

University of Benghazi

Faculty of Arts

Department of English

The Teaching of Vocabulary Using the
Communicative Spiraling Model to Third Year
Students at High Schools in Benghazi Area

By

Almahdi Juma Fayad

Department of English , University of Benghazi

&

Hajer Said Mohammed Said

Department of English , University of Benghazi

Abstract: This study tries in the first place to show the importance of vocabulary in teaching and learning a language, and to integrate vocabulary with the four language skills using the Communicative Spiraling Model as a way of teaching vocabulary items in schools and colleges.

The aims of this research is to evaluate the effectiveness of the Communicative Spiraling Model for teaching vocabulary as formulated by Abunowara (2005), as it tries to teach vocabulary items using the four language skills, and prescribes exposure to the same vocabulary items repeatedly and in different contexts.

المستخلص

تعليم المفردات باستخدام طريقة ترابط المهارات لطلاب السنة الثالثة تخصص اللغة الإنجليزية بمدارس التعليم العالي بمدينة بنغازي. لاقت المفردات اللغوية إهمالاً كبيراً من قبل أساتذة اللغة في المدارس والكلية وأصبح دورها هامشياً في عملية تعلم اللغة و تدريسها ، فقدمت على شكل قوائم وترجمت بما يناسبها من مفردات في اللغة المراد تعلمها مع أن معظم المعاني لا تتماشى مع المعنى المراد الوصول إليه. يبين هذا البحث أولاً؛ أهمية المفردات في اللغة والمهارات اللغوية ، ثم يقترح طرائق ومهارات لتدريس هذه المفردات وربطها بالمهارات اللغوية الأخرى من قراءة وكتابة ومحادثة . و عينة هذا البحث هم أساتذة اللغة الانجليزية بمدارس التعليم العالي بمدينة بنغازي ، و طلبة السنة الثالثة بمدارس التعليم العالي بمدينة بنغازي ، تخصص لغة انجليزية ، و المنهج المتبع لدراسة هذا البحث هو تجميع بعض المعلومات عن طريق استبانة للأساتذة ، و امتحان للطلبة . و تتضمن هذه الدراسة بعض التوصيات لتطوير طرق التدريس المفردات ، و رسم خطة لتدريس المفردات بالطريقة المراد استخدامها.

1. Introduction

Vocabulary is a core component of language proficiency, it provides information for how well learners speak, listen, read, and write. Without an extensive vocabulary, learners will be unable to make use of language learning opportunities around them, such as, listening to the radio, watching English programs, listening to native speakers, reading books, magazines and newspapers (Hunt and Beglar, 2002).

As Watkins (2005) points out, vocabulary carries the message that a reader, speaker, writer wants to convey. Through words one can think, communicate and understand the language of people around. Speakers with good vocabulary are able to express their feelings and ideas in a better way, as a result, speakers will boost their self confidence. Research in the field of psychology confirmed that vocabulary and mental perception are interrelated, people who have a strong vocabulary get more attention and appreciation from people around. Grammar provides the overall patterns, vocabulary is the material to weave into that pattern, a sentence may be structurally correct, but might be semantically incorrect according to the choice of vocabulary within the sentence (Cook, 1992).

2. Literature review

2.1 The Importance of Vocabulary in Language Teaching

As mentioned earlier in the introductory part of this study that vocabulary is a core component of language proficiency, it provides information for how well learners speak, listen, read, and write. Furthermore, vocabulary plays an important role in everyday language, as it is the basic element for communication. Learning vocabulary is essential for acquiring language, while teaching vocabulary is an important task in teaching language (Klein, 1966, Richards 1976 , Renendya, 2002).

A rich vocabulary is both a great asset and a great joy. having an extensive vocabulary, translates into precise, vivid descriptions; one can speak more fluently and with more confidence, understand more of what is read, and can read more sophisticated texts. A good vocabulary can enrich one's personal life, help achieve academic success, also give an edge over others in the workplace (Carter, 1988).

If without grammar very little can be conveyed, without vocabulary almost nothing can be conveyed. Spending most of the time studying grammar does not necessarily translate into better English. On the other

hand, improvement does occur while you are learning more words and expressions. This is how the linguist David Wilkins summed up the importance of vocabulary learning (cited in Thornbourn, 2002:13).

There are many new interests nowadays for teaching and learning vocabulary with various scholars taking a new interest in word meaning study. A number of research studies have recently dealt with lexical problems (problems related to words). Scholars find that lexical problems interfere with communication: if people do not use the right words, communication will break down.

Such discoveries do not surprise classroom teachers because they know the value of learning vocabulary, and are aware of how communication stops when learners neglect the necessity of word knowledge. Besides, they do not believe in the delay of teaching/learning vocabulary until grammar is fully- mastered. *

The best teachers neither neglect vocabulary nor grammar. There is no conflict between developing grammar command and learning essential words.

2.2 Teaching vocabulary vs. learning vocabulary

Teaching is a conscious process, but learning is an unconscious one. We all assume that if teaching is happening then learning must be taking place, but in fact teaching does not equal learning, teaching does not necessarily lead to learning, as Scrivener (2005:302) puts it, "if teaching is happening does not mean that the learning is happening too". Nobody can learn something for someone else because learning demand effort and attention from the learner her/himself. Teachers all over the world make effort into transmitting ideas to students; similarly, learners learn quite well without any help from their teachers.

According to Krashen, " acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process when students are not aware of the fact they are acquiring language but are using the language for communication." (Krashen, 1993: 10)

There is great expectation from students and parents of the teacher's active role in the class mean as if the learning process is going on, even with a less active role of the learner himself, but this is not the view of how people learn.

Furthermore, vocabulary knowledge is something that cannot be completely and easily mastered. It takes place and expands through lifetime. Learning vocabulary is paramount to learning a language.

Diamond and Gutlon (2006) state that learners of English as a second language can acquire vocabulary both incidentally and intentionally. Based on their scientific research, most vocabulary is acquired incidentally through indirect exposure to language through many different sources, for examples through media or people's talks. Diamond and Gutlon believe that indirect exposure to language can help learners develop their vocabulary knowledge. Stahl (1999) has a different view as he states that reading has been emphasized as an important factor in enriching vocabulary learning. Reading has been seen as the primary means and as the most reliable way to increase the opportunities for incidental learning (cited in Erraud et al, 2002). Nagy and Herman (1985) also suggest that teachers should encourage reading because it leads to vocabulary growth more than any other programme of explicit instruction. As Kamil and Hiebert (2005) put it extensive reading gives students opportunities to see words in rich contexts and it gives them repeated exposure to words (cited in Diamond and Gutlon, 2006).

2.3 The communicative spiraling model for teaching vocabulary

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often (National Reading Panel, 2000). According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context.

A few years ago a cry for help came from a teacher whose students could not remember certain grammatical items. This call for help caused a revolution in the scholars as well as in the mind of material writers. As a response to this problem a model emerged in an attempt to solve some of the issues involved.

The spiral approach to the teaching of a second language has been proposed by Howatt (1974). Howatt argues that spiral this approach in its more sophisticated form means returning to some general area of syntax or semantics, for instance, or some domain of language use, developing a deeper or more extensive or more abstract understanding of items, or systems involved, relating them and integrated them with the other material already presented and learned (Howatt, 1974). Also Howatt clarifies that "the language teaching process is usually "linear", i.e., new points are stung alone in a aline and each one is, so to speak, sucked dry before moving onto the next one... the pupil must make effort to assimilate each new point the first time it appears because when he turns the page he will go onto something else (Howatt 1974:20, cited in Abonuwara, 2005). The idea is to give attention to each new point and allow it to root in the learner's mind before moving onto another new point and return to the first point to use it with the new one (Martin, 1978).

The concept of spiraling– systematic of the teaching of vocabulary is used to simplify some difficult vocabulary, complex words, or material over and over again with a broadened explanation and practice in various context much in the same way that it has been applied to the teaching of grammar. Martin(1978) suggested that grammar can be spiraled by recycling grammatical constructions so as to provide repeated practice in various contexts (Abunowara, 2005)

The communicative spiraling model emphasizes what aspects of language to teach and how to teach them. "The what to teach " aspect stressed the significance of language functions rather than focusing only on grammar. "The how to teach aspect" of communicative approach related the idea that plenty of exposure to language in use and opportunities to use it are very important for students' development of knowledge and skill (Harmer, 2001 cited in Abunowara, 2004). Integrating the concepts of these two approaches together, Abunowara's model is diagrammed as follows:

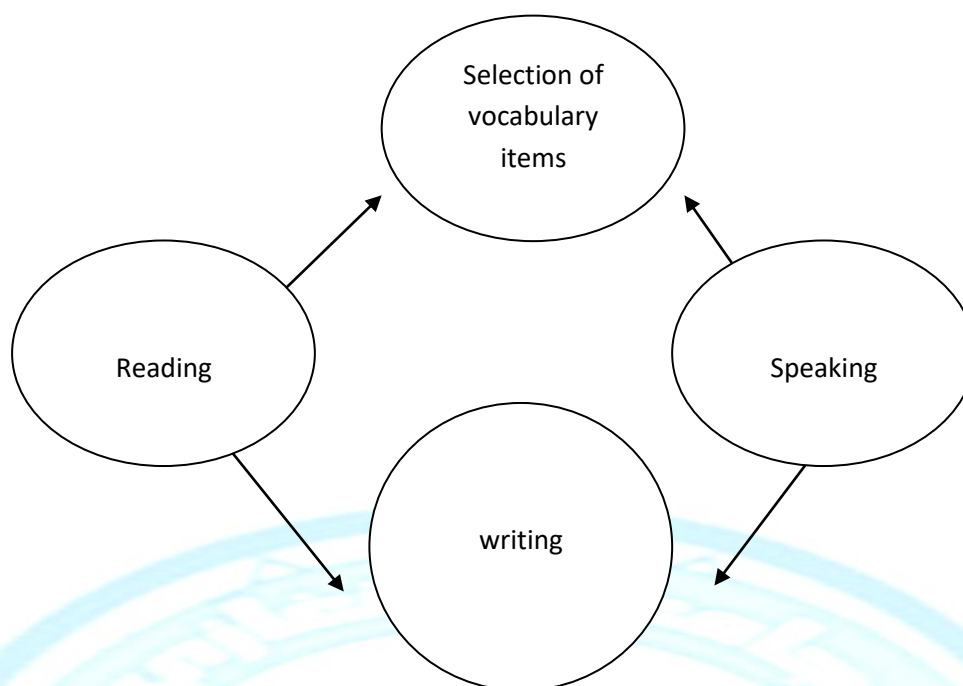


Figure 1: The Communicative Spiraling Model for Teaching Vocabulary

This model consists of four cycles or stages, the first cycle is the selection of the vocabulary item to be taught, the second cycle or stage is to teach these vocabulary item through a reading passage. A third and fourth cycle follow involving teaching through writing and speaking as productive skills to make sure that students are using the intending vocabulary in their regular life.

3. Application of the Communicative Spiraling Model for Teaching Vocabulary.

Vocabulary is not given enough attention and it suffers considerable neglect during the teaching process. However, Abunowara (2005) has developed what he called the Communicative Spiraling Model for teaching vocabulary. This model tries to integrate the communicative approach with the spiraling model. This model allows vocabulary to be seen as a goal in itself and not a way to an end (Ibid, 2005).

The Communicative Spiraling Model consists of four cycles. The first cycle is the selection of vocabulary items. The second cycle is reading,

where the teacher tries to contextualize the intended vocabulary items in a reading passage, the third cycle is listening. Students are asked to listen to the same vocabulary items over and over again in different contexts. The third cycle is writing. In this cycle, students try to write about subjects involving the same vocabulary items or the just summarize the passage they have read or listened to. Finally, students may discuss some problems, topics about the intended vocabulary items. The effectiveness of this model is that it makes the teaching process more enjoyable, and makes learning new vocabulary items unforgettable as it allows to see the same vocabulary items over and over again in different context.

In the coming sections this model will be applied to teaching vocabulary to third year students in one of the high schools in the Benghazi area.

3.1 Selection of vocabulary items

The selection of vocabulary item depends on many factors, such as frequency and learners needs. In regard to frequency, West (1960) listed around 1,200 of the most frequent vocabulary which he argued can provide learners with a 'minimum adequate speech vocabulary'. Odgen(1930) and Richards (1943) they listed over 850 which they claim would allow learners to communicate complex ideas. However, Carter and MacCarthy point out that these 850 words have more than 850 meaning (cited in Abunowara, 2005:206).

The other factor that should be considered in the selection of vocabulary items is learners' needs because most the lists that are provided by scholars and teachers are not necessarily relevant to the needs of language learners. For this Richards (1976) suggests the "familiarity" concept, that is meaning, frequency, meaningfulness, as well as concreteness need to be taken in consideration when selecting vocabulary items. The ease of vocabulary is another factor to be taken into account, specifically whether the most frequent words or the low frequent words are easiest to learn, Therefore, Judd (1978) suggested other criteria that should be considered in the selection of the vocabulary items. Firstly, each of the selected items should be usable with students' grammatical knowledge. Secondly, such items must meet learners needs in the present and the future (cited in Abunowara, 2005:207). Moreover, other factors,

such as learners' educational background and field of interest must be noted when selecting vocabulary items. (Abunowara, 2005).

As Martins (2012) suggests, while teaching vocabulary the choice of the list of words must focus on an integral part of the students' existing curriculum and include words that students come across in their everyday lives. Furthermore, it should provide vocabulary words that are age appropriate.

The following vocabulary items were chosen: Cruise, Deposit, Deserve, Financial, Fiver, Fling, Funds, Lexical, Loan, Wallet. While choosing these vocabulary items the level of students, their needs, their field of interest, and the frequency of these vocabulary item in their daily life was taken into account.

As we have seen earlier the model is flexible. One can go either way. In other words, after choosing the vocabulary items, one may start with listening and speaking cycle or writing. A choice was made to start with reading to develop students guessing ability and to encourage their use of contextual clues to determine the meaning of these vocabulary items.

The next step is to find a reading passage in which most of these items where are used in order to develop the students' guessing ability for meaning.

3.2 Reading

Having decided to teach the new vocabulary through reading, these item have to be contextualized through a reading passage. The focus here will be on how to get students to use contextual clues to find out the meaning of the new vocabulary using dictionary and guide them to using verbal and non- verbal cues to determine the meaning.

Honeyfield (1977) stresses the importance of context in inferring the meaning, suggesting several procedures for helping students to get the meaning through the context. These include cloze exercise in which words are deleted from the text, word- in- context exercises in which learners use the surrounding contexts to arrive at the meaning through focused discussion, and context enrichment which take learners through several stages.

Kruse (1977) also suggests five procedures for teaching written vocabulary in context: (1) word element such as prefixes, suffixes, and

root, (2) picture, diagram, and charts, (3) clues of definition, (4) inference clues from context and (5) general aids (cited in Abunowara, 2005:208).

Pamberg (1988) uses a computer game to provide vocabulary acquisition after an empirical investigation of vocabulary development. He concluded that when teaching vocabulary through reading the learner should be given the opportunity to process language use at deeper level and to develop semantic networks and other associative links that will enhance learning. Reading context should not be viewed merely as a way of giving meaning but also as a way to restrict the meaning (cited in Abunowara, 2005:208).

Martins (2012) explains that context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary items. Adult modeling and practice are key for helping children develop this important reading skill.

The reading passage the researcher used with the students is about formal and informal letters and it is presented in a letter form. The first letter is formal, and it is from Martha Evans (the marketing manager) to anyone who could see the advertisement (to the public) telling her/him how easy it is to get a loan with the Newlife Financial Services Company; the second one is informal, it is from Jenny to her friend telling her the advantages of getting 10.000\$ and what she would do with the extra money.

First, students were asked to read the passage silently. Then, they were instructed to underline all the vocabulary items listed on the board to see how they are used in the text. Afterwards, students were encouraged to guess the meaning of these vocabulary items using contextual clues that were suggested by Nation (1983). These clues were organized for helping students to infer the meaning from context (See section 2.8.8). Fourth, after getting students to know how to use contextual clues and how to infer the meaning from context, they were provided with some questions to

check that they have understood the meaning of these vocabulary items as they are used in the text. In addition, the keyword method was employed before reading a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the student to remember a definition for a new word, the teacher offers her/him a "word clue" to help him understand it. This "word clue" or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember its meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience (Martins, 2012). Also, Kruse (1977) procedures of teaching written vocabulary in context were applied by using, word elements, pictures, diagrams and charts, clues of definitions, inference clues from context and general aids.

Thus, the same item can be recycled so as to provide a repeated use in various ways, incorporating these items into writing activities, such as writing a summary for what they have read.

3.3 Writing

As Summer (1988) argues, using the same vocabulary over and over again is such a perfect strategy for two reasons, one of them is that they may enter learner's active vocabulary, whether in first or subsequent language acquisition. The second one is that learners can realize, as in English, the relation between written forms and with sounds of such items. Abunowara (2005:209) mentions that "vocabulary is a skill in itself to be taught through the four language skills".

In this cycle many activities can be done with teaching vocabulary which can increase learners' motivation, make the learning cycle better than teaching by the traditional way, and develop positive attitude towards writing.

Nunan (1990) suggests "conferencing", a technique in which initial writers share their first drafts with their teachers and their colleague, this is discovery learning. Abunowara (2005) claims that this is linking writing with reading as the model that he suggests. Other techniques are using pictures with context or writing that reports events and this technique make students use much vocabulary and that will show the teacher their development.

However, repeated exposure to new vocabulary words is often ignored. A person (especially a child) needs to hear and use a word several times before it truly becomes a part of her/hi vocabulary. As Martins (2012) argues that it may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

The third cycle which is teaching vocabulary through writing, was dealt with the following procedure. Firstly, having chosen one of the letters (the informal letter from Jenny to her friend) from the reading passage, students were required to answer some personal questions, such as:

- 1– Do you have a friend ?**
- 2– Where does he/she live?**
- 3– What does he/she do?**
- 4– How often do you write to him/her?**
- 5– Does he have money?**
- 6– Do you encourage him/her to get a loan from the bank? Etc.**

Students' responses were written on the board , then students were asked them to rewrite their responses in a letter form, and to write a similar letter either to the marketing manager requesting him/her to loan an amount of money by answering the following questions:

- 1– What is your bank name?**
- 2– Do you need a loan?**
- 3– How much do you need?**
- 4– What do you need them for? Etc.**

or else to his/ her friend encouraging him/her to get some money from the financial company to make sure that they can write a good informal or formal letter. Secondly, the task of summarizing the text in 5 or 6 statements, or to answer a specific question using the intended vocabulary items was included so as to re-enforce using the selected vocabulary items. Finally, students had to share their drafts with their colleagues and read some of their initial drafts (discovery learning) thus linking writing with reading while they are listening to the intended vocabulary again.

3.4 Speaking and Listening

The final cycle in our suggested model is the use of the intended vocabulary items through listening and speaking. As a result of that, speaking will be enhanced. Scarcella (1978) suggests the use of Scio-drama. It allows students to use conversations inside the classroom, supplies contextual clues from which students can guess the meaning from them, and it allows students to observe the vocabulary which is needed in various context (cited in Abunowara, 2005).

Tylor and Wolfson (1978) suggest direct conversation as a contrast to open -ended conversation, claiming that this is less structurally controlled. This technique as they claim, can help students to increase and use the learning vocabulary and also capitalizes on well-established cognitive abilities to analogize and generalize into parallel social and linguistics situations (ibid).

Brown et al (1984) suggest summary task activities where students summarize what they have been taught in a form of spoken activity or a writing task. This will encourage interactions between students and of course their ability to speak and learn new vocabulary from each other (cited in Abunowara, 2005:211).

Abunuwara (2005) adds in his new out-look on teaching vocabulary, that in this cycle, teachers and students will discuss some things related to words, such as, pronunciation, word formation, word stress, syntactic variations, as well as figurative meaning of such items.

Abunowara (2005) adds that after accomplishing reading the passage, guessing the meaning from context, listening to some conversations with the intended vocabulary items, now student can make their own conversations, talk about the same topic using their own words or the newly learned words.

In this cycle, the same vocabulary items are used over again. A tape script (a natural , authentic material) is played out of a conversation between a Salesman and a Customer, in which the customer is asking the salesman asking him some information about the loan which his company offers. Then, we acted out the scene in a role-play as suggested by Tylor and Wolfson (1978) and Scarcella (1978). It allows students to use conversations inside the classroom, also listening to their own conversations inside the classroom, to radio/ TV news which contain the

same vocabulary items, short story, or to a song. Songs can be very effective in advanced classroom as they can change the mood of the class as a whole (cited in Abunowara, 2005).

4. Methodology

The methodology at the core of this study includes two parts: firstly, the investigation will deal with teachers and therefore with the design of a questionnaire aimed at gathering data concerning their approach to teaching vocabulary; secondly, the research will look into the actual effectiveness of the model proposed through a test administered to a randomly selected group of high school students.

In line with procedures used in much recent writing research, the most usable ways of getting information are the questionnaire and the test.

4.1 Methodology related to teachers

A questionnaire was designed and administered to teachers of English at English specialization sections in some high schools in the Benghazi area.

4.1.1 The participants

The subjects of this questionnaire were teachers from high schools. A random sample of 40 questionnaires were collected from teachers who teach English at English specialization sections. Some observations were made to some of the teachers who teach other groups to obtain their ways of teaching.

4.1.2 Purpose of the questionnaire

The purpose of the questionnaire is to investigate how those teachers teach vocabulary and what techniques they employ in teaching it. The questions of the questionnaire were administered to make it clear why teachers ignore vocabulary and if they use any specific techniques in teaching vocabulary; they have to mention what are they and how they teach them.

A number of different questions were included in the questionnaire related to the teaching of vocabulary, how it is taught and learnt, and what techniques are used in teaching them.

4.1.3 Preparation of the questionnaire

The questionnaire comprises of 13 questions, all of which are closed type questions, which require the teachers to choose one of the given alternatives. However, the first question asks the teachers to mention

any techniques for teaching vocabulary that is not mentioned in the question. The following is a review of what each item in the questionnaire aims:

Question 1 and 2 asks the teachers when they teach vocabulary do they often teach them as a list of words or in context and what techniques they are often use.

Question 3 and 4 asks teachers' opinion, i.e. whether they consider vocabulary a skill or a part of the other language skills, and if they teach it in other language skills what do they often teach it with.

Question 5 and 6 aims to elicit some information from teachers on what skill from the four language skills do they often begin their lesson with, and if they teach vocabulary just once or over and over again in different context.

Question 7 and 8 the purpose of these questions is to find out if the teachers encourage their students with the use of dictionary as a way of getting the meaning, and what kind of dictionary they are using (monolingual or bilingual), or guessing meaning from context.

On the other hand, question 9 determines if the teacher translate for his or her students in their mother- tongue language or in the intended /target language.

Finally, questions 10, 11, 12, 13 ask teachers firstly, whether the use of grammar, pair work- group work, or games helps students to find out the meaning of the new vocabulary item; secondly, if they think vocabulary is a skill in it-self and should not be integrated with the four language skills.

4.1.4 Administration of the questionnaire

This questionnaire was administered to 40 teachers who teach English at high schools in the Benghazi area. Before the sheets were distributed, the purpose of the questionnaire was briefly explained. The majority of the teachers were willing to answer the questionnaire, interested to know new way* of teaching vocabulary, and eager to know the best way of teaching it.

4.1.5 Procedures of analysis

All of the 40 questionnaires distributed returned. The teachers answers to item tallied percentages were calculated. In addition, all of the

40 testing papers distributed also returned. The students' answers' were calculated by the *t*-test.

4.1.6 Analysis and interpretation of the questionnaire and the results

The majority of the teachers about 62.5 % of them confirmed that they teach vocabulary as a list of words, 10 % of the teachers affirmed that they teach them using different techniques, and the rest of the teachers for about 27.5 % stated that they teach it through context.

Table 1: How teachers teach vocabulary

Item	Teachers					
Option	As a list of words	%	In context	%	using different techniques	%
1. Do you teach vocabulary items	25	62.5	11	27.5	4	10

This indicates that teachers teach vocabulary as a list of words and few of them teach it through context, and low percent teach vocabulary using different techniques such as using flash card.

Question 2 was to be answered by the teachers who teach vocabulary through different techniques only. However, most of the teachers have answered this question. This indicates that they do not have an exact way of teaching new words. As shown in the table below:

Table 2.2: using different techniques

Item	Teachers							
Option	Objects in classroom	%	Demonstrations	%	Realia	%	Teaching aids	%
2- what kind of techniques do you use in teaching vocabulary	9	22.5	8	20	7	17.5	7	17.5
	Contextual clues	%	All of the above	%				
	5	12.5	4	10				

Only 2 teachers admitted that they recognize vocabulary as a skill, yet they teach it through the four language skills.

Table2.3: How teachers teach vocabulary

Item	Teachers			
Options	As a skill	%	As a part of the other language skills	%
3.Do you teach vocabulary	14	35	26	65

Most of the teachers prefer to teach vocabulary through reading skill, the 7.5% of the teachers choose listening as an appropriate way for teaching vocabulary. 10 % choose writing and the rest 10% decide to teach vocabulary through speaking as shown in the table below:

Table 2.4: How teachers teach vocabulary

Item	Teachers							
Option	Reading	%	Listening	%	Writing	%	speaking	%
4- Do you teach vocabulary	25	62.5	3	7.5	4	10	4	10
in?	All of the above		%					
			7.5					

This question asks teachers to choose one of the skills they prefer to begin their lesson with. The result of that, 25% teachers prefer to begin their lessons with reading, 25 % with, 27.5% with listening, and 22.5% with speaking. As exposed in the table below:

Table 2.5: teachers' preference

Item	Teachers							
Option	reading	%	writing	%	speaking	%	Listening	%
5- Do you prefer to begin your lesson with?	10	25	10	25	9	22.5	11	27.5

The table below shows the number of times teachers teach vocabulary items. Is it one time or over and over in different context. The questionnaire shows that 75 % of the teachers teach vocabulary items just once and 25 % teach them in different contexts.

Table 2.6: teaching vocabulary

Item	Teachers			
Options	Over and over in different contexts	%	Just once	%
3- Do you teach the intended vocabulary items	30	75	10	25

Table 2.7: Dictionaries or Context

Item	Teachers					
Option	Mono- lingua dictionary	%	Bi-lingual	%	Guessing meaning from context	%
1- Do you advise your students to look up the new word in	8	20	8	20	24	60

About 20% of the teachers answers' are that they advice their students to use mono-lingual dictionaries for guessing the meaning of new vocabularies, and 25% of the answers indicate that they advice them to use bilingual one, and the rest which are about 60% they make their students guess the meaning by using some contextual clues.

Table 2.8: teacher's advise

Item	Teachers			
Options	Pick up the first meaning they come across	%	Go back to context	%
8- do you advise your students to..	10	25	30	75

This question tries to make clear whether teachers advise students to go back to the context to find out the suitable meaning or just getting the meaning from dictionary. The result was that 75 % of the teachers recommend their student to make an effort to find the meaning from context, while 25 % of the teachers tell their students to not check if it matches the meaning of the context.

The following table shows teachers' help to their students or language learners for giving the meaning of new vocabulary items. 50 % of the teachers translate the vocabulary item into their students' first language, and 50 % have chosen the second choice, which is giving the meaning in the target language.

Table 2.9: Translation

Item	Teachers			
Options	Translate into the first language	%	Giving the meaning in the target language	%
9- in order to make easier for your students, do you?	20	50	20	50

All of the following questions ask teacher opinion for using some of the techniques that are useful in vocabulary leaning.

Question 10 inquires teachers opinion for using games inside the classroom. 65 % find it useful to use games inside the classroom, 35% find it unnecessary to play games inside the classroom. The following table illustrates their answers:

Table 2.10: Using Games

Item	Teachers			
Opinion	yes	%	No	%
10- Do you consider using games inside the classroom is a useful technique?	26	65	14	35

Question 11 illustrates teachers' attitude towards using pair- work and group-work as a technique. 65% of the teachers agreed that group-work and pair-work are useful techniques, and 35 % of teachers disagreed. The answers are as follows:

Table 2.11: Using pair- work and group- work

Item	Teachers			
	Yes	%	No	%
11- Do you often use pair- work and group- work as a technique for helping students find out the meaning of a vocabulary item?	26	65	14	35

Question 12 points out teachers' attitude towards considering vocabulary a skill in itself and not be integrated with the other language skills. 62.5% of the teacher agreed, and 37.5% of teachers disagreed. As shown in the table below:

Table 2.12: Vocabulary

Item	Teachers			
	Yes	%	No	%
12- Do you think vocabulary is a skill in itself and should not be integrated with the other language skills?	25	62.5	15	37.5

Question 13: exemplifies teachers' opinion towards using grammar as a technique. 62.5% of the teachers agreed, and 37.5% of teachers disagreed. The answers are as follows:

Table 2.13: Using grammar

Item	Teachers			
	Yes	%	No	%
13- Do you often use grammar as a technique for helping students find out the meaning of a vocabulary item?	25	62.5	15	37.5

In summary, because vocabulary is almost ignored by most teachers in many classrooms, the communicative spiraling model for teaching vocabulary will be adopted. The next section will consider the teaching of vocabulary using the communicative spiraling model. Moreover, it will include some actual lessons which were prepared and taught to third year students at some high school in the Benghazi area.

4.2 Methodology related to students

At the end of the session, to assess the effectiveness of this model, the researchers of this study gave the students a test. The test is designed and administered to students of the third year specialization English. Students were allocated in equal numbers to two different groups; one is the experimental group with which the researchers use the (CSM) Communicative Spiraling Model to teach them English vocabulary; and the other is the control group using the traditional way which is teaching vocabulary as a list of words not repeating the same vocabulary items in other contexts. The results were measured by the t- test

4.2.1 The subject

The subjects of the test were 40 students half of whom taught by the intended model (experimental group), while the rest of the students were taught by the traditional way (control group).

4.2.2 The test

The purpose of the test is to see the effectiveness of using the Communicative Spiraling Model for Teaching English Vocabulary, and find out how well the experimental- group students can go through the test and achieve better results accordingly to the way they were taught which is teaching vocabulary items through the four skills repeatedly over and over again.

4.2.3 Preparation of the test

The test consists of a reading passage followed by 12 questions all of which are about the same topic, which is Organic versus Non-Organic Food, from Q1 to Q10 are comprehension questions about the passage in which students choose the right answer from the four optional answers. The 11th question is asking the students to give a parallel meaning from the passage. The final question is a writing question, which asks the students to summarize what they understand from the reading passage.

Speaking and listening skills are tested orally in the classroom. Students were asked some questions about the same topic using the same intended vocabulary. To make sure that students can express themselves in their words after the papers were collected they were invited to share their ideas on what they have understood from the passage. In this way they will learn to listen and at the same time speak to each other. The results of the test were measured by a t-test and the t- value was significant, indicating a significant difference in the results of the two groups. The experimental group achieved better results than the control group.

Group	N	Mean	Std. Deviation	Mean Differences	t-value	p-value
Experimental Group	40	16.250	3.385	2.350	2.66	0.011
Control group		13.90	2.023			

3.4.4 T-test

Table 3.2: Comparison of the two groups (experimental and the control group)

4.2.4 Procedures of analysis

We can see by reference to table 3.2 that the experimental group achieved a mean score of 16.250, with a standard deviation of 3.385. This has been compared with the mean of 13.90 for the control group, with standard deviation of 2.023. The relative difference in the mean is thus 2.350. It should also be noted that, in the t-test, the t-value obtained is 2.66, which is considered to be significant beyond 0.05. This may lead us to conclude that the experimental group achieves better results than the control group i.e. using the communicative spiraling model for teaching vocabulary is effective.

Conclusions

The main aim of this study was to apply the (CSM) the Communicative Spiraling Model for teaching vocabulary to third year students in high school in Benghazi area, and by the application of this model, the researchers aimed to suggest vocabulary as a skill to be integrated with the other four language skills.

To sum up, vocabulary is the core component of language teaching. It suffered neglect from many language teachers and linguists, as they present it as a list of words written on the blackboard without getting much attention to the role of vocabulary in learning. In addition, teachers do not consider vocabulary as a skill to be taught in integrating with the other four language skills. Abunowara (2005) suggested a model, which might help in teaching vocabulary items as it provides students with the opportunity to see the same vocabulary item repeatedly in different contexts, thus enhancing students' active vocabulary.

Teaching vocabulary using the Communicative Spiraling Model for teaching vocabulary will make the class more interesting as it contains different things to do for instance, playing games, guessing the meaning from context without retuning to the dictionary, writing small paragraphs, listening to real conversations as well as speaking about different topics.

In sum, the researchers have applied the Communicative Spiraling Model for Teaching Vocabulary on third year students in some high schools in the Benghazi area. This model tries to integrate the communicative approach with the spiraling model, and it allows vocabulary to be seen as a goal in itself and not a way to an end. Moreover, the effectiveness of this model lies with the same vocabulary items being encountered in different context. As a result, the intended vocabulary items will be used and seen repeatedly in different context, will not be forgotten, and students will be able to use them in their daily life. The performance of the experimental group students is higher than that of control group students, who were taught in more traditional ways. The results of the test were measured by a t-test and the t-value was significant.

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