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The Effects of Intentional and Incidental Vocabulary Learning on Vocabulary Acquisition among Preparatory School Students in Sebha, Libya

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أثر التعلم المُتَعَمَّد والعرضي على اكتساب المفردات لدى طلاب المرحلة الإعدادية في سبها، ليبيا

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Abstract
This study aims to investigate the effects of intentional and incidental learning vocabulary on teaching and learning English vocabulary for students of Sokara preparatory school, in Sebha, Libya. The study aims at examining the problems that teachers encounter since they are not applying vocabulary learning strategies in their teaching. In addition, it probe the effect of all the learning strategies to find the difference that the learners made after the treatment sessions. A quantitative method in this research was used in this investigation. Interviews were conducted with 10 English language teachers and a written test (pre and post-test) was conducted with 30 students from Sokara school. The results of this study showed many problems such as the inability of the teachers in using intentional and incidental learning strategies, lack of providing teaching aids at Sokara school. The findings also showed that the difference in the average of the percentages was due to shortage of using good, effective and beneficial vocabulary learning strategies by the English language teachers. Two tests were conducted to evaluate and compare the students' knowledge of vocabulary. The result of pretest of the school is 63.40% before the treatment and 82.95% after the treatment.

Keywords: English as a Foreign Language, First Language, Intentional and Incidental, Second Language, Vocabulary Learning.

الملخص

تستهدف هذه الدراسة استقصاء أثر تعلّم المفردات المقصود (المتعمَّد) والعرضي (الضمني) على تدريس مفردات اللغة الإنجليزية وتعلّمها لدى طلاب مدرسة "سكرة" الإعدادية بمدينة سبها في ليبيا. وتسعى الدراسة إلى فحص المشكلات التي يواجهها المعلمون نتيجة عدم تطبيق استراتيجيات تعلّم المفردات في تدريسهم، بالإضافة إلى بحث أثر استراتيجيات التعلّم المطبَّقة لتحديد الفارق والتقدّم الذي أحرزه المتعلمون بعد جلسات المعالجة (التجربة التعليمية).

وقد اعتُمد في هذا الاستقصاء على المنهج الكمّي؛ حيث أُجريت مقابلات مع 10 معلماً ومعلمة لغة إنجليزية، كما أُجري اختبار تحريري (قبلي وبعدي) مع 30 طالباً وطالبة من مدرسة سكرة. وأظهرت نتائج الدراسة وجود مشكلات عديدة؛ أبرزها عدم قدرة المعلمين على استخدام استراتيجيات التعلّم المقصود والعرضي، ونقص الوسائل التعليمية المتاحة في المدرسة. كما بينت النتائج أن الفارق في متوسط النسب المئوية يعود إلى القصور في استخدام استراتيجيات تعلّم المفردات الجيدة والفعالة والمفيدة من قِبل معلمي اللغة الإنجليزية. وقد أُجري الاختبار ان لتقييم حصيلة الطلاب من المفردات ومقارنتها؛ حيث بلغت نتيجة الاختبار القبلي للمدرسة 63.40% قبل المعالجة، وارتفعت لتصل إلى 82.95% في الاختبار البعدي بعد المعالجة.

الكلمات المفتاحية: اللغة الانجليزية كلغة أجنبية ، اللغة الأم، التعلم المقصود والعرضي (أو: المتعمَّد والضمني) ، اللغة الثانية، تعلم المفردات.

Introduction

Vocabulary is one of the most important parts of language learning and teaching. Zimmerman et al. (1997) many language teachers see it as a challenge to teach. It is considered to be as fundamental tool to language learning and teaching. Vocabulary covers all the words that must be known to access on background knowledge which expresses people's ideas and communicate effectively leading to learning new concepts (Sedta, 2005). Orawiwantnakul (2011) mentioned that vocabulary as a core component of language proficiency that provides much of the basis for how well learners speak, listen, read, and write .

Vocabulary learning is an indispensable process for ESL learners which includes various categories in teaching and learning language. L2 lexical teaching and learning have two types of vocabulary, incidental learning and intentional learning as mentioned by Yali (2010). It is also a distinction had long been made between incidental and intentional learning in learning vocabulary.

Furthermore, vocabulary knowledge is essential for L2 learners, and considered to be as an important factor in learning an L2 production which helps in language learning. It is well known that language production refers to the process involved in creating and expressing meaning through language .

There is one key item learners need in order to improve their English namely, practice. This may give some help for both teachers and students in order to facilitate vocabulary learning. This gives teachers an opportunity to judge what students have learned. It demonstrates students' progress in learning English language development.

In teaching and learning vocabulary, the teacher should give much effort to make their students have better learning process. As stated by Williams (1991), "Children learn better if they have a positive attitude towards what they are doing and if they are motivated or want to do." Therefore, the teacher is recommended that s/he makes interesting vocabulary learning strategies for students to make them able to understand better .

This is considered as one way to manage the learning of huge amount of vocabulary through indirect or incidental vocabulary learning. An example of this, learning new words or deepening the knowledge of already known words in a context. Learning from context is important. Some studies suggest that first language learners learn most of their vocabulary in this way Sternberg (1987). On the other hand, Yali (2010) refers to incidental vocabulary learning as methods of learning words through reading, doing exercises or supplementary activities that are not directly

linked to word learning. Nation (2001) stated that incidental vocabulary learning allows learners to encounter new words subconsciously, commonly during reading as the learning occurs without any specific objective to focus on word learning.

As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies .

Learning vocabulary in preparatory Sebhan Libyan school for causes deficiency in developing and improving vocabulary for the learners as a result of lacking to using learning and teaching strategies. To investigate this issue and find practical solutions, this study addresses the following main questions:

Q1-Do teachers use appropriate learning strategies in teaching vocabulary?

Q2- What are the learning strategies used for learning vocabulary?

Q3-How can intentional and incidental learning strategies be used to teach vocabulary in Sebha for preparatory school and help them learn and improve vocabulary learning?

Objectives of the study

The aim of this study is to find out whether the teachers at Sokarah preparatory school in Sebha use strategies that help the students to learn vocabulary. It also investigates how these strategies can help the students expand and develop different meanings of words.

Significance of the study

This study will definitely contribute for better understanding of the problems that face students of Sokara preparatory school in learning vocabulary. It will also make important suggestions for the English language teachers how to apply suitable learning strategies of vocabulary. This study is also important since it provides ways to learners in an active, interesting and effective style which can help them to learn vocabulary more quickly and more easily.

Literature Review

The Importance of Teaching Vocabulary

Vocabulary as the foundation for communication. Nothing can be done without the vocabulary. It is the basis for communication. Such argument was strengthened by Jamalipour and Farahani (2012) saying that the vocabulary is commonly recognized as the main communication tool. What language users employ in expressing their feelings, ideas, and opinions, a manifestation of the human mind, is the vocabulary. Compared to another language aspect, more importantly, according to linguistic perspective, the vocabulary seems to be more useful and urgent than grammatical role. Sullivan and Alba (2010) argued, “Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.” A related study by Staehr (2008) shows, regardless of the various degree of its contribution, that the number of the vocabulary positively predicts the language skills: listening, speaking, reading and writing. It has a more beneficial contribution to the reading and writing abilities, but is moderately related to speaking and listening skills. Staehr (2008) reported that the leaners’ receptive vocabulary size was found to be strongly associated with the reading and writing abilities, and moderately influential to the speaking and listening performances.

Principles of Teaching and Learning Vocabulary

Teaching English vocabulary principles , it is what vocabulary forms need to teach and the principles of how they are taught is important . Firstly, apart from the vocabulary teaching which in line with its objectives and students' need, it is certain to consider the vocabulary aspects to teach. To accomplish it, Nation (2001) proposed these aspects, namely spoken form, written form, parts of a word, the concept a word has and items it may associate, association of the word, vocabulary concerning with grammar and collocation of the words.

Secondly, the principles of teaching vocabulary. There are many theories about teaching vocabulary guidelines and principles. Amongst of them, two writers are thought to be plausible. To Nation (2005), six principles in the teaching vocabulary are (1) keeping teaching simple and clear without any complicated explanations, (2) relating present teaching to past knowledge by showing a pattern or analogies, (3) using both oral and written presentation, (4) giving most attention to words that are already partly known, (5) telling learners if it is a high-frequency word that is worth noting for future attention, and (6) not bringing in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set. Lastly, according to Graves (2006), providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and building consciousness in readers and writers are frameworks for successful vocabulary programs.

EFL Receptive and Productive Vocabulary Learning

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. On the other hand, receptive, or recognition vocabulary is the set of words for which an individual can assign meanings when listening or reading (Hiebert & Kamil, 2005). According to Gairn & Redman (1986) Receptive vocabulary refers to the words learners can recognize and understand when reading or listening, often described as passive vocabulary. In contrast, productive vocabulary, or active vocabulary, consists of the words learners can recall and use correctly when speaking and writing. Receptive vocabulary knowledge can be conceptualized as the comprehension ability in reading and listening, and productive vocabulary knowledge can be conceptualized as the ability to apply the word appropriately to fit into a context in writing and speaking (Nation 2001 & Zhong, 2012).

There is much argument about the dichotomy of the two terms receptive and productive vocabulary concerning the gap between receptive and productive and which one precedes the other. One group of researchers estimates the receptive vocabulary to be double the size of productive vocabulary, another say that the distance between reception and production diminishes with the development of knowledge, and a third group does not find the gap that significant at all. Speakers of a language intuitively support this view and assume that receptive vocabulary is much larger than productive vocabulary, and that receptive vocabulary precedes productive vocabulary (Pavicic, 2008). The transition of receptive items to productive items is a gradual process, and that repetition, hearing or reading the item over a period of time is usually the most common way in which transition takes place (Gairn & Redman, 1986).

Types of Learning Vocabulary

Incidental learning is broadly defined as "the learning of vocabulary of any activity not explicitly. Incidental vocabulary learning occurs when one does not have the direct intention to learn something but ends up learning it. Intentional vocabulary learning is defined as any

activity that aims at committing lexical information to memory" (Rieder, 2001, as cited in Hulstjn 2012 & 2012, Meganathan, Thai, Paramasivam & Jalaluddin, 2019).

According to Ahmed (2017) the distinction between incidental and intentional learning centers heavily on the learner's conscious objectives and attentional focus during cognitive processing. Incidental acquisition occurs when a learner assimilates specific stimulus features, such as linguistic forms or grammar structures, while their primary attention is actively directed toward meaning and semantic aspects. Within this context, learning happens naturally without explicit pedagogical instruction or the expectation of a subsequent assessment. Conversely, intentional learning is characterized as a deliberate and conscious cognitive operation where individuals intentionally commit target material to memory in search of underlying structural patterns (Long 2020). This explicit approach typically takes place in structured educational settings where learners are formally instructed to focus on linguistic form under the explicit anticipation of an upcoming examination (Plotnikova, 2017 & Van Lommel et al., 2006).

Hulstijan (2012) maintained that incidental and intentional learning seem similar to implicit and explicit learning. Implication of competence is indirectly obtained, it is stored tacitly and is used in an automatic way. On the other hand, he indicated that explicit learning involves awareness at the time of learning. Incidental vocabulary learning is a by-product learning approach as the learners learn vocabulary while being involved in another task such as reading or listening. It is learning without intend to learn. Nation (2000) assured that learners learn many vocabularies incidentally through extensive reading as through reading vocabulary incidentally occurs with the learner guessing the meaning of unknown words using context clues and other context strategies such as retrieval. Incidental vocabulary learning can be a useful approach for all language learners at all levels. According to Kerka (2000), Ellis (2008) and Barker (2012) incidental learning as indirect situated, informal , unsystematic, contextual, social, and throughout basic capacity of perceptive thought to advocated assorted complicated functions.

Scott (2012) states that Incidental or indirect learning happens in many different ways: through repeating , social communication (interaction), solving the problems , from being forced to accept or adapt to situations, or from meaning implication in classroom. Huckin and coady (1999) reminded of some features of incidental vocabulary learning as follows: firstly, it is contextualized, helps the student to have a strong sense of word usage and meaning as well. Second, it is pedagogically efficient in that it yields two activities at the same time, vocabulary learning and reading, and it is more learners – based approach. Anyhow indirect vocabulary learning through reading in context bolsters an perfected processing of words and facilitates its retaining in memory or mind. Guessing from context is a complex and often difficult strategy to carry out successfully as many linguists put it(Beltran, Contesse & Lopez, 2010). Nation (2013) added on that for fast vocabulary dilatation, there is a need to accompany it with direct (intentional) learning. Furthermore Schmitt (2007) suggested that contextualized learning through reading is very effective but contextualized reading distinct instruction is superior.

The other way of learning vocabulary is through intentional vocabulary approach. Schmitt (2010) stated that in this vocabulary learning strategy words are distinctly taught and intentionally concentrated upon by the learner through learning methods such as key word method. Hulstijn (2001) defined intentional vocabulary learning as any activity that aims at committing lexical information to mind deliberately. Sokmen (1997) highlighted that mnemonics, semantic maps, and word formation are the core intentional strategies for vocabulary learning. While direct (intentional) learning leads to faster acquisition by focusing on teacher-selected, high-frequency words, indirect (incidental) learning though slow and error-

prone deepens retention, builds contextual knowledge, and improves overall language and reading skills through communication. Ultimately, intentional and incidental approaches are complementary rather than opposing forces; therefore, a well-designed curriculum must balance both methods, allowing incidental learning to occupy the majority of the instructional program to maximize vocabulary gains (Schmitt, 2000; Nation, 2013).

Direct (Intentional) Vocabulary Instruction

Direct vocabulary instruction refers to students learning vocabulary through explicit instruction in word-learning strategies. This kind of strategy gives learners the chance to use various ways that helps them to learn and find meanings of words in meaningful contexts through word walls, and realia (real objects and pictures). Ahmad (2012) pointed out that intentional vocabulary learning that focuses on activities such as word substitution, multiple choice quizzes, synonyms, antonyms, scrambled words and crossword puzzles.

Direct instruction (Spada , Lightbrown & Panel, 2006). On the other hand, some studies have also revealed that without direct instruction, students could not make further progress in some features of the second language.

Indirect (incidental) vocabulary instruction

There is evidence suggests that learners learn a large proportion of their vocabulary incidentally. Teachers can help students increase vocabulary by including powerful and good learning strategies as applying the indirect vocabulary instruction in the classroom. The kind of strategy includes learning from the context and sustained silent reading situation (SSR). This strategy is independent, and called quiet reading

Scholars such as Nation (2001), Coady (1997), Pigada and Schmitt (2006), Schmitt (2008; 2010) seem to agree that incidental learning is insufficient and it would be more beneficial to have explicit learning strategies (intentional learning) for L2 vocabulary learning and the blending of both approaches may be more successful for vocabulary enhancement. The implementation of the two learning approaches would assist to maximize weaknesses of the other (Sok, 2017).

The Role of English Language teacher

The process of teaching English vocabulary is not an easy task as it appears waste of time. Whereas, as it is known, vocabulary mastery is the pathway to mastering four paramount skills in English. According to Hornby (1995) defines teaching as giving instruction to somebody's knowledge, skill, etc. Therefore, both teachers and learners should realize this and set aside |destructive thoughts that motivate willingness to learn as much vocabulary as possible.

As Allan and Vallate (1977) state that teaching vocabulary can be meaningful if the teacher conducts the teaching process by combining the available techniques of teaching vocabulary. Moreover, a primary deficiency among English language learners is a limited vocabulary, which often prevents them from comprehending instructional materials. Consequently, teachers have to select appropriate and precise instructional techniques to effectively address this lexical deficit and ensure that students can follow classroom lessons (Restina, 1997).

For teachers to teaching English all four skills (speaking, listening, reading, and writing) are included in order to improve and develop students' ability in language. In regard to English vocabulary, it is suggested that teachers select appropriate techniques and methods based on students' needs. Moreover, They should frequently trigger students' motivation in every teaching-learning in building up English vocabulary process.

The role of English Language learner

Factors influencing learner's choice of learning strategies differ greatly in the overall frequency with which they employ strategies and also the particular types of strategies they use (O'Malley et al. 1985; Chamot et al. 1987 & 1988; Ehrman 1999). In this section the range of factors affecting strategy choice will be considered from two large angles: individual learner differences (e.g. beliefs about language learning, learner factors, and the learner's personal background) and situational (e.g. the language being learned, the setting in which learning takes place, and the tasks that the learner is asked to perform) and social factors (e.g. sex). Wenden (1987) found that learners attaching importance to learning are likely to employ cognitive strategies, while learners stressing the importance of using language tend to employ few learning strategies, depending on communication strategies instead.

In conclusion, learners' beliefs about language learning, the learner factors of age and motivation, and personal background tend to be as important factors, while learners' affective states, language aptitude, learning style, and personality are very likely to have little relationship with strategy use. According to Ellis (1997) concludes that the fact that learning strategies differ in accordance with learning task shows that it might be possible to change learners' strategic behavior through training. Good language learners seem to have a natural talent for learning a second language. All in all, language learning strategies facilitate the learning of the target language by the language learner. It is evident that all language learners use language learning strategies in the learning process. Since the factors like age, sex, personality, motivation, self-concept, life-experience, learning style, etc. affect the way language learners choose learning strategies, it cannot be tenable that all language learners employ the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners.

Challenges that learners encounter when learning vocabulary

In learning vocabulary, the learners naturally face some obstacles in learning the second language to master the words. In this study, it is found that some problems concerning learning vocabulary are word meaning, pronunciation, motivation, learning facilities, and also teaching methods in order to avoid misunderstanding in communication(Sari, 2010). In learning about words, learners need to learn more and more about the vocabulary to expand and know the various meaning of single word form with several and closely related meanings, like antonyms: the opposite meaning, synonyms: a word that is close meaning to another word, hyponyms: a word with a particular meaning that is included in the meaning of a more general word, etc.

Pronunciation is one of the most important aspects learner has to master when learning English. The pronunciation system of English words is somehow unique. That is the reason why many learners say that the pronunciation of English language is difficult. Word meaning is also one of the problematic issues of words (vocabulary) in which learners face obstacle when meaning. Many words have multiple meaning. Therefore, a learner should know what the word means. In English, words depend on how they are heard in ears.

Motivation is essential to learning words. It is kind of internal drive which pushes the learner to do things in order to achieve something (Harmer, 2005). As Brown (1995) points out that a cognitive view of motivation includes factors such as the need for exploring, activity, simulation, new knowledge, and ego enhancement. As known, motivation is an aspect that influences learning English, and is something that drives someone or learner to do something

to reach a goal. Without motivation, students would not do learning well. Therefore, the teacher should employ creative ways for teaching the words and increasing the students' motivation.
Facilities are another important aspects for learning vocabulary in which their absence could be problematic for learners. Therefore, they should be used because they help and support students to achieve the success in learning process. Good facilities support the instructional process and help boost students' learning motivation (Sari, 2010).
Facilities that support teaching and learning process are various (e.g., dictionaries, pictures).

Previous studies

Pavani (2019) et al, conducted a study on 99 students between 10-11 years old in a Malaysian Tamil primary school investigated the effectiveness of different instructional techniques (incidental learning and intentional learning) on vocabulary acquisition among young ESL learners. The subjects were divided into 3 groups; a control group and two experimental group, extensive reading (ER) and extensive reading plus vocabulary enhancement (ER+). The results showed a significant gain for both the experimental groups with the ER+ group having higher means in both the posttest and delayed post-test scores. However, there was no gain recorded for the control group. The study provides evidence that extensive reading can enhance vocabulary learning but the blending with vocabulary enhancement activities was more effective.
A study conducted by Shelton and Newhouse (1981) regarding vocabulary development for young learners, they found out that the learners who were exposed to the stimulus material in an incidental learning situation performed significantly better in a subsequent recall test than those who were simply instructed to learn the same material.
In another attempt to explore the issue of incidental and intentional learning, Fard (2005) conducted a study on young learners and divided them into two groups experimental and control.
The participants of the experimental group were required to read eight short stories, containing 40 target word, during 10-15 min of each class session. The control group was not given any treatment and only read a list of target words out of context. Both groups were administered a posttest of the same words. According to the results, the experimental group outperformed the control group, indicating superiority for incidental learning.
Konopak (1987), Yan (2006) et al, however, emphasized the same view. Their participants were divided into two groups and each received one of the two treatments, learning vocabulary incidentally through reading and memorizing words in wordlists.

Methodology

Design and the Instruments

Two methods for collecting data were used in this study. The first one was questionnaire. The questionnaire took a place in preparatory school in Sebha. The second one was a test prepared for the for the preparatory learners which was administrated in Sokara school in Sebha. Also, the interview was given to the teachers in order to determine their attitude about the questions they were asked. The purpose of the questionnaire was to discover the teachers' views and opinions about the teaching methods and vocabulary learning strategies that they apply in their class rooms.
A quasi experimental design. It consisted of pretest, posttest for the students and interviews for the teachers. It also consisted of eight treatments.

The test was formed in three different questions. The first question was multiple choices, the second one was word substitution, the third one was about getting the word from the context and the picture. The students were given the test from the school text book lessons.
The interview was structured and unstructured design. It consisted of nine questions. The questions of the interviews aim at collecting responses to check how much far the teachers use teaching learning strategies. The interview has two aims, the first one is to enable the researcher to investigate the problems and obstacles that teachers face with the preparatory students to learn English language vocabulary in the class room. The second one is to find out the teaching methods and vocabulary learning strategies used and applied by English language teachers for the preparatory learners and to know the difficulty that face the students in learning vocabulary

Participants

The study selected 10 Libyan English teachers and 30 students from Sokara School in Sebha. This sample was selected to find out whether intentional and incidental learning strategies are used effectively by teachers inside the class rooms. The sample was selected randomly.

Test Preparation and Procedure

The treatment process was eight sessions. Firstly the researcher asked the English language teachers teaching the students to apply these strategies in their teaching using pictures, word wall, realia and sustained silent reading. The teachers and the students met three times per week. Therefore, the sessions lasted for three weeks. Each session took 40 minutes and focused on lessons from the school textbook.
A thirty minute pretest was given to the learners in order to evaluate the students' vocabulary level before the treatment. After the treatment, a thirty minute posttest was given to the learners in order to check whether the treatment helped the students improved their vocabulary learning. The nature of the test was explained to the students before administering it. The test was administrated to the preparatory students whose English curriculum was based on teaching and learning vocabulary. The test focused on three different questions which were answered by the learners in their regular class time.

Data Analysis and Discussion of the Results

Analysis of the teachers' interviews

Table 1 shows the results of question 1.

No. of experience years	No. of teachers	Percent
2yrs	0	0%
3yrs	2	20%
4yrs	0	0%
5yrs	2	20%
8yrs	1	10%
10yrs	2	20%
11yrs	0	0%
12yrs	1	10%
13yrs	1	10%
14yrs	0	0%
18yrs	1	10%
21yrs	0	0%

It was found that 20% of teachers experience ranging between 3 years to10 years. 10% of them stated that their experience of teaching ranging between 12 years to 18 years.

Table 2 shows the result of question2.

Type of Strategies	No. of teachers	Percent
Pictures	3	30%
Gestures	1	10%
Realia	1	10%
Explanation	0	0%
Pictures and board	3	30%
Pictures and realia	1	10%
Pictures and reading	1	10%
Pictures, realia and gestures	0	0%

30 % of them said that pictures and board are the most significant ones because this way is very easy to use and attract the students'attention to learn words easily, while 10% confirmed that the most consequential strategy to be used are gestures, realia, pictures and reading. 0% of them confirmed that explanation, Pictures, realia and gestures are unsuccessful.

Table 3 shows the results Q 3.

Strategies used in teaching	No. of teachers	Percent
Different ways	7	70%
The same ways	3	30%

70% said that they apply various ways when they teach vocabulary to encourage the learners more to be able to acquire vocabulary, while 30% said that they use only one strategy because they are used to it and easy for them to apply.

Table 4 shows the results of Q4.

Answers	No. of teachers	Percent
Yes	9	90%
Somehow	1	10%
No	0	0%

90% of the teachers answered yes with regard to all vocabulary learning strategies having very good effect. That is because they are interesting and encouraging the learners to learn without feeling bored, while 10% of them said somehow that the vocabulary learning strategies have a very remarkable effect and 0% of them said no .

Table 5 shows the results of Q5.

Answers	No. of teachers	Percent
Yes	4	40%
No	5	50%
Sometimes	1	10%

40% of the teachers said that they face some difficulties while they are applying the strategies because of the large number of the class in so far they cannot control the class and some do not know the steps how to use the strategies. 50% of them said that they do not face any difficulties and they have good efficiency to apply them; 10% said that sometimes they encounter difficulty.

Table 6 shows the results of Q6.

Strategies	No. of teachers	Percent
Dictionary	6	60%
Writing words on the board	1	10%
Pictures	1	10%
No one	2	20%

The majority of the teachers about 60% indicated that (dictionary) has less value to be used in class because the learners are young and they are not able to use it correctly, while 10% of them said writing words on the board is a less significant strategy to be used. That is because it is not flexible and does not support the learners. 10% of the teachers confirmed that there is not any way has less significance to be neglected for the preparatory learners, whereas 20% said pictures are less important than the others.

Table 7 shows the results of Q7.

Strategies	No. of teachers	Percent
Gestures	6	60%
Pictures, drawing and gestures	1	10%
Pictures and gestures	1	10%
Pictures only	2	20%

60% of them said acting is the only appropriate one. While 10% used pictures, drawing and acting to teach the abstract words.10% said that only pictures and acting are the best of strategies to teach the abstract words. In addition, 20% of the teachers said that pictures are the only most suitable and convenient strategy to help learners to lean easily the abstract words.

Subsequently, the findings of the teachers' answers of the interview are the following:

- It is hard to apply intentional and incidental vocabulary learning strategies when the number of class is very large, because it is difficult to control.
- The teachers confirmed that the time duration of the class is so limited to use more than one strategy.
- Lack of proficiency of the teachers to use all vocabulary learning strategies is one of the obstacles that hinder the learning process.
- Students are not very encouraged and motivated to learn through various strategies.
- Modern teaching ways as visual aids, short stories, etc., are not available in the preparatory school in Sebha.

Analysis of students'test
The results of Sokara School

Table 8 General percentage of Sokara preparatory school students

Question	Sokara school	
	Before	**After**
Q1	66.35%	89.70%
Q2	46.85%	67.80%
Q3	77.10%	91.35%
Total	**63.40%**	**82.95%**

Table (8) shows the performance for the research sample of the preparatory school. The overall percentage was (63.40%) before the treatment and (82.95%) after the treatment

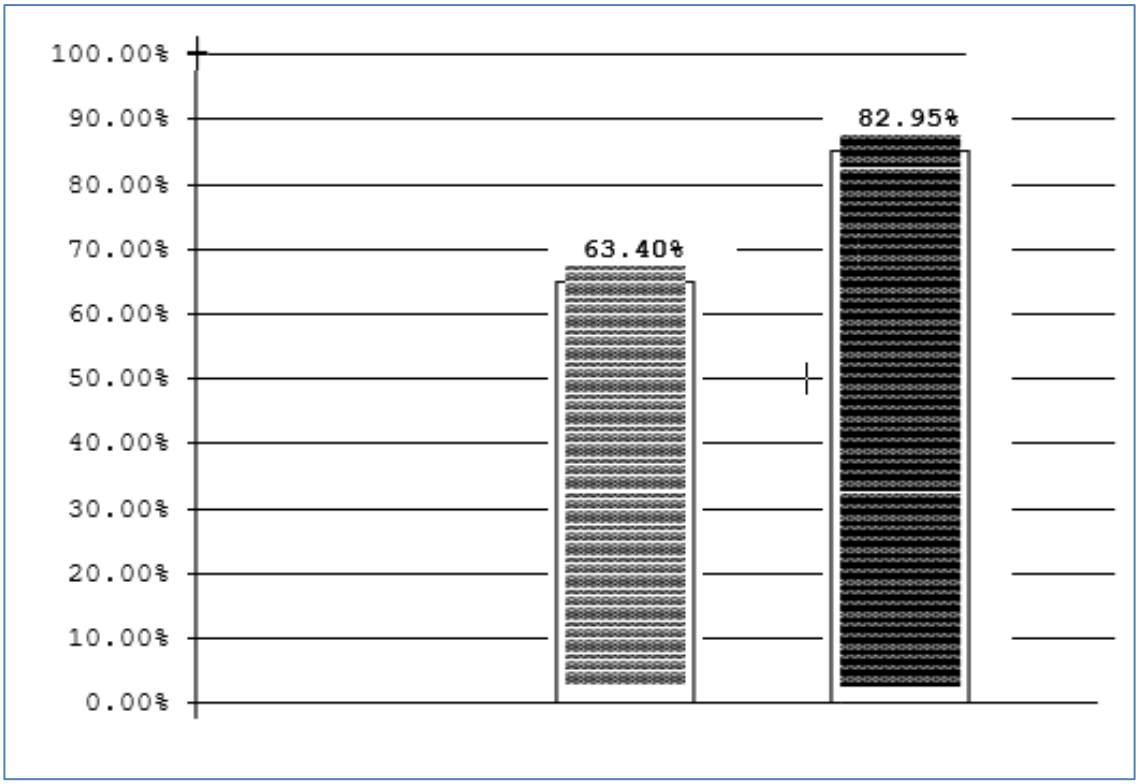


Figure 1: Showing the percentage of students before and after the treatment.

Discussion

As shown in the analysis, intentional and incidental learning strategies are neglected or not used completely in teaching vocabulary for Sokara school in Sebha. The figure above, shows that the participants face problem in learning vocabulary due to the lack of using them by the English language teachers. The learning strategies whether intentional learning as pictures, realia and word wall and incidental learning as reading or learning from the context are not used optimally. As a result, the participants are weak and face difficulty to learn the words. Supporting finding of this study, One significant debate in L2 vocabulary learning revolves around the approaches and strategies for effective vocabulary learning that can lead to easier vocabulary retrieval.

Two primary approaches on vocabulary learning have been advanced, intentional and incidental vocabulary learning. Incidental vocabulary learning occurs when one does not have the direct intention to learn something but end up learning it, while intentional learning involves highly structured and planned learning. Both approaches have been claimed to contribute to the increase of L2 vocabulary knowledge (Hulstijn, 2001).. Almost all of the teachers agreed that the students will be encouraged and more interested if learning strategies were used. Based on the analysis of question five, the results showed the real suffering and the difficulty that the teachers face in classroom which is the large number of the students. Therefore, it is hard to control to use strategies.

According to the results obtained from question six, it was found that using dictionary for the preparatory students did not fulfill the goal at this stage. The majority of the teachers in their response to question seven pointed out that the gestures and pictures were the appropriate ways to help the learners to learn the abstract words. It was found that the English language teachers did not use the effective approaches in their teaching. They used traditional methods, instead.

Conclusion

Vocabulary is essential in English language teaching and learning. This is because without sufficient vocabulary, students cannot understand written or spoken language when expressing their ideas. Wilkins (1972) said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Similarly, Lewis (1993) lexis is the core or heart of language. Particularly as students develop greater fluency and expression in English, it is significant for them to improve and expand their vocabulary through using and applying different vocabulary learning strategies by English language teachers. It can be inferred from the results of the test that given to preparatory students.

Lack of using the vocabulary learning strategies in classroom and the unqualified teachers, it is hardly possible that learners can have a good opportunity to learn and expand their vocabulary. Also, in class of more than twenty students makes the process of learning and teaching difficult as well.

The results obtained from the study support the questions through the teachers' interviews which were conducted in Sokara School which proved that the teachers had some impediments. They were unable to apply the various strategies which were very beneficial; they just focused on specific ones. Consequently, the findings of the present study found that the usage of various vocabulary learning strategies in the classroom for the preparatory students are not very important and considerable for some English language teachers to give a chance to the students to learn easily.

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Appendix I

The teachers' interview

Q1: How long have you been in teaching?

Q2: What are the most important strategies that you apply in the classroom for the fifth grade students?

Q3: Do you use different vocabulary learning strategies constantly or just use specific ones?

Q4: Do you think all the vocabulary learning strategies have a very good remarkable impact? If yes, what are the reasons behind that?

Q5: Do you face any difficulty when you apply the vocabulary learning strategies?

Q6: What is the less important vocabulary learning strategy used in the classroom for the fifth grade students?

Q7: What kinds of vocabulary learning strategies are suitable to teach the abstract words?

Appendix ii

Q1. Table 1 match to the right answer

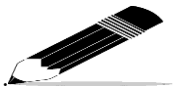
No	Question	answer
1	A group of people related to each other (as parents and their children is:	book
2	A number of sheets of papers fastened together inside a cover is	melon
3	An object that you use for writing or drawing is	flat
4	A piece of furniture that you lie on when you sleep in is	chair
5	A piece of furniture for a person to sit on is	flag
6	A long curved fruit that has a yellow skin is	pencil
7	A set of rooms that is used as a home is	Bed
8	A piece of cloth with pictures or pattern on it ,used as symbol of a country is	milk
9	A round fruit with a thick skin is divided into segment is	banana
10	A white liquid that is produced by animals as cows or goats is	family

The students' test

Q2. Table 2: Fill in the gap

No	Question
1	comfortable seat with back and arms…….
2	A building that is made for one family to live in is…….
3	A room where food is prepared and cooked is…….
4	An animal that lives in the desert, has a long neck is…….
5	A creature with wings can fly is…….
6	A type of long thin animal without legs ,it moves its body from one side to side is…….
7	A number of sheets of papers fastened together inside a cover ,it is used for studying and reading is…….
8	A green or purple berry fruit its…….
9	A small furry animal with four legs ,its produced the sound (mew) is…….
10	An animal that lives and breathes in water is…….

Q3. Table 3 : Find the substitute word

No	Question
1	The pen is on the desk: The colors are .....the bag a .in b. under 
2	The kitchen is downstairs: My bedroom is ..... stairs a. on b. up 
3	This rubber is white: This pencil is..... a. black b. white 
4	This house is big: This flat is ..... a. red b. small 
5	This boy is tall: This girl is ..... a. short b. new 
6	This school is new: This flat is ..... a. old b. long 
7	The weather is hot: The weather is .....a. cold b. big 
8	The room is dirty: The class is ……a, clean b, small

	
9	The student is lazy: The woman is …….a. small b. active 
10	The rabbit is fast: The turtle is ……..a, nice b, slow 

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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