# Teaching Strategies Used in Vocabulary In "Communication" Module for First year Students at Salahaddin University-Erbil

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## Abstract

The present paper, entitled "Teaching strategies used in vocabulary in "Communication" module for first year students at Salahaddin University-Erbil" outlines the basic strategies for teaching vocabulary in communication module. The aim is to investigate and identify the best strategies for teaching vocabulary that can be used in EFL classrooms when teaching communication.

Researchers depend on questionnaire to collect data from teachers who teach vocabulary in English Departments at Salahaddin University. Many teaching methods and strategies can be used in teaching vocabulary, but the most effective ones should be chosen despite the challenge of the difference in the students' level. This paper demonstrates the considerable strategies needed to be taken into account in vocabulary knowledge.

**Keywords:** Teaching, Strategies, Vocabulary, Communication, EFL.

## 1. Introduction

"Communication" module in English department at Salahaddin University -Erbil, consists of all language skills to develop learners' reading and writing skills in particular and enable them to think critically that helps the learners to connect their educational curricula with their life curricula. When learners construct their own life curricula, they will be responsible for their own learning. The responsibility is not restricted only to educational values but to their experiences that they may have outside the school and connect between them (Izuegbu, 2007).

"Communication" as a part of English Language departments at Salahaddin University is very important to develop students' abilities in using the language skills and to be familiar with human values, so in designing a syllabus for "Communication", all the factors that interfere on better outcomes should take it into consideration to be an actual well prepared syllabus.

This paper focuses on the teaching vocabulary within teaching communication module. It also enhances students` overall communication, and increases student`s reading comprehension. A rich vocabulary can make students stand out from the crowd, and a well-developed vocabulary increases students` ability to solve problems (Wilson, 2009).

Snow, Burns, & Griffin (1998) state that vocabulary, or lexicon, refers to information stored in memory concerning the pronunciation and meaning of words. Moreover, Lehr, Osborn, & Hiebert, (2004) and Hiebert (2003) state that vocabulary is broadly defined as knowledge of words. Hiebert (2003) also adds that words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that are recognized and used in reading and writing.

Moreover, Harmer (1991) states that vocabulary includes more than words such as meaning, pronunciation, collocation, and expressions to think about as well, therefore,

vocabulary is needed for expressing meaning in using the receptive vocabulary (listening and reading), and productive (speaking and writing) skills.

Additionally, Ur (1996), states that the word "mother in law" consists of two or three words but it gives a single idea. There are also multi-word idioms such as "call it a day" where the meaning of the phrase cannot be inferred from an analysis of the component of words.

## 2.　Methodology

### 2.1. The Aim of the Study

This paper outlines and elaborates the basic strategies for teaching vocabulary in communication module. The aim is to investigate and identify the best strategies for teaching vocabulary that can be used in EFL classrooms when teaching communication.

### 2.2. The Problem of the Study

For ELF students to have a well-built language competence, it is necessary to have strong vocabulary knowledge.So there are various strategies to assist learners to build their own vocabulary knowledge. Therefore, vocabulary teaching is considered as one of the most crucial parts of Language Teaching. There is not only one way to limit of learning and teaching vocabulary in a language. Thus, it would create a big problem for students to learn vocabulary because different factors such as the varieties of English words, and learners' level etc. affect their improving English Language. So, strategies used in vocabulary teaching must be selected elaborately and students must be guided according to some criteria. For that reason, this paper aims to elaborate strategies the frequently and effectively in vocabulary teaching in foreign language teaching.

### 2.3. The Scope of the Study:

The paper is limited to (20) university college instructors who teach communication module and vocabulary at three colleges having English department namely; College of Education, College of Language and College of Basic Education at Salahaddin University-Erbil.

### 2.4. The Procedure of the Study

The tool used in the practical part of this study is a questionnaire based survey for collecting data. Questionnaire consists of (19) questions about strategies for teaching vocabulary in communication module for first year students at Salahaddin University-Erbil, which four options were written for each question. Data were analyzed using the statistical package for the social sciences (SPSS) version (23). Simple descriptive analysis and frequency calculation has been done for the variables. Tables were also used to present these data with analysis and interpretation.

### 2.5. The significance of the Study

This paper could be significant for teachers who teach communication module in a way that they can emphasize active processing by having students connect new meanings to words they already have knowledge of through those strategies they find the most effective and convenient, because the more exposures students have to a word, the better chance that they will remember it just as this paper presented teaching strategies for instructing vocabulary knowledge due to their improving vocabulary skills will improve their English language.

### 2.6. Definitions of the basic Terms

Teaching: is the work that a teacher does in helping students to learn. (www.Collindictionary.com-dictionary-english)

Strategy: is a general plan or a set of plans intended to achieve something, especially over a long period. ([www.Collindictionary.com-dictionary-english](www.Collindictionary.com-dictionary-english))

Vocabulary: is a total number of words someone knows in a particular language. ([www.Collindictionary.com-dictionary-english](www.Collindictionary.com-dictionary-english))

Communication: is the ability to convey information and ideas effectively. ([www.Collindictionary.com-dictionary-english](www.Collindictionary.com-dictionary-english))

EFL-English as a Foreign Language: is the teaching of English to students whose first language is not English. (Cambridge Dictionary/English Dictionary)

## 3. Vocabulary and its Types
### 3.1. Vocabulary:
Faraj (2015) and Wangru (2016) give Longman Word reference definition of the term 'vocabulary':that's, "all the words language learners know and utilize". In expansion, Ur, (2012, as cited in Kaya, 2016) states that lexicon is not essentially a word and each piece of lexicon are to be named as 'item'. Besides, concurring to McCarten (2007, as cited in Kaya, 2016), lexicon is comprised of expressions and words in a language. Vocabulary instructing constitutes one of the foremost vital parts of language educating (Bakhsh, 2016). Wilkins (1972, as cited in Yusu, 2014; He & Deng, 2015) underlines the significance of vocabulary in language learning and educating by expressing that, without language structure, one may not say a part of things; in any case, without words, one cannot state anything. In addition, Faraj (2015) states that, without lexicon information, it is incomprehensible for language learners to create sense of what is communicated in that language and to communicate their contemplations. Moreover, Schmitt & Clapham (2001, as cited in Faraj 2015) recognize vocabulary as the noteworthy portion of language learning, and respect it as a way to assess a learner's language competence.

### 3.2. Active vocabulary:
It covers all those words people need to use without hesitation to communicate with others on an everyday basis. Writing and speaking are skills that the active vocabularies are practiced and demonstrate a person's knowledge of words to know meaning, spelling, and how to use them correctly (Laufer and Goldstein, 2004).

### 3.3. Passive vocabulary.
It includes the words stored in verbal memory that learners partially understand but they do not use them well enough actively. Learners meet these words less often and in low frequency in the language. Reading and listening are skills that the passive vocabularies are used and understood when a piece of writing is read to connect the spoken words to their meaning (Laufer and Goldstein, 2004).

### 3.4. Receptive and productive vocabularies:
According to (Harmer, 1991) and (Shan, 1998), receptive vocabulary refers to the words and expressions that are understood when reading or hearing them. While productive vocabulary refers to the words and expressions that the students can use correctly in oral and written language.

### 3.5. Explicit and Implicit Vocabulary Learning
Ellis (2009) & Herrel & Adrienne L. (2008) define explicit vocabulary learning that learners learn vocabulary and acquire knowledge consciously and can verbalize what they have learned. While in implicit vocabulary learning learners unconsciously learn vocabulary and acquire knowledge which cannot verbalize what they have learned. Dornyei (2009, p. 36) states that "the challenge is to maximize the cooperation of both explicit and implicit

learning". Implicit learning happens in all areas of life and it is therefore in vocabulary learning as well (Gass, 1999).

The notion of explicit and implicit according to Ellis (1994), is that implicit vocabulary occurs naturally and simply that students are exposed to learn words through reading comprehension. While in explicit vocabulary, students define and use the words in context they are about to learn and this leads to vocabulary development that they discuss the meaning of words.

## 4. Strategies in Teaching Vocabulary in EFL classes:
### 4.1. Listening and Pronouncing the Word
According to (Lado 1964; & Baumann et al, 2002), students must hear the word in isolation and also in sentences, because when they master the sound of the word, then they will hear it correctly with more than one repetition. Careful listening to the words is good option in teaching vocabulary items in a heterogenic classroom. Lado (1964, p. 121) confirms that "Slow pronunciation without distortion will help breaking the word into parts and building up to the whole word will also be helpful" Pronouncing the word correctly enables the students to remember it longer and recognize it easily when they hear or see.

### 4.2. Grasping the Meaning
Teachers must get the meaning to the class without translation, because translation may not provide the meaning of the word precisely. Students can grasp the meaning of word that they have learned when they pronounce and put it in a sentence rather than to depend on the translation. (Lado. 1964; Baumann et al, 2002)
This could be done through:

Firsby (1957) agreed on the same opinion that definitions in the target language could be very near if they are expressed in a way that are better and easily guessed than the word that is defined. Teachers and students can refer to authentic and reliable dictionaries. For example: "Ladle" a large spoon with a long handle, used to serve soup.

#### 4.2.1. Self-defining Context
Learning meaning in the context is the best way to learn and remember the word. According to Lado (1964), "the context makes the situation clear, and this, in turn, illuminates the meaning of the new word" (p. 121).This practice saves time and develops an intensive reading habit and better understanding. For example: Story or sentences in which the item occurs (Ur, 1996).

#### 4.2.2. Antonyms and Synonyms
Firsby (1957) argues that understanding a pair of opposites helps comprehending the meaning of the other through. This helps the student to understand the different shades of meanings of a word, for example: "empty" as the opposite of "full" as in: The bottle is empty. (Lado, 1964)

Similarly, synonyms are used so that the students can understand the meaning of the words easier and better because synonyms assist the students to enrich their vocabulary knowledge and provide them more with word options, for example, "enough" as the synonymous of "sufficient" as in: one minute is enough.

#### 4.2.3. Realia
Real models of real objects are effective in showing meanings but in handling of real objects and to show the meaning of the words in a better way, it is helpful and effective to bring and use the real objects in classroom. (Lado, 1964).

### 4.2.4. Reading and writing the Word

Reading words aloud makes a learner to be familiar with the word and also improves pronunciations. By writing the words, students will be given the chance to understand the grammatical aspect of the word such as knowing the parts of speech: noun, verb, adverb….etc.

Furthermore, vocabulary can be developed when reading topics are taught and their meanings are learned in which different vocabulary exercises are presented to students and difficult words are practiced and reinforced in context. Through patterns of form, students are asked to give derivation patterns of words, for example, noun as: "fear" and adjective as: "fearful" (Lehr, Osborn, & Hiebert, 2004); (Lado, 1964).

## 5. Data Collection, Tool, and Participants

The tool used in the practical part of this study is a questionnaire. It consists of (19) questions about strategies for teaching vocabulary in communication module for first year students at Salahaddin University-Erbil, which four options were written for each question. See appendix A.

This questionnaire based survey was conducted at Salahaddin University in three colleges having English department namely; College of Education, College of Language and College of Basic Education. The sample population includes (20) university college instructors who teach communication module and vocabulary at these three colleges.

## 6. Data analysis, Results and Discussion

Data were analyzed using the statistical package for the social sciences (SPSS) version (23). Simple descriptive analysis and frequency calculation has been done for the variables. Tables were also used to present these data with analysis and interpretation.

From (19) questions about strategies for teaching vocabularies, the highest strategies used were about three strategies (6, 7, and 13) respectively (Do you encourage students to memorize new words? Do you assign extra vocabulary exercises to the next lesson? Do you give students a written exercise in which they are asked to fill in the correct forms of new words in sentences?), with a frequency of (%100) with choosing the option (sometimes).

The frequencies of their responses towards the questions are summarized in table 2 below.

**Table (1): Frequency distribution table regarding the participants' responses**

| Questions | Rarely | % | Often | % | Some times | % | always | % |
|---|---|---|---|---|---|---|---|---|
| 1. Do you use vocabulary in context? | 0 | 0 | 10 | 50.0 | 1 | 5.0 | 9 | 45.0 |
| 2. Do you encourage students to assume the meaning of new words and phrases in the context? | 0 | 0 | 10 | 50.0 | 10 | 50.0 | 0 | 0 |
| 3. Do you use mini stories and other stories to teach vocabulary? | 2 | 10.0 | 4 | 20.0 | 14 | 70.0 | 0 | 0 |
| 4. Do you use English idioms in teaching vocabulary? | 10 | 50.0 | 0 | 0 | 10 | 50.0 | 0 | 0 |
| 5. Do you give example sentences when teaching a new word or phrase? | 0 | 0 | 10 | 50.0 | 10 | 50.0 | 0 | 0 |
| 6. Do you encourage students to memorize new words? | 0 | 0 | 0 | 0 | 20 | 100 | 0 | 0 |
| 7. Do you assign extra | 0 | 0 | 0 | 0 | 20 | 100 | 0 | 0 |

| Question | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| vocabulary exercises to the next lesson? | | | | | | | | |
| 8. Do you review the previous learned words with students? | 0 | 0 | 10 | 50.0 | 0 | 0 | 10 | 50.0 |
| 9. Do you use CD and DVD to teach new vocabulary? | 0 | 0 | 1 | 5.0 | 19 | 95.0 | 0 | 0 |
| 10. Do you ask students to give definition or description or the word? | 0 | 0 | 10 | 50.0 | 10 | 50.0 | 0 | 0 |
| 11. Do you use reading comprehension tests to assess students' vocabulary knowledge? | 0 | 0 | 0 | 0 | 10 | 50.0 | 10 | 50.0 |
| 12. Do you divide students into small groups to use the new words in a short talk and discussion? | 0 | 0 | 0 | 0 | 20 | 100.0 | 0 | 0 |
| 13. Do you give students a list of words that are found in a story or an article, and ask them to search the words in an English- English dictionary for their definitions? | 10 | 50.0 | 0 | 0 | 10 | 100.0 | 0 | 0 |
| 14. Do you give students a written exercise in which they are asked to fill in the correct forms of new words in sentences? | 0 | 0 | 1 | 5.0 | 9 | 45.0 | 0 | 0 |
| 15. Do you connect grammar with teaching vocabulary? | 10 | 50.0 | 0 | 0 | 10 | 50.0 | 0 | 0 |
| 16. Do you ask students to give more examples of new words to relate them to their environment and culture? | 0 | 0 | 6 | 30.0 | 14 | 70.0 | 0 | 0 |
| 17. Do you ask students to concentrate on how the words are pronounced, during listening and reading? | 0 | 0 | 0 | 0 | 16 | 80.0 | 4 | 10.0 |
| 18. Do you usually ask students for meaning of word or definitions during practicing pronunciation? | 0 | 0 | 0 | 0 | 16 | 80.0 | 4 | 0 |
| 19. Do you teach vocabulary explicitly or implicitly or both? | 1 | 5.0 | 9 | 45.0 | 10 | 50.0 | 0 | 0 |

This questionnaire conducted in departments of English in College of Education, College of Basic Education and College of Language at Salahaddin University. The questionnaire consists of (19) questions which were answered by 20 university instructors.

From (19) questions, question number (6,7, and 13) are used mostly with the frequency of %100 in which means all of the participants use these strategies for teaching vocabularies sometimes and this refers to that university instructors encourage students to memorize new words and give them and also assign vocabulary exercises for the next lesson to practice new words in sentences which is a very effective strategy to learn vocabulary although memorizing may not be promising because memorization has a negative direction to forgetting.

Also the frequency of question (1) is (%5.0) and (%45) for often and always respectively, that means less than half of the instructors often but not always use vocabulary in context for learning vocabulary perhaps through reading comprehension activities, stories, idioms and tutorials. In question (2), which is about reviewing the previous learned words with students, (10) ticked often and (10) ticked sometimes, the frequency is (%50). That shows half of instructors review the previous words, yet half does not. The frequency of question (3) is (%10.0) for (rarely), (%20) for (often) and (%70.0) for (sometimes) for using mini stories and other stories to teach vocabulary, but for using idioms for learning vocabulary, the frequencies are (%50.0) for (rarely), and (%50.0) for (sometimes). The frequency of question (5) is (%50) for (often) and (sometimes) which means that giving example sentences for new phrases and words is used by instructors half by half. The frequencies of question (9) are (10) for (often) for (1) participant and (%50) for (sometimes) for (19) participants, in which they use CD and DVD to teach new vocabulary. Whereas the frequency of question (10) is (%50) for (often) and (sometimes) of those who ask students to give definition or description or the word. The frequency is (%50) for (sometimes) and (always) for those instructors who use reading comprehension tests to assess students' vocabulary knowledge. Unlikely, the frequency of question (15) is (%5.0), from which (1) participant chose often, and (9) chose sometimes that is (%45), that university instructors sometimes divide students into small groups to use the new words in a short talk and discussion which this must be due to the large numbers of students, lack of the time or instructors themselves may not see this strategy is effective to be used. Whereas, the frequency of question(19) is the same as question (15) that only (1) chose rarely for teaching vocabulary either explicitly or implicitly or both, while (9) chose often, but while (10) of them chose sometimes, the frequency is (%50.0) that means most of them use explicit or implicit or both in vocabulary instruction.

Question (13) and (15) the frequency is (%50) for rarely and sometimes for those instructors who give students a list of words that are found in a story or an article, and ask them to search the words in an English- English dictionary for their definitions, and connecting grammar with teaching vocabulary. The frequency of question (16), is (%30) for often (%70) for sometimes chosen by the participant who ask students to give more examples of new words to relate them to their environment and culture. While the frequency of questions (17) and (18), is (%80) for often and (%20) for sometimes ticked by those participants who ask students to concentrate on how the words are pronounced, during listening and reading, and usually ask students for meaning of word or definitions during practicing pronunciation. This means most of the University instructors focus on teaching vocabulary through reading and listening skills so that students can learn pronunciation and meaning of the words together.

## 7. Conclusion

Based on the analytical data we can draw a conclusion that most of the university instructors chose "sometimes", by the rate %100 as an option for most of the strategies in questionnaire such as encouraging students to memorise new words, assigning extra

vocabulary exercises and using dictionary for searching the meaning of the words. This shows that these strategies must be used sometimes instead of always or often or rarely in teaching vocabulary. Although, some strategies are used always such as teaching vocabulary in context through reading comprehension which the rate is %50,  while some other strategies are used often such as using mini stories and other stories to teach vocabulary by the rate %20.

But a few of the strategies are used rarely such as using idioms for learning vocabulary and reviewing the previous words, by the rate %50.

Moreover, the questions like what strategies should be used and what are the most effective and practical strategies to apply in teaching vocabulary instruction, are important and are clearly answered in this paper.

Teaching vocabulary through the use of various strategies and methodologies plays crucial role in improving students' vocabulary knowledge. Most importantly today many teaching methods and teaching aids are available that can be easily, quickly and funnily used for teaching and learning vocabulary. Yet the challenge is the difference in students' level because sometimes teachers find difficulty in choosing the best strategies to correspond with their comprehending.

There is no one strategy of course, because different types of vocabulary require different strategies and approaches for students to deal with new vocabularies they encounter whether in school, in university, in work and in other areas of life.

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## Appendix A
### Sample of the Questionnaire

1. Do you use vocabulary in context?
1.Rarely      2.Sometimes      3.Often      4.Always

2. Do you encourage students to assume the meaning of new words and phrases in the context?
1.Rarely      2.Sometimes      3.Often      4.Always

3. Do you use mini stories and other stories to teach vocabulary?
1.Rarely      2.Sometimes      3.Often      4.Always

4. Do you use English idioms in teaching vocabulary?
1.Rarely      2.Sometimes      3.Often      4.Always

5. Do you give example sentences when teaching a new word or phrase?
1.Rarely      2.Sometimes      3.Often      4.Always

6. Do you encourage students to memorize new words?
1.Rarely      2.Sometimes      3.Often      4.Always

7. Do you assign extra vocabulary exercises to the next lesson?
1.Rarely      2.Sometimes      3.Often      4.Always

8. Do you review the previous learned words with students?
1.Rarely      2.Sometimes      3.Often      4.Always

9. Do you use CD and DVD to teach new vocabulary?
1.Rarely      2.Sometimes      3.Often      4.Always

10. Do you ask students to give definition or description or the word?
1.Rarely      2.Sometimes      3.Often      4.Always

11. Do you use reading comprehension tests to assess students' vocabulary knowledge?
1.Rarely      2.Sometimes      3.Often      4.Always

12. Do you divide students into small groups to use the new words in a short talk and discussion?
1.Rarely      2.Sometimes      3.Often      4.Always

13. Do you give students a list of words that are found in a story or an article, and ask them to search the words in an English- English dictionary for their definitions?
1.Rarely      2.Sometimes      3.Often      4.Always

14. Do you give students a written exercise in which they are asked to fill in the correct forms of new words in sentences?
1.Rarely      2.Sometimes      3.Often      4.Always

15. Do you connect grammar with teaching vocabulary?
1.Rarely      2.Sometimes      3.Often      4.Always

16. Do you ask students to give more examples of new words to relate them to their environment and culture?
1.Rarely      2.Sometimes      3.Often      4.Always

17. Do you ask students to concentrate on how the words are pronounced, during listening and reading?
1.Rarely      2.Sometimes      3.Often      4.Always

18. Do you usually ask students for meaning of word or definitions during practicing pronunciation?
1.Rarely      2.Sometimes      3.Often      4.Always

19. Do you teach vocabulary explicitly or implicitly or both?
1.Rarely      2.Sometimes      3.Often      4.Always

ستراتیژیەکانی ووتنەوەی وشه له بابەتی( کومینوکه یشن) - پەیوەندیەکان بۆ قوتابیانی قۆناغی یەکەم له کۆلێژی پەروەرده- زانکۆی سەڵاحەددین- هەولێر

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**پوخته**

ئەم توێژینەوەیه که به ناونیشانی "ستراتیژیەکانی ووتنەوەی وشه له بابەتی( کومینوکه یشن) - پەیوەندیەکان بۆ قوتابیانی قۆناغی یەکەم له کۆلێژی پەروەرده- زانکۆی سەڵاحەددین-هەولێر " هەلدەستێت به خستنەرووی ستراتیژیه سەرەکییەکان بۆ ووتنەوەی وشه له بابه تی پەیوەندیەکان. به مه به ستی لێکۆلینەوه و دەست نیشانکردنی ستراتیژیەکانی ووتنەوەی وشەکان که دەکرێت بەکاربهێنرێت له پۆلەکانی زمانی ئینگلیزی وەک زمانێکی بیانی له کاتی ووتنەوەی بابەتی پەیوەندیەکان. لێکۆلینەوەکه پشت ده به ستێت به راپرسی بۆ کۆکردنەوەی زانیاریه کان لەو مامۆستایانەی که هه لده ستن به وتنەوەی ووشەکان له به شەکانی زمانی ئینگلیزی له زانکۆی سەلاحەدین. ئه رچی که لێك ریگاو ستراتیژیه ت هه ن ده شێن بۆ وانه وتنه وه ی وشه کان به لام پێویسته هه ره کاریگه رترین ریگاکان هه لبژێردرێن و جیاوازی ئاستی قوتابیان وه ك به ره نگاریه ك که رووبه رووبیان ده بیته وه به هه ند وه ر بگیرێت. ئه م توێژینەوه یه و ئه و ستراتیژیه تانه ده خاته روو که به هه ند روو وه ر گیراون پیوسته له به ر چاوبگیرین سه باره ت به زانیاری وشه کان (زانیاری له سه ر وشه کان).

**ووشه گرنگەکان:** وانەووتنەوه، تەکنیک، ووشه، پەیوەندیەکان به زمانی ئینگلیزی، ئینگلیزی وەك زمانی بیانی.

تقنیات تدریس المستخدمة في تدریس المفردة اللغویة في مادة التواصل باللغة الانجلیزیة لمتعلمي المرحلة الاولى قسم اللغة الانجلیزیة /کلیة التربیة / جامعة صلاح الدین

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**ملخص**

هذا البحث هو بعنوان " تقنیات تدریس المستخدمة في تدریس المفردة اللغویة في مادة التواصل باللغة الانجلیزیة لمتعلمي المرحلة الاولى قسم اللغة الانجلیزیة /کلیة التربیة / جامعة صلاح الدین" یقوم الباحثین بعرض التقنیات الأساسیة المستخدمة لتدریس المفردة اللغویة الانجلیزیة. وتهدف الدراسة الى التحقق و تحدید افضل التقنیات التي سیتم استخدامها لتدریس هذه المفردات لمتعلمي اللغة الانجلیزیة کلغة اجنبیة في مادة التواصل باللغة الانجلیزیة . اعتمد الباحثون في جمع البیانات القیام بتطبیق استبیان لمدرسي هذه المادة. حیث توصل الباحثون بان من الممکن استخدام العدید من أسالیب التدریس والتقنیات في تدریس المفردة، ولکن یجب اختیار الطرق الأکثر فاعلیة على الرغم من التحدي المتمثل في الإختلاف في مستوى الطلاب. توضح هذا البحث التقنیات المهمة التي یجب مراعاتها في معرفة المفردة. یمکن إستخدام العدید من أسالیب التدریس والتقنیات في تدریس المفردة.

الکلمات الدالة: التدریس، التقنیة، المفردة، التواصل باللغة الانجلیزیة، الإنجلیزیه کاللغة الأجنبیة.

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