

Dedication

This study is dedicated to:

The soul of my father (the late); to my mother whose prayers always saturated me with nostalgia; to my wife who exerted and furnished all possible effort for me to rest during the busiest moments of my research; to my own beloved daughters, and the son Basil ; Tuga and all in the family.

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I would like to express my thanks to those who help me in anyway to achieve this work which without their honorable help it couldn't seem to be complete.

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Abstract (English Version)

This study attempts to verify and prove that English words (Vocabulary items) have meaning and value. It also aims at showing that being 'eclectic' is the suitable way for teaching vocabulary and exercises strengthen and enhance the role of teaching. It attempts to explain the factors that help learners learn vocabulary items. To achieve these aims the researcher points out six hypotheses. The subjects of this study were (40) lecturers (tertiary level Bakhet Er-Ruda and Elimam Al-Mahedi universities), and (40) students from Bakhet Er-Ruda and Elimam Al-Mahedi universities.

The methods used for collecting data were a lecturers questionnaire, a students' questionnaire and a vocabulary technique test for the same students. The findings of this study are:

- The vast majority of those who answered the questionnaire (lecturers) agreed that words have meaning and they have value.
- Most of lecturers incline to be 'eclectic' in teaching vocabulary, but the study finds that they don't train their Ss in learning the art of guessing vocabulary.
- Ss practice the various strategies in learning and acquiring vocabulary, also the study reveals that exercises play a pioneering role in strengthening the learning of vocabulary.
- Depending on the study results the following recommendations were suggested:
 - The meaning should be explained to the students clearly since it exists, preferably the different meanings of a word should be explained (if it at all has).
 - lecturers should select all the 'pros' of all methods in treating vocabulary.
 - They should train their students to guess the meaning of words (new vocabulary items) for themselves.
 - Students should be exposed to all the strategies that enable them to learn vocabulary accurately.
 - Students should be trained in mastering the dictionary skills.

- Students should be assigned with unnumerable vocabulary exercises to fix the vocabulary items they learnt firmly.

مستخلص الدراسة

تهدف هذه الدراسة إلى إثبات وبرهان أن المفردات في اللغة الإنجليزية تحمل معنى ودلالة كما تهدف أيضاً إلى أن الطريقة الانتقائية هي الأنسب في تدريس المفردات كما أن التمارين على المفردات يعضد دور التدريس. كما أنها أيضاً تهدف إلى إيضاح العوامل التي تساعد في تعلم هذه المفردات لتحقيق هذه الأهداف حدد الباحث ستة فرضيات. تمحورت هذه الدراسة في (40) محاضراً (جامعتي بخت الرضا والأمام المهدي) و(40) طالباً في جامعتي بخت الرضا والأمام المهدي. الأدوات التي استخدمت في جمع البيانات هي: استبانة للمحاضرين ثم استبانة واختبار مفردات للطلاب. نتائج هذه الدراسة هي: معظم الذين أجابوا على الإستبانة (محاضرين) وافقوا على أن الكلمات لها دلالة ومعنى في اللغة الإنجليزية. كما أنهم يميلون إلى الطريقة الانتقائية في تدريس المفردات ولكنهم لم يدرّبوا طلابهم على فن واستراتيجيات تخمين معاني المفردات بأنفسهم، كما أنها أيضاً أوضحت مختلف أنواع الاستراتيجيات في تعلم معاني الكلمات التي يمارسها الطلاب، كما أوضحت الدور الرائد لتمرين المفردات في تثبيت تعلم هذه الكلمات.

بناءً على نتائج هذه الدراسة ، يُوصي بالآتي:-

- يجب إيضاح المعنى بصورة واضحة ومن الأفضل توضيح المعاني المختلفة للكلمة (أن وجد ذلك).
- على المحاضرين أن ينتقوا الجوانب المشرقة من الطرائق وتكوين ما يسمى بالطريقة الانتقائية وتطبيقها على تدريسهم للمفردات.
- يجب عليهم أن يدرّبوا طلابهم على استراتيجيات أقتباس وتخمين معاني الكلمات.
- يجب على الطلاب أن يخضعوا لكل الاستراتيجيات التي تمكنهم من تعلم المفردات بصورة صحيحة.
- يجب أن يتدرب الطلاب على مهارات استخدامات القاموس المتعددة.
- يجب أن يعطى الطلاب تمرينات عديدة حتى تثبت لهم المفردات التي درست بصورة قوية ودائمة.

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