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**THE EFFECT OF VOCABULARY LEARNING STRATEGIES IN
ENHANCING VOCABULARY LEARNING AMONG
SECONDARY SCHOOL STUDENTS IN BANI-WALID LIBYA**



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Abstrak

Kajian lepas menunjukkan bahawa strategi pembelajaran perbendaharaan kata memainkan peranan penting meningkatkan pengetahuan perbendaharaan kata dalakalangan pelajar bukan penutur jati bahasa Inggeris. Namun begitu, kajian tentang kesan penggunaan strategi pembelajaran perbendaharaan kata untuk meningkatkan pengetahuan perbendaharaan masih kurang dijalankan di Libya. Kajian lampau juga memperlihatkan bahawa penguasaan pembelajaran perbendaharaan kata dan pengetahuan perbendaharaan kata dalam kalangan pelajar sekolah menengah adalah lemah. Kajian ini meneliti kesan strategi pembelajaran perbendaharaan kata dalam meningkatkan pengetahuan perbendaharaan kata dalam kalangan pelajar sekolah menengah di bandar Bani-Walid, Libya. Kajian juga meneroka maklum balas pelajar terhadap jenis strategi pembelajaran perbendaharaan kata yang mereka gunakan sebelum dan selepas intervensi. Instrumen yang digunakan dalam kajian ini ialah soal selidik, ujian perbendaharaan kata, temu bual separa berstruktur, dan buku log. Data dianalisis dengan menggunakan sampel ujian t bebas, statistik deskriptif, dan analisis tematik.. Soal selidik VLS telah diedarkan kepada 280 orang pelajar sekolah menengah. Ujian pra dan ujian pasca perbendaharaan kata telah dikendalikan kepada 80 orang pelajar sekolah menengah yang terdiri daripada kumpulan eksperimen dan kumpulan kawalan. Kumpulan eksperimen menjalani latihan selama sebelas minggu dengan menggunakan VLS, manakala kumpulan kawalan didedahkan dengan teknik pembelajaran secara tradisional. Seramai dua belas orang pelajar terlibat dalam sesi temu bual separa berstruktur. Buku log pula diedarkan kepada enam orang pelajar. Dapatan kajian menunjukkan perbezaan yang signifikan dalam markah ujian perbendaharaan kata antara kumpulan eksperimen dengan kawalan. Dapatan kajian juga memaparkan terdapat pengaruh yang positif terhadap strategi pembelajaran perbendaharaan kata dalam meningkatkan pengetahuan perbendaharaan kata dalam kalangan pelajar di Libya. Kaedah strategi ingatan didapati memberikan kesan yang signifikan dalam meningkatkan pembelajaran perbendaharaan kata dalam kalangan pelajar ini. Kajian menyarankan agar aspek latihan para guru Libya yang menyepadukan strategi pembelajaran perbendaharaan kata dalam pembelajaran perbendaharaan kata dimasukkan ke dalam kurikulum. Pembelajaran, Perbendaharaan kata, Strategi

Kata kunci: Pembelajaran perbendaharaan kata, Pengetahuan Pembendaharaan kata, Pelajar sekolah menengah, Libya

Abstract

Studies have shown that vocabulary learning strategies (VLS) have an essential role in improving vocabulary knowledge among non-native learners of English. However in Libya, studies on the effect of using vocabulary learning strategies to enhance vocabulary knowledge are still lacking. Studies have also revealed that there is a weak performance in vocabulary learning and vocabulary knowledge among secondary school students. This study investigated the effect of vocabulary learning strategies in enhancing vocabulary knowledge among secondary school students in Bani-Walid, Libya. It also explored students' feedback on types of vocabulary learning strategies the students used before and after the intervention. The instruments used were questionnaire, vocabulary test, semi-structured interviews and logbooks. The independent sample t-test, descriptive statistics, and thematic analysis were employed to analyse the data. The VLS questionnaires were distributed to 280 secondary school students, and the pre-tests and post-tests of vocabulary were administered to 80 secondary school students in the experimental and control groups. The experimental group received the treatment for eleven weeks using VLS, whereas the control group was taught using the traditional method. Meanwhile, the semi-structured interviews were conducted with twelve students, and logbooks were distributed to six students. The findings showed a significant difference in vocabulary test scores between the experimental and control groups. The findings showed a positive influence on the vocabulary learning strategies in enhancing vocabulary knowledge among the learners in Libya. The results also indicated that the memory strategies had a significant effect in enhancing vocabulary learning among these learners. The findings propose that the curriculum include training Libyan teachers to integrate vocabulary learning strategies in the vocabulary teaching.

Keywords: Vocabulary learning, Vocabulary learning strategies, Vocabulary knowledge, Secondary school students, Libya

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Vocabulary is central to any language and of critical importance to the typical language learner (Şener, 2009). According to Nation (2001), vocabulary help learners listen, speak, read or write more effectively. Without having sufficient vocabulary, students find it difficult to communicate in any language. Wilkins (1972) also states, “Without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (p. 111). These statements stress upon the importance of vocabulary in conveying meanings and expressing ideas, emotions, and feelings to others during communication. This means, without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse. The knowledge of vocabulary is essential when using a second or foreign language owing to the fact that one is unable to communicate with others without having a sufficient repertoire of words at one’s disposal. In light of this, vocabulary becomes the primary concern for language teachers and applied linguists who put much emphasis on vocabulary teaching making it as a very significant factor in language teaching (Anderson & Nagy, 1992).

In Libya where the present research was conducted, English is taught as a foreign language (Altaieb, 2013). The need for communication in English has played an important role in curricular restructuring at both the middle and the high school levels. The widespread use of English has left a significant impact on education and business. For the reason that nowadays most universities in the world use English language as

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APPENDIX A

Teaching of Vocabulary According to New Curriculum of English Language in Libyan Schools

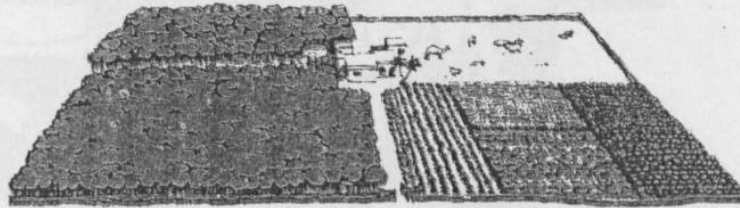
Course Summary

	Reading	Vocabulary	Grammar
	Two lessons	Three lessons	
Unit 1 Stories	Narrative: Crossing the Wadi.	Phrasal verbs 1.	The past perfect. Modal verbs in the past.
Unit 2 What's it like?	Informative article: Life on other planets?	Phrasal verbs 2.	Comparatives with <i>much</i> and <i>many</i> . <i>Must, many, might</i> and <i>can't</i> .
Unit 3 Dilemmas	Texts about philosophical, political and personal dilemmas.	Collocations.	Type 2 conditionals. Conditional sentences.
Unit 4 Changes	Article about Venice: The sinking city.	Phrasal verbs 3.	Continuous tenses. Present perfect continuous tenses.
Unit 5 Our culture	Extracts from an encyclopedia about Arab Culture.	Prepositional phrases.	Clauses with <i>where</i> , <i>when</i> and <i>what</i> . The future.
Unit 6 Experiments	Scientific experiments: Humour is good for you.	Verbs followed by <i>-ing</i> and <i>to</i> .	Reporting statements. Reporting requests and instructions.
Unit 7 Big projects	Informative text: The Aswan High Dam.	Describing dimensions of objects and volumes. Compound adjectives.	Active and passive voice. Past participles.
Unit 8 Questions	Conversations about a job interview.	The language of questions and job interviews.	Indirect questions. Reported questions.

APPENDIX B

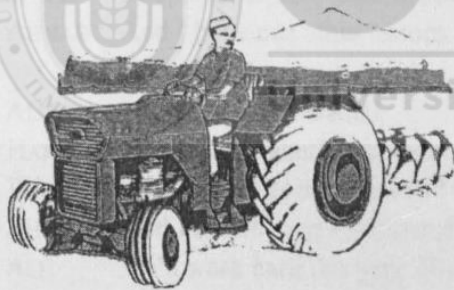
The Old Curriculum of English Language in Libyan Schools (Living English for Libya)

LESSON TWO



- A. Ahmad's father, Mr. Fella, is a farmer. His farm is not big. But it is not small, either. He likes his farm very much. He always says, "My farm is part of me!" From an airplane the farm looks like this:

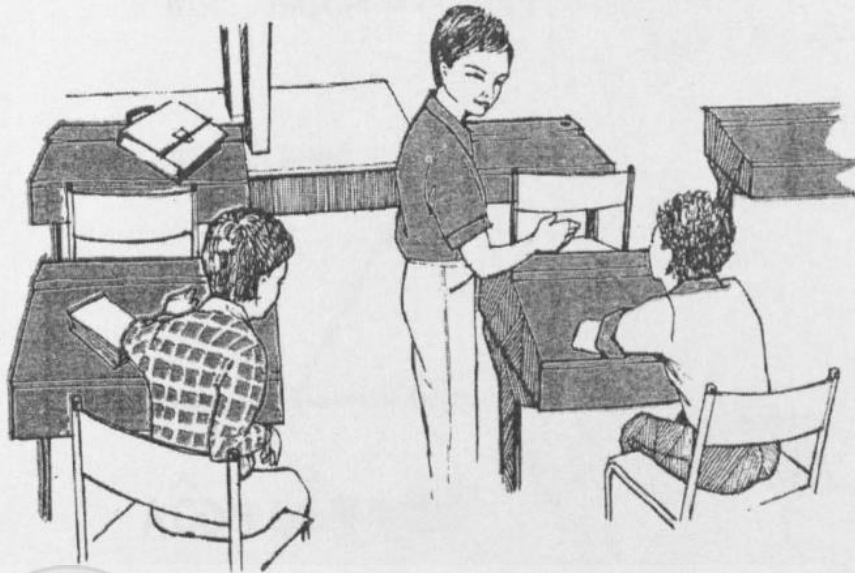
The big part of the farm is for trees. The other two parts are for animals and wheat and barley. Mr. Fella grows some vegetables, too. Potatoes, onions and carrots are vegetables.



- B. Mr. Fella works hard. Only his wife and children help him. But he has machines. Machines can help farmers very much. Look at Mr. Fella. What is he doing? He is working. He is driving

a tractor. The tractor is pulling a plough. What does the plough do to the earth? It cuts the earth, and it turns it over.

Mr. Fella's machines always run well. Why do his machines always run well? Because he always cleans them. He always oils them, too.



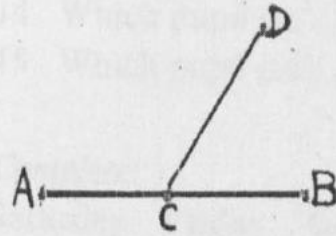
C. AHMAD: Here we are in school again!
ALI: Yes, and we feel fresh and happy.
HANI: We're in Class Two this year. I hope our English lessons will be interesting this year.
WAFI: I hope our Arabic lessons will be interesting, too.
AHMAD: And I hope our other lessons will be interesting.

D. ALI: I'm not good at maths!
HANI: And I'm not good at science!
WAFI: And I'm not good at history!
AHMAD: And I'm not good at geography!
ALI: We'll work hard this year. We'll be good at all our lessons.
AHMAD: We have two new teachers this year. One comes from Derna. The other comes from Sebha. I hope they'll be nice teachers.

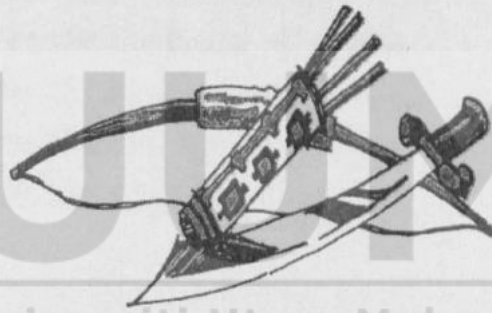
WAFI: I hope so. Nice teachers give interesting lessons.

They'll = They will

E. *What's his lesson?*



$$\hat{A}CD + \hat{D}CB = 180^\circ \quad H_2O = WATER$$



F. *Answer these questions:*

1. What does Mr. Fella always say?
2. Why does he say so?
3. Which part of the farm is for trees?
4. What vegetables does he grow?
5. Is a peach a vegetable or fruit?
6. Does Mr. Fella work hard?
7. Who helps him on the farm?
8. Why do his machines always run well?
9. What does a plough do to the earth?
10. What day of school is it?
11. How do the pupils feel?

APPENDIX C

The New (Current) English Language Curriculum in Libya Schools

Speaking	Writing	Listening	Specialization
One lesson Responding to situations.	One lesson A story of emergencies.	One lesson Predicting the topic. Listening for key events.	Four lessons Dangerous animals Treating snakebites Classification Famous doctors
Giving opinions.	Paragraphs with topic sentences.	Listening for key information.	Searching the skies The galaxy Earth and space quiz Famous astronomers
A debate.	Supporting your opinions.	Listening for detail.	Pollution and energy Links to Khadra Transport links The greenhouse effect
Talking about present actions.	E-mails.	Developing listening skills.	Computers Robots-science or science fiction? Changes in science Letter writing
Starting conversations.	Working from notes.	Identifying falling intonation.	Rocks Definitions Famous names in science Fossils
Apologizing, explaining and forgiving.	Summary writing.	Listening for key words and numbers.	Diseases Viruses and bacteria Fighting germs Staying healthy
Describing and identifying objects.	Sections of a report.	Listening to complete notes. Listening for the topic and main ideas.	Why do we need dams? Plastics Metals Properties of materials
Asking questions politely and responding.	Writing a report.	Listening in a conference setting.	A career in science Science at work Ask a scientist Job satisfaction

APPENDIX D

Teaching of Vocabulary According to Teacher's Guide Book

The optional Listening stage develops the functional language and listening as a skill by developing situations in the core material. Although they are integrated with the core material, these stand-alone lessons that can be omitted depending on time and circumstances.

The Teacher's Book contains the syllabus and the learning objectives for each unit. It also has detailed lesson plans, with extra teaching suggestions, answer keys for exercises, tapescripts for listening, and a word list for every unit.

The Class Cassette contains the listening materials. However, when there are no facilities for using the cassette, the teacher can still carry out activities by making use of the tapescripts in the Workbook.

Language skills

Reading

The texts used are designed to be as authentic as possible, so that the students are able to learn how to deal with a variety of different examples of written English. There are examples of letters, faxes, advertisements, brochures, and newspaper and magazine articles. The tasks help the students develop the sub-skills of prediction, inference, reading for gist and reading for specific information. The procedure for dealing with reading texts follows this basic format:

Lesson 1 (in the Course Book):

- The students make predictions from the title or photographs, have a discussion, or in some way use their knowledge of the world to help them focus on the theme of the text before they read it.
- They are asked to read the text quickly and either identify its type or answer one or two questions about the general meaning. This encourages them to realize that it is possible to understand the gist of a text without having understood every word.
- The students read parts of the text in more detail, sometimes interpreting answers or reacting to the text in a personal way.

Lesson 2 (in the Workbook):

- The students read the text again in more detail and answer more specific questions with written responses.
- The students do some vocabulary work based on the text.
- Finally, they do some extension work, making use of the theme of the text. This often involves the students in relating the theme of the text to themselves.

Vocabulary

The Course Book has three main ways of dealing with vocabulary:

- Pre-teaching vocabulary: Where necessary, some words are taught before the students do the reading or listening to help them understand the text better.

- Developing vocabulary: The students add to their existing vocabulary in various ways. They do exercises which teach meanings of new words and expressions, or help them to work out meanings for themselves. They also do exercises which help them to see relations between words and to collect them using these relationships. Finally, the students do exercises to help them use new vocabulary productively.

- Revising vocabulary: The book uses many words and expressions which the students have met before but may have forgotten. The students use their existing knowledge to complete many of the exercises. This highlights gaps in their knowledge and shows the teacher when remedial work is necessary.

- Not all the vocabulary used in the course is designed to be used productively; some words have been included only for the purpose of recognition and understanding in the context of the particular text.

Speaking

There are sections in every unit which ask the students to use the new words and expressions they have recently learned and to activate the language they already know. They may be asked to do role plays, read sample conversations, discuss topics or solve problems. The aim is for the students to communicate effectively and fluently with each other and to make talking in English a regular activity. The teacher should not correct students too often during these stages, but makes notes of errors to deal with later. The teacher should always be on hand to keep an activity going by encouraging students and explaining the task more clearly where necessary.

As well as a specific section devoted to speaking, the students should be given as much opportunity as possible to talk to each other during each unit. This is achieved in a number of ways:

- Many of the activities in the book are designed to be done in pairs.
- Where possible, students should check their answers in pairs.
- Many activities can be followed up by students testing each other in pairs.
- Some activities can be done in pairs and some in small groups.
- A lot of the pairwork can be followed by work in a group of four (i.e., one pair joins another pair) before feedback.

Writing

Students often write in English, but much of the time this is only at word or sentence level. The guided writing stages give students a chance to produce longer pieces of writing. The type of writing is usually something of practical use, for example, a letter.

The writing that students produce is also important as a useful guide to their progress in English, but the process involved in the writing itself is where skill development takes place. Students are always guided carefully through the preliminary stages of a piece of writing, and this often includes adapting from or continuing a model piece of writing.

APPENDIX E

Results of Secondary School Students for Academic year (2013-2014)

وزارة التربية والتعليم - إدارة الامتحانات لهجة شهادة إتمام مرحلة التعليم الثانوي للعام الدراسي 2013 - 2014 (دور أول) منطقة بني وليد الصفحة: 1 من 1					
شعبة اللغات تخصص اللغة الإنجليزية			المدرسة: 20279 القدس الثانوية المشتركة		
			مكتب الخدمات التعليمية: بني وليد / الزيتونة		
رقم. ر.	رقم الجلوس	اسم الطالب ولقبه	المجموع الكلي	النسبة المئوية	التقدير
1	622024	جمال سعدالله فتحي بن عامر	926.00	%74.68	جيد
2	622027	إسلام يونس حسن منصور	1,085.00	%87.50	ممتاز
3	622028	امباركة علي محمد الحداد	1,074.00	%86.61	ممتاز
4	622029	ايناس سعد ابراهيم خشرم	1,053.00	%84.92	جيد جداً
5	622030	جليلة صالح محمود الدامي حسن	1,084.00	%87.42	ممتاز
6	622031	سارة محمد علي بالحسنة	1,010.00	%81.45	جيد جداً
7	622032	سليمة أحمد محمد المليح	982.00	%79.19	جيد جداً
8	622033	سليمة ميلاد عبدالحميد امبية	1,069.00	%86.21	ممتاز
9	622034	فاطمة حسن فرج عبدالهادي	948.00	%76.45	جيد جداً
10	622035	فاطمة محمد فرج خليفة	1,113.00	%89.76	ممتاز
11	622036	كريمة امبارك فرج كشاد	957.00	%77.18	جيد جداً
12	622037	مروة مفتاح محمد الكرومة	919.00	%74.11	جيد
13	622038	منى ميلاد عبدالحميد امبية	1,103.00	%88.95	ممتاز
14	622039	ناديه احمد بلعيد الهذاج	940.00	%75.81	جيد جداً
15	622040	نجة احمد بلعيد الهذاج	977.00	%78.79	جيد جداً
16	622041	هاجر عبدالرحمن المهدي شنيش	978.00	%78.87	جيد جداً
17	622042	هنداي حسن عبدالقادر مسعود	920.00	%74.19	جيد
18	622043	هنداي محمد دياب عجاج	880.00	%70.97	جيد

شعبة اللغات تخصص اللغة الإنجليزية

المدرسة: 20323 ابن خلدون الثانوية المشتركة

مكتب الخدمات التعليمية: بني وليد / النهر الصناعي

رقم.م.	رقم الجلوس	اسم الطالب ولقبه	المجموع الكلي	النسبة المئوية	التقدير
1	622047	عبد السلام مفتاح سالم الفقي	982.00	79.19%	جيد جداً
2	622048	عبد السلام ميلاد عبد النبي احمد	938.00	75.65%	جيد جداً
3	622049	محمد علي رمضان المخزوم	922.00	74.35%	جيد
4	622050	اسماء العلام ابوشاية الصغير	1,006.00	81.13%	جيد جداً
5	622052	آية ضو على عبدالعزيز	1,061.00	85.56%	ممتاز
6	622053	رويدة رمضان مصباح سلاحبه	1,131.00	91.21%	ممتاز
7	622054	صفاء ابوبكر على عبدالعزيز	1,179.00	95.08%	ممتاز
8	622055	فاطمه اعماره عبدالسلام الفرجاني	1,093.00	88.15%	ممتاز
9	622056	فاطمة النعاس القذافي أبو صبيح	1,167.00	94.11%	ممتاز
10	622057	فاطمة جمعة محمد الورقلى	1,003.00	80.89%	جيد جداً
11	622058	فاطمه ميلود ميلاد ابوشاي	944.00	76.13%	جيد جداً
12	622059	مروة مصطفى حسن منصور	1,165.00	93.95%	ممتاز
13	622060	هدير جمعه محمد الورقلى	1,020.00	82.26%	جيد جداً

(إنتهت النتيجة)



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رقم	رقم الجلوس	اسم الطالب ولقبه	المجموع الكلي	النسبة المئوية	التقدير
1	622026	رضاء احمودة ميلاد احمودة	954.00	%76.94	جيد جداً
2	622046	مروة مصطفى حسن	879.00	%70.89	جيد

(إنتهت النتيجة)



UUM
Universiti Utara Malaysia

المدرسة: 20345 الأمل الثانوية المشتركة " المردوم"
مكتب الخدمات التعليمية: بني وليد / المردوم

رقم. م.	رقم الجلوس	اسم الطالب ولقبه	المجموع الكلي	النسبة المئوية	التقدير
1	622061	عبدالله عبدالهادي احمد رحيل	847.00	%68.31	جيد
2	622062	علي سليمان علي رحيل	801.00	%64.60	مقبول
3	622063	مفتاح محمد علي رحيل	911.00	%73.47	جيد
4	622064	أمينة مختار سالم خلف الله	1,115.00	%89.92	ممتاز
5	622065	دانيا محمد حمود عرنوس	1,056.00	%85.16	ممتاز
6	622066	زاهية شعاب عبدالقادر خليفه	1,108.00	%89.35	ممتاز
7	622067	سالمه سالم عمر عبدالجليل	921.00	%74.27	جيد
8	622068	مبروكة هدية سعيد الهمالي	1,150.00	%92.74	ممتاز

(انتهت النتيجة)



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APPENDIX F

Sample of English Exam in Libyan Schools


الإدارة العامة للامتحانات
شهادة إتمام مرحلة التعليم الثانوي عظمى
أسئلة امتحان مادة
اللغة الإنجليزية
(التنوير الأول) للعام الدراسي 2014 / 2015 م

رقم المستور: 15016210130019
اسم الطالب: سفيان فرج بو بكر
التلميذة: الكفا
الصفحة: الثانية
الدرجة: الثانية
المسألة: اللغة الإنجليزية
السرور: سائقان و نصف
رمز الامتحان: BIENG006153

رمز الطابعة: 7DA5A830

ارشادات و تعليمات هامة

- على الطالب ان يتأكد من أن اسمه ورقم جلوسه مطبوع على من المطلوبة نظري كل من ورقة الأسئلة وورقة الإجابة واليهما فعلاً مخصصتان له.
- إذا استخدم الطالب ورقة نجابة أو ورقة أسئلة مخصصة لطالب غيره فإن يسمح إعادته وسنحذفه في الامتحان.

(سفيان فرج بو بكر)

- على الطالب ان يستخدم قلم الرصاص من نوع HB فقط لكي يستطيع تغيير الإجابة إذا أخطأه وذلك بوضع الإجابة الخاطئة واستبدالها بالإجابة الصحيحة.
- في حالة استخدام الطالب قلم العبر الجانب الأزرق أو الأسود فإن يستطيع المسح ولا تغير أية اجابة.
- في حالة استخدام الطالب قلم رصاص غير نوع HB أو قلم حبر غير قلم العبر الجانب الأسود أو الأزرق فإن يسمح ورقة اجابته.
- في كل سؤال عليك ان تكتب الجافة الصحيحة بالإملاء المستخدمة بالكتاب كما هو مبين في الشكل التالي وعدم الإلتزام بوضع علامة داخل الدائرة أو رسم دائرة أو مربع حولها أو وضع علامة أخرى بخلاف التعليل الكتابي المرفق.

(1) (2) (3) (4) (5)

- جميع الامتثال التالية تنطبق طرقة غير مستعملة لتعريف الإجابة وتكتب في أعمش الإجابة خاطئة بالكامل.

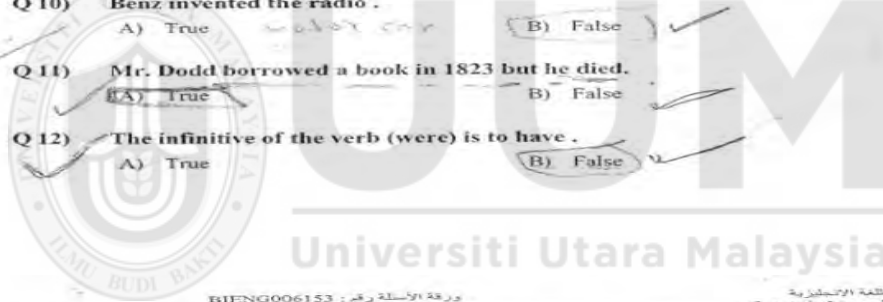
(1) (2) (3) (4) (5) (1) (2) (3) (4) (5) (1) (2) (3) (4) (5) (1) (2) (3) (4) (5)

(1) (2) (3) (4) (5) (1) (2) (3) (4) (5) (1) (2) (3) (4) (5)

تابع خلف هذه الصفحة

أولاً أسئلة الصواب أو الخطأ:

- Q 1) In the first few years of the 21 century Africa ^{سأف} was faster growth in mobile phone subscription .
 A) True B) False
- Q 2) Archimedes discovery now are called Archimedes principle.
 A) True B) False
- Q 3) ^{درجة غليان} The boiling point of a substance is the temperature that changes it form liquid to gas .
 A) True B) False
- Q 4) ^{مسقط العاصمة} Oman is the Capital of Muscat .
 A) True B) False
- Q 5) The Nazca lines can be seen only from plane .
 A) True B) False
- Q 6) ^{ضباب} Fog consists of tiny drops (drop lets) of water in the close to the ground .
 A) True B) False
- Q 7) ^{التي اربع} A triangle has four sides .
 A) True B) False
- Q 8) The most famous group of pyramids in Egypt is at Giza .
 A) True B) False
- Q 9) Be careful in that glass don't drop it .
 A) True B) False
- Q 10) Benz invented the radio .
 A) True B) False
- Q 11) Mr. Dodd borrowed a book in 1823 but he died.
 A) True B) False
- Q 12) The infinitive of the verb (were) is to have .
 A) True B) False



- Q 13) Submarines are ships which can Float and sink .
 A) True B) False
- Q 14) My sister is married to a foreigner .
 A) True B) False
- Q 15) The ancient Egyptian built The pyramids .
 A) True B) False
- Q 16) Some people are afraid at Flying .
 A) True B) False
- Q 17) ^{التي اربع} Icebergs are Formed when sea water Freezes .
 A) True B) False
- Q 18) Ceremonies are formal social occasions .
 A) True B) False
- Q 19) Bother is not make an effort .
 A) True B) False
- Q 20) It is not warm enough to go out .
 A) True B) False

ثانياً أسئلة الاختيار من متعدد:

- Q 21) Fog in which the visibility is greater the one kilometer is known as .
 A) Smog B) dark C) Mist
- Q 22) In Titanic disaster People died .
 A) 1400 B) 1700 C) 1500

Q 23) An object floats or sink in water depend on its

- A) equal
- B) density
- C) high

Q 24) Submarines are which can float and sink.

- A) planes
- B) Tanks
- C) Ships

Q 25) Ice bergs are large mountains of fresh water in ice .

- A) Floating
- B) Sinking
- C) Rising

Q 26) Icebergs are so dangerous because is volume lies the surface of the water .

- A) Over
- B) Below
- C) beside

Q 27) When a lion escaped from a circus in Italy people and ran.

- A) Laugh
- B) Screamed
- C) Slept

Q 28) Grand Canal is in

- A) India
- B) Nepal
- C) Italy

Q 29) The Swedish botanist Carolus Linnaeus divided the living things in to kingdoms .

- A) Five
- B) six
- C) eight

Q 30) discovered why some objects float and some sink.

- A) Newton
- B) Verne
- C) Archimedes

Q 31) she's worried her exams .

- A) For
- B) about
- C) to

Q 32) too fast is dangerous .

- A) Driving
- B) Drive
- C) Drove

Q 33) Al-Idrisi's Scientific field is

- A) Cartography
- B) physics
- C) Mathematics

Q 34) Algebra refers to scientific field

- A) Mathematics
- B) physics
- C) Astronomy

Q 35) in vented Motor car .

- A) Otis
- B) Edison
- C) Benz

Q 36) Jules Verne was born in in 1828 .

- A) Italy
- B) France
- C) German

Q 37) The three states of matter are liquid and gaz.

- A) water
- B) wind
- C) solid

Q 38) **Hurry up! You'll be lateschool .**

- A) to
B) for
C) at

Q 39) **Submarines are able to travel to the depth of.....**

- A) The ocean
B) The desert
C) The air

Q 40) **- The ghibili is a that coming from the Sahara.**

- A) rain
B) snow
C) wind

ثلاثاً أسئلة المزاجية (عليك أن تختار من جمل العمود الأيمن مايتناسب مع جمل العمود الأيسر):

Column A		Column B	
Q 41) if burn is serious	d	a) under running water for 10 minutes	✓
Q 42) burn person should	a	b) Creams or lotions	✗
Q 43) Hold burn area	e	c) non-fluffy material (cloth)	✗
Q 44) don't put	b	d) lie down	✓
Q 45) Cover burn with clean	c	e) call an Ambulance	✓

Column A		Column B	
Q 46) Telescope	d	a) Bell	✓
Q 47) Ball-point-pen	e	b) Marconi	✓
Q 48) telephone	a	c) Otis	✓
Q 49) radio	b	d) Galileo	✓
Q 50) lift	c	e) Biro	✓

APPENDIX G

Statistics about the Population of the Libyan Secondary School Students in Bani-Walid, Libya as Provided by the Sector of Education – Bani-Walid for academic year 2014-2015

التاريخ... 2014-2015
الموافق.....



المؤتمر الوطني العام - ليبيا
الحكومة الليبية الإنتقالية
وزارة التربية والتعليم
قطاع التربية والتعليم - بني واد

إحصائية بعدد طلبة التعليم الثانوي حسب الجنس بجميع الشعب على مستوى بمنطقة بني واد للعام الدراسي 2014 - 2015 ميلادي

اسم المدرسة	سنة اولي ثانوي	سنة ثانياه ثانوي		سنة ثالثه ثانوي		المجموع	
		علمي	ادبي	علمي	ادبي	ذكور	إناث
اتفاق المستقبل	74	0	0	0	0	42	58
القادسيه	52	113	12	96	14	287	0
الثانويه الدينيه	6	0	0	0	0	4	2
البرق الخاطف	122	88	33	116	40	0	399
الفييه محمد الورفلي	50	23	19	33	22	95	52
حافظ المدني	78	23	9	25	6	141	0
القصص	95	66	14	32	0	0	207
سناه محبدي	123	99	33	130	42	0	427
17 فبراير	123	103	22	77	40	365	0
الاستقلال	79	40	28	33	21	102	99
حطين	114	80	0	77	0	139	132
النجوم الثانويه	7	6	0	0	0	6	7
محفوظ الحجازي	57	39	19	45	14	91	83
خالد بن الوليد	66	37	16	28	17	92	72
ابن خلدون	57	37	17	61	18	35	155
مصعب بن عمير	66	38	17	21	15	145	12
اشمخ الثانويه	19	8	0	5	9	24	17
عمر بن الخطاب	40	19	18	23	13	56	57
الامل	74	36	30	30	24	66	128
المجموع	1302	881	287	832	295	1690	1907





TO WHOM IT MAY CONCERN

Population of Secondary School Students in Bani Walid – Libya in the academic year 2014-2015.

School	Secondary School ,First Grade	Secondary School ,Second Grade		Secondary School , Third Grade		Total		
		Scientific Section	Literary Section	Scientific Section	Literary Section	Male	Female	Total
Afaqalmostakbal	74	26	0	0	0	42	58	100
Al-Qadisiya	52	113	12	96	14	287	0	287
Religious Secondary School	6	0	0	0	0	4	2	6
Al-brakqatef	122	88	33	116	40	0	399	399
Mohammed Faqih Warfali	50	23	19	33	22	95	52	147
Hafez Almadne	78	23	9	25	6	141	0	141
Al-Quds	95	66	14	32	0	0	207	207
Sana'a Mehaidl	123	99	33	130	42	0	427	427
February 17	123	103	22	77	40	365	0	365
Al Estiqlal	79	40	28	33	21	102	99	201
Hittin	114	80	0	77	0	139	132	271
Al-Nujoom Secondary School	7	6	0	0	0	6	7	13
Mahfouz Hijazi	57	39	19	45	14	91	83	174
Khalid bin Walid	66	37	16	28	17	92	72	164
Ibn Khaldun	57	37	17	61	18	35	55	190
Musab bin Omair	66	38	17	21	15	145	12	157
Ashimikh secondary school	19	8	0	5	9	24	17	14
Omar ibn al-Khattab	40	19	18	23	13	56	57	113
Al-Amal	47	30	36	30	24	66	128	194
Total	1302	881	287	832	295	1690	1907	3597

APPENDIX H
Determining Minimum Returned Sample Size

Table for Determining Minimum Returned Sample Size for a Given Population Size for Continuous and Categorical Data

	Sample Size					
	Continuous data (margin of error=.03)			Categorical data (margin of error=.05)		
Population size	Alpha = .10, t=1.65	alpha = .05, t= 1.96	alpha = .01, t= 2.58	alpha = .50, t=1.65	alpha = .50, t= 1.96	alpha = .05, t=2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	332	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

Source: Extracted from Bartlet, J. E, Kotrlik, J., W. & Higgins, C. C. (2001). (p.48).Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50)

APPENDIX I
The VLS Questionnaire (English Version)



**The Vocabulary Learning Strategies Questionnaire (For Secondary School
Leavers Group)**

Dear Valued Student,

I would like to introduce myself, my name is Salma Hasan, a Libyan doctoral candidate in Applied Linguistics at Universiti Utara Malaysia (UUM), Kedah, Malaysia. Currently, I am conducting a survey on *the influence of Vocabulary learning strategies in enhancing autonomous vocabulary learning among secondary school students in Libya* as part of the requirements for the award of a PhD degree. I would be grateful to you if you kindly help complete this questionnaire as accurately as possible. Your responses will be treated with the greatest confidentiality and used purely for academic purposes. I highly and sincerely appreciate your kind co-operation and precious contribution.

Thanking you in advance for your response.

Yours sincerely,

Salma Hasan

PART 1: Background Information:

1. Gender: Male [] Female []

2. Age

a. 17 yrs. []

b. 18 yrs. []

c. 19 yrs. and above []

3. Score in English exam

75%-80% []

81% -85% []

More than 85% []

4. Faculty

- Medical Technology []
- Medicine []
- Engineering []
- Modern Languages []

Part Two: Vocabulary Learning Strategies

The following part is a list of vocabulary learning strategies. I would like to know how you actually learn words, not how you might learn them. If you do not use a strategy, please circle number 1 (never, 0%). If you use a strategy, please circle one of the numbers, 2 (rarely, 25%), 3 (sometimes, 50%), 4 (often, 75%), 5 (always, 100%). Please read all the choices before you make your selection, and tick only one choice.

(√)

	Vocabulary learning strategies	Never	Rarely	Sometimes	Often	Always
MS1	1. I make a picture in my mind of the new word meaning					
MS2	2. I study the spelling of the new word.					
MS3	3. I study the part of speech of the new word (verb, noun, adjective) to remember it.					
MS4	4. I connect the new word to a personal experience (e.g. connecting the word research with the final project).					
MS5	5. I paraphrase the meaning of the word I am learning in another way.					
MS6	6. I study the sound of the new word.					
MS7	7. I group words to study them					
MS8	8. I associate the new word with its coordinates (apples with oranges, peaches and etc.).					
MS9	9. I connect the new word to its synonyms and antonyms.					
MS10	10. I use Affixes and roots to remember the words					
MS11	11. I make an image in my mind of the form of the new word.					
MS12	12. I use semantic maps					
MS13	13. I use the Keyword method.					
MS14	14. I use the new word in sentences.					
Cog.S1	15. I repeat the new word over and over.					
Cog.S2	16. I write the new word many times.					
Cog.S3	17. I make my own lists of new words.					
Cog.S4	18. I keep a vocabulary notebook for expanding rehearsal.					
Cog.S5	19. I take notes of the newly learned words in class					
Det.S1	20. I identify the part of speech of the new word					

	(verb, noun, adjective) to help me know its meaning.					
Det.S2	21. I break the new word up into the main parts (un-safe-ly = unsafely).					
Det.S3	22. I check for Arabic words that are similar in form and meaning to the new word.					
Det.S4	23. I analyse any available pictures to help me understand new words.					
Det.S5	24. I analyse any available gestures to help me understand new words.					
Det.S6	25. I use a bilingual dictionary (English / Arabic).					
Det.S7	26. I use a bilingual dictionary (Arabic / English).					
Det.S8	27. I use a monolingual Dictionary (English / English).					
Det.S9	28. I guess the meaning of the new word from the context in which it occurs.					
Met.S1	29. I try to develop my vocabulary knowledge by watching English TV channels (e.g. movies, songs, documentary). .					
Met.S2	30. I try to develop my vocabulary knowledge by using computer programs (e.g. internet)					
Met.S3	31. I try to develop my vocabulary knowledge by listening to English radio programs (songs, news).					
Met.S4	32. I try to develop my vocabulary knowledge by reading English newspapers and magazines.					
Met.S5	33. I revise the newly learned words soon after the initial meeting.					
Met.S6	34. I continue to study the word over time.					

Met.S7	35. I revise the newly learned words using spaced repetition.					
Met.S8	36. I skip the new word.					
Met.S9	37. I try to assess my vocabulary knowledge (e.g. with word tests).					
Soc.S1	38. I ask teacher for translation of the new word into Arabic.					
Soc.S2	39. I ask a teacher for a paraphrase of the new word.					
Soc.S3	40. I ask a teacher for a sentence including the new word.					
Soc.S4	41. . If you use word lists, do you ask a teacher whether they are accurate?					
Soc.S5	42. I ask classmates for the meaning of the new word.					
Soc.S6	43. I discover new meanings through group work activity.					
Soc.S7	44. I study and practice meaning of the new words in a group of students.					

Thank you for your Kind Cooperation

Universiti Utara Malaysia

The VLS Questionnaire (English Version)



The Vocabulary Learning Strategies Questionnaire (For (the present) Secondary School Students Group)

Dear Valued Student,

I would like to introduce myself, my name is Salma Hasan, a Libyan doctoral candidate in Applied Linguistics at Universiti Utara Malaysia (UUM), Kedah, Malaysia. Currently, I am conducting a survey on *the influence of Vocabulary learning strategies in enhancing autonomous vocabulary learning among secondary school students in Libya* as part of the requirements for the award of a PhD degree. I would be grateful to you if you kindly help complete this questionnaire as accurately as possible. Your responses will be treated with the greatest confidentiality and used purely for academic purposes. I highly and sincerely appreciate your kind co-operation and precious contribution.

Thanking you in advance for your response.

Yours sincerely,

Salma Hasan

PART 1: Background Information:

1. Gender: Male [] Female []

2. Age

- 14-16 yrs. []
- 17-19 yrs. []
- 20 and above []

3. Department

- Basic Science []
- Literary []

Part Two: Vocabulary Learning Strategies

The following part is a list of vocabulary learning strategies. I would like to know how you actually learn words, not how you might learn them. If you do not use a strategy, please circle number 1 (never, 0%). If you use a strategy, please circle one of the numbers, 2 (rarely, 25%), 3 (sometimes, 50%), 4 (often, 75%), 5 (always, 100%). Please read all the choices before you make your selection, and tick only one choice.

(√)

	Vocabulary learning strategies	Never	Rarely	Sometimes	Often	Always
MS1	45. I make a picture in my mind of the new word meaning					
MS2	46. I study the spelling of the new word.					
MS3	47. I study the part of speech of the new word (verb, noun, adjective) to remember it.					
MS4	48. I connect the new word to a personal experience (e.g. connecting the word research with the final project).					
MS5	49. I paraphrase the meaning of the word I am learning in another way.					
MS6	50. I study the sound of the new word.					
MS7	51. I group words to study them					

MS8	52. I associate the new word with its coordinates (apples with oranges, peaches and etc.).					
MS9	53. I connect the new word to its synonyms and antonyms.					
MS10	54. I use Affixes and roots to remember the words					
MS11	55. I make an image in my mind of the form of the new word.					
MS12	56. I use semantic maps					
MS13	57. I use the Keyword method.					
MS14	58. I use the new word in sentences.					
Cog.S1	59. I repeat the new word over and over.					
Cog.S2	60. I write the new word many times.					
Cog.S3	61. I make my own lists of new words.					
Cog.S4	62. I keep a vocabulary notebook for expanding rehearsal.					
Cog.S5	63. I take notes of the newly learned words in class					
Det.S1	64. I identify the part of speech of the new word (verb, noun, adjective) to help me know its meaning.					
Det.S2	65. I break the new word up into the main parts (un-safe-ly = unsafely).					
Det.S3	66. I check for Arabic words that are similar in form and meaning to the new word.					
Det.S4	67. I analyse any available pictures to help me understand new words.					
Det.S5	68. I analyse any available gestures to help me understand new words.					
Det.S6	69. I use a bilingual dictionary (English / Arabic).					
Det.S7	70. I use a bilingual dictionary (Arabic / English).					

Det.S8	71. I use a monolingual Dictionary (English / English).					
Det.S9	72. I guess the meaning of the new word from the context in which it occurs.					
Met.S1	73. I try to develop my vocabulary knowledge by watching English TV channels (e.g. movies, songs, documentary). .					
Met.S2	74. I try to develop my vocabulary knowledge by using computer programs (e.g. internet)					
Met.S3	75. I try to develop my vocabulary knowledge by listening to English radio programs (songs, news).					
Met.S4	76. I try to develop my vocabulary knowledge by reading English newspapers and magazines.					
Met.S5	77. I revise the newly learned words soon after the initial meeting.					
Met.S6	78. I continue to study the word over time.					
Met.S7	79. I revise the newly learned words using spaced repetition.					
Met.S8	80. I skip the new word.					
Met.S9	81. I try to assess my vocabulary knowledge (e.g. with word tests).					
Soc.S1	82. I ask teacher for translation of the new word into Arabic.					
Soc.S2	83. I ask a teacher for a paraphrase of the new word.					
Soc.S3	84. I ask a teacher for a sentence including the new word.					
Soc.S4	85. . If you use word lists, do you ask a teacher whether they are accurate?					
Soc.S5	86. I ask classmates for the meaning of the new word.					

Soc.S6	87. I discover new meanings through group work activity.					
Soc.S7	88. I study and practice meaning of the new words in a group of students.					

Thank you for your Kind Cooperation



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APPENDIX J
The VLS Questionnaire (Arabic Version) (For Secondary School Leavers Group)



اسميتي ان

استراتيجية ت علم لفردان تل تهيست خ دمها ال ثن و طي ل ل ه ن ف ي ل ي ي ا ث ن ا ع ت غ ل م ه م

مفردات لغة ليزي

عيزي لطلب / عيزي تي لطلب:

ا ل عيزي م ورحمة ل ل ه ب ر ك ت ه ،،

يس عن ي في اله ط ية ان ق دم ل ك ف ن س ي ان اس ا ل م ح س ن ، ط ل بة ا ه ي ف ي ب ر ن ا م ج ا ل ل ه ت و ر ا ه ، ت خ ص ل ن غ ي ا ت
ت ط ب ي ق ية ك ل ه ية ا ل ت ر ب ية و ل ل غ ا ت ا ل ح ي ث ية ، ج ا م عة و ا ن ت ا ر ا ، ل ه ي ن ي ا ا ق و ج ا ل ي ل ج م ع ي ا ن ا ت ح و ل ل ك ع ل م ا ل ت ي
ل ل ه ر د ا ت ل غة ا ل ع ي ن ي ب ي ن ل ل ن و ي ل ل ه ي ن ف ل ي ب ي ا . ه ذ ا ا س ت ب ي ا ن ه و ج ز ء م ه م ت ك م ا ل ت م ط ل ب ا ت
ب ر ن ا م ج ا ل ل ه ت و ر ا ه ل ذ ا ا ر ج و ف ي ك ا ل ف ض ل م ش ر ك و ر ل ب ا ب دة ع ل ي ا ا ل ت ا ل ية ذ ل ك م ن و ق ع ت و ج ت ك ف ي ت ع ل م
ه ر د ا ت ل غة ا ل ع ي ن ية . و ك ذ ل ك ا ن ا ج ب ت ك س ت ع ا م ل ب ه ت ه ي ا ل ح ر ص ل ي س و ية و ل غ ر ض ا ل ح ل ل ع ل م ي ف ي ق ط .

ا ش ك ر ل ك ت ع ا ن ك ا ل ك ر ع ي م ل ف ا ، و ق د ر م ش ا ر ل ك ا ل ق ي م ق و و ق ت ك ا ل ت ي ر ف ي ا س ت ك م ا ل ه ذ ا ا ن ت ب ي ا ن .

م ع ف خ ا ص ش ر ك ر ي ت و ق ي ر ي

س ا ل م ح س ن ا ل ه ر و ك

لقسم ل: لمعلومات الشخصيه

1.الجنس: ذكر [] نكثى []

5. العمر:

- 17سنه []
- 18سنه []
- 19سنه وأكثر []

3. درج قالك حري لفي طحت ان اللغه ا يفيه

- 11%-12 % []
- 12%-11 % []
- كأتر من 12% []



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6. اللغه

- اللغويه الطبيه []
- الطب []
- الهندسه []
- للغات []

لقسم ملثني: لتسات وجات تعلم لفردات

القس الملثلي لكون من قوائم قاسترني جي اتتقوم عان يالفردات لتبلالغه ا ينيه يوالى باحث مخفة ا تترتييات قلعني قبل بعن نتقوم عان يالفردات لتبلالغه ا ينيه في حلة عدم استخدامك تترتييه مخفة لغوي ا ضعه (ه) √ لغوي لالرقم 1) أبدا, 1% (في حلة بليتخدامك تترتييه, الارج اعضع مة) √) أمام أحدات الخيارات الثلثيه: 6) ن ادرا, 62% (3) بعضع احيان, 21% (4) أنغل ب احيان, 52% (5) إيدائما, 11% (6) لارج اعقراء ا نتب انيت مع قبل بالبد مع ملية ا بة, مع إعطاء إجله واحه لكل بند.

بنيد رقم	لتسات وجات تعلم لفردات لغه ا لجهيه	أبدا 0	ن ادرا 6	أحيان 3	غلبا 4	دائما 2
0.	أرس م صوره ذيه لم مع ليلك لم في اجدية					
6.	أدرس ال طوقه اله جليلي قالك مة					

					3. أقوم أنت ذلك ارالنا حجة ا عربيلشكلمة نقل فمعل-أسم- صفة)
					4. أقوم بطل كالمة ال جي بدخبرات يال سيقلة نقل : بطل كالمة بحتبالمشروع الناطي
					2. أقوم بعادة صياغة عن يلكلمة ال جي حيدة
					2. أقوم بدراسة النظام الصوتي لكلمة في اجديدة
					7. أحاول بطل كالمة ال جي بمكلمات اخرى تشبهه هافسي تصريف بنقل فمعال مع التوقال ولخوخ وغيرهم..
					8. أقوم بتبرط لكلمة ال جي بصبصوت غلي عن بدراسي لها
					9. أحاول تصال لكلمة بمفردكها وضادها
					01. أستخدم جدول كالمات وضادها لتلك ال كالمات ال جي حيدة
					11. أرس م صورة معني في ذهني لتوضيح معني لكلمة ال جي حيدة
					06. أقوم باستخدام جدول لبعض من لوي طلفات ومثقفكها نأ لغير, ضخم, صغير
					13. أستخدم لسلوب لكلمة ال جي حيدة: م اذا اردت فضكلمة اقوم بجلب كالمة عربي بقشبهه هافسي صوت م كالمه جار ارس في ذهني شخص خاص جاري حمل جرله لتكركلمة لاجره با يزي..
					14. أستخدم لكلمة ال جي حيدة في جملة لتوضيح معناه
					02. أقوم بتكرار لكلمة ال جي حيدة استمرار
					02. أقوم بتبليغ لكلمة عدة مرات
					05. أقوم بدراسة لكلمة ال جي حيدة في سياق وائمه
					08. أقوم بتبليغ لكلمة ال جي حيدة في سياق وائمه
					09. أقوم بتبليغ لكلمة ال جي حيدة في سياق وائمه
					61. أقوم بدراسة الصفه ا عربي في تلك ال جي حيدة (فعل - حرف-ص-ف)
					60. أقوم باستذكار جداول لكلمة من اضافات ا ل ي او ا يرة بني: كالمة (un-safe-ly = unsafely)
					66. أحاول ليج ادا عن يلكلمة ال جي حيدة عن يلكلمة ال جي حيدة
					63. أقوم بتبليغ لكلمة ال جي حيدة في سياق وائمه
					64. أقوم بتبليغ لكلمة ال جي حيدة في سياق وائمه
					62. أستخدم قاموس نطاي لكلمة ال جي حيدة عربي
					62. أستخدم قاموس نطاي لكلمة ال جي حيدة عربي
					65. أستخدم قاموس ادي لكلمة ال جي حيدة عربي
					68. أقوم بتبليغ لكلمة ال جي حيدة في سياق وائمه
					69. أحاول تطوير معني بلفردان لكلمة ال جي حيدة الكنز وانتال في حيدة ا ينية (مثل ا م، وا غلي، اللطيفة).
					31. أحاول تطوير معرفتي بلفردان لكلمة ال جي حيدة في سياق وائمه الكنز (مثل ا ت ر ن ت)
					30. أحاول تطوير معرفتي بلفردان لكلمة ال جي حيدة في سياق وائمه للى البرامج اعية بلالغ ا ينية (غلي، وا)

					36. أحاول تطوير عرفت يبل الفهردات من لقراءة الصرحف ول ينية.
					33. أقوب مراجعك كل ماتال جي دق بماش رقب عدك كل درس
					34. أعودل دراسة ومراجعك كل ماتال جي هب است مرار
					32. أقوب مراجعك كل ماتال جي دقفتر انتب اعدة
					32. أحاولت خط طيل كل مةال جي ده
					35. أحاول تطوير عرفت يبل الفهردات ال جي مة من خ ل لتخيار انل كل مات
					38. أسالم علم يفي الفهرل عن ت رج مةال كل مةال جي مة
					39. أسالم علم يبي بعادة صي اغك كل مةال جي مة لتوضي ح مةناها
					41. أسالم علم يبي اعطه جمل فتتض من عن طيل كل مةال جي مة
					40. عن دم أسخ ذقواي لمك كل مات، عادة أسأل الم فوم ادا كلت لكل مات تصي حة
					46. أسأل زم في الفهرل عن عن طيل كل مةال جي مة
					43. أحاول لكش افعال عن زيل كل مةال جي دق بماش اعدة طرق ائي من ل القبي اهنش اط ج ماعي داخل الفهرل
					44. أحاول دريله وممارس الفك كل ماتال جي مة مع مجموع ه من ل اطلبه

***** ش لكر آس ن ت بون كم م عي *****



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The VLS Questionnaire (Arabic Version) (For Secondary School Students
Group)



اسبتي ان

استراتيجية تعلم لغات لفراداتل تيسر تخدمها الشن ويلي اللهين في بي بي ان اعتمد على مهم

مفردات لغة ليزي

عيزي لطلب / عيزتي لطلب:

لعيكم ورحمة لله وبركته،

يسعني في البداية أن أقدم لك نفسي إن أسالمة حسن، طلبة الله في بي بي ان امج لفتوراه، تخنص لغيات
تطبيعية كاليه التربية وللغات الحية، جامعه وأنت اراء، لميزي اقوج اليبج مع عيانات حول لك علم الغتي
للفرادات لغة ليزي بقين للثنوي للهين في بي بي ان. هذا اسبتي ان هو جزء مهم تكمل المتطلبات
بيون امج لفتوراه لذا أرجو منك الفضل لمشركو ربا بة على اة التالية ذلك من وق عتوجت كفتيت علم
فردات لغة ليزي. وكذلك أن إجتك ستعلم بته هي الحرص لياسرة ولغرض الابل علم في فقط.
أشكر لفتع ان كالكريم لفاء، وأقدمش ارتك القيم فوقتك التي رفي استك مال هذا اسبتي ان.

مع شخص شكري توقيري

سالمة حسن المبروك

لقسم ل: لمعلومات الشخصى ه

3.الجنس: ذكر [] نئى []

5.العمر:

- 15سنه - 11سنه []
- 11سنه - 19سنه []
- 51سنه لؤأتر []

2.التخصص:

- علمي []
- ادبي []

لقسم لثانى: لتنتائج وتعلم لفرادات

القسالمبتلي لكون منقائم قاسترتيحي انتتقوم عانيفراداتلغة ا يني واني باحث مخفة ا ترتيحيات **تلعى قل** بعننتقوم عانيفراداتلغة انجليزي في حلة عدم استخدامك تربيحي مئنة فوى ا ضع مة) \ (فوى لرقم 1)أبدا, 1% (في حلة بليتخدامك تربيحي, الرجاءضع مة) \ (أمم أخالخياراتالتلية: 6) ن ادرا, 62% (, 3) بعض احيان, 21% (, 4) غلب احيان, 52% (, 2) دأىم, 011% (.) الرجاءقراءة نتيرانبتتبع قبلبلهدبعملية ا بة, مع إعطاء إجابة واحدة لكليند.

بند رقم	لتنتائج وتعلم لفرادات لغة ا لجزية	أبدا 0	ندر 1 6	أحيان 3	غلبا 4	دأىم 2
1.	أرس مصورة ذهي لمعظلكم فياجديدة					
5.	أدرس الطريقة اله جعلي قالكمة					
3.	أقوب أستذكار الاناجية ا عربيليشلكمة نحل فبعل-أسم- صفة)					
5.	أقوب بظلكم ةال جي دق بخريل سيلق سيلق نحل ببوط لكمة بحتبالمشروع النطاي					
2.	أقوم بعادة صياغة عن ظلكم ةال جييدة					
1.	أقوب هراس ةالنظام الصوتيل لكم فياجديدة					

					7. أحاول وبطل كل مة ال جي همكلمات اخريتشبه ه افي تصريف بتلفهاح م عالتنوق ال ول خوخ وغي رهم..
					1. أقوم بتكرار كل مة ال جي حتى تصوت غلي عن دراستي ل ها
					9. أحاو تنص الالكلم معفركها ووضاها
					11. استخدم جدول الكلمات ولها فستك لتتذكر كل مة ال جي حيدة
					11. أرس م صورة معين في ذهني لتوضح م عيظي كل مة ال جي حيدة
					15. أقوم باستخدام جدول لبعض من لحيطرافات ومقتطفها م لغير, وضخم, صغير
					13. استخد ل م س ل و ب ل كل مة ال جي سري: م اذا اردت فضلك مة اقوم بج الح كل مة عري بقشبه ه م صي صوت م كل مة جار ارس في ذهني ش خص ج اري حمل جره لتكرك مة ال جره با يزي..
					14. استخد ال كل مة ال جي في جمل مة لوضوح م عناه
					12. أقوم بتكرار كل مة ال جي بقااستمرار
					11. أقوم بكتابة كل مة عدة مرات
					11. أقوم بمراسلة كل مة لحي شركتي وائيم
					11. أقوم بتفصيل دفتر صغير لكتب في كل مة ال جي حيدة
					19. أقوم بكتابة ال ل كل مة ال جي حيدة عل ودفتر خاص بي الصرف
					51. أقوم بدرس ال صفه ا عريي ل ل كل مة ال جي حيدة (معل - حرف-ص ف)
					51. أقوم باستذكار ج ذل كل مة من ا ضافات ا لي او ا يرة لئي: كل مة (un-safely = unsafely)
					55. أحاول ل ج ا دال عن يظن قريب أو ال عن ي نظن ل ملال غ ال عريية
					53. أقوم بكتابة ال للصور ل م س ع دت في في فهم عن ي كل مة ال جي حيدة
					55. أقوم بكتابة ال ل ال ص ا ح ه ا لتفوت لفهم عن ي كل مة ال جي حيدة
					52. استخد م س ن ل ي ل غة ان ج ل ي ز ي ع ر ب ي)
					51. استخد م س ن ل ي ل غة ع ر ب ي ان ج ل ي ز ي)
					51. استخد م س ن ل ي ل غة ان ج ل ي ز ي ان ج ل ي ز ي)
					51. أقوم بكتابة ال ل كل مة ال جي حيدة م ل النص ال دي وج دت في ه
					59. أحاول تطوير عرفت ي بال مفردات ال جي حيدة من لمش ا هة الفن وانت ال في وية ا ي نية (مثل ا م، وا غ لي، ال ثلثية).
					31. أحاول تطوير عرفت ي بال مفردات ال جي حيدة استخد م ا ج ال الكميتر (مثل ا ت ر ن ت)

				31. أحاولت تطوير عرفت طي لفردات ال جييدة من ل ا ت م ا ع لأى ال هرام ج ا ذاعى قبال غة ان ل جييدة) ا غ ل ي ، و ا (
				35. أحاولت تطوير عرفت طي بالهفردا ل قراءة الص ح ف و ل ي ن ية .
				33. أقوب م ر ا ج ع ل ك ل م ا ت ال ج ي ي د ق م ا ش ر ق ب ع د ك ل د ر س
				35. أعود ل د ر ا سة و م ر ا ج ع ل ك ل م ا ت ال ج ي ي د ق م ا س ت م ر ا ر
				32. أقوب م ر ا ج ع ل ك ل م ا ت ال ج ي ي د ق م ا س ت م ر ا ع دة
				31. أحاولت خ ط ط ي ل ك ل م ة ال ج ي ي د ه
				31. أحاولت تطوير عرفت طي بللفردات ال جييدة من خ ل لنخ بار ا ن ل ك ل م ا ت
				31. أس ال م ع ل م ي ف ي ا ل ف ص ل ع ن ت ر ج م ل ك ل م ة ال ج ي ي دة
				39. أس ال م ع ل م ي ب ع ا دة ص ي ا غ ل ك ل م ة ال ج ي ي دة ل ت و ض ي ح م ع ن ا ه ا
				51. أس ال م ع ل م ي ب ا ع ط ه ج م ل ق ت ت ن ض م ن ع ن ط ي ل ك ل م ة ال ج ي ي دة
				51. ع ن د م ا س ت خ د ق و ا ي ل م ل ك ل م ا ت ، ع ا دة أس أ ل م ل م م ا ا د ا ك ل ت ل ك ل م ا ت ص م ي حة
				55. أس ال م ف ي ا ل ف ص ل ع ن ع ن ط ي ل ك ل م ة ال ج ي ي دة
				53. أحاولت ك ش ا ف ا ل ع ر ل م ل ك ل م ة ال ج ي ي د ق م س ا ع دة ل ط ر ق ا ئ ي م ن ل ا ل ق ي ا ه ن ش ا ط ج م ا ع ي د ا خ ل ا ف ص ل
				55. أحاولت د ر ل س ه و م م ا ر س ا ل ك ل م ا ت ال ج ي ي د ه م ع م ج م و ع ه م ن ل ا ط ل ب ه

***** ش ل ل م ا س ن ت م ن ك م م ع ي *****

APPENDIX K
Vocabulary Test



Name:

Group:

****Please answer the following question.**

Q1- Choose the right word to the right space to go with each meaning.

Ex.

- business
 - clock
 - horse
 - shoe
 - Wall
- ___ wall ___ part of a house
___ horse ___ animal with four legs

1.

- dust
 - operation
 - row
 - sport
 - victory
- _____ game
_____ winning

(2 marks)

2.

- choice
 - crop
 - flesh
 - salary
 - secret
- _____ meat
_____ money paid regularly
for doing a job

(2 marks)

3.

- cap
 - journey
 - parent
 - scale
- _____ numbers to measure
_____ going to a far place
with

- trick
(2 marks)

4.

- attack
- charm
- lack _____ pleasing quality
- pen _____ not having something
- shadow

(2 marks)

5.

- cream
- factory _____ part of milk
- nail _____ person who is studying
- pupil
- sacrifice

(2 marks)

6.

- adopt
- climb _____ go up
- examine _____ look at closely
- pour
- satisfy

(2 marks)

7.

- bake
- inquire _____ walk without purpose
- limit _____ keep within a certain size
- recognize
- wander

(2 marks)

8.

- burst
- concern _____ break open
- deliver _____ take something to someone
- fold

- urge
(2marks)

9.

- original
- private
- royal
- slow
- sorry

_____ first
_____ not public

(2 marks)

10.

- brave
- electric
- firm
- hungry
- local

_____ wanting food
_____ having no fear

(2 marks)

11.

- climate
- executive
hand
- notion
- palm
- victim

_____ idea
_____ inner surface of your

(2 marks)

12.

- acid
- bishop
- chill
- ox
- ridge

_____ cold feeling
_____ farm animal

(2 marks)

13.

- bench
- jar
- mate
- mirror
- province

_____ long seat
_____ part of a country

(2 marks)

14.

- boot

- device
- lieutenant
- marble
- phrase

_____ army officer
 _____ a kind of stone

(2 marks)

15.

- apartment
- candle
- timber
- happening
- horror
- prospect

_____ a place to live
 _____ chance of something

(2 marks)

16.

- betray
- dispose
- embrace
- injure
- proclaim

_____ say publicly
 _____ hurt seriously

(2 marks)

17.

- encounter
- illustrate
- inspire
- plead
- seal

_____ meet
 _____ beg or help

(2 marks)

18.

- assist
- bother
- condemn
- erect
- trim

_____ help
 _____ cut neatly

(2 marks)

19.

- concealed
- definite
- mental
- previous

_____ wild
 _____ clear and certain

- savage
(2 marks)

20.

- dim
 - junior
 - magnificent _____ wonderful
 - maternal _____ not clearly lit
 - weary
- (2 marks)

21.

- benefit
 - percent _____ part of 100
 - principle _____ general idea used to
guide one's actions
 - source
 - survey
- (2 marks)

22.

- element
 - layer _____ skilled way of doing
 - something
 - philosophy _____ study of the meaning of
life
 - proportion
 - technique
- (2 marks)

23.

- consent
 - enforcement
 - investigation _____ agreement or permission
 - parameter _____ trying to find information
about something
 - trend
- (3 marks)

24.

- anticipate
 - compile _____ control something skilfully
 - convince _____ expect something will happen
 - denote
 - manipulate
- (2 marks)

25.

- Vein _____ produce books and newspapers
 - Draft _____ tube through which blood flows
 - Odd
 - Publish
 - Whirl
- (2 marks)**

26.

- conformity
 - infallible _____ delayed beyond the expected time
 - pervert _____ identity with standards or rules
 - tardy
 - procure
- (2 marks)**

27.

- fundamental
 - principle _____ a paper that provides information
 - labour _____ essential
 - benefit
 - document
- (2 marks)**

28.

- summit
 - conclusion _____ circular shape
 - fibre _____ top of a mountain
 - loop
 - plank
- (2 marks)**

29.

- consistent
 - concrete _____ constant or stable
 - proportion _____ a long period of time
 - era
 - technique
- (2 marks)**

30.

- reject
 - hug _____ plan or invent
 - lease _____ hold tightly in your arms
 - plague
 - devise
- (2 marks)**

31.

- predict

- offing _____ mix together
- condescend _____ guess about the future
- blend
- convictions

(2 marks)

32.

- precede _____ come before
- tease _____ move with quick steps and jumps
- reject
- bleed
- skip

(2 marks)

33.

- causal _____ sweet-smelling
- desolate _____ only one of its kind
- fragrant
- radical
- unique

(2marks)

34.

- oblivious _____ rarely to find
- implication _____ forgetful
- deploring
- cluster
- seldom

(2 marks)

35.

- feather _____ weakness
- Archaeology. _____ sensitive
- shortcomings
- Plume
- impressionable

(2 marks)

36.

- boot _____ fated
- device _____ force (someone) to do something.
- bench
- inevitable
- compels

(2 marks)

37.

- conformity _____ delayed beyond the
- infallible _____ identity with standards or expected time
- pervert _____ identity with standards or rules
- tardy

➤ procure (2 marks)

38.

➤ ascetic _____ make like new again
➤ cruising _____ hover by flapping the
➤ restore wings quickly
➤ exquisite
➤ flutter (2 marks)

39.

➤ scrub _____ rubbing it hard to
➤ queer clean it
➤ meet _____ odd or strange
➤ inspire
➤ plead (2 marks)

40.

➤ allege _____ claim without proof
➤ plush _____ to say what you really think
➤ shake-up
➤ candid
➤ face (2 marks)

41.

➤ miniature _____ went down a lot in value
➤ cube _____ a very small thing of its
➤ consequence
kind
➤ correspond to
➤ deficit (2 marks)

42.

➤ perform _____ small piece
➤ fracture _____ power or strength
➤ squeeze
➤ navigation
➤ intensity (2 marks)

43.

➤ mess _____ state of untidiness or dirtiness
➤ game _____ expression of admiration
➤ dust
➤ operation

➤ compliment

(2 marks)

44.

- shadow
- alcohol
- hip clothes
- phase
- apron

_____ stage of development
_____ cloth worn in front to protect your

(2 marks)

45.

- apparatus
- ledge machinery
- tile
- scrap
- mortgage

_____ set of instruments or
_____ money raised from a bank

(2 marks)

46.

- decisive
- treasurer something
- scale
- disclosure
- pleasing

_____ declaration about
_____ to be crucial

(2 marks)

47.

- bulb
- legion
- province people
- mare
- pulse

_____ female horse
_____ a large group of soldiers or

(2 marks)

48.

- fundamental
- principle information
- labour
- benefit
- document

_____ a paper that provides
_____ essential

(2 marks)

49.

- summit
- conclusion
- fibre
- loop
- plank

_____ circular shape
_____ top of a mountain

(2 marks)

50.

- causal
- desolate
- fragrant
- radical
- wholesome

_____ sweet-smelling
_____ good for your health

(2 marks)

(Total =2 x 50=100 marks)

THANK YOU FOR YOUR COOPERATION



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APPENDIX L

The Interview Questions (English Version)



- Q1. Could you explain to me how English is important for you in your study?
- Q2. What language element do you think is necessary for good listening, speaking, reading, or writing English?
- Q3. Do you pay attention to vocabulary learning outside class or rely mainly on the subject material?
- Q4. How often do you study words at home?
- Q5. How do you usually plan your learning of vocabulary?
- Q6. How do you review the words you have learnt in the class?
- Q7. what difficulties do you face in learning words?
- Q8. What do you do to discover the meanings of English vocabulary inside the class?
- Q9. What do you do to discover the meanings of English vocabulary outside the class?
- Q10. What do you do to expand English vocabulary when you outside the class?
- Q11. What are the techniques that you use to learn new vocabulary?
- Q12. How you practise newly learnt words?
- Q13. Have you been taught vocabulary learning strategies (VLS) inside or outside class?
- Q14. What is the method that is usually used in teaching vocabulary in classroom??
- Q15. Do you have any comments on vocabulary learning strategies in your present class?

APPENDIX M
The Interview Questions (Arabic Version)



بعثت عري فلنباح يتبفسه واعطاء عنده ختمت صرره عن حته و اهفله..وليك اخبار ال طلب عن مدي اهي ه

مس امض في هده المقال ه بي الل باض با سرى لاولتي كملت كليلي:

1. هل با مكان اتشر لي مدي اهي لالغة ا يني في دراستك؟
5. ما هو ال ه عن لالغة ا يزيه الففردات لاصويات اولق واعدالن حيه (الذي يتتعد له هجي تامع ال حلك ال قراءه وليتبهه؟
3. هل تعطى لمامك لتي لتي م ال ففردات ال اديده خارج لل صرف لل دراسي, اوتبع ال لي ال لي ال لي ال مامات ال موجه ودي لتي ال مرسى فقط؟
5. كم ساع تدرس لل لالغة ا يني في الفصل ال ل و اسري اسبوعى؟
2. لني عانق خطط لتي م ال ففردات ال جي لالغة ا ينيه؟
1. لني ففردات ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
1. م اهي ال صرف ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
1. م اهي ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
9. م اهي ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
11. م اهي ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
11. م اهي عاده ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
15. لني ففردات ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
13. هل تدرب علي اتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
15. م اهي ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟
12. لني عنك ال لتي لتي لتي م ال ففردات ال لالغة ا ينيه؟

***** ش ك ر ا ج ل ح س ن ت ع و ن ك م ع ي *****

APPENDIX N

Consent Form For The Interview



The purpose of the study being conducted is to examine *the influence of Vocabulary learning strategies in enhancing autonomous vocabulary learning among Libyan secondary school students in Libya*. I am interested in learning about the vocabulary learning strategies that you employ in order to learn new words. Your participation in the study will involve an interview with an estimated length of one hour. This interview will be tape recorded for later analysis.

This study poses little to no risk to its participants. I will do my best to ensure that confidentiality is maintained by not citing your actual name within the actual study. You may choose to leave the study at any time, and may also request that any data collected from you not be used in the study.

Please contact interviewer ..., with any questions or concerns.

Signature of Interviewee

Signature of Interviewer

APPENDIX O

Instructions for Using Logbook (Arabic Version)

أرشادات وتوجيهات

عزمتبتك وتدوينكفي هذالكتابيجب انتركز فيالوقاطالتاليه:

1. اكثر ا تربي جي هال م حذلق ت يتستعمل هب يت فيالماكل ماتال جي ده؟
2. ما هي التقويات التي يتستخدمها من أجل حفظ اللغيات لاجيدة (مثلاً تكرار اللغيات شفويًا).
3. لقيفت جدال عز لعلك م هال جي ده؟
4. اشرح بالتفصيل كيف وقلد عملت لتعلمك م ه؟
5. لقيفت جدال عز لعلك م هال جي ده؟



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APPENDIX P

Results of Pilot Study

Overall Strategy Use

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overall	30	1	3	1.83	.648
Valid N (listwise)	30				

Individual Strategy Use




Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MS1	30	3	5	4.60	.621
MS2	30	2	5	4.63	.669
MS3	30	3	5	4.13	.776
MS4	30	1	5	4.07	1.311
MS5	30	2	5	4.23	1.073
MS6	30	1	5	3.70	1.317
MS7	30	1	5	3.43	1.135
MS8	30	2	5	4.00	1.174
MS9	30	2	5	4.37	.999
MS10	30	1	5	4.27	.907
MS11	30	2	5	4.57	.679
MS12	30	2	5	4.33	.844
MS13	30	3	5	4.57	.679
MS14	30	1	5	3.87	.776
Cog.S1	30	1	5	3.83	1.392

Cog.S2	30	1	5	3.63	.999
Cog.S3	30	1	5	4.00	1.203
Cog.S4	30	2	5	3.50	.974
Cog.S5	30	3	5	3.73	.868
Det_S1	30	3	5	4.17	.950
Det_S2	30	1	5	2.83	1.724
Det_S3	30	1	5	3.20	1.690
Det_S4	30	1	5	3.67	1.093
Det_S5	30	1	5	2.47	1.548
Det_S6	30	1	5	2.73	1.337
Det_S7	30	2	4	3.10	.712
Det_S8	30	1	5	3.73	1.388
Det_S9	30	1	5	3.00	1.875
Met.c1	30	1	5	3.93	1.230
Met.c2	30	1	4	2.60	1.380
Met.c3	30	1	5	3.87	1.196
Met.c4	30	1	5	3.40	1.248
Met.c5	30	1	5	3.70	1.803
Met.c6	30	1	5	3.17	1.206
Met.c7	30	1	4	2.83	1.341
Met.c8	30	1	5	3.70	1.664
Met.c9	30	1	5	3.43	1.547
Soc.S1	30	2	5	3.67	1.348
Soc.S2	30	1	5	3.13	1.358
Soc.S3	30	1	5	2.73	1.363
Soc.S4	30	1	5	2.67	1.493
Soc.S5	30	1	5	3.03	1.629
Soc.S6	30	1	5	2.67	1.539
Soc.S7	30	1	4	2.47	1.196
Valid (listwise)	N 30				

APPENDIX Q 1: VOCABULARY LEARNING STRATEGY LESSON PLAN 1
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson One / Date	Teaching Memory Strategy “Study Part of Speech” Date: October 6, 2014		
Number of students:	50(Experimental Group)		
Objectives	At the end of the lesson, <ul style="list-style-type: none"> • Students will be able to use one of memory strategies to learn new word which is studying the part of speech of new words. • To motivate students to be reflective • Understand the meaning of words 		
Moral Value	Helping others.		
Theme	Crossing the Wadi. (course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	Opening : Warm up: greet students. Stating the objectives of the current experiment. Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs 
	9:10 am - 9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and show the all components of parts of speech. Distributing of worksheets containing (Memory strategy one: studying the part of speech of new words). The teacher will distribute worksheets containing this strategy to raise the students' awareness of such strategies.	Arm Bite Cry Edge Four-wheel drive Funny Halfway Heavy Hospital Nurse Palm tree Picnic Pray Rain Story Unconscious Wadi Wait Wide
	9:25 am- 9:35am	Practise The students will be given the opportunity to share their ideas on this topic. Individually, all students were given ten minutes to highlight unknown words, and then classify them according their function in sentence.	
	9:35 am- 9:45am	Evaluation The teacher will give students six words, and ask them to find out their meaning according to their part of speech. (exciting, courage, education, employee, strengthen, happen)	
	9:45am	Closing	

		The teacher will recap what you have studied and learned during the lesson. She will close my class with a “goodbye”.	
--	--	---	--


Test

Find out the meaning of the following words:

1. Exciting
2. Courage
3. Education
4. Employee
5. Strengthen
6. Happen
7. Writer



APPENDIX Q 2: VOCABULARY LEARNING STRATEGY LESSON PLAN 2
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Two / Date	Teaching Memory Strategy “Study Synonyms and Antonyms ” Date: October 13, 2014 Number of students: 50(Experimental Group)		
Objectives	At the end of the lesson, students will be able to use one of memory strategies to learn new word which is studying synonyms and antonyms of new words. • To motivate students to be reflective		
Moral value	Mercy for animals		
Theme	Dangerous animals. (course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	Opening : Warm up: greet students. Stating the objectives of the current experiment. Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs 
	9:10 am - 9:25 am	Presentation: The teacher will discuss and explain the nature of Memory strategy: studying the synonyms and antonyms of new words. The teacher will distribute worksheets containing this strategy to raise the students' awareness of such strategies	Paralyze Prey Snakebite Tiger Type
	9:25 am- 9:35am	Practise The students will be given the opportunity to share their ideas on this topic. The class will be divided into eight groups. Each group highlight the unknown words in the text. group activities :one group say the word and another group say its synonym or antonym	Venom Venomous Victim Clean tidy- dirty Easy hard-simple Fast quick-slow Scared afraid-brave Quiet silent- loud Right wrong true
	9:35 am- 9:45am	Evaluation The teacher will give each group six words, and ask them to find out their synonyms and antonyms.	
	9:45am	Closing	

		The teacher will close her class with a “goodbye”.	
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APPENDIX Q 3: VOCABULARY LEARNING STRATEGY LESSON PLAN 3
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Three/ Date	Teaching Memory Strategy “Paraphrase word meaning ”		
	Date: October 51, 2014 Number of students: 31(Experimental Group)		
Objectives	<ul style="list-style-type: none"> • At the end of the lesson, students will be able to use one of memory strategies to learn new word which is paraphrasing word meaning. • To motivate students focus on spelling of words 		
Moral value	Appreciation the Erath		
Theme	Life on other planets? (course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	Opening : Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: paraphrasing word meaning to raise the students ‘awareness of such strategy. Providing an examples for more illustrations of the strategy. Happy “happy is opposite sad” Ocean “is a body of saline water”	Astronauts Atmosphere. Conditions Cross out Difference Discovery Jupiter Lifeless Ocean Possibility Similar Solar system Space Unlikely
	9:25 am-9:35am	Practise Each student highlight unknown words in text. <ul style="list-style-type: none"> ➤ Read the text, and highlight unknown words. ➤ Find out the meaning of unknown words by dictionary ➤ Put the dictionary aside ➤ Try to write the meaning of new word in your own words. 	

		➤ Teacher check the paraphrased of word meaning.	
	9:35 am-9:45am	Evaluation <ul style="list-style-type: none"> • Each find a word • Try to write the meaning of new word in your own words. 	
	9:45am	Closing The teacher will close her class with a “goodbye”.	



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APPENDIX Q 4: VOCABULARY LEARNING STRATEGY LESSON PLAN 4
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Four/ Date	Teaching Memory Strategy “Study Affixes and roots to remember the words” Date: October 57, 2014 Number of students: 34(Experimental Group)																																		
Objectives	<ul style="list-style-type: none"> At the end of the lesson, students will be able to use one of memory strategies to learn new word which is studying Affixes and roots to remember the words. To motivate students focus on roots of words 																																		
Moral value	Importance of researching																																		
Theme	History of telescopes (course book)																																		
Lesson Structure	Time	Instructions	Teaching Materials																																
	9 am- 9:10 am	Opening : Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>prefix</th> <th>root word</th> <th>suffix</th> <th>new word</th> </tr> </thead> <tbody> <tr> <td>pre</td> <td>plan</td> <td>ing</td> <td>preplanning</td> </tr> <tr> <td>re</td> <td>charge</td> <td>ing</td> <td>recharging</td> </tr> <tr> <td>un</td> <td>button</td> <td>ed</td> <td>unbuttoned</td> </tr> <tr> <td>dis</td> <td>infect</td> <td>ed</td> <td>disinfected</td> </tr> <tr> <td>im</td> <td>patient</td> <td>ly</td> <td>impatiently</td> </tr> <tr> <td>in</td> <td>sincere</td> <td>ly</td> <td>insincerely</td> </tr> <tr> <td>un</td> <td>kind</td> <td>ly</td> <td>unkindly</td> </tr> </tbody> </table>	prefix	root word	suffix	new word	pre	plan	ing	preplanning	re	charge	ing	recharging	un	button	ed	unbuttoned	dis	infect	ed	disinfected	im	patient	ly	impatiently	in	sincere	ly	insincerely	un	kind	ly	unkindly
prefix	root word	suffix	new word																																
pre	plan	ing	preplanning																																
re	charge	ing	recharging																																
un	button	ed	unbuttoned																																
dis	infect	ed	disinfected																																
im	patient	ly	impatiently																																
in	sincere	ly	insincerely																																
un	kind	ly	unkindly																																
	9:10 am - 9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: studying the affixes and roots of words to raise the students ‘awareness of such strategy.	Aerial Bilingual Bimodal Concave Convex Fixed History Hopped Powerful Rebuild Return Search Simple Undone Universe Unsafe Walked Randomly Easily																																
	9:25 am- 9:35am	Practise <ul style="list-style-type: none"> The students will be given the meaning of some prefixes and suffixes Each student highlight the unknown words in the text. Each student find out some words in the text 																																	

		that have either prefix or suffix.	
	9:35 am-9:45am	Evaluation <ul style="list-style-type: none"> • The students will work in pairs • Each two students will answer the test. 	
	9:45am	Closing The teacher will close her class with a “goodbye”.	

Q- Make four words from each root word below using either the prefixes or suffixes in the box.

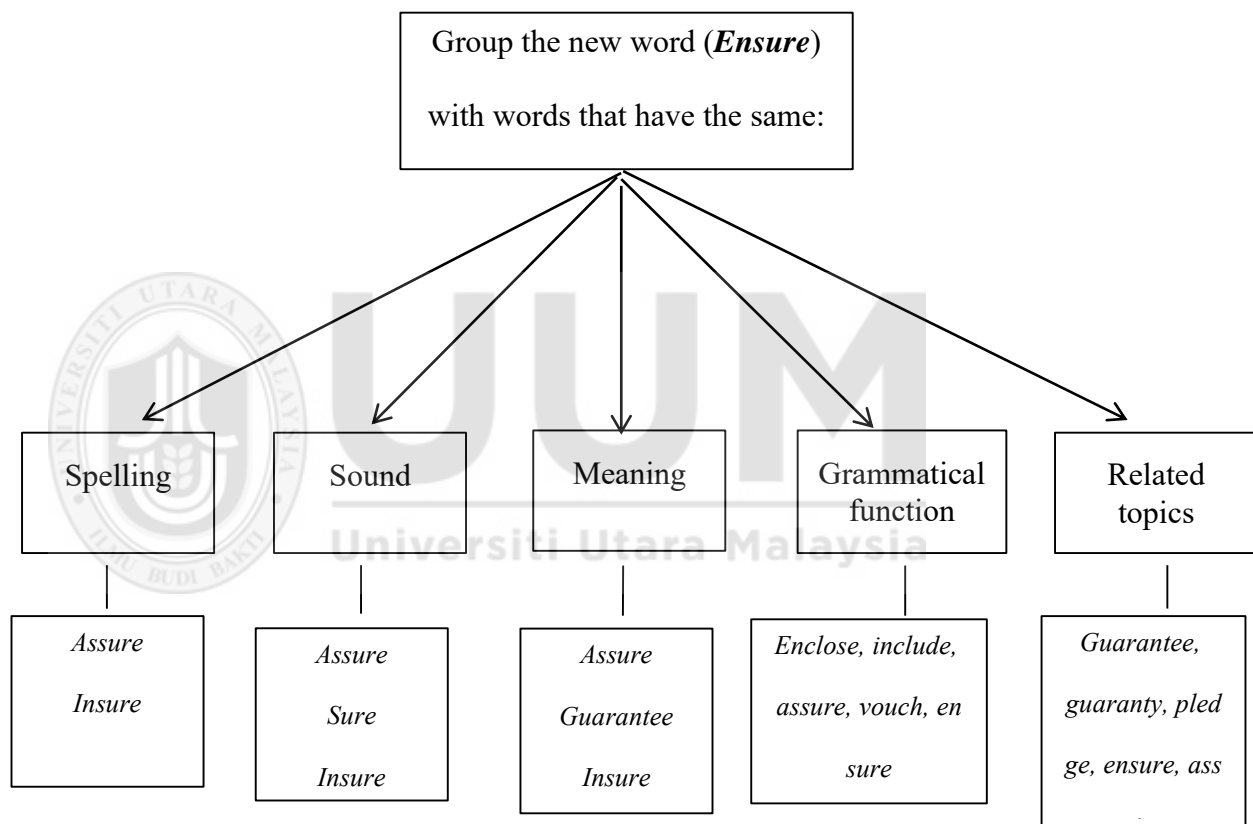
re -able -ible -s -es -ing -ed -er -or
--

1. act	
2. farm	
3. open	
4. move	
5. work	

APPENDIX Q 5: VOCABULARY LEARNING STRATEGY LESSON PLAN 5
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Five/ Date	Teaching Memory Strategy “Grouping words together” Date: November 3, 2014 Number of students: 28(Experimental Group)		
Objectives	<ul style="list-style-type: none"> At the end of the lesson, students will be able to use one of memory strategies to learn new word which is grouping words Promote students’ awareness of how to group similar word families based on similar root, sound, spelling, and meaning or grammatical function. 		
Theme	Earth and space (course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	Opening : Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs Develop Dilemma Economy Face Government Lend Murder Philosophical Political Prevent Promise Protect Risk Birds Ostrich Penguin Robin Cardinal Hawk canary
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies (Memory strategy: grouping words to raise the students ‘awareness of such strategy. Defining grouping words strategy as collecting words according to similarity in spelling or sound, similar meanings, grammatical similarity Providing an example to illustrate the various relations among words enable learner to be familiar with using such a technique of memorising words, since to it improve learners’ recalling words	
	9:25 am-9:35am	Practise The students will be given to write group words for one word “ <ul style="list-style-type: none"> Each student choose a word and associate it with its coordinates 	

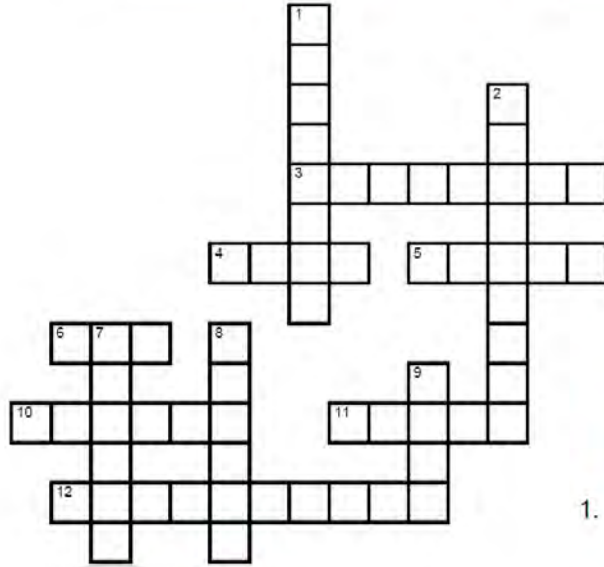
	9:35 am-9:45am	Evaluation Each group will be given a crossword puzzle to group words.	
	9:45am	Closing The teacher will close her class with a “goodbye”.	



School Supplies Crossword

Name: _____

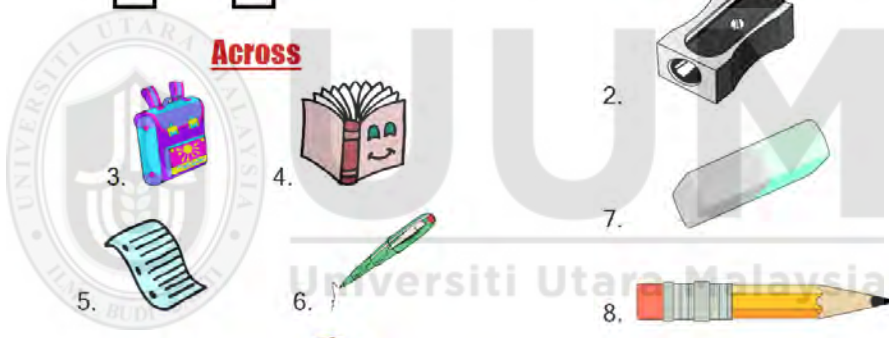
Class: _____



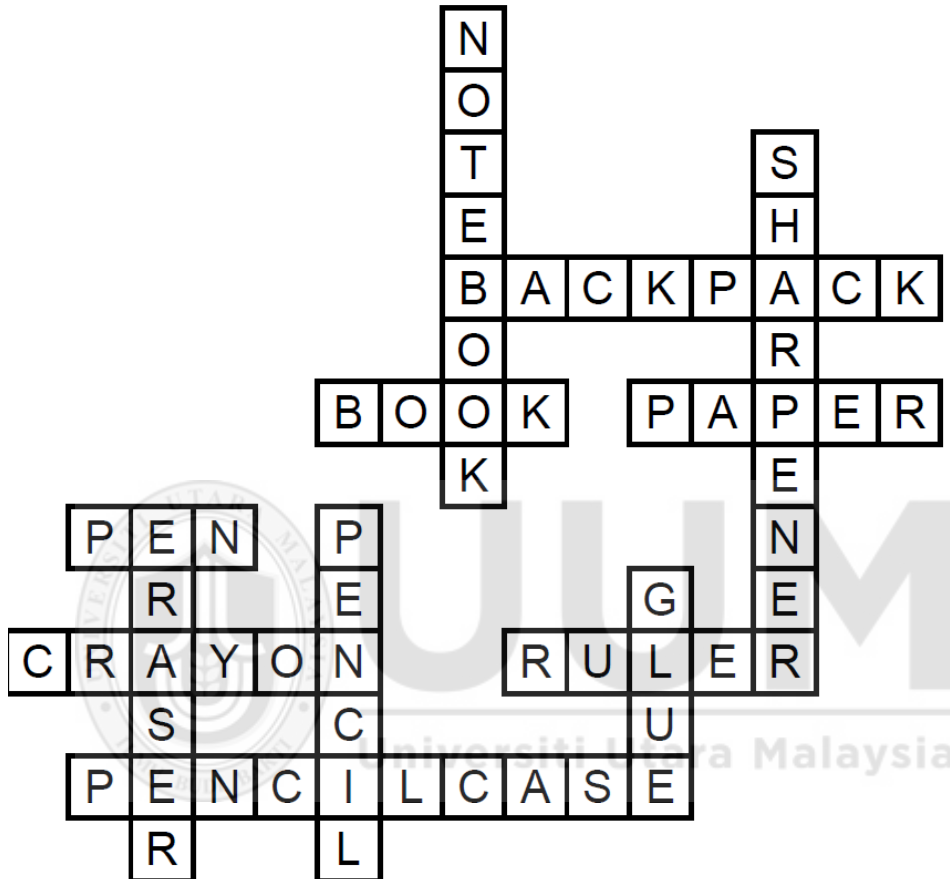
Down



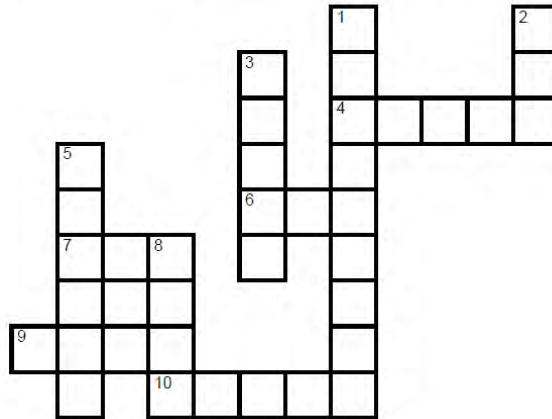
Across



Answer Sheet

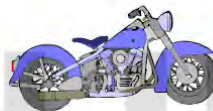


Transport Crossword



Down

1. M _ t _ r b _ k _



2. V _ n



3. Tr _ _ k



5. S _ b _ _ y

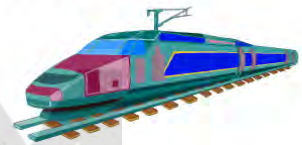


8. S _ _ _



Across

4. Tr _ _ _ _



6. C _ _ _



7. B _ _



9. T _ x _

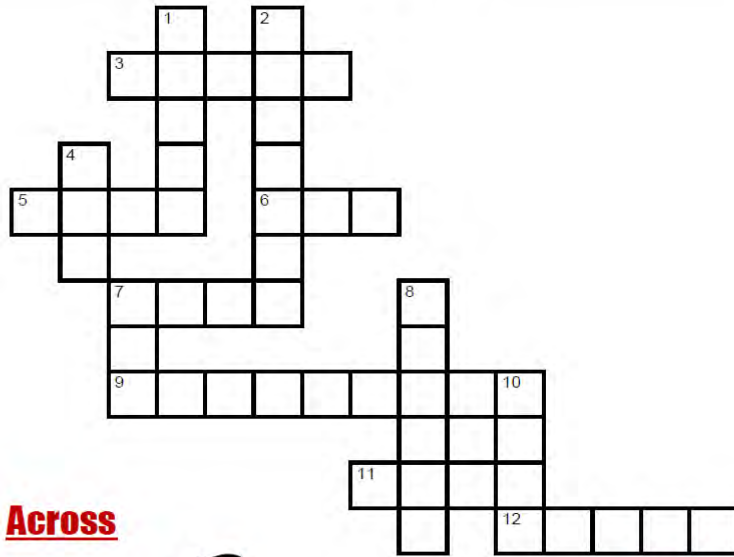


10. P _ _ _ _

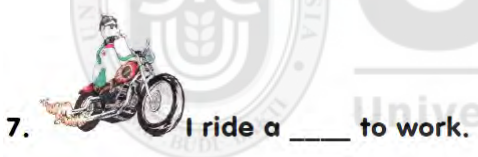


Name: _____

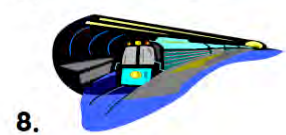
Class: _____



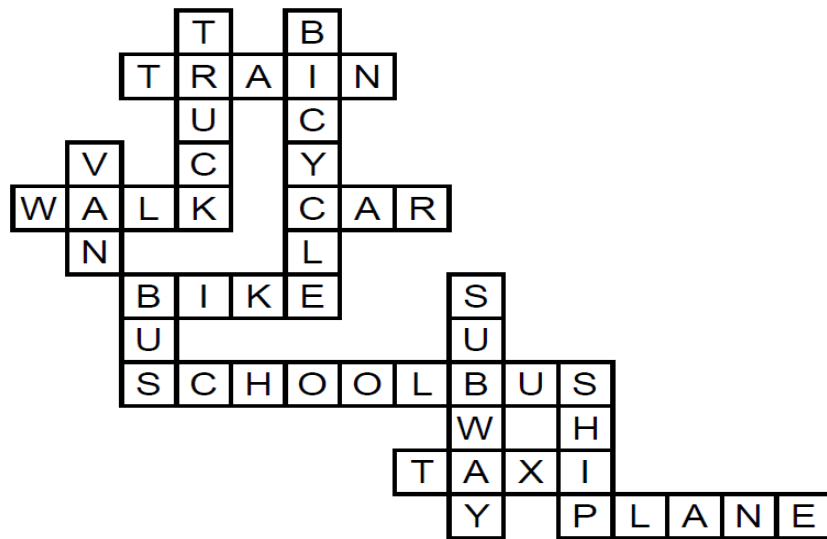
Across



Down



Answer Sheet



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APPENDIX Q 6: VOCABULARY LEARNIG STRATEGY LESSON PLAN 6
Second Grade Secondary School Students in Bani-Walid, Libya



Lesson Six/ Date	Teaching Memory Strategy “Using the new word in a sentence to clarify its meaning ” Date: November 11, 2014 Number of students: 28(Experimental Group)		
Objectives	<ul style="list-style-type: none"> At the end of the lesson, students will be able to use one of memory strategies to learn new word which is using the new word in a sentence to clarify its meaning 		
Theme	Philosophical dilemmas. (course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	Opening : Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: using the new word in a sentence to clarify its meaning to raise the students ‘awareness of such strategy. Providing an examples to illustrate this strategy Dam is a barrier to hold back liquid.	Acid rain Cheap Cook Dam Device Electrical Expensive Generator Greenhouse Machine Mechanical Nuclear Power Renewable Source Supply Wind windmill
	9:25 am-9:35am	Practise <ul style="list-style-type: none"> The students will be given the words and ask them to use these words in sentences to give their meanings Each student choose a word and use it in a sentence 	

	9:35 am- 9:45am	Evaluation <ul style="list-style-type: none"> • Each student choose a word and ask his/her colleague to use it in sentence 	
	9:45am	Closing The teacher will close her class with a “goodbye”.	



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APPENDIX Q 7: VOCABULARY LEARNING STRATEGY LESSON PLAN 7
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Seven / Date	Teaching Memory Strategy “studying the sounds of the words” Date: November 11, 2014 Number of students: 30(Experimental Group)		
Objectives	<ul style="list-style-type: none"> At the end of the lesson, students will be able to use one of memory strategies to learn new word which is studying the sounds of the words 		
Moral Value	Honesty		
Theme	How honest are you? (course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	Opening : Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs 
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: studying the sounds of the words to raise the students ‘awareness of such strategy. Providing an example to illustrate English sounds (vowels and consonants)	 Also Bottle Bought Calm Caught Dance Duty Earn
	9:25 am-9:35am	Practise <ul style="list-style-type: none"> The students will be given pronounce each sound Each student find out two words have similar sound 	Enough Great Guide Half House Love Pause Receive Should Smile
	9:35 am-9:45am	Evaluation <ul style="list-style-type: none"> In groups (three students in each) find out five words have similar sound 	Steak Stressed System Tie Tough Weather

	9:45am	Closing The teacher will close her class with a “goodbye”.	

Consonants of English	
/p/ play, stop, speak, power	/ʒ/ genre, measure, vision
/b/ bad, baby, big, object	/h/ hot, hair, whole, whose
/t/ ten, later, little, pot	/m/ moon, lamp, lamb
/d/ day, advice, bed	/n/ can, snow, pneumonia
/k/ character, quick, taxi	/ŋ/ string, singer, tongue
/g/ got, exam, ignore, finger	/tʃ/ chair, match, future
/f/ food, laugh, telephone	/dʒ/ just, general, age, soldier
/v/ vain, over, Stephen	/l/ look, small, bottle, isle
/θ/ thin, earth, method, both	/r/ real, train, wrong, write
/ð/ they, father, breathe, with	/j/ yes, Europe, university
/s/ small, since, scene, psalm	/w/ window, twin, quick, why
/z/ zoo, goes, xenophobe	
/ʃ/ shell, nation, machine	

Vowels of English
/i/ pin, English, business
/e/ bed, head, bury, exit
/æ/ cat, bag, apple, black
/ə/ the, a, woman, banana
/ʊ/ look, put, could, cushion
/ɒ/ clock, what, because
/ʌ/ cut, come, mother
/ɜ:/ girl, burn, word, heard
/ɑ:/ car, art, heart, half
/ɔ:/ or, board, door, small
/ɪ/ sea, bee, people, receive
/u:/ too, blue, fruit, fool

Word lists – Diphthongs

ai kind and aʊ out	əʊ toe and ɔɪ join	iə ear and eə hair	ʊə pure and ei paint
ai	əʊ	iə	ʊə
1. kind	1. toe	1. ear	1. pure
2. flight	2. propose	2. bear	2. secure
3. pride	3. toast	3. near	3. manicure
4. height	4. boat	4. fear	4. mature
5. sight	5. coast	5. clear	5. Europe
aʊ	ɔɪ	eə	ei
1. out	1. join	1. hair	1. paint
2. owl	2. employ	2. there	2. remain
3. house	3. avoid	3. square	3. rain
4. around	4. lawyer	4. stairs	4. stay
5. about	5. spoil	5. prepare	5. sale

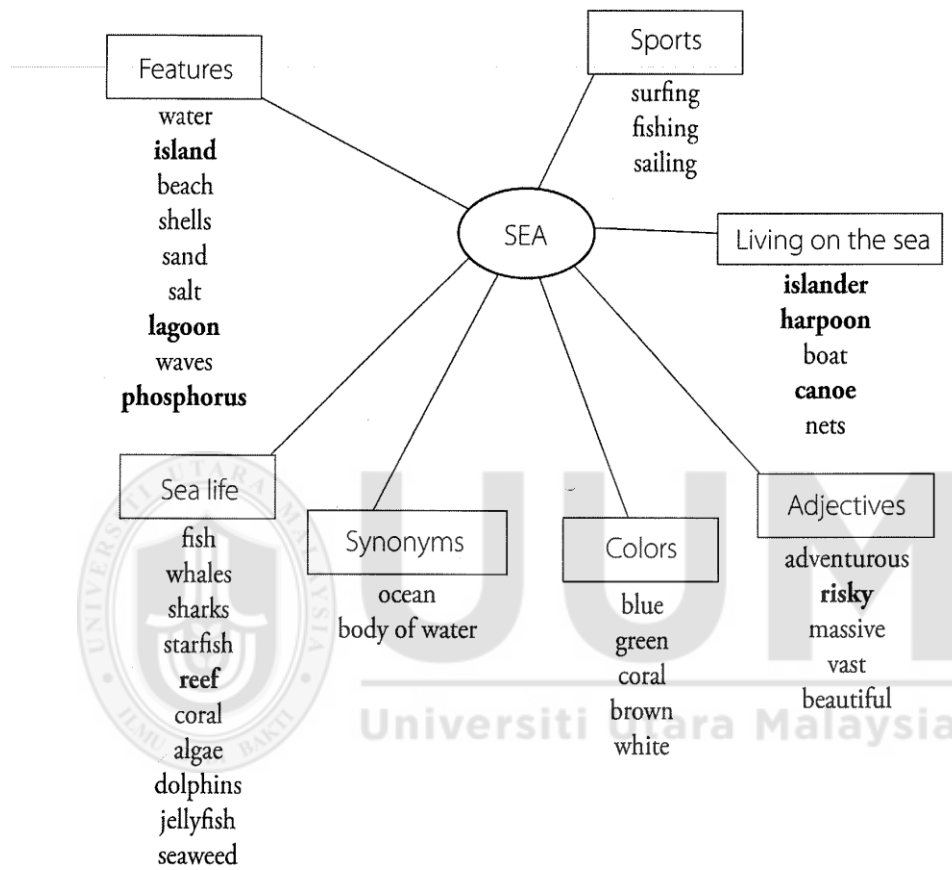


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APPENDIX Q 8: VOCABULARY LEARNING STRATEGY LESSON PLAN 8
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Eight / Date	Teaching Memory Strategy “Use semantic maps” Date: November 24 , 2014 Number of students: 34(Experimental Group)		
Objectives	<ul style="list-style-type: none"> At the end of the lesson, students will be able to use one of memory strategies to learn new word which is using semantic map 		
Theme	The sinking city(course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	Opening : Warm up: greet students. Stating the objectives of the lesson	The course book Hand outs
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: using semantic map. Providing an example to illustrate English sounds (vowels and consonants)	Archaeological Carry out Colourful Economic Historic Hopefully Inconvenient Modern Palace Polluted Put up with Resident
	9:25 am-9:35am	Practise <ul style="list-style-type: none"> The students will work in partners. Students will create a semantic map by categorizing list of words Each partners should show the map and explain it. 	Sink Site Typical Unique
	9:35 am-9:45am	Evaluation Ask students on meaning semantic map strategy?	
	9:45am	Closing The teacher will close her class with a “goodbye”.	

FIGURE 59. SAMPLE SEMANTIC MAP: PHASE 3.



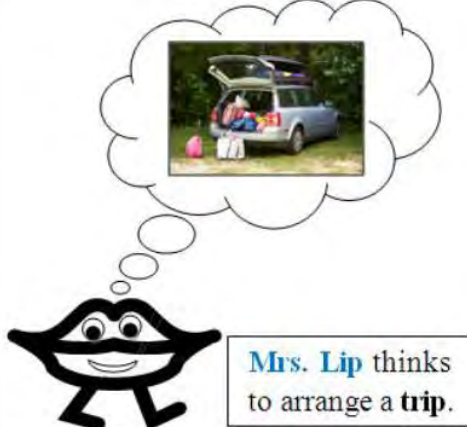
APPENDIX Q 9: VOCABULARY LEARNIG STRATEGY LESSON PLAN 9
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Nine / Date	Teaching Memory Strategy “Keyword Method” Date: December 1, 2014 Number of students: 34(Experimental Group)		
Objectives	<ul style="list-style-type: none"> At the end of the lesson, students will be able to use one of memory strategies to learn new word which is using keyword method Help the students develop new ways to learn and remember the vocabulary words. 		
Theme	The sinking city(course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am- 9:10 am	Opening : Warm up: greet students. Stating the objectives of the lesson	The course book Hand outs
	9:10 am - 9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies “Keyword Method” <ul style="list-style-type: none"> Keyword Method is a memory technique used to help one associate two things, such as an English word and an Arabic word, or a face with a name. Write the words on the board and pronounce them Define the target word Think of a keyword for the target word Write the keyword beside each Word and pronounce it. Link the keyword with the meaning of the target word Recall the meaning of the target word 	Automatically Change Easy to use Patient Predication Steer Conquer Preform Primitive Raise Repetitive Waist attend
	9:25 am- 9:35am	Practise <ul style="list-style-type: none"> Students will find a keyword for the target word. See-energy. Cheese	
	9:35 am- 9:45am	Evaluation Every student should apply keyword method to learn these words Sterling (n), Chinese (n), Europe (n) Franc (n), Religion (n)	

	9:45am	Closing The teacher will close her class with a “goodbye”.	
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Vocabulary List and Keywords

Vocabulary	keyword
trip (n)	Mrs. Lip
museum (n)	music
career (n)	Jarir
future (n)	teacher
picnic (n)	clinic
course (n)	Mr. Horse
holiday (n)	H.W
arrange (v)	orange
take (v)	cake
walk (v)	talk
abroad (adv)	Miss. Board



Mrs. Lip thinks to arrange a **trip**.

Vocabulary trip	Keyword Mrs. Lip
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He looks at the **music** in the **museum**.

Vocabulary museum	Keyword music
-----------------------------	-------------------------




He has a **career** in **Jarir**.

Vocabulary career	Keyword Jarir
-----------------------------	-------------------------



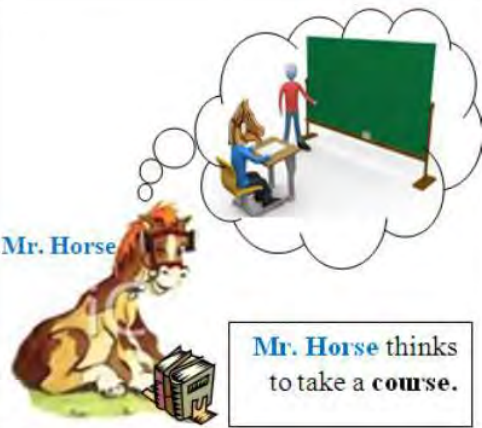
Hind wishes to be a **teacher** in the **future**.

Vocabulary future	Keyword teacher
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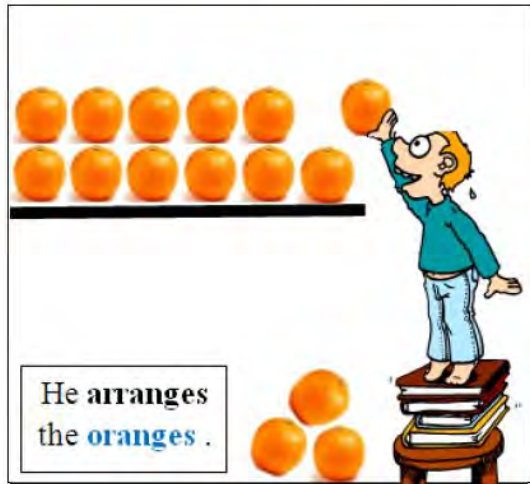
They have a **picnic** in the **clinic**.

Vocabulary picnic	Keyword clinic
-----------------------------	--------------------------



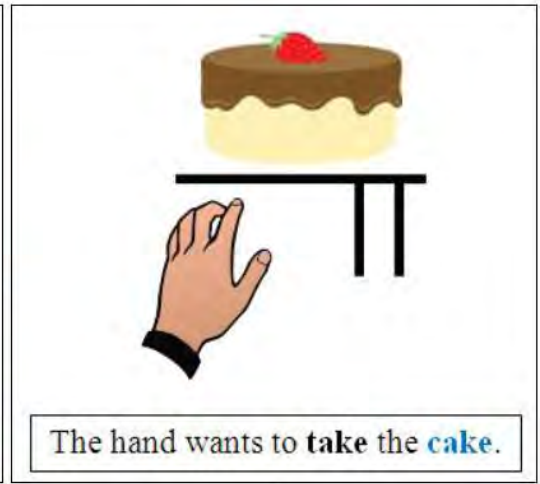
Mr. Horse thinks to take a **course**.

Vocabulary course	Keyword Mr. Horse
-----------------------------	-----------------------------



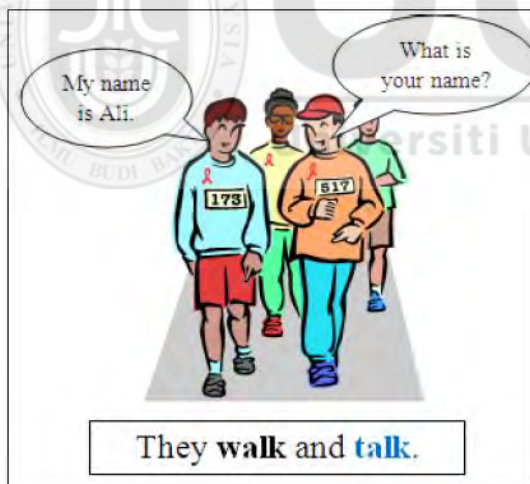
Vocabulary
arrange

Keyword
orange



Vocabulary
take

Keyword
cake



Vocabulary
walk

Keyword
talk



Vocabulary
abroad

Keyword
Miss. Board

APPENDIX Q 10: VOCABULARY LEARNIG STRATEGY LESSON PLAN10
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Ten / Date	Teaching Strategy “Using dictionary) English – English – Arabic)” Date: December8 , 2014 Number of students: 27(Experimental Group)		
Objectives	<ul style="list-style-type: none"> At the end of the lesson, students will be able to use one of determination strategies to learn new word which is using dictionary) English – English – Arabic) 		
Moral Value	Appreciation of Nature		
Theme	The sinking city(course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	Opening : Warm up: greet students. Stating the objectives of the lesson	The course book Dictionary Hand outs
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of determination strategies, (Determination strategy: using dictionary) English – English – Arabic) <ul style="list-style-type: none"> Guide Words: Headwords Syllabication Phonetic symbols Accent marks Parts of speech Definitions 	Bathroom Bathtub Bed Finish Floor Furniture Install Living room Oven Progress Refrigerators Useful Wall Washing machine
	9:25 am-9:35am	Practise <ul style="list-style-type: none"> Each student will use his/her dictionary to find out the meaning of word in English and in Arabic. 	
	9:35 am-9:45am	Evaluation <ul style="list-style-type: none"> In pairs working, each student will ask his/her friend to use a dictionary to find out the meaning of given word in English and in Arabic. 	
	9:45am	Closing The teacher will close her class with a “goodbye”.	

APPENDIX R

The List of Words that included in the syllabus

Word list: By unit

Unit 1

arm 1.1
bite (n, v) 1.1
cry (v) 1.1
edge 1.1
four-wheel drive 1.1
funny 1.1
halfway (~ across) 1.1
heavy (~ rain) 1.1
hospital 1.1
nurse 1.1
palm tree 1.1
picnic 1.1
pray 1.1
rain (n, v) 1.1
story 1.1
unconscious 1.1
wadi 1.1
wait 1.1
wide 1.1
check in 1.3
get up 1.3
go back 1.3
go on 1.3
grow up 1.3
hurry up 1.3
kick off 1.3
leave out 1.3
read out 1.3
run off 1.3
set off 1.3
slow down 1.3
speak up 1.3
speed up 1.3
wake up 1.3
depart 1.4
sleep 1.4
throw away 1.4
ride (v) 1.5
sand dune 1.5
attack (n) 1.6
break (v) 1.6
diamond 1.6
hungry 1.6
key (n) 1.6
lost (get ~) 1.6
neighbour 1.6
rainstorm 1.6
ring (n) 1.6
stairs 1.6
trouble 1.6
bleed (v) 1.7
end (in the ~) 1.7

fall off 1.7
first aid 1.7
run over 1.7
attack (v) 1.8
central nervous system
1.8
exaggerate 1.8
feet (= measurement) 1.8
fly (n) 1.8
length 1.8
lion 1.8
paralyze 1.8
prey 1.8
snakebite 1.8
tiger 1.8
type (n) 1.8
venom 1.8
venomous 1.8
victim 1.8
wolf (pl wolves) 1.8
wrap (v) 1.8
bandage 1.9
become 1.9
cowboy 1.9
dry (v) 1.9
elbow 1.9
identify 1.9
knee 1.9
lie down 1.9
still (keep ~) 1.9
tie (~ a bandage) 1.9
treatment (medical ~) 1.9
wash (v) 1.9
wound (n) 1.9
arachnid 1.10
class (= type) 1.10
crustacean 1.10
example 1.10
invertebrate 1.10
leg 1.10
pair (n) 1.10
part (n) 1.10
shellfish 1.10
spider 1.10
amputate 1.11
anaesthetic 1.11
doctor 1.11
hygiene 1.11
ill 1.11
mean (v) 1.11
operation (= surgical) 1.11
penicillin 1.11
philosopher 1.11

philosophy 1.11
studies (pl n) 1.11
surgeon 1.11
translate 1.11
box 1.11
disaster 1.11
forget 1.11
remember 1.11
work (n) 1.11

Unit 2

astrobiologist 2.1
astronaut 2.1
astronomer 2.1
atmosphere 2.1
conditions 2.1
difference 2.1
discovery 2.1
Jupiter 2.1
lifeless 2.1
Mars 2.1
microbe 2.1
ocean 2.1
possibility 2.1
similar 2.1
solar system 2.1
space 2.1
unlikely 2.1
cross out 2.3
knock out 2.3
pick up 2.3
run out of 2.3
turn down 2.3
work out 2.3
agriculture 2.4
crime 2.4
education 2.4
fact 2.4
industry 2.4
shadow 2.4
sky 2.4
topic 2.4
traffic 2.4
ant 2.5
firework 2.5
gold 2.5
hot air balloon 2.5
Internet (the ~) 2.5
iron 2.5
laugh 2.5
leaf (pl leaves) 2.5
mosque 2.5
motorbike 2.5

shape (n) 2.5
star 2.5
stem (n) 2.5
umbrella 2.5
worker 2.5
zoo 2.5
difficult 2.6
enjoyable 2.6
opinion (in my ~) 2.6
place (n) 2.6
singer 2.6
subject (n) 2.6
cookery 2.7
endangered 2.7
nature 2.7
plot (n) 2.7
scenery 2.7
science fiction 2.7
series 2.7
unusual 2.7
wild (in the ~) 2.7
aerial 2.8
concave 2.8
convex 2.8
fixed (adj) 2.8
history 2.8
powerful 2.8
search (v) 2.8
simple 2.8
universe 2.8
belt 2.9
billion 2.9
comet 2.9
galaxy 2.9
light year 2.9
million 2.9
orbit (v) 2.9
sword 2.9
thousand 2.9
long 2.10
low 2.10
river 2.10
waterfall 2.10
believe 2.11
centre (n) 2.11
circle (n) 2.11
mathematician 2.11
monk 2.11
movement 2.11
Poland 2.11
Polish 2.11
exhibition 2.11
special 2.11

Unit 3

attitude 3.1
borrow 3.1
choice (make a ~) 3.1
develop 3.1
dilemma 3.1
economy 3.1
face (v) 3.1
government 3.1
hold on 3.1
keep (~ a promise) 3.1
lend 3.1
murder 3.1
philosophical 3.1
political 3.1
prevent 3.1
promise (n, v) 3.1
protect 3.1
reduce 3.1
representative 3.1
risk (v) 3.1
solve (~ a problem) 3.1
weapon 3.1
cheat (v) 3.3
clerk 3.3
criminal (n) 3.3
depend (it ~s) 3.3
honest 3.3
immediately 3.3
mistake (by ~) 3.3
personality 3.3
truth (tell the ~) 3.3
answer (v) 3.4
depend (~ on) 3.4
pay (~ for) 3.4
phone call (make a ~) 3.4
heat (v) 3.5
speed limit 3.5
wet (get ~) 3.5
congestion (traffic ~) 3.6
debate (n) 3.6
disadvantage 3.6
exist 3.6
missing (~ word) 3.6
rush hour 3.6
traffic jam 3.6
acid rain 3.8
cheap 3.8
cook (v) 3.8
dam 3.8
device 3.8
electrical 3.8
expensive 3.8

generator 3.8
greenhouse effect 3.8
hydroelectricity 3.8
machine 3.8
mechanical 3.8
nuclear power 3.8
plentiful 3.8
renewable 3.8
source (n) 3.8
supply (n) 3.8
wind (n) 3.8
windmill 3.8
authorities (the ~) 3.9
bridge 3.9
hovercraft 3.9
island 3.9
link (v) 3.9
mainland (the ~) 3.9
public transport 3.9
road 3.9
tunnel 3.9
benefit (n) 3.10
complete (v) 3.10
decision 3.10
lorry 3.10
passenger 3.10
ship (n) 3.10
absorb 3.11
CFCs 3.11
coastal 3.11
diagram 3.11
flood (v) 3.11
global warming 3.11
greenhouse gas 3.11
greenhouse 3.11
grow 3.11
ice cap 3.11
lead (~ to) 3.11
long-wave (~ radiation) 3.11
made of 3.11
methane 3.11
nitrous oxide 3.11
ozone 3.11
percentage 3.11
radiation 3.11
short-wave (~ radiation) 3.11
town 3.11
trap (v) 3.11
warming 3.11
work (v) 3.11
audience 3.11

reliable 3.11

Unit 4

archaeological 4.1
carry out 4.1
colourful 4.1
economic 4.1
historic 4.1
hopefully 4.1
inconvenient 4.1
modern 4.1
palace 4.1
polluted 4.1
put up with 4.1
resident 4.1
sink (v) 4.1
site 4.1
typical 4.1
unique 4.1
air conditioning 4.3
building work 4.3
eat out 4.3
get on 4.3
give up 4.3
go out 4.3
live with 4.3
look for 4.3
look up 4.3
make out 4.3
move out 4.3
take after 4.3
talk about 4.3
turn off 4.3
carry 4.4
expand 4.4
language 4.4
recognize 4.4
shrink 4.4
uncover 4.4
cupboard 4.5
mend 4.5
paint (v) 4.5
run (v) 4.5
appliance (domestic ~) 4.6
bathroom 4.6
bathtub 4.6
bed 4.6
finish 4.6
floor 4.6
furniture 4.6
install 4.6
living room 4.6
oven 4.6
progress (n) 4.6
refrigerator 4.6
useful 4.6
wall 4.6
washing machine 4.6
advertise 4.7
advertisement 4.7
apply for 4.7
recruit (v) 4.7
automatically 4.8
change (n) 4.8
easy to use 4.8
housework 4.8
inside 4.8
patient (n) 4.8
prediction 4.8
robot 4.8
steer 4.8
supermarket 4.8
close (v) 4.9
complicated 4.9
conquer 4.9
drill (v) 4.9
fit (v) 4.9
impossible 4.9
lower (v) 4.9
open (v) 4.9
perform 4.9
primitive 4.9
raise (v) 4.9
repetitive 4.9
rotate 4.9
teach 4.9
video camera 4.9
waist 4.9
attend (~ a conference) 4.10
heart 4.10
medical (~ student) 4.10
transplant (heart ~) 4.10
brochure 4.11
formal 4.11
informal 4.11
laptop 4.11
price list 4.11
product (n) 4.11
signature 4.11
software 4.11
Yours faithfully 4.11
Yours sincerely 4.11
lesson 4.11
writer 4.11

APPENDIX S

A Sample Interview Script (English Version)



Interviewer: Salma Hassan
Interviewee: Kareema (1)
Date: 22^{sec} September 2014
Time: 11.15 a.m.
Place: Hitteen Secondary School in Bani-Walid, Libya

.....

Researcher: Assalamualaikum.

Interviewee: Walaikumsalam.

Researcher: Please have a seat.

Interviewee: Thank you.

Researcher: How are you today?

Interviewee: Fine alhamdulillah, and you?

Researcher: good, alhamdulillah. Let me introduce myself, please?

My name is Salma Hassan, a Libyan doctoral candidate in Applied Linguistics at Universiti Utara Malaysia (UUM), Kedah, Malaysia. Currently, I am conducting a study on the influence of vocabulary learning strategies in enhancing autonomous vocabulary learning among Libyan secondary school students in Bani,Walid Libya as part of the requirements for the award of a PhD degree.

Interviewee: My name is Kareema. I'm a second year majoring in basic science.

I like those who study abroad, this motivated me to study harder, and get scholarship.

Researcher: Nice to meet you Kareema, and I wish you all the best. Keep studying hard, who knows? One day you will study abroad too...

Interviewee: yeah, insyAllah.

Researcher: I would like to ask you about your English vocabulary learning and I wish you to cooperate with me. Please put in your consideration, there is no right or wrong answer. Just share with what you actually do to learn new words.

Interviewee: Alright, let's start then.

1. **Interviewer:** Q1 could you explain to me how English is important for you in your study?
2. **Participant 1:** Learning English is important, so if we study English every day that means we will speak it when we grow up fluently. My elder brother is studying computer science in UK. He always encourage me to learn English. Because he said it will help you to communicate and get job easily when I grow up.
3. **Interviewer: Q2** what language element do you think is necessary for good listening, speaking, reading, or writing English?
4. **Participant 1:** Umm, of course having many words, because words are the basic component for any language, for example I can express my idea by two or three words, even they are grammatically wrong but they still can be understood.
5. **Interviewer: Q3-** Do you pay attention to vocabulary learning outside class or rely mainly on the subject material?
6. **Participant 1:** actually I study the words that are in the syllabus only, because they will come in the exam.
7. **Interviewer: Q4-** How many hours a week do you study English in the classroom at your school?
8. **Participant 1:** four classes a week, and 45 minutes for each.

9. **Interviewer: Q5-** How do you usually plan your learning of vocabulary?
10. **Participant 1:** I keep a vocabulary list with words definitions, when I get the chance at the end of the day, I evaluate my words learning.
11. **Interviewer: Q6-** how do you review the words you have learnt in the class?
12. **Participant 1:** it depends writing them down or using them.
13. **Interviewer: Q7-**what difficulties do you face in learning words?
14. **Participant 1:** My biggest problem with vocabulary learning is that the words I learned' today are often forgotten tomorrow. This sometimes frustrated me. There were a lot of words which I learnt before, but I forget them for the reason that there wasn't opportunity to use them.
15. **Interviewer: Q8-** What do you do to discover the meanings of English vocabulary inside the class?
16. **Participant 1:** I prefer either asking teacher because he is the source of knowledge, or asking friend to share with him the knowledge.
17. **Interviewer: Q9-** What do you do to discover the meanings of English vocabulary outside the class?
18. **Participant 1:** it depends actually, I ask my brother. I sometimes skip it too.
19. **Interviewer: Q10-** What do you do to expand English vocabulary when you outside the class?
20. **Participant 1:** Actually, I usually use dictionary to find meaning then I write it down repeatedly. Also, I remember, my brother learnt me that I can use the verb then I can add er or ing to give another meaning.
21. **Interviewer: Q11.**What are the techniques that you use to learn new vocabulary?
22. **Participant 1:** mmmm.....I sometimes ask my sister, since she is studying medicine, She is better than me in English language. So I find that easier and doesn't take much of time as looking in dictionary .hhhhhhh,

23. **Interviewer: Q12 - How you practise newly learnt words?**
24. **Participant1:** Actually I prefer revising words by repeating them.
25. **Interviewer: Q14- Have you been taught vocabulary learning strategies (VLS) inside class before?**
26. **Participant1:** as I said earlier, I haven't study the either in class or outside class. Our teachers usually ask us to study them at home only.
27. **Interviewer: Q13- What is the method that is usually used in teaching vocabulary in classroom?**
28. **Participant1:** the teacher asks us to check the words that listed at the end of the book. We should check each list for each lesson, translate and study them at home. For either speaking or writing class I usually ask teacher or friend about what does Arabic word meet in English.
29. **Interviewer: Q15- Do you have any comments on vocabulary learning strategies in your present class?**
30. **Participant1:** ok...very helpful and flexible. In this training session I think they are very useful. I wish teachers teach us these strategies. At least at one level. I mean if they taught us these strategy at eighth level of our study, I think that we will improve our learning. At least we learn how to use these VLS.

APPENDIX T

A Sample Interview Script (Arabic Version)



المباحث: سألتم حسن المحروك

الطلب 1: كريمة

التاريخ: 55 سبتمبر 5115

الساعة: 11:12

المكان: مدرسة حطاي الثلثي قبني وليه ليهي

المباحث: 1 اعليكم

الطلب 1: وعليكم م

المباحث بفضلي بلجالوس

الطلب 1 شركرا جز

المباحث: اعيف حالك

الطلب 1 بخير الاملهه, وثلث

المباحث: دعيني عرفك كفيفينسي بنا سألتم حسن طلبه لكتورافي لطلال بخويك, بجامعة قوات اوازلهي. حالي انا اقو وباديس بنتيلر استرولوجياتت لخم فردداتل اغف يعز يزئلل علم لالتيل لوفرداتسعين طلب لسن لوئتيه ثلوي بيمين قبني ولهد, ليهي. هذه الدرلة جزء مهم تكمل طلبات الكتوراه
الطلب 1: نا المدمي كريمة, طيفقي سقنالتيه ثلوي بتخصص عليم انا احب اولي كذلين يسون بل خارج. هذا داعم لوفعز نيل لدراسه والحصول لخي فحه واسيه للهراسه بل خارج.

المباحث: سعيه لاقبلتك, وثلثي لعللوفيق. استدمر يبلهراسه محبا, من يدري يوم ما لنت سوفتدرسين بل خارج ليلضا.

الطلب 1: نعم. ن شاء الله

الباحث: أود أن أسالك عن فهم فردات اللغة ا يزية، وثاني ان تلفون ي تبحر ان هم عي، ورجاء لكوني بتأكدده
بله يوجد اجمل قصيح ه أو خاطئ فقط ش اركني عن لم ذيفتح ليين تخالما لكل ماتال جيده.
الطلب 1 : ههنا، بيغز ان بدأ

الباحث: هل بألمك اني أنت شرح لي مدى أهى طالع ا يزي في دراستك؟
الطلب ا بتعل طالع ا يزيه جدا هه فنحن اذا درسنا للغة كل يوم، هذي جرينا سوف نتكلم هه
عن دم ان نبر. أخي كبري درس في فهم الكيمياء في بي بي طي. هو ناطق هيش جري بتعل طالع ا يزيه. موقال
بأن اللغة سوف تسعدن لي لتوهرل مع ا نب ليا حصول علي لاعمل بسوله عن دم ككبر.

الباحث في ريك، م اموال هه عن نصر للغة ا يزية الفردات لاصويات أولقواع
النحوي هه، ال ذيفتح قدي له هه ت ماع، الم ح لك ل قراءه والكتابه؟

الطلب 1: بال طبعه فو مل عي دم لكل مات، ال لكل مات هي ال كوي لغة، لعي سييل المثل أنت طبع
أن أعبر عن فكرة هه قبل تيقن أو ثا لظنهم فبل رغم من أن هه من حيا خطأ ولكن ي زال يمكن فهمه في كره.

الباحث: هل تعطني لفهمك لكوني فهم الفردات اللغة ا يزية خارج الصر فال دراسي أم انك يفتح مدي أسا
لغوي المادة الهراسية؟
الطلب 1: في ال تحقيق أنا أدر لكل مات التي م كور في ال هه مخقطن هه لكلمات فقطات يبا مت حان.

الباحث: كم ساعة تدرس ليل لغة ا يزي في الصر فال دراسي في ال مرسه؟
الطلب 1: خمس صص با بوع، و 52 دقيقة لك فصل

الباحث: كيف عادت خططيتن عمل م لي لفردات؟
الطلب 1: ان عاده طس الفوكل م انفي قطن م هه عال عن لي لكل م انفي للغة ال عريه، وعن دم انك حصل لغوي الفحص هه
فهي هه ال هه فقوم ببلعجن لي سر لي لكل م انك بتجي عن هه.

الباحث: لني فستر ا ج عي ال لكل مات عن لي هه الصر فال دراسي؟
الطلب 1: لغوي حسب أقوم بباقتن هه نأ ببلت خدام هه.

الباحث: م أهى الصر عباللغات ي تواجين هه ي ت فهم فردات اللغة ا يزية؟

الطلب 1 : الصعوبات التي واجهها في تعلم المفردات اللغوية ايزية , هي أن يكتسب المفردات التي هي غريبة
ملاصا من غدا. لذا يحرصون على اختيار المفردات التي يسهل تذكرها , ولذا يحرصون على تعلمها لسبب كونها
تتكرر في الحياة اليومية.

الباحث: ماهي ا تربيته التي يتبعها في تعلم المفردات اللغوية ايزية في داخل الصف لدراسي؟
الطلب 1: أن أفضل أساليب لتأثيره هو من درال معفه أو للالصيقي كماله لوم.

الباحث: : ماهي ا تربيته التي يتبعها في تعلم المفردات اللغوية ايزية خارج الصف لدراسي؟
الطلب 1 : بلجي حريب, أن أسأل أخي أو أقوم ايجان بتخطي كل مة ال جديدة.

الباحث: ماهي ا تربيته التي يتبعها لتوسع معرفتك في مفردات اللغوية ايزية خارج الصف لدراسي ؟
الطلب 1 : في القوم ان ا أنت دخلت ا موس د م يولي كل مة م لقتبها عدة مرات . أن ا لقتبها من أخي
ن أن يي لم يني أن لفي لعل (re)-(gni) لتعطي عن ا ل مة .

الباحث: ماهي ال طرق التي يتبعها في تعلم المفردات اللغوية ايزية ؟
الطلب 1 : ايجان أسأل أخي , ن ملتدرس ال طب , هو أفضل في في اللغوية ايزية . وتلك أرى أن أسألها
دالتيير مزل وقت نال ال حثف يلق ا موس

الباحث: كيف عادت طبق في كل مة ا ل ج مة لقتبها؟
الطلب 1 : في لوقت , أن أفضل مراجع ال مة لقتبها من عدة مرات

الباحث: في سياق ونا درست ا تربيته التي اتت في مفردات اللغوية ايزية سواء داخل الصف لدراسي أو خارجها؟
الطلب 1 : كملت سياق , أن لم لرس ا تربيته التي اتت في مفردات اللغوية ايزية سواء في الصف لدراسي أو خارجها.
عادة لطلب من ال مة لدراس لقتبها مة ال ج مة لقتبها.

الباحث: ماهي ال طرق التي تدرسي ال مة لقتبها في الصف؟
الطلب 1 : ال مة لطلب من ال مة لقتبها مة ال مة لقتبها ال مة لقتبها ال مة لقتبها ال مة لقتبها ال مة لقتبها
قائمة لكل درس ورتبها ودليلها ال مة لقتبها , أن ا عادة مة ال مة لقتبها ال مة لقتبها
حول ال مة لقتبها ال مة لقتبها ال مة لقتبها ال مة لقتبها ال مة لقتبها

الباحت: لى عندك اى علم على علم أستاذى استيعام المفردات فى محاضرتك كالمعلم؟

الطلب 1 : طيب... فبيدة جدا ومرتة فى هذه لةورة التدرية أصدق دأه افبيدة جدا بئمنى فى لمعلمين أن يدرسونا هذه ا تربية اى. لى لى فى مستوى واحد عني لوعلمونا هذه ا تربية لى فى الصف الثامن ، أصدق دأن ان طوبى علم لالغة علم لتعلم لى فى استخدام هذه ا تربية اى.



UUM
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APPENDIX U

Coding The Interview Data

QUESTIONS	CATEGORIES Responses to the question were sorted into:
Q1. Could you explain to me how English is important for you in your study?	English language is important : Important (I) Communication (C) Good career (GC)
Q2. What language element do you think is necessary for good listening, speaking, reading, or writing English?	Language element : Vocabulary (V) Pronunciation (P) Grammar(G)
Q3. Do you pay attention to vocabulary learning outside class or rely mainly on the subject material? Q4. How often do you study words at home? Q5-How do you usually plan your learning of vocabulary? Q6. How do you review the words you have learnt in the class? Q7. what difficulties do you face in learning words?	Causes of Inadequate Vocabulary knowledge: Problems in Vocabulary learning (DVL) Frequency of studying English words (Fq) Sources of vocabulary learning (SVL)
Q8. What do you do to discover the meanings of English vocabulary inside the class? Q9. What do you do to discover the meanings of English vocabulary outside the class? Q10. What do you do to expand English vocabulary when you outside the class? Q11. What are the techniques that you use to learn new vocabulary?	Lack of adequate knowledge in VLS Techniques of learning words inside classroom (TLV.in) Techniques of learning words outside classroom (TVL.out)
Q12. How you practice newly learnt words? Q13. Have you been taught vocabulary learning strategies (VLS) inside or outside class? Q14. What is the method that is usually used in teaching vocabulary in classroom?? Q15. Do you have any comments on vocabulary learning strategies in your present class?	Lack of Training on using VLSs: Method of teaching vocabulary)MTV(Lack of practice on using vocabulary learning strategies)LP.VLS(