Utilizing K.I.M Strategy and SVE Strategy to Improve Vocabulary Learning in English among Secondary Stage Students

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Abstract

The aim of this study was to investigate the effectiveness of utilizing the K.I.M (Keyword. Information. and Memory Clue) strategy and SVES (Stephens Vocabulary Elaboration Strategy) in improving vocabulary learning in English among secondary school students. Ninety participants from the first year secondary stage students at Kafr- Saqur Secondary School for Boys, Sharkia Governorate in the school year (2019-2020) were selected to participate in this study. They were divided into three equal groups: Two experimental groups (N=60) and a control group (N=30). (30) students in the experimental group. (1) were taught vocabulary using K.I.M. (Keyword. Information . and Memory Clue) strategy, (30) students in the experiment group.(2) were taught vocabulary using SVES (Stephens Vocabulary Elaboration Strategy) ,while (30)in the control group, students were using regular instruction. A pre-test was administered to both experimental groups and the control group to assure that they were equivalent. All students were homogeneous in terms of their English language proficiency. To test the effectiveness of K.I.M strategy and SVES strategy in improving the first year secondary stage students' vocabulary learning in English, a pre-post vocabulary test was administered to all the study groups to compare the mean scores of the experimental groups and the control group. Findings of the study revealed that students of the experimental groups outperformed the control group students in vocabulary learning in English, the results of the post-test showed a significant improvement in the two experimental groups students' EFL vocabulary learning. Finally a number of recommendations related to the use of KIM strategy and SVES strategy, vocabulary learning and teaching were presented.

Keywords: K.I.M (Keyword. Information. and Memory Clue) Strategy, SVES (Stephens Vocabulary Elaboration Strategy), vocabulary learning in English.

استخدام استراتيجية K.I.M واستراتيجية SVE لتحسين تعلم المفردات في اللغة الإنجليزية لدى طلاب المرحلة الثانوية

ملخص الدراسة:

هدفت هذه الدراسة التحقق من مدى فاعلية استخدام استراتيجية K.I.M (الكلمة المفتاحية، المعلومات، دليل الذاكرة) وSVES (استراتيجية ستيفنز لتطوير المفردات) في تحسين تعلم المفردات في اللغة الإنجليزية بين طلاب المدارس الثانوية. وتم اختيار تسعين مشاركاً من طلاب الصف الأول الثانوي بمدرسة كفر صقر الثانوية للبنين بمحافظة الشرقية في العام الدراسي (٢٠١٩–٢٠٢٠) للمشاركة في هذه الدراسة. وتم تقسيمهم إلى ثلاث مجموعات متساوية: مجموعتان تجريبيتان (عددهم=٦٠) ومجموعة ضابطة (عددهم=٣٠) . (٣٠) طالباً في المجموعة التجريبية رقم (١) والتي تعلمت المفردات باستخدام استراتيجية K.I.M. (الكلمة المفتاحية. المعلومات. ودليل الذاكرة)، (٣٠) طالباً في المجموعة التجريبية (٢) . والتي تعلمت المفردات باستخدام SVES (استراتيجية ستيفنز لتطوير المفردات)، بينما (٣٠) طالباً في المجموعة الضابطة التي تم تدريسها باستخدام الطريقة التقليدية لتعلم المفردات. وتم إجراء اختبار قبلي لكل من المجموعتين التجريبية والضابطة للتأكد من تكافؤ المجموعات. وكان جميع الطلاب متجانسين من حيث مستوي اتقان اللغة الإنجليزية. ولاختبار مدى فاعلية استراتيجية K.I.M واستراتيجية SVES في تحسين تعلم المفردات في اللغة الانجليزية لدى طلاب الصف الأول الثانوي، تم تطبيق اختبار المفردات اللغوية قبلياً وبعدياً لمقارنة متوسطات درجات المجموعتين التجريبيتين والمجموعة الضابطة. ولقد أظهرت نتائج الدراسة تفوق طلاب المجموعتين التجريبيتين على طلاب المجموعة الضابطة في تعلم المفردات في اللغة الإنجليزية، وأظهرت نتائج الاختبار البعدي تحسناً ملحوظاً في تعلم طلاب المجموعتين التجريبيتين مفردات اللغة الانجليزية كلغة أجنبية. وأخيرا تم تقديم عدد من التوصيات المتعلقة باستخدام استراتيجية KIM واستراتيجية SVES لتعلم المفرداتت وتعليمها .

الكلمات المفتاحية: استراتيجية K.I.M (الكلمات المفتاحية، المعلومات، دليل الذاكرة)، SVES (استراتيجية ستيفنز لتطوير المفردات)، تعلم المفردات في اللغة الإنجليزية

Introduction

In order to be able to communicate basic ideas, it is of utmost importance that the EFL beginner student learns the relevant vocabulary necessary to express greetings, give and ask for personal information, ask for directions, in addition to learning colors, numbers, and objectives to describe people, in the oral and written expression, all of which are essential in the process of learning any language (Liamosas, 2011)

Language, which is a key component of understanding and an indication of mental development, plays a significant role in both cognitive and social growth. Language is intertwined with thought. Language is used to communicate ideas to other people. Words are the basic elements that allow ideas to develop. Different sources have various word definitions (Baskin et al., 2017)

According to Richard & Richard (2010) vocabulary is a set of lexemes that can be in the form of single words, compound words, and idioms. Furthermore, Rouhani and Purgharib (2013) defined vocabulary as a language element that links the four language skills including listening, speaking, reading, and writing in learning a foreign language.

As a result, according to Ahmed (2017), learning vocabulary is crucial for learning a language. Students can communicate more effectively if they develop a rich and deep vocabulary knowledge base. Haidi (2017) claimed that vocabulary is important for other language aspect of grammar and the four classroom skills: speaking, listening, reading and writing.

As a result, a key component of any foreign language classroom is the teaching and learning of vocabulary. To do this, a variety of methods and strategies are used to develop the vocabulary knowledge of EFL learners (Ebrahimi and Azhideh, 2015). Nunan (2017) asserted that in order to achieve a certain proficiency of vocabulary knowledge, learners have to use certain techniques and strategies. KIM and SVES are two of these strategies.

K.I.M.(Keyword, Information, and Memory Clue) can motivate students to learn new vocabulary. As part of the K. I. M., the students are supposed to make a chart with three columns, the first of which serves as a keyword. The vocabulary is either acquired from reading a text or determined by the teacher. The second column contains information, including the definition of each word. To fill this column, students can infer the meaning from the text's context or look up a dictionary. The third column contains memory clues with pictures to make it easier for students to memorize the vocabulary. Finally, a teacher asks the class to construct their own sentences based on the word (Hariadi and Amir, 2014)

Students are required to maintain a vocabulary notebook as part of the Stephens Vocabulary Elaboration Strategy (SVES). Every time a student encounters a new (or unclear) word, they jot it down and provide a definition in their vocabulary notebook. In order to eventually incorporate these vocabulary into their working vocabularies, students should consistently review these words (Brown, Phillips and Stephens, 1993). Thus, it is important for language learners to understand language

learning strategies, particularly vocabulary learning strategies (Behbahani,, 2016)

Theoretical background

English as a universal language, is always ready to adopt new vocabulary from other languages and create new terms to express new ideas. It would be more difficult for English language learners to understand from texts and control a large number of words at the same time (Salih, 2015)

In the past, second/foreign language programmes did not give a lot of emphasis on teaching and learning vocabulary. Consequently, Ta'amneh (2015) confirmed the importance of vocabulary in the English language. Since students believe it is vital to understand and communicate with others in English, they frequently recognise its importance to their language development. They learn vocabulary to build their knowledge of words and phrases and help them in enhancing their English knowledge and use.

A.1 The Definition of vocabulary

Diverse viewpoints on the nature and use of vocabulary are relevant to the definition of vocabulary. Experts have proposed some definitions about vocabulary:

Heibert and Kamil (2005) defined vocabulary as the knowledge of meanings of words. The term vocabulary has a range of meanings. Additionally, Diamond and Gutlohn (2006) stated that vocabulary is the knowledge of words and their meanings. The Oxford Dictionary (2007) defined vocabulary as the body of words used in a particular sphere and as the total number of words that make up a language.

Merriam-Webster Online Dictionary (2010) has three definitions of vocabulary as follows:

1-A list or collection of words and phrases usually alphabetically arranged and explained or defined.

2-A total number of words employed by a language, group, individual, or work or in a field of knowledge.

3-A list or collection of terms or codes available for use.

Besides, Al Faki (2015) defined vocabulary as the words of a language, including single items and phrases or groups of words which convey a particular meaning, the way individual words do.

Based upon these definitions, Bai (2018) stated that the term "Vocabulary" is used in different senses. Not only can it refer to the total number of the words in a language, but it can stand for all the words used in a particular historical period.

A.2.The Types of vocabulary

Making the distinction between receptive and expressive vocabulary is beneficial. Our receptive vocabulary includes words that we understand when they are used by others. When we think using a word, it is already in our expressive vocabulary (Neuman and Dwyer, 2009; Ebrahimi, Azhideh and Aslanabadi, 2015)

Furthermore, Hatch and Brown (1995), Heibert and Kamil (2005), Blachowicz and Fisher (2006), Abdulla (2012), Alqahtani (2015), Darfilal (2015) reported that the words that EFL learners need to master and use come in two forms: **Oral** and **print**. The words we recognise and use when listening and speaking are considered to be part of our oral vocabulary, whereas the words we identify and use when reading and writing are considered to be part of our print vocabulary. Based upon the knowledge of words, vocabulary can be **receptive** and **productive**. Receptive vocabulary includes those words that we recognize when we hear or see them. Productive vocabulary, on the other hand, includes those words that we use when we speak or write.

Macounova (2007) pointed to the fact that vocabulary comes in two types:

1-**Passive** Vocabulary is the collection of all words that can be read or listened to but are not used in expressions in writing or speaking.

2-**Active** Vocabulary: The collection of all words that can be used to construct new sentences that are both comprehensible and meaningful.

Besides, according to Stone and Urguhart (2008), Sutini (2012), the following are some types of vocabulary:

a) **Listening vocabulary:** All the words a person can recognise when listening to speech make up their listening vocabulary. The context and tone of voice help to increase the size of this vocabulary.

b) **Speaking vocabulary:** All the words a person can use in speech are considered that person's speaking vocabulary.

c) **Reading vocabulary:** All the words a person can recognise when reading are considered to be in their reading vocabulary.

d) **Writing vocabulary:** A person's ability to use all the words in their vocabulary when writing is stimulated by its user.

Additionally, Fromkin, Rodman and Hyams (2010), and Kurniawan (2016) stated that words can be divided into two parts. That is **function** word and **content** word. In grammar, function words are more prevalent. They have limited meaning but are used to join sentences together and modify the meaning of other words. An auxiliary, article, preposition, pronoun, conjunction, etc. are a few examples. Content words, on the other hand, have meaning. This type of word includes nouns, full verbs, adjectives, and adverbs.

A.3.Goals of vocabulary Learning

According to Intaraprasert (2004), the main goals of learning a new vocabulary are to:

1-Discover the meanings of new words;

2-Expand the knowledge of English vocabulary.

3-Maintain the knowledge of newly learned words.

A.4.The characteristics of effective vocabulary learning

Based on the findings of the literature review, an effective vocabulary curriculum should have the following features:

first, explicit vocabulary instruction should be a part of an effective vocabulary curriculum, and it should make use of visual aids, definitional information, and contextual information.

second, an effective vocabulary curriculum should include references to independent vocabulary instruction, providing guidance on how to help students learn vocabulary on their own by using dictionaries and contextual clues linked to prefixes, suffixes, and cognates. The ability of students to determine the meanings of unknown words may improve if they are familiar with the meanings of frequent affixes.

third, references to the relationships between words that are related to denotation, polysemy, synonyms, and antonyms should be included in an effective vocabulary curriculum. (Ferreira, 2007)

A.5.The Importance of vocabulary learning in an EFL/ ESL classroom

Learning vocabulary has an important role in learning a foreign language because people all over the world learn languages and use them to communicate with one another (Schmitt, 2000, Cameron, 2001, Cardenas, 2001, Nation, 2001, Scarborough, 2001, Bromley, 2002, Kuncan, Beck and Mckeown, 2002, Richards and Renandya,2002, Thornbury,2002,Nichols and Rupley, 2004, Tozcu and Coady, 2004,Zhan-Xiang, 2004, Leaver, Ehrman and Shekhtman, 2005, Sedita, 2005, Chang, 2006, Lightbrown and Spada, 2006, Hudson, 2007, Mayuree, 2007, Nyikos and Fan, 2007, Subekti and Lawson, 2007, Folse, 2008, Pullido and Hambrick, 2008, Schmitt, 2008   , Siahaan, 2008, Milton and Alexiou, 2009, and Kaivanpanah and Zandi, 2009)

Vocabulary was not considered in traditional teaching methods as an important subject that needed to be taught separately and officially. It was concluded at the margins of speaking, listening, reading, and writing lessons rather than being a particular subject for students to learn. As a result, few learners understand the value of vocabulary (Darfilal, 2015)

The importance of vocabulary is centred to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas. He (2010) stated that

vocabulary plays a significant part in English language acquisition. If students gain a deep and rich vocabulary knowledge base, they can convey their message more effectively this way.

Vocabulary is considered a foundational element for language development. According to Marulis and Neuman (2010, p.300), for example, "Vocabulary is the heart of oral language comprehension and sets the foundation for domain- specific knowledge and later reading comprehension".

Gorjian, Moosavinia, Ebrahimi and Asgari and Hydarie (2011), Sinatra, Zygouris-Coe, and Dasinger (2011), and Soureshjiani (2011) highlighted the importance of vocabulary learning by claiming that learners can improve their speaking, listening, reading, and writing skills as well as their ability to eventually build comprehension and production in the L2.

Bérubé and Marinova- Todd (2012) argued that there is a reciprocal relationship between vocabulary and reading comprehension; the more you read, the more words you will learn, and the larger your vocabulary is, the better your reading comprehension will be, which in turn, will promote the acquisition of new vocabulary.

Burchett (2013), Conderman, Hedin and Bresnahan (2013), Elsa (2013), and Milton (2013) confirmed that vocabulary growth is a key component of language acquisition. First, children learn the meaning of words by hearing them uttered and constructing meaning in context.

Vocabulary is an element of English language. In other words, vocabulary is essential to language because it enables students to structure their ideas and arguments—both when orally and in writing in a logical way and support them with relevant ideas (Hariadi & Amir 2014; Ta'amneh, 2014)

Vocabulary is a foundation of language learning. According to educational research, vocabulary has a strongly correlation to reading comprehension, intelligence, and general ability. Children must learn to decode (Sound- out) print as they learn to read. However, they also must have a vocabulary base (word knowledge) in order to make sense of what they decode. By third grade, however, children are reading to learn (Ebrahimi, Azhideh and Aslanabadi, 2015), Faraj (2015), and Sun (2015).

Vela (2016) mentioned that vocabulary is an important component of language. Learners can speak a sentence because the know about vocabulary. Learners can write or arrange sentences well. Learners are able to read and write fluently because they know how to pronounce the words appropriately.

Blocker (2017) mentioned that vocabulary instruction is an important component of literacy instruction in pre-school. When children

are exposed to a variety of words in reading, it helps them build up their vocabularies. It also provides children with an understanding of a variety of words which in turn can help with later reading comprehension.

Pellicer- Sa'nchez, (2018), Wyra and Lawson (2018, p. 605) highlighted the importance of vocabulary in communication for those learning a foreign language, and it was noted that one of their aims is to "Achieve communicative competence" so they can communicate inside and outside of the classroom.

Saud Alahmadi (2020) confirmed that vocabulary is an important component of learning and teaching the English language. Learners cannot effectively use any language skill without enough vocabulary.

Other research studies have explored the importance of vocabulary learning. Llach and Gomez (2007) examined children's characteristics in relation to their vocabulary acquisition process in the foreign language. The results of both the semantic fields and the lexical errors produced by learners highlighted the ending of the self- centred stage in which they are.

Robson (2009) examined the effects of four instructional methods …..context clues, definition, elaboration technique, or word parts and word families on vocabulary growth and acquisition of adults enrolled in a community college developmental reading course. There was a significant gain in students' vocabulary competence, and from pre-test to delayed post-test. There was a significant decrement in students' vocabulary competence. Age and language moderated vocabulary competence.

Hall (2010) investigated the importance of vocabulary development in kindergarten. One significant finding was the acknowledgement by the core searchers that socioeconomic status is not a consideration for children's abilities to increase vocabulary capacity.

Huang (2010) investigated the longitudinal development of L2 vocabulary by 17 individual adult L2 learners in an English as a second language (ESL) instructed context over one academic year, combining a longitudinal case study design with two cross-sectional comparisons in order to enhance (a) detailed documentation addressing the idiosyncrasy of L2 vocabulary learning and (b) comparability across previous and future research. The findings showed that individual learners exhibited growth in meaning, grammar information, and collocation knowledge, but no change in spelling and association knowledge.

Kieffer and Lesaux (2012) designed a study to test a multi-dimensional model of English vocabulary knowledge for six – grade students from linguistically diverse backgrounds (n= 584). Findings supported a distinction between word-specific and word-general

knowledge in understanding individual and group differences in vocabulary.

Butler (2019) identified four major recommendations for vocabulary instruction: (a) ensure frequent and repeated exposure to the target words; (b) provide explicit word definitions and meanings in context; (c) create opportunities for discussions and interactions around the words in question; and (d) use multimodal approaches to teach vocabulary.

A.6.Vocabulary Aspects

Vocabulary is knowledge of words, including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behaviour, written form, spoken form and frequency. All these properties are known as "word knowledge" (Schmitt, 2010)

According to Ur (1996), there are some criteria that the teacher must take into account when teaching vocabulary. These are what they are:

a) Form: Pronunciation and spelling. It is important to learner in learning because pronunciation and spelling are a part of the foundation in mastery of English vocabulary.

b) Grammar: Grammar is important in writing skill because if students committed mistakes in making sentences, the meaning can be changed.

c) Collocation: The collocations typical to particular items makes a particular combination sound "right" or "wrong" in a given context, the teacher may note that how to differentiate the use of specific words in different contexts.

d) Aspect of meaning: Denotation, connotation, appropriateness. Denotation is the meaning of a word primarily what it refers in the real world. Denotation is a short definition that is given in a dictionary. Then, connotation is the association, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. Furthermore, appropriateness is more subtle aspect of meaning that often needs to be taught whether a particular item to use in a certain context or not.

e) Meaning relationships: Meaning of relationships is important because it explains how the meaning of one item relates to the meaning of others. They are:

1-*Synonyms:* Items that mean the same, or nearly the same, for example: bright, clever, smart may serve as synonyms of intelligent.

2-Antonyms: Items that mean the opposite: rich is an antonym of poor.

3-Hyponyms: Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal.

4-Co-Hyponyms or Co-ordinates: Other items that are the "same kind of thing"; red, blue, green, and brown are co-ordinates.

5-Supordinates: General concepts that "cover" specific item; animal is the subordinate of dog, lion, mouse.

6-Translation: Words or expressions in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught.

f) Word formation: Vocabulary items, whether one-word or multi-word, can often be broken down into their component "bits". Exactly how these bits are put together in another piece of useful information – perhaps mainly for more advanced learners.

According to Nation (2001) three significant aspects teachers need to be aware of and focus on: Form, meaning and use. The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). The meaning encompasses the way the form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Use involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.

According to Lin (2002),there are three points for learning a word:

1) Identifying the word's form , i-e. its parts of speech, preposition, verb, noun, adjective, or adverb.

2) Retrieving the word's meaning, or being able to comprehend and remember a word's meaning.

3) Making appropriate use of the word in other contexts.

Thornbury (2002), Nichols and Rubpley (2004), Heibert and Kamil (2005), and Ling (2005) argued that knowing a word involves knowing: Its form and meaning. Hence, Pranowo (2006) confirmed that teachers must focus on a variety of aspects that lead to more effective English language learning when dealing with new terms. These aspects include the word's pronunciation, spelling, word class, meaning, and use.

Ramirez (2008) declared that there are three frequently mentioned aspects of vocabulary knowledge:

a) Form → refers to spelling.

b) Meaning → knowing the meaning of a word means knowing what object or idea it refers to. It also means knowing about what other words are associated with it.

c) Use → The use of a word means knowing the grammatical patterns it occurs in, knowing what other words it occurs (i.e., collocates) with, and knowing which contexts. (e.g. topics or situations) the word is used in.

Milton (2009) reported that using a word properly and effectively in a foreign language required two forms of knowledge. The words that can be recognised when heard or read are known as receptive knowledge. The word that may be called to mind and used in speech or writing is referred to as productive knowledge.

According to Fromkin, Rodman & Hyams (2010) knowing a language means knowing that certain sequences of sounds signify certain concepts or meanings. When you know a language, you know words in that language, that is, which sequences of sounds are related to specific meanings and which are not.

In Nation's (2013) framework of the dimensions of word knowledge, the three main components are identified as form, meaning and use ."Form" involves knowledge of the spoken and written forms of a word in addition to the ability to recognize its parts. "Meaning" is interpreted as understanding the form-meaning relationship, concept and referents that a word signifies, and its association with other words. Finally, "Use" refers to knowing the grammatical functions of the word, the colocations of the word, and the constraints on the use of the word.

Darfilal (2015); Ebrahimi, Azhideh & Aslanabadi (2015) suggested that knowing a word goes beyond simply knowing its meaning. It entails being able to identify a word in both written and spoken form, knowing its different meanings, being aware of its part of speech, being able to pronounce it properly, and being able to use it correctly within a sentence.

Webb and Nation (2017) reported that vocabulary learning consists of some aspects: a) Form, which considers spoken, written, and word parts; b) Meaning, which considers concept meaning and receiving explanations of new words, as well as through internalising the word; and c) Use, in terms of using these words in contexts.

Thus, many researchers confirmed the importance of vocabulary knowledge. vocabulary knowledge is a fundamental facet of literacy skills (Pulido and Hambricks, 2008, p. 164), a learner of the new language has to understand the vocabulary knowledge and work on improving it to produce the language. So, knowing a word means understanding of abundant facets of the vocabulary knowledge that is a multidimensional and complex construct (Nation,2001).

According to Adam (2016) lack of vocabulary knowledge hinders the real communication of EFL learners to a great extent. Hence, it is

predictable that undergraduate EFL learners should have the appropriate vocabulary knowledge.

Macis and Schmitt (2017) stated that in EFL learning without having adequate vocabulary knowledge, learners may not show the desired results in language learning process and its competence.

In addition, vocabulary knowledge has long been recognized as an essential component of reading comprehension and is a contributing factor for using reading as means of learning (Rasinski and Rupley, 2019).

Besides, other research studies have explored the importance of vocabulary knowledge, Bonk (2000) endeavoured to establish a relationship between listening comprehension and vocabulary knowledge by analysing the relationship between the number of familiar lexical items and gist comprehension of listening texts of increasing lexical difficulty. The results of this research revealed that listening comprehension correlated with text-lexis familiarity at, 45, which indicates a moderate correlation.

Quellette (2006) used receptive and expressive vocabulary measures to examine the impact of vocabulary knowledge on word recognition and reading comprehension. The findings of the study revealed the predictive power of different types of vocabulary knowledge on distinct reading skills and reading comprehension.

Staehr (2009) investigated the relationship between depth and breadth of vocabulary knowledge and listening comprehension. He obtained significant positive correlations between the variables and found that vocabulary knowledge accounts for half of the variance in the listening scores of the participants of his study.

Mehrpour and Rahimi (2010) analysed the impact of general vocabulary knowledge and an awareness of the specific vocabulary content in a reading test on the performance of their participants in the test applying an experimental research design. Their findings demonstrated that the participants in the experimental group significantly out-performed those in the control group, indicating the significant effect of general and text-specific vocabulary knowledge on reading comprehension test performance.

Kilic (2019) investigated the role of vocabulary knowledge in the writing and speaking performance of 54 B2 level Turkish learners of English as a foreign language (EFL). Therefore, the study offers evidence that vocabulary knowledge is a significant predictor of performance in productive language skills.

A.7.Vocabulary strategies

Over the past few decades, it has been noticed that a number of researchers have shifted their interest from language teaching methods to language learning strategy use. This may be because some learners seem to be successful in language learning regardless of teaching methods (Soureshjani, 2011).

Thus, an effective tool for accelerating language learning is learning strategies. Asgari and Mustapha (2011, p. 85) defined VLSs as "Steps taken by the language learners to acquire new English words". Thus, it can be said that VLSs are commonly used not only to discover the meanings of unknown words but also to retain them in long-term memory and to recall them at will. Therefore, a number of strategies have been used to help students learning vocabulary such as:

(Vocabulary self-collection strategy- Word Mapping - Graphic Morphemic Analysis- Interactive word wall – Vocabulary journals – Word detective – Semantic maps- Word wizard – Concept cube – Word connect – Same word, different subject – Scavenger hunt – Key word method – Semantic feature analysis – Word map – Word web – Fryer model – Words a live – Word sorts – Pinwheel – The chain Game – vocabulary charades – Quick draw – Jeopardy – Alphabet books – Character trait maps – Click and clunk – Find someone who – Knowledge rating – Making words – Missing words – Open word sort – Visual structures – Vocabulary writing in math – Word boxes, journals & logs – Word chains – Word cards – Word walls – Keyword. Information. and Memory Clue (K.I.M). – Concept definition web – Words splash – Contextual redefinition – Word prediction – Word family tree – Brain power words – Dictionary games – Find that word – Pair, Defines, Explain – Personal dictionaries- Venn Bingo – Vocabulary helpers – Word Expert cards- Word up ! – Word wizard – Stephens Vocabulary Elaboration Strategy (SVES) and concept chain….etc.)

A.7.1. K.I .M. (Keyword, Information, and Memory Clue) and SVES vocabulary strategies

First: K.I.M .(Keyword, Information, and Memory Clue) Vocabulary Strategy

K.I.M.(Keyword, Information, and Memory Clue) is a basic version of vocabulary frames where students identify the key term, information about it, and a memory clue based on their understanding of the vocabulary term. Students write the term of key idea (k) in the left column, the information (I) that goes a long with it in the center column and draw a picture of the idea, a memory clue (M) in the right column. The key idea may be a new vocabulary word, or a new concept. The information may be a definition or it may be a more technical explanation

of the concept. The memory clue is a way for students to integrate fully the meaning of the key idea into their memories. By making a simple sketch that explains the key idea students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to remember easily new key idea (Woods, 2015).

In addition, Goodman (2005) instructed students on the following acronym of K.I.M. vocabulary strategy:

1-K. Keyword; students record the word to be learned.

2-I. represents important information, students record what they have learned about the keyword in their own words.

3-M. represents memory clue or mnemonic (drawing, picture or symbol) by making a sketch (or other memory clue) students synthesize and interpret the new information and make in their own.

4-Write the key word in a context-rich sentence for application.

Accordingly, Beck, McKeown and Kucan (2002) K.I.M vocabulary strategy is the strategy that encourages students to expand their understanding of key vocabulary terms.

Furthermore, Miller and Veatch (2011) reported that K.I.M. will be very beneficial with academic vocabulary using the graphic organizer before reading content, students will be able to get a better understanding of a text, therefore, it will help increase students' comprehension as well as knowledge of vocabulary.

Second: SVES (Stephens vocabulary Elaboration strategy)Vocabulary Strategy

SVES (Stephens Vocabulary Elaboration Strategy) is an ongoing vocabulary collection strategy, which incorporates understanding word meanings in different contexts. This strategy stresses dictionary skills. Students use a dictionary to define new words and their parts of speech. The dictionary also points out the multiple meanings of many words. Students use critical thinking skills to analyze the specific content of a reading selection to determine the most appropriate definition of a word.

• Steps to Stephens Vocabulary Elaboration Strategy (SVES).

1-The teacher asks students to obtain a spiral notebook to record new vocabulary words.

2-He / She asks students to write any new or unclear word in the notebook. Also, he or she asks them to write the context in which the word was used.

3-Students are required to write dictionary definitions (including the parts of speech) by any new word in their notebooks. For words with multiple definitions, students should select the most appropriate meaning for the context.

4-Students are encouraged to define the terms in their own language and compare their thoughts with the dictionary definitions. Personal definitions are revised to more precisely reflect the meaning conveyed in the dictionary, without sacrificing the individual's vocabulary.

5-Students are asked to regularly review their growing vocabulary list. The teacher encourages them to use these new words in their written and oral presentations (Brown, Phillips and Stephens, 1993).

As a result, Billmeyer and Barton (1998) confirmed that SVES (Stephens Vocabulary Elaboration Strategy) encourages students to have an expandable vocabulary journal where they record unfamiliar words, definitions, a description of its use, and every time they encounter the word. When learners have difficulty with remembering specific terms if not in context, this strategy will help learners remember each term deeper than if simply memorized.

A.8.The importance of vocabulary strategies in EFL/ESL classrooms

Numerous research studies have demonstrated the importance of vocabulary learning strategies, pointing out that lacking vocabulary knowledge can make difficullties for students to learn a foreign language. Amirian and Heshmatifar, 2013; Celik and Toptas ,2010; Hakan, Aydin and Bulent, 2015).

According to Dóczi (2011), Hyso and Tabaku (2011), vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners.

Furthermore, Goundar (2015) affirmed that vocabulary learning strategy is seen as a tool used by students to acquire vocabulary which is one of the most important elements of English as a foreign language (EFL).

Baskin et al., (2017) confirmed that in foreign language teaching, it is effective to identify students' vocabulary learning strategies, motivating them to use strategies, and teaching them strategies to improve language success .

Other research studies have explored the role of vocabulary learning and/ or teaching strategies. A research study conducted by Merawati (2003) showed that the teaching of guessing meaning of words from context could improve reading skills and strategies. Merawati's study showed that practice on guessing meaning from context helped students understand word meaning from sentences and paragraphs within the text and understand the meaning of a large amount of conceptual words.

Komol and Sripetpun (2011) investigated the English vocabulary learning strategies used by second-year university students at Prince of Songkla University (PSU). The purpose of this study was three fold: (1) to identify the use of vocabulary learning strategies of the research subjects; (2) to look at the differences in vocabulary learning strategy used by the students with high and low vocabulary size and; (3) to find out the vocabulary learning strategies use in relation to vocabulary size. Correlation analysis showed that the relationship exists between vocabulary learning strategy use and vocabulary size score.

Ali and Rajaee (2013) examined the effect of strategy training on developing vocabulary learning. The participants were 700 students studying in grade one high schools of Gonabad in the Southern Khoarsen country. The results showed that the group which received vocabulary strategy training significantly outperformed the group which learned vocabulary through traditional activities prescribed by the textbook.

Lai (2013) investigated the effect of explicit vocabulary learning strategy instruction on learners' vocabulary acquisition. Students' attitudes and opinions toward vocabulary learning strategy use and strategy training were compiled as well. The result suggested that vocabulary learning strategy training can bring about positive effects in students learning, as the majority of the participants reported using a greater number of strategies, using strategies more frequently, and found that such use of strategies was more useful.

Alharthi (2014) attempted to shed more light on the role of VLS in memorisation of vocabulary, both word attrition and retention, of 41 Arab learners of English before and after completion of a B.A. course. The results showed that the use of rote learning (repeating an English item with its Arabic translation) led to more attrition in receptive word knowledge, while note taking strategies (writing an English item with its synonym and definition) emerged as a positive predictor of learners' retention in receptive and productive word knowledge).

Bonsa and Wolde-Mariam (2014) assessed vocabulary learning strategies (VLSs) used by high and low achievers. The study showed that there is a relationship between the students' perception and their language achievement, and there is a significant difference between the high and the low achievers regarding VLSs they used.

ElGhouati (2014) investigated three points: (1) to identify vocabulary learning strategies which Moroccan master students employ while learning their English vocabulary; (2) to explore frequency of students' strategy use; and (3) to examine the relationship between frequency of students' strategy use and the independent gender variable. The findings revealed that master students use almost the same

vocabulary learning strategies as demonstrated by their counterparts in the literature on second language acquisition.

Saengpakdegit (2014) examined types of vocabulary learning strategies used by Thai EFL students. Results of the study revealed that the students displayed awareness of vocabulary learning strategies. Two main types of vocabulary learning strategies were found: (1) Strategies for discovering the meaning of unknown words; and (2) strategies for retaining the newly learned words in long-term memory and recalling them at will.

Ta'amneh (2014) investigated vocabulary learning strategies used by the first year students at Taibah University in learning English vocabulary items. Results revealed that students prefer to use the rote learning and ignore other strategies in learning English vocabulary.

Alharbi (2015) investigated vocabulary learning strategies (VLSs) English language learners used and strategies they thought were effective to them in terms of language proficiency. The analysis measures five sets of vocabulary knowledge: building synonyms network, learning definition(s) with contexts, pronunciation process, bookmark word search, and remembering strategy for writing. This project determined that the group with high language proficiency agreed more on the items selected than those with low language proficiency.

Mohamed and Yassin (2015) investigated the teachers' usage of vocabulary learning strategies in teaching specialized English vocabulary. The findings of the study showed that there is a big usage of vocabulary learning strategies by some teachers of English.

Asyiah (2017) investigated how vocabulary teaching and learning are perceived by teacher and students, strategies to teach and learn the vocabulary and also influences of students' vocabulary learning strategy on their vocabulary mastery. The findings showed that both teacher and students have positive responses on vocabulary teaching and learning.

The objective of Sa'd and Rajabi study (2018) was three-fold: (1) Exploring Iranian English language learners' vocabulary learning strategies (VLSs), (2) Examining language learners' perceptions of vocabulary learning, and (3) Exploring Iranian English language teachers' vocabulary teaching strategies (VTSs). The findings indicated that females and males differed significantly in their reported VLSs and their teachers' use of various VTSs. The findings revealed that the most effective VLSs were reported to be: a) reciting, repeating and listening to words b) using words, and c) memorising words.

Tian (2019) explored vocabulary learning beliefs and strategies employed by students in Chinese Universities. They appeared to use metacognitive strategies more often when they learn vocabulary,

especially self-initiation. At a cognitive level, they are both inclined to adopt dictionary use, guessing, note-taking and activation strategies very often, while encoding and rehearsal are less used. Their vocabulary size has a strong relation with their strategy use at cognitive level, a moderate relation at overall and metacognitive level and no relation with their learning beliefs.

Al-Omairi (2020) identified the most and least common strategies that are used by Traqi English as a foreign language (EFL) majors and English for academic purposes (EAP) learners. Also, he determined the differences that are in EFL and EAP students' vocabulary learning strategy (VLS) use as well as exploring EFL and EAP students' views and difficulties. The results of the survey indicated that EFL and EAP learners' most common strategy was determination strategy, whereas, the least common strategy was metacognitive. The results of the interview indicated that the majority of EFL and EAP learners' valued the significant role of VLS.

A.9. Vocabulary Difficulties

The amount of vocabulary an EFL student has to learn throughout his studies is enormous. Having to learn and remember so many new vocabulary words in a foreign language are difficult challenges for young adult individuals who register in an English course for the first time (Corrales, 2011)

Westermann and Mani (2018) pointed out that researchers have started to emphasize the complexity of vocabulary learning among children and to identify various challenges that they face.

Recent research indicated that it may be difficult to teach vocabulary since many teachers lack confidence about best practice in vocabulary teaching and at times they do not know where to begin to form an instructional emphasis on word learning (Alqahtani, 2015).

Despite the significance of vocabulary in SLA, the following three factors contributed to lack of attention to vocabulary: (1) linguists' concern with grammar and phonology; (2) dominant belief in language psychology; and (3) methodologists' interest. In addition to these reasons, the difficulty of teaching language as well as the beliefs and experiences of teachers also play a role in this neglect (Ostovar - Namaghi and Malekpur, 2015).

Kweldju, (2004) and Thornbury (2004) proposed the following factors as to why some words are more difficult:

a) Pronunciation → Research shows that words that are difficult to pronounce are more difficult to learn.

b) Spelling → Spelling and pronunciation issues are frequently caused by sounds-spelling errors, which can make word's difficulty.

c) Long and complexity →Long words seem to be no more difficult to learn than short ones.

d) Grammar → Another problem is the word's grammar, especially if it differs from that of its L1 equivalent.

e) Meaning → When two words overlap in meaning, students are likely to confuse them.

f) Range, connotation and idiomaticity

In addition, Sedita (2005) added that there are significant obstacles to developing sufficient vocabulary to be successful in school:

*Students with limited or knowledge of English. *Students who do not read outside of school.   *Students with reading and learning disabilities.   *Students who enter school with limited vocabulary knowledge.

Also, Daller, Milton and Treffers-Daller (2007) characterized the complexity of lexical knowledge in terms of "breadth" "depth", and "fluency". Vocabulary breadth roughly corresponds to the number of words a student is familiar with, whereas vocabulary depth refers to the learner's knowledge about how to use certain words. The concept of fluency describes how easily the learner can recognise and use certain words.

However, according to Komol and Sripetpun (2011), vocabulary is the biggest problem for the majority of students. Due to this, second language pedagogy and research are currently focusing on vocabulary acquisition.

According to Cook (2013) the majority of EFL students claim that they understand the new vocabulary words during the lecture, but they tend to forget newly learned words after a short period of time.

Guan (2013), Nowsan and Baryaji (2013) insisted that there are still a lot of issues with vocabulary instruction in EFL classrooms. The teaching forms are simple and the teaching methods lack innovation.

Thus, Adam (2016) indicated that lack of vocabulary knowledge severely limits the ability of EFL learners to communicate in everyday situations. Therefore, it is expected that undergraduate EFL students will possess the appropriate vocabulary knowledge.

Macis and Schmitt (2017), Muliawati and Ismail (2017) mentioned that learners may not show the desired results in the language learning process and its competence in EFL learning without having adequate vocabulary knowledge.

Kuhn and Stahl (1998) analyzed the results from 14 studies designed to teach students how to derive meaning from context. Their conclusion was that providing learners with opportunities to engage in

wide and varied reading at a challenging level is as effective in building vocabulary as instruction with context perse.

Pakdaman, and Gilakjani (2019) investigated the effect of collocation activities on Iranian intermediate EFL learners' vocabulary knowledge in order to solve their vocabulary problems. The findings of this study showed that collocation activities improved significantly participant learners' vocabulary knowledge.

Therefore, vocabulary is difficult to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspects. So, teachers should keep looking for ways to substitute rote repetition with more effective techniques (Anuthama, 2010).

Context of the problem

The Problem of the current study was the first-year secondary students' low proficiency in vocabulary aspects in English. The vast majority of students have difficulties applying the vocabulary-related tasks. The inability of students to recall vocabulary and utilize words in the appropriate context was one of their weaknesses. Their performance on vocabulary activities and other skills are both impacted by their lack of vocabulary knowledge. The researcher noticed that when students want to write or speak, they struggle to choose the right English words. They also have a big difficulty understanding what they read or listen to. The researcher carried out a pilot study to investigate students' levels of EFL vocabulary aspects. A number of students (n=30) were given an EFL vocabulary test by the researcher during the beginning of the school year (2019-2020) at Sharkia Governorate's Kafr-Saqr Secondary School for Boys. The results of the vocabulary test showed that most students scored below 50% on the test in all vocabulary aspects, including form, meaning, and use.

Furthermore, there were common difficulties faced by the students. The majority of students struggle with word pronunciation. They frequently make spelling and writing mistakes. They struggle with learning new words based on context. They struggle to distinguish between many words that sound similar. They remember the Arabic meaning of the word but forget how to write it, and they struggle using the words in the correct manner. They struggle making a sentence using appropriate vocabulary. Students lack self-confidence when speaking using that vocabulary. Finally, students do not use vocabulary in their daily life; thus, they forget new vocabulary.

The researcher believes that there are numerous reasons for these problems. **First:** Integration of vocabulary instruction into language teaching skills. There is no limited time to vocabulary teaching. Additionally, the lack of interest or interactivity in a teacher's media

makes the students less ensuthiazed. A teacher is always interested in the textbook and burdens students with lot of work. The teacher uses a similar method, such as word memorization or translation..

Second: The teacher's explanations of grammatical rules, pronunciation, spelling, and meaning are boring for students. As a result, students only consider learning new words' primary meanings to vocabulary learning. They might not be able to pronounce the words correctly or use them in different contexts.

Third: Learning vocabulary in context makes it challenging for students to learn, and it may make it difficult for them to recall afterwards.

Fourth: In terms of the words and phrases, the students' book only discusses their definitions and provides synonyms and opposites; however, it does not afford how these words and phrases might be used in different contexts. In addition, the exercises that are provided in the students' book are designed in a limited way.

As a result, the students' poor vocabulary level necessitates a serious research for alternative effective strategies that may enhance students' vocabulary learning. The researcher believes that using the KIM strategy and SVES may be useful strategies and may have a positive impact on aiding students to learn and memorize vocabulary well. The aim of this study was to ascertain whether the KIM strategy and SVES were successful in enhancing secondary students' vocabulary learning in English.

The Statement of the problem

First year secondary stage student lack reasonable EFL vocabulary knowledge. Therefore, this study is an attempt to use the K.I.M. strategy and SVES to improve EFL vocabulary knowledge. The problem of the present study may be summarized as follows:

-What is the effectiveness of K.I.M (Keyword. Information. and Memory Clue) and SVES (Stephens Vocabulary Elaboration Strategy) in Improving Vocabulary Learning in English among Secondary Stage Students? -This main question is sub-divided into the following ones:

1) What are the EFL vocabulary aspects required for 1st year secondary stage students?

2) To what extent do these students possess these aspects?

3) What is the effectiveness of K.I.M (Keyword. Information. and Memory Clue) strategy in improving vocabulary learning in English among secondary stage students?

4) What is the effectiveness of SVES (Stephens Vocabulary Elaboration Strategy) in improving vocabulary learning in English among secondary stage students?

The Study Hypotheses

The study hypotheses were formulated as thus:

-There would be a statistically significant difference between the mean scores of the experimental group.1 (taught via K.I.M strategy) on the pre-post administrations of vocabulary test as a whole and its aspects in favor of the post administration.

-There would be a statistically significant difference between the mean scores of the experimental group.2 (taught via SVES) on the pre-post administrations of vocabulary test as a whole and its aspects in favor of the post administration.

-There would be a statistically significant difference between the mean scores of experimental group.1 (taught via K.I.M strategy) and the control group on the post-administration of vocabulary test as a whole and its aspects in favor of the experimental group.

-There would be a statistically significant difference between the mean scores of experimental group.2 (taught via SVES strategy) and the control group on the post-administration of vocabulary test as a whole and its aspects in favor of the experimental group.

-K.I.M strategy is effective in improving the first year secondary stage students' vocabulary learning in English.

-SVES is effective in improving the first year secondary stage students' vocabulary learning in English.

The Study Significance

This study is expected to be of significance to the following categories of people:

Students

- This study may help students to become aware of their vocabulary learning strategies.

- This study may enhance the students' vocabulary learning in English through using different strategies.

-Utilizing both strategies (K.I.M. & SVES), this study is expected to assist students in resolving their difficulty comprehending the meaning of words in sentences. Students are expected to enhance and memorize their vocabulary through the usage of these strategies.

-The students may be able to overcome the difficulty in vocabulary learning through this study.

EFL Teachers

- This study may make English teachers more aware of the importance of the K.I.M. strategy and SVES in terms of enhancing vocabulary instruction for students.

- This study might introduce a variety of vocabulary learning strategies and methods to English language teachers.

- The results of this study may aid English language teachers in selecting the most effective vocabulary teaching and learning strategies.
- This study might help teachers modify their traditional teaching methods.
- The results of this study may help English language teachers in improving their teaching skills, particularly in the area of vocabulary instruction.
- This study may aid teachers in selecting and implementing the best vocabulary-teaching strategies to improve the quality of English vocabulary instruction.

For EFL curriculum planners

This study could be useful to curriculum planners to employ K.I.M. strategy and SVES to teach vocabulary in particular and English in general.

The Study Delimitations

The current study was applied within the following delimitations:

(1) The study was only carried out during the first term of the school year 2019–2020.

(2) The study was delimited to using the textbook "New Hello!" from the students' book to practice English vocabulary.

(3) Improving vocabulary learning in English among the first-year secondary stage students using the K.I.M. strategy and SVES.

(4) A Group of first year secondary stage students (N=90) (who were divided into experimental group.1 (K.I.M) (n=30), experimental group.2 (SVES) (n=30) and the control group (n=30) in Kafr-Sakr Secondary School for Boys, Sharkia Governarate.

5) Some EFL vocabulary aspects required for the first year secondary stage students.

Definition of terms

It is very important to define the term vocabulary learning due to its basic foundation in any language. Beltran, Contesse and Lopez (2010, p.5) defined vocabulary learning as "the ability to recognize the word form and meaning and to establish relationships between word form, meaning and function in utterances and texts. It involves using words in appropriate contexts, linking the word to other words through various kinds of associational networks".

According to Michael (2013), vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items words with specific meaning (s) but it also includes lexical phrases or chunks.

Campillo (2015) defined vocabulary as the total number of words that someone has. These words may be idioms, single words, or compound words.

Operationally, vocabulary refers to total number of words with definitions and meanings that someone uses to communicate an idea in a language. The knowledge of words also includes their morphology (structure), grammar (usage), semantics (meanings), and connections to other words (word/semantic relationship).

Method of the study
Participants of the study

Participants in the present study were (90) students enrolled at the Kafr-Saqr Secondary School for Boys, Sharkia Governorate, Egypt, in the first year secondary stage during the first term of the school year 2019-2020. They were randomly selected and divided into three groups: The first experimental group (n=30), the second experimental group (n=30) and the control group (n=30).

Before and after testing, the mean scores of the control and the two experimental groups were compared using SPSS Ver.26, a statistical package for social research. t-test was employed by the researcher to compute t-values for comparing mean scores between the study groups.

Both control and the two experimental groups were pre-tested to ensure they were at the same level of EFL vocabulary learning before starting the experiment.

A comparison of the mean scores for the control and the second experimental group (K.I.M) in the pre-test of Overall EFL vocabulary learning.

The first Experimental Group (K.I.M)

Table (1): Pre t-test for the control and the first experimental group (K.I.M) in the EFL vocabulary learning test.

Skill	Group	N	M	S.D	D. f	t-value	sig
Form	Control	30	7.97	1.129		0.548	0.586*
	Experimental (1)	30	8.13	1.224			
Meaning	Control	30	6.30	1.179		0.312	0.756*
	Experimental (1)	30	6.40	1.303			
Use	Control	30	5.30	1.022		0.771	0.444*
	Experimental (1)	30	5.53	1.306	58		
Overall EFL Vocabulary learning test	Control	30	19.30	2.184		0.850	0.399*
	Experimental (1)	30	19.80	2.369			

*Non-significant.

Table (1) shows that t-value (0.850) is not significant at the level of 0.01. So, there was no significant difference between the control and the first experimental group (K.I.M) in overall vocabulary learning in the pre-test.
A comparison of the mean scores for the control and the second experimental group (K.I.M) in the pre-test of Overall EFL vocabulary learning.

The second Experimental Group (SVES)

Table (2): Pre t-test for the control and the second experimental group (SVES) in the EFL vocabulary learning test.

Skill	Group	N	M	S.D	D. f	t-value	sig
Form	Control	30	7.97	1.129		0.694	0.491*
	Experimental (2)	30	7.77	1.104			
Meaning	Control	30	6.30	1.179		0.957	0.343*
	Experimental (2)	30	6.60	1.248			
Use	Control	30	5.30	1.022	58	0.887	0.379*
	Experimental (2)	30	5.07	1.015			
Overall EFL Vocabulary learning test	Control	30	19.30	2.184		0.539	0.824*
	Experimental (2)	30	19.17	2.369			

*Non-significant.

Table (2) shows that t-value (0.539) is not significant at the level of 0.01. So, there was no significant difference between the control and the second experimental group (SVES) in overall vocabulary learning in the pre-test.

Design of the study

The present study utilized the quasi-experimental design, known as pre-posttest experimental and control group design. K.I.M strategy was used to teach the first experimental group, SVES was used to teach the second experimental group, while the control group was taught using the traditional method.

Instruments of the study

The aim of this study was to use the K.I.M. strategy and SVES to improve the first-year secondary stage students' vocabulary learning in English. The following instruments were suggested to accomplish the purpose of the current study:
- Questionnaire on EFL vocabulary aspects.
- Pre-post EFL vocabulary test.

(1) EFL Vocabulary Aspects Questionnaire (Appendix .A)

For the purpose of the study's pre- and post-EFL vocabulary test, an EFL vocabulary aspects questionnaire was designed to identify the

most important EFL vocabulary aspects required for the first-year secondary stage students.

The items of the EFL vocabulary aspects questionnaire were derived from the following sources:

- The "New Hello!" Students' Book and Teacher's Guide for the first year secondary stage students.
- Related studies and literature on vocabulary aspects development in EFL.
- Consulting specialists and experts in the field of teaching English as a foreign language. (TEFL).
- The Ministry of Education Directives designed for the school year 2019-2020 by the secondary education directorate and the counselor's office for the general secondary school teachers.

The questionnaire was submitted to jury members, including TEFL specialists, to validate it in its final form. The jury members were asked to assess the degree of importance of each aspect and whether it was appropriate for the first-year secondary students.

(2) A Pre-Post EFL Vocabulary Test (Appendix. B)

- **Purpose of the test:**
- The purpose of the EFL vocabulary pre and post-test was to measure students' EFL vocabulary aspects before and after implementing K.I.M strategy and SVES to estimate its effect on developing EFL vocabulary aspects among the first year secondary stage students.

- **Test Description:**
- The pre-post EFL vocabulary test were created taking into consideration the most important vocabulary learning aspects identified by the EFL vocabulary aspects questionnaire. The final EFL vocabulary test was divided into three sections: form, meaning, and use.

- **Sources of EFL Vocabulary Test:**
1. Reviewing the previous studies related to design of EFL vocabulary learning aspects.
2. The EFL vocabulary aspects identified by the results of the questionnaire (Appendix. A).
3. Examining the "New Hello!" English for Secondary Schools, Year One

"Textbook and Teacher's Guide ".

- **Piloting the test:**

In addition to the participants of both groups, 15 students were chosen to pilot the test. They were chosen randomly from Kafr-Saqur Secondary School for Boys, Sharkia Governorate, Egypt. The test was piloted with the following aims:

- Determining the test's instructions and questions' clarity;
- Determining the test's suitability for first-year secondary students' levels;
- Estimating the test's validity; estimating the test's reliability; and estimating the test's duration. Duration of the test was measured using the average of time students took in answering the test. As a result, 90 minutes was the appropriate amount of time for answering the test questions.

- **Test validity:**

To assess the validity of the test, it was submitted to a group of jury members, who were requested to judge the points:
- The suitability of the test to the participants' level
- the suitability of the questions to the identified aspects
- the sufficiency of the questions to measure the identified aspects
- the suitability of the timing to the test's questions and the clarity of the test instructions.

In the light of the jury members' opinions and results of the piloting the test, the final version was designed. The test validity was estimated through the following formula:

$$\text{Validity} = \sqrt{reliablity}$$

∴ Validity = 90%; this value is considered high for the test validity.

Test reliability:

In order to establish the reliability of the EFL vocabulary test, the test-retest method was used. At the beginning of the first term of the 2019–2020 school year, the test was given to a group of 20 first-year secondary school students at Kafr-Saqr Secondary School for Boys , Sharkia Governorate. These participants were not members of either the control group or the experimental group; they were left out of the entire experiment. The test was re-administered under the same conditions in terms of time and place two weeks later. The statistical formula for the person was computed. This was appropriate given the test's reliability. The results from the two administrations had (82) correlation. This indicates that the test-retest correlation coefficient was relatively high. As a result, the test was regarded as a reliable one.

Test Scoring:

The final test had three parts and a total score of 50; part one (form) had a total score of 20, part two (meaning) had a total score of 15, and part three (use) had a total score of 15. The test was graded by the researcher.

Experimental Procedures

The researcher used the subsequent procedures:

1. EFL vocabulary aspects were selected in accordance with the curriculum, and the researcher prepared a test. The experimental and control groups were administer of a pre-test to confirm the homogeneity between groups.

2. The control group used the traditional method to teaching EFL vocabulary, whereas the first experimental group used the K.I.M. strategy and the second experimental group used SVES.

3. With the help of the teacher, students in the experimental groups used the two strategies K.I.M. and SVES to improve their vocabulary learning in English. The teacher's role was a monitor or a facilitator.

4. To determine if K.I.M. and SVES in both experimental groups significantly enhanced the students' vocabulary learning in English, both the experimental groups and the control group received the post-test.

5. Data were gathered and statistical analysis was performed to determine whether employing K.I.M. and SVES was effective.

Results were displayed in the following section.

The Study Results

To determine whether students' EFL vocabulary learning improved after implementing the experimental treatment using the (KIM) strategy, the hypotheses of the study were tested by using the Statistical Package for Social Sciences (SPSS) Program.

Hypothesis (1):

The first hypothesis states that "There would be a statistically significant difference between the mean scores of the first experimental group (taught via K.I.M strategy) on the pre-post administration of vocabulary test as whole and its aspects in favor of the post administration ".

To verify this hypothesis, the researcher used the paired samples t-test to compare the mean scores of the first experimental group students in the pre and post-test. The results are presented in the following table.

Table (3): Post t-test for the first experimental group (K.I.M) in the EFL vocabulary learning test.

Skill	Test	N	M	S.D	D. f	t-value	sig
Form	Pre	30	8.13	1.224		26.330	0.000*
	Post	30	17.83	1.533			
Meaning	Pre	30	6.40	1.303		20.069	0.000*
	Post	30	13.90	1.470	29		
	Pre	30	5.53	1.306		21.563	0.000*

	Use	Post	30	13.80	1.495			
Overall EFL Vocabulary learning test		Pre	30	19.80	2.369		32.369	0.000*
		Post	30	45.53	3.309			

*Significant at (0.01)

The table above indicates that the mean scores of the first experimental group students in the post test are higher than those of the pre- test in overall EFL vocabulary learning and its aspects, where t-value is, (32.369) for overall EFL vocabulary learning, (26.330) for form, (20.069) for meaning, (21.563) for use, which is significant at 0, 01 level of significance. Therefore, this hypothesis was confirmed. These differences can be attributed to (KIM) strategy.

Hypothesis (2):

The second hypothesis states that "There would be a statistically significant difference between the mean scores of the second experimental group (taught via SVES strategy) on the pre-post administrations of the vocabulary test as whole and its aspects in favor of the post administration ".

To verify this hypothesis, the researcher used the paired samples t-test to compare the mean scores of the second experimental group students in the pre and post-test. The results are presented in the following table.

Table (4): Post t-test for the second experimental group (SVES) in the EFL vocabulary learning test.

Skill	Test	N	M	S.D	D. f	t-value	sig
Form	Pre	30	7.77	1.104		23.573	0.000*
	Post	30	16.60	1.632			
Meaning	Pre	30	6.60	1.248		16.847	0.000*
	Post	30	12.50	1.306			
Use	Pre	30	5.07	1.015	29	22.569	0.000*
	Post	30	12.30	1.179			
Overall EFL Vocabulary learning test	Pre	30	19.17	2.422		29.230	0.000*
	Post	30	41.40	2.955			

*Significant at (0.01)

The table above indicates that the mean scores of the second experimental group students on the post test are higher than those of the pre- test in overall EFL vocabulary learning and its aspects, where t-value is, (29.230) for overall EFL vocabulary learning, (23.573) for form,

(22.569) for meaning, (21.563) for use, which is significant at 0, 01 level of significance. Therefore, this hypothesis was confirmed. These differences can be attributed to (SVES) strategy.

Hypothesis (3):

The third hypothesis states that "There would be a statistically significant difference between the mean scores of the first experimental group(taught via K.I.M strategy) and the control group in the post-test of overall EFL vocabulary learning test and its aspects in favor of the experimental group".

To verify this hypothesis, the researcher used the Independent samples t-test to compare the mean scores of the first experimental group students who used the (K.I.M strategy) with those of the control group students who used the traditional method, in the post-test. The results are presented in the following table.

Table (5): post t-test results of the control and the first experimental group (K.I.M) in Overall EFL vocabulary learning test.

Skill	Test	N	M	S.D	D. f	t-value	Sig
Form	Control	30	8.10	1.213		27.266	0.000*
	Experimental (1)	30	17.83	1.533			
Meaning	Control	30	6.40	1.248		21.297	0.000*
	Experimental (1)	30	13.90	1.470			
Use	Control	30	5.67	1.155	58	23.585	0.000*
	Experimental (1)	30	13.80	1.495			
Overall EFL Vocabulary learning test	Control	30	20.17	1.704		37.334	0.000*
	Experimental (1)	30	45.53	3.309			

*Significant at (0.01)

The table above indicates that the mean scores of the first experimental group students are higher than those of the control group in overall EFL vocabulary learning and its aspects, where t-value is, (37.334) for overall EFL vocabulary learning, (27.266) for form, (21.297) for meaning, (23.585) for use, which is significant at 0, 01 level of significance. Therefore, this hypothesis was confirmed. These differences can be attributed to (KIM) strategy.

Hypothesis (4):

The fourth hypothesis states that "There would be a statistically significant difference between the mean scores of the second experimental group (taught via SVES strategy) and the control group in the post-test of overall EFL vocabulary learning test and its aspects in favor of the experimental group".

To verify this hypothesis, the researcher used the Independent samples t-test to compare the mean scores of the first experimental group students who used the (SVES strategy) with those of the control group students who used the traditional method, in the post-test. The results are presented in the following table.

Table (6): post t-test results of the control and the second experimental group (SVES) in Overall EFL vocabulary learning test.

Skill	Test	N	M	S.D	D. f	t-value	sig
Form	Control	30	8.10	1.213		22.896	0.000*
	Experimental (2)	30	16.60	1.632			
Meaning	Control	30	6.40	1.248		18.489	0.000*
	Experimental (2)	30	12.50	1.306			
Use	Control	30	5.67	1.155	58	22.018	0.000*
	Experimental (2)	30	12.30	1.179			
Overall EFL Vocabulary learning test	Control	30	20.17	1.704		34.098	0.000*
	Experimental (2)	30	41.40	2.955			

*Significant at (0.01)

The table above indicates that the mean scores of the second experimental group students are higher than those of the control group in overall EFL vocabulary learning and its aspects, where t-value is, (34.098) for overall EFL vocabulary learning, (22.896) for form, (18.489) for meaning, (22.018) for use, which is significant at 0, 01 level of significance. Therefore, this hypothesis was confirmed. These differences can be attributed to (SVES) strategy.

Hypothesis (5):

The fifth hypothesis states that "KIM strategy is effective in improving the first year secondary stage students' vocabulary learning"

To verify this hypothesis, the researcher calculated the effect size by using the paired sample t-test to compare the scores of the first experimental group in EFL vocabulary learning in the pre and post -test using Cohen's formula.

$$\text{Cohen's formula} = \eta^2 = \frac{t2^2}{t^2 + df}$$

$$d = Ws = 2\sqrt{\frac{\eta^2}{1 - \eta^2}}$$

Where $\square^2 \square$ *Etasquare*

T= t test value

Df = degree of freedom

D= Es = effect size

Table (7): The effect size of the first experimental group (KIM) in the EFL vocabulary learning as a whole in the pre and the post test

Skill	Test	N	M	S.D	t-value	Eta square	Effect size
Form	Pre	30	8.13	1.224	26.330	0.927	3.563 *Large*
	Post	30	17.83	1.533			
Meaning	Pre	30	6.40	1.303	20.069	0.883	2.747 *Large*
	Post	30	13.90	1.470			
Use	Pre	30	5.53	1.306	21.563	0.900	3.000 *Large*
	Post	30	13.80	1.495			
Overall EFL Vocabulary learning test	Pre	30	19.80	2.369	32.369	0.954	4.554 *Large*
	Post	30	45.53	3.309			

Hypothesis (6):

The sixth hypothesis states that "SVES strategy is effective in improving the first year secondary stage students' vocabulary learning)"

Table (8): The effect size of the second experimental group (SVES) in the EFL vocabulary learning as a whole in the pre and the post test

Skill	Test	N	M	S.D	t-value	Eta square	Effect size
Form	Pre	30	7.77	1.104	23.573	0.912	3.219 *Large*
	Post	30	16.60	1.632			
Meaning	Pre	30	6.60	1.248	16.847	0.846	2.343 *Large*
	Post	30	12.50	1.306			
Use	Pre	30	5.07	1.015	22.569	0.918	3.345 *Large*
	Post	30	12.30	1.179			
Overall EFL Vocabulary learning test	Pre	30	19.17	2.422	29.230	0.946	4.185 *Large*
	Post	30	41.40	2.955			

Discussion

The main findings of this study, which looked at how the K.I.M. (Keyword Information and Memory Clue) strategy and the SVES (Stephens Vocabulary Elaboration strategy) had an impact on the

vocabulary learning in English among secondary stage students, are covered in this part.

Based on the quantitative findings of the present study through measuring the pre-post scores of the learners in the experimental groups, it was found that the experimental groups significantly outperformed on the post-test compared to the pre-test after the treatment, demonstrating that using K.I.M strategy and S.V.E.S. were quite successful in helping the learners improve their vocabulary learning. In other words, the experimental groups which were taught through K.I.M and S.V.E.S in comparison with the control group, underwent the traditional method of vocabulary learning.

The main problem with the students was that they lacked the vocabulary necessary to comprehend the words used in the texts and communication. The students were not able to read, speak, listen, and write when they do not know the necessary vocabulary words.

By adopting the K.I.M (Keyword, Information, and Memory Clue) vocabulary strategy, students were able to think critically, logically, and creatively. Students were instructed to find the meaning by looking for it in the context. In addition, if they found themselves in a predicament, they could look up a dictionary. To introduce new words in a different context, students were instructed to draw a picture before creating a sentence. Students understood that a vocabulary word can have numerous meanings in various contexts. Additionally, it was enjoyable because students did not feel bored while utilizing this strategy and were instead quite interested because they created sketches of their pictures that matched their words. Additionally, K.I.M improved students' word retention. They could quickly remember a word by drawing a picture and making a sentence.

Additionally, SVES (Stephens Vocabulary Elaboration Strategy) was a useful strategy to help the students learn more vocabulary. Students were assisted in remembering new words by SVES, which also helped them distinguish between words with the same spelling but have a different meaning.

Students were asked to record any new or ambiguous words in the notebook using SVES. They were also instructed to write the context in which the word was used. Students were instructed to write any unfamiliar or ambiguous words in their notebooks, followed by a definition from a dictionary (containing the word's parts of speech). They were urged to define the concepts in their own language and compare their ideas with the meanings found in dictionaries. Personal definitions were revised to more precisely reflect the meaning conveyed in the dictionary. Finally, they frequently reviewed their growing vocabulary

list and incorporated these new words into their oral and written presentations. Simple words allowed students to expand their vocabulary while also adding interest to the learning process.

Due to the K.I.M. strategy and SVES, students were no longer passive recipients of knowledge; instead, they had to actively engage in the learning process. This put a lot of responsibility on the learners, and the teacher's role was a facilitator or guide. Instead of being taught a word by the teacher, who gave them an explanation and a translation but did not use the word further, students utilized K.I.M. and SVES to find the definition and wrote the word in a sentence.

In other words, K.I.M. and SVES aided students in various ways:
 - Students become independent and confident learners.
-When students recognized the link between their success and the strategies they used, their motivation increased.

As a result, students were able to communicate with their friends, convey their ideas even when they made grammatical errors, read and understand texts, become proficient in using the language, write good expressions, express themselves in meaningful ways, and listen well.

All previous results confirmed the idea of Schmitt, 2000, Cameron, 2001, Cardenas, 2001, Nation, 2001, Scarborough, 2001, Bromley, 2002, Kuncan, Beck and Mckeown, 2002, Richards and Renandya,2002, Thornbury,2002,Nichols and Rupley, 2004, Tozcu and Coady, 2004,Zhan-Xiang, 2004, Leaver, Ehrman and Shekhtman, 2005, Sedita, 2005, Chang, 2006, Lightbrown and Spada, 2006, Hudson, 2007, Mayuree, 2007, Nyikos and Fan, 2007, Subekti and Lawson, 2007, Folse, 2008, Pullido and Hambrick, 2008, Schmitt, 2008 , Siahaan, 2008, Milton and Alexiou, 2009, and Kaivanpanah and Zandi, 2009) , Darfilal, 2015 ,He (2010), Marulis and Neuman (2010, p.300), Gorjian, Moosavinia, Ebrahimi and Asgari and Hydarie (2011), Sinatra, Zygouris-Coe, and Dasinger (2011), and Soureshjiani (2011), Bérubé and Marinova- Todd (2012), Burchett (2013), Conderman, Hedin and Bresnahan (2013), Elsa (2013), and Milton (2013), Hariadi & Amir,(2014), Ta'amneh, (2014), Ebrahimi, Azhideh and Aslanabadi, 2015, Faraj (2015), and Sun (2015), Vela (2016), Blocker (2017), Pellicer- Sa'nchez, 2018, Wyra and Lawson (2018, p. 605) , Saud Alahmadi (2020)who confirmed that vocabulary is an important component of learning and teaching the English language. Learners cannot effectively use any language skill without enough vocabulary.

These results also confirmed the results of Llach and Gomez (2007), Robson (2009), Hall (2010), Huang (2010), Kieffer and Lesaux (2012), Butler (2019) who explored the importance of vocabulary learning.

Thus, this research has demonstrated that vocabulary learning through K.I.M. and SVES are effective strategies that play a significant role in the vocabulary learning in English of secondary stage students.

Conclusion

The present study's objective was to ascertain how the K.I.M. strategy and SVES affected secondary stage students' vocabulary learning in English.

It was argued that vocabulary learning is a crucial part of learning a second or foreign language because it is an important ingredient of language . Giving learners a variety of vocabulary strategies is one way to aid them in improving their L2 vocabulary knowledge.

SVES (Stephens Vocabulary Elaboration strategy) and the K.I.M. (Keyword. Information. and Memory Clue) strategy were employed in the present study. The results showed there were significant differences between the mean scores of the experimental groups (taught via K.I.M and SVES) on the pre-post administrations of vocabulary test as a whole and its aspects. In addition, there were significant differences between vocabulary learning of the experimental groups (taught via K.I..M and SVES) and that of the control group on the post-test of vocabulary as a whole and its aspects. Different vocabulary aspects are used and improved.

The K.I.M strategy and SVES had an impact on the students' vocabulary learning in English and assisted in their ability to retain second-language vocabulary for a longer period of time.

Recommendations

The following recommendations were made in light of the results and conclusions of the study:

For English Language Teachers:

1. Teachers should identify the most effective way to teach learners new vocabulary because learning vocabulary is essential to learning a language.

2. In English courses for secondary-stage students, vocabulary learning needs to receive greater time and attention.

3. Teachers should train their students in various vocabulary strategies. Teaching learning strategies can make EFL students more effective. Students who use vocabulary strategies learn independently and with confidence. (Chamot, 1991).

4. Based on the needs, learning styles, proficiency level, and task requirements of their students, teachers must determine the framework and strategies they should use to focus their lessons.

5. Teachers should consider the type of vocabulary, the students' level, characteristics, and the importance of the strategies for the learners

before presenting the form or meaning of vocabulary items. In other words, a student's learning may be impacted by their age, educational background, level of English proficiency, etc.

6. In order to help their students achieve better results, teachers should evaluate how they present vocabulary and try to change their traditional methods.

7. Using K.I.M. and SVES by teachers in vocabulary instruction and student vocabulary learning is recommended.

8. Pay close attention to how the word is used in context as well as how the word form and meaning are related.

9. In order to prevent the student from forgetting the words due to lack of use, the teacher should always work to periodically reactivate the vocabulary knowledge that the learner already possesses.

10. A teacher uses the same teaching methodology with all students in the EFL classroom. To adopt the most practical and efficient vocabulary strategies and to increase their motivation to learn and perform better in their language, students need the support and encouragement of their teachers.

11. Teachers must adapt new vocabulary strategies to their students' needs and accept the idea of changing their practice.

12. Teachers should provide students with vocabulary strategies to make them independent vocabulary learners.

13. EFL teachers should help their learners overcome their learners' problems by designing instruction methods to focus on what they need.

14. Teachers play a crucial part in ensuring that students learn vocabulary. For this reason, teachers should tell students about the advantages of using vocabulary strategies and encourage them to utilize them.

For EFL students:

1. It is important to recognize and take into account the language strategies that students are familiar with and prefer.

2. Students are recommended to apply their English vocabulary in everyday activities because it is crucial for them to develop other skills like speaking, reading, writing, and listening.

3. Increasing EFL students' knowledge of the difficulties with learning vocabulary and the benefits of using various vocabulary strategies, like the K.I.M. strategy and SVES, to address those difficulties.

For curriculum designers:

1. Enhancing the classroom curriculum with vocabulary strategies (such as K.I.M, and SVES….etc) can help students when they encounter a difficult word in their assignments.

2. It is recommended that curriculum designers and stakeholders provide vocabulary instruction in the English curriculum more attention and portion so that EFL teachers are aware of the significance of vocabulary teaching and learning.

3. The course book for the students should combine the K.I.M strategy and SVES.

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