

Strategies for enhancing vocabulary acquisition in the language of instruction

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This dissertation is dedicated to my late mom

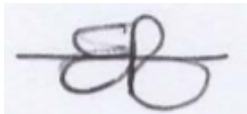
31 December 1958 - 28 January 2017.

Thank you for believing in me...

DECLARATION

I the undersigned, hereby declare that the study: **Strategies for enhancing vocabulary acquisition in the language of instruction**, and all the information contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signature:



Etrecia van der Merwe

Date: 20 October 2018

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SUMMARY

Situated in the Al Dhafra Region in Abu Dhabi in the United Arab Emirates, this qualitative research study explores the strategies that were used by teachers to enhance learners' vocabulary acquisition in the language of instruction. Success rates in English are very low, and learners are unable to read on grade level, due to a lack of depth and breadth in vocabulary. The aims of the study were (i) to determine what vocabulary components should be addressed in the English Second Language classes; (ii) to determine what strategies regarding vocabulary learning should be followed in the English Second Language classes; (iii) to explore what strategies are used to enhance the vocabulary development of the learners in the language of learning and teaching; (iv) to determine how effective the strategies are that are used to enhance vocabulary learning; and (v) to explore what strategies can be used to improve vocabulary learning. A qualitative research design within the interpretive paradigm was selected, and a descriptive case study approach was employed in order to address the aims of the study.

Non-probability purposive sampling (Ritchie, Lewis & Elam, 2003; Palys, 2017) was used to select the teachers for participation in the research study. Approval for the study was obtained from the Ethics Committee of the NWU Faculty of Education Sciences (Potchefstroom Campus), as well as written consent from the school principal and participating teachers. Participating teachers were protected from harm and exposure at all times. Photographs used to provide evidence regarding strategies observed were taken with the permission of the teachers, while lessons were observed. These photographs were also taken in such a way as to protect the learners' identities. Data were collected using two tools, lesson observations, and semi-structured interviews. Data saturation was achieved after the tenth semi-structured interview and lesson observation.

The data was analysed through Thematic Analysis (Clarke & Braun, 2013). Semi-structured interviews and lesson observations were transcribed and then coded using tables on Microsoft Word. Codes were sorted and changed to phrases from which various themes were derived. Nine themes arose from the data collected: Theme 1: Challenges arising due to lack of vocabulary knowledge. Theme 2: Teacher's views

on the value of vocabulary. Theme 3: Strategies to enhance vocabulary acquisition in the language of teaching. Theme 4: Vocabulary components that need enhancement. Theme 5: Computer programs as an aid to vocabulary enhancement. Theme 6: Awareness, beliefs, and practices of teachers regarding vocabulary acquisition in ESL. Theme 7: Teachers' perspectives on vocabulary. Theme 8: Factors influencing vocabulary acquisition with ESL learners. Theme 9: Professional development on vocabulary development for teachers of ESL learners.

In the final chapter of the study, the researcher provides a framework for integrating 21st Century Skills with strategies to enhance vocabulary acquisition, within a framework comprising elements of Vygotsky's Social Cultural Theory (1978b) and the Working Memory Model of Baddeley and Hitch (1974). The limitations of the study are discussed, and recommendations made for the implementation of the 21st Century Framework, with strategies to enhance vocabulary acquisition. Suggestions for further research are also made.

Key concepts: Vocabulary, Vocabulary strategies, ESL, Vocabulary acquisition, English Second Language, language acquisition, 21st Century Skills, ESL Learners, Thematic Analysis.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

More than a decade ago, Pikulski and Templeton (2004:1) argued that the ability to function effectively in today's multifaceted society depends on our "language skills and word knowledge". People are not born with language skills and word knowledge; therefore, these skills and knowledge have to be developed during educational endeavours (Johnston, 2010:3). However, these endeavours need to be carefully planned since "language is a complex whole, the mastery of which requires the learner's total commitment for life, especially if the standard sought is the educated native speaker" (Mitsutomi, 2012:1).

Meanwhile, English developed into the 'operating system' of global conversation (Robson, 2013:2). The English language also became the preferred language for the majority of communication in the business and economy section; therefore, it became a necessity in non-English mother tongue countries to develop bilingualism during school education. One of the countries that have put systems in place to develop English speaking citizens is the Kingdom of Saudi Arabia and the United Arab Emirates (UAE).

The need to develop fluent English speaking citizens was created by the increased interaction between the Arab and Western worlds (Tamran, 2016:5). It is argued that Arabs have to be proficient in English to enhance participation in the expanding economy and business milieu of Saudi Arabia (Alrashidi & Phan, 2015:40). English is the only foreign language allowed to be taught from the age of ten in Saudi Arabian elementary schools (Alrashidi & Phan, 2015:37) and is taught as a subject across the curriculum at all levels (Syed, 2003:338). Previously English was taught from Grades 5 to 12 in public schools (Qadri, 2006:3), but the policy was changed so that English could be taught from Grade 4 (Alrashidi & Phan, 2015:37).

Shifting the context to the UAE, policymakers also decided to incorporate English in their Education curriculum (Qadri, 2006:3). To assist the Emirates of Abu Dhabi to

become a major global economic player quickly, and a society which can participate globally, the director general of Abu Dhabi Education Council, Dr. Al Khaili, supported significant transformation to ensure quality education (Abu Dhabi Education Council [ADEC], 2012:2). During the process, English became the second most important language after Arabic in the United Arab Emirates (UAE) (Qadri, 2006:3). It is argued that English forms part of a person's individual life and development. However, it is also argued that English forms part of the education, commerce, technology, and international communication sectors and therefore, part of the growth in the country as a whole (Qadri, 2006:3).

Previously, most subjects in the United Arab Emirates (UAE), were taught in Arabic. However, "policy makers linked development and modernisation with English"; therefore, the Emirates of Abu Dhabi, developed a dual language education model, known as the Abu Dhabi School Model (ADSM), to support the development of bilingual citizens (ADEC, 2013b).

The Abu Dhabi School Model represents a form of bi-literal education where students from as young as Kindergarten (KG), Cycle 1 and 2 schools (Grade 1-7) are taught in two languages, namely Arabic and English (ADEC, 2015). The model, "aims at developing an enhanced awareness of linguistic and cultural identity and high levels of academic achievement" (ADEC, 2015:10). In implementing this model, "English is taught for half of the instructional day in the elementary years" (ADEC, 2015:10). The model aimed at developing English speaking Arabs, however, the efficiency of the model is a matter of concern.

One of the factors that could have contributed to low success rates in English was insufficient time to learn the language. Mitsutomi (2012:1) stated that, "language learning is a process which takes time under the best of circumstances when the learner is motivated and has everything available to help him to reach his goals." Despite more time being allocated for learning the language, many learners struggle to read at grade level. This phenomenon is not only specific to the Emirates of Abu Dhabi.

Globally, researchers are concerned with the fact that learners cannot read at grade level, this means that a learner has not mastered the skills that are needed to comprehend and read specific words and sentences in books at the expected level of difficulty, as allocated per grade (Lesnick, Goerge, Smithgall, Gwynne, 2010:5). In the United States of America, this concern is reflected in the “literary crisis” (Deshler, Palincsar, Biancarosa & Nair, 2007; Flanigan, Templeton & Hayes, 2012) or the finding that Grade 4-12 learners in the United States of America struggle to read on grade level. A study showed that only a third of the upper elementary students could read on grade level, with the appropriate comprehension, fluency, accuracy in order to successfully read and interpret texts that are part of the curricula (Flanigan, *et al.*, 2012). Currently, there are serious concerns about the low level of achievement in English among learners in the United Arab Emirates (Alrashidi & Phan, 2015:38).

No attention was given to bilingualism with a specific focus on the Arab world (Al-Khatib, 2006), issues regarding language-in-education in the region, have not been addressed either (Gallagher, 2011:64). Research shows that reading competence and vocabulary knowledge are interrelated (Davis, 1944, 1968; Teal, 2003:4) as the amount of vocabulary knowledge also impacts reading comprehension (Beck, Perfetti & McKeown, 1982). It is argued that the English language teacher plays “the most important role in the process of teaching/learning” in Saudi Arabia (Khan, 2011:112).

The background of this study will be discussed in the following section.

1.2 Background of the study

In this section, the Abu Dhabi School Model will be discussed, and some of the challenges will be identified.

1.2.1 The Abu Dhabi School Model

The Abu Dhabi Education Council (ADEC) “introduced a new model for teaching and learning [with the goal] to “improve student learning experiences and to raise the academic outcomes to the internationally competitive level to achieve the Abu Dhabi Economic Vision 2030” which, among others, requires strong literacy in English (ADEC, 2012:3). In this New School Model or Abu Dhabi School Model (ADSM) (ADEC, 2012:3), a new language-in-education policy is being enunciated (Gallagher,

2011; ADEC, 2013a). The council's Director-General Al Khaili (New School Model, 2012:3), explained that:

This new approach to education focuses on creating bi-literate students, which means students will be able to understand, speak, read and write in both English and Arabic. While Mathematics and Science will be taught in [the] English language. Arabic language, history, and Islamic studies will be taught by native Arabic speakers.

In implementing this Abu Dhabi School Model (ADSM), learners receive their content in two languages, namely Arabic and English. It is also labelled a "50:50 model" (ADEC, 2015:8) as learners receive the same amount of instruction in both languages – three periods a day are taught in English – and three periods a day are taught in Arabic, this starts as early as KG and continues for at least five years. The aim of this model "is to promote bilingualism, bi-literacy, enhanced awareness of linguistic and cultural diversity and high levels of academic achievement through instruction in two languages" (ADEC, 2015:8). However, the model does not come without its challenges.

1.2.2 Challenges

1.2.2.1 First language burden

One of the biggest challenges is a linguistic challenge, as Arabic triglossia exist where two or more varieties of the same language are being used for different contexts (Ferguson, 1959). In itself, this can be seen as bilingualism, because when Emirati children start school they learn one Arabic dialect, namely; Modern Standard Arabic - that is the medium of instruction in schools. They then also use the colloquial spoken Arabic of the Gulf and lastly the learners also need to know classical Arabic, as this is necessary for studying the Quran (Gallagher, 2011:67).

Emirati school learners, therefore, need to attain three registers of their first language which leads to an incredible first language burden (Abu-Libdeh, 1996:7). With this burden upon the teachers and learners' shoulders, they also need to acquire English. The acquisition of English can be a very challenging task for an Arabic-speaking learner as "it uses an entirely different script compared to Arabic writing". Arabic does not have "one-to-one symbol-sound correspondence", as it is "phonetically opaque" (Cook & Bassetti, 2005:7). "[C]onsonant and vowel sounds are written in English –

not just the consonant sounds as is the case in Arabic. English is written from left to right which is the opposite of Arabic” (Gallagher, 2011:67). The above features challenge the learners’ linguistic context and may also contribute to limitations in biliteracy success (Gallagher, 2011:67).

1.2.2.2 Differences in levels of bilingualism of learners

Some learners are raised in bilingual families where they acquire English and Arabic almost effortlessly from birth. Barron-Hauwaert (2004) terms this process, simultaneous bilingualism. Many learners become competent bilinguals through this process of simultaneous bilingualism (ADEC, 2015). However, this is not the scenario for all the learners in Abu Dhabi, as the majority of the learners who enter public schools learn Arabic at home and get exposure to English once they enter KG. This is termed by (Thompson, 2000), as “sequential childhood bilingualism”. During the KG years, the learners acquire language through the development of their understanding, rather than focusing on the formation of the language. From Cycle 1 (Grades 1-5) and Cycle 2 (Grades 6 – 9) the instruction of English is more formal and direct (Krashen, 1985).

1.2.3 Factors contributing to low academic achievement in English

Numerous factors contribute to this low academic performance in the second language. Some of the factors include the influence of the first language, the exposure to the target language and motivation for learning the target language (Du Toit, 2006:55). Other factors include: poor attitudes and a lack of motivation to learn another language (Baker, 1992; Dörnyei, 2001; Dörnyei, Zoltan & Ushioda, 2001; Garrett, Coupland, & Williams, 2003), learning difficulties (Baker, 2011), poor teaching (Villarreal, 1999; August, 2002; Breen, 2002; Smyth, 2003), lack of parental support (Edwards & Nwenmely, 1995; Daniel-White, 2002), socio-economic background (Valdes, 2003), school resources (Edwards, 1998) and ethnicity (Fillmore, 1983). In this study, the focus is specifically on the relationship between vocabulary learning and academic success.

English second language learners or ESL learners tend to experience problems with reading comprehension, which has now become their language of learning and teaching (Pretorius, 2002:169). This is because they have limited access to, “the rich

sources of declarative knowledge provided by print-based materials in the learning context” (Pretorius, 2002:169). In addition, Pretorius (2002:169) states that, “[reading] is important in the learning context not only because it affords readers independent access to information in an increasingly information driven society, but more importantly because it is a powerful learning tool, a means of constructing meaning and acquiring new knowledge.” Pretorius (2002:174) states that, “[in] a multilingual society ...the reading problem tends to get masked by the language problem”. The main reason for this problem is that a majority of these learners are taught in a language that is not their mother tongue and this inability to proficiently use the second language, lowers their academic performance.

The leading causes for this low competence in the English language include teacher-centred instruction, traditional teaching methodologies, such as rote learning and memorisation, lack of encouragement and motivation from the teacher and the assumption that English is useless (Alrashidi & Phan, 2015:38). Another critical factor is the lack of exposure to the target language in which they can practice the English language (Khan, 2011:118).

The National Reading Panel (2000) identified vocabulary as one of five major components of reading. The learning of vocabulary is essential, but a neglected component for English second language learners (Richards, 1976:78). “Without vocabulary, neither language production nor language comprehension is possible” (Milton & Treffers-Daller, 2013:151). Vocabulary size is crucial with regards to predicting linguistic and cognitive skills and success in learners (Feldman, Campbell, Kurs-Lasky, Rockette, Dale, Colborn & Paradise, 2005).

This study aims to contribute to the literature on vocabulary enhancement and the strategies that can be used to promote this, especially in the Cycle 1 School in Al Dhafra Region, in the United Arab Emirates. The study answers to the current “deficit in the literature, due to the dearth of regional empirical research” (Gallagher, 2011:64). This is particularly important as “the recent emergence of the Arabian Gulf states as new economic and political forces witness the development of new sites of linguistic contestation and accommodation between the indigenous language of Arabic and the globalized language of English” (Gallagher, 2011:64).

1.3 Systems put in place to support the implementation of the Abu Dhabi School Model

1.3.1 Various dual models used in schools to deliver the language programme

Various dual language models are used in schools to deliver the language programme. These were established for four reasons: i) to improve the proficiency in the learners' first and second languages; ii) to increase the progression and attainment levels in core subjects like, English, Mathematics, Science, Arabic and Islamic; iii) to establish a positive intercultural and multicultural attitude and behaviour and lastly to improve the skills and competencies of the learners to prepare them for the global job market of the future (Lindholm-Leary, 2000; Howard & Christian, 2002).

1.3.2 Effective teaching and effective curricula programmes

Specific programmes like effective teaching and effective curricula are set in place to try and scaffold the challenges that the learners experience in the contexts (Gibbons, 2015). The quality of the teaching should be of a high standard as required by the Ministry of Education, "and effective teaching is crucial if bilingual education is to be successful" (Gallagher, 2011: 67). Despite these interventions, low achievement rates are still a matter of concern. Specific linguistic components need to be considered, when acquiring English "syntax (sentence structure), phonology (sound system), lexicon (vocabulary), semantics (meaning), and pragmatics (usage)" (Mitsutomi, 2012:1).

This research focuses on the need to expand the vocabulary of learners. The problem statement and motivation for this research will be discussed in the following section.

1.4 Problem statement and motivation for this research

Research shows that, "the ability to learn new words is central to success in reading and academic achievement" (Beck & McKeown, 2007). Vocabulary is one of the components of English learning that is neglected the most. According to Coombe (2011:113) "much less time is dedicated to the teaching and thereby testing of vocabulary than to that of the other language skills."

Crucial skills like "vocabulary knowledge and reading proficiency" are linked to one another; this has thoroughly been documented through research (National Reading

Panel, 2000; Teal, 2003:4). Vocabulary knowledge (knowing the meanings of words) is critical to supporting school success (Biemiller, 2003); therefore, it has become essential to support the continuing professional development of teachers. To assist learners, researchers encouraged teachers to provide more intentional and intensive vocabulary instruction (Coyne, Kame'enui, Simmons & Harn, 2004; Weizman & Snow, 2001). According to research, there is concern about primary school teachers' ability to use English as the language of instruction in their classrooms worldwide (Dearden, 2015).

1.4.1 A need to investigate the efficiency of vocabulary teaching

Research has shown that the derisory command of a teacher's English leads to the lack of fluency in their learners English (Hugo & Nieman, 2010:61). In the United Arab Emirates, the teachers who teach English are mother-tongue speakers of English, where some have experience in teaching second language learners but most do not and therefore the same problem might occur, because of their insufficient knowledge of instructing English second language learners (Medgyes, 2001:436).

Vocabulary is necessary to learn a new language, and to learn vocabulary; learners need effective strategies (Ferreira, 2007:9). Vocabulary is essential for second language learners because vocabulary size determines their effective use of language (Alderson, 2005; Schmitt, 2010). Vocabulary size and knowledge affect the level of achievement in education and professional achievement (Marzano & Pickering, 2005). Without sufficient vocabulary, learners will not be able to progress accordingly (Alqahtani, 2015; Hart & Risley, 2003). It is therefore of the utmost importance that teachers who teach English Second Language (ESL) should be competent and knowledgeable about English, especially in the teaching of vocabulary (Alqahtani, 2015:1).

1.4.2 A need to investigate the efficiency of strategies implemented to support vocabulary learning

Teaching a second or foreign language is a challenging job since teachers "must be knowledgeable, well equipped, modern, innovative and dedicated" (Khan, 2011:112). The teachers must also "possess certain qualities and characteristics to make the learning and teaching experience fruitful and effective" (Khan, 2011:112). Fenner and

Kuhlman (2012:77) proposed that, “[i]t is important for ESL teachers and content area teachers who instruct English language learners to have a conscious knowledge of the components of language as a system.” Researchers also encourage teachers to provide more intentional and intensive vocabulary instruction to assist learners (Coyne *et al.*, 2004; Weizman & Snow, 2001). According to Fillmore and Snow (2000:3), there is a direct relationship between the professional development of teachers and the results of their learners. Therefore, it has become essential to investigate the efficiency of English language teachers.

Butler, Urrutia, Buenger, Gonzalez, Hunt & Eisenhardt (2010:2) stated that successful reading and vocabulary importance go hand in hand, but there is “little research” available that identifies the best methods or a combination of methods that can be used in vocabulary instruction. Literature also suggests that, “there is a dire need for educators to help and train learners to use effective vocabulary learning strateg[ies] to acquire [an] ample amount of vocabulary size” (Subon, 2016:285). For this reason, this study aimed to analyse what vocabulary strategies could be used for effective and efficient vocabulary learning for ESL learners in the elementary school, in the Al Dhafra Region in the United Arab Emirates.

For the purpose of this research, it is assumed that learner achievements can be improved if sufficient and efficient strategies are used in classrooms to expand the vocabulary of learners (Coe, Aloisi, Higgins & Major, 2014:2). To improve understanding, the main concepts need to be clarified.

1.5 Clarification of concepts

The following terminology will be defined to ensure the understanding thereof in this study:

1.5.1 Strategies

Mintzberg (1978:935) defines strategy as, “a deliberate, conscious set of guidelines that determines decisions into the future.” A strategy can be treated in the following manner: “explicit, [it can be] developed consciously and purposefully, and [it can be] made in advance of the specific decisions to which it applies” (Mintzberg, 1978:935). It is more commonly known as a plan. Kvint (2009) as quoted by Pishkari (2017:108)

views strategy as “a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully.” Pishkari, (2017:109) used the following definition for a strategy: “[It is] the determination of the basic long-term goals of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals.” Rigney (1978), cited by Shatz (2014:96), defines strategies as the “operations that are used by the learner to aid the acquisition, storage, or retrieval of information.”

In this study, a strategy refers to the plan that the teacher has in her class, with regards to teaching the students particular concepts in English, in order to aid the acquisition of English for them to use it for future purposes.

1.5.2 Teaching strategies

Walvoord, Hunt, Dowling & McMahon (1997:91), defined teaching strategies as, “a deliberate act of the teacher, intended to result in student learning.” Armstrong (2017:1) refers to teaching strategies as, “[the] methods used to help students learn the desired course contents and be able to develop achievable goals in the future.” Armstrong (2017:1) states that through, “[t]eaching strategies [a teacher would be able to] identify the different learning methods [available] to enable them to develop the right strategy to deal with the target group identified.” Armstrong (2017:1), also states that by “[a]ssessing the learning capabilities of students [teachers are provided with] a key pillar in the development of a successful teaching strategy. ”

In this study, teaching strategies would refer to the methods that the teacher implements in her classroom to assist the learners in acquiring and enhancing their vocabulary in the language of teaching.

1.5.3 Enhancing or enhancement

To enhance something means to “intensify, increase or improve the quality, value or extent of [something]” (Oxford Dictionaries, 2017a). Pellegrino (2004:1) grounds the definition of enhancement in its etymological meaning, namely that it is to “increase, intensify, raise, exalt, heighten, or magnify.” All of the above terms mean that one has to go beyond the reasonable expectation. In this research study, the focus was to

explore and suggest strategies that would enhance the vocabulary of the English Second Language learners in the language of instruction.

1.5.4 Vocabulary

Vocabulary can be defined as, “the sum of words used by, understood by, or at the command of a particular person or group” (American Heritage Dictionary, quoted by Pikulski & Templeton (2004:1). In the context of this study, strategies that will enhance a learner’s vocabulary – the words that a learner understands when he/she is reading and listening (receptive vocabulary) and the spoken and written or expressive vocabulary will be researched. Pikulski & Templeton (2004:1) perceive vocabulary and the skills on accessing vocabulary as one of the most excellent tools, for succeeding in education as well as in life. Our daily functions in the workspace or at home, rely heavily on our language skills and word knowledge (Pikulski & Templeton 2004:1).

Hutton (2008:1) explains that the term vocabulary refers to words that we comprehend when heard or when we read. This is also known as “receptive vocabulary.” Vocabulary also consists of an oral and written component when we speak or write. This is known as “expressive vocabulary.” Hutton (2008:1), is of the opinion that, “vocabulary is gained through the process of reading, hearing and direct instruction from teachers or other professionals”. Hutton (2008:1) states that, “knowing a variety of words is important for language development and reading comprehension.” As vocabulary is what needs to be enhanced in English as the language of learning and teaching, it is the focus of this study and will be discussed in more detail in Chapter 3.

1.5.5 Enhancing vocabulary acquisition

One of the biggest challenges that a second language learner has to face is vocabulary acquisition (Subon, 2016:284). Acquisition can be defined as, “learning or developing a skill, habit, or quality” (Oxford Dictionaries, 2017b).

Vocabulary acquisition is defined by Beck & McKeown (1991) cited by Carter and Nation (2016:23) as the, “learning and understanding [of] new terminology to such a degree that it can be used accurately in oral and written communication.” “Between the ages of two and five, children learn an estimated 1500 new words every year, or about 5 words a day” (Beck & McKeown, 1991).

Carey (1978) cited by (Hadley, Dickinson, Hirsh-Pasek, Golinkoff & Nesbitt, 2015:182) stated that the initial process of acquiring a new word is called “fast mapping”. Fast mapping is, “the quick learning of a few aspects of a word after only a few incidental exposures”. Dollaghan (1985) cited by Hadley *et al.* (2015:182) added that, “[f]ast mapped information includes the association between an object and a word label, limited information about the context in which the new word is encountered, and the ability to produce some of the phonemes in the word label.”

Therefore in this study to enhance the acquisition of vocabulary would mean to “intensify, increase or improve the quality, value or extent of” (Oxford Dictionaries, 2017b), the sum of words understood, learnt, developed and used in oral and written communication (Beck & McKeown, 1991).

1.5.6 Language of instruction

English has “become a globalised language due to its use in globalised communication, social and cultural relations as well as global business” (Hopkins, 2014:1). As part of the dual language education as termed by ADEC (2015:10) learners receive education in two languages, namely: English and Arabic. This is a form of bi-lateral education (ADEC, 2015:10). As part of the new school model or Abu Dhabi School Model hereafter referred to as ADSM (ADEC, 2013b, 2015) English became the language of instruction of English, Mathematics and Science. The British Council, (2009:1) defines the medium of instruction as, “the language used by the teacher to teach.”

1.6 Purpose and significance of the study

The purpose of research should be explained in such a manner that it encompasses the researcher’s plan for data collection, participants, methods and methodologies that the researcher will use to gain answers to the research question in an acceptable manner (Creswell & Plano Clark, 2011). The purpose of this research was to suggest more effective strategies to enhance vocabulary acquisition in a Cycle One school based in the Al Dhafra Region of Abu Dhabi. Cycle One learners range from Grade 1 to 5 (Abu Dhabi Education Council [ADEC], 2013a).

The research questions will be discussed in the following section.

1.7 Research questions

The following research question guided this research:

What strategies can a teacher in a Cycle One school, based in the Al Dhafra Region of Abu Dhabi, use to enhance the vocabulary of the English Second language (ESL) learners in the language of instruction?

Based on this main research question, the following research sub-questions were addressed:

- What vocabulary components should be addressed in the English Second Language classes?
- What strategies regarding vocabulary learning should be followed in the English Second Language classes?
- What strategies are used to enhance the vocabulary development of the learners in the language of learning and teaching?
- How effective are the strategies used to enhance vocabulary learning?
- What strategies can be used to improve vocabulary learning?

This led to the following questions also needing to be answered to provide a rich description of the problem under investigation.

- What is the vernacular of the teachers teaching English?
- What are the opinions about the awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL?
- How do they define vocabulary?
- What are the factors that can influence the acquisition of ESL vocabulary with ESL learners?

1.8 Aims of the research study

The following aims were identified:

- to determine what vocabulary components should be addressed in the English Second Language classes;

- to determine what strategies regarding vocabulary learning should be followed in the English Second Language classes;
- to explore what strategies are used to enhance the vocabulary development of the learners in the language of learning and teaching;
- to determine the effectiveness of the strategies that are used to enhance vocabulary learning;
- to explore what strategies can be used to improve vocabulary learning.

The following objectives would provide a richer description of the problem under investigation:

- to determine the vernacular of the teachers teaching English;
- to explore what the opinions of teachers are about the awareness, beliefs and practices regarding vocabulary acquisition of English Second Language in their classes;
- to explore their definitions of vocabulary.
- to determine the factors that can influence the acquisition of ESL vocabulary with ESL learners.

1.9 Literature review

A literature review is an integral part of the research process. A literature review aims to clarify the meaning of the problem the researcher has identified (Fouché & Delport, 2005:123). In order to conduct a meaningful piece of research, I had to form a thorough understanding of the phenomenon I wanted to research (Fouché & Delport, 2005:123). I did so using Google Scholar and used the key terms 'problems with English in the United Arab Emirates, strategies, enhance, second language, mother tongue, the language of learning and teaching, learner, vocabulary'.

I also used specific databases like EBSCOHost, RSAT, SABINET, NEXUS, and OneSearch to gain access to the body of knowledge in my research field using phrases like: 'teaching methodologies in vocabulary, teaching vocabulary, incidental teaching of vocabulary, techniques in teaching vocabulary, vocabulary teaching techniques, importance of teaching vocabulary, modalities in teaching English, modalities in

teaching vocabulary, gestures in teaching, stories in teaching, multiple intelligences, teaching linguistics’ .

The purpose of this literature review was to, “establish the theoretical roots of [my] field of interest, clarify [my] ideas and [it enabled me to] develop [my] methodology” (Cooper, 1989:33). In this manner, I can now, “integrate [my] findings with the existing body of knowledge” (Cooper, 1989:33).

1.10 Research methodology

I used a qualitative, interpretive paradigm to conduct my study, which consisted of a descriptive, interpretive case study research design. This will be discussed in the following paragraphs.

1.10.1 Research paradigm

According to Houghton, Hunter and Meskell (2011:34) a paradigm can be defined as a basic set of beliefs or a reference frame that an individual uses to explain his/her perceptions about the natural world and his/her place in that world. This qualitative study is situated within an interpretive paradigm. An interpretivist believes that reality is not objectively determined, but is socially constructed (Hays & Singh, 2012:191). An interpretive paradigm is used in a unique and particular situation and it can contribute to the contextual depth of the study (Myers, 1997).

1.10.2 Research design

A qualitative descriptive, interpretive case study is appropriate for the study. According to Nath (2005:396) one of the reasons for the use of case studies might be the fact that teaching has become more constructivist in nature. “[E]ducators find that learner-centred cases offer a much more constructivist way of teaching. [I]nstructors do not simply transfer knowledge to educate students but help them build their own knowledge in a contextual, social, and interactive setting”. Due to the demanding setting in schools today using a qualitative descriptive, interpretive case study as a research design, some complex issues that are found in the educational field such as, “teaching and learning, administration, educational psychology, multicultural studies, special education, content areas, and so forth”, can be addressed (Nath, 2005:396).

Yin, (2002) defines a case study as an empirical inquiry. An inquiry's objective is to investigate a particular phenomenon inside a real-life milieu. This is especially useful when the boundaries between the phenomenon and milieu are unclear. When using the case study as a research method, certain features need to be present. One of which is the context (Karlsson, 2016:1). This qualitative descriptive, interpretive case study took place within a bounded context, meaning that the research should be spatially and temporally bounded and it is therefore context-dependent. Some other features that are available to a case study researcher are that of flexibility in size and the time span for cases, amount of cases that are included in the study, the manners available in data collection and lastly the variety of ways to build a theory from the study (Karlsson, 2016:1). The case study's focus was to explore the strategies that teachers use to enhance the vocabulary of their learners in the language of learning and teaching.

Another advantage of using the case study as a research method is due to its illuminating properties (Yin, 2004:2). In this study, I had to get a close understanding regarding the strategies that the teachers use in their classrooms when teaching. The case study method allowed me to do just that as I was allowed to make direct observations in the field of study where I was able to collect my data (Yin, 2004:2). Therefore, the data was not derived from other sources, but I had the privilege of observing the strategies used to enhance the learners' vocabulary in the language of learning and teaching, first hand.

My motivation for the qualitative descriptive, interpretive case study was best described by Stake (1994:242) who states that "a qualitative case study is characterized by the main researcher spending substantial time on site, [is] personally in contact with activities and operations of the case, reflecting, revising meanings of what is going on". In 1.8.4 and Chapter 4, I elaborate further on the data collection methods I used to collect my data, namely: observations of lessons, semi-structured individual interviews and field notes.

1.10.3 Site, sample, and sampling

The site (setting) of the research was a Cycle 1 school in the Al Dhafra Region of Abu Dhabi in the United Arab Emirates. This study included teachers from the school who

teach English from Grade 1 to 5. The following criteria were used for my selection: the school had to be in the Al Dhafra region of Abu Dhabi, as this is the school where I am situated as a teacher, the school had to be a Cycle 1 school, where the teachers taught English as a second language and had to be the English Medium Teachers.

I requested permission to conduct the research from the NWU Potchefstroom campus from the Research Committee, the Ethics Committee of the Faculty of Education Science, and the principal at the school as well as the teachers (See addendum C-D).

Due to the availability of numerous ways to collect data the selection of the participants and the site is closely linked to the research design, research questions, and the research aims (Lanza, Li & Moyer, 2008:74). This particular study focused on the vocabulary acquisition strategies used by the English Second Language (ESL) teachers who teach English as a second language to Arabic learners in the Al Dhafra Region in Abu Dhabi.

De Vos, Strydom, Fouché and Delport (2005:192) claim that sampling is one of the crucial aspects involved in research. McMillan (1996:84) states, that the subjects should be appropriately selected in a study as the selection can have an impact on the identification of factors that can affect the subjects' performance and for the generalisation of the results. It is crucial to clarify who the subjects are and the reasons they were chosen. In this particular qualitative descriptive, interpretive case study I chose nonprobability purposeful sampling (McMillan, 1996:92).

According to Creswell (2007:74), "purposeful sampling shows different perspectives on the problem, therefore, it is imperative that persons partaking in the study are knowledgeable about the topic and can be a source where information can be obtained". The participants included in the study were the English Medium teachers, who teach English as a second language to the learners. The selection of the participants was based on stratified purposeful sampling "because of some defining characteristic that makes them the holders of the data needed for the study" (Nieuwenhuis, 2007:79). According to Nieuwenhuis (2007:79), "stratified purposive sampling" means that I had to select participants who "matched preselected criteria that were relevant to the focus of the study". In this case, these were English Medium

teachers who teach English as a second language to learners in order to explore the strategies they use to enhance vocabulary in the language of learning and teaching.

In order to prevent the strategy being flawed as it may result in data not being saturated, the size of the sample will be determined on the basis of saturation where new data no longer bring additional insights to the research question (Nieuwenhuis, 2007:79). In Chapter 4 (4.4) the purposeful sampling was discussed in detail.

1.10.4 Data collection methods

According to Nieuwenhuis (2007:75), one of the key strengths of a case study method is the fact that the researcher can use “various techniques while collecting data”. The data collection methods chosen for this study provide rich data focussed explicitly on the research questions. Data collection methods included semi-structured individual interviews and direct observation with field notes.

In this qualitative descriptive, interpretive case study, I used the following tools to collect my data in two phases by using observations of the teachers’ lessons, semi-structured individual interviews and field notes.

1.10.4.1 Observations of the teachers’ lessons

During phase one of my data collection, I decided to do direct observations as they provided me with the opportunity to directly observe ten lessons. I did not have to use secondary sources to collect my data, as this gave me direct access to the data needed for my research (Denscombe, 2010:197). I also ensured that where I entered the field (classrooms), that everything continued to happen as it usually did, by taking place at an angle to view the whole classroom (Denscombe, 2010:204). Denscombe (2010:197) states that this is a significant concern to consider when undertaking research. During my observations, I tried my utmost to “minimize the extent to which my presence might have altered” the outcome of the lessons observed (Denscombe, 2010:197). While conducting the observations I used an observation schedule (Addendum B) as a guide for particular things I needed to pay attention to in order to answer my research questions and I also positioned myself in such a manner during the lesson observations so that I was unobtrusive, but able to view the whole arena (classroom) (Denscombe, 2010:204).

The observations of the lessons in the Cycle 1 school (Grade 1 – 5) were done to provide me with the opportunity to observe what strategies the teachers use in their classrooms that would enhance the vocabulary of the learners in the language of learning and teaching (English as a second language).

1.10.4.2 Semi-structured individual interviews:

Phase two of the data generation consisted of semi-structured individual interviews. I chose to do semi-structured individual interviews as this allowed me to interview ten teachers whom I purposefully selected due to their knowledge about the case that was studied (Nieuwenhuis, 2007:87). This way of interviewing allowed me “considerable flexibility in scope and depth” (May, 1991:191) as this type of interview can also be referred to as open-ended or guided interviews (Morse & Field, 1996:67). Using open-ended questions allowed me to “explore new territory” with the teachers and the guided part of the interviews were formed by structured questions. Using this technique of questioning, the topics were known beforehand, but I was unable to anticipate the answers (Greeff, 2005). I asked all the participants the same questions and collected the answers by using an interview schedule (Addendum A) with these questions. This allowed me to write interview observations while I audio recorded the interviews for transcription. This type of interview also provided me with the opportunity to go to the participant afterwards to ask a follow-up question after reflection (Greeff, 2005:296).

During the data collection phases, I also made various field notes to keep track of my research. I used observational, theoretical, methodological and reflective notes (Chapter 4). In Chapter 4 (4.5) I explained the two phases of data collection in more detail.

1.10.5 Data analysis

Qualitative data analysis and data collection is an ongoing process; this is especially true for case study research (Yin, 2004:3). Data analysis forms a crucial part in a research study, as a researcher always has a duty to monitor and report proceedings (Patton, 2002:434). Thematic analysis or TA (Clarke & Braun, 2013:1) hereafter, was

employed in this qualitative descriptive, interpretive case study to analyse the data collected.

Although TA has been used since the 1970s, it only received branded recognition recently (Clarke & Braun, 2013:1). TA was used as a data analysis method as it allowed me to identify and analyse the patterns in the collected data. Thematic Analysis as a data analysis technique is theoretically flexible, and it allowed me to search for patterns across language. TA also does not require any adherence to a particular theory, framework, experience or practice (Clarke & Braun, 2013:1). Therefore I was allowed to use TA in conjunction with the interpretive paradigm in a qualitative descriptive, interpretive case study.

When using Thematic Analysis, the researcher should include six phases. These phases are not linear and a researcher has the ability to return to a phase as the phases are recursive (Clarke & Braun, 2013:2). The phases are: “familiarisation with the data, coding (generating initial codes), searching for themes, reviewing themes, defining and naming themes and writing up (producing the report)”. (Clarke & Braun, 2013:2).

The phases involved in TA will be discussed in more detail in Chapter 4 (4.6.2). Using TA to analyse the data was suitable as it provided me with a tool that I could use to analyse various research interests and theoretical perspectives (Clarke & Braun, 2013:2). As a basic method it allowed me to: i) work with a variety of research questions regarding the teachers’ opinions, understandings, beliefs and practices regarding vocabulary acquisition, ii) identify factors that influence vocabulary acquisition in the context of the UAE, and iii) explore various strategies that the teachers think can enhance vocabulary in the language of learning and teaching (Clarke & Braun, 2013:2).

Thematic Analysis was linked to a specific context in which it was used, namely the Cycle 1 School in the Al Dhafra Region. This method (TA), enabled me to analyse the qualitative data collected through the use of lesson observations and semi-structured individual interviews that included various field notes as mentioned in 1.8.4. I transcribed the interviews verbatim and analysed these, as well as the direct

observations and the field notes according to the six phases prescribed by Clarke and Braun (2013:2).

1.11 Trustworthiness of the study

Trustworthiness is, according to Hays and Singh (2012:200) of the utmost importance in qualitative research. Krefting's model (Krefting, 1991:217), was used as a guideline for ensuring that rigour was established in this research study at all times. The model provides four criteria and strategies for a researcher to follow, namely: truth value (credibility); applicability (transferability); consistency (dependability) and neutrality (confirmability) (Krefting, 1991:217). This was discussed in detail in Chapter 4 (4.7).

1.12 Ethical issues

Denscombe (2010:329) states that researchers must conduct their research ethically, in order to "protect the public" from researchers who might do anything in their power to gain insight into their research field by taking advantage of innocent people.

In this particular descriptive, interpretive case study I refer to (Denscombe, 2010:329) for the following list of ethical considerations:

- Gain approval from an Ethics Committee: Formal approval and clearance were obtained from the Faculty of Educational Sciences – NWU (Potchefstroom Campus) Ethics committee. (Addendum O - **Certificate number: NWU-00101-14-A2**).
- Permission to conduct the research was obtained from the principal at the school.
- Participants' interest should be protected: I ensured that the identities of the teachers and that of the school remained confidential and that no attention was drawn to the teachers or learners during the research process;
- Free from misinterpretation and deception by operating openly and honestly: I told the teachers precisely what the research will be about so that they completely understood why I would be interviewing them and observing their lessons;
- Participation should be voluntary, and consent must be provided: I obtained consent for the research from the teachers whom I interviewed by signed letters, and they did not mind accommodating me in their classrooms during teaching time;

The ethical aspects and how I ensured that they were met, were discussed in Chapter 4 (4.9).

1.13 Chapter division

The descriptive case study is divided as follows:

- Chapter 1 Introduction and background to the study.
- Chapter 2 Theories underpinning language development.
- Chapter 3 Enhancing vocabulary development.
- Chapter 4 Research design and methodology.
- Chapter 5 Discussion of the findings pertaining to the challenges identified in vocabulary instruction.
- Chapter 6 Suggestions of vocabulary strategies and components that need addressing.
- Chapter 7 Conclusions, contribution, recommendations for further study, limitations and summary.

1.14 Summary

This chapter encompasses the problem statement and rationale for this particular study, clarification of concepts used in the research, an overview of the research design and methodology, research questions and the research aims. This is followed by an outline of the literature review and the ethical aspects such as trustworthiness that was considered during this study. The chapter concluded with a chapter division section.

In the following chapter, the theories that formed the foundation of the descriptive, interpretive case study were discussed in detail.

CHAPTER 2

THEORIES UNDERPINNING LANGUAGE DEVELOPMENT

“Language is the road map of a culture. It tells you where its people come from and where they are going” –

Rita Mae Brown (2018)

2.1 Introduction

English is perceived as the most critical language as well as a global language due to its universality and borderless qualities. English is the language spoken and understood by throughout the world (UNESCO, 2010, 2011). (Brock-Utne, Desai, Qorro & Pitman, 2010:6) stated that, “part of the problem (and pleasure) of learning a language is the realisation that it cannot be learnt in isolation from its most talkative speech communities.”

A theory is defined by Kerlinger (1986:9) as the constructs, definitions and propositions that are interrelated and involved in researching a particular view in phenomena. Theories also specify relationships between variables and give the researcher the opportunity to explain and sometimes predict the phenomena.

This chapter provides three theories that are relevant to this particular study about language development. These two theories will underpin the strategies that can be used to enhance vocabulary development and were chosen for this study due to their unique reference to English language development. The focus in this study will be on the Social Cultural Theory (SCT) of Vygotsky (1978b); Vygotsky’s Zone of proximal development (1978a); as well as Baddeley and Hitch’s Working Memory Model (WMM) (1974).

The acquisition of English as a second language for Arabic learners can be challenging. In this study, I will use a Vygotskian approach to language learning – especially the Social Cultural theory – in order to enlighten me about the acquisition and teaching of English as a second language (Behroozizad, Nambiar & Amir, 2014:214).

I agree with this statement from Behroozizad *et al.* (2014:214), in that,

“learners receive, interaction-based instruction to assist them in the social construction of knowledge. In other words, in the Vygotskian classroom, the learners’ learning activities are mediated by the teacher’s scaffolding of their Zone of Proximal Development (ZPD). [If a teacher can manipulate] the sociocultural context of the EFL classroom [it] can help learners attain better communication, be trained in strategic orientation to learning, and, more importantly, become capable communicators in a social community”.

It is important to know how a child constructs knowledge, especially vocabulary knowledge, in order to provide a basis for collaborative strategies that can be used in order to succeed in English vocabulary enhancement, since this is the focus of this study. Researchers, De Jong and Van der Leij (1999), as well as Gathercole and Alloway (2007) found nexuses in the working memory of the brain when researching phonological awareness with vocabulary acquisition, language comprehension and reading. Important contributions were made with regards to the central executive and the phonological loop components of the working memory model (Engel & Gathercole, 2008).

Structure is important in a lesson, because, “lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context” (Anon., 2016:1), as well as several other [vital] factors with regard to language acquisition, but rigorous memorisation of word lists is of no interest to a learner struggling to acquire English as a foreign language (Leipzig, 2000; Read, 2000).

Involving the learner’s social-cultural area in which he develops (Vygotsky, 1978a), the learner’s zone of proximal development (Vygotsky, 1978a) and the concepts from the Working Memory Model (Baddeley & Hitch, 1974), will provide a vibrant and joyful teaching-learning environment in which the learner would gladly participate in order to build and grow his vocabulary daily. As noted in the introduction the two theories that will be the founding stones on which the rest of the study will be built are Social Cultural Theory (Vygotsky, 1978b); Zone of proximal development (ZPD) (Vygotsky, 1978a) as well as the Working Memory Model (Baddeley & Hitch, 1974). These will now be

discussed in detail as well as their implications on vocabulary enhancement strategies relevant to language education.

2.2 Theories

The first theory that will be used as a grounding stone in this theoretical building will be the Social Cultural Theory (1978b) of Vygotsky as well as the concepts involved in SCT.

2.2.1 Social Cultural Theory (SCT)

Sociocultural theory (SCT) is the brainchild of the Russian psychologist, Lev Vygotsky (1978) who coined SCT as “cultural psychology” or “cultural-historical psychology”. Wertsch (1985), cited by Lantolf and Beckett (2009:459), used the term “sociocultural”, in order to demonstrate that, “human mental functioning results from participation in, and appropriation of, the forms of cultural mediation integrated into social activities”. The main focus of SCT is that humans’ mental functions are mainly mediated processes which consist of cultural artefacts, activities and concepts (Ratner, 2002).

Acquiring a language is not only a cognitive process with regard to the learning of the rules that the language consists of, but it is also a social activity in which a person is involved while constructing the knowledge (Kao, 2010:114). Vygotsky’s sociocultural theory (1978b) regularly receives focus with regard to second language learning. Vygotsky (1981) stated that tools are used in order to direct and control mental and physical behaviours. According to Lantolf and Thorne (2007:197) the processes develop and improve through participation:

in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organized sports activities, and work places, to name only a few [and that] the most important forms of human cognitive activity develop through interaction within these social and material environments”

From a Vygotskian perspective, learners are perceived as constructors of their own learning processes (Kao, 2010:114). Sociocultural theory consists of a few concepts, namely: mediation, the zone of proximal development (ZPD), scaffolding, and self-regulation. These concepts are all interrelated within a sociocultural environment to

enhance a person's language experience or language acquisition process. Each will be discussed in the following section to clarify the meaning.

2.2.1.1 Mediation (Scaffolding)

Language use, organization and structure form the primary blocks in mediation (Lantolf & Thorne, 2006:197). According to Lantolf (2000), mediation forms the heart of sociocultural theory. Vygotsky (1978b) stated that during the process of mediation a person refers to tools to perform problem-solving or to attain a particular goal. Language is one of these tools that is used as a symbolic tool of mediation in a mental activity (Lantolf, 2000). Vygotsky argued that a person has several cultural tools that can be used as a buffer between a person and his/her environment to assist the individual to interact with others as a form of mediation. These cultural tools are language, literacy, numeracy, categorization, rationality, and logic (Lantolf & Thorne, 2007:198).

2.2.1.2 Zone of proximal development (ZPD)

Children develop skills and intellect through their involvement with their social environments and the cultures that exist in these environments. This fosters and creates their space for learning and development. Vygotsky was interested in the effect that schooling had on a child's cognition. This schooling included the inclusion and involvement in socio-culturally and institutionally arranged practices. He concluded that a child learns in co-operation with others in settings that are pre-organized, stimulating and development forming (Lantolf & Thorne, 2007). Vygotsky's Zone of Proximal Development (ZPD) has influenced numerous research areas such as "developmental psychology, education and applied linguistics" (Lantolf & Thorne, 2007:206).

The ZPD can be defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978:86). This model is known for its conception of the more knowledgeable other (MKO), which is performed by an adult or peer to guide the child into comprehension or skill building. This assistance or process by an MKO is also known as scaffolding which guides the learner to acquire the ability to do

something independently after completion which was not previously in his or her ability. A basis is also provided for the learner to build on prior knowledge and then by completing the task successfully, the learner can now internalize this for future use (Olson & Platt, 2004; Van der Stuyf, 2002:2).

The model is of a futuristic nature (Lantolf & Thorne, 2007:206), because a child might need assistance to complete a task successfully today, but tomorrow he might be able to perform the task independently. ZPD focused assessment considers achieved development as well as a child's future developmental potential. This was derived from Vygotsky's genetic law of cultural development, which states that any function in a child's development happens twice, first socially and then psychologically, on an inter-psychological plane and thereafter an intra-psychological plane. Concepts such as "voluntary attention, logical memory, the formation of concepts, and the development of volition" form part of this (Lantolf & Thorne, 2007:206).

2.2.1.3 Scaffolding

Scaffolding is relevant to the study, because as the learners work collaboratively with one another in this foreign language learning setting, it provides each learner with the opportunity for scaffolded help. The teacher also acts as the model and hereby guides and assists the learners in order to acquire the language (Lantolf & Appel, 1994:42). During the process of **scaffolding** the teacher guides the learners to implement and use their native languages or signs to support them and to relay their messages, until they get more confident in using English daily. The more exposure and motivation a learner gets, the more he would want to try and use English language (Jones & Nimmo, 1994). Until a learner has reached that point of confidence, their native language and gesturing act as mediators along with pictures to assist these learners to acquire the language (Lantolf, 2000). As the learner is guided with numerous strategies for vocabulary development he works within his ZPD. The learner might not be able to recognize the word today, but due to much practice and motivation by the teacher, the learner can recognize the word tomorrow. Then more words are added and the learner continues to get exposure and his vocabulary knowledge grows, until he does not need the teacher to prompt words to him anymore. This dependency eventually turns into **self-regulated** actions (Lantolf & Appel, 1994:12), when the child can recognise words on his own when provided with a picture or a book.

2.2.1.4 Self-regulation

As the child gains confidence in task completion, with assistance of the MKO as stated in the ZPD, he proceeds from a dependant form, to an independent form of self-regulation. This per Vygotsky is a “consequence of gaining control over culturally fabricated semiotic tools” (Lantolf & Appel, 1994:6). The sociocultural environment wherein the child develops is loaded with different tasks and demands that the child engages in primarily, by implementing language. The society that the child is entrenched in, provides learning opportunities to the child (work, play, school, literacy etc.). During the process of ontogenesis – individual development (Vygotsky, 1981) – the child is completely dependent on other people, mostly the parents, since they are the prime caretakers at the onset of the child’s life. The parents represent their culture and therefore pass their culture onto their child. An abundance of these tasks that a child acquires takes place by means of language and communication. The adult then organizes the child’s world and then teaches him/her to do things. This process continues until the child has the ability to complete the task himself/herself. This ability of gaining self-regulation differs from child to child (Lantolf & Appel, 1994:12).

2.2.1.5 Implications of Social Cultural Theory on vocabulary enhancement strategies in education

It seems that Vygotsky is absolutely right that language competency is inextricably linked to social attributes, such as socio-economic status. In the United Arab Emirates English proficiency is an important component of cultural capital.

Thomson (2012:3) states that when learners learn in another language, that is not their mother tongue, they “will often have a wealth of knowledge in a language other than that of the classroom. ...these students will often not have been introduced to the vocabulary and concepts of the new language necessary for comprehending content”. Cameron (2001:40) comments, “...if they are not understanding, they cannot be learning.” In the United Arab Emirates, this is the current scenario at hand, since the learners are Arabic speakers and in the Al Dhafra region they also have very little exposure to English in their homes and contextual surroundings. For these learners English is not their first or even second language, but they all have the same goal – to attain English proficiency from Kindergarten through High school. This goal encourages learners to become strong Arabic-English bi-literate students. To attain

this goal, it is “important to draw on the “transferrable” cognitive, linguistic, and cultural resources that a child has already acquired from learning Arabic, and to avoid reteaching skills that are “shared” between the two languages” (Cameron, 2001:40).

During lesson time, the learners take part in active learning opportunities. Students are encouraged to communicate with each other and the teacher. Learners are taught to work in collaborative groups to develop their communication with each other instead of memorising grammar rules and vocabulary lists in isolation (United Arab Emirates [UAE]. Ministry of Education, 2014). The teachers of English in all subjects – Mathematics, Science and English – should provide language rich classrooms across all grades. Students are also encouraged to take part in problem solving and brainstorming opportunities by collaborating in English, in the same way they do in Arabic. The attainment of these skills is sometimes very difficult due to the lack of English vocabulary, and “language learning in English involves both the acquisition of the linguistic skills of English and the acquisition of content knowledge through the medium of English” (United Arab Emirates [UAE]. Ministry of Education, 2014).

The curriculum in English envisions graduates of Grade 12 from schools to “draw on knowledge and resources in both English and Arabic and to communicate with and learn from English speakers, no matter where they continue their education” (ADEC, 2015). The Ministry of Education and Abu Dhabi Education Council realize that this curriculum forms the foundation in achieving these goals. For this reason, the curriculum standards are in some cases accompanied by curriculum materials – as in Mathematics and Science. Professional development is also implemented to ensure that this vision becomes a reality in every classroom in the United Arab Emirates (UAE. Ministry of Education, 2014).

All the above need to be considered as factors contributing to the learners’ cultural development and the lack or exposure to the above might hinder learners’ English language development (Howie & Plomp, 2008; Lemmer & Manyike, 2012). The aspects that play a role in sociocultural theory like mediation, the zone of proximal development (ZPD), scaffolding, and self-regulation are all relevant to the study. It is important to note that even though these aspects of the theory were implemented in other countries, these will now be integrated in an Arabic/English milieu in the United

Arab Emirates and then hereby it might be the case that they need to be adjusted to fit the multicultural, multilinguistic milieu better.

2.3 Working Memory Model (WMM)

The Working Memory Model (1974) was derived from the multi-store model of Atkinson and Shrifin (1968) however certain problems occurred regarding the characteristics of short term memory (STM). Thus, Baddeley and Hitch (1974) then developed their model, namely the working memory model (WMM). Their argument was that the multi-store models' representation of short term memory was far too simple, because according to their model the short-term memory only holds a little bit of information for a short while and that almost no processing takes place (Baddeley, 1992; Baddeley, Gathercole & Papagno, 1998; McLeod, 2012). They also presented it as a unitary system, which meant that it does not have any subsystems, whereas the Working Memory Model is not a unitary system (McLeod, 2012:1; Baddeley, 1992). It is important to remember that Working Memory has a limited capacity (Henry, 2012; McLeod, 2012). This entails that we cannot store an unlimited amount of information, but that the types of thinking and remembering tasks are confined by working memory resources (Henry, 2012). Working memory requires both storage and processing of information, simultaneously (Baddeley, 1992). At first the Working Memory Model consisted of three parts, the Central Executive (CE), Phonological Loop (PL) and the Visuo-Spatial Loop (VSL) (Henry, 2012; Baddeley, 1992). A fourth part was added in 2000, namely the Episodic Buffer (EB) (Baddeley, 2000, 2007; Henry, 2012).

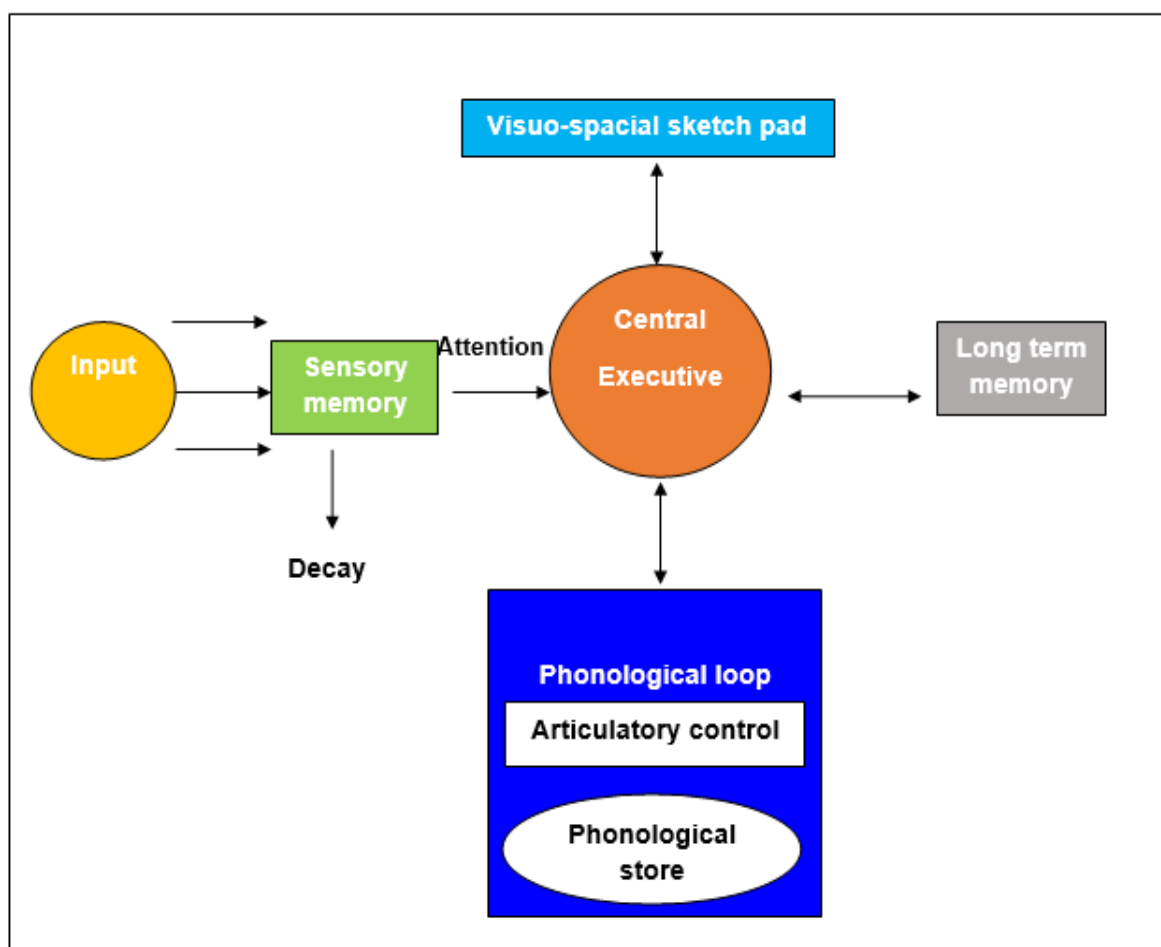


Diagram 2.1 Working memory model (WMM) adapted from (McLeod, 2012:1)

2.3.1 Central Executive

The Central Executive is seen as the superior part as it controls the flow of information from and to the brain during information processing (McLeod, 2012; Baddeley & Hitch, 1974). It is still a mystery where the precise location of this part in the brain is, but it is thought to be located in the frontal and pre-frontal lobes of the brain (Shallice, 1988). The Central Executive is responsible for allocating data to the two subsystems. Cognitive tasks such as mental arithmetic and problem-solving form the focus of the Central Executive (McLeod, 2012). The Central Executive monitors and coordinates the operation of the two slave systems or subsystems and then relates them to the long-term memory (LTM). The central executive is also responsible for deciding on which information to pay attention to (Gathercole & Baddeley, 1993). For example, if a child is talking while the teacher is explaining a certain word or concept the concept is missed, because the child cannot pay attention to listening and talking at the same

time. Certain activities are thus prioritised by the central executive (McLeod, 2012; Henry, 2012).

Two temporary storage systems exist. They are the phonological loop and the visuo-spatial sketch pad or loop (Gathercole & Baddeley, 1993; Henry, 2012). The phonological and visuo-spatial sketch pad work hand in hand, the one assisting and helping the other. Both subsystems are specialized storage systems (McLeod, 2012; Henry, 2012).

2.3.2 Phonological Loop

The phonological loop is located in the left hemisphere of the brain, specifically in the temporal lobe (Salmon, Van der Linden, Collette, Delfiore, Maquet, Degueldre, Luxen & Franck, 1996), more specifically the “inferior part of the parietal lobe, close to the junction with the superior, posterior temporal lobe” (Della Sala & Logie, 1993:1618). This loop focuses on speech based information (Henry, 2012). This loop was also called the articulatory loop and comprised of two components, a phonological store and an articulatory rehearsal system (Baddeley, 2002).

➤ Phonological store

The phonological store can hold acoustic or speech-based information for 1 to 2 seconds; this is then relayed to the articulatory loop (Baddeley, 1992). This part of the phonological loop is thus responsible for storing information for a short while.

➤ Articulatory loop

This part of the phonological loop is analogous to inner speech (Baddeley, 1992). Verbal rehearsal and phonological coding are the key functions of the articulatory loop (Henry, 2012).

It is therefore crucial for letters or words to be pronounced and articulated correctly, because there is an articulatory process that takes place when words are heard (Baddeley, 2003). The Phonological Loop repeats the words that were heard on a loop (Baddeley, 1992). Words or letters and nameable pictures, which are visual materials can be registered in the phonological loop by the process of subvocalization (Baddeley, 1992; 2003). This part of the Phonological Loop is what plays a key role in vocabulary acquisition, particularly vital in acquiring a second language (Baddeley,

1992; 2003). This system does not help a child to remember familiar words, but its focus is on learning new words (Baddeley *et al.*, 1998). This part would then be able to link significantly with auditory strategies involved in multisensory learning (Max-Planck-Gesellschaft, 2015), as it focuses on what is heard and in remembering sounds and speech.

“The capacity and duration of phonological short-term memory can be increased by using verbal rehearsal” (Henry, 2012:9). The information we hear goes to the phonological store and visually presented information is phonologically recoded and reaches the phonological store through another route (Henry, 2012).

2.3.3 Visuo-spatial sketch pad

The Visuo-spatial sketch pad (VSP) is located in the right hemisphere of the brain. Depending on the complexity of a task, it is arranged in the occipital lobe for less intense tasks and more complex tasks are processed in the posterior parietal lobe, near its junction with the occipital lobe (Warrington and James, 1967). The Visuo-spatial sketch pad acts as a sketchpad in which visuo-spatial data is stored. Things that we see, feel and do are also represented in this loop (McLeod, 2012). Any kinaesthetic learning or actions will be processed with the visuo-spatial sketch pad. In 2007, Baddeley (2007:101) extended the visuo-spatial sketch pad and described it as:

a subsystem that has evolved to provide a way of integrating visuospatial information from multiple sources, visual, tactile and kinesthetic, as well as from both episodic and semantic long-term memory.

During the Visuo-spatial sketch pad the left and right hemispheres of the brain work together (Denis, Logie, Cornoldi, De Vega & Engelkamp, 2012). In the left hemisphere, a visual cache is formed which stores information like colour, form, spatial information as well as movement that takes place (Henry, 2012). The visual cache rehearses the information. In the right hemisphere, there is an inner scribe. This scribe takes notes of everything and it works in accordance with the visual cache's information collection and recall (Logie, 1995). All information is then transferred to the Central Executive again. This part of the Working Memory Model can be enhanced and incorporated

into visual and kinaesthetic aspects of multisensory learning theory (Max-Planck-Gesellschaft, 2015) in order to improve learning vocabulary.

The Episodic Buffer (EB) was added in 2000 (Baddeley, 2000). This buffer works in a chronological order and links all the information collected with the above parts to the long-term memory (LTM). Another function of the Episodic Buffer is to integrate information collected from the other systems into a “unified experience” (Henry, 2012:4). The Episodic Buffer also provides an extra amount of storage space, which independent of the “perceptual nature of the input” received (Henry, 2012:4). This gives semantic meaning to information and can be a terrific aspect especially necessary in order to recall stories and the order in which events happen, but more relevant to the study, the order in which letters are written in order to form the correct spelling of a particular word and to enhance vocabulary learnt (Baddeley *et al.*, 1998).

Baddeley & Hitch (1974) noted that when a learner had to perform tasks simultaneously, in verbal and visual domains, task performance was less efficient. It is therefore important in this study that I take cognisance that during vocabulary instruction and teaching of vocabulary enhancement strategies, tasks given to the learners must be handled separately, with enough time allocated in between tasks in order for the Working Memory Model to work effectively, or else they will be overloaded, and confusion might arise.

2.3.4 Implications of Working Memory Model on vocabulary enhancement strategies in education

According to Sternberg (1987), one of a child’s intellectual attainments is claimed to be successful vocabulary acquisition, which indicates that vocabulary acquisition is considered to be a key component in the cognitive system of a developing child (Baddeley *et al.*, 1998). Baddeley *et al.* (1998) stated that the phonological loop (PL) is vital in the language acquisition process, especially when new words are formed. The Phonological Loop acts as a store for unfamiliar sound patterns, while it constructs a permanent foundation in the persons’ memory (Baddeley *et al.*, 1998).

Baddeley and Hitch (1974) inquired about the usefulness of the remembrance of word sequences. This grounded their study related to comprehension and verbal reasoning. The function of the phonological loop is to help with the acquisition of new words and

not the recall of familiar or known words (Baddeley, 1998; Baddeley *et al.*, 1998; 1992). This memorising and constructing of long term representations of words are vital during language development, since this is the foundation on which language is built (Baddeley, 1998). The more vocabulary one acquires the closer one gets to speaking, reading, writing and communicating in a particular language (Nation, 2001). Sternberg (1987) cited by Baddeley (1998:158) stated that, "successful vocabulary acquisition is the single most important determinant of a child's intellectual and educational attainments". The acquisition of new vocabulary is a crucial developmental aspect in the cognitive system of the child (Baddeley, 1998). The primary function of the phonological loop is to mediate language learning (Baddeley, *et al.*, 1998). Cheetham (2014:52) stated that the Phonological Loop used in vocabulary acquisition does not degrade with physical or cognitive development, but the highest learning rate is when the "long term memory representation of the language learnt are still undeveloped and immature".

To conclude from the above statement, it is then clear that when a child is storing the vocabulary during vocabulary instruction the more unfamiliar the word, the better will the acquisition rate and absorption or accumulation of the word be (Baddeley, 1992; Henry, 2012). But Baddeley and Hitch (1974) were conducting recall tests and realised that the participants remembered the shorter words more effectively, compared to longer words. This was then labelled the word length effect (Baddeley, 1992; 2002; Logie, 1995). The pronunciation time and the number of items pronounced therefore determine the capacity of the verbal short-term memory (Baddeley, 1998).

Vocabulary is a critical factor required in language development (Brooks & Kempe, 2014:659). Using the phonological loop in language development helps with the development of general awareness of the likeliness of words. Words that sound like words from a child's native language are acquired easily compared to completely unfamiliar words. Word-likeness can be viewed as a factor in phonological loop capacity with regard to structural patterning (Baddeley and Hitch, 1974; Baddeley, 1992, 1993).

For this study, it is then important to remember that during the instruction of the new vocabulary acquisition, more time must be given to explain the new vocabulary and

the chunking of the words into smaller particles that are either more understandable or on the other hand as mentioned above more absorbable (Baddeley, 1992, 1998, 2002; Henry, 2012).

2.4 Summary

Chapter two provided the context in which children develop in order to better understand the cultural aspects and attributes that either hinder or can be used to contribute to the development of strategies for English vocabulary development. Two theories on which this study will be based were discussed in this chapter. These are the Social Cultural Theory of Vygotsky (1978b) and the Working Memory Model of Baddeley and Hitch (1974). The Social Cultural Theory consists of mediation, the zone of proximal development (ZPD), scaffolding, and self-regulation. Baddeley and Hitch's Working Memory Model is divided into four components namely the i) Central Executive; ii) Phonological loop (PL), iii) Visio-spatial Loop (VSL) and iv) the Episodic Buffer (EB), which was added in 2000 (Baddeley, 2000) The implementation of the above theories in vocabulary enhancement strategies in education in the multicultural, multilingual milieu of the United Arab Emirates was also briefly discussed.

In the following chapter, the aspects that are involved in vocabulary enhancement and teaching vocabulary will be discussed.

CHAPTER 3

ENHANCING VOCABULARY DEVELOPMENT

“If I were an English language learner, I’d want to be in a class where the teacher put himself in my shoes, imagined the challenges I faced and did something concrete to help me find my way”

Carol Ann Tomlinson

3.1 Introduction

In the previous chapter the theories underpinning language development were discussed. In this chapter aspects that involve the scope of vocabulary and vocabulary development will be discussed and analysed with regard to learners acquiring English, considered as previously mentioned in Chapter 1, as second or foreign language learners. How we learn vocabulary in a second or in a foreign language is crucial with regard to this study, since we determined in Chapter 1 that these learners come from cultural and linguistic backgrounds where they are learning English as a second language.

3.2 Importance of vocabulary

To emphasize the importance of vocabulary acquisition, research by Schmitt (2000:55) states that, “lexical knowledge is central to communicative competence and to the acquisition of a second language”. Vocabulary is an essential micro-skill necessary for the understanding of others and to relay your own ideas. (Pikulski & Templeton, 2004:1) state that it is “impossible to overstate the power of words”. They also state that the “greatest tools” we can give to learners in their education and lives, “is a large, rich vocabulary and the skills for using those words” (Pikulski & Templeton, 2004:1). Wilkins (1972:111) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. In light of this, Matarazzo (1972) and Jensen (1980) cited by Sternberg (1985:214) stated that vocabulary was also determined to be an “excellent measure of verbal comprehension”, as well as one of the “best indicators of a person’s overall level of intelligence”.

Without an extensive vocabulary certain structures and functions in the English language cannot be used, and for this we need adequate vocabulary (Rivers, 1983:125). “Vocabulary is the glue that holds stories, ideas and content together...making comprehension accessible for children” (Rupley, Logan & Nichols, 1999:117). Beck, McKeown and Kucan (2013) determined that students should acquire 2000 to 3000 new words a year to their reading vocabularies which is an exceptionally large amount of new vocabulary to be acquired.

Certain researchers (Gunning, 1996; Nation & Waring, 1997:7; Wallace, 2007:37), determined that a five year old, starting formal schooling, will have an English vocabulary of around 4000 to 5000 word families. Bauer and Nation (1993:253) stated that word families encompass the morphological knowledge that needs to be taken into consideration to ensure vocabulary growth. Bauer and Nation (1993:253) clarified the concept “word families” as “consisting of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately”. For example, *watch*, *watched* and *watches* forms part of the same word family, especially if a learner knows the various suffixes available in English. This word family knowledge of affixation allows the learner to increase their vocabulary knowledge. This principle is crucial, because once the base word or a derived word is known, other members of the word family require almost no extra effort to be recognised (Bauer & Nation, 1993:253).

It is important to note that these vocabulary sizes are for native English learners who have developed and grown up to five years in an English-speaking environment. What about the vocabulary size of non-native, foreign English language learners? The problem is the fact that a child who is not an English mother tongue speaker, presents with a 30 000-word gap, before entering formal schooling. It takes a second language learner, 5 years to develop the same academic proficiency level as a first language speaker (Dawber & Jordaan, 1999; Mutasa, 2000).

Sedita (2005:1) allocated categories of students with regard to obstacles in their development of adequate vocabulary for success in school which is very relevant and needs to be considered with regard to this study, since the students’ home environments might contribute to this:

- Students with limited or no knowledge of English

Since English used in textbooks and printed materials is different compared to spoken English, this causes challenges as these children try to make sense of what they read (Sedita, 2005:1).

- Students who do not read outside of school

The Texas Reading Initiative (2002:11) determined that a child who reads “21 minutes per day outside school reads about 2 million words a year, whereas a child who reads less than a minute outside school reads only 8000 to 21 000 words a year”.

- Students with reading and learning disabilities

Some students have “weaknesses in phonemic awareness, phonics, and word analysis skills” (Sedita, 2005:1), which makes grade level reading content, inaccessible to them, since “exposure to the material provides them with a rich opportunity to encounter new, content related words that can only be found in written English” (Sedita, 2005:1).

- Students who enter school with limited vocabulary knowledge

Hart & Risely (1995) as cited by Sedita (2005:1) are of the opinion that, “at first grade, high-performing students know about twice as many words as low-performing students, but that differential gets magnified each year, resulting in high-performing 12th grade students knowing about four times as many words as the low performing 12th graders”. Nation and Waring (1997:7); Wallace, (2007:37); and Gunning, (1996) agree with this statement.

Sedita (2005:1) suggests that to bridge these obstacles, “teachers need to engage the best kind of vocabulary instruction and use technology that accommodates and supports that instruction”, which is what the aim of this study is trying to determine.

3.3 Development of second language vocabulary

One of the most important building blocks in language, is vocabulary, since this plays a crucial role in acquiring a language (Cameron, 2001; Schmitt, Schmitt & Clapham, 2001). Much research has been focused on what it means to know a word in second

language vocabulary acquisition (Nation, 2001; Richards, 1976). These “emphasize knowledge of word forms, their meanings, and their linguistic features, and the ability to use words in different modalities and in sociolinguistically varied settings” (De Bot, Paribakht and Wesche, 1997:310).

The collaboration between vocabulary knowledge and language use is complementary, because vocabulary enables the use of a language and the increase in language usage, enables growth in vocabulary knowledge (Nation, 2001). Researchers realised that vocabulary acquisition is crucial for successful second language use which is needed to form complete spoken and written texts (Gu, 2003; Laufer & Nation, 1999; Read, 2000). Nation (2001, 2015) claimed that during the acquisition of English as a second language (ESL) and English as a foreign language (EFL), it is important to learn the vocabulary, because this plays an important role in all language skills like listening, speaking, reading and writing.

Nation and Waring (1997:11) suggest that a second language learner needs to “know the 3000 or so high frequency words of the language, because these are high priority and there is little sense in focusing on other vocabulary until these are well learned”. Thereafter low frequency words of the language should receive attention. Words can also be acquired through making cards displaying the words on the cards. Nation and Waring (1997:12) stated that using cards or lists to learn words, “is only an initial stage of learning a particular word”. “Extra exposure to words through reading, listening and speaking as well as formal studies of words is also required at times which should all be contextualised” (Nation & Waring, 1997:12).

De Bot, Paribakht and Wesche (1997:314) asked, “how word knowledge can be acquired from contextualised language input”. Some determinants that De Bot *et al.* (1997:315) found in existing literature that are contributing to learning, were the difficult interactions of “contextual, word, textual and learner factors”. Sternberg and Powell (1983) suggest that in order for a child to learn from context three basic elements need to be included:

- Learner processes of knowledge acquisition

Encoding and selecting new information and to compare and link this to previous knowledge;

- Contextual cues

Temporal, spatial and functional description cues;

- Moderating variables

The number of times that the unknown word appears, how important is this unknown word in order to provide understanding about the context it was used in, as well as the density of unknown words.

More research that supports vocabulary learning from contextual cues are that of Kuhn and Stahl (1998) and Nation and Laufer (2012:167). According to Stahl (1991), cited by Kuhn and Stahl (1998:120), “under the best instructional scenario, a teacher is likely to present somewhere in the vicinity of 300 to 400 words over a course of one school year”, while they are required to learn various vocabulary skills like: phonics, phonemic awareness, vocabulary knowledge as well as spelling, punctuation, sentence structure and grammar. For vocabulary knowledge alone, learners are expected to build their sight word vocabulary from 100 in Grade one to 400 in Grade four (100 each year), as well as additional Mathematics and Science vocabulary (ADEC, 2012:27).

This would only be bridged if a child were exposed to reading texts after school, as suggested by Nagy and Herman (1987). Kuhn and Stahl (1998:122), suggested that to increase the amount of new words acquired each year, “one would have to increase the volume of reading that children do; and increase their efficiency in learning new words, or preferably both”. Nation and Waring (1997:11), stated that “a way to manage learning of huge amounts of vocabulary is through indirect or incidental learning”, and one of the researchers’ suggestions was to “learn new words in context through extensive listening and reading”. Sternberg (1987) stressed the importance of learning through context, because first language learners acquire most of their vocabulary this way. One problem that arises is that beginner learners and readers need to be supported until they can start to learn from context. Nation and Waring (1997:11) stated that, “if one does not know enough of the words on the page and have

comprehension of what is being read, one cannot easily learn from context". More research from Liu and Nation (1985) determined that we need about 3000 words that will cover at least 95 percent of a text before we can "efficiently learn from context with unsimplified text" (cited in Nation & Waring, 1997:11). Sternberg (1987) developed three dimensions that can be used in order to derive word meanings from context, namely: i) "text features; ii) task features; and iii) cognitive processes that acted on the text" (cited in Nation & Waring, 1997:11).

The above suggested how vocabulary can be enhanced and developed in a second language by means of acquiring the high frequency words needed in English (Nation & Waring, 1997), as well as considering the context in which the vocabulary or words are acquired and how the context can be included in assisting the child in forming meaning for certain unfamiliar words (Nation & Waring, 1997; Sternberg, 1987; Nagy & Herman, 1987). But it is also important to include the natural, cognitive development domain as to what the natural process will be in which a child develops a second language. This will receive attention in the following paragraphs.

3.3.1 Natural cognitive development of a second language in the child

Meara (1980) acknowledged that vocabulary acquisition has been one of a second language learners' biggest source of problems. Oxford (1990) underpins this statement and claims that vocabulary is, "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's own mother tongue, because of tens of thousands of different meanings". Unfortunately, "vocabulary has traditionally been one of the language components measured in language tests" (Schmitt, 1999:189). Students also have to dedicate a great deal of time to memorise lists of second language vocabulary and some feel the need for carrying dictionaries with them as a communicative resource (Alqahtani, 2015). Schmitt (2000:116) states that, "second language learners acquire vocabulary through the same processes, but their learning context usually differs markedly from children learning their native language". Many variables can affect this acquisition process, as stated by Nation (1995) namely, their first language, amount of exposure, motivation and culture.

Schmitt (2000), is of the opinion that at the first exposure of a word, all that might be picked up is some word sense and meaning. In verbal communication, the pronunciation of the whole word might be remembered, but he/she might also only be able to remember what other words rhyme with this unfamiliar word or how many syllables it has. If the exposure was through written text, then only the first few letters of the new word would be remembered. Due to the single exposure to the word, only a single meaning with regard to the context it was used in will be remembered. The person might also have noticed the class from which the word was derived, but not much more. During numerous opportunities of exposure to the word, certain features will be consolidated and the person might encounter other meanings of the same word. It is much later in the “acquisition process that a person develops intuitions about the word’s frequency, register constraints, and collocational behaviour, because these features require a large number of examples to determine the appropriate values” (Schmitt, 2000:118).

Research suggests that a child acquiring a second language, will use his home language initially, for a short time (Lowry, 2016). The child might then go through a silent or non-verbal period. Tabors (1997) suggests that this silent time can last from a few weeks to several months, during which the child creates and builds an understanding of the language. Lowry (2016) states that, “younger children can remain in this phase longer than older children. During this time, children then rely on gestures and use only a few words in the second language”. The following process that occurs is the use of short or imitative sentences (Lowry, 2016). During this stage, the child is likely to use one-word labels or memorized phrases. It is important to note that these phrases are not constructed from his own vocabulary or knowledge of the language, but are heard and memorized phrases. As his vocabulary increases the child will begin to construct his own sentences. At first a common phrase is used and completed with learnt vocabulary, but eventually the child becomes more fluent. Grammatical errors and abbreviated sentences are still evident, because grammatical rules are missing. These are due to the influence of his home language. First language speakers also make these mistakes, when they are acquiring their mother tongue (Lowry, 2016).

The acquisition of vocabulary is incremental in nature (Schmitt, 2000:117). In order for the researcher to develop strategies to assist second language learners to enhance

their vocabulary development in English, it is important to take into consideration what the complete mastery of a word entails. This will be the focus of the following section.

3.4 The scope of vocabulary

Words are not instantaneously acquired (Schmitt, 2000:4), but are acquired over a period of time through frequent contact with the word. Due to this incremental nature of vocabulary acquisition there are different degrees of knowing a word (Schmitt, 2000:4). Complete mastery of a word entails active and passive vocabulary, vocabulary knowledge or word knowledge, and the depth and breadth of vocabulary.

3.4.1 Active and passive vocabulary

3.4.1.1 Passive vocabulary

When a learner is able to understand a word, it is known as receptive knowledge or passive vocabulary which is normally connected to listening and reading skills. People acquire receptive knowledge of a word first and at a later stage the active vocabulary or productive knowledge evolves (Schmitt, 2000:4).

3.4.1.2 Active vocabulary

Active vocabulary is also known in research as productive knowledge of a word. When we produce a word of our own accord when we communicate or write this is considered as active - or productive knowledge of a word (Schmitt, 2000:4).

3.4.2 Vocabulary knowledge

Shanker and Cockrum (2009) define vocabulary knowledge as the ability of a human being to progress from a word read in print, towards the ability to link it to its meaning. Schmitt (2000:5), stated that, “the potential knowledge that can be known about a word is rich and complex”. Hendriksen (1996:7) provides another definition:

Vocabulary knowledge is often defined as precise comprehension, which is operationalized as the ability to translate the lexical items into the L1, the ability to find the right definition in a multiple-choice task, or the ability to give a target language paraphrase (Hendriksen, 1996:7).

Nation (1993) in Nation and Waring (1997:1) states that:

vocabulary knowledge is only one component of language skills such as reading and speaking. It should also not be assumed that vocabulary knowledge is always a prerequisite to the performance of language skills. Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on (Nation, 1993:6).

Nagy and Scott (2000) identified three dimensions that describe the complexity of what it means to know a word. Firstly, word knowledge is incremental. This means that a reader needs to have numerous exposures to the word in varying contexts before they will be able to know a word. The second dimension that exists, is that word knowledge is multidimensional. Many words have multiple meanings and therefore have different functions in particular sentences, texts and conversations. Thirdly, word knowledge is also interrelated, because knowledge of one word allows a learner to a world that connects this word to knowledge of other words.

Nation (1990:31), proposes the following list of the various kinds of knowledge that a person must master in order to know a word.

- the meaning(s) of a word;
- the register of the word;
- the associations of the word;
- the written and spoken form of the word;
- the grammatical behaviour of the word;
- the collocations of the word;
- the frequency of the word.

According to Nation (1990) these are types of word knowledge and in order to use a word in the various language situations one encounters, most of the above is needed in order to use a word correctly. These types of word knowledge are not acquired simultaneously. Nation (1990) stated that we must remain aware that the different kinds of word knowledge are interrelated and learnt at different times and in different degrees.

- *The meaning(s) of a word;*

The meaning of words consists of the relationship of a word and to what it refers, as in the person, thing, action, condition or case (Schmitt, 2000). This relationship is subjective until it is formalized by the people that are using the word (Drum & Konopak, 1987). Sometimes the relationships between a word and its meaning is not a direct one. In some cases, it has a direct referent as in proper nouns, like: Eiffel Tower, Brazil, or in other cases it can refer to classes or categories of things like cat, love or uniform. It only represents the concept of the word, because cat does not necessarily describe what the cat looks like, but only the concept of a cat. "So for most words we can speak about the meaning as the relationship between a word and its concept, rather than its referent" (Schmitt, 2000:23). Word meaning is a bit:

flexible or fuzzy due to the semantic borders between words [where] some meaning attributes will be essential to a particular meaning sense or core, while others are less critical and will depend on a person's experience (Schmitt, 2000: 43).

The core meaning refers to the type of meaning that dictionaries refer to in their definitions. This is also known as the denotation of a word meaning (Schmitt, 2000).

- *The register of the word;*

When one refers to the register of a word, it entails all the extra meanings that provide information about the word and that colours the word and it constrains how we use the word. The register therefore provides the different varieties that make a word appropriate to use in a particular situation or purpose. Different types of variations exist and they are described by Chiu (1972). These are temporal variation, information technology, geographical variation, language varieties, social variations and the mode of discourse variation. Halliday (1978) suggests different descriptions to the register in a word. The components are field, tenor and mode. Variations in register depends on the type of vocabulary that people use, where they come from, whom they are communicating with and what the message contains.

- *The associations of the word;*

Words are organized in lexicon. Through analysing associations, clues are retrieved about the mental relationships between words and the mental lexicons' organization.

Associations are not as easily explainable as other aspects of language (Schmitt, 2000:38).

Word associations can be analysed in different categories, namely: i) clang associations, ii) syntagmatic associations and iii) paradigmatic associations (Schmitt, 2000:39).

i) Clang associations

A response on a clang association is similar to the stimulus word, but there is no semantic relationship (Schmitt, 2000:39).

ii) Syntagmatic associations

Responses to a word that have a sequential relationship to the stimulus word are called syntagmatic which usually has different word classes. Adjective-noun pairs and verb- noun pairs are examples of this type of association. Syntagmatic relationships occur in close proximity to one another in word language (Schmitt, 2000:39).

iii) Paradigmatic associations

Responses from the same word class are paradigmatic. Verb-verb pairs are examples of this type of association as they are more semantic in nature and are sometimes synonymous and exhibit some sense relation (Schmitt, 2000:39).

As a persons' language improves responses develop from syntagmatic associations to being more pragmatic and the clang associations decrease (Schmitt, 2000:41).

“The progression indicates a general evolution of lexical organization patterns as a learners' language matures”, but this, “nativelike association behaviour and native like lexical organization, is something that is not easy to acquire”, for a second language learner (Schmitt, 2000:42).

“Words are organized in the mind and this organization has similarities between native speakers. This organization changes as one matures in the case of a native speaker or one's language ability improves in the case of a second language learner” (Schmitt, 2000:41).

- *The written and spoken form of the word;*

Schmitt (2000:45) states that, “in some ways this can be considered among the most essential of the different kinds of word knowledge, because without the ability to recognize or produce a word, any other kind of knowledge is virtually useless”. The written and spoken forms of a word will be discussed.

i) the written form of the word

Schmitt (2000) indicates that this entails the orthographical (written form) knowledge of a word. This is seen as an essential building block to vocabulary knowledge and language processing. The individual component letters of a word are the main input in the identification of a word (Schmitt, 2000). The letter positioning is very important (Schmitt, 2000). When we consider second language orthographic knowledge, it is evident that a “learners’ first language orthographic system plays a strong role in shaping his second language processing” (Schmitt, 2000:49).

Three orthographic systems are used in languages around the world, “logographic, syllabic, and alphabetic” (Schmitt, 2000:49).

“In logographic systems, the grapheme or smallest unit in a writing system represents a concept, for example in the Chinese writing system. In syllabic systems, the grapheme represents syllables, like in the Japanese writing system. But in alphabetic systems, like English, the grapheme indicates phonemes, which are the smallest unit of sound that can be understood in a word” (Schmitt, 2000:49).

The above systems are all processed in a different manner, with different strategies such as visual or phonological processing. Beginnings of words are salient, orthographically and phonographically, whereas the endings of words are almost not. For this reason, the middle of words is more difficult to remember. These strategies are transferred to the learners’ second language. When a student is acquiring a language similar in orthographic type as his first language, fewer problems arise (Schmitt, 2000:49).

Arabic poses more cross linguistic orthography problems when a learner is acquiring English. The biggest problem these learners have is that Arabic has triconsonantal roots, which means that vowels are not important (Schmitt, 2000:50). Arabic is a

diglossic language – this means that the spoken form is completely different from its literary form. This poses problems for Arabic readers in their own language, with the result that when they learn English, they have not yet mastered their spoken and written Arabic, where the written form represents the spoken language (Bowen, 2011:87).

Arabic morphology “is a derivational, consonantal language in which a base of usually three consonants form a root, from which other semantically linked words are derived with the addition of vowels and other consonants. Thus, the derivational root of k - t - b forms *kitaab* = a book, *maktab* = office, and *kaatib* = office clerk. Prefixation, infixation and suffixation add information about person, number, gender, time and possession. Hence *kitaab* becomes *kitaabi* (*my* book), *kutub* (books), and so on” (Bowen, 2011:88).

Where Arabic orthography is concerned long vowels are represented as graphemes and three short vowels are represented by diacritic marks above or below the consonants. These were initially included to assist poor readers with pronunciation (Abu-Rabia, 2000 cited by Bowen, 2011:89). Short vowels are not written in Arabic and for this reason adults and good readers only read the consonants and then guess the vowels. For this reason, Arabic readers need to depend heavily on their phonological skills in order to allow them to recognise one word from another, which has the same consonantal root. An example was given by Bowen (2011:89) where, “[t]hus *Helen* can be written unvowelised as *Hln*, with long vowels as *Heeleen*, or vowelised with the shared diacritic for the short vowels i/e. In this last case, as /e/ and /i/ are allophonic, the pronunciation could result in *Helen*, *Helin*, *Hilen* or *Hilin*”. This is one of the examples that illustrates how much guesswork an Arabic reader needs to have in order to understand Arabic print, which is not transferable to English. When compared to English spelling in British or American English where there are only a few spelling differences in the writing system to which the learners are exposed, the above makes acquiring English more complex (Bowen, 2011:88).

Since learners need to guess the vowels in Arabic, this can also transfer to English which frequently leads to inaccurate guesswork and reading. In the Arabic system learners are encouraged to focus on the consonantal framework of a word. This does

not provide the learner with the ability to sufficiently discriminate between words when they are transferred to English, where the consonants do not form the only key elements in reading (Ryan & Meara, 1996; Bowen, 2011:88). It appears that they have a kind of “vowel blindness”, because they seem to ignore the occurrence of vowels when they acquire vocabulary. Another problem that arises when writing English is that they struggle to identify which vowel to use when one is needed in a word (Ryan, 1997), which then unfolds into another problem during reading as the vowels are mispronounced (Milton and Riordan, 2007). Good spellers or writers need combined visual and phonological strategies to decode words and to blend these words successfully. Where Arabic learners are concerned, they seem to have a problem with both, as Arabic unlike English is completely phonetic. Due to this facet of Arabic, the two language systems each present their own challenge (Bowen, 2011).

Another problem that arises when writing words in Arabic compared to English is the font of the letter itself. Arabic is a cursive system where the letters are almost never written in isolation from another letter as compared to English. To demonstrate one example, the Arabic equivalent word of the English word “study” is, (يدرس) which is formed of separate Arabic letters. Another difference that exists when comparing English to Arabic is the location of the letters in writing on the page. Arabic runs from right to left, whereas English is written from left to right. This simple difference presents big problems, because Arabic learners very often misread or misspell words as they tend to mirror the letters such as *p*, *q*, *d* and *b*. They also misread words due to the letters being moved due to right to left eye movements. An example can be *form* being misread for *from* (Younes & Albalawi, 2015:9).

ii) the spoken form of the word

The knowledge of the spoken form of a word or the phonological knowledge is indicated by the ability, “to separate out and understand the acoustic representation from a continuous flow of speech”, as well as the ability “to pronounce the word” (Schmitt, 2000:53), adequately for other people to be able to do the same in order to respond to the spoken word. In order to handle these input and output processes requires the speaker to have detailed knowledge of the acoustic characteristics of the word as a whole, but also its parts. A learner needs to know the phonemes that the word exists out of, the sound the phonemes make when they are used together in a

sequence and the syllabic division of a word. When a word has more than one syllable it is important to know that some parts of the word need more stress than another part. This stressing is done by changing the pitch, volume or length of the syllable as well as the vowel features. Sometimes syllables can be unstressed as well, to reduce a vowel sound or by having no sound at all. Listening is indicated to be a huge challenge in achieving comprehensible pronunciation, due to the limited control over the rate of input (Schmitt, 2000:53).

During speech production two problems are indicated: first the sound groups in the words need to be isolated from the speech stream and then the phonological knowledge of the word needs to be accessed to determine the lexical knowledge about the corresponding words (Schmitt, 2000:54). Compared to written discourse, spoken language does not have indicative, clear boundaries between the words. Therefore, when a learner does not know a language, it is quite difficult to pick out individual words due to the words that sound as if they are blended together (Schmitt, 2000:54).

- *The grammatical behaviour of the word;*

Grammatical knowledge and lexical knowledge of a word are interrelated. Patterns can be found in language classes with particular reference to verbs. This lexical patterning is a new strand in current vocabulary study (Schmitt, 2000:58). From a more traditional lens the most obvious aspects involved in grammar or lexis are word class and morphology (Schmitt, 2000:59).

- i) Word class

Word class or parts of speech consist of the category of grammatical behaviour of a word. A number of word classes have been established, but language research only focused on four categories, namely: i) noun, ii) verb, iii) adjective and iv) adverb. Nouns are the quickest to be learned, and adverbs are the hardest (Morgan & Bonham, 1944). Most native speakers are able to easily identify a word's part of speech, but this is not as easy for non-native speakers. An assumption would be that the knowledge would be easily transferable to a second language, but this is not the case (Odlin & Natalicio, 1982). They are of the opinion that the acquisition of the semantic content of target language words does not always allow a speaker to be able to acquire the grammatical classification of the words.

ii) Morphology

Laufer (1997) is of the opinion that morphology has a definite effect on learning of vocabulary. When we define morphology, it has to do with the affixes and how these are attached to the base form of a word. Laufer (1997) suggests that if this affix is transparent, then it is easy to acquire the meaning of the word.

- *The collocations of the word;*

Schmitt (2000:76) explains this concept as the co-occurrence of two or more words in discourse. Some words are used together in the same context for example fishing and lake. These two words rarely occur alone. During collocations of words two factors exist that are elemental to the notion of collocation, namely, that words co-occur together and these relationships vary in degrees of exclusivity (Schmitt, 2000:77). Benson (1985) provides two kinds of collocations: grammatical/syntactic collocations and semantic/lexical collocations.

Grammatical collocations are when “a dominant word fits with a grammatical word, like a noun, verb or adjective that is followed by a preposition for instance abide by or access to” (Schmitt, 2000:77). *Lexical collocations* “consist of two equal words such as a noun and a verb (ball bounces), a verb and a noun (spend money) and an adjective and a noun (cheerful expression)” (Schmitt, 2000:77). In these cases, both words assist to provide meaning (Benson, 1985). Allerton (1984) suggests another kind of collocation. These are collocations that are not based on grammatical or semantic patterning, for instance prepositions that are attached to time, because there is no logical reason why we say at six o'clock, on Monday.

Strings of words can also collocate. Words act less as individual units and appear to have a partnership with lexical phrases in interconnected discourse. This appears to be quite a new trend in vocabulary studies. These lexical phrases reflect the manner in which the mind chunks language, to make processing easier (Nattinger and DeCarrico, 1992). It is not clear how this collocation is acquired, but it appears to be difficult to achieve. This is one of the aspects in language development that distinguishes native and non-native speakers from one another (Levenston, 1990).

Nagy, Anderson, Schommer, Scott and Stallmann (1989) are of the opinion that, “the mind also groups the members of a word family together, giving a psychological justification for using word families as a unit for counting and teaching”. This agrees with the research done by Baddeley and Hitch (1974) stated in Chapter 2, which said that:

using the Phonological Loop in language development helps with the development of general awareness of the likeliness of words. Words that sound like words from a child's native language are acquired easily compared to complete unfamiliar words. Word-likeness can be viewed as a factor in PL capacity with regards to structural patterning.

Chunking, as termed by Baddeley and Hitch (1974) mentioned in Chapter 2, section 2.3.4 also fits in with the grouping of word families.

- *The frequency of the word.*

This is one of the most basic things that can be learned when studying a language. Nation and Waring (1997), cited by Schmitt (2000:78) estimate the “total size of English language from 54 000 word families, to millions of words”. A handful of words do most of the work, while other words occur less frequently. These frequently occurring words are labelled high frequency words. This insight has definite ramifications for word study or language acquisition. It is therefore important for these words to be learned if one wants to use the language. Some of these words are also polysemous and this implies that a learner must acquire 2000 meaning senses to gain control over the vocabulary (Schmitt, 2000). Most frequent words tend to be grammatical words or function words which contribute to the grammatical structure of the language. Articles, prepositions, pronouns, conjunctions and forms of the verb like be, are equally important regardless of the topic to which it is being referred (Schmitt, 2000).

3.4.3 Depth and breadth of vocabulary

Nation & Waring (1997) did research regarding vocabulary size and determined that native English speakers can be expected to have approximately 1000 word families to their vocabulary each year. Wallace (2007:39) states that between English only (EO)

peers and English Language Learners (ELLs) a disparity exists between the learners' vocabulary knowledge depth and breadth, where *depth* refers to the *meaning of the words* and the *breadth* refers to *the number or words known or vocabulary size* as according to Nation. Quian quoted by Wallace (2007:39) stated that, vocabulary knowledge depth and breadth are linked with reading performance and that these two are important aspects involved with regard to reading development and assessment.

During a study conducted by Jamieson (1976) as cited by Nation and Waring (1997:7) it was determined that the vocabulary of a non-native English speaker grows at the same rate as a native speaker's language, but he determined that the initial gap that exists between these learners' vocabulary sizes is never bridged.

3.5 Teaching vocabulary

Learners' success in school and beyond depends a great deal on reading comprehension. There is an urgency to not only provide appropriate instruction that will equip learners with the skills and strategies for reading comprehension, but also with the skills and strategies that will ensure and enable lifelong vocabulary development (Lehr, Osborn & Hiebert, 2004). According to Teal (2003:4) vocabulary development is a key element that opens doors that will enable learners to have strong comprehension skills.

Word recognition and vocabulary growth are two crucially important skills needed for literary success. Teal (2003:4) states that:

instruction that focuses on vocabulary development creates students that are able to infer meaning and comprehend what is read. Vocabulary development is enhanced by repetitive, direct instruction of skills and incidental learning (Teal, 2003:4).

Due to the language gap that is present with English Language Learners, it will be hard to bridge the vocabulary gap, but thankfully they do acquire vocabulary at the same pace as English only peers (Jamieson, 1976 as cited by Nation & Waring, 1997). When a child enters formal schooling, the vocabulary acquired at pre-primary school level, has to be changed from oral to written and reading vocabulary (Lehr, Osborn & Hiebert, 2004). Pikulski & Templeton (2004) also suggest that children should acquire

approximately 3000 words a year. This can be achieved by implementing a comprehensive approach to vocabulary acquisition. Hunt & Beglar (1998) stated that when teaching vocabulary seven principles need to be present. This approach should consist of the following components.

These will be arranged in a table below:

Table 3.1 The seven principles that need to be present during vocabulary instruction (Derived from Pikulski & Templeton [2004] and Hunt & Beglar [1998].

Hunt & Beglar (1998)	Pikulski & Templeton (2004:4)
1. Provide incidental vocabulary learning experiences.	1. Use “instructional” read-aloud events.
2. Determine which of the 3 000 most common words the learners need to study.	2. Provide direct instruction in the meanings of clusters of words and individual words.
3. Provide intentional vocabulary learning opportunities.	3. Link spelling instruction to reading and vocabulary instruction.
4. Provide opportunities for elaborating on word knowledge.	4. Systematically teach students the meaning of prefixes, suffixes and root words.
5. Provide opportunities for known vocabulary development.	5. Teach, model and encourage the application of a word-learning strategy.
6. Regularly provide opportunities to guess from context.	6. Encourage wide reading.
7. Give opportunities for learners to look at different types of dictionaries and teach them how to use them.	7. Teach the effective, efficient, realistic use of dictionaries, thesauruses and other reference works.
	8. Create a keen awareness of and a deep interest in language and words.

Three types of strategies exist to use for reference when trying to enhance vocabulary development in learners. These will however have to be adapted to better fit the milieu

in the Al Dhafra Region in the United Arab Emirates, where multilingualism is the order of the day, but the Ministry of Education is striving towards 50:50 bi-lingualism (ADEC, 2015).

3.5.1 Incidental, explicit and independent strategies

The National Reading Panel (2000) suggested that no single instructional method is adequate to optimise vocabulary acquisition. For this reason, instruction should include various methods to provide ample opportunities to acquire new words and to increase the depth of their vocabulary knowledge over a period of time. Effective vocabulary instruction has to include incidental and intentional strategies (Lehr, Osborn & Hiebert, 2004)

Hunt & Beglar (1998) used the seven principles and divided them into three categories as a way of approaching vocabulary teaching / instruction, namely: incidental learning, explicit instruction and independent strategies.

i) Incidental strategies

Incidental word learning through oral language

These strategies are indirect and happen throughout the day when listening to the conversation, watching television and reading books aloud. Upon schooling, learners' vocabulary knowledge is mainly incidental. "The more oral language exposure a child has in their early years; the more...word meanings are acquired" (Lehr *et al.*, 2004:13). Lehr *et al.* (2004:13) cited Dickinson and Tabors (2001), as well as Storch and Whitehurst (2002), they stated that children who hear "a lot of languages" and are stimulated to use and test the language tend to "achieve early reading success"; whereas learners who do not have the same exposure and opportunities appear to have problems with "learning to read" and are at "risk for reading and learning problems".

Oral language experiences at home

Word knowledge gap between children starts long before a child enters formal schooling. Studies by Hart and Risley (1995:2) determined that "3-year-olds who grow up in higher socioeconomic status (SES) families, had more extensive vocabularies

than those of lower socioeconomic status families". The above difference in vocabulary size is because children in higher socioeconomic status (SES) families engage more with their families during interactive discussions with their parents. These parents used a lot of extensive repetitive talk, that helped in building the children's language use and knowledge. This is important because the sophistication of the language that children hear and are allowed to participate in is a strong indicator of later vocabulary knowledge (Weizman & Snow, 2001). "For English speaking and English language learners it is important to hear oral English that incorporates the vocabulary that they will encounter in school texts" (Lehr *et al.*, 2004:14). Some skills can be developed "orally", but in order to develop the kind of skills and strategies that a learner needs that will guide him/her to become an "independent word learner, intentional, explicit instruction is needed" (Lehr *et al.*, 2004:36).

ii) Intentional, explicit strategies

Learners enter formal schooling which is when direct vocabulary instruction starts. Some strategies used in classrooms are word walls, word maps or morphemic analysis instruction (Hunt & Beglar, 1998). The use of intentional, explicit teaching of specific words and word-learning strategies indicated that this type of instruction increased the words in learners' vocabularies (Tomesen & Aarnoutse, 1998; White, Graves & Slater, 1990). Implementing intentional instruction techniques are a great benefit to all learners, but they mainly contributes to learners "who have not yet developed the decoding and comprehension skills that are important for reading" (Lehr *et al.*, 2004:20). The National Reading Panel (2000) reiterates the intentional, explicit teaching of specific word meanings and word-learning strategies to struggling learners. Lehr *et al.* (2004:20) state that:

"specific word instruction refers to vocabulary instruction that enables students to develop in-depth knowledge of important words – that is, to know words well enough to access information about them from memory as they read".

iii) Independent strategies

If students want to be successful in grasping unfamiliar vocabulary, they need knowledge about words and should not merely acquire new words. It is then important to remember that vocabulary instruction must support independent word-learning strategies that will guide learners to determine meanings of unknown words on their

own accord (Graves, 2000). Independent strategies are procedures that teachers can explicitly model and teach in order to show learners how to go about determining the meaning of an unknown word (Baker, Simmons & Kame'enui, 1997). With ongoing instruction learners develop and learn their own strategies to use when they encounter unfamiliar words. Effective word-learning strategies that have been identified are to include dictionaries, identifying and using context clues, as well as how to use word-part information or morphological analysis (Lehr *et al.*, 2004).

This can be diagrammatically presented as follows:

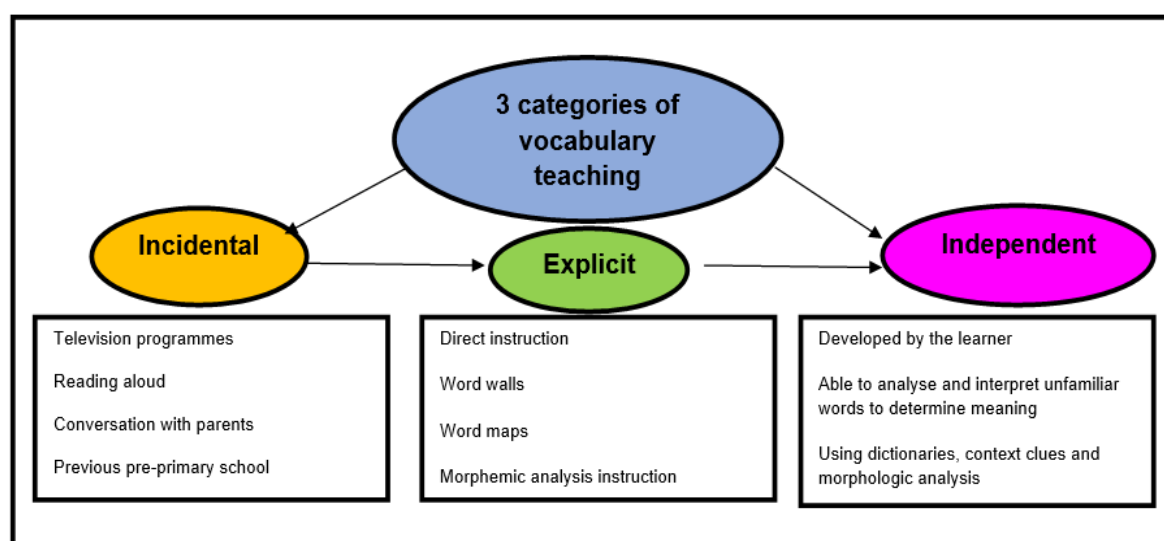


Diagram 3.1 Categories of vocabulary teaching approaches (Derived from Hunt & Beglar, 1998)

Armbruster, Lehr and Osborn (2001) identified the term *word consciousness*. They identified word consciousness as a technique that can be used to assist learners to acquire complete comprehension and effective communication. Lehr *et al.* (2004:15) added that the word consciousness “involves knowing that some words and phrases can simultaneously feel good on the tongue and sound good to the ear”. They even add that learners who are word conscious “enjoy words and are eager to learn new words” (Lehr *et al.*, 2004:15). Gunning (1996), quoted by Teal (2003:6), states that the most useful vocabulary growth strategy that can be used by a teacher is to provide ample opportunities filled with rich, meaningful experiences. These experiences can be field trips, filmstrips or reading aloud.

Rupley *et al.* (1999) stated that the continuous cultivation of student language ability provides a solid foundation to build vocabulary growth. When learners share their direct experiences about places, objects and events this enables them to grow their vocabulary as well as their knowledge about vocabulary. Direct and indirect word experiences help build prior vocabulary knowledge and in turn, this will then enhance a learners' comprehension and vocabulary growth (Rupley *et al.*, 1999). Teal (2003:6) states that "the key to a successful vocabulary instruction is the combined use of prior knowledge from incidental learning and repetitive use of strategies from explicit or direct instruction".

3.5.2 The effective language learner

The acquisition of vocabulary does not happen in a vacuum, because children do not acquire word meanings in isolation. Personal and academic learning all happen inside the socio-cultural environment of the child's home, community and classroom (Antonacci & O'Callaghan, 2012). Scott, Nagy and Flinspach (2008:197), suggest that, "literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community". Effective teachers of language and literacy should provide opportunities that stimulate rich uses of language. They should design instructional programmes that include the learners' social context that promotes vocabulary learning (Antonacci & O'Callaghan, 2011).

Rubin (1975) identified seven strategies that good language learners use. Stern (1974) noted ten learning strategies of language learning and grouped these according to different aspects, namely; personal characteristics, styles and strategies. Naiman, Fröhlich, Stern and Todesco (1978), found five strategies in his study that learners used among themselves. The primary features arising from these were learning style and strategy awareness, independence when completing tasks, learners can apply themselves independently using effective language structures.

Active language learners appeared to be aware of the processes that are involved in their own learning and they look for strategies that match their learning goals (Jones, Palinsca, Ogle & Carr, 1987). Active language learners also develop abilities to work independently as they can demonstrate using retrospective skills regarding their own learning progress (Benson, 2001; Nunan, 1991). These learners also see language

as a tool of communication rather than an individual subject that needs to be studied. Learners' attitudes towards the learning of the target language is also a characteristic that was identified by Gan (2004). Another indicator of success for effective English language learning was also the active use of the language in naturalistic settings. Norton and Toohey (2011) argue that sociocultural perspectives offer a better insight into the nature of a good language learner as compared to psycholinguistic perspectives. They stated that the learners' proficiencies are not only located in their own abilities, but also in the partnerships they have in their communities that provide opportunities for learning (Norton & Toohey, 2011). To understand good language learning also requires that a person needs to pay attention to the social practices in the contexts in which learners acquire their second language, as well as how these learners form their identities in these contexts in relation to the language (Norton & Toohey, 2011).

3.6 Conclusion

In this chapter, the researcher looked at various aspects that involve the enhancement of vocabulary. The importance of vocabulary was stressed, because it is an essential micro-skill necessary for the understanding of others and to relay your own ideas. It was stated that certain structures and functions in the English language cannot be used, if we do not have the adequate vocabulary to do so. Next the development of English second language vocabulary was discussed. De Bot, Paribakht and Wesche (1997) found that contributors to language learning were learners' processes of knowledge acquisition, contextual clues and moderating variables. The natural cognitive development in second language learning was discussed with regard to the natural process that a learner goes through when he/she is acquiring a second language. Initially the word gap is quite big, but a second language learner is able to learn a language at the same pace as a native speaker, he/she just needs the correct instruction and support. Research also indicated that a second language learner will use his/her first language or mother tongue initially.

The scope of vocabulary was the next point in this chapter. This includes the active and passive vocabulary that one uses, where passive vocabulary refers to the information or language that one reads and listens to, whereas active vocabulary refers to the use of language for communication or writing. The vocabulary knowledge

of a word was also included in this section which is the ability of a human being to progress from a word read in print to being able to understand the meaning of the word. Nation (1990), gave a list of kinds of knowledge that needs to be included when one is mastering a word. When one knows a word, it includes the meaning, the register, the associations, the written and spoken forms, the grammatical behaviour, the collocations and the frequency at which the word appears. Depth and breadth of vocabulary were the next points of discussion. Vocabulary depth was explained as the meaning of the words and the breadth refers to the number of words that a person knows or the vocabulary size.

Since this chapter provides a lens of how the researcher should approach vocabulary enhancement, it was also important to look at how vocabulary should be taught. The literature provided three categories to implement when teaching vocabulary, namely; incidental strategies through oral language as well as incidental strategies that were implemented at home; intentional, explicit strategies that can be implemented in the classroom, like using dictionaries, word walls or word maps. If these strategies are enhanced and implemented this provides a basis for a learner to go on and implement independent strategies to help him/her in understanding the meanings of unfamiliar words.

Since vocabulary acquisition does not happen in a vacuum, certain strategies will be more effective for some learners than others. In the literature, we also looked at some characteristics that an effective language learner has. The major characteristics that emerged were, awareness of learning styles and strategies, autonomy, self-direction in the learning process as well as active language use. It was also noted that the effective learners' proficiencies were that they not only relied on themselves for knowledge growth, but they have partnerships in their communities that provide them with numerous opportunities for learning. This is a very important part of this study, because this is the milieu that must be included and considered when strategies are developed that enhance English vocabulary development. The teacher as the researcher must pay attention to the social context in which the learners are acquiring their home language and how this can be included in his/her teaching practices to enhance English second language vocabulary development.

In the following chapter, the researcher will discuss the methodology that was used during this study, in order to gain answers to the research questions that were asked in Chapter 1 (1.7)

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter provides the layout for the research design and methodology that was used to conduct the research. This includes the research paradigm, the research design, participants involved during this study, the procedure that was followed to do data collection, the procedure involved in data analysis and the ethical and trustworthiness aspects that were relevant in this research study.

4.2 Research design

I used a qualitative descriptive, interpretive case study research design for this study. Corbin and Strauss (1990:16) state that qualitative research is “any kind of research that produces findings not arrived at using statistical procedures or other means of quantification”. The research plan provides a context for me in the empirical world and provides me with a way to connect my research questions with the data collected (Punch & Oancea, 2014:142). Punch and Oancea (2014:142) state that, “research design is the basic plan for a piece of research and includes four main ideas”. Creswell (2013:32) perceives qualitative research as an approach which a researcher can use to explore and understand the meaning that certain individuals or groups assigned to “a social or human problem”. When doing qualitative research, the researcher needs to follow a plan that involves using “emerging questions and procedures” (Creswell, 2013:32). The data that is collected in the participant’s setting or a natural setting and the data analysis are inductively derived by using general themes (Creswell, 2013:32). Qualitative research allows the researcher to derive themes and interpretations from the data collected (Creswell, 2013:32). The focus of a qualitative research design is on the individual meaning and the goal is to render the complex nature of a situation. For this reason, it provides the researcher with a more flexible structure in which to write the final report (Creswell, 2013:32).

Diagram 4.1 illustrates the research design and methodology used in this research study.

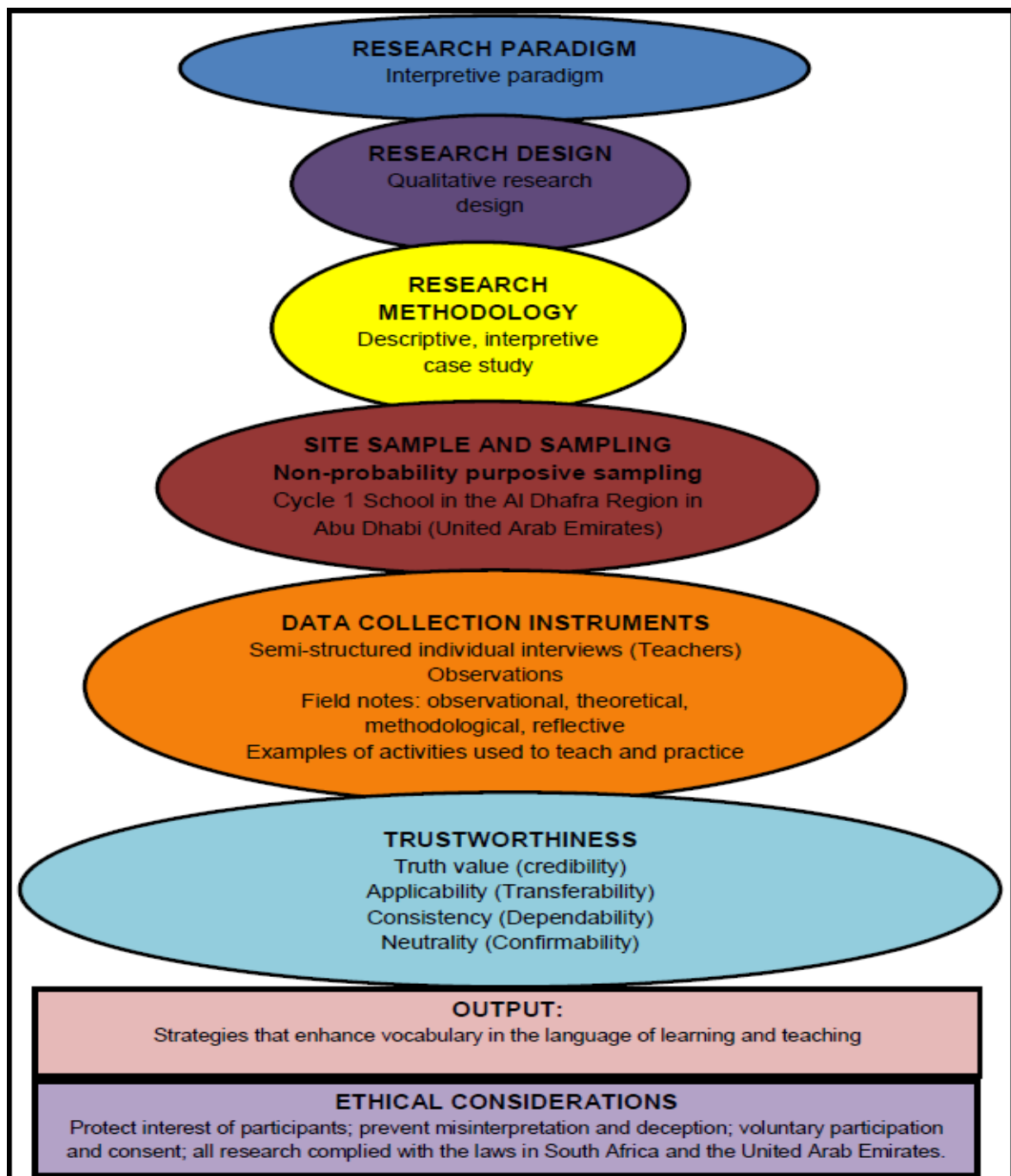


Diagram 4.1 The descriptive, interpretive case study

4.3 Research methodology

This qualitative descriptive, interpretive case study is situated within an interpretive paradigm. Interpretive social science is related to hermeneutics (De Vos, Schulze & Patel, 2005:6). Using the interpretive paradigmatic position in this study, my aim was to gain knowledge by filtering through various “social constructions, such as language, consciousness and shared meanings”, to “acknowledge the intimate relationships

between [me] and what [I am exploring], as well as the “situational constraints [that shape] this process” (Klein & Myers, 1999:69).

I chose this paradigmatic position as it did not predefine dependent or independent variables, I do not want to test a hypothesis, but my aim is “to produce an understanding of the social context of the [case] and the process whereby the [case] influences and is influenced by the social context” (Walsham, 1995:376).

4.3.1 The nature and purpose of the Interpretivist paradigm

The study is grounded in an interpretivist paradigm. Weber (2004:iv) used the following key points to describe the features that are evident in the interpretivist paradigm. I will use these features and apply them to my research study.

Meta-theoretical assumptions about	Interpretivism
Ontology (nature of research)	The strategies (reality) that the teachers (participants) use that enhance the vocabulary of the learners in the language of learning and teaching.
Epistemology (theory of knowledge)	The pedagogy and strategies that the teachers use, are based on lived experiences and knowledge constructed from their past education, with the goal to enhance the learners’ vocabulary.
Research object	Research purpose is interpreted with regard to the strategies that the teachers use to enhance the vocabulary of the learners.
Methodological approach	Case study research - in-depth analysis of a bounded system, or a single or multiple case, over a period of time (Creswell, 2013:43).

- Ontology of the interpretivist paradigm

The interpretivists perceive reality and the observer as inseparable (Weber, 2004:v). In this qualitative descriptive, interpretive case study the reality is the strategies being used in the classrooms during teaching. I had to be objective and unbiased during my observations of the lessons and interviews, but I could not separate the reality from my interpretivist view as I am a direct observer of this reality.

- Epistemology of the interpretivist paradigm

Regarding the epistemology, interpretivists acknowledge that knowledge construction reflects the researchers' goals, cultures, experiences and history. In this paradigm, knowledge is intentionally established as they build an understanding of their worlds while recognizing that sense-making happens in their lives and the specific goals they have in their work (Weber, 2004:vi). Weber (2004) states that knowledge is created "through the social construction of the world".

4.3.2 The nature and purpose of the Case Study methodology

Since the 1980s the interest to use case studies in education and educational research has grown (Nath, 2005). Researchers began to realize that, "valuable information can be gained through rich anecdotal study - particularly when experimentation or other quantitative methods are not possible or desired" (Nath, 2005:396). Due to the demanding setting in schools today using a qualitative descriptive, interpretive case study as a research design, some complex issues that are found in the educational field such as, "teaching and learning, administration, educational psychology, multicultural studies, special education, content areas, and so forth" (Nath, 2005:396), can be addressed (Nath, 2005).

Using a qualitative descriptive, interpretive case study, I had the choice and I gained an understanding regarding the particular case, using multiple sources (Baxter & Jack, 2008). This helped me to explore the issue through various lenses, "which allows for multiple facets of the phenomenon to be revealed and understood" (Baxter & Jack, 2008:454).

Creswell (2013:43) regards a case study as an, "in-depth analysis of a bounded system, or a single or multiple case, over a period of time". Yin (1984) identified three

categories of case studies, namely: exploratory, explanatory and descriptive case studies.

i) Exploratory case studies:

This type of case study is used to explore and as a prelude to social research (Yin, 1984), especially in cases where the intervention that is being researched has no clear, single set of outcomes (Yin, 2006:15).

ii) Explanatory case studies:

These are referred to when a researcher does a more casual investigation (Yin, 1984). A researcher uses explanatory case studies to seek answers to a question that can explain causal links in real life interventions, which are too complex for survey or experimental strategies (Yin, 2006:15).

iii) Descriptive case study:

Descriptive case studies involve having a descriptive theory before launching the research project (Tellis, 1997).

It was important for me to use a qualitative descriptive, interpretive case study as a research design, to collect data regarding the most effective strategies that the teachers use in their classrooms to enhance the vocabulary of the learners in the language of learning and teaching (English). To be able to teach efficiently and effectively in the language of instruction I and all the other teachers like me, need to understand that we lack cultural knowledge of the school as well as the learners in front of us (Pennington, 2007:102). This will give interesting and relevant data which are research-based that can be used to collect strategies for the enhancement of vocabulary.

This statement underpins this descriptive, interpretive case study.

4.3.3 The nature of the research study

4.3.3.1 Descriptive

I chose to do a qualitative descriptive, interpretive case study, because I wanted to gain an understanding regarding the strategies that teachers use in their classrooms

to enhance vocabulary in the language of instruction (English). In order for me to gain a clear understanding regarding the case it is important “to obtain as complete a picture as possible for study (rather than to generalize findings to other settings)” (Nath, 2005:398).

In order for a research design to qualify as a case study, it needs to have four features: particularistic, descriptive, heuristic and inductive (Merriam, 1998). When a case is particularistic the focus of the study is on a particular situation, event or phenomenon – in this case the Arabic only context that the learners are exposed to in their home-, school and class environments. It is important to note that I am required to incorporate the history or dilemma in the contextual setting (Merriam, 1998). It is also crucial that I must also show why the particular moment is important, while being descriptive to clarify all that is going on in the particular environment at that moment. The end product must also be a very rich description of the phenomenon, which entails that it should, “include as many variables as possible and portray their interaction, often over a period of time” – and can therefore “be longitudinal” (Merriam, 1998:30).

4.3.3.2 Interpretive

As a researcher but also as a teacher another reason for selecting the case was, because, “it is intrinsically interesting” (Merriam, 1998:28), but it was also a way for me, “to achieve as full an understanding of the phenomenon as possible” (Merriam, 1998:28). I also chose this research design because of the interest in, “insight, discovery, and interpretation rather than hypothesis testing” (Merriam, 1998:28). Eldridge (1990:145) states that, “investigators who use case studies as a research design, “see the world not as an objective thing, but as a function of personal insight, interpretation and perception”.

4.4 Site, sample, and sampling

In qualitative research, non-probability samples are used to select the population or group for a particular study (Ritchie *et al.*, 2003:78) I deliberately selected the particular site in order to be able to “reflect particular features, [characteristics] or groups within the sampled population” (Ritchie *et al.*, 2003:78). I chose this manner of sampling as it, “is not intended to be statistically representative, but [rather to use] the characteristics of the population as the basis of [my] selection”. This feature makes it

relevant for small-scale, in-depth studies such as mine (Ritchie *et al.*, 2003:78). Purposive sampling is often used in qualitative research as Palys (2017:697) states that, “[it] is virtually synonymous with qualitative research”.

The following section is used to describe the path I followed in order to collect my data (1.10.3) through purposeful sampling. The site (setting) of the study was a Cycle 1 school in the Al Dhafra Region of Abu Dhabi in the United Arab Emirates. I proposed to interview and observe ten English Medium Teachers (EMT).

The criteria involved in selecting the particular participants were (1.10.3):

- The teacher needed to teach English as a second language in the particular school;
- The teachers had to be English medium teachers.

The school consists of approximately 700 learners from different countries (United Arab Emirates, Egypt, Jordan, Sudan, Syria, Comoros, Yemen). My sample consisted of teachers from different countries (United States of America, South Africa and Egypt). The teachers’ classrooms were used to observe the lessons, conduct the semi-structured individual interviews and take the particular field notes: observational, theoretical, methodological and reflective notes. This emphasises the intrinsic, discovery and exploratory nature of case studies as research design during this study (Merriam, 1998).

I consulted all the teachers and asked whether I could observe a lesson in which they taught new vocabulary, in order to gather some strategies that could enhance the learners’ vocabulary in the language of learning and teaching (English). I also asked if it was possible to interview them and collect data regarding their beliefs and views about vocabulary instruction in the classroom – particularly with learners whose home language is not the language in which they are being taught in their classrooms (English second language learners). They verbally agreed and followed that with written consent that they were willing to participate in the research study.

I followed protocol and the hierarchy in the school and also asked the principal's consent. It was agreed, as long as the semi-structured interviews would not be held in curriculum time. I then gave out the consent forms to the chosen teachers and also asked them to provide a date and period that would suit them, as well as permission to interview them at a convenient time. Two days before each observation and interview I sent a What's App message to the teachers to remind them about the observation and interview. I used semi-structured individual interviews and recorded these, to be able to transcribe these interviews for in-depth data analysis (Chapter 5). I also made field notes during my observations and semi-structured individual interviews.

The results of the lesson observations and semi-structured individual interviews were discussed in Chapter 5.

4.5 Data collection

As stipulated in Chapter 1 (1.10.4) having multiple sources from which I collected data helped me to establish data credibility (Patton, 1990; Yin, 2003). I used two data collection methods, as permitted when using case study methods. These tools that can be used to describe cases may include "interviews, documents, observations or archival records" (Nath, 2005:398). Nath (2005) provides some more tools, namely site visits, self-reports, test results and records, protocols, video or audiotapes, and other artefacts, that the researcher feels are appropriate. This allowed me to find multidimensional data (Nath, 2005:398). Another reason for using multiple tools for data collection was to gain a complete understanding of the situation or phenomenon under study, but also to ensure data saturation and to provide a rich description of the case to ensure that it involves "detailed, in-depth data collection methods, involving multiple sources of information that are rich in context" (Fouché, 2005:272).

The tools I used were observations of teachers' lessons which formed phase one of my data collection process and semi-structured individual interviews formed the second phase. I also had field notes: observational, theoretical, methodological and reflective notes. These tools will be discussed in the following section.

4.5.1 Observations of the teacher's lessons

During my interviews and lesson observations I made direct observations. These observations were written down as field notes on Addendum B. Three types of observations are available to a researcher, namely systematic, participant or direct observation. I used direct observations as I tried “to understand the [class] culture and processes of the groups being investigated” (Denscombe, 2010:197).

4.5.1.1 Observations of the teachers' lessons process

During my observations, I attempted to preserve “the naturalness of the setting”, as this is a key aspect to remember during direct observations. As a direct observer, I made a field visit to the site or classroom of each participating teacher which allowed me to collect observational evidence (Yin, 2003:92). This was useful as it gave me access to additional information about the strategies that the teachers use in their classroom that enhance vocabulary. I observed the teachers in a normal setting as I could not live with the group I was studying and I could also not do the research in secret due to ethical considerations (Denscombe, 2010:207). I acted as an observer which gave me the opportunity to be recognised as a researcher, and I was able to gain consent from the teachers involved in the research process. I had the opportunity to observe and witness first hand intimate details of the teaching and events involved in each classroom being observed.

4.5.2 Semi-structured individual interviews

I chose to use interviews as a tool for data collection, because I, “[needed] to gain [insight] into people's feelings, emotions and experiences” (Denscombe, 2010:173). Using interviews as a manner for collecting data provided me with the opportunity to hear about, other people's “opinions, feelings, emotions and experiences; sensitive issues [and] privileged information” (Denscombe, 2010:174). Interviews enable us to collect data with regard to people's personal experiences and as Frey and Fontana (2005) state this includes the interviewees beliefs, opinions, attitudes, views and feelings of their realities. This is particularly relevant to this descriptive, interpretive case study, because there is rich information that was collected in the form of semi-structured interviews and lesson observations. These experiences helped me to learn a great deal with regard to the teacher's beliefs, views, thoughts and ideas regarding the strategies that can be used to enhance vocabulary in their classrooms.

Frey and Fontana (2005) provide three types of interviews relevant for data collection, namely structured, semi-structured and unstructured interviews. I applied the principles of a semi-structured interview in order to gain my insights regarding the strategies that can be used in the classroom to enhance vocabulary in the language of learning and teaching. Semi-structured individual interviews allowed me to “be flexible in terms of the order in which the topics are considered and...more significantly, [allow] the interviewee [to] develop ideas and speak more widely on the issues raised by the interviewer” (Denscombe, 2010:175). During these interviews, the “answers are more open-ended” and the “emphasis is placed on the interviewee’s thoughts” (Denscombe, 2010:175).

My role during the conduct of these semi-structured individual interviews was to be, “as unobtrusive as possible”. One of the advantages of using this type of interview method was the fact that this provided me with, “a better way of discovering things about [their beliefs, ideas and views about strategies that can enhance vocabulary], [since my] aim [was to discover rather than to check]” (Denscombe, 2010:176).

4.5.2.1 Semi-structured individual interviews process

The semi-structured individual interviews were all conducted individually using an interview schedule to provide structure to my interviews (Addendum A). I chose individual interviews. These were easier to organise and manage, compared to interviews with more people. The opinions and views originate from one person – the interviewee, which allowed me to “locate specific ideas with specific people”; and it was “relatively easy to control”. I only needed to understand one person’s ideas and guide her through the interview. The transcription process was easier as only one voice had to be recognized (Denscombe, 2010:176).

Denscombe (2010:178) provides three key elements to consider when using interviews as a data collection tool. He labels this as “the interviewer effect”. These elements are:

4.5.2.1.1 Personal identity

It is human nature that different people respond differently with regard to how they perceive an interviewer. An interviewer’s gender, age and ethnic origins “have a

bearing on the amount of information people are willing to divulge and their honesty about what they reveal” (Denscombe, 2010:179). In other words, my personal identity could have affected the data that I was able to collect, but it did not as the teachers all knew me since I had been teaching at the school for two to three years. Denscombe (2010:179) states that, “[o]n some questions some people can be embarrassed, [or] [t]hey can feel awkward or defensive”. During the conduct of the interviews I ensured that the teachers were at ease and because I conducted the interviews in their classes it provided them with a feeling of control, as I was there on their terms. I also ensured that I made an effort to be “polite and punctual, receptive and neutral in order to encourage the right climate” (Denscombe, 2010:179) during the interviews, and ensure that they felt comfortable with me being there. The teachers all welcomed me to their classrooms.

4.5.2.1.2 Self-presentation

As the interviewer, I paid attention to present myself passively and neutrally, so as not to “antagonize or upset” the teachers. I ensured that I always remained “neutral and non-committal on the statements” that they made, except when I wanted to know more regarding what they were telling me. During these interviews, I was there “to listen and learn, not to preach”. I was able to let the teachers open up to me and they provided me with “in-depth information” regarding their teaching beliefs, views and methods (Denscombe, 2010:180).

4.5.2.1.3 Personal involvement

When I conducted the semi-structured individual interviews, I ensured that I became fully involved in the interviews, I showed emotion when appropriate, responded with the right feelings at the appropriate time and I engaged in a true dialogue with the teachers. This type of interviewing might be perceived as unconventional, therefore I ensured that I was confident at all times in order to make the interview work (Denscombe, 2010:180). The teachers understood and appreciated the fact that I was compassionate and engaged during these interviews, as they already knew and trusted me, due to my involvement with them at work.

During these semi-structured individual interviews, I was able to answer my main research question and although I am not supposed to have “preconceived ideas about

the crucial issues and direction the interviews should take”, I had to have some basic questions to ask that were universal in all the interviews, to obtain my answers. Denscombe (2010:180) calls this a game plan. I did not want to “[tempt] fate to proceed to a research interview without having devoted considerable time to thinking through the key points that warrant[ed] [my] attention” (Denscombe, 2010: 181).

Before conducting the interviews, I ensured that I chose my participants – the teachers – through non-probability, purposive sampling as they “have some special contribution to make, [and] they have some unique insight” (Denscombe, 2010:181) regarding their teaching pedagogies and strategies that can be used to enhance vocabulary. I also had authorization to conduct these interviews from all relevant authorities – university, principal of the school where I taught and the teachers who were interviewed.

While I was in the process of interviewing the teachers, I had to have the following skills that Denscombe (2010:182) provides. The author states that an interviewer has to:

- be attentive;
- be sensitive to the feelings of the interviewee;
- be able to tolerate silences;
- be adept at using prompts, probes and checks;
- be non-judgemental;
- respect the rights of the interviewee.

I ensured that I applied all of the above skills during my interviews.

Denscombe (2010:184) provides some tips when conducting the interviews as well as a process to follow. At the start of my interviews I ensured that I greeted the teacher and we talked about general things like, “How was your day at work, the weather is nice today etc.” I then proceeded and thanked the teacher for giving me the opportunity to interview them. This allowed me “to set the tone for the interview” (Denscombe, 2010:184). During this pre-interview phase I took care that I gained their trust and rapport. I asked permission to record them and then I “prepared the recording equipment” and ensured that the seating was appropriate (Denscombe, 2010:185).

I began with “easy questions”, like their biographical information in order to set them at ease. During the interview, I kept an eye on the time, got a feel of the context in which the teacher teaches and the children are surrounded with on a daily basis, kept the teacher at eye level and made notes of non-verbal communication like their hand movements or facial expressions. On completion, I thanked the teachers again for allowing me to interview them and for their time they gave me, while conducting the interviews (Denscombe, 2010: 186). To provide me with a more permanent memory of recall of the interviews I relied on field notes and audio recordings.

4.5.2.2 Audio recordings

I made use of audio recordings and ensured that the teachers did not feel inhibited by the recording process taking place. These recordings provided me with permanent records, and I was able to record the whole speech taking place. One of the disadvantages of audio recordings are that they only capture speech and non-verbal communication is not recorded (Denscombe, 2010:187). I also transcribed these audio recordings verbatim to use for analysis.

I ensured that the data collected during the interviews were not factual, but reliable and valid by checking data through triangulation and applying Krefting’s model (Krefting, 1991) for rigour. More about this will be discussed in Chapter 5. In this study, I interviewed ten teachers. I conducted ten semi-structured individual interviews with the teachers and did ten observations of lessons, with the children present at the time. I also made various field notes to ensure the rigour of the study and to have rich data to analyse.

4.5.2.3 Field notes

In a research study, field notes are referred to as notes that were made by the researcher during data collection. This forms part of field work and enables the researcher to remember and record various behaviours, activities, events and other features detected, heard or observed during data collection (Labaree, 2009). The purpose of field notes is for them to be read by the researcher, as this counts as evidence that will produce meanings and understanding of the various cultures, social situations or phenomena – and in this research study – the various cases (classes)

that were studied. Field notes also have the ability to constitute or contribute to a research study as they can supplement conventional interview data (Labaree, 2009).

During data collection, a researcher needs to have some recording tactics that will give him a continuing, developing dialogue (Schatzman & Strauss, 1973:94). It is crucial to record observations from the starting point of research, including first encounters and the manner in which access was gained to research situations, as they all should be considered as important research data (Schatzman & Strauss, 1973). Different types of field notes are available to me as a researcher in order to keep myself on track with the data collection procedure (Schatzman & Strauss, 1973). I used Schatzman and Strauss's (1973) observational, theoretical and methodological notes. Labaree (2009) suggests that reflective notes should also be made during the data collection process.

4.5.2.3.1 Observational notes

Observational notes consist of statements that were made which reveal events that were watched or heard (Schatzman & Strauss, 1973). Observational notes can also be seen as descriptive information, as a researcher attempts to accurately document factual data like the date, time, setting, behaviours, as well as conversations that are held. Little interpretations are involved in this type of field note. They can be as reliable as the observer can create them. Observational notes represent important events that needed to be recorded which might count as a piece of evidence for a particular proposition that might still arise or it might form part as a property of a context or situation. Observational notes represent the who, what, when, where and how of human activities (Schatzman & Strauss, 1973). I made notes on the location I was in, the climate and atmosphere where the interviews were conducted as well as the non-verbal communication like the hand gestures and facial expressions of the teachers (Denscombe, 2010:187).

4.5.2.3.2 Theoretical notes

Theoretical notes represent the self-conscious, controlled efforts that a researcher implements to gain an understanding of the meanings from the observational notes, collected. The observer that recorded the notes, has to think about the experiences

and then makes a declaration of meaning that might be part of conceptualised thoughts (Schatzman & Strauss, 1973).

4.5.2.3.3 Methodological notes

These notes represent statements that echo an operational act that was completed or planned. It can be an instruction to the researcher self, a reminder, or even critiquing one's own tactics. During these notes "timing, sequencing, stationing, stage, setting or manoeuvring is recorded". These notes can be thought of as observational notes about the researcher's self and the methodological process that was followed (Schatzman & Strauss, 1973).

4.5.2.3.4 Reflective notes

Reflective notes are used mainly for recording thoughts, ideas, questions and concerns, while conducting observations (Labaree, 2009). I made my reflections after I completed the lesson observations and verbatim transcriptions of the semi-structured individual interviews.

Labaree (2009) suggested that field notes should take place while they are being written and while conducting observations. This is crucial as introductory analysis fosters self-reflection. Self-reflection is a very important part of understanding and meaning making in a research study. During this analysis, emergent themes might arise. This allows a researcher to focus on particular areas in a research study that fosters a better developed investigation (Labaree, 2009).

4.5.3 Data saturation

I had to obtain rich data from the participants (teachers) in this study. Data saturation occurred after the tenth lesson observation and after the tenth semi-structured individual interview. It was important to arrive at a stage in data collection where "no new information or themes are observed in the data" (Guest, Bunce & Johnson, 2006:59). When conducting purposive sampling a certain size is needed in order to achieve data saturation, which is important to obtain as saturation as stated by Guest et al. (2006), has "become the gold standard by which purposive sample sizes are determined in research". The reaching of data saturation is crucial as "failure to reach data saturation has an impact on the quality of the research conducted and hampers

content validity” (Fusch & Ness, 2015:1408). I had to include the sample size as Fusch and Ness (2015:1408) state that “a small study will reach saturation more rapidly than a larger study”. They also state that saturation occurs when adequate information was collected to either “replicate the study, the ability to obtain additional information has been attained and when further coding is no longer feasible” (Fusch & Ness, 2015:1408). The purpose of this study was not to replicate the study, but to obtain additional information and codes from the data collected.

4.6 Data analysis

The rationale for analysing something is to gain a deeper understanding of it. Three aims are available when analysing a particular study, namely:

- describing its constituent elements;
- explaining how it works; or
- interpreting what it means.

4.6.1 Purpose of data analysis

The purpose of analysing data is to transform collected data into findings (Patton, 2002:432). This was done by, “reducing the volume of raw information, sifting significance from trivia, identifying significant patterns and [I constructed] a framework for communicating the essence of what the data reveal[ed]”. Analysing data provided me with the opportunity to bring “order, structure and meaning to the mass of collected data”. It was not always easy, as “[i]t is a messy, ambiguous, time-consuming, creative and fascinating process”. Data analysis also does not “proceed in a linear fashion [and it is] not tidy” (De Vos *et al.*, 2005:333). As a data analyst, I have a duty to monitor and report my procedures. During the data analysis stage, I have to observe my own processes and then I am obligated to analyse and report on the analytical process (De Vos *et al.*, 2005:333).

During data analysis, I had to consider three principles that were laid out by Denscombe (2010:272), namely:

- i) data analysis had to be iterative as it tends to be an ongoing process since the data collection and data analysis phases are concurring;

- ii) data analysis is inductive, because one works from the particular to the general; and
- iii) it is research-centred, since my values and experiences as a researcher are factors that need to be considered as these might influence the analysis. My self-identity is seen as significant with regard to the analysis.

It is important to note that I must stay within the propositions of the case, to prevent me from straying from the focus of the study (Baxter & Jack, 2008). The above principles assisted me in ensuring that I should only focus on answering the research questions and not to analyse data outside the scope of research.

Baxter and Jack (2008) note that there might be an existent danger for the researcher during the analysis phase of the research if each data source was to be “treated independently and the findings thereof being reported separately” (Baxter & Jack, 2008:555), since that is not the purpose of a case study. In order for me to fully comprehend the particular case I had to “ensure that the data [were] converged” as a whole (Baxter & Jack, 2008:555). In order for me to ensure that I remained true to the original case I involved my study leader and co-study leaders’ expertise with regard to this matter, because this is a recommendation that Baxter and Jack (2008) provide for novice researchers, with regard to case study research.

Zucker (2009) labels the analysis part of case studies as iterative processes and provides three steps in the process, which I applied during my qualitative descriptive, interpretive case study research. This is presented in diagram 4.2.

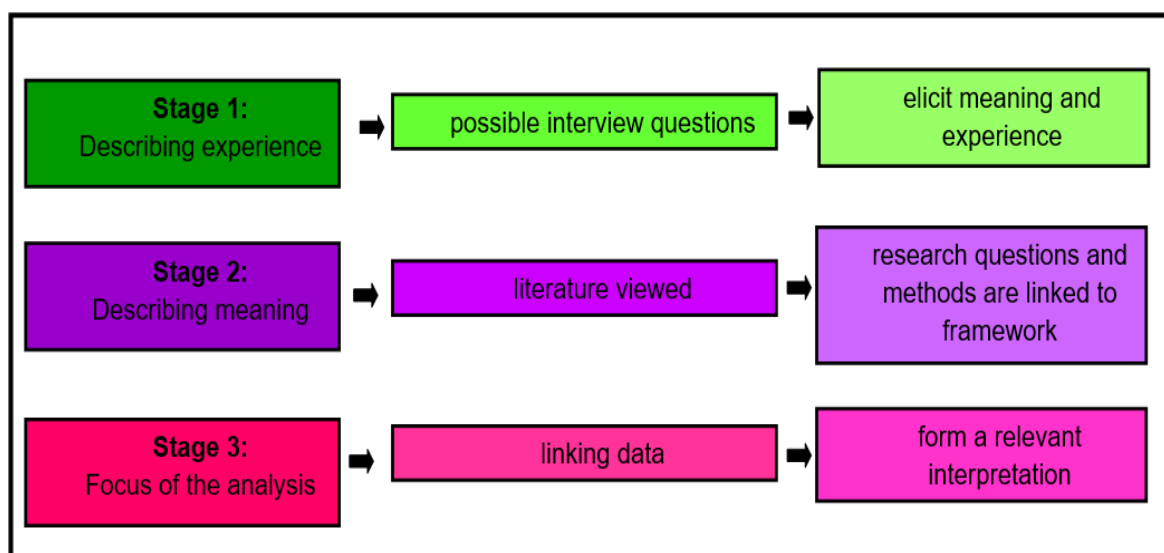


Diagram 4.2 Three steps in the interactive process of data analysis (Based on the stages set out by Zucker, 2008).

4.6.1.1 Stage 1 – Describing the experience

During this stage, possible interview questions are created in order to establish a script which enables the researcher acting as an interviewer, to elicit experience and meaning from the participants. According to Zucker (2009:6) questions should be “broad and loosely structured”, but they should follow, “the intent of the research questions”. During this stage, other sources for data collection like journals and logs can also be used to track methodological, observational and theoretical field notes (Schatzman & Strauss, 1973). Different experiences can be colour coded and written in different fonts in order to categorize the different types of experiences and themes that arise from a particular case study (Zucker, 2009).

4.6.1.2 Stage 2 – Describing meaning

In this stage, the literature is viewed and the research questions and methods are linked to the theoretical framework. In this particular case, the social cultural theory of Vygotsky received much attention since the learners’ cultures and developmental contexts at home and school are one of the factors named in Chapter 1 (1.2.3). This is relevant as it enables the learner to acquire English vocabulary for use at school or their daily lives, since they are attending school and their language of learning and teaching is in English and Arabic. An experience of reading and rereading, in order to refine the method of data collection while receiving data is considered as important activities when using case study as a research design (Zucker, 2009).

4.6.1.3 Stage 3 – Focus of the analysis

A case study's generalization depends on the case itself. Certain details that a researcher includes enhances the “analysis and increases the clarity of reasoning” (Zucker, 2009:10). Yin (1994) views analysis as the linking of data to the particular propositions and then explicating the criteria used for interpretation purposes. Stake (1978) refers to this as context-specific or naturalistic generalization. This approach of Stake (1978) enables people to make “connections and associations without the benefit of words”, since it links with the “tacit knowledge of the reader” (Zucker, 2009:10). People build their own understandings using this type of knowledge.

In theoretically defined data analysis, it was important for me to remember that the focus must progress from the responses of the participants, the observation and what is read to explore and examine the essence, meaning or patterns (Braun and Clarke, 2006; Rapley, 2011:276).

4.6.2 Textual Analysis as analysis method

Since all the documents I used where either written documents – observation schedules (Addendum E) used when I observed the teachers' lessons and transcripts of the semi-structured individual interviews, including field notes of lesson observations and semi-structured individual interviews, I also draw on the principles of textual analysis as textual analysis allowed me to interpret and describe a “recorded or visual message”. The purpose of textual analysis is to “describe the content, structure and functions of messages confined in texts” (Frey, Botan, Friedman & Kreps, 1999:1). When conducting textual analysis, it is important to acquire the appropriate texts and then to analyse them. Texts can be categorised into two categories: transcripts (verbatim recordings) and the messages that are produced by the persons being researched (Frey *et al.*, 1999).

Lockyer (2008:1) views textual analysis as a method of data analysis that, “closely examines either the content and meaning of texts or their structure and discourse.” Different kinds of texts like newspapers, television programmes, and blogs to architecture, fashion, and furniture, are closely analysed with the purpose of examining how they operate, their construction, meaning production and the nature of these meanings (Lockyer, 2008). Textual analysis is used by sociologists, geographers,

historians, linguists, communications and media studies researchers, and film researchers, in order to analyse and examine texts from a range of cultural settings. Textual analysis is also a term used to refer to a variety of primarily qualitative methodologies or models. Research that focuses on the analysis of texts will adopt either content analysis, semiotics, phenomenology, or hermeneutics (Lockyer, 2008).

During the research process, textual analysis was used for the subjective interpretation of data that I collected from the lesson observations, semi-structured individual interviews and various field notes, which provided thick descriptions, verbal data and documents that I was able to analyse. These were categorised and sorted into various categories that arose from the research. The teachers provided me with straightforward answers and if I wanted to know more intimate details they provided it through their answers, there was no need for probing deeper as the communication was straightforward, obvious and simple (Denscombe, 2010: 283).

Using textual analysis as data analysis method includes six phases. When conducting textual analysis (TA), the six phases involved are not linear, but rather recursive. This means that a researcher has the ability to return to a particular phase at any time (Clarke & Braun, 2013:2). The six phases will be illustrated and discussed in the following section.

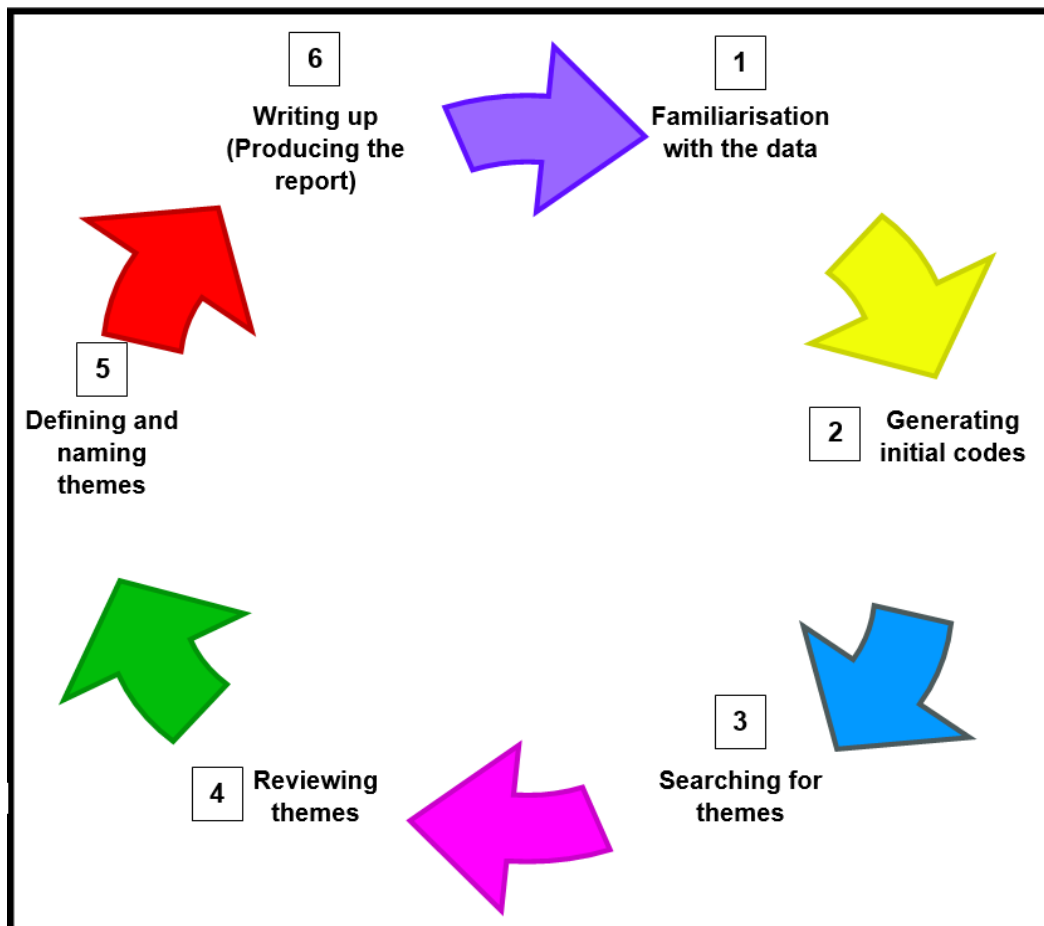


Diagram 4.3 Six phases involved in thematic analysis (Clarke and Braun, 2013:2)

4.6.2.1 Phase 1 - Familiarisation with the data

If a researcher is working with verbal data, like interviews, television programmes or political speeches the recorded data have to be transcribed into written form in order to perform a thematic analysis (Braun & Clarke, 2006). This forms the first part of familiarisation with the data, even though it might seem time-consuming, frustrating and boring at times (Riessman, 1993). Bird (2005:227) argued that data familiarisation should be perceived as, “a key phase of data analysis within interpretative qualitative methodology”. During this phase, it is crucial to engage yourself in the data to become familiar with the depth and breadth of the content. This engagement consists of repeated reading of the data in an active way, thus to search for meanings, patterns or codes (Braun & Clarke, 2006:87). The ideal is to read through all the collected data at least once before coding commences, because various ideas and possible pattern identification will form as you are reading (Braun & Clarke, 2006:87). Braun and Clarke (2006:87) suggest that a researcher has to take notes or mark ideas for coding, as a

researcher can then go back and forth between the data in the various phases. Once the above procedure is done, a researcher can then continue to the next phase, which is coding – even though coding continues to develop and be defined throughout data analysis (Braun & Clarke, 2006:87).

4.6.2.2 Phase 2 - Generating initial codes

This phase commences after the data was read and familiarization has taken place. It is also important to have generated an initial list of ideas about what the data consists of and any interesting ideas about the data. This phase involves generating codes about the data. These particular codes are data features that might be of interest to the researcher. Codes identified, are referred to as very simple segments or elements of the raw data which can be assessed meaningfully in each case (Braun & Clarke, 2006). This process of coding forms a part of data analysis, since these codes are organised into various groups. The codes differ from your themes or units of analysis, which are broader. When coding happens manually a researcher can use coloured pens to mark various themes, write notes on the texts being analysed, or even by using post-it notes. The next phase consists of searching for themes in the data (Braun & Clarke, 2006:88).

4.6.2.3 Phase 3 - Searching for themes

Themes are developed during this phase. Interpretative analysis of the data also takes place in this phase (Braun & Clarke, 2006:88). After all the data have been coded and you have a list of the different codes identified, searching for themes commences. Analysis now moves back to analysing themes at a broader level, instead of codes. The various codes collected in the previous phase, are now sorted into potential themes and organised data extracts found in the themes (Braun & Clarke, 2006:89). During this phase a researcher starts to analyse the codes found and needs to consider whether these codes can be combined in order to form the encompassing theme (Braun & Clarke, 2006:89). Braun and Clarke (2006:89) suggest that a visual representation should be used during this phase, as it might assist in sorting the various codes into themes. A researcher can use tables, mind maps or even write out the names of the codes (and a brief description) on a different paper and then play around in organising these codes into “theme-piles”. They also suggest that a researcher should not abandon any themes at this stage, as some themes might be

used as they are, or they might be combined, refined, separated or sometimes discarded. The next phase consists of reviewing the identified themes (Braun & Clarke, 2006:90).

4.6.2.4 Phase 4 - Reviewing themes

After themes have been chosen, the researcher now proceeds to refine the themes. In this phase, the teacher would create a new theme or discard it from the analysis as they might not have enough data to support them, or the data can be too diverse; whereas other themes might be blended to form one theme. It can also happen that some themes are too complex and should be separated into two different themes (Braun & Clarke, 2006). While conducting this phase a researcher should involve two levels or reviewing and refining themes. Level one consists of “reviewing at the level of the coded data extracts” (Braun & Clarke, 2006:91). All the collated extracts should be read for each theme and considered for coherent pattern formation. If the main themes appear to form a coherent pattern a researcher can proceed to the next level. Unfortunately, if themes do not fit, certain aspects need to be considered: is the theme problematic, or do some data extracts not fit? If this happens, then a researcher would rework the theme, create a new theme, find a place for the parts that currently do not work in a particular arisen theme, or it can also be discarded from the analysis (Braun & Clarke, 2006:91). When satisfaction occurs, a researcher can proceed to the second level of this phase. Level two proceeds in the same way as level one, but it should be in relation to the entire data set. Braun and Clarke (2006:92) state that a researcher needs to, “consider the validity of individual themes in relation to the data set, but also whether your candidate’s thematic map accurately reflects the meanings evident in the data set as a whole”. The data set need to be re-read at this stage. This is to determine whether the themes work in relation to the data set and to code any additional data within the identified themes that may have been missed during the previous coding stages. It may be necessary to recode from the data set at times, “as coding is an ongoing organic process” (Braun & Clarke, 2006:91). By phase completion the themes should be apparent, their correlation and their overall story that they tell about the data (Braun & Clarke, 2006:91).

4.6.2.5 Phase 5 - Defining and naming themes

This phase commences when a researcher has “a satisfactory map” of the data. At this stage, each theme is now defined and refined again. Data within the themes are now analysed (Braun & Clarke, 2006:92). Braun and Clarke (2006:92) state that by define and refine they mean that the “essence” of the theme and what it is about should be identified. A researcher should now determine what aspect of the data is captured by each theme. It is crucial to remember “not to try and get a theme to do too much or be too diverse and complex” (Braun & Clarke, 2006:92). This can be achieved by returning to collated data extracts for each theme and then sorting these into “a coherent and internally consistent account, with accompanying narrative” (Braun & Clarke, 2006:92). Interesting content about the data should be identified and stipulated, the data should not just be paraphrased, but a detailed analysis should be conducted and written for each individual theme. This means the story that each theme tells should be identified and consideration should be taken as to how this fits into the broader overall story about the data being presented, especially with regard to the research question or questions. Themes should not overlap each other too much. Themes already received working titles at this stage of the analysis, but they should now be given names for the final analysis (Braun & Clarke, 2006:92). Braun and Clarke (2006:93) stipulate that “names should be concise, punchy and immediately give the reader a sense of what the theme is about”.

4.6.2.6 Phase 6 - Writing up

This phase involves the final analysis and writing of the report. This can only be done if a researcher has established the themes. The purpose of writing up is to tell one’s story in a convincing manner as to relay the merit and validity of analysis (Braun & Clarke, 2006:93). The analysis should display a “concise, coherent, logical, non-repetitive and interesting account of the story the data tell within and across themes” (Braun & Clarke, 2006:93). When writing up adequate evidence about the themes inside the data must be provided. This is done by having enough data extracts that illustrates the occurrence of the theme (Braun & Clarke 2006:93). Braun and Clarke (2006:93) suggest the following: “[c]hoose particularly vivid examples or extracts which capture the essence of the point you are demonstrating, without unnecessary complexity”. Extracts should be distinguishable as clear examples of the issue at hand.

According to Braun and Clarke (2006:93), a write-up should however provide more than just data, and

need[s] to be embedded within an analytic narrative that compellingly illustrates the story you are telling about your data, and your analytic narrative needs to go beyond description of the data and make an argument in relation to your research question.

I chose textual analysis as it is deemed to be the most appropriate method of analysing, because existing theory and research literature on this particular study – English vocabulary acquisition in the learners’ language of learning and teaching in the United Arab Emirates - is limited (Gallagher, 2011). No pre-conceived categories were established before research took place, as this allowed me to gain new insights from the research that took place. This is also known by Mayring (2000:3) as inductive category development.

When data analysis began, the transcripts and narratives were read as a novel. Codes were derived from these texts and I then wrote notes regarding these texts. I was able to jot down any thoughts, key aspects, key words and ideas that arose from these texts. As this process continued labels for key thoughts and categories arose which became the decoding scheme that I used. These codes were then sorted into different categories (Hsieh & Shannon, 2005:1279) which will be discussed in detail in Chapter 5.

4.7 Trustworthiness of the study

When research is done, certain criteria exist to determine the “truth value” or the trustworthiness of the study. The criteria establishes its “applicability, consistency and neutrality” (Lincoln & Guba, 1985:290). For this study to achieve credibility I had to “demonstrate in some way or other that the findings are based on practices that are acknowledged to be the bases of good research” (Denscombe, 2010:297). In this descriptive, interpretive qualitative case study I applied truth value, dependability, transferability and conformability as my criteria to establish rigour in this study, as pointed out in Chapter 1 (1.10). Each is depicted in diagram, 4.4 below.

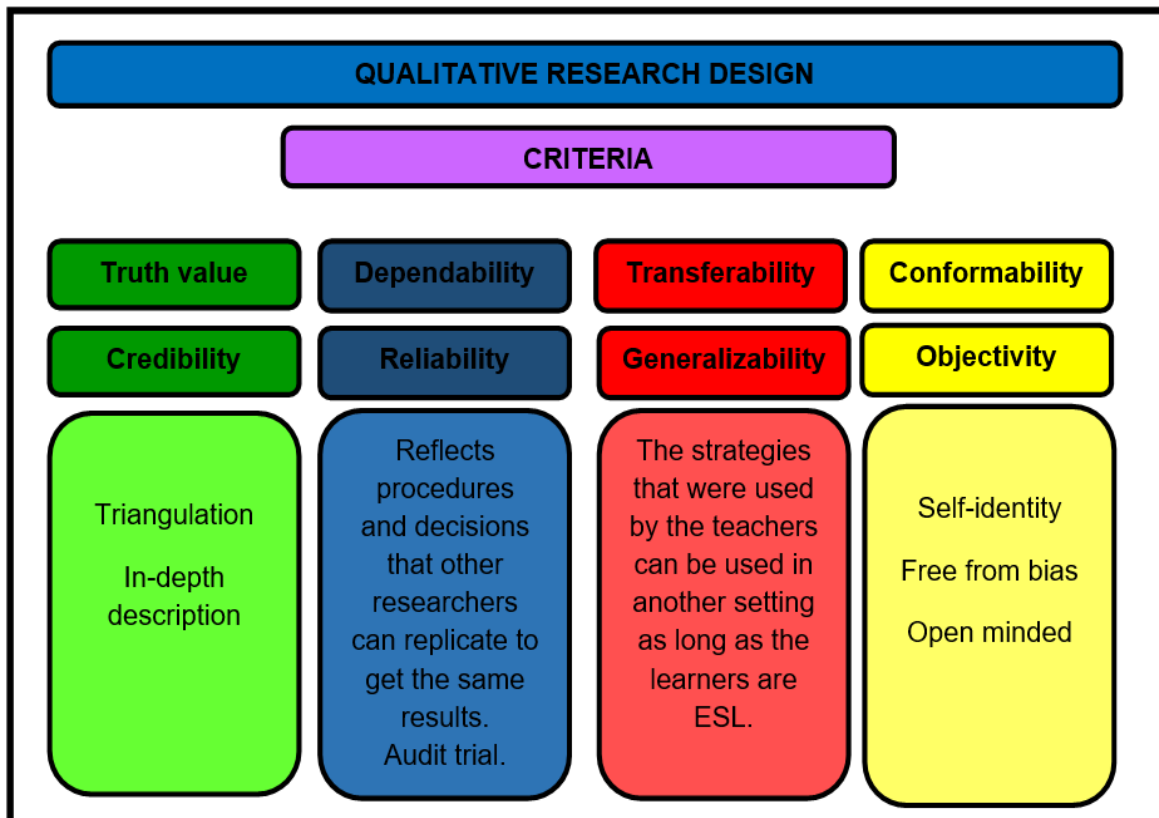


Diagram 4.4 Truth value of this study (Denscombe, 2010:299; Lincoln and Guba, 1985:290, Krefting, 1991).

Diagram 4.4 depicts the truth value involved in this explorative, descriptive qualitative case study.

4.7.1 Truth value (Credibility)

The credibility of a research study can also be referred to as the validity of the study. Lincoln and Guba (1985:290) stipulate that the goal of the credibility of a study “is to demonstrate that the inquiry was conducted in such a manner to ensure that the subject was accurately identified and described”. My aim was to “explore a problem” –*what strategies did the teachers in the Cycle 1 School, in the Al Dhafra Region use in their classrooms that can enhance the vocabulary in English as the language of learning and teaching?*

In order to provide an answer to this problem I had to describe the setting and the social group that is involved in this research study. These descriptions must be in-depth and had to show the “complexities of variables and the interactions”, because

these “will be so embedded with the data derived from the setting that it cannot help but be valid” (De Vos *et al.*, 2005:346; Lincoln & Guba, 1985:290). My data is also “accurate and appropriate”. I also ensured that I “produced and checked my data in accordance to good practice” (Denscombe, 2010:299). Another one of these “good practices” that I applied to ensure that my data is credible, was triangulation. I had teachers who gave me the same types of strategies and some teachers have the same beliefs, ideas and teaching pedagogies that they implement to enhance the vocabulary of the learners in their classrooms.

4.7.2 Dependability (Reliability)

As a direct observer, I was closely involved with the data collection. Lincoln and Guba (1985) suggest dependability as a way of dealing with this closeness in the data collection process. A research study would be dependable if a researcher can demonstrate the procedures and decisions that were taken during the research process. Other researchers must be able to “see and evaluate in terms of how far they constitute reputable procedures and reasonable decisions, [as these] acts as a proxy for being able to replicate research”. The information that is supplied should be of such a nature that another researcher should come up with “comparable findings” (Denscombe, 2010:300). For this reason, I gave “an explicit account of the methods, analysis, decision-making and the account of procedures and methods [that I applied] in as much detail as possible” (Denscombe, 2010:300), which is laid out in 4.5 in this chapter.

I also kept an audit trail by keeping my semi-structured interviews on record, the transcriptions thereof, the field notes from the lesson observations and the photographs of the activities and displays that I took while doing the lesson observations.

4.7.3 Transferability (Generalizability)

Transferability means that I must be able to demonstrate the applicability of my findings in this particular study to another context. The purpose of this research study was not to generalize the results, but the strategies that were found useful to enhance the vocabulary in the language of teaching and learning might be generalizable. In order for me to generalize this case study, Denscombe (2010:62) provided the

following key elements that I have to implement if I wanted to generalize my findings. I identified significant features on which comparison with others in the class can be made. I showed how this case can compare to other Arabic learners who are in need of the same strategies as they have more or less the same background experiences as the learners in this case. I included sufficient detail in Chapter 5 about how the case compares with others in the class for the reader to make an informed judgement about how far the findings have relevance to other instances.

4.7.4 Conformability (Objectivity)

During the research process and the reporting of the study it is important for a researcher to stay objective. As a direct observer, I was objective during the data collection procedure, but it enabled me to “exercise sufficient control over [my] normal attitudes to allow [me] to operate in a detached manner, so that [this] investigation [was not] clouded by personal prejudices”. During this qualitative descriptive, interpretive case study I “suspend[ed] personal values and beliefs for the purposes of the production and analysis of the data” (Denscombe, 2010:302). I also approached the data analysis procedure with an open mind. There are two approaches available to consider during this process of open mindedness. I needed to consider that there might be instances where the “data...does not fit nicely or that contradicts the general trend”. I also needed to check rival explanations where alternative possible explanations need to be explored (Denscombe, 2010:303).

4.8 The researcher's role

Before the research took place, I ensured that I had permission from all parties involved in the explorative, descriptive qualitative case study, the North West University, principal of the school where I taught and consent from the teachers who took part in the lesson observations and semi-structured individual interviews.

As a direct observer/researcher and teacher in this qualitative descriptive, interpretive case study, I was “directly involved in the setting, interacting with the people [as well as] the instrument” (Fouché & Delport, 2005:353). I have been working at this particular school for two and a half years and have taught English, Mathematics and Science in English. As a trusted member and teacher, the teachers were familiar with me and they enjoyed taking part in the research due to this familiarity.

I acted as a direct observer and kept myself free from any bias as a colleague, as this would prevent me from learning from the various teachers regarding their beliefs, ideas and pedagogies about teaching strategies that can enhance the vocabulary in the language of learning and teaching. Due to my role as a colleague, I was also allowed the insider role, as it allowed me entrance into their classrooms in order to collect relevant data regarding the enhancement of vocabulary in the language of learning and teaching (Unluer, 2012:1).

In this research study, I was also the author, since I was the one collecting the data therefore I am responsible for writing the report (Fouché & Delport, 2005:353). I was the one asking the questions during the semi-structured interviews, and I observed their lessons and wrote field notes about them. I also collected the data during the research process, transcribed the audio recordings and then analysed the data.

4.9 Ethics

Conducting research requires a researcher to always approach the task in an ethical manner (Denscombe, 2010:329). These ethical principles were derived from the fact that the:

public should be protected from researchers who might be tempted to use any means available to advance the state of knowledge on a given topic. [R]esearchers have no privileged position in society that justifies them pursuing their interests at the expense of those they are studying - no matter how valuable they hope the finding might be (Denscombe, 2010:329).

Four key principles underpin the code of research ethics, which I applied during my research process, namely:

4.9.1 Interest of participants should be protected

I applied this principle and ensured that none of the participants – teachers or children- were harmed in any manner -physically, psychologically or emotionally (Denscombe, 2010:329). My research was designed in such a manner that the teachers enjoyed taking part in the data collection and never felt stressed or embarrassed to answer any

questions regarding their beliefs, ideas or teaching pedagogies that they implement in their classroom that can enhance vocabulary strategies (Denscombe, 2010:329).

4.9.2 Participation should be voluntary and based on informed consent

Before commencing with the research, I informed the teachers involved about the research aims. All the teachers volunteered to participate in the research. I received written consent from the teachers and principal to proceed with the research study (Denscombe, 2010:330). Upon asking their consent I also allocated enough time for them to consider being interviewed or participating (Denscombe, 2010:330).

4.9.3 Research should be free from deception and done with scientific integrity

During the commencement of my research I explained the aims of the study to each teacher. I then asked if they would consider and mind participating. They all agreed immediately, but I gave them time to consider it. After I received permission from the principal I sent out my letters of consent to the teachers. I ensured that my research aims were clear and that no teacher or learner was deceived in any way (Denscombe, 2010:335). When I interviewed and observed the teachers I ensured that I acted in a professional manner. I never allowed my “personal preferences and ideals to cloud [my] judgement”, and in my analysis I was also unbiased and honest in my interpretation of the findings of my research. I also aimed to always acknowledge the sources from other scholars and researchers (Denscombe, 2010:336).

4.9.4 Comply with the laws of the land

I complied with this principle by avoiding sensitive topics. The topics and questions that I asked allowed the teachers to talk about their beliefs, ideas and pedagogies in their own classrooms with which they were comfortable at all times. I also ensured that all data collected was kept secure (Denscombe, 2010:338).

4.10 Summary

In this chapter, I described the research design, my paradigmatic position, site and sample, data generation process, and data analysis procedure. I also ensured that I described my process of establishing rigour through credibility (validity); dependability (reliability); transferability (generalizability) and conformability (objectivity). Towards the end of this chapter I described my role in this study as the researcher, which

included the ethical procedures that I followed to ensure that no harm came to anyone involved in the data collection procedure of this study. I also briefly described my anticipated research problems.

In the following chapter, I describe the analysis of the data I collected during my qualitative descriptive, interpretive case study and the interpretations thereof.

CHAPTER 5

DISCUSSION OF THE FINDINGS PERTAINING TO THE CHALLENGES IDENTIFIED IN VOCABULARY INSTRUCTION

5.1 Introduction

In the previous chapter, I discussed the research design and methodology followed to collect the empirical data for this qualitative descriptive, interpretive case study. In this chapter I will present the findings of the empirical research using thematic analysis (TA), in which the following challenges regarding the instruction of vocabulary were identified:

- the challenges arising due to a lack of vocabulary knowledge for learners;
- teachers' views regarding the value of vocabulary;
- the real beliefs, practices and awareness of teachers regarding vocabulary acquisition, with particular focus on ESL learners.

This study also allowed me to find empirical knowledge with regard to the factors that teachers perceive as hindering vocabulary learning and acquisition, with particular relevance to the Al Dhafra region in the United Arab Emirates. I also found a need regarding updated professional development in vocabulary enhancement for teachers of ESL learners. This professional development needs to consider the latest trends in ESL training with regard to vocabulary enhancement.

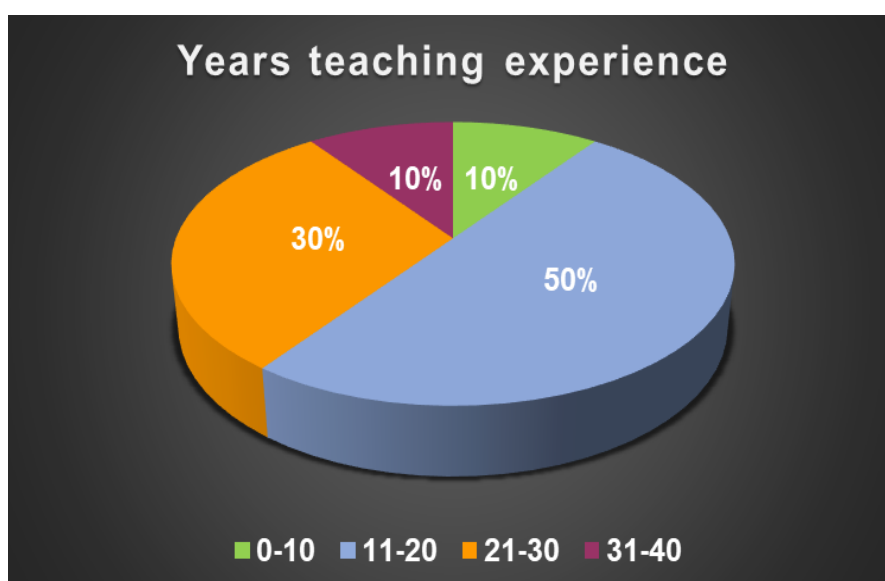
The discussion includes my field notes which consists of observational, theoretical, methodological and reflective notes.

5.2 Demographic background of the interviewees

The criteria and selection process of the interviewees were discussed in paragraph 4.4. Data saturation happened after the tenth lesson observation and after the tenth semi-structured individual interview (paragraph 4.5.3). Data regarding the demographic background of the interviewees were collected to provide a rich, thick description of the interviewees who participated in this research.

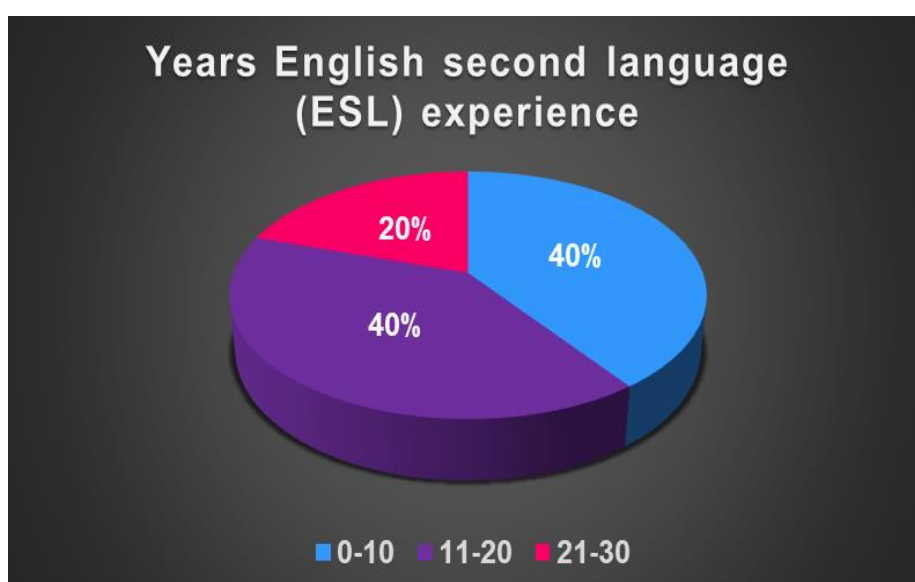
5.2.1 Teachers

Only female teachers participated in this research and all had between 9 and 34 years of teaching experience (Graph 5.1) (See Addendum D).



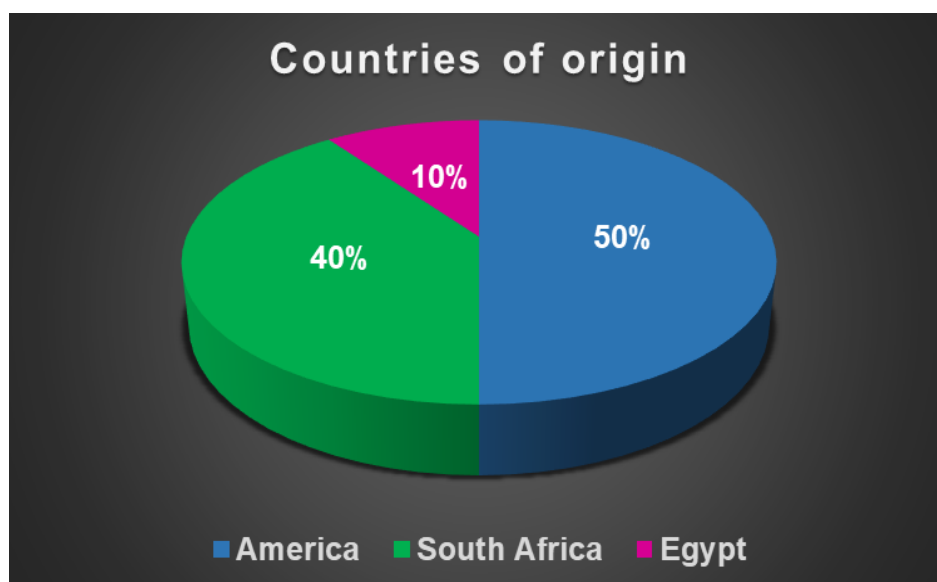
Graph 5.1 Years of teaching experience

Their experience in teaching ESL learners varied from 1 to 27 years (Graph 5.2) (See Addendum D).



Graph 5.2 Years English second language (ESL) experience

The teachers' home countries vary between America, South Africa and Egypt (Graph 5.3) (See Addendum D). The medium of instruction is English throughout Grades 1 – 5. All the teachers were English teachers from Grades 1 - 5.



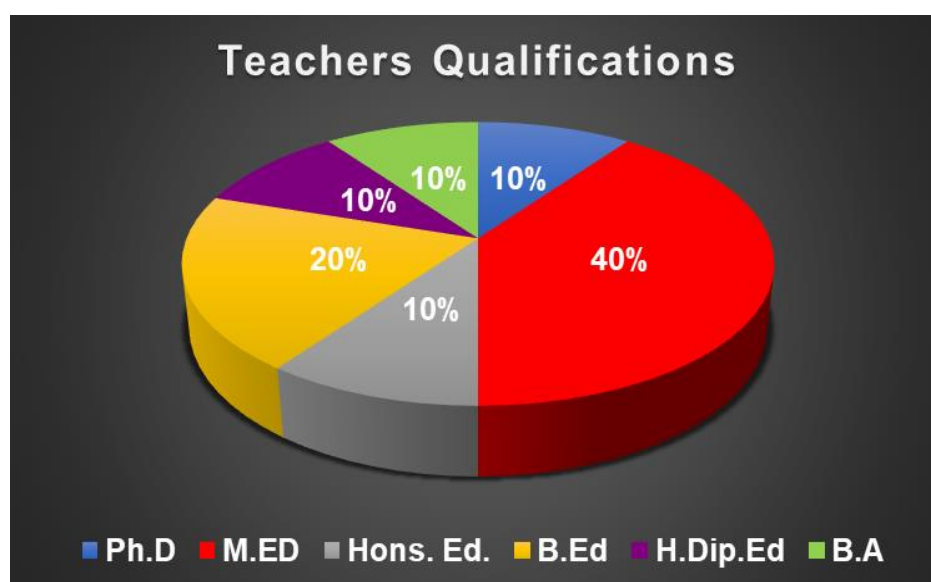
Graph 5.3 Countries of origin

5.2.2 School

The school is perceived as a public school and is funded by ADEC (Abu Dhabi Education Council). The school is the only Cycle 1 school in the town and provides facilities to about 700 learners from different countries (United Arab Emirates, Egypt, Jordan, Sudan, Syria, Comoros, and Yemen). The school has a library where most of the fiction books are written in Arabic. There are some English books available, but most are non-fiction. There are numerous corners in the school building allocated for reading and books are easily accessible to the students, however most of these books are in Arabic. Throughout the school building displays are evident – where official information is provided, where an attempt was made to translate the information into Arabic and English. Most classes have a display board outside the classrooms for teachers to display learners' work and teachers also have display boards in their rooms for this purpose. Some of the interviewees' rooms were print rich, which allowed learners access and exposure to English print and incidental reading. The teachers mostly have classes ranging from 15 – 23 learners per class. All classes are equipped with touch screen computers and projectors.

5.2.3 The training of teachers

All teachers interviewed during the semi-structured interviews have a professional qualification, ranging from Dip. Ed in Junior Primary to Ph.D. qualifications. (See Graph 5.4).



Graph 5.4 Teachers' Qualifications

The demographic table of reference for the above graphs can be found in Addendum D.

5.3 Data analysis

Qualitative data analysis was done using thematic analysis (TA) (paragraph 4.6.2). In paragraph 1.10.5 I stated that the technique allowed me to have theoretical flexibility as I had to find patterns. An interpretive paradigm was used in this research to identify codes and themes. The data analysis was based on the experiences of teachers teaching English as a second language and the focus was placed on strategies that can be used for vocabulary enhancement in the language of instruction.

5.4 Thematic Analysis phases followed to identify the relevant themes to discuss

In the following section, the themes that arose from Thematic Analysis (TA) will be presented. Teachers' viewpoints will be quoted verbatim as these extracts play a

crucial role in qualitative research (Denscombe, 2010:296). These verbatim quotations allow me the opportunity to provide the reader with “a flavour of the data”, as well as giving the interviewees a voice by providing their points of view (Denscombe, 2010:296). These quotations also act as evidence to support my argument regarding strategies for vocabulary enhancement. The names used in this report after the verbatim quotations are used to protect the anonymity of the interviewees and are fictional.

There will also be some photographs provided which were taken with the permission of the teachers during their observations. These photographs were taken to provide support and evidence of some successful strategies that were used during the lessons.

When using Thematic Analysis as data analysis method, one has to consider various phases to analyse the data. During Thematic Analysis there are 6 stages to consider which will be discussed below, with particular relevance to how these phases were employed to identify the nine themes.

5.4.1 Phase 1 - Familiarisation with the data

In stage 1 I transcribed the semi-structured interviews and read through them and the lesson observations, in order to establish an idea of the depth and breadth of the content (Braun & Clarke, 2006). I engaged with the data in an active way and searched for patterns and codes. I read through all the data at least once and started to identify patterns. I used Microsoft Word and made notes in order to form codes. (Braun & Clarke, 2006:87). I then proceeded to phase 2.

5.4.2 Phase 2 & 3 - Generating initial codes and searching for themes

During this phase I generated a list of ideas about what the data consists of and started generating codes. I used Microsoft Word and generated the codes manually reading through the data and looking for patterns that arose in all the semi-structured interviews and lesson observations. I used different colours to assist me in identifying the patterns more easily. I then sorted these codes into various groups that had similarities, and these are presented in Table 5.1 below.

Table 5.1 Codes generated

Phase 2 – Generating codes
Beliefs
Practices
Awareness
Vocabulary
Vocabulary importance
Factors
Components
Strategies seen as best practice
Strategies for LOLT
Gamification
Computers
Problems
Professional development
Assessment
B. management

I then proceeded to phase 3 and developed themes.

5.4.3 Phase 3 - Searching for themes

Phase 3 commenced where I used Microsoft Word and made a table and sorted all the codes for each interviewee. I formed themes and then sorted all the codes together under each “theme-pile” using a table (Braun & Clarke, 2006:89). During this stage I

did not abandon any themes as they could be used at a later stage. See Addendum I.

I then reviewed the themes in the next phase.

5.4.4 Phase 4 - Reviewing themes

I refined the themes and discarded and blended some of the data into collective themes. While conducting this phase a researcher should involve two levels or reviewing and refining themes. I reviewed all the data and codes and looked for coherent patterns that were formed. When I was satisfied that the phase was completed I had the following table (Table 5.2) to present my overall story (Braun and Clarke, 2006:92).

Table 5.2 Reviewing and refining themes

Phase 4 – Reviewing and refining themes	
1.	THEME: AWARENESS, BELIEFS AND PRACTICES OF TEACHERS REGARDING VOCABULARY ACQUISITION IN ESL.
	Beliefs – second language acquisition does not happen quickly
	Beliefs – holistic language development
	Beliefs – observe acquisition of native language
	Beliefs – have empathy with learners
	Beliefs – learn vocabulary to enable speaking in English
	Beliefs –other issues involved in language development
	Beliefs –teaching English to ESL is different from teaching it to native speakers
	Beliefs –teacher as a resource
	Beliefs –teacher collaboration is important
	Beliefs –vocabulary is the basis of every language
	Beliefs –vocabulary needed for expression

	Beliefs –visuals needed to learn new vocabulary
	Beliefs – exposure to sight words
	Practices - Reflective teaching practices
	Practices - Lack of experience or training in teaching ESL
	Practices - Different strategies to use for ESL learners compared to native speakers
	Practices - PPT are made to fit context
	Practices - Incidental teaching moments
	Awareness – teachers are aware of challenges
	Awareness – mind shift – methods that work for native speakers do not work for non-native speakers
	Awareness – Teachers do not know enough, not enough experience or no experience - practical implications for teaching
	Awareness - Take it for granted that learners are native speakers or first language speakers of the language
2.	THEME: TEACHERS' PERSPECTIVES OF VOCABULARY
	Vocabulary – Words we acquire, learn the meanings / definitions and their applications
	Vocabulary – Active and inactive vocabulary
	Vocabulary – Range from simple to complex
	Vocabulary – Theme based on what you are teaching
	Vocabulary – How someone understands or describes something
	Vocabulary – Depends on the traditions and the place we are in
	Vocabulary – Students must know words relevant to the context and heritage (UAE)

	Vocabulary – Words that can be used Egypt: museum, police station, sphinx UAE – desert, camels, Burj Khalifa
	Vocabulary – words should be taught in context
3.	THEME: TEACHERS' VIEWS REGARDING THE VALUE OF VOCABULARY
	Vocabulary importance - Foundation for reading and writing
	Vocabulary importance - Reading and breadth and depth of vocabulary enhances comprehension
	Vocabulary importance - Vocabulary is crucial, without vocabulary students' learning is hindered
	Vocabulary importance – can be expanded by providing visual clues
4.	THEME: FACTORS INFLUENCING VOCABULARY ACQUISITION WITH ESL LEARNERS
	Factors – things that hinder language learning
	Factors – look at how learners acquire their first language to use as resource for second language acquisition
	Factors – acquire slang due to social / cultural influences
	Factors – Parentage
	Factors – How they are taught
	Factors – Whole child (holistic)
	Factors – Learning styles
	Factors – Limitations
	Factors – Psychological profiles
	Factors – Some struggle to acquire mother tongue, then how does the child acquire second language?
	Factors – Going to a home with no books,
	Factors – Speaking in bits / phrases
	Factors – Role models of expressive and receptive vocabulary

	Factors – Availability of books in the house with English vocabulary
	Factors – Parents are the first models, then teachers
	Factors – Brothers and sisters also have an influence in vocabulary attainment
	Factors – Teacher creates a milieu where learners feel safe to express themselves in second language
	Factors – Non-transferability of Arabic into English
	Factors – Explicit teaching of new vocabulary
	Factors – Sometimes it is good practice to translate some words to Arabic (code switching)
	Factors – Vocabulary left unexplained to ESL learners
	Factors – Students need to be involved / interactive
	Factors – Using non-verbal communication during teaching
	Factors – Due to time constraints in the length of lessons
	Factors – Pronounce the vocabulary correctly
	Factors – Educator's experience
	Factors – Resources
	Factors – Students
	Factors – Management
	Factors – Motivation has to be intrinsic – learner needs to have the urge to learn
	Factors – Teachers' role in achieving success in the ESL - Identify what motivates each learner
	Factors – Heard three quarters of the time depending on how much teacher talk takes place
	Factors – Reinforcement from school and home – parents need to participate
	Factors – Training and background
	Factors – Teacher needs to consider learners' feelings
	Factors – Teachers' workload
	Factors – It is demanding to do extra research after school on a particular topic
	Factors – Learn from colleagues but due to time constraint do not have time

	Factors – Heads of department and deputy principals should assist in developing staff
	Factors – Passion for teaching and wanting to help learners
	Factors – Rectify grammar of sentences in a positive manner
	Factors – Translating / code switching to aid understanding of new vocabulary
	Factors – Assistant sits nearby to monitor behaviour
	Factors – Student centred not only teacher centred
	Factors – Non-linguistic components need to be present - Pictures
	Factors – Interacting with the words by writing in sentences, see the words, using in sentences
	Factors – Involve senses: Bodily kinesthetics should be involved
	Factors – Some strategies do not work for all learners
	Factors – Low vocabulary / word knowledge; no expressive language
	Factors – Little exposure to the spoken language
	Factors – Other Subjects should also be taught in English, not Arabic.
	Factors – Activity must provide opportunity to practice skills / knowledge introduced
	Factors – Teacher as resource
	Factors – No English print outside the school
	Factors – Teacher – Enhancing the learning environment
	Factors – Linked to prior knowledge
	Factors – Learner to teacher ratio
	Factors – Takes time to learn new vocabulary
	Factors – Attention grabbers
	Factors – Encourages the use of English when talking about something
	Factors – Words are not taught in context – isolated
	Factors – No English on playground – use native language during play
	Factors – Previous teachers' attitude towards teaching learners

	Factors – Not easy to teach ESL learners
	Factors – Difficulty of the words
	Factors – Students' readiness / motivation
	Factors – Non-native speakers of English sometimes make errors as it is not their native language
	Factors – Clues that support the learning of new vocabulary
	Factors – Decode / encode – new vocabulary
	Factors – Rushed through these new words;
	Factors – Native English speakers sometimes do not have the ability to present themselves or explain what is needed simply enough to learners for easy understanding
5.	THEME: VOCABULARY COMPONENTS THAT NEED ENHANCEMENT
	Components - Expressive vocabulary
	Components - Building vocabulary (Morphology)
	Components - Being independent
	Components - Using synonyms
	Components - parts of speech
	Components - Pronunciation
	Components - Phoneme awareness
	Components - Phonics
	Components - High frequency words
	Components - Reading
	Components - Grammar
	Components - Language for writing and understanding
	Components - Non-verbal gestures
	Components - Link new vocabulary to context

	Components - Introduce words explicitly
	Components - Decoding and segmenting
	Components - Intentional teaching
	Components - Break them down into chunks
	Components - Linking vocabulary to prior knowledge
	Components - Opportunities to practice vocabulary
	Components - Definitions of words
	Components - Association and mnemonics
	Components - Simplified vocabulary
	Components - Labelling words
	Components - Background knowledge establish
	Components - Use in sentences
	Components - Teacher as role model rectifies grammar
	Components - Association
	Components - Incidental learning by continuous exposure
	Components - Integration of other subjects
	Components - Code switching
	Components - Comprehension
	Components - Opposites
	Components - Look at spelling
	Components - Singular and plural forms of a word
	Components - Memorization
	Components - Homophone or homograph
	Components - Word families
	Components - How sounds interplay in a language to form words

6.	THEME: STRATEGIES TO ENHANCE VOCABULARY ACQUISITION IN THE LOLT
	Strategies - Role modelling
	Strategies - Acting out, Role play
	Strategies - Impromptu speaking - use puppets, finger plays, drama theatre
	Strategies - Listening to a word
	Strategies - Syllable segmentation
	Strategies - Non-sensical word creating for identifying what are words and what are not words
	Strategies - Independent expression of language: Get up in front of class
	Strategies - Rhyming schemes
	Strategies - Morphology
	Strategies - Use of pictures
	Strategies - Word search
	Strategies - Creating own puzzles
	Strategies - Differentiation
	Strategies - Sticky notes
	Strategies - Collaboration
	Strategies - Meaning of words – definition
	Strategies - Use in a sentence
	Strategies - Drill
	Strategies - Get them listening and speaking
	Strategies - Inverted classroom – little bit of everything
	Strategies - Visuals – pictures, PPT, games on tables, sort and matching
	Strategies - Search the room
	Strategies - Audio - Recording themselves reading, Listen to CD's of stories
	Strategies - Using letter shapes to build words

	Strategies - Using white boards to write vocabulary on
	Strategies - MKO's in classroom
	Strategies - Use posters
	Strategies - Flash cards with pictures and the words
	Strategies - Songs
	Strategies - Using songs to teach sound pictures of various sounds presented by letters Actions helps with deeper learning as it involves more senses
	Strategies - Translate words into native language to clarify meanings
	Strategies - Read repetitively
	Strategies - Frayer's model – graphic organizer
	Strategies - Make their own flash cards
	Strategies - Have a theme or approach when teaching
	Strategies - Videos with vocabulary
	Strategies - Shoulder buddies
	Strategies – Attention grabbers
	Strategies – Hands on experiences
	Strategies – Integration of English into other Subjects
	Strategies – Decoding and segmenting
	Strategies - Word wall
	Strategies – Linking school and home
	Strategies - Activity sheets
	Strategies - Phonics
	Strategies - Using non-verbal gestures to allow learners to express themselves
	Strategies - Provide real life situations / scenarios where learners can use new vocabulary learnt
	Strategies - Read stories

	Strategies - Choose words related to the real-life (context)
	Strategies - Pronounce the words so that learners get familiar with what they sound like
	Strategies - Syllables are written with coloured pens to indicate where it was broken up
	Strategies - Stations – vocabulary centre
	Strategies - Build words with magnetic letters on white boards
	Strategies - Blue boards with brown blocks to build words
	Strategies - Words displayed on board
	Strategies - Memorization
	Strategies - Use dictionaries to look up words
	Strategies - Thinking before the time what they think the word means (prediction)
	Strategies - Review of words learnt during the week
	Strategies - Table with words on coloured background
	Strategies - Writing the words
	Strategies - Refer to familiar knowledge taught before
	Strategies - Sight word poetry books
	Strategies - Look for this picture and point to it
	Strategies - Follow in book while reading
	Strategies - Speak in short phrases when instructing learners
	Strategies - Interactive learning
	Strategies - Act out the sentence.
	Strategies - Read or learn poems.
	Gamification - Head band game
	Gamification - Sorting and matching cards – pictures and words
	Gamification - Fly swat

	Gamification - Scavenger hunt
	Gamification - Charades game
	Gamification - Snap
	Gamification - Play memory game
	Gamification – Go fish
	Gamification - Hangman game – guess the words using critical thinking skills
	Gamification - Play word bingo, letter bingo
	Gamification - vocabulary and reading computer games or programmes
7.	THEME: COMPUTER PROGRAMMES AS AID TO VOCABULARY ENHANCEMENT
	Computer – RAZ-Kids
	Computer – Group work with computers
	Computer – Listen to word building programmes
	Computer – <i>Hooked on Phonics</i>
	Computer – Using technology as starting point
	Computer – Using Google for pictures, finding meanings of words
	Computer – Used computer to display videos
	Computer – Behaviour management
	Computer – Live in technological era
	Computer – PPT, Word
	Computer – Letter formation is not perfect – due to font not being on computer
	Computer – finding meanings of words
	Computer – translating words to Arabic
	Computer – smart board provided opportunity for interactive learning

8.	THEME: CHALLENGES ARISING DUE TO LACK OF VOCABULARY KNOWLEDGE FOR LEARNERS
	Problems - Unable to express themselves in written form
	Problems - Lack of vocabulary
	Problems - Lack of vocabulary hinders learning
9.	THEME: PROFESSIONAL DEVELOPMENT ON VOCABULARY DEVELOPMENT FOR ESL TEACHERS
	Professional development - More practical workshops / training
	Professional development - Should be provided by management
	Professional development - Networking
	Professional development – Avoid peer observations as part of training

Phase 5 could now start as I had all the themes and a “satisfactory map” of my data (Braun and Clarke, 2006:92).

5.4.5 Phase 5 - Defining and naming themes

During phase 5, I finalised my themes and identified the final meaning of themes in order to answer my research questions. During this phase I reshuffled some of the data and themes in order to answer the research questions and to underpin my research findings by adding verbatim quotations of the interviewees. The data in this phase was linked with the research questions to form the underpinning of the qualitative, descriptive, interpretive case study report on which the strategies that enhance vocabulary development in the language of instruction will be based. I tried to make names “concise” and “punchy” to “immediately give the reader a sense of what the theme is about” (Braun and Clarke, 2006:93).

The following themes were identified in this phase to answer the research questions (See Table 5.3):

Table 5.3 Defining and naming themes

Phase 5 – Defining and naming themes
1. Challenges arising due to lack of vocabulary knowledge.
2. Teachers' views on the value of vocabulary.
3. Strategies to enhance vocabulary acquisition in the language of teaching.
4. Vocabulary components that need enhancement.
5. Computer programmes as aid to vocabulary enhancement.
6. Awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL.
7. Teachers' perspectives of vocabulary.
8. Factors influencing vocabulary acquisition with ESL learners.
9. Professional development on vocabulary development for teachers of ESL learners.

During the following phase the report and final analysis took place.

5.4.6 Phase 6 – Writing up

The nine themes presented in paragraph 5.4.5 were sorted further into challenges experienced regarding the instruction of vocabulary and the strategies and vocabulary components that arose from empirical data collected.

Table 5.4 Challenges regarding vocabulary teaching and strategies to address the challenges identified

Challenges regarding vocabulary teaching (Chapter 5)	Strategies and vocabulary components that need addressing (Chapter 6)
1. Challenges arising due to lack of vocabulary knowledge by learners.	7. Teachers' perspectives regarding vocabulary.
2. Teachers' views regarding the value of vocabulary.	4. Vocabulary components that need enhancement.

8. Factors influencing vocabulary acquisition with ESL learners.	3. Strategies to enhance vocabulary acquisition in the language of teaching.
	5. Computer programmes as aid to vocabulary enhancement.
Needs identified regarding vocabulary enhancement	
6. Awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL.	
9. Professional development on vocabulary development for teachers of ESL learners.	

The numbers next to each phrase are the theme's number. The numbers above were given to correlate with the research questions and will be kept in the above order, but discussed in two different chapters to keep the focus of the reader.

The problems will be discussed in the following section and Chapter 6 will be dedicated to the strategies and components. This will provide a vivid picture of the data collected to the reader. During this phase I wanted to tell the whole story of the interviewees, always considering their experiences, awareness and beliefs regarding vocabulary.

5.5 Discussion of the challenges teachers experience regarding vocabulary instruction

Theme 1 revealed that educators experienced various challenges due to lack of vocabulary knowledge. This will be discussed in the following section.

5.5.1 THEME 1 – Challenges arising due to lack of vocabulary knowledge by learners

In section 1.4.1 I discussed the need to investigate the efficiency of vocabulary teaching. In this section Alqahtani (2015) and Hart and Risley (2003) agree with the fact that a lack of sufficient vocabulary, hinders progress. It is crucial that educators of English and ESL learners should be competent and knowledgeable, especially with regard to the teaching of vocabulary. Acquiring new vocabulary knowledge is essential for reading and academical achievement, but unfortunately it is the most neglected component (Alqahtani, 2015; Amiryousefi and Dastjerdi, 2010).

The lack of vocabulary knowledge, which includes the vocabulary depth and breadth, has an adverse effect on achievement in English. This also impacts negatively when subjects like Mathematics and Science are taught in English.

Most of the educators expressed a degree of frustration since the learners are taught in English. The learners are experiencing various problems when expressing themselves either orally or in written form which is due to the lack of vocabulary knowledge. One educator (Tender) expressed her frustration by stating:

[Tender] *“helping them write, was a big issue, with their vocabulary. And I would tell them if you read well, you write well. And if you read, and understand, your vocabulary improves. You are going to learn how to comprehend, because reading is comprehending.”*

Another educator’s (Wizard) statement correlates with what (Tender) said by saying:

[Wizard] *“Well, vocabulary is the basis of every language and if you have limited vocabulary you have limited skills.”* When asked what skills, she stated: *“Functionality, and if you can’t express your feelings, because you don’t have the higher vocabulary you might not be able to convey your thoughts.”*

Most of the educators expressed frustration when learners are required to write in English as learners experience problems when writing and orally participating in activities as they lack expressive vocabulary. For this particular reason the need for strategies to enhance vocabulary with focus on second language or ESL learners, arose. In Chapter 1, section 1.4 research established that the correlation between vocabulary knowledge, reading [and writing for this matter] proficiency cannot be erased (National Reading Panel, 2000; Teal, 2003:4).

It was also concerning to note that during my observations – even though some teachers expressed their concern that the learners lack vocabulary for expression – some teachers did not explicitly teach vocabulary, which would enhance the learners’ vocabularies. Even subject or content vocabulary of Mathematics or Science, needs to be acquired, to improve understanding of the theme being explored or taught at the

time. Researchers urged that teachers should provide more “intentional and intensive vocabulary instruction” (Coyne *et al.*, 2004; Weizman & Snow, 2001), as vocabulary knowledge and knowledge of the meaning of words, is crucial for school success (Biemiller, 2003).

This lack of vocabulary knowledge and lack of explicitly teaching vocabulary, gave way for theme 2 to be explored, namely the importance of vocabulary as perceived by the teachers since they identified that the learners lacked vocabulary.

5.5.2 THEME 2 – Teachers’ perspectives regarding the value of vocabulary

Glancing back at chapter 1, section 1.4.1 it was noted that vocabulary is a key aspect to be addressed when teaching any subject. Vocabulary size is not only directly linked to effective language use (Alderson, 2005; Schmitt, 2010), but vocabulary size and knowledge also impacts the level of achievement in education and personal future professions (Marzano & Pickering, 2005).

One of the questions I asked the teachers was, what were their opinions regarding the beliefs, awareness and practices when vocabulary is acquired in English as a Second language? Only four of the interviewees explicitly expressed the fact that vocabulary learning is important for academic success. It is also important to note that eight of the teachers informed me that they had prior ESL teaching experience, before this current position in the United Arab Emirates.

[Tender] *“So, vocabulary is just one of the real foundation building blocks for reading and writing. Vocabulary...is basically integration of those three things, vocabulary, reading and writing.”*

Another teacher (Woodland) also expressed her thoughts by stating that:

[Woodland] *“Ek dink woordeskat is van uiterste belang, want as ‘n kind nie woordeskat het nie, kan hulle nie skryf nie, hulle kan nie lees nie. Daarom is dit baie belangrik dat ‘n onderwyser eers moet fokus op watter woordeskat die kinders het, voordat hulle enigsens kan aangaan met lees of skryf. In enige Addisionele taal.”*

(I think vocabulary is of utter importance, because if a child does not have the vocabulary they can't write, and they can't read. For that reason, it is very important for a teacher to first focus on what vocabulary children have, before they can continue with reading or writing. In any additional language – [own translation])

[Sphinx] *“Well, in my opinion vocabulary is the main thing to speak, to read, to write. If the students have enough vocabulary, enough words they can practice, they can speak, they can even listen. They can expect what they are listening to. Yes. So, studying vocabulary I think it's the main thing in English language, because it's a start that we can build on.”*

[Lady] *“Vocabulary is crucial, to learn in English. Vocabulary is very important.”*

In Chapter 1, section 1.2.3, Richards (1976:78) perceives vocabulary learning as a crucial, but neglected component for English second language learners. Milton and Treffers-Daller (2013:151) agree that without vocabulary neither language production nor comprehension are possible. When learning a language, one of the key components in any language is the vocabulary (Ferreira, 2007:9), which is especially true for second language learners, because effective use of a language is predetermined by the vocabulary size of the speaker (Alderson, 2005; Schmitt, 2010). Coombe (2011:113) perceived that all language skills receive attention, except the teaching and testing of vocabulary.

All four of the above teachers linked the importance of vocabulary and therefore the lack thereof to a demise in reading, writing and speaking in English. They all stated that vocabulary is crucial, important, a main thing or a building block for reading, writing and understanding in the language of learning – in this case – English. As Woodland has stated, “it is important to know what vocabulary a learner has, before continuing with further reading and writing” as to know (Sphinx) where we can “start to build on”.

It was important to note and explain the above two themes, to provide empirical data and a voice for the challenges teachers of today face when teaching vocabulary to ESL learners. As discussed in chapter 1, section 1.1, English can be perceived as a globalized language. It also receives much attention, as it provides a language bridge

between countries, which enables trade and improvement in industries such as education, commerce, technology, and international communication sectors. For this reason it is also forms a critical part of the growth in a country as a whole (Qadri, 2006:3), as mentioned in Chapter 1, section 1.1.

It was argued in Chapter 1, section 1.1, that English forms part of a person's individual life and development (Qadri, 2006:3). This lack of attention to explicit vocabulary teaching, even though the importance cannot be stressed enough, prompted me to ask the teachers about their awareness, beliefs and practices when teaching vocabulary which led me to discover theme 7.

5.5.3 THEME 6 – Beliefs, practices and awareness of teachers regarding vocabulary acquisition in ESL.

The following aspects arose after coding of the transcripts took place. This theme was divided into three sections to ensure that the essence of the theme was evident. The sections are beliefs, practices and awareness.

Table 5.5 Beliefs regarding vocabulary and vocabulary instruction defined from transcripts

Beliefs – second language acquisition does not happen quickly
Beliefs – holistic language development
Beliefs – observe acquisition of native language
Beliefs – have empathy with learners
Beliefs – learn vocabulary to enable speaking in English
Beliefs –other issues involved in language development
Beliefs –teaching English to ESL is different than teaching it to native speakers
Beliefs –teacher as a resource
Beliefs –teacher collaboration is important
Beliefs –vocabulary is the basis of every language
Beliefs –vocabulary needed for expression

Beliefs –visuals needed to learn new vocabulary
Beliefs – exposure to sight words

The beliefs will be discussed in the following section. Beliefs 5, 10, 11 and 12 were combined and renamed as per belief 5.

Teachers' beliefs can be defined as their "conceptual systems" which are then used to clarify a certain area of activities. This can either incorporate or exclude specific information that might be relevant to the particular area (Nespor, 1987:326). Ruys, Van Keer and Aelterman (2010:539) view teachers' beliefs as "a set of representations" that they use to guide their specific learning and instruction concepts, as well as the role that they play in the learning process. Another researcher, Schoenfeld (2011) argued that these representational sets might be expressed as dispositions, values, preferences, etc., and might not explicitly be seen as beliefs. Schoenfeld (2011) offered another term for beliefs, namely teacher orientations.

5.5.3.1 Beliefs

Belief 1 – Second language acquisition does not happen quickly

As discussed in section 3.2 page 37, researchers (Gunning, 1996; Nation & Waring, 1997:7; Wallace, 2007:37), established that five year olds who have developed and grown up to five years in an English-speaking environment, will attain around 4000 to 5000 English word families. This however is not the case for foreign, second language or non-native English learners. These learners present with a 30 000-word gap, even before the learner enters formal schooling. Dawber and Jordan (1999) and Mutasa (2000) believe that it takes a second language learner 5 years to develop the same academic proficiency level as a first language speaker. For this reason, we can agree that second language acquisition does not happen quickly.

In the United Arab Emirates where Arabic is the main language used for communication, writing, reading and listening, we can agree that English is not the language used in the local environment. However bilingual policies (ADSM) are in place to provide learners opportunities to become bilingualists. In section 2.2.1.5 it was mentioned that, for this reason, learners are also encouraged to take part in

problem solving and brainstorming opportunities by collaborating in English, in the same way they do in Arabic. However, the above-mentioned skills are very difficult to attain due to the lack of English vocabulary. Learning English needs to include the acquisition of the linguistic skills of English and the acquisition of content knowledge through the medium of English as per the Ministry of Education (UAE. Ministry of Education, 2014).

Tender agrees with the above and stated that:

[Tender] *"I don't know, I believe that people think, uh, you know we hear so much that kids learn very quickly and we think as English speakers we think, uh, that they can acquire a language very easily, which is not, because they have to give, look at the whole student and look at its culture and how they acquire their language."*

I agree with Tender in that for the above reason we need to consider the way we are teaching vocabulary. This will enable us to provide as much exposure to vocabulary as we possibly can to these learners. Since these learners already present with a 30 000-word gap it is crucial that vocabulary instruction receives undivided attention, if we want to improve their linguistic skills and vocabulary knowledge.

Antonacci & O'Callaghan (2011) stated that effective teachers of language and literacy should provide opportunities that stimulate rich uses of language. Instructional programmes should be designed that consider a learners' social context that promotes vocabulary learning.

Language development is not only a time consuming skill, but it also happens holistically, which is the belief of Tender and will be discussed as belief 2.

Belief 2 – Holistic language development

In section 3.5.2 page 54 I noted that vocabulary acquisition does not happen in a vacuum, as word meanings are not acquired in isolation. Personal and academic learning all happen inside the socio-cultural environment of the child's home, community and classroom (Antonacci & O'Callaghan, 2012). Scott *et al.* (2008:197), suggested that, literacy can be seen as social practice, since learners attain academic vocabulary through various social interactions as members of a learning community.

According to the Vygotskian theory of the Zone of Proximal development (1978), discussed in section 2.2.1.2 learners have the ability to develop skills and intellect by involving themselves in the social environments they are exposed to and the cultures that pertain in these environments. Learning and development can either be fostered or created in this environment (Lantolf & Thorne, 2006) or it can hinder learners' development.

A learner's developmental sociocultural environment is filled with various tasks and demands. Engagement in these tasks depends primarily on implementation of a language. It is crucial that the society that the child is engaged in, provides the learner with various opportunities for learning (work, play, school, literacy etc.). Vygotsky (1981) described this dependence on others as the process of ontogenesis or individual development. In section 2.2.1.4 I described that at the onset of a learner's life, a learner is completely dependent on other people, primarily the parents, since they are the prime caretakers during this stage of life. The parents are the main representors of their culture and it is their responsibility to pass their culture onto their child. A vast majority of these tasks acquired takes place through language and communication. The adult organizes the child's world and teaches him/her to do things.

Tender noted that we had to:

[Tender] *"...look at the whole student and look at its culture and how they acquire their language."*

When considering the above, a teacher should remember that when teaching a language or other subjects, that a certain amount of vocabulary for understanding is needed, before task completion can take place. Another important aspect is that learners come from a variety of backgrounds and environments. As a teacher, we cannot control the environments that a learner comes from. However, we can ensure that we provide a meaningful, educational, language-rich environment at school. Parents do not all have the same educational backgrounds or intellectual abilities. As they are the primary care takers of their children, they have the biggest impact on a learner's life from onset until formal schooling commences. The impact parents have

on a learner's development, education, socio-economic-status and various other factors will be discussed in section 5.5.4, theme 9, in more detail.

As language is used for most activities at home for learning and playing, it was noted that learners should be observed while acquiring their native language. This belief will be discussed below.

Belief 3 – Observe acquisition of a learner's native language

Since the setting of the study is based in the Al Dhafra region in the United Arab Emirates the native language referred to here is Arabic. As mentioned in section 1.2.2.1 page 4, one of the biggest challenges that the learners experience is a linguistic challenge. Learners are presented with an Arabic triglossia since two or more varieties of the same language are being used for different contexts (Ferguson, 1959). This is perceived as bilingualism, because when Emirati children commence with formal schooling they are taught one Arabic dialect, namely; Modern Standard Arabic which is the medium of instruction in schools. They also use and are exposed to the colloquial spoken Arabic of the Gulf. The learners also need knowledge of classical Arabic, since this is the glossary used for studying the Quran (Gallagher, 2011:67). Therefore Emirati school learners need to attain three registers of their first language which leads to an incredible first language burden (Abu-Libdeh, 1996:7).

Tender and Sun mentioned during the interviews that it is important for a second language or ESL teacher to perceive or have knowledge about how learners attain their native language. I agree and also feel that it is important to know the above – that the learners already present with a triglossia burden regarding Arabic and now we also add English to the above equation. This calls for strategies for vocabulary enhancement that will make vocabulary attainment fun and easy. We need to attempt to lighten the language learning burden and not add to it.

[Tender] *"...how they acquire their language."*

[Sun] *"I think of it as teaching like a young child who is learning a language. Like their own language for the first time. You just start with the basics and knowledge that they should know what things are, what's on their body, days of the week. Some basic*

knowledge. You should almost pretty much start as you should with a younger, native speaker?”

As native speakers of Arabic it is important to also have some knowledge about how Arabic words are formed and to illustrate the differences between English and Arabic. This knowledge should be incorporated into the vocabulary strategies to ensure attainment of especially new vocabulary. The information below was discussed in section 1.2.2.1 page 4 and 3.4.2 page 44.

A table comparing differences between Arabic and English will be illustrated below:

Table 5.6 Arabic and English comparison

Arabic	English
Triconsonantal roots – vowels are not important (Schmitt, 2000:50).	Both consonant and vowel sounds are written in English.
Diglossic language – spoken form different from literary form.	Spoken form can be different from written form due to variation of phonic sounds. E.g. the ‘oe’ in toe is different than the ‘oa’ in boat even though they sound the same.
Arabic morphology is a derivational, consonantal language (Bowen, 2011:87).	
A base of usually three consonants form a root and other semantically linked words are derived with the addition of vowels and other consonants (Bowen, 2011:88). E.g. the derivational root of k - t - b forms kitaab = a book, maktab = office, and kaatib = office clerk.	New words are made by adding prefixes or suffixes to words. E.g. care = careful; caring; carefully.

Prefixation, infixation and suffixation add information about person, number, gender, time and possession. E.g. <i>kitaab</i> becomes <i>kitaabi</i> (my book), <i>kutub</i> (books) (Bowen, 2011:88).	Prefixes and suffixes are used to change meanings of words. Morphology is used to differentiate between various word parts like prefixes, roots and suffixes.
In Arabic orthography long vowels are represented as graphemes and three short vowels are represented by diacritic marks above or below the consonants.	All letters have sound pictures – with each picture having a particular sound associated with it.
Short vowels are not written in Arabic (Abu-Rabia, 2000 cited by Bowen, 2011:89).	All vowels are written in English.
Heavily depend on phonological skills in recognising one word from another.	Also need phonemic, phonological and phonic knowledge to recognise and read words.
Arabic print is not transferable to English (Bowen, 2011:88).	Learners need to guess the vowels in Arabic, this can also transfer to English which frequently leads to inaccurate guesswork and reading.
Arabic is a cursive system where the letters are almost never written in isolation from another letter.	English can be in print or cursive, but letters can be clearly distinguished from one another.
Arabic runs from right to left.	English is written from left to right.
Arabic is completely phonetic.	English words all contain phonics, but are not completely phonetic as words can sometimes sound the same but the writing thereof can vary due to vowel variations.

It is important to note that due to the above differences in the two languages there are problems arising when trying to acquire both languages. These will be mentioned below.

Problems according to research that occurs while learning in Arabic and then trying to transfer to English:

- When learning occurs in English, some learners have not yet mastered their spoken and written Arabic, where the written form represents the spoken language (Bowen, 2011:87).
- There is a lot of guesswork for Arabic readers, since they need to understand the Arabic print, which is not transferable to English.
- When compared to English spelling in British or American English where there are only a few spelling differences in the writing system to which the learners are exposed to, the above makes acquiring English complicated (Bowen, 2011:88).
- Since learners need to guess the vowels in Arabic, this can also transfer to English which frequently leads to inaccurate guesswork and reading (Bowen, 2011).
- In the Arabic system learners are encouraged to focus on the consonantal framework of a word. This does not provide the learner with the ability to sufficiently discriminate between words when they are transferred to English, where the consonants do not form the only key elements in reading (Ryan & Meara, 1996; Bowen, 2011:88).
- It appears that they have a kind of “vowel blindness”, because they seem to ignore the occurrence of vowels when they acquire vocabulary (Bowen, 2011).
- Another problem that arises when writing English is that they struggle to identify which vowel to use when one is needed in a word (Ryan, 1997).

- Another phenomenon occurs during reading as the vowels are mispronounced (Milton & Riordan, 2007).
- Good spellers or writers need combined visual and phonological strategies to decode words and to blend these words successfully. Where Arabic learners are concerned, they seem to have a problem with both, as Arabic unlike English is completely phonetic. Due to this facet of Arabic, the two language systems each present their own challenge (Bowen, 2011).
- Another problem occurs when writing words in Arabic compared to English is the font of the letter itself. To demonstrate one example, the Arabic equivalent word of the English word "study" is, (يدرس) which is formed of separate Arabic letters (Bowen, 2011).
- Another difference that exists when comparing English to Arabic is the location of the letters in writing on the page. Arabic runs from right to left, whereas English is written from left to right. This simple difference presents big problems, because Arabic learners very often misread or misspell words as they tend to mirror the letters such as *p*, *q*, *d* and *b*. They also misread words due to the letters being moved due to right to left eye movements. An example can be *form* being misread for *from* (Younes & Albalawi, 2015:9).

As discussed in Chapter 3, section 3.4.2 page 44, orthographic knowledge is crucial during vocabulary learning as a learner's first or native language plays an important role in shaping his second language processing (Schmitt, 2000:49). Schmitt (2000:49) is of the opinion that three orthographic systems are used in languages around the world namely, logographic, syllabic, and alphabetic. All of the systems described above are processed in a different manner, with different strategies such as visual or phonological processing. Beginnings of words are salient, orthographically and phonographically, whereas the endings of words are almost not. For this reason, the middle of words is more difficult to remember. These strategies are transferred to the learners' second language. It was noted that when a student is acquiring a language

similar in orthographic type as his first language, fewer problems arise (Schmitt, 2000:49).

Arabic poses more cross linguistic orthography problems when a learner is acquiring English as there are various other tendencies that occur in Arabic, that do not occur in English. It was therefore important to discuss the differences, as teachers should be aware of these as ESL teachers. Knowing what problems can occur due to the influence and non-transferability of Arabic to English, could provide teachers with clues as to why a learner keeps on presenting a particular problem or why reading occurs without vowels. In chapter 3, paragraph 3.3.1 I stated that learners of a second language acquire vocabulary through the same processes, but the environment in which they acquire the second language usually differs markedly from children learning their native language (Schmitt, 2000:116). There are a vast number of variables that can affect this acquisition process, namely their first language, amount of exposure, motivation and culture (Nation, 1995). This knowledge regarding the differences and problems that the learners present can also allow a teacher to have more empathy for struggling learners.

This was belief 4 that arose from the interviews. I have not touched on the theme of empathy in previous literature, therefore it will be discussed in the section below.

Belief 4 – Have empathy with learners

Empathy has received considerable attention in various disciplines like psychology, moral education, law and feminism. Each of these disciplines approached the definition of empathy differently (Marx & Pray, 2011). One of the earliest definitions of empathy was “a relatively discrete social phenomenon recognizable in the experience of laymen and psychologists alike” (Hogan, 1969:309).

Empathy can also be defined as projecting your own personality into that of another person, to provide a better understanding of the other person (Brown, 1994). Brown (1994) suggested two aspects necessary for developing empathy, namely, awareness and knowledge of your own feelings and secondly, identifying with another person. Brown (1994) perceived empathy as the major factor in coexisting harmoniously with

other individuals in a society. Empathy also facilitates communication as this requires people to infuse their boundaries to send and receive clear messages from others.

Guiora, Brannon and Dull (1972:115) perceive empathy as a “social perceptiveness or sensitivity, [and] the ability to empathize with the thoughts and feelings of others (or to “put yourself in their shoes”). According to these researchers, empathy “has often been hailed as a critical ability for social existence”. Many factors have been researched regarding language learning motivation (Dörnyei, 1994). Dörnyei (1994:282) provided some teacher-specific motivational components, with empathy at the head of the discussion. Dörnyei (1994:282) stated that a teacher has to be “empathic, congruent, and accepting; according to the principles of person-centred education, these are the three basic teacher characteristics that enhance learning”. Dörnyei (1994:282) referred to empathy as “being sensitive to students’ needs, feelings and [their] perspectives”. As a teacher one has to have acceptance which means one has to be non-judgemental, positive, and acknowledge that each individual learner is a “complex human being with both virtues and faults” (Dörnyei, 1994:282).

“To put yourself in their shoes” (Guiora *et. al.*, 1972:115) or walk in their shoes is exactly what a second language teacher must be able to do. Rios, Trent, and Castañeda (2003) as cited by Marx and Pray (2011:509) are of the opinion that a teacher who has an empathetic understanding of second language experiences, allows for better address of ESL learners academic and social needs. These teachers are also able to provide better intervention and advocacy when necessary.

One of the interviewees stated that:

[Tender] *“So, I think sometimes we already know a language or several languages and I think we kind of think we walk in their shoes, but we don’t.”*

When comparing non-native English-speaking teachers to native English-speaking teachers, the above seems true, as Tender is a native English speaker. For this reason, it would be possible for her to state that we think we walk in their shoes, but we do not as she does not really understand the adaptations that ESL learners and especially these Arabic learners have to make, in order to acquire a near-native like

English as expected of them, even though she stated that she has ESL teaching experience.

Medgyes (1994:436) cited by Moussu and Llurda (2008:322), provided six characteristics regarding Non-Native Speaking (NNS) teachers. These will be listed below:

- 1) "They are good models to their learners;
- 2) They can teach language strategies effectively;
- 3) They can provide more information regarding the language to their learners;
- 4) They understand the difficulties and needs of the learners;
- 5) They can anticipate and predict language difficulties; and
- 6) In EFL settings, they can use the students' native language to their advantage".

Another teacher (Starfish) stated that:

[Starfish] *"Because when I first started off here (UAE), I was teaching, like I would write the words on the board and go over them and then I realized that little words the children didn't know."*

By stating that she realized that little words the children did not know, she showed empathy and understanding. She then adjusted her teaching and accommodated the learners, by providing PowerPoints with pictures of the words to improve their understanding.

[Starfish] *"Yes, yes to accommodate the learners? To accommodate them yes."*

Starfish also mentions:

"Because where I come from English was a first language. So, we take it for granted, yes, because they know the words, you know".

She directly acknowledged that she took it for granted that learners knew the words she was teaching them, thinking about her background knowledge. But she showed empathy by adjusting her teaching style to enable learning or vocabulary to take place. As a native speaker of English, with ESL teaching experience, she was able to, like

Medgyes (1994) understand the difficulties and needs of the learners and therefore she could walk in their shoes metaphorically speaking.

Medgyes (1994) also explained that “if the language ‘deficiencies’ of the NNS teachers are remedied, native and non-native English-speaking teachers have equal chance to achieve professional success”. For this reason, we are fortunate to be teaching in an environment where we have different background experiences. It is a benefit to the situation if we can work together and learn from each other in order to attain professional success, whether we are native or non-native English teachers. This collaboration as well as teachers being resources will be discussed in belief 8.

Another belief that arose from the empirical research was that learners need to learn vocabulary to enable them to express themselves in English.

Belief 5 – Learn vocabulary to enable expression in English as it forms the basis of every language

As stated in Chapter 5, section 5.5.1 and 5.5.2, the problems that arise due to a lack of vocabulary knowledge and the importance of vocabulary also leads to the inability of learners to express themselves in English.

I stated in Chapter 3, paragraph 3.4.2 that vocabulary knowledge is defined as a human’s ability to cross over from reading print to making meaning of it (Cockrum & Shanker, 2010). Knowledge about a word can be rich and complex according to Schmitt (2000:5). Discussing the scope of a word in Chapter 3, paragraph 3.4, it was established that words are not acquired instantly (Schmitt, 2000:4), but takes time. This also links with the belief of Tender already discussed in 5.5.3.1-Belief 1), that states that second language acquisition is a timeous process. Complete mastery of a word is linked to various aspects like, active and passive vocabulary, vocabulary knowledge or word knowledge, and the depth and breadth of vocabulary. One aspect that stood out in the interviews was the active vocabulary that the learners should have for expressive English vocabulary.

Active vocabulary, as discussed in Chapter 3, section 3.4.1.2, is also known in research as productive knowledge of a word. When we produce a word of our own

accord when we communicate or write, this is considered as passive vocabulary or productive knowledge of a word (Schmitt, 2000:4).

[Wizard] *“Well vocabulary is the basis of every language and if you have limited vocabulary you have limited skills. Skills as in? “Functionality, and if you can’t express your feelings, because you don’t have the higher vocabulary you might not be able to convey your thoughts. And everyone should keep improving their vocabulary, because it changes all the time.”*

Five more teachers agreed to the above by stating:

[Sphinx] *“Well, in my opinion vocabulary is the main thing to speak, to read, to write. If the students have enough vocabulary, enough words they can practice, they can speak, they can even listen. They can expect what they are listening to. Yes. So, studying vocabulary I think it’s the main thing in English language, because it’s a start that we can build on.”*

[Tender] *“...looking at language that they could fully integrate their active vocabulary, their speaking vocabulary and work with that. So, that they grow.”*

[Sun] *“I just believe that when it comes to teaching to a second language learner, you need to do the basic words first.”*

[Kind] *“Basic sight words that they see in print like the, and the articles. Because sight words can be a little difficult for them because you don’t sound them sound them out, yes. So, they just have to see them in print you know either at home, at school or on the board because they are difficult for the students because they can’t sound out the. You can’t go t-h-e. So, they, you know they need exposure to those words and various ways by looking at it in a book, or in print, on a word wall and then just constantly having that review, because you just can’t sound them out. So that’s why the kids find some of the sight words very difficult to pronounce.”*

[Woodland] *“Ek dink woordeskat is van uiterste belang, want as ‘n kind nie woordeskat het nie, kan hulle nie skryf nie, hulle kan nie lees nie. Daarom is dit baie*

belangrik dat 'n onderwyser eers moet focus op watter woordeskat die kinders het, voordat hulle enigsens kan aangaan met lees of skryf. In enige Addisionele taal".

[Woodland] *"I think vocabulary is of utter importance, because if a child does not have the vocabulary they can't write, and they can't read. For that reason, it is very important for a teacher to first focus on what vocabulary children have, before they can continue with reading or writing. In any additional language"* [own translation of the above].

In Chapter 3, paragraph 3.4.2 page 44, I discussed the fact that three dimensions were identified (Nagy & Scott, 2000) that can be implemented to describe the difficulty of knowing a word. First of all, word knowledge is incremental. Learners as readers need plenty of exposure to a word in different contexts, before knowing a word. The second dimension is that word knowledge is multidimensional. A large number of words has various meanings and for this reason the meaning depends on the context in which the word was used. Thirdly, word knowledge is interconnected, because knowing one word allows a learner access to various other words, either with the same meaning or the same structure.

Active vocabulary, as discussed in Chapter 3, section 3.4.1.2, is also known in research as productive knowledge of a word. When we produce a word of our own accord when we communicate or write, this is considered as passive vocabulary or productive knowledge of a word. There are quite a number of learners in the classrooms who are unable to produce a word of their own accord. These learners are unable to express any English vocabulary and only refer to Arabic for speaking and then use a stronger learner for translation purposes. This inability to express themselves orally, also carries over to their written work. Expressive vocabulary is needed for writing, reading, speaking and listening.

Vocabulary knowledge cannot be stressed enough, should a learner want to acquire a native like English or the 50:50 bilingualism that the government wants (Chapter 1, section 1.2.1 pg. 3). Besides the fact that learners need a great deal of vocabulary for expressive purposes, other issues should also be considered where language development is concerned. This will be discussed below as it was mentioned as a

belief, but most of the issues arising when teaching or developing language will be discussed in section 5.5.4 under the factors that hinder vocabulary learning.

Belief 6 – Other issues involved in vocabulary development

There are numerous other issues involved that can hinder or enhance vocabulary development.

Queen stated the following belief:

[Queen] *“So educators around the globe are aware of the changes, but you will always find that, uhm, it depends on lots of other issues apart from the educator, their experience, their resources. It depends on students. It depends on parents. It depends on resources at the school, it depends on management, it depends largely also on timetabling.”*

Yes, educators are aware of changes in education policies and in the environments of our learners that can hinder or enhance vocabulary development. Numerous factors were touched on by teachers during the interviews and lesson observations which will be discussed in Chapter 5, section 5.5.4 in more detail. I however named them here as there were some correlations between the teachers’ beliefs and the factors that will be discussed.

Belief 7 – Teaching English to ESL is different from teaching it to native speakers

Evidence of what works best when teaching English second language learners to attain English proficiency for academic purposes, is a difficult process as information is difficult to come by (Sparks, 2016).

In the U.S three methods are implemented to support ESL or English Language learners (ELL) and Low English proficiency (LEP) students as they call these learners (Sparks, 2016). For this reason, I think Queen and Sun stated that the methods that are used to teach native English speakers and non-native speakers would be different, which is true.

[Queen] *“Uhm I think teachers are very aware that there are challenges and that with traditional learning where you have native speakers you already have differentiation,*

but you have to cater for learning styles. So, the minute you throw in ESL the teacher has to have a mindset shift (shift), because the methods that work for native speakers don't always work for non-native speakers or when they do work they don't give you the results that you would get with native speakers."

[Sun] *"Yeah, yes I think it's important to I guess to know specifics on how to teach second language vocabulary. Because, assuming that it is not you're not going to teach it the same way you would native yes, speakers"*.

In the U.S three methods are used, namely "pullout or push in tutoring, sheltered English instruction and bilingual instruction" (Sparks, 2016:1). Each of these will be discussed in brief and then will be applied to the milieu of the United Arab Emirates.

- Push in tutoring / pullout tutoring

During this programme learners attend the academic classes in English and are provided with support in English by an ELL specialist during class or they are taken out of class and then receive attention in a separate session. This option is used for learners with some English proficiency.

- Sheltered English instruction

Learners with low English proficiency are taught in a separate classroom. The teacher focuses on direct language instruction and academic content. In these classrooms the learners are grouped according to their English proficiency as to differentiate instruction. These programmes are intended to be short, but critics are of the opinion that this programme delays ELL learners as they need to have access to regular content. The use of bilingual instruction is limited in these classrooms.

- Bilingual instruction

During bilingual instruction, learners receive language and subject matter instruction in both their native language and English. This programme can assist ELL learners in a short programme. Dual-language immersion programmes include native and non-native speakers of English. During these programmes most of the content is taught in another language other than English. As time goes on more time is spent teaching in

both languages the goal of which is to ensure that learners exit the programme, proficient in both languages. This is commonly used for learners with a high number of ELL learners of a single native language.

With reference to the UAE the aim of the Ministry of Education is to have learners 50:50 bilingual (Section 1.2.1 pg. 3). If referring to the above methods used to instruct ESL or ELL learners both the practices of the sheltered and bilingual or dual approach are used in the English subject classrooms. These include Mathematics and Science as these subjects are also taught in English. Learners are grouped into levels of proficiency in both English and Mathematics using baseline assessments provided by the ministry. Learners then receive core subject content in English, but it is tailored per group. Since the teachers teaching these subjects, are mostly native English speakers, they are unable to spend time teaching the learners in Arabic only. For this reason, some teachers have Arabic assistants who enable them to translate should a teacher observe misunderstanding or learners not grasping the content. The aim is to ensure that by the end of schooling most or all learners exit with English and Arabic proficiency.

There are varying methods used to teach native English speakers compared to non-native English speakers. It is important to note that non-native English or second language English learners already present with a 30 000-word gap upon school entry as discussed in section 3.2, Chapter 3. This gap can never be bridged, but the teacher can aim to enhance a learner's vocabulary in order to achieve near native-like abilities in English. There are three levels of ESL proficiency available namely beginner, intermediate and advanced. This is important to know as an ESL teacher, places learners into groups according to proficiency level which will help the teacher to tailor each group's instruction.

- Beginner ESL learners

ESL beginner learners are unable to speak in English and have a limited or no understanding of the language. These learners never use English for optional communication but can also refer to non-verbal gestures for communication purposes. As progress is achieved simple words or phrases may begin to take shape.

Construction is derived using pictures, tables or graphs and is often incomplete (Buck, 2000).

- Intermediate ESL learners

Learners on this level of proficiency understand more complex speech, but repetition is still required. Key words and phrases are already acquired on this level, which enables these learners to use English spontaneously but they might have some difficulties expressing all their thoughts, due to a restriction in English speaking-ability (Buck, 2000).

- Advanced ESL learners

Achieving this level entails that learners attained an adequate level of everyday communication. They might however, still have difficulties understanding some idioms or figures of speech as well as homographs. These learners might also have difficulty with complex structures and abstract academic concepts (Buck, 2000).

The differences that appear in classrooms between native and non-native learners, attaining a language are tabled below. These differences would enable a teacher of English or a subject taught in English to understand why errors are made and what the different areas are that need attention during instruction time. This will also be used to underpin various strategies used teaching ESL learners English vocabulary.

Table 5.7 Comparison between native and non-native English learners (Created referring to Ferris, 1994).

Native English learners	Non-native English learners
Fewer opportunities needed for pronunciation of new vocabulary.	Need more opportunities to listen to pronunciation especially of new vocabulary.
Know most of the English phonemes and the sounds they make.	Can sometimes be uncertain of the sounds some phonemes make.
Little to a few spelling errors.	Omit vowels or silent consonants when writing.

Little to a few grammar errors.	Numerous grammar errors and correct sentence structure.
Reading new vocabulary would be easier for a native speaker, as most of the sounds of the language are familiar. Decoding would happen smoothly.	When reading new vocabulary, the learner might struggle a lot decoding the word – with reference to multisyllabic words.
Vocabulary used during speaking is more creative, and in depth.	Vocabulary can sometimes be a problem, as learners do not have native like vocabulary depth and breadth.
Discourse happens easily regarding almost any subject.	Discourse can sometimes be a problem depending on the level of the learner.
Sentences contain a breadth of vocabulary as learners' vocabulary knowledge is wider.	Sentences are short and can sometimes lack creativity, due to a lack of vocabulary knowledge.
Can write a paragraph easier, due to sufficient or breadth of vocabulary.	Struggles to write paragraphs – need a lot of practice to write sensible paragraphs.
Greater number of clauses, resulted in longer essays (Ferris, 1994:53).	Shorter essays, due to less command of English vocabulary (Ferris, 1994:53).
Greater degree of topical focus, resulting in a lower degree of subtopics in sentences (Ferris, 1994:53).	More subtopics in sentences (Ferris, 1994:53).
Sentence patterns consisting of a topical subject, grammatical subject and initial sentence elements coincide (Ferris, 1994:53).	Sentences are introduced using a main clause followed by a dependent clause (Ferris, 1994:53).
Preference is shown for showing the topical subject at the beginning of a sentence (Ferris, 1994:53).	Non-native speakers prefer discourse markers to introduce examples (Ferris, 1994:53).
Use a greater variety of ways to introduce topics (Ferris, 1994:53).	

Little information could be found regarding a direct article or research about the comparison between native or non-native learners and teaching strategies that are used for each of these groups. Most of the time referral was made to non-native teachers (NNTs) and native teachers (NTs) of English and how the one has different advantages over the other (Medgyes, 1994).

The above table was constructed implementing the empirical research from the interviews and articles regarding NNTs and NTs. The information or challenges that the ESL learners experienced was compiled on the right-hand side and then the left-hand side column was derived using the information gathered regarding NNTs and NTs.

The specific teaching strategies for vocabulary enhancement that differ due to native-like proficiency for ESL learners will be discussed in further detail in section 6.1.3 (Chapter 6) as this is the focus of the study.

Belief 8 arose from the teachers' interviews, where one teacher stated that in her experience at previous schools, teachers collaborated more and she also noted that a teacher is one of a school's biggest resources. This will be discussed in the section below.

Belief 8 – Teachers perceived as resources through collaboration

Traditionally resources were seen as sources of input presenting learners with specific materials to develop their learning. Resources expose learners to various modalities, beyond those of the teacher. The main resource for input was the textbook. With modern technology available nowadays, different resources implemented for teaching are written texts, multimedia, videos and other types of media (Scarino & Liddicoat, 2009:58).

Resources are not only textbooks or the media that a learner is exposed to in a classroom, but the teacher managing the classroom should be considered as the main resource of learning. Effective teachers plan and reflect daily on their planning and activities given to learners. As such, teachers should also continuously develop themselves professionally, in order to stay on track with developments in educational

trends, policies and research. Teachers can be seen on a continuum with regard to experience. A school-based teacher educator programme has been explored in countries like Europe and America (Van Velzen & Volman, 2009; Bartunek, 1990). In these programmes teachers can be labelled according to their stages of development using the lattice model. This model (Christensen, McDonnell & Price, 1988 as cited by Bartunek, 1990) perceives a teacher's career within a cycle. Various stages that are visible in this model are "preservice," "induction," "competency building," "enthusiastic and growing," "career frustrations," "stable and stagnant," "career wind-down," and "career exit" (Bartunek, 1990:1). Bartunek (1990) states that these stages influence one another due to personal environment factors as well as organizational environmental factors. A positive school culture can be nurtured if collaborative planning can happen between teachers and administration of schools (Bartunek, 1990). Since teachers are resources that can be used due to their developmental stage, collaboration between various teachers regarding different aspects can help to identify positive features of practice. These features can be enhanced and developed, to improve teaching practices and pedagogy. Using other teachers as resources for input on one's own professional development is an important aspect of reflective teaching practices (Parsons & Stevenson, 2005) which was one of the practices touched on during interviews and will be discussed in more detail in section 5.5.3.2.

Wizard agrees that teachers should be seen as your best resource and that collaboration is the best way forward. She perceives collaboration mainly as sharing resources, when considering her statements below.

[Wizard] *"...learnt something new from a teacher with vocabulary. They put their own spin on everything and teachers are your best resources. They go outside the box with the book."*

"...collaboration is the best."

"We all shared and it was great. It helped the brand new teachers and the old teachers."

Due to the above statements the teacher felt that she really learnt a lot from teachers at her previous school regarding vocabulary instruction, as they all had Google docs and used this for sharing all their resources. This leads me to believe that she might have seen collaboration as sharing physical resources and she might not have been aware of the fact that we also collaborated at the current school. Even though we did not always share worksheets and activities, much collaboration occurred during various professional development workshops and grade meetings.

These various meetings and workshops can be seen as group activities and collaboration opportunities. Group activities allow teachers to collaborate making reflecting on practices easier and a peer can aid in identifying areas of development that might still need attention. Critical feedback or constructive feedback allows a teacher to identify some areas that need attention, which the teacher him/herself could maybe not identify individually. This practice of collaboration allows teachers to learn from one another with regard to various different practices, ideas or approaches (Parsons & Stephenson, 2005:102).

When reviewing Vygotsky's social cultural theory linking to aspects concerning more knowledgeable others or MKO's during the Zone of Proximal development (1978), one notices a direct application to this section. This was discussed in Chapter 2, paragraph 2.2.1.2 pages 26 and 27. As a teacher, whether new, slightly experienced or very experienced, we are always privileged to have a MKO. Teachers' knowledge and interests regarding educational matters vary. Some might be more experienced or knowledgeable regarding English writing or have other strategies to teach learners to read successfully, etc. For this reason, it is important to have collaboration opportunities, whether it be meetings, workshops or personal conversations between colleagues. These can all be seen as opportunities for learning from an MKO until a teacher is comfortable and has achieved her zone of proximal development, before identifying another aspect that can be improved. Improvement and a need to improve or develop professionally is an important aspect for any teacher during their "teaching life".

The next belief to be discussed will be the need for visuals to learn new vocabulary.

Belief 9 – Visuals needed to learn new vocabulary

Even though this point arose as a belief, it links and overlaps with vocabulary strategies as visuals are needed in order to provide learners with a better understanding when introducing new vocabulary. For this reason, it will not be discussed as a belief, but it will rather receive attention as a strategy as it overlaps with theme 3.

Another and final belief that arose from the interviews, was the fact that learners need a lot of exposure to sight words to enhance their vocabulary. This will be discussed as belief 10 in the following section.

Belief 10 – Exposure to sight words

In Chapter 2, section 3.2, I discussed that the 3000 or so high frequency words of the language are very important for a second language learner, as these words are high priority. Nation and Waring (1997:11) also add that “there is little sense in focusing on other vocabulary until these are acquired”. After acquiring these words, the low frequency words of the language should receive attention.

It was curious to note that only 2 of the 10 teachers interviewed specifically referred to the acquisition and the importance of high frequency words, especially since we are teaching a language to ESL learners.

[Queen] *“100 most common words in English as a basic in every classroom – before you even get to High Frequency Words, it’s 100 most common used words in the English language, because we are doing ESL speakers”*

[Kind] *“basic sight words that they see in print like the, and the articles. Because sight words can be a little difficult for them because you don’t sound them. So, they just have to see them in print you know either at home, at school or on the board because they are difficult for the students because they can’t sound out the.”*

[Kind] *“So, they, you know they need exposure to those words and various ways by looking at it in a book, or in print, on a word wall...”*

The importance of high frequency word acquisition cannot be stressed enough.

In Chapter 3, section 3.2 page 37 I quoted Wilkins (1972:111) by stating that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Learners of a second language need an extensive vocabulary in order to have access to certain structures and functions in English (Rivers, 1983:125). Rupley *et al.* (1999:117) go as far as to use the metaphor of glue, stating that, "Vocabulary is the glue that holds stories, ideas and content together...making comprehension accessible for children". Beck *et al.* (2013) agree with Nation & Waring (1997:11) as they are resolute that students should acquire 2000 to 3000 new words a year to enhance their reading vocabularies. For ESL learners this is an exceptionally large amount of new vocabulary to be acquired.

Schmitt (2000:55) also stresses the importance of vocabulary acquisition, especially for ESL learners. Lexical knowledge is fundamental for communicative competence in the acquisition of a second language. Pikulski and Templeton (2004:1) stress the fact that "vocabulary is an essential micro-skill". This skill is essential for understanding others and enables users to relay their own ideas.

Vocabulary is powerful and can be seen as the greatest tool that education provides to learners' lives. High frequency words, in my opinion, form a key part in a large and rich vocabulary. If a learner knows most or all of the high frequency words, not only does it improve his verbal communicative skills, but it opens a world of wonders. Learners would now have the ability to take any book and be able to read, most to all of the words as most of the English language is built up using a large amount of high frequency words.

Nation and Waring (1997:12) is of opinion that, "extra exposure to words through reading, listening and speaking as well as formal studies of words are also required at times and these should all be contextualised". This exposure to reading would then assist the second language learner or ESL learner in starting to bridge the 30 000-word gap as mentioned in Chapter 3, section 3.2 page 37 as well as in section 5.5.3.1 page 118 of this chapter.

5.5.3.2 Summary of beliefs

It is important to realise that teachers' orientations are the core aspects on which their practices are based, therefore it should be instituted and aligned on relevant and the exact understandings of the students that they teach on a daily basis (Wright-Maley & Green, 2015:4).

In the above section ten beliefs that arose from the analysed transcripts were discussed in detail. The ten beliefs were: second language acquisition does not happen quickly, language development is a holistic process, acquisition of a learners' native language should be observed, have empathy with learners, learn vocabulary to enable expression in English as it forms the basis of every language, other issues involved in vocabulary development, teaching English to ESL is different from teaching it to native speakers, teachers are resources through collaboration, visuals are needed to learn new vocabulary, as well as the exposure to sight words. In my opinion all of these beliefs can be seen as very important criteria for a teacher of ESL learners to consider, when teaching these students, not only with reference to vocabulary enhancement, but also holistically. These ten beliefs, summarize the holistic vocabulary enhancement of an ESL or second language learner, perfectly.

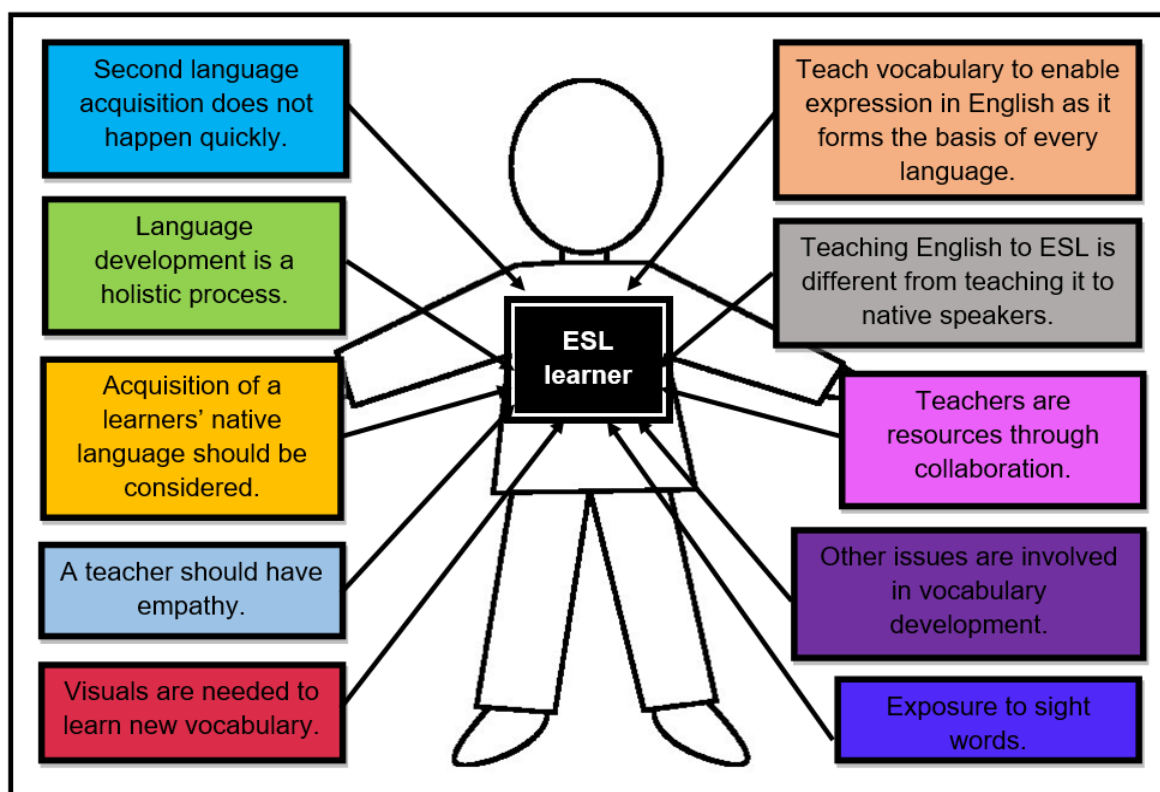


Diagram 5.1 Then beliefs needed by teachers for holistic vocabulary enhancement of ESL learners

5.5.3.3 Practices

The following section entails all the practices that arose from the analysed transcripts. This will be discussed below the table.

Table 5.8 Practices regarding vocabulary instruction defined from transcripts

Practices - Reflective teaching practices
Practices - Lack of experience or training in teaching ESL
Practices - Different strategies to use for ESL learners compared to native speakers
Practices - PPT are made to fit context
Practices - Incidental teaching moments
Practices – 21 st century skills

Practice 1 – Reflective teaching practices

On establishing a definition for reflective teaching, one has to refer to Dewey (1910:6) as he has made a unique impact on education regarding thinking. Dewey (1910:6)

perceives reflection as the, “[a]ctive, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends”. Josten (2011:12) defined reflection as derived from its Latin base, *flectere*, which means to bend. Josten (2011:12) stated that when adding the prefix *re*, it means bending back. “Reflection signifies the type of thought through which the thinker bends the thought back upon itself and the experience from which it originated” (Josten, 2011:12).

For the last decade reflective teaching practice studies’ foci were based on reflection as an instrument for change and the variety of ways reflections can be developed (Avalos, 2010:11). Reflection of teaching goes hand in hand with professional development (Körkkö, Kyrö-Ammäla & Turunen, 2016:199) as this informs what areas require development. Using reflection as an instrument of change (Avalos, 2010:11) teachers are enabled to observe and change their perceptions. These perceptions or thoughts can then be conceptualized to enhance their personal awareness regarding feelings, beliefs and assumptions they have about an area of concern or that requires addressing in the classroom. This allows the teachers to distinguish and analyze their experiences (Kolb, 1984).

During the interviews only two of the teachers talked about reflections of teachers. They specifically referred to their own practices as teachers and how reflections took place during lessons. These reflections assisted them to alter their teaching to better their practices.

[Starfish] *“Because when I first started off here, I was teaching, like I would write the words on the board and go over them and then I realized that little words the children didn’t know. But this was, what it was. So, I started making PowerPoint presentations with the word and the picture so that they can relate to the words. So, you actually did a review in your own style of teaching, Yes, yes to accommodate the learners, to accommodate them yes.”*

Starfish realised during her teaching that the learners were not grasping the vocabulary, even though she knew from past experience, the words were easily attainable. After reflecting on the problem she changed the way she taught new

vocabulary, by making PowerPoint slide shows. These slides contained pictures which enhanced the understanding of the new words. This was also evident during her physical teaching as she used one of these PowerPoints during the lesson I observed.

The other teacher stated the following regarding reflective teaching practices:

[Queen] *“So it’s, but I, I really believe in the inverted classroom where you’ve got a little bit of everything and the advantage of that is the minute something doesn’t work you have the freedom to kick it out or adapt it a little, or just tweak it a little (like reflective teaching practices?), yes, yes, so you would then definitely always be reflecting, altering and implementing. So, you are constantly not just assessing not just the students, but you are assessing your techniques, your practices and how they work. So, it’s like a constant ball.”*

Referring to Queen’s words: “the minute something doesn’t work, you have the freedom to kick it out or adapt it a little”, Kolb (1984:21) developed a model of reflection consisting of four stages, namely: 1) “reflective observation, 2) abstract conceptualisation, 3) active experimentation and 4) concrete experience”. This model was based on Dewey’s model (1933). Schön (1983) reworked Dewey’s model and established three levels of reflection.

Level 1: Setting a problem – this is used to determine the problem and then describing it;

Level 2: Framing the experiment – this level is used for thinking about the problem from various viewpoints;

Level 3: Course of action - during this level a person has used reflection in various ways and then takes action.

Schön (1987:129) differentiates between three types of reflections: “reflection-on-action, reflection-in-action and reflection-for-action”. Reflection-on-action takes place after an action. Reflection-in-action, is reflection while doing an action, and reflection-for-action happens before any actions which involves a planning phase.

Queen's response above can be perceived as reflection-in-action (Schön, 1987), as she states that she reflects on her practices while being in the "teaching action" and then changing the way she was teaching to improve her learners' understanding. On the other hand, Starfish used reflection-for-action practices, as when she noticed her learners did not understand the vocabulary, she altered her approach by making a PowerPoint presentation after which she used reflection-on-action practices, when she saw that the learners understood the vocabulary better by using PowerPoints as aids.

When referring to second language teaching, the teaching needs to be in-line with the teacher's reflective practices. This involves a continuous cycle of critical self-evaluation. Reflection is critical during second language teaching, as this forms the basis for "decision-making, planning and action" (Richards & Lockhart, 1996: ix). Even though no other teachers mentioned reflection, this does not mean that it is not done, perhaps they do not understand the value it could add to their teaching practices, when implemented more often. This is especially true for ESL classrooms, as a teacher cannot enter the classroom unprepared, grasping at any tools or resources to attempt to teach ESL learners new vocabulary.

These reflective teaching practices go hand in hand with a lack of experience or training of native speakers regarding the teaching of ESL learners.

Practice 2 – Lack of experience or training in teaching ESL learners

There is a need for improved pedagogy, with specific relevance to the teaching of ESL learners (Wright-Maley & Green, 2015:2). This is particularly relevant as the rate of ESL learners per classroom is increasing more than the English only populations in the United States (McCabe, 2011). In the UAE, the learners in the public schools are mainly local or Emiratis and can therefore all be seen as ESL learners as explained in Chapter 1, 1.1 (pg. 1) as well as section 1.2.2.1 on page 4. It is very important that the teachers should have relevant, practical experience regarding the processes and practices involved in teaching ESL learners. Wright-Maley & Green (2015) stated that university or college professors, who are involved in training teachers, advocate various important practices for establishing ESL language learning. These strategies are not always adopted or understood, by the in-service teacher. The teachers having

to implement the strategies set out for them consisting of visuals, a construction of background knowledge and building of sentence frames, are not perceived as useful or helpful for their ESL learners (Wright-Maley & Green, 2015).

Samson and Collins (2012) addressed the fact that teachers encounter increasing numbers of a variety of learners. Teachers are expected to have an adequate depth and breadth of knowledge and an essential range of skills for meeting the various needs of these learners. An increasing number of these learners are ESL learners. In the UAE this is exceptionally true, as all learners in public schools can be seen as ESL learners as they acquire Arabic as their native tongue and English as their second language or first additional language. Samson and Collins (2012) state that even though there are educational specialists in ESL as well as bilingual teachers, who have expertise in supporting and teaching ESL learners, it is true that many teachers do not have this expertise. During my research I have found the above to be true, and the teachers then rely on their “feelings” or intuition to teach these learners, mostly to the detriment of the learners achievement.

[Sun] *“I don’t have a whole lot of experience and how other teachers teach vocabulary to and you? I would come up with ideas on my own, with some strategies that I may have read about. But I don’t have any particular training in that area.”*

When I asked her if she thinks it was important to know how to teach ESL learners she stated:

Do you think it’s important? [Sun] *“Yeah, yes I think it’s important to I guess to know specifics on how to teach second language vocabulary.”*

Another teacher went as far as to state that she [we] does not have enough knowledge regarding the teaching of ESL learners and specific strategies that would work better to enhance their vocabulary.

[Astronaut] *“I don’t think we know enough of it actually. You don’t realize that you come in and there’s so much practical that you have to do, and you actually don’t know that especially if you’ve never taught ESL.”*

Samson and Collins (2012) are of the opinion that it is important that all teachers should meet the needs of ESL learners and should be prepared for this. Teachers should not only be trained to meet the needs and know the content and pedagogy relevant to grade level subjects, but they should all need the “specific knowledge and skills to help [ESLs] access the curricula”.

During my interviews and observations, it became evident that teacher’s either did not have experience in teaching ESL learners, as their previous experience entailed teaching native or mother tongue English learners. These learners come to school having already acquired the English language. On the other hand, there were also teachers that stated that they have ESL teaching experience. During my lesson observations, I could only see this “experience” evident in some of the teachers’ classroom practices.

Some pedagogical errors that were evident in some “experienced” teachers classrooms were:

- Teachers read too fast;
- Did not explicitly explain the new or difficult vocabulary;
- Did not use pictorial clues to aid new vocabulary understanding;
- Teachers do not start from the known (background knowledge) and move to the unknown;
- Classrooms are not print-rich;
- Too much teacher talk, almost no interaction from learners.

From the above it was evident again that teachers experience challenges regarding the strategies needed to enhance ESL learners’ vocabulary, whether they have 2 – 15 years of ESL experience or no experience. As a second language or ESL teacher it is important to consider and have sound knowledge about oral language development, support academic language, as well as being culturally sensitive to learners’ contextual knowledge (Samson & Collins, 2012).

Practice 3 - Different strategies to use for ESL learners compared to native speakers

This practice overlaps with the belief that teaching native speakers should be different from teaching non-native or ESL learners. This was discussed as belief 7 (pg.151-156) and for this reason it will not be discussed again. The strategies that can be used for ESL learners will be discussed in more detail in Chapter 6, theme 3.

Practice 4 – PowerPoints are made to fit context

This practice forms part of the strategies that can be used to enhance vocabulary in the classroom, as PowerPoints are powerful tools that can be used very effectively. Using computers in the classroom to enhance vocabulary learning is one of the fastest developing trends in education currently (Sarica & Cavus, 2009:439) as mentioned in Chapter 5, section 5.5.5, page 221. This will be discussed in more detail in Chapter 6, theme 7 (section 6.2). The context of a learner, and the context in which a word is used are also critical when learning vocabulary (see section 1.10.2, 3.3.; 3.6; 5.5.4.3 bullet point 8). This overlaps with the components that are involved when acquiring vocabulary and will therefore be discussed in more detail in Chapter 6, theme 4 (section 6.2.2).

[Starfish] *“But the English as a second language learner, I came with what I knew, and that’s what I was doing. And then I found out that wasn’t working, yes, so the PowerPoint presentation they can relate to and it works much better. You know, it does have its pro’s and con’s especially when it comes to the writing of the PowerPoint, the way the letters are, it’s not how it’s supposed to be but for me it works in a way. They know that this is a light, or a page or a bird.”*

Practice 5 - Incidental teaching moments

In chapter 1, section 1.5.1 page 9 I highlighted how vocabulary acquisition can be enhanced by fast mapping. This entailed that a learner can quickly acquire some aspects of a word after only incidental exposure which highlights the importance of incidental teaching. In Chapter 3, section 3.3 page 39, Nation and Waring (1997:11) also agreed that one way to manage learning vast amounts of vocabulary, is to apply incidental or indirect learning.

One teacher applied the practice of incidental teaching when correcting a learner during the learning of vocabulary. She stated during the interview that:

[Starfish] *“They all do it, even the adults do it. We don’t close a light, we switch it off. Yes, because for me I think it’s a direct Arabic translation, yes, and that’s why it’s lost in translation. So, I always explain and for me, I call that incidental teaching, yes, if something happens or comes up I will move away from what I planned, just to state a point. Yes. Just for like a second or so? Yes, just a short while to explain, you know. Just a minute or whatever. If somebody is coughing, I’ll stop, incidental teaching, an incident happened, yes, so I say, when you cough you need to do this. Or like that.”*

She used the word close in her lesson.

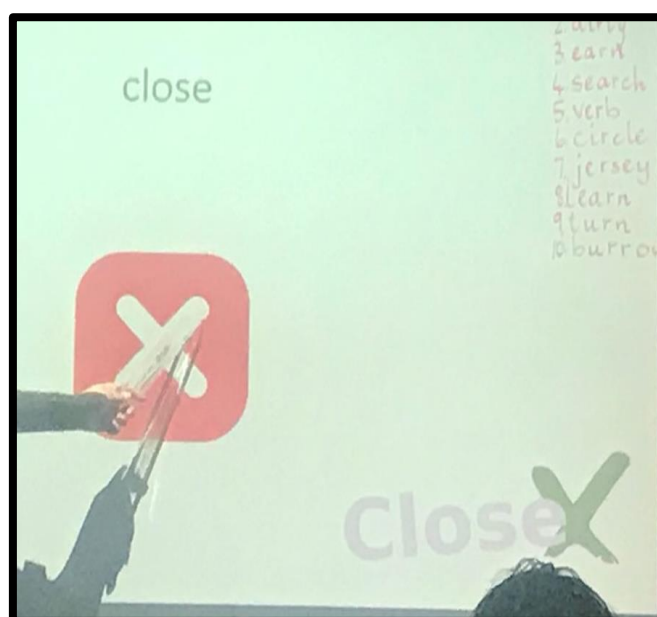


Diagram 5.2 Starfish explaining the word close

She explained the word in context using the close arrow at the top of a computer screen, when closing a programme. Due to background knowledge of some mistakes that the learners make due to the attempt of transferring Arabic knowledge and applying it in English, this teacher then used incidental teaching to explain the word. The learners always state that we close a light, which we do not. We close a door and switch off a light. The teacher used the above example in her lesson.

Another teacher (Woodland) also referred to incidental teaching. She stated that:

[Woodland] *“Ja, soos ek nou maar gesê het, prente, stories, speletjies. Hulle weet nie hulle leer dit nie, hoe noem mens dit? Dit is insidenteel.”*

[Woodland] *“Yes, like I said now, pictures, stories, games. They don’t know they are learning, what do you call it – incidental learning,”* [own translation of the above].

Woodland provided a purpose for incidental learning – that it allows the learners to learn, without them realising they are learning. Sometimes a teacher needs to explicitly teach vocabulary (Teal, 2003:4), but incidental learning is also very important, as discussed in Chapter 3, section 3.5 page 54. Teal (2003:4) states that vocabulary development can be enhanced “by repetitive, direct instruction of skills and incidental learning”. There is no best way of providing vocabulary instruction, according to the National Reading panel (2000), mentioned in Chapter 3, section 3.5.1, page 56. Instruction should therefore include explicit and incidental methods.

Teaching vocabulary in the modern era of today, places a lot of demands on a teacher. Various strategies should be considered when enhancing the vocabulary of learners. Another aspect that should be included during the strategies for vocabulary enhancement should be, twenty-first century skills. This is a very important buzz word and aspect regarding teaching pedagogy in the United Arab Emirates.

Practice 6 – 21st Century skills

During the last decade an explosion occurred in society as it began changing from industrial economies towards information or knowledge economies (Voogt and Roblin, 2010). Information exploded, by means of the Information and Communication Technology (ICT) in this decade. Information economies arose due to the availability of access to ICT technologies in all sectors of society. This access to ICT and growing access to information economies made it clear that learners of today would have to be prepared for the society of tomorrow. There is a growing need for knowledge and humanity workers and a decrease in manual production sectors. In order to provide learners with the abilities to access the working market of tomorrow, other abilities or skills are needed, compared to the skills of today (Voogt & Roblin, 2010). These skills are termed 21st century skills. Teachers should therefore enable learners to access these skills needed for the workplace of tomorrow.

Queen – one of the teachers- states:

[Queen] *“With a lot of focus on 21st century skills, on paper it makes sense to bring in the latest trends in education in terms of pedagogy, but if you are a classroom teacher for as long as I have been, you know that there are certain things that work on paper and there are certain things that work amazingly in practice.”*

Bringing up 21st century skills enabled me to discuss what 21st century skills are and how vocabulary can be enhanced using 21st century skills. The crux of 21st-century skills are what learners can do with knowledge, rather than focusing on what parts of knowledge they already attained (Silva, 2009).

Implementing 21st century skills is becoming more important as the economic society depends on computers and machines rather than manual labour. This entails that economies need people with more advanced skill sets or higher order thinking skills rather than basic skills. Competition aspects are increasing as workers can add value to the workplace through application of complex skills and advanced communications skills in new environments. (Saavedra & Opfer, 2012:7).

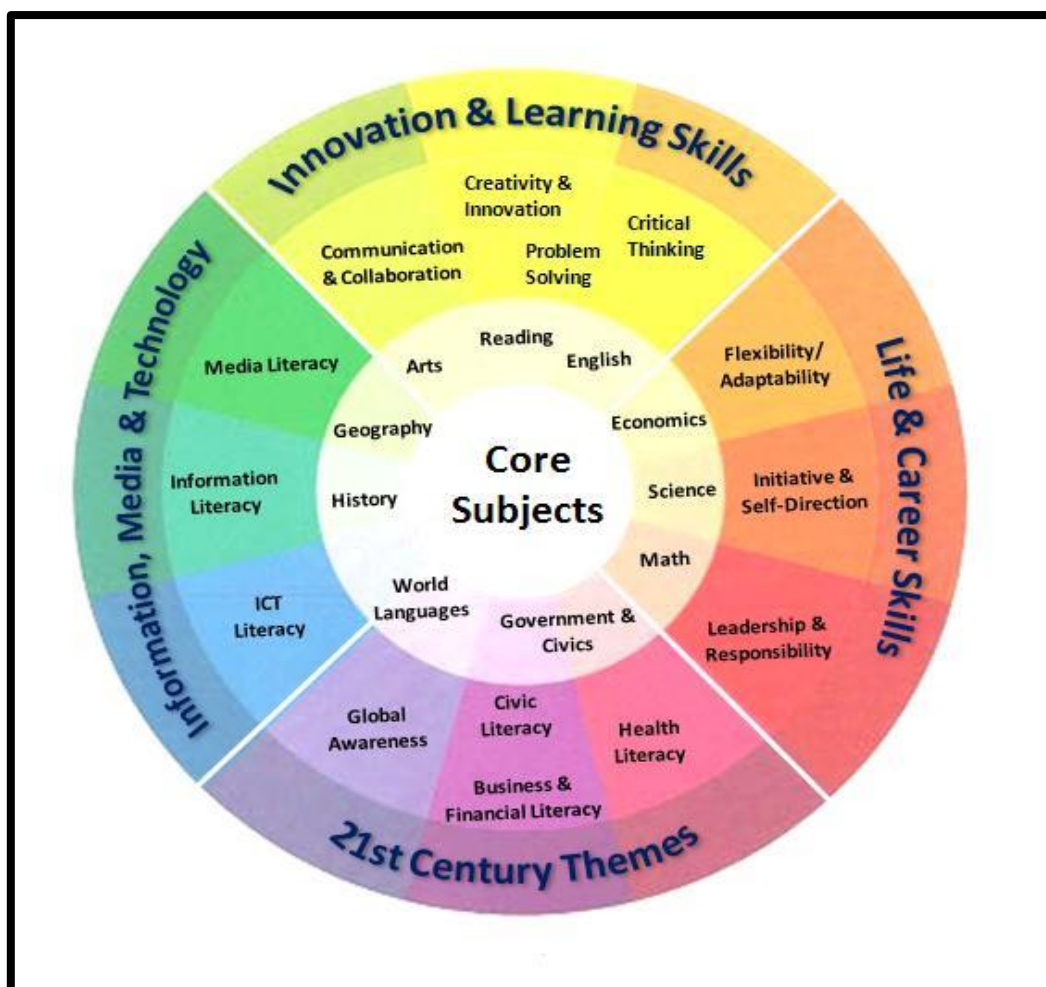


Diagram 5.3 21st century skills (Kozma, 2008:13)

The above diagram depicts the 19 skills or competencies needed by a learner – geared towards critical thinking and problem solving in the knowledge and information economies awaiting them in the future. These skills and how vocabulary can be enhanced with strategies in these areas will be discussed in Chapter 6.

5.5.3.4 Awareness's

After transcribing the interviews, the following awareness's were noticed:

Table 5.9 Awareness of teachers regarding vocabulary defined from transcripts

Awareness – teachers are aware of challenges
Awareness – mind shift – methods that work for native speakers do not work for non-native speakers

Awareness – Teachers do not know enough, not enough experience or no experience - practical implications for teaching

Awareness -

Take it for granted that learners are native speakers or first language speakers of the language

These awareness's will be discussed in the following section.

Awareness 1 – Teachers are aware of challenges

From the 10 teachers, only two explicitly talked about awareness's of teachers regarding vocabulary acquisition. This does not mean that the other teachers are not aware of challenges or opinions regarding vocabulary acquisition. I just think that this was not on the foreground of their attention at the moment, as some teachers answered more about practices or their beliefs than specifically awareness's. Queen agrees with this as she states:

[Queen] *“Uhm I think teachers are very aware that there are challenges...”*

Another teacher's statement agrees with Queen's:

[Starfish] *“I suppose the teachers are aware, you know of what works for them in the classroom, yes, and what works for the learners, because if you are teaching you, maybe the learners are not grasping, then you try other ways and other methods. So, I think teachers are aware of certain methods that work and when teaching vocabulary and certain methods that don't work”*

Teachers are aware of various challenges in their classrooms as they provided various factors as listed in this chapter, section 157. It does appear that even though teachers experience various challenges, they do try their best with the knowledge and experience that they have regarding vocabulary acquisition and teaching ESL learners, to accommodate the learners. One teacher also stated that a teacher must have a mind shift when teaching ESL learners.

[Queen] *“So, the minute you throw in ESL the teacher has to have a mindset shift (shift), because the methods that work for native speakers don’t always work for non-native speakers or when they do work they don’t give you the results that you would get with native speakers. So, educators around the globe are aware of the changes, but you will always find that, uhm, it depends on lots of other issues apart from the educator, their experience, their resources.”*

From the above statement it is clear that teachers around the world experience problems regarding vocabulary instruction with regard to ESL learners. Numerous factors mentioned can either hinder or enhance the learners’ vocabulary acquisition in a classroom. It is also important as a teacher – native or non-native - to consider the circumstances and direct environment these learners grow up in and are exposed to daily. As referred to in Chapter 2, section 2.2.1.2 page 26, Vygotsky’s ZPD is of relevance here, as learners are involved in social activities and cultures, in a particular environment. This is the space in which they develop and learn therefore, this has great impact on their direct vocabulary acquisition.

Awareness 2 – Teachers need to make a mind shift as methods that work for native speakers do not work for non-native speakers

As stated above by Queen:

[Queen] *“...because the methods that work for native speakers don’t always work for non-native speakers or when they do work they don’t give you the results that you would get with native speakers.”*

The above statement overlaps with belief 7, which was discussed in this chapter, section 5.5.3.1, page 118. In this section the belief discussed was that teaching a native speaker of English would be different from teaching a non-native speaker. This overlaps, as teaching a non-native speaker English, other strategies need to be implemented compared to native speakers. Native speakers are surrounded by English in their immediate environments, at school and home but for the learners in the Al Dhafra region this is not the case. Most of these learners come to school and only hear English for 3 of the 7 periods at school. In the classroom, depending on the structure of the lesson, speaking English might encompass 10 minutes of the 45 minute period at a time. Accumulating over 2 hours and 15 minutes of English per

day, an average learner might speak 30 minutes of English. This however is not the rule, as some days it might be even less. This also applies to the average learner but does not include the weak or shy learner, or the learner who is in the silent period of language acquisition.

Another awareness that arose was that teachers lack experience regarding strategies, with specific relevance to the enhancement of vocabulary for ESL learners.

Awareness 3 – Teachers do not know enough or do not have enough experience or no experience regarding strategies to implement to enhance the vocabulary of ESL learners

During the observation of lessons, it appeared that even though teachers stated in their interviews that they had quite a number of years' experience regarding teaching ESL learners, the lessons contradicted this.

[Astronaut] *"I don't think we know enough of it actually. You don't realize that you come in and there's so much practical that you have to do and you actually don't know that especially if you've never taught ESL. Here the children are 100% ESL."*

Having none to little experience in teaching ESL learners has an important implication for teaching practices. The teacher will not have any strategies to use, as she has no background experience regarding the matter or the components involved in second language acquisition. Some teachers might also take vocabulary acquisition for granted and expect that learners must enhance their vocabulary on their own or otherwise they must accumulate it by incidental teaching and -learning. In this regard incidental teaching would not benefit the learners – as they do not get any other incidental exposure to the language as compared to native speakers of English. As mentioned in awareness 2 above, most of the learners in this region do not have any external exposure to the language at home. For this particular reason the aim of the study was to identify strategies to enhance vocabulary acquisition to support teachers who do not have the prior experience when teaching ESL learners.

Sometimes it also appears that due to teachers' prior experience as teachers of native English speakers, teaching native speakers is taken for granted.

Awareness 4 – Teachers take it for granted that learners are native speakers or first language speakers in English

Beginner teachers in the U.A.E seem to take it for granted that their learners were native speakers or first language speakers of English. This also has a pedagogical impact on a teachers' instruction methods and strategies, as stated in awareness 2.

[Starfish] *"Because where I come from English was a first language. So, we take it for granted, yes, because they know the words, you know."*

The statement links with the statement of Queen in awareness 2, where she stated that teachers need to make a mind shift as teaching native speakers is not the same as teaching non-native or second language learners. This mind shift sometimes tends to frustrate teachers. Some of the teachers I spoke to during the interviews were very frustrated with the English level of the learners. Some teachers mentioned that due to time constraints they are not able to apply the same strategies they used in their home countries. It is important to remember the cultural environment that these learners grow up in, as this is one of the main reasons why their English might not be on the same level as the learners in Abu Dhabi. Exposure to the target language is crucial. This lack of exposure in media, surroundings and no need to use the language for daily needs, impacts directly on the learners' vocabulary development in the Al Dhafra area.

The above are just some factors that were of concern to the teachers during the interviews and observations. They will be discussed in more detail below.

5.5.4 THEME 8 – Factors influencing vocabulary acquisition with ESL learners.

The factors identified during coding were sorted into three categories, namely: factors that involve learners, factors involving teachers and factors that involve teachers and learners. These will be discussed below in Table 5.10.

Table 5.10 Three categories of factors identified

4.	THEME: FACTORS INFLUENCING VOCABULARY ACQUISITION WITH ESL LEARNERS		
	Factors involving learners	Factors involving teachers	Factors involving teachers and learners

things that hinder language learning		
Students readiness / motivation / intrinsic motivation	Non-native speakers of English sometimes make errors as it is not their native language	Clues that support the learning of new vocabulary
Difficulty of the words	Decode / encode – new vocabulary	Learner to teacher ratio
No English on playground – use native language during play	Rushed through these new words;	Student centred not only teacher centred
Takes time to learn new vocabulary	Native English speakers sometimes do not have the ability to present themselves or explain what is needed simply enough to learners for easy understanding	Assistant sits nearby to monitor behaviour
No English print outside the school	Not easy to teach ESL learners	Reinforcement from school and home – parents need to participate
Other Subjects should also be taught in English, not Arabic.	Previous teacher's attitude towards teaching learners	Heard three quarters of the time depending on how much teacher talk takes place
Little exposure to the spoken language	Words are not taught in context – isolated	Management
Low vocabulary / word knowledge; no expressive language	Encourages the use of English when talking about something	Resources
Interacting with the words by writing in sentences, see the words, using in sentences	Attention grabbers	Non-transferability of Arabic into English
Students need to be involved / interactive	Linked to prior knowledge	

Availability of books in the house with English vocabulary	Teacher – Enhancing the learning environment	
Parents are the first models, then teachers	Teacher as resource	
Brothers and sisters also have an influence in vocabulary attainment	Activity must provide opportunity to practice skills / knowledge introduced	
Going to a home with no books	Some strategies do not work for all learners	
Some struggle to acquire mother tongue, then how does the child acquire second language?	Involve senses: Bodily kinesthetics should be involved	
Psychological profiles	Non-linguistic components need to be present - Pictures	
Limitations	Translating / code switching to aid understanding of new vocabulary	
Parentage	Training and background	
acquire slang due to social / cultural influences	Teacher needs to consider learners' feelings	
Learning styles	Teachers' workload	
	It is demanding to do extra research after school on a particular topic	
	Learn from colleagues but due to time constraint do not have time	
	Passion for teaching and wanting to help learners	
	Rectify grammar of sentences in a positive manner	

	Teachers' role in achieving success in the ESL - Identify what motivates each learner	
	Pronounce the vocabulary correctly	
	Using non-verbal communication during teaching	
	Vocabulary left unexplained to ESL learners	
	Explicit teaching of new vocabulary	
	Teacher creates a milieu where learners feel safe to express themselves in second language	
	Role models of expressive and receptive vocabulary	
	Whole child (holistic)	
	How they are taught	
	look at how learners acquire their first language to use as resource for second language acquisition	

It became clear during the interviews that some teachers were unaware of the meaning of the word factor. They immediately asked me what this meant, and I had to clarify it without providing any factors. I told them that this can be seen as anything that they would identify that could hinder or enhance vocabulary acquisition for an ESL learner and they were then able to provide a few factors.

5.5.4.1 Factors involving learners

Factors involving learners, identified in this study can be divided into 3 categories, namely: parents' influence (home environment); learners' personal attributes; school environment.

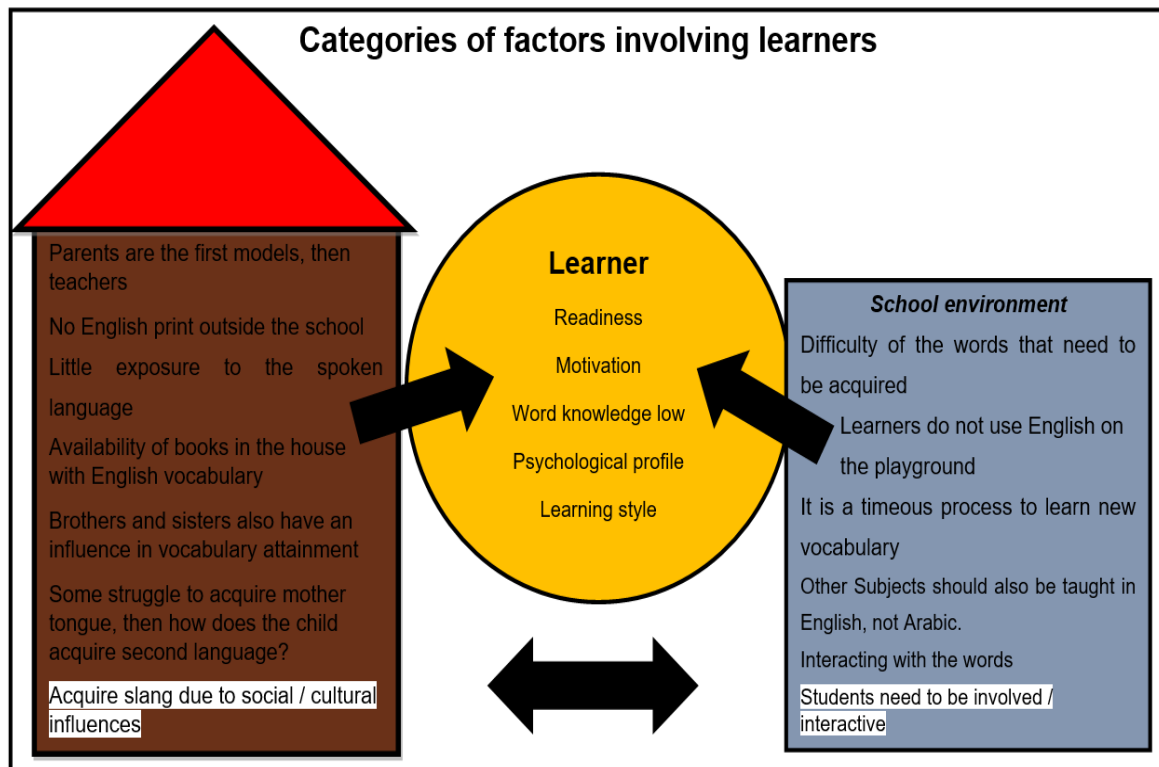


Diagram 5.4 Categories of factors involving learners

5.5.4.1.1 Parents' influence (home environment)

- **Parents are the first models, then teachers**
- **No English print outside the school and the availability of books in the house with English vocabulary**
- **Little exposure to the spoken language**
- **Some struggle to acquire mother tongue, then how does the child acquire second language?**
- **Learners acquire slang due to social / cultural influences**

• Parents are the first models, then teachers

This is a very important factor with regard to language and vocabulary development. When a child is born, his first teachers and care takers are his or her parents. Parents talk to the child and through this talk and exposure a child learns his first vocabulary in his native language. This exposure is a very important step in language learning. Through this parent talk the learner acquires his colloquial language.

[Tender] *"There is no model, that's exactly what I meant. And especially here with the Arabic? But, I think that's with any language, if you do not have modelling, your first*

teachers are your parents. Any way you look at it your first people, it's like imprinting. When the duck sees whatever object after they are born, they start following them (I laughed as I enjoyed what she was telling me). So, it's the same and kids are gonna model from their parents. Some of them they get lucky, they don't model their parents and they are just those, that 1% that are just self-actualize, they wanna do this and they are driven. But, I would say the other 99% or whatever percent, they gonna do what they see their parents do."

Modelling plays a crucial role in language development – especially so for ESL learners. The parent is the model of the native language and the teacher models the second language being acquired which in this study is English. The learners imprint their native language from the modelling received at home. Upon school entrance, the teacher has to be the kind of model that allows learners to imprint from her. To allow for imprinting the teacher must provide the opportunities for the learners to do so.

Parents are the first role models of expressive and receptive vocabulary in the native language. Upon school commencement, teachers take over this role in the second language. Some learners are lucky and do not need a model for achieving success at their own developmental rate, but unfortunately some learners do need the modelling to develop successfully – as they do what they see and follow that model. This also stresses the fact that the modelling should be appropriate, accurate and correct, as this will influence the development of the second language. Brothers and sisters also have an influence in vocabulary attainment as they allow more opportunity to acquire the language through expression and reception.

[Tender] *"Their gonna model, or their brothers or their sisters that are close."*

Older brothers and sisters can also be good models for language attainment. In some cases, in the Al Dhafra region it is noted that when the older siblings are able to speak English, they pass this knowledge onto their younger siblings. In some cases where the learner only has his parents as role models and the parents are unable to speak English, these learners have a bigger gap in vocabulary knowledge than their peers whose parents can speak, read and write English.

- **No English print outside the school and the availability of books in the house with English vocabulary**

Being incidentally exposed to words is more powerful and important than anticipated. In the Al Dhafra region learners are not as exposed to English print, compared to their peers in Abu Dhabi, Dubai and the other big emirates. Most of the road signs are being translated into English and Arabic – that is the only exposure the learners get to English print in the community outside school.

[Kind] *“I think what hinders it in a lot of countries is the children don’t see English print outside of the school. You know if you are in a foreign country, like here they see Arabic writing everywhere. There’s very little English writing, that’s geared toward them. Of course, you see it on the signs and stuff like that, but a lot of things are not translated so most of the print they see is in Arabic, they don’t see it in English. And they don’t see it on TV. If there is a program in English, it’s translated into Arabic, so they don’t even see the print there.”*

Media plays a very important role in a learners’ vocabulary development, whether it be native or their second language. Unfortunately, the learners in the Al Dhafra region are not as exposed to expressive vocabulary in English, compared to their peers in the bigger emirates. If a learner needs to order food or talk to a person, they can easily refer to their native language, as most of the people living in the community are Arabic speakers. The television programmes geared towards children like Cartoon Network and Disney Channel are translated into Arabic with no subtitles. When going to a movie in the city – where the movie is in English – the subtitles are in Arabic and French. This means that the learner sees very little English writing or print.

[Tender] *“But, if you go home to no books in the house, people not reading and the only thing they read are bits electronically and they are speaking that way, it’s going to be very difficult.”*

This extends further to the learners’ internal home environments, as very few learners have English books at home for reading purposes. There are no newspapers delivered in the area – as all can be found online on the internet. This has a great impact on learners’ vocabulary knowledge and rolls over into their writing and reading fluency

and abilities which allow very little exposure to visual cues on how words are written, and sentences are formed. These visual cues are extremely important in the formation of vocabulary knowledge. From the Vygotskian perspective (1978b) this forms the mediation part and rolls over into the development of a learners ZPD. If there is no exposure to the print, how can a learner improve for future needs as suggested in the zone of proximal development (Chapter 2, section 2.2.1.2). For this reason, modelling as stated above by the MKO (Chapter 2, section 2.2.1.2) is very important, as the learners receive exposure to print in the classroom by the teacher and more-able peers who act as MKO's in various skills. The environment as perceived by Vygotsky plays an even more important role here in the U.A.E than expected and acts as proof that the social environments that a learner is exposed to can hinder or improve a learner's vocabulary.

Another area where the visual clues are very important is in the Working Memory Model (WMM) of Baddeley and Hitch (1974), particularly the phonological loop and the visuo-spatial sketch pad. In the phonological loop the words the learner is exposed to orally are heard on a loop (Baddeley, 1992), see section 2.3.2 (Chapter 2). It is thus important to expose a second language learner to words, letters and nameable pictures in order to be registered on the phonological loop, through sub vocalization (Baddeley, 1992; 2003). According to Baddeley (1992; 2003) as mentioned in section 2.3.2 this plays a key role during the attainment of vocabulary in a second language. Lack of exposure to vocabulary in print leaves a gap on the phonological loop which means that if the vocabulary is not seen it cannot enter the phonological loop and cannot be processed for further analysis and synthesis in the working memory model. This lack of exposure to seeing English in print either in the outside environments or the internal home environment consequently has a detrimental effect on the visuo-spatial sketch pad as well, as things that we see, feel and do are also represented in this loop (McLeod, 2012). This was discussed in section 2.3.3.

- **Little exposure to the spoken language**

The exposure to English in print extends further to the hearing or rather the lack of hearing spoken English. All programmes on the television either for children or adults are in Arabic. Channels like the History Channel and National Geographic are also translated to spoken Arabic. If one wants to hear spoken English programmes one

has to add specific channels to the current packages like OSN or Movie channels. Another source of spoken English programmes is YouTube or Netflix.

[Queen] *“And then it’s well like in the situation that we are in here in the UAE where English, for example, is spoken maybe 45 minutes to one hour per day. It’s heard maybe three quarters of that time, or half of that time depending on how much talking the teacher actually does”*

This lack of exposure to spoken English found in the environments has the same effect as stated in the above section with regard to no exposure to English print. During school time learners are only exposed to three periods taught and therefore hearing spoken English. This amounts to about 2 hours and 15 minutes per day. For this reason, it would be necessary for the parents to provide reinforcement from home and their participation which does not take place in all of the home environments in the community.

[Kind] *“And the communication? Yes, and the parents don’t really speak it. So, they get English interaction at school, but it’s very, very limited at home. Because if the parents have limited English and their nanny have limited English, then they don’t really hear it again until they return to school.”*

As mentioned above with regard to exposure to print, some parents are not able to read, write and speak in English. This is especially true for the older generation in the community. There were numerous occasions where I had to speak to a son or daughter and they had to translate my English into Arabic, for their parents to understand what was being said. In cases where the learners had siblings, who are receiving education in English, it appears that their spoken English skills are better compared to the learners who do not have older siblings in school. This then refers back to section 2.2.1 about the Vygotskian social cultural environmental influences on language development as well as the phonological loop and visuo-spatial sketch pad of Baddeley and Hitch (1974) in section 2.3.3, as a lack of exposure to spoken English leaves a gap in the working memory model, as you cannot process and assimilate something you did not hear or to which you were not exposed.

- **Some struggle to acquire mother tongue, then how does the child acquire second language?**

According to my research in some cases the learners even struggle to attain the three triglossia (see Chapter 1, section 1.2.2) expected of them in the Arabic language. They also have exposure to much larger amounts of Arabic, compared to English. Still there appears to be a struggle in their native language, even more so than for English language attainment.

[Tender] *“Because there are so many things happening in a child’s life that can keep them from acquiring a language a language, yes. Especially a second language and then we have to look at, even when they are acquiring, acquire their first language, you know, it’s a, we have to look at their backgrounds, their acquired language, uh, I want to say socially...”*

[Tender] *“You know we have some kids that may have certain difficulties, that hurt to acquire a first language or a second language.”*

When referring to the Episodic Buffer discussed in Chapter 2, section 2.3.3, page 33, it is important to remember that an overload can occur in the working memory of the learner. I think this is exactly what happens and why these specific learners struggle not only in their native language, but even more in acquiring English. In their own native language, they are required to attain 3 types of Arabic. Add English to the equation and an overload occurs. Another aspect that needs to be considered here is also the inability of Arabic and English being transferred to one another for easier assimilation to occur. In section 2.3.3 I mentioned that Baddeley and Hitch (1974) noted that when tasks had to take place simultaneously, task performance was less efficient which is due to the fact that one cannot perform tasks in verbal and visual domains simultaneously. For learners to acquire a language they first need to see the vocabulary and then try to read it which is one of the first steps in acquiring a language. It also appears that some learners cannot read in Arabic, then how can this learner be expected to read in English – which uses another type of letter formation? Due to this lack of language assimilation, learners invent their own slang in order to express themselves as needed.

- **Learners acquire slang due to social / cultural influences**

Due to learners who struggle with the acquisition of their native language – Arabic – due to an overload of the language's demand as a triglossic language, some learners attempt to solve this problem they experience by developing their own slang or colloquial language.

[Tender] *“...because socially they could acquire a standard language, or they can acquire more or less like slang. Because some kids have their own language, they do not learn proper terminology. They use a slang, like a colloquial? Yes, like a colloquial that's right.”*

It is important for any person and therefore for any child to be able to express their needs, likes, dislikes or thoughts orally. An inability to do this will result in frustration. For this reason, I think some learners use their surroundings and environments as seen in the Vygotskian social cultural perspective, mentioned in section 2.2.1 (Chapter 2) as mediators for expressive language. This however will improve if the learner is repetitively exposed to the correct model of the native language and then thereafter the second language is acquired although this is time consuming as mentioned in belief 1 (see section 5.5.3.1).

Despite the fact that the learners' specific social cultural home environment with all the aspects and influences that hinder their vocabulary knowledge also have personal attributes that are contributing factors to vocabulary knowledge development.

5.5.4.1.2 Learners' personal attributes;

- **Learners' readiness and intrinsic motivation**
- **Low vocabulary / word knowledge; no expressive language**
- **Psychological profiles, limitations**
- **Learning styles**

The above mentioned points will be discussed in the section below:

- **Learners' readiness and intrinsic motivation**

It is important for a teacher to tap into the prior knowledge of a learner, especially with regard to second language teaching, as a teacher needs to know where a learner is

in order to know what vocabulary knowledge he needs to attain for improvement of language skills.

[Sphinx] *“Well, it might also depend on the students readiness okay? To learn and to the environment, some students are very curious, they like to challenge and to learn a new words and they can, they challenge writing and reading or using it in sentences. Other students are not interested, they just want to take that much that make them read or write. That’s it.”*

A learner’s readiness to learn is closely linked to the zone of proximal development (ZPD) as stated in section 2.2.1.2. In this section I defined the ZPD as the level a learner is on which is determined by his ability to independently solve problems and the ability he might have to solve future problems, by first using guidance from MKO’s like his teachers and more capable peers (Vygotsky, 1978b). A learner might be ready to decode basic three letter words and when he has attained the skill of decoding and knows all the phonemic sounds involved in English, he can move from decoding three letter words to five letter words. Thus, improving his ability to acquire a broader vocabulary knowledge. In order to attain a broader vocabulary knowledge or vocabulary size learners also need intrinsic motivation.

[Queen] *“First is motivation, because motivation has to be intrinsic (from the learners or...) from the learners. (okay?), because you can have the best teacher, the best resources, the most interested parents, the most effective and supportive management team, but if you don’t have buy in from the learner, who is your basic customer, you can forget everything else.*

The above is a very important factor to remember as an ESL teacher. Learners need to be intrinsically motivated to learn. It might also appear to teachers that some learners are stubborn, as they do not speak English.

[Starfish] *“Some are very stubborn, they don’t want to learn. You can say the whole year through, speak English, speak English, they will still answer you in Arabic. So that’s another reason, just stubborn and others just blatantly don’t want to learn.”*

This stubbornness might not be an attitude towards learning the language, it might be due to a lack of motivation for acquiring the language. There are other ways of motivating learners externally, by providing ClassDojo points etc. Intrinsic motivation is more important, because when a learner is intrinsically motivated he will go to great lengths in acquiring the language components, features and strategies in order to improve his language skills. Learners who are intrinsically motivated will also put more effort into language acquisition like reading books for enjoyment or watching English programmes or series on Netflix or YouTube, as exposure to the language is limited in the immediate cultural surroundings of these learners. These learners have to put more effort into getting sources of English print or spoken English in order to achieve successful English vocabulary depth and breadth.

- **Low vocabulary / word knowledge; no expressive language**

Due to this lack of exposure to English print and spoken English resources learners appear to have a low vocabulary, word knowledge which then impacts their expressive language abilities.

[Starfish] *“You can say the whole year through, speak English, speak English, they will still answer you in Arabic.”*

[Starfish] *“Firstly they only hear English 45 times three periods a day, that’s like 2 hours, yes, 2 hours and 15 minutes, a day. So, that’s one of the reasons why their English and their vocabulary is very low.*

Learners only receive their education in English for 2 hours and 15 minutes a day. This is for English, Mathematics and Science concepts and skills. This time allocated to these important subjects is too little, especially if they are required to achieve 50:50 bilingualism in both Arabic and English (see section 1.2.1. and section 3.5). This lack of vocabulary for expressive uses produces a gap in the learners’ functionality.

[Wizard] *“Functionality, and if you can’t express your feelings, because you don’t have the higher vocabulary you might not be able to convey your thoughts. And everyone should keep improving their vocabulary, because it changes all the time.”*

Everyone wants to be able to express their feelings and thoughts. Without adequate vocabulary and vocabulary knowledge one would not be able to do so in a target language which often happens with the learners in the classrooms. Once they get frustrated it also appears that they might get involved in fights and improper ways of expressing their feelings non-verbally. It is therefore crucial that a learner acquires adequate vocabulary for expressive purposes.

- **Psychological profiles, limitations**

Each learner has a unique psychological profile and therefore also particular limitations or talents. These aspects also have an impact on the acquisition of language, not only in the native language but more so for a second language attained.

[Tender] *“And their psychological profiles and in terms of some of their limitations. You know we have some kids that may have certain difficulties, that hurt to acquire a first language or a second language.”*

Average language learners need a good model for correct, fluent language attainment. There are some learners who do pick up or attain a second language and the skills that are needed to achieve success in the second language, more easily than the rest of their peers.

[Tender] *“Some of them they get lucky, they don’t model their parents and they are just those, that 1% that are just self-actualize, they wanna do this and they are driven.”*

Gender has an influence in this particular section, as I have observed that more girls tend to be inquisitive with regard to new vocabulary attainment and skills, compared to boys. In section 3.5.2 effective language learners who are able to work correlatively with peers and other partners in their societies to acquire the language, were discussed. Learners’ proficiencies are also not only located in their own abilities, but successful learners are able to relate to others and learn with and from others (Norton and Toohey, 2011).

- **Learning styles**

Learning styles are the idea that learners can be sorted into particular ‘styles’ for example auditory, visual and kinaesthetic and that teaching according to a learner’s style will improve their learning (Newton & Miah, 2017). Learning styles and the identification of learners with a particular strength towards a specific learning style are

very popular amongst teachers. Teachers tend to want to place learners in certain learning styles, even though this is a huge and demanding task, one in which many teachers fail. Learning styles were identified as one of the factors involved in vocabulary acquisition. There seems to be a widespread belief amongst teachers regarding learning styles, as proven by research (Dekker, Lee, Howard-Jones & Jolles, 2012; Howard-Jones, 2014).

[Tender] “...are they being taught based on their learning styles...”

[Queen] “...but you have to cater for learning styles.”

However more recent research by Newton (2015) has discredited the concept of learning styles in literature. Using learning styles as an educational tool was perceived as straightforward, implementing three steps. The theory states that firstly learners will have a preference with regard to a learning style; secondly there will be variations in how they acquire different forms of information and thirdly there should be a matching instructional design with regard to each particular learning style. The third step really disappoints the concept of learning styles (Newton, 2015). Pashler, McDaniel, Rohrer and Bjork (2008) provided a comprehensive review and determined that there was no evidence in supporting learning styles in education, as there was a shortage of evidence to support the matching hypothesis.

The learning styles idea has been tested numerous times and currently there is no evidence to support it. As there is evidence now in this regard, the practice provoked some controversy regarding the idea and for this reason some have started to label this idea of learning styles a ‘myth’ (Newton & Miah, 2017).

For this reason, it would be better to state that a learner acquires knowledge using all their senses and not only one particular sense, as thought and previously suggested by the ‘learning styles myth’. Vocabulary can be acquired easier when the brain links a word to a different sensory perception (Max-Planck-Gesellschaft, 2015). If vocabulary is heard in a foreign language and expressed using gestures, a person is more likely to remember this vocabulary. When images are added to the vocabulary learning also occurs, but to a lesser extent. Involving as many senses as possible

helps the brain to learn more easily. This is called the multisensory learning theory (Max-Planck-Gesellschaft, 2015).

[Wizard] *“Words and pictures and sentences. That goes hand in hand with the definition. A game for matching the word with a definition, then they read it. Then they hear it, so as many senses as you can. Speak it, hear it, apply it. Involve the senses.”*

This teacher’s approach to acquiring vocabulary and enhancing vocabulary learning would be more applicable to multisensory learning, compared to the other two teachers.

5.5.4.1.3 School environment

- **Difficulty of the words that need to be acquired**
- **Learners do not use English on the playground**
- **It is a timeous process to learn new vocabulary**
- **Other subjects should also be taught in English, not Arabic.**
- **Interacting with the words by writing in sentences, see the words, using sentences**
- **Learners need to be involved / interactive**

The above mentioned factors will be discussed in more detail in the section below:

- **Difficulty of the words that need to be acquired**

Another factor involved in the hindering of acquisition of vocabulary is the difficulty of the words that needs to be acquired. Teachers are aware of the fact that having more difficult words hinders the learning of these words.

[Sphinx] *“It depends also on how difficult the words are for the students.”*

In section 1.1 it was mentioned that learners cannot read on grade level, which means that these learners are unable to read words and sentences on the difficulty level as allocated in their grade. In our school we have a specific high frequency word list as allocated per grade. The outcomes in the ADSM Curriculum also depict that learners are required to acquire 100 high frequency words per grade, which accumulate over

the years by adding 100 to the list each year. This means that a learner in Grade 5 is supposed to master 500 words, in the five years of school.

Below is an example of such a list:

High Frequency Pacing Chart - Trimester 3												
Teacher: _____												
Student Name: _____					Esis: _____				Class: _____			
Level	9th April				16th Apr				23rd Apr			
5	explain	finally	English	include	building	machine	special	surface	equation	material	language	scientist
4	compete	however	hundred	against	pattern	numeral	certain	usually	measure	friends	himself	reached
3	enough	really	family	example	between	country	started	thought	without	together	children	something
2	turned	mother	things	answer	around	should	picture	through	another	animals	because	letters
1	each	first	words	about	other	their	there	these	water	which	write	would
	_____ Score				_____ Score				_____ Score			
Level	30th Apr				7th May							
5	carefully	thousands	government	understand	Revise and catch up on missed lists							
4	products	happened	remember	questions								
3	beginning	important	sometimes	mountains								
2	emirate	sentence	following	different								
1	could	called	number	people								
	_____ Score											

L.O. 5RV 3: Identify, read and write high frequency words with five or six letters (500)

SIP Goal: All Grade 5 learners should be able to identify, read and write high frequency words with five or six letters (500) by the 17th June 2018.

Diagram 5.5 Example of a high frequency word list for Grade 5 trimester 3

As the weeks progress the list of words gets harder each week by starting from one letter words up to eight or nine letter words. One of the teachers also noted that since the words were becoming increasingly difficult, she allowed learners more time to acquire the expected vocabulary.

[Starfish] *“So, I address the High Frequency words and the phonics words, yeah. I change it every week, yes, but if I see the words are difficult for a certain week, I will repeat it.”*

This is a very empathetic and important gesture from the teachers, as it might take second language learners longer to acquire not only the correct pronunciation of the words in the list above, but also longer for them to acquire the correct spelling and context for application thereof.

- **Learners do not use English on the playground**

Play is one of the most crucial elements that should be included in a learner's development process. During play, children use language to communicate while playing. Learners use play to acquire new skills and one of the most important skills that a learner can acquire is language (tykeTALK, 2018). Play is vital for a child's healthy development and learning in all cultures, domains and ages (Isenberg & Jalongo, 2017). Children's play contributes to their literacy development (Isenberg & Jalongo, 2017). One of the teachers noted:

[Starfish] *"...they don't talk English outside."*

This is important to note as learners use their native language for play which then also improves their development of the structures and features of their native language. In turn this is another example of the social cultural perspective and the involvement of a learner's cultural surroundings on language development (see section 2.2.1). During play mediation takes place which would be the perfect opportunity to acquire a second language as learners are more relaxed during play. This observation of the teacher has practical implications for second language acquisition, because a teacher can provide opportunity for play in her classroom using some English vocabulary learnt, she would be able to be an MKO and scaffolder (see section 2.2.1.2 and 2.2.1.3) during the language learning process.

- **It is a timeous process to learn new vocabulary**

This factor overlaps with Belief 1 (see section 5.5.3.1). Here Tender stated:

[Tender] *"I don't know, I believe that people think, uh, you know we hear so much that kids learn very quickly, and we think as English speakers we think, uh, that they can acquire a language very easily, which is not..."*

Since this was already discussed in this context it will not be discussed again.

- **Other Subjects should also be taught in English, not Arabic**

Learners are taught English, Mathematics and Science in English. Other subjects being taught are Islam, Social Studies, Design and Technology, Physical Education, Art, Music and Arabic.

[Astronaut] *“Art and music should also be done in English and the Phys.Ed. More practical stuff and apparatus so that they can label the stuff and put it into a sentence.”*

Until this year learners were only taught in English in English, Mathematics and Science. Since this year, 2018, Physical Education and Design and Technology are also taught in English, which will greatly help the learners. The only problem is that the teachers of these subjects are native Arabic speakers and some cannot pronounce some words with the correct pronunciation. Another teacher also suggested that due to the difficulty of learning Science in English – it should rather be taught by an Arabic speaker.

[Starfish] *“But it would be very nice if ADEC could allow us to teach English and Maths. Take the Science away from us and give it to the Arabic staff, and we do one Math a day and a double English.”*

This request by Starfish is not unreasonable – it would certainly deprive the learners of learning Science vocabulary in English – but since the vocabulary expected to be understood by the learners is so difficult, it would make sense to teach the learners in Arabic to acquire the words in their native tongue, rather than English.

- **Interacting with the words by writing in sentences, see the words, using in sentences**

A learner acquiring a second language needs more than just oral reinforcement to become a successful second language user. Some aspects that teachers do not consider is non-linguistic components like gestures, pictures and other non-linguistic representations like voiceless videos.

[Sun] *“Also, non-linguistic representations, interacting with the words like do sentence writing, seeing it, use in a sentence. So, if they don’t have exposure to this then they won’t...it would be hard for them to stick with the learning.”*

Learners need to use the new vocabulary in as many ways as possible to enable them to make these words part of their expressive vocabulary. The suggestions from the teacher as stated above by interacting with the words by means of role-play allows the learners to use the words in real-life situations.

[Wizard] *“In a reading story choose words that they would actually use in real-life and show them a picture. Words and pictures and sentences.”*

This is exactly what the above teacher suggested as well – making words relevant to the learners’ real-life experiences as this is how connections are formed and vocabulary grows, the Vygotskian way by linking it to the contexts in which they develop naturally (see section 2.1 and 2.2.1).

Involving the learners’ cultural context in the second language classroom allows the learner opportunity to work with the words in a safe context – even though the words might be unfamiliar at first. Regular review of a small amount of words goes a long way when acquiring English as a second language.

[Wizard] *“You can do over a 100-words with KG, but if they don’t understand, but if you keep going over the same five – review, apply, show how it looks in a word, apply it, use it.”*

The above approach of second language learning is very effective, as in the end with English second language learning – especially with these learners having a colloquial triglossic burden in Arabic, less is more.

- **Students need to be involved / interactive**

The best way to get learners to learn new vocabulary to enhance their vocabulary knowledge, is to allow them to interact with the words and be involved in their own language construction process.

During some lesson observations learners were not actively busy with vocabulary by speaking or reading. One lesson I attended the teacher had the learners play games using the words written on vocabulary cards. These learners were physically busy –

even though the weaker learners struggled to read some of the words – they were all actively busy and these learners were incidentally exposed to the vocabulary.

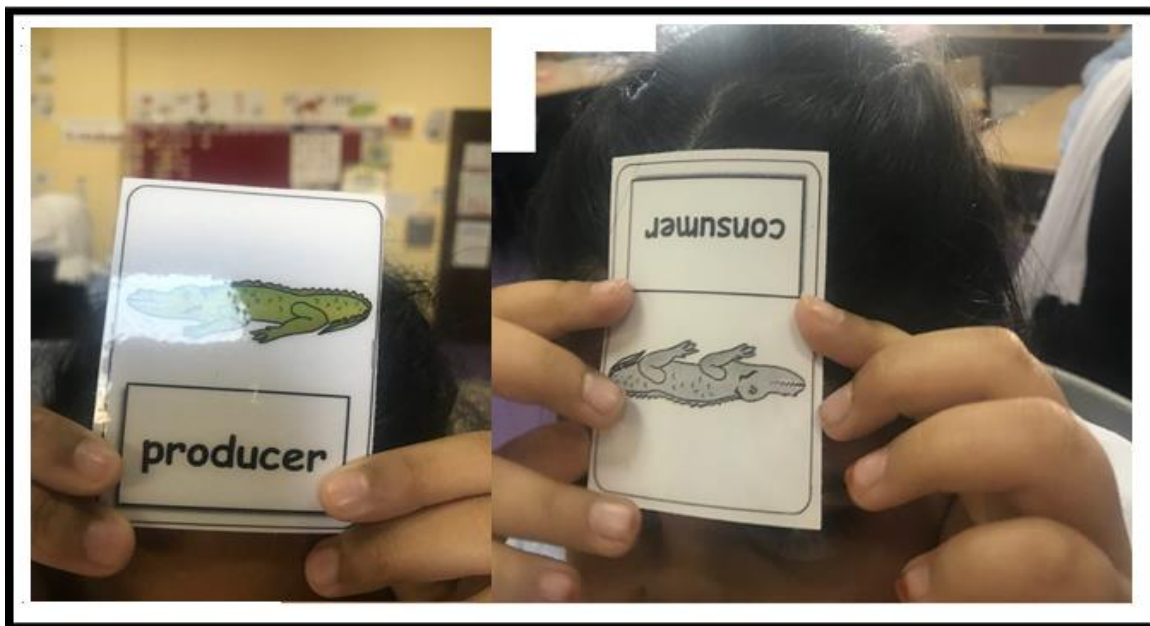


Diagram 5.6 Learners being actively busy reading and playing a game using vocabulary content in Science

5.5.4.2 Factors involving teachers

5.5.4.2.1 The language itself

- **Non-native speakers of English sometimes make errors as it is not their native language (pronounce the vocabulary incorrectly)**
- **Rushed through new words**
- **Native English speakers sometimes do not have the ability to present themselves or explain what is needed simply enough to learners for easy understanding**
- **Decode / encode – new vocabulary is left unexplained to ESL learners**
- **Not easy to teach ESL learners**
- **Words are not taught in context and should be linked to prior knowledge**
- **Rectify grammar of sentences in a positive manner**
- **Role models of expressive and receptive vocabulary**

A discussion of the above factors involving teachers will follow in the section below.

- **Non-native speakers of English sometimes make errors as it is not their native language (pronounce the vocabulary correctly)**

During a lesson observation, I detected a non-native speaker making an error by comparing one word with another and stating that these are homophones as they sound the same. This was due to her pronunciation.

Th sound: The teacher asked students to write the words on the board by volunteering. Through and thought. Also revised the wr sound from the Sunday before. Asked homophone for through – I look through the window. Asked a student to use through in a sentence. Throw. I throw the ball. (Incorrectly pronounced by teacher) [lesson observation].

Throw and through were compared with one another. The 'ow' in throw and the 'ou' in through were pronounced the same even though the pronunciation was incorrect. These words are not homophones as they do not sound the same when pronounced correctly. This can sometimes happen with teachers who are non-native speakers of English. It does happen that non-native speakers really try their best to teach learners of a second language to the best of their knowledge and they do apply much effort when teaching.

- **Rushed through new words**

Due to teachers being native speakers of English, I observed that they sometimes take the English language for granted and then would not teach in a manner that would better suit second language learners.

When starting the lesson, the teacher read through the script – but she is too fast for the learners to understand her. [lesson observation].

The teacher was reading a reader's theatre to the learners, but she was reading at such a speech that even I could not understand the theme and setting of the play. It is important to note that when introducing a new text to ESL learners, the new

vocabulary must first be addressed to enable a better understanding of the plot and setting of the story or reader's theatre.

In another classroom – also a native speaker – the above was taken into consideration and she first introduced the new vocabulary before attempting to read the book.

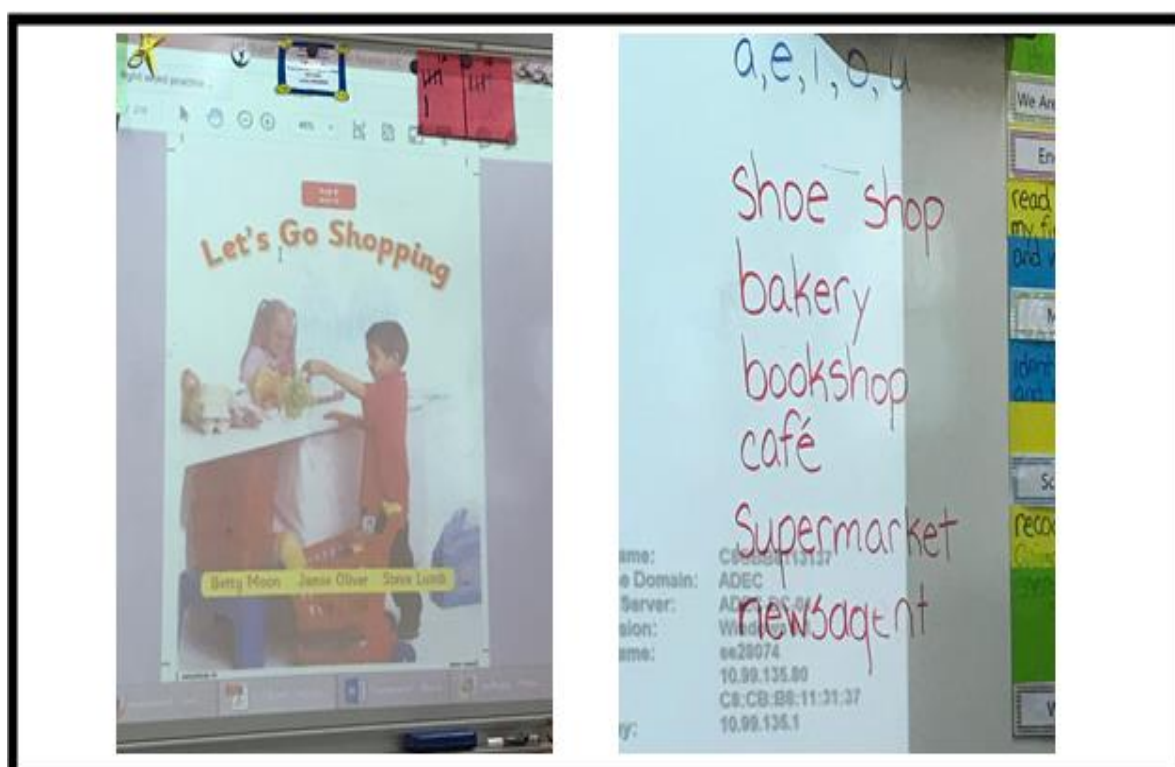


Diagram 5.7 An example of the reader used, and new vocabulary introduced

- **Native English speakers sometimes do not have the ability to present themselves or explain what is needed simply enough to learners for easy understanding**

During a lesson observation, the teacher wanted the learners to answer a question using specific words learnt. She only wrote the new vocabulary on the board and read through it once to her Grade 1 learners but did not allow them to repeat the words after her. A question was then asked about "Let's go shopping" as seen in the above diagram Diagram 5.7.

The teacher handed out a new book – Let's go shopping. She started story after vocabulary was introduced quickly. Projects book on the board. Asks: "Can we read the title: Let's go shopping" [lesson observation]

Teacher asked: "What do you think this story is about? Students don't answer. (Limited vocabulary and comprehension). Teacher asks: "Shopping for what?" Students answer and uses the picture of the book as a clue – tomatoes etc. Uses what was given to them from their limited background. Teacher wants them to use the names of the different shops – but does not give them clues to guide them to the answers, so the learners keep on naming some of the items in the trolley displayed on the board. The teacher leaves this question unanswered as she got frustrated with them giving her names of products instead of shop names that was only named twice now. [lesson observation]

It appeared as if the teacher was at a loss for words during this teaching moment. During the observation, she could have given them clues or maybe referred them to the vocabulary that she wrote on the side of the board for memorization and to get familiar with the new vocabulary in English. These learners know shops and what they offer, but they can only relate to them in Arabic and not in English. This is especially true for Grade 1 learners. The teacher did not have the ability to break her question up into easier English or give simple language clues to assist the learners in using the new vocabulary.

- **Decode / encode – new vocabulary is left unexplained to ESL learners**

It is important to decode and encode new vocabulary with the learners, to enable them to use these words expressively when reading or speaking. New vocabulary should be explicitly taught at the beginning of a lesson, whether it is English, Mathematics or Science. During observations, some teachers did not name or explicitly teach new content vocabulary during Mathematics – addition and subtraction.

The teacher wrote her objectives on the board: Addition and Subtraction. She said that is what they will be doing today. She did not review any of the vocabulary or the concepts associated with the vocabulary. She just gave the instruction that they will

be doing addition and subtraction today. Did not do any review or ask the learners to repeat the vocabulary and gave them worksheets to complete. [lesson observation]

In section 563.5.1, explicit strategies for vocabulary acquisition were discussed. It is important as using intentional, explicit strategies to teach specific words increases the learners' vocabularies (Tomesen & Aarnoutse, 1998; White *et al.*, 1990). I also mentioned in section 5.5.1 that teachers face challenges due to learners lacking vocabulary. The main reason it seems after some lesson observations, might be due to a lack of explicit vocabulary teaching and more incidental teaching procedures taking place in classrooms.

- **Not easy to teach ESL learners**

It is not easy teaching ESL learners to acquire English as a second language. This might be due to teachers lacking particular strategies for explicitly teaching vocabulary and lacking skills to teach learners decoding and encoding strategies.

[Starfish] *"It's not easy teaching vocabulary to second language learners. It's not easy at all..."*

Hashemi and Azizinezhad (2011) state that teaching English is not an easy job, but that it is not that complex if a teacher knows how to do it. These researchers provide the key for teaching English to children. In section 1.4.2 it was mentioned that teaching a second or foreign language is a challenging job (Khan, 2011:112). This is due to the fact that a teacher must have certain qualities (see section 1.4.2). A teacher should understand the principles of language acquisition and then apply these in an interesting manner to keep children motivated to learn (Hashemi & Azizinezhad, 2011). As mentioned in section 2.2.1.4 during self-regulation a learner is involved in a society that provides numerous opportunities for learning whether it be by working, playing, school or a literacy activity. A child's world exists predominantly about playing and imitation. Therefore, involving the learner with play while learning a language, vocabulary would accumulate and increase. I stated above that playing is very important in order for language development to take place, lack of play is one of the factors hindering and limiting vocabulary acquisition in young learners.

- **Words are not taught in context and should be linked to prior knowledge**

This is a crucial point in vocabulary enhancement. Vocabulary should be taught in context and linked to learners' prior knowledge which enables them to understand the words better, as this understanding helps them to assimilate the words and make it part of their expressive vocabulary.

[Tender] *"Well, a lot of times what people do, we teach kids this big vocabulary but, it's not used actively. So, they can really acquire it, yes, because it's not in their lived experience. No, it's not in their everyday language, it's not in their lived experiences."*

[Sphinx] *"...as second language and it also depends on the tradition of the place we are in, that means that the students have to know the words about the UAE, the heritage and the things around like the context? The context, yes."*

[Sphinx] *"The main thing, not only learning the word itself but to learn the word in a context. So, the students need to use or put the new words in sentences, just to have the image of the word. Because if I just give them just all the words so it's just your – it's not teaching, so when they use it in a context or a passage or writing a sentence about it's the best way to learn."*

In section 3.5.2 it was mentioned that vocabulary acquisition does not happen in isolation as this is not how learners acquire word meanings. Learners also acquire vocabulary through social interactions as stated by Vygotsky in his SCT (see section 2.2.1) and agreed by Antonacci and O'Callaghan (2012), mentioned in section 3.5.2. Scott *et al.* (2008:197) mentioned in section 3.5.2, suggested that literacy is a social practice, since learners acquire vocabulary by being socially interactive with members in their learning communities. This then also links with 21st century skills mentioned in practice 6, particularly the collaboration and communication section thereof. As mentioned above it is also important to use vocabulary relevant to the context of the learners as they can relate to these words easier than vocabulary unfamiliar to their context and culture.

[Sphinx] *So if they are in Egypt they should know Egyptian words? "Yes, like the museum, the police station, the sphinx, whatever these words are a part of our"*

learning. So here also in the UAE maybe camels, desert, Burj Khalifa, these words it makes sense when we teach it to these kids."

Effective language teachers should ensure that they provide rich opportunities for learners to use the language relevant to their context and culture. The instruction programmes should be of such a standard that include and recognise the learners' social context (Antonacci & Callaghan, 2011). By doing this, vocabulary knowledge, depth and breadth will be achieved (see section 3.5.2).

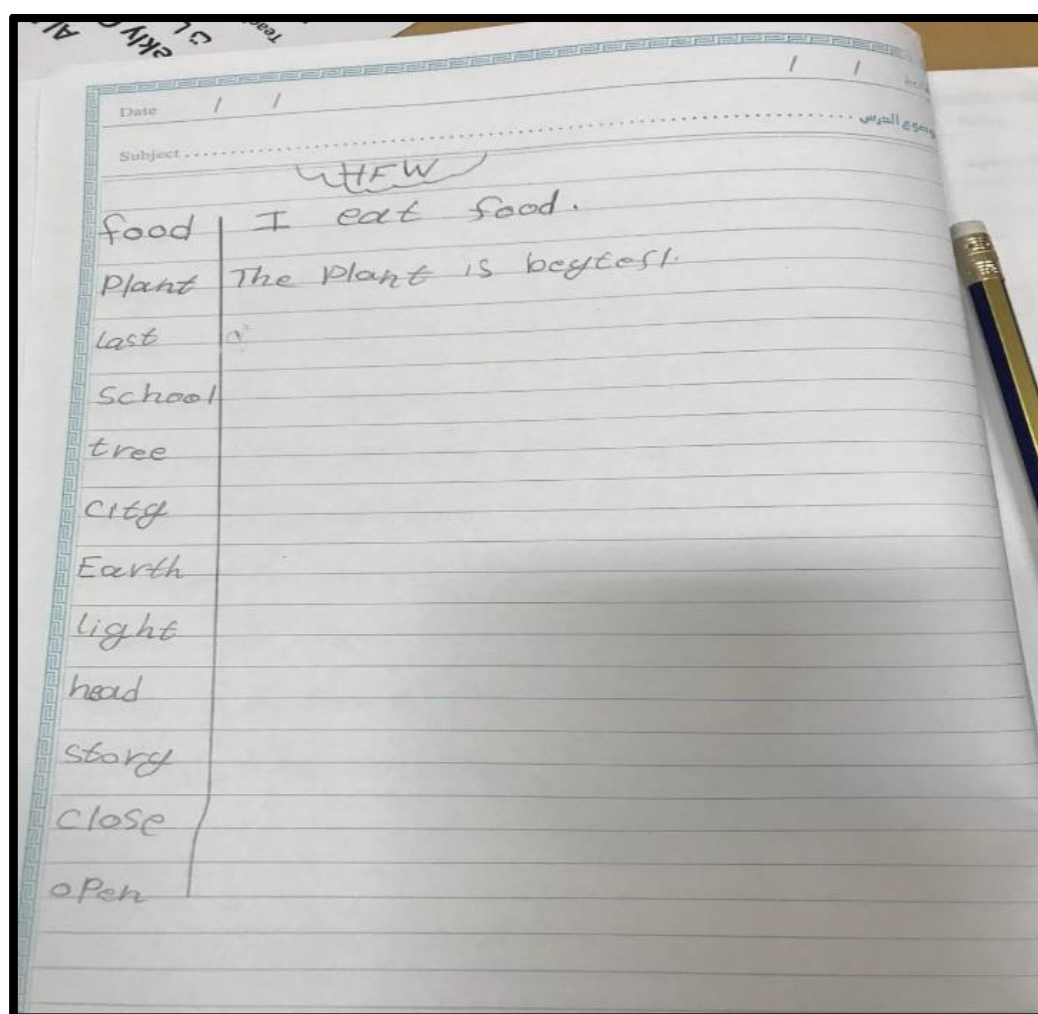


Diagram 5.8 Example of high frequency words used (relevant to the context)

- **Rectify grammar of sentences in a positive manner**

Most of the teachers observed applied the above practice efficiently, with sensitivity. When learners were experiencing problems with either pronunciation or incorrect

grammar in a sentence the teachers were eager to assist these learners in correcting these mistakes.

[Tender] *Corrected a learner with the word shimmied and helped with pronouncing the word comfortable (-able). Students struggle with suffixes pronunciation.* [lesson observation]

[Queen] *Went through the words and asked the meanings in context. Boys tried to use in sentences and teacher rectified grammar.* [lesson observation]

Learners need to use the language learnt in the classroom which is important as this is where learning takes place. During a lesson, it is important for a teacher to allow learners to make some errors and to rectify other errors. Errors that might be lasting should be rectified and errors that have to do with development in the language should be left, as these errors normally rectify themselves as the learners' language and vocabulary improves. According to Spratt, Pulverness and Williams (2000:44) there are two reasons why second language learners make errors. The first one is due to their first language or mother tongue that influences the second language. This is labelled as interference or transfer. During this process learners use patterns, grammar or lexis from their own language in English. The second reason is due to their constant working with the language in their minds while organising the new vocabulary, which is not yet completed, which is called developmental errors. Making some of these errors stated above is good for the development of a second language (refer to section 3.3.1 regarding the natural cognitive development of a second language).

It is important to note that it is how the teacher rectifies these errors that allows learners to become confident users of English or not. It is better to sometimes ignore some errors to allow the learners to become confident users of the language. By making some errors the learner is exploring the language and gaining fluency. Errors that prevent communication from taking place like using the wrong tense at the wrong time can prevent communication from taking place (Spratt *et al.*, 2000:45), should be rectified.

- **Role models of expressive and receptive vocabulary**

It was discussed (see section 5.5.4.1.1) that parents are a child's first teachers, but teachers of a second language should be good role models for expressive and receptive vocabulary in the classroom, as this is where the learner receives the most exposure to the second language. As teachers, we are under the microscope daily. This means we should be good role models of expressive and receptive vocabulary for our learners. An example of a good model of expressive and receptive vocabulary can be:

[Astronaut] *The teacher used the word fight and asked the learners for sentences using the words. "I fight with my brother" (Student). The teacher gave two more sentences: "Is it good to fight?" Students says no. "Is fighting loving?" Students answer no. [lesson observation].*

Another word for expressive vocabulary is active vocabulary (see section 3.4.1.2) and passive vocabulary can also be seen as receptive vocabulary (section 3.4.1.1). Receptive vocabulary is used during reading or listening, and active vocabulary is used during writing and communication. Teachers are important models for the above as they need to model reading, writing, speaking and listening skills continuously during their classroom practices. It is therefore also important for a teacher to know their learners to be able to correctly and adequately model and to guide each learner to develop at their own pace in their own manner. As a teacher, this can be a very hard task to master, depending on the teacher's attitude regarding second language learners and the practices and strategies involved that can assist the teacher in developing the whole scope of vocabulary (see section 3.4) of a learner.

5.5.4.2.2 Teachers' attitude

- **Previous teacher's attitude towards teaching learners**
- **Teacher needs to consider learners' feelings**
- **Passion for teaching and wanting to help learners**

The above points will be discussed in the section below.

- **Previous teacher's attitude towards teaching learners**

As stated in the section above teachers should be good role models of expressive and receptive vocabulary. During this expression and modelling of language use teachers also unknowingly express their attitude towards teaching second language learners.

[Starfish] *“Sure, sure and maybe they are also not coming from a good background like the English teachers before, maybe I don’t know, I’m just saying. Because by the time they get to Grade 3 they should have a certain level. You know, the level of expectancy for that Grade as a second language to account for as they are second language learners.”*

The learners are expected to have a moderate second language ability by the time they enter a particular grade. It is also true that at times there might be a few learners who might not be on the same level as the other students due to delays in their language abilities or due to the lack of exposure to English at home (see section 5.5.4.1.1). It does happen that the learners’ lack of interest in the language is due to a teacher’s lack of interest in teaching the learners English. The teacher might have had a negative attitude towards the learners’ lack of vocabulary and become frustrated. There were some teachers who expressed their frustration with the fact that the learners lack the necessary vocabulary knowledge, and this frustration can easily roll over into a teacher’s practical application of language learning. As acquiring a second language is a timeous process (see section 5.5.3.1; belief 1 and belief 5), some teachers might not have the patience and effective strategies to guide these learners to show growth and enhance their vocabulary. These teachers might also lack ESL experience but are forced into this teaching position and dislike it. All of these factors can cause a teacher to have a negative attitude towards ESL learners.

- **Teacher needs to consider learners’ feelings**

As a language teacher, one must always be sensitive towards learners’ feelings. As mentioned above learning a second language is a timeous process (see section 5.5.3.1; belief 1 and belief 5), and success does not happen overnight. It takes time and practice to become a successful language user, whether it be one’s first or second language.

[Tender] *“I think we kind of think we walk in their shoes, but we don’t.”*

The idea exists that even a teacher for whom English is a second language teaching in the UAE might be the same as teaching in their home country but it is not so. In South Africa for instance learners are exposed to a lot of English print and expressive English sources like the television, magazines, newspapers and local store owners where they need to use English as the language of commerce and business. Here in the UAE in the Al Dhafra region this does not take place (refer to section 5.5.4.1.1, bullet point 2 and 3). The learners also have a triglossic barrier in language learning with regard to attaining their mother language (refer to section 5.5.4.1.1, bullet point 5 as well as section 1.2.2.1).

[Tender] *“those little tiny nuances that some people would not carefully looking at.”*

Even though teaching a second language to learners might not be easy (5.5.4.2.1, bullet point 5), it is important as a teacher to look at little nuances of success that these learners might and do achieve on their road to acquiring the language. Little nuances of a lack of learning or motivation might also be something to consider, as learners who are not motivated to learn English, might have a certain attitude in class or express themselves in a different way compared to the other learners who are motivated and eager to learn English. Some days one might achieve more than another day which occurs in any subject being taught. It all depends on the teachers' dedication, passion and motivation for teaching second language learners English.

- **Passion for teaching and wanting to help learners**

When a teacher has a passion for wanting to help learners, the above mentioned two bullet points become null and void as a teacher with passion would be able to override the negativity enforced by a teacher with a negative attitude towards second language learning or second language learners.

[Queen] *“Thank you very much for your time – I thoroughly enjoyed it. I’m glad you did, all my cells, brain cells. Your interview was very insightful. You remind me why I started teaching.”*

A passionate teacher has resilience when looking at learners' mistakes, learners' negative attitudes or the context where she might be placed to teach. Passion can be

seen as a drive towards achieving success as a second language teacher. This passion is extremely important and forms the foundation of a teacher's resilience when faced with circumstances or attitudes that might disrupt or dislocate the teachers' want for teaching English as a second language and second language learners. A passionate, resilient teacher always considers learners' feelings and is a keen observer of little nuances of success or nuances that might take place due to circumstances taking place at home that might be hindering the learners' language attainment, development process or demotivating the learner.

5.5.4.2.3 Motivation

- **Encourages the use of English when talking about something**
- **Teacher – Enhancing the learning environment**
- **Teachers' role in achieving success in the ESL - Identify what motivates each learner**

Motivation is a strong indicator of success when learning a second language (Dörnyei, 2001; Du Toit, 2006:177). In the classroom, it is the teachers' task to motivate and encourage second language learning and use.

- **Encourages the use of English when talking about something**

It is crucial for a teacher to encourage the use of English when talking about something in the classroom. The teacher must also ensure that the environment is safe and that the learners are free from emotional harm in the second language classroom as these factors all contribute to a lack of second language attainment (see section 1.2.3).

[Sphinx] *“To learn and to the environment, some students are very curious, they like to challenge and to learn a new words and they can, they challenge writing and reading or using it in sentences.”*

[Sphinx] *“Yes, well teaching vocabulary can be very, very just like entertaining. You can make it for the students, you can know arouse the students' curiosity to learn vocabulary.”*

[Sun] *“Teacher is encouraging: “please use English to tell each other...”* [lesson observation].

During the interviews and observations all of the teachers had a class atmosphere that encouraged language learning. It should be mentioned that it was evident that some teachers had better teaching practices and strategies to enhance vocabulary learning than others, which is why collaboration as mentioned in belief 8, section 5.5.3.1 is such an important professional development tool (see section 5.5.5). This would enable teachers to share some of these practices and strategies.

- **Teacher – Enhancing the learning environment**

The teacher’s role as enhancer of learning by creating a classroom space that encourages learning is crucial and can be seen in all systems where teachers are evaluated regarding their yearly performance. Creating a positive learning environment is a key point in any teacher’s evaluation process. This is also a good thing as the environment learners find themselves in can either motivate them to enter the classroom for learning or a lack thereof would limit their vocabulary learning.

It was mentioned earlier (section 2.2.1; 5.5.4.1.1, bullet points 2 and 3) that learners lack exposure to English print and oral English in the community at home. It is thus crucial that the teacher should provide a classroom rich in English print, to enable exposure to the language the learner needs to incidentally (see section 1.5.5; 3.3; 3.5 and section 3.5.1) and explicitly (see section 3.5.1; 5.5.1) learn and enhance vocabulary knowledge. The more exposure a learner has, incidentally or explicitly the better for the learners’ working memory (see section 2.3 and section 5.5.4.1.1 bullet point 2) especially with regard to the phonological loop and visuo-spatial sketch pad as this is where visual cues are processed to become part of the episodic buffer and accumulated as part of the learners’ long-term memory.

Most of the teachers enjoy displaying the high frequency words on the board on a weekly basis for the learners to see, although this is not done by all.

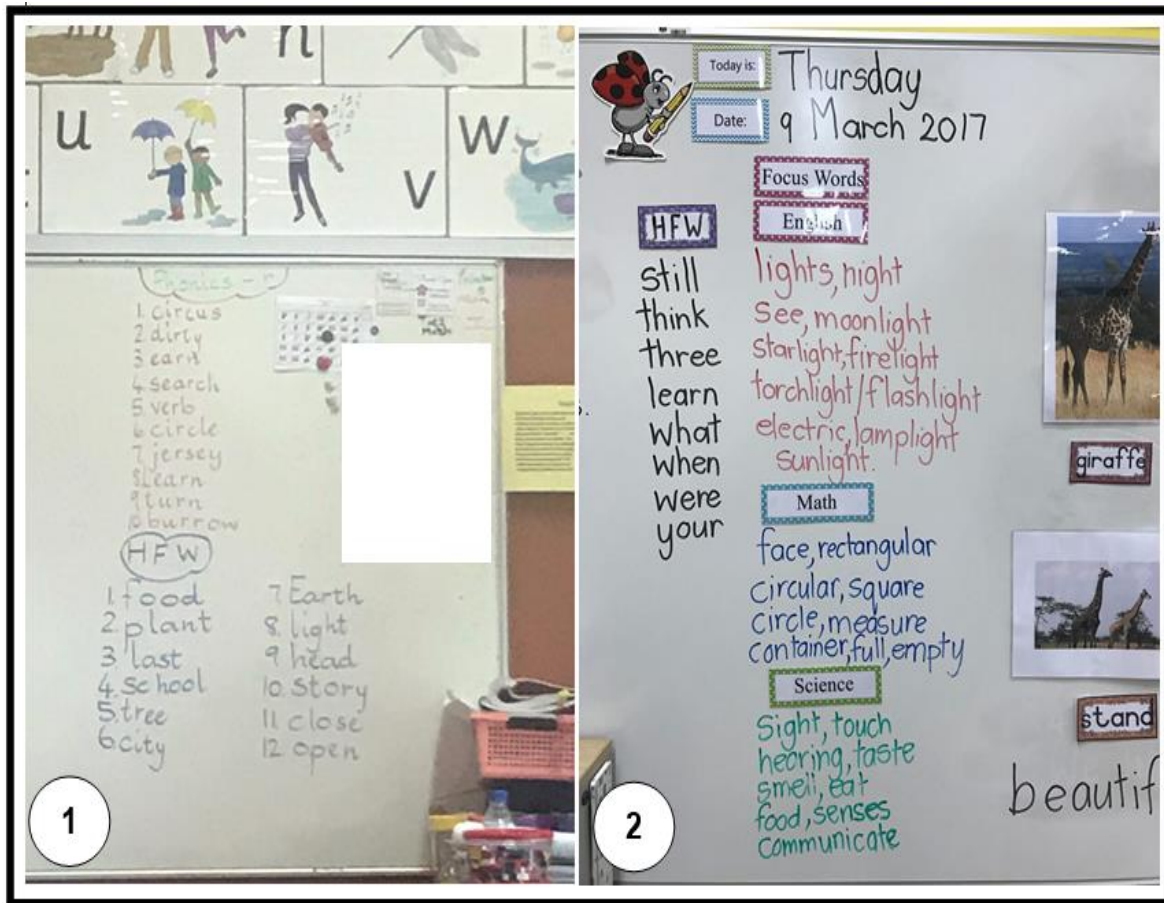


Diagram 5.9 Example of teachers displaying vocabulary on a weekly basis

In example 2, the teacher has written all the vocabulary for all three subjects for the week. This is a very good example as the words in all subjects are important for vocabulary acquisition and not just the phonics and high frequency words in English as seen in example 1.

Sadly, it was noted during lesson observations, that only a few teachers used flash cards as a strategy to enhance vocabulary development during a lesson, although this might be one of the best strategies for enhancing new vocabulary.

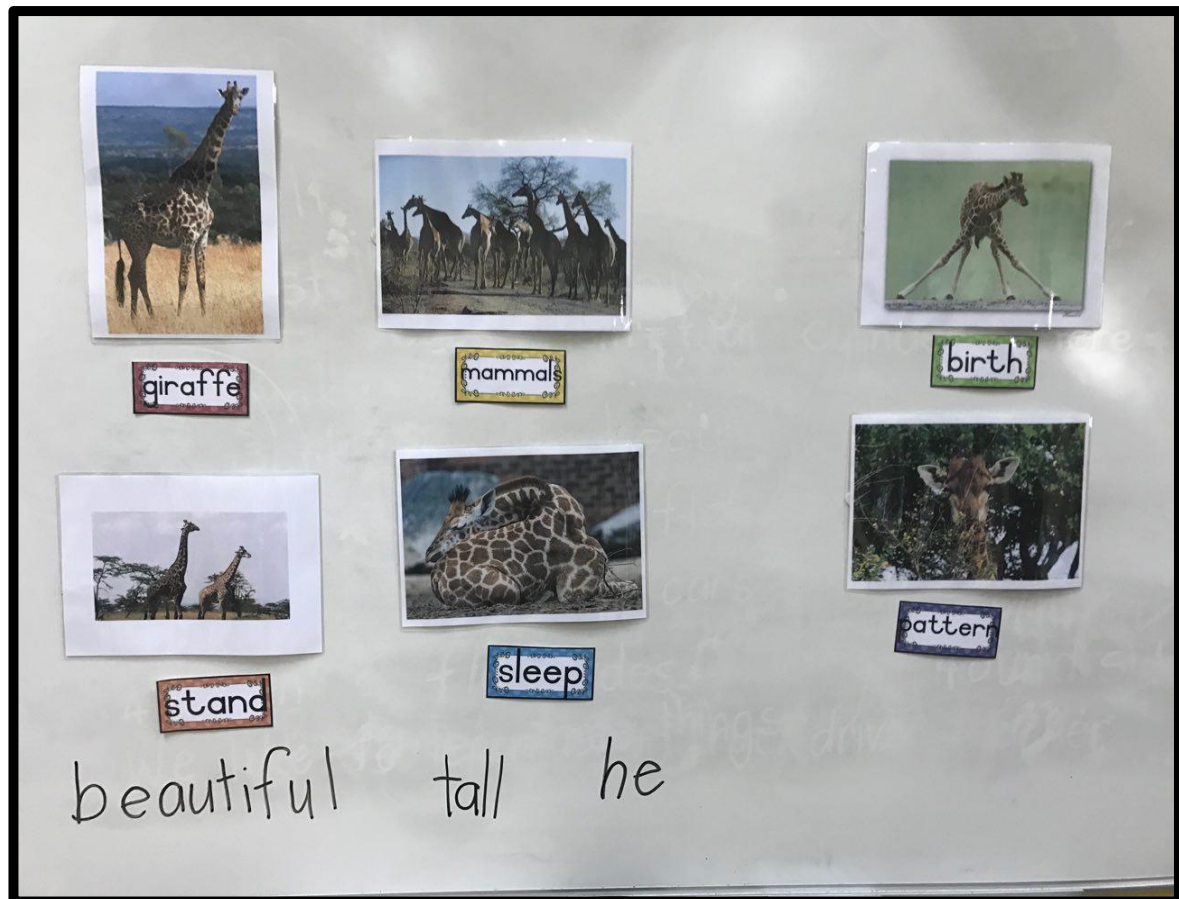


Diagram 5.10 Example of flash cards and pictures used to explicitly teach new vocabulary In a lesson

- **Teachers' role in achieving success in the ESL - Identify what motivates each learner**

As a teacher one has many roles to fulfil at school. In a policy document provided by the UAE Ministry of Education (MOE, 2010) the roles of a teacher are those of role models, knowledgeable instructors, creative educators, trained professionals and attentive counsellors.

[Queen] *"So it's, as a teacher's role the first thing would be to identify what motivates the different students in your class. Some of them it's status, having the most awards. For some of them it's something as simple as finding pleasure in the new language, for some of them it's just to please the teacher or their parents. So that for me is the first thing. Once you know what their motivation is and once you know how to harness that motivation it's the tools that the teacher now uses to employ."*

The role of motivation falls under being a knowledgeable and creative educator. If a teacher wants to achieve success as an ESL teacher, he/she must tap into learners' abilities and find out what motivates them. If a teacher's lesson is of such a quality that the teaching and curriculum are effective (see section 1.4.2), it is possible for her to grab the learners' attention, more easily. A teacher also has to have certain qualities in order to be an effective teacher (see section 1.4.2). A teacher's lesson planning also needs to address the vocabulary and motivate learners (see section 2.1). It is also important for a teacher to teach them a love for English, which would ensure autonomous learners (see section 3.5 regarding effective language learners).

Besides factors like language itself, a teacher's attitude towards teaching ESL learners or English as a second language and a teacher's motivation towards the language and the learners, another important factor that can hinder vocabulary development is the teaching strategies that a teacher implements in her classroom.

5.5.4.2.4 Teaching strategies

- **Attention grabbers**
- **Teacher as resource**
- **Activity must provide opportunity to practice skills / knowledge introduced**
- **Involve senses: Bodily kinesthetics, non-linguistic components (pictures, gestures, non-verbal communication)**
- **Translating / code switching to aid understanding of new vocabulary**
- **Some strategies do not work for all learners**

The above aspects should be present in a good ESL lesson, in order to grab learners' attention and successfully enhance vocabulary. A good lesson plan should involve all the aspects below.

- **Attention grabbers**

A good lesson has an attention grabber or grabbers to get the learners' attention. This is an important aspect to involve in a lesson. A good attention grabber should be fun and encouraging which immediately sparks a learner's interest in a lesson.

During my observations, some teachers applied technology to grab the learners' attention by showing videos either relating to the content of their lessons or linking to prior knowledge in a lesson.

[Sun] *Introducing the start of the following lesson by using a video about carnivores and omnivores. A second video was shown about producers and consumers.* [lesson observation].

[Kind] *The teacher did a review of prior knowledge taught and showed a video about doubles and ordinal numbers. She then did another activity and gave the learners flash cards where they had to place the numbers in order in their groups.* [lesson observation].

Some other attention grabbers used were poems, flash cards with decodable words and then decoding and encoding these words. Unfortunately, not all the teachers used interesting attention grabbers to gain the learners' immediate attention.



Diagram 5.11 Using decodable flash cards as an attention grabber or lesson starter

- **Teacher as resource**

Another role, sometimes missed by administration of schools, is the fact that a teacher can be seen as a resource. Unfortunately, just like books, some books are better resources and are better to refer to than others. This role of a teacher is very important, and a teacher should not neglect this role at all.

[Kind] *“I think the teacher, I think the teacher going over the words daily.”*

A teacher can be seen as a resource if he/she needs to go over the words expected to be attained on a daily basis. In fact, it should be the learners going over the words and working with the words daily, as seen in Diagram 5.11 above. This is an excellent way for a learner to gain confidence in the language by going over the words and taking leadership of that one card. In this manner a learner gets exposure to the words and is actively busy constructing vocabulary, unknowingly. In Diagram 5.11 the learner is also creating autonomy and independent learning is taking place in a safe, caring environment while the learner is using skills taught by the teacher to explore the words on the cards.

Teachers are also responsible for creating worksheets or collecting worksheets to be used in the classroom. This is very true in the Al Dhafra region as the learners only receive readers that are at times more suitable for native language speakers – especially the books from Grade 4 onwards. Due to this, teachers have to create worksheets in order to access and practice skills stipulated by the curriculum. This is also where collaboration as teachers comes in as an important aspect and role of a teacher (see section 5.5.3.1 belief 8), as through collaboration resources, activities and worksheets can be shared.

- **Activity must provide opportunity to practice skills / knowledge introduced**

As discussed above worksheets and activities should be created by teachers as resources. Worksheets should allow the learners the opportunity to assess and practice their skills and knowledge attained after a lesson. For this reason, activities and worksheets should be of a high standard.

The activities and worksheets provided should appeal to the eye of the learner and also support the outcome being studied at the time. These can also be used to assess prior knowledge. At times it was possible to use the readers provided by ADEC to access vocabulary knowledge and provide practice of some vocabulary skills. During an observation one teacher used the definition of a word and learners had to match this with the words. I sometimes found that the definitions were difficult for the learners to autonomously provide the matching vocabulary without a teacher previously explaining it.

Some teachers used differentiated worksheets to provide learners with an opportunity to work and attain success on their own level. This practice was not seen in all the classrooms and might need to be addressed more. It might also be due to a lack of time or experience that this was not employed across the board in all the classrooms observed.

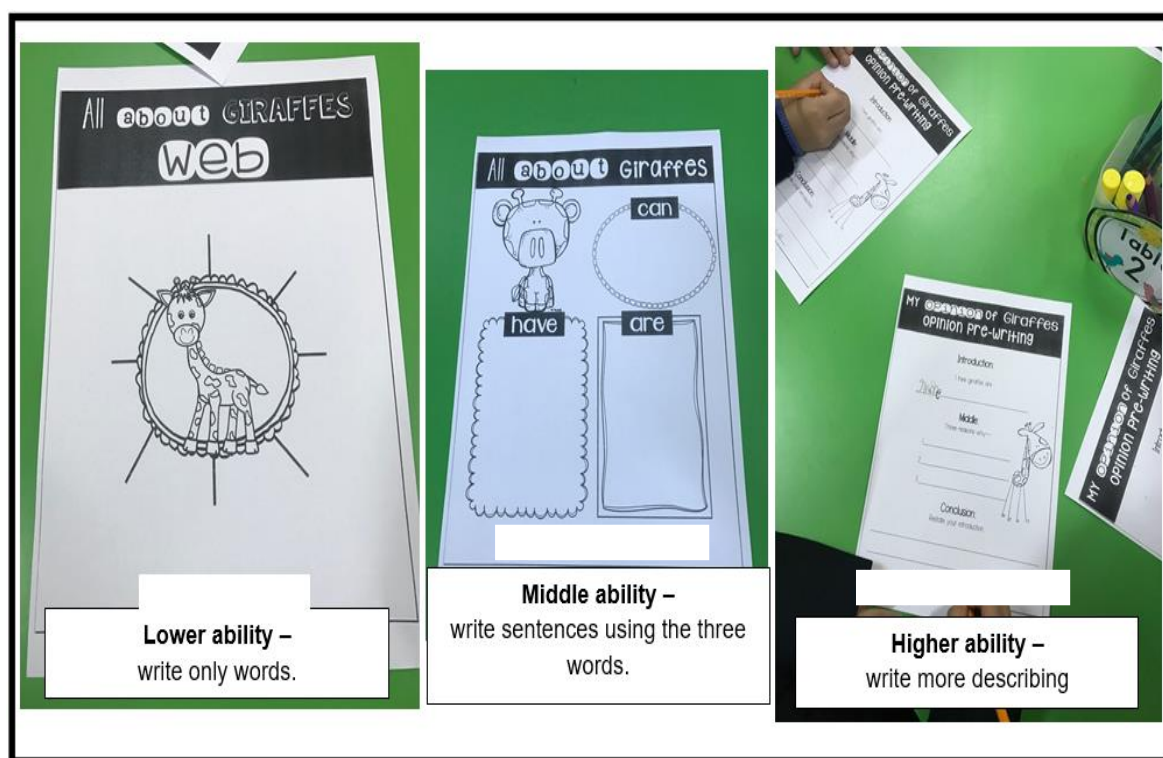


Diagram 5.12 Example of some differentiated writing worksheets used by a teacher

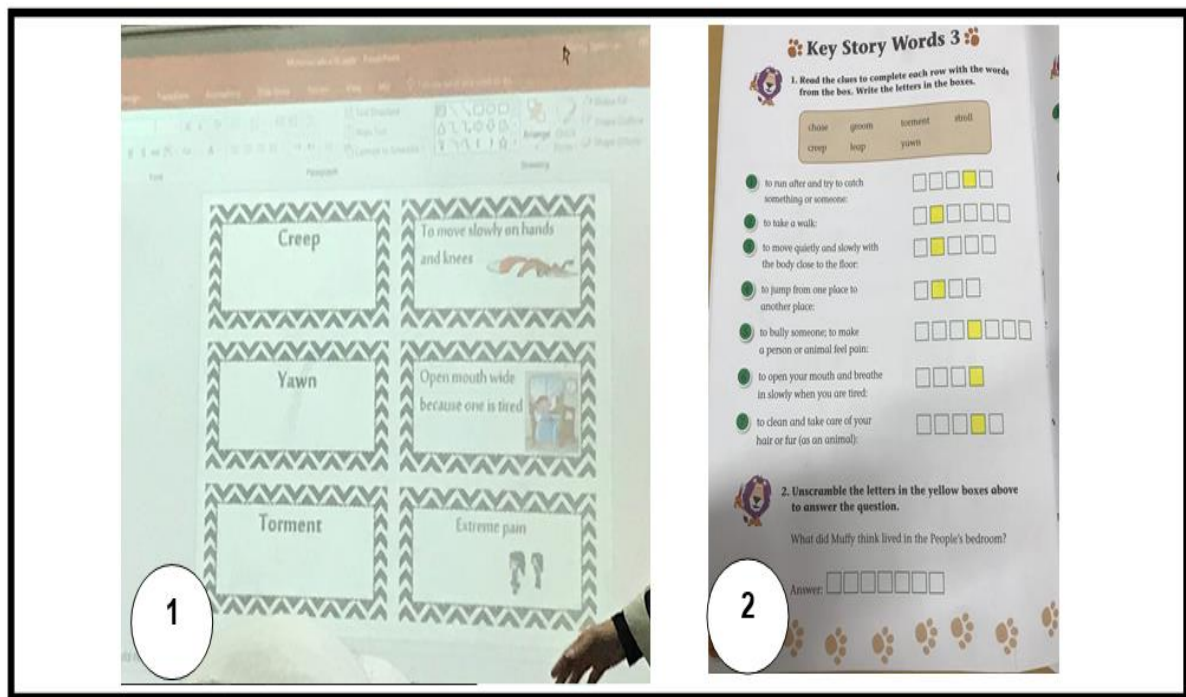


Diagram 5.13 Example of worksheets from the readers in Grade 5

In Diagram 5.13 picture 1 was the PowerPoint that the teacher used to try and explicitly teach the vocabulary in order to complete the worksheet (picture 2). This was not successful as the learners were still unable to complete the worksheet expected of them, independently. This was a Grade 5 class of girls. The learners were also given flash cards to sort and match the definition with the correct vocabulary word. These learners were not given strategies to try and memorise or establish meaning of the words to be able to successfully match the cards. The teacher did explain the words and read through the definitions once.

The worksheets used in Diagram 5.12 were effectively used and the learners were able to autonomously complete the worksheets. These learners only asked for some vocabulary to be written on the board as an aid to their writing. This was a Grade 2 girls' class.

- **Involve senses: Bodily kinesthetics, non-linguistic components (pictures, gestures, non-verbal communication)**

It is important to involve as many senses as possible when explicitly teaching new vocabulary to learners. This is called the multisensory learning theory (see section

5.5.4.1.2). Teachers are aware of the fact that the involvement of some of the learners' senses would help them attain and retain some vocabulary.

[Sun] *"...it would be hard for them to stick with the learning. Kinesthetics have to be involved, you know like movement. Like when I teach vocabulary I like to make sure that I attach a movement to it. Kinesthetics have to be involved, you know like movement. Like when I teach vocabulary I like to make sure that I attach a movement to it. Yes. Like bodily Kinesthetics are very important to stick to your brain."*

[Queen] *"And then for audio, especially my boys, they love the recording where they do independent recording of themselves and then they listen or they let a partner listen."*

[Queen] *"Then kinetic would be like with those letter shapes – the plastic ones we get like really, really weak learners would just build the words and they would be four in that group."*

[Kind] *"Some words I have to show pictures if they don't understand, get it translated, try to have picture and word. Not necessarily the Arabic word, but definitely the English word. Because once they see it in English, they say oh that means...Yes. You know like butterfly, oh that means forasha in Arabic..."*

The above were some examples of teachers implementing some aspects of multisensory learning theory (see sections 2.3.2; 2.3.3 and 5.5.4.1.2). During these interviews it appeared that these teachers were able to touch on some of the aspects involved during multisensory learning theory, but they still called it learning styles which it should not be as mentioned above in section 5.5.4.1.2.

One of the main reasons that the worksheet in Diagram 5.13 was a problem for the learners to complete is due to the fact that the teacher did not involve any senses in her lesson while explicitly teaching the vocabulary. The learners also looked bored and uninterested in the lesson being presented. The definitions are already complicated, for this reason the teacher should use more effective strategies (see section 6.2.3) and better attention grabbers (discussed as bullet point one in this section). Involving the senses in multisensory learning (see section 5.5.4.1.2) ensures

that a learner actively constructs new vocabulary and that these vocabulary items are assimilated better employing the phonological loop and visuo-spatial sketchpad in the Working Memory Model (see sections 2.3.2 and 2.3.3).

- **Translating / code switching to aid understanding of new vocabulary**

Translating or code switching to a learner's mother tongue is a very important strategy to implement in a second language classroom. Unfortunately, there was almost no evidence of the above taking place in the classrooms during my observations.

Translation or code switching can be seen as a key component in language learning as learners still depend on their mother tongue for communication and expression. Code switching is a widely occurring phenomenon seen in many second language classrooms (Sert, 2005). According to Sert (2005) this strategy is not favoured by all teachers, even though the switching between languages has its underlying reasons. There was only one teacher who had her new vocabulary words translated and written into Arabic, by her Arabic assistant. This was implemented with great success in the classroom and the learners grasped the meaning of the words with ease.

[Queen] *I noted on the code switching or English only section on my observation checklist that the assistant translated some words into Arabic to clarify meanings.*
[lesson observation]



Diagram 5.14 Example of new vocabulary used in the lesson with Arabic translations

Code switching is an ideal way to allow learners who still lack the English vocabulary to express themselves in their mother tongue (Arabic). This moment of self-expression allows these learners to gain some confidence in the ESL classroom, until they have the vocabulary to express themselves in English (Sert, 2005). Another reason for using code switching or translation in the ESL classroom would be to build interpersonal relationships among the different members of the bilingual classroom (Sert, 2005). Thus, bringing the learners' culture into the Westernised classroom and providing these learners with a safe and caring environment in which they can grow and learn English.

This also calls on Vygotsky's SCT (see section 2.2.1) where the learners' cultural and social reality is brought and considered in the classroom. This also allows the teacher to work from the familiar (Arabic language) to the unfamiliar regions of the English language. The learner then works on the ZPD (see section 2.2.1.2) as the learner uses his own language at first for self-expression and with the aid of an MKO the words are translated, and the learner has the opportunity to learn new vocabulary in English to accompany the Arabic word. This accompaniment will disappear in the future as the

learner's vocabulary grows, as he would be able to express him/herself using English. Another reason for translating specifically new vocabulary when introducing these words, would be to ensure that the new vocabulary is understood as quickly and easily as possible. This really works when new concepts are taught in the second language.

This inclusion of a learner's native language is a powerful tool to create linguistic solidarity between the two languages and cultures as Arabic and English have varying cultures.

- **Some strategies do not work for all learners**

As stated in section 5.5.3.1, belief 7 strategies used to teach native and non-native English learners, are different. This is with good reason as learners who are non-native speakers present with a 30 000 word-gap, when commencing formal schooling (see section 3.2), this gap is never closed, as it takes a second language learner, 5 years to develop the same academic proficiency level as a first language speaker (Dawber & Jordaan, 1999; Mutasa, 2000).

The differences between native and non-native speakers, with regard to language acquisition was depicted in Table 5.7, section 5.5.3.1, belief 7. Even though there are differences between native and non-native speakers' English acquisition, there are also differences between non-native speakers' abilities to learn with various strategies. A teacher must therefore be prepared and use as many strategies as possible, to support the multisensory learning (see section 2.3.2; 2.3.3 and 5.5.4.1.2 bullet point 4) abilities of all learners. Learners vary in the way that they acquire a second language (Skehan, 1989). Some learners enjoy taking words and sentences apart, by analysing each piece whilst others seem to be globally oriented as they find patterns in the overall language experience and contexts.

There are other factors that involve teachers during vocabulary instruction and attainment which will be discussed below.

5.5.4.2.5 Other factors involving teachers

- **Training and background**
- **Teachers' workload**
- **It is demanding to do extra research after school on a particular topic**
- **Lack of collaboration due to time constraints**
- **Teacher creates a milieu where learners feel safe to express themselves in the second language**
- **Involve the whole child (holistic)**
- **Refer to a learner's first language acquisition to use as resource for second language acquisition**
- **How they are taught**

The above points will be discussed below:

- **Training and background**

A teacher's training and background directly influences the learners' vocabulary acquisition. In Chapter 1, section 1.1 (pg. 1) as well as section 1.2.2.1 it was explained that the learners in the public schools are mainly locals or Emiratis and can therefore all be seen as ESL learners. Due to this contextual matter it is crucial that a teacher should have relevant pedagogy and strategies appropriate for teaching ESL learners. It makes it harder in the Al Dhafra context due to little or no exposure to spoken English or English print.

[Queen] *"So, it's different for each teacher, because it also lies in their interpretation (hmmm)of? of their training, their background."*

The strategies used to enhance vocabulary knowledge would also differ from teacher to teacher, due to a teacher's interpretation of a strategy.

[Queen] *"For some people uhm using technology would be the springboard for it all. For some people using the old, I know we've moved away from drill, but drill works. And it works every time. Then there is a trainer thought that the more fun learning a classroom learning is, the more students develop so you'd have those who would bring*

in games. So it's, but I, I really believe in the inverted classroom where you've got a little bit of everything and the advantage of that is the minute something doesn't work you have the freedom to kick it out or adapt it a little, or just tweak it a little (like reflective teaching practices?), yes yes, so you would then definitely always be reflecting, altering and implementing."

The teacher above summarised some practices or pedagogy that can vary from teacher to teacher. She was able to do so due to numerous years (24) of ESL experience obtained in her home country. However, as an inexperienced teacher one would not have as much practical knowledge that could work with regard to teaching ESL learners. Two of the teachers interviewed stated that they had no prior experience, before entering the UAE. This lack of experience or training was also discussed as a practice in section 5.5.3.3, practice 2.

- **Teachers' workload**

Teachers have a very demanding workload, from basic classroom management, to grading and marking various assessments. This workload also impacts on vocabulary enhancement and development, as it requires dedication and knowledge to make resources – especially if it is of a good standard and quality.

[Queen] *"And you know teachers work so hard, you are so tired at the end of the day the last thing you would really want to do..."*

Not all the resources are always available with regard to the current curriculum. For this reason, teachers need to spend some time making their own worksheets, games, flash cards, PowerPoints, levelled readers etc. This is time consuming and demands more time at home from an already exhausted teacher. Therefore, there is a dire need for reliable textbooks, levelled reading comprehensions, flash cards and relevant resources that a teacher could just access on the go, without adding any extra stress. These resources need to be matched with strategies in order to be successfully implemented in the classrooms.

- **It is demanding to do extra research after school on a particular topic**

As it is already expected of a teacher as a subject teacher to have relevant subject knowledge, this also pertains to teachers of Mathematics and Science. These teachers are also ESL teachers, even though they do not teach English. Since not all subject teachers have ESL experience and strategies for acquiring vocabulary, it is important to be able to collaborate with ESL English subject teachers. These teachers should have the updated information regarding new strategies for acquiring vocabulary.

[Queen] *“...unless you are completely motivated is to go and do research outside of the job (hmmm). So, if we had training that was in-house, already you’d have a glimmer of ahhh, this is a possibility.”*

It is therefore important that a teacher always stays ahead with regard to her subject and new developments regarding the subject. As a teacher, it is sometimes impossible to do this. Due to the workload of teachers as discussed in the point above, teachers are burnt out and too tired to read up regarding their subject. It does seem that there is a need for updated research regarding subject knowledge, but professional development sessions can be used for this matter. Departmental heads and vice principals of institutions should be involved as they have more time to themselves to find relevant articles and then provide a professional development session on a particular topic of interest. In this manner teachers also obtain updated knowledge in time already allocated to professional development. A teacher then also does not need to do extra research after school regarding new trends. This is of course not possible for all trends and all subjects, but at least it would receive some attention this way.

- **Lack of collaboration due to time constraints**

Teachers need to collaborate more as to obtain knowledge from MKO's. This was discussed in section 5.5.3.1, belief 8.

[Queen] *“...but when we all actually implementing our jobs teaching (hmmmm), you don’t have time to walk around to teach other and see how well other people are implementing things.”*

Collaboration can take place during professional development sessions on a Monday and Wednesday afternoon, as the teachers are required to stay after school until 15:00. This time can be used to either discuss a new topic that arose or a new trend in a particular subject. It can also be used to collaborate and share best practices. Teachers are aware of their shortcomings and strengths and would be able to share good pedagogy to colleagues if time was allocated for this.

- **Teacher creates a milieu where learners feel safe to express themselves in the second language**

For students of a second language, using the second language for expression takes courage at first. For this reason, it is important for a teacher to create a safe and welcoming milieu in which the learner can explore vocabulary and grammar in the second or foreign language. There are various ways to establish a milieu where students still take risks even though the language is not mastered completely. All of the teachers observed managed to do this.

[Tender] *“So someone had to get up in front of the class and create some silly non-sensical word using rhyming schemes.”*

The learners feel safe and get opportunities to express themselves independently in front of the class. By doing this, learners also develop social and cultural skills using expressive language (refer to section 2.2.1, page 25) as learning a language is a social activity. In providing the learners opportunities they unknowingly learn the rules of the second language, in a safe milieu (Kao, 2010:114). The teacher was very encouraging and was careful to correct errors (see section 5.5.4.2.1 about error correcting).

In all the classrooms the teachers were very encouraging and motivated the learners to participate in the learning. Many of the teachers used questioning techniques to allow the learners time to express their thoughts and challenge each other.

[Sphinx] *“encourage the students to challenge each other”*

Encouraging learners to acquire a second language or foreign language is very important, but the milieu must be safe where boundaries are set regarding not making

fun of each other, in order for learning to take place. In this regard it is easier to make learners want to acquire the language, as their interest is aroused.

[Sphinx] *“You can make it for the students, you can know arouse the students’ curiosity to learn vocabulary.”*

In the classrooms where I observed lessons, most teachers were encouraging active participation and to use new vocabulary learnt as these are very good strategies for a learner to attain. In two classrooms the learners appeared to be inactively listening as they displayed boredom and seemed uninterested. During lessons like these learners will not enhance their vocabulary as their interests are not sparked for participation. As a teacher it is important to consider pedagogy used for teaching vocabulary as some strategies might not work for all learners equally (see section 5.5.4.2.4). A lesson plan should contain various strategies to involve all learners and for this reason a teacher should have good reflective practices (see section 5.5.3 regarding reflective practices). Learners also acquire a language better when involved with peers in discussion (see section 2.3.1 social cultural theory).

- **Involve the whole child (holistic)**

This factor aligns with the belief that a child is a holistic being and should therefore be completely involved when acquiring a second language. This was discussed in section 5.5.3 under belief 2. It would hinder a child’s vocabulary acquisition tremendously if a teacher did not consider the child’s holistic development and things in the learner’s immediate environment that could prolong language development. Considering various circumstances and factors, enables a teacher to build bridges to attempt to support the learner to the best of her abilities in the classroom, as this is where the learners should feel safe to express themselves (discussed above).

- **Refer to a learners first language acquisition to use as resource for second language acquisition**

This factor overlaps with 5.5.4.2.4 regarding using translation or code switching in order to aid the learners’ vocabulary development. When a teacher implements translation strategies in to her teaching and refers to the first language as a resource

for second language acquisition, learners acquire vocabulary and they understand the meaning of the words more easily.

[Kind] *“Some words I have to show pictures if they don’t understand, get it translated, try to have picture and word. Not necessarily the Arabic word, but definitely the English word. Because once they see it in English, they say oh that means...Yes. You know like butterfly, oh that means forasha in Arabic, so they can see picture and print like the word then they start to associate that oh that b,b this is a butterfly. And they know what a butterfly actually is.”*

This links with Vygotsky’s SCT (refer to section 2.3) as the learners’ socio-cultural influences are recognised in the second language classroom. A learner can now also use his ZPD to use the picture and translation to refer to the familiar *-forasha-* in his native language to acquire the new vocabulary – *butterfly* (unfamiliar region). As discussed in section 5.5.4.2.4 the learner will acquire words with the help of an MKO using translations. As the learners’ vocabulary depth, breadth and knowledge increase they do not need to depend on Arabic for meaning making anymore.

When referring to a learner’s first language one also involves the working memory model (see section 2.3). The Central Executive is responsible for allocating data to the two subsystems – sensory memory and long-term memory. Problem solving forms the focus of the Central Executive. Coming into contact with unfamiliar words draws the attention of the Central Executive as this is a problem that needs to be solved. Using the phonological loop information is received using speech (see section 2.3.2). This is when the teacher reads the new words in English to the learners. The new words are then repeated on the articulatory loop, which processes phonological information to process the new word. When a picture is shown the visuo-spatial sketch pad is involved and information is processed (section 2.3.3). This is reinforced if a teacher can use a learner’s native language and link it to the new vocabulary in English. There is also evidence that if a learner is provided with instruction in both his first and the second language, it has a positive impact on developing both languages (Sailors, Hoffman, Pearson, Beretvas & Matthee, 2010).

- **How they are taught**

How learners are taught forms the basis of this study – as strategies to enhance vocabulary acquisition were researched. The pedagogy and strategies involved in explicitly teaching a learner vocabulary are key components in vocabulary knowledge, depth and breadth enhancement (section 3.5.1). No single method of instruction would optimise vocabulary acquisition and for this reason various methods should be integrated to provide numerous opportunities for new vocabulary acquisition (Lehr *et al.*, 2004).

Some teachers used a few strategies in their lessons to teach the new vocabulary needed for task completion. These strategies will be discussed in section 6.1.3 in more detail, as there was a dire need for some strategies regarding vocabulary enhancement. If a teacher is motivated, and intrinsically motivates a learner it will also instil a love for acquiring English. Strategies to use with regard to ESL vocabulary enhancement will be discussed in section 6.1.3. This factor also overlaps with the strategies as how one teaches, incorporates the pedagogy and strategies needed for vocabulary enhancement.

The last area of factors that arose from the observations and interviews were factors that involve teachers and learners, as these also impact one another in an ESL classroom.

5.5.4.3 Factors involving teachers and learners

- **Clues that support the learning of new vocabulary**
- **Learner to teacher ratio**
- **Student centred not only teacher centred learning taking place in the classroom**
- **Assistant sits nearby to monitor behaviour**
- **Reinforcement from school and home – parents need to participate**
- **English is heard three quarters of the time depending on how much teacher talk takes place**
- **Management**
- **Resources**

- **Non-transferability of Arabic into English**

Factors applying to teachers and learners will be discussed below.

- **Clues that support the learning of new vocabulary**

Learners have already attained much vocabulary when reaching Grade 5. It is important for the teacher to remember this, as learners are not empty vessels when entering school, due to involvement in their cultural surroundings at home and in the town where they live (see section 2.2 – Vygotsky’s SCT, 1978). For this reason, it would be appropriate to provide learners with clues to allow them to use the Central Executive (section 2.3.1) for problem solving, in order to provide the relevant vocabulary as they already know the words from prior learning in their contexts (section 3.6).

[Sphinx] *“Don’t give the students the new words you just can give them opportunity to find out what the word is.”*

[Sphinx] *“If the learners can’t give a word, teacher uses clues like:*

“starts with b, ends with n” – “between”.

“Starts with c ends with y – country”. [lesson observation].

Providing clues to the learners, allows them to explore the words known to them and gives them time to process the words in another form. Giving the beginning or ending consonant of the words also allows for phonological processing.

Other clues that were used during lessons were the use of opposites of words familiar to the learners.

[Starfish] *open - teaching moment – stated that this is the opposite of the previous word – close. We open the door / we close the door. Asked a sentence – “I open the book.”* [lesson observation].

Some other ways clues were used in constructing vocabulary knowledge or eliciting a response using expressive vocabulary were homophones, homographs, games, definitions, synonyms or hangman.

[Sphinx] *“I don’t just tell them the word, but I tell them let’s play a game. It’s, I try do give a definition. If they don’t know it I give a homograph or homophone for the, no no sorry I mean a synonym for the word. If it’s not working with them we play a game it’s just like hangman game, which they can. So you then write the lines on the board, and then they must guess the letter? Yes, yes they must guess, it makes them think also. Yes, a little bit of critical thinking as well. Yes. And problem solving? Yes, and if you just give them it’s just like you are feeding them with a spoon. You don’t give them the opportunity to learn how to use the word.”*

The teacher above made excellent use of providing contextual clues in various ways, in order for the learners to become autonomous language learners (section 3.5). Having access to this many strategies for just accessing vocabulary, can be a very powerful tool in the mind of a second language learner. The Working Memory Model (section 2.3) is also included in this process as the learner used his Central Executive (section 2.3.1) for problem solving as he/she cannot only read the word he/she needs to explore it to find the word for him/herself. Having only certain sections of a word, a learner needs to involve the articulatory loop in the phonological loop to hear the inner speech (section 2.3.2) of how the word could possibly sound, should it be completed and found. Writing this word down then allows access to the visuo-spatial loop (section 2.3.3) where visual clues are used to process the word and the inner scribe writes the word down for processing to the long-term memory.

- **Learner to teacher ratio**

Evidence regarding reduced class sizes on student performance is lacking (OECD, 2018) however smaller classes allow teachers to focus on the needs of each student individually. This then allows for less class time to deal with disruptions which helps to ensure a better learning environment is formed for the teacher as well as the learners. With improved behaviour and individual attention to each learner, teachers indicate that their working conditions are therefore better, compared to larger class sizes. The smaller classes also allow a teacher to devote resources to all the learners,

instead of only a few. It has not yet been determined what the ideal learner-teacher ratio is, but younger learners' classes need to be smaller than older learners' classes. This ensures that the teacher can provide attention to individual learners for better support (OECD, 2018).

In the school where the study took place the learner-teacher ratio definitely impacts on the behaviour of the learners. In the Grade 1- 3 classes, the learner/ teacher ratio is about 18:1 and in Grade 4 and 5 the learner-teacher ratio is about 24:1. Learners are also segregated due to religious and cultural preference, boys separate from girls.

- **Student centred not only teacher centred learning taking place in the classroom**

During second language lessons it is important that much student centred learning takes place. Learners need to take ownership of the language, even if they use some of their native language in between the talking when they get stuck or have a lack of vocabulary.

[Starfish] *“**Plant** – Use a picture. Spell it for me. Used alphabet letters to spell. Asked for a sentence: “I have a plant”; “The plant is beautiful”.* [lesson observation].

[Sun] *“After food chain video learners had to turn to shoulder buddy and discuss what they have seen on the video. Teacher stated: “Want to hear what you learnt and use some of the vocabulary please.”* [lesson observation].

Most of the teachers tried to make learning student centered and asked them to use words in sentences or in games. It was unfortunate to note that some learners were not participating at all due to a lack of vocabulary. Most teachers are encouraging learners to participate, and lessons are interactive with much questioning taking place. The teacher above used a strategy called pair talk. During pair talk two learners turn to each other and then discuss a topic or give each other sentences, depending on the instruction given by the teacher.

During the interviews it seemed like all the teachers were really keen on developing learners' vocabulary by teaching in a student centered, rather than teacher centered

way. Occasionally with the introduction of new vocabulary, it does happen that the teacher does most of the talking in order to be a good model of the pronunciation of the new vocabulary or to guide the lesson in a particular direction for writing purposes. Student centered learning is crucial in the language classroom as this allows the learners to become autonomous, independent users and explorers of the new language (section 3.5). If learners have a variety of strategies to use for analyzing and synthesizing new vocabulary, they can enhance their vocabulary with more ease (section 3.5 and 3.6).

- **Assistant sits nearby to monitor behaviour**

During lesson observations, Arabic assistants were present in the classrooms to provide teachers support with the learners which was specifically seen in the boys' classrooms. This helps the teacher with behaviour as the assistants can talk to the boys in Arabic should an incident happen. These aids are of a great help in some classrooms, where they are used effectively. In one classroom observed the teacher was introducing new vocabulary and her Arabic aid had translated the vocabulary for her into Arabic and wrote it on the flash cards. This can be seen in diagram 5.13 as an example.

[Kind] *“and having the assistant say the word in Arabic.”*

The Arabic aid also helped the teacher with the pronunciation of the Arabic words. Using this as a tool in the ESL classroom in the UAE is a very effective strategy as all the boys understood the new vocabulary quite easily.

- **Reinforcement from school and home – parents need to participate**

Before entering school, a learner's first teachers are his/her parents (see section 5.5.4.1.1 bullet point 1). The community and home environment a learner interacts with from birth to school commencement is crucial to a learner's development (section 2.2, Vygotsky's SCT, 1978b). As the socio-cultural environment plays such an intricate part in the learner's language development it is important that a learner receives reinforcement regarding the language learnt at school, in his home environment.

[Queen] *“...you need reinforcement. And the only way you can get reinforcement is through the home. So, you need parent buy in as well.”*

This is a key aspect as what is learnt at school, should be repeated at home. This can unfortunately only happen in an ideal world where learners are exposed to English in their home environments. Speaking the language allows them to develop an expressive vocabulary for use in communication.

[Kind] *“And the communication? Yes, and the parents don’t really speak it. So, they get English interaction at school, but it’s very, very limited at home. Because if the parents have limited English and their nanny have limited English, then they don’t really hear it again until they return to school.”*

The problem with the ideal is that this does not happen in all the homes in the Al Dhafra region. There are still numerous parents who are illiterate, and can only communicate in spoken Arabic. There are learners whose parents are educated in the community whose expressive and receptive English is far better than that of their peers.

[Tender] *“Oh, everything. Their social lives, their parentage...”*

Everything has an influence on a learner’s language development, native and second language (see section 1.2.3). As the parents imprint on the learners from birth, they have a great influence in their lives. The Social Cultural Theory (Vygotsky, 1978b) is of utmost importance in this case as their exposure to English print and spoken English is also limited due to the parents’ guidance (section 5.5.4.1.1 bullet point 2). All learners have access to the internet at home and various learners have explained that they enjoy watching English programmes on YouTube and Netflix. Unfortunately, the learners who do this are few and far between.

- **English is heard three quarters of the time depending on how much teacher talk takes place**

Teacher talk is important in a second language classroom, as the teacher is the perfect role model for acquiring the new, unfamiliar vocabulary (see section 5.5.4.2.1 bullet point 8).

[Queen] *“And then it’s well like in the situation that we are in here in the UAE where English, for example, is spoken maybe 45 minutes to one hour per day. It’s heard maybe three quarters of that time, or half of that time depending on how much talking the teacher actually does.”*

Each teacher has two classes to whom she must teach Mathematics, Science and English. There are three periods allocated for this purpose, each day. On a weekly basis there are 6 periods allocated for Mathematics, 4 for Science and 5 for English, per class. This amounts to 2 hours and 15 minutes per day.

[Starfish] *“Firstly they only hear English 45 times three periods a day, that’s like 2 hours, yes, 2 hours and 15 minutes, a day. So, that’s one of the reasons why their English and their vocabulary is very low.”*

[Wizard] *“They need more time spent on English. And just focused on reading and vocabulary.”*

This amount of time dedicated to using and hearing English is definitely insufficient if a learner wants to bridge the 30 000 word gap, manifested with when commencing school (section 3.2). All the teachers complained and were frustrated with the fact that so little time was given to them to support and teach the learners in English. One teacher stated that:

[Astronaut] *“They don’t spend enough time using English. Art and music should also be done in English and the Physical Education. More practical stuff and apparatus so that they can label the stuff and put it into a sentence.”*

As stated in section 1.4.2 ESL teachers and content area teachers must have a conscious knowledge of the components in language (Fenner & Kuhlman, 2012:77). One of the factors identified contributing to low success rates in English in the literature

study were insufficient time to learn the language (section 1.1). Since language learning is a timeous process (refer to section 5.5.3.1, belief 1), dedicating 3 periods a day to attaining English is not sufficient, as this might be the only source of English that the learner has for the entire day. This is especially relevant as the Ministry of Education's goal is to have 50:50 bilingual learners in the future (refer to section 1.2.1).

[Astronaut] *"If they can have the vocabulary to talk, more opportunity to talk. For me that is – I spend a lot of time on talking. You know come on, tell me about it. Giving them the opportunity to talk and use the language. And also, that they actually have more time listening to English. Watching English TV Programs. Speaking in English."*

All of the teachers motivate students to use the language for talking and interaction as mentioned in section 5.5.4.3 bullet point 3, but this is also limited due to time constraints. Listening to English is also very important, but with the allocated time provided not all of the components mentioned in section 6.2.2 can be explored and implemented daily.

- **Management**

Management is a broad term describing everything from standardized procedures in a company, the control of production processes and the leadership and their charisma (Tavares, 2015). Defining management in a school or company is a difficult task and therefore it can be hard to measure how management impacts a company's results (Tavares, 2015). Management of a school or company can be defined in terms of poor and well managed. A poorly managed school's characteristics are those of the inability to monitor performance, lacks objectives, compensation and careers based on years of experience. There is also no system in place to address peers persistently performing poorly. A well-managed school's characteristics would consist of continuous performance monitoring, improving processes, defining objectives and setting attainable goals. These schools also have a reward system in place for high-performance employees and correct and support underperforming employees (Tavares, 2015).

There is also evidence that a "school manager's profile and the school principal's management" have a positive impact on students' grades (Béteille, Kalogrides & Loeb,

2012:16). One teacher stated that management also has an impact on language learning.

[Queen] *“So educators around the globe are aware of the changes, but you will always find that, uhm, it depends on lots of other issues apart from the educator...it depends on management...”*

Where quality of education and the achievement of learners are concerned a school needs to have quality indicators. Schools should be committed in providing quality educational services – whether they be private or public schools (Richards, 2003b). Since language teaching occurs in a school some principles of effective institutional management identified in other settings also apply to language teaching (Richards, 2003b). Key words such as effective management, strategic planning, best practice and quality assurance are appearing more regularly in language teaching jargon (Richards, 2003b).

For this reason, it is important that the management of the school support teachers in the acquisition of vocabulary in classrooms, as this is one of the teachers’ wishes:

[Queen] *“I just wish that more workshops or trainings would be available, because some of our methods are outdated.”*

[Queen] *“So, I wish for more workshops (like practical?), like practical workshops, but they are management driven (of course yes). It mustn’t be the teachers doing the plan, you know what I mean. The teachers must share their ideas, but as management you would have the best picture of all the ways that you found in your visits were the best (Yes). You would share those with the team and then the teachers now break it down into chunks of ok so how do I implement it. (Hmmm)”*

This teacher also stated that:

[Queen] *“...in my last school you’d find that the heads of department, because we usually had two per, what would you call it – intermediate (phase?). Yes, two per phase. So, the heads would get together and look for ideas for something that they*

felt needs strengthening (yes). So, when they get to the teachers it was already there (hmmm), now teachers it's not top down, it became a resource. The head would become a resource, that it empowers you."

This can be done by providing professional development workshops organised by the management of the school as these staff members are able to walk through classrooms and observe certain practices that work better than others. Sharing these practices with the teachers can be a good step in the right direction regarding the support of teachers.

This sharing by the management team and the need for a professional development plan regarding vocabulary strategies for ESL learners was discussed in section 5.5.5.

- **Resources**

During teaching the materials used are often the most important and noticeable component of pedagogy (Nunan, 1992). Cunnings cited by Richards (2003) stated that a textbook provides support to less experienced teachers, but generally all teachers tend to use all guidance provided by a textbook as this is aligned with the curriculum (Patel, 2018).

Resources used in teaching English are very important, and as such it is important that the teacher knows her learners. This will ensure that he/she designs or finds resources relevant to the curriculum, but within the scope of his/her learners' abilities. Teachers interviewed identified resources as one of the factors that can hinder a learner's vocabulary achievement.

[Queen] *"So educators around the globe are aware of the changes, but you will always find that, uhm, it depends on lots of other issues apart from the educator, their experience, their resources."*

The current challenge at the school is the fact that there are no textbooks as stated above that can provide guidance or work to refer to in order to provide worksheets or activities in English. There are resources available in Mathematics and Science, but these textbooks were written by a British company in English. The English in these

textbooks is focused on first or native language English speakers. These books do consider the context of the UAE with regard to topics aligned towards the UAE, but the language in which it is presented is too complex for second language English learners.

Lesson 2: Estimate, measure and record length (2)

When measuring length or distance, it is important to choose an appropriate unit of length.

Kilometres (km) are used to measure long distances such as the distance between countries.

Lahbab	69 km
Dubai	115 km
Jebel Ali	125 km
Abu Dhabi	221 km

I am learning to estimate, measure and record length in kilometres.

Key words

- kilometre (km) كيلومتر
- length طول

2 Find and record the perimeter of each shape.

Shape	Perimeter (km)
A	
B	
C	

Lesson 10: Making purchases affordable (2)

Sometimes we have to change the items we buy, or the quantity, to make our purchases affordable.

If we have less money than we need to pay for a set of items, we can remove one or more items to make the purchases affordable.

If we have more money than we need to pay for a set of items, we can add one or more items to spend the full amount.

1 Say whether each of the menu orders is affordable given the amount available to spend. The first row has been completed for you.

Menu

1 Chicken & Eggplant combo	41 AED 75 fils
2 Pasta Primavera	38 AED 50 fils
3 Lobster & Crab Ravioli	53 AED 75 fils
4 Chicken Royale	49 AED 50 fils
5 Rigatoni Bolognese	43 AED 25 fils
6 Shrimp Marinara	50 AED 25 fils
7 Chicken Margherita	45 AED 75 fils

I am learning to make changes to the number and choices of food items bought from a menu to make purchases affordable.

Key words

- AED درهم إماراتي
- dirham درهم
- fils فلس
- notes الأوراق النقدية
- coins عملات معدنية
- affordable بأسعار معقولة

Diagram 5.15 Examples of features in Math textbook

In the diagram above good use was made of the context of the UAE, for example it considers the currency in which trade is made, the map of the country for perimeter calculations as well as various areas to consider with regard to kilometres. It also provides a key word or vocabulary block with Arabic translation for the new terminology. This is an excellent aspect in the text book which also appears in the Science text book.

Lesson 3: The Arabian Oryx

The Arabian Oryx is adapted to the climate of the Arabian Peninsula. It is not dependent on one type of plant. In dry seasons, it feeds on the roots of wild plants and on succulent plants, which contain a lot of water. It only needs a very small amount of water and can survive on grasses and other plants without drinking for a long time.

This timeline represents actions that humans have taken which have had an effect on the number of Arabian Oryx.

Up to 1972 – Arabian Oryx used to be plentiful but they were hunted by people for food and sport

1972 – the Arabian Oryx becomes extinct in the wild

1973-1980 – a breeding program began using captive Arabian Oryx in the USA

1980s – Oryx are gradually reintroduced to the wild in Arabia

2015 – there are over 1 000 Arabian Oryx living in the wild

1 Look at these human actions. Decide if they would have increased or decreased the number of Arabian Oryx and why. Write your ideas in the boxes.




I am learning to identify how humans can affect the numbers of living things in an area.

Key words

- extinct منقرض
- captivity تربية مغلقة للحيوانات
- endangered مهدد بالانقراض
- vulnerable عرضة للخطر

Diagram 5.16 Examples of features in Science textbook

In the example above, it is clear that the context of the UAE was considered when writing / designing these textbooks. There is also a vocabulary key word block as seen in Diagram 5.15 – Mathematics book. This is an excellent feature in the book. The vocabulary might just be a little high for English second language learners, for example using more instead of plentiful (underlined in the description above). This naturally also poses as an opportunity to explain and introduce this new word to the learners.

There are currently no books as above for English. The only English books we have as resources are readers also written by the same British company as above, which do not consider the learners' lack of vocabulary or level of English, as these were written for native English learners, rather than second language learners. For this reason, all of the teachers have to look through internet sources and other programmes to ensure that learners also receive good instruction in English. This is very time consuming and also means that not all learners will be on the same level, as all teachers do not address the same aspects or components of the English language in the same manner and input thus varies. This might be the reason that one teacher states the following in her interview:

[Starfish] *“Sure, sure and maybe they are also not coming from a good background like the English teachers before...”*

Having a textbook as a guide ensures that all the teachers in a grade teach the same components and aspects at the same time, which means when learners progress to the next grade they will have the same background knowledge featured in the textbook. At the moment this is not the case, due to a lack of a standardized, curriculum aligned text book.

- **Non-transferability of Arabic into English**

As discussed in section 1.2.2.1 learners manifest with a huge first language burden that cannot be ignored, when considering that the learners must attain bilingualism in Arabic and English. In section 3.4.2 and section 5.5.3, belief 3 I discussed the problems that arise while learning Arabic and then attempting to transfer Arabic to English as this is what all language learners do. Learners inquisitively try to use their native language to support second language attainment. This works in many other languages as an effective strategy, if the native language is similar in orthography as the first language (section 3.2).

Amazingly, learners do attempt to transfer Arabic to English. This can be seen in their writing and spoken English. Some teachers were able to report back regarding this support strategy:

[Starfish] **Close** – on computer we close the block, we close our mouth. Use object door – we close the door (using concrete examples and go from concrete to abstract to explain the meaning of the word.)

open - teaching moment – stated that this is the opposite of the previous word – close. We open the door / we close the door. Asked a sentence – “I open the book.” “I open the light”. Teacher rectified the error – “switch the light on / off”. Not open / close. If it’s a switch it’s on / off. If it’s a shop or a door it is open / close. [lesson observation].

Another teacher observed the following:

[Tender] *“But, I understood though why, like me go this, because when they translate it, uh, ana means me. And it also means I. Yes. So, that’s what we need to understand too and how difficult it is if you, for us, I learnt Spanish, really decent and I learnt French. So, I can speak a little bit, you know I’m okay, in both languages. But, I told them in, because I explain it to them because I always go over language and I always tell them how wonderful and how smart they are, because I’ve learned two other languages, but they are easy because they have cognates in them. Yes. You start out with a thousand words out of each language. Like when I say animale, animal. You know. Yes. French animal. Yes. So, what I try to explain to them is there are some sounds that are similar and you need to play on those and use those”*

Learners translate their native language into English and due to particular similarities, it is possible to do, but their implementation does not work due to grammatical errors that arise, due to this direct translation.

[Starfish] *“They all do it, even the adults do it. We don’t close a light, we switch it off. Yes, because for me I think it’s a direct Arabic translation, yes, and that’s why it’s lost in translation.”*

In other languages like French one has cognates that are similar to those of English and therefore the language can be transferred more easily to English and vice versa which is not the case with Arabic. The challenges that arise due to attempting to

transfer to English were stated in section 5.5.3, belief 3. In Table 5.6 a comparison was made between English and Arabic language features, that support the fact that English cannot be transferred to Arabic and vice versa.

5.5.5 THEME 9 – Professional development on vocabulary development for teachers of ESL learners.

Professional development is a convoluted process, as it is about “teachers learning, learning how to learn” and then converting that knowledge gained practically for the benefit of their learners’ improvement (Avalos, 2011:10).

Avalos (2011:10) stated that:

“Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change”.

All these complex processes happen in school environments and cultures. Some of these professional development workshops are more relevant and supportive of learning than others (Avalos, 2011). Different instruments are used to determine what professional development workshops are needed per school. These instruments are dependent on teachers and learners’ needs and objectives (Avalos, 2011). Courses and workshops have a particular purpose, whereas curriculum design, assessment data discussion and strategy sharing may serve other purposes. It is also crucial to state, that not all professional development forms are relevant to all teachers (Avalos, 2011:10). In section 1.4.2 it was mentioned that there is a direct relationship between teachers’ professional development and their learners’ results attained (Fillmore & Snow, 2000:3)

During my semi-structured interviews one of the teachers commented that she had a need for a professional development workshop regarding vocabulary enhancement, as she stated:

[Queen] *“I just wish that more workshops or trainings would be available, because some of our methods are outdated. Some of our methods are way too far ahead, they*

don't make sense (hmmm), they make sense on paper and on the internet but not in the classroom."

Her reason for asking for professional development regarding vocabulary enhancement strategies was, because she felt that "our methods" as she stated, "are outdated" [and] "some of our methods are way too far ahead, they don't make sense" [Queen].

Considering the above statement, I also researched the latest trends regarding vocabulary enhancement. One of the biggest influencers of English language learning will be technology (Sarica & Cavus, 2009:439). Sarica and Cavus (2009:439) states that "English is the only valid language that can be understood by everyone all around the world". This stresses the impact of this empirical study even more, as learners are now able to learn the language faster and easier due to the use of technology in classes around the globe (Sarica & Cavus, 2009:439). Teachers also need relevant, updated strategies to enhance vocabulary learning, which is the main aim of this study. The Web provides numerous opportunities and technologies for learners to use in order to learn English and is one of the fastest growing areas with regard to education. This booming trend in education was identified during the interviews and will be discussed in Chapter 6, theme 7, section 6.2.1, in more detail.

Queen also stated that she would like to attend professional workshops hosted by her heads of department and not her peers. She is of the opinion that they have a bird's eye view on all the strategies being used in all the classrooms. Her peers only have their own practices to share.

[Queen] *"So, I wish for more workshops (like practical?), like practical workshops, but they are management driven (of course yes). It mustn't be the teachers doing the plan, you know what I mean. The teachers must share their ideas, but as management you would have the best picture of all the ways that you found in your visits were the best (Yes). You would share those with the team and then the teachers now break it down into chunks of ok so how do I implement it. (Hmmm).*

"Because like in my last school you'd find that the heads of department, because we usually had two per, what would you call it – intermediate (phase?). Yes, two per

phase. So, the heads would get together and look for ideas for something that they felt needs strengthening (yes). So, when they get to the teachers it was already there (hmmm), now teachers it's not top down, it became a resource. The head would become a resource, that it empowers you."

As discussed in the first paragraph of this theme, Avalos (2011:10) states that it is important to consider teachers' needs and objectives when developing professional development workshops, as not all professional development forms are relevant to all teachers. I, however disagree with her opinion of only heads of departments that should become the resources and that only they should empower us. It is my opinion that each teacher has strengths and weaknesses with regard to teaching and our beliefs, practices and awareness's vary. Heads of departments do have a bird's eye view and they have more or less an idea which teacher is good at what practice. For this reason, it is good practice to allow peers to do professional development workshops and it should not be left to the heads of departments alone.

Queen agrees, even though she prefers that our main learning or professional development workshops should come from the heads of department, by stating that, if a teacher has time it would be good to network with other teachers to find new ideas on implementing strategies.

[Queen] *"And you know teachers work so hard, you are so tired at the end of the day the last thing you would really want to do – unless you are completely motivated is to go and do research outside of the job (hmmm). So, if we had training that was in-house, already you'd have a glimmer of ahhh, this is a possibility. Like I come to your classroom and I'd say, "Oh, that's beautiful" (hmmm). Or I'd go to the next teacher and I'd say, "Oh wow, I didn't think of it that way." (Yah). But when we all actually implementing our jobs teaching (hmmmm), you don't have time to walk around to teach other and see how well other people are implementing things (yes). (No, yes exactly). So, workshopping, networking are key things."*

It is my opinion that professional development is a key aspect of teachers' practices. We are all lifelong learners, and as trends in education develop and change, it is important to stay up to date with the latest developments. For this reason, it is good

to attend workshops regularly. Teachers also have various strengths and weaknesses and for this reason it is important to attend workshops that provide opportunities to improve one's weaknesses.

Queen as quoted above did not consider peer learning or peer observations as part of professional development. Since she stated that:

[Queen] *"I'm not big on peer-observations, I'd be honest with you. We used to have when you would have your Hof (Head of phase) and you choose your peer you want to come and sit in (uh-hum), on your evaluation (yes), makes for strained relationships amongst staff, so as much as many of us don't like our bosses coming in to sit in, it's the most clinical way to actually do.*

But I don't see how you can use your staff in workshops, for example. But, definitely not sitting in each other's rooms. You're going to have people saying so how many years have she been teaching, where did you get your qualification from. You don't want to bring all that in."

I do not agree with the above quotation as Lieberman (1996), cited by Day (1999:3), provided a list of settings in which learning occurs, ranging from understanding teaching practices, the involvement in various decisions, as well as "broader support mechanisms". These include networks or partnerships outside school, such as opportunities and other innovative workshops. Four settings in which learning happens are direct teaching, learning in school, learning out of school and learning in the classroom (Day, 1999).

Day (1999:3) stated that:

- **"Direct teaching** can be seen as direct workshops, consultations, conferences and courses;
- **Learning in school** is perceived as peer coaching, critical friends, quality review, appraisal, action research, portfolio assessments and working together on tasks;
- **Learning out of school** occurs when teachers are involved in reform networks, school university partnerships, professional development centres, subject networks and informal groups;

- **Learning in the classroom** also occurs and can be seen as another aspect involved in a teacher's ongoing professional development. This happens through student responses".

Scenarios or activities that occur informally can also be seen as contributions to professional development. Both learning inside and outside the workplace is important (Day, 1999:4). A learner-focused perspective is crucial in successful planning, rather than that of a training-focused view (Day, 1999). Numerous factors should also be considered according to Day (1999:3), when planning a professional development workshop. Workshops need to be learner-focused and should include the following aspects:

- Include the characteristics of the individual learner;
- Consider the various roles of a learner;
- The organizational culture needs to be included;
- Colleagues and leadership involved in the school should also be considered when planning;

The above can be depicted in a diagram (Diagram 5.17) below.

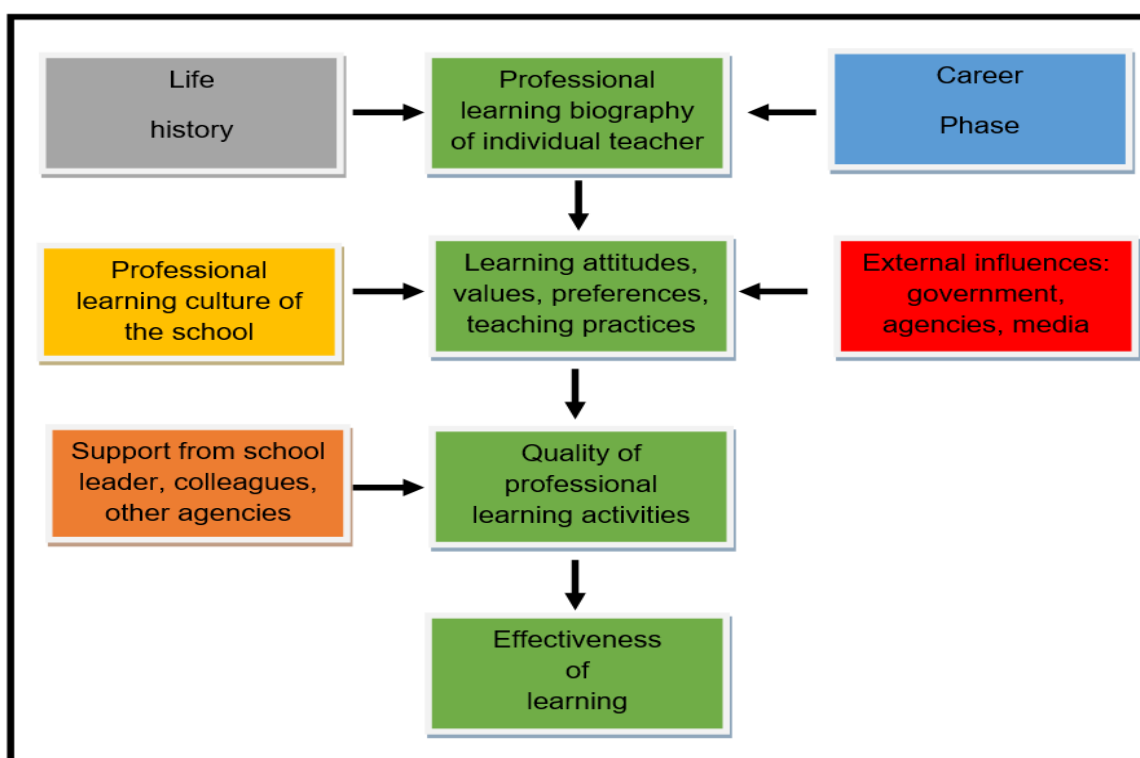


Diagram 5.17 Factors contributing to the quality of professional development (Derived from Day (2009:4)).

Being involved in professional development throughout one's teaching career can be demanding. A teacher needs to consider that he/she needs to set a benchmark regarding the maintenance of a high quality of teaching (Day, 1999:4). Teachers need to be involved in differentiating to various learners' needs, motivations, environmental backgrounds and abilities. A teacher also needs to be involved in member communities in and outside the school, while responding appropriately towards ever changing demands (Day, 1999:4). Teachers must maintain commitment, be enthusiastic and self-confident, even though the classroom and school-life produce ongoing turbulence (Day, 1999:4). The above roles are expected of a teacher as a professional and therefore the central purpose of professional development should enable a teacher to fulfil these changing roles in the various contexts wherein teachers find themselves working. It should be remembered that learning must always take place (Day, 1999:4).

Only when we consider the factors involved in professional development and incorporate the various roles a teacher has to take on daily, can we truly develop

professional development programmes that cater for various teachers' different needs. It would also be beneficial if a vocabulary enhancement professional development programme (VEPDP) were to be developed. This VEPDP should contain the latest trends with regard to vocabulary enhancement and should be based on the milieu of the United Arab Emirates. The strategies derived from this case study can be developed into a VEPDP and be demonstrated to teachers in order to assist them in the classroom.

5.6 Discussion of the field notes

Field notes supplement interview data and are therefore very important (Schwandt, 2015) and allowed me to self-reflect and understand the case I studied. This gave access to my emergent themes, which allowed me “to shift my attention in ways that [would] foster a more developed investigation” (Labaree, 2009). Field notes are also used as an audit trail (Sandelowski, 1986) which allows me to enable the reader to perceive my actions and decisions made during this case study. This allowed me to articulate how I as the instrument in data collection and research, included reflexive validity to my research during data collection (Waterman, 1998).

During this case study, field notes were taken throughout the two data collection phases, semi-structured interviews and lesson observations. I had an semi-structured interview schedule (Addendum E) to keep myself organised and made my notes following this as a guide. The field notes were: observational, theoretical, methodological (Schatzman & Strauss, 1973) and reflective notes (Labaree, 2009). In the sections to follow I will discuss the field notes I made.

5.6.1 Observational notes

During the semi-structured interviews, I met each teacher in her classroom, as this was where most of my observations took place. I took heed of the classroom environment, as this is a contributing factor to language learning success. As the teachers all knew me, we discussed some every day aspects just to set them at ease. Before starting each interview, I asked permission to record the interview and stated that I needed the data for transcription later, as I would not be able to remember all that was said. All the participants gave consent to be recorded. The participants were all keen to participate and one even thanked me afterwards by stating:

[Queen] *"I thoroughly enjoyed it. I'm glad you did, all my cells, brain cells...you remind me why I started teaching."*

This made me realise that this study might be worth something to some teachers after completion as they might benefit from this with regard to relevant, effective strategies to enhance vocabulary learning in the UAE. Some participants expressed some frustration with regard to the learners' lack of vocabulary. It was sad for me to note that some teachers do not add as much effort to their work, especially with regard to vocabulary acquisition as other teachers did. Some had relevant flash cards, neatly cut and displayed. I also knew that this was not just a one-time only thing for using flash cards, as I regularly walk into colleagues' classrooms to either have a casual discussion or discuss a work-related aspect. I thoroughly enjoyed the semi-structured interviews, but I loved the lesson observations. It was such an eye-opener with regard to the strategies that some teachers used for vocabulary enhancement or interaction using the newly learnt words. It broadened my horizons to the various ways in which one word could be discovered.

I also realised that there is an immense need for vocabulary strategies with easily accessible resources that a teacher could use on the go, considering the time constraints.

5.6.2 Theoretical notes

The semi-structured interview questions set out in the semi-structured interview schedule (refer to Addendum A) helped the participants to share their beliefs, opinions, awareness's, factors and strategies used for vocabulary enhancement and development. The lesson observation protocol (see Addendum F) allowed me to look for key components, strategies and other aspects that contributed to the study.

5.6.3 Methodological notes

Thematic Analysis or TA helped me gain a deeper understanding regarding the case I studied. By employing thematic analysis, I was able to identify and analyse the patterns in the data collected. This method allowed me to work with the research questions and gain insight into the opinions, beliefs, awareness's and practices that

the teachers used to enhance vocabulary in their classrooms. I was also able to experience the practices of the teachers first hand during my observations. This would not have been possible, using any other method of data collection.

The data collection strategies were effective, as the lesson observations gave me information regarding teachers' practices and strategies that they used during teaching. These strategies were either confirmed or made void by the semi-structured interviews, as sometimes the teachers had wonderful ideas that they shared during the interviews, but when observing them one could not see any of the good practices shared orally during the interview. All the interviews and observations were received positively by the participating teachers. I was able to use all the data collected and none of the lessons or observations were excluded from the study, as the content was all culturally sensitive and appropriate for the learners.

Using observations as a data collection tool, helped me to gain access to the various classrooms. During these observations I ensured that I became one with the classroom, blending in with the environment. I kept myself at bay and moved around silently without intruding into the natural environment. I did not interrupt the lessons, but only took photos here and there of good strategies shared or activities done, to add to my evidence bank of strategies. When interviewing the participants some reflected that the question regarding the components and factors that hinder vocabulary enhancement was difficult and consequently were not able to provide many language components as they were unfamiliar with the terminology. In most of the interviews I had to try and explain by stating:

[Lady] *"The components? The components of vocabulary, yes. Like the order in which you teach it or, yes anything that's involved with vocabulary and then the components. Like a language has components, maybe listening, speaking, reading and writing. Math has components, numeracy etc. Uhum. So, vocabulary also has components".*

One educator stated that I was using big words, but actually as an ESL teacher one should know the basic terminology that goes in hand with the practices. The educator stated the following:

[Woodland] *“Groot woorde (lag). Komponente van woordeskat, soos dinge wat mens in woordeskat leer? (Sy frons effens) uhmmm. (Twyfel bietjie)”*.

“Big words (laughs). Components of vocabulary, like things that one acquires in vocabulary? (Frowns). Uhhhhh. (A bit uncertain).” [own translation of the above]

When asking about factors influencing a learners' vocabulary enhancement these were the initial reactions on the question:

[Sun] *“That influence them? Yes, when they learn words there are certain factors that influence it. So what factors do you think would influence the learning of...”*

[Woodland] *“Die feit dat hulle goed is daarin of nie die woordeskat het nie, wat verhinder hulle? Wat, dat hulle nie die taal verstaan nie?”*

[Woodland] *“The fact that they are good at it or that they don't have the vocabulary, what hinders them? What, that they don't understand the language?”* [own translation of the above]

During the semi-structured interviews, I had very good responses on the questions. One teacher exclaimed the following:

[Queen] *“I thoroughly enjoyed it. I'm glad you did, all my cells, brain cells...you remind me why I started teaching.”*

In the response above I detected a note of enjoyment and a passion for the career that we have, where we sometimes miss the passion due to pressure to perform and administrative duties expected of us in this profession. The aim of the interviews was to gain an insight regarding their opinions, beliefs, awareness's and effective practices regarding vocabulary enhancement. I feel that I have achieved this goal as I received valuable personalised information from each participant with regard to their teaching practices. Upon closing my interviews, I asked: *“Do you have any further remarks or comments regarding vocabulary instruction or the strategies that can be used in the classroom?”*

Most of the teachers added another important aspect regarding time constraints, suggestions for improving learners' vocabulary, needs that they had with regard to additional training regarding vocabulary enhancement or another reason for learners lacking vocabulary attainment. I also had further remarks about vocabulary importance from some participants and only one teacher stated that she did not wish to add anything else to the discussion.

5.6.4 Reflective notes

I kept a personal file in which all the data was kept of all the teachers who participated in my research. It consisted of the following documentation:

- The original consent letters for the principal and participants;
- The signed consent form of the principal and participants;
- My interview schedule including the dates and times that I met participants in their classrooms (Addendum E);
- All of the field notes made during the semi-structured interviews;
- and lesson observations (Addendum G – excerpt of observation protocol);
- The draft “transcriptions” for each participant of their lesson observation and semi-structured interview (Addendum H – excerpt of semi-structured interview transcript).

Organising all the documents in this order allowed me to keep an accurate record to ensure my preparedness and familiarize myself with the data. This provided a clear path to use the textual analysis method as data analysis strategy, to identify the themes and phrases used to describe and provide an in-depth description of the case study in the Al Dhafra region in the UAE. I also contacted my colleagues using email and What's App to ask consent for the interviews and observations and went to each teacher personally to confirm the interview and lesson observations at a time convenient for them. Two days before each observation and interview I sent a What's App to confirm the appointment and ask if it was still convenient to come. All the participants confirmed via What's App. Messages were sent individually to ensure confidentiality of the observations and interviews which allowed the teachers to reply at no personal cost.

This case study also gave me the opportunity to reflect on my own teaching practices. Implementing my own strategies for vocabulary enhancement, as well as adjusting some strategies observed from colleagues, had a positive impact on my teaching practices in the classroom.

5.6.4.1 Initial thoughts on data

When I listened to the audio recording of the teachers' interviews, the lesson observations and transcribed data to familiarize myself with them, the thought came to mind that some of the teachers were very negative and frustrated with the learners' lack of vocabulary and the fact that some of the very slow learners are unable to express themselves orally in English. This is to be expected when one considers the context of the school and the community in which we live and work on a daily basis, as the learners have no exposure to English print or spoken English. This is not an immediate need for them either, as they are able to use Arabic to provide for their immediate needs in the local shops. They are also exposed to Arabic print in cinemas in the city, which allows them to understand when watching a movie in English. It provides a crutch to depend on, when they are exposed to English.

5.7 Summary

In Chapter 5 the findings of the challenges identified regarding vocabulary instruction were discussed. Theme 1 encompassed the challenges arising due to lack of vocabulary by the learners, Theme 2 described the teachers' views regarding the value of vocabulary, Theme 8 stipulated the factors influencing vocabulary acquisition with ESL learners regarding the learners, the teachers and the learners and teachers as a collaborative system in language learning. The awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL, were discussed in Theme 6 and the chapter concluded with Theme 9: a need to develop a professional development programme on vocabulary development for teachers of ESL learners.

In the following chapter the strategies suggested for vocabulary enhancement will be discussed. This will also include the teachers' perspectives regarding vocabulary, vocabulary components to be considered during teaching strategies and computer integration used to enhance vocabulary.

CHAPTER 6

SUGGESTIONS OF VOCABULARY STRATEGIES AND COMPONENTS THAT NEED ADDRESSING

6.1 Introduction

In the previous chapter, I discussed the findings of the challenges identified regarding vocabulary instruction in a school in the Al Dhafra region.

In this chapter I will present the findings of the empirical research using thematic analysis (TA), in which the following regarding the instruction of vocabulary were identified:

- the teachers' perspectives of vocabulary;
- the vocabulary components that need enhancement;
- the strategies to enhance vocabulary acquisition in the language of teaching and
- the computer programmes as aid to vocabulary enhancement.

The above was considered as empirical knowledge with regard to the teachers with particular relevance to the Al Dhafra region in the United Arab Emirates.

In the sections below the following research aim was kept in mind:

- the strategies that teachers use to enhance the vocabulary of ESL learners, with the aim to improve the breadth and depth of their vocabulary knowledge in the language of instruction.

6.2 Discussion of the strategies that a teacher can use to enhance the vocabulary of English Second language (ESL) learners in the language of instruction

6.2.1 THEME 7 - Teachers' perspectives regarding vocabulary

2.	THEME 7:
	TEACHERS' PERSPECTIVES OF VOCABULARY
	Vocabulary – Words we acquire, learn the meanings / definitions and their applications
	Vocabulary – Active and inactive vocabulary
	Vocabulary – Range from simple to complex
	Vocabulary – Theme based on what you are teaching
	Vocabulary – How someone understands or describes something
	Vocabulary – Depends on the traditions and the place we are in
	Vocabulary – Students must know words relevant to the context and heritage (UAE)
	Vocabulary – Words that can be used Egypt: museum, police station, sphinx UAE – desert, camels, Burj Khalifa
	Vocabulary – words should be taught in context

Vocabulary was defined in section 1.5.4 as, “the sum of words used by, understood by, or at the command of a particular person or group” (American Heritage Dictionary, quoted by Pikulski & Templeton (2004:1). Receptive and expressive vocabulary exist (see section 3.4.1.1 and 3.4.1.2). The words that learners understand when they are reading and listening can be seen as receptive vocabulary and the spoken and written vocabulary as expressive vocabulary.

“Vocabulary is the glue that holds stories, ideas and content together...making comprehension accessible for children” (Rupley *et al.*, 1999:117). Pikulski and Templeton (2004:1) perceive vocabulary and the skills on accessing vocabulary as one of the greatest tools, for succeeding in education as well as in life (section 1.5.4). Keeping the above definition in mind, teachers were asked, “*What is your definition of vocabulary?*” Various answers were received and most of the teachers provided a definition close to the one above.

[Tender] *“Vocabulary is so (show of hands – big). Traditionally we think of vocabulary as **words that we acquire** and that we **learn the meaning of** and the **application of** words, uhm, and but it can be two things. We learn the words and then a part of our **active vocabulary**, because vocabulary does not mean even if you learn the words, it does not mean that we actually use them in our language every day. So, it can be active and inactive vocabulary, you do not have to use it, but you still have it.”*

Another teacher’s explanation agreed with the above statement:

[Kind] *“Vocabulary is a word, uhm that has a definition. So, a word with the meaning to it”.*

[Starfish] *“It’s the learning of new words, acquisition of new words, new sounds, the meaning of the words, you know the use of the words, how they can be used in sentences”.*

Another teacher added that:

[Woodland] *“Ek dink dit is hoe iemand iets verstaan, of iets te beskryf. Sê nou die boek is rooi. Maar as jy nie geweet het wat is rooi nie, kon jy nie die boek beskryf het nie. So dis hoe iemand iets verstaan en kan beskryf. Wat hulle weet daarvan.*

[Woodland] *“I think it is how someone understands or describes something. For example: if a book is red. But if you didn’t know what red was, you wouldn’t have been able to describe the book. So, it is how someone understands something and their ability to describe it. What they know of it.”* [own translation of the above].

One teacher’s definition was that:

[Astronaut] *“Vocabulary is the word to explain an object.”*

Vocabulary is more than only words explaining objects and therefore this definition is incomplete when compared with the other teachers’ definitions of vocabulary.

Vocabulary can be perceived as the words we acquire, meanings and definitions as well as the application of the words. Vocabulary can be active or inactive, depending on the implementation thereof. Vocabulary can also range from basic instructions or requests to complex expressions or explanations of something:

[Queen] *“Vocabulary, in, for me in its simplest form is being able to speak about something. Being able to utilize language whether it be native or non-native about stuff around your world. It can be in the classroom, it could be basic things like, “teacher I need a pencil”. On a broader scale it can be content. So, vocabulary can range from simple to actually complex.”*

Vocabulary is also used and can be explicitly taught using various themes:

[Sun] *“Uhm, vocabulary are, I guess, words that you need to know. Uhm, and it also may depend on what you are studying at that time. What words are important to know you’re being taught. Like theme related? Uhum. ‘Cos there’s so many words, you know, that you want to be specific and intentional on what you actually choosing to study at that time.”*

Studying or focusing on words using themes enables learners to be interactive and follow along with what is being discussed at the time:

[Kind] *“Vocabulary covers, vocabulary the important words that cover what you are getting ready to introduce, whether it be a story or read aloud, whether it be a project or an assignment. It gives them the introduction to being able to follow along with the rest. And vocabulary is also important for writing and even speaking.”*

Using thematic words or theme related words, really helps the learners grasp the context the words are taught in, better. Learners comprehend the meanings of the words better when linked to a context with which they are familiar. Another teacher touched on contextual matters linked to vocabulary:

[Sphinx] *“Well my definition of vocabulary it includes also high frequency words, it includes the necessary, the key words for the listen and teaching and the most*

common words in our language as a first language, as second language and it also depends on the tradition of the place we are in, that means that the students have to know the words about the UAE, the heritage and the things around like the context? The context, yes. So, if they are in Egypt they should know Egyptian words? Yes, like the museum, the police station, the sphinx, whatever these words are a part of our learning. So here also in the UAE maybe camels, desert, Burj Khalifa, these words it makes sense when we teach it to these kids.”

Vocabulary and vocabulary knowledge that should be explicitly taught and receive attention are words related to the learners’ direct context (see section 3.3). Exposing learners to contextually relevant vocabulary through reading, listening, speaking and formal studies of particular themes or content requires that the vocabulary should be contextualised (Nation *et al.*, 1997:12). Determinants of vocabular knowledge being acquired from contextualised language input are interaction of context, word, text and learner factors (De Bot *et al.*, 1997:314). Exposing learners to words that can be found in their context makes learning relevant and learners can relate to the words, as they can go to a camel farm and see camels, for example.

Vocabulary should also be useful and functional, relating to the intended message.

[Wizard] *“Useful and functional language to convey your meaning. If you don’t have the right word, then people don’t understand what you are saying.”*

Using the correct vocabulary at the correct time is important, to relay the intended message correctly. This brings about understanding regarding the context or the story one wants to tell another person. All of the teachers provided a good definition with regard to vocabulary which can be summarised as:

Words that we acquire and learn meanings of, thereby learning how to apply the new vocabulary learnt. Vocabulary consists of active and inactive vocabulary, as we do not use all the words we learn on a daily basis. Vocabulary also encompasses new vocabulary learnt and using these words to describe something. Vocabulary can range from using vocabulary for simple instructions, into more complex vocabulary learnt from content like Mathematics or Science. Acquiring new vocabulary is complex

and for this reason it should be related and introduced using themes. These themes should be related to the context to be relevant to the learners as they can relate to the vocabulary being studied. This context related vocabulary allows learners to follow along and improves their understanding of the vocabulary used. This ensures that they acquire a useful and functional language, in which they are able to relay the meanings in which they converse. This enables them to be understandable to other people talking to them.

This has psychological implications for learners acquiring a new language which will allow them to feel good about themselves and they would set aside their fears regarding the new language. This will enable them to gain confidence on a daily basis, as people are able to understand them in another language than that of Arabic. They will use the language more often, as the shyness has disappeared from their psyche, allowing them to take more chances on language and a quest to learn more.

In order for a teacher to explicitly teach vocabulary as a second language teacher, he/she has to consider the components involved in any language. This was explored in the interviews and will be discussed in the sections below.

6.2.2 THEME 4 - Vocabulary components that need enhancement

5.	THEME: VOCABULARY COMPONENTS THAT NEED ENHANCEMENT
	Components - Expressive vocabulary
	Components - Building vocabulary (Morphology)
	Components - Being independent
	Components - Using synonyms
	Components - Parts of speech
	Components - Pronunciation
	Components - Phoneme awareness
	Components - Phonics

	Components - High frequency words
	Components - Reading
	Components - Grammar
	Components - Language for writing and understanding
	Components - Non-verbal gestures
	Components - Link new vocabulary to context
	Components - Introduce words explicitly
	Components - Decoding and segmenting
	Components - Intentional teaching
	Components - Break them down into chunks
	Components - Linking vocabulary to prior knowledge
	Components - Opportunities to practice vocabulary
	Components - Definitions of words
	Components - Association and mnemonics
	Components - Simplified vocabulary
	Components - Labelling words
	Components - Establish background knowledge
	Components - Use in sentences
	Components - Teacher as role model rectifies grammar
	Components - Association
	Components - Incidental learning by continuous exposure
	Components - Integration of other subjects
	Components - Code switching
	Components - Comprehension
	Components - Opposites

	Components - Look at spelling
	Components - Singular and plural forms of a word
	Components - Memorization
	Components - Homophone or homograph
	Components - Word families
	Components - How sounds interplay in a language to form words

The above table suggests 39 components, although some can be grouped together under grammar, reading and smaller components needed to read successfully and implement the correct grammatical rules when speaking and writing. In section 3.4 I discussed the scope of vocabulary which can be illustrated in the following manner (see Diagram 6.1 below).

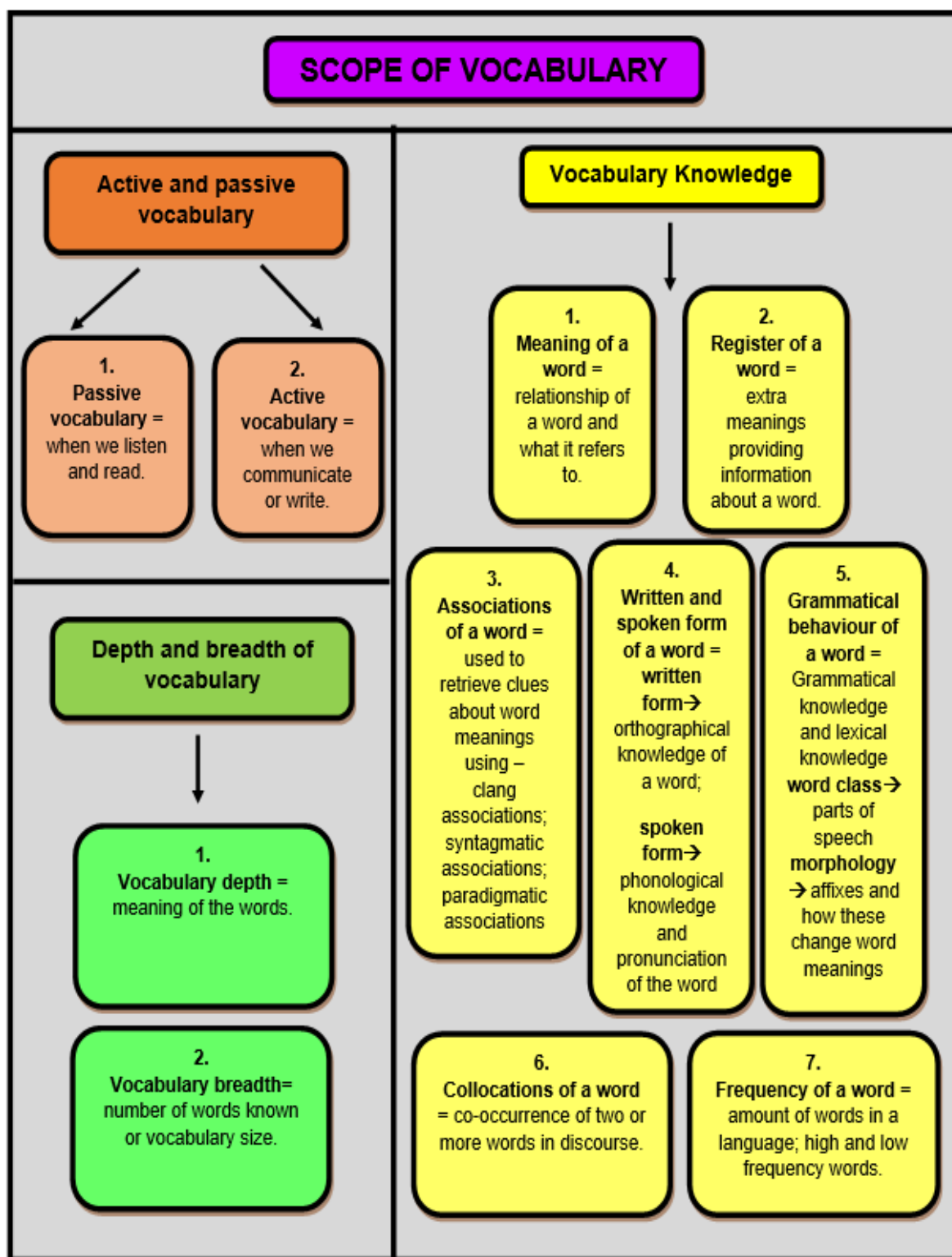


Diagram 6.1 Scope of vocabulary (Refer to section 3.4)

The 39 components discovered and derived from the interviews and lesson observations will be divided into the three groups scoping vocabulary and sorted accordingly.

Table 6.1 Sorting of various aspects identified by teachers as components

SCOPE OF VOCABULARY				
Active and Passive vocabulary		Vocabulary knowledge	Vocabulary depth and breadth	
Active	Passive	Meaning	Depth	Breadth
Expressive vocabulary	Reading	Introduce words explicitly		
Language for writing and understanding	Non-verbal gestures	Intentional teaching		
Use in sentences	Decoding and segmenting	Linking vocabulary to prior knowledge		
Comprehension		Opportunities to practice vocabulary		
		Definitions of words		
		Labelling words		
		Incidental learning by continuous exposure		
		Memorization		
		Register		
		Simplified vocabulary		
		Code switching		
		Associations		
		Link new vocabulary to context		
		Association and mnemonics		
		Clang Syntagmatic Paradigmatic		
		Not used by teachers – not observed or discussed in interviews		
		Written and spoken		
		Orthography		Pronunciation

		Look at spelling	Phonemic awareness		
			Phonics		
			How sounds interplay in a language to form words		
		Grammatical behaviour			
		Grammar			
		Teacher as role model rectifies grammar			
		Word class	Morphology		
		Parts of speech	Word building		
		Homophone or homograph	Singular and plural forms of a word		
			Break them down into chunks		
		Collocations			
		Opposites / Synonyms			
		Word families			
		Frequency			
		High frequency words			
		Integration of other subjects			

6.2.2.1 Active and passive vocabulary

6.2.2.1.1 Active vocabulary

In section 3.4.1 active and passive vocabulary were discussed in detail where active vocabulary can be perceived as vocabulary used in writing or spoken form and passive vocabulary as vocabulary used when reading or listening. The teachers stressed the fact that learners lack expressive vocabulary for speaking as mentioned in section 5.5.1

[Tender] *“helping them write, was a big issue, with their vocabulary. And I would tell them if you read well, you write well. And if you read, and understand, your vocabulary improves. You are going to learn how to comprehend, because reading is comprehending.”*

[Tender] *“looking at language that they could fully integrate their active vocabulary, their speaking vocabulary and work with that. So, that they grow.”*

When learners lack vocabulary it has a snowball effect on various expressive skills like lacking language for writing and understanding what is being said in the classroom. It impacts their abilities to make sentences, as they are unable to use words in sentences. As such it also makes comprehension difficult as lack of vocabulary means lacking vocabulary knowledge about words.

6.2.2.1.2 Passive vocabulary

During the interviews teachers mentioned components like reading, non-verbal gestures, decoding and segmenting. These aspects can be seen as using passive vocabulary to enhance a learner's vocabulary.

[Queen] *“but uhm lots of reading, maybe not for comprehension if it's at the basic level. But reading for listening, reading for speaking. Listening for fluency. For grammatics. Those kinds of skills.”*

[Kind] *“sounding out the letters...”*

[Kind] *“trying to learn and teach them to sound out and once they know how to read not to sound out every word they come across. Only sound out words you don't know. So, you have to pull back from sounding out and teach them to just be able to read, read it, and sound it out. You only sound out words you're not familiar with.”*

Reading develops a learner's vocabulary incidentally and explicitly. If learners do not have vocabulary decoding and encoding skills, they will not be able to read (see section 1.2.3). For this reason, it is important for a teacher to teach learners explicit decoding and encoding skills which forms the basis of reading. Once learners are able to decode and encode they also become autonomous readers, as they can apply the skills to explore and acquire new vocabulary.

According to Pretorius (2002:169) integrating reading into a reading context is important as learners gain access to information independently. This is crucial as they are entrenched more and more into an information driven society (see section 5.5.3.3– Practice 6, 21st century skills). As learners develop their 21st century skills (section 5.5.3.3, Practice 6) they need to gain access to relevant information, which can be done by reading. Reading thus becomes an essential learning tool which is needed for knowledge construction, meaning construction and acquiring new knowledge (Pretorius, 2002:174). A lack of reading underpins a language problem and a lack of vocabulary – active and passive. When learners read more, their fluency also improves.

Another aspect involved in passive vocabulary is non-verbal gestures.

Using non-verbal gestures is the silent component in language. Only one teacher verbally spoke about a method called TPR. TPR stands for Total Physical Response, which is the formal name for using non-verbal gestures during vocabulary instruction or talking.

[Lady] *“So, when I’m doing vocabulary I usually do the TPR...”*

[Lady] *“...add the visuals or even hand motions...”*

[Lady] *“and then TPR is another important one. And, so if they don’t have the hand motions and TPR to help, what is TPR? Total physical response. So that’s used with a lot of language learners to go over your words like hear (touch ear). Ahhh, okay I understand like if you say listen or be quiet then you put your hand on your mouth. Yes, or running and then you act out the motion. It’s just a way to use your body to explain the words.”*

Only some of the teachers used non-verbal gestures during their lessons. One teacher used gestures to describe the word yawn in her lesson and another opened and closed a door to explain the meaning of the word open and close. I think teachers are unaware of the impact of non-verbal gestures during vocabulary instruction or any

lesson for that matter. Implementing gestures in an ESL classroom can be a very important tool.

During my classes I allow my students who are unable to express themselves verbally to use non-verbal gestures to explain the word they lack, to me. This is such a wonderful way of unlocking learners' confidence and supporting them in expressing themselves. Learners who do have the vocabulary also tend to collaborate and help the learner to find the correct word for expression. Using this strategy also helps the learner to unlock a new word. Using gestures in expressions is a natural process in language development, as babies we all used non-verbal gestures while acquiring our native language (see section 3.3.1). This is used even more in developing a second language.

The use of gestures in expression of language also allows for better memorization of new vocabulary. Mentioned in section 2.3.4 using the phonological loop in vocabulary development incorporates non-verbal gestures, which allows a learner to form a long term representation of the word. This aspect is vital during language development as this underpins how language is built (Baddeley, 1988). If a learner is able to read using decoding and encoding strategies and explores new vocabulary using non-verbal gestures as a manner of expression, he/she ascends the first step in gaining access to further his/her vocabulary knowledge.

6.2.2.2 Vocabulary knowledge

Vocabulary knowledge was discussed in section 3.4.2. Categories that can be found under vocabulary knowledge are meaning, register, associations, written and spoken forms of the word, grammatical behaviour of a word, word collocations and frequency of a word. This will be discussed below in collaboration with teachers' views regarding vocabulary components discovered in interviews and lesson observations.

6.2.2.2.1 Meaning of a word

When we describe meaning of a word we refer to the type of meaning used in a dictionary or denotation of a word meaning. Meanings of words can also have direct referents, like Burj Khalifa or Eiffel Tower or a cup (Schmitt, 2000) (see section 3.4.2).

[Astronaut] *"I would say that learning vocab, you know identifying cup, and that's a cup."*

[Sphinx] *"...just to simplify to them what are the meaning when you add to them."*

In order to establish word meaning words need to be introduced and taught explicitly, when exposed to the words learners will be able to understand what those words mean in the context of a story.

[Woodland] *"Ja, soos ek nou maar gesê het, prente, stories, speletjies. Hulle weet nie hulle leer dit nie, hoe noem mens dit? Dit is insidenteel. Ja, maar soms maak ek ook 'n punt daarvan dat dit doelbewuste leer is. Dat hulle weet, dit is wat hulle moet weet. Sê nou maar as jy 'n nuwe storie voorstel, hierdie is die woorde waarop jy kan fokus in die storie. Dan weet jy waarom gaan dit in die storie."*

[Woodland] *"Yes, like I said now, pictures, stories, games. They don't know they are learning, what do you call it – incidental learning, Yes, but sometimes I ensure that they know that it's direct learning. That they know, this is what they must know. For instance, when you introduce a new story, these are the words that we are going to focus on in the story. Then you know what it's about in the story."* [own translation of the above]

When learners become familiar with these words by means of continued exposure, explicitly or incidentally, they will be able to understand what these words mean. This takes continued practice until the new words are internalized and mastered.

[Astronaut] *"You know with understanding, you know using vocab with understanding. That would be the vocabulary component that I would work on constantly."*

When teaching new vocabulary explicitly, it is important to connect new words to a learner's prior knowledge. This requires a sound knowledge of a learner's cultural environment – as this will provide teachers with clues to link new vocabulary to (see section 6.2.1 regarding teaching vocabulary in context). Learners then memorize words more easily if the words are linked to contextual environments and continued exposure.

6.2.2.2.2 Register of a word

In section 1.2.2.1 it was mentioned that an Arabic learner should attain three registers in their own language and are also required to attain English. A register of a word means attaining extra meanings that allow one to gather more information about a word. This colours the word and depicts the usage of the word (see section 3.4.2).

When the teachers used simplified vocabulary and code switching in their lessons to explain or introduce vocabulary to the learners, they unknowingly referred to word register. Only two teachers allowed code switching for one or two teaching moments in the classrooms, during lesson observations. One teacher referred to a giraffe and asked for the Arabic translation from the learners. This allowed them to understand what information texts they had to write, as the topic was giraffes. Another teacher introduced the “aw” and “au” sound-words and asked her teaching assistant to write the Arabic of the words under the English word. Using these strategies immediately gave learners access to the English, as they had a referral to a familiar register – Arabic. They understood the words more easily and were also able to interact and provide sentences using these words. One more teacher referred to using Arabic at times in her lessons – during the interview – but this practice was not seen in her lesson when observed.

When using register in teaching it is also important to use simplified vocabulary when introducing the vocabulary for the first time, especially where these learners are second language learners. At times the register used to explain the new vocabulary is too complex. This is seen due to the fact that most of the teachers are native English speakers. Even though they stated that they have ESL experience, it was observed that these teachers use a high level register and are unable to simplify the definitions of the words to ensure that the learners attain the new vocabulary.

6.2.2.2.3 Associations of words

According to Schmitt (2000:38), referred to in section 3.4.2, words are organized into a lexicon. Words have various associations which are used to retrieve clues between their relationships and organizations. Associations are organized into categories of clang, syntagmatic and paradigmatic (Schmitt, 2000:39).

[Woodland] *“So, voordat ek hulle leer, assosieer ek altyd die woorde met ‘n prentjie, of ‘n storie, sodat hulle vertrou raak met wat dit is. Voordat ‘n mens dan daaruit beskryf, dan kan herken. Maar dan is dit belangrik dat die kinders dit kan erken.”*

[Woodland] *“So, before I teach them, I always associate the words with pictures or a story, so that they become familiar with the words. Before one then starts to describe, you must first recognize the words.”* [own translation of the above].

Only one teacher referred to association during the interviews. She used association with regard to pictures and unfamiliar English vocabulary. When introducing new vocabulary, she established a link between the familiar picture with the new unfamiliar word. Learners might be familiar with the Arabic word for cat and not the English word, consequently providing a picture establishes a link between Arabic and the picture. The teacher then provides the English word as well and then bridges the gap between the unfamiliar English word and the familiar picture and Arabic word.

Association with regard to clangs, syntagmatic and paradigmatic associations were not observed in any lessons or mentioned by any teacher.

6.2.2.2.4 Written and spoken form of the word

The written and spoken forms of words are the most crucial aspect of word knowledge, as without word recognition and production, access to any of the other categories in the scope of vocabulary will be denied (see section 3.4.2). This causes the lack of expressive and passive vocabulary challenge, as learners are unable to decode or encode. Access to vocabulary knowledge is denied and cannot be unlocked. For this reason, teachers need to teach decoding and encoding strategies (see section 6.2.2.1.2) to unlock the phonemic and orthographic code of English or any other language for that matter, as Arabic also manifests with various letter symbols that have particular sounds.

[Queen] *“Phoneme awareness, phonics, spelling...”*

[Kind] *“I think sounding out the letters, breaking it apart, stressing on the vowels. So that when they write them they have to understand in some words there is a silent e. You don’t always sound out each and every letter. Like in knight, or sight”*

The written word is represented using orthography relevant to the language being attained and the spoken form of the word is represented by pronunciation, phonemes, digraphs and how sounds play a role in speech production. This particular aspect of vocabulary knowledge would be the best aspect known to teachers. One teacher stated that she lets them write the words and then break them up into syllables as this helps with remembering the words.

[Starfish] *“Even when they are writing it down you tell them to use a different color pen to show the line where they broke up. For example, im/por/tance. Because it’s easier for them to remember it...”*

All of the teachers use spelling tests as a source of assessment in English, except Grade 1.

[Starfish] *“Components meaning the different sections, like high frequency, phonics? Yes. Spelling. I think all should be addressed, hey.”*

The Grade 1 learners are required to read the high frequency words successfully. They are provided with 100 words over the course of the year and are required to read 4 words per week. Grade 2 learners have 200 words and are required to write these words on a weekly basis as a spelling test. This means they need to attain 8 sight words a week – 4 repeated from Grade 1 and 4 new words on Grade 2 level. This progresses per year, where Grade 3 will then write 12 words where 4 were from Grade 1, 4 from Grade 2 and 4 from Grade 3.

During spelling tests words are dictated and learners need to orthographically reproduce the words heard. If a learner is able to attain these words over the course of 5 years in elementary school, a learner would have a written vocabulary knowledge of 500 words which can then be transferred to their oral vocabularies. Unfortunately, this does not happen for all the learners due to various factors mentioned in section 5.5.4. It also appeared that the most frequent mistake made by these learners during spelling tests was vowel omissions. This is due to the Arabic referral, where Arabic does not have vowels as part of its written alphabet. The vowels are depicted using various symbols, which give the learners clues to the pronunciation thereof. For this

reason, the learners omit vowels when they write English as they are attempting to transfer Arabic to English – which cannot happen successfully (see section 5.5.4.3 bullet point 8 – non-transferability of Arabic into English).

Pronunciation also forms an essential building block in the spoken form of a word, as this brings about understanding various words. Baddeley (1998) agrees with this as pronunciation time and the number of items or words pronounced helps to determine the capacity of the verbal short-term memory (see section 2.3.4). Words must therefore be pronounced and then repeated by the teacher and then the learners, as this brings about understanding. Teachers should also not pronounce too many words at a time for beginner second language learners as this will confuse them and escape their verbal short-term memory.

[Astronaut] *“Pronunciation...so that they can understand.”*

Another challenge that the learners face are errors due to incorrect pronunciation. This is also due to the richness of English phonemes, as the letters are written the same but are stressed in another manner due to the phonemic sound thereof. The “au” in sauce is different to the “aw” in paw, even though they sound the same. This confuses the learners and if words are not explicitly learnt or memorised learners reproduce the words incorrectly orthographically when writing spelling tests.

All teachers were good models of English with regard to pronunciation of the words being acquired at the time although on occasion one or two teachers just spoke too fast, where new vocabulary was concerned.

6.2.2.2.5 Grammatical behaviour of a word

In section 3.4.2 the grammatical behaviour of a word was defined as grammatical knowledge and lexical knowledge. As in Mathematics, patterns can also be found in language. This lexical patterning has become a new strand in vocabulary studies (Schmitt, 2000:58). Traditionally word class and morphology were identified as aspects involved in grammatical behaviour of words.

One teacher identified grammar as a vocabulary component.

[Queen] *“...for grammatics.”*

Some teachers were also able to provide aspects like parts of speech, homophones or homographs.

[Sphinx] *“I don’t just tell them the word, but I tell them let’s play a game. If they don’t know it, I give a homograph or homophone for the...word.”*

[Sphinx] *“Asked homophone for through – I look through the window. Asked a student to use through in a sentence.”*

Teacher then referred to “Throw. I throw the ball. Unfortunately, this was incorrectly pronounced by teacher), and was therefore perceived as a homophone as it sounded similar even though it was incorrect. [lesson observation].

Half of the teachers identified morphology as a vocabulary component and used terms like word building, suffixes and prefixes, singular or plural forms of a word as well as syllabification to clarify vocabulary components.

[Kind] *“...breaking it apart...”*

[Astronaut] *“...breaking up so that they can understand.”*

[Sphinx] *“...the prefixes and suffixes, just to simplify to them what are the meaning when you add to them.”*

One teacher, Sun, provided various examples of prefixes and suffixes to define vocabulary components that should be addressed in the classroom.

[Sun] *“Maybe making sure that maybe the kid has some knowledge of the root words and their meaning to help them acquire new vocabulary all the time when they know specific letters, you know specific words – words within words – has specific meanings. For example,...like mani- a lot of times means right, and tri- means three. When you see that in a word. Ped- means foot, you know. Some I guess latin words. So like*

suffixes and prefixes and roots? Yeah, it can help them figure out what the word means.”

[Starfish] *“So, in your teaching you should also teach them how to break up words, as some words are very long. So, we break them up. Clap out the parts of the word, what’s it called again, syllables, yes syllables, so yah.”*

Starfish also integrated the written form of the word with morphology or syllabification by letting the learners write the words and then using a coloured pen to identify the different syllables the word can be divided into.

Singular and plural forms were also used in a lesson to establish word meaning of new vocabulary. Singular and plurals also fall under the grammatical form of a word with regards to morphology.

With regard to theories, the Working Memory Model of Baddeley and Hitch (1974) can be integrated into this section of the study as they believe shorter words can be memorized better than longer words which was termed the word length effect (see section 2.3.4). This has implications for language learning and instruction of new vocabulary, as more time needs to be provided to explain new vocabulary. The chunking of words into smaller parts will allow learners with a second language to understand the words better and it would make the words more absorbable (Baddeley, 1992, 1998, 2002; Henry, 2012).

6.2.2.2.6 Collocations of words

The collocations of words were defined in section 3.4.2 as the occurrence of two or more words in discourse. Some words occur together in the same context for example fishing and lake (Schmitt, 2000:77). Word families also receive attention here as the mind groups members of a word family together, which agree with the research of Baddeley and Hitch (1974) that suggests that word-likeness adds to the structural patterning on the phonological loop. Words that sound the same are grouped together and are more easily remembered (see section 2.3.4; 2.3.2).

Teachers provided examples of word family use as well as using opposites or synonyms to teach vocabulary. One teacher implemented word sorts to establish word families:

[Lady] *“The word sorts. So, it starts off with the alphabet and beginning sound. So, they have to match the picture to the beginning sound. Yes, yes, I saw that in your lesson. Where you had the s, sh, and the h. Yes, we were busy with digraphs. So, in the beginning of the year we start and do just the alphabet from a-z. And matching the beginning sound, then we went to word families like -at, cat, sat, fat, mat. And then the other one -it. Hit, it. So, word families and then digraphs after that.”*



Diagram 6.2 Example of word sort with word families

Although the above activity might use word families I feel that the teacher or learners should have added the words for the pictures. When I walked around observing the word sort taking place the learners were unable to provide me with the words if I pointed to a picture. The beginning sound had been written on each card for all the learners, which means that no problem-solving skills are taking place. Learners are just sorting the letters they see on the cards with no comprehension or word learning occurring.

An improvement to this activity could be thus:

Have a card with the word on for each picture. Learners sort the words to match the picture. They then sort these according to the beginning sounds. In this manner learners will acquire the vocabulary for each picture provided and be able to provide the beginning sound when the picture is flashed. They will also be able to read the words as no reading is occurring in the above activity except for beginning sound s, h and sh.

Another teacher used opposites in collaboration with the matching antonym, incidentally during vocabulary introduction.

[Starfish] *“Close – on computer we close the block, we close our mouth.*

She used the object door – we close the door (using concrete examples and go from concrete to abstract to explain the meaning of the word.)

open - teaching moment – stated that this is the opposite of the previous word – close. We open the door / we close the door. Asked a sentence – “I open the book.”

“I open the light”. Teacher rectified the error – “switch the light on / off”. Not open / close. If it’s a switch it’s on / off. If it’s a shop or a door it is open / close. [lesson observation]

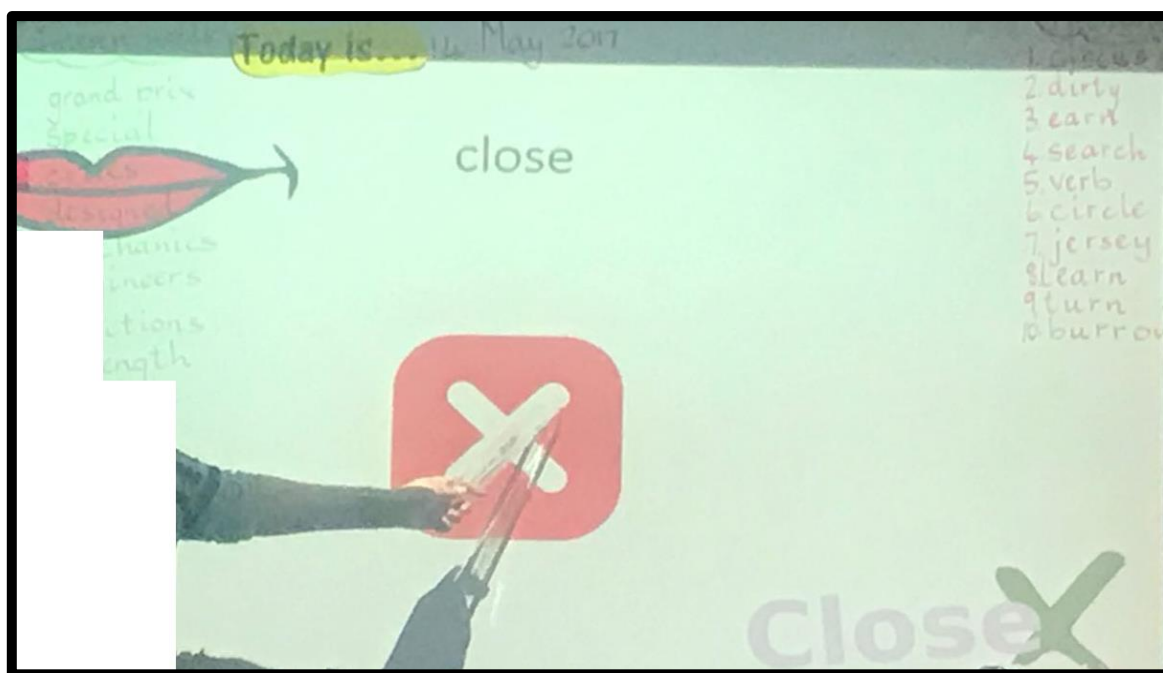


Diagram 6.3 Explanation of the word close using a PowerPoint

The teacher had a picture of a closed mouth and the close button on a computer programme as explanation of the word close. When explaining the word, she used the door beside her with TPR to establish word meaning even further. This is a good strategy to use when establishing vocabulary knowledge.

Another teacher also stated that synonyms could be used for explaining new vocabulary to learners:

[Sphinx] *"I don't just tell them the word, but I tell them let's play a game. If they don't know it, I give...a synonym for the word."*

Using synonyms also forms part of collaborations in vocabulary knowledge. Acquiring opposites and synonyms as well as word families will certainly allow learners' vocabulary knowledge to increase tremendously as they would know the opposite of a particular word as well as a few synonyms for the same word.

One teacher stated that she did the following in her class:

[Tender] *“Using a thesaurus, that type of thing. Emphasizing what the use of a thesaurus was, when they needed words, you know. And that’s what we emphasize, like a, if I told them we don’t use baby words. We don’t, we don’t use big and we don’t use little in my room. Because you’re fifth graders, when we talk about something that is large we say huge, like synonyms, yeah. To get them away from just knowing those basic words and get them driven towards the upper vocabulary. That symbolize their growth. And the acquisition of new words, with the same meanings and that type of thing.”*

This would really add to the learners’ vocabulary depth and breadth (see section 6.2.2.3), if all the teachers implemented this type of practice in their classrooms, progressing from easy words for the same word and then progressing with higher vocabulary as the learners progress per grade. Starting with big in Grade 1 and then going to huge when progressing to Grade 2 and perhaps large in Grade 3. From here on learners have acquired 3 words with the same meaning and their expressive and passive vocabulary also increases.

6.2.2.2.7 Frequency of the word

The frequency of a word is one of the most fundamental components acquired in a language. Although the English language consists more or less of 54 000 word families to millions of words (see section 3.4.2), not all the words are used frequently. We therefore refer to high frequency and low frequency words. High frequency words are used across the school from Grades 1 – 5. Grade 1’s are expected to read 100 of these words in the year and this increases with a 100 words per year, per grade.

Teachers are aware of this vocabulary component as they are all using these words in their classroom at one or another stage in their teaching. In most classrooms observed the high frequency words were displayed on the board or on a word wall at the back of the classroom. This shows that the teachers realize that learners need to acquire high frequency words and that this is an important component in language acquisition.

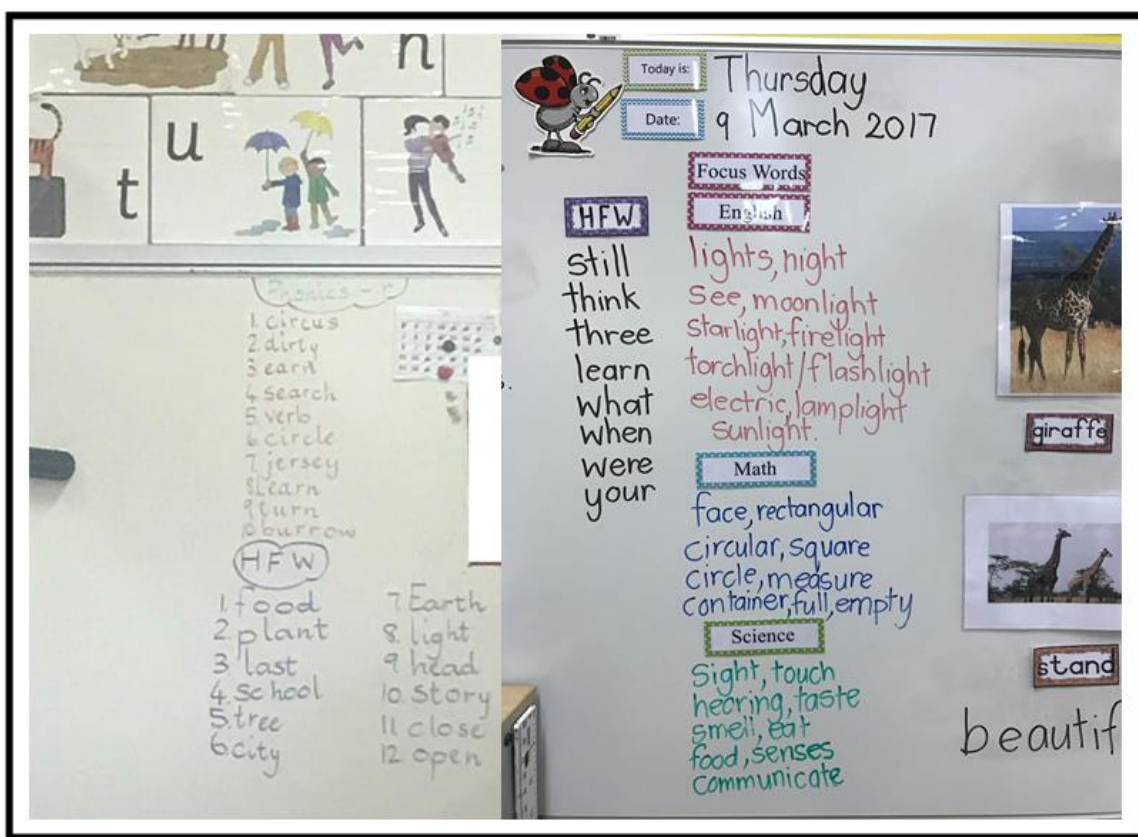


Diagram 6.4 Examples of teachers displaying high frequency words

6.2.2.3 Depth and breadth of vocabulary

This was discussed in section 3.4.3 where vocabulary depth refers to the meanings of a word known to a learner and vocabulary breadth referring to the amount of words known by a learner or vocabulary size. Teachers did not specifically name this as a vocabulary component they only referred to high frequency words being taught to the learners and that they have to write spelling tests using these words (see section 6.2.2.1.1).

If these words were acquired by the learners, it would enable them to enlarge their vocabulary depth and breadth per year. This does not happen as there are a large number of learners who are unable to read or express their thoughts using English as the language of communication. Some learners also attain very low marks during the spelling tests, which would also provide them with vocabulary depth and breadth.

Explicit teaching of vocabulary and the repetition by intentional reading will also help the learners to grow their vocabulary depth and breadth, which will then also have a positive impact on their expressive and passive vocabulary.

As a concluding remark in this theme it has to be noted that some teachers did not understand what a vocabulary component was. This statement is made due to observations that I made while interviewing the teachers as well as lesson observations. Two teachers frowned upon the question and one stated that I am using big words and only provided one component that could be considered in the study.

[Woodland] *“Groot woorde (lag). Komponente van woordeskat, soos dinge wat mens in woordeskat leer? (Sy frons effens) uhmmm. (Twyfel bietjie).”*

[Woodland] *“Big words (laughs). Components of vocabulary, like things that one acquires in vocabulary? (Frowns). Uhhhmm. (A bit uncertain).”* [own translation of the above].

Another teacher reacted in the following manner when the question was asked:

[Lady] *“She looked as if she did not clearly understand what I was asking. I couldn’t elaborate too much as I would then provide the answer. The components? The components of vocabulary, yes. Like the order in which you teach it or...”*

I then had to guide her to try and get an answer on the question and stated the following:

[Myself] *“anything that’s involved with vocabulary and then the components. Like a language has components, maybe listening, speaking, reading and writing. Math has components, numeracy etc. Uhum. So, vocabulary also has components. So what components do you think you are addressing in your class, like this TPR, verbal with non-verbal you connect the two?”*

Lady’s reply was the following:

[Lady] *“Ah ok, so parts of vocabulary?”*

She was then naming strategies used to teach vocabulary and only named one component namely word families. The above leads me to conclude that the teachers have varying knowledge regarding vocabulary components and that they do not always incorporate these in their vocabulary instruction. The component used the most in lessons observed was pronunciation under the spoken vocabulary knowledge component, with the written component. Morphology is being used by 5 teachers in the form of syllabification, morphology, chunking, breaking up, plural and singular forms, prefixes and suffixes.

6.2.3 THEME 3 - Strategies to enhance vocabulary acquisition in the language of teaching

All the teachers were able to identify numerous strategies for vocabulary acquisition during the interviews. However, when observing them in their classrooms, some of them did not use effective strategies (see section 3.5) and others did not use any strategies to address vocabulary acquisition despite numerous years of ESL teaching experience.

In section 1.4.1 it was pointed out, that with regard to research, it was proven that learners who lack English fluency, do so due to the inadequate command of the language by their English teachers (Hugo & Nieman, 2010:61). In the UAE, this is not the case, as the English teachers appointed are mother tongue English or native English speakers. The difference is that some have numerous years of ESL teaching experience, which is a dire need to effectively teach English as a second language. Unfortunately, some teachers, even though native English speaking do not have any prior ESL experience and insufficient knowledge of instructing ESL learners (Medgyes, 2001:436). This then leads to a lack of fluency due to the inadequate knowledge regarding effective vocabulary strategies. Therefore, to learn a language, you need to acquire vocabulary, and to learn vocabulary, learners need effective strategies (Ferreira, 2007:9). Not all teachers use effective strategies to support vocabulary acquisition and the retention of the newly acquired vocabulary, which is why there are Grade 5 learners who still lack expressive, passive, spoken and written vocabulary in the school.

When interviewing the teachers 80 strategies were collected between interviews and lesson observations. Some of these strategies overlap and will therefore only be named and described once. ESL teaching is a challenging job, as teachers should be knowledgeable, equipped, modern, dedicated and innovative (Khan, 2011:112, see section 1.4.2). Due to the factors named in section 5.5.4 one factor that stood out was the time restrictions that teachers experience with regard to teaching English as a second language. For this reason, teachers should have relevant, revised effective strategies that would assist them in bridging the learners' vocabulary knowledge and the depth and breadth gap enabling them to have expressive and passive vocabulary for speaking, reading and writing. This was the aim of the study, to develop strategies to enhance vocabulary in the language of teaching and learning.

In section 3.5 the teaching of vocabulary was discussed and the urge that exists for appropriate vocabulary strategies and skills that will enable learners' lifelong vocabulary development (Lehr *et al.*, 2004), as vocabulary development and strong comprehension skills are key elements in communication (Teal, 2003:4). Instruction should focus on vocabulary development, as this enables learners to infer meaning and comprehend. Vocabulary development can be enhanced using explicit and incidental teaching. Learners of a second language present with a word gap, but they are able to acquire vocabulary at the same rate as a native speaker (Jamieson, 1976 as cited by Nation & Waring, 1997).

As a teacher one should be innovative, and the strategies need to be based on seven principles derived from Hunt and Beglar (1998) and Pikulski and Templeton (2004:4) (see Table 3.1), namely:

- Incidental learning experiences;
- Consider the 3000 most common words learners need to study;
- Intentional vocabulary learning opportunities;
- Provide opportunities for elaborating on word knowledge, by exploring morphology;
- Provide opportunities for known vocabulary development;
- Regularly provide opportunities to guess from context by encouraging wide reading;

- Give opportunities for learners to look at different types of dictionaries and teach them how to use them;
- Create a keen awareness of and a deep interest in language and words.

For this reason, I explored the Working Memory Model (Baddeley & Hitch, 1974), Vygotsky's SCT (1978b) and the 21st Century skills (Kozma, 2008:13). The 21st Century skills will be used as foundation and the strategies that can be explored in the various skills will be matched. This will be illustrated in Diagram 6.5 and represented in more detail in Diagram 6.6 below

DIAGRAM 6.5 INTEGRATING 21ST CENTURY SKILLS TO ENHANCE VOCABULARY STRATEGIES

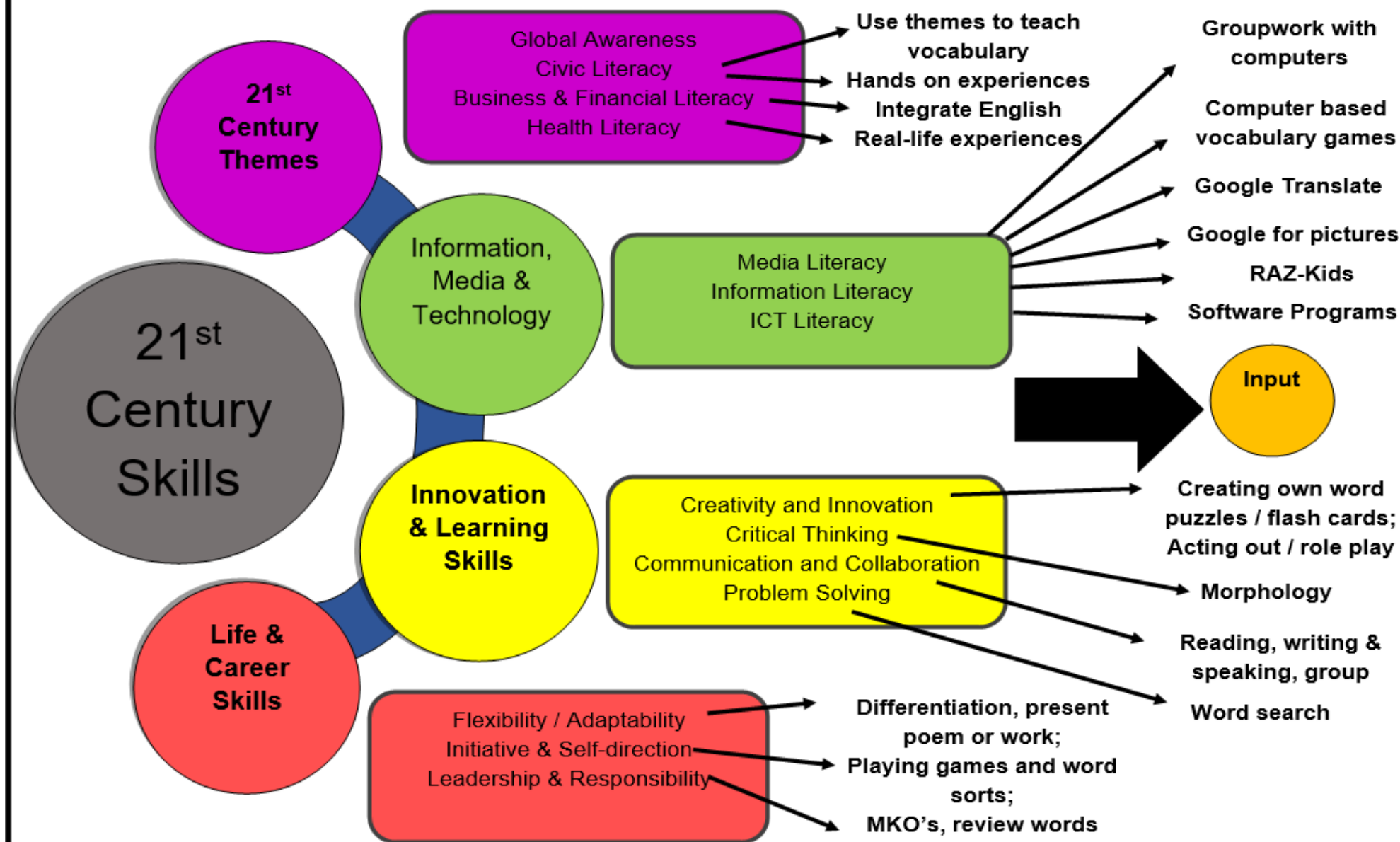


Diagram 6.5 Integrating 21st Century Skills to enhance vocabulary strategies

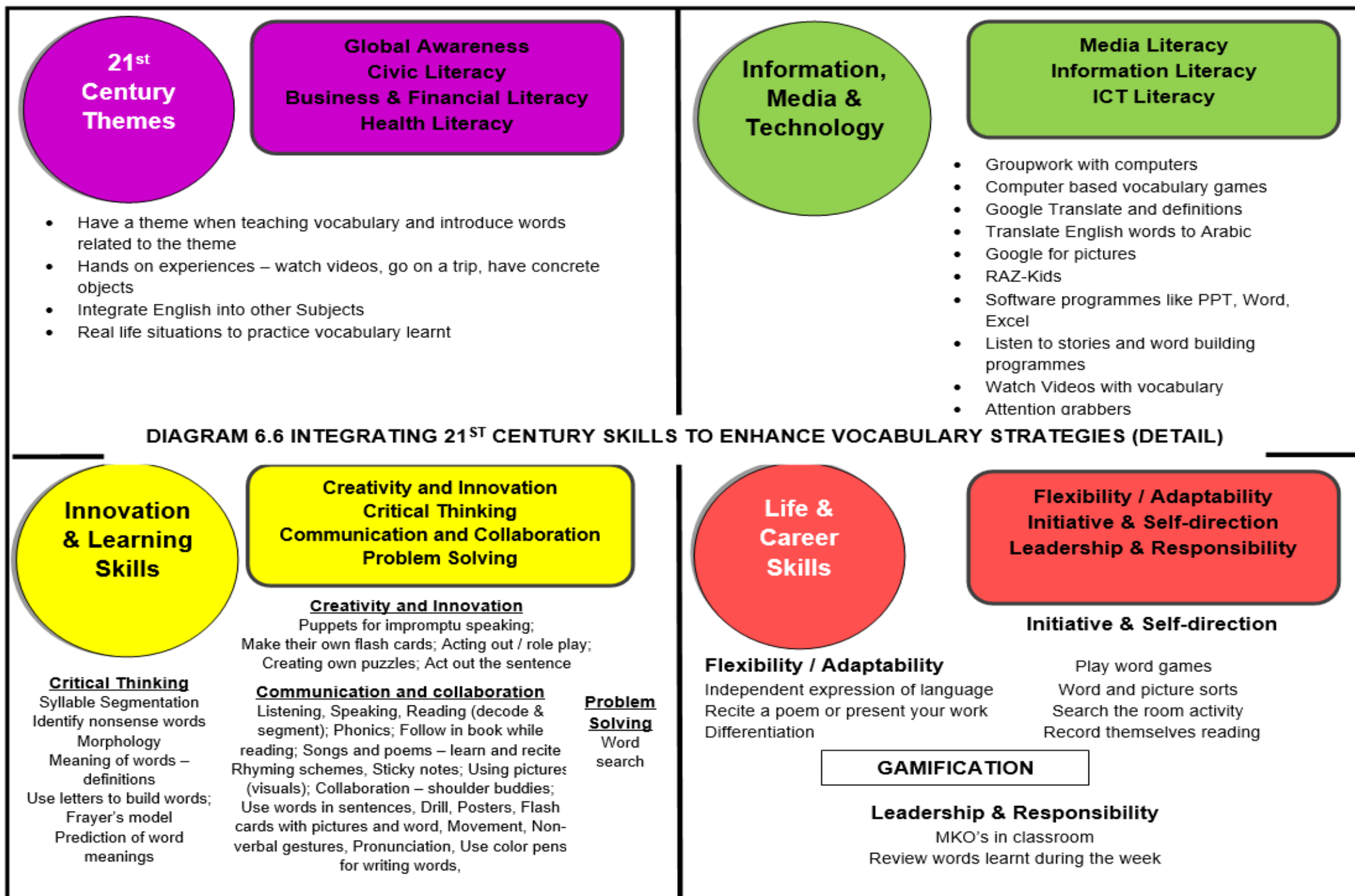


Diagram 6.6 Integrating 21st Century Skills to enhance vocabulary strategies (Detail)

The strategies will be discussed in the following section under the 21st century skills it was grouped with:

6.2.3.1 21st Century themes

21st Century Themes

The “21st Century themes” consist of 4 themes namely, “global awareness, civic literacy, business and financial literacy and health literacy” (Kozma, 2008:2).

Global awareness pertains to using “21st century skills” to attend to worldwide problems, learning to “work collaboratively” and learn with people from other cultures, religions and lifestyles while showing respect and conversations in all contexts and understanding other nations’ cultures which include the use of non-English languages (Kozma, 2008:2).

Civic literacy encompasses the “civic life” while staying knowledgeable about organisational procedures; “exercising rights and obligations entrenched in citizenship at local, state, national and global levels and understanding local and global implications of civic decisions” (Kozma, 2008:2).

Business and financial literacy entails “knowledge regarding appropriate personal economic choices; grasps the role of the economy in society and uses entrepreneurial skills to enhance the productivity in the workplace and career options” (Kozma, 2008:2).

Health Literacy encompasses obtaining necessary health information and services and implementing the information to enhance health. Learners should show that they grasp the concepts concerning “physical and mental health measures which include diet, nutrition, exercise, risk avoidance and reducing stress”. Learners should be taught to make good decisions about their health by monitoring “personal and family health goals”. Learners should be provided with knowledge to enable them to understand “national and international health and safety issues”, by “demonstrating knowledge and understanding of the environment and circumstances that affect it, like air, climate, food, energy, water and ecosystems”. It is crucial that learners understand the society’s influence on the natural world, by “investigating environmental issues,

providing possible solutions and taking individual and collective action to address environmental challenges” (Kozma, 2008:3).

All the above themes can be addressed using the following vocabulary strategies:

- **Have a theme when teaching vocabulary and introduce words related to the theme**

Each aspect mentioned above has themes and thematic words related to it. It would thus be beneficial if a teacher identified the vocabulary linked to each theme and then introduces the vocabulary explicitly before providing pictures to explore each theme further. The vocabulary should be displayed on the board or wall for continued reference.

- **Hands-on experiences**

When discussing the above themes, a teacher should have physical objects available relating to the theme or consider going on a field trip. Learners should experience the theme in context (see section 2.1; 2.2.1; 5.5.4.1.3 bullet point 5). For example, global awareness allows access to things like the weather, global warming and pollution. Learners can be introduced to the words using the themes mentioned and then taken to a weather station or planetarium to experience these hands-on.

- **Integrate English into other Subjects**

These themes also allow for integration into other subjects as Science is an intrinsic part of all the above themes, but Mathematics can also be a frame of reference. Vocabulary is found in all subjects and should be taught explicitly which will allow learners’ vocabulary knowledge to increase, especially if words used in English are also appearing in the Science classroom or in Mathematics.

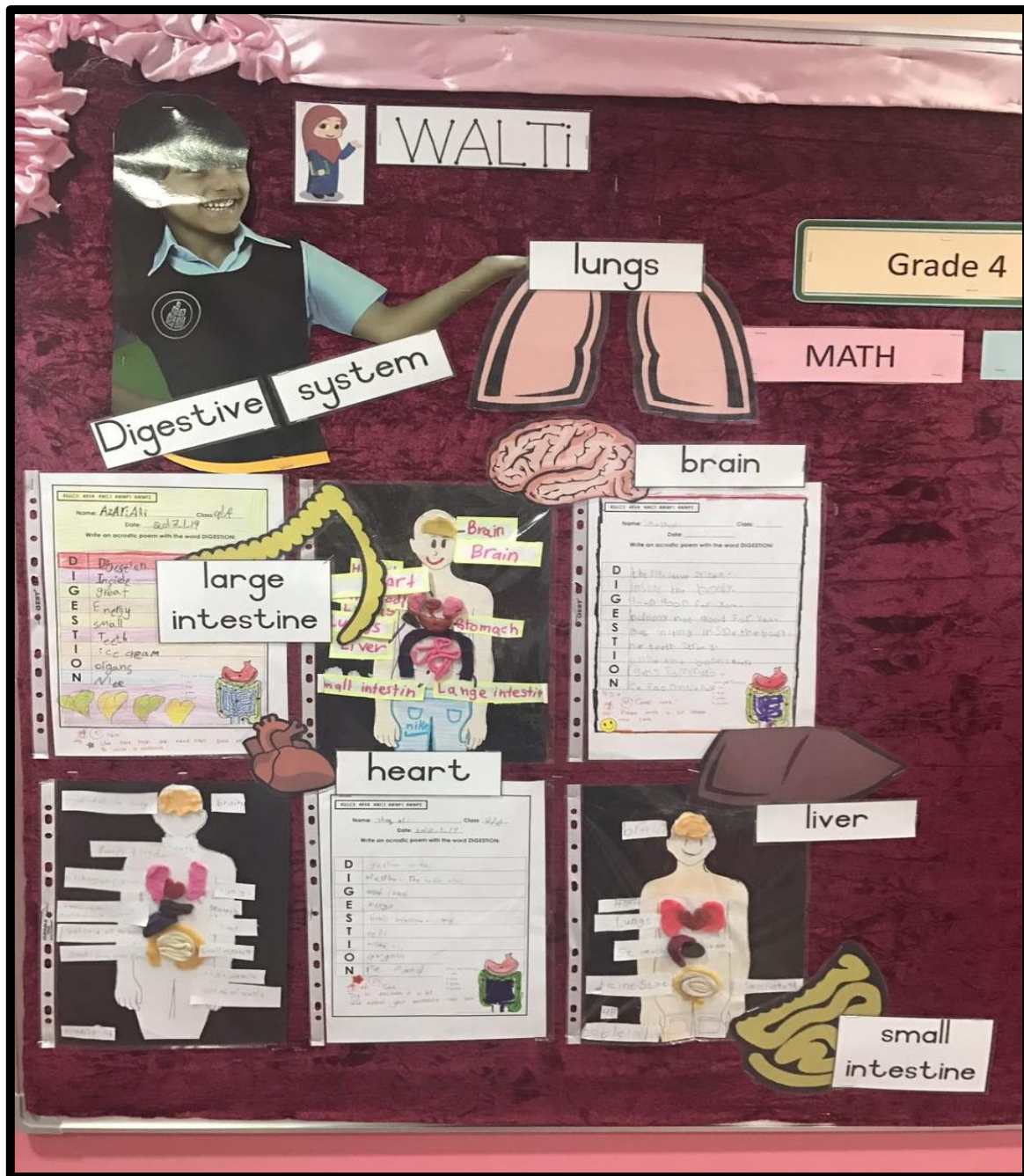


Diagram 6.7 Example of integrating English with Science

- **Real-life situations to practice vocabulary learnt**

Learners should have exposure to real-life situations to practice the vocabulary acquired in the classroom – regardless of the subject. In Science, experiments can be done and learners should explain what is happening during the experiment and why it is happening; In Mathematics, learners could measure the perimeter of a shape and discuss how much wire would be needed to encamp the horses and in English

they can do a weather report or present a poster about the dangers of global warming and pollution on the earth.

6.2.3.2 Information, Media and Technology

In this 21st century media and technology have taken over society as we used to know it globally. Features of this can be seen all around us in our daily lives as we have unlimited access to information, technological tools are changing daily, and we are able to collaborate with each other thus making contributions in record time. Using computers and ICT in the classroom has become one of the latest trends in language learning (see section 5.5.5). Workers and effective citizens should display a wide variety of functional and problem-solving skills that incorporate information, media and technology (Kozma, 2008:5).

Information literacy provides **access to information** which should be evaluated critically and knowledgably (Kozma, 2008:5).

Information from a wide variety of sources should be **used and managed** accurately and with creativity in correlation with the problem that occurs; while applying a fundamental understanding regarding the ethical and legal issues that it is enclosed within the use and access to the information (Kozma, 2008:5).

Media literacy allows us to **analyze media** in order to understand the reasons why messages and their purposes are created. Media should be analyzed with regard to how people infer messages, how values and perceptions are included or excluded and how the media influences perceptions and behaviour. In media literacy learners should acquire a fundamental understanding regarding the legal and ethical issues that are related to the use of media around them (Kozma, 2008:5).

Learners should be able to **create products** implementing media by understanding and utilizing the most suitable tools and features, while understanding the most suitable expressions and elucidations involved in a complex, multicultural context (Kozma, 2008:5).

ICT (Information, Communications and Technology) literacy provides the option to apply technology sufficiently. Technology can be used as a means of researching, organizing, evaluating and communicating information and knowledge. Learners must be able to gain access, manage, integrate, evaluate and create information while employing digital technologies in various forms like computers, PDA's, GPS, etc. communication networks and social media. This is a fundamental skill needed to effectively operate in a knowledge economy while applying fundamental understanding of the legal and ethical aspects involved in using technology and media literacy daily (Kozma, 2008:5).

Vocabulary strategies that can be integrated with information, media and technological skills are:

- **Groupwork with computers**

Learners work together on one computer using one programme to solve a problem or to do a reading comprehension or word building game.

- **Computer based vocabulary games**

Various vocabulary games are available on the market to enhance vocabulary knowledge, depth and breadth like www.abcya.com, www.turtlediary.com and www.brainpop.com. There are a vast number of programmes available today.

- **Google Translate and definitions**

Google translate and definitions are a very reliable resource for translation purposes as these are reviewed regularly and improved as there are a vast number of people using this Google service in the work place. It is very effective in the English second language programme and allows one to translate from English to Arabic in a matter of seconds. Learners can then also see the translated word written in Arabic and pronounce it for the teacher for future use.

- **Google for pictures**

When an unfamiliar word arises in a text or story, Google can be used to get access to pictures. Learners then see the picture of the unfamiliar word and almost all the

time react by providing the Arabic word for the picture. This ensures that a link is made between the new, unfamiliar English word to their prior Arabic knowledge.

- **RAZ-Kids**

RAZ-Kids is an American based reading programme. On this site there are a vast amount of reading books uploaded which are arranged in levels from AA to ZZ2 and there are also decodable and picture books on the site. Learners are able to read on their level after being assessed using this site and are then allocated books relevant to their level. As they progress through the books the level increases and thus the learners' reading skills improve independently. The site also provides relevant data for teacher knowledge and also has quizzes after each book. This allows the learner to test his/her comprehension and sends data to the teacher on which comprehension skills need attention. This data can be used to inform the teachers' lessons, as the skills that are lacking can be taught explicitly in class. One of the skills being tested in the programme is vocabulary knowledge.



Diagram 6.8 Example of Raz-Kids being used in the computer classroom

- **Software programmes like PPT, Word, Excel**

Being intertwined with a growing media literacy era it is important for teachers to have computer skills to create worksheets, PowerPoints, videos etc. Microsoft have a wide range of products like PPT, Word and Excel that can be used with ease in the English second language classroom of today. PPT is very effective when making slideshows with pictures, sentences and words which can then be used to make videos that have animations for language learners. It is also a great resource to use as an interactive quiz. Word can be implemented for making worksheets with pictures, translations, tests and the learners can use these to write their written work implementing ICT skills. Excel can be used for data tracking or setting up mark sheets. The only limit to the software programmes provided by Microsoft today, is our imaginations and creativity as the sky is the limit.

- **Listen to stories and word building programmes**

Learners can use the internet or software programmes like VPL player or Windows Media Player to listen to recordings, stories or videos.

- **Watch videos with vocabulary**

One of the fastest growing social media networks is YouTube, although it might not always contain suitable videos for learners, it can be screened. There are numerous videos to be found on YouTube including videos with songs, rhymes and pictures with vocabulary provided in the video for each picture. Examples of videos are opposites, weather vocabulary, Science related videos and many more.

If PowerPoint is used there are a few apps available that allow a teacher to record the screen of her computer which can then incorporate her voice into the recording and can be saved. This can then be used in the classroom with personalized vocabulary, sentences and pictures.

- **Attention grabbers**

Attention grabbers are very important in the modern era and technological age of today. Learners are exposed to all types of media at home and therefore attention grabbers should be used in the classroom before a lesson commences. Attention

grabbers can range from videos to riddles. Integrating ICT and media into the lessons allows for immediate attention upon lesson commencement. Videos can also include movement and learners can move and respond accordingly (see section 5.5.4.2.4 regarding the factors involved in attention grabbers and the implementation thereof in lessons).

6.2.3.3 Innovation and Learning Skills

This aspect of the “21st century skills” is more demanding, as these are the skills that are considered key skills learners should have when preparing for a more complex life and work environment in the 21st century. These skills are creativity and innovation, critical thinking, communication and collaboration and problem solving (Kozma, 2008:3). These will be discussed briefly in the following section with the vocabulary strategies that can be incorporated to develop these skills.

6.2.3.3.1 Creativity and Innovation

Work creatively with others and implementing innovations are aspects that need to be considered when discussing creativity and innovation (Kozma, 2008:3).

Think creatively and use a wide range of techniques to create ideas (brainstorming); create original worthwhile ideas; refine and analyse ideas to improve creative efforts (Kozma, 2008:3).

Work creatively with others to develop, implement and communicate new ideas to others; be open and responsive to new ideas and be able to consider and integrate group input and feedback into work; demonstrate inventiveness and ingenuity in work relating to real-life limitations and adopting new ideas; have a growth mind set by viewing failure as a learning curve and understand that creativity and innovation are long-term cyclical processes where one may have small successes and numerous mistakes (Kozma, 2008:3).

Implementing innovations allows acting on creative ideas in order to make a physical and beneficial contribution in which the innovation will happen (Kozma, 2008:4).

Addressing all the above themes can be done by using the following vocabulary strategies:

- **Puppets for impromptu speaking**

Puppets can be made by the learners to increase their ownership and creativity. These puppets can then be used for impromptu speaking about any theme chosen by themselves or the teacher. Impromptu moments also allow for self-exploration. It might be hard at the beginning, but as soon as the learners get used to the routine and process involved they love acting. Puppets or masks also allow learners to feel “hidden” and safe, so they tend to take more risks.

- **Make their own flash cards**

Vocabulary introduced can be used to trigger their creativity. They use any colour and sized paper and make their own flash cards using the thematic, high frequency or phonics words for the week. They can also draw a picture or find one on the internet to match with the word they have written. This allows for active and passive expression of vocabulary. Learners can then also present their flash cards to the class which provides opportunity for reading the words out loud.

- **Acting out / role play**

Learners can act out a scene in a book or movie they have seen or read. Learners volunteer for the roles and then act out the scene they have chosen. Learners build self-confidence when they have opportunities to express their thoughts through acting or role play.

- **Creating own puzzles**

Learners can use the letters of the alphabet and create their own word search puzzles or mixed letters puzzles. These puzzles can then be given to another learner to be solved. This inspires creativity and an atmosphere of competition in the classroom. Learners love solving puzzles and doing word searches.

- **Act out a sentence**

A learner can create a sentence, and this can be written on the board, or the teacher can flash or display a sentence. Learners volunteer and act out the sentence, taking turns. This can also be changed to a silent game where the learners are given a sentence, without the class seeing the sentence. Learners try to guess the sentence by watching the learners acting out the sentence.

6.2.3.3.2 Critical Thinking

Using critical thinking skills, one has to reason effectively, use systems thinking and make judgements and decisions.

Reason effectively means that a learner should use different types of thinking like inductive or deductive thinking relevant to the situation he/she finds him/herself in (Kozma, 2008:4).

Systems thinking allows learners to analyse how various “parts of a whole interact to produce outcomes in a complicated system” (Kozma, 2008:4); and then

making judgements and decisions to “effectively analyse evidence, arguments, claims and beliefs” as well as major alternative perspectives. They must also be able to “synthesise and link information with arguments” and “interpret information by drawing conclusions based on the best analysis”. After drawing conclusions, one should “reflect critically on the learning experience and process” (Kozma, 2008:4).

Vocabulary strategies that can be integrated into the above skills are:

- **Syllable Segmentation**

Words are given to the learners and divided into syllables, first concretely by clapping hands and then on an abstract platform in their books. Syllable segmentation is based on the chunking aspect (see section 2.3.4 and 3.4.2) mentioned in the Working Memory Model (Baddeley & Hitch, 1974).

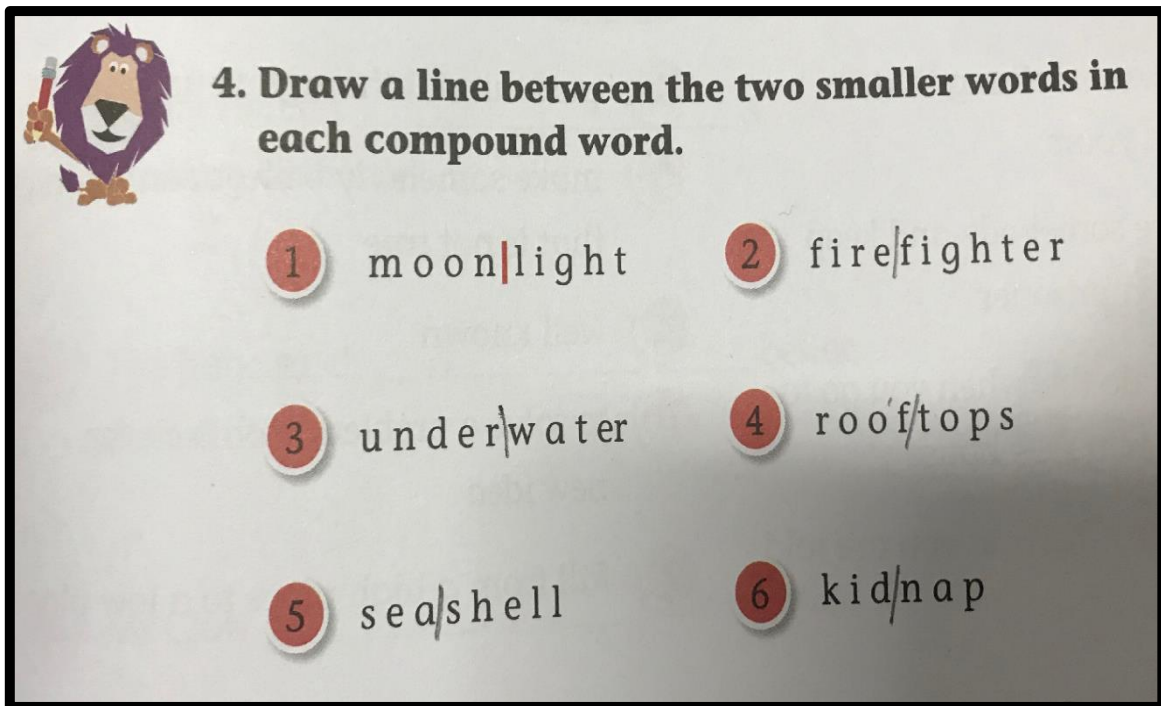


Diagram 6.9 Example of syllable segmentation from reader workbook

- **Identify nonsense words**

It is important for a learner to be able to use decoding and encoding strategies to identify whether words are nonsense words or real words. This can be done by combining numerous letters to present as words and then asking learners to read the word and then explain what it means. Nonsense words will not make sense and do not have a meaning.

- **Morphology**

Morphology of words integrates syllabification as well as prefixes, suffixes and root words (see section 3.4.2 and section 6.2.2.2.5). Learners should be able to identify suffixes and prefixes in words and know that they can use different prefixes or suffixes to change the meaning of a word. Different applications of the strategy can be used.

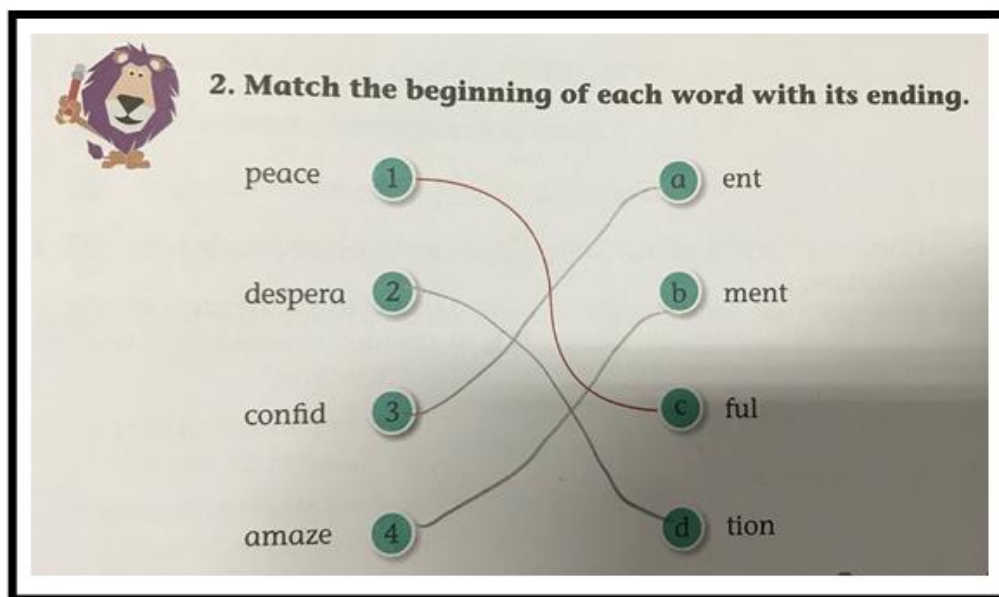


Diagram 6.10 Example of matching words with suffixes

5LSP1: recognize and use words that end with -able and -ible when reading and writing.

Name: _____ Class: _____ Date: _____

Look for the words on the walls in the classroom and complete the sentences:

- The shoes are _____, because they last a long time.
- We live in the United Arab Emirates as there are sand dunes _____ everywhere.
- You are _____ for doing your school work.
- Camels are _____, because they can survive in the desert.
- It is _____ to raise your hand in class.
- A _____ or large amount of the population in the United Arab Emirates eat rice.
- When you live in the desert you need a _____ car.
- The Bur j Khalifa is _____, because it is so high.
- The car is _____, because it can break.
- There were signs of _____ entry after the robbery, as the window was broken.

Write two sentences of your own using any of the words learnt today:

Diagram 6.11 Example of suffixes differentiated sheet 1 (High Ability)

5LSP1: recognize and use words that end with
-able and -ible when reading and writing.

Name: _____ Class: _____ Date: _____

Look for the words on the walls in the classroom and write them down:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write one sentence with one of the words:

Draw a picture to match the sentence:

Camels are adaptable, because they can survive in the desert.

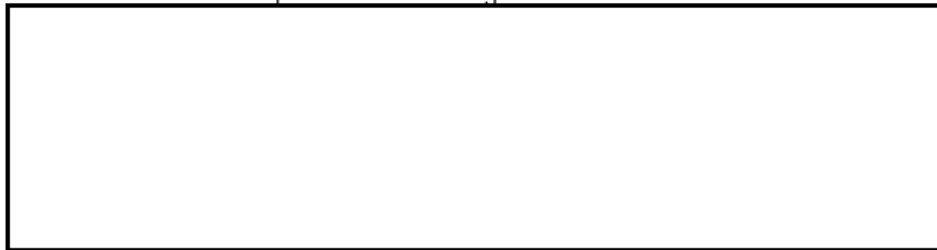


Diagram 6.12 Example of suffixes differentiated sheet 2 (Middle Ability)

5LSP1: recognize and use words that end with -able and -ible when reading and writing.

Name: _____ Class: _____ Date: _____

Match the word with the picture provided:

adaptable	
durable	
reliable	
responsible	
incredible	

Circle the word with -able or -ible in the sentence:

The shoes are durable, because they last a long time.

We live in the United Arab Emirates as there are sand dunes noticeable everywhere.

You are responsible for doing your school work.

Camels are adaptable, because they can survive in the desert.

Diagram 6.13 Example of suffixes differentiated sheet 3 (Low Ability)

The shoes are durable , because they last a long time.	
We live in the United Arab Emirates as there are sand dunes noticeable everywhere.	
You are responsible for doing your school work.	
Camels are adaptable , because they can survive in the desert.	

Diagram 6.14 Example of cards used for display to teach suffixes -able and -ible

- **Meaning of words – definitions**

Learners should be able to provide a short definition for a word to demonstrate understanding of the word in context. Sentences provided using the words in context can also be used for this purpose. Dictionaries and a thesaurus can also be used to do self-directive activities to find the meanings of unfamiliar words. Other activities are available like provide one word for the following, as seen in the example used by a teacher, below:

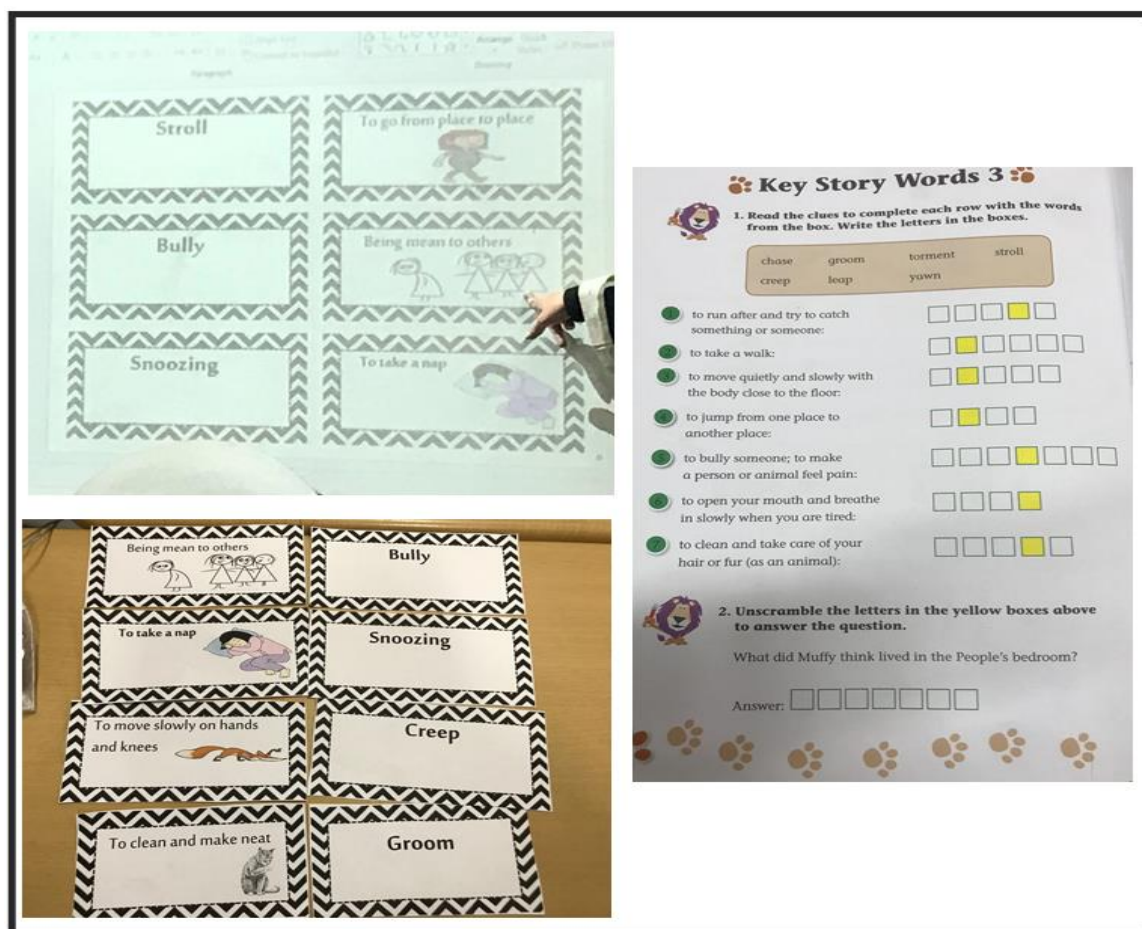


Diagram 6.15 Example of PowerPoint, sorting cards and worksheet used to teach word meanings with definitions

- **Use letters to build words**

There are wonderful resources available in the school to use the following strategies for vocabulary learning. A teacher can use plastic blocks that fit into one another, with letters on and there are also digraph blocks available to make words using blends. Another resource available to build words are magnetic letters and boards. The learners can also write words on the dry erase boards and erase them later.

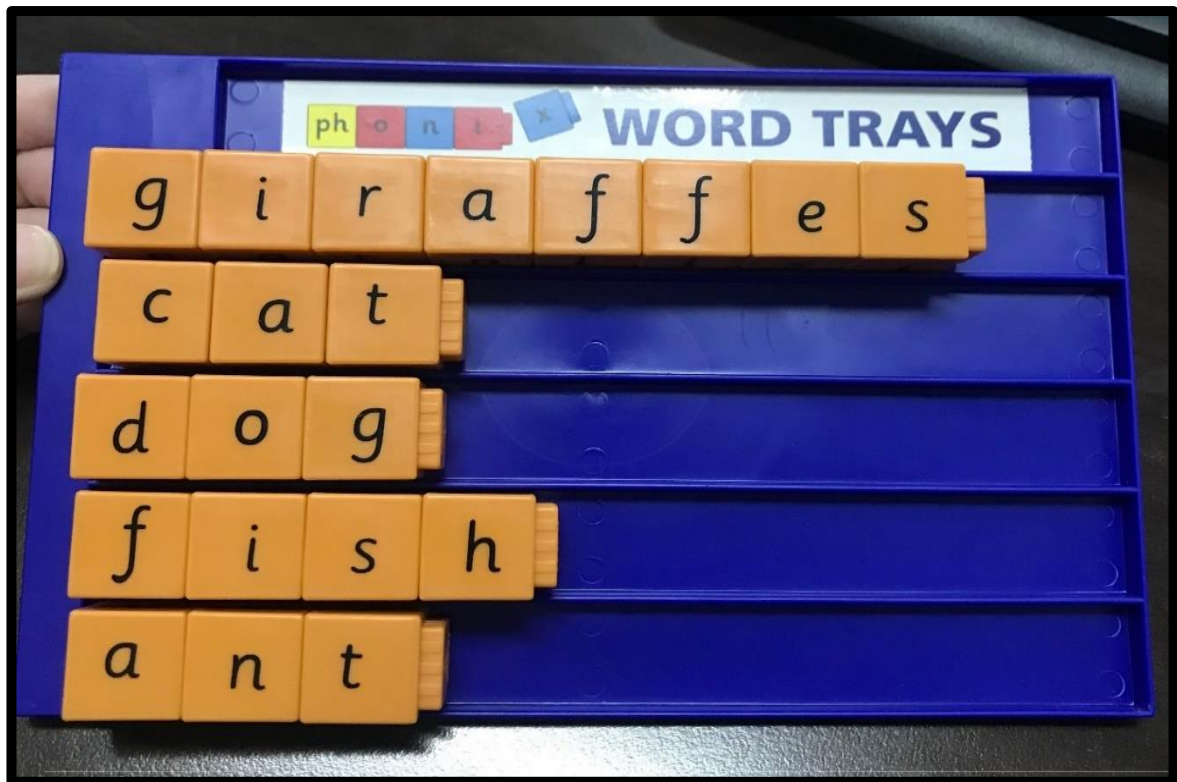


Diagram 6.16 Example of plastic blocks for word building

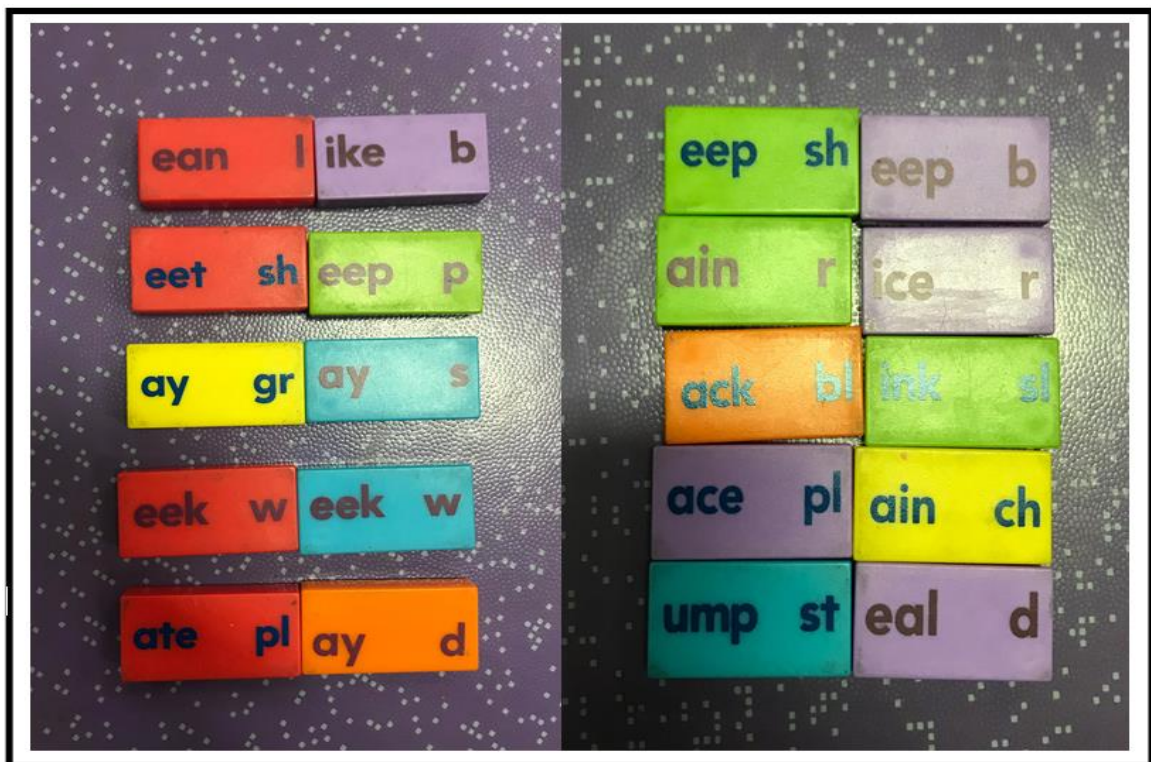


Diagram 6.17 Examples of diagraph blocks for word building



Diagram 6.18 Examples of magnetic letters for word building

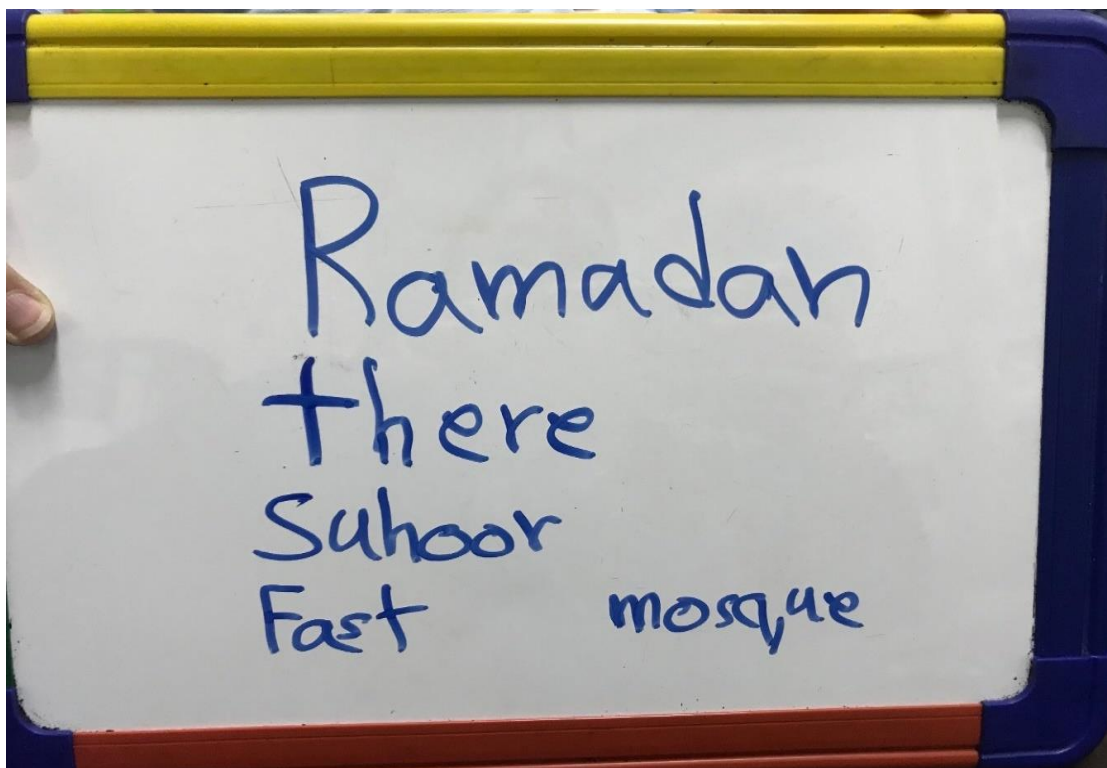


Diagram 6.19 Examples of dry erase board for writing words

- **Frayer's model**

Frayer's model is a graphic organizer that can be used effectively for vocabulary acquisition and vocabulary depth and breadth growth. The model has 4 blocks and a circle in the middle (see Diagram 6.20). The labels provided for each block can change according to the needs of the learners and the aims of a lesson. This can be done with one word or perhaps 2 – 3 words.

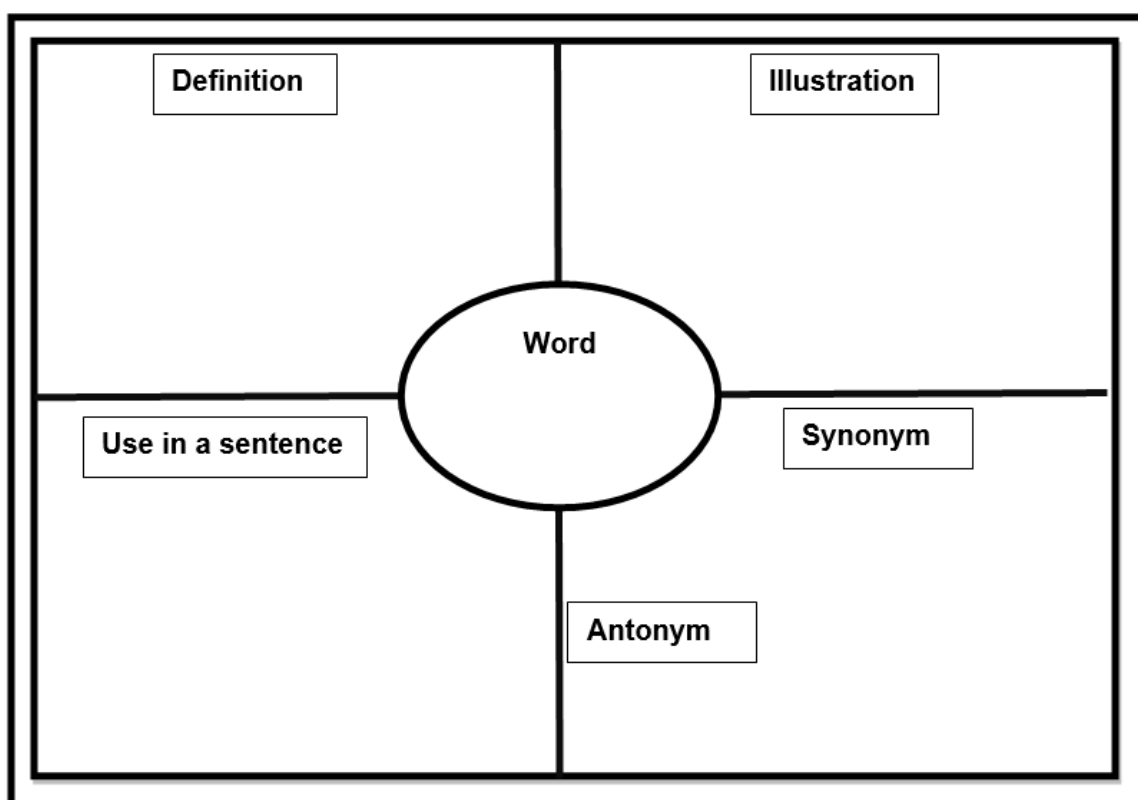


Diagram 6.20 Example of Frayer's model for vocabulary learning

- **Prediction of word meanings**

Learners can also be given a word and then asked what they think it means, either using clues like root words or a familiar setting or context. If the prediction is incorrect learners can explore dictionaries or online dictionaries to find the correct meaning of the word.

6.2.3.3.3 Communication and collaboration

In this section, it is important to discuss clear communication and collaboration with others.

Communicating clearly includes aspects like the “articulation” of one’s perceptions and ideas using oral, written and nonverbal communication skills in different systems and settings. A person should listen efficiently in order to establish meaning that includes aspects like information, ideals and values, attitudes and others intentions. Communicating clearly means being able to use communication for various purposes like informing, instructing, motivation and persuasion. It also entails being able to employ various types of media and technologies and judge their efficiency and impact; and communicate successfully in various setting and contexts (including multi-lingual) (Kozma, 2008:4).

Collaborating with others entails that one must demonstrate being able to work efficiently with others in a team context; and to be flexible and willing to help others in compromising to achieve a particular goal, while sharing the responsibility for collaborative work. Each member contributes to the group and this should be valued by each member of the team (Kozma, 2008:5).

Vocabulary strategies that can be incorporated into communication and collaboration:

- **Listening and speaking,**

Listening and speaking go hand in hand as a teacher can use various strategies while doing so and can read a story to the learners or they can watch a short movie about a particular topic. The teacher can also play an audio CD or podcast to which the learners can listen after which they can answer a few questions orally or in their books. During speaking strategies learners are taught a poem or a simple song. After learning the poem or song learners get the opportunity to stand in front of the class and present the poem or song to the class which can be done in groups, individual or in whole class scenario’s. Various intonations can be used to present the poems or song, for example sing in a high voice or speak in a low voice. Learners also enjoy singing a good morning or good afternoon song when leaving for home.

The teacher can also present new vocabulary in this manner, by reading the word as a model for the learners to hear the correct pronunciation and then the learners can repeat the word. Learners enjoy it when the teacher says speak like an elephant or bird and then they read the word with a deep voice or a very high voice.

- **Pronunciation**

Pronunciation is very important when attaining a second language. For this reason the teacher (role model) must ensure that words are pronounced correctly, as this will be mimicked by the learners. Pronunciation time also ensures the capacity loaded onto the short-term memory (Baddeley, 1998) and should therefore be accurate (see section 2.3.4 and 5.5.4.2.1 bullet point 1).

- **Reading (decode & segment);**

When reading various strategies exist, before, during and after reading. Before reading the teacher should introduce the difficult or unfamiliar words that appear in the story. The teacher reads the words, as mentioned above and the learners repeat the word and the teacher can then do prediction activities and ask questions like:

What is the title of the story?

Who is the author of the story?

Is the story fiction or non-fiction? Why do you say that?

What do you think the story is about by looking at the cover?

Learners then also need phonics' knowledge and decoding and encoding strategies to read the story. This is an essential aspect in reading. Being able to read, the learners can then use high frequency words to improve their fluency and accuracy which will assist them in increasing their vocabulary knowledge, depth and breadth. Learners can then also follow in their books while the teacher or another learner reads.



Diagram 6.21 Example of a teacher using phonics' cards for reading

- **Sticky notes**

One teacher used sticky notes in her classroom. She would ask the learners to write a word with a suffix or prefix on them and then stick the note on her board. When the lesson is completed she would read the notes out to the class and the learners can then state if they agree with the correctness of the note – is it a suffix or prefix? This can be used for various activities like write a high frequency word that you can remember from the day before or a word that you learnt today.

- **Using pictures (visuals)**

Using pictures or visuals in a classroom when introducing or enhancing vocabulary, is a crucial element that needs to be implemented in every second language classroom. If the learner is unable to understand the meaning of the word in English, then he/she can relate to the picture and the word in Arabic. Learners tend to provide the Arabic for the word when a teacher asks them. The teacher can then provide the English word again for the learners and they can repeat the English word. It is also good practice to add the Arabic word when the word is introduced for the first time, until learners are familiar with the word which helps with establishing meaning. Teachers

can also have videos or just a picture of a particular aspect, animal or theme for introduction purposes.

- **Flash cards with pictures and word**

It is a very effective strategy if a teacher can have the picture, with the English word and Arabic word for the learners, on display. This is especially effective when new words are introduced to the learners. The picture / word association can occur immediately if they are presented together as a unit.

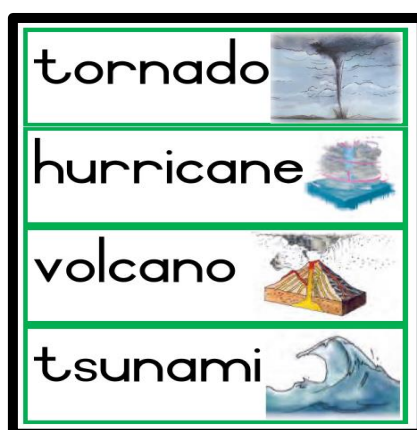


Diagram 6.22 Example of flashcards with pictures and words

- **Posters**

Posters also form part of the visual aspect in a vocabulary lesson, to support the topic being discussed. Learners can also make their own posters regarding a theme or topic being discussed in the classroom.



Diagram 6.23 Example of posters used to teach figurative language

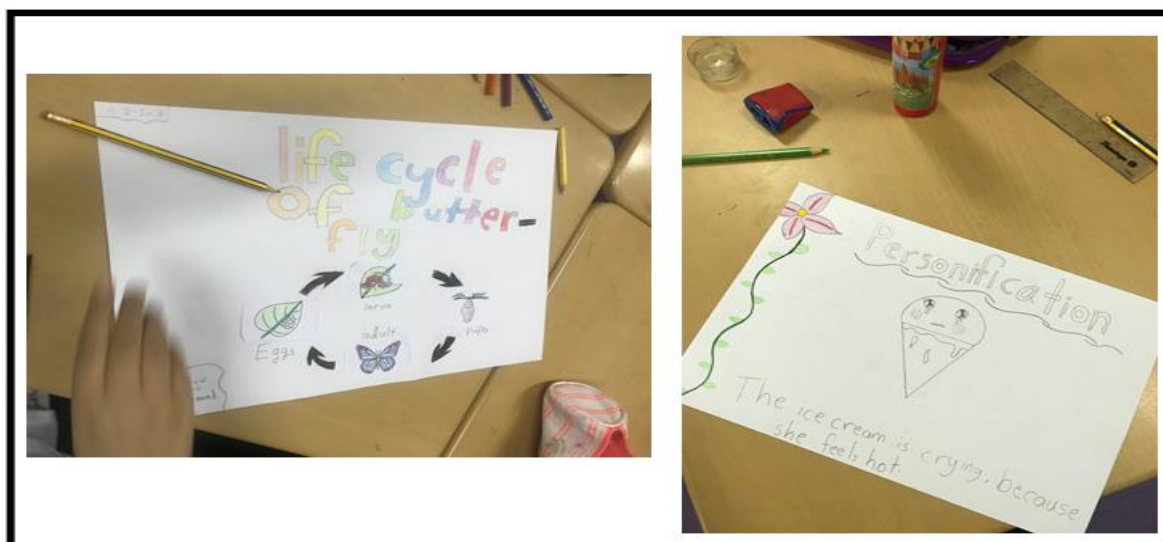


Diagram 6.24 Example of posters that learners made

- **Use words in sentences**

Using words in sentences is a good strategy to track comprehension of vocabulary taught. Sentences can be provided orally or in written form. It is a good idea if a teacher handles grammatical errors in sentences with great care, as this might boost a learner's self-confidence or impede his/her willingness to participate in the future.

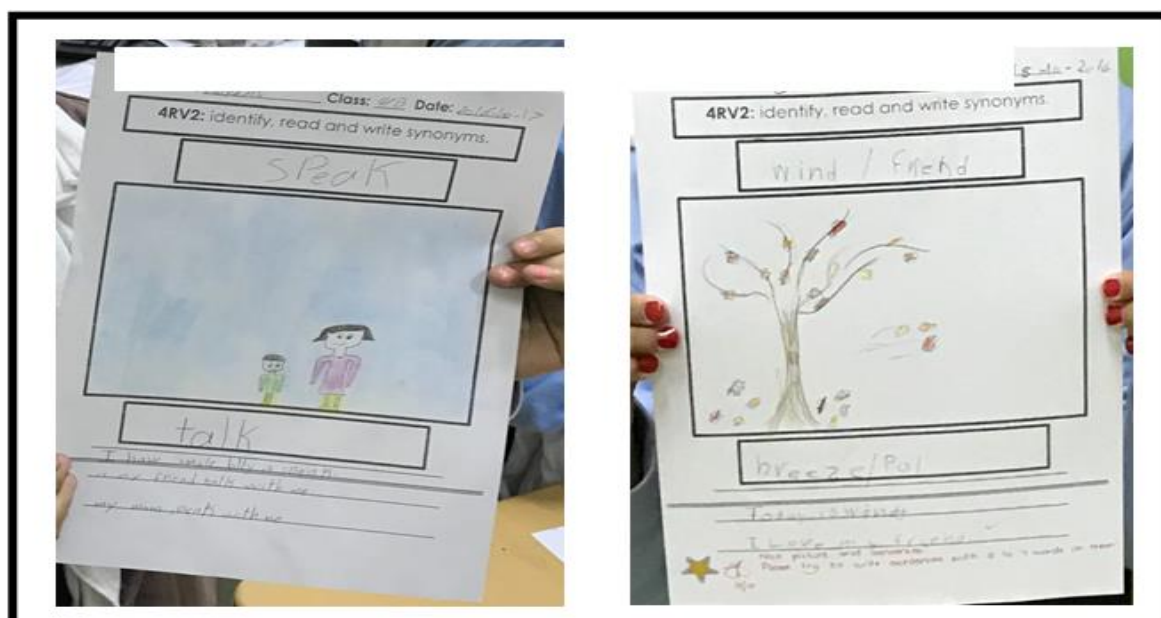


Diagram 6.25 Example of learners using words in sentences

Learners can also use the letter blocks mentioned above in diagram 6.14 to create their own sentences.

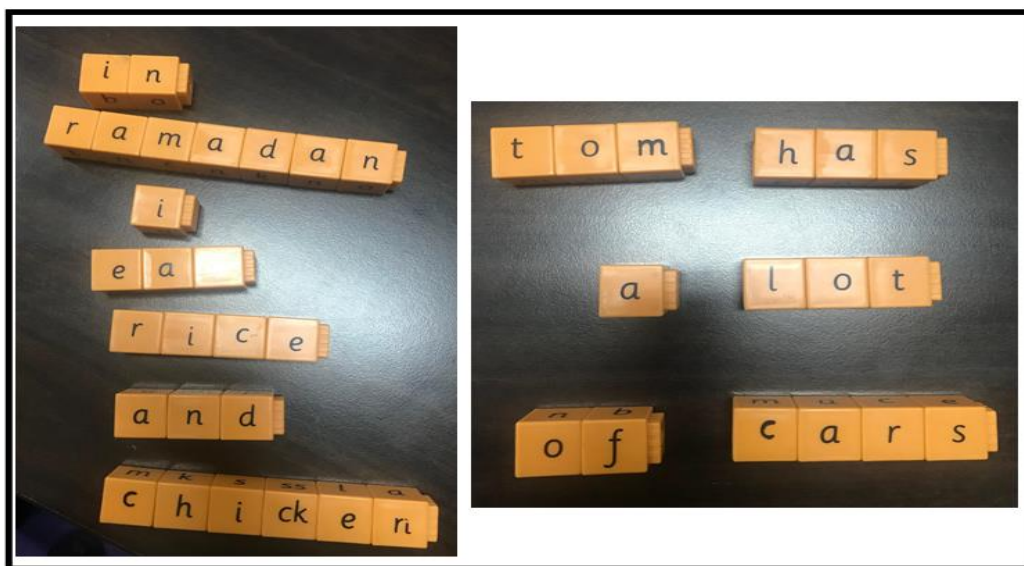


Diagram 6.26 Example of learners using letter blocks for sentence making

- **Use coloured pens for writing words**

Using coloured pens for writing words, for example, in sentences, make the words stand out so that they can be read easier and can also be used for the introduction of new words in a topic or theme. Using coloured pens also links to the creativity side of vocabulary. Colour is also believed to enhance visuals for humans, as it performs as an influential channel for humans and plays an important role in improving memory performance (Dzulkifli & Mustafar, 2013). Colour can be used very effectively in educational settings to enhance memorization (Dzulkifli & Mustafar, 2013), as it enhances our level of attention to an object. For this reason, it would be beneficial if new words can be written in another colour, when introduced.

- **Drill**

Using drill as a strategy has its benefits as it gets learners accustomed to the word and the pronunciation of the word. This strategy gives learners the opportunity to explore the word without feeling scared in the second language classroom. Drilling should be clear and natural to familiarize learners with the sound or pronunciation of the unfamiliar word which needs to be repeated until mastery occurs and a learner can pronounce the word without stuttering or stopping. Using high frequency words for drill is one option available to the second language teacher as learners familiarize themselves with the words (Alqahtani, 2015:30).

- **Movement, Non-verbal gestures**

When introducing new vocabulary, iconic gestures can be used. These gestures are kinegraphic or pictographic and represent actions or objects (McNeill, 1992). These gestures assist second language learners in more easily comprehending the new vocabulary (Smotrova & Lantolf, 2013). Other gestures exist like abstract gestures, which are metaphoric and dietic or pointing gestures and can be used to teach grammar (Smotrova, 2014). Learners employ gestures to communicate and express themselves, when they lack the vocabulary at a particular time. It also happened that a learner was unable to express himself in English and used gestures and Arabic with another learner and then the other learner explains the meaning of the gestures.

Gestures can also be employed to acquire new vocabulary when linked to clues. A learner might not understand the word “saw”, but when a teacher adds the hand gesture of someone using a saw to cut a tree the learner might understand and provide the Arabic for the word. The teacher then provides the English for the word and the learner understands the meaning of the word. Using gestures in the classroom thus aids in comprehension of the unfamiliar vocabulary.

- **Collaboration – shoulder buddies**

Collaboration is a very important skill in the modern era of today. Learners must be able to work in groups to solve problems and build projects or plan plays. It is easy to implement collaboration into the English second language classroom as learners are sorted into groups, either by ability or interests. At times learners can also be sorted into multiple abilities for different tasks. Learners seated next to each other can be seen as shoulder buddies. When a teacher pronounces a word, they can be asked to say this word to their shoulder buddy and when making a poster or planning an acrostic poem, learners can work together in groups of 5-6 or in pairs. The pairs or groups can then present their poems or project to the class.



Diagram 6.27 Example of learners working together in groups

6.2.3.3.4 Problem Solving

Solving problems entails encountering non-familiar obstacles or problems and then solving these in ordinary and creative ways. To solve problems, one must be able to ask important questions to clarify different perspectives and then choose the best suitable solution for the problem (Kozma, 2008:4; Tilling & Fadel, 2012).

- **Word search**

Word searches are one of the most fun strategies that can be employed in correlation with problem solving. Learners need to look for words diagonally, vertically or horizontally which learners enjoy. Using a word search allows learners to look for separate letters that should be found in a sequence to make the word required which helps with their blending and segmenting, when reading. Other problem-solving strategies can be crossword puzzles and comprehension activities with higher order open ended questions.

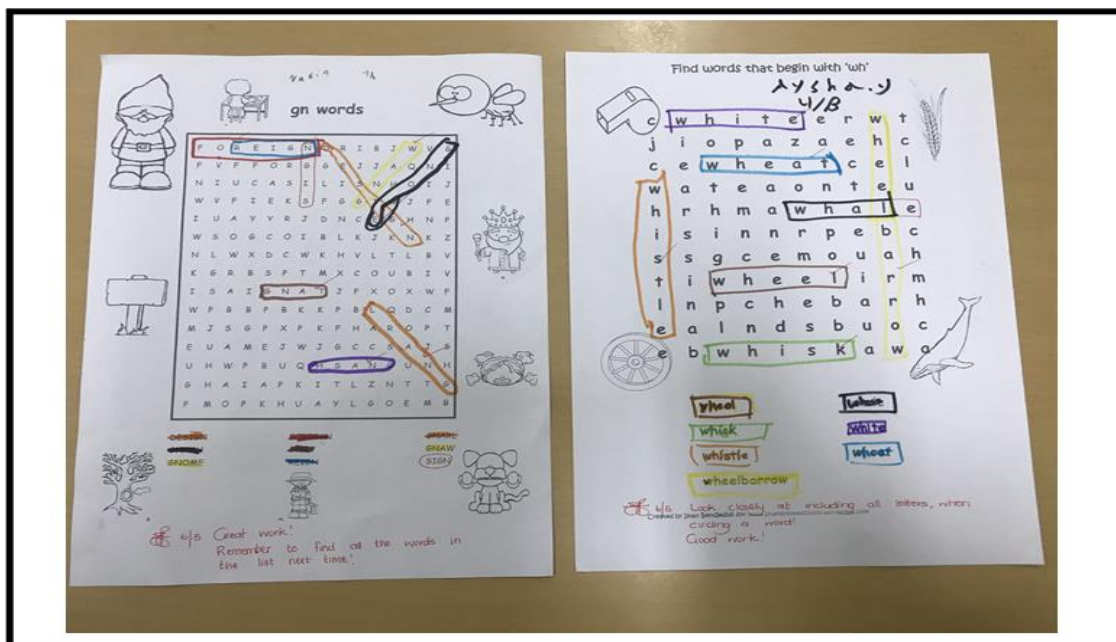


Diagram 6.28 Example of a word search

6.2.3.4 Life and Career Skills

Society today demands a lot more than “thinking skills” and plain “content knowledge”. Learners must be able to tend to demanding skills and a satisfactory life, all due to the complex life and work milieus arising in the competitive knowledge and information age of today (Kozma, 2008:6; Trilling & Fadel, 2012).

Learners need to be flexible, adaptable, have initiative, be self-directive, while showing leadership and responsibility (Kozma, 2008:6; Trilling & Fadel, 2012). This can be integrated into the English second language classroom with the vocabulary strategies available:

6.2.3.4.1 Flexibility / Adaptability

Adaptability means that a learner must be able to adapt to a wide range of roles, jobs, schedules and his/her environmental contexts; while working effectively in a vague environment with ever “changing priorities” (Kozma, 2008:6; Trilling & Fadel, 2012).

Being flexible entails that a learner should be able to use feedback successfully while dealing in a positive manner with critique, failures and praise. A learner needs to understand, negotiate and be able to direct various perspectives and ideas in order to

reach viable solutions in multicultural environments (Kozma, 2008:6; Trilling & Fadel, 2012).

- **Independent expression of language**

Learners should be given opportunities to express their thoughts in the English second language classroom. This can be done while the teacher is instructing and asking questions or the learners can prepare a presentation about a particular topic like a weather report. Each learner in the group gets an opportunity to express their thoughts and what they have prepared.

- **Recite a poem, sing a song or present your work**

Learners can use a poem that was learnt to present to the class or use their classwork and present that. Learners can also do a dialogue with a friend or other learner in the class. Using poems and songs to practice an unfamiliar language helps learners to gain confidence in using English more often. Certain concepts can also be transferred more easily when using a song or poem, for example using a song about a caterpillar to teach the life cycle of a butterfly. Another example can be a song about a narrative that contains the features of a narrative that needs to be remembered.

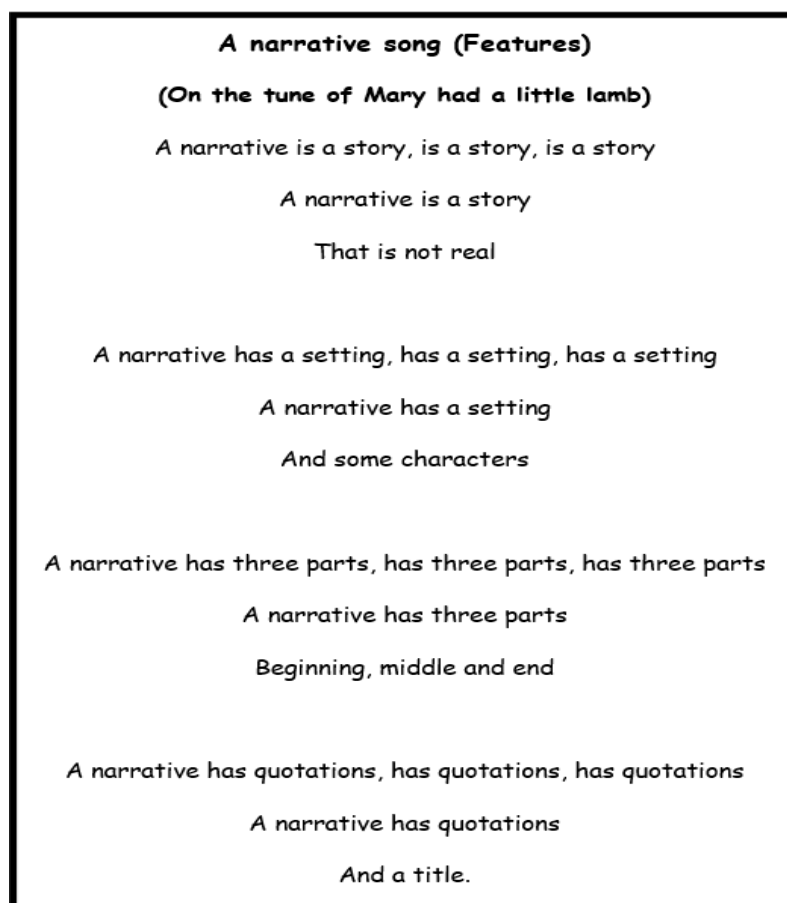


Diagram 6.29 Example of a song to teach the features of a narrative

- **Differentiation**

Differentiation is important in the English second language classroom. Not all learners are on the same level upon school entry as their home backgrounds vary. For this reason learners should be grouped into ability groups to provide more challenging work for their level of achievement which relates to the ZPD (Vygotsky, 1978b). In differentiated groups the learners' performance of achievement can be monitored. If success is achieved the learner can move to the following or higher level, thus providing a bigger challenge for the learner until mastery is achieved (see section 2.3.1.2). An example of a differentiated activity used with suffixes -able and -ible can be seen in Diagram 6.9, Diagram 6.10 and Diagram 6.11.

6.2.3.4.2 Initiative and Self-direction

Features presented under initiative and self-direction are goal and time management, work independently and being a self-directed leader (Kozma, 2008:6).

Goal and time management allow a learner to set goals that have physical and undefined success criteria. Short and long-term goals, time and workload must be managed effectively (Kozma, 2008:6).

Working independently encompasses the monitoring, defining, prioritizing and completing of tasks without any problems (Kozma, 2008:6; Trilling & Fadel, 2012).

A self-directed learner is able to attain mastery of skills which would enable him/her to explore and expand his/her own learning to gain more knowledge; demonstrate creativity to reach advanced skills into becoming a professional by showing commitment as learning is a lifelong process. Learners are able to reflect critically on past experiences in order to perform better in the future (Kozma, 2008:7; Trilling & Fadel, 2012).

- **Play word games**

Numerous word games are explained in section 6.2.3.4 below. The games named are fly swat, charades, head band, snap, memory, go fish, hangman, word or letter bingo. Other games that can be played to enhance vocabulary instruction are Scrabble and Pictionary. A sequencing game where a story was told or displayed using pictures can also be played. Learners have to use the pictures and sort them in order according to what is happening in the pictures. Learners can then explain what is happening orally or they can write a sentence or two to explain what is happening in each picture to form the story.

- **Word and picture sorts**

Word and picture sorts are also a very easy strategy to use to acquire new vocabulary with regard to topics and themes which can also be easily incorporated into phonics.



Diagram 6.30 Example of word and picture sort with phonics

- **Search the room activity / Scavenger hunt**

Words or sentences are placed on the walls or shelves across the room. Learners are given a worksheet with requirements. For the lower ability learners only words are placed with pictures on the walls. They need to find the matching word for the picture and write this on the worksheet, to complete the sentence. The middle ability learners can find the words and need to draw the picture for each of the words. The high ability learners need to find facts and write these down on the worksheet provided.

Date: _____
Reading for meaning: (RRT)

Facts about the **moon**

Sort the pictures about the moon and write the word to match the picture and complete the sentence:



The _____ is beautiful tonight.

The man wears a _____.





The _____ is smaller than the _____.



There is no _____ to breathe on the moon.



Name: _____
Class: _____

Diagram 6.31 Example of scavenger hunt worksheet (Low Ability)

Date: _____
Reading for meaning: (RRT)

Facts about the **moon**

Find and write eight words about the moon in the class and draw a picture of it:

Name: _____
Class: _____

Diagram 6.32 Example of scavenger hunt worksheet (Middle Ability)

Date: _____	Reading for meaning: (RRT)
Facts about the moon	
Draw a picture of yourself on the moon:	Find and write five facts about the moon in the class: Name: _____ Class: _____

Diagram 6.33 Example of scavenger hunt worksheet (High Ability)

- **Record themselves reading**

Learners can record themselves reading using little recording boxes provided by the Ministry of Education. This is good practice as learners can listen to themselves and then learn to error-correct themselves. Learners can also record and listen to each other. If an MKO is present, the MKO can give directions regarding pronunciation and fluency.

6.2.3.4.3 Leadership and Responsibility

Learners should be able to **guide and lead others** using “interpersonal and problem-solving skills” so that they can guide and influence others positively, by using other’s strengths to attain a common goal. Leaders can motivate others to reach their best potential, by being a good example of selflessness. Leaders demonstrate integrity and impeccable ethical behaviour when using power and influence (Kozma:7, 2008; Trilling & Fadel, 2012).

Being responsible to others means that a learner has to act in a responsible way that considers the interests of society at large (Kozma:7, 2008).

- **MKO's in classroom**

Having a view MKO's in the classroom will greatly assist the teacher. It is a good strategy to use learners who have achieved success in one area of English, to guide and support weaker learners who have not yet achieved success in the area. Learners work together and solve problems enabling the weaker learner to move from his/her unknown area to the more familiar and achieve mastery. This learner can then support another learner in achieving success with reading, writing a sentence or completing an activity.

- **Revise new words learnt during the week**

At the end of the week a teacher can revise the words learnt during the week by doing a short spelling test and using word blocks, magnetic letters or white boards on which to write the words. Learners can also volunteer and write a given word on the display board in front of the class. Revision is important as it ensures that the words are acquired and can be recalled after a period of time.

Gamification can be integrated into this section as games enhance skills like flexibility, adaptability, initiative and self-direction. Through gameplay learners acquire skills like leadership and responsibility.

- **Fly swat**

The fly swat game is played using a fly swat or learners can use their hands. This board game can be displayed on a white board or printed and placed on a table or the floor. Words can be topic related or even high frequency words. One learner reads out the word and the other players must try to hit or swat the word being read aloud. The one who swats the word first, wins the round. The game continues until all the words are read. The winner is the learner with the most word swats.

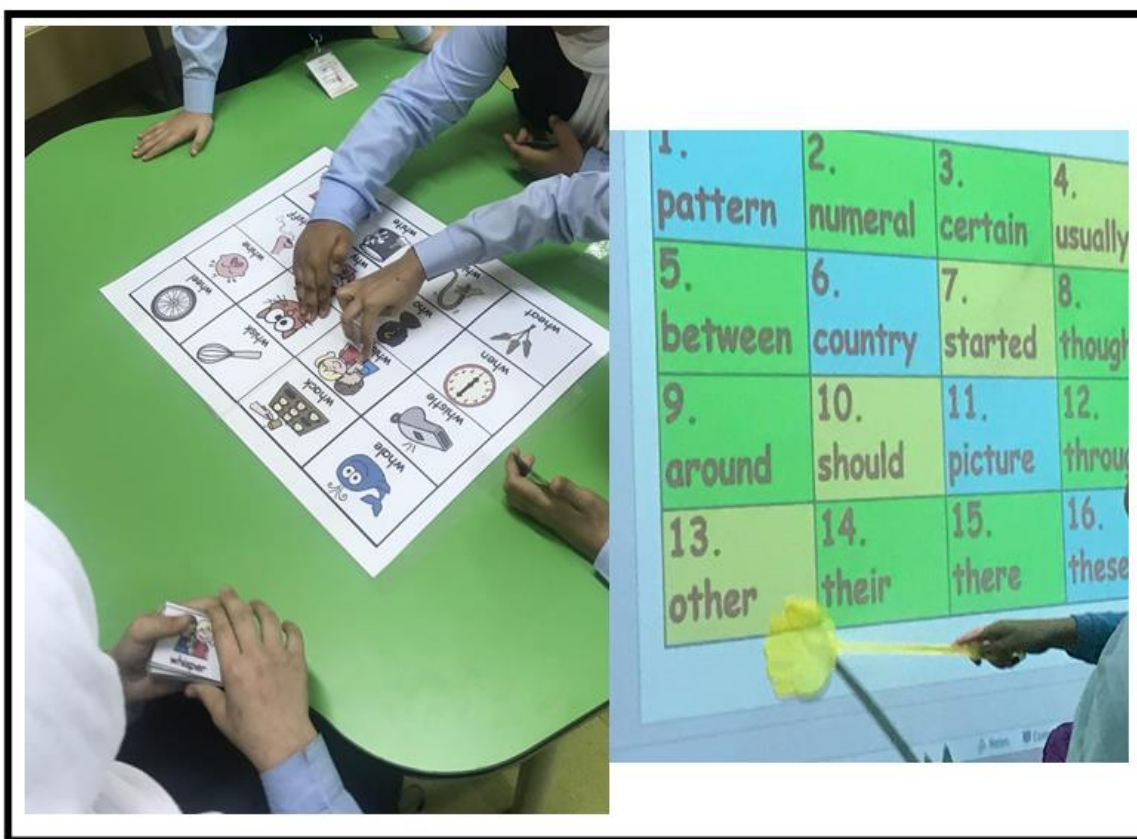


Diagram 6.34 Example of two fly swat games

- **Charades game**

The game is based on gestures. A learner is given a flash card with vocabulary and should use gestures to explain the word to a group of learners or the class. The learner who guesses the word correctly can take the place of the current learner.

- **Head band game**

Learners are given a few words on cards which they shuffle and choose one. They place the card on their forehead and the learner sitting opposite the learner must provide clues until the learner can guess the word correctly.



Diagram 6.35 Example of head band game

- **Snap**

Learners are given cards with words on which are shuffled. These can be thematic words, phonic words or high frequency words. Learners each get a turn to place the cards on the table, one by one, with the word face up. Learners read the word and once two of the same words are placed on top of each other learners try to hit the cards with their hands whilst saying “Snap!” The one who says “snap” first gets the pile of cards. The learner with the most cards wins.

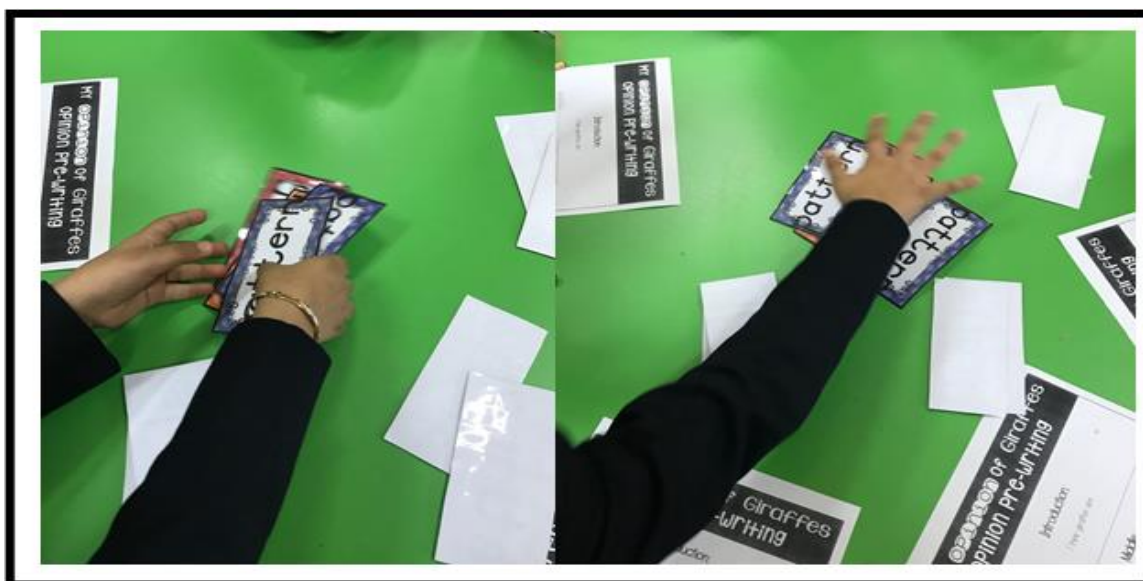


Diagram 6.36 Example of snap game

- **Memory game**

During this game learners are given cards with either words with a picture or just words. Learners scramble the cards and then each gets a turn to turn two cards around. If the cards match the learner gets to take the cards. If the cards do not match they need to turn the cards around and another player has a turn. This continues until all the cards are picked up.

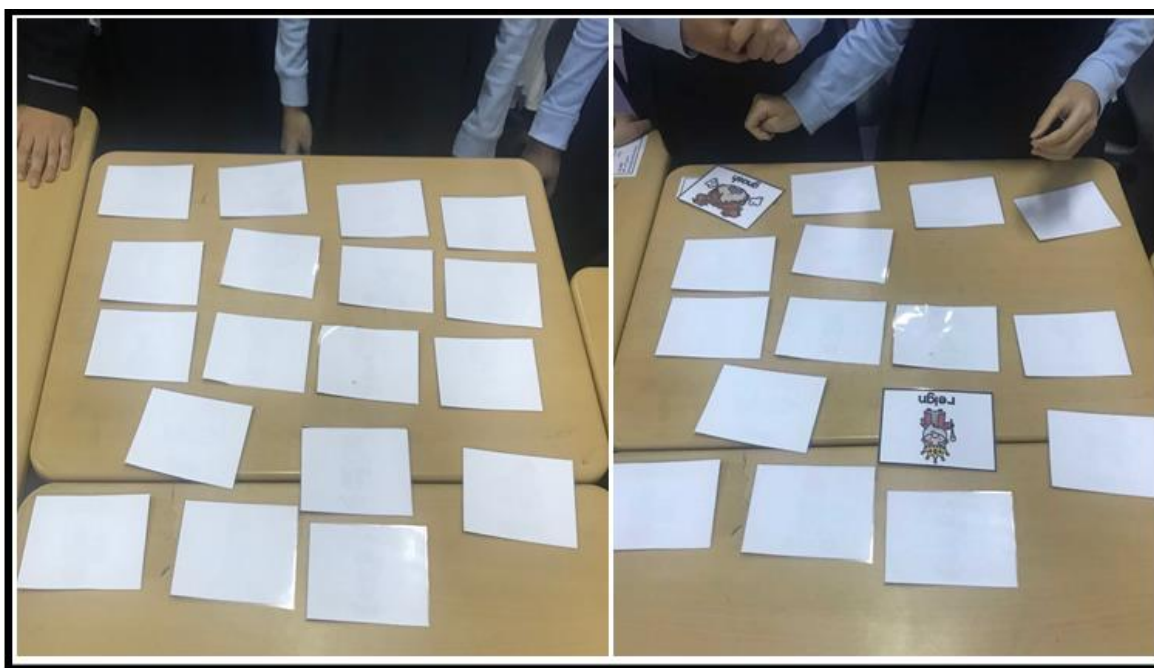


Diagram 6.37 Example of the memory game

- **Go fish**

Go fish can be played using 2 – 5 learners. Cards can be used in pairs or fours. A pack of cards with four of the same pictures with words or four cards with only words on (for more advanced learners) is used. The cards are shuffled and then each player receives 7 cards. All of the cards that are left over are placed in the middle of the table with each player taking a turn to choose one. The player calls one word by reading one of his cards and if any of the other players has the same card they need to give it to the learner who read the word. If the other players do not have a card similar to the one being asked they say “Go fish” and then the player draws a card from the middle of the table. The learner needs four or 2 of a kind (depending on the amount of cards) to have a pack. This pack is then placed on the table for display. The learner who has the most packs of matching cards, wins the game.

- **Hangman**

The learners or teacher choose a word which is represented with blank lines on a board or paper, one line for each letter. There is a line drawn on the side of the board that represent a hanging block. The learners pick a letter from the alphabet and if the letter fits into the word it is written on the correct line. If the letter is not in the word, a head is drawn on the hanging block. Thereafter the neck is drawn and so forth. This continues until the word is completed. The objective of the game is to guess the word before the whole man hangs from the hanging block.

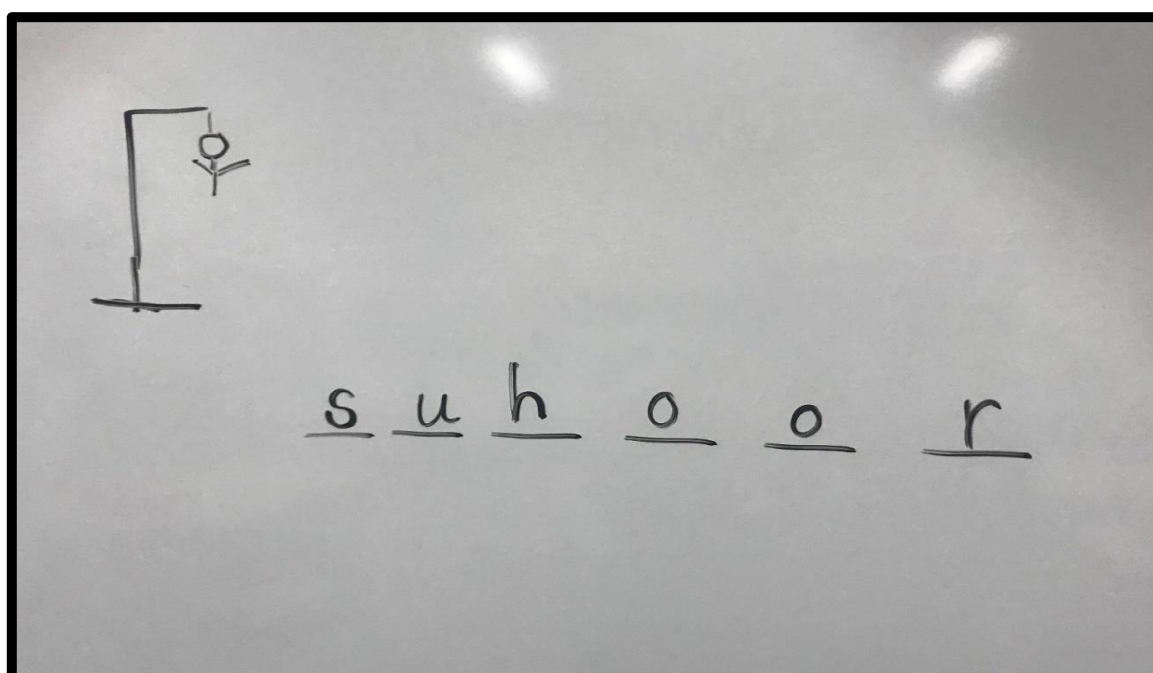


Diagram 6.38 Example of the hangman game

- **Word or letter Bingo**

This strategy / game is played using different game boards for each player. One person reads a word or a letter and if the learner has the word or letter it is covered. This continues until the learner has covered a few words or letters in a diagonal, vertical or horizontal line. The player who has the line on his game board should shout “Bingo!” and is the winner for the round.

There is also a view games on the internet that covers this concept. One website is www.abcya.com. Sight word bingo and letter bingo can be played online using this site.

6.2.4 THEME 5 - Computer programmes as aid to vocabulary enhancement

7.	THEME: Computer programmes as aid to vocabulary enhancement
	Computer – RAZ-Kids
	Computer – Group work with computers
	Computer – Listen to word building programmes
	Computer – Hooked on Phonics
	Computer – Using technology as starting point
	Computer – Using Google for pictures, finding meanings of words
	Computer – Used computer to display videos
	Computer – Behaviour management
	Computer – Live in technological era
	Computer – PPT, Word
	Computer – Letter formation is not perfect – due to font not being on computer
	Computer – finding meanings of words
	Computer – translating words to Arabic
	Computer – smart board provided opportunity for interactive learning

In section 5.5.5 it was mentioned that one of the latest trends in vocabulary enhancement or language acquisition is technology, whether it be an application, the internet or computer based programme, this will be one of the biggest influences of language attainment (Sarica & Cavus, 2009:439). The internet provides an immense amount of resources to English language learners of any proficiency and is also seen as one of the fastest growing areas in the education field.

Teachers also mentioned that some teachers actually disregard the fact that technology can enhance a learning experience and can have a huge impact on vocabulary learning.

[Woodland] *“Uhm, ek dink onderwysers besef nie altyd dat ons in die tegnologie era leef nie en daarom is dit goed om soms die tegnologie te gebruik. Nie net soms nie, baie keer. En daar is baie verskillende webtuistes waar jy selfs deur lees en speel en weet, as ek nou dink aan A-Z reading wat ons gebruik, om eers die klanke wat hulle het voordat hulle in elk geval ‘n woord kan erken, moet hulle die klank kan herken. So, ja daar’s baie wat gaan saam met tegnologie”.*

[Woodland] *“Uhm, I think educators do not always realize that we are living in a technological area and that it is sometimes a good thing to use technology. Not sometimes, but often. There are such a variety of websites where one can even read and play and learn – if I think of A-Z reading, that we are using, to first know the sounds they should have before they can even recognize words, they need to know and recognize the sounds first. So, yes there’s a lot that goes along with technology.”* [own translation of the above].

In the above paragraph the teacher expressed the fact that we do live in a technological era and therefore vocabulary learning can be enhanced using technology. Another teacher stated that some teachers start with using technology as the first strategy for vocabulary enhancement:

[Queen] *“For some people uhm using technology would be the springboard for it all.”*

There are various sites, programmes and applications available to use for this purpose as proposed by some teachers:

[Tender] *“You see back in the States, everything was computerized, so, we had computer programmes. We would sit kids at computer programmes and they would listen oh, nice, with earphones and listen to word building programs.”*

[Kind] *“So, I use a lot of pictures, a lot of using Google and googling and having the assistant say the word in Arabic. To make them understand, what the meaning is in English. So that they have the referral...Yes, right.”*

[Starfish] *“PowerPoint presentation they can relate to and it works much better...”*

[Sphinx] *“Maybe new words for them they didn’t learn or words they didn’t practice. ...they can find out on Google...”*

[Lady] *“And then back home we had a smart board, so we would do a lot of interactive activities on the smart board...and you can move pictures, create a I can’t remember the word, but like a PowerPoint, and then you take the pen and you can drag the picture to match the word. Fun interactive things that you could do to keep them engaged and learning”.*

These teachers mentioned programmes like Hooked on Phonics, A-Z reading, and smartboard programmes. Other ways computer-based technologies were implemented in the classroom were Google for pictures and meanings of words. Some software mentioned that was being used a lot in classrooms was Microsoft – especially PowerPoint with pictures and vocabulary being introduced.

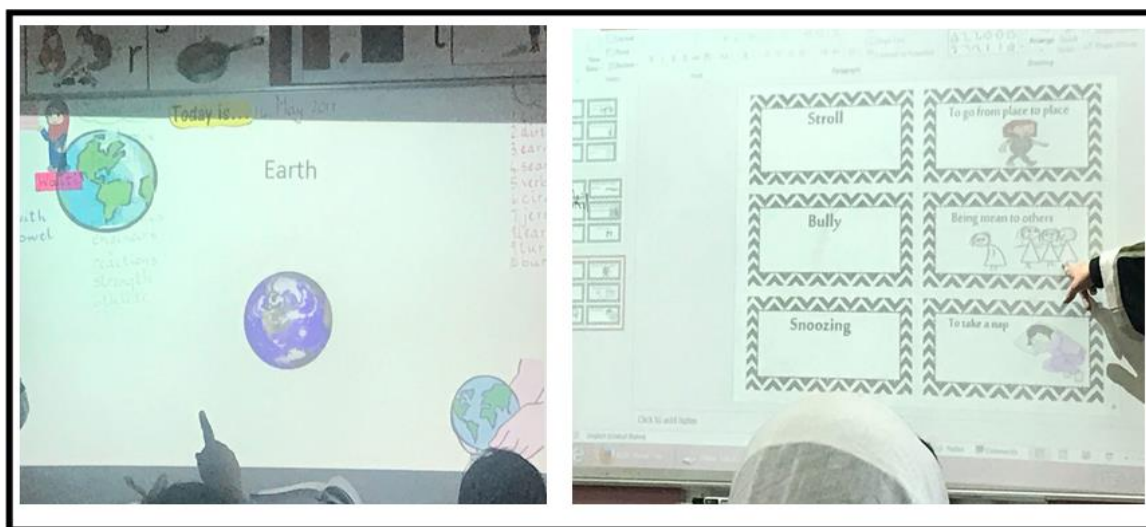


Diagram 6.39 Example of a PowerPoint slide used to enhance vocabulary

Teachers also used the computer and software like Adobe to display pdf files for the learners.

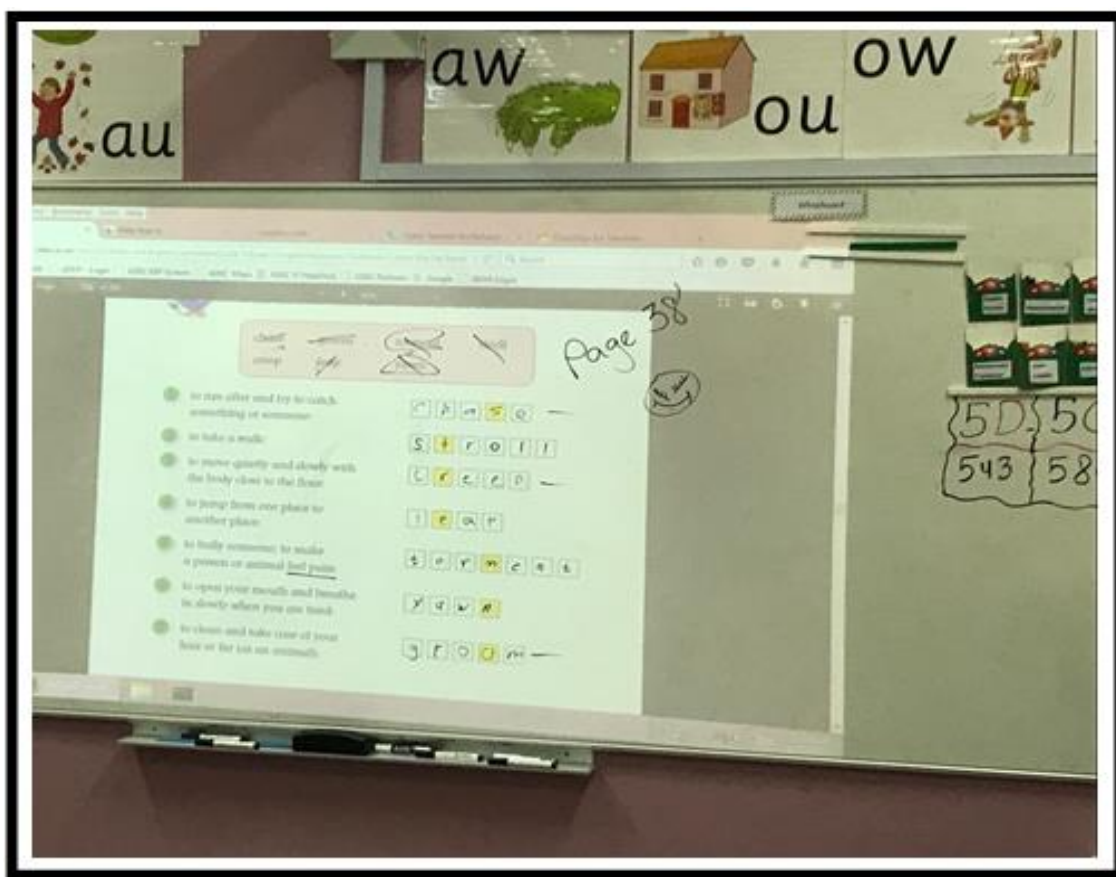


Diagram 6.40 Example of Adobe using a pdf file to enhance vocabulary

Using computer programmes and the internet also allows a teacher more opportunities to differentiate and support the learners at individual levels:

[Tender] *"I loved working with the low-level group and the other four kids would be working on a computer time and working on a vocabulary programmes. I can't remember some of the programs that we had, but Hooked on Phonics was one of the programs that we had that was very good. It broke the words apart and their vowel sounds and that type of thing."*

[Lady] *"And also, uhm, I would do group games, like one of my favourites, is if I give them a little ball and I would sit in a circle and we would do vocabulary words or sight words. And I'd throw the ball to a student and they must either read the word on the interactive board..."*

It also appeared that even though some of the teachers did not mention using computers in their classrooms as an aspect that needs to be considered while

enhancing vocabulary development, that they all make use of this feature on a regular basis. This showed me that they were aware of the fact that this is an important aspect that can be used as a crucial strategy in vocabulary enhancement.

[Sun] *Videos – herbivore, carnivore, omnivore (simple English); Food chain – vocabulary introducing / revising Science vocabulary (teaching materials used in lesson)* [lesson observation].

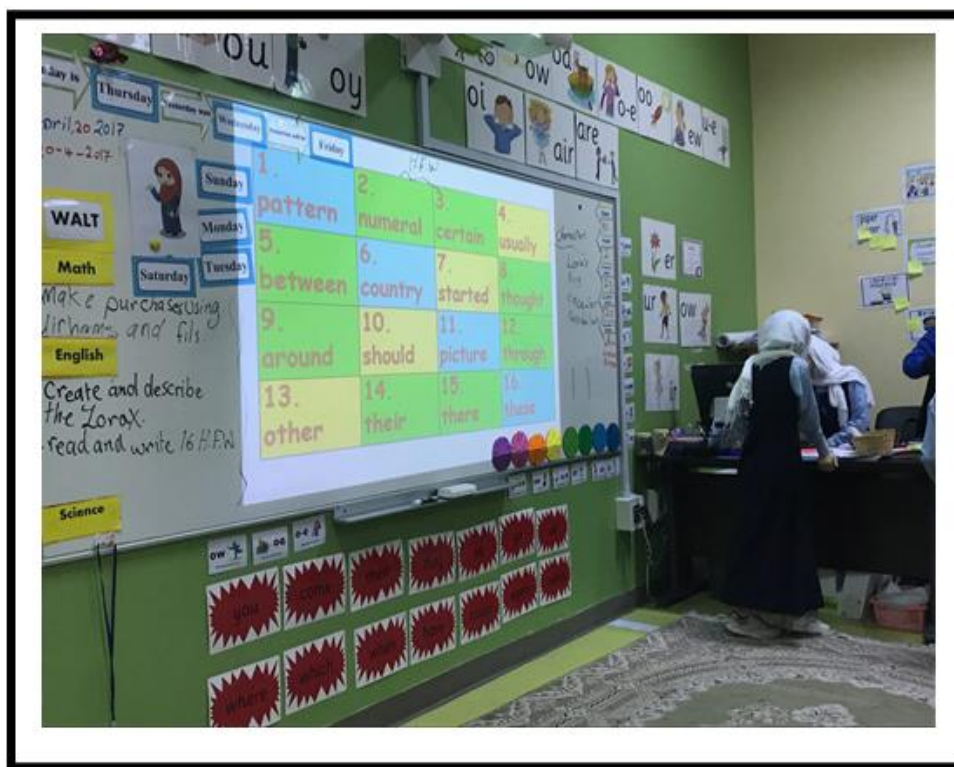


Diagram 6.41 Example of technology being used in a lesson

There are many advantages and disadvantages with regard to implementing technology in the language learning classroom, as mentioned by one teacher:

[Starfish] *“You know, it does have its pro’s and con’s especially when it comes to the writing of the PowerPoint, the way the letters are, it’s not how it’s supposed to be but for me it works in a way. They know that this is a light, or a page or a bird.”*

As mentioned above one disadvantage of using PowerPoint is the fact that it changes the font to a font available on the computer, if the font it was designed in is not available. Usually one is able to use a font to model what the correct way to write a letter, when designing a PowerPoint. This must then be saved in another way than

the normal template, as it will change when being used if the font is not available on the computer.

Using computer programmes, internet sources like Google for pictures or Google translate are excellent advantages of implementing computers in vocabulary enhancement. Integrating videos for example a teacher has the ability to tap into learners' multisensory environment by showing moving pictures, hearing spoken English and also adding movement to a video if the learners clap together or count in multiples.

Using multiple senses as mentioned in section 2.3.2 and 2.3.3 during the Central Executive's use of the phonological loop and visuo-spatial loop integrates language in multiple regions of the brain. This involvement of more senses at one time enhances the learning experience for the learner and creates a better lasting memory in the long-term memory, especially if the inner scribe in the visuo-spatial loop has time to process the information. If the vocabulary being learnt is also relevant to the context using contextual clues and vocabulary from the immediate environment (see sections 1.10.2; 3.3; 2.2.1.5; 5.5.3.1 belief 10; 5.5.3.3 practice 2 and section 6.2.1), vocabulary depth and breadth would definitely increase due to the input received.

6.3 Implications for implementing strategies

It is important to remember when using any strategy that a teacher should link the learning experience at school to a learner's home, either by sending work home, so that the parents know what the learner is learning at school, or by communication letters. Learners also need to practice at home the vocabulary learnt at school. This is sometimes difficult as established in section 5.5.4.1, due to a lack of exposure to spoken and written English at home. For this reason, the teacher must ensure that the language experience at school and the strategies used are very effective, in order to ensure attainment of English.

A teacher also needs to make relevant activity sheets, based on learners' needs which should be differentiated on learners' abilities to provide appropriate work for them to master. This can be linked to a learner's ZPD, as it should be adequate for mastery, but allows them to be challenged in order to progress. The teacher needs to make

vocabulary learning as much fun as possible to entice learners and motivate them to want to learn the new language which is the most important aspect in language learning.

6.4 Summary

In this chapter the suggestion of strategies for vocabulary enhancement and vocabulary components that need addressing were discussed. The 21st century skills were integrated with these strategies to ensure that learners develop the skills needed for the modern, technological era of today in the second language classroom. Computer programmes as an aid to vocabulary enhancement were also discussed. In the following chapter the conclusions, contribution, recommendations for further study as well as the limitations and summary will be discussed.

CHAPTER 7

CONCLUSIONS, CONTRIBUTION, RECOMMENDATIONS FOR FURTHER STUDY, LIMITATIONS AND SUMMARY

7.1 Introduction

The focus of this qualitative, descriptive, interpretive case study was to determine the strategies that can be used to enhance the vocabulary of the learners in the language of instruction. This took place in a Cycle One school, based in the Al Dhafra region of Abu Dhabi, in the United Arab Emirates.

The previous chapter depicted the suggestion of strategies for vocabulary enhancement and vocabulary components that need to be addressed. 21st Century skills were integrated with the strategies collected in this study which were integrated to ensure that learners develop the skills needed for the modern, technological era of today in the second language classroom.

This chapter provides an overview of the study. Thereafter the factual and conceptual conclusions and the contribution to education and English second language research will be discussed, with particular reference to the region in which the study took place. The limitations of this study will be listed, recommendations for further study will be provided and the chapter will conclude with a summary.

7.2 Context of the study

This study is situated in the educational context, based in an elementary (primary) school in Abu Dhabi, in the United Arab Emirates. *First*, the purpose of this study was to explore the strategies that the teachers use to enhance vocabulary acquisition in a Cycle One school based in the Al Dhafra Region of Abu Dhabi (see section 1.6), *secondly* to investigate the vernacular of the teachers who are teaching English, their opinions about the awareness, beliefs and practices regarding vocabulary acquisition in ESL, how they define vocabulary and to determine the factors that can influence the acquisition of ESL vocabulary with ESL learners, with particular relevance to the context in the particular region. *Thirdly*, this study enabled me to provide suggestions for vocabulary enhancement in the language of instruction, integrated with 21st

Century skills. There is a dire need for research regarding the best methods or combination of methods for use in vocabulary instruction (Butler *et al.*, 2010:2). Subon (2016:285) also stated that there is a dire need to provide educators with strategies that can be used to teach learners and thus enable them to enhance their vocabulary depth and breadth.

7.3 Summary of the study

Chapter One provides the introduction and background for the study and the Abu Dhabi School Model was explained. The challenges that are evident in the context like a first language burden, differences in the learners' levels of bilingualism and factors contributing to low academic achievement in the region are discussed (sections 1.2.1, 1.2.2 and 1.2.3). The chapter continues where the systems that are put in place to support the Abu Dhabi School Model like various dual models of language instruction in English and Arabic and effective teaching and curricula programmes are depicted. This was followed by the problem statement and motivation for research, where after the key concepts were clarified, the purpose and significance of the study were provided as well as the research questions and aims. The research methodology is described as a road map for the study and the chapter concludes with the trustworthiness criteria, ethical issues, chapter division and summary of the chapter.

Chapter Two underpins the theories used in this qualitative, descriptive, interpretive case study. Theories in language development underpinning this empirical study are the SCT (Social Cultural Theory) of Vygotsky (1978b), the ZPD and the Working Memory Model (WMM) of Baddeley and Hitch (1974).

Chapter Three encompasses literature reviewed regarding vocabulary enhancement. This includes the importance of vocabulary, the development of second language vocabulary (natural cognitive development), the scope of vocabulary as subject and teaching vocabulary incidentally and explicitly as well as a description of an effective language learner.

Chapter Four portrays the layout for the research design and methodology that was used to conduct the research. This includes the research paradigm, the research design, participants involved during this study, the procedure that was followed to do

data collection, the procedure involved in data analysis and the ethical and trustworthiness aspects that were relevant in this research study.

In **Chapter Five** I present the findings of the empirical research using thematic analysis (TA). Nine themes are identified and divided into three categories, namely: i) challenges regarding vocabulary; ii) strategies and vocabulary components that need addressing and iii) teachers' awareness, beliefs and practices regarding vocabulary acquisition in ESL. It became evident that professional development on vocabulary development for teachers of ESL learners was necessary. The themes describing the challenges are discussed in detail in this chapter. I also discuss the demographic data of the interviewees in this chapter.

Chapter Six highlights the themes underpinning vocabulary components and the strategies collected and explored during the interviews. The suggested strategies are then integrated with 21st Century skills to provide an integrated approach for acquiring skills and vocabulary depth and breadth.

Chapter Seven provides an overview of the whole study in which the factual and conceptual conclusions, the contribution to education and English second language research are discussed. The limitations of this study are listed, as are recommendations for further study and a summary concludes the chapter.

7.4 Conclusions

The conclusion of the study is used to provide a summary of the strategies that were explored that could enhance vocabulary acquisition in the language of learning and teaching. The factual and conceptual conclusions are depicted below and are provided as a final reflection linking the conceptual framework, theories and research questions as a unit (Leshem & Trafford, 2007).

7.4.1 Factual conclusions

Factual conclusions are the facts derived from the data collected which acts as evidence and states the exact conclusions accumulated from the data and findings (Trafford & Leshem, 2008:140). The factual conclusions correlate with the research questions and aims stated in section 1.7 and 1.8. Nine themes were derived using

Thematic Analysis which correlate to the research question and sub questions. This will be illustrated in Table 7.1 below:

Table 7.1 Research themes correlating with the research questions

Theme	Research Questions
1. Challenges arising due to lack of vocabulary knowledge by learners.	
2. Teachers' views regarding the value of vocabulary.	
3. Strategies to enhance vocabulary acquisition in the language of teaching.	What strategies are used to enhance the vocabulary development of the learners in the language of learning and teaching? How effective are the strategies used to enhance vocabulary learning?
4. Vocabulary components that need enhancement.	What vocabulary components should be addressed in the English Second Language classes?
5. Computer programmes as aid to vocabulary enhancement.	
6. Awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL.	What are the opinions about the awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL?
7. Teachers' perspectives regarding vocabulary.	How do they define vocabulary?
8. Factors influencing vocabulary acquisition with ESL learners.	What are the factors that can influence the acquisition of ESL vocabulary with ESL learners?

9. Professional development on vocabulary development for teachers of ESL learners.	

Based on the above findings the nine themes were then divided into three categories namely, i) challenges regarding vocabulary teaching; ii) suggestion of strategies and vocabulary components that need addressing and iii) teachers' awareness, beliefs and practices regarding vocabulary acquisition in ESL (see Table 5.4). These categories with their sub-categories will be discussed below.

7.4.1.1 Exploring and describing the nature of the challenges that teachers face regarding the teaching of vocabulary

The *first challenge* that the teachers face when teaching the learners is based on a lack of vocabulary knowledge. This theme arose as the teachers expressed their frustrations and negative emotions about the fact that the learners are expected to be taught in English as the Ministry of Education expects a 50:50 rate of bilingualism from the learners (section 1.2.1). The teachers expressed the fact that learners are experiencing various problems when expressing themselves either orally or in written form. This is due to the lack of vocabulary knowledge. While expressing their frustrations to me, it was concerning to note that in some classes vocabulary was not even touched on. Vocabulary should be addressed at the commencement of a lesson and new vocabulary should be introduced, and vocabulary already introduced should be recapped. Educators of English and subjects taught in English like Mathematics and Science should be competent and knowledgeable. Vocabulary should always be addressed, especially in an ESL environment.

The *second challenge* explores and describes the teacher's views regarding the value of vocabulary. When asking the teachers their opinions regarding the beliefs, awareness and practices when acquiring vocabulary in a second language, only four of the teachers voiced the importance of vocabulary acquisition and linking this vocabulary acquisition to academic success. The teachers reiterated that the lack of vocabulary acquisition, will lead to a demise in reading, writing and speaking in English. Statements used to describe the value of vocabulary were: "crucial, important, a main thing or a building block for reading writing and understanding in the

language of learning”. The teachers also touched on the importance of considering a learner’s prior learning experiences, when teaching vocabulary. As English forms an integral part of the learners’ lives in the school context in the United Arab Emirates, it is important to note that the lack of explicit vocabulary teaching, cannot be reiterated enough. It was also important to note during this stage that during the collection of demographic data, eight out of the ten teachers informed me that they had between 2 and 14 years of ESL teaching experience. Even though these teachers stated their years of experience orally, it was sad to note that this “experience” was not applied in some of the classrooms during the lesson observations. Unfortunately, this lack of application of knowledge is to the detriment of the learners in these classrooms.

The *third challenge* was to determine the factors influencing vocabulary acquisition with ESL learners. The guiding question that lead me to this theme was: “*What are the factors that can influence the acquisition of ESL vocabulary with ESL learners?*” Surprisingly, most of the teachers did not know what the meaning of the word *factor* was. Upon asking, I had to clarify the word, without providing factors. I stated that this could be seen as anything that could hinder vocabulary acquisition or enhancement for an ESL learner. After this explanation all of the teachers were able to provide a few factors.

The factors collected are relevant to the context in which the study took place. The factors were divided into three categories, namely: factors that involve learners, factors that involve teachers and factors that involve teachers and learners (see Table 5.10). The factors involving learners were also subdivided into three categories. Parents’ influence (home environment); learners’ personal attributes and the school environment (see section 5.5.4.1). The factors involving teachers were also sorted into categories: the language itself, the teachers’ attitude, motivation, teaching strategies, and other factors involving teachers (see section 5.5.4.2.1– 5.5.4.2.5). Factors involving teachers and learners were discussed in section 5.5.4.3.

7.4.1.2 Determining the strategies and vocabulary components that need addressing

When determining the strategies and vocabulary components that need addressing, four sub categories arose from the data collected. The teachers’ perspectives

regarding vocabulary, vocabulary components that need enhancement, strategies to enhance vocabulary acquisition in the language of teaching and computer programmes as aid to vocabulary enhancement.

The *first aspect* regarding the determination of strategies was to gain insight into the teachers' perspectives regarding vocabulary. The question asked during the interview process was: "*How would you define vocabulary?*" All of the teachers easily provided a good definition with regard to vocabulary and a collective definition was created by combining all the various aspects that the teachers considered as *vocabulary*. The teachers stated that *vocabulary* was words that are acquired, and the meanings are learnt. A learner would then be able to apply the new vocabulary acquired. Vocabulary consists of active and inactive vocabulary, as we do not use all the words we learn on a daily basis. Vocabulary also encompasses new vocabulary learnt and using these words to describe something. Vocabulary can range from using vocabulary for simple instructions, into more complex vocabulary learnt from content like Mathematics or Science. Acquiring new vocabulary is complex and for this reason it should be related and introduced using themes. These themes should be related to the context to be relevant to the learners as they can relate to the vocabulary being studied. This context related vocabulary allows learners to follow along and improves their understanding of the vocabulary used. This ensures that they acquire a useful and functional language, in which they are able to relay the meanings and converse which enables them to be understandable to other people talking to them (See section 6.2.2.1). It is crucial to use the correct vocabulary at the correct time to relay one's message and ensure that the concept is grasped when relaying a message or a story.

The above implies that a learner acquiring a new language will achieve a "feel good" feeling about him/herself and would set aside fears of the new language. The learner will gain confidence daily, as people understand him/her in a language other than Arabic. This will have a snowball effect as psychologically the learners would want to feel the praise and achievement and therefore repeat their actions of speaking and applying English. Since the shyness has disappeared from their psyche they will take more chances and might grow a quest for learning more about the language.

The *second aspect* that arose was the fact that vocabulary components needed enhancement. Upon asking the question: “*What vocabulary components should be addressed in the English Second Language classes?*” the following information was collected.

Through data collection 39 components were identified and grouped together under grammar, reading and smaller components needed to read successfully and implement the correct grammatical rules when speaking and writing. The scope of vocabulary includes the following with examples given by the teachers:

- **Active and passive vocabulary** (active vocabulary is vocabulary that is used in writing or spoken form and passive vocabulary as vocabulary used when reading or listening. The teachers stressed the fact that learners lack expressive vocabulary for speaking (section 5.5.1). Lacking active and passive vocabulary leads to the inability to express themselves or even write simple sentences. Comprehension is impeded, and learners are unable to grasp anything in the lesson, without the adequate amount of vocabulary knowledge (see section 6.2.2.2). Passive vocabulary like gestures are extremely important and methods like TPR (Total Physical Response) where the teacher acts out her spoken instructions will be a great help in the ESL classroom.

- **Vocabulary knowledge**

Word meaning (meanings of words with direct referents like Burj Khalifa and Grand Mosque). These words need to be taught explicitly considering the context in which they are taught. A learners' prior knowledge should also be considered when teaching vocabulary.

Word register (This means that a learner needs to attain extra meanings that allow him/her to gather more information about a word. Word register colours the word and depicts the usage of the word). It is important to remember that when teaching an Arabic learner, the learner already has a triglossic language burden, as Arabic is divided into three categories (see section 1.2.2.1). The teachers unknowingly referred to word register when they used code switching in their classrooms. Only two teachers

were observed using code switching or a written translation of the English words they introduced. During the observations one could clearly see them having an “ah-a” moment, the minute they received the Arabic translation of an unfamiliar word. Some of the learners whose English vocabulary is broader were able to provide the Arabic translation of a word at a particular time in the lesson. This stressed the fact that having Arabic as an aid when introducing new English vocabulary, assists the learners in comprehending the new words faster than without a translation.

It was also noted that the register used to explain the new vocabulary during lessons was too complex which is due to the fact that most of the teachers are native English speakers. Even though they stated that they have ESL experience, it was observed that these teachers use a high level register and are unable to simplify the definitions of the words to ensure that the learners attain the new vocabulary (see section 6.2.2.1.2).

Associations of words (words are categorized according to lexicon.) Associations are organized into categories clang, syntagmatic and paradigmatic (see section 3.4.2). One teacher referred to association during data collection and associated new vocabulary by using pictures to associate the word with the picture. This enables the learners to acquire the English words easily as they are familiar with the Arabic word associated with the picture. Association with regard to clangs, syntagmatic and paradigmatic associations were not observed in any lessons or mentioned by any teacher.

Written and spoken form of the word (The written word is represented using orthography relevant to the language being attained and the spoken form of the words is represented by pronunciation, phonemes, digraphs and how sounds play a role in speech production). This aspect of vocabulary knowledge was the best-known vocabulary component. All the teachers mentioned teaching phonics or letters once in their interviews. This component is the most crucial aspect of word knowledge, as without word recognition and production, access to any of the other categories in the scope of vocabulary will be denied. The inability to encode or decode is directly linked with a lack of vocabulary knowledge and an inability to express themselves as they are unable to read the words.

Access to vocabulary knowledge is denied and cannot be unlocked. For this reason, teachers need to teach decoding and encoding strategies (see section 6.2.2.2.4, 6.2.2.1.2) to unlock the phonemic and orthographic code of English or any other language for that matter, as Arabic also manifests with various letter symbols that have particular sounds. Another aspect of written and spoken form of the word was mentioned by one teacher when she described how she allows them to write the words and then break them up into syllables as this helps with remembering the words. This also allows them the opportunity to write the word, see the word and then decode and encode it to become part of their active vocabulary.

Pronunciation was also identified as a component due to the fact that all words also need to be spoken. Pronunciation is another crucial aspect, as mispronunciation leads to miscommunication and a misunderstanding regarding the meaning of a word. Another challenge that the learners faced were errors made due to incorrect pronunciation. This can be due to the richness of English phonemes, as the letters are written the same but are stressed in another manner due to the phonemic sound thereof. The “au” in sauce is different to the “aw” in paw, even though they sound the same. This confuses the learners and if words are not explicitly learnt or memorised learners reproduce the words incorrectly orthographically when writing spelling tests. All teachers were good models of English with regard to pronunciation of the words being acquired at the time. although occasionally one or two teachers spoke too fast, where new vocabulary was concerned. For this reason, teachers need to ensure that they are fully equipped in pronouncing the new vocabulary correctly as they are the role model of English in the ESL classroom.

Grammatical behaviour of a word (grammatical knowledge and lexical knowledge). Teachers provided homophones, homographs, parts of speech, singular and plural forms of words and morphology as components (see section 6.2.2.2.5).

Collocations of words (the occurrence of two or more words in discourse. Some words occur together in the same context for example fishing and lake). Teachers provided examples of word family use as well as using opposites or synonyms to teach vocabulary. One teacher implemented word sorts to establish word families but did

this without using the words explicitly and only used the beginning sounds of the words with the pictures. This activity could have been more successful had she provided the word to sort with the picture (see section 6.2.2.2.6). Another teacher used thesauruses or dictionaries and asked the learners to provide synonyms for the words provided. She motivated them to use words like large, huge or enormous instead of using big the whole time.

Frequency of the word (high frequency and low frequency words). High frequency words are used across the school from Grade 1 – 5. Grade 1's are expected to read 100 of these words in the year and this increases with a 100 words per year, per grade. Teachers are aware of this vocabulary component as they are all using these words in their classroom at one or another stage in their teaching. In most classrooms observed the high frequency words were displayed on the board or on a word wall at the back of the classroom. This shows that the teachers realize that learners need to acquire high frequency words and that this is an important component in language acquisition (see section 6.2.2.2.7).

- **Depth and breadth of vocabulary**

It became clear from the data collected that teachers did not name vocabulary depth and breadth as a specific component in teaching vocabulary, but only referred to high frequency words that they either teach incidentally or by introducing them explicitly. These words are then used to write spelling tests at the end of a week. Vocabulary depth refers to the meanings of a word known by a learner and vocabulary breadth is the amount of words that a learner knows (see section 3.4.3).

It had to be noted in this theme, that some teachers did not understand what a vocabulary component was. This statement is made due to observations that I made while interviewing the teachers as well as lesson observations. Two teachers frowned upon the question and one stated that I am using big words and only provided one component that could be considered in the study. This led me to conclude that the teachers have varying knowledge regarding vocabulary components and that they do not always incorporate these during vocabulary instruction. The component used the most in lessons observed was pronunciation under the spoken vocabulary knowledge component, with the written component. Morphology is being used by five out of the

ten teachers in the form of syllabification, morphology, chunking, breaking up, plural and singular forms, prefixes and suffixes. High frequency words were the most familiar concept as this was seen throughout the school and it also forms an important part of the school improvement plan each year.

The *third aspect* regarding vocabulary was the strategies that were and can be used to enhance vocabulary acquisition in the language of teaching. Upon being asked what strategies they used to enhance the vocabulary development of the learners in the language of learning and teaching and observing the effectiveness of some of the strategies during lesson observations it was established that all the teachers were able to identify numerous strategies for vocabulary acquisition during the interviews. Unfortunately, when observing them in their classrooms, some of them did not use effective strategies (see section 3.5) and others did not use any strategies to address vocabulary acquisition in the classroom, despite numerous years of ESL teaching experience. One teacher did a Mathematics lesson while being observed and did not address any concept vocabulary. Even though Mathematics is not a language per se, it still has content and concept vocabulary that should be grasped in order for a learner to apply the activity matching the word for example calculate, add, plus, minus etc.

English second language learners lack English fluency, due to the inadequate command of their English teachers (Hugo & Nieman, 2010:61), however in the context of the study, UAE, this is not the case. The English teachers appointed are mother tongue English or native English speakers. The difference is that some have numerous years of ESL teaching experience, which is a dire need to effectively teach English as a second language. Unfortunately, some teachers, even though native English speaking, do not have any prior ESL experience and insufficient knowledge of instructing ESL learners (Medgyes, 2001:436). This then leads to a lack of fluency due to the inadequate knowledge regarding effective vocabulary strategies. Therefore, language acquisition requires vocabulary acquisition and effective strategies (Ferreira, 2007:9). Not all teachers use effective strategies to support vocabulary acquisition and the retention of the newly acquired vocabulary, which is why learners lack expressive, passive, spoken and written vocabulary.

Initially 80 strategies were collected, but after combining some strategies and deleting some due to an overlap 59 strategies remained. One of the factors (see section 5.5.4.2.5) that stood out during the interviews was that of time restrictions that the teachers experienced, as they do not have one class for the whole day but only have 45 minutes per class per day for English, Mathematics and Science. Due to this time restriction teachers need relevant, revised effective strategies to bridge the learners' vocabulary knowledge, depth and breadth gap. This will provide them with the adequate vocabulary to express themselves orally and in written form. Vocabulary knowledge can be enhanced when the teachers teach vocabulary explicitly and incidentally and not only incidentally or not at all.

I used the strategies collected and combined them with the 21st Century skills, as skill attainment can happen across the board in any subject using any theme. I distributed the strategies across the 4 main skills, as this could happen incidentally, and a teacher does not need to implement too much planning time for this to take place. The combination of skills and strategies are the main contribution to the study and will be discussed in section 7.6 in more detail.

The *fourth aspect* regarding vocabulary was computer programmes as aid to vocabulary enhancement. This aspect links very well with the ICT or Information, Media and Technology skill discussed in section 6.2.3.2 as well as being an aid to vocabulary enhancement as discussed in section 6.2.4. We are currently living in an Information age where any information is available on the internet via computers, cell phones, tablets, iPad's etc. Information technology is also one of the fastest growing industries in the world at the moment. This was also one of the newest trends used in language learning (see section 5.5.5). Vocabulary strategies discussed were group work using computers, computer-based vocabulary programmes, Google translate and definitions, Google for pictures, RAZ-kids, Software programmes like Microsoft Word, Excel and Powerpoint. Also included were PDF programmes like Adobe software, listening to stories and word building programmes, watching videos with vocabulary and using ICT resources as attention grabbers at the beginning of a lesson. When implementing any of the strategies discussed in section 6.2.3 and 6.2.4 it is important to note that these strategies should link the learners' home environment (context) and prior learning to these strategies which can be established by sending

work home to provide information to the parents or sending an information letter. Learners also need to practice vocabulary at home, as time is limited for practice at school. This also ensures that the learners retain the words easily as they become familiar with them, due to practice. This is a challenge as exposure to written and spoken English at home deprives the learners of parental help, as some are still illiterate or cannot speak a word of English at all. Due to this important contextual factor hindering the learners' language acquisition the teacher must ensure that the language experience at school and the strategies used are very effective and rich to ensure attainment of English.

Activity sheets must be relevant and based on learners' needs. These should be differentiated into learners' abilities to provide appropriate work for them to master. This can be linked to a learner's ZPD, as it should be adequate for mastery, but allows them to be challenged regarding progress. The teacher needs to make vocabulary learning as much fun as possible to spark learners' interests and motivate them to acquire the new language which is the most important aspect in language learning.

7.4.1.3 Exploring the awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL.

The three aspects, beliefs, practices and awareness of teachers regarding vocabulary acquisition were divided into sections to address them in more detail.

Beliefs of teachers regarding vocabulary acquisition in ESL

When exploring this theme, research provided a few definitions to better understand teachers' beliefs, namely: i) conceptual systems, ii) a set of representations or iii) teacher orientations (Schoenfeld, 2011). Thirteen beliefs were discovered during the data analysis process, but some were combined due to overlaps. Teachers' orientations are the foundation on which their practices are built, and it should thus be aligned to enable learners to achieve success (Wright-Maley & Green, 2015:4). The ten beliefs that were discovered were: second language acquisition does not happen quickly, language development is a holistic process, acquisition of a learners' native language should be observed, have empathy with learners, learn vocabulary to enable expression in English as it forms the basis of every language, other issues involved in vocabulary development, teaching English to ESL is different from teaching it to native

speakers, teachers are resources through collaboration, visuals are needed to learn new vocabulary, as well as the exposure to sight words. These beliefs are important criteria that an ESL teacher must have and continuously be aware of while teaching. When a teacher considers these ten beliefs, holistic vocabulary enhancement of an ESL learner will be achieved.

Practices of teachers regarding vocabulary acquisition in ESL

These practices entailed: reflective teaching practices, the lack of experience or training in teaching ESL learners, different strategies to use for ESL learners compared to native speakers, PowerPoints made to fit context, incidental teaching moments and 21st Century Skills.

Reflective teaching underpins the fact that teaching should be accompanied by a teacher's reflective practices, as this should inform his/her teaching, planning and follow-up actions and activities. This also includes learners' success. A reflective practice is a cyclical process of self-evaluation. Only one teacher mentioned reflective practices, but this does not mean that they do not consider this during their planning. I think the value of this practice is misunderstood and not considered as something that could add value to their practices. In ESL classroom teachers cannot enter unprepared and grasp around at straws or resources to teach relevant vocabulary.

The lack of experience or training in teaching ESL learners arises when teachers are confident and state that they have adequate experience in teaching ESL learners, but the context surrounding these learners present to be a big challenge. Research determined that even though there are educational specialists in ESL as well as bilingual teachers, who have expertise in supporting and teaching ESL learners, it is true that many teachers do not have the expertise to assist each learner on their own individual level. Learners in the UAE public schools are ESL learners. Teachers do not always prepare themselves well before lessons and rely on their "feelings" or intuition to teach these learners – mostly to the detriment of the learners. It became evident during my interviews and observations that some teachers did not have experience in teaching ESL learners and their prior experiences expected them to teach native or mother tongue English learners. Some teachers stated having numerous years of ESL teaching experience (between 2 – 15 years), but during my

observations none of this “experience” was evident in their teaching practices. I also encountered some pedagogical errors in the “experienced” teachers’ classrooms like: reading new texts too fast; omitting to explicitly explain the new or difficult vocabulary; no pictorial clues were used to aid new vocabulary understanding; do not start from the known (background knowledge) and move to the unknown; classrooms are not print-rich; and too much teacher talk with almost no interaction from learners.

Another aspect to be considered when discussing the practices are the *different strategies to use for ESL learners compared to native speakers*. This practice overlapped with belief 7 (section 5.5.3.1 pg. 137-142) that entails that the teaching of native speakers is different from teaching non-native or ESL learners.

The next aspect discussed was ***PowerPoints are made to fit context***. This practice formed part of the ICT aspect discussed in section 6.2.3.2. It was important to note that when a teacher provides vocabulary, this should be context specific (see section 1.10.2; 3.3; 3.6; and 5.5.4.3 bullet point 8). The use of computers is essential in the modern technological age of today and is currently one of the fastest growing trends in education (see section 5.5.5).

Incidental teaching moments were discussed in section 1.5.1 by applying the concept of fast mapping where a learner can acquire some aspects of a word after a few incidental exposures. Nation *et al.* (1997:11) agreed that incidental learning should be used to acquire a vast amount of vocabulary (see section 3.3). One teacher applied this during her lesson and another mentioned it during her interview. The use of incidental teaching should not be neglected, but teaching vocabulary should entail incidental and explicit teaching, as incidental teaching alone to the learners in the context of the UAE would not be the most effective strategy to implement, as they have little exposure to written and oral English vocabulary experiences.

21st Century skills were the last aspect discussed. This concept is a very popular pedagogical concept being implemented in the UAE currently. Learners should become responsible for their own learning and due to the vast amount of knowledge and knowledge economy boom on the internet and access to the internet, this is possible. Learners should be guided into becoming managers of their own learning by acquiring four main skills. These skills are 21st Century Themes, Information, Media

and Technology Skills, Innovation and Learning Skills and life and career skills. These skills are essential in the current era that we live in , but even more so for future needs as economies need people who can solve advanced problems by using innovative skills and techniques.

Awareness of teachers regarding vocabulary acquisition in ESL

Teachers need to be aware of challenges and make a conscious paradigm shift as methods that work for native speakers do not work for non-native speakers. They also do not know enough or do not have enough experience or no experience regarding strategies to implement to enhance the vocabulary of ESL learners. Finally, some teachers take it for granted that learners are native speakers or first language speakers in English and therefore do not provide adequate support for certain learners whose language barrier and gap is bigger than another learners. This is due to the fact that the particular learner might not have any model or peer at home assisting in English. Some teachers might also take vocabulary acquisition for granted and expect that learners must enhance their vocabulary on their own or otherwise they must accumulate it by incidental teaching and learning, which is not the best solution for the language gap. Explicit teaching of context valuable words and high frequency words is essential for these learners to make progress.

It is essential to reiterate the fact that the learners grow up in a cultural environment where they have little to no exposure to written or spoken English. They live in a small fishing village, in a remote area outside Abu Dhabi. In this village there are no malls to provide external exposure to written or spoken English. There are only a few small Indian or Pakistani owned shops. Learners are able to assist themselves everywhere they go using Arabic in the community. This is one of the main reasons why their English might not be on the same level as the learners in the city of Abu Dhabi. Exposure to the target language is crucial. This lack of exposure in media, with no need to use the language for daily needs, impacts directly on the learners' vocabulary development in the Al Dhafra area.

7.4.1.4 Professional development on vocabulary development for teachers of ESL learners.

The last theme that arose from data analysis was that teachers needed a professional development workshop aimed at demonstrating the most effective vocabulary enhancement strategies collected. Strategies required had to be trendy and reviewed to incorporate new trends in education. One teacher specifically expressed the need for such a workshop and stated that when the head of department and vice principal do their walk throughs in classrooms they gain insight into all the strategies and techniques which she called a bird's eye view. She expressed her thoughts and further stated that as teachers we only gain insight into one or two teachers' strategies and would thus like to attend a workshop presented by the school's management team rather than a teacher.

Even though the other teachers did not express the fact that they wanted a workshop such as this, it became clear from my observations and interviews that all teachers would benefit from such a workshop. This could either be a refresher course for some, but for others it might help them with gaining insight into some relevant, practical, context specific strategies for vocabulary enhancement and acquisition.

Having been permitted to observe ten teachers' practices, gaining insight into their beliefs and awareness's and the factors hindering the learners' vocabulary acquisition, I am now at an advantage. After obtaining a collective view on strategies I would be able to present a workshop aimed at enhancing vocabulary acquisition with relevant practical implementations of these strategies. These strategies are trendy and updated as they are integrated with the 21st Century Skills expected of teachers, teaching in the UAE.

7.4.2 Conceptual conclusions

This section provides the opportunity to conceptualise the factual conclusions of the study, by providing a nexus for the conclusions and conceptual framework components that were discussed in Chapter 2. This aims to establish and confirm the theoretical underpinning (Chapter 2) of the research design, methodology (Chapter 4) and intellectual conundrum of the study. The section closes the "conceptual circle" of the case study (Trafford & Leshem, 2008:140).

The theories underpinning this study were discussed in Chapter 2 of this study. The Social Cultural Theory (SCT) of Vygotsky (1978b); Vygotsky's Zone of proximal development (1978a); as well as Baddeley and Hitch's Working Memory Model (WMM) (1974) were chosen due to their unique reference to English language development.

It is important to remember that all strategies need to be considered in Vygotsky's Social Cultural Theory (1978b) and the Working Memory Model of Baddeley and Hitch (1974). When a learner is exposed to a new word the following process should be followed, to ensure attainment.

The word is presented on a continuum using the SCT (Vygotsky, 1978b), as depicted below:

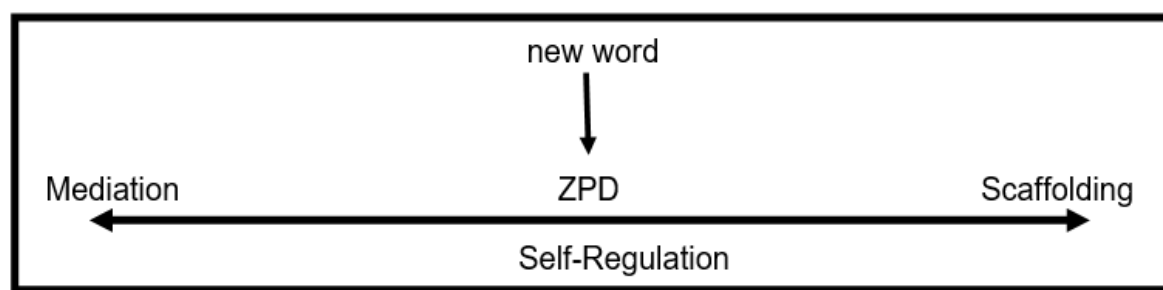


Diagram 7.1 Word learning on a continuum

Vocabulary is taught using the model of Vygotsky's SCT (1978b). A new word should be modelled to a learner using mediation, as the teacher is the mediator at first. This modelling should be accurate to promote effective language acquisition, should there be errors in the pronunciation of new vocabulary, learners will acquire it in this particular manner as this was the model provided.

Each learner has individual strengths and weaknesses when acquiring language and therefore the Zone of Proximal Development exists. An ESL teacher should be very aware of each learner's level of development to provide appropriate challenges for the learner on his/her level. Providing a challenge allows them to use an MKO. The MKO can assist the learner to attain the particular word and its scope of vocabulary (see section 7.4.1.2; section 3.4; section 6.2.2). An MKO can be the teacher at first, until a

few learners grasp the scope of new vocabulary and these learners can then assist other learners to attain the same scope of vocabulary by grasping the meaning of the word or some other aspects of the word like plurals or a synonym or even by arranging the picture to match with the correct label. Once attainment happens the learners ZPD can be extended to use other vocabulary knowledge or by asking the learner to write a sentence using the word. This broadens the learners' vocabulary knowledge and the application of the word.

Learners also need scaffolds as they progress and attain vocabulary knowledge. Integrating the new vocabulary with themes allows for better attainment as the words are linked to particular contexts. Some learners might need more scaffolds than others to attain vocabulary knowledge, depth and breadth as their home environments present with less contextual clues and richness for learning English vocabulary compared to others. At times it might happen that there are no learners grasping a particular word in the ESL classroom, for example *bridge*. An example of a scaffold can be a picture. The learners then grasp what a bridge is and then the Arabic word is asked from the learners. They immediately grasp the meaning of the new word *bridge* and this is added to their English vocabulary. Another scaffold can be gestures. Explaining the word *run* or *house* using a running motion and making a small triangle above one's head can be examples of gestures used.

Learning is a social activity therefore learners must be given opportunities to learn together, in pairs or in collaborative groups. When introducing new vocabulary, a teacher should use a theme relevant to the context of the learner to introduce new words. When learners attain a certain amount of success they begin to self-regulate their learning and become independent learners. When given a book to read they will be able to sit independently and read the book, where after they will be able to summarize the story or provide highlights when probed using expressive English vocabulary.

Newly acquired vocabulary should be practiced using various strategies as depicted in Diagram 6.5 and 6.6 which should be connected to skills. The new word(s) enter the learners "mind" and consequently the Working Memory Model (Baddeley & Hitch,

1974) comes into play. This model plays an intricate role in the accumulation of vocabulary in the learners' long-term memory.

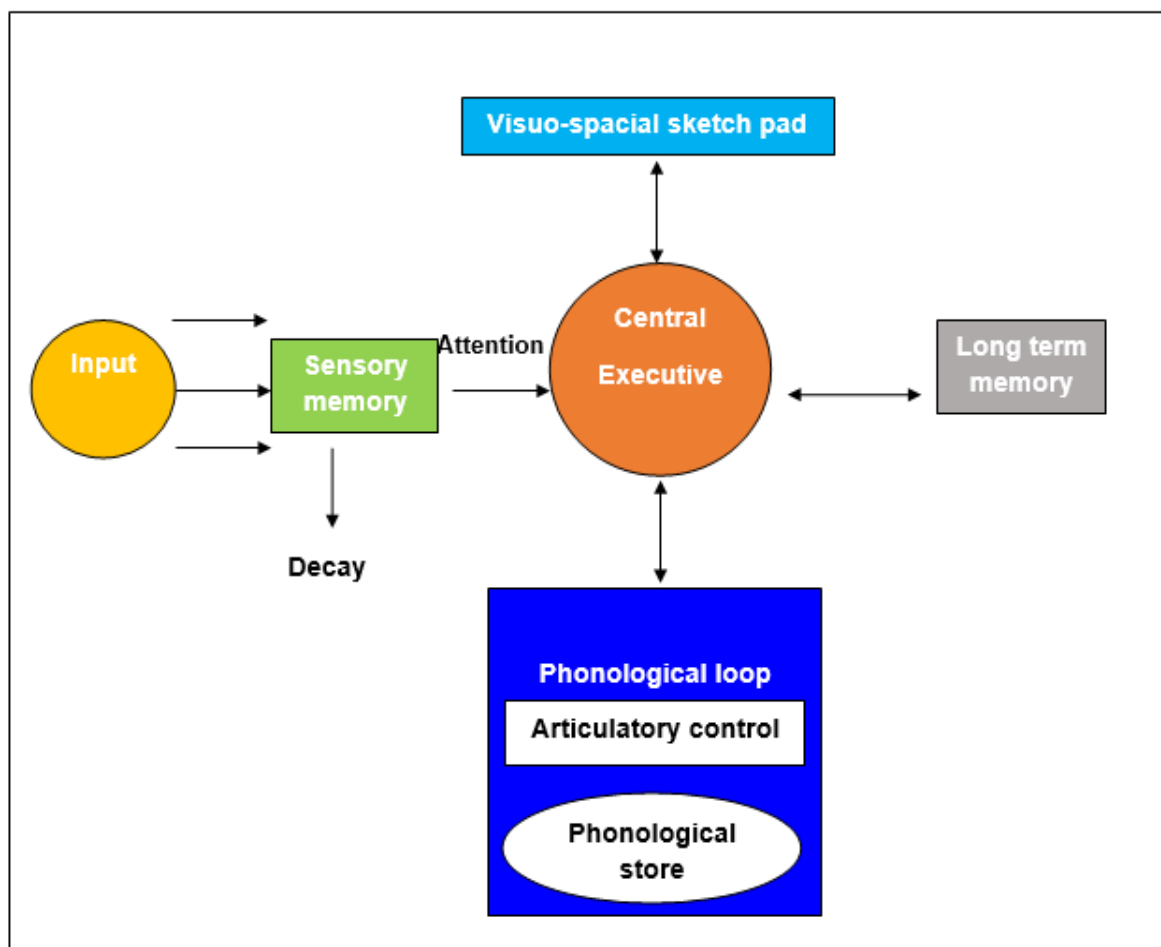


Diagram 7.2 Working memory model (WMM) adapted from (Mcleod, 2012:1)

The input a learner receives is crucial to his vocabulary development. 21st century skills, in correlation with the strategies will enhance the learners' input and will then go to the learners' sensory memory. If the sensory memory is enhanced using multisensory learning as established in section 5.5.4.1.2 bullet point 4, as well as section 5.5.4.2.4 bullet point 4 which was also discussed in section 2.3.2 and 2.3.3 in correlation with the Working Memory Model (Baddeley and Hitch, 1974), learning is enriched.

The new word now enters the Central Executive or CE. This controls the information going to and from the brain. The main focus of the CE is problem-solving. A new word can be perceived as a problem, as the word and its scope of vocabulary is unfamiliar

to the learner. The learner also does not know the meaning of the word and can therefore not apply the word for expressive purposes. A learner needs to pay attention, as the CE prioritises activities. For this reason, a learner cannot talk and listen at the same time. When applying this to vocabulary instruction it is important for a teacher to remember that tasks given to learners should be given separately, with enough time between for the Working Memory Model to work effectively as an overload and confusion might occur.

Two systems are used for temporary storage by the CE namely the phonological loop or PL and the visuo-spatial loop / sketchpad or VSL (Gathercole & Baddeley, 1993; Henry, 2012). The phonological and visuo-spatial sketch pad work hand in hand, the one assisting and helping the other. Both subsystems are specialized storage systems (McLeod, 2012; Henry, 2012).

Letters or new vocabulary should be pronounced and articulated correctly to enter the articulatory loop (Baddeley, 2003). The vocabulary or word is then repeated on the phonological loop after it was heard (Baddeley, 1992). Sub vocalization occurs in the phonological loop to register words or letters and nameable pictures. This can be seen as visual materials and therefore using pictures for acquiring and in nexus with new vocabulary helps with language acquisition. Combining auditory and visual sensory learning with vocabulary can be essential to learners acquiring a second language as it focuses on what is heard and then remembering the sound and speech patterns. By increasing the amount of times this new vocabulary is heard by verbally repeating the new vocabulary increases the phonological short-term memory's capacity and duration (Henry, 2012). The new word or vocabulary goes to the phonological store and information received visually is recoded to reach the phonological store using another route.

New vocabulary or a new word also enters the VSL. Here the word relates to things we see, feel and do. Therefore, should a teacher model a word using a clap or related movement to describe the new word, the word will be associated with the movement and processed by the VSL. Any kinaesthetic learning occurs in the VSL. The VSL allows the two brain hemispheres to work together to process the new word or vocabulary. A visual cache is formed on the left side of the brain and on the right side

of the brain there is an inner scribe. The scribe then takes notes and works with the visual cache to collect and recall information. The word and multisensory richness, involving visual, auditory and kinaesthetic aspects, in which the word was encompassed are then transferred back to the CE.

Now the Episodic Buffer (EB) added in 2000 (Baddeley, 2000) comes into play and links all the information collected in all the above parts to send to the long-term memory (LTM). The EB integrates the multisensory richness of information that encompassed the word into a unified experience and provides additional storage space, apart from the input received. This provides semantic meaning and is crucial when a learner needs to recall a story in order to sequence events. More relevant to vocabulary acquisition this helps with remembering and sequencing the letters of a word in the correct order when writing or spelling a particular word.

To conclude it became evident that when a child stores vocabulary, the more unfamiliar the words were the better the acquisition rate of the new word / vocabulary. Shorter words are retained easier than longer words, due to the word length effect and therefore a teacher needs to consider this when teaching new vocabulary. More time must be provided to explain new vocabulary and the words should be chunked into smaller particles to ensure that they are better understandable or as above more absorbable.

Using the phonological loop in language development helps with the development of general awareness of the likeliness of words. Words that sound like words from Arabic in this context are acquired more easily than completely unfamiliar words.

Considering the above process that takes place in the English second language learners' brain, it is easy to understand why some learners might have a language delay or a lack of expressive vocabulary. For this reason, a teacher should consider the learners' context and entrench him/herself in it to try and assist the learner to his/her best abilities to attain as much vocabulary as possible. As an ESL teacher one must also understand the Working Memory Model and the role it plays in vocabulary acquisition, as this depicts the complexity of vocabulary acquisition. Only then can the

learners acquired vocabulary be turned into expressive vocabulary for speaking or writing purposes.

7.5 Trustworthiness of the data

To ensure trustworthiness of the data I applied the criteria and strategies described in section 4.7 I implemented multiple data collection tools such as lesson observations and semi-structured interviews to heighten the truth value of the findings. After lesson observations were conducted, I typed them out using Microsoft Word ensuring that I included all details observed during the lessons. I also made field notes during the observations to describe the climate in the class, the environment and the content being taught. During these lessons I ensured that I remained unobtrusive to become one with the environment I was in. I took photos with the teachers' permission of some of the strategies being used, to add onto my bank of strategies which also counted as evidence of the collected strategies. I also conducted semi-structured interviews and recorded them and then transcribed them making sure that no detail was left out. Using Thematic Analysis, I identified the themes and using data triangulation ensured that these were verified, and saturation occurred. Some themes and ideas that arose were linked and the teachers provided the same answers for some of the questions.

Another dimension that contributed to the truth value was the fact that numerous responses from the teachers could be supported by references from the literature. This was established using verbatim quotations in Chapters 5 and 6. Applicability of this research study was achieved due to the fact that components like data selection, data collection phases and enough time to collect the data were taken into consideration. Consistency was achieved during this study by involving numerous data collection tools during the collection process. Taking of field notes ensured that my findings were also consistent. I also remained unbiased throughout the data collection and data analysis processes in order to ensure that the data remained true and as such achieved naturality.

7.6 Contribution of the study

The research study set out to explore the strategies being used to enhance the learners' vocabulary acquisition in the language of learning and teaching. The aim was also to determine the effectiveness of these strategies. The findings of this case

study contributed to the field of vocabulary knowledge, vocabulary strategies and acquisition of vocabulary by second language learners. The findings of this study provide evidence to suggest that the teachers in the ESL classrooms have considerable knowledge regarding second language attainment, but that most of them lack effective hands-on strategies to use in this particular context. The teachers are aware of vocabulary components, but do not always implement these in their lessons and there is also evidence to suggest that time is necessary in acquiring the second language. Teachers have a limited time with the learners and they all experience the overload of the curriculum. This contributes to teachers being frustrated and experiencing negative emotions, as at times the learners either do not grasp what is said or they lack expressive vocabulary for writing and speaking.

This case study further provides support that learning is a social activity and can thus be constructed in pairs or groups. The context in which this study was conducted is a contribution in itself, as a gap was identified in the literature with regard to a dearth of empirical research in the region. This is crucial for the United Arab Emirates as they have recently become new economic and political forces. The nexus between Arabic as the local tongue and English as the language of business and commerce, is very important in the region and it is therefore important that learners become bilingual. The learners in the region do not have much exposure to good role models of English vocabulary as their home environments lack English print and spoken English. For this reason, vocabulary should also be taught incidentally and explicitly as this would provide an excellent model for the learners acquiring the language.

The study also provides evidence to integrate the 21st Century Skills with the strategies collected which should be done using multisensory techniques by integrating visual, auditory and kinaesthetic clues during lessons. This allows for a deeper understanding and more exposure to new vocabulary. More senses are involved and the learners remember the new vocabulary easier for expressive purposes later.

The research study also provides an accurate account regarding the value of semi-structured interviews and lesson observations as data collection tools. The taking of photographs of the teachers' strategies is evidence of the effectivity of the strategies and also contributed to the data collections effectiveness. Most teachers expressed

a token of gratitude after interview completion which provided me with the thought that they are passionate about teaching and want the learners to attain a good command of the English language, but that they are sometimes overburdened and exhausted as it takes much effort to teach English Second language learners.

The interviews provided the teachers with an opportunity to reflect on their vocabulary strategies used in their classrooms and their pedagogical implications. Teachers were also provided with a voice to express their beliefs, practices and awareness regarding vocabulary acquisition and the importance thereof. This provided evidence that vocabulary acquisition is crucial in any language and that vocabulary instruction should receive more attention in language classrooms.

7.7 Suggestions for strategies to enhance vocabulary acquisition in the language of teaching and learning

Some suggestions regarding the strategies to enhance vocabulary will be provided:

- **Combine hands**

This can only be achieved when the various shareholders such as the Ministry of Education, principals, vice-principals, heads of departments and teachers combine hands and implement effective vocabulary acquisition strategies throughout the school.

- **Work collaboratively**

Teachers need to work collaboratively and employ the same level of effort during their lessons. Weekly planning should be done to align lesson plans and ensure that the same activities are done in the classrooms.

- **Lesson plan structure**

Lesson structure regarding vocabulary instruction should be unified across the whole school and should therefore look the same. A lesson should have a starter or attention grabber, input should be given where new vocabulary is introduced using scaffolds like gestures, pictures, an auditory expression of the word and it should be supported by written Arabic translation and an oral expression thereof. Learners should repeat

words and the teacher could flash some words and ask the learners to read the word, provide the meaning, provide the Arabic translation, match with the correct picture or use it in a sentence. This should be followed by differentiated activity. Lower achievers might match a picture with words, middle achievers might need to write down the word next to the correct picture by using a word bank and the high ability learners should try and write the words independently or fill the word into the sentence to complete it. After activity completion learners might be picked at random to complete the words on the board by leaving some letters out or playing hangman. A word can also be provided to a learner and the learner must use gestures to explain the words to the class. The class must guess the word and the correct guess allows for a learner to change places.

- **Use the integrated 21st Century Skills and strategies framework provided**

Design a booklet including the integrated 21st Century Skills and strategies framework and the strategies with photographic evidence as support.

- **Have a professional development workshop with the staff in the school**

Use the booklet mentioned above and have a professional development workshop with the English staff. The workshop must be interactive, and teachers should be active participants. The resources should be readily available, and teachers should work collaboratively in groups using the strategies and skills depicted in the booklet for vocabulary attainment.

- **Workshop translated and also to be held in Arabic to provide the same strategies for the Arabic teachers**

Have the same booklet and framework as mentioned in the above two points translated to Arabic. Have the same workshop with the Arabic staff at the school and employ the strategies using Arabic instead of English.

- **Test the 21st Century Skills and strategies Framework in other schools in the United Arab Emirates**

It would be interesting to see what vocabulary knowledge gained would look like in other schools in the region and United Arab Emirates, if this framework could be

tested. This would also provide me with data regarding the errors and improvements that could be made using the framework in the country.

7.8 Recommendations for further research

Considering the secondary findings related to my study provided areas that can be cogitated on for future research, the following areas are my recommendations:

- The impact of using gestures as scaffolds for vocabulary acquisition in the ESL classroom.
- The impact of using Arabic translations when acquiring new vocabulary in the ESL classroom.
- Using ICT in the ESL classroom for vocabulary acquisition.
- Assessing vocabulary acquisition.
- Assessment of English vocabulary.
- Behaviour management in the ESL classroom.
- Strategies for behaviour management when introducing new vocabulary in an ESL classroom.
- Exploring various scaffolds for language acquisition.
- Using the integrated 21st Century Skills and the strategies in other schools in the UAE to determine the effectiveness thereof.

7.9 Limitations of the study

- The context in which the study was executed, presents as a limitation to the study. The strategies can be generalized and used in another school in the UAE and then the effectiveness thereof can be determined.
- The interviews and lesson observations are only recordings of a moment in the teachers' classrooms. If I had more time I would have observed more lessons, as this might have provided a better perspective of the teachers' implementation of some of the strategies that they were only able to provide orally.
- If the teachers had a follow-up interview they might also have had some other suggestions or answers to certain questions which would have influenced the data clarity and density and was therefore not done.

7.10 Summary

Chapter 7 is the conclusion of this research study dedicated to the exploration of strategies to enhance the vocabulary acquisition of learners in the language of learning and teaching. The factual and conceptional conclusions reverberated with the findings and theories that were discussed in the literature. I also ensured that I reiterated and verified the trustworthiness of this study depicted in section 4.7. The contributions of the study were also discussed. Suggestions of strategies and implementing the integrated approach of 21st Century Skills with these strategies received particular attention. Limitations to the study were also touched on.

In my view it is extremely important to consider a learner's prior knowledge and context where he/she grew up. When a teacher gains an understanding regarding the above aspects it helps the teacher to better understand the needs of the learner. A learner coming to school with no exposure to English at home, and friends being able to express themselves in English already presents an emotional burden. This learner will appear to have behaviour problems, but with a little understanding, effort and support from a caring teacher these problems will disappear. As native English speakers, teachers sometimes forget and do not show empathy for learners of other languages attempting to acquire English as a second language.

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1 November 2016

Dear Principal

CONSENT FOR CONDUCTING RESEARCH AT YOUR SCHOOL

I am currently busy with a Master's Degree Research Project at the North-West University, Potchefstroom Campus, South Africa. The research focuses on:

Strategies for enhancing vocabulary acquisition in the language of instruction (NWU 00101-14-S2).

Would you please allow me to:

- Interview the teachers who are teaching English at a time and place that is convenient to them regarding their awareness, beliefs, and pedagogy regarding teaching vocabulary in their classes.
- Observe them during class to see how they teach vocabulary.

The observation and interviews will be recorded with their permission for the purposes of data analysis. Names of the participants and the school will be kept confidential. They are participating on a voluntary basis and can withdraw from the research at any time without fear of prejudice. I will not interfere with the teaching during classes and will conduct the interviews after school hours.

You are welcome to contact the supervisors of my study at any time should you have any questions regarding the nature of the study and the participation of the English teachers.

The supervisors contact details are as follows:

Dr C (Christine) du Toit: E-mail address: Christine.dutoit@nwu.ac.za

Prof J (Johan) Botha: E-mail address: Johan.Botha@nwu.ac.za

Kind regards

Etrechia Looij (Van der Merwe)

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ADDENDUM B



NORTH-WEST UNIVERSITY
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1 November 2016

Dear Teacher

CONSENT FOR PARTICIPATING IN RESEARCH PROJECT

I am currently busy with a Master's Degree Research Project at the North-West University, Potchefstroom Campus, South Africa. The research focuses on:

Strategies for enhancing vocabulary acquisition in the language of instruction (NWU 00101-14-S2).

Would you please allow me to:

- Interview you at a time and place that is convenient to you regarding your awareness, beliefs, and pedagogy regarding the teaching of vocabulary in your classes.
- Observe you during class while teaching vocabulary.

The observations and interviews will be recorded with your permission for the purposes of data analysis. Your name and the identity of your school will be kept confidential. You are participating on a voluntary basis and you can withdraw from the research at any time without fear of prejudice.

You are welcome to contact the supervisors of my study at any time should you have any questions regarding the nature of the study and your participation.

Their contact details are as follows:

Dr C (Christine) du Toit: E-mail address: Christine.dutoit@nwu.ac.za

Prof J (Johan) Botha: E-mail address: Johan.Botha@nwu.ac.za

Kind regards

Etrecia Looij (Van der Merwe)

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ADDENDUM C



NORTH-WEST UNIVERSITY®
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1 November 2016

INFORMED CONSENT FOR PARTICIPATING IN RESEARCH PROJECT

I.....hereby confirm that I have been informed about the nature of the research project and my participation therein. I agree to participate on a voluntary basis in this study regarding strategies for enhancing vocabulary acquisition in the language of instruction. I will allow the researcher, Etrecia Looij (Van der Merwe) to interview me and observe my teaching. I will allow / will not allow the researcher to make recordings of the interviews and observations for the purposes of the study.

Signed by participant:

Date:.....

ADDENDUM D

Demographic data of Interviewee's

Name of interviewee	Vernacular	Nationality	Institution at which qualification was received	Highest qualification received	Year received	Years of experience	Type of experience
Tender	English	U.S.A	Texas Southern University, Houston, Texas	Alternative certification or teaching certificate	Prior to 1977.	14 years	Special education ESL
				Master's Degree	1977		
				B. Science.	1996		
				Doctorate in Counselling.	2010		
Queen	English	South African	Bechet College – Department of Education	Dip. Ed – Junior Primary		27 years	ESL
			University of Western Cape	Fourth Year			
			University of South Africa	Honours Degree			
Sun	English	U.S.A	UCLA University of California	Bachelors in Education	1987-1992	16 years	Native speakers (14 years) ESL 2 years (UAE)
			Mercer University, Atlanta, Georgia	Master's in Education	2002-2004.		
Astronaut	English	South African	Pretoria, College of Education	H. Dip Ed.- Specializing in Junior Primary	1980-1983	34 years	Native speakers of English (33 years) ESL 1 year (UAE)
Kind	English	U.S.A	National Louis University– Chicago, Illinois.	Master's in Education	1995	19 years	ESL 2 years Japan 15 years Kuwait 2 years UAE
Woodland	Afrikaans	South African	North West University – Vaal Triangle Campus	B. Ed Intermediate Phase	2003-2007	9 years	ESL – Afrikaans and English
Wizard	English	U.S.A	Illinois State University	Bachelors in Education	1988	28 years	Native English speakers
				Masters in English with technical writing	2003		Deaf education 5 years UAE 2 years
Starfish	English	South African	Bechet College, Greyville, Durban	Dip. Ed Junior Primary		25 years	ESL
			North West University, Potchefstroom	Advanced Certificate in Education			
Sphinx	Arabic	Egyptian	Ain Shams University, Egypt	Bachelors Degree in English Translation, Spanish second language	1999	17 years	ESL
Lady	English	U.S.A	Cleveland State University, Cleveland, Ohio	Bachelors of Arts in Psychology	2004	11 years	ESL
				Masters, Special Education	2008		

Interview Schedule for the M. Ed study: Strategies for enhancing vocabulary acquisition in the language of instruction Date: Time: Interviewee: Interviewer: Etrechia van der Merwe		
Interview questions with fieldnotes		
Demographic / background questions		
1	What is your vernacular? / What is your nationality?	
2	Where did you receive your qualification?	
3	What is your qualification?	
4	How many years of experience do you have in the instruction of English? <i>Do you have experience in teaching ESL?</i>	
Interview questions on vocabulary components and pedagogy		
5	What is your opinion on the awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL?	

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6	What is your definition of vocabulary?	
7	What are the factors that influence the acquisition of ESL vocabulary with ESL learners?	
8	What do you think are the vocabulary components that should be addressed in your class?	
9	What pedagogy do you think should be used in your classroom that would be seen as best practice for teaching vocabulary?	
10	How do you address vocabulary acquisition?	
11	What strategies could you provide in order to enhance vocabulary acquisition in the language of instruction?	
Concluding remarks: <i>Do you have any further remarks or comments regarding vocabulary instruction or the strategies that can be used in the classroom?</i>		

Semi-structured interviews will be used to generate perspectives and experiences on what vocabulary components are and how vocabulary learning strategies is taught within an ESL class.

Observation protocol

Date: 30 April 2017

Time: 10:35 – 11:00

Topic		Notes and reflection:
1.	Teacher	
2.	Gender	
3.	Age	
4.	Grade	
5.	Theme	
6.	Teaching materials	
Introduction		
7.	How does the teacher greet the class and start?	
Instruction		
8.	Does the teacher start with new vocabulary? / How does the teacher introduce new vocabulary?	
9.	Is new vocabulary repeated throughout lesson?	
10.	Language usage in class? (code switching/ English only)	
Interaction in class		
10	Atmosphere in class (e.g. teacher inspires, Motivates) ?	
11.	Discipline	

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12.	Non-verbal communication	
13.	Vocabulary Learning Strategies (e.g. dictionary, descriptions, definitions, antonyms, synonyms, sounds like...)	
14.	Activities	
15.	Assessment	
16.	Does the teacher focus on pronunciation?	
17.	Other	

Phase 1 – Lesson observations (Observation Protocol)

Observation protocol		
Date: 9 March 2017		
Time: 08:30 – 9:15 (45 minutes)		
Topic		Notes and reflection:
1.	Teacher	
2.	Gender	Female
3.	Age	
4.	Grade	2 - Girls
5.	Theme	Giraffes
6.	Teaching materials	Flash cards - photographs PPT – Giraffes Green cards – phonics starter Activity sheets - photographs
Introduction		
7.	How does the teacher greet the class and start?	Greeted with a song Did a poem – Look in the mirror
Instruction		
8.	Does the teacher start with new vocabulary? / How does the teacher introduce new vocabulary?	Asked what are we using in the poem? – 5 senses. Decoding of words - Do blending and segmentation (green cards in photographs). Through high frequency words – oo words - Decoded - Asked meaning by using in a simple sentence - Used some non-verbal gestures to demonstrate good

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9.	Is new vocabulary repeated throughout lesson?	Was highlighted in red on the board in the PPT show -bird -standing -sleep -pattern (T asked what is a pattern?) Student explained. - giraffes -mammals
10.	Language usage in class? (code switching/ English only)	Only English most of the time, asked what giraffe was in Arabic.
Interaction in class		
10	Atmosphere in class (e.g. teacher inspires, motivates)?	Encouraging them, quietly gets their attention Assists with sentence writing – helps with spelling of words by decoding them for the learners.
11.	Discipline	1 2 3 eyes on me to grab attention of learners
12.	Non-verbal communication	Children used non-verbal gestures to explain “good”.
13.	Vocabulary Learning Strategies (e.g. dictionary, descriptions, definitions, antonyms, synonyms, sounds like...)	Picture with short sentence was used to explain new vocabulary; Gives a definition, have a flash card, picture) Explains each word explicitly by providing a real world example; Gives word + picture to different learners to match them Pattern explained by looking at finger prints and explaining that it forms a pattern and that each one's print is different
14.	Activities	Play a game – memory Snap – match two words that are the same

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15	Assessment	Worksheets completed.
16.	Does the teacher focus on pronunciation?	Yes – pronounces it clearly for the learners
17	Other	Children uses / repeats words they hear Linked 30 minutes to the clock (drew clock) Asked where 30 minutes were – long hand on six Teacher asked students to recall the words by giving a word for the picture displayed - Teacher referred to Arabic (what is this word in Arabic) - Repeated with 5 more pictures Teacher handed out the words to random learners and then held the picture up at the front of the class. Teacher asked who has the word for this picture? Learners brought the word cards that supported the pictures. Teacher asked the meaning of the word again and they could refer to the picture clues to provide words that matched the pictures. Teacher gave then the opportunity to recall information about gorillas the week before. Learners had to state if it was a fact or opinion. Story name – asked for the name of the book; Start with a title (Teacher placed flash card on the board with the word title) Fact and a picture. Students could refer to the three words – title, fact and picture. Teacher asked the learners to try and speak English – “what do I hear” English or Arabic? She encourages them to try and use English for

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		speaking. Differentiated activities: Group 5 + 6: write down words learnt today and write these around the picture of the giraffe Group 3 + 4: write one sentence using the words can, have and are about giraffes; Group 1 + 2: write three facts (sentences); Write one closing sentence about giraffes. High frequency words are on the board for reference (photograph); Teacher writes words on the board as requested by students to aid writing / sometimes students are encouraged to take the board marker and try to write a word on their own Teacher played snap with the low ability group with the six words used today.

Phase 2 – Semi-structured interview

Interview Schedule for the M. Ed study: Strategies for enhancing vocabulary acquisition in the language of instruction Date: 13 Junie 2017 Time: 08:00 Interviewee: [REDACTED] Interviewer: Etrecia van der Merwe		
Interview questions with fieldnotes		
Demographic / background questions		
1	What is your vernacular? / What is your nationality?	English and I am South African.
2	Where did you receive your qualification?	I first went to Bechet College of Education, which was in Durban, Greyville. And then I did three years there, they didn't have a fourth year for Junior Primary. So, I went and I taught and 16 years later I did this through Potch, my fourth year. Wow, 16 years later? Yes, 16 years later. Well done! It was seven modules and it was called an Advanced Certificate in Education. So, I think with the two combined, with the diploma that I had and the Advanced Certificate it was an equivalent to a degree.
3	What is your qualification?	Advance Certificate in Education (1 year); Diploma in Education – Junior Primary (3 years). This is equal to a 4 year B.Ed Degree.

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4	How many years of experience do you have in the instruction of English? <i>Do you have experience in teaching ESL?</i>	Taught English from the beginning, I'm teaching from 1992. So, to now it has been 25 years I think. Yes. Yes, yes, I've taught English as a second language in a High school in Kockstad. ~~Ok. And I don't know, if you know Kockstad, it's the South of Durban, it's three hours from Durban. I taught English, it was a dual-medium school. I taught English as a second language to Grade 8, 9 and 10 students. I think that was a challenge?~~ It was, from Junior Primary to High School and dual-medium and those boys were like, I was very young. And those boys, the one was actually my age. The one that was in Matric, I didn't teach him, but his name was Anton, but it was a very, very big challenge. But our inspector at that time, Mrs. Jones, she helped me a lot. Oh, that's nice. I think if you get support then it helps you a lot. Yeah, she came from Durban the one day, and just visiting and she helped me with everything. I showed her everything, this is what I need to do for the year, and she helped me. It was very challenging. Oh, lovely. And I was very young. I was like 22 years old. And if you come out of university at that time, do you think they prepare you for the practical side a 100%? No. Especially with English second language learners, teaching them vocabulary and reading and writing and things like that? It was very difficult, and I wasn't qualified to do that, there was no teaching post for me available in Durban, and I needed to work. So, I was forced to go out and teach that. What a challenge, shame. But you made it. I made it, I made it.

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Interview questions on vocabulary components and pedagogy		
5	What is your opinion on the awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL?	I suppose the teachers are aware, you know of what works for them in the classroom, yes, and what works for the learners, because if you are teaching you, maybe the learners are not grasping, then you try other ways and other methods. So, I think teachers are aware of certain methods that work and when teaching vocabulary and certain methods that don't work. Because when I first started off here, I was teaching, like I would write the words on the board and go over them and then I realized that little words the children didn't know. But this was, what it was. So, I started making PowerPoint presentations with the word and the picture so that they can relate to the words. <i>So, you actually did a review in your own style of teaching.</i> Yes, yes to accommodate the learners, to accommodate them yes. Because where I come from English was a first language. So, we take it for granted, yes, because they know the words, you know. <i>Exactly.</i> You write down the words on the board and you would read them and go over the phonics or the, yes, <i>and you'd tell them to use it in a sentence, and they can do it, yes, they can do it.</i> But the English as a second language learner, I came with what I knew, and that's what I was doing. And then I found out that wasn't working, yes, so the PowerPoint presentation they can relate to and it works much better. You know, it does have its pro's and con's especially when it comes to the writing of the PowerPoint, the way the letters are, it's not how it's supposed to be but for me it works in a way. They know that this is a light, or a page or a bird. <i>So, they can relate the word to the picture.</i>

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6	What is your definition of vocabulary?	It's the learning of new words, acquisition of new words, new sounds, the meaning of the words, you know the use of the words, how they can be used in sentences.
7	What are the factors that influence the acquisition of ESL vocabulary with ESL learners?	<i>Why do you think the learners are so low, why don't they have the vocabulary that the learners in S.A might have? There's a number of reasons that I could state: Firstly they only hear English 45 times three periods a day, that's like 2 hours, yes, 2 hours and 15 minutes, a day. So, that's one of the reasons why their English and their vocabulary is very low. They, even during the English lesson they don't talk English outside. And when they go home they speak Arabic, so that's one of the reasons. Some are very stubborn, they don't want to learn. You can say the whole year through, speak English, speak English, they will still answer you in Arabic. So that's another reason, just stubborn and others just blatantly don't want to learn. But do you think maybe the fact that they don't want to learn is because they either have a fear or fear of rejection by their friends, yes, or being laughed at? Sure, sure and maybe they are also not coming from a good background like the English teachers before, maybe I don't know, I'm just saying. Because by the time they get to Grade 3 they should have a certain level. You know, the level of expectancy for that Grade as a second language to account for as they are second language learners. But I mean they don't have that and I mean, they've been doing it in KG1, if they were put in KG1, yes, KG2, Grade 1, Grade 2. So, it's their fifth year, yes, but to me they are still very low. Any other factors, maybe, that you didn't mention? <u>Uhum</u>. (No). That's about it.</i>

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8	What do you think are the vocabulary components that should be addressed in your class?	Components meaning the different sections, like high frequency, phonics? Yes. Spelling. I think all should be addressed, hey. If we talk about Al Marfa, we do phonics and high frequency words. So that's what needs to be addressed. Spelling, they are not really worried about spelling. So, I address the High Frequency words and the phonics words, yeah. I change it every week, yes, but if I see the words are difficult for a certain week, I will repeat it. Yes, especially as it's progressing? Yes. Like term 3's words I saw for Grade 4 even, are longer words. Yes. Whereas term 1's words are four letter words, yes, and they grasped it easier. Yes. So, you just repeat it. So, in your teaching you should also teach them how to break up words, as some words are very long. So, we break them up. Clap out the parts of the word, what's it called again, syllables, yes syllables, so yah. And that's another way for them to remember it. Even when they are writing it down you tell them to use a different color pen to show the line where they broke up. For example, <u>im/portance</u>. So, the syllables, and it's easier for them and you explain why we do it. Because it's easier for them to remember it, yes, because when they are learning they can say it piece by piece and put it together. So even in the Reading Time there's a small section where they can do this. Yes, yes.
9	What pedagogy do you think should be used in your classroom that would be seen as best practice for teaching vocabulary?	The PowerPoint presentations would be one. And, also the use of the students to help with the practice, because like on a Sunday when the words are introduced, then on a Monday I can go over the words and on a Tuesday. And on a Wednesday I can use a student. I can sit at the computer and show it

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		and let them come up and say the word. Let them say the word in a sentence, yes, so that it's more student-centered, where as you don't talk the whole time? Yes, with the PowerPoint presentation and the use of students and also the use of stations, like the vocabulary center you can have where they can build high frequency words, yes, you know they can use their magnetic boards with those letters, or they can use those blue boards with the brown blocks which you slide in. Yes.
10	How do you address vocabulary acquisition?	Like the above. The words will be on the board and then they can use the blue boards, magnetic letters and also use it in sentences. That's how I do it in my class. <i>I also saw in your lesson that I found very interesting, was the fact that when you explain a word maybe like Earth, you used it that they, and you said that it should be capital letter. Which is a good thing. And another thing that you used was when you were the one word, you used, I think the word was close. Then you referred to the light, but you also referred to the incorrect way that they use the word – we close the light. They all do it, even the adults do it. We don't close a light, we switch it off. Yes, because for me I think it's a direct Arabic translation, yes, and that's why it's lost in translation. So, I always explain and for me, I call that incidental teaching, yes, if something happens or comes up I will move away from what I planned, just to state a point. Yes. Just for like a second or so? Yes, just a short while to explain, you know. Just a minute or whatever. If somebody is coughing, I'll stop, incidental teaching, an incident happened, yes, so I say, when you cough you need to do this. Or like that. Yes. And the other thing that I also liked what you used was</i>

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		<i>opposites. Because when you used closed, you told them the opposite is opened. And they know it, it's just that they don't get the referral to it the whole time? Yes, so you have to integrate a little bit. Like now that's the language aspect, yes, you know opposites and I just integrate it where I can. Incidental teaching. Which was nice, and you also asked them to use it in a sentence. For me that was nice because you teach them that maybe one word can maybe mean five things, depending on the context. And I also like the fact that you could address them and the fact that you can make sentences a little bit longer by adding certain words. You have a good memory. And you also referred to parts of speech like close can also be a verb. Like we can open and close a door. And you added an action. That's how we actually learn the best. Yes, that will stay with them. So, I really liked your lesson.</i>
11	What strategies could you provide in order to enhance vocabulary acquisition in the language of instruction?	Again, I will say, use the students, even if you are teaching the opposites. Open and close, use them to open the door, close the door. Outside, inside. If you are teaching prepositions, use them all. And you just do it. You tell them, come put the ball on top of the table. Put it under the table. In front of the chair. So yah, the use of students and the use of concrete stuff, I would say is very helpful, because it's stuff that they can see, see. You know, it's not just reading the sentence to them, they can now act out the sentence. Yes. <i>So that kinesthetic part of teaching?</i> Yes, yes, yes. I can put it on the table and give them an instruction, you know. So, you are also including instructions. Go leave the ball on the purple box. So, then you are teaching prepositions and instructions at the same time.

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		<i>Yes and then they must know what is purple and know what's a box, a box, and then on top. So that helps also with your assessment, and it's listening and comprehension.</i>
Concluding remarks: <i>Do you have any further remarks or comments regarding vocabulary instruction or the strategies that can be used in the classroom?</i> It's not easy teaching vocabulary to second language learners. It's not easy at all, especially if you only have 45 minutes. And you know it's not 45 minutes, because when they come, they must settle down, yes, then you need to discipline for five minutes here, five minutes there. So how long is your actual lesson? So yah, it's not easy to squeeze it in. When it's a double on a Sunday, 90 minutes then it's fine. You know you can get a lot of work done. Yes, <i>and that extra 10 minutes.</i> Yes. But it would be very nice if ADEC could allow us to teach English and ~~Maths~~ <i>Maths</i> . Take the Science away from us and give it to the Arabic staff, and we do one Math a day and a double English. Yes. Because that's why we are here, to do English, but it's very hard to teach it for 45 minutes. <i>Thank you very much [REDACTED] I appreciate it very much. I am glad I could be of assistance.</i>		

Semi-structured interviews will be used to generate perspectives and experiences on what vocabulary components are and how vocabulary learning strategies is taught within an ESL class.

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	Tender	Queen	Sun	Astronaut	Kind
Interviews	Beliefs – “people” think children learn quickly / language acquisition happens easily – but it doesn’t Look at child holistically Culture of the child needs to be considered Focus on how the child acquires his native language - Arabic	Beliefs: Practices etc. depend on other issues apart from educator Awareness: Teachers are very aware that there are challenges Traditional learning with native speakers there are differentiation Cater for various learning styles ESL must have a mind shift – methods that work for native speakers do not work for non-native speakers When it works, don’t give same results Educators are aware of changes	Practices: Don’t have a lot of experience Creates own ideas for teaching vocabulary Don’t have any training in this area	Awareness: Don’t know enough practical implications for teaching No experience in teaching ESL	Beliefs: Do a lot of sounding out Phonics is important Be able to recognise the letters of the alphabet
	Beliefs – think we understand what learner’s feel like when learning English – we don’t	Factors: Educator’s experience Resources Students Parents Resources at school Management Time tabling	Practices: Different strategies to use for ESL learners compared to native speakers Beliefs Important to know how to teach vocabulary to ESL as you’re not going to teach it the same way you would teach native speakers	Vocabulary: Incomplete description of vocabulary according to research Entails more than just explaining an object	Beliefs: Teach the letter name and sound picture as a unit
	Factors – things that hinders language learning	Vocabulary: Being able to talk about something Utilize the language for expression about things around the person itself Range from simple to complex	Beliefs There would be similarities, but would be similar to teaching a young child who is learning a language – their own language for the first time Start with basics and knowledge of what things are What’s on their body Days of the week Start like you would with a younger native speaker	Strategies: Teacher gave strategies Pictures Practical application Hands on experiences repetition	Beliefs: Sounding out Introduce to 3 letter words Word families
	Factors When they acquire first language have to look at second language they are acquiring	Factors: Motivation has to be intrinsic – learner needs to have the urge to learn	Vocabulary: Can be based on what you are teaching at the time (theme based) Helps with understanding what you are being taught (comprehending)	Factors: Some factors that might have been meant: Lack of pictures and practical experiences hinders vocabulary acquisition Lack of repetition might prevent language acquisition	Beliefs: Basic sight words should be learned like the and the articles Can be little difficult as you can’t segment them See them in print
	Factors – acquire slang due to social / cultural influences Not real terminology / standard form of the English language	Factors: Teachers role in achieving success in the ESL Identify what motivates each learner Status – having the most awards Finding pleasure in new language	Components: Intentional teaching Specific words	Components: Labelling words	Beliefs: Need exposure to the sight words Various ways to look at it in a book or print Word wall Review it constantly Find pronunciation difficult

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	Some learners just do it to please their parents or teacher Need to know how to harness the motivation for learning ESL			
Factors – cultural influences due to social interaction with others in the community / family	Factors Time constraint – 45 minutes to one hour a day Heard three quarters of the time depending on how much teacher talk takes place Reinforcement Reinforcement from home – parents need to participate	Factors: Non-linguistic components need to be present Pictures Non-graphic Non-linguistic representations Non-linguistic representations Interacting with the words by writing in sentences, see the words Using in sentences	Components: Understanding meaning of words (word knowledge)	Vocabulary: Word with a definition Word attached to a meaning
Terminology – colloquial language Derived from the child's social surroundings Interactions with people in his cultural and social milieu	Components: Phoneme awareness Phonics High frequency words 100 most common words in English	Factors: Involve senses: Bodily kinesthetics should be involved when learning new vocabulary Attach movement to words to learn and make it "stick to your brain"	Strategies: Repetition	Factors: Teacher as resource Going over words on a daily basis
Vocabulary – definition fits with that of researchers - Words we acquire - Learn the meanings / definitions	Components: Reading – at basic level For comprehension Reading for listening and speaking, fluency Grammar	Components: Morphology of English Root words, prefixes, suffixes Mani- right Tri – three Ped – foot	Components: Pronunciation Breaking up (syllabification / chunking / morphology)	Factors: No English print outside the school Arabic writing everywhere Very little English writing geared toward them
- Application - Active vocabulary – use regularly - Inactive vocabulary – have the vocab, but we don't use it in daily life		To figure out meanings of words		It's seen on signs – lot of things are not translated so most of the print is Arabic, they don't see the same word in English Don't see English on TV Program in English, it's translated to Arabic so they don't see the print there as well
Vocabulary – teach big vocab, but it's not used actively	Components: Language for writing Language for understanding Predict Interpret Phonics Spelling rules Drill (Strategy)	Strategies: First the words Components: Direct instruction Choose specific words Break them down into chunks	Strategies: Use in a sentence Illustrate their understanding of the word	Factors: Parents don't speak English English interaction at school, limited at home Parents and nanny have limited English Don't hear it until they are at school
Vocabulary – not used every day Not used in daily experiences	Strategies: Play games that makes it fun Get them listening and speaking Practice a lot	Factors: Time constraints Need to teach but time is limited	Strategies: Pictures Use in a sentence Illustrate understanding by adding verb / what do you do with this?	Components: Sound out letters Breaking it apart Stressing the vowels
Factors – Social lives Parentage How they are taught Learning styles Whole child (holistic) Limitations Psychological profiles Some struggle to acquire mother tongue, then how	Factors: Strategies would be different for each teacher as it lies in interpretation of it Training and background	Strategies: Have PPT - Image of the word - Use it in a sentence to show the learners - Learners write these the next lesson	Strategies: Make the words relevant to their experience Add senses when learning - Feel - See - Take - Describe (Look)	Components: Writing letters that is not stressed or pronounced

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do the child acquire second language?			More opportunity to talk Using the vocabulary orally	
Factors: PARENTS Contrasting example from real life: Relate to own life - print rich environment - mom & dad loved to read - enjoy it as well due to being part of the culture at home Apply to learners: Going to a home with no books, No one reading Reading bits electronically Apply to expressive vocabulary Speaking in bits / phrases	Computers: Using technology as starting point	Strategies: Learners copy the words in the next lesson	Strategies: Listening to English Factors: Limited time listening to English Little exposure to the spoken language Watching English television Speaking English	Components: See words in print Sound rules
Factors: Role models of expressive and receptive vocabulary Important to model Models of reading Availability of books in the house with English vocabulary	Strategies: Drill	Strategies: Gamification Head band game Explain the word using a definition without using the word Have it against your back – guess word by giving meanings Brainstorm what it means	Factors: Limited time listening to English Other Subjects should also be taught in English, not Arabic. Allows more exposure to the language. Strategies: Use English in <u>Phys.Ed.</u> Art and Music as well	Components: Teach them not to sound out all the letters – read it as a word Only sound out unfamiliar words
			Work with apparatus and label these	
Factors: Role models of expressive and receptive vocabulary Parents are the first models – teachers Like imprinting (Terminology)	Strategies: Making learning fun by bringing in games (Gamification)			Strategies: Recognition and sounds True phonics program that works on letter recognition, sounds and phonemes
Factors: Role models of expressive and receptive vocabulary Some learners are lucky and do not need a model for achieving success at his own developmental rate Some learners do need the modelling to develop successfully – as they do what they see and follow that Brothers and sisters also have an influence in vocabulary attainment as they allow more opportunity to acquire the language through expression and reception.	Strategies: Inverted classroom – little bit of everything Advantage – if something doesn't work then you have the freedom to adapt or leave what you are doing	Strategies: Make their own flash cards Using words given by teacher Words one side and meaning on the other Picture Theme specific Can't rush		Strategies: Variety in sounds available in English
Factors: Personal story: Dad's side of family all went to college after school. Mom's side	Beliefs / Practices : Reflective teaching practices Always reflect, alter and implement	Strategies: Frayer's model – graphic organizer		Strategies: Sound out the sounds and connecting the

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are business owners enhancing the work ethic. She set the bench and went to college, now all her cousins are going as well. She set a good example – showing the culture in the house is important and has an impact of how something should be attempted or done.	Constantly assessing your own techniques and children if your practices work or not Assessment: Constantly assessing – continuous assessment	Strategies: Frayer's model explained Word in middle One corner meaning of word Word in a sentence Picture of the word		sound with the letter when writing
Factors: Role models of expressive and receptive vocabulary - Social and cultural issues play a very intricate part of acquiring a language. - Consider the holistic development of a learner Little boosts or nuances are also important, although they might seem non-important or useless.	Strategies: Visuals – - like pictures, - PPT's - Games on tables - Sorting and matching - Search the room – like a treasure hunt but for words Audios	Beliefs: Need to learn basic words first		Strategies: Teach the sounds to enable reading Writing will follow naturally
Components: Expressive vocabulary Integrate vocabulary into speaking vocabulary Improves growth Dictionary skills Building vocabulary (Morphology)	Strategies: Audio - Recording themselves reading - They listen and partner listen - Work in two's to record while reading together	Strategies: Have a theme or approach when teaching This provides more time to work on vocabulary Grasp understanding of word and the use		Strategies: Show pictures Get the words translated to Arabic Have the word and picture together when teaching them, especially the English
Being independent while doing the above Looking for words Using a Thesaurus – emphasizing the use of one Using synonyms : no "baby words" Huge instead of big Tiny instead of little or small – teach them to know upper vocabulary	Listen to cd's of stories			Form understanding that oh this is the word in Arabic as the picture provides clues
Strategies: Role modelling Acting out Role play Impromptu speaking – use puppets - finger plays - drama theatre	Computers: Using computers to listen to books			Computers: Using Google for pictures
Strategies: Pronunciation very important Listening to a word Syllable segmentation Understanding sounds of each vowel	Factors: Enhancing the learning environment Giving incentives for reading thus developing vocabulary			Strategies: Assistant Assistant say the word in Arabic (translations)
Strategies: How sounds interplay in a language to form words No word without vowel sounds Vowels very important in English for the creation of words	Strategies: Using letter shapes to build words Collaborative learning in a group			Strategies: Understand meanings of words

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Observations	Components: Had to search for words with suffixes from readers theatre Revised prior knowledge	Strategies: Use posters and visuals Flash cards with pictures and the words	Strategies: Flash cards Charades game Videos with vocabulary Review of vocabulary learnt	Strategies: Flash cards Words with pictures	Factors: Math lesson Still need to use "Mathematical vocabulary" Need the vocabulary to grasp the concept What is expected when stated that we "are doing addition and subtraction"
	Factors: Introductory – explicit teaching of new vocabulary Teachers do not introduce new vocabulary before reading texts	Strategies: Sing songs Teach songs Factors: Creating a warm, safe environment in which to learn vocabulary	Components: Linking vocabulary to prior knowledge	Factors: Sets a positive tone Calm environment	Factors: Linked to prior knowledge – but no introduction or link to vocabulary in the lesson
	Components: Teacher linked with prior knowledge by asking "What a suffix was?" Explained – "Add to the end of the word."	Components: Pronunciation	Factors: Environment Encouragement from teacher	Strategies: Greeting songs – greet your neighbour	Factors: No link of vocabulary or revision to underpin the lesson to – link to prior knowledge and some skills No model of what is addition and subtraction? Just written on board No guidance provided to link the vocabulary to the activities used when adding or subtracting Even though it's Math – still has a specific set of vocabulary going hand in

					hand with a particular concept and skill.
Beliefs: To speak English we need to learn English vocabulary – but never introduced new vocabulary before reading.	Strategies: Using songs to teach sound pictures of various sounds presented by letters Actions helps with deeper learning as it involves more senses	Strategies: Use videos with appropriate vocabulary Phrase questions to check understanding	Components: Background knowledge establish (also seen as baseline assessment)	Factors: No code switching / modelling / guidance provided to ensure that learners understand the concepts of addition and subtraction	
Factors: Sometimes it is good practice to translate some words to Arabic (code switching) to establish understanding – especially with very weak learners that has no English vocabulary and when introducing new vocabulary.	Components: Non-verbal gestures aid in language acquisition	Strategies: Shoulder buddies Co-operative learning Try to use vocabulary heard in the video	Strategies / Components: Sound words Read it Use in sentences (context) Decoding and segmenting	Factors: Behaviour and discipline is good Limited number of boys to teacher ratio 15:1 Helps with behavioural issues	
Factors: Role of the teacher to establish a warm climate in the classroom for learning Encouraging learners to participate Components: Provide three words with suffixes from the readers theatre script	Strategies: Visual aids – new vocabulary Aw and au sound picture posters with pictures of words	Components: Expressive vocabulary (Difficult to use vocabulary as an ESL learner, just acquired) Opportunities to practise vocabulary was given	Factors: Influences vocabulary acquisition ESL learners needs repetition to familiarise themselves with new vocabulary	Assessment: Gave worksheet – did not guide or review to ensure understanding of addition / subtraction vocabulary linked with the skill	
Factors: Learners are not motivated to learn	Components: Link new vocabulary to context	Factors: Encouragement from teacher	Factors:	Assessment: No differentiation	

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Phase 1 – Observation with codes

Observation protocol		
Date: 9 March 2017		
Time: 08:30 – 9:15 (45 minutes)		
Topic		Notes and reflection:
1.	Teacher	Ms. Loandri
2.	Gender	Female
3.	Age	
4.	Grade	2 - Girls
5.	Theme	Giraffes
6.	Teaching materials	Flash cards - photographs PPT – Giraffes Green cards – phonics starter Activity sheets - photographs
Introduction		
7.	How does the teacher greet the class and start?	Greeted with a song Did a poem – Look in the mirror
Instruction		
8.	Does the teacher start with new vocabulary? / How does the teacher introduce new vocabulary?	Asked what are we using in the poem? – 5 senses. Decoding of words - Do blending and segmentation (green cards in photographs). Through high frequency words – oo words - Decoded - Asked meaning by using in a simple sentence - Used some non-verbal gestures to demonstrate good

TV Trish van der Merwe

Strategies:
Computer integration

TV Trish van der Merwe

Strategies:
Using activity sheets, flash cards (phonics)

TV Trish van der Merwe

Components:
Speaking and listening
Oral expression of English vocabulary
Acquired by songs or poems (strategy – teach songs and poems)

TV Trish van der Merwe

Components:
Make learning relevant
Why are we using this poem? – to integrate with 5 senses
Integration of Science with English
Allows for more opportunity to acquire science vocabulary

TV Trish van der Merwe

Components:
Decoding strategies
Blend and segment to read
Ask meanings in sentences (learn words in context)
Use non-verbal gestures to explain words

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9.	Is new vocabulary repeated throughout lesson?	Was highlighted in red on the board in the PPT show -bird -standing -sleep -pattern (T asked what is a pattern?) Student explained. - giraffes -mammals
10.	Language usage in class? (code switching/ English only)	Only English most of the time, asked what giraffe was in Arabic.
Interaction in class		
10.	Atmosphere in class (e.g. teacher inspires, motivates)?	Encouraging them, quietly gets their attention Assists with sentence writing – helps with spelling of words by decoding them for the learners.
11.	Discipline	1 2 3 eyes on me to grab attention of learners
12.	Non-verbal communication	Children used non-verbal gestures to explain "good".
13.	Vocabulary Learning Strategies (e.g. dictionary, descriptions, definitions, antonyms, synonyms, sounds like...)	Picture with short sentence was used to explain new vocabulary; Gives a definition, have a flash card, picture) Explains each word explicitly by providing a real world example; Gives word + picture to different learners to match them Pattern explained by looking at finger prints and explaining that it forms a pattern and that each one's print is different
14.	Activities	Play a game – memory Snap – match two words that are the same Writing an informational text in differentiated

Trish van der... Strategies:

Trish van der... Components: / Factors



Trish van der Merwe February 02, 2018

Factors:

Warm safe classroom environment in which to practice and experiment new language learnt

Encourages learners to participate
Gets attention quietly
Helps learners to want to embrace learning by helping them with decoding etc.

Strategies:

Helps with spelling by using decoding strategies
Sentence writing

Reply Resolve

Trish van der... Factors:

Trish van der... Components: / strategies:

Trish van der... Strategies:

Trish van der... Strategies:

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		ability groups		
15	Assessment	Worksheets completed.	Trish van der...	Assessment ▼
16	Does the teacher focus on pronunciation?	Yes – pronounces it clearly for the learners	Trish van der...	Component: ▼
17	Other	Children uses / repeats words they hear	Trish van der...	Components: ▼
		Linked 30 minutes to the clock (drew clock)	Trish van der...	Strategies: ▼
		Asked where 30 minutes were – long hand on six		
		Teacher asked students to recall the words by giving a word for the picture displayed	Trish van der...	Factors: ▼
		- Teacher referred to Arabic (what is this word in Arabic)		
		- Repeated with 5 more pictures		
		Teacher handed out the words to random learners and then held the picture up at the front of the class. Teacher asked who has the word for this picture? Learners brought the word cards that supported the pictures.	Trish van der...	Factors: ▼
		Teacher asked the meaning of the word again and they could refer to the picture clues to provide words that matched the pictures.		
		Teacher gave then the opportunity to recall information about gorillas the week before.	Trish van der...	Link to prior knowledge about ▼
		Learners had to state if it was a fact or opinion.	Trish van der...	Component: ▼
		Story name – asked for the name of the book; Start with a title (Teacher placed flash card on the board with the word title)		
		Fact and a picture.		
		Students could refer to the three words – title, fact and picture.		
		Teacher asked the learners to try and speak English – “what do I hear” English or Arabic?	Trish van der...	Factors: ▼

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	She encourages them to try and use English for speaking. Differentiated activities: Group 5 + 6: write down words learnt today and write these around the picture of the giraffe Group 3 + 4: write one sentence using the words can, have and are about giraffes; Group 1 + 2: write three facts (sentences); Write one closing sentence about giraffes. High frequency words are on the board for reference (photograph); Teacher writes words on the board as requested by students to aid writing / sometimes students are encouraged to take the board marker and try to write a word on their own Teacher played snap with the low ability group with the six words used today.	TV Trish van der Merwe Strategies: Differentiated activities TV Trish van der Merwe Strategies: Write vocabulary on board as requested from learners Enables them to write sentences Factors: Classroom environment Print rich Learners can refer to walls and displays if vocabulary is needed HFW displayed on board for reference TV Trish van der Merwe Strategies: Snap using same words learnt the day Had to find the same words

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Phase 2 – Semi-structured interview with codes

Interview Schedule for the M. Ed study: Strategies for enhancing vocabulary acquisition in the language of instruction			
Date: 15 June 2017			
Time: 10:30			
Interviewee: [REDACTED] (Tender)			
Interviewer: Etrecia van der Merwe			
Interview questions with fieldnotes			
Demographic / background questions			
1	What is your vernacular? / What is your nationality?	U.S.A, English	TV Trish van der Merwe Demo – vernacular and nationality
2	Where did you receive your qualification?	In the U.S, do I need to (give the universities?). Yes, please the universities? Texas Southern University. That's in Houston, Texas. In what year was that? 2010.	TV Trish van der Merwe Demo – institution obtained
3	What is your qualification?	Doctorate in Counselling. And your previous degrees? One in behaviour modification, special education. The other one is a Masters in Counselling and the other one is a B.S in Psychology. How did you end up teaching? Because I had certification in counselling and in the United States they have reciprocity, so when I moved I was young and I graduated when I was like 21, with the B.S? yes. Oh, no with my Masters. I did my B.S in two years and I finished my Masters by the time I was 21. And the years? The PhD was in 2010. The B.S was in 1996. Masters in 1977.	TV Trish van der Merwe Demo - qualification TV Trish van der Merwe Demo – qualification TV Trish van der Merwe Demo – qualification TV Trish van der Merwe Demo – qualification year obtained TV Trish van der Merwe Demo – qualification year obtained TV Trish van der Merwe Demo – qualification year obtained

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		So, you first did the Masters and then the B.S? Yes, because what I did was I went through alternative certification or teaching certificate. You end up having a Masters Ed. Some of the same courses that they require for special ed.	
4	How many years of experience do you have in the instruction of English? <i>Do you have experience in teaching ESL?</i>	Instruction of English, ooh. Let me see. <u>Counton University, university is 5 years and 9 years in an elementary ed.</u> Yes, that's what I did at the university. I taught English as a second language, <u>these 5 years?</u> And also, when I was in special ed. We had to be certified also, because many of the students that we had in <u>special ed.</u> were Spanish speaking only. So, we had to get certification as English as a second language. So you actually have certification as ESL? Yes, I have certification as a <u>English Second Language</u> teacher. And I have certification in Autism specification ed. it's K-12 in English.	TV Trish van der Merwe Demo – experience TV Trish van der Merwe Demo – experience TV Trish van der Merwe Demo – experience TV Trish van der Merwe THEME: AWARENESS, BELIEFS AND PRACTICES OF TEACHERS REGARDING VOCABULARY ACQUISITION IN ESL.
Interview questions on vocabulary components and pedagogy			
5	What is your opinion on the awareness, beliefs and practices of teachers regarding vocabulary acquisition in ESL?	What do I believe? Yes. I don't know, I believe that people think, uh, you know we hear so much that kids can learn very quickly and that we think as English speakers we think, uh, that they can acquire a language very easily, which is not, because they have to give, look at the whole student and look at its culture and how they acquire their language. You know. So, <u>I think sometimes we already know a language or several languages and I think we kind of think we walk in their shoes, but we don't.</u> Because there are so many things happening in a child's life that can keep them from acquiring a language a language, yes. Especially a second language and then we have to look at, even when they are acquiring,	TV Trish van der Merwe Beliefs – “people” think children learn quickly / language acquisition happens easily – but it doesn't -Look at child holistically -Culture of the child needs to be considered -Focus on how the child acquires his native language - Arabic TV Trish van der Merwe Beliefs – think we understand what learner's feel like when learning English – we don't TV Trish van der Merwe Factors – things that hinders language learning TV Trish van der Merwe Factors

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		acquire their first language, you know, it's a, we have to look at their backgrounds, their acquired language, uh, I want to say socially, because socially they could acquire a standard language or they can acquire more or less like slang. Because some kids have their own language, they do not learn proper terminology. They use a slang, like a colloquial? Yes, like a colloquial that's right.	Trish van der... Factors – Trish van der... Factors – Trish van der... Terminology –
6	What is your definition of vocabulary?	Vocabulary is so (show of hands – big). Traditionally we think of vocabulary as words that we acquire and that we learn the meaning of and the application of words, uhm, and but it can be two things. We learn the words and then a part of our active vocabulary, because vocabulary does not mean even if you learn the words, it does not mean that we actually use them in our language every day. So, it can be active and inactive vocabulary, you do not have to use it but you still have it. Well, a lot of times what people do, we teach kids this big vocabulary but, it's not used actively. So, they can really acquire it, yes, because it's not in their lived experience. No, it's not in their everyday language, it's not in their lived experiences.	Trish van der... THEME: Trish van der... Vocabulary – Trish van der... Vocabulary – Trish van der... Vocabulary – Trish van der... Vocabulary –
7	What are the factors that influence the acquisition of ESL vocabulary with ESL learners?	Oh, everything. Their social lives, their parentage, their education in terms of how they are taught, are they being taught based on their learning styles, there's a whole host of things, because a lot of times we need to look at the whole child. And their psychological profiles and in terms of some of their limitations. You know we have some kids that may have certain difficulties, that hurt to acquire a first language or a second language. You referred to the parents, what do you think with regards to the parents what factors?	Trish van der... THEME: Trish van der... Factors – Trish van der... Factors:

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	You know, and this is old school, it's like, I'm going to give you an example: I grew up in a home that was print rich. My dad read all the time, my mom read all the time. So, automatically it's like automatically you're gonna learn to read, you gonna enjoy reading, because that is part of your culture. So culturally your social environment, your family environment is gonna play such a crucial part. But, if you go home to no books in the house, people not reading and the only thing they read are bits electronically and they are speaking that way, it's going to be very difficult. Exactly, yes. Yes, because there is no model for you? There is no model, that's exactly what I meant. And especially here with the Arabic? But, I think that's with any language, if you do not have modelling, your first teachers are your parents. Any way you look at it your first people, it's like imprinting. When the duck sees whatever object after they are born, they start following them (I laughed as I enjoyed what she was telling me). So, it's the same and kids are gonna model from their parents. Some of them they get lucky, they don't model their parents and they are just those, that 1% that are just self-actualize, they wanna do this and they are driven. But, I would say the other 99% or whatever percent, they gonna do what they see their parents do. Their gonna model, or their brothers or their sisters that are close. Their relatives, yes. Just like you see a bunch of, I'm gonna give you a good example: One side of my family everybody went to college. On my father's side, my father finished college. Everybody went to college. 14 kids, everybody went to college. On my mom's side, they own grocery stores, service stations and their parents' whole thing was emphasizing the work	TV Trish van der Merwe Links with comment below TV Trish van der Merwe Factors: Role models of expressive and receptive vocabulary Important to model Models of reading Availability of books in the house with English vocabulary TV Trish van der Merwe Factors: Role models of expressive and receptive vocabulary Parents are the first models – teachers Like imprinting (Terminology) TV Trish van der Merwe Factors: Role models of expressive and receptive vocabulary Some learners are lucky and do not need a model for achieving success at his own developmental rate Some learners do need the modelling to develop successfully – as they do what they see and follow that Brothers and sisters also have an influence in vocabulary attainment as they allow more opportunity to acquire the language through expression and reception. TV Trish van der Merwe Factors: Personal story: Dad's side of family all went to college after school. Mom's side are business owners enhancing the work ethic. She set the bench and went to college, now all her cousins are going as well. She set a good example – showing the culture in the house is important and has an impact of how something should be attempted or done.

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		ethic, when you finished high school. So, everybody finished high school, no one went to college. I'm the first granddaughter on that side that had to go to college. Where on my dad's side everybody goes to college.. I'm no big deal. But on my mom's side, I was a big deal. It set a tone in that family. Like I told them you not going to college. And I went to college and everybody knew, all the little kids and all the young, I have a lot of young cousins, they're in their teens and twenty's and stuff. They go to college. Yes, <i>because you set a good example to them.</i> Yes, and none of their parents went. So that's what happens when those cultural and social issues just play a very intricate part of acquiring a language. And just look at the whole person and those little tiny nuances that some people would not carefully looking at.	TV Trish van der Merwe Factors: Role models of expressive and receptive vocabulary -Social and cultural issues play a very intricate part of acquiring a language. -Consider the holistic development of a learner -Little boosts or nuances are also important, although they might seem non-important or useless.
8	What do you think are the vocabulary components that should be addressed in your class?	The components that [redacted] and I were just going over, looking at language that they could fully integrate their active vocabulary, their speaking vocabulary and work with that. So, <i>that they grow.</i> And one of the things I did using was, I introduced dictionary skills, building vocabulary. Learning how to be independent. Learning to look for words when they need it, when they were at a loss for words. Using a thesaurus, that type of thing. Emphasizing what the use of a thesaurus was, when they needed words, you know. And that's what we emphasize, like a, if I told them we don't use baby words. We don't, we don't use big and we don't use little in my room. Because you're fifth graders, when we talk about something that is large we say huge, like synonyms, yeah. To get them away from just knowing those basic words and get them driven towards the upper vocabulary. That	TV Trish van der Merwe THEME: VOCABULARY COMPONENTS THAT REQUIRE ADDRESS TV Trish van der Merwe Components: Expressive vocabulary Integrate vocabulary into speaking vocabulary Improves growth Dictionary skills Building vocabulary (Morphology) Being independent while doing the above Looking for words Using a Thesaurus – emphasizing the use of one Using synonyms: no “baby words” Huge instead of big Tiny instead of little or small – teach them to know upper vocabulary

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		symbolize their growth. And the acquisition of new words, with the same meanings and that type of thing.	
9	What strategies do you think should be used in your classroom, that would be seen as best practice for teaching vocabulary?	Oh, role modelling is one and then a, being able to act out. And we did what we did, it was modelling, but we did little plays where people could get up and talk and speak and use the words, I forgot what we call that. Readers theatre? Role play, we did role play. Where they would speak and come up with words, and we would do impromptu speaking like oh they took my puppet. We would do a puppet thing, then finger plays, and we did drama, theater. And then in this role modelling it includes pronunciation? Yes it did, most of key things were pronunciation, then listening to how a word, and syllable segmentation and we worked with those kinds of things and understanding the sound of each vowel and how they interplay in words. Because, I always teach them there is no such thing as a word, if you do not have a vowel sound. And in English, vowels play a tremendous part in creating words. And then we would do non-sensical word creating and sing those words like banana, bana, bonana bobana, you know. Something song. We call it the word song. So someone had to get up in front of the class and create some silly non-sensical word using rhyming schemes and that's something that was very difficult and is still difficult for them in terms of rhyming schemes and in understanding that this word. Like if this word ends in -at, well that's too simplistic but larger words if they end in a rhyme, -et. All you do is add the consonant at the end, it's still going to be the same. Like transformation and nation. Uhum. Like -tion? That's what I did too, we divided up words and taught them	TV Trish van der Merwe THEME: BEST STRATEGIES FOR VOCABULARY TEACHING TV Trish van der Merwe Strategies: Role modelling Acting out Role play Impromptu speaking - use puppets - finger plays - drama theater TV Trish van der Merwe Strategies: Pronunciation very important Listening to a word Syllable segmentation Understanding sounds of each vowel TV Trish van der Merwe Strategies: How sounds interplay in a language to form words No word without vowel sounds Vowels very important in English for the creation of words -Non-sensical word creating for identifying what are words and what are not words TV Trish van der Merwe Strategies: Independent expression of language: Get up in front of class Develops social / cultural skills of language expression and usage Factors: Creates a milieu where learners feel safe to express themselves in second language TV Trish van der Merwe Strategies: Rhyming schemes -Difficult to use with these learners -Struggle to see and understand rhyme -Based on sound -Struggle to hear the variations in the expression of the various sounds in English

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		when you see the letters -tion, that it's -shun. The sound is -shun. Yes, because I found lots of kids used looked and walked and then they say lookit and walkit. Uhuh, yah. You have to work with that idea. It took a while to teach them that one. Yes, that was a big one. But, I understood though why, like me go this, because when they translate it, uh, <i>ana</i> means me. And it also means I. Yes. So, that's what we need to understand too and how difficult it is if you, for us, I learnt Spanish, really decent and I learnt French. So, I can speak a little bit, you know I'm okay, in both languages. But, I told them in, because I explain it to them because I always go over language and I always tell them how wonderful and how smart they are, because I've learned two other languages, but they are easy because they have cognates in them. Yes. You start out with a thousand words out of each language. Like when I say <i>animale</i>, animal. You know. Yes. French animal. Yes. So, what I try to explain to them is there are some sounds that are similar and you need to play on those and use those. And in terms of that for you guys it's real hard because you go from your right to you left and we go from left to right. So, that's really difficult. So even for us learning a foreign language, when they stay basically similar, it's easy to acquire. But you're looking at a language that's just so totally different and the writing as well. Yeah, the writing as well. Because it's a whole total basically a whole new language. Yeah, scheme, everything. You know it's very challenging. But I always let them know that they can be successful, but I understand too that it's challenging. Yes.	Trish van der... Strategies: Trish van der... Factors: Trish van der... Factors: Trish van der... Factors: Trish van der... Factors: Trish van der... Factors: Trish van der... Factors: Trish van der... Factors: Trish van der... Factors:
10	How do you address vocabulary acquisition?	Is there anything else that you can maybe suggest? Because I	

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		remember you did suffixes and prefixes the day I was here for the lesson? Uhuh, you know my whole thing was for me, was, I hate so much of repetition, but until they get it you have to have a great deal of repetition and making sure the kids know their vowel sounds. And consonant blends. And learn how to blend sounds. That's what's important for me to teach vocabulary building was that, I can't think of anything else. Ahhh, okay. Oh yes and we also like to use the pictures, several things. What is that? We would do, uh, I would do vowel omissions that type of thing. What's missing in this word? What can you create out of this word? We also did word search and things like that and we did a lot of fun things like for them creating their own puzzles with words. And we used to play games, is that a word? And they have to defend it, why is that a word? I would write a word that would be similar, but it was really not a word like people say converse and we converse. Converse is not a word. Converse is the correct word. So, we play games like that, word games. You can have a conversation? Then we did a lot of uh, for the low level kids, drawing words. Color the word and then I'd ask them, what would you color the word hot? What does it mean to you? If you draw the word hot, what picture would you draw, what meaning would you give it? And the low level kids would draw the sun or something like that. Ok, nice.	TV Trish van der Merwe Strategies: Repetition TV Trish van der Merwe Strategies: Consonant blends Blending of sounds In this way – teach vocabulary building Omission of vowels Use of pictures TV Trish van der Merwe Strategies: Word search Creating own puzzles Nonsense words – create Choose correct word – converse and conversate Converse is correct one. TV Trish van der Merwe Strategies: Differentiation for low level kids Drawing the words Colour the word What colour would you colour the word "hot"? Draw the word hot what would you draw? Sun, fire TV Trish van der Merwe THEME: STRATEGIES TO ENHANCE VOCABULARY ACQUISITION IN THE LOLT ANOTHER POSSIBLE THEME: COMPUTER PROGRAMMES AS AID TO VOCABULARY ENHANCEMENT Provided more strategies
11	What other strategies could you provide in order to enhance vocabulary acquisition in the language of instruction?	Any other strategies learnt from previous experience or maybe that you couldn't use here, but that would also be able to assist a kid? You see back in the States, everything was computerized, so, we had computer programmes. We would sit kids at computer programmes and they	-Listen to reading with ear phones -Listen to word building programmes -Group work with computers -Hooked on Phonics o Word segmentation -Reading programmes o Look in the book while listening to it being read

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		would listen <i>oh, nice</i> , with earphones and listen to word building programs. So, here I do manual labor, even back in the day, you know, we had four computers in the rooms, we would do groups. I loved working with the low-level group and the other four kids would be working on a computer time and working on a vocabulary programmes. I can't remember some of the programs that we had, but <i>Hooked on Phonics</i> was one of the programs that we had that was very good. It broke the words apart and their vowel sounds and that type of thing. Any other programs? I can't remember, it's just so long ago what I can think of. But they had a lot of just reading programs, and you read along to the book and listening to the book.

Concluding remarks:

Do you have any further remarks or comments regarding vocabulary instruction or the strategies that can be used in the classroom?

I just think anything we do, we have to make it fun, and not make it be a drudgery. You know, something that they dread. So, we usually just like I would do sticky notes and every time in the morning I would come and put a sticky under here (show putting a sticky note under the desk). That would be my starting activity. And they would have to collaborate at the group. Because I let them talk it over and see what the meaning is or how to phrase it in a (sentence). And I use *dojo*, *dojo* points too. And *422 kids* of course. And helping them write, was a big issue, with their vocabulary. And I would tell them if you read well, you write well. And if you read, and understand, your vocabulary. You are going to learn how to comprehend, because reading is comprehending. So, vocabulary is just one of the real foundation building blocks for reading and writing. And I did with red ink, I use no red ink with those kids. 'Cos it's basically integration of those three things, vocabulary, reading and writing. And dictionary skills were a real routine thing. They ended up becoming, teaching them independence in terms of how to look up a word and learning how to read a dictionary and understand the, uh, and looking in the dictionary and how to spell the words and teaching them independence.

Thank you very much. I hope I was of help. I believe so, thank you very much.

Trish van der...	Factors:	▼
Trish van der...	Strategies:	▼
Trish van der...	Strategies:	▼
Trish van der...	Strategies:	▼
Trish van der...	Factors:	▼
Trish van der...	Computer	▼
Trish van der...	Problems arising due to lack of	▼
Trish van der...	Vocabulary importance	▼
Trish van der...	Strategies:	▼

Semi-structured interviews will be used to generate perspectives and experiences on what vocabulary components are and how vocabulary learning strategies is taught within an ESL class.

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Date: 04 October 2018

To whom it may concern

This is to certify that the Master's Dissertation: Strategies for Enhancing Vocabulary Acquisition in the Language of Instruction written by Etricia van der Merwe has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

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CHECKING OF BIBLIOGRAPHY

Hereby I declare that I have checked the technical correctness of the Masters Bibliography of Ms Etricia van der Merwe according to the prescribed format of the Senate of the North-West University.

Yours sincerely



Prof CJH LESSING

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20 October 2018

To Whom It May Concern

This serves to confirm that I have duly edited the referencing system in Ms. Etrechia van der Merwe's Master's dissertation|by checking in-text referencing against the Reference List.



Judy Cornwell

ADDENDUM O



NORTH-WEST UNIVERSITY
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Institutional Research Ethics Regulatory Committee

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ETHICS APPROVAL CERTIFICATE OF STUDY AMENDMENTS

Based on approval by the Ethics Committee of the Faculty of Education Sciences (ESREC) at the meeting held on 19/06/2014, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves the amendments of your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Strategies for enhancing vocabulary acquisition in the language of instruction.																
Study Leader/Supervisor:	Dr C du Toit															
Student:	E van der Merwe & Prof J Botha															
Ethics number:	<table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>0</td><td>0</td><td>1</td><td>0</td><td>1</td><td>-</td><td>1</td><td>4</td><td>-</td><td>A</td><td>2</td></tr></table> Institution Study Number Year Status Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation	N	W	U	-	0	0	1	0	1	-	1	4	-	A	2
N	W	U	-	0	0	1	0	1	-	1	4	-	A	2		
Application Type:	N/A															
Commencement date:	2016-11-01															
Expiry date:	2017-10-31															
Risk:	N/A															

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The study leader (principle investigator) must report in the prescribed format to the NWU-IRERC via ESREC:
 - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviation from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- ESREC can be contacted for further information or any report templates via Ema.Conradie@nwu.ac.za or 018 299 4656

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or ESREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA
Du Plessis

Digitally signed by
Prof LA Du Plessis
Date: 2016.11.08
08:00:34 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)