An-Najah National University
Faculty of Graduate Studies

The Impact of Using Concept Cube Strategy on Developing English Vocabulary of the 5th Graders in Nablus City Schools

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Dedication

This thesis is dedicated :

To my mother's soul who is in heaven watching my success.

To my (step mother Sana') for her love and special care.

The king of my life (my father) for his continuous encouragement

and fruitful support.

My beloved brothers and sisters; who stand by me when things look bleak.

To all my family, the symbol of love and giving,

My friends (Hadeel, Miraj, Mohammed, Mohammed, Ra'ad, Anfal and Asal, Shahed and Diala) who encourage and support me.

I will not forget my friend, may God have mercy on her, who has always surrounded me with her love and encouragement (Rima Abu Gharbieh)

To my very special friend, my backbone, who always encourages me and stands by my side in my darkest days (Karam Hejab)

All the people in my life who touch my heart, I dedicate this research.

Acknowledgement

In the Name of Allah, the Most Merciful, the Most Compassionate all praise be to Allah, the Lord of the worlds; and prayers and peace be upon Mohamed His Servant and Messenger.

First and foremost, I must acknowledge my limitless thanks to Allah, the Ever-Magnificent; the Ever-Thankful, for His help and bless. I am totally sure that this work would have never become truth, without His guidance.

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الإقرار

أنا الموقعة أدناه، مقدم الرسالة التي تحمل العنوان:

أثر استخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الانجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس

The Impact of Using Concept Cube Strategy on Developing English Vocabulary of the 5th Graders in Nablus City Schools

اقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وان هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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The Impact of Using Concept Cube Strategy on Developing English Vocabulary of the 5th Graders in Nablus City Schools

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Abstract

This study investigated the impact of using concept cube strategy on developing English learners vocabulary of the 5th graders in Nablus city schools. The researcher followed the quasi-experimental approach in this study. The study instrument consisted of an achievement pre-posttest to collect data. The population of the study represented (4794) male and female of the fifth graders in Nablus schools. A sample of 260 male and female students was purposively chosen and divided into two groups: first, the experimental group which consisted of (68 males, 70 females) and learned the English language through using concept cube strategy and second, the control group which consisted of (60 males, 62 females) and learned the English language through using the traditional method. After conducting the pre-posttest, the researcher analyzed the collected data by using independent T. Test sample, paired T. Test sample, and Eta square to test the effect size. The results of the study revealed the following:

- There was a positive impact of using concept cube strategy on improving the vocabulary of the 5th graders in Nablus city.
- There were statistically significant differences at ($\alpha \leq 0.05$) between the pre-test mean scores and the posttest mean scores of the experimental group in favour of the posttest.

- There were statistically significant differences at ($\alpha \leq 0.05$) between posttest mean scores of the experimental group and those of the control group in favour of the experimental group.

In the light of the study results, the researcher recommended using concept cube strategy as an effective educational method of teaching the English language vocabulary. The researcher also recommended conducting further studies related to using concept cube strategy with different dependent variables such as writing, listening and reading with different grades, different sample, different location, and different schools.

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical background

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Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical background

Since the English language has been the global language in the world, the willing to learn it is growing day by day. Acquiring English as a foreign language gives its speakers special features; they can communicate with people wherever they go either orally or in a written way, get a great job, get good pay and study at international universities. Therefore, English language teaching is of crucial significance. Unlike the mother tongue which is acquired by practice in daily life, teaching English as a second language occurs deliberately through the following resources (a teacher, learners, learning situation, teaching means and a classroom) (McNamara, 1994). In this spirit, the officials of most countries recognize the importance of developing the English language as a second language. English language teaching is a difficult task for many teachers since it is a skill more than a subject. Thus, teaching requires a matter of doing rather than knowing.

Mohammed (2004) mentioned that there are several factors (internal and external) affecting the acquisition of English language skills (reading, writing, speaking, and listening). The internal factors refer to the following: First, the students' age since children feel motivated to acquire a new language whereas adults, even if they are sometimes successful, struggle to

learn the English language as a second language. Second, motivation is a core element as students with higher motivation achieve progress in learning the English language more than those with lower motivation. Third, experience plays a significant role in this domain; for example, students who visit English foreign countries, attend English learning courses and watch English videos have the power to learn the English language effectively. fourth, students with high cognitive abilities have higher achievement than others. As for the external factors, they characterize the English learning situation. One of the most important external factors is curriculum since it is the source for learning the English language. Students are significant parts of the learning process, so they should receive help if their educational experiences are not enough to learn on their own. Teachers also affect the students' acquisition of the English language; for example, if the teacher has rich experience and varied learning strategies, his students will learn effectively and vice versa. It is essential to offer extrinsic motivation as this supports students to get higher achievement. Moreover, students who interact with native speakers achieve faster progress than others, especially in oral development. Therefore, the teacher should maximize his efforts to teach students English as effectively as possible.

English language acquisition requires mainly rich vocabulary. Vocabulary is the words that a person knows in the language. A person develops learning vocabulary with age and through communication where he can send and acquire vocabulary. Extensive vocabulary acquisition is a

big challenge in learning English as a second language. Vocabulary is more important than grammar as people can judge each other through the words they use. On the other hand, rich vocabulary motivates the ability to think among people.

Vocabulary has various forms; productive and receptive or written or oral. Thus, each individual has four vocabularies: productive oral (used by speaking), productive written (used by writing), receptive oral (realized by listening), and receptive written (comprehended by reading)(Graves, 2006). Vocabulary is an essential element in the English language since the individual needs to communicate with others. An individual expresses ideas and feelings through speaking and writing and recognizes vocabulary when he receives the language through listening and reading. Thus, the teacher should be aware of aspects that make students use the word correctly such as frequency, pronunciation, collocations, learning burden, teaching, and context, while they are presenting the new vocabulary (Pilott, 2013).

Researchers consider vocabulary as a basis for learning language skills since there is a strong relationship between vocabulary and reading comprehension. As students learn to read, they have to encode the written text, and they can not do this except they have rich vocabulary. In this case, they can make sense of what is written (Loraine, 2008). Poor readers suffer the difficulty of reading comprehension. They do not have the basis of vocabulary to understand what they read. Students who have rich

vocabulary read easier than those who have not as they can guess the meaning of the new word based on their knowledge of words in the context. Hence, vocabulary develops a varied aspect of language and increases the students' comprehension as they know the word meaning. Since items are the cornerstone of communication, vocabulary development will, in turn, develop the four skills: listening, reading, speaking, and writing. Besides, vocabulary mastery gives children and adolescent competence and academic and social self-confidence.

(Pohl, 2009)

The objective of teaching the English language must consider the changes in learners' behavior. According to Bloom's Taxonomy, there are cognitive objectives, emotional objectives, and psychomotor objectives. To achieve these objectives, the teachers of the English language must take into account the teaching strategies are the ways used to organize the teaching and learning process. Edigar (2010) recommended teachers to use effective methods that make learners a part of the learning process, consider the learners' desires and needs, create a student-centered class, support interaction, and achieve better and permanent learning. Teacher must also choose strategies that consider entertainment, motivation and suspense.

After extensive research about the methods of teaching vocabulary, the researcher finds several effective strategies. Among these strategies, the researcher recognizes that the concept cube strategy is somehow different

from the others. It provides the students with the chance to look at the material/new word from various aspects. Further, students construct knowledge on their own in an interactive and cooperative learning classroom. McNamara (1994), Iskander (2017), and Zebua (2017) indicated in their studies its effectiveness.

1.2 Statement of the problem

As indicated in different studies, mastering vocabulary is more than knowing the meaning. Students need to know a lot about the new word. They must recognize its spelling, pronunciation, representations, use, and association. These factors can cause some difficulties during teaching and learning English vocabulary. Some teachers state that the lack of English classroom participation is due to the lack of vocabulary. Therefore, many researchers discuss vocabulary development in their studies. This study aims to investigate the impact of using concept cube strategy as an instructional material on developing the 5th graders vocabulary in Nablus city, since it gives the students the chance to use vocabulary in different situations.

1.3 Objectives of the study

This study aims at:

1. Investigating the impact of using concept cube strategy on English vocabulary development of the 5th graders in Nablus city.

1.4 Questions of the study

This study aims to answer the following questions:

1. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and control group?

2. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group?

3. Are there any statistically significant differences at ($a \leq 0.05$) in the posttest mean scores of the experimental group due to gender?

1.5 Hypotheses of the study

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and the control group.

2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the posttest mean scores of the experimental group due to gender.

1.6 Significance of the study

This study will benefit in two main sides at the educational process. The first side is teachers; it is hoped that this study will rise the awareness among English language teachers of the necessity to teach vocabulary using varied modern strategies. Moreover, this study is looking forward to directing teachers' attention to develop the students' thinking skills since they will retrieve their prior knowledge and associate it with new words. In addition to that, the study aims at drawing teachers' attention to teach vocabulary as a variety of perspectives. On the other side this study will affect through in many ways. First, the study will affect through increasing students' motivation and interest since they will do something different. Second, using colors and draw pictures and creating a learning situation that is full of interaction and discussion as students have a significant role in the teaching-learning process. Third, it is hoped that it will help in enhancing cooperative learning inside the classroom. Also, the study concentrates on enhancing self-confidence at learners as they construct the knowledge on their own. Finally, achieving long-term learning in which concept cube strategy enables students to learn the unknown words with a real situation, visual aids, and prior knowledge. The studies that investigate the effect of concept cube strategy are not given enough attention so that this study is considered an enrichment and a complement of the previous studies, it adds new ideas about cube strategy in the Palestinian context.

1.7 Limitations of the study

1. **Human limitation:** the researcher applied this study to a sample of fifth graders.

2. **Locative limitations**: the researcher applied this study at Nablus governmental Schools in Nablus City.

3. **Temporal limitations:** the researcher applied this study in the first semester of the scholastic year 2019/2020.

4. **Topical limitation:** this study handled the effectiveness of concept cube on the development of vocabulary included within the fifth-grade material.

1.8 Definitions of the terms

1.8.1 Concept cube strategy

Concept Cube strategy is a six-side object in which each side presents an aspect of the subject in a different way. It helps students to find more about their topic (McNamara, 1994).

Concept cube strategy is a strategy designed first by Cowan & Cowan in 1980. It addresses the concept from different six perspectives. These perspectives occur in the following six steps; giving a description of the subject (size, colour, Shape), comparing it with similarities and opposites, associating it with a specific thing, analyzing the word (how it is

made?", application (knowing how to use it), argue for or against this subject (Cosette & Miriam, 2005).

This study defines concept cube as an overall strategy used to teach English vocabulary through six perspectives. These perspectives concern the definition of the new item, giving a description, introducing the synonym and antonym, making an association with a specific situation or event, writing a sentence or a conversation, and finally drawing a picture that represents the new word.

1.8.2 Vocabulary

Vocabulary is all the words used to convey meaning in language, either it is single words and phrases or chunks of several words (Clouston, 2013).

Vocabulary is the words that the teacher introduces and explains in the foreign language. It is not a single word only, but also multi-word idioms or ideas that an individual uses as more than a word (Flohr, 2010).

This study defines vocabulary as all the highlighted words involved in unites (4, 5, 6) that the fifth-graders learn through concept cube strategy.

1.9 Summary

In this chapter, the researcher introduced the introduction and theoretical framework that provided a brief about the English language acquisition significant factor in the language. This chapter also presented

the following: the statement of the problem, study objectives and significance, study questions and hypotheses, limitations of the study, and definition of the terms.

Chapter Two

Review of Related Literature

2.1 Concept cube strategy

2.2 English Vocabulary

2.3 Previous studies

2.4 Summary

Chapter Two

Literature review

In this chapter, the researcher addresses the independent variable (concept cube strategy); its definitions, steps, procedures, adaptations, and advantages. The researcher also addresses the dependent variable (vocabulary achievement); definitions, kinds, importance, presentation, principles, activities, features of word knowledge, difficulties of learning vocabulary, reasons of forgetting it, and ways to increase vocabulary retention. Besides, the researcher presents previous studies, comments on them and compare them with the present study.

2.1 Concept cube strategy

2.1.1 Definition of concept cube strategy

Walker (2008) stated that the concept cube is a technique allowing learners to consider the topic from six different perspectives. It is a post-reading task that makes learners think critically on the topic and address information in a new format of learning. As for Cox (2004), concept cube is a significant strategy used to teach word parts. Besides, it consists of six-square cubes that are folded later into three-dimensional cubes: vocabulary word, synonym, antonym, the category related to, characteristics, and examples.

Schissel (2015) stated that concept cube is a multi-use strategy introduced for a group of students to work with different tasks and meet

their needs, styles and interests. This strategy includes six-faces as each face addresses a different task related to the same topic.

Concept cube is a technique that allows students to think at different levels of Bloom taxonomy (Cowan & Cowan, 1980; as cited in Gregory & Chapman, 2007). Students must follow specific steps to achieve the successful use of cubing strategy as follows; defining the word attributes, comparing it with similarities and differences, associating it to what it is related to, making analysis (what does it make of), using the words in different forms, arguing for or against it (Gregory & Chapman, 2007).

Concept cube is an effective way that enables students to practice various strategies in one activity. Students deeply think about the word as they discuss various aspects of the same topic. It also suits students' interests since it includes cutting and taping, and gameplay. Students have the chance to repeat the same word and be responsible for their learning due to the strategy high effect (Norenberg, 2017).

Cathleen (2015) stated that cubes allow students to connect the word with other words, define it, draw it, act it out, give its meaning and opposites, and use it in new sentences. Philpot (2019) pointed out that cubing allows learners to know the word encountering them in the text. Students should reveal six facts about the term. Every partnership has to write down the information on a notebook and then share these information with his classmates.

As for López (2006), it is an activity used to learn vocabulary and similar to word map. Students fill each side with information (word analysis, definition, application, comparison, argument, and association) to form the vocabulary cube.

2.1.2 Steps of concept cube strategy

As Wyrick (2016) defined the concept cube as a six-sided cube that used to generate an idea, the researcher determines six steps for using concept cube: first, a description of the material (how the subject looks like, its colour, its form, and features that worth to be noted). Second, the identification of similarities and differences between the materials. Third, expressing the top of students' heads when encountering the subject and their memories about it. Fourth, presenting the subject parts and its importance. Fifth, opening the room for students to determine their position on the subject and the required developments. Finally, applying the material in different situations.

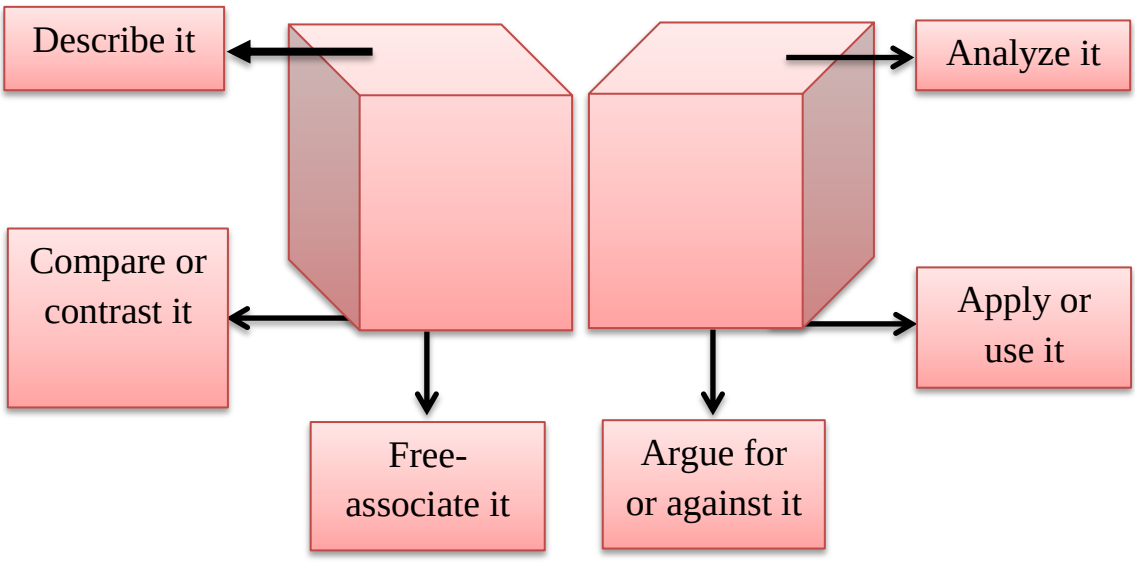

Figure (1): Explanation of the concept cube strategy six- sides.

Sejnost (2009) suggested that the procedure of concept cube strategy as follow: a teacher should introduce the subject and the six tasks students have to look at. At the same time, students should notice the teacher's illustration about the subject and the six-sides of the cube. Next, the teacher should assign five minutes for each side of the cube. Thus, students who are distributed into small groups have enough time to complete the task. Finally, students consider the topic from different perspectives, combine the answers to form a descriptive text and collect their writing.

Walker (2008), asked the teachers and learners to apply the following steps of concept cube: imagine a cube of six-sides/dice or use a fun constructed one. Then, prepare a list of words in a hat or box and ask learners to choose randomly one. After that, learners take each side of the cube into account (serve a maximum of 5 minutes for each side). Moreover, write the responses of the six-sides and argue learners' answers.

Gregory & Chapman (2007) mentioned some points explaining the use of concept cube strategy. First, a teacher should have the desired objectives considering the individual differences among students. Second, cubing considers readiness, different styles, and interests, so a teacher should prepare suitable materials, situations, and activities. Third, students must be familiar with the task verbs and directions. Fourth, a teacher should form groups with different colors, taking into consideration the students' readiness, level of understanding, abilities, and interests so that they can help each other. The fifth and last point, the large group or the group of experts share the findings.

Philpot (2019) stated that teachers have to direct students to the implementation of the concept cube strategy. Teachers have to establish groups inside the class, guide students to draw a cubing entry in their notebooks, provide each partner with a subject, give each partnership a cube, and review the cube tasks before the implementation. Starting with the implementation stage, teachers have to conduct the following steps:

- Determine the presented text and its place in the unit of a study.
- Present the new terms students need to learn.
- Ask students to review the cubes and write down the information in their notebook.
- Ask students to share their findings with their classmates.
- Direct students to read the presented text.

The researcher set an example of the word "converge" to present a further illustration of the working mechanism of the concept cube strategy. The teacher first asks students to define the subject (converge means meeting together). After that, a learner has to analyze the word (e.g. Mary and June come together). The next step is making a comparison between the word converge, and the word congregate, which means crowd together. Furthermore, a learner has to associate the subject with an image/ with a specific event (meeting at the gym)/ with a sentence (we need to converge at school on time).

2.1.3 Two rules to follow in concept cube strategy

Scott (2015) presented two rules while using concept cube strategy: The first rule refers to using the six-sides of the cube (describe it, compare it, associate it, analyze it, apply it, and argue for or against it). What distinguishes this strategy from the others in addressing the subject from various angles? Thus, learners can continue the activity without getting bored, since they cannot do one side only such as describing or analyzing the subject. On the other hand, they can do this as a separated task after experiencing all the six-sides. As for the second rule, it refers to moving fast and taking 3-5 minutes only for each side of the cube. Concept cube is a vital strategy for which learners shift from one perspective to another in different ways and at a quick run. Considering the run quickness, it is a core factor for achieving this strategy successfully.

2.1.4 Adaptations when using concept cube strategy

Wyrick (2017) introduced some adaptations that a teacher should consider during the implementation of the concept cube strategy. It is crucial to design the cube based on the learners' interests and learning topic. A learner also should use the cubes for an independent task. Regarding the sixth sides, a learner has to choose a specific order and follow to complete all the activities. Additionally, drawing the learner's attention is very significant so that a cube should be designed as dice as they roll. Moreover, concept cube strategy allows learners to work

individually, in pairs or small groups. It is worth mentioning that all the cubes should have the same question with different levels.

2.1.5 Advantages of concept cube strategy

Lazzaro (2019) indicated that concept cube strategy has several advantages that motivate teachers to use inside classrooms. Using this strategy is a great opportunity for learners since it creates an environment full of communication and discussion. Hence, learners have the opportunity to engage and pass at various levels of comprehension. Also, it helps learners to get deep understanding of the subject as well as develop their higher thinking skills. As long as the design used is a dice, learners will feel anticipated and excited. Therefore, it turns the boring assignment into a funny and engaging one. Besides, this strategy enhances different tasks on the same topic. About that, cubes have the same commands for each student or group, but every activity may address the different task. Furthermore, it offers the requirement of kinesthetic/tactile learners**.**

As for Vavra & Spencer (2015), concept cube enables students to deal with various topics of discussion. This strategy has flexibility as a teacher can employ it in different subjects. Besides, it makes connections like (text-to-text, self-to-text, text-to-world). Gregory & Chapman (2007) stated that the concept cube grants the learning process with a group of features such as readiness (content & level of skills), multiple intelligences, and students' interests. It also opens the door for learners to practice concrete learning, so it is appropriate for kinesthetic learners. A teacher can

use varied colors or tasks for small groups considering their abilities and interests. Thus, it allows innovation uniqueness to lessons.

2.1.6 Ways to Make Cubes:

(Five ways to use cubing, 2011)

Questioning: a teacher writes the different questions on each side (who, when, what, how, where, and why). The six-question marks enable students to ask questions about the assigned text. These questions must start with the word students encounter when rolling the cube. Wh questions enlarge the opportunity for students to know more and don't limit them under yes/no questions.

Depth of knowledge: a teacher writes the following words on each side: describe, compare, contrast, analyze, evaluate, and imagine. These tasks require some objects such as chocolate. For instance, in the description, students should say it is a brown chocolate/ in analysis, it looks like nuts/ in evaluation, it is delicious/ in imagination, imagine if chocolate is a free calorie, and so on.

Story elements: a teacher writes the following elements on each side: characters, plot, climax, conflict, rising action, and resolution. This way enables students to tell more about the story or part they just read. Students then have to write a sentence about the element they roll over the cube. A teacher asks students to trade questions with their partner and write their answers or say it loudly.

Vocabulary: a teacher first identifies the words he wants his students to learn. Then, students roll over the cube and do the following tasks: define the word, use the word in a meaningful sentence, and interpret the word (what does this word refer to?).

Parts of a book: a teacher writes the following words on each aspect: page title, cover, author's name, first page, last page, and the page number. A teacher can use the same book for the whole class or different books. Also, a teacher can use different words with the older kids such as a glossary, index, table of content, and chapter 1 title.

The researcher emphasizes the flexibility of the concept cube as a teacher can use it in different skills such as reading, writing and vocabulary. It is worth mentioning that a teacher can choose the six activities according to the assigned term or text and the students' levels and interests.

2.1.7 Theories and Concept Cube

2.1.7.1 Pilot Theory

Pilot (2013) focused on meaningful verbal learning in theory. The teacher role is to identify the information and skills that enable students to understand, use, and employ them. Besides, Pilot pointed out that meaningful learning occurs when students use their prior experience to build knowledge structure. That means students should follow a group of activities to build knowledge, which is: connecting the new ideas with the

prior experience, restoring information and retaining it, and using the acquired experience in real life (Mohammed, 2004).

2.1.7.2 Constructivism

Piaget is the first one talking about constructivism since he suggests that the new knowledge is acquired through the knowledge existed in both representation and harmonization. Educators employ this theory in developing and designing a lot of strategies, methods, and educational patterns to get benefit and use it inside the classrooms. And so this theory is very popular among educators as it is a new theory emerged from the cognitive theories. Thus, it sets an integrated basis to improve the common direction in teaching process (Zaiton, 2007). Of the most prominent principles of this theory are:

- Students construct what they learned as self-construction as they form meaning inside their cognitive knowledge according to special perspectives.
- Knowledge is not separated from students since it is their innovation and underlie in their minds.
- Students do not receive knowledge passively, but engage and participate in the learning process to build their knowledge.
- Interaction among students develop their cognitive structures.

- Students retrieve their prior knowledge into the learning situation. Then, this knowledge affects learning the new knowledge. Thus, prior knowledge plays an important role in constructing the new knowledge(Zaiton, 2003).

The researcher does not find explicitly the role of teacher and student in this strategy. However, the researcher figures out the role of the teacher and student through the steps of procedure presented on pages (26,27) as follows:

2.1.8 The Role of Teacher in Concept Cube Strategy

The teacher has a significant role in the concept cube strategy. The teacher first should set the objectives of a lesson. Then, the teacher should identify the topic or subject students have to learn. Next, the teacher prepares cubes template and classifies students into small groups. After that, the teacher illustrates and models the way that a cubing strategy works. The teacher explains what students are supposed to do on each side of the cube. As this strategy is one of the active learning strategies, the teacher works as a guide and a facilitator in the classroom. Students might face difficulties during implementation so that a teacher can help them or direct them to the answer. Besides, a teacher limits the time available for each side. At the end of the implementation level, a teacher should listen to the students' responses. Finally, the teacher gives feedback related to the students' responses.

2.1.9 The Role of the Student in Concept Cube Strategy

Since the concept cube strategy provides a learner-centered class, a student plays a significant role in this strategy. A student should recognize the desired objectives and the words he wants to learn. Also, a student should consider the teacher's instructions to implement the strategy successfully. Further, a student should fill the information on each side of the cube. In case students work in groups, each student should cooperate with his classmates. After completing the six-sided cube, a student should share the answers with his classmates either by writing down the answers or saying them loudly. Additionally, a student evaluates the responses of his classmates.

2.2 English Vocabulary

2.2.1 Definition of vocabulary

Vocabulary is a single word or chunks; idioms or phrases used to build up a language since vocabulary mastery enables learners to read, write, listen, and speak (Pan & Xu, 2011). Clouston (2013) pointed out that vocabulary is all the words used to convey meaning in a language either it is single words and phrases or chunks of several words.

As for Flohr (2010), the researcher stated that words are the material introduced and explained by a foreign language teacher. The researcher draws attention that vocabulary is not a single word only but also multi-word idioms or single thoughts presented as more than a word.

2.2.2 Kinds of vocabulary

Hiebert & Kamil (2005) stated that learners must recognize different kinds of vocabulary. Vocabulary has two forms: oral and print. Oral vocabulary is those words known when an individual speaks and reads, whereas print vocabulary is those words recognized when the individual writes and reads silently. Since these distinctions are important, the beginning readers know the set of words through the oral representation. On the other hand, print vocabulary plays a more significant role than oral vocabulary when learning reading. As for the knowledge of words, vocabulary has two forms; productive and receptive. Productive vocabulary refers to those familiar and well-known set of words that frequently used in writing and speaking. Regarding receptive vocabulary, it refers to those less known and less frequent set of words by the individual. It is larger than the productive vocabulary and appears in reading and listening. The individual may predict the meaning of the words through the context but cannot know every detail about it.

According to Cynthia (n.d.), there are four kinds of vocabulary: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. First, listening vocabulary is the words that a human hears and understands. Listening starts when fetuses are 16 weeks-old in the womb, and then babies listen during their waking hours. Besides, a human still learns words using this way for lifelong. By the time of adulthood, children must recognize and understand a total of 50.000 words. Children with

hearing impairment cannot hear listening to vocabulary. Instead, they learn visual listening vocabulary using signing models either at home or at school. Second, speaking vocabulary is the words that a human uses when he speaks. An adult has vocabulary ranging from 5.000 to 10.000 words, and thus a human has speaking vocabulary less than listening vocabulary. Third, reading vocabulary is the words that a human understands when he reads. A human understands many words he may not use in the speaking vocabulary. If a human is a reader, this type would be the second-largest vocabulary, but a human cannot enlarge his vocabulary if he is not a reader. Fourth, writing vocabulary is the words that a human retrieves when he writes. A human expresses thoughts orally using intonation and facial expressions so that it is easier than writing. It is worth mentioning that a human must master spelling to produce the right writing vocabulary.

2.2.3 Importance of vocabulary

Thornbury(2002) stated that the lack of grammar can convey a little of the meaning but nothing conveyed with the lack of vocabulary. Hence, learners need to know more words and expressions to develop their language since grammar mastery can't improve it as required. Although grammar is more productive than vocabulary, there are two developments challenge the grammar hegemony: lexical syllabus which refers to the high-frequency words in both written and spoken language, and the lexical chunks which enhance the acquisition of language. Learning vocabulary is of great importance for learners since there is no language without words.

Vocabulary enables learners to express their opinions fluently without forgetting words and use varied idiomatic expressions to reflect different situations. Additionally, vocabulary knowledge allows people in particular tourists to communicate with each other. Thus, learning English language activities targets mainly vocabulary since it is the basis of language.

Eventually, vocabulary is an expression. Vocabulary mastery helps the individual to express himself explicitly and to communicate well. Further, the linguistic items are identical to the thinking items as the individual will be able to think of the thoughts accurately (Solopress, 2015). Silverman & Hartranft (2014) agreed with (Solopress, 2015) as vocabulary is significant for comprehension and expressing ideas and thoughts. Vocabulary is critical across the social and academic domains to understand texts and convey information, either simple or complex. Besides, the two researchers indicate that children with more vocabulary have a better social relationship, fewer behavior problems, and better educational achievement than those who do not have. Vocabulary derives its significance at school from a close connection with reading and writing. Children with good word knowledge have better chances to understand texts and engage in writing activities. Thus, those children who spend less time reading and writing would encounter more words and use them on their own. Word knowledge acts as a catalyst for lifelong learning and use of words in reading and writing either in school or outside it.

Katamba (2005) cannot imagine life without words. He states that human every day utter words to convey their thoughts, wishes, feelings, fears, joys, opinions, demands, and requests. People have many things (significant and insignificant) to tell the world. Using words to talk is human nature, and hence the researcher indicates that a human would have a horrendous life without words. According to Ellis (1999), vocabulary acquisition is of great significance for two reasons. The first reason is that researchers, as well as learners, recognize that vocabulary has a significant role in learning a language. In the last decades, researchers focus more on learning grammar but recently their focus is on lexis. The second reason is that vocabulary acquisition is easy to investigate compared to acquiring grammar and pragmatic knowledge.

2.2.4 Ways to present vocabulary

Frost (1938) pointed out six ways to present new vocabulary such as; illustration, mimicking, antonym & synonym, definition, translation and context. The first way is the illustration that is suitable for visual learners since it presents concrete vocabulary, but it has limits since it does not all items. The second way is mimicking, that enables students to act the terms in silence. Hence, it is a funny and enjoyable way. The third way is synonym-antonym in which the teacher associates new words with the students' prior knowledge. The fourth way is the definition as the teacher asks students questions to check their comprehension. The fifth way is the translation in which the teacher translates words into the learners' first

language, but he must consider that some words need an indirect translation. The sixth way is the context that should be clear to enhance learning new items through clues or example sentences. In short, the teacher should use a suitable method or a combination of ways for presenting vocabulary to produce an enjoyable and memorable educational process.

Vajda & werner (2009) introduced some ways to present vocabulary effectively. The researcher asks the teachers to picture vocabulary using magazine images, flashcards, photographs and online pictures. Besides, a teacher has to use real objects since it helps the students to remember the new vocabulary and make a physical connection for the word. The teacher can use this effective way by following specific steps like showing the object, saying the word, dictating it on the board, passing the object to the students and asking students to pronounce the word loudly. Another way recommended by the researcher is by describing the new vocabulary and then presenting it. Additionally, singing fun and familiar song that contains the new vocabulary and Learning vocabulary in pairs such as opposites, synonyms and homonyms. Furthermore, the researcher recommends using the total physical response that enables students to describe the new vocabulary by movements.

As for Nation (2005), the teacher presents meaning using the following methods: providing a translation into the mother tongue and presenting familiar synonyms or presenting a simple English definition

sentence. Further, using real objects, demonstrating the meaning quickly, and associating the new items by drawing a picture or diagram is essential. On the other hand, the teacher uses a word part strategy since he breaks the word into sections and then shows the meaning of each part and the word at all. To show meaning, the teacher presents example sentences containing words involved in the context and writes comments about the new materials and their references. Moreover, the teacher draws attention to the form by taking the following steps: identifying the similarity between the spelling of the unknown words and that of the known ones, presenting the word stress and pronunciation, determining the word components (prefix, stem, and suffix), asking students to repeat it, writing it on the board, and showing the irregular part of the spelling. About the word use, the teacher shows the grammatical function of the material (countable or uncountable, transitive or intransitive), some similar collocations, the limitations of material use (formal or informal situations, for children or adult, polite or impolite), and a familiar opposite word or a word that describes the lexical set of the item.

2.2.5 Principles of teaching vocabulary

Walker (2008) pointed out that a teacher should consider specific principles when learning vocabulary. First, setting the desired objectives and which word to learn is a significant step as a teacher would not be able to assess the process of learning vocabulary if there are no set objectives. Secondly, identifying the number of new words a learner should know to

take into consideration that this number should neither be large nor small. Giving many words makes a learner confused and distracted. On the other hand, learning a few words reduce the chance of vocabulary development among learners. Thirdly, vocabulary choice mostly occurs in light of the set objectives and syllabus. Besides, a teacher can make a learner responsible for vocabulary choice by butting a learner in a situation where he needs a target word to communicate. Fourth, a learner seldom learns vocabulary at once, so he needs to encounter words through distributed intervals and use them in communication. Fifth, a teacher gives a meaningful presentation of words involving form, clear meaning, and its collocations. Sixth, words seldom occur in isolation since it is more sensible to present an item in a suitable situation or context where there are collocations. Seventh, it is good to use the mother tongue in addition to the target foreign language as a learner in L1(his mother tongue) has a felt need, controls his learning rate, masters knowledge of his mother tongue, and has a clear denotation about the items. Eighth, a learner guesses the meaning of a word through a context. The context includes a clue that provides a learner with the target meaning.

According to Nation (2005) teachers should consider some principles to teach vocabulary effectively:

- Explain the vocabulary simply and clearly without any complication.
- Connect the new material with the prior knowledge and give patterns.

- Present an oral and written hand vocabulary as the teacher writes it down on the blackboard existed in the classroom.
- Emphasize the vocabulary that students already know.
- Draw the learners' attention to the high-frequency words that are necessary for the future.

2.2.6 What things students need to know about items

McCarthy & O`Dell (2001) stated that word knowledge did not include just meaning, but it means knowing the meaning, form, pronunciation, spelling, affixes, collocation and connotations. A teacher checks learner s' understanding by asking them questions. Words form (verb/ noun/ adjective/ adverb/ pronoun/ subjective) enables a learner to use words correctly in a sentence. It is also essential to present pronunciation since the written word does not sometimes agree with the pronounced word. Therefore, the teacher has to provide learners with a phonemic script to show a clear written record of the pronunciation. Besides, spelling recognition is significant to avoid problems resulting from mismatching between spelling and pronunciation. Thus, the teacher must show pronunciation before the written form. A learner should also know relationships between words (e.g. synonyms or antonym). Collocation and connotations are significant too. Collocation provides learners with the way words combine, whereas connotations indicate whether the items have a positive or negative image. Furthermore, affixes

(prefixes and suffixes) are part of words as many words have the same root with different endings (inflexions). Adding affixes to the root of words produces new words with a different meaning. It is worth noting that some words are more suitable for the written form and vice versa, so a learner has to know when to use words.

As for Nation (2001), word knowledge involves three things: form, meaning, and use. Concerning the form, learners have to recognize the spoken form, written form, and word parts. The spoken form refers to the pronunciation of a word, whereas the written form refers to its spelling. And word parts (noun, pronoun, verb, adjective, and adverb) inform a learner with the appropriate use. As for meaning, learners have to recognize meaning (definition of a word), concept (what does it belong to?) and association (words have the same function). About the use, learners recognize the grammatical pattern where a word used, collocations (words that come with each other), and constraints on use (how, when, and where a learner should use the item).

2.2.7 Difficulties of vocabulary

Thornbury (2011) believed that some words are difficult to learn because of seven factors. First, a learner may encounter cognates and loan words such as borrowed English words or words from the learners' first language. On the other hand, learners should caution not to fall into some traps like the form of false friends. Second, the pronunciation of some words causes difficulty if learners are not familiar with some sounds or find

a cluster of consonants problematic. Third, learners may find spelling difficult in case it does not match the pronunciation. Further, glaring irregularities and silent letters can be a part of this difficulty. Fourth, the difficulty level of long words is the same as short words. Nevertheless, short words are the most frequently used. Fifth, the variety of grammatical rules can be sometimes problematic such as verbs that are followed by infinitives or gerund and phrasal verbs; some of them are separable (he looked the word up, and others are together (she looked after the baby). Sixth, overlapping between the meanings of two words may confuse the learner. Besides, words that have a similar definition, such as still and since can be problematic. If learners know one meaning, they can be reluctant to accept the different second meaning. Seventh, people use some words more than their similarities. Constraints style words or negative connotations can cause a problem when used. Moreover, the idiomatic expressions can be problematic since they have more difficult meaning than the transparent meaning word.

According to Gucci.(2010), learning vocabulary does not mean knowing the definition of the word and its translation in the mother tongue. People have to know extra things to say that they master vocabulary as native speakers. They have to know word's pronunciation and spelling, grammar information, and what words are used with). Deciding what vocabulary people need to learn may cause a problem since they can not learn every word in the language even a native speaker may encounter words in their language they have never heard before. Organizing

vocabulary is also a common problem for English learners so some people put words or phrases in groups, find the similarities of words, and make it easy to know a special word. In this spirit, people should consider some ways of classification such as alphabetical order, topics, similarities families, and frequency of occurrence. Remembering vocabulary is the main problem of learning vocabulary. Most cases people learn vocabulary one day and forget them the day after.

Texas Education Agency (2002) added four difficulties to the ones mentioned previously. The first one refers to the size of the task as there is a large number of words. Besides, words resources (dictionaries, context, and word parts) can be uninformative or misleading. Additionally, word knowledge does not involve the meaning only. Moreover, different kinds of vocabulary result in different demands and thus form a difficulty for the students.

As indicated in How to Teach Vocabulary Thornbury(2011), a word is a complex phenomenon as follows:

- Words have various features. Some items are great with their information, and others are great with their grammatical patterns.
- One word may have various forms.
- A new word can be formed by adding or combining words.
- A chunk of words can give the meaning of a single word.

- Many words are associated with other words.
- One word may have various meanings.
- Different words may have the same meaning or opposite meanings.
- Words that have the same meanings may be used in different situations.

From the researcher's point of view, a teacher should design or use activities that facilitate learning vocabulary; for example, if the new vocabulary is too long, the teacher can break it into syllables and ask students to sing a fun song including this item. Besides, a teacher can connect between the difficult word and something familiar to the students. Additionally, a teacher can use different grammatical patterns for the same item (either in writing or speaking) throughout the semester and students will be more familiar with these patterns.

2.2.8 Reasons for forgetting words

As Thornbury (2011) indicated, an individual loses up to 80 per cent of the material after 24 hours of learning. Hence, the researcher states that students can increase their retention using two ways: firstly, presenting a successful learning process. Secondly, using distributed learning via several sessions is more effective than focused learning. Further, learning a new word may raise the possibility to forget the old one, so researchers suggest recycling to reduce the forgetting level. In the same context,

recycling does not mean repeating words in their original text but rather having them in different forms. Moreover, the more learners are emotionally affected with items, the better they retain them.

As for Lampariello (2012), retention of new words is a difficult task for many reasons. The brain chooses the received information ignoring what is unnecessary. If the brain retains every detail, then an individual will remember things easily. On the other hand, it will struggle with the annoying interference of unnecessary information. If the brain retains every detail, then an individual will remember things easily. Fortunately, the brain organizes information in a specific way. Forgetting information is a good thing since the main target is helping the brain to remember the necessary information. Second language Learners want to remember many terms, but they cannot. In this respect, they conclude that they do not have a good memory. Thus, they should not learn a language, and this is a myth that should be dispelled. Whatever the brain's ability to learning and retrieving information, the essential point is the way this information used.

2.2.9 How vocabulary is remembered?

Thornbury(2001) stated that short term memory refers to holding limited items for a few seconds in which a person can hold a telephone number or repeat words that the teacher has just said. Working material is the place where reasoning, learning and understanding occur before retaining material in long term memory. It holds information for twenty seconds; for example, when a learner hears a term, he picks up a similar

one from his long term memory and compares them in the working memory. Learners can do an articulatory loop repeating words round and round like audiotape, and then the store of short term memory will be kept refreshed. And the longer loop is, the better the learning will be. In other words, holding the phonological representations of words in the working memory is a good sign of language learning aptitude, loop and retains more 1st language words than 2nd language words. A teacher also can review visual mnemonics to choose words from long term memory into working memory (Thornbury, 2002).

According to Lampariello (2012), information acquisition occurs through three processes: decoding, storing, and retrieving. When the brain acquires new information, then it decodes and retains it. Next, the brain retrieves this stored information from the long term memory. If an individual cannot remember information (information gap), something went wrong through one of these three processes. There are types of memory: short term memory (working memory), long term memory, and sensory memory. Sensory memory is responsible for the new information received through the taste, sight, and touch. As for the short term memory, it holds a small amount of information for a short time; for example, an individual uses it for restoring a password or a telephone number. If an individual wants to retrieve the acquired information, then he must keep it in the long term memory. Memory is like a muscle as it can impair without working. Thus, memory requires continuous motivation. If the learner wants his memory to work well, then he motivates it to work a little every

day. Repeating this activity enables the brain to restore information effortlessly.

2.2.10 Activities for maintaining the vocabulary in the long term memory

There are several activities to increase students' retention. A learner requires to repeat the words to retain them in the long term memory. After repetition, learners can copy the new terms since copying also may present other revision activities. These activities involve matching the word with its definition, classification, and odd one out. It is easier to learn a word using prior knowledge as connecting it with the new one produces clear and organized learning. Visualization also (draw diagrams and mental images) enables learners to understand the meaning. Besides, teachers should direct the learners' attention towards the lexical items and forms (Kersten, 2010). For more retention, learners can retain the word by referring it to a real personal situation or event. In the same vein, a teacher gives his students tasks to recall the meaning from their memories based on the form or vice versa. Thus, learners should receive distributed learning to enhance recalling through the following activities; define the words, synonym & antonym, word representation, puzzles, translation, and listening & reading activities. It is significant to use vocabulary in different situations since it makes a mental link between the term and its use (Andriotis, 2017). Activities such as conversation, complete the sentences with suitable words, and writing & speaking enhance the use of productive vocabulary.

Moreover, creating multiple encounters with the term through previous activities enables learners to form enough lexical knowledge about the words and increase their retention (Mather & Jaffe, 2016).

Masterminds publishing (2016) stated that learners can have well-remembered vocabulary by following specific points. Vocabulary learning should be meaningful; therefore, vocabulary presentation must occur in various contexts. Besides, a teacher should introduce vocabulary as a part of the students' experiences. In the same context, presenting the definition of a word as a list of separated complicated words decrease vocabulary retention.

2.3 Previous studies

In this section, the researcher introduces previous studies related to concept cube strategy and vocabulary achievement. The researcher presents these studies from the newest to the oldest one.

2.3.1 Studies related to concept cube strategy

Al-Janabi (2018) carried out an experimental study that examined the effectiveness of using cubing strategy in developing achievement and formal thinking. Since the study adopted the quasi-experimental design, the researcher selected purposively (64) female students. Then, the researcher distributed the sample into an experimental group (33) and a control group (31). To collect the data, the researcher applied two tests (achievement test and formal thinking test). The experimental group learned vocabulary via

cubing strategy, whereas the control group learned it via the conventional method. After conducting the treatment, the researcher applied the two designed posttests. The findings showed significant differences between the experimental group and the control group on the posttest in favour of the experimental group. They also showed that cubing strategy increased the female students' achievement and their level of formal thinking.

Another related study is Al-Obudi &Al-Tamimi (2018) that aimed to check the teaching skills among students of first class-teacher in light of a training program based on the cubing strategy. The two researchers followed a semi-experimental approach to achieve the aim of the study. Next, the researchers adopted three instruments in this study: pre-posttest, a training program and observation. To experiment with the strategy, the researchers chose a random sample of 62 male and female students. As the results indicated, there were significant differences between the groups in favor of the experimental group. The two researchers also emphasized the importance of teaching skills sine they support teachers to use the teaching skills and review the teacher preparation that is in harmony with the considered of the twenty-first century. Furthermore, the two researchers recommended conducting a similar study related to the use of a training program based on the cubing strategy.

The purpose of Iskandar (2017) was to investigate the impact of cubing strategy y on improving descriptive writing. To achieve the study purpose, the researcher adopted a quasi-design using a writing test as a pre-

posttest. A total of (62) students selected purposively out of population of (230) eighth-graders represent the study sample. This sample consisted of the experimental group using cubing strategy and the control group using the traditional method. Based on the data analysis, the experimental group had an improvement in descriptive writing, and there was a significant difference between the experimental group and the control group in favor of the experimental group.

Salha, Barkat & Shawahany (2017) investigated the seventh-grade students' achievement and attitudes in mathematics using cubing strategy. This study was a quasi-experimental approach since fifty-seventh-grade female students purposively chosen. First, the researchers used a preparation note of engineering unit using cubing strategy. Then, they applied a posttest and attitudes scale after finishing the engineering unit. According to the results of this study, the experimental group outperformed the control group as it had higher achievement and positive attitudes toward cubing strategy. Besides, there was a significant correlation between the achievement and attitudes of the experimental group. In conclusion, the researchers recommended training supervisors and teachers to use the cubing strategy in teaching and use cubing strategy with other topics and subjects.

Since writing is a significant skill in learning a language, Zebua (2017) examined the impact of cubing strategy on the writing ability. The study adopted the quasi-experimental design. By cluster sampling, the

researcher selected a group of (30) eighth-graders from a population consisting of (60) eighth-graders. The sample sat for a pre-test and a posttest to collect data. Next, the researcher analyzed the collected data through SPSS using the independent sample T.Test. In terms of the data analysis, the cubing strategy had a significant effect on the writing ability of eighth-graders. Thus, the researcher recommended using concept cube in learning, conducting more studies addressing the topic of this study, and providing the schools with books and materials to increase students' motivation.

In their experimental study, Hilal and Al-Shimmari (2015) investigated employing the cube strategy in developing synthetic thinking at Literacy among fifth-female students. The two researchers randomly chose a sample of (58) female students from Al – Masib Prep school. Then, these were divided into two groups; the experimental group (the cube strategy) and the control group (the conventional method). These two groups sat for a pre-posttest to gather data. According to the data analysis, there was a significant difference at ($\alpha \leq 0.05$) between the mean scores of the experimental group and those of the control group in favour of the experimental one.

In their research, Mohammed & Al-Mohja (2012) checked the development of metacognitive thinking among the fourth female students using a combination of cubing strategy and the circular house strategy in teaching biology. The two researchers used the experimental design since

they chose a random sample. This sample consisted of (129) graders from Al Orouba Prep School for girls. The researchers divided it into four groups: the first group learned via cubing strategy and circular house strategy, the second group learned via the cubing strategy, the third group learned via the circular house strategy and the fourth group learned via the conventional method. Next, the researchers applied an achievement test and a scale of metacognitive thinking to the study sample. The study results indicated that the first group is the highest one, followed by the second group, followed by the third group and finally followed by the fourth group.

Salem (2016) examined the cube strategy's effect on English speaking skills among seventh-graders at Bethlehem governmental school. To apply the study, the researcher purposively selected seventh-graders from Al Amira School for girls. Hence, the researcher followed a quasi-experimental design with two groups: an experimental group using the cube strategy and a control group using the ordinary strategy. To accomplish the study, the researcher used a pre-posttest, diaries and semi-interview to measure the students' achievement, development and views towards the cube strategy. After data collection, the findings of this study revealed significant differences at ($\alpha \leq 0.05$) in the mean scores of speaking test between the experimental group and the control group in favor of the experimental one. They also revealed a significant difference in the students' views before and after conducting the treatment.

2.3.2 Comments on the previous studies related to concept cube strategy

1. The previous studies investigated the effectiveness of concept cube on different English skills (writing, descriptive writing, speaking, teaching skills, and vocabulary), different levels (scientific fourth grade, fifth grade, seventh grade, eighth grade, and first-class-teacher), varied subjects (English, Mathematics, Geography, and Biology). Hence, this variation shows the flexibility of the strategy as a teacher can use it for different levels, subjects, and skills.

2. The previous studies (Al-Janabi (2018), Al-Obudi &Al-Tamimi (2018), Iskandar (2017), Salha, Barkat & Shawahany (2017), Zebua (2017), Mohammed & Al-Mohja, and Salem (2016) adopted the quasi-experimental approach except for the study Hilal & Al-Shimmari (2015) which is an experimental study.

3. The previous studies Al-Janabi (2018), Iskandar (2017), and Salem's study (2016) chose a random sample while the studies Al-Obudi & Al-Tamimi (2018), Zebua (2017), Hilal & Al-Shimmari (2015), and Mohammed & Al-Mohja selected a purposive sample.

4. All the previous studies used a pre-post- test to collect data. Some previous studies also used further instruments. For example, Salem's study (2016) used semi-interview and diaries, Mohammed & Al-Mohja used a scale of metacognitive thinking, Salha, Barkat &

Shawahany (2017**)** used a preparation note of engineering unit and attitudes scale, and Al-Obudi &Al-Tamimi (2018) used a training program and an observation card.

5. The sample size of the previous studies ranged from (30-129) subjects, but Salem (2016) did not determine the size of the sample.

6. All the previous studies handled cubing strategy as an independent variable expects for(Mohammed & Al-Mohj, 2016), combining between the cubing strategy and circular house strategy.

7. All the previous studies indicated positive effects of cube strategy on teaching language skills and achievement.

According to the researcher study, it is in line with the previous studies, addressing the independent variable only. There are no previous studies that investigated the effect of concept cube strategy on learning English vocabulary. The current study used only a pre-posttest as a study instrument, so it is in line with Al-Janabi (2018), Iskandar (2017), Zebua (2017) and Hilal & Al-Shimmari (2015).

2.3.3 Previous studies related to English vocabulary

Al-Hamdani & Al Breiki (2018) investigated the development of vocabulary using flipped learning and explore the students' attitudes towards the strategy. This study adopted the quasi-experimental approach as the researchers selected (50) students. A group of (25) students were

selected purposefully to form the experimental group, whereas the control group included (25) students who were selected randomly. Then, the two researchers used a pre-posttest and a questionnaire to collect the data. The results of this study showed that the experimental group outperformed the control group and the students' attitudes were positive.

Bader (2017) examined the students' achievement and retention among eleventh graders using PAVE strategy. The researcher adopted the experimental study since she chose randomly (72) female students from Al-Rabee' secondary school for girls in Beit Lahia. In the same context, the researcher applied the experiment to an experimental group using PAVE strategy and a control group using the traditional method. To gather data, the researcher designed a vocabulary achievement (a pre-post-delayed). Then, she analyzed the collected data using SPSS (independent sample T. Test and paired sample T. Test). In terms of data analysis, the findings showed significant differences between the experimental group and the control group on the post-test in favour of the experimental one. As for the delayed test findings, they indicated that the experimental group kept vocabulary in their long term memory, whereas the control group did not.

In their experimental study, Khair, Mugaddam & Eljack (2017) investigated the impact of vocabulary learning strategies on vocabulary achievement. The study sample included (80) first-year undergraduate majors selected as one sample cluster. The instrument of the study was a pre-posttest that applied to (56) students only, because of the

absence of some students. At the end of the experiment, the researchers used Paired Sample T-Test to analyze data. Based on the data analysis, the results showed a significant difference between the pre-test and post-test in favour of the post-test.

The purpose of Trianasari (2017) was to investigate the effect of social media networking on vocabulary development. To achieve the aim of this study, the researcher chose a random sample consisting of (41) tenth grade students. Of the (41) students, (21) students represented the control group and (20) students represented the experimental group. The researcher used a pre-posttest to collect the primary data and an interview and documentation to gather the supporting data. Based on the data analysis, social media networking was an effective strategy in teaching vocabulary since the experimental group got higher scores than the control one.

Al-Laham (2016) examined the impact of keywords based instruction on developing English vocabulary and its retention. This study was an experimental as a purposful sample of (78) eighth-graders were chosen from Al-Shaheed Mohammed Al Dorra Basic School for Boys in Gaza. The researcher distributed it into two groups: the experimental group (which learned vocabulary by keyword strategy) and the control group (which learned vocabulary by the ordinary method). Next, the researcher designed a vocabulary achievement test (a pre-post & delayed test) to gather the required data. At the end of the experiment, the researcher analyzed data by SPSS (Independent sample T-test, Paired sample T-test,

and Eta square). The results of the study indicated that there were statistically significant differences between the experimental group and the control group on the posttest in favour of the experimental group. Further, they revealed that keyword strategy affected positively students' vocabulary and retention.

Rohman (2017) examined the effect of using picture on developing vocabulary among seventh graders. The study adopted the experimental group in which a sample of (55) students from seventh-grade randomly chosen and divided into two groups: the experimental group (29) (learned vocabulary using pictures) and the control group (26) (learned vocabulary using the traditional method). The instrument used to collect data was a pre-posttest. After analyzing the data through SPSS, the outcomes of the study emphasized the effectiveness of using pictures in teaching English vocabulary as there were statistically significant differences of the post-test between the experimental group and the control group in favour of the experimental group.

Siddiqua (2016) examined the attitudes and achievement of foreign language learners in terms of techniques of learning and teaching English vocabulary. A random group of (100) higher secondary students represented the sample of this study. Half of this sample were male students, and the other half were female students. To get data, the researcher asked the sample to fill out a questionnaire and an achievement test. After data analysis using the SPSS program, the study results were in

four points: teachers should teach singular words explicitly, teachers should use teaching strategies of word-learning, teachers should be provided by varied language experiences, and enhancing the consciousness of words.

Septiyantono (2013) aimed to develop students' vocabulary by using vocabulary trees technique. Thus, the researcher applied an experimental study to a total of (60) students: (30) students of them represented the experimental group, and the other (30) represented the control group. Through the experiment, the researcher used a pre-posttest to collect the data and SPSS to analyze data. After that, the researcher found that there were differences between the pre-test and the posttest in favour of the post-test. Further, the experimental group got higher achievement than the control one. Hence, the results emphasized the effectiveness of using vocabulary trees as a learning technique.

Vocabulary has a significant role in learning a language so that Tavakoli & Gerami (2013) **e**xamined using mnemonic non-verbal approaches (the keyword method [KWM, here after] and Pictorial method) and its effect on learning vocabulary and retention. This study followed the experimental design as the researcher chose a random sample, including (60)female elementary students in Isfahan. This sample consisted of (3) equal groups: two experimental groups and a control group. After experimenting with the approaches, the researcher used a battery of quizzes, and a vocabulary delayed posttest to collect data. As the results indicated, keyword strategy had a positive effect on subjects' vocabulary

learning. Furthermore, vocabulary retention of the group using the keyword method was better than those using the pictorial method.

Abidin & et.al (2011) aimed at investigating the development of vocabulary using songs on YouTube. In this quasi-experimental study, the purposive sample included (68) students from a run school in Kedah. The experimental group received learning using songs, while the control group did not receive any treatment. Instead, the control group learned using the traditional method. The researchers used a vocabulary test, on-going observation, and journal entries to gather required data. Then, they used SPSS to analyze the quantitative data and the observation and journal entries for the qualitative data. According to the outcomes, vocabulary competence of the experimental group was more than that of the control group. As for the observational results, the researchers did not notice the improvement immediately, and vocabulary competence of the experimental group was improved compared to the control group. Besides, the entries results revealed that the lessons were teacher-centred.

2.3.4 Comments on previous studies related to English vocabulary

- All the previous studies handled English vocabulary as an independent variable. The current study agreed with them as it measures the effectiveness of a strategy on learning English vocabulary.

- All the previous studies adopted the experimental design except the following three studies; Al-Hamdani & Al-Breiki (2018), Trianasari (2017), and Abidin & others (2011) in which they adopted the quasi-experimental design.

- Like the current study, all the previous studies used the pre-posttest as the study instrument. As for Al-Hamdani & Al Breiki (2018) and Trianasari (2017), they used a questionnaire in addition to pre-posttest while Abidin & others (2011) used observation card and journal entries.

- All the previous studies achieved an improvement in English vocabulary learning.

- No studies on using concept cube strategy on vocabulary learning.

2.4 Summary

This chapter presented a brief account about what vocabulary is, how to teach it effectively, principles and activities for teaching vocabulary, difficulties of learning vocabulary and ways to increase vocabulary retention. It further presented a brief account about concept cube strategy (its various definitions, steps and procedures, rules of the application, and advantages). Moreover, the researcher introduced previous studies (about concept cube strategy and English vocabulary) and comments on them.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Approach of the study

3.3 Population and sample of the study

3.4 The instructional material

3.5 Instruments of the study

3.6 Construct Validity

3.7 Reliability of the test: the researcher found the reliability coefficient through

3.8 Procedures of the Study

3.9 Statistical analysis

3.10 Summary

Chapter Three

Methodology and Procedures

3.1 Introduction

In this chapter, the researcher presents the approach adopted by this study to achieve the objective of the study, the sample of the study and how it was selected out of the population, and the instruction units the 5th - graders were taught. Besides, the researcher presents the instrument used to collect data, the steps followed to get a good final version of the instrument, and the different ways used to test the validity and reliability of the instruments. Moreover, the researcher presents the procedures followed and the statistical methods used to analyze the collected data.

3.2 Approach of the study

To achieve the study objectives, the researcher used a quasi-experimental research design since it is suitable for the nature of the study which aimed to test and find the impact of concept cube strategy on 5th Graders in Nablus City Schools.

3.3 Population and sample of the study

The study population includes (4793) male and female 5th Graders in Nablus City Schools according to the annual educational statistical book 2019/2020 produced by the Ministry of Education. The sample was selected purposively to include (128) male students and (132) female

students. The sample was selected purposively since the Nablus city Schools where the experiment was applied are close to the work location of the researcher.

Table (1) shows the study sample:

Table (1): Study sample of Nablus City Schools

Group	Gender	No. of students
Experimental	Males	68
Experimental	Females	70
Control	Males	60
Control	Females	62
Total		**260**

Table (1) shows that the study sample consists of (260) males and female students, (128) of them are male students and (132) of them are females. The experimental group consists of (138) male and female students while the control group consists of (122) male and female students.

3.4 The instructional material

The instructional material which was taught for 5^{th} graders is vocabulary lessons from the English language book- the first term of the academic year 2019/2020.

3.5 Instruments of the study

The researcher used a pre-test vocabulary achievement of the English language vocabulary lessons for 5^{th} graders.

The researcher designed the test based on the following steps:

1. Setting the objective of the pre-test:

This test aimed to measure the fifth graders' vocabulary achievement level of the English language before studying the lessons of the English language and after the experiment, and compare between them.

2. Determining the test dimensions:

The researcher analyzed the vocabulary lessons in the first part of the English language book for 5^{th} grade to figure out the included skills which are four skills (**Knowledge**, **Comprehension, Application, Higher Order Thinking Skills**).

3. Formulating the test items:

The primary version of the achievement test included (5) questions distributed into four skills. Students have to answer every question according to what required. The test includes questions measuring the determined four skills.

4. Correcting the test:

The researcher assigned one mark for every true answer and zero for every wrong answer.

5. The pilot experimentation:

After preparing the primary version of the test, it was applied to a pilot sample consisted of (30) students excluded from the study sample.

6. The content validity:

The researcher verified the content validity through:

Giving a primary version of the achievement test to 10 specialized referees in English language and English language supervisors of the primary stage. They gave their opinion about the test suitability for the 5th graders, the questions coverage for the content of the lessons, and the test questions structure. The referees suggested deleting some questions and reformulating some of them. The researcher modified the test according to the referees' opinions.

3.6 Construct Validity

The correlation coefficient was measured between the degree of each domain of the test and the total mark of the test.

Table (2): The correlation coefficient between the degree of each domain of the test and the total mark of the test

Domain	Correlation coefficient	p. value
Knowledge	0.734	0.000*
Comprehension	0.823	0.000*
Application	0.899	0.000*
Hots	0.769	0.000*

*** Item is statistically significant at (0.05).**

It is clear from Table (2) that the correlation coefficients of d**o**mains is statistically significant.

3.6.1 Internal Consistency Validity

The correlation coefficient was measured between the degree of each item and the total mark of the test.

Table (3): The correlation coefficient between the degree of each item and the total mark of the test

Item	Correlation coefficient	p.value
1	0.734	0.000*
2	0.823	0.000*
3	0.789	0.000*
4	0.849	0.000*
5	0.769	0.000*

*** Item is statistically significant at (0.05).**

It is clear from Table (3) that the correlation coefficient of the test questions is statistically significant at (0.05).

3.7 Reliability of the test: the reliability coefficient was found through

3.7.1 Reliability

Pearson correlation coefficient was calculated between the test two halves, then the correlation coefficient was calculated using Spearman-Brown. Table (4) shows the results of test reliability:

Table (4): Reliability coefficient through split-half

Instrument	No. of test items	Correlation between the test two halves	Reliability coefficient
Test	5	0.752	0.863

Table (4) shows that the reliability of the test equals 0.863 which is very high and it is considered an excellent value before applying the test.

3.7.2 Cronbach's alpha

The test reliability coefficient was calculated using Cronbach's alpha and table (5) shows the results of test reliability:

Table (5): Reliability coefficient through Cronbach's alpha

Instrument	No. of test items	Reliability coefficient
Test	5	0.858

It is clear from Table (5) that reliability coefficient reached (0.858) which is considered an excellent value for applying the test.

3.7.3 Determining the test time

The time of the English achievement test was calculated through the arithmetic average for the time of all answers of the pilot sample consisting of (30) students. The average time was (35) minutes with an extra (5) minutes to read instructions. Thus, the total time of the test was (40) minutes.

3.7.4 The final version of the test

After verifying the psychometric characteristics of the test, the final version of it consisted of (5) questions. Table (6) shows the final version of the test according to the skills and the specified mark for it, See Appendix (5), p.g (97).

Table (6): The final version of the English achievement test

Domain	No. of questions	Total mark
Knowledge	1	5
Comprehension	1	5
Application	2	8
Hots	1	8
Total	**5**	**26**

The final version of the test consisted of (5) questions distributed into (4) main skills. Students get a mark ranging (0-26).

3.8 Procedures of the Study

The researcher followed the following steps:

1. Reviewing the educational literature of previous studies which addressed employing new methods in particular and the educational studies which addressed teaching the English language for the primary stage.

2. Selecting the instructional material which included vocabulary lessons from the first part of the English language book for the primary 5^{th} grade. These lessons are taught for students in the first term of the academic year 2019/2020.

3. Analyzing the vocabulary lessons content to determine the included skills and get a benefit when designing English vocabulary achievement test.

4. Designing a vocabulary achievement test and presenting it to a jury of referees to test validity and reliability.

5. Getting the supervisor and university agreement to apply the study.

6. Getting task facilitation document directed from the university to the Ministry of Education in Nablus district which is attached in Appendix (1).

7. Getting task facilitation document directed from the Ministry of Education in Nablus district to the schools where the study has been applied which is attached in Appendix (2).

8. Applying the vocabulary achievement test on a pilot sample consisted of (30) students excluded from the study sample to verify the items correctness, clarity, validity, and reliability. A proof paper is attached in Appendix (4) and the achievement test is attached in Appendix (5).

9. Meeting with the teachers selected to apply the study and discussing the teaching steps according to the steps that should be followed during teaching in addition to visits and attending the classrooms.

10. Applying the vocabulary achievement pretest on the study groups.

11. Teaching the experimental and control groups.

12. Conducting the achievement posttest on the study groups.

13. Correcting the test and grading.

14. Conducting suitable statistical treatment to find the results.

3.9 Statistical analysis

The researcher corrected the English vocabulary achievement test and gave grades for the study groups. Since the current study is one of the experimental studies comparing between two groups, the researcher used

the following statistical methods through the program Statistical Package for Social Sciences (SPSS):

- Pearson correlation coefficient to calculate the construct validity and the internal consistency validity of the test.
- Split half and Cronbach’s alpha coefficient to Calculate the reliability test.
- Arithmetic means and standard deviation of the study groups' marks.
- Independent Sample T-Test to calculate the differences between the means of the experimental group and those of the control groups on the English posttest.
- Paired Sample T-Test to calculate the differences between the pretest and posttest means of the experimental group.
- Eta square to calculate the effect size on improving 5th-graders' achievement.

3.10 Summary

This chapter presented the approach of the study, population and sample of the study, instruments of the study, procedures of the study, and the statistical analysis.

Chapter Four

Results of the Study

4.1 Introduction

4.2 Result of the first question

4.3 Result of the second question

4.4 Result of the third question:

4.5 Summary

Chapter Four

Results of the Study

4.1 Introduction

This study aimed to find out the impact of using concept cube strategy on improving vocabulary achievement among 5th-graders in Nablus city schools. This chapter presents the results of the study. The researcher used different statistical procedures to analyze the collected data using SPSS (statistical package for the social sciences). The statistical tables show the results in addition to their analysis.

The results shown and analyzed in relation to the hypotheses of the study.

4.2 Result of the first question

1. Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and control group?

The hypothesis of the first question was formulated as follows: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and the control group.

The researcher used the Independent Sample T-Test to test the null hypothesis. Means and standard deviation of the experimental group and those of the control group on the post-test are shown in Table (7):

Table (7): Means and standard deviation of the experimental group and those of the control group on the post-test

Domain	Group	N	Mean	Std. Deviation	T	p.value
Achievement Test	**Experimental**	68	23.7246	2.90984	5.591	0.000*
	Control	60	18.1148	7.34415		

*** Item is significant at 0.05.**

Table (7) shows that there are differences in the means of the post-test between the experimental group and the control group and these difference are significant since the T. computed value (5.591) is greater than the T. tabulated value (1.96) and p-value is lower than 0.05 which indicates that the null hypothesis is rejected. Thus, there are statistically significant differences in the means of the post-test between the experimental group and the control group in favor of the experimental group because the mean of the post-test in experimental group is larger than that in the control group.

4.3 Result of the second question

Are there any statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group?

The hypothesis of the second question was formulated as follows: There are no statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group.

The researcher used the Paired Sample T-Test to test the null hypothesis. Means and standard deviation of the pre-test and post-test of the experimental group are shown in Table (8):

Table (8): Means and standard deviation of pretest and posttest of the experimental group

Domain	Group	N	Mean	Std. Deviation	T	Sig. Level
Achievement Test	Experimental post-test	69	23.7246	2.90984	7.456	0.000*
	Experimental pre-test	69	15.1739	8.99993		

*** Item is significant at 0.05.**

Table (8) shows that there are differences between the means of the pre-test and post-test for the experimental group and these differences are significant since the T. computed value (7.456) is greater than the T. tabulated value (1.96) and p-value is lower than 0.05 which indicates that the null hypothesis is rejected. Thus, there are statistically significant differences between the means of the pre-test and post-test of the experimental group in favor of the post-test because the mean of the post-test is larger than of that in the pre-test.

To show the improvement on 5^{th} graders' achievement, the researcher used the effect size technique.

Table (9): Level of Size Effect ($^2\eta$)

	Level of Size Effect ($^2\eta$)	
	Eta	**Eta Squared**
Post-test	0.541	0.293

Table (9) shows the effect size on improving the achievement among 5^{th} graders. The effect size is large which indicates a significant effect.

4.4 Result of the third question

Are there any statistically significant differences at ($\alpha \leq 0.05$)in the post-test mean scores of the experimental group due to gender?

The hypothesis of the third question was formulated as follows: There are no statistically significant differences at ($a \leq 0.05$) in the posttest mean scores of the experimental group due to gender.

The researcher used the Independent Sample T-Test to test the null hypothesis. Means and standard deviation of the experimental group on the post-test due to gender are shown in Table (10):

Table (10): Means and standard deviation of the experimental group on the post-test due to gender

Domain	Group	N	Mean	Std. Deviation	T	p.value
Achievement Test	**Male**	34	23.7647	2.74203	0.112	0.911
	Female	35	23.6857	3.10381		

*** Item is significant at 0.05.**

Table (10) shows that there are no differences in the means of the post-test of the experimental group due to gender since the T. computed value (0.112) is lower than the T. tabulated value (1.96) and p-value is greater than 0.05 which indicates that the null hypothesis is accepted. Thus, there are no statistically significant differences in the means of the post-test of the experimental group due to gender.

4.5 Summary

This chapter presented the results of the study three questions and their analysis. The researcher used different statistical techniques to analyze data. Based on the results of questions, the post-test indicated that there is a positive impact on improving fifth-graders' achievement.

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

5.2 Discussion of the Results of the Study Questions

5.3 Conclusions

5.4 Recommendations

5.5 Summary

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

This chapter discusse the results of the questions and shows the conclusions figured out in view of those results. The researcher suggested recommendations that will benefit English language teachers, students, and curriculum designers. The researcher further suggested recommendations for further studies .

5.2 Discussion of the Results of the Study Questions

5.2.1. Discussion of the Results of the First Question

Are there any statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of post-test between the experimental group and control group?

The result of this question indicated that the experimental group, which was taught English vocabulary using the Concept Cube Strategy, outperformed the control group, which was taught English vocabulary by the traditional method. This means that there are statistically significant differences between the average of post-test scores for the experimental group and those in the control group in favor of the experimental group. The researcher attributes this result to:

1. The strategy helped students to realize the vocabulary. Therefore, English vocabulary in the units of the text book was developed.

2. The strategy helped students exchange experiences with each other; by exchanging different views and opinions about the vocabulary of English language. Students defined the new word, described it, found a synonym for it, linked it to a particular situation or event, used it in a sentence or conversation, and drew a picture that represents it.

3. The strategy broadened the students' awareness as it made them look at the topic from different angles in terms of (definition, description, comparison, linkage, and application).

4. The strategy made the units of the study more enjoyable, compared to teaching the units by the conventional method.

5. The strategy promoted the spirit of cooperation among the members of the experimental group. Also, it promoted the spirit of scientific competition between groups through the groups' endeavor to quickly elicit the answer.

Through the explanation above, it can be said that the effect size of the independent variable (the method of teaching using the Concept Cube Strategy) was not accidental, and therefore the use of the Concept Cube Strategy in teaching made students the cornerstone of the educational process. In addition, the provision of feedback and appropriate reinforcement and placing students in an educational environment

characterized by cooperative and active learning increased the effectiveness of learning English language.

The result of the question is consistent with the results of:

- Al-Janabi (2018) study which found that cubing strategy increased the achievement of students and their level of thinking. Also, Iskandar (2017) study which found a significant improvement in descriptive writing among students of the experimental group after teaching them using the cubing strategy. As well Salha, Barkat & Shawahany (2017) study confirmed the positive effect of the cube strategy on the achievement of fourth grade students in mathematics. And Zebua (2017) study confirmed that cubing strategy has a significant impact on the ability of eighth graders to write.

5.2.2. Discussion of the Result of the Second Question

Are there any statistically significant differences at ($\alpha \leq 0.05$) in the total mean score between the pre-test and post-test of the experimental group?

The result of this question indicated the positive impact of Concept Cube Strategy on vocabulary development among the experimental group in the post test. This means that there are statistically significant differences between the means of the pre-test scores and the mean of the post-test scores of the experimental group in favor of the post-test. The researcher attributes this result to the following reasons:

The concept cube strategy a modern and attractive strategy to teach English vocabulary and using this strategy allows students to interact with each other with the teacher as well creates an atmosphere of fun, and allows ease learning. Also, the use of the Concept Cube Strategy allows scientific competition between groups which leads to a motivation for achievement among students.

The results of this question are consistent with the results of:

- Al-Janabi (2018) study which indicated an increase achievement of the students of the experimental group and the development of the level of formal thinking after teaching them using cubing strategy.
- Iskandar (2017) study which indicated the improvement of descriptive writing among students of the experimental group after teaching them using cubing strategy.
- Zebua (2017) study which confirmed the positive effect of cubing strategy on the writing ability of the experimental group students.
- Hilal & Al-Shimmari (2015) study which confirmed the positive impact of cube strategy on the synthetic thinking development of female students of the experimental group.

5.2.3 Discussion of the Results of the third Question

Are there any statistically significant differences at ($a \leq 0.05$) in the posttest mean scores of the experimental group due to gender?

The result of this question indicated that there are no statistically significant differences in the means of the post-test of the experimental group due to gender. The researcher attributes this as:

The male student teacher was new in teaching, and he worked hard to teach the experimental group. But according to the researcher's point of view, female students are more willing to acquire new languages and skills and are more accommodating and effortless than male students, and that is also according to previous studies as:

- Al-Janabi (2018) study which found an increase achievement of the female students of the experimental group and the development of the level of formal thinking after teaching them using cubing strategy.

- Hilal & Al-Shimmari (2015) study which confirmed the positive impact of cube strategy on the synthetic thinking development of female students more than male students of the experimental group.

Practicing group-based cooperative learning while teaching the experimental group motivated the students and their sense of pleasure to share and cooperate with each other.

The researcher also sees that concept cube strategy has three additional advantages. First, students grasp deeper understanding since concept cube strategy deals with multiple dimensions of a topic. Second, this strategy enables students to review the information and identify the

main points. Third, students can build a structured outline for the writing task.

5.3 Conclusions

This study offers suggestions for teachers to help students to retain vocabulary and the following conclusions are reached:

Concept Cube Strategy confirmed its positive impact within the limits of the current study to develop English vocabulary.

Concept Cube Strategy took into account the mental abilities of students. This helps them to think and consequently they will acquire and develop their English vocabulary.

The use of Concept Cube Strategy made students enjoy the lesson.

Concept Cube Strategy increased students' motivation towards English language due to the positive interaction between students and their peers on the one hand and between the students and the educational subject on the other hand. This is opposite to the usual where the role of the teacher is essential and the role of the student is just receiving information. The normal method does not implement any activity to activate the students' role in accessing information.

The participation of students with their peers helped them exchange information, experience and knowledge during the study. It also helps self-

learning and increases students’ trust in their own, and helps them go out of the shyness zone and intr-overtedness that accompany some of them.

Concept cube strategy enhanced students' vocabulary by selecting them according to the learners abilities, frequency, appropriate to the situation, usefulness, and relevance. Also, The researcher suggested creating a learner-centred class, where students can build their knowledge by themselves, and retain vocabulary in their long term memory. In conclusion, the researcher recommended the teacher to be aware of vocabulary significance. He should consider the principles, methods, and activities of learning vocabulary mentioned earlier. On the other hand, using all these principles and ways randomly is not a good thing. Hence, the teacher should consider the students' problems, needs and desires to be able to deal with the situation. At the same time, a teacher should use suitable methods and activities for content, students and learning situation.

From the researcher point of view, a teacher should prepare a clear plan before using any educational strategy to avoid problems that may appear. Thus, the researcher recommended teachers to read a lot about concept cube strategy and even join educational courses before applying it inside the classroom. It is significant to provide learners with the instructions needed to follow since this strategy will not achieve its aim unless the learners know how to use it. Considering the importance of the environment, a teacher should prepare the classroom environment to be suitable for group work or pairs and cooperative learning. In short, a

teacher should follow the previous tips to achieve the desired objectives successfully.

The researcher attributed the effect of concept cube to many techniques and activities such as effective interaction in addition to motivation and interest created by addressing a new modern strategy rather than using the same traditional method all the time.

5.4 Recommendations

In light of the study results, the researcher offers the following recommendations:

5.4.1 Recommendations for the Ministry of Education

1. Teachers and educational supervisors should have training to use modern methods of teaching, including the Concept Cube Strategy by linking English language to the surrounding environment.

2. Encouraging teachers to implement Concept Cube Strategy in other topics such as spelling, writing skills, and also in other topics such as Arabic and mathematics.

3. Preparing English language teachers in line with the requirements of the twenty-first century.

4. Increase the awareness of English teachers about the benefits of using Concept Cube Strategy in teaching- learning process.

5. Conducting similar studies related to using a training program based on the Concept Cube Strategy.

5.4.2 Recommendations for future researchers

1- Conduct other studies in the same field but on different variables like: The Impact of Using Concept Cube Strategy on Developing English Learners Vocabulary of the 5th Graders in Ramallah City Schools.

2- Conducting studies in different locations, different schools, different samples and in private schools.

5.4.3 Recommendations for curriculum designers

1. Insert the concept cube strategy in curriculums as a new and effective way in teaching vocabulary.

2. Enriching English language curriculum with activities using Concept Cube Strategy.

5.5 Summary

In this chapter, the researcher presented recommendations for future research. This research is needed in another universities and on different variables. Then, the researcher showed the conclusion of the study to view the results and benefits of this research.

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Appendixes

Appendix (1): Task facilitation document directed from the university to the Ministry of Education in Nablus district

Appendix (2): Task facilitation document directed from the Ministry of Education Nablus to Jamal Omar Al- Masri School

Appendix (3): Task facilitation document directed from the Ministry of Education Nablus to Mohammed Qaraman School

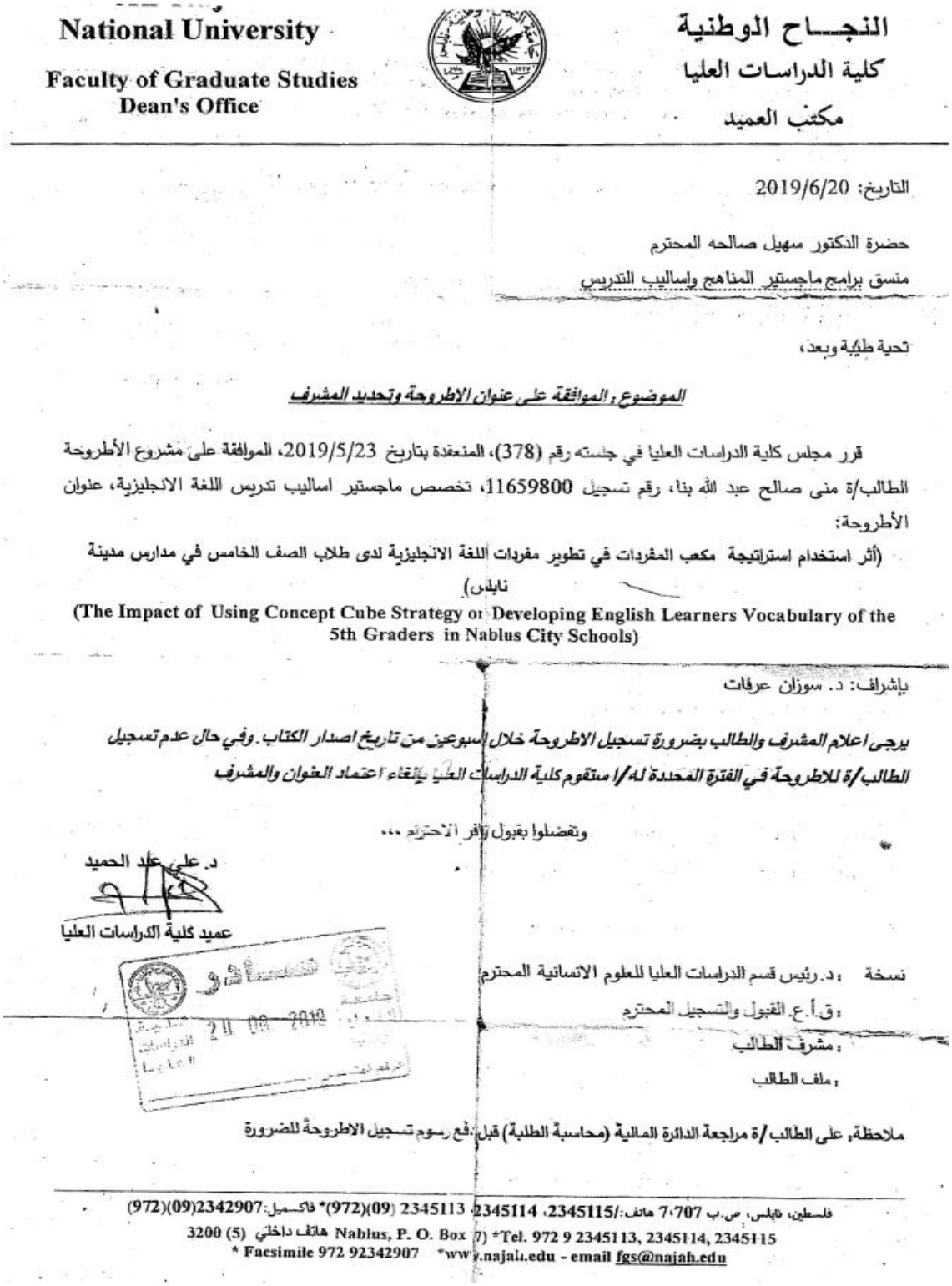
Appendix (4): A proof paper of achievement test

Appendix (5): English Achievement Test

Appendix (6): Committee

Appendix (1)

Task facilitation document to the facilitation document directed from the university to the Ministry of Education in Nablus district



National University
Faculty of Graduate Studies
Dean's Office

النجـــاح الوطنية
كلية الدراسات العليا
مكتب العميد

التاريخ: 2019/6/20

حضرة الدكتور سهيل صالحه المحترم
منسق برامج ماجستير المناهج واساليب التدريس

تحية طيبة وبعد،

الموضوع: الموافقة على عنوان الاطروحة وتحديد المشرف

قرر مجلس كلية الدراسات العليا في جلسته رقم (378)، المنعقدة بتاريخ 2019/5/23، الموافقة على مشروع الأطروحة الطالب/ة منى صالح عبد الله بناء، رقم تسجيل 11659800، تخصص ماجستير اساليب تدريس اللغة الانجليزية، عنوان الأطروحة:

(أثر استخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الانجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس)

(The Impact of Using Concept Cube Strategy on Developing English Learners Vocabulary of the 5th Graders in Nablus City Schools)

باشراف: د. سوزان عرفات

يرجى اعلام المشرف والطالب بضرورة تسجيل الاطروحة خلال اسبوعين من تاريخ اصدار الكتاب. وفي حال عدم تسجيل الطالب/ة للاطروحة في الفترة المحددة له/ا ستقوم كلية الدراسات العليا بإلغاء اعتماد العنوان والمشرف

وتفضلوا بقبول وافر الاحترام ...

د. علي عاد الحميد
عميد كلية الدراسات العليا

نسخة: د. رئيس قسم الدراسات العليا للعلوم الانسانية المحترم
: ق.أ.ع. القبول والتسجيل المحترم
: مشرف الطالب
: ملف الطالب

ملاحظة: على الطالب/ة مراجعة الدائرة المالية (محاسبة الطلبة) قبل دفع رسوم تسجيل الاطروحة للضرورة

فلسطين، نابلس، ص.ب 707، هاتف: 2345115، 2345114، 2345113 (09)(972)* فاكسميل: (09)(972)2342907
Nablus, P. O. Box 707 *Tel. 972 9 2345113, 2345114, 2345115 هاتف داخلي (5) 3200
* Facsimile 972 92342907 *www.najah.edu - email fgs@najah.edu

Appendix (2)

Task facilitation document directed from the Ministry of Education Nablus to Jamal Omar Al- Masri School

State of Palestinian
Ministry of Education
Directorate of Education - Nablus

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم – نابلس

الرقم: م ن/ 899/ 31/ 301
التاريخ: 12/ 11/ 2019م
الموافق: 20/ 3/ 1441هـ

القدس al Quds

حضرة مديرة مدرسة جمال عمر المصري الأساسية للبنات المحترمة

تحية طيبة وبعد،

الموضوع: تسهيل مهمة

تهديكم مديرية التربية والتعليم أطيب تحياتها، لا مانع من السماح للطالبة (منى صالح عبد الله بنا) بتنفيذ بحث بعنوان: (أثر استخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الإنجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس) في مدرستكم.

مع الاحترام،،،

أ. أحمد صوالحة
مدير التربية والتعليم

دولة فلسطين وزارة التربية والتعليم مديرية التربية والتعليم / نابلس

- نسخة / مديرة الدائرة الفنية المحترمة.
- نسخة / الملف.

أ.ص – م.ع / د.م

فلسطين – نابلس – شارع فيصل الرئيسي
Palestine - Nablus – Faisal St.
P.O. Box Nablus (11) ص.ب نابلس
Email / بريد الكتروني edumab@hotmail.com
Fax / فاكس +970 9 2389495
Tel / هاتف +970 9 2380034
+970 9 2382820

Appendix (3)

Task facilitation document directed from the Ministry of Education Nablus to Mohammed Qaraman School

State of Palestinian
Ministry of Education
Directorate of Education - Nablus

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم – نابلس

الرقم: م ن / ٣٥ / ٣١ / ٧٨٩٩
التاريخ: ١٤/ ١١ / 2019م
الموافق: ٢٥/ ٣ / 1441هـ

حضرة مدير مدرسة محمد قرمان الأساسية للبنين المحترم

تحية طيبة وبعد،

الموضوع: تسهيل مهمة

تهديكم مديرية التربية والتعليم أطيب تحياتها، لا مانع من السماح للطالبة (منى صالح عبد الله بنا) بتنفيذ بحث بعنوان: (أثر استخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الإنجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس) في مدرستكم.

مع الاحترام،،،

أ. أحمد صوالحة
مدير التربية والتعليم

- نسخة / مديرة الدائرة الفنية المحترمة.
- نسخة / الملف.

أ.ص – م.ع / د.م

فلسطين – نابلس – شارع فيصل الرئيسي
Palestine - Nablus – Faisal St.
P.O. Box Nablus (۱۱) صندوق بريد نابلس (۱۱)
Email / بريد الكتروني: edunab@hotmail.com
Fax / فاكس: +970 9 2389495
Tel / هاتف: +970 9 2380034
+970 9 2382820

Appendix (4)

A proof paper of achievement test

الى من يهمه الأمر

تشهد ادارة مدرسة جمال عمر المصري أن طالبة الماجستير " منى صالح بنا " قد قامت بتطبيق اختبار قبلي واخر بعدي على طلاب صفوف الخامس الاساسي أثناء الفصل الأول من العام 2019/2020 .

وذلك كأداة دراسة قامت باجرائها بعنوان :

The Impact of Using Concept Cube Strategy on Developing English Graders in Nablus City Schools Learners Vocabulary of the 5th

(أثر استخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الإنجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس)

ختم المدرسة

اسم مديرة المدرسة : ليا صالحة

توقيع مديرة المدرسة :

الى من يهمه الأمر

تشهد ادارة مدرسة محمد قرمان الاساسية للبنين أن طالبة الماجستير " منى صالح بنا " قد قامت بتطبيق اختبار قبلي واخر بعدي على طلاب صفوف الخامس الاساسي أثناء الفصل الأول من العام 2019/2020 .

وذلك كأداة دراسة قامت باجرائها بعنوان :

The Impact of Using Concept Cube Strategy on Developing English Graders in Nablus City Schools Learners Vocabulary of the 5th

(أثر استخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الإنجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس)

ختم المدرسة

دولة فلسطين
وزارة التربية والتعليم
مديرية التربية والتعليم نابلس
مدرسة الحاج " محمد علي " قرمان الأساسية للبنين

اسم مدير المدرسة : عمر نصر الله

توقيع مدير المدرسة :

Appendix (5)

English Achievement Test

An-Najah National University

Faculty of Graduate Studies

Curricula and Instruction Department

The Impact of Using Concept Cube Strategy on Developing English Vocabulary of the 5th Graders in Nablus City Schools.

Prepared by

Muna Banna

Supervised by

Suzan Arafat

2019

In the Name of Allah

Vocabulary Achievement Test

Name:---------- **31/ -------**

Class:----------

A- Write the meaning of the picture: **(knowledge) (5 marks)**





---------- ---------- ---------- ---------- ----------

B- Do as shown between the brackets: **(knowledge)** **(5 marks)**

1- Rania is afraid of ---------- (high)
2- Thin x ---------- (opposite)
3- Windy days are in ---------- (October- January, April)
4- Sunny days are in ---------- (May, August, November)
5- Huda feels ---------- (sleep)

C- Fill in the gap: (months-wide-sleep–low-January) (comprehension) (5 marks)

1. Dwight Howard has ---------- shoulders.
2. September, October and November are ----------.
3. ---------- is the first month in a year.
4. You should take a rest. Go to ----------.
5. Rami has ---------- scores in the test.

D- Rearrange these words to have meaningful sentences: (Application) (4 marks)

a year. There twelve months are in

We oranges lemons collect in December. and

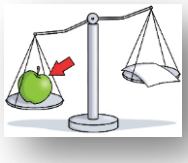
---

a rest. The needs to rabbit take

---

plays basketball. Dwight Howard

E- Match words with suitable pictures: (Application) (4 marks)

Year April heavy rabbit

F- Classify: (thin- December- tortoise- strong- August – May- clever- rabbit) (Hots) (8marks)

Adjectives	Months	Animals

Best wishes

جامعة النجاح الوطنية
كلية الدراسات العليا

أثر استخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الانجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس

اعداد
منى صالح عبد الله بنا

اشراف
د. سوزان عرفات

قدمت هذه الأطروحة استكمالا لمتطلبات الحصول على درجة الماجستير في أساليب تدريس اللغة الانجليزية، كلية الدراسات العليا، جامعة النجاح الوطنية، نابلس، فلسطين.
2020

أثر استخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الانجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس

اعداد

منى صالح عبد الله بنا

اشراف

د. سوزان عرفات

الملخص

هدفت الدارسة الحالية إلى التعرف على أثر استخدام مكعب المفردات في تطوير مفردات اللغة الانجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس، ولتحقيق هذا الهدف، اعتمد الباحثة المنهج شبه التجريبي. تكونت أداة الدراسة من اختبار تحصيلي قبلي وبعدي من اجل جمع المعلومات. تكون مجتمع الدراسة من (4794) طالباً وطالبة من الصف الخامس في مدارس مدينة نابلس. تم اختيار عينة الدراسة بشكل قصدي حيث تكونت من (260) طالباً وطالبة وتم تقسيمها إلى مجموعتين: تجريبية وأخرى ضابطة، تكونت المجموعة التجريبية من (68 طالباً و70 طالبة)، والمجموعة الضابطة من (60 طالباً و62 طالبة). تلقت المجموعة التجريبية التعليم عن طريق استخدام مكعب المفردات بينما درست المجموعة الضابطة باستخدام التعليم التقليدي.

بعد تطبيق الاختبار القبلي والبعدي، قام الباحثة بتحليل بيانات الدراسة باستخدام اختبار (الفرق بين وسطين لعينتين مستقلتين) لمعرفة إذا كان هنالك أي فروق ذات دلالة إحصائية بين المجموعتين، وقد تم ايضاً تطبيق اختبار (حجم الأثر) وذلك لقياس حجم تأثير مكعب المفردات. وقد أظهرت نتائج الدراسة ما يلي:

- يوجد تأثير إيجابي لاستخدام استراتيجية مكعب المفردات في تطوير مفردات اللغة الإنجليزية لدى طلاب الصف الخامس في مدارس مدينة نابلس.

- أن هناك فروق ذات دلالة إحصائية بين الاختبار القبلي و الاختبار البعدي للمجموعة التجريبية لصالح الاختبار البعدي لصالح المجموعة التجريبية.

- أن هناك فروق ذات دلالة إحصائية في الاختبار البعدي بين المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية.

في ضوء نتائج الدراسة، أوصى الباحثُة باستخدام استراتيجية مكعب المفردات كطريقة تعليمية فعالة في تدريس مفردات اللغة الإنجليزية، كما أوصى الباحثة ايضا، بإجراء المزيد من الدراسات المتعلقة باستخدام استراتيجية مكعب المفردات مع متغيرات تابعة مختلفة مثل الكتابة، الاستماع، القراءة وايضا لفئات عمرية مختلفة وعينات مختلفة ومواقع مختلفة ومدارس مختلفة.