman (1997).According to Ellis (1994), implicit learning is generally described as the acquisition of knowledge through a natural, effortless process, without conscious effort. Neumann & Dwyer describe vocabulary as the essential words needed for effective communication, encompassing both expressive vocabulary (words used in speaking) and receptive vocabulary (words understood in listening). (p. 385)

The type of instruction used has a significant impact on vocabulary acquisition and consolidation. Using a thorough examination of recent educational rsearch, Hulstijn (2001), Laufer (2009), Nation & Webb (2011), Schmitt (2008), and Sökmen (1997) .

 Implicit vocabulary instruction is the teaching of lexical items involving students' vocabulary learned through an activity in which the new lexical items are mastered without

the learners' conscious awareness, typically during reading or oral communication,or as a secondary result of an activity.

Teaching vocabulary implicitly, students catch up new words from context un-intentionally.(Inna Fainman, 2015)

2. Principles of Implicit Vocabulary

Dornyei's (2009) Highlighted that:

• A hidden requirement, where learners were tasked with sentences containing the desired structures.

• A casual setting where learners encountered sentences with the target structure within tasks focused on meaning.

• A condition focused on searching for rules, requiring learners to identify them.

• An instructed condition where learners received written explanations of the rules.

3. Techniques for Implicit Vocabulary Instruction

Housen and Pierrard (2006) Implicit attention to linguistic form emerges from task design that encourages the use of a particular language target, highlighting the indirect nature of instruction in this context.

Norris and Ortega (2000) characterize implicit instruction as a teaching method that involves providing rich input without explicitly presenting rules or directions, focusing instead on comprehension through memorizing a set of sentences.

Implicit instruction, despite its potential, doesn't consistently lead to significant linguistic and sociolinguistic proficiency. It lacks established principles due to its novelty, making it challenging to implement in contexts where language acquisition is traditionally viewed as analytical. Additionally, its compatibility with autonomous language learning remains unclear, as highlighted by Ellis (2005) vocabulary learning and instruction have been overlooked topics in second and foreign language research, as noted by Zimmerman (1997).

According to Ellis (1994), implicit learning is generally described as the acquisition of knowledge through a natural, effortless process, without conscious effort. Neumann & Dwyer describe vocabulary as the essential words needed for effective communication,

encompassing both expressive vocabulary (words used in speaking) and receptive vocabulary (words understood in listening). (p. 385)

3.1- Extensive Reading

Extensive reading serves as a powerful method for implicitly teaching vocabulary, as highlighted by Day and Bamford (1998), Horst, Cobb, and Meara (1998), and Elley (1991). (Day & Bamford, 1998; Horst, Cobb, & Meara, 1998; Elley, 1991)

Through extensive reading, learners submerge themselves in varied linguistic settings, where they naturally encounter a multitude of words, leading to an enrichment of their vocabulary, as observed by Mason and Krashen (1997) and Waring and Takaki (2003).

Extensive reading proves to be a successful approach for implicitly teaching vocabulary, as demonstrated by Day and Bamford (1998).

3.2- Language Immersion

This comprehensive approach to implicit vocabulary instruction emphasizes the importance of immersion in authentic language experiences to cultivate a rich and nuanced understanding of vocabulary.

Language immersion provides a strong approach for implicitly teaching vocabulary, enabling learners to deeply engage with language in genuine situations. This exposure to varied language usage empowers learners to infer word meanings and understand how words function across diverse linguistic contexts (Nagy, Herman, & Anderson, 1985).

Contextual vocabulary instruction integral to language immersion, immerses learners in meaningful and authentic linguistic settings, promoting comprehension and retention (Beck & McKeown, 2007). Whether through literature, discussions, or real-life situations, learners gain a deeper understanding of word meanings and usage, thereby improving their capacity to infer meanings and use words adaptively (Graves, 2006).

Studies conducted among diverse age groups and proficiency levels consistently underscore the effectiveness of language immersion in improving both vocabulary acquisition and comprehension skills (Graves, 2006; Biemiller & Boote, 2006). Through immersing learners in genuine language contexts, educators afford them the chance to naturally encounter words, thereby fostering a nuanced grasp of word meanings and usage (Biemiller, 2005).

Incorporating vocabulary teaching into genuine reading and writing tasks enhances the advantages of language immersion, resulting in notable improvements in both vocabulary proficiency and reading comprehension (Cunningham & Stanovich, 1998; Stahl & Nagy, 2006). This holistic method of implicit vocabulary instruction underscores the significance of immersing learners in authentic language encounters to foster a deep and nuanced comprehension of vocabulary.

3.3- Vocabulary in Context

utilizing vocabulary within context proves to be a potent approach for implicitly teaching vocabulary, as learners encounter words within meaningful sentences or passages, enabling them to understand the subtleties of word usage and connotations (Beck, McKeown, & Kucan, 2002).

By immersing students in genuine language scenarios, this method allows them to deduce word meanings and comprehend how words operate in diverse contexts (Nagy, Herman, & Anderson, 1985). Consistent research demonstrates the effectiveness of this approach in improving vocabulary acquisition and comprehension skills among learners of various ages and proficiency levels (Graves, 2006; Biemiller & Boote, 2006).

Vocabulary in context serves as a fundamental aspect of implicit vocabulary instruction, exposing learners to words within meaningful and authentic linguistic environments, thus aiding comprehension and memory (Beck & McKeown, 2007). Through encountering words in rich contexts like literature, discussions, and real-life scenarios, students cultivate a deeper understanding of word meanings and usage (Biemiller, 2005). Research confirms the efficacy of this method, indicating that learning vocabulary within context enhances students' capacity to infer meanings and apply words flexibly (Graves, 2006). Furthermore, studies illustrate that integrating vocabulary instruction into genuine reading and writing tasks results in more substantial improvements in vocabulary knowledge and reading comprehension (Cunningham & Stanovich, 1998; Stahl & Nagy, 2006)

3.4- Word Frequency Lists

Word frequency lists are usually created from extensive collections of texts, such as newspapers, books, or academic papers. Researchers employ various software tools like

AntConc, Sketch Engine, or corpora such as COCA and BNC to produce these lists .Davies, Mark. (2008).

3.5- Word Families and Collocations

Research indicates that word families, which consist of words sharing a common root or base, can aid in the learning of vocabulary (Nation, I.S.P. & Waring, R. (1997). "Vocabulary Size, Text Coverage, and Word Lists." In Schmitt, N. & McCarthy, M. (Eds.), Vocabulary: Description, Acquisition, and Pedagogy. Cambridge University Press).

The "Word Family Tales" series by Scholastic offers captivating narratives focused on word families, providing readers with indirect exposure to associated vocabulary (Scholastic).

Scholastic's "Word Family Tales" series presents captivating narratives that revolve around word families, providing readers with subtle exposure to connected vocabulary (Scholastic).

Collocations, which are words that often appear together naturally, are essential for authentic language usage (Lewis, M. (1993). "The Lexical Approach: The State of ELT and a Way Forward." Language Teaching Publications).

The "Oxford Collocations Dictionary" provides real-life examples of collocations used in context, assisting in the implicit instruction of vocabulary (Oxford University Press).

Online corpora such as COCA (Corpus of Contemporary American English) offer valuable information for analyzing collocations within genuine language usage (COCA).

- ✓ Contextualized Learning
- ✓ Interactive Activities
- ✓ Feedback and Reinforcement
- ✓ Contextual Clues

3.6- Word Parts Analysis

Collocations, which are frequently occurring word combinations in language, can be effectively integrated into implicit vocabulary instruction to provide learners with insight into how words are typically paired in various contexts. Below are several examples of frequently used collocations for implicit vocabulary learning."

- ✓ "Make a decision"

- ✓ "Take a risk"
- ✓ "Pay attention"
- ✓ "Break the ice"
- ✓ "Catch someone's eye"
- ✓ "Miss the opportunity"
- ✓ "Lose track"
- ✓ "Keep in touch"
- ✓ "Strike a balance"
- ✓ "Face the consequences"

These collocations can be found in various language learning resources and corpora. While there might not be specific references for each individual collocation, research on vocabulary acquisition often emphasizes the importance of learning collocations in natural contexts. Studies by Nation (2001) and Laufer and Nation (1999) provide comprehensive insights into vocabulary learning strategies, including the role of collocations in language acquisition.

3.7- Word Formation

Implicit vocabulary instruction through word formation involves utilizing methods such as morphological analysis, which involves examining word components such as prefixes, suffixes, and roots to infer meanings. This method prioritizes understanding context and making inferences over explicit teaching. Research, such as that by Nagy and Anderson in 1984, suggests that this approach improves students' ability to acquire and comprehend vocabulary (Nagy & Anderson, 1984).

Word formation is a key tactic in teaching vocabulary implicitly, aiding in a deeper understanding of language structure and promoting natural vocabulary expansion through processes such as affixation, compounding, and conversion (Nagy & al., 2006). (Carlisle, 2000) Studies indicate that analyzing word parts enhances students' capacity to understand word meanings through the process of dissecting morphemes.

(Baumann & Graves, 2010) this method fosters a more profound grasp of language complexities, thus advancing literacy skills, By deeply engaging learners in the exploration of the evolution and acquisition of word meanings . Moreover, research suggests that

providing direct teaching on morphological skills greatly enhances students' reading abilities (Apel & Lawrence, 2011; Reed, 2015).

3.8- Word retrieval strategies

Strategies for implicit vocabulary instruction focus on aiding learners in acquiring and applying new words within context without direct guidance. This approach involves exposing learners to words in context rather than explicitly teaching them. Word retrieval strategies play a crucial role in helping learners recall words from memory. Integrating these strategies into implicit vocabulary instruction can improve students' capacity to retrieve and utilize new words encountered naturally. Below are several research-backed strategies for word retrieval in implicit vocabulary instruction:

- ✓ **Semantic Mapping**: Encourage students to visually organize related words and concepts by creating semantic maps or webs, which can assist in recalling words. (Wagner, 2019)

- ✓ **Word Associations**: Prompt students to establish connections between unfamiliar words and familiar concepts or words to aid in recall. (Nagy & Scott, 2000)

- ✓ **Mnemonic Devices:** Teach students mnemonic techniques like acronyms or vivid imagery to assist in remembering new vocabulary. (Pressley & Levin, 1983)

- ✓ **Contextual Clues**: Instruct students to use context clues from the surrounding text to deduce the meaning of unfamiliar words, facilitating word retrieval. (Graves, 2006)

- ✓ **Word Morphology**: Educate students about word roots, prefixes, and suffixes to help them decipher and infer the meanings of unfamiliar words encountered in texts. (Nagy & Anderson, 1984)

- ✓ **Word Games and Puzzles:** Engage students in activities such as crossword puzzles or word searches to reinforce vocabulary and enhance word retrieval skills. (Stahl & Nagy, 2006)

✓ **Repetition and Review:** Offer opportunities for repeated exposure and review of new vocabulary across different contexts to strengthen word retrieval abilities. (Beck et al., 2002).

3.9- Word learning logs

Word learning logs are essentially diaries or registries wherein students log unfamiliar vocabulary they come across, noting down not just the word itself, but also its definition, usage examples, and any additional pertinent details they find relevant.

Word learning logs present an effective method for implicitly teaching vocabulary. They entail students documenting newly encountered words along with their meanings, contextual applications, and usage examples. Below is an outline detailing the creation and utilization of word learning logs.

✓ Provide students with a template or format for their word learning logs, including spaces for the word, its definition, a sentence using the word, and the context in which they encountered it.

✓ Encourage students to personalize their logs with additional columns for parts of speech, synonyms, antonyms, and any other relevant information.

✓ Using Word Learning Logs

✓ Encourage students to actively engage with their logs by regularly adding new words and revisiting previous entries.

✓ Incorporate activities that prompt students to use words from their logs in writing assignments, discussions, or presentations.

✓ Provide opportunities for students to share and discuss words from their logs with their peers, fostering a collaborative learning environment." Nagy, W. E., & Scott, J. A. (2000).&Graves, M. F. (2006).

3.10- Interactive Word Games

These interactive word games offer engaging and effective ways to implicitly teach and reinforce vocabulary in various contexts, supported by research on vocabulary acquisition and language learning strategies:

the Word Association Game: palyer alternate offering words connected to the one said before. This activity prompts quick thinking and fosters linkages between words, aiding in the expansion of learners' vocabulary and cognitive skills . Nation, I. S. P. (2001)

- ✓ **Vocabulary Charades** Players mime a word silently, prompting others to guess it based on the actions. This activity fosters creativity, critical thinking, and contextual vocabulary usage among players. Ur, P. (2012).

- ✓ **Word Bingo** participants use bingo cards featuring words instead of numbers. A caller provides definitions or synonyms, and players mark the corresponding word on their cards. This activity strengthens vocabulary understanding and identification skills. Herrell, A. L., & Jordan, M. (2016)

- ✓ **Word Puzzles** (Crosswords, Word Searches): Participants engage in puzzle-solving by locating and completing words using clues or a given word bank. These exercises encourage word identification .Lightbown, P. M., & Spada, N. (2013).

Scrabble or Bananagrams: participants construct words using letter tiles to accumulate points. These activities encourage spelling accuracy, word identification, and the growth of vocabulary as players strive to discover and build words.n, spelling accuracy, and comprehension within different contexts. Nation, I. S. P. (2001)

Practical Chapter

Methods and Materials

1.Background Information about Middle School EFL Context

1.1-**Overview about Ben Moussa Elhedj Middle School**

Ben Moussa El Hedj Middle School is an institution which was launched on the first of November 2007 and was named in memory of the region's martyr, Ben Moussa El Hedj, may God have mercy on him. It is located in the municipality of Ain El Bayda in Ouargla .

Ben Moussa El Hedj Middle School contains 18 teaching rooms, two laboratories and two workshops. It also includes a small playground for sports. The school contains approximately 800 pupils, they are divided into 4(four) levels: 1ms,2ms,3ms, and 4ms.

1.2-Description of the EFL program and curriculum at middle school

Despite all the efforts spent in Algeria in order to pursue the mission of enhancing education, the educational level in general, not least that of EFL has witnessed a dilemma in the 1980s onwards.

Because of the spoon-feeding nature of the adopted teaching method as well as being bent to time and not to the learners' achievements, EFL learning has reached an alarming

situation in which it was divorced from its communicative nature. It became, thus, treated by the learners as a mere subject to be restricted to classroom use and never go beyond its boundaries.

It became learnt solely on purely instrumental motives such as getting the average grades to pass to the nextlevel. (Bouhadiba, 2006). In the educational reform, EFL is given a special status, being the language of globalisation. It is learnt since the learners' first year middle school, after being acquainted with French in their primary school education; the country's second language.

EFL is compulsory for the four years of middle school, but with a coefficient that is less important than other subjects like mathematics, Arabic, and physics. EFL remains compulsory in the next stage of studies; i.e. the secondary school, before taking their final national baccalaureate exam.

In this three years stage, its coefficient depends on which studies stream is it; it is more important for literary streams than scientific or technological ones, in which technical and scientific subjects like mathematics and physics are more important.

As far as the middle school is concerned, since their first year middle school, the learners study EFL three times a week with a specialised teacher in EFL. They take two tests and one exam each trimester.

2.Investigating Teacher's Approaches to Vocabulary Instruction

✓ Observation sheet for teacher

✓ Analysis for the observation sheet

In this chapter we are going to which is aimed at collecting data from teachers of both levels, 4ms and 1ms. We aimed at analyzing the real situations "and diagnose the Explicit and Implicit Vocabulary Instruction that are performed by teachers in their classes.

This quantitive analysis can help identify areas of strength and areas for "improvement and suggest solutions that can positively enable them to create positive learning techniques which can effectively motivate their learners.

For instance , the teacher could work on incorporating mnemonics , vocabulary journals , and technology – based resources into their instruction, as these were the areas marked with a negative sign The contributions of teachers in this questionnaire have a great importance because they are closely related to the real situation describe and analyze the teachers' observation sheet

2.1 Description of the observation sheet

The observation sheet consists of four(4) sections , it is divided into (154) done/not done tasks.

Section One: Explicit Vocabulary Instruction

This section includes the use of explicit vocabulary teaching techniques that is performed by teachers in their classroom .

Section Two: Implicit Vocabulary Instruction

This section includes the use of implicit vocabulary teaching techniques that is performed by teachers in their classroom .
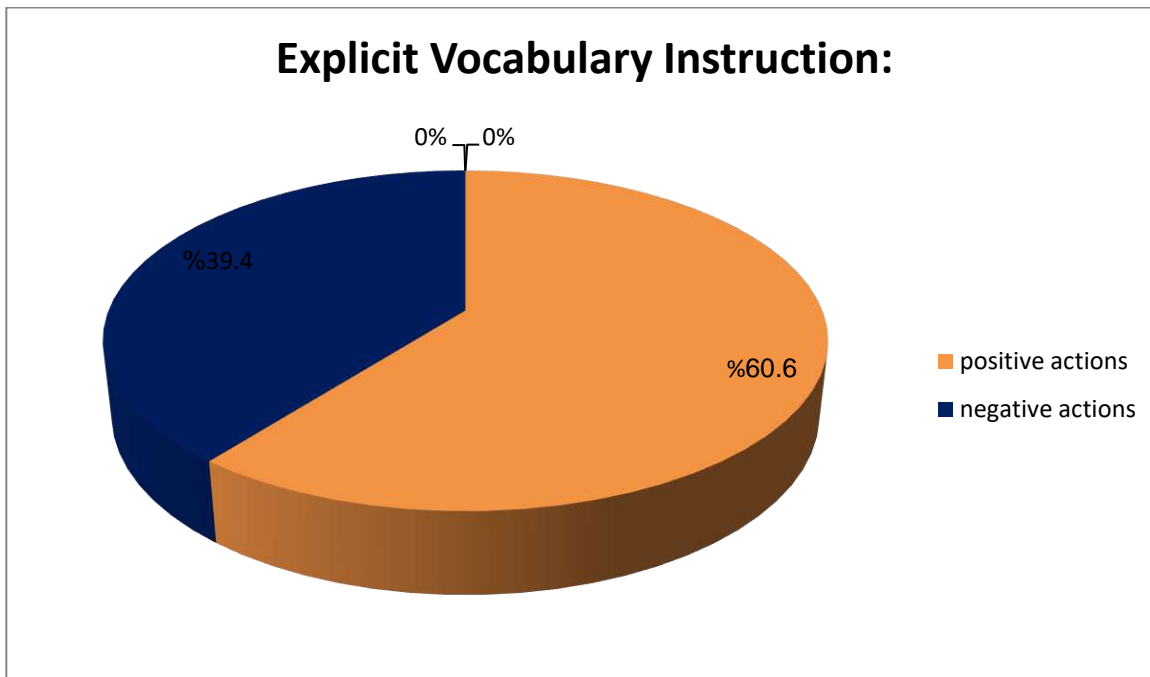
Section Three: Classroom Environment

This section includes the overall classroom atmosphere conducive to vocabulary learning .

Section Four: Observation Notes

This section includes detailed observation of the teacher's vocabulary instruction practices .

2.2 Analysis of the observation sheet
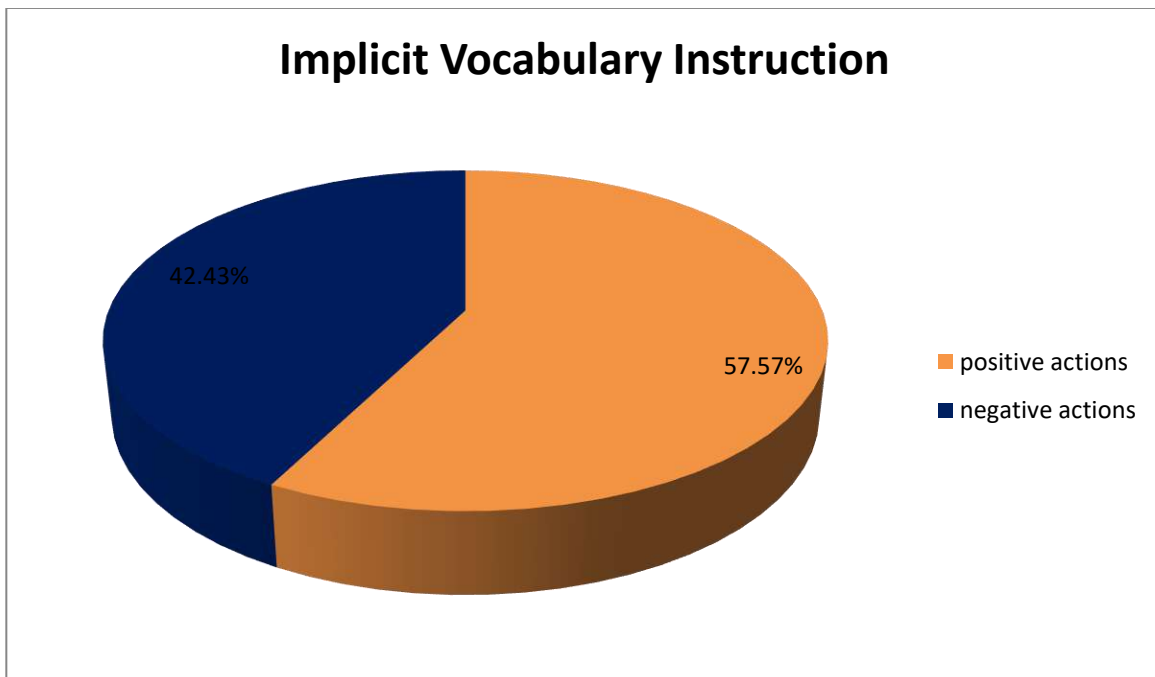
Section one: Explicit Vocabulary Instruction

Figure1: Teacher's performance (explicit vocabulary instruction)

- As it is shown in the above pie chart, the teacher performed 60.6 % of explicit vocabulary instruction in the classroom indicates a strong emphasis on helping students build their vocabulary, which is beneficial for their overall academic success .This approach supports reading comprehension and language development.

However,the teacher should balance vocabulary instruction with other teaching strategies,such as comprehension and critical thinking exercises,to ensure students receive a well-

rounded education.Monitoring student progress and providing feedback will help fine-tune the instruction for optimal student outcomes

Section Two: Implicit Vocabulary Instruction

**Figure2: Teacher's performance(implicit vocabulary instruction)**

- As it is shown in the above pie chart, the teacher's approach seems to prioritize implicit methods, with 57.57% of instruction falling into this category. This suggests the teacher may use techniques like word usage in sentences or passages to convey word meanings, rather than direct explanations or definitions. This approach can foster deeper understanding and contextual application of vocabulary but may require students to actively infer word meanings from context.

Three: Classroom Environment
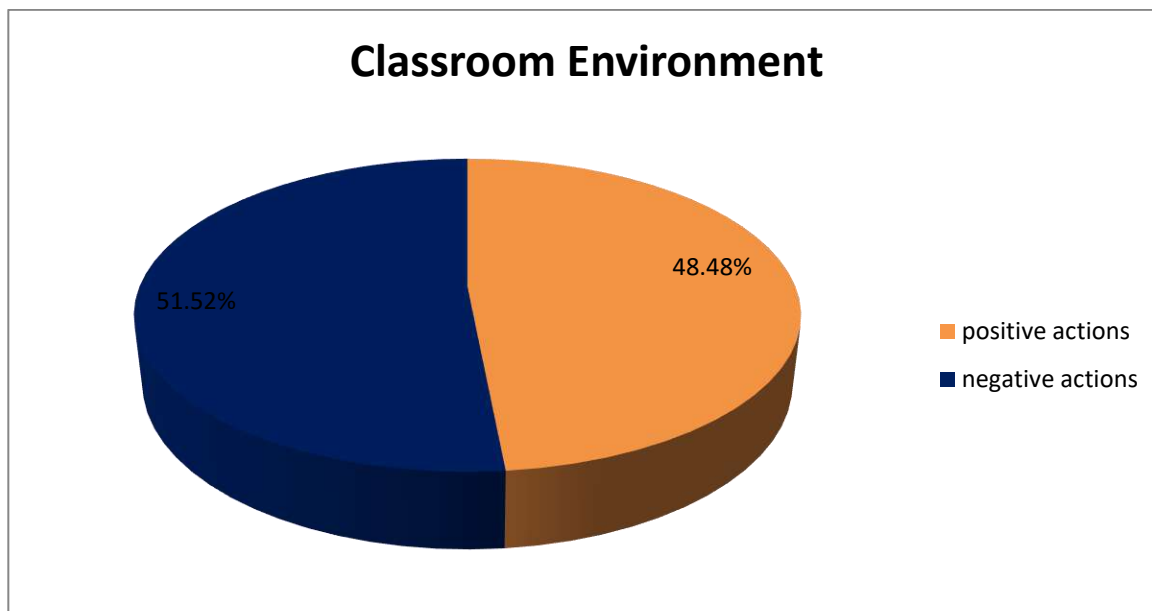
Figure3: Overall classroom atmosphere

- The third pie chart reveals that 48.48 % of positive actions whereas 51.52 % of negative actions . This illustrates that approximately most of the teachers face difficulties in teaching explicit and implicit vocabulary instruction . The prominent difficulty is dealing with large classes where the classroom management becomes complicated. The other difficulties vary from the learners' non-integration and lack of motivation which is due mainly to some diffi-culties include lack of teaching tools and authentic materials.

Section Four: Observation Notes

Observation Notes

0   0

34.55%

65.45%

■ positive actions

■ negative actions
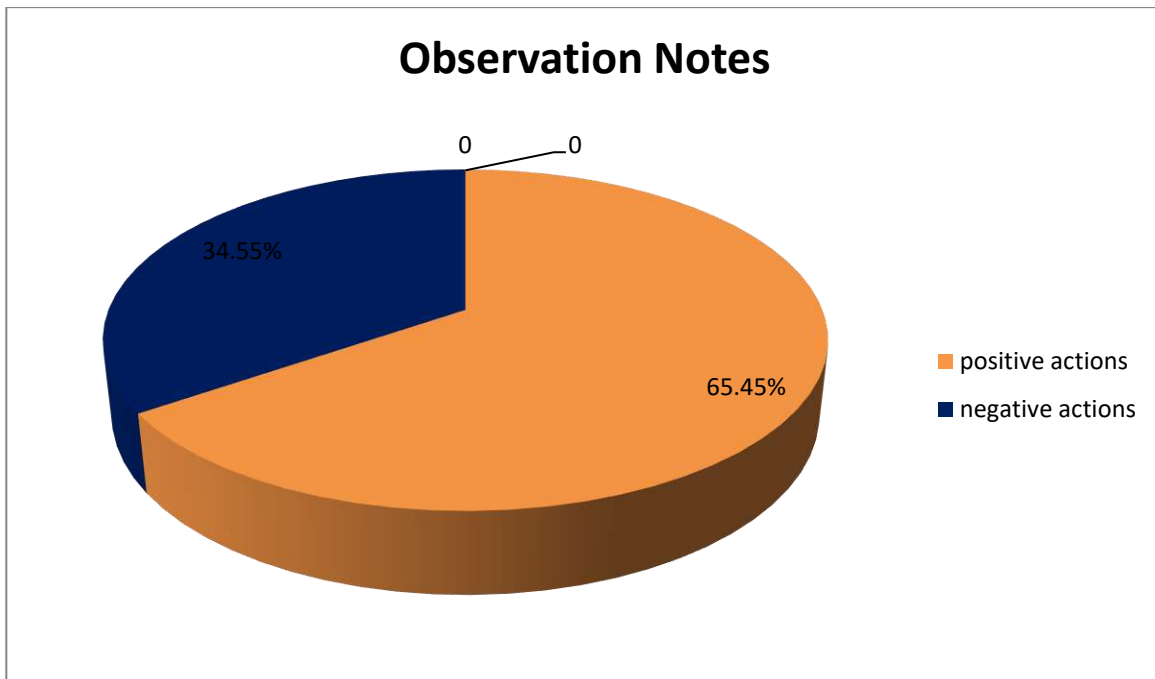
Figure4: Observations of the teacher's vocabulary instruction practices.

- The pie chart indicates that the majority of observed actions (65.45%) are classified as positive, whereas a smaller proportion (34.55%) of observed actions are classified as negative . This suggests that most of the observed activities during the observation period were deemed beneficial or aligned with the expected standards .

CHAPTER-I. Method : Vocabulary TEST

Methodology

Introduction

This section of the dissertation presents the methodological framework for investigating the effects of different vocabulary instruction approaches on middle school English language learners. It aims to demonstrate the validity and reliability of the research findings by detailing the participants, materials and instruments used, data collection techniques, experimental manipulations, and data analysis methods.

Participants

The participant pool consisted of middle school English language learners, all of whom were female and shared a similar level of English proficiency. This homogeneity in proficiency ensured that the instructional interventions' effects could be assessed without significant variability in language skills. However, it is important to note that the gender-specific nature of the sample and its size limit the generalizability of the findings. Including a more diverse and larger participant group would provide a more comprehensive understanding of the instructional approaches' effectiveness.

Materials and Instruments

The study utilized a series of tests to measure the effectiveness of the vocabulary instruction approaches: a pretest, a posttest, and a delayed test. These tests were validated through a rigorous process that involved feedback from experienced teachers to ensure they accurately assessed vocabulary

knowledge. The validation process is a key strength of this methodology, contributing to the reliability of the findings.

Data Collection Techniques

Data collection followed a structured, step-by-step approach. Initially, participants completed a pretest to establish a baseline of their vocabulary knowledge. This was followed by the intervention sessions, where different instructional approaches were implemented. The instructional interventions were then followed by a posttest and, after a set period, a delayed test to assess long-term retention of vocabulary.

The intervention sessions were conducted with clear, detailed instructions for each approach:

-Explicit Instruction Direct teaching of vocabulary through definitions, examples, and usage in sentences.

- Implicit Instruction: Vocabulary learning through exposure and context without direct explanations.

- Blended Instruction: A combination of explicit and implicit methods, integrating direct teaching with contextual learning activities.

Experimental Manipulations

The instructional approaches were meticulously implemented within the classroom setting. Each approach was designed to provide a distinct method of vocabulary instruction, allowing for a comprehensive comparison of their effects on vocabulary acquisition and retention. The explicit approach focused on direct vocabulary teaching, the implicit approach emphasized learning through context, and the blended approach integrated elements of both methods to offer a more holistic learning experience.

Data Analysis Methods

The data were analyzed using a series of statistical tests to determine the instructional approaches' effectiveness. Analysis of variance (ANOVA) was used to compare the mean scores across the different instructional groups, while paired sample t-tests were conducted to compare pretest and posttest scores within each group. These statistical methods were chosen for their ability to identify significant differences and changes in vocabulary knowledge, providing a robust analysis of the data.

Connecting to the Research Problem

The chosen methodology directly addresses the research question by allowing for a detailed examination of how different vocabulary instruction approaches affect English language learners' vocabulary acquisition and retention. The structured and validated data collection process, combined with rigorous statistical analysis, ensures that the findings are both reliable and relevant to the research problem.

Flow and Clarity

To enhance readability, the methodology section is organized with clear headings and subheadings, ensuring a logical flow of information. This structure allows readers to easily follow the research process from participant selection to data analysis.

Potential Limitations

Several potential limitations of the methodology should be acknowledged. The limited participant pool, both in terms of size and gender, may affect the generalizability of the findings. Additionally, the specific classroom context and potential for teacher bias during the intervention sessions are factors that could influence the results. Recognizing these limitations is crucial for a comprehensive understanding of the research findings and their implications.

Overall, this methodology section effectively sets the stage for the subsequent results and discussion, providing a clear and detailed framework for understanding the research process and its outcomes.

Participants

The participants of the study were selected from among the fourth-year and first year middle school pupils at 17 October Middle School of Hai Ennaceur Ouargla , Algeria.

All the participants have been studying English at school for at least one year and had followed the annual programs of the school book as set by the ministry. They took part in a pretest which was used to check the homogeneity of the group in terms of their proficiency level. According to the results from the pretest, three out of the five groups of pupils were selected for this pedagogical experiment as those that turned to be most homogeneous. All of the participants were females. They varied in age from 10 to 15 years and were all initially at about the same level of proficiency. Each group consisted of 12 pupils. Thus the total number was 36.

Materials and validity of the instruments

We prepared the pretest, the posttest and the delayed test . For the sake of validity the tests were given to a group of pupils in 9 MS and 1 MS to examine for test accuracy and adequacy. The group consisted of five teachers who all teach these groups respectively. We received their critical reviews and made all the necessary modifications according to the comments mentioned.

All three tests used various question types—gap filling, multiple choice, matching, word building, and others—setting primary focus on the target vocabulary. Before the research execution phase all the tests had been piloted to provide the clarity of the instructions and evaluate the timing of each task.

Authentic texts on the topic containing the selected target vocabulary as well as the corresponding audio-visual materials were chosen for implementing the teaching program.

Data collecting technique

The data collecting technique in this research was conducted in several steps as follows:

1. All of the participants (N=36) were asked to take the pretest, which was administered one week prior to the study. The pretest was carried out to make sure that the target words in this experiment were unknown to all pupils. On the whole there were 33 target words relating to the topic.

2. One week after the pretest, the researchers began the session for each group which required three regular classes covering one topic according to the teaching program (One class = 60 minutes + 20 minutes which equals a total of 80 minutes). The detailed steps of treatment in the explicit, implicit and blended groups will be explained later within the practical analysis.

3. Two days later in the next class a posttest (on those 33 target words) was conducted to measure pupils' immediate vocabulary mastery.

4. A delayed test after two weeks from the treatment was carried out to measure pupils' vocabulary retention.

Experimental Manipulations

The explicit vocabulary instruction. The explicit vocabulary instruction of target words was carried out in accordance with the procedure thoroughly described by Tokar & Fainman (2018). All 33 vocabulary units were presented by the teacher; meanings were conveyed using visual methods (demonstrating objects, pictures, movements, etc.) and through context or illustrative sentences, definitions or comparison. The teacher addressed the word form (pronunciation and spelling) and worked on the possible word collocations first. After that, multiple exposures to targeted words (such as practising word recognition or production in different kinds of collocations, sentences and texts) were provided. Finally, this was followed by active involvement in different kinds of speech acts, short dialogues and monologues by means of a variety of practical tasks and exercises.

The implicit vocabulary instruction. In the implicit group, the pupils' only job in the

session was to comprehend the general storyline or the message. The target words were neither presented by the teacher, nor were their meanings conveyed.

The pupils were asked to concentrate on the texts, videos or recordings with no explicit vocabulary instruction prior or later. Moreover, the teacher did not ask them to consider any specific lexical items or expressions, so the pupils did not really realize there were any words to memorize from the materials.

The teacher nudged the pupils to grasp the subject matter of the videos, texts and recordings by giving hints relating to the content, but in a restricted manner. The instructor did not purposefully focus on the meaning of particular words.

After reading a text, listening to a recording or watching a video the participants fulfilled the tasks where they were to match the parts of the sentences, tick true or false sentences, discuss the possible actions in the situations presented. The teachers did not inform the pupils of the forthcoming posttest and the delayed test as well, because such kind of notice is in no way entailed by implicit teaching methods.

The blended vocabulary instruction. The blended vocabulary instruction presupposed combining aspects of both implicit and explicit instructions with the intention of facilitating vocabulary learning. Thus, the researchers randomly selected 17 vocabulary items to be learnt explicitly partly in pre-reading (pre-watching/listening) and partly in after-reading (after-watching/listening) activities and the other 16 items for implicit acquisition. In spite of the difference in the delivery mode, the texts and audio-visual materials used for blended vocabulary instruction remained the same as in the other two experimental groups.

Thus, in the pre-tasks before reading the texts, watching a video or listening to a piece of information, as well as in the activities afterwards, the teacher paid special attention to the words that were meant to be learnt explicitly. Their meanings were conveyed directly, pupils were involved in work with word forms, collocations, and usage. As for the vocabulary units for implicit instruction, fulfilling the corresponding tasks, the pupils did not realize the necessity to memorize the words; they were rather focused on getting the general ideas of the proposed texts, videos and audio recordings. The tasks completed before and after reading, listening and

watching the aforementioned materials in no way attracted the pupils' attention to particular target words, though the teacher could give pupils clues or direct their actions to understand their meanings with the help of True or False exercises, questions with synonymic or paraphrased vocabulary items.

We did not inform the pupils of the future immediate and delayed tests. We and the teachers involoved considered it inappropriate, as the new vocabulary units were delivered through partly-explicit and partly- implicit instructions. However, we believe that the pupils expected an immediate posttest, at least on vocabulary units that were taught explicitly, as such kinds of tests are usually conducted in an explicit approach.

Results and Discussion

The purpose of our study is set out to explore the effects of applying implicit, explicit and blended vocabulary instruction in the Middle School for the fourth & First-year pupils. First, the pretest was conducted in order to identify the initial vocabulary knowledge of the pupils before the experiment itself. The total maximum, possible to get, was 100 points. The data obtained from the pretest is presented in Table 1.

Table 1

Descriptive Statistics of the Pretest Data

Group	N	Minimum	Maximum	Range	Mean Score	Std. Dev.
Implicit VI	12	2	19	17	8.58	5.13
Explicit VI	12	0	17	17	9.42	5.07
Blended VI	12	4	16	12	9.17	3.66

The pupils were shown to have no significant proficiency in the vocabulary intended to be taught and the three groups were found to be similar concerning their English target vocabulary knowledge levels at the beginning of the intervention. Based on Table 1, the pupils' scores in the implicit vocabulary instruction (IVI) group appeared to be between 2 and 19. Thus, the range and the standard deviation were 17 and 5.13, respectively. Meanwhile, the pupils' scores in the explicit vocabulary instruction (EVI) group showed that the interval ranged from 0 to 17, and the standard deviation was 5.07. The blended vocabulary instruction (BVI) group turned to have a maximum pupils' score of 16 points and the minimum one of 4, with the range of 12 and

the standard deviation of 3.66.
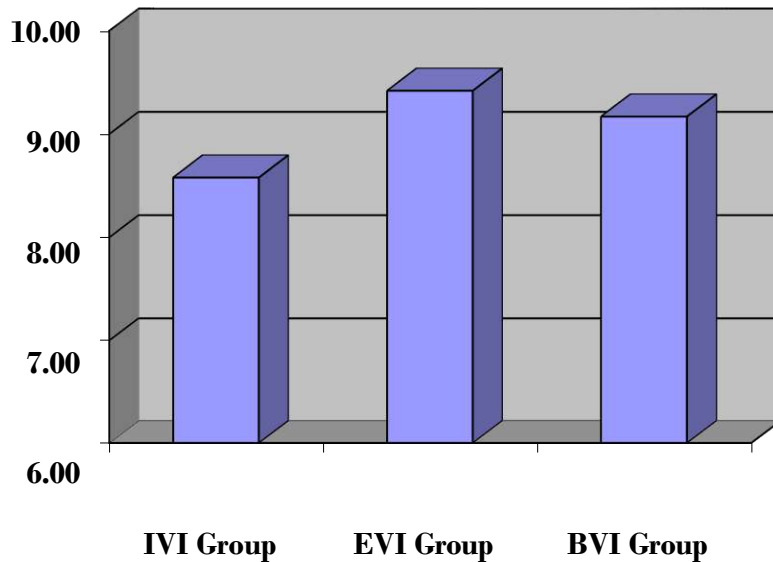
Figure 1. The Pretest Mean Scores of the Treatment Groups

The mean scores of these three groups were verified through a one way analysis of variance (ANOVA) and proved to have no statistically significant difference, thus being equal before the intervention. $F= 0.1$, whereas $F_{cr}= 2.47$ for $P ≤ 0.01$. *Thus, F $_{emp}$ < F_{cr}* , i.e. the difference between the groups before the experiment is statistically insignificant.

During the experiment session 33 vocabulary items were taught implicitly, explicitly, and via blended instruction to the three groups of pupils respectively. All of the words were chosen from the same teaching material. A 100-points test was administered as the posttest to the same groups after the teaching process. The goal was to compare the groups' progress in their vocabulary knowledge. The results gained in posttest are presented in Table 2.

Table 2

The Descriptive Statistics of the Posttest Score

Group	N	Minimum	Maximum	Range	Mean Score	Std. Dev.
Implicit VI	12	48	74	26	63.17	7.87
Explicit VI	12	64	95	29	79.41	10.39
Blended VI	12	62	93	31	79.0	9.80

The pupils gained significantly in terms of their school books vocabulary skills in all the three groups. As shown in Table 2, the pupils' scores in the IVI group ranged from 48 to 74, with the mean score being 63.17, while the standard deviation was 7.87. The pupils' scores in the EVI group showed that the interval ranged from 64 to 95 and the standard deviation was 10.39. Meanwhile, the BVI group turned to have maximum score of 93 points and the minimum one of 62, and the standard deviation 9.80.

The EVI group mean score appeared to be the highest (M=79.41, SD=10.39), with the BVI group result slightly lagging behind (M=79.0, SD=9.80) and the IVI group's points being the lowest (M=63.17, SD=7.87). One way ANOVA of the posttest results proved statistically significant difference of the 3 groups of pupils (F= 13.88, whereas F_{cr}= 2.47 for $P \leq 0.01$, thus $F_{emp} > F_{cr}$), thus concluding the difference appeared due to the implemented teaching techniques.

The mean scores of the IVI group, the EVI group and the BVI group at the pretest and at the posttest were compared and the difference is illustrated in Figure 2.
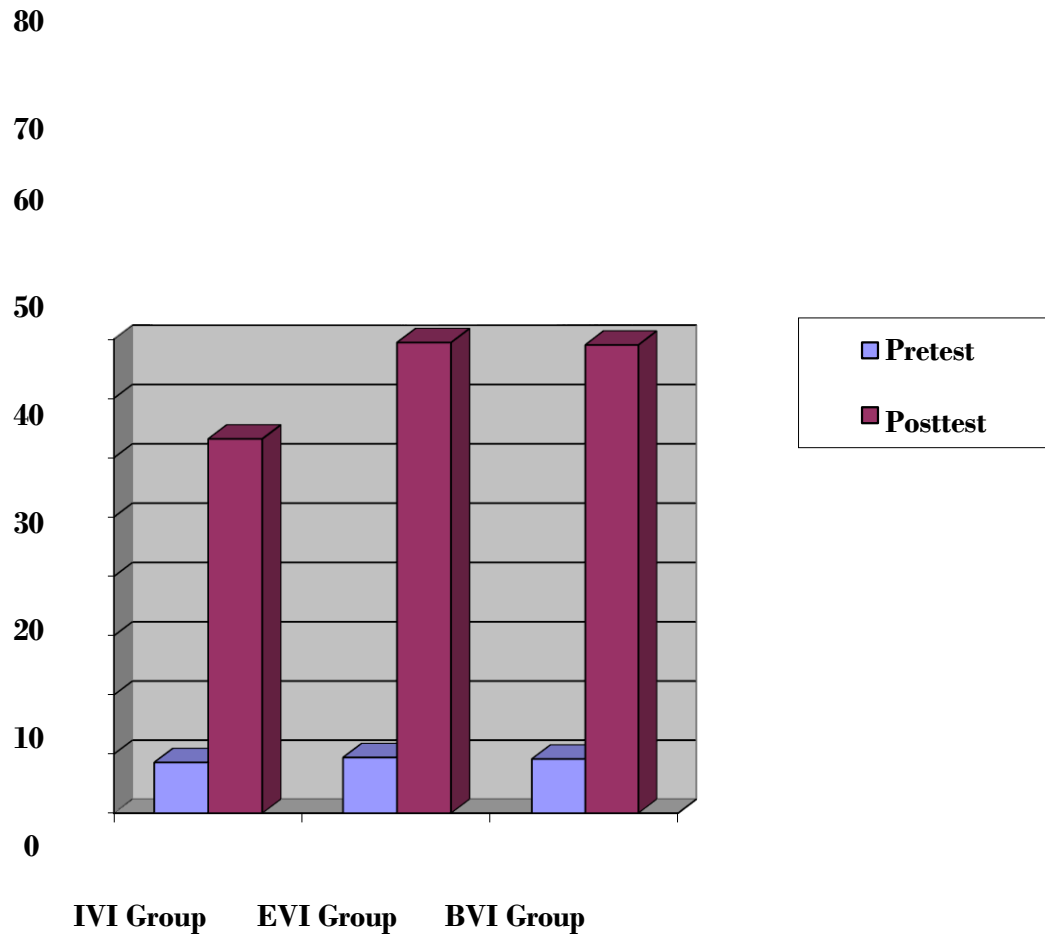
Figure 2. The difference of the mean scores at the pre test and the posttest

As shown, the mean score of the implicit vocabulary instruction group was raised from 8.58 at the pretest to 63.17 at the post-test. The explicit vocabulary instruction group registered the mean score 9.42 on the pretest and 79.41 on the post-test. In its turn, the blended vocabulary instruction group scored a mean of 79.0 on the posttest compared to 9.17 at the pretest. To examine the significance of the pretest and the posttest results' difference, a paired sample t-test was used. Table 3 shows the statistics.

Table 3

Paired Sample T-test Statistics (Pretest vs. Posttest)

Group	N	t	df	Sig.
Implicit VI	12	21.68	11	.000
Explicit VI	12	18.17	11	.000
Blended VI	12	23	11	.000

There was a significant increase in vocabulary knowledge from the pretest to the posttest in each group. The IVI Group pretest $M = 8.58$, $SD = 5.13$, posttest $M=63.17$, $SD =7.87$, $t(11) = 21.68$, $p < .001$. The EVI Group pretest $M = 9.42$, $SD = 5.07$, posttest $M=79.41$, $SD =10.39$, $t(11) = 18.17$, $p < .001$. The BVI Group pretest $M = 9.17$, $SD = 3.66$, posttest $M =79.00$, $SD =9.80$, $t(11) = 23$, $p < .001$. The level of significance was 0.00, less than 0.05, indicating a significant difference between the mean scores of the pretest and the posttest in each group. The difference showed that the pupils had gained a higher level of the intended vocabulary knowledge having been taught related vocabulary during the two-week session.

The results of the study, and the posttest in particular, thus support the earlier findings (Zimmermann, 1997; Ozola, 2015) stating the pedagogical efficacy of implicit vocabulary instruction; they are also in agreement with studies by Dakun (2000) and Nation (2001), who emphasized the advantages of following an explicit vocabulary teaching approach. More importantly, the learning outcome of blended vocabulary instruction group adds evidence to Sökmen's (1997) statement on the efficacy of combining explicit vocabulary techniques with usual inferring activities in the second language classroom. Therefore, each of the three vocabulary techniques has advantages and leads to significant vocabulary enhancement.

A delayed test was carried out after 2 weeks after the sessions to measure the pupils' vocabulary retention. We as researchers would like to lay emphasis here that no other session on the targeted vocabulary was provided within these two weeks. All of the three groups of pupils continued their English Course as usual according to the curriculum established. The data obtained from the delayed test is presented in Table 4.

Table 4

Descriptive Statistics of the Delayed Test Data

Group	N	Minimum	Maximum	Range	Mean Score	Std. Dev.
Implicit VI	12	50	72	22	62.5	7.02
Explicit VI	12	61	92	31	77.5	10.18
Blended VI	12	67	96	29	81.16	9.75

As shown, the pupils' scores in the IVI group were now between 50 and 72, with a mean score of 62.5, while the range and the standard deviation were 22 and 7.02, respectively. The pupils' scores in the EVI group showed that the interval ranged from 61 to 92 and the standard deviation was 10.18.

Meanwhile, the BVI group turned to have maximum score of 96 points and the minimum one of 67, with the range of 29 and the standard deviation of 9.75.

The BVI group mean score now appeared to be the highest ($M = 81.16$, $SD= 9.75$), with the EVI Group result slightly behind ($M = 77.5$, $SD = 10.18$) and the IVI group's points being the lowest ($M = 63.17$, $SD=7.87$).

The mean scores of the IVI group, the EVI group and the BVI group at the pretest, the posttest and the delayed test were compared and the difference is illustrated in Figure 3. As shown, the mean score of the implicit vocabulary instruction and the explicit vocabulary instruction groups slightly decreased from 63.17 and 79.41 at the posttest to 62.5 and 77.5 at the posttest respectively, while the blended vocabulary instruction group showed some increase in terms of vocabulary retention, comparing 79.0 mean score at the posttest to 81.16 at the delayed test.
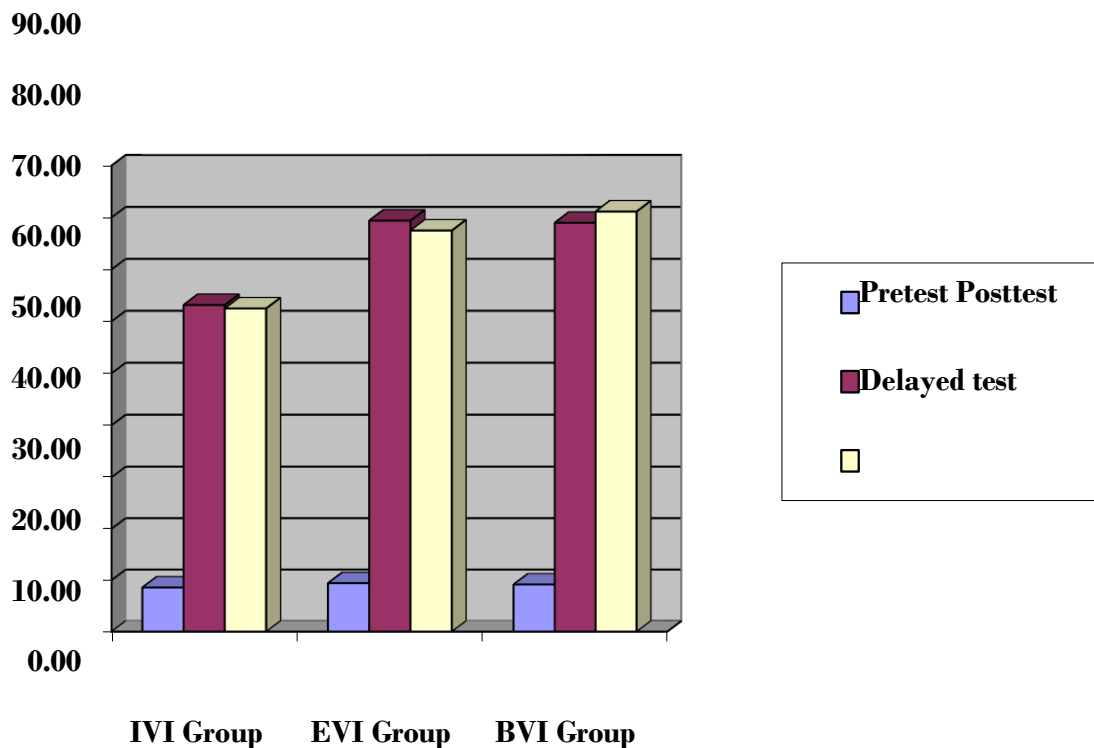
Figure 3. The difference of the mean scores at the pretest, the posttest and the delayed test

The results presented, on one hand, support the claims (Zhang, 2008) that the implicit vocabulary teaching instructions do not turn out to be extremely effective in terms of vocabulary retention, however, on the other hand, they as well disagree with Nation's (2001) statement that spending a significant amount of time on explicit instruction is always worthwhile, since the mean score of the EVI group shows a decrease in the delayed test as compared to the posttest outcome. At the same time the results in the BVI turned out to show a slight increase, thus proving to be the most impactful and powerful.

Overall descriptive statistics for the data obtained in the whole experiment can be visually presented in one form and are given below in Table 5.

Conclusion

This study investigated the effect of explicit, implicit and blended vocabulary teaching approaches on the learning and recall of vocabulary items by middle school pupils (1MS & 4MS) . In the course of the study the three groups of pupils were taught by means of explicit, implicit and blended vocabulary strategies. The findings of this research agree with other studies that both the implicit and the explicit teaching of vocabulary are effective, but prove that the blended approach is superior to both.

The participants showed an increase from the pretest to the post-test, thus it can be claimed that implicit, explicit and blended vocabulary instructions had a positive effect on the learning and recall of vocabulary. Explicit vocabulary instruction, nevertheless, proved to be more effective regarding immediate word acquisition. However, the results of the delayed test appear to suggest that blended treatment tended to achieve the best results concerning keeping the learnt vocabulary units in memory after a period time. Thus, the combination of both implicit and explicit vocabulary teaching techniques in the act of involving pupils into lexis acquisition process, the blended instruction for example, was shown to be the most efficient approach for the acquisition of lexical items in the English Course, whereas either a solely implicit or a solely explicit approach tended to produce less significant delayed results.

Table 5

Overall Descriptive Statistics for the Groups

To summarize, in the light of the present study, the following implications and recommendations are suggested:

1. *All three types of vocabulary instruction provide considerable vocabulary development and thus should be viewed as an indispensable part of language teaching English in middle schools.*
2. *As far as the pedagogical and methodological implications are concerned, the findings indicate some fundamental imperatives which may affect aviation vocabulary learning and acquisition. We (as authors and the teachers involced) conclude that pupils should be guided through the balanced amounts of the implicit and explicit vocabulary instruction for the sake of the best learning outcome.*

3. *Due to the limitations of the study, we recommend more detailed research on the efficacy of numerous vocabulary teaching methods and tools in the English Course.*

4. *It is necessary to research what vocabulary teaching methods turn out to be more effective for first- and fourth-year pupils, while making a more profound analysis of how the teaching strategies should change as pupils' language proficiency increases.*

Finally, these findings and their significance to vocabulary instruction are particularly useful for middle school English teachers in planning vocabulary activities and also for syllabi and materials developers in preparing textbooks and tasks for language pupil
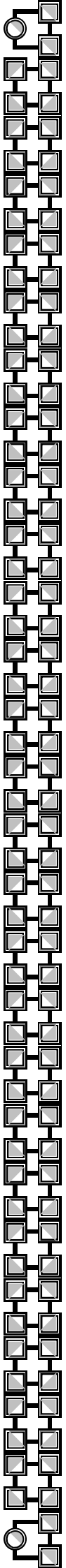
Bibliographical / References

List of References

Here are the references formatted in APA 7th edition style and arranged in alphabetical order:

- Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. Guilford Press.

- Ashraf, S., Malik, A., & Sadia, T. (2014). The effectiveness of using games in teaching vocabulary to the students of English as a foreign language. Journal of Education and Practice, 5(10), 125-130.

- Bakhsh, M. (2016). The Impact of Using Games on Teaching Vocabulary in EFL Context. International Journal of Research in English Education, 1(1), 11-21.

- Baumann, J. F., & Graves, M. F. (2010). Teaching reading in the 21st century: The balanced literacy approach. Pearson Education.

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. Guilford Press.

- Beck, I. L., & McKeown, M. G. (2007). Improving reading comprehension (2nd ed.). Guilford Press.

- Biemiller, A. (2005). The development of reading comprehension: A longitudinal study. Lawrence Erlbaum Associates.

- Biemiller, A., & Boote, C. (2006). Reading acquisition: A developmental model. Guilford Press.

- Bouhadiba, A. (2006). La didactique de l'anglais langue étrangère: Approche communicative et apprentissage [The didactics of English as a foreign language: Communicative approach and learning]*. Editions universitaires européennes.

- Boyle, O. F., & Weishaar, M. (1997). Effects of graphic organizers on students' recall of expository text. Reading Improvement, 34(2), 77-83.

- Bromley, K., DeVitis, J., & Modlo, M. (1999). Graphic organizers: Visual tools for learning. Scholastic.

- Carlisle, J. F. (2000). The development of English morphology and reading. Lawrence Erlbaum Associates.

- Chamot, A. U., Barnhardt, S., & El-Dinary, P. B. (1999). Strategies-based instruction: Helping students learn. Longman-Pearson.

- Chang, K., Chen, S., Chen, C., & Lee, Y. (2002). The effect of graphic organizers on the reading comprehension and writing ability of college students. Journal of Educational Research, 95(5), 297-308.

- COCA. (2023). Corpus of Contemporary American English. Brigham Young University.

- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. Merrill-Palmer Quarterly, 44(1), 1-27.

- Davies, M. (2008). AntConc. University of Warwick.

- Day, R. R., & Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge University Press.

- Derakhshan, R., & Khatir, A. (2015). The effectiveness of games in teaching vocabulary to EFL learners. International Journal of Research in English Language Teaching, 2(1), 108-117.

- Dodge, B. (2005). Graphic organizers: A classroom teacher's guide. Scholastic.

- Dornyei, Z. (2009). The psychology of the language learner: Individual differences in second language acquisition. Routledge.

- Elley, W. B. (1991). How in the world did our children learn to read? Heinemann.

- Ellis, R. (1994). The study of second language acquisition. Oxford University Press.

- Ellis, R. (2005). Principles of instructed language learning. Continuum International Publishing Group.

- Estacio, A. B., & Martinez, E. (2017). The Frayer model: A strategy for developing vocabulary knowledge among high school students. International Journal of Education and Research, 5(1), 29-35.

- Fainman, I. (2015). Teaching vocabulary through reading: Engaging learners in the process of word learning. Routledge.

- Fisher, D., & Frey, N. (2008). Better learning through structured teaching. ASCD.

- Graves, M. F. (2006). The vocabulary book: Building an enduring vocabulary. Teachers College Press.

- Guastello, S. J. (2000). Visual organizers: An essential tool for comprehension. Scholastic.

- Hall, E. (2008). Graphic organizers: Tools for comprehension and learning. Pembroke Publishers.

- Herrell, A. L., & Jordan, M. (2016). Content and language integrated learning: A practical guide for teachers. Pearson Education.

- Horst, M., Cobb, T., & Meara, P. (1998). Extensive reading and vocabulary acquisition: A review of the research. Language Teaching Research, 32(1), 1-22.

- Housen, A., & Pierrard, M. (2006). Implicit and explicit vocabulary acquisition: An overview. In A. Housen & M. Pierrard (Eds.), Implicit and explicit vocabulary acquisition: Theoretical and empirical perspectives (pp. 120). John Benjamins Publishing Company.

- Hulstijn, J. (2001). Implicit and explicit vocabulary learning: A review of research. Language Teaching Research, 34(4), 347-382.

- Jackson, C. L. (2013). The impact of interactive word walls on vocabulary development in a diverse, lowincome middle school. [Master's thesis, University of Illinois at Urbana-Champaign].

- Kame'enui, E. J., & Baumann, J. F. (2012). Vocabulary instruction: Research to practice. Guilford Press.

- Larson, B., Dixon, R., & Townsend, L. (2013). Vocabulary power: Learning to use words effectively. Houghton Mifflin Harcourt.

- Laufer, B., & Nation, I. S. P. (1999). A vocabulary size test for learners of English. Language Testing, 16(1), 33-51.

- Laufer, B. (2009). Vocabulary acquisition: A guide to teaching and learning. Cambridge University Press.

- Lewis, M. (1993). The lexical approach: The state of ELT and a way forward. Language Teaching Publications.

- Lightbown, P. M., & Spada, N. (2013). How languages are learned. Oxford University Press.

- Mason, B., & Krashen, S. D. (1997). Extensive reading in English as a foreign language. Heinle & Heinle.

- Moore, D. W., & Readence, J. E. (1984). Developing reading power. Rand McNally.

- Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. Reading Research Quarterly, 20(2), 233-253.

- Nagy, W. E., & Anderson, R. C. (1984). How many words are there? Reading Research Quarterly, 19(3), 304-330.

- Nagy, W. E., Anderson, R. C., & Herman, P. A. (1987). Learning words from context. Reading Research Quarterly, 22(2), 233-253.

- Nagy, W. E., & Scott, J. A. (2000). Vocabulary processes. Lawrence Erlbaum Associates.

- Nagy, W. E., & al., (2006). Vocabulary acquisition: Implications for reading comprehension. Reading Research Quarterly, 41(1), 4-20

- Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge University Press.

- Nation, I. S. P., & Waring, R. (1997). Vocabulary size, text coverage, and word lists. In N. Schmitt & M. McCarthy (Eds.), Vocabulary: Description, acquisition, and pedagogy (pp. 11-29). Cambridge University Press.

- Neumann, M. M., & Dwyer, C. A. (2002). Reading: Development, intervention, and instruction. Guilford Press.

- Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. Language Learning, 50(3), 417-528.

- Oxford University Press. (2023). Oxford Collocations Dictionary. Oxford University Press.

- Panjaitain, R. S., & Sihotang, R. (2020). The effectiveness of Frayer model and concept mapping on vocabulary mastery of the second year students of SMP Negeri 1 Balige. Journal of English Language Teaching, 9(1), 1-10.

- Pressley, M., & Levin, J. R. (1983). The mnemonic keyword method. Review of Educational Research, 53(3), 259-281.

- Purnamasari, A., Katemba, R., & Panjaitan, R. S. (2018). The effectiveness of using word wall in improving students' vocabulary mastery. English Education Journal, 8(2), 1-8.

- Reed, D. K. (2015). The importance of morphemic analysis in vocabulary development. Journal of Adolescent & Adult Literacy, 58(6), 473-480.

- Rice, D. (1994). Graphic organizers: Tools for teaching and learning. Allyn & Bacon.

- Scholastic. (2023). Word Family Tales series. Scholastic.

- Schmitt, N. (2000). Vocabulary in language teaching. Cambridge University Press.

- Schmitt, N. (2008). Instructed second language vocabulary learning. Routledge.

- Scott, J. A., Nagy, W. E., & Biemiller, A. (2019). Best practices in vocabulary instruction: A researchbased approach to building vocabulary for reading and writing. Guilford Press.

- Sökmen, A. J. (1997). Current trends in teaching second language vocabulary. In N. Schmitt & M. McCarthy (Eds.), Vocabulary: Description, acquisition, and pedagogy (pp. 237-257). Cambridge University Press.

- Stahl, S. A., & Nagy, W. E. (2006). Teaching vocabulary to enhance reading comprehension. National Reading Conference Yearbook, 55, 1-19.

- Stowellruzicka, L. (1991). Acquiring vocabulary in a foreign language: Some effects of the nature of instruction on the knowledge and use of words. [Doctoral dissertation, University of California, Los Angeles].

- Texas Education Agency (TEA). (2002). Texas Essential Knowledge and Skills for English Language Arts and Reading. Texas Education Agency.

- Tran Thi Cuc, & Do Manh Cuong. (2023). The use of vocabulary notebooks for EFL nonmajors' ESP vocabulary acquisition. International Journal of Linguistics, Literature and Translation, 6(1), 16-25.

- Ur, P. (2012). A course in language teaching: Practice and theory. Cambridge University Press.

- Wagner, R. K. (2019). Reading between the lines: The power of vocabulary development. Guilford Press.

Dakun, W. (2000). *Teaching vocabulary*. Beijing: Higher Education Press.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Ozola, I. (2015). Vocabulary teaching techniques: A review of some common practices. *Journal of Language Teaching and Research, 6*(2), 282-287.

Sökmen, A. J. (1997). Current trends in teaching second language vocabulary. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition, and pedagogy* (pp. 237-257). Cambridge: Cambridge University Press.

Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 5-19). Cambridge: Cambridge University Press.

Appendices

Level: MS 4				Teacher : Mr. **Gohmes Saida**
Sequence 03: Me, my Community and Citizenship		Lesson: I listen and do (01) + I pronounce	Lesson Focus: L – S- R - W	Framework: PDP - PPU
Competency (ies) Targeted: *Interact – Interpret – Produce*			Language tools: -- The imperative. - The diphthongs /ei/ and /ai/.	
Material(s): WB – Pictures – Flashcards - Coursebook			Domains: *Oral* and *Written* with focus on: O - W	

Cross curricular Competencies:	Intel	↓ The learner can interpret a verbal message.
	Metho	↓ The learner can use oral strategies for listening and interpreting oral discourse.
	Commu	↓ The learner can use role play to communicate appropriately.
	Pers and Social	↓ The learner socialises through oral exchanges.

Core Values:	✓ Valuing wise, helpful advice / recommendations. ✓ Valuing human tolerance and understanding.

Cross references:		Task	page	Task	Page	Task	page	Task	page
1-Initial situation + Project/ Sequence starting		2-Installing resources				3-Integration		4-Assessment	

Communicative objectives: *LWBAT:* - Write a short paragraph giving pieces of advice to someone after developing listening skills. / - Discriminate and pronounce the English diphthongs "/ei/ and /ai/" correctly after doing the given tasks.

Time	F-W	Procedure	L.Objectives	Interaction/VAKT
03 M	Warm-up	• Teacher greets his learners and welcomes them. • Teacher interacts with his learners to set a suitable and positive climate.	To make learners speak English in the classroom	T/L - L/T L/L A
05 M	Lead-in	• Teacher shows a picture of parents to his learners and try to interact with them by asking the following questions: ➢ Do you have a good relationship with your parents? *Yes, we have.* ➢ Do they give you advice? *Yes, of course.* ➢ Can you give me some pieces of advice your parents always give you? *(It depends on learners' answer)*	To activate learners' prior knowledge	T/L - L/T L/L A
07 M	Pre-listening	• Teacher pins on the board the following pictures and ask his learners to write the correct adjective under each picture: **Frightened – Sad – Hard - Courageous** • Teacher asks his learners : ➢ What do we use these adjectives for? *We use them to describe a person / a personality.* ➢ Which of these adjective are positive and negative? *Courageous is a positive adjective / Frightened, sad and hard are negative adjectives.*	To arouse learners' interest to what they are going to learn about	T/L - L/T L/L A + V

| | | • Teacher sets up the situation:

 Now, you are going to listen to a mother's letter written to her 16 –year-old daughter as a commandment on the night before her death.

 • Teacher explains the new lexis (defeat, fight, clear goals, pain, succeed, contributing) by showing them flashcards.
 • Teacher invites his learners to listen to the mother's letter (Part 1) and do the following tasks:

 1st listening:
 ❖ *Task 01 page 97 (Oral / Individual):* Listen to the mother's letter (Part 1) and choose the correct answer.
     a. The mother is telling a story to her daughter.
     b. The mother is telling her daughter about her childhood memories.
     c. The mother is giving advice to her daughter.✓
        CFU + TPS

 2nd listening:
 ❖ *Task 02 (Written/ Individual):* Listen again to the mother's letter (part 1) and write "true" or "false".
     a. The mother advises her daughter not to let life get her down. ...*true..*
     b. The mother advises her daughter to be aware and conscious. ...*true..*
     c. The mother advises her daughter to listen only to her own pains and interests. ...*False..*
     d. The mother advises her daughter to ignore people and don't be interested in them. ...*False...*
        CFU+TPS

 3rd listening:
 ❖ *Task 04 page 97 (Written /Individual):* Listen again to the mother's letter (part 1) and match each word with its corresponding antonym.
    1. hard   a. fail
    2. succeed   b. give up; surrender
    3. fight   c. easy
        CFU + TPS

 4th listening:
 ❖ *Task 09 page 97 (Written/ Individual):* Listen again to the mother's letter (part 1) and match the words that are closest in meaning to each other.
    1. goals   a. suffering
    2. pains   b. mankind; humanity
    3. interests   c. aims; purposes; objectives
    4. Human society   d. needs
        CFU + TPS | To develop learners' listening skills | T/L - L/T L/L A + V + K |

During listening — 20 M

- Teacher makes a review about the diphthongs /ei/ and /ai/ by asking learners to identify the sounds in the words: fail (/ei/) and fight (/ai/)
- Teacher elicits the rule from his learners: The letters (a, ai, ea) make the sound /ei/ and the letters (i, ie, eigh) make the sound /ai/

❖ **Task 05** (Written/ Individual) (Adapted): *Your friend feels despaired in life and you want to help him to overcome this situation. Write a short paragraph in which you give him some pieces of advice that you have learnt today.*

15 M	Post-listening	A Friend in Need is a Friend Indeed To win over life, I advise you to .... **CFU + TPS** • Teacher invites his learners to read their short paragraphs in front of their classmates to be assessed. He may correct their mistakes and choose the best one to be written on the board.	To reinvest previous knowledge into a short paragraph	T/L - L/T L/L A + V + K
03 M	Feedback			T/L - L/T L/L A
	HW			

The Teacher's Comments :

What Worked :	What Hindered :	Action Points :
1- .... 2- 3-	1- .... 2- 3-	Remedial work in TS

Level: 1MS				**T: Gohmes Saida**
		Lesson:: My school things		**Framework :PPP**

Learning Objective(s): by the end of this lesson ,my learner will be able to : a) name school objects- b)understand some school command

Targeted Competences: Interact .Interpret .Produce	**Domain (s):** Oral-Written (Both)	**Materials:** W .Board-songs-Pictures

Cross Curricular Competencies		**Core values**
- Intel. Learner can interpret and use verbal and non Verbal messages. - Meth: He can work in pairs or in groups. - Com: He can use role play to communicate. - Per and soc: socializing.		-Being polite. -Respect his teacher's commands

Time	Frame work	Procedure	Focus	Objectives	Aids	VAKT
05	Warm up	-T- Greats his **Ls** and they respond. -T- Makes a quick revision of greeting. -T- gives his **Ls** the orders; sit down/stand up(using gestures the teacher can repeat it and make it seen as a game). -T- Invites his **Ls** to watch this video then try to do the given task. The link https://youtu.be/wdc7VK7FeSM **Task 01: I match the command with its appropriate pictures**	T/Ls	Lead in To attract his Attention Refresh his mind	Song	VA k
10"	Presntation		School commands	Pictures | | Clean the board	
Be quiet	
Listen	
Stand up	Be quiet
Hands up	clean the board
Sit dawn	Listen	 -T- Sticks three pictures on the **WB** and invites his **Ls** to listen and repeat (using gestures).(T writes the sentences on the board). It is a schoolbag It is a pencilcase It is a pen	Ls/T T/PPs	Discovering a new things	Pictures	V A K T

		-T-Uses real things to show the **Ls** other objects Invites his **Ls** to watch this video then try to do th e given task. The link https://youtu.be/SUt8q0EKbms **Task 01** Oral :**I match (page 18)** **Task 02** Oral **: I ask and answer** -T- puts some school things on the desk and writes the following example on the board : A-what is it? B:It is a rubber -T- Invites his **Ls** to ask each other **Task 03** Written **: I read and classify** a pen-a ruler-a pencil-a table-a white board-a chair-coloured pencils –a ruber-a book-a copy book-a slate	T/PP s PPs/ PPs	To reinforce peer working cooperative learning Transform pieces of information into	A V
05' 15' 10`	Practi ce				
		In my pencil case	In my schoolbag	In my classroom	WB-Picture s
15'	Produ se	**Homework** **Task 04: I draw and name five school things** (-T- askS his Ls the select five schhol object)	PPs/ T		A V T

The Teacher's comments		
What Worked	**What hindered**	**Action Points**
- .... -... -...	.... -.. -..	.... -... -...

TD SESSION

Classroom Observation Sheet

1. Introduction

The observation process involves systematically observing a teacher's classroom instruction to gain insights into their teaching practices and student learning experiences. During the observation, the observer attentively watches the interactions between the teacher and students, noting instructional strategies, student engagement levels, and overall classroom dynamics. The purpose of the observation is to gather data on specific aspects of teaching and learning, such as instructional methods, student participation, and understanding of content. This data provides valuable insights that can inform professional development, curriculum planning, and instructional improvement efforts. Throughout the observation process, confidentiality and ethical considerations are upheld, ensuring the integrity and respect of all individuals involved.

The Purpose

The purpose of the observation is to gain a deeper understanding of the teaching and learning processes occurring within the classroom environment. By systematically observing the teacher's instructional practices and student interactions, the observer aims to identify strengths, areas for improvement, and opportunities for professional growth. Additionally, the observation serves to assess the effectiveness of instructional strategies, evaluate student engagement levels, and gather data on student learning outcomes. Ultimately, the insights gained from the observation process contribute to

informed decision-making, curriculum development, and ongoing efforts to enhance teaching and learning experiences for both teachers and students.

2. General Information:

 - Date of observation: April 24th 2024_____

 - Name of the teacher: _Gohmes Saida_____

 - Grade level/group observed: _4ms /1ms_____

 - Duration of the observation: 1hour_____

 - Any other relevant contextual information: _/_____

3. Observation Categories:

Explicit Vocabulary Instruction:

 - [+] Use of explicit vocabulary teaching techniques (e.g., word walls, semantic mapping).

- [+] Direct instruction of vocabulary words with clear definitions.

- [+] Utilization of word walls prominently displaying vocabulary words.

- [+] Implementation of semantic mapping or graphic organizers to illustrate word meanings and relationships.

- [-] Provision of explicit explanations and examples to illustrate word usage.

- [-] Integration of vocabulary-building activities such as word sorts or matching exercises.

- [+] Incorporation of mnemonics or memory aids to help students retain vocabulary words.

- [+] Encouragement of students to actively practice using new vocabulary words in sentences or discussions.

- [-] Utilization of vocabulary journals or logs for students to record and review new words.

- [-] Incorporation of technology-based resources for explicit vocabulary instruction, such as educational apps or online vocabulary games.

- [+] Creation of vocabulary quizzes or assessments to gauge student understanding and retention.

  - [+] Strategies employed to introduce and explain new vocabulary words.

- [+] Contextualization of new vocabulary words within a meaningful context.

- [+] Use of real-life examples or situations to illustrate the meaning of new words.

- [-] Breaking down complex vocabulary words into smaller, more manageable components for easier understanding.

- [+] Incorporation of visuals such as images, diagrams, or videos to aid in explaining new vocabulary words.

- [-] Encouragement of student participation through interactive discussions or brainstorming sessions related to new vocabulary words.

- [-] Use of analogies or comparisons to familiar concepts to clarify the meaning of new words.

- [+] Providing multiple examples of how new vocabulary words can be used in different contexts or scenarios.

- [+] Relating new vocabulary words to previously learned concepts or vocabulary to reinforce understanding.

- [-] Modeling proper pronunciation and usage of new vocabulary words for students to emulate.

- [+] Encouraging students to ask questions or seek clarification about new vocabulary words as needed.

  - [+] Incorporation of vocabulary-focused activities or exercises.

- [+] Implementation of word games such as crossword puzzles, word searches, or bingo to reinforce vocabulary learning.

- [+] Utilization of vocabulary-building activities such as fill-in-the-blank sentences or cloze exercises.

- [+] Integration of vocabulary quizzes or competitions to engage students in interactive learning.

- [-] Incorporation of role-playing or simulation activities that require students to use new vocabulary in context.

- [-] Use of group or pair activities where students collaborate to practice using new vocabulary words.

- [+] Integration of creative writing assignments that challenge students to incorporate new vocabulary into their writing.

- [+] Incorporation of multimedia resources such as audio recordings or multimedia presentations to enhance vocabulary instruction.

- [-] Utilization of vocabulary cards or flashcards for review and reinforcement of new words.

- [-] Implementation of vocabulary-building exercises such as word association or word analogy activities.

- [-] Integration of technology-based tools or applications specifically designed for vocabulary instruction, such as vocabulary-building websites or apps.

Implicit Vocabulary Instruction:

 - [+] Integration of vocabulary into contextualized language activities (e.g., reading passages, discussions).

- [+] Incorporation of vocabulary naturally within reading passages or texts, allowing students to encounter new words in context.

- [+] Encouragement of discussions or conversations that naturally incorporate the use of new vocabulary words.

- [-] Utilization of authentic materials such as newspapers, magazines, or literature to expose students to vocabulary in real-life contexts.

- [+] Integration of vocabulary-rich activities such as story retelling or summarizing, where students use newly encountered words to convey meaning.

- [-] Implementation of language immersion techniques where students are exposed to English-language environments outside of formal instruction.

- [+] Encouragement of student-led exploration of vocabulary through inquiry-based learning or project-based activities.

- [+] Incorporation of contextual guessing strategies, where students infer the meanings of new words based on surrounding context.

- [-] Utilization of word frequency lists or corpora to identify and focus on high-frequency vocabulary encountered in authentic texts.

- [+] Integration of word families and collocations, where students learn groups of related words that commonly appear together in context.

- [-] Implementation of word formation activities, where students explore prefixes, suffixes, and root words to infer meanings of unfamiliar vocabulary.

  - [-] Opportunities provided for students to encounter and use new vocabulary in context.

- [+] Creation of authentic language tasks or projects where students must utilize new vocabulary in real-life situations.

- [-] Implementation of role-playing activities that require students to use newly acquired vocabulary in simulated scenarios.

- [-] Encouragement of peer interaction through group discussions or collaborative tasks that involve the application of new vocabulary.

- [+] Integration of language games or activities that challenge students to use new vocabulary in context, such as charades or vocabulary-based storytelling.

- [+] Incorporation of writing tasks or journal entries where students must incorporate new vocabulary words into their compositions.

- [+] Provision of opportunities for students to engage in oral presentations or debates where they can demonstrate their understanding and use of new vocabulary.

- [+] Utilization of authentic texts or multimedia resources that expose students to vocabulary in meaningful contexts, such as videos, podcasts, or articles.

- [+] Integration of project-based learning activities that require students to research and present on topics related to the new vocabulary.

- [-] Encouragement of language-rich environments outside the classroom where students can encounter and use new vocabulary in authentic contexts, such as field trips or community events.

- [-] Implementation of reflective activities where students can analyze and discuss how they have used new vocabulary in their daily lives.

- [+] Strategies used to support vocabulary acquisition through implicit methods.

- [+] Implementation of extensive reading programs where students have access to a wide range of reading materials at their proficiency level.

- [+] Encouragement of independent reading habits to expose students to a variety of vocabulary in context.

- [+] Integration of language immersion experiences such as language camps or study abroad programs to facilitate vocabulary acquisition through real-life language use.

- [+] Utilization of language-rich environments such as language cafes or cultural events where students can engage in authentic conversations and interactions.

- [-] Implementation of word frequency lists or corpora to identify and focus on high-frequency vocabulary encountered in authentic texts.

- [-] Integration of word families and collocations into language learning activities to help students understand how words are used together in context.

- [+] Encouragement of contextual guessing strategies where students infer the meanings of new words based on surrounding context.

- [-] Provision of opportunities for incidental learning through exposure to authentic language use in various contexts, such as movies, songs, or social media.

- [+] Integration of vocabulary-building exercises such as word association or word analogy activities to help students make connections between new and familiar words.

- [-] Utilization of technology-based resources or apps specifically designed for implicit vocabulary instruction, such as language learning apps or online language communities.

Classroom Environment:

- [+] Overall classroom atmosphere conducive to vocabulary learning (e.g., use of visuals, student engagement).

- [+] Use of visuals such as posters, charts, or word walls to display and reinforce vocabulary.

- [-] Incorporation of multimedia resources such as videos, audio recordings, or interactive whiteboards to enhance vocabulary instruction.

- [-] Creation of a print-rich environment with labeled objects, word banks, or vocabulary displays throughout the classroom.

- [+] Implementation of student-centered activities and discussions that promote active engagement and participation in vocabulary learning.

- [+] Provision of opportunities for collaborative learning and peer interaction where students can discuss and practice new vocabulary together.

- [-] Establishment of a positive and supportive classroom culture that encourages risk-taking and experimentation with language.

- [+] Integration of movement-based activities or games that help reinforce vocabulary through physical engagement.

- [+] Encouragement of a growth mindset approach where students are praised for effort and persistence in vocabulary learning.

- [+] Utilization of formative assessment techniques such as quizzes, exit tickets, or peer feedback to gauge student understanding and retention of vocabulary.

- [-] Implementation of differentiated instruction strategies to meet the diverse needs and learning styles of students in the classroom.

- [-] Organization and management of vocabulary-related materials/resources.

- [+] Clear organization of vocabulary-related materials such as flashcards, word lists, or reference books for easy access by students.

- [-] Implementation of systems for categorizing and storing vocabulary resources, such as labeled bins or folders.

- [-] Regular maintenance and updating of vocabulary materials to ensure relevance and accuracy.

- [-] Provision of ample opportunities for students to independently access and utilize vocabulary resources during classroom activities.

- [-] Integration of technology-based resources such as online dictionaries, vocabulary apps, or educational websites to supplement classroom materials.

- [-] Establishment of routines and procedures for retrieving and returning vocabulary resources to maintain organization and orderliness.

- [-] Implementation of strategies to promote student ownership and responsibility for managing their own vocabulary materials, such as student-led vocabulary centers or stations.

- [+] Utilization of visual aids or labels to clearly identify vocabulary-related materials and resources within the classroom environment.

- [+] Regular review and reinforcement of vocabulary materials through structured activities or games to support long-term retention.

- [+] Collaboration with colleagues or specialists to gather and share a variety of vocabulary resources and teaching strategies across subjects or grade levels.

- [+] Interaction between teacher and students during vocabulary instruction.

- [+] Active engagement of students in vocabulary instruction through questioning, discussion, or dialogue.

- [+] Encouragement of student participation and contributions during vocabulary-related activities or discussions.

- [+] Provision of opportunities for students to ask questions, seek clarification, or share their understanding of new vocabulary.

- [+] Use of scaffolding techniques to support student comprehension and use of new vocabulary in context.

- [-] Establishment of a supportive and inclusive classroom environment where all students feel comfortable participating in vocabulary instruction.

- [-] Implementation of cooperative learning strategies that promote peer interaction and collaboration in vocabulary learning.

- [+] Utilization of formative assessment techniques such as think-pair-share or exit tickets to gauge student understanding and provide timely feedback.

- [-] Incorporation of differentiation strategies to meet the diverse needs and learning styles of students during vocabulary instruction.

- [-] Implementation of strategies to promote student autonomy and ownership in vocabulary learning, such as self-assessment or goal-setting activities.

- [-] Regular reflection and debriefing sessions to review vocabulary instruction and discuss student progress and areas for improvement.

4. Observation Notes:

- [+] Detailed observations of the teacher's vocabulary instruction practices.

- [+] Notable vocabulary instruction methods observed during the lesson.

- [+] Specific vocabulary words introduced and explained by the teacher.

- [+] Strategies employed to engage students in vocabulary learning.

- [-] Examples of student responses and interactions during vocabulary instruction.

- [+] Observations regarding the clarity and effectiveness of the teacher's explanations and demonstrations.

- [+] Use of visuals or multimedia resources to support vocabulary instruction.

- [+] Evidence of student understanding and retention of new vocabulary.

- [-] Any challenges or difficulties encountered during vocabulary instruction.

- [+] Opportunities for improvement or refinement of vocabulary instruction practices.

- [+] Overall effectiveness and impact of the teacher's vocabulary instruction on student learning.

- [-] Any notable strategies, techniques, or activities observed.

- [+] Identification of explicit vocabulary teaching techniques utilized by the teacher.

- [+] Recognition of implicit vocabulary instruction methods employed during the lesson.

- [+] Observation of creative or innovative approaches to introducing and explaining new vocabulary words.

- [+] Notable use of visuals, multimedia resources, or technology to support vocabulary instruction.

- [+] Implementation of interactive or hands-on activities to engage students in vocabulary learning.

- [-] Evidence of differentiation strategies to meet the diverse needs of students in the classroom.

- [+] Observation of student-centered approaches that promote active participation and exploration of vocabulary.

- [-] Recognition of effective scaffolding techniques to support student comprehension and application of new vocabulary.

- [-] Identification of opportunities for student collaboration and peer interaction during vocabulary instruction.

- [-] Any other noteworthy strategies, techniques, or activities that contribute to the effectiveness of vocabulary instruction observed during the lesson.

  - [-] Examples of vocabulary instruction in action (e.g., specific words taught, student responses).

- [+] Specific vocabulary words introduced and taught by the teacher during the lesson.

- [+] Examples of how the teacher explained and demonstrated the meanings of new vocabulary words.

- [+] Instances where students actively engaged with and used the new vocabulary in context.

- [+] Observations of student responses to vocabulary instruction, including verbal explanations, written responses, or actions.

- [+] Evidence of student understanding and comprehension of the newly introduced vocabulary words.

- [+] Notable instances where students demonstrated the application of new vocabulary in discussions, activities, or assignments.

- [-] Recognition of any misconceptions or misunderstandings students may have had regarding the new vocabulary.

- [-] Any instances where students struggled with or required additional support in learning the new vocabulary.

- [+] Observations of how the teacher provided feedback or reinforcement to support student learning and retention of new vocabulary.

- [+] Overall effectiveness of the vocabulary instruction observed in facilitating student acquisition and use of new vocabulary words.

   - [+] Observations on student engagement, participation, and understanding of vocabulary concepts.

- [+] Assessment of student engagement levels throughout the vocabulary instruction portion of the lesson.

- [+] Observation of student participation in vocabulary-related activities, discussions, or exercises.

- [-] Notable instances of student interaction with new vocabulary words, including questions asked, contributions made, or responses provided.

- [+] Evaluation of student comprehension and understanding of the vocabulary concepts taught during the lesson.

- [-] Identification of any students who may have demonstrated particular enthusiasm or interest in the vocabulary instruction.

- [-] Recognition of any students who may have appeared disengaged or inattentive during the vocabulary instruction.

- [+] Assessment of student responses to vocabulary-related prompts, cues, or questions posed by the teacher.

- [-] Observation of any student-led initiatives or contributions related to vocabulary learning.

- [+] Evaluation of student progress and development in acquiring and using new vocabulary words.

- [+] Overall assessment of student engagement, participation, and understanding in relation to the vocabulary instruction observed during the lesson.

   - [+] Any challenges or successes observed during the observation period.

- [+] Identification of any challenges encountered by students during vocabulary instruction, such as difficulty understanding new words or concepts.

- [-] Observation of any obstacles or barriers that may have hindered student engagement or participation in vocabulary-related activities.

- [+] Recognition of any successful strategies or approaches used by the teacher to address challenges and support student learning.

- [-] Assessment of student responses to challenges, including any efforts made to overcome difficulties or seek assistance.

- [-] Observation of any instances where students demonstrated particular success or achievement in acquiring and using new vocabulary words.

- [+] Identification of factors contributing to student success in vocabulary instruction, such as effective teaching strategies or student motivation.

- [-] Evaluation of the overall effectiveness of the vocabulary instruction observed in addressing challenges and promoting student success.

- [+] Reflection on opportunities for improvement or adjustment in future vocabulary instruction based on observed challenges and successes.

- [-] Recognition of any unexpected or noteworthy outcomes observed during the observation period.

- [+] Overall assessment of the impact of the observed vocabulary instruction on student learning and achievement.

text