

**INVESTIGATING SOME TECHNEQUES USED BY LIBYAN EFL TEACHERS TO
TEACH VOCABULARY TO LIBYAN PRIMARY SCHOOL STUDENTS IN SABHA
CITY, LIBYA**

**A final project submitted in partial fulfillment of the requirements for the degree of bachelor in
English language with a focus on applied linguistics**

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**The members of the Committee appointed to examine the B.A. final project of
find it satisfactory and recommend that it be accepted.**

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Abstract

Teaching English as a foreign language is remarkable aspect in education. using appropriate vocabulary teaching techniques play an important part in teaching process. Therefore, this study aimed to investigate the problem of lack of using vocabulary teaching techniques in schools, Sebha. Quantitative method used in this study. That used questioner as data collection techniques, it was found that Libyan EFL teachers at primary schools at Sebha, Libyan, use different vocabulary teaching techniques during teaching process like- encourage students to spell new vocabulary (100%) encourage students to read new vocabulary (100%) and I make computation to know how many vocabulary they have (93.33%) Also used interview as data collection techniques. It was found that the mostly Libyan EFL teachers at primary school, Sebha, Libya, have used pictures, cards, and songs to present new vocabulary.

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CHAPTER: 1 INTRODUCTION

Chapter1:introduction

1.1 Introduction :

The purpose of this chapter is to provide an introduction to the issue of teaching techniques among teachers at primary schools, in Sebha. Teaching English as a foreign language is remarkable aspect in education. Therefore, it forms the central place in teaching process. Using appropriate techniques in teaching vocabulary play an important part in the teaching process as well. During teaching EFL, the teachers keep using traditional teaching techniques to teach vocabulary, but the education today evolved more around those teaching techniques, such as the technology has simply given education a new lease of teaching, inverting the class, design thinking self-learning, social media, learning tools, etc. In order to improve, teachers should know special techniques and how to use them in teaching. So these techniques will be used to enhance an effective teaching process.

1.2 Research problem:

As a student in schools and now in university, I observed that many teachers in our schools and university have not used appropriate techniques and they used traditional techniques in teaching vocabulary. It affects students as they feel boredom during teaching process by using those techniques. Thus, this problem which is the lack of using appropriate techniques in teaching process to teach vocabulary, especially at primary schools, in Sebha, is the research problem of this study. The researcher will investigate this problem.

1.3 Aims and objectives:

The aim of this study is to investigate the problem of lack of teaching techniques used by Libyan EFL teachers at primary schools. The main aim of this study is to find out the teaching techniques used by EFL teachers to teach vocabulary. The objective of

this study is to make some useful suggestions for the teachers and to find solutions to overcome this problem of lack of teaching techniques at primary schools, in Sebha.

1.4 Research questions:

This study tries to find answers to the following research questions:

1. What are the most common techniques used by the Libyan EFL teachers in teaching vocabulary at primary schools?
2. Are these techniques same or different among males and females teachers? And more importantly, are they effective?
3. What best strategies can Libyan EFL teachers use to teach vocabulary at primary schools?

1.5 Hypothesis/assumption:

This study assumes that most of the Libyan EFL teachers do not use appropriate techniques to teach vocabulary in teaching English as an EFL. It also assumes that there are differences in the use of these techniques due to the teachers' ways of teach

1.6 Organization of the study:

This research is divided into five chapters. The first chapter is introduction of the research. Second chapter is literature review. Third chapter is methodology that is used in this research. Forth chapter is findings, analysis and discussion. Fifth chapter is conclusion of the research.

***CHAPTER: 2 LITERATURE
REVIEW***

Chapter 2 Literature Review

2.1 introduction :

This chapter offers review of the literature and researches that have been conducted on the topic of vocabulary teaching techniques. Review the literature related to the topic of research crucial for understanding the topic well and to avoid copying the research that have already been done before. I also help the research to understand different views from different scholars about the topic of research . so, in this chapter, I will present review of the literature related to the topic of my research.

2.2 Meaning of term vocabulary:

vocabulary means a target of words or phrase of a particular language vocabulary is central to English teaching because without sufficient vocabulary students cannot understand others or express their own idea, Wilkins(1972)wrote that" while without grammar very little can be conveyed without vocabulary nothing can be conveyed" (pp.11-112) this point reflects my experiences with different language even without grammar. With some useful words and experience. I can often manage to communicate. Lewis (1993)went further to argue, texts is the core or beat of language"(p.89). particular as students develop greater fluency and expression in English. It is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies According to Uri Bhatt.B.SC , vocabulary is a collection of all words that constitute a language under discussion or a particular subject .According to dictionary definition, the words that make up a language or all of the words known and used by a person or words that are related to particular subject. Normally, "vocabulary" is being used instead of plural "words"

when you dedicatedly set a goal to understand a set or collection of words from particular language for particular subject.

Vocabulary represents one important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a will always need to operate with words. In what follows. The focus of this introductory chapter will be on why vocabulary is important on what makes words difficult, on the main reasons for which students often forget the words they learn and on some techniques which help them remember the vocabulary.

According to (Mandy1994 . p.1) vocabulary is defined as "total number of words we know and are able to use the term vocabulary refers to the total number of words which make up a language, and range of words known to or use by a person (Hamby et, al. 1984). Vocabulary , board defined , is knowledge about words and word meaning . However this definition is inadequate , as it sweeps over some important distinctions . First of all words come in both oral and written forms and the words typically used in speech are less precise and of a more limited variety then the used in print Hayes and Ahrens ,1988)

2.3 vocabulary teaching techniques:

*****fun & games***

1. Act out/pantomime (charades)

Give students cards with instruction like the examples below. Have them perform the actions without speaking. The other students try to guess the word or expression that the student is pantomiming. Open the door fearfully. Walk across the room cautiously.

2. crossword puzzles (a number of software programs exist that allow you to create your own) the clues can be synonyms, antonyms, complete, the sentences. Helps focus on spelling as well as meaning.

3. categories Game (\$25,000pyramid)divide the class into teams. One person from a team sits in front of the class. The rest of the team members are given a card with a category, for example; things that are red. The team members take turns giving examples of the category until the person in the "hot seat" guesses it or all the team members have given a clue. If the person in front cannot guess, the other team can confer and try to guess.

NOTE; the clues must be examples, not definition. In the above examples, ketchup, blood, and a stop sign are all acceptable clues. Color is not. Examples of categories; things that are ... yellow, expensive, fragile, made of glass, found on a farm American authors, state capitals, things in a woman's purse, winter clothing things that are sold in bottles, places where you have to stand in line, people who wear uniforms

4. Password:

Divide the class into two teams.one person from each team sits in a chair in front of the class. Those two people receive a card with a vocabulary word. The first person

gives a one- word lass clue to his/her team. If no one from the teams can guess, the second gives a clue to his/her team. This alternates back and forth until someone from one of the teams guesses the word, until a specified number of clues has been given.

5.Drawing pictures (Win ,Lose or Draw)

This works well if you have an empty classroom nearby. Divide the class into two groups. Give each one a list of vocabulary words (idiomatic expressions also work well for this). The students draw pictures-but no words-on the board so that the students in the other group can guess the words or expressions they' trying to represent. This is a fun way to review some vocabulary and break up **the class** routine.

A note on keeping score you can keep score in most of these games, but I've found things actually go more smoothly when you don't. No one disputes points, and students don't seem to mind that there's no clear "winner" or "loser"

Occasionally, a student will ask why I'm not keeping track of who won and lost. I usually tell him (it's never a 'her') that we're just learning how the game is played now, so I'm not going to bother this time. I never bother keeping score any subsequent times, either, but I've never been asked about it a second time. (page6-7 of teaching vocabulary; two Dozen Tips& techniques 1995 j. Pettigrew)

****vocabulary checks :**

Language teaching strategy of vocabulary checks was used the most by teachers and in several different ways. One participants predicted that the students in her class would not know what a particular word meant which was crucial to the students understanding a story. The teacher chose to show the class a picture that might have helped to make the word easier for students to understanding and

remember(Bloor1991)Vygotsky (1978)s in the adds that for young learner in the early stages of development there is a close bond between what they see and meaning.

Several teachers took time during lessons to check that students had understood the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster ,Ellis and Girard 2004). Participants often used questions to check that students had understood the meaning of key words or concepts .Brewster, Ellis and Girard (2004;81) suggest that "providing examples of words, their meaning and demonstrating how they might be used when beginning to learn a language may be more important than attention to the grammatical components and spelling of vocabulary "(Brewster ,Ellis and Girard 2004;81).it may also be of importance to note that, the acquisition of word meanings takes much longer than the acquisition of the

Another strategy teachers used to check vocabulary understanding was to review and recycle previously discussed vocabulary associated with the unit of inquiry or from prior lessons at the beginning of a lessons. This may have provided learners with the opportunity to re-hear words and possibly helped with the retention of these words in their long-term memory. Brewster, E;;is and Girard (2002;63) add "children constantly need to recycle what they have learned so they don't forget, and to perceive progress, maintain motivation and aid memorization"

****Other views about vocabulary teaching techniques /strategies** GU and Johnson (1996),as cited by Ghazal (n .d.)classify the vocabulary teaching strategies as a)metacognitive; those where a process of selective attention and self-initiation strategies are developed ;b) cognitive; includes guessing, skillful use of dictionaries ;c) memory :rehearsal and encoding categories are part of this group and d)activation strategies through which new words are used in different contexts. In my opinion this

classification is important to consider but teachers need to have examples of how to implement or develop these in every day classes. For the purpose of this research some of the cognitive strategies will be considered since the students who will be part of this research are in the first year of High school and their proficiency level in English language is basic Another, Schmitt(1997), as cited by Ghazal (n. d.) divides the strategies into two groups; "the ones to determine the meaning of new words when encountered for the first time (determination and social strategies) and the ones to consolidate meaning when encountered again(cognitive, metacognitive, memory and social strategies)" (p. 86). One aspect that I consider as important to remark into Schmitt's distinction is that social strategies are involved in the two groups, which make me think that interaction; group work and context are aspect to be considered in this classification. Mnemonics is an example of this strategy and it involves "relating the word with some previously learned knowledge by using some form of imagery or grouping" Schmitt(n.d.,p.86).in relation to my first research question it seems to me that Mnemonics is a strategy that can be developed for beginner students since it involves word association, classification and basic learning strategies can be developed along.

2.4 Guideless help teachers to teach vocabulary:

General guidelines for teaching vocabulary it is helpful to keep in mind several

General principles that facilitate acquisition of new vocabulary.

1. Teach new words in the context of a meaningful subject- matter lesson and facilitate student discussion that requires students to use the new words

(Ellis& Farmer,1996-2000).

2. Ensure that students hear the correct pronunciation of the word and practice saying it aloud.

3. Hearing the syllable structure and stress pattern of the words facilitates its storage in memory (Fay&Culter,1977). Teach words, prefixes, and suffixes that students will encounter frequently (Jones,1999) teach words in related clusters to help students understand how words are related and interrelated (Marina ,et al 1997).

4. Identify examples/applications and no examples /no applications related to the meaning of the new word (Ellis&Farmer.1996-2000).

5. Help students connect new vocabulary to something with which they are **already** familiar (Ellis&Farmer,1996-2000).

**other views

teaching specific vocabulary words before the reading. This practice can help students learn new words and comprehend the text.

Using the vocabulary taught in different context. The more students use the words in different contexts during various periods of time, the more they are likely to learn the words.

Repeating vocabulary exposure. The more children see, hear, read, or write specific words, the better they exposure to words in different texts promotes active engagement an increases education, p8,paula marries and et al,2010)

2.5 goals of teaching vocabulary words can present relation to the text that students already know.

1. students individually, with a partner or in groups use at least

2 of these words to write sentences that they think may be in the text. Teachers has already provided the list of sentence starters to help beginner students create their sentences. This will be edited later.

2. students read and verify the content vocabulary to verify if the content they predicted was related to the text.

3. students generate new sentence using the targeted vocabulary and this time they will support their sentences with the text. Strategy2-Keyword strategy

1. teacher reviews with the students the meaning of new vocabulary words and asks them to help them remember the meaning.

2. students create images that they will remember and discuss them with their classmates and with teachers.

3. No words with pictures or images are recorded in their vocabulary notebook.

Strategy3-vocabulary self- collection

1. students will read a common text and will select (highlight or write in their notebooks) a word they consider important and that should be shared with the class.

2. students and teacher present the words and their meaning according to the text. These definitions can be expanded or clarified, and a dictionary can be used for final clarification. During this process students share the reason why they think the word selected is important for understanding the text.

3. After all the words have been explored, a final list of words is made of the words that are considered most important for understanding the text. Students record these words in their vocabulary notebook or journal.

CHAPTER: 3 METHODOLO

Chapter 3:Methodolgy

3.1 Introduction:

In the chapter, I will talk about the research methodology used in this research , the research design , the details of participants who were chosen as a sample of this study ,the tools and techniques used collecting the research related data and the steps that I followed to collect and analyzed the data.

3.2 Research methodology and research design:

I will use quantitative based methodology in this study And the study based on numerical data. The research design is investigatory. I will use interview and questionnaire and the data was analyzed statistically. The most Connell vocabulary teaching techniques and the frequency of these use are presented with statistical analysis . Microsoft word statistical package was used for presenting statistical data of the study .the design is investigatory as the study investigates the lack of using appropriate techniques to teach vocabulary in teaching English as a Flat primary school, Sebha.

3.3 participants:

The total of participants are 15 teachers of the study . thy were all Libyan EFL teachers teaching English at three different school . they were 5 teachers from AL-Nser school 5 teachers from Abdaslam Sahban school , and 5 teachers from Alfaroq school Sebha. They were both male and female and they were from city back ground their ages ranged from 20 to 30 years. They were selected ran only for getting the research data

Table of participant.

School	City male	City female	Total
Alnaser		5	5
Abdaslam sahban		5	5
Alfaroq		5	5
Total		15	15

3.4 Data collection techniques:

3.4.1 Questionnaire:

A Questionnaire is a list of question asked to respondents, and designed to extract specific information I serves four basic purposes: to(1)collect appropriate data,(2)make data comparable and amiable to analysis , (3)minimize baize in formulating and asking questions and (4)to make questions engaging and varied for these reasons the questionnaire we used as techniques of data collection and also the questionnaire include sections about background information such as gender, age and place.

Details of participants of questionnaire .

School	City male	City female	Total
Alnser	5		5
Abdasalam	5		5
ALfaroq	5		5
Total	15		15

Interview includes two important elevates the interviewer and interviewee the interviewer develops and uses an interview guide this a list of question and topics that need to be covered during the conversation , usually in a particular order .

By using this type of data collection, the interview has worked out asset of question before hand but intends the interview to be conversation, there for, the interviewer can change the order of question or the way they are worded. The interviewer can give the explanation or leave out questions that may appear redundant .And also all question in the interview are designed and phrased ahead of time the main aim of this interview is to make the interviews take ferry and openly while making sure you get the in-depth information on the waft you are researching. Understanding these benefits and to make the findings of the study mare reliable.

Total participants were 5 teachers, they were chosen randomly for the interview. The interviews were voluntary and permissions of the participants were taken to record their interview.

Table details of participants of interview.

School	City male	City female	Total
Al-naser		3	3
Abdaslam		1	1
Alfaroq		1	1
Total		5	5

3.5 Data collection procedure:

First of all I distributed the questionnaire for 15 teachers from three different schools. After that I interviewed 5 teachers , they were chosen randomly to gain more insight in the vocabulary teaching techniques used by EFL teachers. Finally, I started analyzing the data quantitate and statistically by using Microsoft word statically package .This analysis, findings and discussion are presented in the next chapter.

***CHAPTER: 4 DATA ANALYSIS &
DISCUSSION***

Chapter 4 Data analysis and Discourse .

4.1 introduction:

In this unit I will first analyze the data, then report the findings of the data analysis, and finally I will discuss the findings of the data by related then with the aim of the study, hypothesis of the study and literature review. This research is quintile and to be specific is investigation study which aims to find out the vocabulary teaching techniques that are used by Libyan EFL teachers at primary schools. There for it includes numerical data and to analysis it, I used SPSS (statistics package for social sciences). The data analysis of all the data went through the following steps.

1. Arrange the data from each data collection tool in systematic use.
2. classify the data in the terms of aims and objectives of the study as well as research questions
3. analyses the data from each tool and report the findings
4. Discuss the findings of each data by collection them with aim and hypotheses

4.2 Data analysis:

4.2.1 Questionnaire data:

The questionnaire is consisted from statement about vocabulary teaching techniques. And the questionnaire distributed to 15 teachers to gain statistical data

2.1.1 Analysis of questionnaire data:

The filled of questionnaire were analyzed focusing on the aim of the study and research questions the analysis is presented in the following table and the then reporting the finals

Table : General analysis of the questionnaire

Response	Agree		Disagree	
	City	City	City	City
Gender	Male	Female	Male	Female
Statement				
I encourage students to spell new vocabulary		15		
I use songs, video to present new vocabulary.		9		6
I make a condition to know how many vocabulary they have.		14		1
I write the vocabulary on the card while students are watching ,sound it out as you write, then repeat the vocabulary.		11		4
I encourage students to put new vocabulary in a sentence.		13		2
I encourage students to pronounce new vocabulary.		14		1
I use pictures to vocabulary.		13		2
I encourage students to read new vocabulary.		15		
I present vocabulary rafted with the students daily life.		13		2
I use daily story to teach new vocabulary.		10		5

4.2.1.2 Finding and analysis of questionnaire:

Table 3 : the top agree techniques used by Libyan EFL teachers (15)

N .4	Statement	Total	Percentage
1	I encourage students to spell new vocabulary.	15	%00
8	I encourage students to read new vocabulary .	15	%100
6	I encourage students to pronounce new vocabulary .	14	93.33%
3	I make a condition to know how many vocabulary they have.	14	93.33%
5	I encourage students to put new vocabulary .	13	86.67%
9	I present vocabulary rafted with the students daily life.	13	86.67%
7	I use pictures to present vocabulary.	13	86.67%
4	I write the vocabulary on the	11	73.33%

	card while students are watching, sound it out as you write, then repeat the vocabulary.		
10	I use daily story to teach new vocabulary.		66.66%
2	I use songs, video to present new vocabulary.	10	6%

Table 4: the top disagree vocabulary teaching techniques used by EFL teachers

N . m	Statement	Total	Percentage
2	I use songs, video to present new vocabulary.	6	40%
10	I use daily story to teach new vocabulary.	5	33.33%
4	I write the vocabulary on the card while students are watching, sound it vocabulary.	4	26.66%
5	I encourage students to put new vocabulary in a sentence.	2	13.33%
9	I present vocabulary rafted whit the students daily life.	2	13.33%
6	I encourage students to pronounce new vocabulary.	1	6.67%
3	I make a condition to know how many vocabulary they have.	1	6.67%

4.2.1.3 Discussion :

It is clear from the result that the Libyan EFL learns of primary schools use different vocabulary teaching techniques during teaching process the most coupon techniques that are used by teachers are used by teachers are

1. I encourage students to spell new vocabulary (100%),8.I encourage students to read new vocabulary. (100%),6.Iencourage students to pronounce new vocabulary(.93.33%) And the most of the teachers have used the same techniques to teach vocabulary which are 1.Iencourage students to spell new vocabulary , 8.Iencourage students to read new vocabulary As well as the best vocabulary

teaching techniques used by teachers are 1. I encourage students to spell new vocabulary , 6. I encourage students to pronounce new vocabulary

Compering these vocabulary teaching techniques with other studies done about this topic we can say that our findings were similar to the finding and views of some researchers like Pettigrew (1995), Bloor.(1991), who said that teachers used cards and draw using pictures to present new vocabulary.

4.2.3 Interview Data:

The data collection through the interviews were arranged, classified, and analyzed by using ongoing process that included reflection, organization, and coding. This is because it helps in order to make an appropriate interpretation and have greater understanding of the data (Creswell, 2009).

Following is a description of the steps taken in the data analysis process; first, the question of the interview were coded and written in order to highlight the important points related to the main question of the study. Then, data were organized by listening more times to the recording and transcribing the interviews down in order in a notebook. Then, the interviews that have been transcribed. To make connections between the themes and the objective of this study, these major themes were linked to the research questions.

4.3.2.1 Analyzes of interview data Analysis:

The data revealed that most of the students order from city and they were 5 teachers from three different schools .most of the teachers used more than and techniques to teach vocabulary. Those techniques were using pictures to present new vocabulary. Using cards, and using songs

All 5 teachers agreed on the importance of using different techniques during teaching English as a foreign language

4.2.3.2 finding of the analysis of the interview:

finding of the analysis of the interview data was done to get more information on their usage of vocabulary teaching techniques during teaching English as a FL. The following findings were found;

1. most of the teachers use more than two vocabulary teaching techniques.
2. the Libyan EFL teachers expect their learners feel more interesting by using their vocabulary learning techniques.

4.2.3.3.Discussion of the findings of the data interview data:

One of the aim of this study was to find out vocabulary teaching techniques used by EFL teachers during teaching process at primary schools. From the findings, it was found that teachers used different techniques to teach vocabulary most of them have used the same techniques during teaching process. Most of the teachers have used the following;

1. Using cards.
2. Using songs, and short stories
3. Using pictures to present new vocabulary

Those were the most vocabulary teaching techniques used by EFL teachers at primary schools, Sebha.

CHAPTER: 5 CONCLUSIONS

Chapter 5

5.1 conclusion:

Teaching English as a foreign language is remarkable aspect in education therefore, it forms the central place in teaching process. Using appropriate vocabulary teaching techniques play an important part in teaching process as well. There for this research aims to investigate the problem of leach of vocabulary teaching techniques used by Libyan EFL teachers at primary school, Sebha this research is qunitive natures questionnaire and interview were a method of data collection techniques. It was found that the Libyan EFL teachers at primary school, Sebha, Libya use different techniques to teach vocabulary. Method like 1. I encourage students to spell new vocabulary(100%)and 8.I encourage students to real new vocabulary(100%)and 6. I encourage students to pronounce new vocabulary(93.33%) were the same vocabulary teaching techniques used by Libyan EFL teachers at primary schools.

Method like 1. I encourage students to spell new vocabulary(100%)

And 8. I encourage students to read new vocabulary(100%) were the best vocabulary teaching techniques all teachers agreed with these techniques.

5.2 Suggestion :

From this conclusion I suggest that the Libyan EFL teachers must use the appropriate techniques in oral to improve teaching process.

5.3 limitation and further direction:

My research has limitation also

1. I find difficulties to the lute rut

2. and I find difficulties to meet with the participant that is because they are from different schools.

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Appendices :Questionnaire

Dear Teachers:

The aim of this questionnaire is to find out some different techniques used by Libyan EFL teachers to teach vocabulary in teaching English as a FL at primary school in Sebha. Please, do you best to fill this questionnaire honestly and sincerely for reliable findings of our study.

Part 1:male /female.

Back ground|: City /Village.

No	Statement	Your response	
		Agree	Disagree
1	I encourage students to spell new vocabulary		
2	I use songs, video to present new vocabulary		
3	I make a condition to know how many vocabulary they have		
4	I write the vocabulary on the card while students are watching, sound it out as you write, then repeat the vocabulary.		
5	I encourage students to put new vocabulary in a sentence.		
6	I encourage students to pronounce new vocabulary.		
7	I use pictures to present vocabulary.		
8	I encourage students to read new vocabulary.		
9	I present vocabulary rafted with the students daily life.		
10	I use daily story to teach new vocabulary.		

Interview:

1. How many techniques are you using to teach vocabulary?
2. What are the techniques that you are used to teach vocabulary?
3. How the use of those techniques develop students comprehension?