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The Effectiveness of Using ECRIF and PPP Strategies in Fifth Graders' Vocabulary Learning and its Retention

**فاعلية توظيف استراتيجيتي ECRIF و PPP في تعلم طلبة
الصف الخامس للمفردات واحتفاظهم بها**

Sawsan Khaleel Mohammed Mezied

**Supervised by
Prof. Awad Soliman Keshta
Prof. of English Teaching Methods**

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إقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

The Effectiveness of Using ECRIF and PPP Strategies in Fifth Graders' Vocabulary Learning and its Retention

فاعلية توظيف استراتيجيتي ECRIF و PPP في تعلم طلبة الصف الخامس للمفردات واحتفاظهم بها

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نتيجة الحكم

Abstract

The Effectiveness of Using ECRIF and PPP Strategies in Fifth Graders' Vocabulary Learning and its Retention

This study aimed at determining the effectiveness of using ECRIF and PPP Strategies in Fifth Graders' vocabulary learning and its retention. To achieve the aims of the study, the researcher conducted the experimental approach with a sample included 143 students where ECRIF strategy was used in teaching the experimental group 1 and contained (41) students, PPP strategy was used in teaching the experimental group 2 and contained (42) students, while the traditional way was used with the control group which contained (42) students in the second term of the school year 2016-2017. The researcher used (pre ,post & delayed) vocabulary test and a content analysis card to collect data. The study's results indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between ECRIF strategy and the PPP strategy in the post & delayed test in favor of ECRIF strategy, and the researcher attributed these differences to using ECRIF strategy in teaching English language vocabulary. In the light of these findings, the study recommended the necessity of implementing ECRIF in teaching English language to make better outcomes in students' vocabulary learning and retention in English as a foreign language. Also, the ECRIF and PPP strategies should be applied with other English skills and sub-skills.

Key words : effectiveness, vocabulary, ECRIF strategy. PPP strategy.

ملخص الدراسة

فاعلية توظيف استراتيجيتي ECRIF و PPP في تعلم طلبة الصف الخامس للمفردات واحتفاظهم بها

هدفت هذه الدراسة إلى تحديد فعالية استخدام استراتيجية ECRIF و PPP في تطوير مفردات اللغة الإنجليزية لطلبة الصف الخامس والاحتفاظ بها. ولتحقيق أهداف الدراسة استخدم الباحث المنهج التجريبي مع عينة شملت 143 طالبة حيث تم استخدام استراتيجية ECEIF في تدريس المجموعة التجريبية 1 وتضمنت (41) طالبة واستخدمت إستراتيجية PPP في تدريس المجموعة التجريبية 2 واحتوت على (42) طالبة، في حين استخدمت الطريقة التقليدية مع المجموعة الضابطة التي تضمنت (40) طالبة في الفصل الثاني من العام الدراسي -2016-2017. ولجمع البيانات استخدمت الباحثة اختبار المفردات (قبلي ، بعدي ،تتبعي) وبطاقة تحليل المحتوى لجمع البيانات. وأظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) في متوسط مجموع درجات تحصيل المفردات في الاختبار البعدي والتتبعي بين استراتيجيتي ECRIF، PPP لصالح استراتيجية ECRIF. وقد عزت الباحثة هذه الاختلافات لاستخدام استراتيجية ECRIF في تعلم المفردات .

وفي ضوء تلك النتائج، أوصت الباحثة بضرورة تنفيذ استراتيجية ECRIF في تدريس اللغة الإنجليزية لتحقيق نتائج أفضل في تعلم مفردات اللغة الإنجليزية كلغة اجنبيه لدى الطلبة والاحتفاظ بها أيضا، كما أوصت الدراسة بضرورة تطبيق استراتيجيتي ECRIF و PPP في تدريس مهارات اللغة الإنجليزية الأخرى و المهارات الفرعية لها.

الكلمات المفتاحية : اثر ،المفردات ، استراتيجية ECRIF، استراتيجية PPP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ

قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴾

[الكهف: 109]

Dedication

- To the soul of my mother and father , who have lightened my way and sacrificed their life for me and my brothers and sisters,
- To all those who have lightened my way towards success,
- To my dear husband, who has constantly encouraged and supported me to complete this journey with his extraordinary patience and understanding,
- To my brothers and my sisters, who were and are still my model of Success
- To all my friends and colleagues
- To the great martyrs and prisoners, the symbol of sacrifice

I dedicate this work

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The Researcher

Sawsan Khaleel Mohammed Mezied

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List of Abbreviations

ECRIF	=	Encounter, Clarify, Remember, Internalize, and Fluently Use.
PPP	=	Present – Practice – Produce.
CLT	=	Communicative Language Teaching.
EFL	=	English as a Foreign Language.
ELT	=	English Language Teaching.
ESL	=	English as a Second Language.
III	=	Illustration – Interaction – Induction.
LA	=	Language Awareness.
L1	=	A person's first language.
L2	=	A second language which a person is attempting to learn
SIOP	=	The Sheltered Instruction Observation Protocol.
CCQs	=	Concept Checking Questions
TBLT	=	Task-Based Language Teaching

Chapter I

Background of the Study

Chapter I

Background of the Study

1.1 Introduction:

English, as a means of communication, is currently the most widely spread language in the world. In today's global world, no one can deny or ignore the importance of English Language since it is the most common language spoken everywhere. English is an international language that is spoken in many countries all over the world. It is the language of technology, science, computer, medicine, literature, and commerce. In the age of globalization and internet, people live in a small village in which they have no choices but dealing with English Language as the main means of communication (Alkhawaldeh, 2010, p. 2).

Keshta (2000, p. 4) explained that "English is a universal language; the language of communication across countries in the international world of trade, business, communication, air transportation and technology." Furthermore, it is used as a second official Language next to the mother Language which is Arabic, and this gives English Language its importance in the Arab world in general and in Palestine in particular. Ediger and Rao (2007, p. 6) stated that English language is considered a window to the world and we can communicate almost in all places in the world with knowledge in English.

In fact, English language is the only foreign language that has been taught in the Palestinian territories. Palestinian students start learning English language from the early beginning of their school. They start to study English language from the first grade when they are nearly six years old. Talking about learning a foreign language, the first thing to think about is words. Min (2013, p. 64) mentioned that a solid foundation of vocabulary knowledge is essential at every stage of the learner's second language development. Words are the building blocks of language and without them; there is no language (Milton, 2009, p. 3).

Vocabulary plays an essential role in acquiring a language, and it is an important tool to express ideas, communicate effectively, and construct new knowledge. Johnson (2012, p. 29) clarified that the more words we know, then the

faster we can organize and construct new knowledge structures. Also, Karmiloff and Karmiloff-Smith (2001, p. 67) assert, "a child's vocabulary level can also enhance or hamper her understanding of the world. Moreover, vocabulary plays an essential role in acquiring a language and it is an important tool to activate the four language skills in English. Many researchers realize the importance of vocabulary, in this concern, Wilkins (1972, p. 111) declared, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Moreover, a limited vocabulary can prevent learners from developing ideas or arguments effectively in writing. In addition, Nation (2002, p. 89) noted that by acquiring new vocabulary, students can increase their reading ability in their second language. This indicates that vocabulary is central to English language teaching because it paves the way for other skills to be mastered. It is unacceptable to understand a written text without knowing the vocabulary it consists (Abdulla, 2012, p. 21). In addition, vocabulary teaching and learning have a crucial role in English language acquisition.

Mukoroli (2011, p. 8) stated that without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Therefore, the growth of vocabulary knowledge is the base of language acquisition and this growth of vocabulary can be possible when teachers employ effective vocabulary teaching and learning strategies. However, vocabulary learning is a complex task that may require different strategies and techniques, and all students face difficulties in understanding the meaning of 'unknown words' met in a reading text and especially in a listening text (Griva, Kamaroudis, & Geladari, 2009, p. 30). According to Tozcui & Coady (2004, p. 98), learning new words, keeping words in mind, and recalling them when needed are relatively a difficult process which needs certain strategies to facilitate learning vocabulary. Most EFL learners find difficulties in communicating with English language due to their limited number of vocabulary. In this sense, Saengpakdeejit (2014, p. 147) stated that insufficient vocabulary knowledge leads the learners to encounter difficulties in language learning. These difficulties include forgetting new vocabulary because students do not use them in daily situations, as English language is the second language. So, it is necessary to find more effective methods and strategies to improve learners' achievement and to make learning vocabulary enjoyable for children. Cameron (2001, p. 41) indicated

that in order to overcome these challenges, teachers should use effective strategies which enhance vocabulary achievement and retention.

It is a hard task to have young learners involved and motivated completely for "45" minutes. Children of (8-10) can keep activities from (10 to 15) minutes long because they are quickly distracted with their surroundings. Shin (2007, p. 47) emphasized that young learners tend to have short attention spans and a lot of physical energy. It is vital that teachers give students the tools for acquiring their own rich vocabulary. Students will learn many words when they encounter them in meaningful contexts, but other words must be directly taught. Repeated meaningful encounters with words in read-aloud, in conversation, in personal reading, in discussion, or in media, viewing can lead students to build vocabulary over time. Therefore, teachers should model effective word learning strategies for students.

The researcher agrees that strategies are essential for effective teaching of vocabulary. Multiple exposures to a word before students can fully make them understand it. Learning new words in context is also a demand. Teachers can activate the process by having students connect new meanings to words they have already known. The more exposures students have to a word, the better chance they will remember it. There are many effective teaching strategies for teaching vocabulary to elementary students. In her current thesis, the researcher investigates the effectiveness of using ECRIF and PPP strategy in fifth graders' vocabulary learning and its retention.

1.2 The Need for the Study

With advanced technology nowadays, the traditional ways of learning vocabulary become dull and boring whereas there are so many entertainments out there that are much more interesting than the traditional methods. Therefore, teachers have to come out with ideas that attract children attention and interest through bringing authentic and real world inside the classroom and making the learning process more interesting. Accordingly, the researcher tries to help teachers and students to find good strategies to improve learners' achievement in English vocabulary by exploring the effectiveness of ECRIF and PPP Strategies.

Learning English vocabulary is not an easy job for the majority of students, especially within Palestinian schools' limited possibilities. Teaching vocabulary traditionally has become boring with the rapid development of technologies and new strategies. The researcher ,from her own experiences in teaching English, could neither shut her eyes to the results of the students in English language exams nor shut her ears to the complaints of parents and teachers regarding the deficiencies of their students' performance in English language in general. Also the researcher noticed a lot of obstacles such as crowded classes, difficult curricula, and traditional evaluation methods that make students' motivation and participation in the classroom low and weak. This truth has led the researcher to investigate the ways vocabulary can be taught more effectively.

1.3 The Statement of the Study

Due to the researcher's experiences in teaching English for ten years and as a head mistress for five years, she has observed that students face a lot of difficulties in learning English vocabulary. Neither motivation nor students' classroom level of participation seems to be improved. This problem asserts that young learners have short attention span and they are quickly distracted. In addition, the traditional methods and techniques that teachers implement in teaching English vocabulary do not attract learners towards practicing it effectively. Hence, it is so important to examine the use of ECRIF and PPP strategies in providing effective teaching that enhances students' achievement in English vocabulary.

1.4 Research Questions:

The problem of the study can be stated in the following major question:

What is the Effectiveness of Using ECRIF and PPP Strategies in the Fifth Graders' Vocabulary learning and its Retention?

Minor Questions:

Moreover, the problem can be more specific by deriving the following minor questions:

1. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in vocabulary achievement between the pupils who learn English

vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the traditional method (control group) in the post test?

2. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in vocabulary achievement between the pupils who learn English vocabulary through using PPP strategy (experimental group 2) and those who learn English vocabulary through the traditional method (control group) in the post test?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the PPP strategy (experimental group 2) in the post test?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in vocabulary achievement between post application and delayed application among (experimental group 1)?
5. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in vocabulary achievement between post application and delayed application among (experimental group 2)?
6. Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the PPP strategy (experimental group 2) in the delayed application?

1.5 Research Hypotheses:

Based on the research questions, the researcher states the following hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those

who learn English vocabulary through the traditional method (control group) in the post test.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using PPP strategy (experimental group 2) and those who learn English vocabulary through the traditional method (control group) in the post test.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the PPP strategy (experimental group 2) in the post test.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between post application and **delayed** application among (experimental group 1).
5. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between post application and **delayed** application among (experimental group 2).
6. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the PPP strategy (experimental group 2) in the delayed application.

1.6 The Purpose of the Study

The study aims at achieving the following objectives:

1. Identifying the central vocabulary included in the content of the English language book for the fifth grade.
2. Determining the effectiveness of using ECRIF Strategy in the acquisition of English vocabulary of the fifth graders.

3. Determining the effectiveness of using PPP Strategy in the acquisition of English vocabulary of the fifth graders.
4. Comparing of ECRIF and PPP strategies in improving vocabulary acquisition among fifth graders.
5. Persuading teachers to integrate interactive methods and strategies, especially the ECRIF and PPP strategies in English language classroom.
6. Determining the effectiveness of using ECRIF and PPP Strategies in developing English vocabulary retention of the fifth graders.
7. Examining the effectiveness of ECRIF and PPP strategies in the classroom on teaching practices and pedagogy.

1.7 Significance of the study

This study may:

1. Benefit English teachers in improving their performance in using interactive strategies specifically ECRIF and PPP strategies in teaching.
2. Provide English supervisors with useful guidelines of incorporating ECRIF and PPP strategies in teaching when preparing for workshops and training courses.
3. Benefit the designers of English language courses in developing curriculum content by taking into consideration the appropriate processes of the acquisition of English vocabulary.
4. Pave the way for other researchers to conduct more studies about using ECRIF and PPP strategies in developing other main skills as speaking, reading, and writing.
5. Give an experimental model to show that using ECRIF and PPP strategies can be brought into schools in order to promote the process of teaching and learning.

1.8 Limitations of the study

- 1 **Subject limitation:** The study was limited in teaching English vocabulary to units (11, 12, 13, and 15) in "English for Palestine 5A" through using "ECRIF" & "PPP" strategies.
- 2 **Place limitation:** The study was applied at a governmental school in the Middle directorate; Al-Aysheya Basic Elementary School for Girls.
- 3 **Human limitation:** The study was applied to a sample consisted of (123) pupils fifth graders studying in the Middle directorate at Al-Aysheya Basic Elementary School for Girls.
- 4 **Time limitation:** The study was conducted in the second semester of the scholastic year (2016/2017).

1.9 Operational definition of terms:

- **Effectiveness:**

According to the Online Oxford Dictionaries, effectiveness is the degree to which something is successful in producing desired results.

The researcher defines effectiveness as the degree of improvement in the learners' achievement level in English vocabulary as a result of implementing the ECRIF or PPP strategies. It is measured by the achievement test designed by the researcher.

- **ECRIF strategy:**

The researcher defines The ECRIF as a way of looking at how people learn. Rather than prescribing what teachers should or should not do, the aim of this framework is to provide a tool that teachers can use to see student activities and content based on students' learning. In this way, ECRIF is connected to see how teachers think about what is happening in class.

- **PPP strategy:**

The researcher defines PPP as a model used to describe typical stages of a presentation of new language. It means presentation, practice and production.

- **English vocabulary**

The researcher defines vocabulary as the collection of words that an individual or a group of people realizes to use. Individuals' vocabulary is all the words he/she comprehends and exercises orderly. It is the sum of the central words that revolve in the unit in English language book "English for Palestine 5A " for the purpose of imparting to the fifth graders .

Chapter summary

In this chapter, the researcher stated the importance of learning English as a foreign language to communicate with people from different countries and how the current study offers an opportunity for Palestinians to be open to the outside world. This chapter outlined the proposed research, detailed the research in context, set the research questions, outlined the proposed methodology, and demonstrated the specific contribution this research will attempt to achieve. The chapter discussed the aim of the study stated in determining the effectiveness of using ECRIF and PPP Strategies in developing English vocabulary of the fifth graders and its retention.. Moreover, the chapter shed light on many pedagogical implications of the study as it persuades teachers to integrate interactive methods and strategies especially the ECRIF and PPP strategies in English language classroom. It also identifies more efficient and interesting ways in teaching English vocabulary. The following chapter (chapter two) will discuss literature review related to vocabulary learning, retention, ECRIF framework and PPP framework.

Chapter II

Literature Review

Chapter II

Literature Review

Introduction:

In the light of the purpose of this study, which aimed at investigating the effectiveness of using ECRIF And PPP Strategies in the Fifth Graders' Vocabulary learning and its Retention, this chapter is divided into two sections. The first section consists of four domains. The first domain is a theoretical framework that discusses vocabulary learning, the second domain discusses retention, the third domain deals with ECRIF strategy, finally, the fourth domain is about PPP strategy. The second section investigates the findings of previous studies related to the topic of the current study that is divided into two domains. The first one deals with studies related to vocabulary learning and retention, whereas the second domain discusses studies related with ECRIF and PPP strategies.

Section (1)

Theoretical Framework

The First Domain: Vocabulary

Vocabulary is one of the most dynamic and effective parts in any language since it is significant to improve language acquisition (Cameron, 2001, p. 12). Harmon, Wood, & Keser, (2009, p. 45) and Linse (2005, p. 19) go further to emphasize the important aspect of the growth of vocabulary in the continuous development of language. In the previous decades, vocabulary has not taken such consideration, but researchers nowadays pay certain attention to vocabulary as a means for improving proficiency in all skills. The competence to speak a language is enhanced well by developing learners' acquisition of vocabulary.

The students' success at school, in integrated tests, their academic life, and their public life, is mainly related to a key issue that is vocabulary. The real reason is the ability of vocabulary to embody the main information of any topic and that information is reflected effectively by the competence of the learner to utilize vocabulary in situations (Marzano & Pickering, 2005, p. 23). However, Kaivanpanah

and Zandi (2009, p. 45) declared that both first language and second language acquisition is affected directly by the knowledge of vocabulary especially in reading comprehension. Based on learning vocabulary, Hulstijn et al. (2005, p. 54) decided that unknowing the meaning of the vocabulary in a text prevents the understanding of the correct message. Therefore, more attention should be given by learners to vocabulary and individual words, because it leads to the intended message of the text (Nation, 2001, p. 46).

Roughly, all zones of language learning are widened highly by the expansion of the awareness of vocabulary. As Nation (2001, p. 362) states that the goal of learning is not just acquiring vocabulary since it is not the target purpose; it is a means towards enabling the learner to develop his listening, speaking, reading and writing. Hence, learning vocabulary stimulates learning a language.

1. The Definition of Vocabulary

Vocabulary is one of the leading sides of a language that has to be centralized while learning a foreign language. Acquiring more vocabulary enhances all learners' skills not only receptive skills (listening and speaking) but also productive skills (reading and writing). Folse (2008, p. 55) mentions that to embrace understanding and practice in the foreign language, learners need uninterrupted awareness of vocabulary. He adds that while a basic level of vocabulary will let learners to practice using certain concepts to a definite phase, better communication and excellent utilizing can take place when learners have gained supplementary vocabulary. It is important to shed lights on the definition of the term vocabulary because it is fundamental in the literature of any language. Through reviewing some of the vocabulary literature, the researcher found various definitions sharing some similarities.

According to Nation (1991, p.25) teachers' own use of the term vocabulary justifies giving different synonyms. For instance, "scenery-word vocabularies" is a term used by some teachers to refer to printed words as learners actually realize it in print. Another term is "meaning vocabularies" which refers to the understanding of the meaning of words. Also, "listen vocabularies" is a term used to refer to speaking and learners' perception. Finally, the term "academic vocabulary" is used by the

majority of teachers to indicate the meaning of fixed words in the content. One of definition of vocabulary is "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neumann & Dwyer, 2009, p. 385). Another description of the term vocabulary is learners' awareness of words and word significance. This accommodates with Steven Stahl (2005, p. 75), "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." To know vocabulary is not an easy matter to be fully gained or dominated; it is promoted, deepened, and expanded by continuous practices over time. Michael Graves (2000, p. 71) stated that an operative vocabulary program should comprise four components:

- 1- Broad or inclusive autonomous reading is needed to broaden the knowledge of word.
- 2- Appointed words are required in teaching to consolidate grasp of version holding those.
- 3- Strategies such as independent word-learning strategies.
- 4- Activities and vocabulary realization to activate and foster vocabulary learning.

The understanding of lexis, the word is stressed by modern vocabulary researches. The term in English refers to "all the words in a language, the teaching vocabulary entire of a language" (Barcroft, Sunderman, & Schmitt, 2011, p. 571). Thus, learners should know that lexical chunks and phrases are kinds of vocabulary. Phrases comprise additional words but have explicit, formulaic application and pretend a worthy section that employs written or spoken English language. Moreover, they are named formulaic gradation (Alali & Schmitt, 2012, p. 201); they value teachers' interest as a leading factor to English vocabulary learning (Lewis, 1993, p. 37).

Furthermore, Oxford dictionary (2011, p. 176) describes vocabulary as "body of words used in a particular language." On the other hand, the American Heritage Dictionary states "all the words of the language, which is the sum of words used by, understood by, or at the command of a particular person or group." This definition

agrees to that of Nordquist (2013, p.12) who described vocabulary as all language words, or the words used by individuals or groups. However, dictionaries always assign untruthful concept that vocabulary is a stream of words, each with one or more meanings connected to them. Instead, words are attached to each other in many ways, and this is how they are remembered and stocked; that is why other definitions are desired. Cook (1991, p.38) stated, "Words are not coins you exchange from one language to another according to a fixed exchange rate." Yet, Ruphley et. al (1999, p. 339), as cited in Argueles (2008, p.11), indicated that "vocabulary is the glue that holds stories, ideas and content together making comprehension accessible for children."

Merriam-Webster Online Dictionary (2010, p. 101) offers three definitions of vocabulary as follows:

1. "A list or collection of words and phrases usually alphabetically arranged and explained or defined."
2. "A sum or stock of words employed by a language, group, individual or in a field of knowledge."
3. "A list or collection of terms or codes available for use."

Vocabulary previous definitions of Nordquist investigate the substantial role of vocabulary as the most active part for any language. Reading, writing, listening, and speaking a foreign language is unattainable for the students without acquiring adequate familiarity of vocabulary. Memorizing the form of the word is not the ultimate goal but realizing the accurate meaning to apply it suitably.

The researcher favors the definition that says that vocabulary is the collection of words that an individual or a group of people realizes to use. An individuals' vocabulary is all the words he/she comprehends and exercises orderly. It is the sum of the central words that revolve in the unit in English language book" English for Palestine 5A " for the purpose of imparting to the fifth graders .

2. The Importance of Learning Vocabulary

When researchers talk about vocabulary, they surely come to the most important step toward learning a foreign language. Vocabulary is the soul of a

language, and language learners' and teachers' performance is greatly affected by the development of vocabulary. People use words to convey their intentional messages since they refer to different things, activities, topics, and feelings. Vocabulary learning strategies have been given great attention to enhance the facilitation of second language learning (Toyoda, 2007, p. 50). Moreover, vocabulary knowledge often forms an essential part of language's instruction and is a vital and decisive instrument in communication. In addition, acquiring more vocabulary enhances learners' communication competence, and on the contrary, restricted vocabulary prevents students from communicating successfully.

On the critical role of the acquisition of vocabulary, Schmitt (2000, p. 55) stated that the central role of lexical knowledge is to widen the competence in both the acquisition and communication in a second language. Moreover, Lewis (1993, p. 89) argued that influence of lexical words is the heart of language. Particularly, to improve higher acquiring, learners have to develop their own personal strategies, especially those for vocabulary learning which enhance the acquisitions of more productive information. Hence, English language teaching and learning cannot be vital without enough words. The expansion in vocabulary is vital for students' understanding and expression of their intended meanings. Wilkins (1972, pp. 111–112) defined the importance of vocabulary by comparing between grammar and vocabulary. He stated that very little could be gained without grammar, whereas vocabulary is more active and vital, hence, nothing at all can be gained without it. This point shows that learners' experience in learning a language and gaining some active vocabulary with very little grammar can make them communicate appropriately (Read, 2000, p. 89).

Likewise, Nation (2001, p. 102) pointed out that vocabulary information and language use are completely integrated. He stated that language use is highly facilitated by better information in vocabulary, and on the contrary, vocabulary use is greatly increased by the effective use of language itself. Vocabulary real value is demonstrated daily not only in the school but also out the school. Achieving more vocabulary in classroom helps students to master the language accurately.

Vygotsky (1962, p. 271) decided that word is a microcosm of human consciousness." In Roux (2012, p. 180), observed that words have an actual power and words are so blameless and weak when they stand in a dictionary. Yet, words become more active and powerful for either good or bad depending on the skill of how and when the learner can select and produce them. Moreover, many scholars such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008), and Nation (2011) agree that vocabulary acquisition has two dimensions. The first is in the performing of effective use of the second language, and the second is in the complete production of both written and spoken language. Language skills are greatly stimulated by the critical influence of learning vocabulary either in English as a second language(ESL) and English as a foreign language (EFL) (Nation, 2011, p.200). Moreover, Richards& Rodgers (2001, p.152) state the crucial aspect of a convenient vocabulary acquiring for achieving the high success and good use of second language because without the effective use of words, the previous structures and functions will not be used accurately for communication. However, the researchers have reflected the value of both the acquisition of second language vocabulary and the information of vocabulary. Hence, the failure in the use of the language is related mainly to the reduction of vocabulary. The production of the language depends heavily on the knowledge of vocabulary and any reduction of that knowledge decreases communicating freely (Huckin, 1995, p.76).

Moreover, Richards (1980) and Krashen (1989), as cited in Maximo (2000), clarified that giving vocabulary such an interest is vital for learning languages. The main and first reason is connected to the mastery of a language with many words and dynamic vocabulary. The greatest cause of the problem in second language acquisition is often the lack of vocabulary.

For Mara (1980, p. 88), vocabulary is described as the largest source of difficulties for second language acquirers. A decisive reason for this is reflected also by Alqhatan (2015, p. 10). He stated that whereas vocabulary has no direct rules that may guide learners to acquire and improve their knowledge, syntax and phonology have. Therefore, it is obvious what rules should be utilized or which words should be taught first.

In addition, vocabulary is not important for achievement in life only, but also a wide vocabulary is more actually meditative and fruitful of great standards of reading progress. The Report of the National Reading Panel (2000, p. 16), concluded that the development of reading skills is connected directly to the importance of vocabulary knowledge, and continuous growth in word knowledge leads directly to the growth in reading power.

Based on the aforementioned debate on the importance of vocabulary learning and founded on Nation (2001), Kochappilly (2011), Maximo (2000), and Schmitt (2010), the importance of vocabulary can be concluded on the followings:

- Understanding of what we hear and read is connected mainly to vocabulary.
- Verbal as well as written communication will be shaky performed without vocabulary.
- Expressing ideas, feelings and conveying the message cannot be performed without vocabulary.
- Spelling instruction is extended well by the expansion of vocabulary.
- Mastering and handling the language are related mainly to the great importance of Vocabulary.
- Enhancing learners' knowledge of comprehension of texts in the second language is connected directly to Continuous enriching and expanding of vocabulary.
- Both receptive and productive language skills are improved well by vocabulary.
- Social, practical, and academic success is increased by enriching vocabulary.

Through the previous presentation, it is clear to what extent the great importance of vocabulary in forming the linguistics of the individual and enabling him to communicate and use the language flexibly and fluently in different contexts and different life situations. The researcher believes that this importance of the vocabulary is very important in terms of interest so that vocabulary should receive attention at the level of English language education and its vocabulary to enrich the outcome of the language of students by

researching and experimenting with methods and strategies that may be effective in improving the learning of English vocabulary. So, the successful chosen and implementation of teaching vocabulary methodologies and strategies foster vocabulary learning and a language teacher should be ingenious and practical to meet the needs of the students.

3. Teaching vocabulary

Several contemporary studies articulate the problematic situations in teaching vocabulary. The main difficulty is related to the hesitant teacher who confuses to select the best approach to teach vocabulary and at many times cannot choose how, where, and when to start teaching words using a pedagogical concentration (Berne & Blachowicz, 2008, p. 14). Teaching words is of great importance and a critical factor in learning a language, as words are the main pillar of any language (Thornbury, 2002, p. 36). Learning a language without words is almost questionable, since it is the building blocks; even useful communication cannot be effective without words. So, it is not astonishing to have clear harmonization between students and teachers on the aspect of vocabulary as it is a leading factor in developing the teaching process of any language (Walters, 2004, p. 31).

Language instruction cannot be a random process, so language teachers must put up with fixed techniques of vocabulary expansion to obtain better results in the teaching of vocabulary and to make it more attractive and interesting. The crucial obstacles facing the teaching of vocabulary include when to start, how to choose, what words to teach and how to teach. Waugh (1962, p. 217) pointed out how important and challenging the process of teaching vocabulary is by reflecting that words can easily be forgotten exactly as names. Moreover, Nation (2002, p.105) pointed out the importance of presenting the words by teachers in an easy way so that students can actually remember the words. He added that students need to relate vocabulary to their own lives and to categorize the family of the word as the easy presenting will facilitate the understanding of syntax.

On his part, Renatha (2009, p. 95) explained the role of strategy used by teachers in teaching English vocabulary and in guiding learners into success in learning English vocabulary. Noticeably, the method of English language teaching is

one of the very important aspects which promote children's ability to use vocabulary and new words. Many recent pedagogical techniques are common and widely used include the use of dictionaries, student book, workbooks, materials, word-lists, choral negotiation, and visuals such as pictures and drawings.

Word instruction cannot happen in a vacuum or isolation. This reflects the great role of the cultural and social atmosphere such as the house, community, and classroom in the improvement of both personal and academic human learning. This idea is well clarified by Scott, Nagy, & Flinspach (2008, p. 197) who emphasized the great influence of social environment and practices on acquiring the academic vocabulary, "Literacy is a social practice, so students learn academic vocabulary through social interactions as members of the learning community." Thus, teaching vocabulary relies heavily on effective teachers of language and literacy. Effective teachers can design practices and activities that enhance using the learned language and creating active educational system in real and social situations to stimulate the learning of literacy.

Nation (2002, p. 115) referred to a significant strategy related to the acquiring of vocabulary which is called "noticing." In this strategy, cognitive skills are observed and recognized. To achieve this, students have to take certain roles and some possession of their learning by using suitable learning methods that also help to grow self-regulated learner effectively in the next steps:

- Marking the lessons of vocabulary clearly.
- Focusing on the continuous practice of vocabulary and revising the old ones.
- Exploring context to give and study groups of words.
- Designing effective structures based on vocabulary exercises which is a clever way to develop the concept of "noticing" (Nation, 2002).

Anthrop (2006, p. 64) emphasized and widened the conclusions of the National Reading Panel. She pointed out the firm foundation that assists three essential aspects of vocabulary teaching:

- To define and explain the meaning of the word.
- To arrange familiar confrontation and exposures to new words severally.

- To encourage and enhance students' profound and dynamic transformation of meanings and words widely in context.

Such activities are functional to affect the progress of vocabulary and to stimulate comprehension. Here are slight methods that can be used to enhance teaching vocabulary in an EFL classroom as stated in Kochappilly's (2011, p.43), Yale's (2012, p.33), and Lain's (2006, p.41).

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|---------------------|-----------------------|-------------------|
| 1. Brainstorming | 2. Visual aids | 3. Dramatization |
| 4. Drawing Pictures | 5. Playing with Words | 6. Word Cards |
| 7. Word Association | 8. Matching Columns | 9. Music and jazz |
| 10. Word map | | |

To sum up, the researcher referred to the important role of social and cultural contexts of vocabulary. She added that language learning means learning the meanings of the vocabulary of a foreign language in real and social cultural contexts not just memorizing similar vocabulary, understanding its definition word or using it in context. Thus, the real problem exists in remembering vocabulary not just in learning foreign language words. This is significant to Richards (1976, p. 73) who said that the levels of age, educational settings, and field of interest are the main criteria needed when teaching vocabulary and words to pupils. Teachers also ought to meet such sociolinguistic elements in which words can be exercised. Accordingly, one of the most effective factors that can be discussed in teaching a foreign language is vocabulary. Some problems would happen when the process of teaching and learning occurs. These problems are directly connected to the way of teaching and its effectiveness to get satisfying results.

In the following lines, the researcher mentioned some important procedures that may help interested teachers in teaching vocabulary:

- 1- Equipping and discovering the convenient methods.
- 2- Using multiple and up-to-date techniques.
- 3- Mastering the materials to be simply applied.
- 4- Leading students to be more entertained .
- 5- Taking into consideration students' age, hence teaching a language differs from adult learners to young.
- 6- Understanding the importance of developmental characteristics of the learners.

4. Types of Vocabulary

It is serious for English language teachers to introduce themselves with the several classes of vocabulary in order to be infallible in introducing them to their students. Vocabulary, according to Arguelles (2008, p.13), can be classified into two main classes as pursue:

- a) **Receptive vocabulary:** the reader and listener are central to support meaning accurately with a presented distance .It includes both reading and listening.
- b) **Expressive vocabulary:** the speaker or writer is central to construct a particular label to convey a specified meaning .It includes both speaking and writing.

Open University (1995, pp .151-156) declares the following types of vocabulary:

- a) **ESP vocabulary:** it refers to English for Specific Purpose which is linked to appointed benefits whether vocational or technical. Its vocabulary associates the learners to magnify their application of the content words. It is the best learned in relevance with the profession or job itself.
- b) **Active and Passive vocabulary:** Productive or (active) vocabulary is applied in everyday speech. It is learned for fulfillment in any communication rule. On the other hand, passive vocabulary is not critical for performance in speaking or writing. It is purposed for confession and perception. This vocabulary is demanded in comprehension. The pupils are not asked to employ it in every day message but perceive it when taking place in context.
- c) **Content words:** Content words are widely concerning to learner's cleverness. They are also open-ended in the significance of new nouns and verbs .
- d) **Structure or function words:** Structure or function words are examined as portion of the grammatical system of the language since their master functions are grammatical.

Based on her long experience in teaching, the current researcher notices that passive vocabulary is naturally more than the active one. The more we meet a particular word and the more often we use it, the sooner it becomes an item in our active vocabulary.

5. Vocabulary Learning Approaches

Vocabulary learning approaches are an essential factor to help learners to master the foreign language. It is better to take into consideration that there is no "perfect "or" excellent approach for all circumstances in teaching vocabulary (Schmitt, 2000, p.142). This is simply because many factors affect the practice of the situation such as the characteristics of the student, the targeted words, the school system, and curriculum. Nation (1990, p. 21) mentions two main ways of learning vocabulary that are widely used and learners can apply them to decode the meanings of words. These two approaches are the direct vocabulary learning approach and the indirect vocabulary learning approach. The first approach is the direct vocabulary learning approach that is called also ' explicit '. It is a conscious process of learning since the contextualized vocabulary or the isolated one can be learnt directly and explicitly by the use of direct instruction. This is achieved in both word – strategies and individual meaning words (Laufer and Hulstijn, 2001, p. 1). Moreover, certain words and specific structures are acquired in a systematic way in the indirect learning (Richek et al. 1996, p. 203).

According to Nation (1990, p. 85), the direct approach is vital for learning, the central, significant and critical vocabulary which is frequently serve in most contexts and situations. Both semantic and lexical knowledge are applied by the direct approach. Coady and Huckn (1997, p.41), added that indirect vocabulary approach is demanded to emphasize the learning of single words explicitly especially after the developing of language ability. On the other hand, the second approach is the indirect vocabulary learning approach that is called "implicit." The meaning of the specified words is touched implicitly when they are encountered in different contexts such as in life activities, real communications, and extensive reading (Read, 2000, p.11). In this approach, the learner is unaware of the targeted goals of the process of reading or listening since the process of learning happens unconsciously. Learning of the new words occurs incidentally through reading or listening since the process of learning is happening unconsciously. Learning of the new words occurs incidentally through reading or listening form novels, radio, internet (Anderson and Nagy, 1991; Nation, 1982; 2001; Sternberg, 1987).

Additionally, the exposure to rich language enhances grammatical structures with more opportunities to use words and digest authentic texts. These techniques may help learners to learn vocabulary explicitly. Direct instruction is necessary for new and difficult words. It is vital to expand learner's vocabulary through the wide exposure to reading materials. Methods of capacity by which reading become an automatically activity.

Methods of association by which learners connect what they actually know and the known words.

To conclude, the researcher asserts that in spite of all approaches which emphasize the beneficial role of indirect instruction to enhance learning vocabulary. Meanwhile, the mixture of both explicit and inexplicit instruction proves effective to either of them. The teacher cannot ignore the effectiveness of these two methods as they improve the abilities of the learner. Moreover, the excellent teacher has to combine between the two methods to meet the student needs, syllabus , material, and situation.

6. Language Techniques

Commonly, language teachers explore different techniques although their using of these techniques still requires further development. Using a technique is very necessary as Thomson (2012, p.21) indicates, "Techniques are used as scaffolding and drawing upon prior knowledge."

According to Takak (2008, p.41), using a certain technique depends on some factors, for example the allowed time, designed content, and learner's need. These factors lead the teacher to adapt a certain technique rather than another, and the well-qualified teacher can combine more than one technique to employ planned vocabulary presentation as possible (Printer, 2006, p. 10). Based on Sanusi (2009, p. 57), there are three types of techniques:

- 1) **Visual technique:** They are connected with visual activities. Gairns and Redman (1999, p .12) declare that visual technique includes three forms realia, picture, and mime or gestures.

- 2) **Verbal technique:** This technique includes synonymy and autonomy, definition, scale and definition.
- 3) **Technique for encouraging students:** The great value of this technique is to enhance and stimulate students learning English vocabulary (Kustaryo, 1988, p. 24). They include context clues, guessing, definition, and derivation.

The following are some effective techniques as declared by Ellis, Browser and Girard (1992, p.10).

- A) Using of objects: The main goal of this technique is enhancing remembering the words because of the use of visual aids, realia, and demonstrations.
- b) Objects can be drawn either on the board or flash cards instead of using real objects. It is easy to be used several time and effective at the same time.
- c) Illustration: They are effective aids to facilitate the meaning of vocabulary. They include posters, flash cards, wall charts, magazines, and pictures.
- d) Eliciting: Fisher (2005, p. 145) says that it is an active role of the teacher to sustain idea and discussion.
- e) Contrast: It is also called synonym and antinomy as Rudaska et al., (1982, 1985) declares, it is a good way to expand our vocabulary and it is the way in which dictionaries are organized.
- f) Mime: expressions and gestures: It is effective for emphasizing the body expression and gestures on communication (Klippel, 1994, p. 32).
- g) Guessing from context: It is emphasized by (Dubin, 1993, p. 42), Nation and Coady (1988, p.13) as an excellent clue to encourage learners to guess the meaning of unfamiliar words.
- H) Translation: Even it is an old way, it is effective, according to Thornbury (2002, p.77), in checking student's comprehension and examining differences and similarity between the native language and the second language.

To summarize, the researcher estimates the essential role of these techniques in developing student's abilities in acquiring vocabulary and enhancing their understanding of the meaning. The researcher also agrees with Pinter (2006,p.41),

that there is no perfect or wrong technique as the skillful teacher can combine more than one technique to facilitate the process of learning. Teachers choose the appropriate technique depending on the student's level, the context, and the allowed time as declared by (Takac, 2008, p. 24).

7. Vocabulary Learning Strategies

Language teachers have to take into consideration the decisive role of strategies in developing learners' vocabulary. Various strategies are utilized by language teachers to acquire vocabulary. The term Vocabulary Learning Strategies indicates a group of techniques used by teachers to enhance understanding the meaning of the new word to facilitate recovering the word and to widen vocabulary knowledge in general (Intarapasert, 2004, p. 53). There are numerous ways of vocabulary learning strategies some of them will be investigated here. According to Oxford, 1990, (cited in D'onofrio, 2009), there are two approaches: the direct approach that involves memory of language learning, cognitive and compensation strategies and indirect approach that involves Meta cognitive, social, and affective strategies.

Moreover, vocabulary learning strategies can be stated according to Gu & Johnson (1996, p. 12) as meta cognitive, cognitive, memory, and activation strategy. Selective attention and self-initiation are clarified as meta cognitive strategies that are essential to comprehend the passage and clarify the meaning of the passage (Murcia, 2001, p. 56). However, cognitive strategies deal with context which is rich enough to give clues to guess the words meaning. Guessing, dictionary and note-taking are related to cognitive strategies .The third type is memory strategies. Rehearsal and encoding strategies, word lists, and repetition are instances of rehearsal strategies.

On the other hand, Schmitt and McCarthy (1997, p. 11) classified vocabulary-learning strategies into three kinds:

- Guessing from context.
- Remembering words by using parts of the words and mnemonics.
- Utilizing word cards.

These three types are activated by Murica (2001, p.16), who also declares three additional strategies:

- Guessing: through the context, the learners can guess the meaning of the unfamiliar word since it is full of appropriate clues to indicate the meaning.
- Mnemonic devices: key word technique is effective as the learner can remember the target word as soon as encountering the key word.
- Notebooks: it is an independent way of arranging one's ideas and thought by listing notebooks for vocabulary.

Based on vocabulary learning strategies and according to Stahl (2005, p.23), the researcher concludes that there is no one strategy suitable for all cases. However, the expert teacher can combine more than one technique and different strategies to help the students to learn vocabulary and the best choices to achieve this goal are by providing a rich context where learners can encounter the word several times in several contexts and thus the word can transform from short-term memory to long-term memory in easily . Another choice is making and sharing vocabulary notebooks which is a neat and organized manner to facilitate learning words. So, the researcher discusses in her current study the effectiveness of using two of the main strategies (ECRIF and PPP) related to developing vocabulary learning and its retention on the fifth graders.

The second Domain: Vocabulary Retention

1. Vocabulary Retention:

a) Definition:

Vocabulary Retention has been defined as "An ability to recall or recognize what has been learned or experienced; meaning."

b) Retaining Vocabulary

Learning in general and learning vocabulary specifically cannot be worth if learners cannot remember it. Therefore, memory functions as a critical factor in learning process, hence it improves learner's ability to use what they can remember. Many definitions have been discussed related to the term, for example, the Free Dictionary (2014) defines retention as "an ability to retain things in mind; specifically; a preservation of the aftereffects of experience and learning that makes recall or recognition possible". Furthermore, the essential respect of many researchers on the learning and teaching process focused on the retaining and remembering the words not only inside the classroom but also in their real life. The main concept that comes to the mind of the learners when encountering a word, is how to recall the intended meaning of the word (Yu- ling, 2005 p.23).

Based on Souleyman (2009, p.108), retention is declared as a complex and multidimensional process of memory. Retention includes more functions from the simplest such as noticing and in taking to the more complex such as recalling and recognition. He continues to assess that noticing, intake and storage in the term memory and later in long-term memory are essential process that occurs before retention. Thornbury (2002, p. 23) asserts the title short-term store to refer to the ability of the brain to catch the items for a short period of time not more than few seconds or repeating the items after the teacher's modeling. Yet, the real function of meaning is not holding words for a short period; this will not give the mind to function well and perform the essential operations and cognitive tasks such as understanding learning and reasoning. This process is considered as a word bench, where learners first acquire information, then they can utilize what is hold in their internal, or downloading the information from the long-term memory.

Moreover, the short term memory and long memory differs in a clear way in terms of retention (Carter and McCarthy, 1988, p. 13). The same idea is emphasized also by Cairins and Redman (1986, p.87), pointing that there are clear differences between short term memory and long term memory, which gives the ability to recall words after a long time of storing it in memory. This is uncurious and effortless process as information transform directly from short-term memory to long-term memory through repetition that is considered as an effective way of transferring information. The good organization of mental lexicons depends exactly on storing information haphazardly, so it is demanded to scan randomly to retrieve items. Furthermore, learning particular words does not mean the capacity to apply them in new situations and context. This is simply because, completing learning words needs detailed and further systematic study to enhance recalling, remembering, and using words smoothly. Otherwise, many vocabularies will be forgotten by time if not applied severally. The best technique to foster recalling words are mnemonic strategies and spaced repetition (Ellis, 1995, p.24) and (Schmitt, 2002, p32).

Commonly, Oxford English Dictionary (2005, p.47) identifies mnemonic strategies as a group of associations, ideas, and letters which work as devices to enrich memory function and enhance recalling facts and information. Ellis (1995, p. 21) added that using mnemonic strategies develops remembering new materials through linking them with the old ones available in mind. The acquisition of foreign language vocabulary according to Ellis (1995, p.25) and Hulstijin (1998, p.45) needs such mnemonic strategies mainly using imaginary and key word. The using of key words depends on an acoustic between words from the first language and second language that sounds similarly (Ellis, 1995, p.27). For example, the Arabic word (door) can be related to the English word (door) by establishing an acoustic link. According to Duyar (2005, p.10), the ability to learn a word in the second language is enhanced by another word from second language that sounds similar through using what is called an image link between the two words from the same language.

Additionally, Schmitt (2002, p.41) considered spaced-repetition to be a dynamic technique in enhancing remembering new learned items for a long time. Also, Baddeley (1982, p. 32) added that through spaced-repetition, learning materials are taught by drilling subsequently and separating the intervals of drillings. Depending on research on memory function, Baddeley (1982, p.45) and Bahrck et.

al. (1993, p.141) found that the understanding how human memory functions is the foundation to develop spaced-repetition. Moreover, the period of learning practice can be divided into intervals to give both: better learning at the moment and better remembering over the time.

Based on the previous discussion about spaced _repetition and memory, although the results gave positive indications by language learners, language programmers for learning have not yet applied spaced repetition widely. Ellis (1995, p. 45) and Schmitt (2002, p. 22) assert that applying these techniques will enhance the process of the acquisition of vocabulary since repetition words in an ordered and systematic way foster remembering the words better.

It is clear that the critical problem in the domain of learning vocabulary is not just learning words; it is how to remember the words to use in new contexts. Thornbury (2002, p. 23) emphasized the same concept by indicating that learning vocabulary is a process of remembering; as the effective needs of the learners are to remember the words not just learning them. Moreover, the process of remembering depends on how people organize their internal ideas (Bahrick, 1984, p.13). As a result, certain procedures are essential to enhance vocabulary retention.

Concentration on deeper features of the word, its properties, textual environment, and analysis are required to facilitate the retention of the meaning of a word. According to Craik & Tulving (1994, p.45), the more and deep the processing in learning words, the stronger and effective the connection between the form of the word and its meaning especially in the context of word meaning. The level of connection between word and meaning in context is referred by Van Patten, Williams and Rott (2004, p.5) to as a systematical process with at least three steps. These steps begin with making the connection between word and meaning, continuous processing of the connection and finally applying the connection in situation. To achieve the first stage of processing, learners can link the form of the word with its meaning through subsequent and ordered encountering of the target words in a way that fosters learners' acquisition of the appropriate meaning. Furthermore, transforming the form of meaning is connected with new and productive tasks.

The essential step in the process of language learning is the presentation of the new words (Allen and Valette, 1997, p. 155). First, students must encounter the words in subsequent ways that enhance remembering them and lead students to consider them part of their internalized vocabulary. The stage of production, which means the capacity to retain words from meaning and producing them in new context, is called Retention. According to Pressly and Levins (1981, cited in Tassan Ngaon, 2004, p.101) retention is the significant role of key words in recalling vocabulary of the second language.

Moreover, Carter and McCarthy (1988, p.13) emphasized the role of the frequent opportunities to transfer the meaning from first language to second language and vice versa in enhancing retention. Analyzing, rehearsing, elaborating, and establishing it with an appropriate context of different meaning are the functions in the long-term recall that creates the successful and productive learner. This is simply because elaboration according to Lawsan & Hogben (1996, p .104) surely extends learner's available opportunities to use the words later. Haycraft (1978, cited in Khabiri & Pakzad, 2012, p.123) also pointed at the importance of relating words to each other in ensuring the best retention through the deepest level of processing. In addition, assessing word memorization can be greatly improved by emphasizing the similarities in sound, etymology, and morphology (Nation, 1982, p.18). Moreover, storage of words can be influenced by another variable which is word frequency as the more items occur, the most easily it is recalled and used (Cairns and Redman, 1986, p.88).

To conclude, the researcher agreed that relating the new words to the already known ones provides a hook to remember them; they are not forgotten easily since the known words are already fixed in mind. Connection is very essential for new words to prevent them from being forgotten easily. When a learner does not use a second language for a long time or stops a course of language study, words can be forgotten even if they are well known. In this case, the process is called attrition. Therefore, the researcher in her study used the ECRIF and PPP strategies to examine their effectiveness in retaining the words in the long-term memory.

2. Recommended Procedures to Facilitate Vocabulary Retention

According to Bahrick (1984, p.64), processing things deeply enhances person's capacity to remember it. Thus, researchers suggested different procedures to improve vocabulary retention. The first of these procedures is focusing on the text where the words occur and on the features of the new words. Repeating, drilling, recycling, representing, and noticing the words are the main elements that enhance learning in context. Modria & wit-de boe (1991) pointed at the importance of the context, condition, and analysis of the word in enhancing its retention. The second procedure, which enhances vocabulary retention, is the situation of guessing the meaning of a word. Moreover, the amount of mental and emotional energy, which is used in processing the word, is a certain factor in developing the reader's retention as the reader developed a certain strategies while processing the new words such as Meta-cognitive strategies (Xialong, 1998 as cited in Hedge, 2000). Another series of strategies, which can improve the standard of emotional and mental involvement of the learners, is the critical reading strategies.

Moreover, focusing on reading with the essential aim of acquiring vocabulary was demanded according to Schouten-Van Parreren (1989, p.78). To achieve this purpose effectively, learners should combine three frequent actions of inferring, verifying and analyzing the meaning of each new words. The first step "inferring" can be defined according to Schouten as guessing the meaning of the unfamiliar words from the context, whereas, "verifying," is the second step referred to as looking up words in the dictionary. The final step is "analyzing," it is related to the action of the connection between the target words and known words in both the mother tongue and the foreign language.

Note that, although students, during the process of reading texts, are required to learn words, the process of retention is completely different from that of comprehension. Learning the meaning of words is a sequence process as it is not limited to comprehending the words on reading texts. According to Haycraft (1978,p.25), retaining the meaning of words in the long term memory is the basic action of learning words. Moreover, connecting the meaning of new words together and the whole meaning of the context enhances the process of learning to achieve the

ultimate level of retention. Thus, employing different strategies is an essential demand to fulfill the deepest level of retention through varying the activities and opportunities of real encountering with language.

3. Retention Strategies

There are six main retention strategies identified by Oxford (1990) as declared by Cecle-Murcia (2001, pp. 363-65). The strategies can be classified into two types. The first is the direct strategies which involve three parts; cognitive, comprehension, and memory strategies. The second type is the indirect strategies: affective, metacognitive, and social strategies. The first kind of the direct strategies is the cognitive strategies, which contains some process such as thinking, acknowledging, resolving, differentiating, and synthesizing. These functions are effective as they enable the learner to inspire the materials of language directly and lead to more high knowledge of structures, developing stronger schemas, practicing more structures and sounds in a formal way as also practicing knowledge naturally in real contexts.

Whereas the role of memory strategies is helping learners to link their concepts of the second language to another, it does not involve deep comprehension. Memory strategies use different techniques to enhance processing retention in an order way. These techniques include acronyms, rhyming, images, and combination of sounds, key words, and body movement. Compensation strategies, especially those used for speaking and writing, are considered a form of communication strategies. They are very effective for the learner to regain the lost information. Moreover, metacognitive strategies point to practical tasks and behavioral actions during the process of learning. They help the learner to evaluate his real progress and identify his interests and needs. Designing, projecting, regulating and controlling are useful for focusing, organizing and estimating the process of learning.

The affective strategies are connected with the learner's feelings about the process of learning such as anger, anxiety, relaxing, and satisfaction which are necessary for enhancing occasional learning (incidental) through immediate chances of learning (Oxford, 1990, p.74). These strategies affect positively the learning process if the applied activities give an atmosphere of fun, enjoyment, relaxation and

make the learning something enjoyable. Yet, it can create a negative effect if the atmosphere of the learning process is full of fear and failure. This gives justification to the deep demand for an atmosphere full of respect and fun to enhance the learning process and motivate students to make more progress. In this sense, social strategies give the learner social opportunities to deal with all the elements of the learning process such as the teacher, materials, curriculum, and students (Oxford, 1990, p.56). This happens through some classroom activities such as asking questions, getting verification, doing tasks, making conversation and exploring cultural and social norms.

So, the researcher agrees completely with the above-mentioned ideas that students need an interesting and relaxing atmosphere inside the classroom to raise their motivation towards learning vocabulary. This can be done by using different strategies and techniques. As learning in general and learning vocabulary in particular is developed well by using effective strategies. This is simply because through the appropriate strategies, learners can select from the opportunities, deal with all elements of the learning process and practice using the target vocabulary fluently. This motivates the researcher to investigate the effectiveness of two different frameworks of strategies, the ECRIF framework which is considered one of the learning strategies and focuses on students as centered of the teaching learning process, and the PPP framework which is considered teacher centered strategy.

Summary

To conclude, it is clear that learning words is not limited to identifying the meaning in a certain text during the activities of learning as it extends further to retain the words in the long-term memory. To accomplish this goal, a great role relies heavily on EFL teachers who activate the process of learning through creating an atmosphere of satisfaction, and supply opportunities for interaction with both language and other elements of the learning process. The researcher worked hard in her current study to investigate practical ways to stimulate learning vocabulary, to motivate students, and to develop retaining through examining the effectiveness of two learning strategies, the PPP strategy and ECRIF strategy that embody a completely different framework.

The Third Domain: ECRIF Strategy

1. The Origin of ECRIF

Kurzweil and Scholl (2007, p. 86) developed a framework of stages called ECRIF which gained its popularity in teaching English for Speakers of Other Languages (ESOL). As a framework that focuses on how learners learn, ECRIF is an approach that concentrates on how learners learn thus it moves classroom instruction to student-centered collaboration and independent practices rather than teacher-guided lesson. ECRIF strategy is related deeply to scaffolding in that both ECRIF and scaffolding are focusing on helping learners to acquire the language. Both of them are considered as planned instructional framework.

Two different kinds of scaffolding were reflected by Brawn (2009, p.36). The first is spontaneous scaffolding which is the result of the interaction of a learner and the new knowledge during the act of teaching and the process of learning. While the second is planned scaffolding that refers to the support, facilitations and plans that the teacher uses to enhance the successful learning, the excellent use of the target language and the fluent utilize of the target skill (Brawn, 2007, p. 62).

To Brawn, the two notions of scaffolding are essential for learning as they complement each other, this accommodates with Vygotsky (1978, p. 22) who declares that the ultimate goal of scaffolding is to develop the learning habits while developing learner's ability to use skills naturally and productively "Zone of Proximal Development" as the students gradually become more independent and the control of the teacher decreases (Brawn, 2007, p. 64). Again, based on Brawn (2001, p.45) the scaffolding concept can be referred to as a designed process with accurate planning to guide curriculum, assessment, and instruction. According to this view point, ECRIF can be seen as an instructional framework that guides planning for learning experiences in order to enhance the use and production of a target language.

2. Meaning of ECRIF

ECRIF refers to a frame system or the format that examines how students learn a language. This framework method is an essential aid for teachers to

comprehend the way in which students can perform the dynamic process of learning a foreign language (Al-Mobayed, 2016). This framework of the strategy equips teachers and learners of certain steps to follow which enhance achieving maximal learning. ECRIF sheds light on the dimension that effects on teaching process and enhances leading learners to be active acquirers. Moreover, Khalaf (2016) describes ECRIF as a lesson-designing framework that regulates the comprehension learning as it estimates the students' level and their touch with the educational materials. ECRIF can be used as a useful kind of reformative findings about the learner progress through learning process.

3. The Goal of ECRIF

Cordelo and Peer (2014, p. 12) argue that there are several goals that can be achieved through ECRIF for both learners and teachers. The eventual goal is to expand a technique that stimulates opportunities for observing students' performance and reflections during their learning rather than representing teachers' manner in class. In other words, ECRIF has a great value for teachers as it provides them with appropriate procedures to monitor learners' activities and content based on students' learning. Students' learning process and their work with the target skill or knowledge are the central focus of this strategy. The ultimate goal of ECRIF strategy is not just providing students with new language but also supplying them with different views of employing this language fluently during communication tasks either inside or outside the classroom.

4. Usage of ECRIF

The substantial concept of ECRIF is related to active learning strategies which are embodied in centering on the procedures that are required to observe students' activities and reflect their performance during the process of learning (Brawn2013, p. 86). These procedures can guide the teacher to design an accurate plan for classroom movement. Here are the three main procedures that can be applied through ECRIF framework.

- 1) Designing plans for lessons and knowing the required course book and available school materials.

- 2) Focusing on the performance of students in the learning process and estimating their levels.
- 3) Reflecting on actions that pass after a lesson by contemplating on students' learning (Freeman & Lier, 2016).

Moreover, Tosuncuoglu (2017, p. 41) stated that ECRIF cannot be described as a current or a forthright way of teaching language. As the first step of ECRIF depends on carrying out the language before learning it. This is accomplished by means of parallelism or explanation from the teacher about any unconscious thing. This comprehension of the unconscious knowledge can enhance and internalize the following significant step that involves going back to drilling or exercising fluently. After confronting a new content and before being able to utilize it, students pass through clarifying and remembering meaning of a target input.

5. What does ECRIF comprise?

ECRIF implies different techniques such as: realis, role-plays, storytelling, pictures, recordings, matching, categorizing and brainstorming (EL Yousfi, 2014).

6. What does the word ECRIF represent?

The ECRIF framework is an acronym. It stands for five words: encounter, clarify, remember, internalize, and fluently use.

A) Encounter

This is the first step of the learning process where students confront new information or input for the first time. The significance of this stage is embodied in reflecting the target language either (oral or written) in a meaningful realistic context. To achieve this goal, the teacher collects a suitable input from the surrounding knowledge that is directly related to this topic, and then he intends to create situations and tasks through which students can gain a background about the target topic. Moreover, stimulating projects is effective in this stage. According to EL Yousfi (2014) encounter stated the following processes:

Storytelling, role play, pictures, recordings, categorizing, sorting, predicting, matching activity, identifying correct and incorrect answers, and ask CCQs (Concept Checking Questions).

B) Clarify

This is an internal phase that occurs inside the learner Khalaf (2016). The central role relies on the learner and his ability to connect the target vocabulary with correct meaning and pronunciation. The learner can also choose from several grammar constructions the suitable one for a certain situation. Teachers' role also is important in this phase as they help students to clarify the target information through examining and appreciating students' level of realization of material. Teachers also focus on comprehension by means of comprehension checking questions.

This phase occurs when the learner can set, for example, the correct meaning of a vocabulary, pronunciation or the best use of a certain grammar construction. Based on Gonzáles & et al. (2013), teachers, in this phase, focus on assisting students in clarifying and examining or appreciating learners' realization of material. Teachers review comprehension, using comprehension checking questions, or CCO's. They also utilize four types of CCQ'S: none—verbal affirmation—"Point to the coffee," positive/ negative - "Is this a cup?" "Can I visit you?" - discrimination "If I want to buy bread, do I go to the pharmacy or the supermarket?"- and short answer "What is the name of a local supermarket?"

Clarify involves drilling, gap fill, information gap, searches, scrambled words, guessing games, matching, reading scripts, and dialogues.

C) Remember

This is the first step in committing new material to memory (Mek, 2015, p. 10). It is usually characterized by repetition, drilling, and referring back to support materials such as models or prompts.

Remember includes :guessing games, information gaps, storytelling, role-play, short answer activities, project structured discussions, and card games.

D) Internalize

In this stage, the target materials are committed to long-term memory. This committing is achieved by enhancing the target materials through referring to the storage severally. The internalized stage relies heavily on constant freer and less

controlled practices where students can determine the suitable decisions and select from the choices depending on their own information without any outside support.

Internalize contains :guessing games, information gaps, storytelling, role play, short answers, fluency lines, debates, and discussions.

E) Fluently use

This is the final stage and the ultimate goal of the process of learning (Cordelo and Pere 2014, p. 23). Target materials and information are used smoothly. This knowledge production is the result of students' own understanding, internalization, and grasping the material. It is the stage of production where students can produce the language fluently and freely in real life situations. Fluency according to Brown (2013, p. 25) can be interrelated with aforementioned activities of all stages in ECRIF as the stages of the lesson is prepared based upon student- centered learning. Teachers begin lessons with fluency practicing or with phonetic exercises based on learners' production and understanding. Fluently use contains :storytelling, role-play, and short answers.

7. The Role of Students in ECRIF

ECRIF framework shifts the traditional and imaginative thinking from focusing on teacher as the central part of learning process to students. Teaching process becomes student-centered through ECRIF. The first step depends on accepting the levels of students, their needs, interests, and individual differences. ECRIF is a student-centered classroom where students have new roles that motivate them to be good producers of the target language. These new roles include sharing students in planning, implementation, and assessments. Involving the learners in these decisions will place more work on them, which can be a good thing. Teachers must become comfortable with changing their leadership style from directive to consultative -- from "Do as I say" to "Based on your needs, let us co-develop, and implement a plan of action."

8. The Role of Teacher in ECRIF

Teachers' role in ECRIF shifts from the traditional role to a more creative role. It is completely different in that teachers become a professional learner of teaching.

According to Orlando (2013, p. 15), there are many characteristics that distinguish the bright teacher as follow:

1. Creating a community classroom full of love and respect.
2. Enhancing a collaborative learning with colleagues.
3. Maintaining professionalism in learning and teaching process.
4. Being a flexible, skilled and worm leader.
5. Managing effective classroom style and strategies.
6. Willingness to interfere in the appropriate time.

Based on the aforementioned characteristics of the bright teachers, teachers who use ECRIF strategy should be more conscious of their options and decisions that reflect the best choice for classroom activities and tasks (Matsuguma, 2013, p. 56). Moreover, a close and careful examination of the appropriate tasks inside the classroom leads teachers to be clever decision makers. Moreover, according to Gonzáles & et al. (2013, p. 47), ECRIF enables teachers to become facilitator in the process of learning through creating social contexts and combining different techniques to enhance learning. ECRIF teachers believe that teaching does not necessary make learning happen, it certainly does influence it. Therefore, they always try to develop their abilities to make decisions, assessments, materials, and techniques.

9. Student-centered Teaching through ECRIF

Tosuncuoglu (2017, p. 21) argued that teachers' own thinking and imaginations should be based on their students' levels, a thing that is a central aim of ECRIF. This can be imagined when students encounter new vocabulary on a certain topic, students try to clarify the target words while hearing the teacher modeling it, hearing the repetition of his colleagues, and noticing the written form either on the blackboard or on cards. The means of activating the learner's background knowledge, or noticing what they have already known will help preface the "Encounter" stage. Moreover, Al-Mobayed (2016) declared that Encounter stage uses some instructions to draw students' attention to the target language such as paying attention, noticing something, understanding it, and then realizing what kind of the grammar, vocabulary, or skill it is and what it demands.

In “Clarifying” stage, students define the form, meaning, use, and pronunciation of a word. According to Alhaloul (2016), clarifying is an unseen phase as it occurs in the inner part of the student. The role of the teacher is to help students to check, clarify, and evaluate their comprehension of the new material. Comprehension checking questions are applied to check the perception or comprehension. Supported materials such as cards, books, realia, cues, and posters are necessary to achieve clarifying through repetition, drilling, and denoting backward knowledge. After information is grasped, it is directly conveyed to long-term memory by means of the following practice. The latter practice differs from the remembering phase in that students at this phase become more independent and ease, and less dependent on an outside support. Finally, concerning with students present comprehension and grasping of the material and information, the learners become fluent users of the new material and information. Moreover, in the fluently use phase the students can fulfill information creatively and produce the target language freely which is the target aim of the teaching learning process.

Summary:

To summarize, the researcher concludes that ECRIF framework does not necessarily mean how the lesson can be conducted. The importance of this framework laies in giving teachers a concept about the proceeding of the learning process and students’ thinking during the lesson. Students need different learning activities to enhance their learning of the new materials. The teacher can provide his students with a positive attitude and good learning habit toward English by enriching these attitudes and using the methods and techniques students can acquire efficient learning. It is important to take into consideration that learning does not happen because of using the materials only for the materials just enhance learning . Students need to be motivated by the teacher to study cooperatively as a group not as an individual. Working cooperatively produces a team life among them. ECRIF is different from the traditional teaching techniques, as the students can feel more productive and safe while learning the target language .This is achieved by supplying students with the new knowledge they have perceived from their errors or mistakes

The Fourth Domain: PPP Strategy

1. The Origin of the PPP

The mid of the twentieth century witnessed the actual roots of PPP and the direct effectiveness of frequent problems. PPP revealed to be one of the most favorable teaching performance such as the structural method, North American Audiolingual Methods and the French Audiovisual Method. The PPP was commonly adapted by the structural methods as the main goal of the structuralisms was building, constructing, and acquiring structures, which is deeply harmonized with the three steps of the PPP.

PPP has been, and still to be, dispraised on linguistic foundation and learning because of its attribution to the structural method ,the Lexical Approach and Task – based language teaching initiated the corroborator previous critiques (Wills, 1994, P. 58).

2. Definition of PPP

Ducker (2012, p. 42) declared that PPP is an artificial kind of approach used to instruct foreign language. The critical role of the teacher revealed in his actions and procedures by which the items are chosen and conveyed to students appropriately. Harmer (2001, p. 86) defines PPP as a variation on Audio lingualism in British-Based Teaching and elsewhere is the procedure of the most often offered to as PPP which stands for presentation, practice and production. Moreover, it is a teaching example of three steps presentation, practice, and production, by which language is learned as any skill. Although the dominant role of the teacher appears clearly in the first and second stages, the student's role appears in the third stage to understand and produce automatically (Ur, 1996, p.19).

According to Ellis (2003, p. 14), PPP is a common method for teaching both grammar and vocabulary (structure) in a foreign language which is separated into three parts as its name proposes proceeding freely from the teacher's cramped monitoring towards a maximal independence in the production of the learner. Moreover, PPP is related to the conventional constructive approach (deductive) where unconnected segments of grammar and vocabulary are selected randomly by

the teacher and presented at the first stage using manipulated materials to confirm the acquisition of foreign language and lead to the successful concentration of teaching the language without high confusion (Read, 1985, p. 17, cited in carless, 2009, p.51).

3. The Steps of PPP

In a PPP lesson, there are three stages: first, the teacher presents the target language, then, students practice the new language items, and finally they use their own ideas to talk about themselves. These stages are the same as presented by Willis and Willis (1996, cited in Richard & Rodgers, 2001, p. 56) as follows:

- A) Presentation stage:** this is the first phase in which the teacher greatly dominates the process of teaching and learning by initiating the lesson through eliciting or modeling to sit up a situation. All the targeted linguistic items and structures in the unit could be appropriate materials presented whether deductively or inductively. In the former, the presentation may consist of short dialogues, model sentences and certain structures that illustrate the target language.
- B) Practice stage:** it is the second phase in which a high level of teacher's domination and control is still reflected through monitoring students' practice, checking understanding, drilling sentences, or dialogues chorally or individually. Other practical activities such as matching, completing, asking, and answering questions using the target language can be done later.
- C) Production stage:** it is the final phase of the PPP, which investigates to extend the use of linguistic fluently through more independent and creative activities. To achieve the goals of this phase, students are enhanced to utilize the target language in a freeway.

4. The Role of Teacher in PPP:

1. Presenting the target items and structures.
2. Conveying meaning through sitting up situations.
3. Creating natural context.
4. Showing the form of the grammar.
5. Demonstrating and improving pronunciation.

6. Highlighting the spelling.
7. Focusing on accuracy by correcting errors.
8. Asking concept questions to check understanding.
9. Drilling to achieve accurate and correct pronunciation and forms.
10. Focusing on accurate written work (form and structure).
11. Encouraging students work (individual, pair and choral work).
12. Modeling the production.

5. The Problems with PPP

Although of its familiarity, PPP has faced widespread criticism and came under sustained attacks since the 1990s from many researchers like Lewis (1995, p.12) and Willis and Willis (1996, p.15). These attacks argued that PPP does not take into consideration the students' abilities and readiness as a linear behavior (Ellis, 2003, p.14). Thus, as (Skehan, 1996, p.56) asserted, forms will not be successfully acquired by PPP. However, second language acquisition researches have reflected that learners do not acquire language in a linear way .Because the learning occurs as interlanguage's process by constructing a series of systems and grammaticized and reconstructed gradually while the incorporation of new features. Furthermore, students through the process of acquiring pass through a series of transformational stages that last for months before reaching the target form of the structure. Although it is not always the real condition, PPP presumes that accuracy comes before fluency (Harmer, 1999. p.21)

Moreover, Richards and Rodgers (2001, p. 246) declared that some practical problems of the stages of PPP include the inability to design tasks that require using fixed structure in the stage of production. Hence, there is a need that learners use their strategic competence to achieve these tasks. Also, the practice stage has been attacked as it is regarded to be time consuming of the written work (Ellis, 1988, p.42), lacking the ability to apply to new situations (Scrivener, 1996, p. 80). Meanwhile, students do not use this stage in the process of learning (Lewis, 1993, p.151). Willis added that it is not communicative; it is just conformity being

practiced. Also, he stressed that grammar is broken into parts to facilitate learning although students in real encounter more complex structures (1994, p.4).

PPP depends on utilizing of decontextualized and meaningless drills which are presented as models and students are asked to apply them through drilling and controlled practice (Wong and Van, 2003, p.14).

6. The Advantages of PPP

However, despite all the preceding criticisms towards PPP, it has several advantages as any other teaching Methodology. PPP, or as it called the three Ps, approach is considered a good choice in many circumstances especially for those beginner teachers who lack the experience and the trust to decide on the best text and the appropriate structure for their students. It offers them a series of sets through three prescriptions of present, practice, and produce (Richards & Rodgers, 2001, p. 224). They add the PPP approach is a suitable solution for many problems in the class. This advantage harmonizes with Harmer (1998, p. 26) who believed that PPP offers a clear model from which students can develop their abilities through preservice training in default settings. In addition, PPP is a helpful method for low achievers. Also, teachers can achieve better progress through the sequences of the three Ps stages (Carless, 2009, p. 12). It can also be used with many teaching methodologies from the audiolingual to communicate approach as a helpful technique. For instance, PPP can be used, regardless of the type of approach, to explain grammar by condensing the main point into parts. This helpful technique is normally good for weak students who need PPP to develop and enhance grammatical accuracy.

Summery

To summarize, although PPP is an old approach, it can be modified to meet many modern approaches from the audio-lingual approach even to the communicative approach. However, it is widely used as a useful technique to improve both grammatical and vocabulary accuracy through providing clear and simple structures easy to prepare a plan for the lesson using well-ordered materials. PPP stages move smoothly from the simplest to the most difficult, and activities are ordered from the most controlled to the least controlled.

In conclusion, PPP is a method that deserves more investigation research since the teacher can clearly and easily observe his students' progress and lead them to perform effective communication, and that what stimulated the researcher to investigate this through research.

Section (2)

Previous Studies

Introduction

This chapter sheds light on previous studies related to the current study. The researcher divided these previous studies into two sections. The first section deals with the studies related to vocabulary learning and retention; whereas the second one presents studies related to the strategies of learning vocabulary, especially ECRIF and PPP strategy. Each domain is followed by a commentary on these studies in addition to a summary on all the studies. The researcher showed how she benefited from the previous studies and the areas that distinguish the current study from the other studies.

A) Related Studies to Vocabulary Learning and Its Retention

1. Ying (2017):

The researcher employed the experimental design to examine second language vocabulary learning in China. The study aimed to discuss the effectiveness of different connected motivational factors and learning strategies on the breadth of adult vocabulary. The sample contained 107 participants from grade ten (68 females, 39 males). The tools of the study are two questionnaires and a test, the first questionnaire evaluate students' motivation towards English-vocabulary learning and the other their English vocabulary-learning strategies. The test designed to evaluate vocabulary breadth. The findings revealed the great influence of learning strategy as it connected between motivation and vocabulary learning. It also revealed that there were significant and positive direct and indirect effects of motivation on vocabulary knowledge. Some significant suggestions can be useful for teachers to employ effective strategies to improve vocabulary learning and motivate their students. The current researcher benefited from this study in writing the theoretical framework related to vocabulary learning strategies

2. Rabea (2017)

The researcher conducted the experimental approach to study the impact of applying Augmented Reality (Aurasma and ZooBurst) on extending English vocabulary for the third graders in Gaza governorate. The sample of the study was chosen from Amir El Mansi Basic "B" School for Boys. It involved sixty nine students divided randomly into two groups the experimental group, which contained thirty-four students who studied through Augmented Reality, and the control group, which contained thirty-five students who studied in the traditional way. The instruments involved content analysis, pre and post vocabulary achievement test, and Augmented Reality Applications. The findings proved a high effectiveness related to the use of the Augmented Reality. It is recommended to enrich the educational process through applying Augmented Reality. Curriculum designers should provide several equipment such as (LCD, computers device connected with the internet access, IPAD, and special room). This study helped the current researcher in designing the tools of her current study especially in building the analysis content card and the (pre, post & delayed) test.

3. Fahrurrozi (2017)

A classroom action research that is conducted through the plan was adopted, class action or implementation, observation, and reflection stages. The purpose of the study is to describe the impact of applying Total Physical Response in improving the outcomes of students' vocabulary learning. The sample was forty students from the third grade. The tools are a non-test, test instruments, and monitoring instruments in the form of action, and field notes. The findings reflected the improvement in vocabulary learning outcomes of students that is related to the applying of the Total Physical Response (TPR) method. The study recommended teachers to use the Total Physical Response to achieve more effective teaching vocabulary. It also recommended curriculum designers to integrate more effective strategies to enhance learning. This study helped the current researcher in analyzing the results and giving suggestions.

4. Bozavlı (2017)

an experimental design was carried out to examine and test the competence of learning speed and retention perspective on teaching vocabulary through means of phonetic association. The sample of the study contains 66 Turkish beginners in the fifth grade, thirty-seven females, and twenty-nine males who were chosen from three socio-economically normal state schools. The experimental group contained thirty-three students and studied vocabulary by means of phonetic association. While the control group consisted of thirty-three students, who studied vocabulary through the traditional way. The researcher designed “A phonetic association vocabulary test” to be the tool of the research. The test consisted of 25 English words, mostly verbs and nouns. The study reflected significant differences in favor of the experimental group as the results indicated the efficiency of using phonetic association method on learning, fostering and recalling of the vocabulary. Certain pedagogical implications can be advised to teachers to improve students’ vocabulary learning through adopting new strategies and techniques. The researcher benefited from this study in analyzing the data of her current study.

5. Chia-Ho (2017)

The researcher conducted an experimental study to examine the effectiveness of three different teaching strategies on learning vocabulary and its retention on adults. The sample included eighty participants from a university in Taiwan divided into four equivalent groups. The experimental group 1 studied through picture-book reading-only (PRO), the experimental group 2 used picture-book reading plus vocabulary instruction (PRVI), the experimental group 3 used picture-book reading plus reading-based collaborative output activity (PRCOA). On the other hand, the control group studied through the conventional method. An achievement vocabulary test (pre, post, & delayed test) was designed to collect data. The results revealed a great significance in favor of immediate word learning. Also, the results showed that PRCOA was the most appropriate for retention. More suggestions included giving more attention to the incidental learning where new words can be learned easily because of collaborative classroom activities. The current researcher benefited from study in designing the suitable approach (the experimental approach).

6. Shafeia & Abdul Rahim (2017)

the experimental study was chosen to test the effect of Project-Based Learning (PBL) that is considered one of the effective interactive classroom methods on learning and retaining the knowledge of new vocabulary. Forty Iranian participants were chosen from a private English Institute in Iran and divided into two equivalent groups. The experimental group studied through PBL whereas the control group studied through the traditional way. The research conducted a vocabulary achievement test (pre & posttest). The results showed that vocabulary acquisition are extended well using PBL method, which reflected the effectiveness of PBL on retaining the higher difficult vocabulary learning and retention. The current researcher benefited from this study in writing the theoretical framework related to vocabulary retention.

7. Bakheet (2016)

The experimental approach was selected to examine whether applying website affects 10th graders' English vocabulary, retention, and reading skills. To achieve the study objectives, a sample of (84) tenth graders from Osama Bin Zaid Secondary School for Boys was chosen purposively and were randomly assigned as a control group who studied through the conventional way and experimental group who studied through the web site. Three instruments were designed and contained a comprehension reading skills checklist, a reading comprehension (pre, post, and reiterative) test and vocabulary (pre, post and reiterative) test. The findings of both the post and reiterative tests reflected the effectiveness of using the Website in improving reading comprehension, vocabulary and its retention. More implications recommended EFL Palestinian curriculum designers to investigate more technological techniques. Teachers also should adopt the use of websites to develop students' reading comprehension, vocabulary and its retention. The current researcher benefited from this study in writing the framework related to vocabulary techniques.

8. Al-Lahham (2016)

The experimental design was used to test the impact of applying keyword-based instruction on developing English vocabulary and its retention for eighth graders. The sample was chosen purposively to involve (78) eighth male graders

from Gaza. The participants were distributed into two equivalent experimental groups involving (38) students studied through key word strategy while the control group consisting of (40) students and studied by the conventional method. The researcher prepared an achievement test (pre, post & delayed) to collect data. The results proved the effectiveness of key words in developing learning vocabulary and retention, as there were statistically significant differences in favor of the experimental group. Important suggestions were recommended in the light of these findings such as the significance of utilizing new strategies in teaching English vocabulary to eighth graders as the keyword strategy. Moreover, different English language skills and other school subjects and grades should be researched. The researcher benefited in designing his (pre, post & delayed) test and in collecting and analyzing data of her current study.

9. Salavati & Saleh (2016)

The experimental study was conducted to explore the impact of Instructional Video Games (IVGs) on the vocabulary retention of Iranian language learners. To do so, 60 pre-intermediate learners were chosen as the participants of the study, between the ages thirteen to thirty one years old, in Padideh Derakhshan Institute, Iran and divided into an experimental group that contained 28 learners and 32 learners were chosen as a control group. The tools included English (pre, post, and delayed test). The experimental group members were treated with the new way of learning, IVGs, to practice the new words in each lesson, but control group members were treated with by memorizing the new words through a list. The results were compared statistically. The statistical analysis indicated significant differences in vocabulary retention of learners in the experimental group. The current researcher benefited from this study in designing his (pre, post, and delayed) test and in collecting and analyzing data of her current study.

10. Han Huang & Chen (2016)

The experimental design was employed to perform the aim of this study that is examining the effect of using three different exercise types on Taiwanese senior high school EFL learners retaining of vocabulary. The sample involved sixty learners were divided into three groups. Six new words were applied with the experimental

Group one to use them to write a short article. Six meaningful sentences with these words were required to be applied by Experimental Group two. Group three had to fill out the blanks with the target six words in a vocabulary exercise sheet. An achievement vocabulary test was designed for the purpose that is applied after the exercise to all the participants to examine the vocabulary retention. The findings of the study reflected the effectiveness of group one on vocabulary retention. The implications of the study can be varied to contain other exercises. This study helped the current researcher in giving the results and implications of her current study.

11. Migdad (2016)

The experimental approach was employed to examine the level in vocabulary and leadership skills according to the use of project-based learning. The Sample was chosen purposively, (76) students, from Al Zaiden Co-ed Elementary C School in Gaza. He randomly chose two classes as the experimental group which learned through Project-based learning strategy and contained (38) students, while the traditional method was used with the control group which contained (38). Two tools were used: achievement test (pre and post) and an observation card for the leadership skills (with pre & post applications). The findings pointed out significant differences in favor of the experimental group. These results recommended using the project-based learning strategy in teaching vocabulary of English language. References of the use of project-based learning strategy to develop English language vocabulary is recommended. In addition, further researches should be conducted on the effect of other project-based learning strategies, on other dimensions of learning, other school subjects, different grades, and leadership skills. The researcher benefited from this study in writing the introduction of her current study.

12. Phillips (2016)

The action research of one sampling method was adapted to obtain a more insight regarding the effects of using picture word pairing and semantic mapping strategies on vocabulary understanding. Fourteen 2nd grade pupils were chosen purposively, because these students were mostly readily available to the teacher. Two tools were applied to achieve the aim, an accuracy test (pre and posttests) and the measurement scale also used. The participants received vocabulary instruction

occurred with the use of picture word pairing and semantic mapping strategies daily. The results revealed that these two visual strategies had a positive impact on students remembering of vocabulary and lead them to be more active at learning and using vocabulary. The current researcher benefited from this study in writing the introduction of her current study and in giving suggestions.

13. Alabasi (2016)

The quasi-experimental approach was conducted to discuss and analyze the effectiveness of using role play to enrich and stimulate the vocabulary teaching so that learners can use the foreign language effectively in communication. The sample involved forty female first year secondary school EFL students, divided into two equivalent groups. The first group is the experimental and studied two units of their English course book through role-play; the other group is the control one and studied via traditional ways. The teacher used the quasi-experimental study in Al Madina female secondary school, and an achievement (pre and posttest) was applied and analyzed through T-Test that revealed and supported the influence of incorporating role-play strategy in teaching vocabulary. Based on the results, the researcher recommended applying role play strategy to encourage students to learn vocabulary proficiently. The current researcher benefited from this study in writing the summary and implications of her current study.

14. Pei-Lin (2016)

The experimental research was conducted to achieve the purpose of this study that was providing effective vocabulary learning strategies and encouraging teachers to apply these strategies by using mobile phones and technology to facilitate vocabulary learning. The sample of the study was 88 students divided into two equivalent groups. Learner-constructed concept-mapping group learned vocabulary according to the concept maps constructed by the students themselves. On the other hand, the text-strategy groups studied the same vocabulary randomly and freely. The results revealed the effectiveness of using mobile on the performance of vocabulary learning, acquisition, and retention. Therefore, it suggested that teachers develop vocabulary learning through applying such strategies. Teaching through effective vocabulary learning strategies is more valuable than teaching students a large amount

of vocabulary in traditional ways. The current researcher benefited from this study in writing the theoretical framework of her current study.

15. Davoudi & Yousefi (2016)

The quasi-experimental design was conducted to scrutinize the effect of one of the mnemonic strategies (keyword method) on vocabulary retention of Iranian senior high school EFL learners. Two intact female classes in grade four contained thirty-eight (n=38) female used in the experiment. The two classes were randomly asserted to the experimental group that was taught using the keyword method whereas the traditional method used with the control group to improve learning vocabulary. Independent samples t-tests and paired-samples t-test was utilized to analyze the data. The results reflected a significant outperformance in favor of students in the experimental group to the students in the control group in vocabulary retention by keyword method. In addition, the keyword group outperformed significantly than traditional group in delay recall posttest. Overall, the findings of the study indicated that the use of keyword method can largely reduce learners' problems in the acquisition and retention of L2 words and enhances learning vocabulary. The results of this research may have pedagogical implications for teachers and learners. The current researcher benefited from this study in writing the results of her current study.

16. Abdal Rahim (2015)

The experimental approach was adopted to scrutinize the effectiveness of KWL strategy on developing learning vocabulary and its retention, reading comprehension and students' attitudes towards English. The study was conducted on the Eleventh male scientific students from Al Unfaulty Secondary school in Palestine. A sample of sixty-four students participated in the research and was divided into two equivalent groups: the experimental group, who studied through KWL and the control one, who studied traditionally. To achieve the aims of the study aims, a checklist for reading comprehension skills, reading comprehension test (pre, post and delayed), an attitude scale (pre and post) towards English language were used. The findings indicated significant differences in favor of the experimental group in all post and delayed tests for reading comprehension, retention, and

student's attitudes. These indications demonstrated the effectiveness of KWL since it facilitates learning and retaining vocabulary for a long time. Thus, it recommended that curriculum designers encourage both teachers and students through using strategies such as KWL and holding workshop-training courses to apply these effective strategies.

17. Nematollahi & Maghsoudi (2015)

The experimental research was designed to expertize the effectiveness of using authentic and non-authentic texts on Iranian EFL learners' vocabulary retention. To achieve the aim, the sample was selected out of 114 EFL learners at the upper-intermediate level. 74 adult learners, 30 male and 44 female were chosen to take part in the research and the pilot group consisted of 6 males and 9 females. In order to conduct this thesis, three instruments were used: the six authentic and non-authentic texts, vocabulary test of the 30-word list, and the language proficiency test. The findings reflected no differences between the experimental and the control group, which proved that authentic versus non-authentic texts and learners' gender have no impact on EFL learners' vocabulary retention. Suggestions recommended studying the effects of other techniques on enhancing vocabulary retention.

18. Abdulatif (2015)

The study conducted the experimental approach to explore the role and the effectiveness of employing video Games on enhancing vocabulary retention of the Saudian kids. 60 female kindergarten learners were chosen randomly to be the sample of the study as thirty of them formed the experimental group and studied English vocabulary using video games, whereas the other thirty formed the control group that studied through the conventional way. An achievement test (pre & posttest) was applied to achieve the goal of the study. The results indicated the effectiveness of utilizing video games on vocabulary learning and appositive effect on vocabulary retention. The findings recommended the kindergarten teachers to improve their learners' vocabulary learning, retention, and comprehension through applying of Video Games activities. The research suggested using effective techniques and creating more educational games to improve vocabulary learning.

19. Al-Farra (2014)

The experimental approach was adopted to examine that using Smart Boards is effective in improving vocabulary achievement, retention, and attitudes towards English for grade ten. The sample consisted of (85) male students from Khalid EL-Hassan School who were randomly divided into two groups the experimental contained 44 students and the control contained 43. Three tools were well prepared by the teacher to collect data: 1) (pre, post & delayed) achievement test 2) (pre & post) attitude scale to determine the students' attitudes towards English language 3) A teacher's guide using the Smart Board. The results reflected significant differences between the control and the experimental group in learning and retaining vocabulary in favor of the experimental group attributed to the effectiveness of using smart board. Additional implications can be useful for teachers to use more effective strategies and techniques to improve learning vocabulary.

Commentary

In light of the previous studies, the current researcher concluded that many researchers paid attention to vocabulary learning, retention and achievement in general such as Migdad (2016), Davoudi & Yousefi (2016), Nematollahi & Maghsoudi (2015), Abdulatif (2015), and Al-Farra (2014). Few of the previous studies paid attention to widening and enriching the acquisition of vocabulary such as Fahrurrozi (2017), Al-Lahham (2016), and Alabasi (2016). This is considered as an indicator that the teachers need to help students to be competent in vocabulary lessons and improve the level of their acquiring, learning and retention of the target vocabulary.

As for the two variables of vocabulary learning and its retention, some previous studies investigated the effect of some factors on improving vocabulary learning and its retention. These factors can be the effect of different strategies such as Yining (2017), Chia-Ho (2017), Abdal Rahim (2015), and Phillips (2016). Whereas some studies focused on the effectiveness of techniques such as Rabea (2017), Fahrurrozi (2017), Salavati & Saleh (2016), Abdullatif (2015), and Han Huang & Chen (2016).

None of the previous studies investigated how ECRIF or PPP strategies affect the learning and retention of vocabulary. Therefore, as far as the current researcher is concerned, this study is the first study to tackle both ECRIF and PPP as factors and learning strategies to improve learning vocabulary and its retention.

As for the samples of the studies, most of the previous studies targeted the students in high levels such as Al-Farra (2014), Alabasi (2016), Nematollahi & Maghsoudi (2015), Han Huang & Chen (2016) and Bakheet (2016). Whereas few studies targeted the low graders as a sample of their studies such as Abdulatif (2015), Alabasi (2016), Phillips (2016), and Migdad (2016). Therefore, the current study takes its importance in choosing a different sample, as its sample is neither high level nor low-level. The sample involved fifth graders who as intermediate students.

(B) Studies Related to PPP and ECRIF

1. Hellström (2016)

An experimental research framework was conducted to assess awareness of teaching methods and raise the knowledge of choosing the appropriate method for the situations. Moreover, the study intended to compare, resolve, and examine two of the most widely used methods TBLT and PPP. The sample was 112 students from either the science or the technical science program. In order to achieve the goals, an achievement grammatical test was applied. The findings reflected that PPP groups improved more than the TBLT groups which indicated the effectiveness of PPP in teaching a grammatical feature (different verb forms/tenses specifically) than a TBLT method was. These results can be related to both the nature of the methods and the design of the study. Serious implications recommended language teachers and learners to have scientific researches based on different strategies to enhance learning/teaching process.

2. Khalaf (2016)

The study investigated the effect of learning-centered training on enhancing EFL student teacher's practice teaching skills at AUG. The study also aimed at investigating the role of ECRIF framework on enhancing learning as framework used for centered-learning. Twenty-four EFL fourth level student teachers from AL-Azhar

English department were chosen as a sample. The experimental design was conducted with pre & post group design. The tools were (pre & post) observation checklist for the skills .The results of the study revealed that PCELT training program had a great effect on developing all the four practice teaching skills. The results also showed that using ECRIF framework enhances practicing teaching skills such as interacting with students, managing activities, and materials; focusing on the target language and moving toward objectives. Recommendations suggested activities such as giving more learning-centered training by PCELT and using different strategies to raise student-teachers' awareness of teaching skills to enhance teaching process effectively.

3. Alhaloul (2016)

The study was conducted to explore and identify the effectiveness of PCELT on developing student- teachers' lesson planning competency at AUG and their attitudes toward lesson planning competency. The study aimed to represent and adopt the steps of ECRIF, PDP and Raimes' chart that the teacher is going to do to deliver his/her lesson. The quasi-experimental approach (one group design) was chosen to achieve the aims of the study. The study sample consisted of 24 student-teachers, who were selected deliberately by AMIDEAST from Al-Azhar University fourth level English majors .Many tools were used such as: the pre-post analysis card, lesson plan papers, PCELT lesson plan form, and the pre-post attitude scale. The study revealed the effectiveness of PCELT and ECRIF, PDP and Raimes' chart on enhancing lesson planning competence. Based on these results, the researcher recommended that PCELT should be employed in the universities, colleges, and educational institutions in order to improve lesson-planning competency of the student teachers and to develop their attitudes toward lesson planning competency.

4. Maftoon and Sarem (2015)

The critical study was conducted to discover the three Ps approach, present its main challenges, and focus on the advantages of applying PPP to perform effective teaching technique rather than just being an approach or method. The sample of the research focused on literature review and studies related to PPP approach. There were no tools because it was a critical study. The results indicated

the advantages of applying the three PPP as a useful teaching technique rather than an approach or method. Moreover, many suggestions pointed out both for language teachers and learners to explore PPP in teaching a foreign language and creating new techniques to enhance learners. Surely, PPP was considered as a beneficial technique applied even in communicative approaches and bearing many advantages.

5. Fitin (2014)

The action research was adopted to explore and examine the effectiveness of utilizing the **PPP** method in improving students speaking ability of the eighth grade at SMP Muhammadiyah. The sample of the research involved 105 students divided into three groups each consists of 35 students. Two tools were used to achieve the goal of the research: a speaking test and an observation checklist. The results reflected a great influence and improvement of student's speaking ability because of using PPP method. According to the results, teachers can adopt some implications and retelling stories through using cue response words. The students also can arrange their process of learning through using PPP framework. Moreover, the researchers can adopt more research on different skills rather than speaking.

6. Jones and Carter (2014)

The experimental study was conducted to examine the blended methods used in the British universities classroom. The study investigated the differences and effectiveness between Illustration, Interaction, Induction (III) and Present–Practice–Produce (PPP) that considered as completely two different methods used to teach the same spoken discourse markers (DMs). The sample was thirty-six Chinese learners (fourteen male, twenty-two female) were divided into three groups, experimental group 1 (III), experimental group 2 (PPP) and group 3 (control). The results showed significant differences between the PPP and III that emphasized the effectiveness of using III. Based on these results, further implications can be adopted by teachers through focusing on the most important aspect in teaching and discovering the most effective materials according to the particular situations. Moreover, further researches may explore different aspects of spoken grammar.

7. Phuong (2014)

Compared and investigated the differences between the PPP and TBLT approach on Vietnamese student's writing performance and self-regulation in writing. The sample of the study was 138 students from Vietnamese University. The sample was randomly assigned to either the PPP or TBIT in which they learned how to write descriptive and argumentative paragraphs within a semester of ten weeks. The tools were writing achievement test, self-report questionnaires, focus group interviews, and observation of pair work and classroom activists. The results revealed that both PPP and TBIT approaches were effective in enhancing student-writing language. In short, there were no significant differences between PPP and TBLT because the performance of students writing was assessed according to product only. The researcher suggested more studies in which writing performance can be measured based on different criteria rather than product.

8. Cordelo and Pere (2014)

The research was conducted to explore a framework of ECRIF strategy and investigate its influence on developing speaking skills in conversational English workshop. It also aimed to use ECRIF to enhance English Knowledge and to discover technical strategies to increase the effectiveness of the English lessons. The sample was 32 English teachers from secondary school at CTP Santa Lucia. The researcher chose the experimental design to achieve the goals of the study and the sample was divided into two groups. The first group that studied through ECRIF and the second group studied in the traditional way. The results revealed significant differences in conversational speaking skills that improved the effectiveness of ECRIF in enhancing English knowledge. Recommendations included using ECRIF in planning lessons as it divides the lessons into different stages, each serving a different purpose of the objectives as a whole, using ECRIF to motivate students as it encourage students to use English during the whole class and to create different attractive activities to develop communication.

9. Izzah (2013)

The quantitative study was conducted as a classroom action research. The purpose of the study is to apply PPP to enhance writing and to solve some problems related to writing such as expressing the idea, connecting sentences and

understanding the new materials. The subject was 48 first year students in Am Al Marief Singosari Malang senior high school. Two instruments were used to collect data: an observation sheet collaborated with the English teacher and writing test. The results indicated the influence of PPP technique in improving students' writing skills. Suggestions were pointed to researcher to think hard before implementing this technique as to prepare a perfect lesson plan, choosing the suitable material to bring the effectiveness of this technique. Finally, classroom environment and students characteristics should be taken into consideration.

10. Peng (2013)

The study aimed at investigating the effectiveness of sixteen different types of communicative activities designed especially to fit into the PPP (presentation-practice-production) teaching style. The study aimed also at testing whether communicative activities would enhance practicing grammar and building connections between form and meaning, form and function, and developing language accuracy and fluency simultaneously. The sample involved 140 first and second students in the target program. Many tools were prepared to collect data: textbook analysis, an online survey, and three classroom observations. The results revealed the need for more communicative based grammar materials activities for practicing Chinese grammar in the lower level. Based on the results, the researcher suggested giving more communicative activities for practicing Chinese grammar in Chinese classes that stress on both language accuracy and fluency.

11. Gonzáles et. al. (2013)

The study aimed to explore the effectiveness of ECRIF method that is based on the psychological foundations of constructivism and collaborative learning in improving the oral production of The CPAT El Cultural. The sample involved forty-two EFL students of the Basic 05 level. To achieve this goal, the researcher conducted the experimental approach where the first group which contained twenty-one students studied oral production through ECRIF method and the lessons were performed with activities that exploited the expression of late experiences of the participants through movement, games, discussions and drawings. Meanwhile, the second group contained twenty-one students and studied in the traditional way. The

researcher developed 12 learning sessions using the ECRIF Method. The tools were evaluation sheets of oral production that classified into five indicators (Fluency, comprehension, pronunciation, grammar, and vocabulary). The results revealed significant differences in favor of ECRIF that proved the effectiveness of using ECRIF method on increasing each of the 5 criteria of oral production and also improving the linguistic and communicative competence of students. Based on the findings, the researcher suggested integrating and implementing ECRIF method during the design of English learning lessons.

12. Matsuguma (2013)

The study aimed at investigating the effect of using ECRIF framework on teaching self-compassion to Japanese youth, and rising their awareness of self-worth. The sample enrolled six volunteer participants who read the advertisement about the study. The data were collected through three kinds of tools: (observation, interviews, and documents) that applied on the six participants and analyzed statistically. To achieve the goals of the study, the action research method was adopted. The results revealed the effectiveness of ECRIF framework on reconfirming the importance of the presence of accepting others in raising a self-worth and raising one's self compassion. Based on these findings, the researcher suggested performing more studies to investigate the effectiveness of using ECRIF method on other aspects and fields and especially its effectiveness on enhancing learning process.

13. Brawn (2013)

The study aimed at helping teacher-trainers, teachers, and teachers-in-training to develop knowledge and awareness about how the term scaffolding is defined and used in teaching and learning field. The study also aimed at briefly describing teacher-training context, examining the definition of scaffolding, focusing on building learner knowledge, awareness, skills, using this task to introduce how the definition of scaffolding differs depending on the domain of teacher action, and discussing a lesson plan that exhibits the two kinds of scaffolding. The sample contained 30 teacher-trainers in a TESOL certificate program at a university in Seoul, South Korea. The researcher conducted a program based on the ECRIF framework and uses a sixteen-week semester that is followed by a two-week

practicum the sixteen-week semester focuses on building learner knowledge, awareness, skills, and attitude. Participants studied through ECRIF and are guided through the experiential learning cycle by their teacher-trainer with the hope that they will leave the program as reflective educational practitioners. The results revealed significant differences in favor of ECRIF that proves the effectiveness of ECRIF in developing knowledge and awareness about using scaffolding in teaching, learning field. More implications can be utilized, and ECRIF can be applied in different learning aspects.

14. Cairrion (2012)

An experimental research was applied to investigate the experience of different teaching methods called Task Based Learning (TBL) and comparing it with a common and traditional method present, practice, and production (PPP). The researcher also aimed to measure the students' responses towards the model and determining the level of development. The sample was 47 elementary students divided into two groups: PPP group contained 23 students, whereas Tbl sample contained 24 students. Many tools were used included peer observation, questionnaires, and formal evaluation (quiz mark, listening, speaking, written exams, final marks, and rounding). The results proved that the TBL group achieved better than the PPP group that emphasized the effectiveness of using TBL. Based on the results, teacher should vary teaching materials and techniques to create more classes that are attractive and to develop Education by considering the student as the central of the teaching process.

15. Eltantawi (2012)

The action research was adopted to examine whether PPP is a good method for teaching grammar and to determine the viewpoint of university teachers on teaching grammar in EFL undergraduate classrooms. Twenty-two teachers from different universities and other higher education institutions were interviewed. The researcher designed a survey and interviews to reveal teachers' beliefs about both, the importance of grammar and the preferable grammar method. The results revealed the importance of grammar instruction in improving learner's communication skills. Teachers also determined that both explicit and implicit grammar teaching methods

is necessary in teaching grammar. Although the teachers were convinced that grammar should be contextualized in most cases to be remembered by students, they were not sure whether the traditional grammar teaching method of the PPP (presentation, practice, and production) is the best as 50% of responses were neutral. Teachers' interviews reflected that different factors like the context, students' level, and preference affect the teaching process. It suggested that teachers attend professional development programs and do educational researches to be able to link theory to practice. For curriculum, it should have more focus on grammar. It recommended that universities should open doors for educational researchers.

16. Shintani (2011)

The quasi-experimental study was conducted to compare the effects of comprehension-based instruction (CBI) and production-based instruction (PBI). The research also aimed to find an effective way of teaching very young beginner. The sample involved 36 Japanese learners aged between six and eight years divided into three groups: the comprehension-based instruction (CBI) group, the production-based instruction (PBI) group and the control group. The CBI group received comprehension-based tasks where the students were not required to produce output. The PBI group received production-based activities where the students were required to produce output. The control group studied in the traditional way. The results indicated a significant differences in favor of PBI which improved the effectiveness of using PBI for both vocabulary and grammar acquisition. The result of this finding provide useful information about course books, mistakes to pay attention to prevent making them and type of practicing exercises learners like. Moreover, teachers may get a notion of if their learners based on the provided amounts of practice. In that case, they may adjust their lesson plans to learners themselves.

17. Ksenia (2011)

The study aimed at comparing TBL approach to the PPP method through an analytical literature review. The research also focuses particularly on three aspects of false beginners' language learning: accuracy, fluency, and learner motivation. It also represented an attempt to validate TBL framework through implementing it in Russian classrooms for adult. The sample contained 27 Russian beginner students.

To achieve the aims of the study, the action research was adopted where the sample divided into three groups. The tools include initial evaluation test, motivation survey, and observation scheme. The results revealed that TBL approach is more beneficial in terms of achieving fluency and motivation that indicate the effectiveness of using TBL. Possible suggestions included carrying out further action researches that focus on more language aspects such as comprehension.

18. Vystavělová (2009)

The qualitative and quantities approach was adopted to find out which methods for structuring lessons are the most common and which factors influence teachers' choice of the structure. It also investigated the differences between PPP and TBL approaches. The total number of the sample was 84 participants, of which 57 were Czech and 27 were native speakers. The tool was a questionnaire for the teachers to determine the best method for teaching. The results revealed that PPP was positive from the point of teachers not for students. Yet, TBL was better for students to enhance their skills. The study recommended organizing more seminars that would be more centered on new methods and materials. Moreover, teachers have to adopt new techniques to encourage their students and combine different techniques to meet students' needs.

19. AL Ghazali (2006)

The quasi-experimental study was conducted to investigate two vital approaches utilized by language teacher for grammar. The Consciousness-Raising (CR) was compared with the "Presentation Practice-Production" (PPP). The aims were to check and experimentalize the differences between the two approaches (CR) and (PPP) and their learning effects in terms of appropriateness and efficacy. The researcher randomly chose two high-school classes in grade 10 in a state school where English is taught as a foreign language. Both of the two classes composed of twenty-five students. In addition, to achieve the goals of the study, two lesson plans were used supported by well-prepared worksheets to check student understanding. Another tool was a closed-ended questionnaire to scrutinize the level of perceptions and attitudes towards the two approaches. Moreover, the results revealed that using the (CR) strategies was more effective in teaching grammar than (PPP) strategy.

Thus, student's beliefs about how language patterns operate should be taken into consideration.

Commentary

Based on the aforementioned studies, the current researcher declares that most English students faced problems and difficulties in the process of teaching English language. Different reasons can be the main source of these problems such as dull teaching and learning strategies, boring techniques, the old-fashioned teachers and the lack of motivation towards teaching and learning of English language. These deceive similarities support the researcher current study and reflected the deep need to enhance learning English language in general and learning vocabulary specially. This leads to create more active and exciting environment of teaching and learning to motivate students towards English language ,what can be achieved by using the different strategies such as ECRIF and PPP.

Based on the previous studies, the dominant focus was on the effectiveness of PPP by comparing it with other strategies and methods such as Hellström (2016), Maftoon and Sarem (2015), Phuong (2014), Eltantawi (2012), Ksenia (2011), Vystavělová (2009), and Eltantawi (2012). Most of the results revealed the effectiveness of other strategies and their results that the other strategies pay certain concentration on the role of students as an active part in the teaching learning process (learner-centered process). On the other hand, PPP is a framework that focuses on the role of teacher as a central part of the process (teacher-centered process).

Some of the studies focused on the effectiveness of ECRIF such as Khalaf (2016), Alhaloul (2016), Brawn(2013), Gonzáles & et al. (2013), Matsuguma (2013), AL Ghazali (2006), and Cordelo and pere (2014). These studies revealed the effectiveness of ECRIF framework as a way of thinking in improving students learning. Meanwhile the researcher could not find any study that focused on studying the effectiveness of ECRIF and PPP together. The studies were conducted in various environments such as the Russia, Japan, China, Saudi Arabia, and Palestine.

Concerning the methodology, the previous studies conducted different approaches according to their individual aims. Some used the experimental approach, action approach, and quasi approach, and other studies adopted the descriptive

approach. Concerning the samples, they were different in number, gender, and age. Moreover, some of the samples were teachers and others were students. It is worth mentioning that these studies varied in the sample; large and small groups of participants.

Finally, the instrumentations varied according to the purposes of the studies that reflected obvious ideas about the possible tools to conduct the present study efficiently. Pre-posttest, interviews, survey questionnaires, and observations were the most commonly used tools to conduct these studies. However, this study used pre-post and delayed vocabulary test to measure the effectiveness of using ECRIF and PPP on developing Fifth graders' vocabulary learning and its retention in Gaza. 9-

(C) General Commentary on the Previous Studies

The previous studies have different significant aims, methods, samples, tools, and results. Clearly, the previous studies have several points in common such as difficulties, perceptions, models, methods, and attitudes of lesson planning. Surveying all the previous studies in the two domains, the researcher came to that they have the following features:

1. Pointing out the effectiveness of using different strategies and techniques in improving vocabulary learning and its retention.
2. Giving importance to vocabulary learning as a central aspect of learning a foreign language.
3. The necessity to develop and combine different techniques of enhancing vocabulary learning and retention.
4. Developing knowledge and awareness about how the vocabulary lessons can be planned and applied.
5. English language students suffer general weaknesses in the achievement of English as a foreign language, especially in the vocabulary at all levels, a thing that supports the need for this study.
6. Using different techniques, strategies, and methods supports students learning through creating a positive and effective atmosphere for all students at all levels.

7. Applying different activities while using strategies enhances the collaborative work and draws the attention to the less attentive and less motivated students.

On the other hand, the present study differs from the previous studies in the following points:

1. The current study aims at comparatively investigating two vital approaches utilized by language teacher for vocabulary: the ECRIF approach and PPP approach.
2. The current study aims at checking and experimentalizing the differences between the two approaches and their learning effects in terms of appropriateness and efficacy.
3. The current study uses the experimental design.
4. The sample of the study was selected from the Fifth level EFL students at the middle governorate of Gaza in order to find an effective way for teaching middle classes.

Significantly, the current researcher benefited from the previous studies in supporting her study in various ways:

1. Generating contemporary purposes, questions, and hypotheses
2. Writing the theoretical framework.
3. Planning the vocabulary test.
4. Designing the suitable statistical methods.
5. Explaining the results and eliciting recommendations and suggestions.

The current study is significant for three reasons. First, it is the first Palestinian study that dealt with ECRIF framework. Second, it focuses on investigating the effects and the competency of learning vocabulary through comparing ECRIF and PPP. This is essential for English learning vocabulary, which never has been thoroughly investigated together before. Third, this study provided descriptive planning lessons and investigations of the current strategies for learning vocabulary.

Summary

This chapter reviewed some previous studies under two domains. The first domain shed lights on the importance of vocabulary learning and retention. The second domain investigated and explored the effectiveness of ECRIF and PPP strategies. This chapter also presented the ways the current researcher benefited from those studies and the manner the current study is different. The next chapter dealt with the methodology of the study.

Chapter III

The Methodology

Chapter III The Methodology

This chapter discussed the procedures followed throughout the study. It introduced a complete description of the methodology of the study, the research design, the population, the sample, instrumentation, the pilot study, and the statistical treatment of the study findings.

3.1 Research Design:

To achieve the aim of this study, the researcher adopted the experimental approach. Such an adoption was due to the nature of the research, which aimed at finding the effectiveness of using ECRIF and PPP strategies on the fifth graders' English vocabulary learning and its retention. Moreover, three groups were chosen: an experimental group (1 & 2) and a control one. All groups were pre-tested. Then, the experimental group 1 was taught vocabulary by using ECRIF strategy. The experimental group 2 was taught vocabulary by using PPP strategy. The control group was taught vocabulary through the traditional method. The research includes three variables; the first variable is (ECRIF strategy). The second variable is PPP strategy. The third variable is vocabulary contained English language curriculum for the fifth grade students at Gaza schools.

The researcher chose (Unit 11, 12, 13, & 15) to apply the study experiment, because these units have a lot of vocabulary.

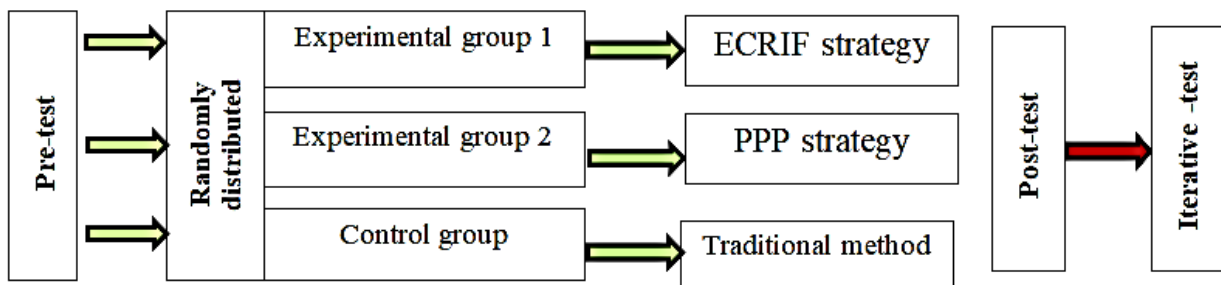


Figure (3.1): Design of the research

3.2 Sample of the Study:

The sample of the study was a purposive one because Al-Aysheya Basic Elementary School for Girls is the only school in the middle governate that has more than three fifth grade classes. This school contains five fifth grade classrooms, including (207) fifth graders. The researcher chose randomly three classes from the fifth classes to be his sample . The sample consisted of (123) fifth graders .The three classes were appointed randomly into three groups: control, experimental (1), and experimental (2). Table (3.1) shows the distribution of the sample.

3.3 Population of the study

The population of the study consists of all female grade five who count (1035) students according to the directorate of Education in the middle governorate Gaza (2017), and enrolled at the governmental schools in the second semester of the scholastic year (2016, 2017)

Table (3.1): The distribution of the study sample according to the groups

Group	No
Control	40
Experimental 1	41
Experimental 2	42
All	123

Table (3.1) shows that control group (40) pupils, experimental (1) group (41) pupils, and experimental (2) (42) pupils.

3.4 Instrumentation:

In order to collect the data that help achieve the aims of the research, the researcher employed the following tools:

3.4.1 Content analysis card:

Content analysis was conducted according to the following procedures:

Purpose of the analysis: The analysis aimed at identifying the extent the first semester units (11, 12, 13, and 15) in "English for Palestine" for fifth Grade (student book) included sufficient vocabulary.

Sample of analysis: Sample analysis contained all lessons at units (11, 12, 13, and 15) in "English for Palestine" for fifth Grade (student book).

Unit of analysis: The researcher considered "word" as unit of analysis to determine how vocabulary list assessed fifth grades.

Limitations of the analysis:

- The analysis includes all the lessons in units (11-12-13-15) in "English for Palestine" fifth grade (student book).
- Using a card to observe the results and the frequency of each analysis unit.
- Develop a vocabulary list based on analysis results.

Content Analysis Validity:

The tool was presented to a panel of specialists, supervisors, and experienced teachers to discuss the suitability of the analysis of the aim it was prepared for.

Content Analysis Reliability:

To examine the reliability of the analysis, the researcher chose two ways: reliability through people or reliability through time. The researcher used reliability through people. The researcher analyzed the content for the units. A colleague supervisor carried out another analysis for the same units. Holesti formula was used to know the percentage of agreement between the two analyses.

$$\text{Holesti formula } R = \frac{2(c)}{(c1+c2)}$$

R = Reliability coefficient.

2(C) = Number of agreements between the two analyses.

C1 =S Total points in the first analysis.

C2 = Total points in the second analysis.

Table (3.2): Reliability coefficient by Holesti formula

Units	The first analysis	The second analysis	Agreement	Reliability coefficient
11	33	33	27	81.82
12	48	51	43	86.87
13	23	24	23	97.90
15	34	33	29	86.57
Total	138	141	123	88.17

According to Table (3.2), the reliability coefficient between the two analyses was (88.17%), which is acceptable, which proved the reliability of the analysis process.

The results of analysis:

Units	Vocabulary	No.	%
11	wolf – farmer – goat – clever – shoe - next to - greedy – angry – laugh - looked for – start – end - back – road – right – left – music – TV – chocolate - homework - schoolbag – dancing – race – biscuits – dinar – program – book	27	22.0
12	out – fruit – vegetable – plant – calm - zoo – family – cold – sweaters – children – blue – water – rabbit - beautiful – giraffe – hand – animals – favorite – plants - farm - olives – restaurant – dinner – weekend – parents – potatoes - onions – carrots – sleep – cheese – shower – newspaper – email – apples - t-shirts – trousers – flowers – grapes – sugar – balls – red – green – meat	43	35.00
13	break – hospital – moon – mirror – busy – blog – internet – idea – photos – summer - sea – hobby- rice – chicken – arm – drawing - a baby – nice - the mother – story – sister - ice-cream - the chair	23	19.50
15	tour - arrive - meet - travel – ruin - next – before - float – leave - near - tomorrow – holiday – morning – afternoon – mosque – buildings - evening – pick – church – basketball – volleyball – tennis – friends – today – clothes – birthday – duck – old – cinema	29	23.50
Total		123	100%

3.4.2 Vocabulary Achievement Test:

The vocabulary achievement test was prepared to measure the students' performance level, in which the researcher depends on the results of content analysis in modifying the test.

The Aim of the Vocabulary Achievement Test:

The test aimed at measuring the effectiveness of using ECRIF and PPP strategies on the fifth grade vocabulary learning and its retention. It also aimed at testing the hypotheses of the study.

Source of Designing the Vocabulary Achievement Test:

Depending on the fifth grade textbooks, teachers' guide, and Palestinian Ministry of Education document, the researcher designed the vocabulary test. The researcher also referred to many sources in designing the test. She reviewed the related literature, checked the opinions of juries, supervisors, and experienced teachers. The researcher referred to the results of content analysis.

Table (3.3): Test – Specifications

Units	No.	Percentage	Knowledge	Comprehension	Applying	HOTs
11	11	22.0	3	4	2	2
12	17	35.00	7	5	4	1
13	10	19.50	3	3	3	1
15	12	23.50	2	4	3	3
Total	50	100%	15	16	12	7

Description of the Vocabulary Achievement Test:

The vocabulary achievement tests like pre-test, post-test, and delayed test were administered to test students' performance. The questions were direct from their textbook. Therefore, they were normal that most students could answer. The questions were given a suitable time before the test began in order to give students some time to think or talk about the answers. Each question aimed at evaluating the students' performance according to one vocabulary. The questions were suitable to

students' levels and interests. The test consisted of (50) items distributed into nine major questions as follows:

Question (1): Look and Match (5 items).

Question (2): Choose and Write (5 items).

Question (3): Read and finish the sentences (5 items).

Question (4): Re write the letters to form correct words. (6 items).

Question (5): Read and circle the correct answer (4 items).

Question (6): Circle the odd one out (4 items).

Question (7): Classify (12 items).

Question (8): Look at the pictures and complete the sentences (4 items).

Question (9): Read the clues and complete the crossword (5 items).

Therefore, the total mark of the vocabulary achievement test equal (50) marks.

Validity of the test: The researcher checked the validity of the vocabulary achievement test according to the trial applications. The following steps were adopted:

Referee Validity: The vocabulary achievement test was refereed by a panel of specialists in English language and methodology in Gaza universities and colleges, supervisors, and experienced teachers (see Appendix 1). According to their recommendations, some modifications were made by giving instructional ideas during the vocabulary achievement test.

The pilot study: The test was applied on a random sample of (40) pupils from Al-Aysheya Basic Elementary School for Girls. The results were recorded and statistically analyzed to measure their reliability. The items of the test were modified in the light of the statistical results.

Internal consistency validity: The researcher used Pearson correlation coefficient to compute the internal consistency of the vocabulary achievement test items. To measure such validity, Pearson Correlation computed the correlation of the following: the items with their domains, the items with the total test, and the domains

with the test as a whole. Table (3.4) describes the internal consistency of the vocabulary achievement test questions.

Table (3.4): Correlation coefficients between questions and all degree

Vocabulary questions	Correlation coefficients	Sign value
Question (1)	**0.417	Sign at (0.01)
Question (2)	*0.359	Sign at (0.01)
Question (3)	**0.704	Sign at (0.01)
Question (4)	**0.744	Sign at (0.01)
Question (5)	**0.587	Sign at (0.01)
Question (6)	**0.774	Sign at (0.01)
Question (7)	**0.853	Sign at (0.01)
Question (8)	**0.705	Sign at (0.01)
Question (9)	*0.390	Sign at (0.01)

** r table at (df.= 38), sign level (0.01) = (0.393)

* r table at (df.= 38), sign level (0.05) = (0.304)

Table (3.4) showed that correlation coefficients were significant at (0.05), so vocabulary achievement test questions were suitable and valid.

Table (3.5) describes the internal consistency of the vocabulary achievement test questions.

Table (3.5): Correlation coefficients between items and all degree of questions

Q	Items	Corr.	Sign value	Q	Items	Corr.	Sign value
Q (1)	1	**0.528	Sign at (0.01)	Q (6)	1	**0.575	Sign at (0.01)
	2	**0.576	Sign at (0.01)		2	*0.385	Sign at (0.05)
	3	**0.810	Sign at (0.01)		3	**0.502	Sign at (0.01)
	4	**0.718	Sign at (0.01)		4	**0.648	Sign at (0.01)
	5	**0.723	Sign at (0.01)		Q (7)	1	**0.630
Q (2)	1	*0.341	Sign at (0.05)	2		**0.438	Sign at (0.01)
	2	**0.542	Sign at (0.01)	3		**0.519	Sign at (0.01)
	3	*0.335	Sign at (0.05)	4		**0.475	Sign at (0.01)

Q	Items	Corr.	Sign value	Q	Items	Corr.	Sign value	
	4	**0.744	Sign at (0.01)		5	**0.452	Sign at (0.01)	
	5	**0.628	Sign at (0.01)		6	**0.495	Sign at (0.01)	
Q (3)	1	*0.397	Sign at (0.01)		7	*0.393	Sign at (0.05)	
	2	**0.733	Sign at (0.01)		8	**0.683	Sign at (0.01)	
	3	**0.587	Sign at (0.01)		9	**0.507	Sign at (0.01)	
	4	**0.535	Sign at (0.01)		10	**0.490	Sign at (0.01)	
	5	**0.513	Sign at (0.01)		11	**0.760	Sign at (0.01)	
Q (4)	1	**0.659	Sign at (0.01)		12	**0.597	Sign at (0.01)	
	2	**0.710	Sign at (0.01)		Q (8)	1	**0.723	Sign at (0.01)
	3	**0.626	Sign at (0.01)			2	*0.341	Sign at (0.05)
	4	**0.746	Sign at (0.01)			3	**0.542	Sign at (0.01)
	5	**0.477	Sign at (0.01)			4	*0.335	Sign at (0.05)
	6	**0.590	Sign at (0.01)	Q (9)	1	**0.744	Sign at (0.01)	
Q (5)	1	**0.699	Sign at (0.01)		2	**0.628	Sign at (0.01)	
	2	**0.620	Sign at (0.01)		3	**0.397	Sign at (0.01)	
	3	**0.630	Sign at (0.01)		4	*0.389	Sign at (0.05)	
	4	**0.587	Sign at (0.01)		5	**0.593	Sign at (0.01)	

** R table at (df. = 38), sign level (0.01) = (0.393)

* R table at (df. = 38), sign level (0.05) = (0.304)

Table (3.5) showed that correlation coefficients were significant at (0.05), so vocabulary achievement test items were suitable and valid.

Time Estimation:

In order to examine the suitability and appropriateness of the test in terms of time, difficulty, and discrimination coefficient, the test was conducted (as a pilot study) on (40) pupils, who had similar characteristics of the target, control and experimental groups. These 40 students were from the same cultural and environmental background. The researcher used the following equation to compute the test time. The trial application helped in estimating the time needed for answering the questions according to the following equation:

Time Estimation

$$= \frac{\text{Time of first five pupils} + \text{Time of the last five pupils}}{10}$$

$$\text{Time Estimation} = \frac{(192) + (278)}{10}$$

From above equation, the researcher identified the test time approximately (47) minutes. So, the researcher assigned (50) minutes for pupils.

Difficulty Coefficient:

Difficulty Coefficient means the percentage of the pupils who gave wrong answers to the total of pupils who took the test. It can be calculated by using the following equation:

$$\text{Co. of difficulty} = \frac{\text{Number of pupils who gave wrong answers}}{\text{Total number of pupils}}$$

Table (3.6) shows the difficulty coefficient for each item of the grammar achievement test.

Discrimination coefficient:

Discrimination coefficient refers to the test ability to differentiate between the high achieving students and the low achieving counterparts.

Co. of discrimination

$$= \frac{\text{No. of correct items of high achievers} - \text{No. of correct items of low achievers}}{\text{No. of one group (lower or higher achievers)}}$$

Table (3.6) shows the discrimination coefficient for each item of the grammar achievement test.

**Table (3.6): difficulties and discrimination coefficients of the items
and the total of the test**

Q	Items	Difficulty coefficients	Discrimination coefficients	Q	Items	Difficulty coefficients	Discrimination coefficients
Q (1)	1	0.45	0.39	Q (6)	1	0.40	0.42
	2	0.45	0.54		2	0.68	0.40
	3	0.58	0.46		3	0.35	0.43
	4	0.38	0.61		4	0.38	0.36
	5	0.35	0.45		5	0.45	0.48
Q (2)	1	0.68	0.51	Q (7)	2	0.68	0.42
	2	0.35	0.64		3	0.60	0.54
	3	0.60	0.45		4	0.53	0.34
	4	0.50	0.40		5	0.40	0.51
	5	0.58	0.53		6	0.35	0.60
Q (3)	1	0.53	0.35		7	0.35	0.42
	2	0.60	0.40		8	0.50	0.54
	3	0.65	0.66		9	0.35	0.34
	4	0.60	0.47		10	0.35	0.51
	5	0.38	0.63		11	0.35	0.60
Q (4)	1	0.55	0.65		12	0.40	0.42
	2	0.35	0.40		Q (8)	1	0.65
	3	0.45	0.48	2		0.48	0.54
	4	0.70	0.53	3		0.65	0.70
	5	0.40	0.53	4		0.40	0.56
	6	0.48	0.53	Q (9)	1	0.50	0.39
Q (5)	1	0.53	0.43		2	0.53	0.65
	2	0.53	0.65		3	0.58	0.68
	3	0.53	0.50		4	0.45	0.65
	4	0.43	0.43		5	0.53	0.65
Average of difficulty coefficients			0.490	Average of discrimination coefficients			0.509

The results in Table (3.6) showed that the difficulty coefficients ranged from (0.35) to (0.70), where the average of all difficulty coefficient was (0.490). This means that each item was acceptable or within the normal limit of difficulties according to the viewpoints of assessment and evaluation specialists. In addition, the results showed that the discrimination coefficients ranged from (0.34) to (0.70), where the average of all discrimination coefficients was (0.509). The discrimination coefficients of all test items were also acceptable since they were above (30%). This means that the test items had good difficulty and discrimination coefficients.

Reliability of the test:

The test is regarded reliable when it gives similar results if it is administered twice within similar conditions. The researcher computed the reliability coefficients through the following methods:

Split Half Method:

This method depends on splitting the vocabulary achievement test, calculating the correlation between the parts, and then making a correction for the correlation coefficient by Prophecy Formula.

$$\text{Spearmen- Brown Coefficient} = \frac{2R}{1+R}$$

Table (3.7) shows split half coefficients for the vocabulary achievement test:

Table (3.7): Reliability for the vocabulary achievement test by spilt half method

Model	Items	Correlation	reliability
Spilt half method	50	**0.724	0.840

The results in Table (3.7) showed that the reliability coefficient is acceptable because it was above 0.7, which means that the test was reliable and valid to apply.

Kuder -Richardson (K-20) Method:

K-R20 test depends on calculating the percent of students who got an item right, and percent of students who got an item wrong, then applied the following formula:

$$K-R20 \text{ formula} = [n/(n-1)][1-(\Sigma pq/s^2)]$$

p= item difficulty (percent of students who got an item right)

q= 1-p (i.e., percent of students who got an item wrong)

n= the No. of items.

In the light of above formula the results showed that reliability by using above formula equal (87.12%). That's mean the test interested in high reliable.

3.5 Controlling the Variables:

To assure the accuracy of the results and avoid any extraneous interference, the researcher tried to control some variables prior to the study. The same teacher, who is the researcher, taught all groups. This was done to prevent any other factors related to the difference in the teachers affect the results. Study groups received eight-week instructions. The control group was taught traditionally; that is, students acted as usual to answer questions. The experimental group 1 was taught vocabulary by using ECRIF strategy. The experimental group 2 was taught vocabulary by using PPP strategy. In addition, the researcher controlled the following variables:

3.5.1 Age Variable:

T-test was used to measure the statistical differences between the groups concerning their ages. Table (3.8) shows the results:

Table (3.8): T-test for differences between groups due to age

	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Age	control	40	10.792	0.537	0.133	0.895	not sig.
	experimental 2	42	10.775	0.608			
	control	40	10.792	0.537	-1.558	0.123	not sig.
	experimental 1	41	11.053	0.920			
	experimental 2	42	10.775	0.608	-1.631	0.107	not sig.
	experimental 1	41	11.053	0.920			

“t” table value at (80) d f. at (0.05) sig. level equal 2.00

“t” table value at (80) d f. at (0.01) sig. level equal 2.66

The results in Table (3.8) showed that significant value was more than (0.05), and the calculated t was less than t table. Therefore, there were no statistical differences at (0.05) between the groups concerning the age variable.

3.5.2 General achievement variable:

T-test was used to measure the statistical differences between the groups concerning their general achievements. Subject-related results in the first term test of the school year (2016-2017) were recorded and analyzed. Table (3.9) presented the results:

Table (3.9): T-test for differences between groups due to general achievement

	Group	No.	Mean	Std.	t	Sig. value	sig. level
General achievement	Control	40	179.12	37.89	1.319	0.191	not sig.
	experimental 2	42	167.25	43.22			
	Control	40	179.12	37.8	0.682	0.497	not sig.
	experimental 1	41	172.80	44.99			
	experimental 2	42	167.25	43.22	0.573	0.568	not sig.
	experimental 1	41	172.80	44.99			

“t” table value at (79) d f. at (0.05) sig. level equal 2.00

“t” table value at (79) d f. at (0.01) sig. level equal 2.66

The results in Table (3.9) showed that significant value was more than (0.05), and the calculated t was less than t table. Therefore, there were no statistical differences at (0.05) between groups concerning the general achievement variable.

3.5.3 English language achievement variable:

T-test was used to measure the statistical differences between the groups concerning their English language achievement. The subject-based results in the first term test of the school year (2016-2017) were recorded and analyzed. Results were presented in table (3.10) below:-

Table (3.10): T-test results of controlling English language achievement variable

Variable	Group	N	Mean	Std.	T	Sig. value	sig. level
English language achievement	Control	40	57.50	23.16	0.242	0.809	not sig.
	experimental 2	42	56.26	23.15			
	Control	40	57.50	23.16	0.044	0.965	not sig.
	experimental 1	41	57.73	24.57			
	experimental 2	42	56.26	23.15	0.281	0.780	not sig.
	experimental 1	41	57.73	24.57			

“t” table value at (81) d f. at (0.05) sig. level equal 2.00

“t” table value at (81) d f. at (0.01) sig. level equal 2.66

The results in Table (3.10) showed that significant value was more than (0.05), and calculated t was less than t table. Therefore, there were no statistical differences at (0.05) between groups concerning the English language achievement variable.

3.5.4 Previous achievement in vocabulary:

To ensure that the three groups were similar in their previous acquaintance with vocabulary, the researcher examined three groups’ performance on the pre achievement test. Table (3.11) outlines the results of the test.

Table (3.11): T-test for differences between groups due to a pre vocabulary achievement test

Variable	Group	N	Mean	Std.	t	Sig. value	sig. level
A pre vocabulary achievement test	Control	40	16.650	5.614	0.198	0.843	not sig.
	experimental 2	42	16.881	4.935			
	Control	40	16.650	5.614	0.389	0.698	not sig.
	experimental 1	40	16.650	5.614			
	experimental 2	42	16.881	4.935	0.635	0.527	not sig.
	experimental 1	41	16.195	4.900			

“t” table value at (81) d f. at (0.05) sig. level equal 2.00

“t” table value at (81) d f. at (0.01) sig. level equal 2.66

The results in Table (3.11) showed that significant value was more than (0.05), and calculated t was less than t table. Therefore, there were no statistical differences at (0.05) between groups concerning the pre vocabulary achievement test.

3.6 Procedures of the study

- Studying and revising the researches and previous studies conducted the use of ECRIF or PPP strategy.
- Analyzing the content of the suggested units.
- Preparing a teacher's guide to teach the content of the suggested units though ECRIF strategy.
- Preparing a teacher guide to teaching the content of the suggested units though PPP strategy.
- Designing the achievement test.
- Consulting experts in English language and methodology for modifying both the material and tool according to the referees' comments.
- Applying the pre-test, recording and interpreting the results.
- Teaching the content using the ECRIF strategy with the experimental group 1, PPP strategy with experimental group 2, and the traditional method with control group.
- Applying the post-test, recording and interpreting the results.
- Applying the iterative test, recording and interpreting the results.
- Presenting recommendations and suggestions in the light of the findings.

3.7 Statistical Analysis Procedures:

The researcher used a number of the statistical techniques that suit the study nature; the data were collected and computed by using the Statistical Package for Social Sciences (SPSS IBM- Version 22.0) as follows:

- 1- Frequencies and Percentage.
- 2- Correlation coefficient.
- 3- Split-Half Coefficient.
- 4- Difficulty equation to identify the difficulty of the test items
- 5- Discrimination equation to identify the discrimination of the test items.

- 6- T-test Paired Sample was used to measure the differences in developing vocabulary between a pre and post applied, or post and iterative applied.
- 7- Independent Samples T-Test was used to measure the differences between control and experimental groups.

Summary:

This chapter presented the procedures followed throughout the study. It also introduced a complete description of the methodology of the study, research design, the sample, the instrumentation, the pilot study and controlling variables. Moreover, it introduced the statistical treatment of the study findings. The next chapter dealt with data analysis and study findings.

Chapter IV

Data analysis

Section I

Findings, Results, and Data Analysis

Introduction:

The study aimed at examining the effectiveness of using ECRIF and PPP strategies on the fifth graders' vocabulary learning and its retention. This chapter presented the research findings outlined in accordance with the research questions and hypotheses after the analysis of the findings by using Statistical Package for Social Sciences (SPSS). In her attempt to analysis the data, the researcher employed different statistical formulae such as frequencies, means, Std. Deviations, and t-test, and effect size through (η^2).

1- Answer to the first question:

Are there statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the traditional method (control group) in the post test?

To answer the first question the researcher tested the first hypothesis by using independent samples T test.

There are no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the traditional method (control group) in the post test.

The results of the independent samples T test revealed that there were statistically significant differences as pointed out in Table (4.1) below:

Table (4.1): T test for differences between control and experimental 1 group due to post vocabulary achievement test

Model	Group	No.	Mean	Std.	t	Sig.	η^2
Post vocabulary achievement test	Control	40	19.30	5.7	12.55	0.000	0.66
	Experimental 1	41	38.93	5.2			

“t” table value at (79) d f. at (0.05) sig. level equal 2.00

“t” table value at (79) d f. at (0.01) sig. level equal 2.66

Table (4.1) shows that sign value is less than (0.01), and (t) calculated are more than (t) table. So there were statistical significant differences between control and experimental 1 group.

So the researcher concluded that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the traditional method (control group) in the post test. And these differences are in favor to (experimental group 1).

The researcher used the following formula to calculate (Eta Square):-
Affana (2016, p.41)

$$\eta^2 = \frac{t(n_1+n_2)}{\sqrt{df \times n_1 \times n_2}}$$

and to determine the size of the effect the researcher compare the value with the rely Level of size effect based on the following table:

Table (4.2): Standards level of size effect

Level	Small	Medium	Large
η^2	0.01	0.06	0.14

Also table (4.1) showed that Eta Square equal (0.66), that's mean using ECRIF strategy in teaching English language vocabulary, is interested in high effect, where Eta Square was more than (0.14).

2- Answer the second question:

Are there statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using PPP strategy (experimental group 2) and those who learn English vocabulary through the traditional method (control group) in the post test?

To answer the second question the researcher tested the second hypothesis by using independent samples T test.

There are no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using PPP strategy (experimental group 2) and those who learn English vocabulary through the traditional method (control group) in the post test.

The results of the independent samples T test revealed that there were statistically significant differences as pointed out in Table (4.3) below:

Table (4.3): T test for differences between control and experimental 2 groups due to post vocabulary achievement test

Model	Group	No.	Mean	Std.	t	Sig.	η^2
Post vocabulary achievement test	Control	40	19.30	5.7	9.249	0.000	0.482
	Experimental 2	42	34.54	8.8			

“t” table value at (80) d f. at (0.05) sig. level equal 2.00

“t” table value at (80) d f. at (0.01) sig. level equal 2.66

Table (4.3) shows that sign value is less than (0.01), and (t) calculated are more than (t) table. So there were statistical significant differences between control and experimental 2 groups.

So the researcher concluded that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using PPP strategy (experimental group 2) and those who learn English vocabulary through the traditional method (control group) in the post test. And these differences in favor experimental group 2.

Also table (4.3) showed that Eta Square equal (0.482), which was more than (0.14), so using PPP strategy in teaching English language vocabulary is interested in high effect.

3- Answer the third question:

Are there statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the PPP strategy (experimental group 2) in the post test?

To answer the third question, the researcher tested the third hypothesis by using independent samples T test.

There were no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the PPP strategy (experimental group 2) in the post test.

The results of the independent samples T test revealed that there were statistically significant differences as pointed out in Table (4.5) below:

Table (4.4): T test for differences between experimental 1 and experimental 2 groups due to post vocabulary achievement test

Model	Group	No.	Mean	Std.	t	Sig.	η^2
Post vocabulary achievement test	Experimental 1	41	38.93	5.2	2.365	0.020	0.064
	Experimental 2	42	34.54	8.8			

“t” table value at (81) d f. at (0.05) sig. level equal 2.00

“t” table value at (81) d f. at (0.01) sig. level equal 2.66

Table (4.4) showed that sign value was less than (0.05), and (t) calculated was more than (t) table. Therefore, there were statistical significant differences between experimental 1 and experimental 2 groups. Accordingly, the researcher concluded that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the PPP strategy (experimental group 2) in the post test. Moreover, these differences were in favor of experimental group 1, which was taught English language vocabulary by using ECRIF strategy. This means that ECRIF strategy had more effect than PPP strategy on improving pupil's vocabulary in English language, yet, Eta Square was (0.064). so the effect size was medium.

4- Answer the forth question:

Are there statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 1)?

To answer the forth question, the researcher tested the forth hypothesis by using Paired samples T test.

There were no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 1).

The results of the Paired samples T test revealed that there were no statistically significant differences as pointed out in Table (4.5) below:

Table (4.5): T test for differences between post application and iterative application among (experimental group 1)

Model	Application	No.	Mean	Std.	t	Sig.	η^2
Experimental 1	Post – test	41	38.93	5.20	1.962	0.057	0.10
	Iterative – test	41	38.60	8.12			

“t” table value at (40) d f. at (0.05) sig. level equal 2.021

“t” table value at (40) d f. at (0.01) sig. level equal 2.704

Table (4.5) showed that sign value was more than (0.05), and (t) calculated was less than (t) table. So, there were no statistical significant differences between post application and iterative application among (experimental group 1). Accordingly, the researcher concluded that using ECRIF strategy had a high effect on developing pupils’ vocabulary and its retention. Moreover, there were no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 1). And the researcher used the following formula to calculate (Eta Square):-

$$\eta^2 = \frac{t^2}{t^2 + d.f}$$

Also table (4.5) showed that Eta square equal (0.1).

5- Answer the fifth question:

Are there statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 2)?

To answer the fifth question, the researcher tested the fifth hypothesis by using Paired samples T test.

There were no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 2).

The results of the Paired samples T test revealed that there were no statistically significant differences as pointed out in Table (4.6) below:-

Table (4.6): T test for differences between post application and iterative application on (experimental group 2)

Model	Application	No.	Mean	Std.	t	Sig.	η^2
Experimental 2	Post – test	42	34.54	8.8	1.98	0.052	0.09
	Iterative – test	42	34.00	8.26			

“t” table value at (41) d f. at (0.05) sig. level equal 2.021

“t” table value at (41) d f. at (0.01) sig. level equal 2.704

Table (4.6) showed that sign value was more than (0.05), and (t) calculated was less than (t) table. Therefore, there were no statistical significant differences between post application and iterative application among (experimental group 2). Accordingly, the researcher concluded that using PPP strategy had a high effect on developing pupils’ vocabulary and its retention. Moreover, there were no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 2). Also the results showed that Eta square equal (0.09).

6- Answer the sixth question:

Are there statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learn English vocabulary through using ECRIF strategy (experimental group 1) and those who learn English vocabulary through the PPP strategy (experimental group 2) in the iterative application?

To answer the sixth question, the researcher tested the sixth hypothesis by using independent samples T test.

There were no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the PPP strategy (experimental group 2) in the iterative application.

The results of the independent samples T test revealed that there were statistically significant differences as pointed out in Table (4.7) below:

Table (4.8): T test for differences between experimental 1 and experimental 2 groups due to iterative vocabulary achievement test

Model	Group	No.	Mean	Std.	T	Sig.	η^2
Iterative vocabulary test	Experimental 1	41	38.60	8.12	2.547	0.013	0.56
	Experimental 2	42	34.00	8.26			

“t” table value at (81) d f. at (0.05) sig. level equal 2.00

“t” table value at (81) d f. at (0.01) sig. level equal 2.66

Table (4.7) showed that sign value was less than (0.05), and (t) calculated was more than (t) table. Therefore, there were statistical significant differences between experimental 1 and experimental 2 groups. Accordingly, the researcher concluded that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the PPP strategy (experimental group 2) in the iterative application. Moreover, these differences were in favor of (experimental group 1) pupils who learned English language vocabulary by using ECRIF strategy. Nevertheless, Eta square equal (0.56). that’s mean using ECRIF strategy interested in high effect, and more than PPP strategy.

Summary:

This chapter dealt with data analysis and results. The results of each hypothesis were analyzed statistically using different statistical techniques according to the nature of the hypotheses and the data collection tool used in the study.

The first hypothesis results proved that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the traditional method (control group) in the post test. Moreover, these differences were in favor of experimental group 1. In addition, these differences were due to using ECRIF strategy in teaching English language vocabulary. The results of the second hypothesis indicated that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using PPP strategy (experimental group 2) and those who learned English vocabulary through the traditional method (control group) in the post test. Moreover, these differences were in favor of experimental group 2. The researcher believes that these differences are due to using PPP strategy in teaching English language vocabulary.

The third hypothesis results proved that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the PPP strategy (experimental group 2) in the post test. In addition, these differences were in favor of experimental group 1, who learned English language vocabulary by using ECRIF strategy. This means that ECRIF strategy had more effect than PPP strategy on improving pupil's vocabulary in English language. Accordingly, the results of the fourth hypothesis indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 1). In addition, the results showed that using ECRIF strategy had a high effect on developing pupils' vocabulary and its retention.

The results of the fifth hypothesis indicated that there were no statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 2). Therefore, using PPP strategy had a high effect in developing pupil's vocabulary and its retention.

The sixth hypothesis results indicated that there were statistically significant differences at ($\alpha = 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the PPP strategy (experimental group 2) in the iterative application. In addition, these differences were in favor of (experimental group 1) pupils who learned English language vocabulary by using ECRIF strategy.

The next chapter dealt with several sections: Findings, discussion, conclusion, implications, and recommendations.

Section (2)

Findings, Discussion, Conclusion, Implications, and Recommendations

This chapter discussed the results of the study. It summarized the conclusions that were deduced in the light of the study results and the pedagogical implications that the researcher suggested. It also included suggestions and recommendations for further studies. Such suggestions are expected to be beneficial for curriculum designers, fifth grade teachers of English, supervisors, and educators. They could help to improve teaching English language in general and teaching vocabulary in particular.

1- Findings:

The study results indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the traditional method (control group) in the post test. The researcher attributed these differences to using ECRIF strategy in teaching English language vocabulary. In this sense, Eta square was high (0.66), and using ECRIF strategy had a high effect on developing English language vocabulary among fifth graders. (The results agreed with Kalaf,2016 which showed that using ECRIF framework enhanced practicing the target language).

The results and data analysis indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using PPP strategy (experimental group 2) and those who learned English vocabulary through the traditional method (control group) in the post test. In addition, these differences were in favor of experimental group 2. The researcher attributed these differences to using PPP strategy in teaching English language vocabulary. Also, the results showed that PPP strategy had a high effect for Eta square was more than (0.16); equaled (0.515). (The results agreed with Hellstrom,2016 which showed that using PPP framework improved learning the target language).

Meanwhile, the results and data analysis proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the PPP strategy (experimental group 2) in the post test. And, these difference were in favor of the pupils who learned English vocabulary through using ECRIF strategy. The ECRIF strategy had a more effect than PPP strategy on improving pupil's vocabulary in English language. (The results agreed with Cordelo and Pere,2014 which revealed that using ECRIF framework enhanced English knowledge) .

Furthermore, the results showed that there were no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 1). So, using ECRIF strategy had a high effect on developing pupils' vocabulary and its retention. The results agreed with(Gonzales and etal.,2013) which showed that using ECRIF framework enhanced practicing the target language.

Meantime, the results indicated that there were no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between post application and iterative application among (experimental group 2). So, using PPP strategy is interested in high effect in developing pupils' vocabulary and its retention. The results agreed withMaftoon and Sarem ,2015 which showed that using PPP framework enhanced practicing the target language).

Moreover, the study findings showed that there were statistically significant differences at ($\alpha \leq 0.05$) in the total mean score in vocabulary achievement between the pupils who learned English vocabulary through using ECRIF strategy (experimental group 1) and those who learned English vocabulary through the PPP strategy (experimental group 2) in the iterative application. And, these differences were in favor of the (experimental group 1) pupils who learned English language vocabulary by using ECRIF strategy.

2- Discussion:

The results showed that using ECRIF and PPP strategy were of great effect on developing English language vocabulary among fifth graders and the ECRIF strategy had more effect on fifth graders than that PPP strategy had. They also showed that using ECRIF and PPP strategy helped pupils to retain vocabulary in English language. Thus, ECRIF strategy contributed to understanding vocabulary and comprehending the texts. Clearly, the results which were in favor of ECRIF attributed to the way of teaching vocabulary. Through this strategy the understanding and acquisition of vocabulary are influenced by integrated skills. As the strategy concentrated on addressing students with the target vocabulary and clarifying its words in an interesting manner through applying purposeful discussion and connecting vocabulary with its various implications. From the early beginning with the first step "encounter," where students confront new vocabulary passing through "clarify," where students set the correct meaning of the vocabulary, then saving new vocabulary in memory through "remember." This process leads to depositing vocabulary to long-term memory by means of continuous practice to help "internalize" the new vocabulary. All these previous connected and integrated steps lead to the final stage "fluently use," which is the ultimate goal of the learning process that enables the learner to produce, employ, and practice vocabulary fluently.

Factually, ECRIF strategy reinforces learning vocabulary as the strategy employs a variety of activities and interesting educational toys. And these activities facilitate the teacher's task in teaching English vocabulary. Moreover, these interesting activities encourage students to acquire vocabulary through the learning process and lead them to be more active and do their ultimate efforts to develop both acquiring and producing vocabulary. These activities include storytelling, role-playing, recording, matching, categorizing, and brainstorming. Every one of these educational activities gives more attention to students' vocabulary and help building their own knowledge of vocabulary. Moreover, these educational activities provide appropriate educational opportunities to deal with vocabulary in more than one certain context. For example, using role play, which is a dynamic activity, gives students more confidence and lead them to be more independent on choosing appropriate vocabulary, as it gives learners the chance to decide what, when, and

how to use the target vocabulary without the assistance of their teacher. Further, opportunities of real interaction with other colleagues develop the social items and manners of learners as they reflect new aspects of vocabulary learning and new abilities in producing the learned vocabulary. Generally, ECRIF activities contain visual and sound effects that activate students' senses, attract their attention towards the vocabulary related to these effects. Thus, students can learn vocabulary well and recall it easily in new teaching situations.

ECRIF strategy develops vocabulary learning through meeting the needs of students and interests. Every student studies English for his own reasons, and students intend to develop some skills more than others depending on each one's own interests. For language learners, who aim to acquire vocabulary for communicating, ECRIF is a good way to develop their basic building blocks of communication that is vocabulary. Then giving them the chance of having a balanced linguistic skill scores is satisfactory. Through ECRIF, all students should implement and encounter vocabulary before they learn it. Students can ask their teacher for more explanations to help them comprehend the meaning of the target vocabulary, giving them a chance to go back to practice more drills and exercises related to the intended vocabulary fluently. The first stage which is "encounter" also gives the teacher a chance to recognize his students' abilities and interests of vocabulary. When students are encountered with new vocabulary and new situations, depending on real reaction towards the action, the teacher can estimate the level of his students. The teacher can identify his students' vocabulary, its types and purposes, and how to improve their vocabulary. All these things lead students to master vocabulary through clarifying, remembering, and other steps of the ECRIF, and thus students can catch the significant meaning of a target input of vocabulary.

The study results that were in favor of ECRIF may attributed to teaching through ECRIF framework that shifts the thinking of the teacher and his imagination to different aspects of teaching knowledge. The teacher becomes aware that the real critique for teaching is the logical sequence in presenting the ideas and vocabulary. There are different logical steps that have a big influence on teaching vocabulary that deserves attention. ECRIF eventually gives attention to cognitive processes such as thinking, identifying, recognizing, analyzing, and practicing which constitute an

appropriate sequence for enhancing acquiring vocabulary. In addition, the metacognitive processes such as designing, projecting, regulating, and controlling are useful for focusing, organizing, and estimating the process of learning vocabulary. Moreover, the social process is reflected through preparing group activities to practice the intended vocabulary. All these aspects lead to the target and ultimate goal that is producing vocabulary fluently through a social context.

The cause of high and significant differences in vocabulary retention which were in favor of ECRIF can be attributed to the capacity of ECRIF to enhance retaining the words. This is achieved by means of focusing on the cognitive significance of words, the semantic level, effective application, and the useful employment of words. While students grasp new words, they are conveyed directly by means of drilling and practicing to long term memory. This is reflected through the stage of "internalize," where students refer to vocabulary in order to internalize. They can use their storage of words to retain the needed vocabulary. Moreover, the following practices develop and improve retention very well. This high level of understanding and perception of the new vocabulary and materials leads students smoothly and freely to invest the target vocabulary productively and fluently.

Another equally more important point that deserves consideration is that learning words does not happen because of using materials only. The main reason of this learning of vocabulary is motivating students to study words cooperatively, which contributes to building their vocabulary knowledge to be excellent speakers in the future. This creates a social sense through vocabulary lesson and teamwork among students leads to perfect performance of vocabulary as students learn vocabulary from each other. On the contrary, traditional techniques do not concentrate on the value of sharing and co-operation as its main goal is teaching vocabulary rather than the social aspect of these vocabulary. Also, students can learn better from sharing their vocabulary knowledge with others and through correcting mistakes and errors related to the pronunciation, spelling, and form of the vocabulary which create more vocabulary producers.

Based on the results that were in favor of ECRIF, it is of a great value to refer to the new role of the teacher as one of the main reasons that enhance learning

vocabulary. In ECRIF, the teacher becomes "a learner of vocabulary." This is reflected as a professional learner of teaching vocabulary while being aware of the options and opportunities related to words in each classroom situation. Teacher's correct choices of the target vocabulary and wide range of vocabulary possibilities prove that he becomes a decision vocabulary maker. Thus, decisions on vocabulary and careful examination of the suitable words are not a matter of chance or a random process. It is a process of deep thinking, clear strategies, wide vocabulary, open mindedness, careful searching for the best vocabulary for certain situations. Excellent teachers believe that teaching vocabulary does not necessary lead to accurate vocabulary learning; it certainly does influence it. Teachers develop, asses, evaluate, encourage, motivate, and create situations to develop learning vocabulary. He is a facilitator of vocabulary acquisition process through ECRIF, contrary to his traditional role in the traditional strategies where he dominates the class and guides vocabulary learning.

ECRIF proved significant in learning vocabulary because it is a framework that concentrates on integrating vocabulary in all language skills. Developing the receptive and productive language skills homogeneously is most desired in vocabulary learning. Through the five stages of ECRIF, these vocabulary skills are introduced and developed by means of different tasks, techniques, materials, and activities. This leads to the maximum level of learning vocabulary that is the basic for communicative skills that enable learners to use vocabulary fluently. The productive language skill of speaking is probably the fastest way to show students' vocabulary competence. Then, the similarity here just shows that it is possible to help students to develop this skill using a variety of teaching vocabulary models.

Likewise, the study results showed that PPP strategy had a high effect on developing English language vocabulary among fifth grade. The researcher believes that language and vocabulary can be learnt through three steps. The first one is called presentation that completely depends on the teacher by using different effective techniques. The second one, practice, depends on learners with help from a teacher by using various suitable tasks. The last one is called production that completely depends on learners who are asked to convey what they understand by using their own structures and words. These methods are similar, but there are some key

differences. PPP is more controlled; it involves a lot of "teacher talking time," especially in the first stage.

The first stage, "Presentation," is where the teacher firstly finds out how much of the target vocabulary taught that students know. This is called "eliciting." The teacher will then present the vocabulary, usually on a board. The students are generally expected to listen during this part of the lesson and their opportunities to speak the vocabulary are limited. In the second part of the lesson, the students are given a controlled practice of the target vocabulary. This could be in the form of oral exercises, targeted at individual students, or in the form of worksheets concentrates on the intended vocabulary during early stages. Again, this part of vocabulary lesson is teacher-led. Often more than one activity is given; each one allows students progressively more freedom to produce the vocabulary themselves. The third part of the lesson, "Production," is where the students start to produce the vocabulary more freely. These steps give students the opportunity to learn vocabulary and give the teacher the ability to organize vocabulary lessons effectively. Expanding these steps and turning them into ECRIF steps give students more vocabulary, and the teacher can have control over the students' abilities and give relevant information about this vocabulary.

3- Conclusion:

The study results showed that ECRIF and PPP had a high effect on developing vocabulary among fifth graders in Gaza governorate schools. The researcher observed that the fifth graders gained a relatively substantial amount of improvement in learning new vocabulary and retrieving it when needed. Based on the results, the researcher concluded that ECRIF and PPP were superior to the traditional ways of teaching English and added a lot of learning situations. It has provided students with a better learning environment and created many types of collaborative learning within the same group and competing with other groups. Various courses have been provided, offering different situations depending on participants' contributions, and using R-enabled real-time role-playing for students and teachers despite different geographical areas.

Moreover, the results have shown a big difference between teaching vocabulary through new modernized strategies and traditional ones. This has led us to conclude the importance of diversifying teaching steps and skills such as presentation, practice, and production model. Such steps give teachers the feeling of control and power that actually could be transformed to students if teachers use an approach that motivates students' L2 use. Then, changing this approach to ECRIF strategy, as it has been attempted here, could be a way to make classes more student-centered and get used to students' freedom and avoid intervening too much. However, if this change seems radical, teachers could start by changing the Presentation Stage of the PPP model, in which according to the theoretical description, teachers are supposed to elicit rather than to spoon-feed the students in order to encourage L2 use. Working on this model could be a good start since students will be encouraged to discover the language activity since it is an aid to conserving memory. It also increases intellectual potency, learning motivation becomes intrinsic, and the learning of heuristics itself helps learners acquire techniques for problem solving, learning, and discovery.

The students are, to some extent, passive in PPP, and this could be because of the dominant role of the teacher and the controlled practice during the phases of PPP. However, this situation does not appear in the ECRIF lessons, and this could be because students were involved in tasks that were done usually in groups. It is then teachers' job to work on promoting an active role of students, and this could be at any time during the class. Teachers should give their students a chance to show how much they learn by developing a student-centered class, where students become active and responsible participants in their own.

Significant in-class activities need preparation, which ought to be engaging, meaningful, and therefore memorable. Activities should focus on students' needs, abilities, interest, individual factors, and learning styles. In this respect, choosing the activities that students like promotes students' feeling of working in groups no matter the teaching model is. Learning from each other and peer correction really counts. Working in groups develops students' communicative ability. Besides, learners are involved in several interaction types making the class supportive and cooperative.

TO conclude, the use of enhanced ECRIF and PPP strategies are purposeful, clear, organized, and valued goals, targets, and evaluation criteria are clearly realized. Enhanced ECRIF and PPP strategies include many different types of activities, such as problem solving, role-play, discussion, image descriptions, and appropriate response. Therefore, students rarely get instructions through these bored and tiring techniques. This makes them focus on how to use language and communicate their ideas and feelings. They are not exposed to pressure, so they can produce the right words, and may inspire them to express their joy and happiness when they all participate in every activity. As such, students become energized, interested, excited, and encouraged to take the task on. This gives them the ability to get rid of hesitation in speech and give them opportunities to develop strategies to interpret and understand the language as it is actually used by their native speakers. In this light, the researcher believed that ECRIF and PPP strategies motivate and stimulate students to discover, save, and retrieve new vocabulary as needed.

4- Pedagogical Implications:

In the light of the study results, the researcher put following suggestions:

1. Using ECRIF and PPP strategies in the teaching and learning process encourages students to be active and motivated when doing an activity.
2. Employing ECRIF and PPP strategies supports teaching English vocabulary with different steps for creating a better learning environment.
3. The ECRIF strategy steps help to reduce the gap between teachers and learners when interacting together.
4. Using PPP strategy enrich pupils' knowledge and taken account their individual differences.
5. Using ECRIF strategy enables students to learn the English vocabulary with the atmosphere of joy and happiness.
6. Using ECRIF and PPP strategies develops students' vocabulary.
7. The ECRIF and PPP strategies instructions provide students with immediate feedback and different types of reinforcement.
8. Using ECRIF and PPP strategies activates students' prior knowledge and this operates students' thinking and restores their experience about the topic.

9. Promotion of English vocabulary among basic stages by enriching textbooks in the light of appropriate subjects.

5- Recommendations:

In light of the results of the study, the researcher suggests following recommendations:

(A) For curriculum designers and decision makers:

- Produce guiding materials to equip teachers with the needed knowledge to use ECRIF and PPP strategies.
- Develop teachers' abilities in choosing the ideal vocabulary lesson strategy.
- Include new methods in teaching “English for Palestine” depending on active learning.

(B) For English language teachers:

- It is necessary to integrate all language skills such as listening, speaking, reading, and writing in teaching vocabulary.
- They should select the vocabulary and present them during classes in an interesting way.
- Use more than one strategy in teaching vocabulary.
- Good organized planning of the steps in teaching each strategy in teaching vocabulary.

(C) For further studies:

- This study was limited to developing the student's vocabulary. The ECRIF and PPP strategies should be applied for other English skills and sub-skills.
- Conducting studies to investigate the effect of ECRIF and PPP strategies on students' attitudes toward English language learning.
- Conducting studies to explore the effectiveness of ECRIF and PPP strategies on developing the reading comprehension.
- Comparing ECRIF and PPP strategies with other English language strategies.

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Appendix



Appendix (1):

An Invitation to Referee a Pre-post & delayed Test

The researcher is conducting a study to obtain a Master's Degree in Curriculum & English Teaching Methods. The study is entitled:

"The Effectiveness of Using ECRIF and PPP Strategies in The Fifth Grade Vocabulary learning and its Retention"

One of the requirements of this study is to apply vocabulary achievement test as an instrument to gather information. Also, because of the importance of your opinion, valuable experience and trustworthy feedback, you are kindly requested to check the attached test and fill in the following form to determine whether the items of the test are suitable or unsuitable.

You are kindly invited to modify or change any item if necessary, you are free to delete or add any items according to your creditable perspectives. Your notes and responses will be highly appreciated and considerable.

Items	High	Average	Low
The test items reflect the objectives.			
The test items suit fifth graders' level (high / low achievers).			
The layout is acceptable.			
The time assigned is suitable.			

Any further comments or notes:

.....
.....

Name
Degree
Occupation and Place of work

Thanks a lot for your cooperation

The Researcher

**Appendix (2):
vocabulary Pre – Post & delayed test Before Modifications**

Name:	Time: 45 minutes	
Class:		50

Question (1): Look and Match (5 marks).

Plants

Mirror

Angry

Moon

Ruins



Question (2): Choose and Write (5 marks).

(U o a i e)

Gre...dy	Ro...d	O...t	To...r	On...ons
----------	--------	-------	--------	----------

Question (3): Read and Choose (5 marks).

- 1- The farmer (looked for _ meet) the left shoe.
- 2- I liked the TV programme. I (laugh _ pick) a lot.
- 3- I like(fruit _ vegetables).I can take some grapes.
- 4- The restaurant is a very nice (place _ farm).
- 5- Let's go (before _ next to) four O'clock.
- 6-

Question (4): Re Write the letters (6 marks).

e-m-t-a	t-s-p-n-a-r	c-m-i-s-u
.....
d-h-n-a	t-r-u-o	r-a-n-e
.....

Question (5): Read and Circle the Correct Answer (4 marks).

- 1- The cars cannot (move _ run).
- 2- The small girl saw her new sister in (hospital _ restaurant).
- 3- Omar and Bilal are going to play football (today _ tomorrow).
- 4- Omar (laughed _ end). He found both his shoes.

Question (6): Circle the odd one out (4 marks).

Wolf	Red	mosque	T_ shirt
Goat	Green	afternoon	Trousers
Giraffe	Blue	church	Children
Chair	Sister	restaurant	Shoe

Question (7): Classify (12 marks).

Biscuits _ chocolate _ rice _ chicken _ hospital _ basketball _ farm _
handball _ restaurant _ volleyball _ tennis _ sea

Food	places	vegetables	Games

Question (8): Read and Complete

(4 marks).



1. The farmer found the left
2. Theeats carrots.
3. I Likeat summer.
4. The man is not young. He is

Question (9): Read the clues and complete the crossword (5 marks).



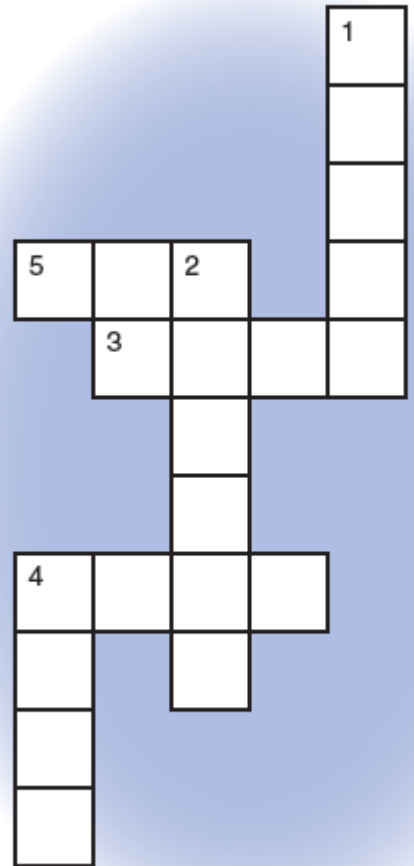
Down

- 1 It is a city. It is a park. It is a house. It is a school. What is it?
- 2 You can see people and things in me. What am I?
- 4 I like to move. I don't like to sit. What am I?



Across

- 3 It is not very good, it is not very bad. What is it?
- 4 You write on it. You put photos on it. Your friends can see it. What is it?
- 5 I can be a boy, a father or a grandfather. Who am I?



Good Luck

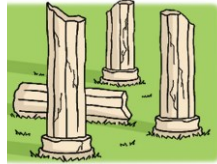
**Appendix (3):
Vocabulary Achievement Test Fifth Grade After Referee**

Name:	Time: 45 minutes	
Class:		50

Question (1): Look and Match

(5 marks).

- | | | | | |
|--------|--------|-------|------|-------|
| (1) | (2) | (3) | (4) | (5) |
| Plants | Mirror | Angry | Moon | Ruins |



- | | | | | |
|--------|--------|--------|--------|--------|
| (....) | (....) | (....) | (....) | (....) |
|--------|--------|--------|--------|--------|

Question (2): Choose and Write

(5 marks).

(u a u i e)

- | | | | | |
|-------------|-----------|----------|-----------|-------------|
| a) Gre...dy | b) Ro...d | c) O...t | d) To...r | e) On...ons |
|-------------|-----------|----------|-----------|-------------|

Question (3): Read and finish the sentences.

5) marks.

(place _ looked for _ fruit _ before _ laughed).

- 1- The farmer the left shoe.
- 2- I liked the TV programme . I a lot.
- 3- I like..... . I can take some grapes.
- 4- The restaurant is a very nice
- 5- Let's go four O'clock.

Question (4): Re write the letters to form correct words. (6 marks).

- | | | |
|------------|----------------|--------------|
| 1) e-m-t-a | 2) t-s-p-n-a-r | 3) c-m-i-s-u |
| | | |
| 4) d-h-n-a | 5) t-r-u-o | 6) r-a-n-e |
| | | |

Question (5): Read and circle the correct answer (4 marks).

- 1- The cars cannot (move _ run).
- 2- The small girl saw her new sister in (hospital _ restaurant).
- 3- Omar and Bilal are going to play football (today _ tomorrow).
- 4- Omar (laughed _ end). He found both his shoes.

Question (6): Circle the odd one out (4 marks).

(1)	(2)	(3)	(4)
Wolf	Red	mosque	T_ shirt
Goat	Green	afternoon	Trousers
Giraffe	Blue	church	Children
Chair	Sister	restaurant	Shoe

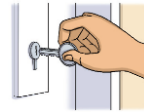
Question (7): Classify (12 marks).

Biscuits _ volleyball _ farm _ restaurant _ chocolate - handball _ rice _
 tennis _ chicken _ hospital _ basketball _ sea

Food	places	Games

Question (8): Look at the pictures and complete the sentences

(4 marks).



1. The farmer found the left
2. Theeats carrots.
3. I Likeat summer.
4. They are going to Gaza in the evening

Question (9): Read the clues and complete the crossword (5 marks).



Down

1 It is a city. It is a park. It is a house. It is a school. What is it?

2 You can see people and things in me. What am I?

4 I like to move. I don't like to sit. What am I?

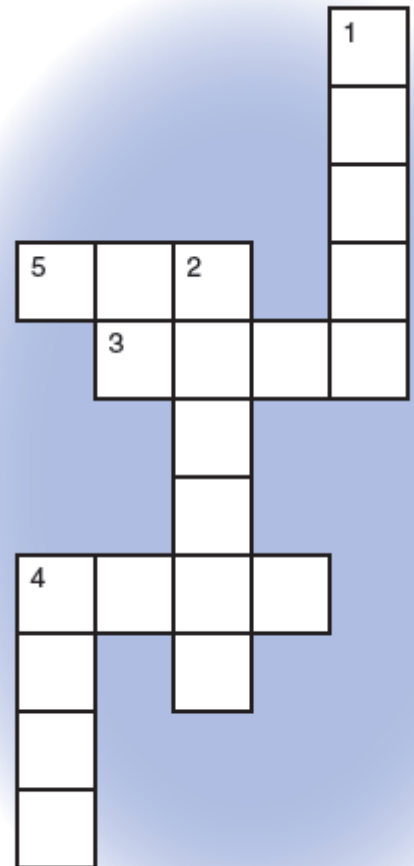


Across

3 It is not very good, it is not very bad. What is it?

4 You write on it. You put photos on it. Your friends can see it.
What is it?

5 I can be a boy, a father or a grandfather. Who am I?



+

Good Luck

**Appendix (4):
Referee committee for study tools**

No	Referee	Position	Organization
1	Dr. Ezzo Afana	Professor	IUG-Education
2	Dr.Abdelmoty Al Agha	professor	IUG-Education
3	Dr. Mohammed Abdel Fattah	Professor	Gaza University – English
4	Jamal El Faleet	professor	Alazhar University
5	Mr.Kamal Abu shamla	Supervisor	Education Middle Govern ate
6	Mr.Mostafa Abu Atwan	supervisor	Education Middle Govern ate
7	Mr.Ali Zendah	teacher	UNRWA- Education
8	Mrs.Aida abu Bakra	teacher	Governmental school
9	Mrs.Faiza Barak	teacher	Governmental school
10	Mrs Sahar Shaheen	teacher	UNRWA- Education

**Appendix (5):
Teacher Guide Using PPP Strategy Framework**

Teacher Guide Using PPP Strategy

Unit: 11

Lesson: 1

Subject :the wolf's shoes

SB : 12

Date:

Learning objectives: Ss are expected to be able to:

1. identify vocabulary.
2. use the target words in real situations.

New Language:-

Vocabulary : wolf –hide –hear _ road – both – look for _ with _ laugh _ end _ greedy _ nothing _ angry.

A. V. M: Ps book – BB – Cassette – poster – word cards – flash cards - slides

Pre- requisites:

Vocabulary: farmer- goat _ shoe _ clever.

Steps

Warming up

H.w. checking

Revision

presentation

Procedures

T. greets Ss and Ss greet T. Ss. Play a game.

T. checks the previous homework.

T. revises the learnt vocab "farmer" using a flash card.

T. presents the new vocabulary: " wolf –hide –hear _ road – both – look for _ with _ laugh _ end _ greedy _ nothing _ angry.)

T. drills { C – G – S }.

T. asks Ss to match the flashcards with the word cards.

Ss. use flash cards.

Ss. work in pairs to ask and answer the learnt vocab.

T. helps Ss and asks for volunteers.

Steps

Step 2
practice

Procedures

Ss do controlled practice.

1. Listen and repeat the words.

" wolf –hide –hear_ road – both – look for_
with_ laugh_ end _greedy _nothing _angry.)

Teacher plays the cassette .

Students listen to the correct pronunciation .

Students repeat the words.

Students practice some exercises related to the target vocabulary.

2.Listen and write the number.

Wolf	hide	hear	road	both	look for
.....
laugh	end		nothing		
.....		

Teacher presents the task.

Teacher plays the cassette/ students listen.

Teacher plays the cassette again/ students listen and write the number.

Teacher helps students and asks for volunteers to answer.

Ex1: Read and point to the correct picture.

Wolf Road Laugh greedy

Steps

Step 2
practice

Step 3
production

Teacher presents the task.

Teacher plays the cassette/students listen.

Teacher plays the cassette again/ students listen and match the words with pictures.

Teacher helps students and asks for volunteers to answer

Teacher asks a good student to do another model.

Students read and match the other.

Teacher checks the answer.

- Write :Reorder the words:-

Oflw ydgree itwh den

.....

Teacher explains the task for students and does a model.

Teacher asks a good student to do another model.

Students work individually to complete and write the other sentences.

Teacher helps Students and asks for volunteers to answer

Students check their work.

Students use words in new context .

Students do role play .

Students create more authentic situations.

Match:

1- gre gh

2- not edy

3- lau ad

4-ro hing

T. displays flash cards again and students read and review

I spy – game with Ss

Everyone says "good bye"

homework

The teacher gives five words and asks students to write sentences using the target words.

Rounding up

Students play vocabulary role play.

Unit: 12

Lesson: 2

Subject : Omar and Rania's
visit to Qalqilya.

SB : 21

Date:

Learning objectives: Ss are expected to be able to:

1. identify vocabulary.
2. use words in real situations.

New Language:-

Vocabulary : any –then –some _ last –those – out _them _move _mirror _
place _after _too .

A. V. M: Ps book – BB – Cassette – poster – word cards – flash cards - slides

Pre-requisites:

Vocabulary: farmer- goat _shoe.

Steps

Warming up

H.w. checking

Revision

presentation

Procedures

T. greets Ss and Ss greet T. Ss. Play a game.

T. checks the previous homework.

T. revises some places that students visited before
using flash cards.

T. presents the new vocabulary (any –then –some
_ last –those – out _them _move _mirror _place
_after _too) .

T. drills using { C – G – S } techniques .

T. asks Ss to match the flashcards with the word
cards.

Ss. use flash cards.

Ss. work in pairs to ask and answer the learnt
vocabulary.

T. helps Ss and asks for volunteers.

Steps

Step 2
practice

Procedures

Ss do controlled practice.

2. Listen and repeat the words.

(any –then –some _ last –those – out _them _move
_mirror _ place _after _too)

T. plays the cassette.

Ss. Listen.

Ss. repeat the words.

1- Listen and write the number.

Any	then	some	last	those
....
out	them	move	mirror	place
....

T. presents the task.

T. plays the cassette/ Ss. listen.

T. plays the cassette again/ Ss. listen and write the number.

T. helps Ss and asks for volunteers to answer.

Ex1: Read and match.

Fruit plant last vegetables

T. explains the task for Ss and does a model.

T. asks a good student to do another model.

Ss. read and match the other.

T. checks the answer.

2- Write:-

T. explains the task for Ss and does a model.

T. asks a good student to do another model.

Ss. work individually to complete and write the other sentences.

T. helps Ss and asks for volunteers to answer.

Ss. check their work.

Match:

1- tea man

2- police tist

3- den cher

T. displays , job, flash cards, and, plays

I spy – game with Ss

Everyone says "good bye"

Steps

Step 2
practice

Free practice

Step 3
production

T. presents the task.

T. plays the cassette/ Ss. listen.

T. plays the again/ Ss. listen and match the words with pictures.

T. helps Ss and asks for volunteers to answer.

T. asks a good student to do another model. Ss. read and match the other.

T. checks the answer.

- Write :finish the words:

(a I e u)

Fr....it pl....nt s....ng mov.....

T. explains the task for Ss and does a model.

T. asks a good student to do another model.

Ss. work individually to complete and write the other sentences.

T. helps Ss and asks for volunteers to answer.

Ss. check their work.

Ss. use words in new context .

Ss. do role play .

Ss. create more authentic situations.

T. displays flash cards again and students read and review

In pairs students ask and answer questions using the vocabulary.

In groups students write answers to the riddles.

Ex. I am more than one .I can be two or more.

.....

Everyone says "good bye"

Home work

Rounding up

Students do Exercise in students book.

Individual students revise the main vocabulary and sing vocabulary song.

Unit: 13
SB : 21

Lesson: 2

Subject : Ben's blog.
Date:

Learning objectives: Ss are expected to be able to:

1. identify/ learn vocabulary.

2

New Language:-

Vocabulary : break – hospital – moon – mirror – busy – blog – internet – idea – photos – summer - the sea – hobby- rice – chicken – arm – drawing

A. V. M: Ps book – BB – Cassette – poster – word cards – flash cards - slides

Pre-requisites:

Vocabulary: football _ school _ doctor _ a baby – nice - the mother – story – sister - ice-cream - the chair.

Steps

Warming up

H.w. checking

Revision

presentation

Procedures

Ss sing vocabulary song.

T. checks the previous homework.

T. asks about the importance of internet.

T asks how many student use internet .

T. presents the new vocabulary(break – hospital – moon – mirror – busy – blog – internet – idea – photos – summer - the sea – hobby- rice – chicken – arm – drawing).

T. drills { C – G – S }.

T. asks Ss to match the flashcards with the word cards.

S –S flash cards.

Freer/p Ss. work in pairs to ask and answer the learnt vocab.

T. helps Ss and asks for volunteers.

Step 2
Practice

2- Write:-

T. explains the task for Ss and does a model.

T. asks a good student to do another model.

Ss. work individually to complete and write the other sentences.

T. helps Ss and asks for volunteers to answer.

Ss. check their work.

Match:

1- tea man

2- police tist

3- den cher

T. displays , job, flash cards, and, plays

I spy – game with Ss

Everyone says "good bye"

Procedures

Ss do controlled practice.

1. Listen and repeat the words.

(break – hospital – moon – mirror – busy – blog – internet –
idea – photos – summer - the sea – hobby- rice – chicken –
arm – drawing)

T plays the cassette

S listens

S repeats the words.

Step 3
Production

T. plays the cassette/ Ss listen.

T. plays the cassette again.

Procedures

Ss do controlled practice.

3. Listen and repeat the words.

(any –then –some _ last –those – out _them _move
_mirror _ place _after _too)

T plays the cassette

S listens

S repeats the words.

2- Listen and write the number.

Any	then	some	last	those
....
out	them	move	mirror	place
....	
.....				

T. presents the task.

T. plays the cassette/ Ss. listen.

T. play the again/ Ss. listen and write the number.

T. helps Ss and asks for volunteers to answer.

Ex1: Read and match.

fruit

plant

last

vegetables

Home work

Rounding up

Students do Exercise in students book.

Individual students revise the main vocabulary and sing vocabulary song.

Unit: 15

Lesson: 2

Subject :the best of
Palestine tour

SB :40 _41

Date:

Learning objectives: Ss are expected to be able to:

1. identify/ learn vocabulary.
2. use vocabulary in real life situations.
3. describe a tour in Palestine using the target words.

New Language:-

Vocabulary : next –tour –arrive _ meet – travel – ruin _ before _ float _ leave _ near _ tomorrow.

A. V. M: Ps book – BB – Cassette – poster – word cards – flash cards - slides

Pre- requisites:

Vocabulary :walk -start _ finish _ buildings _ visit.

Steps

Warming up

H.w. checking

Revision

presentation

Warming up

H.w. checking

Revision

Procedures

T. shows Ss a short film about Palestine.

Ss. Play a game about a famous place in Palestine..

T. checks the previous homework.

T. revises the learnt vocabulary (**walk -start _ finish _ buildings _ visit**) using flash cards.

T. presents the new vocabulary(next –tour –arrive _ meet – travel – ruin _ before _ float _ leave _ near _ tomorrow).

T. drills { C – G – S }.

T. asks Ss to match the flashcards with the word cards.

Ss. sing vocabulary song.

T. checks the previous homework.

T. asks about the importance of palestine.

Ss. use flash cards and revise some words.

Freer/p Ss. work in pairs to ask and answer the learnt vocab.

T. helps Ss and asks for volunteers.

Steps

Step 2
practice

3- Listen and write the number.

next tour arrive meet travel float
.....

T. presents the task.
T. plays the cassette/ Ss. listen.
T. play the again/ Ss. listen and write the number.
T. helps Ss and asks for volunteers to answer.

Ex1: Read and match.

ruin
near
tomorrow
tour
next

T. explains the task for Ss and does a model.
T. asks a good student to do another model.
Ss. read and match the other.
T. checks the answer.

2- Write:-

T. explain the task for Ss and does a model.
T. asks a good student to do another model.
Ss. work individually to complete and write the other sentences.
T. helps Ss and asks for volunteers to answer.
Ss. check their work.

Match:

1- tea man
2- police tist
3- den cher

T. displays , job, flash cards, and, plays
I spy – game with Ss

Everyone says "good bye"

Steps

Step 2
practice

Free practice

Step 3
production

T. presents the task.

T. plays the cassette/ Ss. listen.

T. play the again/ Ss. listen and match the words with pictures.

T. helps Ss and asks for volunteers to answer.

T. asks a good student to do another model. Ss. read and match the other.

T. checks the answer.

- **Write :finish the words:**

(I 0 e u)

Bl...g m.....rrior b....sy br....ak

T. explain the task for Ss and does a model.

T. asks a good student to do another model.

Ss. work individually to complete and write the other word

T. helps Ss and asks for volunteers to answer.

Ss. check their work.

Ss use words in new context .

Ss do role play .

Ss create more authentic situations.

In pairs students think and complete sentences.

Beautiful nice not busy busy

1.I think flower A is

2.I think flower B is

3. I think boy C is

4.I think boy D is

T. displays flash cards again and students read and review

In pairs students ask and answer questions using the vocabulary.

In groups students write answers to the riddles.

Ex. Iam more than one.Ican be two or more

Everyone says "good bye"

Steps

Rounding up

homework

EX. Think and write sentences about your pictures and photos .

T. displays flash cards again and students read and review

In pairs students ask and answer questions using the vocabulary.

In groups students think and write sentences about pictures and photos.

Use the words to make a blog about Palestine.

Everyone says "good bye"

**Appendix (6):
Teacher Guide Using ECRIF Strategy Framework**

Unit: 11

Lesson: 1/ 2

Subject: The wolf's shoes

SB : 12/ 13

Date:

Learning objectives: Ss are expected to be able to:

1. use vocabulary fluently.
2. clarify and internalize vocabulary.
3. listen and answer questions.

New Language:-

Vocabulary: wolf – hear – road –hide-both-look for-with-laugh-angry-end-

Structure: past simple e.g. a farmer bought a big goat.

A. V. M: Ps book – BB – Cassette – poster – word cards – flash cards - slides

Pre- requisites:

Vocabulary: buy– go – market – farmer-goat-big.

Structure:

Steps

Warming up

H.w. checking

Revision

Encounter

Procedures

T. plays the c cassette Students sing.

T. checks the previous home work.

T. revises the learnt vocabs using the poster, flash cards and word cards.

T. interacts orally to start and maintain short conversation.

Ss. ask and answer questions responding to information and news of others.

T. sustains a short oral narrative story.

1)Activity or task: schema activation.

T. elicits students possible definition by putting simple gap fill..

A:Iwent to the market.

B:I saw a w-olf. The..... were red.

Ss volunteer ideas whole class.

T. explains the ask for Ss and does a model.

T. plays the cassette/ Ss listen.

T. plays the cassette again.

Encounter

Clarify

Activity or task: vocabulary encounter.

T models tasks to introduce the title .

T. draws a spider web on the board with word the wolf's shoes.

T. elicits words from Ss.

Ss. say different words they may have about.

T. brainstorms the new vocabulary (wolf_ hear – road_ hide _ both _ look for.....etc.)

Ss . answer questions with target language in it.

Ss. label or describe a picture.

Ss. use key words to make sentences

T. distributes a worksheet students mark particular words.

Activity

Mark the new words in the following passage .

Once upon a time I saw a wolf on the road .It hid behind tree .The wolf had nothing to eat so it was very angry and greedy.

Remember

Activity

Match the word with the suitable picture

Laugh



Road



Hear



Angry



Activity

Listen and circle the words you hear then match them with pictures.(s book page 13 EX 1)

T. models task

Ss. work in groups

Ss .share answers and T confirms.

T. writes target language on the board.

Activity

EX. 4. Sb. p.13

Read and circle the correct words.

T. handouts exercise 4.

S reads and checks understanding of task.

Ss work alone to circle the correct word.

Ss check with a partner

Ss share answers and T confirms.

T writes target language on the board

Internalize

Fluently use

Activity

Puzzle

1. A word begin with the letter r .
2. The opposite of happy.
3. An animal but not lion.
4. He lost everything he had

T asks Ss to do the activity in pairs
Ss do guessing activity .
T monitors and provides additional
models as necessary.
Whole class share

Activity Role play

T asks Ss to think about a story .
T gives 5 mins to jot down notes.
T models
Ss jot down notes.
Ss stand in pairs.
SS converse.
Wrap – up.

Home work

Rounding up

Write five sentences using the words (greedy / wolf /end /laugh /with).

1-.....

2-.....

3-.....

4-.....

5-.....

Individual students rounds up the main vocabulary.

Everyone says "good bye"

Write five sentences using the words (greedy / wolf /end /laugh /with).

1-.....

2-.....

3-.....

4-.....

5-.....

Individual students rounds up the main vocabulary.

Everyone says "good bye"

Unit: 12

Rania's visit to Qalqilya

Lesson: 1/ 2

SB : 12/ 13

Subject: Omar and

Date:

Learning objectives: Ss are expected to be able to:

1. use vocabulary fluently.
2. clarify and internalize vocabulary.
3. listen and answer questions.

New Language:-

Vocabulary: : any –then –some _ last –those – out _ them _ move _ mirror _
place _ after _ too .-

. **A. V. M:** Ps book – BB – Cassette – poster – word cards – flash cards -
slides

Pre-requisites:

Vocabulary: farmer- goat _ shoe.

Steps

Warming up

H.w. checking

Revision

Encounter

Procedures

T. plays the c cassette Students sing.

T. checks the previous home work.

T. revises the learnt vocabs using the poster, flash cards and word cards.

T. interacts orally to start and maintain short conversation.

Ss. ask and answer questions responding to information and news of others.

T. sustains a short oral narrative story.

1)Activity or task: schema activation.

T. elicits students possible definition simple gap fill.

Ss . share ideas with the whole class.

T. explains the ask for Ss and does a model.

T. plays the cassette/ Ss listen.

T. plays the cassette again.

Clarify

Activity

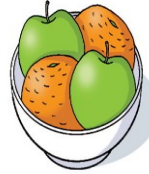
Match the word with the suitable picture

Last

vegetable

fruit

move



Activity

Listen and circle the words you hear then match them with pictures.(s book page 13 EX 1)

Those

any

move

them?



T. models task

Ss. work in groups

Ss. share answers and T confirms.

Ss. write the target language on the board.

Activity

EX. 4. Sb. p.13

Read and circle the correct words.T. handouts exercise 4.

S. reads and checks understanding of task.

Ss .work alone to circle the correct word.

Ss. check with a partner

Ss .share answers and T confirms.

T. writes target language on the board

Procedures

Ss do controlled practice.

4. Listen and repeat the words.

(next –tour –arrive _ meet – travel – ruin _ before _ float
_ leave _ near _ tomorrow).

T plays the cassette

S listens

S repeats the words.

Remember

Rounding up

Activity

Puzzle

1. A word begin with the letter L .
2. The opposite of FIRST.
3. We eat it to get fresh.

T. asks Ss to do the activity in pairs
Ss. do guessing activity .

T. monitors and provides additional
models as necessary.

Whole class share

Activity

Role play

T .asks Ss to think about a story .

T. gives 5 mins to jot down notes.

T. models

Ss. jot down notes.

Ss .stand in pairs.

SS. converse.

Wrap – up.

Home work

Write five sentences using the words (Some / move / plants / any /place).

1-.....

2-.....

3-.....

4-.....

5-.....

Individual students rounds up the main vocabulary.

Everyone says "good bye"

Write five sentences using the words (Some / move / plants / any /place).

1-.....

2-.....

3-.....

4-.....

5-.....

Individual students rounds up the main vocabulary.

Everyone says "good bye"

Rounding up

SUnit: 13

Lesson: 2

Subject : Ben's blog.

SB : 21

Date:

Learning objectives: Ss are expected to be able to:

1. identify/ learn vocabulary.
2. use words in real situations .

New Language:-

Vocabulary : break – hospital – moon – mirror – busy – blog – internet – idea – photos – summer - the sea – hobby- rice – chicken – arm – drawing

A. V. M: Ps book – BB – Cassette – poster – word cards – flash cards - slides

Pre- requisites:

Vocabulary: football _ school _ doctor _ a baby – nice - the mother – story – sister - ice-cream - the chair.

Steps

Warming up

H.w. checking

Revision

Encounter

Procedures

Ss. sing vocabulary song.

T. checks the previous homework.

T. asks about the importance of internet.

T. asks how many student use internet .

T. elicits students possible definition simple gap fill.

Ss. share ideas with the whole class.

T. explains the ask for Ss and does a model.

T. plays the cassette/ Ss listen.

r

Clarify

Remember

Activity

Match the word with the suitable picture:

T. models task

Ss. work in groups

Ss. do the same with their sentences.

Ss. share answers and T confirms.

T. checks if the meaning is clear.

T. writes target language on the board.

T. clarifies the vocabulary reviewing Ss work.

Activity

EX. 4. Sb. p.23

Read and circle the correct words.

T. handouts a set of vocabulary cards about exercise 4.

T. models the activity.

Ss . read and check understanding of task.

Ss . work alone to circle the correct word.

Ss . check with a partner

Ss. share answers and T confirms.

T. writes target language on the board

Internalize

Fluently use

Puzzle

T. asks Ss to do the activity in pairs
Ss. do guessing activity .
T. monitors and provides additional models as necessary.
Whole class share

Activity Role play

T. asks Ss to think about a story .
T. gives 5 minutes to jot down notes.
T. models
Ss. write down notes.
Ss .share information about the target vocabulary.
Ss. express their thoughts and impression.

Wrap – up.

Home work

Rounding up

Write sentences using the words (break – hospital – moon – mirror – busy – blog – internet – idea – photos)

- 1-.....
- 2-.....
- 3-.....
- 4-.....
- 5-.....

Ss. round up the main vocabulary.

Everyone says "good bye"

Unit: 15
Palestine tour

Lesson: 2
SB :40 _41

Subject :the best of
Date:

Learning objectives: Ss are expected to be able to:

1. identify/ learn vocabulary.
2. use vocabulary in real life situations.
3. describe a tour in Palestine using the target words.

New Language:-

Vocabulary : next –tour –arrive _ meet – travel – ruin _before _float _leave _near _ tomorrow.

A. V. M: Ps book – BB – Cassette – poster – word cards – flash cards - slides

Pre- requisites:

Vocabulary :walk -start _ finish _ buildings _ visit.

Steps

Warming up

H.w. checking

Revision

Encounter

Procedures

T. shows Ss a short film about Palestine.

Ss. Play a game about a famous place in Palestine..

T. checks the previous homework.

T. revises the learnt vocabulary (**walk -start _ finish _ buildings _ visit**) using flash cards.

T. elicits students possible definition simple gap fill.

Ss. volunteer share ideas with the whole class.

T. explains the ask for Ss and does a model.

T. plays the cassette/ Ss listen.

S –S use flash cards.

Freer/p Ss. work in pairs to ask and answer the learnt vocab.

T. helps Ss and asks for volunteers.

Clarify

Activity

Match the word with the suitable picture:

T. models task

Ss work in groups

Ss do the same with their sentences.

Ss share answers and T confirms.

T . checks if the meaning is clear.

T . writes target language on the board.

T .clarifies the vocabulary reviewing Ss work.

Activity

EX. 4. Sb. p.23

Read and circle the correct words.

T .handouts a set of vocabulary cards about exercise 4.

T models the activity.

Ss .read and check understanding of task.

Ss work alone to circle the correct word.

Ss check with a partner

Ss share answers and T confirms.

T writes target language on the board

Remember

Internalize

Fluently use

Puzzle

T asks Ss to do the activity in pairs
Ss do guessing activity .
T monitors and provides additional models as necessary.
Whole class share

Activity Role play

T asks Ss to think about a story .
T gives 5 minutes to jot down notes.
T models
Ss jot down notes.
Ss share information about the target vocabulary.
Ss express their thoughts and impression.

Wrap – up.

Home work

Write sentences using the words (break – hospital – moon – mirror – busy – blog – internet – idea – photos)

1-.....

2-.....

3-.....

4-.....

5-.....

Rounding up

Individual students rounds up the main vocabulary.

Everyone says "good bye"

**Appendix (7):
Photos during applying the strategies**





Appendix (8):
Permission to apply the experiment

State of Palestine
Ministry of Education & Higher Education
General Directorate of Educational planning

دولة فلسطين
وزارة التربية والتعليم العالي
الإدارة العامة للتخطيط التربوي

الرقم: وت.ع مذكرة داخلية ()
التاريخ: 2017/02/14
الموافق: 16 جماد أول، 1438 هـ

السيد / مدير التربية والتعليم - الوسطى المحترم
السلام عليكم ورحمة الله وبركاته،،،

الموضوع / تسهيل مهمة بحث

تهديكم أطيب التحيات، ونتمنى لكم موفور الصحة والعافية، وبخصوص الموضوع أعلاه، يرجى تسهيل مهمة الباحثة/ سوسن خليل محمد مزيد والتي تجري بحثاً بعنوان :

" فاعلية توظيف استراتيجيتي ECRIF و PPP في تعلم طلبة الصف الخامس للمفردات واحتفاظهم بها" وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في كلية التربية الجامعة الإسلامية بغزة تخصص مناهج وطرق تدريس، في تطبيق أدوات البحث على عينة من طلبة الصف الخامس الأساسي بمديريتكم الموقرة، وذلك حسب الأصول.

وتفضلوا بقبول فائقنا (للحزن)،،،

أ. رشيد محمد أبو جججوح
نائب مدير عام التخطيط التربوي

السيد / وكيل وزارة التربية والتعليم العالي
السيد / وكيل الوزارة للمساعد للشؤون التعليمية العالي
الشف

المحرم
المحرم

دولة فلسطين
وزارة التربية والتعليم العالي

غزة: (08-2641295 - 2641297) فاكس: (08-2641292) غزة: (08-2641292) فاكس: (08-2641297 - 2641295) Email: info@mohe.ps



حفظه الله،

الأخ الفاضل/ وكيل وزارة التربية والتعليم

السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالبة ماجستير

تهنئكم بشؤون البحث العلمي والدراسات العليا أعطر تحياتها، ونرجو التكرم بمساعدة الطالبة/ موسى خليل محمد مزيد ، برقم جامعي 220150279 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس في تطبيق أدوات دراستها والحصول على المعلومات، لمساعدتها في اعداد رسالة الماجستير والتي بعنوان:

فاعلية توظيف استراتيجيتي ECRIF و PPP في تعلم طلبة الصف الخامس للمفردات واحتفاظهم بها.

وافقه ولي التوفيق ..،



نائب الرئيس لشؤون البحث العلمي والدراسات العليا

أ.د. عبدالرؤوف علي المناعمة

صورة إلكترونية
شكراً