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The Effectiveness of Using "Collecting and Processing Words" Strategy in Teaching EFL Vocabulary to Intermediate School Students

ABSTRACT

This study aims to investigate The Effectiveness of Using "Collecting and Processing Words" (CPW for short) Strategy in Teaching EFL Vocabulary to Intermediate School Students, as follows: 1- specify in detail the CPW strategy for teaching English vocabulary to EFL students. 2- assess the average level of students' achievement in the area of English vocabulary. 3- find out whether there is any significant difference between the achievement of the experimental group and that of control group in the achievement posttest 4- find out whether there is any significant difference between the achievement of students at the recognition level and that at the production level, of the posttest. These aims have been achieved through verifying the following hypotheses: 1. The average of EFL intermediate school students' performance is within the theoretical mean scores of performance in the area of vocabulary. There is no significant difference between the mean scores of the experimental group's achievement and that of the control group, in the posttest. 3. There is no significant difference between the mean scores of the experimental group's achievement at the recognition level and that at the production level, of the posttest.

The sampling method is used to select randomly two sections of the second intermediate class at Koonuz Al-Mareefaa Private School for Boys in the city of Tikrit. One of the sections is the experimental group, and the other is the control one. Each group includes twenty-five students, who have been equalized in their age, parents' academic attainment, and previous year performance in English. An achievement test of seven questions has been constructed, validated, its reliability is obtained, and its items are analyzed and then applied to the two groups of study. The collected data has been statistically analyzed and the obtained results are as follows: 1. There is a significant difference between the mean scores of students' general performance and the theoretical mean scores of performance, in the area of English vocabulary. 2. There are no significant difference between the mean scores of the experimental group's achievement and that of the control group, in the posttest. 3. There is no significant difference between the mean scores of the experimental group's achievement at the recognition level and that at the production level, of the posttest.

Finally, in the light of the obtained results, several conclusions, recommendations, and suggestions have been put forward.

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فاعلية استخدام استراتيجية جميع الكلمات ومعالجتها في تدريس مفردات اللغة الانكليزية - لغة اجنبية
 لطلاب المرحلة المتوسطة

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صفاء صالح مهدي

الخلاصة:

تهدف هذه الدراسة الى التحقق من فاعلية استخدام استراتيجية تجميع الكلمات ومعالجتها في تدريس مفردات اللغة الانكليزية - لغة اجنبية لطلاب المرحلة المتوسطة على النحو التالي :

١- حدد بالتفصيل استراتيجية تجميع الكلمات ومعالجتها لتدريس مفردات اللغة الانكليزية لطلاب اللغة الانكليزية - لغة اجنبية .

٢- تقييم متوسط مستوى تحصيل الطلاب في مجال مفردات اللغة الانكليزية .

٣- معرفة ما اذا كان هنالك فرق معنوي بين تحصيل المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي التحصيلي .

٤- معرفة ما اذا كانت هنالك فرق كبير بين تحصيل الطلاب على مستوى التمييز وتحصيلهم على مستوى الانتاج للاختبار البعدي .

وقد تم تحقيق هذه الاهداف من خلال التحقق من الفرضيات التالية :

١- ان متوسط اداء طلاب المرحلة المتوسطة في اللغة الانكليزية - لغة اجنبية ضمن متوسط درجات الاداء النظري في مجال المفردات .

٢- لا توجد فروق ذات دلالة احصائية بين متوسط درجات تحصيل المجموعة التجريبية وتحصيل المجموعة الضابطة في الاختبار البعدي .

٣- لا توجد دلالة احصائية بين متوسطي درجات انجاز المجموعة التجريبية على مستوى التمييز والانتاج - تم استخدام طريقة اخذ العينات للاختبار العشوائي من قسمين من الصف الثاني متوسط في مدرسة كنوز المعرفة الاهلية في مدينة تكريت , احد الاقسام هو المجموعة التجريبية والاخر هو المجموعة الضابطة . تضم كل مجموعة ٢٥ طالبا تم تساويهم في اعمارهم والتحصيلي الاكاديمي لاولياء امورهم واداء العام السابق في اللغة الانكليزية.

- تم انشاء اختبار تحصيلي من سبعة اسئلة ، والتحقق من صحته ، والحصول على موثوقيته وتحليل عناصره ثم تطبيقه على مجموعتي الدراسة . تم تحليل البيانات التي تم جمعها احصائيا والنتائج التي تم الحصول عليها على النحو التالي :

١- هناك فرق كبير بين متوسط درجات الاداء العام للطلاب ومتوسط درجات الاداء النظري في مجال مفردات اللغة الانكليزية .

٢- لا توجد فروق ذات دلالة احصائية بين متوسط درجات تحصيل المجموعة التجريبية وتحصيل المجموعة الضابطة في الاختبار البعدي .

٣- لا توجد فروق معنوية بين متوسط درجات انجاز المجموعة التجريبية على مستوى التمييز والانتاج للاختبار البعدي .

Section one : Introduction

1.1 Problem of the Study :English language as the language of knowledge, teaching ,trade ,business ,...etc. is one of the most required languages in the world .It is also the language of international diplomacy and professions (Kitas,1996:65). It is the language which is mostly used in tourism , travel ,sciences and technology ,so it becomes a compulsory subject in schools and other institutions around the world. In Iraq English is taught to learners at all educational stages (David, 2009:88). Vocabulary is viewed as one of the central aspects of foreign language learning, which is important to language learners (Ming Wei, 2007:102).

learning of English as a foreign language (EFL ,for short)is affected by many interrelated factors such as, learning environment , teacher's proficiency teaching methods ,language learning ,and materials .Hence ,Teaching strategies are considered to be one of the factors that affect learners performance since they aim to facilitate the process of learning (Herrell & Jordan, 2001:108).The change in the teaching and learning strategies is an on-going process . Thus , it is important to conduct constant research to demonstrate the extent of which new strategies are successful in achieving the intended instructional objectives .

Educationalists believe that “collecting and processing words “ could help students better speaking and writing (Herrell & Jordan, 2001:108).Therefore ,it becomes important to investigate the effectiveness of teaching strategies that may enable students to improve their achievement . Hence , the current study is an attempt to shed light on the effectiveness of Collecting and Processing Words(CPW, for short) strategy for teaching EFL vocabulary

1.2 Value of the study :The value of the current study is stated as follows :

1. Teaching vocabulary is a crucial aspect of learning a language as languages are based on words . It is almost impossible to learn a language without words; even communication between human beings is based on words.
2. Experimenting the effectiveness of CPW strategy is valuable especially when it is used for improving students' English vocabulary .

3. This study could be useful for EFL intermediate school teachers; through creating positive learning situations , which will raise the students capability in language acquisition .
4. This study is valuable for EFL teachers through explaining the steps which should be followed through teaching English vocabulary to intermediate school students in terms of the CPW strategy .

1.3 Aims to the Study : This study aims to investigate the effectiveness of using CPW strategy in teaching EFL to intermediate school students as follows :

- 1- specify in detail the strategy of CPW for teaching English Vocabulary to EFL students .
- 2- assess the average level of students' achievement in the area of English vocabulary .
- 3- find out whether there is any significant difference between the achievement of the experimental group and that of control group in the achievement posttest.
- 4- find out whether there is any significant difference between the achievement of students at the recognition level and that at the production level, of the posttest .

1.4 hypotheses of the study : The aims of the current study are supposed to be achieved through verifying the following hypotheses :

1. -The average of EFL intermediate school students performance is within the theoretical mean scores of performance in the area of vocabulary .
2. There is no significant difference between the mean scores of the experimental group's achievement and that of the control group, in the posttest .
3. There is no significant between the mean scores of the experimental group's achievement at the recognition level and that at the production level of the posttest .

1.5 Limits of the Study : This study is limited to the second -year intermediate school male students at Koonuz Al-Mareefaa Private school for Boys in the city of Tikrit who study **English for Iraq 2nd Intermediate Student's Book** during the academic year 2020-2021.

1.6 Operational Definitions of Basic Terms

1.6.1 Effectiveness : means the degree to which CPW strategy is successful in producing a desired result or success.

1.6.2 Collecting Words : It Is the way to gather words from different number of sources or it is a group of words that occurs repeatedly , in a language .

1.6.3 Processing : It is a series of actions that learners do for a particular purpose or it refers to subjecting something to a series of actions in order to achieve a particular result

1.6.4 Strategy : It is an action that teachers use in teaching EFL in order to attain one or more of the instructional objectives .

1.6.5 Vocabulary : It is a set of words within a person's language as a useful and fundamental tool for communication and acquiring knowledge .

1.6.6 Collecting and processing words(CPW)strategy : It is the way of putting words that have the same or similar meaning , together and subjecting them to some actions in order to get the required information .

Section two

2.1 Concept of CPW Strategy : By "collecting" words, students are constantly building a repertoire of words and word meanings that will serve to increase their understanding of oral language and strengthen their spoken vocabulary. This will eventually improve their writing skills, too (Herrell &Jordan,2012:108).

Understanding word meaning is essential to successful comprehension in reading and verbal interactions. With a lower grade level when reading a book, read it two times through. On the second time, stop at unfamiliar words and have a quick discussion or allow students to act out the word. The teacher, can stop there or extend the lesson by having the class circle around the room. He will say one of the new words, and expect the students to act it out in some way(Bertels 1995:421).

Collecting and processing words is a strategy for helping students develop better speaking and writing vocabularies. It also serves to support their understanding of the nuances of words that have the same or similar meanings. Research clearly indicates that the development of extensive vocabulary and understanding of word meanings is essential to successful and fluid comprehension

in reading and verbal interactions (Herrell & Jordan, ibid:109). Collecting words involves making charts of words discovered by the students as they listen to or read stories or as they listen to and participate in conversations. Charting the words serves to support students' understanding of word meanings as the words are categorized, acted out, or connected to objects and context (Herrell & Jordan, 2012:110).

Word charts provide a record of the words students acquire as they add to their collections, as well as act as a reference for the students and their classmates. As students locate and add words to the charts, they are responsible for helping other students understand the meaning and nuances of the new words. This may be accomplished through simple explanations, or may require more elaborate visualizations such as, drawing, miming, or acting out to demonstrate the word meanings. While the words are being collected on charts within the classroom, the students are engaged in finding ways to process or use the new words. As they discover new words, they are encouraged to find ways to use the words and report back to the teacher and other students to show how they are able to use the words in speech or in writing (Stanovich, 1986:97).

2.2 Application of Effective Strategies for Teaching New Vocabulary

The use of vocabulary learning strategies is one crucial factor that affects the success of foreign vocabulary acquisition. Learning new vocabulary words is a key skill in developing reading, writing, listening, and speaking skills. However, just hearing or even memorizing a word is often not enough for a student to internalize it and know how to properly use it. The end goal of vocabulary instruction is for students to improve language input and output. It means that their ability to both comprehend and produce language is enhanced as vocabulary skills are strengthened. The strategy to vocabulary instruction, practice, and internalization for use with the students including the following steps (Ellis & Farmer 1996:97 and 101, Herrell, & Jordan, 2012:111-112).

Step One : Locate useful and important vocabulary words: Vocabulary words are most useful to students when they recognize them in their reading and can use them in their writing. Therefore, it is important to introduce students to unfamiliar words before they are exposed to them in a text. If students come across an unfamiliar word while reading, they are more likely to wonder about its meaning if

they have at least seen or heard it before. To find vocabulary words for students to learn, the teacher has to turn to any of the following sources:

Textbooks: use boldfaced words, novels and short stories: read ahead and write down a few of them from the reading assignment that the students are about to complete, vocabulary workbooks and guides: these have useful lists of important vocabulary words to know.

Step Two : Create a set of vocabulary words: To collect vocabulary words, it is necessary to note cards work well. However, web-based programmes like Quizlet allow for online collections to be created, shared, practised, and mastered. It is up to educators to determine which method will work best for their students: handwriting note cards or using appropriate technology.

Also, depending on the teaching environment, these lists may be created by individual students or whole class. If the teacher chooses to use an online tool like Quizlet, he also has the option for students to either create personalized lists under their individual Quizlet accounts or create a Quizlet class where lists can be posted for groups of students to share.

Choose one or two new vocabulary words each day. More than two words can be overwhelming and detracting from a student's ability to recall and use what he has learned, i.e. Using one note card per word, have students write the word on one side, then the definition, part of speech, and a context sentence on the other side. The same applies with Quizlet use: put the word on one side and the information about that word on the other side .

Quizlet Tip: If the teacher puts the definition, part of speech, and context sentence in the left column and the word in the right column, he has the option to add an image on the word side of his digital flashcards as a reminder of what that word means.

Sample note card: The teacher has to make sure that the students keep their vocabulary cards together somewhere in the classroom where they will not get lost and can be accessed easily during class time. If using Quizlet, these words can be easily accessed at any time online.

Step three : Help students learn the words : Once each student has a collection of ten or so word cards, the teacher starts using them in review activities to reinforce

meaning and use. This reinforcement can take many forms, and it is usually more helpful when it taps into the student's creativity and/or personal learning style through trying any of the following activities .The following activities as context vocabulary practice:

Creative Writing: The teacher asks students to choose 3-5 of their words (at random or deliberately) and use those words to write a story, letter, descriptive paragraph, etc.

Word Drawings: The teacher asks students to choose a word to illustrate it . This activity works well with visual learners because they can associate the definition of their words with images that they have created.

Synonyms & Antonyms: The teacher asks students to choose a word from their collection (or have them all use the same word). Hand out paper and ask them to write that word on the top of the page, then fold the paper lengthwise. In one column, the students must write synonyms for that word, and then the teacher asks them to fill the other side with antonyms. This activity can be given a time limit (see how many words you can come up within five minutes), turned into a competition, or used as a reference sheet, depending on the personality and needs of the class.

Formal Writing: When students have a composition or summary to write for class, the teacher asks them to choose words from their vocabulary collection to incorporate into that writing assignment.

Structured Pull-outs: The teacher pulls specific words out of the collection and asks students tell what they have in common.

Independent Pull-Outs: The teacher gives the class a category and asks students to choose three words from their collections that could fit into that category.

Word Chains: The teacher takes a vocabulary word that it could be manipulated and asks students to make a chain out of it, changing part of speech, prefixes, suffixes, etc.

Games: Make and play go-fish, memory, etc.,

to match words to definitions, match words with similar meanings, etc. Having students make their own vocabulary games can be an excellent reinforcement of new words, as well.

Picture Writing: Show the students a photo or piece of artwork to describe using a certain number of vocabulary words, or give them specific words to use in their descriptions.

A Student might write: The baby penguins **frolic** together on a cold day. At least one of them is **ecstatic** to be with his friends, since his wings are raised happily in the air. However, the mother penguin is **cautious** as she protects them, keeping the babies close by.

Important Note: The teacher encourages students to play with words to make this vocabulary work in their writing. If the students who wrote the example description about penguins would rather use “cautiously” than “cautious,” let them make this change and help them to see how this form of the original vocabulary word best fits in the sentence .

Step Four : Ensure individual student mastery :Take a break from adding new words once students have a solid collection of vocabulary words (15-20 words might work for some students, while others may need to work with fewer words or more words, depending on individual needs and memory capacity). If students have had adequate practice with these words, the teacher has to stop to assess their understanding. This assessment can be a written quiz, a one-on-one oral drill, a writing assignment in which certain words must be used, or a creative project proving vocabulary understanding.

Words that students definitely know at this point can be placed aside for less frequent practice, while those that still pose a challenge should be kept in active use as they continue to increase the number of words in their collections. As continue to add new vocabulary, come back to the familiar words every once in a while so that students do not forget them, but focus activities on allowing them to learn more new words and continue practise with the words that they still struggle to use or define correctly. At this point, each student’s collection might start to look different, depending on how quickly they individually master new vocabulary words .

2.3 Processing words Meaning : When words are used in fluent speech, the speech stream progressively activates meanings, with overlap resulting in the most strongly activated representations . Some processing units respond to low-level acoustic cues (or motor commands), some to their synthesis into phonemes or syllables (or target smoothly co-articulated gestures), some to their synthesis into morphemes or words, complete with semantic representation, and some to their synthesis into sentences and so on, including the necessary suprasegmental processing(Vivien ,1998:16).

2.4 Use of Vocabulary learning strategies to get a good Achievement : Ample evidence suggests that the vocabulary size of a learner is highly predictive of his entire language ability (Gu ,1994:67). One cannot communicate successfully without a sufficient vocabulary. Limited vocabulary is a great obstacle that stops students from learning a foreign language (Zhihong, 2000:124, cited by Subekti & Lawson,2007:485).

Each student who wants to learn a foreign language should acquire a huge number of words and know how to use them in a correct form . As McCarthy (1990:140) cited in Rohmatillah (2014:71) asserts that without a huge number of words to express a wider range of meanings, communication in a second language or foreign language is impossible can happen in any meaningful way . Cameron (2001 cited in Bakhsh, 2016:122) assumes that children need to learn one to two thousand words in order to speak and write English in a good way.

2.5. Techniques of Teaching Vocabulary :Teaching vocabulary is a crucial aspect of learning a language as languages are based on words . It is almost impossible to learn a language without words, since communication between human beings is based on words. Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process take place, problems would appear to the teachers. They have problems with how to teach students to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from a student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques(Hyso&Tabaku,2011:54).

1. Teaching vocabulary by using Objects : This technique can help learners in remembering vocabulary better because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration (Hyso&Tabaku,2011:55)

2. Teaching vocabulary by drilling, spelling, and active involvement : Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thornbury, 2002:67).

Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find out the word's meaning by elicitation. Singleton (ibid:138) points out that in choosing any techniques to be used in the classroom, teachers consider time availability, the content, or teaching material.

3. Teaching vocabulary by using drawing and picture : Objects can either be drawn on the blackboard or drawn on flashcards. Flashcards can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom. Teaching vocabulary by using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There is plenty of vocabulary that can be introduced by using illustrations or pictures. They are an excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: Posters, flashcards, wall charts, magazine pictures, board drawings, stick figures, and photographs. Pictures for vocabulary teaching come from many sources (ibid:147).

4. Teaching vocabulary by using mime, expressions, and gestures: The term "mime or gesture is useful if it emphasizes the importance of gestures and facial expressions for communication. In essence, it can not only be used to indicate the meaning of a word found in the reading passage but also in speaking activity as it stresses mostly communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat, and so on. Several studies have emphasized the role of gestures in the second or foreign language acquisition. However, its

utility may depend on the kind of gestures used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstanding when they are not known by the learners (Hauge, 1999:405).

5. Teaching vocabulary by using enumeration and contrast : An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. The teacher can say "clothes" and explain this by enumerating or listing various items of clothes such as ,address, a skirt, trousers, etc., and then the meaning of the word "clothes" will become clear. The same is true of 'vegetable' or "furniture", (Gruneberg & Sykes, 1991: 60-62). Some words are easily explained to learners by contrasting words with its opposite, for instance, the word " good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one.

6. Teaching vocabulary through guessing from Context: Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by specialists (Dubin, 1993:181). Alqahtani (ibid:32-33) claims that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic, and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read.

2.6 Types and Aspects of Vocabulary :Vocabulary comes into two kinds:

a. Receptive Vocabulary: Words that learners recognize and understand when they see or meet them in reading text and in context but do not use them in speaking and writing .This kind of vocabulary can be addressed as a passive process , because the learners cannot produce the words to express their thoughts to others (AlQahtani 2015:25) .

b. Productive vocabulary: "words that the learners understand and can pronounce correctly and use constructively in speaking and writing". They involve what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, this kind of vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (AlQahtani, ibid).

There are three aspects that should be implementing in teaching words (Izzah, 2015:10):

1- Meaning: The teacher should make the meaning of words obvious for students without using translation. Translation may or may not provide them with the meaning accurately and precisely because depending on translation may let the class to go without understanding the meaning of the words.

2-Spelling: Each student should know how to spell the words in a correct way and differentiate between the spelling of words which have similar pronunciation .

3-pronouncing: Pronouncing the words correctly will help the students to remember them longer and identify them easily when they hear or see them.

2.7 Role of Vocabulary learning strategies : Oxford (1990:1) defines learning strategies as steps taken by students to enhance their own learning and their significance lies in that they are tools for active, self-directed involvement. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

Section three :Procedures

3.1 Experimental Design : The experimental design reflects the name given to the type of educational research in which the investigator controls the educative factors to which a learner or a group of learners is subjected during the period of inquiry and observes the resulting achievement (Good ,1941:485). In order to achieve the aims of this study the “Posttest only Control Group Design” is adopted, as shown in figure (1). This design includes the following steps :

1-Selecting two groups of students , at random and assigning them to experimental and control groups .

2-Administrating the independent variable (teaching English through CPW strategy) only to the experimental group .

3-Teaching the control group the same English material in terms of the steps presented in the Teacher's Book, i.e.(without using CPW strategy).

4-Post-testing both groups of students .

Group	Pretest	Independent variable	Posttest
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Experimental		With strategy	Posttest
Control		Without strategy	Posttest

Figure (1)

The Posttest Only Control Group Design

This design is better than some other designs because no interaction effect of pretesting and treatment can occur in it ,and only the experimental group receives the independent variable. After that ,the two groups are tested and the their scores are compared to ascertain the effect of the independent variable .If the experimental group scores are higher than those of the control group ,the difference is attributed to the treatment variable effect (Issac and Michal, 1977:42).

3.2 Population and Sampling :The population of this study includes the secondary and intermediate schools for boys in the city of Tikrit during the academic year 2020-2021. The total number of those school is ten . Kenooz Al-Mareefa Private School for Boys is randomly selected to be involved in the experiment of this study. The first class includes seventy boys grouped into three sections, namely, A , B and C . Each section A and section B includes twenty-five students while section C includes twenty . Therefore, the final number is seventy , as shown in table(1). Section A and B are selected randomly to be the sample of the study . They includes fifty students who represent 71.4 of the total population .

Table (1)

The Population and Sample of The Study

Group	Section	Population	Sample	Pilot sample
Experimental	B	25	25	20
Control	A	25	25	
Pilot	C	20 -----		
Total		70	50	-----

3.3 Instructional Material and Students' Instruction : The instructional material of this study includes units 2 and 3 of **English for Iraq 2nd Intermediate Student's Book** .These units are selected according to their sequence in Student's Book which should be taught during the period of conducting the experimental part of this study . The instruction of the two groups started in November 18th ,2020 and lasted for twelve weeks ,i.e. the experiment ended in February 17th ,2021.

.Within each unit there are different sub-topics which provide variety and aim at teaching the following aspects :

- 1- vocabulary through reading comprehension passages (vocabulary focus).
- 2- new vocabulary (mini-dictionary)
- 3- listening and speaking and grammar through listening to phone conversation , documentaries and songs (skill focus).
- 4- writing and speaking through communication workshops .
- 5- grammar through language problem solving.
- 6- literature.

3.4 Instrument of the Study: In order to collect the necessary information concerning the effectiveness of CPW strategy in teaching EFL , an achievement posttest has been constructed in terms of the content and behavioural objectives of the instructional material, as shown in the attached appendix .The posttest contains seven questions, and sixty-eight items to measure students' achievement at both , recognition and production levels as shown in table (2).

1- The first question includes a reading comprehension passage with a geographical map of Switzerland . The students are required to complete the sentences which consist of nine items . This question is given eighteen marks, i.e. each item takes two marks .

2- The second question includes two parts (A) and (B). The first part(A) consists five items , the students are required to describe the picture . Each item is given one mark and the total mark is five. part (B) consists of fifteen items, the students are required to put the given words into the correct columns . Each item is given one mark and the total mark is fifteen .

3-Question three consists of (A) and (B): (A) consists of five items and each item is given one mark ,the students are required to label the given picture . (B)which is consists of four items, i.e. each item is given one mark. The students are required to Match the job with the stated definitions .

4- Question four consists of (A) and (B): A- consists of three items and each item is given three marks. The students are required to match the appropriate words with the suitable meaning . B- Includes four items and each item is given four marks .

5- Question five consists of (A) and (B): which are related to the recognition level . (A) consists of five items. Each item is given one mark. (B) Includes five items. Each item is given one mark .

6- Question six also consists of (A) and (B): A- Includes five items. Each item is given one mark .The students are required to match the appropriate features with the suitable words . (B)Includes five items , each items given one mark . In this question the students are required to write the opposites meaning of the words .

7- Question seven consists of two paragraphs . The students are required to write one paragraph of fifty words .This item is given twenty marks.

The posttest has been simultaneously administrated to both groups of students (the experimental group and the control group) The allocated time for answering the test is 50 minutes. Later on, the test papers have been collected to be scored.

Table (2)

The Specifications of the Content, Behavioural, Objectives ,Number of Items, and Marks of the Posttest

Level	No. of Questions	Content	Behavioural Objectives	No. of Items	Marks
Production	1	Reading comprehension passage	to look at the map of Switzerland and complete the sentences. to choose the correct direction.	7	14
	2- A	Description of Weather	to write short sentences to describe the weather conditions in each picture.	5	5
Recognition	2-B	Vocabulary	to put the words into the correct columns.	15	15
	3-A	parts of the	to put the words in	5	5

		body with the correct names	the correct place. Label the picture.		
	3-B	Definitions of jobs	to match each job with its definition.	4	4
Recognition	4-A	Meaning of Vocabulary	to choose the correct meaning	3	9
	4-B	Meaning of texts	to find the words in the texts and match them with their meanings.	4	8
	5-A	Vocabulary of facial expressions	to match the given words with correct facial expression.	5	5
	5-B	Vocabulary	to choose the suitable words from the stated box .	5	5
	6-A	Vocabulary about positive and negative features	Students have to choose the positive or negative features of a home	5	5
Production	6-B	Antonyms of vocabulary	to write the opposite meaning of the given words.	5	5
	7	Write a paragraph	to write a paragraph .	1	20
Total	7			64	100

3.5 Scoring Scheme of Students' Responses in the Posttest: Questions: two, three, four, five and six are scored by the researcher himself, whereas question seven has been scored by a committee which includes, the researcher and two other instructors according to certain criteria, as shown in table (3). Each member is required to score examinees' responses on the given items of the questions then the summation is divided by three to obtain the final degree for each examinee. For question number one, two marks are given for each item. One mark for the grammar structure and one for the exact answer. For question number seven, four marks are given for handwriting, and four marks for spelling, three for punctuation,

four marks for vocabulary, and four marks for grammar. Also, the scorers are required to score each of the subjective questions individually and the summation of the given scores is divided by three. Consequently, the final degree is obtained, as shown in the table(3)

Table (3) The Scale of Students' Scores in the Seventh Question

No. of Question	Criteria	Qualities	Scores
7	Hand Writing	Very good	4
		Good	3
		Weak	1
	Spelling	Correct	4
		Missing a letter	3
		Weak	1
	punctuation	Very Good	4
		Good	3
		Weak	1
	Vocabulary	Very Good	4
		Good	3
		Weak	1
	Grammar marks	Very Good	4
		Good	3
		Weak	1

3.6 Validity and Reliability of the posttest : Validity refers to the truth of the test when it measures the components that the examinee intended to measure (Bynom, 2001:13). There are two important types of validity: face validity and content validity. To ensure the face validity of the posttest, it has been exposed to a jury of specialists in methods of teaching English , and all the notes and modifications stated by jurors have been considered.

Reliability of the posttest it is an important character of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent in each time is conducted with the same condition for the same sample of students (Veram and Beard, 1981:860). According to this method , the test is reliable when the scores of two administrations are corresponding , or there is just little difference .

3.7 Final Administration of the Posttest : After verifying the validity, reliability, difficulty level and discrimination power , the posttest has been applied on the 17th of February 2021 to both experimental and control groups. The test papers have been distributed to the involved testees who are required to read the instructions carefully and put their answers clearly on their test papers within the time limit of the test, which is fifty minutes . After that, all the test papers have been collected to be scored according to the designed scoring scheme.

Section Four

Analysis of Data, Discussion of Results, Conclusions, Recommendations

4.1 Students’ General performance in the Achievement Posttest : In order to verify the first hypothesis , the mean scores and standard deviation of the students’ performance in the posttest have been obtained which are 65.20 and 45.52 , respectively .T-test formula for two related sample is used . The computed t-value is 16.08 ,at 0.05 level of significance and 48 degree of freedom , as shown in table(4). Since the computed t-value is higher than the tabulated t-value , it means that there is a significant differences between the students’ general level of performance which is 65.20 and the theoretical level of performance which is 0.50 and in favour of the former . This means that the performance EFL intermediate school in vocabulary is above the average level , thus , the first hypothesis is rejected.

Table (4) Mean Scores , Standard Deviation , T-Values of the Students’ Performance in the Achievement Posttest

No. of Students	Mean Scores	Theoretical Mean	SD	DF	Level of Significant	T-values	
50	65.20	0.50	5.27	49	0.5	CT	TV
	45.52					16.08	2.01

4.2 Comparison Between the Achievement of the Experimental Group and that of the Control Group in the Posttest: To find out whether there is any significant difference between the mean scores of the experimental group, on one hand, and that of the control group, on the other hand, in the posttest, the mean scores and the standard deviations of the two groups have been obtained . Results

show that the mean scores of the experimental group is 65.20 and that of the control group is 45.52.

By using the t-test formula for two independent samples, the calculated t-value is found to be 16.8 while the tabulated t- value is found to be 2.01 at the degree of freedom (48) and the level of significance (0.05), as shown in table (5). This indicates that there is a significant difference between the mean scores of the experimental group and that of the control group, and for the benefit of the former. This means that the achievement of the experimental group which has been taught by CPW strategy is better than the achievement of the control group which has been taught by the traditional method. Therefore, the second hypothesis is rejected.

Effect Size: refers to the strength of the conclusions about group differences or the relationships among variables. Eta-squared is used to measure effect size, the coefficient is found to be 0.85, which refers to the large effect.

Table (5) The Mean Scores, Standard Deviations, and T-Values of the Two Groups in the Posttest

Group	No. of students	Mean Scores	SD.	T-Values		D F	Effect Size	Level of Significance
Experimental	25	65.20	3.09	Calculated	Tabulated	48	0.85	0.05
Control	25	45.52	5.28	16.8	2.01			

4.3 Comparison Between Students' Achievement at the Recognition Level and that at the Production Level of the Posttest : The mean scores of the students' achievement at the recognition level and that at the production level of the experimental group in the posttest are calculated and compared to find out whether there is any significant difference between them. The obtained results show that students' mean scores at the recognition level is found to be 30.24 and that at the production level is 35.76. The t-test formula for two related samples is used and results show that the calculated t-value is 8.72 and the tabulated t- value is 1.71, at the degree of freedom (24) and level of significant (0.05), as shown in table (6).

This means that there is a significant difference between students' achievement at the recognition level and that at the production level and for the benefit of the production level. Therefore, the third hypothesis is rejected.

Table (6) Students' Mean Scores, Standard Deviation and T-Values of the Experimental Group Performance at the Recognition and Production Levels

Group	No. of students	Mean Scores	SD.	T-Values		DF	Level of Significance
Recognition	25	30.24	1.89	Calculated	Tabulated	24	0.05
Production		35.76	2.48	8.72	1.71		

4.3 Discussion of the Obtained Results : The obtained results of the current study show that the achievement of the experimental group who has been taught by using the CPW strategy is better than that of the control group who have been taught by using the traditional method . This means that CPW strategy proves to be effective, in teaching English vocabulary .The improvement of the students' achievement in English vocabulary by using CPW strategy could be attributed to the following factors:

1. Collecting and processing words strategy is easy to be applied by teachers and used by students.
2. Collecting and processing words strategy is interesting since it enables EFL intermediate school students to learn English through enjoyment .
3. collecting and processing words strategy gives students an opportunity to make a personal use of language components that have been presented to them without the direct control of the teacher .
4. The intended strategy improves students' confidence in their learning ability, encourages creativity, brainstorming, and critical thinking.
5. It helps students to understand, memorize vocabulary, and retrieve better.
- 6- The students have opportunities for using a variety of instructional processes such as, brain storming , discussion , question and answer , while they are learning EFL vocabulary .

4.4 Conclusions: According to the obtained results of the current study, the following points have been concluded:

1. Collecting and processing words has an effective role in improving students' achievement in English vocabulary .
2. The achievement of the students of the experimental group is better than that of the students of the control group which indicates that those students have efficiently engaged in learning EFL vocabulary through the CPW strategy than the traditional way .
3. The use of CPW strategy in teaching English vocabulary provides an active role for students (student-centered) while their teacher becomes a facilitator and coordinator.
4. Collecting and processing words could be employed by the teachers for encouraging students to interact effectively with English lesson activities .
5. By using CPW strategy , students can learn to distinguish between significant and less significant information and be able to organize pieces of information into a comprehensive component.
6. Collecting and processing words strategy has also increased EFL students' motivation and involvement in EFL lessons .

4.5 Recommendations :In terms of the obtained results and drawn conclusions, the following recommendations are put forward:

1. Schools are advised to use CPW strategy in teaching English vocabulary to improve their students' achievement.
2. Curriculum designers in the Ministry of Education are recommended to consider the adoption of CPW strategy in teaching EFL skills and sub-skills at schools .
3. Some lesson activates could be done with the sense of competition by using CPW strategy to encourage meaningful use of English .
4. Teacher of EFL should be involved in in-service training workshops that aim at familiarizing them with the use of CPW strategy inside classroom situations.
5. Teachers of EFL should give more attention to teaching vocabulary by using the CPW strategy as it is the core of any language.

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