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Title

**Investigating The Use Of The Ripple Effect Strategy To Teach
Vocabulary:**

The Case of First Year Undergraduate Students of The English Department at
KMUO

**Dissertation Submitted in Partial Fulfillment of the
Requirements for the Master Degree in Linguistics**

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Dedication

Every challenging work needs self efforts as well as guidance of older especially those who were very close to us.

To my parents for their prayers, love, encouragement and support.

To my brothers and sisters and their lovely kids.

To all my beloved ones who support me in my hard time and helping me.

Rihab



Dedication

This humble work is dedicated

To my ideal parents **Ramadan** and **Fatiha**, who provided me with their continuous prayer and support and they were always by my side, they are the reason of being who I am today.

To my beloved brothers **Lazhar**, **Abdelkarim**, **Abdelatif** and my dear little **Riyadh** and little sister **Hadjer**.

To my best friend **Houria** who was always supporting and helping me .

To all my family “**Yousfi**”

Samia



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Abstract

The present research attempts to investigate the effectiveness to which the Ripple affect strategy expands EFL learner's vocabulary learning, and also to test our current hypotheses that teaching vocabulary through the use of the Ripple effect strategy in enhancing students' vocabulary and developing their communicative competence. Thus, in order to reach the pre-determined goals. In the methodology; we adopted the mixed-method approach for the quantitative method , we have dealt with the quasi-experimental method including a pre-test and trainee session ending with post-test which were measured to first year undergraduate students of English department of letter and English language at Kasdi Merbah University of Ouargla .Meanwhile , for the qualitative method a questionnaire was addressed to teachers of oral expression in order to provide us with the necessary information about the use of RE strategy during their teaching career. After gathering data and we analyzing them, the result showed a remarkable improvement's progress in students vocabulary based on the ripple effect strategy.

Keywords: Core Meaning, Meaning Expansion, Teaching Strategy, The Ripple Effect, Vocabulary

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

KMUO: Kasdi Merbah University of Ouargla

LMD : License , Master, Doctorate Degrees

Q :Question

RE: Ripple Effect

Vocab: Vocabulary

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*GENERAL
INTRODUCTION*

General Introduction

Background of the Study

Statement of the Problem

Objectives of the Study

Research Questions

Research Hypotheses

Significance of the Study

Methodology

Structure of the Dissertation

Definition of the Keyterms

General Introduction

Background of the Study

Vocabulary is an important component in EFL teaching process. According Hornby (2003, 483) vocabulary is all the words that a person knows or uses and it is all the words in a language. We can say that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other. In other word, vocabulary is the number of the words or the collection of words that FL learner knows and uses with inferring the meaning, and while s/he uses that vocabulary s/he make up a language. Sometimes, teaching and learning vocabulary is difficult to some extent due to the nature of the word and semantic, psycho –cognitive complexity. Teachers look for some techniques and strategies to facilitate the process of learning , with the focus on the practical side ,since language teaching does not only rely on providing knowledge but enhancing the four skills too . The teaching of vocabulary is almost neglected .Thus, students always have lack in vocabulary knowledge,. There are different strategies for vocabulary teaching that the teachers usually adopt in class, one of these strategies is ‘The Ripple Effect’. The ripple effect is one of the main strategies that help the students to expand their vocabulary stock, it based on a core meaning of a word and all the other meaning come from that increases memory retention. Ripple effect is not much used by some teachers and do not know how to use it .This strategy seems to be an effective strategy to teach vocabulary adopted in oral class to improve speaking skill inside classroom.

Statement of the Problem

We have observed that students of first year face many problems especially when they speak, due to their lack of vocabulary, which stand as an obstacle while communicating or speaking in the classroom because of many factors such as; lacking to a methods or strategies to expand their vocabulary . In this study we shall examine the effectiveness of the Ripple effect strategy in enhancing and expanding student’s vocabulary and to improve their speaking skill too in class.

Objectives of the Study

Our aim of this humble study is:

1. To investigate the effectiveness of the ripple effect strategy in teaching vocabulary in oral class.
2. To expand the vocabulary and enhance the speaking skill in oral class to the first year undergraduate student at KMUO.

Research Questions

In this study we aim to answer the following questions

1. The Ripple effect effective in teaching vocabulary in oral class for first year undergraduate students?
2. Can the Ripple effect expand vocabulary first year undergraduate students and improve their speaking skill?

Research Hypotheses

We formulated the following hypotheses based on the questions above:

1. The Ripple effect strategy may help the students of first year to expand and improve their vocabulary teaching.
2. The Ripple effect strategy seems to be effective in teaching vocabulary to first year students and to improve their speaking skill too in oral expression.

Significance of the Study

The significance of the study is mainly based on helping the students in learning and enhancing their vocabulary knowledge in oral class that enables them to expand the meaning of words in order to communicate fluently inside and outside class.

Methodology

This study is conducted on first year undergraduate student of English at Kasdi Merbah university of Ouargla by adopting the mixed-method approach.

- For the quantitative method, we adopted the experimental design based on pre-test, treatment and post-test where numeric data was collected.
- For the qualitative method, we addressed a questionnaire to the oral teachers in order to get information.
- The participant of the study consist of (21) oral expression teachers and (28)students.

Structure of the Dissertation

The research is designed to meet our aim. It is divided in general introduction, 3 chapters and general conclusion. The general introduction consists of background of the study, statement of the problem, objective of the study, research question, research hypotheses, significance of the study, methodology, structure of the dissertation and definition of the key terms. The first two chapters include the literature review of vocab teaching: issues and strategies ; and the speaking in EFL contexts: teaching and assessments. Finally, chapter three it is divided into two sections. The first section includes; the research methods, the population and sampling, data. Collection procedures whereas the second concerned with the data. Analyses and the interpretation of the collected data, discussion and results.

Definition of the key Terms

The Core Meaning: according to many researches. The core meaning is the central and the basic primary meaning of the word

Meaning Expansion: “means that the meaning of what the word refers to is more than the previous one, or its scope becomes wider and has the flexible to cover the largest number and details...”(Dr.Wasan,A.H, journal). Retrieved from <https://www.iasj.net/iasj/article/202994>

Speaking;“the production of auditory signals designed to produce differential verbal responses in listener”.(Shaima Abed El fettah,T.2006)

Teaching Strategy:” Is a generalized plan for a lesson which includes structures, instructional objectives and an outline of planned tactics, necessary to implement the “(Stone and Morris, in Issac, 2010).

The Ripple Effect: an innovative strategy developed by Fingyin Mu, aims to expand the meaning of vocabulary.

Vocabulary: “Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook”
(Hornby, 1995)

CHAPTER ONE

Vocabulary Teaching: Issues and Strategies

Chapter One: Vocabulary Teaching: Issues and Strategies

Introduction

Teaching vocabulary is an important element in EFL teaching process since it provides instruction of the knowledge of words and its meaning in both print and oral texts, it lies in acquiring the basic four skills (listening, speaking, reading, writing) that facilitate the teaching and learning processes. Richard (2002:255) state that "vocabulary is the core component of language proficiency and provides much of the basis for how well Learners speak, listen, read and write". Hence, we will spotlight on the importance of the vocabulary then we will define vocabulary by mentioning its aspects, then types and the mastery of such element, we will also see its strategies for teaching vocabulary by reviewing the related previous studied that recommend knowledge about it.

1.1. The Importance of Vocabulary

The importance of vocabulary is demonstrated in our daily life. In classroom, the best students have the most sufficient vocabulary. Considering the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2001) then describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enables language use and conversely. Researchers such as Nation (2001; 2005); Maximo (2000); Read (2000; 2004); Marion (2008); and Susanto (2016) and others have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. One can say that being proficient in English and have the ability to express its ideas fluently depends on the knowledge of its vocabulary package possessed by EFL/ESL learner.

1.2. Definition of Vocabulary

Vocabulary is a list of words with their meaning”. It is known as a word-stock or it is all the words known and used by particular person . It is an important element that leads to successful and more comprehensive communication (Neuman & Dwyer, 2009, p.385 in Alquahtani, 2005) pointed that vocabulary refers to the words that we must know to communicate and to express thoughts and ideas. Moreover, a new item of vocabulary may be more than just single words for instance; the word “mother in law “or “lady bug” it is clearly remarkable that these two words made up of two words but express one single idea. Diamond and Gutlohn(2006) state that vocabulary is the knowledge of words and word meaning..

It can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Without vocabulary students can never communicate or express their ideas and thought or they may not be enabled to use the different tools and strategies of language learning such as talking to a native speaker, listening to songs and reading books .Thus, vocabulary can be considered as an essential part in language teaching to promote EFL learners' acquisition, since its teaching touches upon all levels of language including phonology, morphology, semantics and so on(Hadjoudja & Bakelli).

1.3 Vocabulary Mastery

Students could not learn all vocabulary knowledge but at least the adequate ones that they have mastered them before, which enables them to express their thoughts and to communicate with others fluently. Vocabulary mastery can be defined as the number of words in the language that contains information about their meaning, form, usage in context of communication, it is very essential for success to comprehend the language well, speak better, or composed a good writing; it is expected that learners have to increase their vocabulary by around 1000 words a year (Nation, P. 1990: 22) Vocabulary mastery is very important to build understanding of meaningful reference. John W. Shamrock (1991: 298) states that: understanding the utterances of others requires us to make meaningful a string of sound that strikes our ears requires us to make inferences, using our knowledge of the situation and of language itself – it's sound, syntax, and semantics. By having a lot of vocabularies, we can improve our

English. As Vocabulary building is very important in any language learning not only because it has a close correlation with the intellectual maturity of the learners but also the fact that it helps a great deal in improvement of the four language skills of the students.

1.4 Items in Teaching Vocabulary in EFL Classroom

Ur (1996) has listed the main items concerning teaching vocabulary that contribute together in constructing students' vocabulary knowledge as the first basic step to know the word aspects.

1.4.1. Form (Pronunciation and Spelling)

Ur (1996) emphasizes on the form of word that is to be the first aspect that should be taken into consideration when teaching EFL vocabulary since it contains two important units which are spelling and pronunciation. Thus, when it comes to spelling; the students must know how can a word look like, knowing its letters that have vowels and consonant. For instance: the word *family* is spelled " F/A/M/I/L/Y". The second unit is pronunciation which the students should recognize of what the word sound, stress, intonation and articulation ...etc. For example: the word "*laugh*" it is pronounced /laf/ since the "gh" is pronounced /f/. These units are important to better understand the Word at the phonological level and student can speak / read any word they are exposed to correctly.

1.4.2 Grammar

Ur has shed light also on grammar which he defines it " as the way words are put together to make correct sentences" since it is centered on how to make stretches of sentences in order to produce meaningful sentences. Some grammarians pointed that grammar explains the forms and structures of words and how they are arranged in sentences, in other words grammar provides the rules for common use of both spoken and written language. Grammar is considered as the core aspect in language teaching.

1.4.3 Collocation

Harmer(2001) defines the term collocation as the way in which words co-occur combination which, through customs and practices, have come to be seen as normal acceptable. Learners should know how to link words with another associated word that collocate semantically with it in sentence. Robins (2000, p.60) argue that collocation is the habitual association of word in language with other particular words in sentences. For

instance ; the word *"party"* if one want to make sentence would say *"do party "*or *"make party"* translating the word in accordance to its mother tongue language, whereas the correct collocation of the word party is to *"have party "* another example ; some would say *"this is not the finish of the world"* while in fact the right one is *"it is not the end of the world "* although finish and end have the same meaning but the word finish do not collocate with this sentence in relation to the context provided. Collocation is another essential item in teaching vocabulary through which the learner can express words and phrases in their context.

Table1.1 Collocation of Words

We Say	We do not say
Sweet dreams	Nice dreams
Run business	Make business
Finish my homework	Complete my homework
Rich taste	Deep taste
Pretty woman	Pretty man
Quick meal	Fast meal
Do a favor	Make a favor

The table above indicates the use of the collocation in the correct context with words that are similar in meaning yet it differentiate in its usage and context .That is why collocation is of such importance in building up meaningful utterances.

1.5 Aspects of Meaning in Teaching Vocabulary

Teaching vocabulary seeks to know the word aspect and its meaning as well, through meaning learner can understand utterances and communicate using meaningful word and phrases.

1.5.1 Denotation and Connotation

Denotation is the literal meaning of a word or it can be defined as the meaning that is provided in the dictionary .Ur defined the denotation as “the literal primary meaning of word. In other hand, it is the sort definition which is given in the dictionary” for instance; the word “*proud*”, it is defined in the dictionary as *having or showing respect for yourself* (Cambridge dictionary) .Whereas the connotation is defined as the emotional meaning of word, it is usually either positive or negative. Ur views the connotation as “the association or the positive or negative feelings it evokes which may or may not

indicated in dictionary .For example: the word “*proud*” again that have clear cut denotation, which is in fact associated with different meanings, for positive connotation we may find meanings such as; *self -confidence, talent* ...etc, while in the negative connotation there are meanings such as; egotistical, show off ...etc. Both denotation and connotation are important in knowing the word meaning and expanding the vocabulary stock.

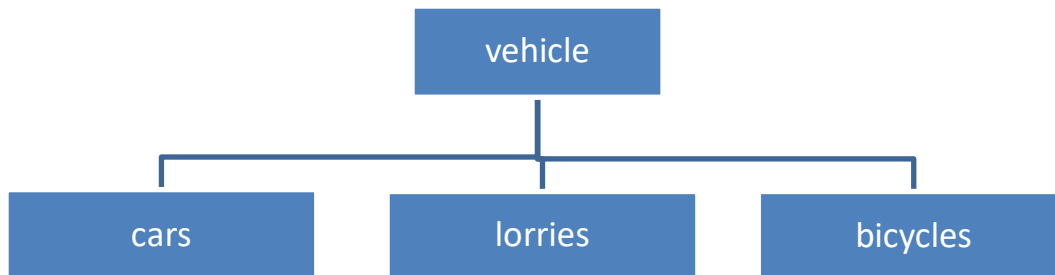
1.5.2. Synonyms and Antonyms

Synonyms are the words that are similar in meaning or share the same meanings. According to thornbury (2002, p.9) the word synonym refers to list of words that share the same meaning. For instance the word “*smart*” related to these synonyms such as: *clever, intelligent, genius*...etc. Unlike the synonyms, the antonyms are the contradiction of a word which it does not share the same meaning. He(ibid) defines the term antonym as a set of words that share a contradictive meaning. For example: the antonyms of the word “*smart*” again are: *backward, stupid, unintelligent* ...etc. Synonyms and antonyms are the basis components of constructing and increasing the vocabulary knowledge and also helping the students in gathering considerable amount of vocabulary that they need to communicate and speak fluently.

1.5.3. Hyponym and Super Ordinate

Ur (ibid) states that “hyponyms are items that serve as specific examples of a general concept” (p62).or it can be defined as the” semantic relation of being subordinate or belonging to a lower rank or class” . It is clearly seen that hyponym are words that have specific items related to the general word .for example: he word *plant* its subordinate examples such as: *vegetable, flower, tree*. Whereas the super ordinate is known also as “hypernyms” it is use d to refer to the entire class or category of things. It works like an umbrella that covers all meaning of other words. For instance: the word *vehicles* as presented in the following diagram:

Figure 1.1 Super Ordinate and Its Word Class



1.5.4. Polysemy

Is the association of one word have more than one meaning (poly= many, sem=meaning) with two distinct meanings and more, it can be a word or phrase with multiple meanings. “Polysemy is usually characterized as the phenomenon whereby a single word from is associated with two or several related senses “(Falkum.2015). For example:

- 1- *The bank was constructed in 1875out of local red brick.*
- 2- *I withdrew the money from the bank.*

Are those having the same meaning?

- We might define meaning (1)as : “ the building belonging to a financial institution”
- and meaning(2): “the financial institution”

1.5.5. Appropriateness

The teacher usually teach the students new or known words with their meanings in order to acquire them and to use them, but this is not enough , they should also elaborate more about how, where and when to use the word correctly. I.e. they have to know the way in which a certain word is located appropriately in a sentence in accordance to a given context, for example : when the student is about to write an article using the word «give” he had better write “provide” instead ,since it is more appropriate in academic writings . Ur (ibid) adds that it is crucial for a learner to know about the word’s frequency and formality .Stevick (1973) pointed that

learners' awareness of, context makes vocabulary acquisition easier than providing words in isolated lists. So it is more preferable to teach any vocabulary related to its appropriate context. Appropriateness is a crucial component that should not be neglected yet has to be taken into consideration in FL vocabulary teaching.

2.1. Description the of Vocabulary

Vocabulary has been divided into various types. Some are divided into active and passive vocabulary. Gruenberg and Sykes (1991) distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce.

Hatch and Brown (1995), indicated two kinds of vocabulary, receptive vocabulary and productive vocabulary. Receptive vocabulary is the words that the learners understand when they are used in context; but which cannot produce the type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2008). Meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use it in speaking and writing. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart, 2008).

2.2 Vocabulary Learning

Learning a language requires learning vocabulary at first place. Learning vocabulary items plays an important role in all languages skills (Nation, 2001), because without vocabulary the learners cannot learn any language. We can say that vocabulary is the core of the language. Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.

2.3 Vocabulary Teaching

Teaching vocabulary is an important aspect in learning a language as languages are based on words (Alqahtani, 2015). It is impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. There are several techniques to teach vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač & Singleton 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006). The followings are some techniques of teaching vocabulary as proposed by some experts

2.3.1 Teaching Vocabulary using Objects

Since memory for objects and pictures is very reliable technique can act as cues for remembering words, it can help learners in remembering vocabulary. Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners. Objects show meanings when the word consist of concrete nouns. Showing the real object to introduce a new word helps the learners to memorize the word through visualization.

2.3.2 Teaching Vocabulary by Drilling, Spelling, and Active Involvement

Drilling technique is a technique for teaching language. It is employed to make learners learn the word from especially to how it sounds, and to make them more familiar with the word. It is very necessary since learners need to say the word as they learn it to recall the words from memory (Ellis & Beaton, 1993, in Read, 2000; 2004). Drill is part of audio lingual method (ALM). There are several types of drilling techniques in ALM (Setiyadi, 2006, p.63-66), which are repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill.

Spelling is memorizing words (Reed, 2012). Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Takač & Singleton 2008). Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding (Thorbury, 2002). In this technique learners use the words in context which has related to their life.

It is better to present the meaning of the word and its form by using more than one word. In addition, Tarac and singleton (2008) points out that teachers consider time availability and teaching material in choosing which technique will be used in teaching vocabulary.

2.3.3 Teaching Vocabulary Using Drawing and Picture

Objects also can be drawn. Learners can be easily understand the main points that they have learned in the classroom. Using this technique helps them to learn a new word. Nowadays, books and magazines and newspapers contain huge number of attractive pictures which present the real meaning of the words. So, teachers can use pictures or the learning material provided by the school or they can use their own material (pictures from newspapers or magazines, visual aids, videos ...) By using this picture or visual materials, learners understand and memorize the words.

We can say the word which is "The collection" and explain it by enumerating and by listening many items of this collection. For example, we say animals then we may list a number of animals e.g. Lion, cat, bird etc. The meaning of the word "Animal" will be clear for the learner.

Some other words are explained by contrasting it with its opposite. For example “*accept*” contrasted with the word “*refuse*”. But there are some words impossible to contrast it as colors. by contrasting we mean showing the difference.

2. Strategies for Teaching Vocabulary

Teachers during their teaching of vocabulary tend to adopt some considerable strategies or techniques that facilitate the teaching process and also help the students to learn words easily and also expand their vocabulary package in order to enrich their communicative competence while communicating to others inside or outside class.

Anuthama also have explained in his article journal of NELTA(vol.15,no.1-2) some strategies for vocabulary teaching and learning . which are:

3.1. Teaching vocabulary Using color

This methodology has been tested by Gnoinska) 1998) a teacher of English at college of Poland. She believed that this method is useful, since it involves using colures in order to highlights some new words. In accordance to her , she stated that colures have tremendous influence on human health and psyche which is an important tool in visual thinking . Students can benefit using this method which help them to concentrate and capture direct attention of each underlying or decorated words that will be more familiar to them and easy to work with.

3.2Word Wall Approach

According to Grabe and stoller) 1997)research has been done showed that the learning of vocab demands multiple exposure to new lexical items in different discourse contexts. Whereas other researches argued that learning vocabulary occurs when the learner can make connection between the new and known vocabulary . Stahl (1999) pointed that context can be powerful influence on the learner’s vocabulary growth . Yet learning from context is a long term process.

The word wall approach provides the learner explicit instruction and implicit learning and opportunities to multiple exposure of new and the known lexical items for making meaningful words.

3.3 Definition of the Ripple Effect Strategy in Vocabulary Teaching

The Ripple effect strategy is an innovative strategy developed by Fingying Mu (1996) a Chinese teacher at Xuzhou teachers college in Jiangsu. She emphasizes on the use of the RE strategy in vocabulary teaching after a series of successful implementation of the RE strategy in her pervious researches. According to Sweetser(1990) a polysemous word usually has a core meaning and all other meanings comes from by means of metaphor. The RE strategy Lakoff and Johnson argue that “the human being think and talk metaphorically”.

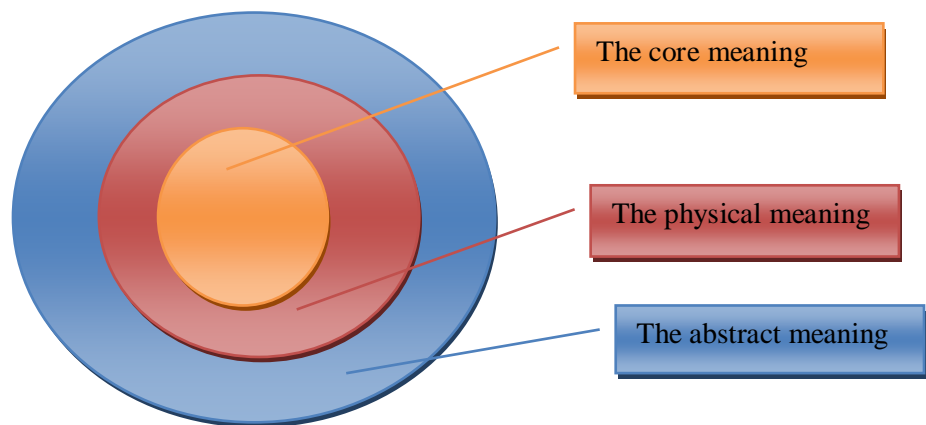
Word meaning expansion works like ripple which radiates from the center and extends outward. ie, the core meaning of a word usually defines physical entity in the material world with a specific focus. Moreover, this extends to presents other physical entities which it resembles. Finally, the meaning of words extends and goes beyond the original meaning to describe other abstract ideas or idiomatic usage.

3.4.1 The Description of The Ripple Effect Diagramming

Fengying (1996) has explained in her article entitled “ *the ripple effect strategy: word meaning expansion and its application in teaching vocabulary* “ that the concept of The ripple effect strategy is grounded on which word-meaning expansion works like a ripple , that starts from the centre and extends outward.

In this strategy, the RE diagram can link the original denotation of a word and its metaphorical extensions. The RE diagram contain three layers that represent the core meaning with its expanded physical (inner Layer) and abstract meaning (outer layer) .With the help of the diagram, in relationship between the original meaning (the core meaning) and its expanded meaning it can be clearly seen .Thus, comprehension retention will be made much easier for the learners .

Figure1.2 The Ripple Effect Diagramming



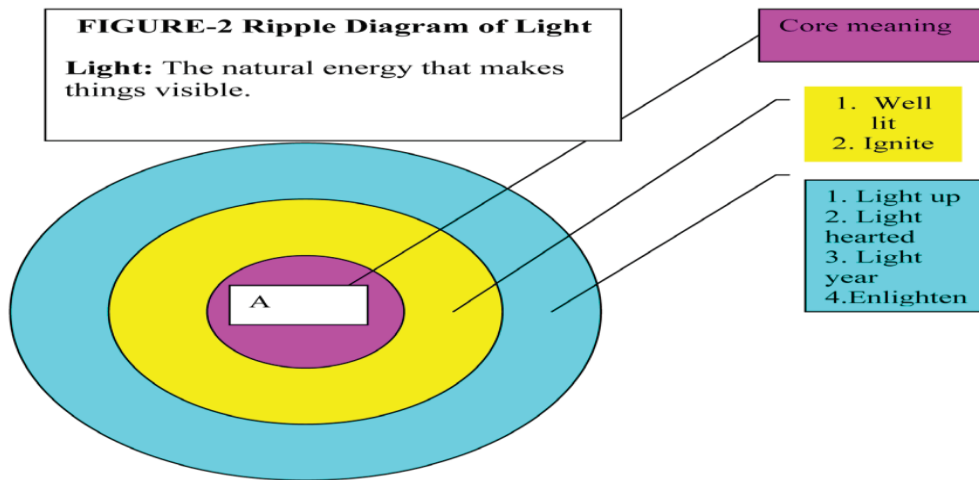
The figure presented above describes the Ripple Effect strategy diagramming. It indicates the shape of circle including three authentic layers extend like ripple. The use of this diagram can help the students in expanding their vocabulary and their memory retention, with the use of colors students will be able to learn and memorize each vocabulary they are exposed too.

3.4.2. The Application of the Ripple Effect in Teaching Vocabulary

The Ripple Effect can be tried very well with the tertiary level learners. Since they have lack in vocabulary stock, and always they are looking for appropriate methods and strategies to learn vocab. Fengying (1996) states that the teacher should help learners too.

Understand that the majority of English words have more than one meaning which these meanings of a word are often related. She determined also that the RE can easily be applied once students are familiar with the concepts and techniques. In teaching RE, there is almost a core meaning with all the other meanings coming from it and with the help of imagination and association the meanings can be linked together (B.Anuthama, p.12, december2010). To make the concept very clear, two examples have been worked out based on the ripple diagram adopted from B.Anuthama article (2010) and Fingying's article (1996).

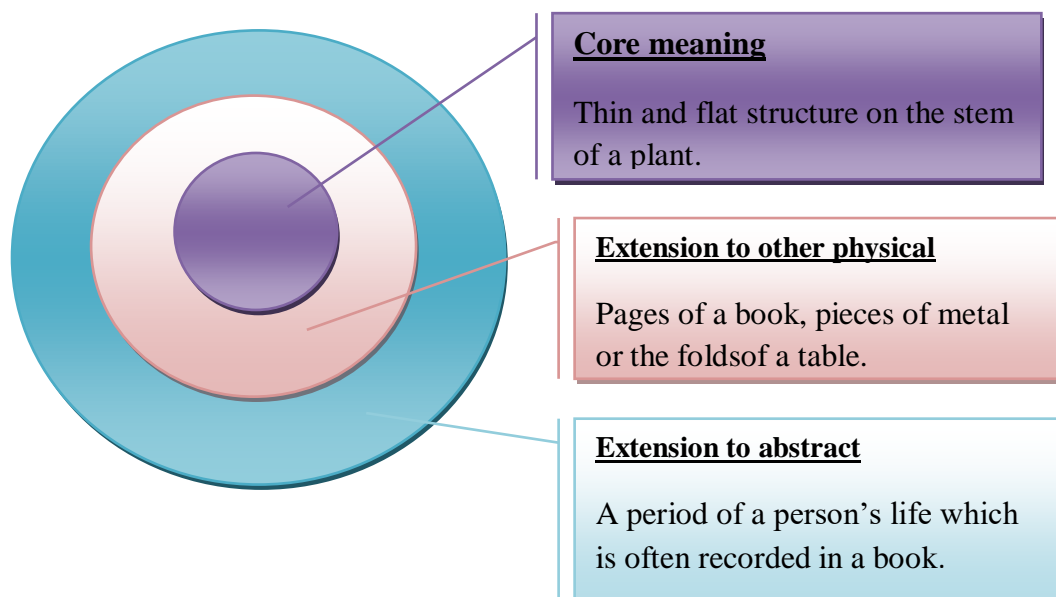
Figure 1.3 Example of the word” light” using RE strategy



As it is presented in the RE diagram above, we can see the expansion of the word “light” .Since it is known; as the natural energy that makes things visible. This core meaning of the word extends outward to describe physical entities which are for example: *well lit* or *ignite*. Then the meaning again extends and broadened to refer to abstract meaning beyond the physical entity like: *light up*, *light hearted*, *light year*, *enlighten*, *enlightenment*.

- Another example will be showed to make the concept very clear:

Figure 1.4 The Meaning Expansion of the Word “leaf” using the RE diagram



The figure above was an example adapted from Fengying's article (1996). It illustrates the meaning expansion of the word *leaf*. The core meaning of this word is "a thin, flat structure on the stem of plant", this meaning extends to present physical objects such as; a *piece of metal or book paper, fold of a table*. It extends to abstract ideas like: *a period of person's life that often recorded in the book*. Hence, this can be used also to express idiomatic phrases such as: "turn over new leaf" or "take a leaf out of somebody's book".

3.4.3. The Importance of the RE Strategy

The ripple effect strategy has a crucial importance in which it expands the meaning of vocabulary, whereby a single word could include a variety of meanings by means of metaphor. Gede (2021) in his journal of English Language Education has mentioned that the RE strategy is a powerful strategy that focuses on vocabulary comprehension, retention and production, it enables students to learn how to make associations and to use their imagination in the learning process. It gives students a better understanding of words. The diagramming can illustrate not only the meaning of a word, yet can also demonstrate collocations and idiomatic usage. This strategy is useful in fostering target culture awareness. Metaphorical thinking and language use are universal, but actual associations are culture specific.

Conclusion

Teaching vocabulary is an essential component in FL teaching and learning, since it helps the learner to communicate fluently using a variety of words and utterances in different discourse contexts. The teacher usually adopts methods and techniques in order to increase students' vocabulary knowledge. The RE strategy works on the basis of expanding and enhancing the vocabulary, in which it enables the learner to explore multi-meaning words and to become familiar with associations of words. With the help of the diagramming, the learner can understand how a word can have more than one meaning. Thus, it develops his/her memory, comprehension, retention and production.

CHAPTER TWO

Speaking in EFL Contexts: Teaching and Assessments

Chapter Two: Speaking in EFL Contexts: Teaching and Assessments

Introduction

Speaking among the other foreign language skill (listening, reading and writing) seems intuitively the most important one. As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed, that's why according to (Ur,1984)"Many if not most foreign language learners are interested in learning to speak" (P120)

In practice or in real classroom situation, those learners find it difficult to communicate or interact using the target language. They think that speaking a foreign language perfectly with a good pronunciation, fluency...is a so complex task to fulfill.

. This chapter attempts to give description about definition of speaking in language teaching and learning, and some information in light of the literature review about some oral activities which are done in class to improve the speaking skill for the learners and their communicative competence.

4.1 Definition of the Speaking Skill

Mastering a language requires mastering the four skills which are: reading, writing, listening, and speaking. Speaking deserves much attention in any language. Bygate (1987) pointed that speaking "is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and business." (1987, p.1) This shows that speaking is important in many fields. He adds "It is also a medium through which much language is learnt, and which for many is particularly conducive for learning, perhaps then, the teaching of speaking merits more thought." (p1)

Bygate emphasizes on the importance of speaking and shedding light on teaching it. In the same context, Thornbury (1988) describes speaking as a part of daily life

that we take for granted. He claims that the average person is able to produce tens of thousands of words a day; while, others like politicians produce more than an ordinary person can.

According to Webster (2000), speaking is a process of producing or expressing thoughts, ideas, or opinions to be involved in communication. (2000 p 174) (as cited in Sianipar, nd). Meanwhile, Florez (1999), states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It's from meaning dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. (ibid)

4.2 Speech Production in a Foreign Language

Speaking is a skill which deserves much attention as other language skills are concerned, in both first and second languages . Teaching speaking plays an important role in the EFL classroom, for the learner's good oral achievement (Bygate, 1987).He quoted that: "Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought"(P, 1)

So, besides its importance, it is necessary to deal first with what good speakers of a foreign language can do. The ability to speak fluently is associated with certain characteristics to be owned by the speaker. We all know that the speaking skill is very complex . It involves the cooperation of different types of knowledge with the good command of certain skills. (Bygate, 1987).

In its production, speech nature is described to be contingent through which we find that each word is dependent on the previous one and the same thing for utterances and this fact leads to what is called in speaking "spontaneity" and this doesn't mean that speech is unplanned but as (thornbury, 1998) clarifies, the planning time is limited. He adds that :“ the planning of one utterance may overlap with the production of the previous one "(p, 7) , according to him all the previous explained characteristics are closely related to "real time processing" which is well determined by(By gate, 1984) to be:" we have to produce sentences

and adopt them to the circumstances. This means making decisions rapidly, implementing them smoothly as unexpected problems appear in our path"(P,17).

4.3 Classroom Speaking Activities

In a foreign language classroom, it is important being able to be clearly understood when speaking, and the ability to use effective oral communication skills are so important particularly that given speech remains the form of communication most often used.

To deal with speaking a foreign language, it requires a degree of real time exposure; we can be realized through a set of classroom activities which have to be developed best in a dynamic interactive learning environment where both teacher and learners collaborate and cooperate with one another to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom.

For that aim, FL teachers try to develop their learners communicative competence through the diversity of activities in their classes which must include the different types and styles of expressions, the different accents and include the different types and styles of expressions, the different accents and dialects of native speakers and acquainting students with the different language discourses and situational as well as contextual expressions (business English, post office, jargon...ect). Each teacher is going to select and adapt the suitable activity and strategy that meets his learner's needs, interests and goals. According to (Harmer, 2001), in the Oral expression course; the most widely used speaking activities should:, «fall at or near the communicative end of the communication continuum"(p,271).

Through the following classroom speaking activities , the teacher tries all the time to create interaction by exchanging information and expressing ideas of course with an exclusive care about the correct grammar (accuracy), adequate vocabulary , acceptable fluency as well as a good pronunciation to convey a meaning through speech which sounds like a native speakers 'one.

4.3.1. Discussion

Discussion is considered as one among the best ways of presenting speech and it is an interesting form of oral practice in the classroom. «It can provide some of enjoyable and productive speaking in language classroom"(Harmer, 1995, 46)

According to (Thornbury, 1998), "many teachers would agree that the best discussions in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or a text in the course book triggers some debate"(P, 102).

Discussion differs from conversation in the fact that it generally has an identifiable purpose .Then, it is similar to conversation in the sense that both involve listening carefully, considering what others say and speaking . Many of students conversational abilities will transfer into a discussion situations.

Discussion in foreign language classrooms generally help FL learners to develop their communicative abilities since it gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions , to clarify or modify ideas , resolve differences and find alternative solution because through discussion, learners can bring their personal experiences and outside world into the classroom, where they tackle different topics and subjects which concern every individual.(Littlewood,1999)explains that through class discussions the learners are able to use the foreign language as a medium to talk about their experiences and express their views ,opinions and handling their social relationships.

Besides this great importance, FL teachers generally claim about what is named" discussion failure "(Harmer, 2001, 272). The reason of this later as he explains is that FL learners are reluctant to give their opinions in front of the whole class because of a noticed lack of self confidence (shyness and fear of making mistakes, lack of adequate vocabulary and accurate grammar...)"Many students feel extremely exposed in discussion situation"(Harmer,2001,272)

In this stream, (Harmer, 2001) suggests a technique to realize a successful oral discussion and to avoid all the speaking difficulties which might encounter the learners , this will be through " Buzz group" which is based upon the formation of small groups , it gives the learner the chance to talk and interact at the same time.

Through this" Buzz group" ' application, Before being asked to perform orally in front of the whole class, the level of learners stress will be reduced . (Harmer, 2001) has illustrates some examples to show the usefulness of the cited technique for a whole range of discussions.

For example:

1/Let students to predict the content of a reading text or invite them to talk

about their reactions to it after reading.

2/Discuss what should be included in a news broadcast or have a quick conversation about Types of music for example.

3/The topic may be fashion and the statements to discuss might include the3/
the topic may be fashion and the statements to discuss might include the following:

- Fashion Is universal.
- Fashion is an art form.
- People shouldn't be judged by what they wear.
- Fashion is just a way of making people spend money.
- Fashion celebrates diversity,...

Extracted from (Thornbury, 1998, 102).

- Of course all these statements should be reinforced with a view of eliciting a more personal response phrased as questions during the discussion such as ;

- How important is the label on an item of clothing?
- How often do you shop for clothes?
- How would you describe your style of dressing?

4/ To train learners to respond directly and spontaneously through ' instant comments ' through showing them pictures or introducing any topic at any stage of the lesson then ask them to make their first impressions .

5/ another example for EFL classroom oral discussion involves 'formal debate' where students are asked to prepare arguments in favor or against various prepositions (Harmer, 2001), e.g.

An invigilator during an official exam catches a student sheeting from hidden notes .The class should discuss the topic of sheeting in exams in general and decide about the following statements:

- The invigilator should ignore him.
- She should give the student a sign to show that she has seen him, so that the student will stop.
- She should inform the exam board so that the student will not be able to pass that exam again.

As a result, the important factor to consider when dealing with oral discussions in FL classrooms is student's engagement with the topic and

their interest, provide them with period for thinking, arrangement of ideas and language expressions they will use.

4.3.2 Role Plays

It is among the very common classroom speaking activities, according to (Ur, 1984), it is one way to consider when a teacher wants to vary the kinds of the spoken interaction experienced in classroom. Role plays provide the opportunity for students and revise their understanding and perspective by exploring thoughts and feelings of characters in a given situations.

More precisely (Ur, 1984) comes to define it as follows:

" Role plays [...] is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom[...] , sometimes playing the role of someone other than themselves, and using the language appropriate to this new context"(p , 131).

This special speaking activity is said to have many positive impacts on learners in classroom

- It gives them empathy as they examine others 'ideas, feeling and points of views.
- It is a chance to practice their oral skills and interpretations as they use the foreign language to describe perceptions, emotions and reactions.
- It provides them with the opportunity to practice decision-making and problem-solving skills as they gain experience in an independent thinking and cooperative learning.
- It develops both speaking and listening activities.

(Doff, 1988) presents those advantages saying that;

«Role play gives a chance to use language in new contexts and for new topics [...], because they are 'acting out' a situation. Role play encourages students to use natural expressions and intonation, as well as gesture"(p, 240).

-In role plays students have to imagine a role (e.g. a farmer) and a situation (e.g. accidents).A role play in EFL classroom is a drama like activity, it can take many forms:

4.3.2.1. Role Cards

"Participant are given a situation plus problem or task, as in simulation, but they are allotted individual roles, which may be written out on cards" (Ur, 2000, 132).

So, role cards as a role play technique gives the opportunity for learners 'performances to be guided through instructions presented in cards for enabling them to act out what may occur.

4.3.2.2 Simulation

It is another role play activity which can be to develop oral fluency, "where student simulate a real life encounter [...] as if they were doing so in the real world as themselves"(Harmer, 2000, 274).

It is similarly defined by (Ur, 1998):"In simulation the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one" (132).

For a simulation to work it must according to (Kenjohns reported in Harmer, 2000) have the following characteristics:

- "Reality of function"; where students feel their complete involvement in the situation as if it really exists and they act as real participants.
- "A simulated environment" created by the teacher
- "Structure " in which students must have a general view about the tasks to be performed and the activity to be done

Furthermore, it seems somehow difficult to distinguish between the two sorts of activities (role play and simulation as a type of a role play) , but the clear difference lies in the fact that simulation is more difficult than role play since it requires learners not to act as characters that are not their own but get more personally involved(using their own background and knowledge to the situation).

In simulation students generally work with small groups to feel confident, cooperative, sharing ideas and create motivation.

Example: You are the managing committee of a special school for blind children. You want to organize a summer camp for them, but your school budget is insufficient .Decide how you might raise the money" (Ur, 2000, 132)

4.3.2.3. Formulation Gap Activities

Another type among the classroom spoken interaction activities is what is described by (Harmer, 2002) to be; "Where two speakers have different parts of information making up a whole, because they have different information, there is a gap between them" (p.88)

In foreign language classrooms, gap activities are proved to be among the most useful in second language acquisition since "it provides negotiation of meaning and the conversational adjustment which push students to more accurate output" (Hedge, 2000, 281).

This activity has requirements for information exchange «It involves each learner in a pair or a group possessing information which the other learners do not have" (Hedge, 2000, 281).

Of course in practice, this information has to be shared through right questions. It exists many variants of information gap activities, for example; "describe and draw" activity, in which one learner has a picture which mustn't be shown to the other learners, what the rest of the class has to do is to draw the same picture without looking at the original one. Of course the role of the first student is to give instructions and descriptions to act as a guide for his partners who have to ask questions. (Harmer, 2002).

A further extension of the information gap activities is suggested in stories where for example the teacher provides his learners with an unfinished story and it depends on the rest of the class to guess and discuss the way it ends.

In another gap activity, students are given incomplete dialogue and they have to complete it such as the following example:

A: Good morning, can I help you?

B:

A: I'll see what I can do.

B: Yes.....

A: Yes, of course, Suddenly castle, I think it's open all the day.

B:

A: Yes, it costs 4,86£ for adults and £3 for children

B:

A: Oh, it's a museum, an absolutely fascinating collection of all sorts of things

like clocks, masks, cabinets...etc

B:.....

A:Enjoy your visit, goodbye.

These information gap activities are seen by (Hedge,2000) to" have their own advantages and limitations, they assist language acquisition, but they do not involve students in conversational strategies in the same way as role plays or discussion"(P281)

4.3.2.4 Talking Circles

Talking circles provide safe environment where students are given the opportunity to share their points of view with their partners using the target language, of course without fear of criticism or judgment. This activity is useful when the discussed topic has no right or wrong answer, when students are sharing, feeling, considering moral or ethical issues as well. It is an effective strategy for reaching group consensus and for real life problem solving.

In class, the students sit in a circle and each one has the opportunity to speak. During this spoken activity, both parts of interaction have some guide lines to follow:

- Only one student speak at a time, while the others listen and remain non judgmental. Address all comments to the issue or topic, not to comments made by other students(avoid both positive and negative responses to another student' s comments).
- Encourage listeners to focus on the speaker supporting him by taking an interest in what he/she says, rather than turning and thinking about what they will say when it is their turn.
- Encourage speakers to share their comments in a way that is easiest and most comfortable for them (e.g. personal story, examples or metaphors, analytical statements).

Guttal,Imene (2008)

4.3.2.5. Story Telling Based Activities

This type of activities has always been one of the main means of practicing speaking in classroom. It functions as a clear tool to wards autonomy and takes many forms:

a)Guess the Lie

In this activity learners tell each other three short personal anecdotes, where two among them are true and the third one is untrue and it depends on the others to guess the lie and to find the untrue anecdote so they argue their guesses. They can be allowed to ask a limited number of questions after the story has been told by their colleague (Thornbury, 1998, 96).

b) Insert the Word

Each student is given a card in which an unusual word or expression is written and has to be kept secret. The student has to tell his colleague an anecdote in which he/she incorporates 'the secret item ' as unobtrusively as possible, by the end ,the students have to guess the secret word .

Still in the same concern of storytelling based activities, student are allowed to tell jokes since the repeated practice of jokes in EFL classroom "Fulfils an important function of good speaking tasks"(Thornbury,1998, 96).

4.3.3Questionnaires

Questionnaires are useful as a communicative tool in classroom. They serve as "one way of provoking conversation and opinion exchange"(Harmer, 2000,89).

This activity by being pre-planned by the students themselves becomes more useful, as(Harmer,2000)had argued; "Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other"(p,274).

The questionnaire as a spoken activity is considered to encourage the natural use of some repetitive language patterns (Harmer, 2000) . Generally speaking, the questionnaire' results can be taken as a basis for different oral tasks like: prepared talks , discussion and even written works(Harmer,2000).

In classroom, with practicing questionnaires, students are allowed to go around the class and talk to their classmates and this allows them to have “ a bit of physical movement and provide a welcome variety of interaction “ (Thornbury, 1998, 90).

4.3.3 Oral Presentation

The learners perform a short oral talk concerning a particular topic. They present their opinions and exchange ideas and information about that topic. Before performing the presentation, the teachers give the learners enough time to prepare it (the learning center, 2013, para,1)

Oral presentation helps increasing learners' communicative competence. They give the learner a good opportunity of experiencing and developing real world communications as well as leadership skills (King, 2002, as cited in S.Zivkovic,2014)

Conclusion

In the field of foreign language teaching and learning, speaking is considered the measure of mastering a language and it takes much interest from teachers and learners. It give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. It also helps the learners to assure that won't be misunderstood by those who are listening. However, EFL learners encounter many psychological hurdles that hinder their progress in learning speaking. This chapter attempts to give an idea about speaking in language teaching and learning and some information about some activities which are doing in class to improve the speaking skill for the learners.

CHAPTER THREE

Methodology, Data Analysis, Discussion and Results

Chapter Three: Methodology, Data Analysis, Discussion and Results

Introduction

This chapter aims at presenting the methodology adopted for building up this piece of research, which seeks to investigate the effectiveness of the Ripple effect strategy in teaching vocabulary. Thus, this chapter comprised of two sections the first section includes; the research methods, the population, sampling and data collection procedures. Whereas the second concerned with the data analyses and the interpretation of the collected data.

5. Research Methods

In order to achieve the aim of the study and to prove the current hypotheses, we conducted two methods in collecting data; first, we adopted the quasi-experimental study, preceding with a student's pre-test to identify the current stage of vocabulary then a trainee session is designed adopting the ripple effect strategy ending up with post-test to verify the student's outcome through the use of the ripple effect strategy to promote vocabulary in use. Secondly, teachers of oral expression were addressed with a questionnaire to elicit their views about the effectiveness of the ripple effect strategy in expanding students vocabulary learning.

5.1. Sampling and Population

The sample of the research are oral expression teachers for the questionnaire and a quasi-experimental study is designed for twenty eight (28) students from total of (305) of first year undergraduate students of English at KMUO during the academic year (2020/2021). The sampled population in this study is randomly selected.

5.2. Research Instruments and Data Collection

The first instruments opted to conduct this research is the quasi-experimental study. So, 3 crucial steps has to be taken. First, pre-test which (Mckey and M.gass,2005,p.149) stated that "in many second language studies, participants are given a pre-test to ensure comparability of the participant group prior to their treatment". Second, trainee session trough which the ripple effect strategy is implemented. Finally, post-test is mainly designed to check whether the students made any progress in comparison to the pre-test.

5.3.The Administration and Description of the Quasi-experiment Study

The experiment took place in the department of letters and English language. 28 of first year undergraduate student were the participants. This quasi experiment started with a pre-test which consist of five exercises choosing one topic which is about "feelings" (see the appendix) .The purpose of those exercises is ;in the first exercise designed to help student in finding out word associations . Whereas , the second exercise is about collocating words that goes together ,then the third exercise is to mutch each word with its positive or negative connotation .The forth exercise is find the suitable words or expression that describes each statement. Finally, the fifth exercise is about correcting idioms and guessing their hidden meaning. The aim of the pre-test is to test the students' current stage of vocabulary knowledge.

5.3.1 The analyses of pre-test results

Table 3.1 The Results of The Pre-test Score

Student number	Pre-test scores	Pos-test scores
S1	4	20%
S2	13.5	67.5%
S3	10	50%
S4	12.5	62.5%
S5	14.5	72.5%
S6	15.5	77.5%
S7	16	80%
S9	12.5	62.5%
S10	12	60%
S11	12	60%
S12	10.5	52.5%
S13	14.5	72.5%
S14	12	60%
S15	9.5	47.5%
S16	12.5	62.5%
S17	13	65%
S18	12.5	62.5%
S19	13	65%
S20	8.5	42.5%
S21	11	55%
S22	5.5	27.5%
S23	2	10%
S24	6.5	32.5%
S25	6	30
S26	10	50%
S27	13	65%
S28	14	70%
	14.5	72.5%
Mean	11	55%

Based on the results of the table above, the students' scores can be classified into three categories. The first category includes (07) students who have scored between (02) and (9.5) out of 20 points, which means they have scored between (10%) and (47.5%) of the total number of the correct answers. The second category consists of (19) students who represent the majority of the whole students' number, and they has scored between (10) and (14.5) which means they have scored between (50%) and (72.5%) of the total of the correct answers. The third category represents the minority it contains (02) students who they have scored (15.5) and (16) ; this means they have scored (77.5%) and (80%) of the total number of the correct answers. The mean of the pre-test is (11) this represents (55%) of the correct answers.

5.3.2. The Interpretation of the Pre-test

The results of the table shows that students differ from one another in terms of grads, this means their vocabulary background differ as well. On the one hand, the students who have failed in the pre-test they may have limited amount of vocabulary stock that make them take bad scores and this would lead them to fail in communicating. Furthermore, their failure in the pre-test may be of being unfamiliar with the target language. On the other hand, two students have scored over (77.5%), and they appear to be an exceptional case. Also, the results of pre-test show that some students did not know how to use the vocabulary they owe and the mean of the pre-test which is (11) indicates that students have lack of vocabulary. Thus, training sessions are conducted using the ripple effect strategy to teach them vocabulary and to enhance it, and then followed by a post-test to show the effectiveness of the training session.

5.3.3 The Description of the Training Sessions

After doing the pre-test, three training sessions are conducted applying the ripple effect strategy where students are supposed to employ what they have taken in the pre-test as vocabulary and expand its use for other meanings(see appendix B). The post-test indicates the progress that students make along the training sessions. By the end of this experiment students will be able to use vocabulary in the appropriate context, communicate better and speak more fluently.

5.3.4 Analysis of the Post-test Results

After receiving the training sessions using the ripple effect strategy the students did a post test to see how well they have improved. The table below shows the post test results.

Table3.2 Post-test Scores and Percentages

Students number	Post-test score	Percentage of correct answer
S1	08	40%
S2	16	80%
S3	16	80%
S4	16.5	82.5%
S5	15	75%
S6	17	85%
S7	14	70%
S8	14	70%
S9	13	65%
S10	16	80%
S11	13	65%
S12	14.5	72.5%
S13	17.5	87.5%
S14	13	65%
S15	14	70%
S16	18.5	92.5%
S17	16	80%
S18	13	65%
S19	08.5	42.5%
S20	11.5	57.5%
S21	06	30%
S22	02	10%
S23	07	35%
S24	06	30%
S25	10	50%
S26	13	65%
S27	14.5	72.5%
S28	14.5	72.5%
Mean	13	65%

According to the table above, it is noticed that there is change in students' marks. Firstly, the mean scores reached (13) which mean (65%). Generally, most of the students have improved their marks and scored high grades, eight students maintained the same marks and level, in addition to one participant who has taken a lower mark.

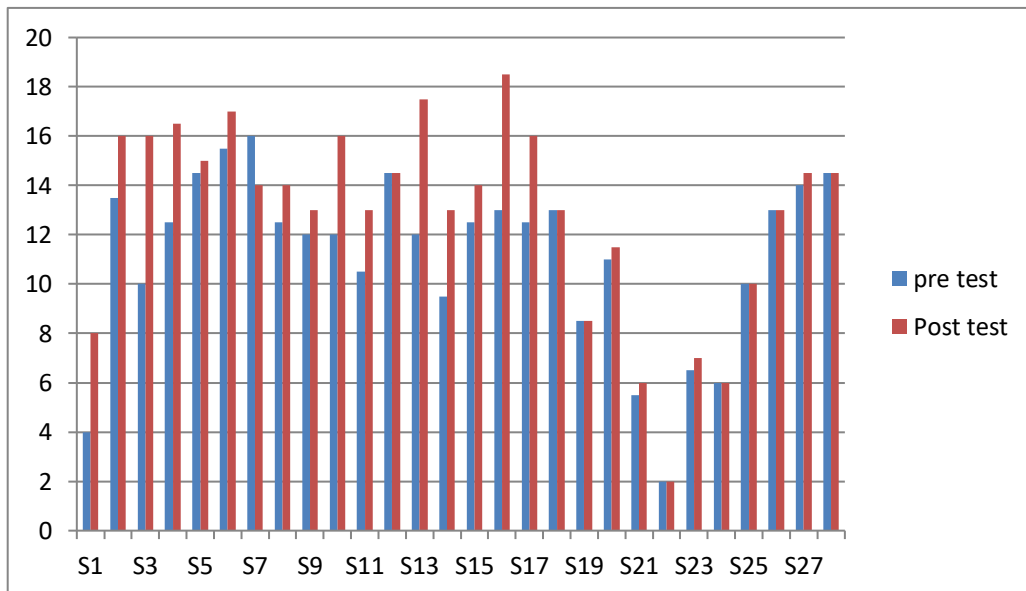
5.3.5. Interpretation of the Post test

According to the results of the post-test, it is noticed that a remarkable change in the marks of the students; the majority have scored between (10) and (18.5) , this signifies that they have benefited from the training session. For more, the ripple effect strategy proved its effectiveness in teaching vocabulary. Furthermore, using the ripple effect strategy to teach vocabulary would help the students to improve their vocab and it would develop their vocabulary package.

5.3.6 The Comparison between Pre-test and Post-test

The following diagram shows the comparison between the pre-test and the pos

Figure3.1 The Comparison between Pre-test and Post test



The figure above shows the difference of the marks of the students between pre-test and post test , it shows that most of them have improved and scored above (10), this means that the training sessions where the ripple effect is used to teach vocabulary , it was beneficial.

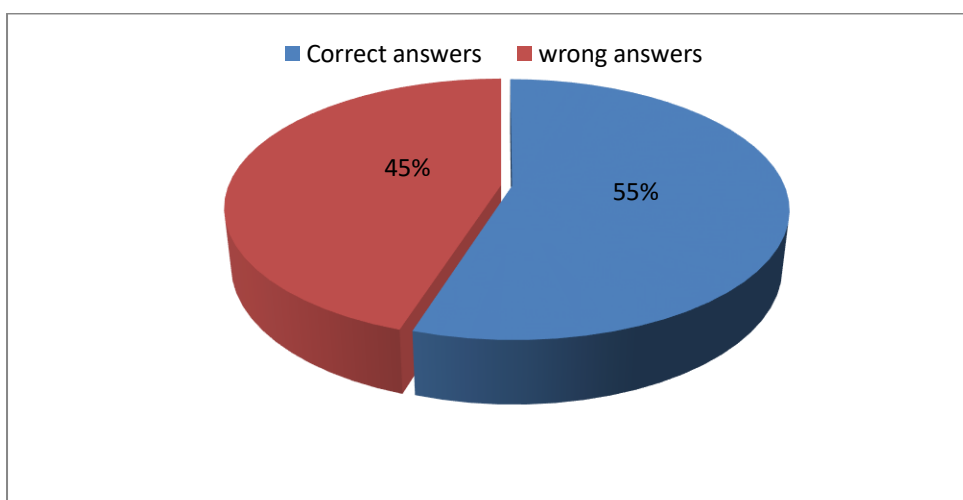
Table 3.3 The Difference between Pre-test and Post-test

	Total score	Mean
Pre-test	311	55%
Post-test	358	65%

The table above shows the total score of pre-test and post-test , in pre-test the students have scored (311) by a mean of (55%) as a percentage of the correct answers, whereas in post-test they have scored (358) by a mean of (65%) as a percentage of the correct answers, which means that they have improved by (47) points in the total score.

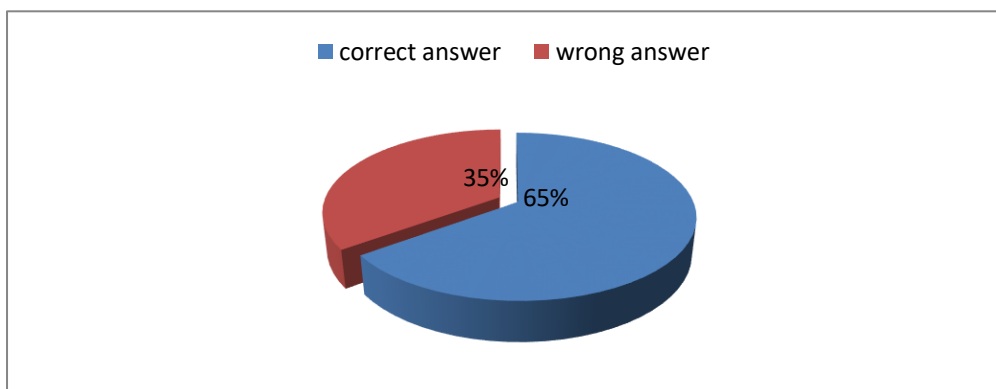
The following figures show the comparison between pre-test and post test correct and wrong answers.

Figure3.2 Percentage of Correct and Wrong Answers in Pre-test



The figure above shows that the percentage of the correct and wrong answers that the students have scored in the pre-test is almost close. The students answered (55%) of the total answer and they failed to answer (45%) of the rest.

Figure3.3 Percentage of Correct and Wrong Answers in the Post test



According to the figure above, the students have answered (65%) of the total answers which means they have increased by (10%) in comparison with the pre-test. On the other hand, they have scored (35%) as wrong answers and also it increased by(10%)in comparison with the pre-test. This change proves that the ripple effect strategy helped them to improve their vocabulary.

5.4. Teachers 'questionnaire

The second instrument opted in this research is the teachers' questionnaire to collect information about teaching vocabulary and the ripple effect strategies.

5.4.1. The Aim of the Teachers 'questionnaire

This questionnaire is distributed to EFL teachers of the English department at KMUO, It aims to gather and collect the necessary data in order to confirm and prove our research hypothesis. Its objective is to give teachers an opportunity to express their opinions about the use of the ripple effect strategy in vocabulary teaching in oral class.

5.4.2. Administration of Teachers' questionnaire

In order to confirm our research hypothesis, a questionnaire as data collection method was distributed to oral expression teachers at the English department at KMUO .(21) questionnaires were distributed to teachers , but only 7 of them were addressed with the electronic questionnaire because of time limitation.

5.4.3. Description of the Questionnaire

The questionnaire of the present research is mainly designed to investigate the effectiveness in the use of the ripple effect strategy to expand the vocabulary of first year undergraduate students at KMUO. The target population of this questionnaire consists of oral expression teachers at the English department of KMUO .Fourteen (14) questionnaires were handed to oral expression teachers; only seven (07) are addressed with electronic questionnaire. While distributing the questionnaire, most of teachers have not much aware about the RE strategy since it is new to them, but they were interested in the topic by asking questions in order to have a clear idea about the RE strategy interestingly. They did not hesitate giving suggestions and adding comments which was very helpful for us to analyze our questionnaire.

Teachers' questionnaire consist of (23) twenty three questions which are divided into three (03) main parts. The questions are close-ended questions where teachers

are required to select one of the following answers;” never, rarely, sometimes, often or always” to answer the provided statements.

Part One: Background Information

It aims to collect some personal information about the target population- teachers of oral expression. It contains three (03) main questions.

Part Two: Vocabulary Teaching

This part includes thirteen (13) questions that are about vocabulary teaching in order to collect some information about it.

Part Three: The Ripple Effect Strategy

This part includes ten (10) questions which are about the effectiveness of the RE strategy to expand vocabulary meaning, which is considered as main variable and the main reason for conducting this study.

5.4.4 Analyses of the Questionnaire Results

Gender	Frequency	Percentage
Female	15	71.4%
Male	6	28.6%
Total	21	100%

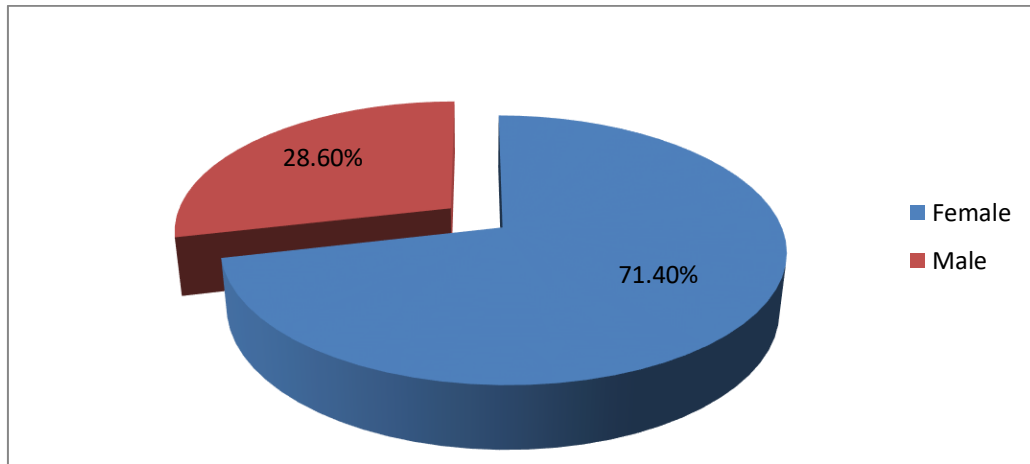
The following part investigate the background information

1. Gender

Table 3.4 Teachers’ gender

Gender	frequency	Percentage
Female	15	71.40%
Male	07	28.60%
Total	21	100%

Figure3.4 Teachers' gender



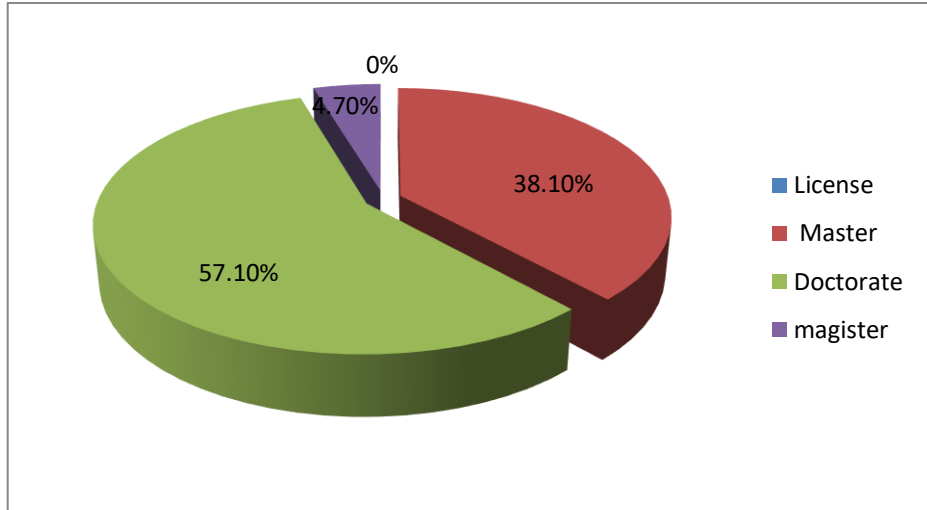
The above results show that (71.40%) of teachers are females, meanwhile (28.60%) remained are males. It shows that the majority of teachers are females. The results lead us to have a variety of opinions from both genders.

2. The Educational Level

Table3.5: Teacher' educational Level

Educational level	Frequency	Percentage
License	00	0%
Master	08	38.1%
Doctorat	12	57.1%
Magister	01	4.7%
Total	21	100%

Figure 3.5 Teachers' educational Level



According to the result shown in the figure above, (57.1%) of the teachers have a Doctorate degree, while (38.1%) of teachers have a master degree. The percentage of teachers who have a magister is (4.7%) and (0%) of the teachers have a license degree.

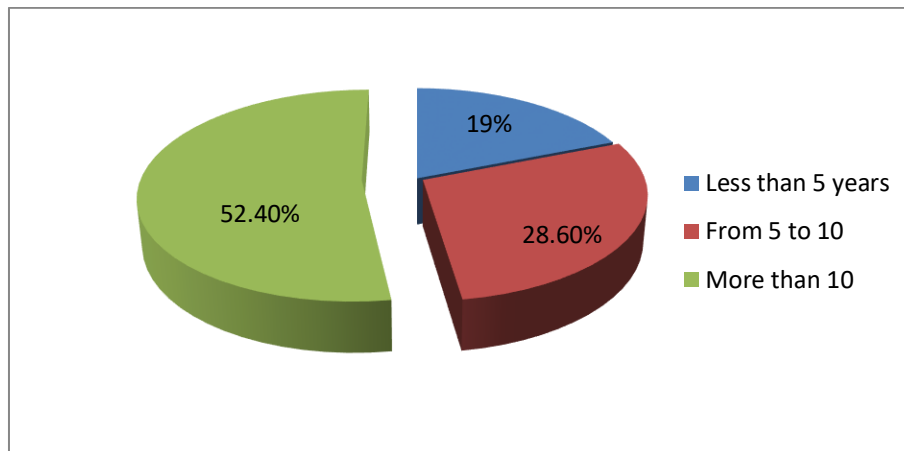
3. Years of EFL Teaching Experience

Table 3.6 Years of EFL Teaching Experience

Years of EFL teaching experience	Frequency	Percentage
Less than 5 years	04	19%
From 5 to 10 years	06	28.6%
More than 10 years	11	52.4%
Total	21	100%

Based on the table above, the results show a variety of the teachers' experiences in teaching Oral expression sessions. (19%) less than 5 years experience of teaching (28.6%) of them have been teaching oral expression from 5 to 10, while (52.4%) have more than 10 years of teaching experience.

Figure3.6. Years of Teaching EFL Experience



Section One: Vocabulary Teaching

This section attempts to present the oral expression teachers ‘views about vocabulary teaching in order to have a clear idea about it in relation to the main second section.

Q 01: Vocabulary is an important component in EFL teaching especially in oral expression class

Table3.7. The Importance of Vocabulary in EFL Teaching

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	00	03	04	14	21
Percentag e	0%	0%	14.3%	19%	66.7%	100%

The table above presents teachers ‘views about the importance of vocabulary teaching in oral class. The results showed that the majority of(66.7%) teachers answer with “always” , whereas others (19%) answer with “often” and few (14.3%) answer with “sometimes.

Q 02: Students learn more vocabulary through extensive activities inside classroom

Table 3.8. Learning Vocabulary Through Extensive Activities

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	02	03	14	02	21
Percentage	0%	0%	14.3%	66.7%	9.5%	100%

The table above indicates the percentage of teachers who support learning vocabulary through extensive activities.(66.70.%) of them answer with ” often “while (9.50%) and(14.30%) answer with “always” “sometime”, and “never

Q 03: As teacher, you are satisfied with the way by which your students learn vocabulary

Table3.9 Teachers’ satisfaction about their students’ vocabulary

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	01	07	09	03	01	21
Percentage	4.8%	33.3%	42.9%	14.3%	4.8%	100%

As it is clarified above, not all teachers are satisfied about their students’ vocabulary knowledge(33.30%) say and (.80%) say never. Whereas (42.90%) and (14.30%) answered with “sometimes” and “often”.

Q 04: The teacher encourage his students to infer the meaning of new words or phrases I context

Table3.10. Teachers’ encouragement To Infer the Meaning of the word

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	01	04	12	04	21
percentage	00%	4.8%	19%	57.1%	19%	100%

According to the table’s results, only (57.10%)of teachers often encourage their students. While(19%) of them answer with “always” and “rarely” and (4.80%)answer with “never”.

Q 05: Students have lack in vocabulary which breaks communication between them and their teachers

Table3.11 Students Lack of Vocabulary

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	00	08	09	04	21
percentage	0%	0%	38.1%	42.9%	19%	100%

As it is presented above. The majority of teachers (42.9%) and (38.10%) .(19%) agree that students have lack of vocabulary that breaks communication with their teachers.

Q 06: Teachers usually adopts methods and strategies for students to expand their vocabulary stock

Table3.12 Adopting Methods and Strategies to Expand Vocabulary Stock

Options	Never	Rarely	Sometimes	Often	Always	Missing system	Total
Frequency	01	01	08	04	06	01	21
Percentage	4.8%	4.8%	38.1%	19%	28.6%	4.8%	100%

The table shows that most of teachers (38.10%) sometimes adopt methods and strategies and others (28.60%) answer with always. And few of them (4.80%) answer with “never” and “rarely”.

Q 07: Teachers observe students’ learning vocabulary progress through activities and games that occur in class

Table3.13 Teachers’ observation of the Students’ progress

Option	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	02	07	05	07	21
percentage	00%	9.5%	33.3%	23.8%	33.3%	100%

Based on what it is presented in the table. High average of teachers 33.30% and (23.80%) answer with “always” and “never». While few (9.50%) answer with rarely

Q 08: The teacher asks students to use different types dictionaries to check the meaning of each word they learn

Table3.14 The use of Dictionaries to Check Meaning

Option	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	00	10	05	06	21
percentage	0%	0%	47.6%	23.8%	28.6%	100%

The table indicates teacher answers toward the use of dictionaries by students. Most of teachers (47.60%) answer with “sometimes”. Others with (28.60%) “often” and “always”

Q 09: When the teacher is teaching his students English idioms he asks them to infer the hidden meaning in oral session

Table3.15 Teaching Idioms to Students

Option	Never	Rarely	Sometimes	Often	Always	Total
Frequency	01	02	07	07	04	21
percentage	4.8%	9.5%	33.3%	33.3%	19%	100%

The table above clarifies the percentage of teachers who teach their students idioms to infer the meaning. Most of them(33.30%) answer with “sometimes” and “often” .while few (9.50%) and (4.80%) answer with “never” and “rarely

Q 10: Students communicate and exchange their ideas with teacher in order to acquire and adequate vocabulary knowledge

Table 3.16 Students’ communication with the Teachers to Acquire Vocabulary

Option	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	00	09	07	05	21
percentage	0%	0%	42.9%	33.3%	23.8%	100%

The table indicates high average of teachers (42.90%), (33.30%) who “often” or “sometimes” communicate with their teacher. And few (23.80%) answer with “always

Q 11: Teacher evaluates student’s vocabulary knowledge by doing activities and tasks

Table 3.17 Teachers’ evaluation of the Students

Option	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	00	08	07	06	21
percentage	0%	0%	38.1%	33.3%	28.6%	100%

In the table above .teachers (38.10%)sometime evaluate their student vocabulary by doing activities, and others (33.30%) often evaluate them, some(28.60%) always.

Q12: Students evaluate themselves in class by working in pair or group

Table 3.18 Students’ evaluation by Working in Pairs or Group

Option	Never	Rarely	Sometimes	Often	Always	Total
Frequency	00	05	08	06	02	21
percentage	0%	23,8	38.1%	28 .6%	9.5%	100%

The table above shows that students “sometimes” (38.10%) evaluate themselves in class. Whereas others (28.80%) and (23.80%) say that this” often “to almost “rarely” occur in class. Few (9.50%) add students “always” evaluate themselves

Section Two: The Ripple Effect Strategy

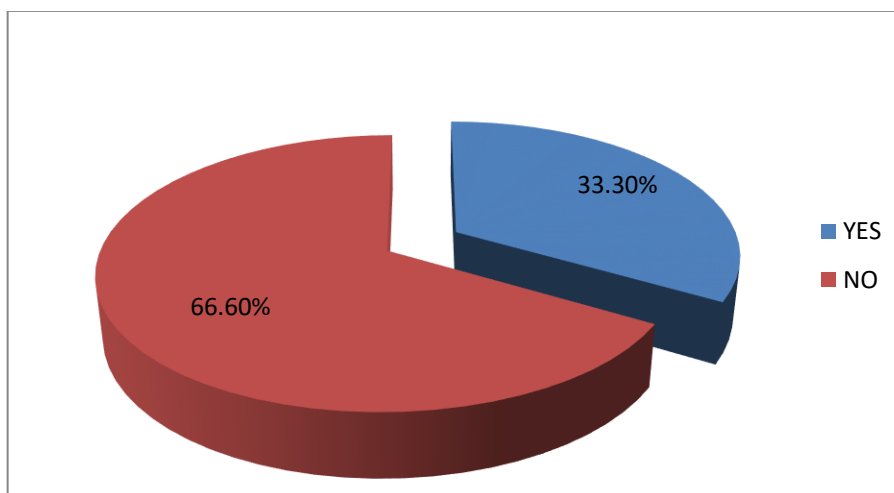
This section is considered as the main part of the current study, in which was purposely addressed to teachers of oral expression to support us with their views .so we can confirm the effectiveness of the RE strategy.

Q13: Do you know the ripple effect strategy ?

Table 3.19 The Teachers RF Awareness

Option	Frequency	Percentage
Yes	07	33.3%
No	14	66.6%
Total	21	100%

Figure 3.6 Teachers' percentage of Awareness of the RE strategy



As it is noticed above in the table and the figure, which it is clearly seen that most of oral teachers (66.60%) from the total of (21) oral teachers; answered with “NO” they do not know the ripple effect strategy, this may it is new and unknown by all teachers .While (33.30%) of the rest answered with “YES” they know it.

Q 14: The ripple effect strategy is an innovative strategy to expand vocabulary knowledge

Table 3.20 The Ripple Effect Strategy is Expanding Vocabulary

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	02	02	06	08	03	21
percentage	9.5%	9.5%	28.6	38.1%	14.3%	100%

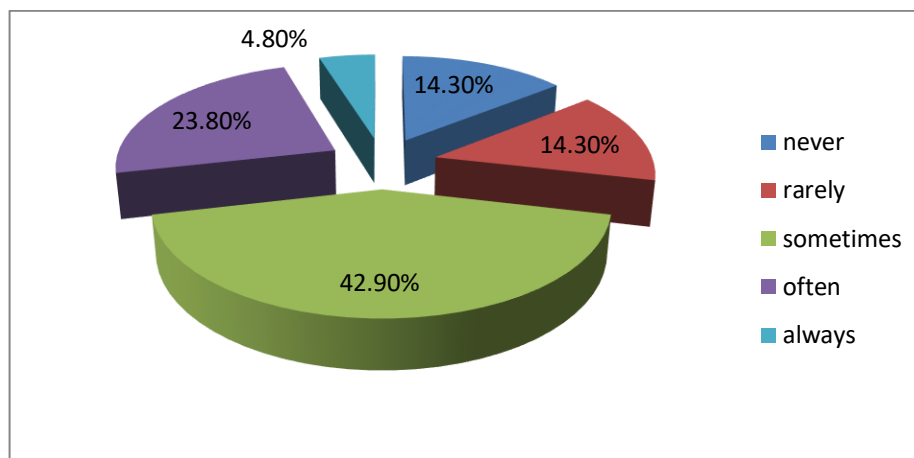
Based on the table's results above, most (38.1%) of teachers answered with “Often” the RE strategy is an innovative strategy. Some (28.6%) answered with “sometimes” and others have (14.3%) answered with “Always». And the rest (9.5%) their answers were between “Rarely” and “Never” according to them.

Q 15: Teacher adopts this strategy in oral session

Table 3.21 Adopting The RE in class

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	03	03	09	05	01	21
percentage	14.3	14.3	42.9	23.8%	4.8%	100%

Figure 3.7 Adopting the RE in Class



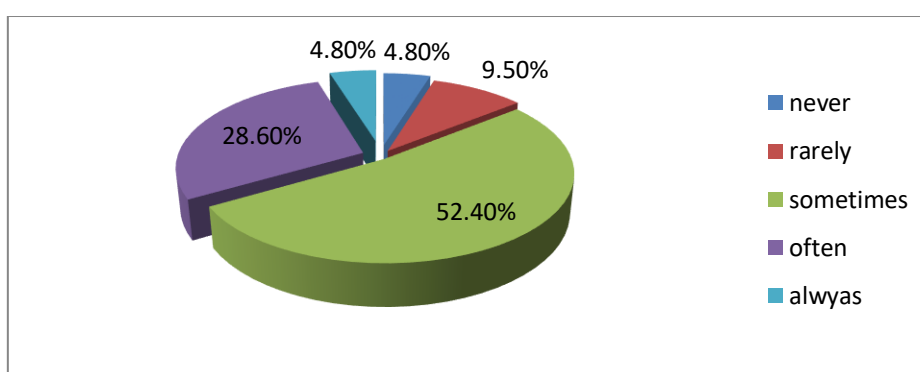
The table above indicates the percentage of teachers who adopt the RE strategy.(42.90%) of teachers state that they adopt it “sometimes” and (28.80%) adopt it “often” whereas few of them (14.30%) of them answered between” never “and “rarely”. Only (4.8%) answered with “always”.

Q 16: Teacher believes that the ripple effect strategy is an appropriate strategy for teaching vocabulary

Table 3.22. Teachers’ belief of RE Appropriateness

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	01	02	11	06	01	21
percentage	4.8%	9.5%	52.4%	28.6%	4.8%	100%

Figure 3.8 Teachers ‘belief of the RE Appropriateness



As it is showed above the answers of teachers about the appropriateness of the RE in vocab teaching are different from one to another. The majority have answered with “sometimes” (52.40%). Whereas others (28.60%) with “often”. Few of the (9.5%) and (4.80%) their answers were between rarely, never and always.

Q 17: Teacher applies series of activities based on ripple effect strategy

Table 3.23 Appling Activities Based on RE Strategy

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	02	03	07	08	01	21
Percentage	9.5	14.3	33.3	38.1	4.8%	100%

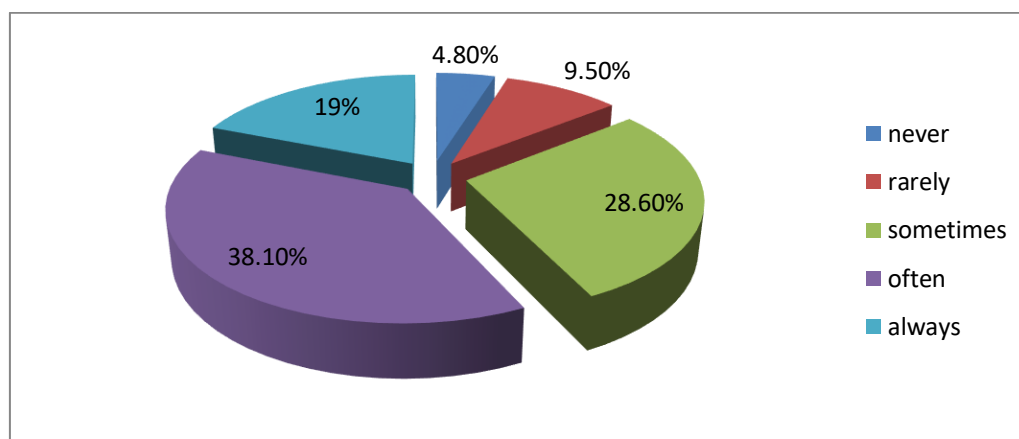
The table above indicates teachers who apply activities based on RE strategy .the results above state that (38.1%) and (33.3%) answer between “sometimes” and “often “. While few (14.3%) of them answered with “rarely “and some (9.5%) and (4.8%) between “never” and “always”.

Q 18: Students benefit from ripple effect strategy in learning new vocabulary

Table3.24 The Benefit of RE to Students in Vocab Learning

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	01	02	06	08	04	21
Percentage	4.8	9.5%	28.6	38.1	19%	100%

Figure 3.9 Students who Benefit Learning Vocab using RE



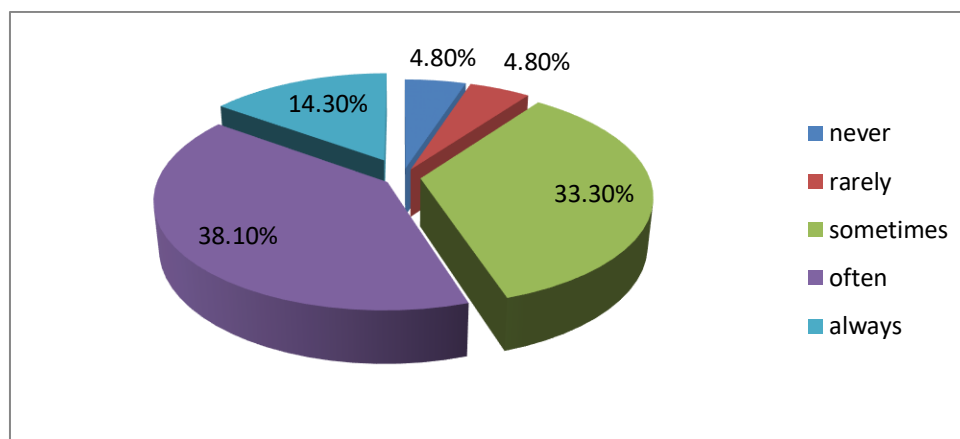
(38.10%) of teachers in the table above state that of students “often” benefit learning vocab via RE strategy. When (28.60%) of them state that students “sometimes” benefit from it. Few (19%) add that students always benefit learn vocab using RE. While some (9.50%) and (4.8%) of teachers who said that students never or rarely they benefit from RE strategy

Q 19: Students face difficulties using Ripple effect strategy

Table3.25 Students ‘difficulties using RE

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	01	01	07	08	03	21
Percentage	4.8%	4.8%	33.3%	38.1%	14.3	100%

Figure 3.10 Students’ difficulties Using RE Strategy



The table above illustrates student’s difficulties toward RE strategy. Results showed that most teachers (38.10%) answered that this” often “occurred .while others (33.30%) answered that these difficulties “sometimes “face students and (14.30%) answered that they “always “ face students. And few have (4.80%) answered with both “rarely” and “never” .

Q 20: Each session, the teacher observes gradual improvements of students in learning new vocabulary by using ripple effect strategy

Table 3.26 Teachers Observation to Students Improvements Based on RE

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	01	01	11	05	03	21
Percentage	4.8%	4.8	52.4%	23.8%	14.3%	100%

It is clearly seen in the table above that (52.10%) of teachers “sometimes” observe students’ improvement using RE strategy. While (23.80%) answered with “often “and few (14.30%) answered with “always”. And the rest (4.80%) answered for both “rarely “and” never”.

Q 21: The ripple effect strategy seems to be successful in expanding student vocabulary package

Table3.27 Teachers’ view of RE Success in Expanding Vocab

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	01	01	09	07	03	21
Percentage	4.8%	4.8	42.9	33.3	14.3%	100%

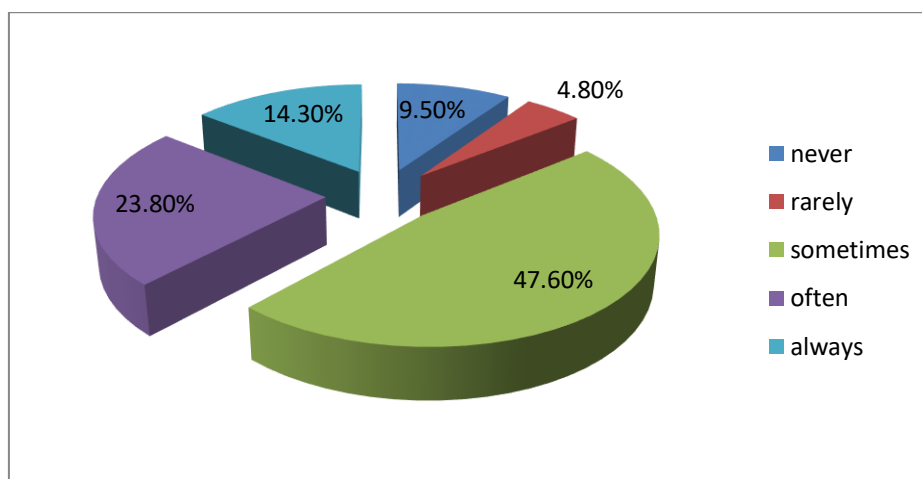
The table above shows that(42.90%) of teachers that the RE sometimes is successful in expanding student’s vocab. While others (33.30%) “often” support this statement. Few of them (14.30%) argue that this “always” can be happened. The rest (4.80%) answered with both “never” and “rarely”.

Q 22: Students finds that the ripple effect is effective and workable

Table3.28 Teachers’ view of RE Effectiveness

Options	Never	Rarely	Sometimes	Often	Always	Total
Frequency	02	01	10	05	03	21
Percentage	9.5%	4.8	47.6	23.8%	14.3%	100%

Figure 3.11 Teacher’s views of the Effectiveness of RE Strategy for Students



As it is showed above teacher who “sometimes” see the effectiveness of RE strategy for students are (47.60%), where others (28.80%) find it “often” the rest (14.30%), (9.50%) and (4.80%) of teachers are distributed to support the statement “always, “rarely” and “never”.

General Conclusion and Recommendations

The ultimate purpose of this current study is to investigate the effectiveness of the RE strategy in expanding students' vocabulary learning in oral class. The research was conducted at KMUO department of letters and English language among the LMD 1st year undergraduate students , in order to achieve our objectives. Firstly, we started with the theoretical part which consist of two chapters, starting by presenting basic concepts related , an overview to related past studies (literature review) , definitions , description , strategies and techniques then teaching vocabulary within the use of the RE strategy .moving to next chapter which is mainly related o speaking skill and oral class activities .

The second part of this work is concerned with the practical part with deals with the methodology, data collection and its analyses. First, we started with presenting the research methods which are based on the main instruments, quasi-experiment and teachers 'questionnaire, then we selected the population and sampling where students of 1st year of English are our target population or the quasi-experiment by means of pre-test and post-test , in addition to questionnaire was addressed to teachers of oral expression. After that, we collected data of both pre-test and post-test and we analyze their test scores, then we compared between the two .the results of the pre-test showed some individual differences for who have scored down the average .whereas the others who have scored good results. On the other hand, the pos-test results showed a great enhancement and improvement, where the majority of the students have score better than the pre-test results; this is due to the effectiveness of the trainee session where the teacher adopted the RE strategy for teaching them vocabulary and the students as well showed a great response and enjoyed the way of teaching vocabulary within the use of RE strategy.

On the other side, the teachers' questionnaire was addressed to teachers of oral expression, where most of teachers were not enough aware of the RE strategy they clarify that the RE strategy is not embedded during their process of teaching before. Where few of them have mentioned that they are aware of the RE strategy and they have idea about it, and they sometimes adopt it in class. But they showed their agreement about the effectiveness of the RE strategy. Students also have benefited using this innovative strategy to learn and expand their vocabulary

package .finally, on the basis of the result that is obtained from our data collection we prove that our hypotheses are successfully confirmed.

Recommendations

Some recommendation and suggestions are offered to the teachers to develop vocabulary learning in EFL classroom .

First, the ripple effect strategy is one of the innovative strategies to teach vocabulary, from that EFL teachers should be aware of its appropriate use.

Second, EFL teachers should encourage their students to know how this strategy is working in order to use it in learning vocabulary.

Third, EFL students should be aware that The ripple effect strategy is not just used in oral class.

Fourth, the ripple effect expands the vocabulary meaning and fosters the vocabulary comprehension and retention.

Finally, The ripple effect strategy is not only to teach vocabulary in oral class; it is also used in other classes.

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Appendices

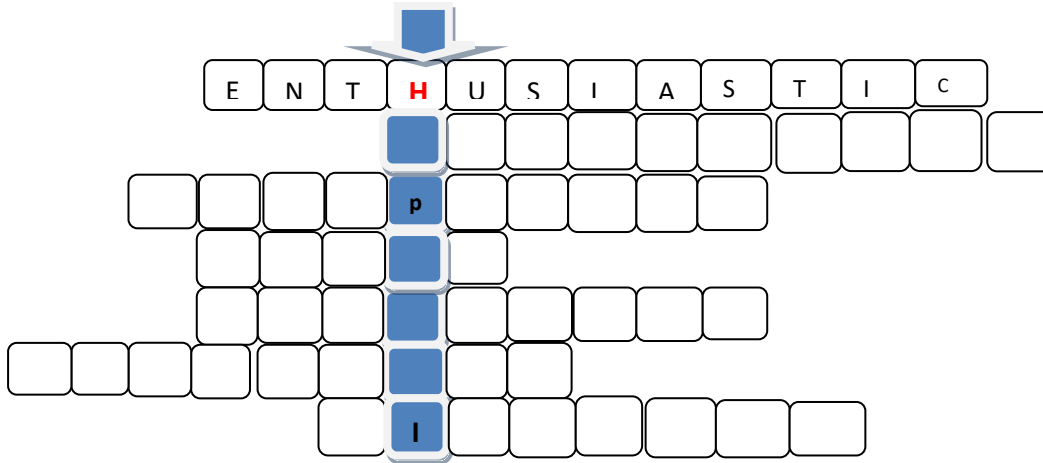
Appendix A : pre-test

- Full name in Arabic:
- Group number:

Students pre-test

Activity 01: put the following words that have association with the hidden word in the puzzle and know the hidden word.

- Eager /blessed/ unstoppable/ confident/optimistic /powerful



Activity02: select two words below that go together with these words to make new word.

❖ Anxiety

- 1.Panic 2. symptoms 3. afraid

❖ Getting

- 1.furious 2.upset 3. Ashamed

❖ Over

- 1.the moon 2.ecstasic 3.whelmed

Activity 03 : can you match the colors with their connotations.

- Red 1.misery
- Green 2. cheerfulness
- Yellow 3.depression
- Grey 4. frustration
- Blue 5. Envy

Activity 04 : read and complete how you would feel if:

1. Everyone forget your birthday
2. You won the first prize in a competition.
3. Someone stole your bag
4. You got lost in the desert.
5. You had an important exam tomorrow

Activity05 : correct the mistakes in these idioms and guess the meaning.

1. It is not the finish of the world
2. Your message has really done my day
3. Sara said she was in ninth heaven
4. I am over the sun

Appendix B

Students' training session

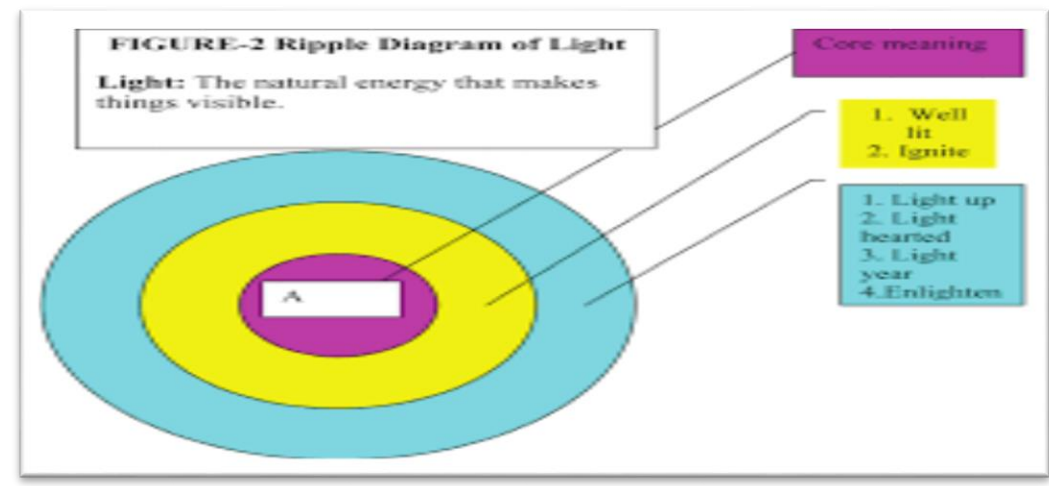
The Ripple Effect strategy:

Origins:

Fengying Mu (1996) developed an innovative strategy which is the Ripple effect. She believed that the implementation of this strategy can help students to become more aware that the majority of English words have more than one meaning.

So how did this strategy work?

This strategy is grounded on which word-meaning expansion works like a Ripple, which starts from the centre and extends outward.

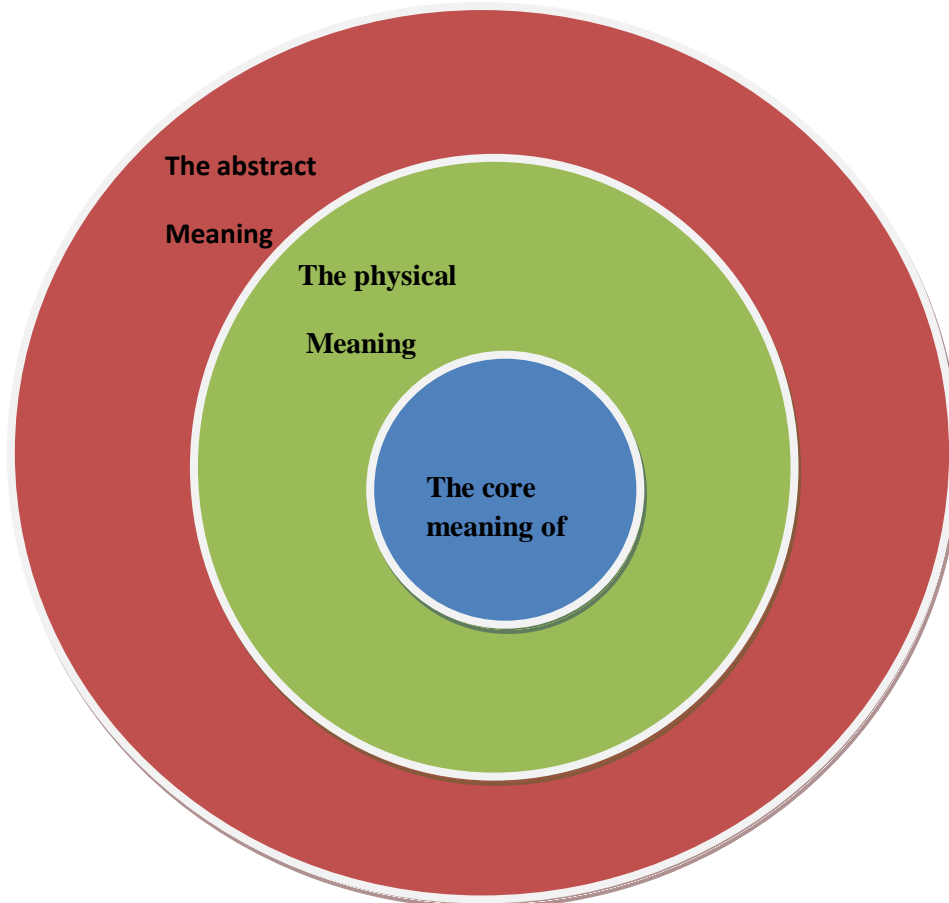


In this diagram, we can see that the Ripple effect can link the original denotation and its metaphorical extension. With the help of this diagram we shall recognize the relationship between the core meaning (the original meaning) and its expansion meaning which can be clearly seen above.

- The example that is provided in the diagram is about the word "light"; which is the natural energy that makes things visible (the core meaning) and the extension of this word is "well lit" or "ignite" (the physical meaning) and it extends also to have another different meaning (abstract) like: light up / light hearted / enlightenment...etc

The description of the Ripple effect strategy

Figure 01: the ripple effect description diagramming



What is the benefit of this strategy?

Briefly. It enables students to learn how to make word associations and use their imagination in the learning process .henceforth, the implementation of this strategy give student better understanding of a word. The diagramming can also illustrate not only many meanings, but can demonstrate collocation and idiomatic usage.

Appendix C

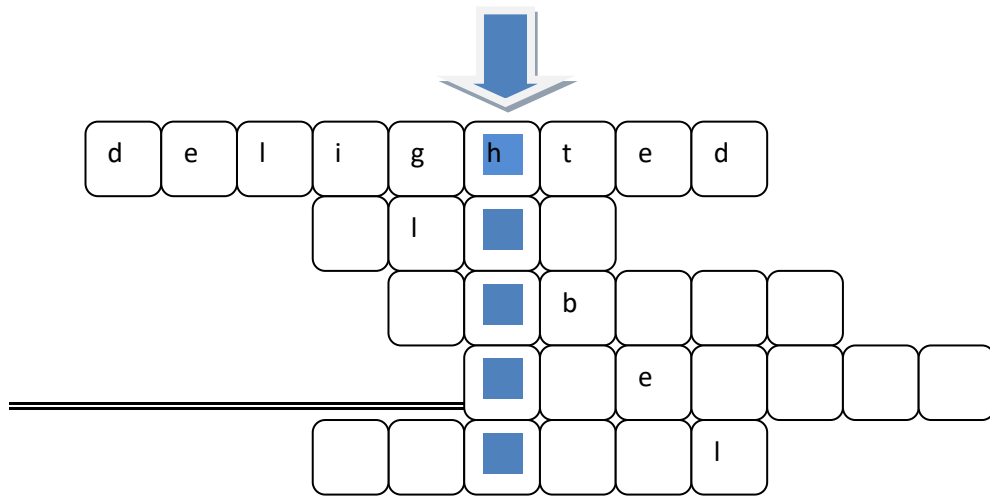
Student post-test

- Full name in Arabic:
- Group number:

Students post-test

Activity 01: reorder the following words that have association with the hidden word in the puzzle and know the hidden word

- Upbeat /joyful /glad / pleased.



Activity02: select two words below that go together with these words to make new word.

❖ Keep

1. quiet 2. A secret 3. misery

❖ Take

1. Risk 2. decision 3. hand

❖ Save

1. Energy 2. Time 3. Exam

Activity 03 : choose the word with the most positive connotation to complete the sentences below.

1. I love spending time with my aunt , she has a very (childlike/ youthful/ childish) outlook on life.
2. I am (confident / arrogant /egotistical) that i will be selected for a role in the school play.
3. I enjoy finding ways to make the most of my budget by being (frugal /misery/ cheap).

Activity 04 : _read and complete how you would feel if:

6. You found out you were adopted
7. You were going on holiday next week.
8. You run just 10 kilometers
9. The doctor told you that you had one week to live.
10. Every one asked for your advice ...

Activity05 : correct the mistakes in these idioms and guess the meaning.

1. Full of the joys of winter
2. A piece of chocolate
3. to kill two cats with three stones
4. Break a hand

Best of Luck

Appendix D

Teachers' Questionnaire



University of Kasdi Merbah Ouargla

Faculty of letter and foreign languages

Department of letter and English language



Teacher's questionnaire

Dear: Teachers

This questionnaire is an essential component of our study about "The Use of the Ripple Effect Strategy to Teach Vocabulary the case of first year undergraduate students at KMUO", which it seeks to expand student's vocabulary learning. it is gratefully appreciated if you as the oral expression teachers can you spare your valuable time and effort to answer this questionnaire ,and help us to know more about the Ripple effect and its effectiveness . Please answer all questions as truthfully as possible. Thank you for your cooperation.

Instructions: select the appropriate answer for each statement.

1-Never 2- Rarely 3- Sometimes 4- Often 5- Always

❖ Personal information:

1-put (X) next to the appropriate information please.

Gender: male female

Educational Level : license master doctorate magister

Department of:

Years of EFL Teaching Experience: less than 5 years from 5 to 10 more than 10 years

Close-ended questions

Section one :

A/ Teaching vocabulary

Statements	Never	Rarely	Sometimes	Often	Always
Vocabulary is an important component in EFL teaching especially in oral expression class.					
Students learn more vocabulary through extensive activities inside classroom					
As teacher, you are satisfied with the way by which your students learn vocabulary					
The teacher encourages his students to infer the meaning of new words or phrases in context					
Students have a lack in vocabulary which breaks communication between them and the teacher					
Teacher usually adopts methods and strategies for students to expand their vocabulary stock					
Teachers observe students learning vocabulary progress through activities and games that occur in class					
The teacher asks students to use different type dictionaries to check the meaning of each word they learn					
Students have lack in vocabulary which breaks communication between them and their teacher in class					
When the teacher teaches his students idioms he asks them to infer the hidden meaning in oral class					
Teacher seeks to expand student's vocabulary knowledge by providing them oral presentation about different interesting topics					
Teacher evaluates student's vocabulary knowledge by doing activities and tasks					
Student evaluate himself/herself in class by working in pair or group					

Section two:

b/The ripple effect strategy

1. Do you know the ripple effect strategy?

Statements	Never	Rarely	Sometimes	often	Always
The ripple effect strategy is an innovative strategy to expand vocabulary knowledge					
Teacher adopts this strategy in oral session					
Teacher believes that the ripple effect strategy is the appropriate strategy in teaching vocabulary					
Teacher applies series of activities based on ripple effect strategy					
Students benefit from ripple effect strategy in learning new vocabulary					
Students face difficulties using Ripple effect strategy					
Each session, the teacher observes gradual improvements of students in learning new vocabulary by using ripple effect strategy					
The ripple effect strategy seems to be successful in expending student vocabulary package					
Students finds that the ripple effect is effective and workable in their daily life					
The Teacher recommends students to apply the ripple effect strategy to enhance their vocabulary					

Résumé

La présente recherche tente d'étudier l'efficacité à laquelle la stratégie d'incidence sur les ondulations élargit l'apprentissage du vocabulaire des apprenants de l'EFL. et aussi pour tester nos hypothèses actuelles selon lesquelles l'enseignement du vocabulaire par l'utilisation de la stratégie de l'effet d'entraînement pour améliorer le vocabulaire des élèves et développer leur compétence communicative. Ainsi, afin d'atteindre les objectifs prédéterminés. Dans la méthodologie, nous avons adopté l'approche de méthode mixte pour la méthode quantifiée, nous avons traité la méthode quasi-expérimentale, y compris un pré-test et une session de stagiaires se terminant après-test qui ont été mesurés aux étudiants de première année de premier cycle du département d'anglais de la lettre et de la langue anglaise à Kasdi Merbah Université de Ouargla. Dans l'intervalle, pour la méthode qualitative, un questionnaire a été adressé aux enseignants d'expression orale afin de nous fournir les informations nécessaires sur l'utilisation de la stratégie d'effet d'entraînement au cours de leur carrière d'enseignant. Après avoir recueilli des données et les avoir analysées, le résultat a montré une amélioration remarquable du vocabulaire des élèves en fonction de la stratégie d'effet d'entraînement.

Mots-clés : Effet d'entraînement, Expansion du Sens, Orale , Sens Central, Stratégie d'enseignement, Vocabulaire.

الملخص

يحاول البحث الحالي دراسة الفعالية التي تؤثر عليها الإستراتيجية التاثير الترددي في توسيع نطاق تعلم مفردات متعلم اللغة الأجنبية الانجليزية ، وأيضاً لاختبار فرضيتنا الحالية التي تقول بأن تعليم مفردات اللغة من خلال استخدام إستراتيجية التاثير الترددي في تعزيز مفردات الطلاب وتطوير كفاءتهم التخاطبية. وبالتالي ، من أجل بلوغ الأهداف المحددة سلفاً. في المنهجية ؛ وقد اعتمدنا النهج المختلط للطريقة التكميلية ، في الطريقة العلاجية ، تناولنا الأسلوب شبه التجريبي ، بما في ذلك دورة ما قبل الاختبار ودورة متدربة تنتهي بفترة ما بعد الاختبار تم قياسها إلى السنة الأولى من طلاب الدراسات الجامعية في قسم الأدب واللغة الإنجليزية في جامعة قاصدي مرباح في ورقلة. وفي الوقت نفسه ، في الطريقة النوعية ، وُجه استبيان إلى المدرسين التعبير الشفوي من أجل تزويدنا بالمعلومات اللازمة عن استخدام إستراتيجية خلال مسيرتهم التعليمية. بعد جمع البيانات وتحليلها، أظهرت النتيجة تحسناً ملحوظاً في مفردات الطلاب بناء على إستراتيجية التاثير الترددي.

الكلمات المفتاحية:

المعنى الأساسي، التوسع المعنى، الكلام، إستراتيجية التدريس، التاثير الترددي، المفردات