The Effect of a Training Program Based on Marzano's Six Step Vocabulary Process on Female EFL Teachers' Performance in Teaching Vocabulary in the First Zarqa Directorate of Education

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ABSTRACT

This study aimed to examine the effect of a training program based on Marzano's six step vocabulary process on EFL female teachers' performance in teaching vocabulary**.** The sample of the study was consisted of 56 teachers who were purposefully chosen from the schools of the 1st directorate of education in Zarqa'. They were randomly divided into experimental and control groups. Teaching performance scale on vocabulary instruments was used. Analysis of covariance test (ANCOVA) was used to identify any differences between the two groups. The results revealed that the teaching performance in vocabulary of female EFL teachers in the experimental group surpassed that of EFL teachers in the control group**.**

On the basis of the results of the study, the researcher recommended that future research be investigated on the effect of Marzano's vocabulary process on teacher effectiveness.

Keywords: Marzano's Six Step Vocabulary Process, EFL Teachers' Performance**.**

INTRODUCTION

Vocabulary is an important instrument of learning that helps students to be successful not only in education, but also in life (Pikulski and Templeton, 2004). The significance of vocabulary has been recognized for at least nearly a century, and EFL teachers focus on teaching new vocabulary while pre-teaching the four language skills. According to Beck et al. (2002), vocabulary is a predictor of students' abilities in performing the four language skills.

As did Beck et al., Stahl and Nagy (2006) reported that EFL students entered schools knowing few words in English and suggested that they should develop English vocabulary while learning the subject matter. Logically, this leads to the fact that explicit and efficient vocabulary instruction is crucial for the success of EFL students in comprehending reading texts, learning how to read,

exploiting prior knowledge and learning to construct meaning during reading.

However, observation of vocabulary instruction in EFL classrooms suggests that ineffective traditional methods for teaching vocabulary persist. These include looking up words out of context in dictionaries, writing words several times, and using words in sentences prior to elaborate instruction (Sedita, 2005, Snow, 2002). This, in turn, leads to the vocabulary gap, which means that EFL students lack the rich experiences that equip them with the necessary vocabulary knowledge to make reading and learning the English Language easier, including listening to English language programs and extensively reading short stories. Furthermore, if classroom instruction is the only means of learning vocabulary, then teachers should teach students explicitly to ensure learning. When there is no valuable vocabulary learning experience outside the classroom and ineffective teaching vocabulary strategies in the classroom, a vocabulary gap in students is created.

Over the past 40 years, few studies have examined

classroom vocabulary instruction and how teachers teach vocabulary. In this context, Nelson et al. (2015) carried out a study to determine vocabulary teaching in the primary stage through observing 337 classrooms over three years. Their findings indicated that 5% of the language teaching was devoted to vocabulary instruction whereas most of the teachers focused on assessing the meanings of individual words. These results lead to two key questions: Why is there a huge gap between theory and practice in teaching vocabulary? Why do not educators and policymakers exploit proven strategies and train teachers to use them in their classrooms? In other words, educators should pay attention to training teachers on the effective pedagogy on students' learning.

Marzano's Six Step Vocabulary Process

In this study, the researcher adopted Marzano's six-step vocabulary process, which was demonstrated in his book "*Building Academic Vocabulary: Teachers' Manual*" (2004). Marzano clarified that the first three steps are to help teachers in explicit instruction whereas the last three steps are for the students to practice vocabulary independently. Marzano's six-step vocabulary process is easy for EFL teachers to follow and it focuses on the following procedures:

1. Presenting vocabulary: when a teacher presents the new words, he/she introduces descriptions, explanations, or examples to clarify the meanings of the words. He/she does not focus on dictionary definitions, whose words may be more difficult than the original words. A teacher can activate the prior knowledge of students to ease learning of new words.

2. Restating the meaning of new words: in this step, the teacher presents a word and asks students to articulate its meaning in their own words. This step reveals the level of students' understanding and how the teacher meets the needs of students.

3. Visualizing vocabulary learning: in this step, the teacher asks students to draw a picture or an advance organizer to represent the newly demonstrated words.

This step could be a challenge for EFL students. It is the responsibility of the teacher to convince students that they are going to reflect what they understand.

4. Engaging students in various activities to deepen understanding: teachers should design activities that broaden students' knowledge of antonyms, synonyms, highlight suffixes and prefixes, list related words, and use words in new situations.

5. Discussing vocabulary: the teacher can use the technique "think-pair-share" to encourage students to share their understanding with each other using their own descriptions of the words or the pictures they have drawn.

6. Engaging students in games: this step shows the importance of games in reviewing and consolidating new words in a fun and cooperative way. At the same time, it provides teachers with feedback about the students' learning.

All in all, Marzano's six step vocabulary process saves the time of teachers and educators teaching students new words because this process guides students' learning at the beginning and then allows them to practice independently.

Theoretical background of the study

Since the beginning of the 21st century, the role of teachers dramatically changed. That is, teachers' responsibility is no longer providing students with knowledge, or controlling them in the classroom. Instead, their role is facilitating learning, employing inspiring pedagogy that instigates higher-order thinking, organizing the teaching to engage students in activities, observing them and providing corrective feedback (Darling-Hammond and Snyder(2000).

In this context, Markle (2004) defined teacher's performance as increasing student achievement and decreasing ineffective practices, such as literal questions and translating. He claimed that classroom practices, a variety of instructional strategies, and professional development are considered major factors in determining

teacher's performance.

To be an effective teacher, he/she should be trained and professionally developed according to research-based pedagogy. Thus, in-service training programs are considered the solution to fix the lack of effectiveness in teaching, to foster innovation in teaching practices, and to pass on the latest effective strategies and methods of teaching. However, a new outlook on the traditional challenge has been revealed; that is, teachers are not supported or trained to utilize research findings to improve their practices or to devise teaching practices that are efficient in helping students to learn.

Additionally, training programs have rarely been designed to support the use of a variety of teaching strategies. Moreover, current training programs are not attractive to most teachers, especially EFL female teachers. That is, the training is too theoretical and teachers cannot transfer what they have learnt to their classrooms, so teachers are not used to participating in professional development programs and find training programs a heavy burden. For example, Chávez (2006), Nicaraguan EFL teachers had not been trained on necessary competencies to enable them to teach effectively; therefore, they tended to imitate their former teachers' practices focusing on grammar and forcing students to memorize isolated vocabulary words.

The situation in Jordan is not different from the described- above international situation in teaching vocabulary. It is obvious from social point of view and from researchers' results that EFL teachers' pedagogy and practices in teaching English are somewhat ineffective and locked in tradition.

In Jordan, teaching vocabulary focuses on explaining the meaning of new words using textbook definitions. In short, teachers merely lecture and deliver a large number of words to which students listen passively; teachers do not employ inspired instructional strategies (Shulman and Hammerness, 2002).

In the same vein, AlDebes (2005), Al- Jamal et al. (2013) and Al-khawadeh (2012) stated that EFL teachers

in Jordan lack the necessary cognitive methodology while teaching vocabulary; rather, they evaluate students' understanding of the new words in the reading texts without teaching them. In other words, they do not activate their students' prior knowledge, using cues, examples, and advance organizers or games. They also do not know how and when to use visual presentation of new words, comparing, classifying, or creating metaphors and analogies.

All in all, teaching vocabulary is a challenge for EFL teachers in Jordan, and research findings have proven that the quality of teaching English language is in doubt and EFL teachers have limited opportunities to build and develop their research-based instructional strategies, because there are no regular and systematic professional development programs implemented by the Ministry of Education (MoE).

In sum, the teachers' performance is questionable in Jordan. According to Mustafa (2001); Al-shara'h (2007); Smadi and Al-Ghazo (2013), EFL teacher' performance is slightly acceptable, but not up to the mark. This is due to the absence of systematic training programs for in-service teachers (Al-saleem, 2011).

The Current Status of Training EFL Teachers in Jordan

Training teachers in general and EFL teachers in particular is a pressing demand since the suspension of Field Teacher Education programs in all faculties of educational sciences at Jordanian Universities. These programs have been suspended since 2002 due to a criticism and censure that they had graduated new teachers who could not teach effectively in terms of the required subject matter, knowledge and pedagogical skills. Currently, teachers, especially EFL teachers, are recruited and start teaching after taking courses which focus on the subject matter without any kind of preparation in how to teach (World Bank Group, 2010).

Additionally, Bani Abdo and Breen (2010) claimed that teacher's quality was still not adequate. He

highlighted the challenges of effective EFL instruction in Jordan. These challenges include the fact that many EFL teachers are not adequately educated or prepared to acquire the effective teaching methods. This leads to the fact that many Jordanian students struggle in their learning of the English language. Al- Saleem (2011) focused on the outcomes of EFL training programs, she found that EFL teacher education in Jordan needs to be revised and improved in order to foster the achievement of Jordanian students in the English language.

These findings are indicative of the fact that the training programs have not been designed according to the actual needs of EFL teachers, but according to the agenda of the funding organizations and their timetables. This suggests that the policymakers and educators at the MoE and universities should consider how to integrate effective evidence-based pedagogy in the training programs prepared to EFL teachers and how to employ these strategies that have been proven to be effective on students' learning.

It is striking to spot light on related studies that investigated the effectiveness of training EFL teachers on Marzano's six step vocabulary process. For instance, Honarmand et al. (2015) examined the effect of vocabulary games in vocabulary gains and revising and consolidating newly learned words. The sample was 50 students at the Iran Language Institute. They were divided into two groups: experimental and control. The control group was taught using conventional ways from the textbook, while the experimental group was taught using vocabulary games. Results showed that the achievement of the experimental group surpassed the achievement of the control group. It was recommended that teachers be developed professionally on how and when to use vocabulary games. Similarly, Ajayi (2015) investigated the effect of using multiple strategies to teach English vocabulary explicitly to Mexican-American bilingual high school students. Results revealed the importance of practicing visual imagining strategies and vocabulary games as a part of an integrated planning

lesson and not merely depending on students to look up and memorize the meanings of words.

Al-Khasawneh and Huwari (2014) examined the effect of direct instruction of vocabulary by using metacognitive strategies on students learning new words during 10 weeks of a teaching program at the University of Science and Technology. The findings of the study revealed explicit instruction of vocabulary was effective; the experimental group outperformed the control group in the vocabulary post test. It was recommended that teachers be trained to teach vocabulary explicitly and directly by using research-based strategies.

Additionally, Bowers et al. (2010) investigated the effectiveness of a professional development course by determining the research-based instructional strategies which English language teachers used and found effective in teaching vocabulary. Results revealed that 88% of the teachers reported Marzano's building background knowledge strategies were the most effective ones for teaching students vocabulary, especially the use of graphic organizers, cooperative learning, and activating prior knowledge. Generally speaking, taking part in the training programs improved teachers' performance in teaching vocabulary, as they frequently used Marzano's six step vocabulary process and other proven strategies. This development had an impact on students' achievement.

In the same vein, Crawford et al. (2008) investigated the impact of a professional development course on teachers' use of proven practices in explicitly teaching vocabulary and reading in Texas. Results revealed that teachers had positive attitudes towards using effective instructional strategies while teaching vocabulary; they used effective strategies like cooperative learning practices, and vocabulary instruction. Thus, the teachers had been equipped with a repertoire of research-based instructional strategies. The researchers recommended that further research be conducted to bridge the gap between teachers' performance and students' achievement.

It is worth noting that Marzano's six step vocabulary process has proven efficiency, it has not been implemented widely to improve students' achievement. This is quite important. However, it is of prime importance to consider that implementing these proven strategies requires well-trained teachers at the time when there is a general consensus that students are suffering in understanding and identifying the meaning of new words.

Significance of the Study

This study may provide valuable insights and useful suggestions to foster the instructional performance of EFL teachers in teaching vocabulary. Additionally, the proposed training program could meet the needs of EFL teachers due to its anticipated provision of non-traditional and practical knowledge about how to teach effectively. Furthermore, this study could draw the attention of researchers to the necessity of taking research-based strategies into consideration while conducting this type of study. It was expected that policymakers and educators at the MoE could benefit from the results of this study when making decisions to adapt the MoEs' current training programs to Marzano's research-based instructional strategies. Besides, training teachers according to research-based strategies may improve their current instructional performance in teaching vocabulary. Finally, this study provided educational supervisors and school principals with tools to help them assess the levels of EFL teachers' performance and how they implement instructional strategies in their classrooms to produce large gains in students' learning. Moreover, this study could provide EFL curriculum adapters with insights regarding the elements and the strategies that influence students' abilities in learning vocabulary.

Statement of the Problem

The Ministry of Education (MoE) in Jordan has launched several educational reforms since 1987, when it held the first educational development conference. One of its main goals was developing teachers' performance by focusing on providing necessary training.

Thereafter, in 2003, the project of Education Reform for Knowledge Economy (ERfKE) was launched by the MoE. One of the major features of this project was the focus on improving the quality of teaching and learning. Recently, in the first two days of August, 2015, the MoE held an important educational development conference to clearly delineate and make public the current educational challenges. Optimizing teacher' performance, training and teachers' quality were the pivotal issues discussed during the conference. Educators and policy makers participated in the conference accorded on the significance of the role of teachers in students' learning and issued several educational reforms to develop teachers to better drive students to learn. These reforms include, for example, empowering teachers professionally, activating their accountability, and formulating standards to measure their performance (MoE, 2015).

However, the various educational reforms from 1987 to 2015 have not produced the target outcomes in students' learning, especially in the English language. Additionally, policy makers at the MoE have not succeeded in identifying teachers' needs and problems.

For teaching vocabulary, teachers have mainly focused on teaching vocabulary by asking students to look up new words in dictionaries or glossaries without clarification, even though these definitions could be more difficult than the word itself. Then teachers would ask students to read silently or aloud and answer literal questions.

Furthermore, most of the studies about the current status of teaching in general and EFL teaching in particular (e.g., Al-Saleem, 2011; Al-Jamal, 2013, and Ministry of Education, 2010) found that the basic challenge facing education in Jordan is the lack of provision of high-quality instruction by the current teachers. This is due to the low quality of the training programs which have been provided for teachers by the MoE.

In view of this, the researcher investigated the effects

of a proposed training program based on Marzano's six step vocabulary process on EFL teachers' performance in teaching vocabulary.

The Question of the Study

1. Is there any effect of the proposed training program based on Marzano's instructional strategies on female EFL teachers' performance in teaching vocabulary in First Zarqa Directorate of Education?

Operational definitions of the terms

The operational definitions of the following terms were used as a basis for designing and interpreting the results of the study:

- The training program was based on Marzano's six-step vocabulary process. It was prepared by the researcher to train female EFL teachers on how to teach vocabulary using many proven and effective teaching techniques and practices. The training focused on the practical application of the techniques derived from the nine strategies and the six step vocabulary process**.**

- **Instructional performance in teaching vocabulary**: This refers to how EFL teachers effectively demonstrate vocabulary in different ways by employing their knowledge, skills, and strategies. However, in this study, the operational definition of instructional performance referred to the scores the sample of EFL female teachers received on the vocabulary instructional performance scale before and after training**.**

Design and Methodology

The current study is part of a dissertation entitled "The effect of a Proposed Training Program based on Marzano's Instructional Strategies on Female English Language Teachers' Performance in Teaching Reading and Vocabulary in the First Zarqa Directorate of Education and their Attitudes towards it". The methodology which was used in this study was quantitative following a quasi-experimental design. This study has an independent variable which is the proposed training program. and a dependant variable which is EFL teachers' performance in teaching vocabulary and it was measured by the pre and post scales.

To answer the research question and test the research hypothesis, the researcher used: descriptive statistics such as the mean scores, standard deviations. Additionally, inferential statistics "analysis of covariance (ANCOVA)" was used, due to the lack of randomization in the sample selection to check the equivalence between the groups as well as the effect of the proposed training program

Population and Sample of the Study

The population of the study consisted of all EFL female teachers who taught English language at the upper primary stage in the First Directorate of Education in Zarqa in the second semester of the academic year 2014/2015. The total number of those EFL female teachers was (165), though this included teachers who taught some lower basic classes or secondary classes.

The study sample consisted of (56) female EFL teachers, who were chosen purposefully from twenty schools by their EFL supervisors. Then, (56) female EFL teachers were randomly distributed into two groups: experimental and control, with 28 female EFL teachers in each group.

The experimental group of (28 EFL teachers) was trained according to the proposed training program. Their teaching performance was assessed using a vocabulary instructional scale. However, the control group was trained according to the conventional program prepared by the EFL supervisors at the First Zarqa Directorate of Education. Their teaching performance was assessed using a teaching reading scale and a teaching vocabulary scale**.**

The instruments of the study

1. The Proposed Training Program:

A proposed training program was developed according to the six-step vocabulary process to optimize EFL teachers' performance in teaching vocabulary. It

included the purpose of the training program; the activities which were designed to present and practice Marzano's strategies based on the content of units from the students' book of the 9th grade; and directions on how to use the instructional strategies effectively. In this program, the main focus was Marzano's principle that teacher effectiveness and growth inevitably lead to learning gains. It also focused on helping teachers to be more student-centered, supporting high quality instruction, and extending students' learning using the same content presented in their textbooks. Additionally, the training program focused on everyday practical techniques rather than on theoretical pedagogical knowledge. It was based on the findings of the body of research, which has proven the effectiveness of these strategies and their role in provoking students' thinking and understanding. The content of the training program was based on Marzano's six-step vocabulary process which provides students with several opportunities to be exposed to the new words. As the main aim of this study was to improve EFL teachers' performance in teaching vocabulary, the researcher focused on the teaching techniques that helped EFL teachers to practice them without any difficulty by introducing the six step vocabulary process to EFL teachers, showing them how to apply it, and modeling it using vocabulary words in the Action Pack textbooks for 9th. Thereafter, EFL teachers worked in groups, chose words, and applied the target techniques.

Validity of the Proposed Training Program

The content of the proposed training program, its sessions and design, and its suitability were validated by a panel of experts in teaching English as a Foreign Language. They were asked to check the content of the training program. All feedback focused on rewording some concepts to make them familiar to EFL teachers, and adopting certain arrangements for the strategies to represent them more meaningfully. All the points regarding language and classification of the strategies

have been taken into consideration.

A Scale for Teachers' Performance in Teaching Vocabulary

The purpose of the scale was to investigate the effect of the proposed training program on EFL female teachers' performance in teaching vocabulary.

Constructing the Scale

The researcher developed a scale as a pre-test to examine the equivalence between the experimental and the control groups. It was also used as a post-test to identify the effect of the proposed training program on improving EFL teachers' performance to teach vocabulary. The researcher identified the items to reflect all of Marzano's six steps in teaching vocabulary.

Validity of the Scale of Instructional Performance of Vocabulary

The scale was validated by a jury of specialists. They were asked to examine the items and their alternatives. All of their points focused on rewording some alternative to be clearer to EFL teachers. All of the points were taken into consideration.

Reliability of the Scale of Instructional Performance of Vocabulary

To establish the reliability of the vocabulary teaching performance scale, it was applied to a pilot sample from outside the study sample. The sample consisted of (13) EFL teachers. The internal consistency coefficient was computed using Cronbach Alpha formula. It was (0.77), this result was considered appropriate for the purpose of this study.

Data Analysis and Discussion

The statistical tests were implemented using the Statistical Package for Social Science (SPSS 19).

The main question of the study is stated as follows: is there any effect of the training program based on Marzano's instructional strategies on the performance of

female EFL teachers in teaching vocabulary in the First Zarqa Directorate of Education?

To answer this research question, a null hypothesis was formulated as follows: there are no statistically significant differences at (α = 0.05) in the mean scores of EFL teachers' performance in teaching vocabulary between the experimental group and the control group

attributed to the training program based on (Marzano's proven strategies and the conventional one).

Means and standard deviations were calculated for the pre-scale and post-scale of the vocabulary teaching performance for the experimental and the control groups. Table (1) below presents the findings of the question

Table (1)

Means and Standard Deviations of EFL Female Teachers in the Teaching Vocabulary Scale for the Pre-test and Post-test

Group	Pre-test of vocabulary scale			Post-test of vocabulary scale		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Experimental	28	8.96	1.57	28	15.93	1.25
Control	28	8.79	1.45	28	11.36	1.37
Total	56	8.88	1.50	56	13.64	1.31

From table (1), it can be noticed that the mean score of the experimental group on the pre-test was (8.96) out of 20 with a standard deviation of (1.57), and the mean score of the experimental group on the post test was (15.93) out of 20 with a standard deviation of (1.25). Meanwhile, the mean score of the control group on the pre-test was (8.79) out of 20 with a standard deviation of (1.45), and the mean score of the control group on the post test was (11.36) out of 20 with standard deviation of

(1.37). This reveals that the mean score of the experimental group on the post test of teaching vocabulary performance scale was higher than that of the control group. To find out whether this difference between the experimental and the control group in teaching vocabulary was statistically significant. One-way analysis of covariance (ANCOVA) was used. Table (2) shows the related findings:

Table (2)

ANCOVA Analysis for the Differences in the Teaching Vocabulary Performance Scale between the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Eta Squared
Pre-test	15.70	1	15.70	10.87	*0.00	0.170
Group (the proposed training program)	283.46	1	283.46	196.18	*0.00	0.736
Error	76.58	53	1.44			
Total	10808.00	56				
Corrected Total	384.86	55				
a. Squared= .859 (Adjusted Squared= .736)						

* Significant at (α = 0.05).

Table (2) reveals that there were statistically significant differences between the experimental and the control groups in teaching vocabulary at (α = 0.05), because the (F) value was (196.18) with a statistically significant level of (0.00), which is significant at (0.05). This means that there were statistically significant differences in the vocabulary scale between the experimental and control groups of EFL teachers.

In order to determine the favor of the differences between the experimental and control groups, adjusted means for both the experimental and control groups in the post-test were calculated as shown in table (3) below.

Table (3)
Adjusted Means and Standard Deviations of the Vocabulary Post-test for both Experimental and Control Groups

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experimental	15.897	0.227	15.441	16.353
Control	11.389	0.227	10.933	11.845

Table (3) shows that the adjusted mean of the experimental group in the post test was (15.897) out of (20); this is higher than the adjusted mean of the control group, which was (11.389) out of (20).Thus, the null hypothesis, "there were no statistically significant differences at (α = 0.05) between the experimental group and the control group due to the treatment" was rejected. Instead the alternative hypothesis was accepted. It attributed the statistically significant differences at (α = 0.05) to the effectiveness of the proposed training program based on Marzano's instructional strategies on the performance of female EFL teachers in teaching vocabulary in the First Zarqa Directorate of Education in favor of the experimental group.

The main question of this study investigated the effect of the proposed training program on the performance of female EFL teachers in teaching vocabulary. The findings of the study have shown that the efficiency of the training program was attributed to the effectiveness of Marzano's six steps in teaching vocabulary. These are not merely abstract steps. On the contrary, they can present a comprehensive framework for EFL teachers to utilize the most effective evidence-based techniques used in teaching vocabulary. Marzano (2004) clarified that the direct instruction of vocabulary is more effective than acquiring words through indirect learning. Additionally, students need to cement words in their memory by being exposed to words in different ways and times. Thereby, Marzano's six step vocabulary process exposes students to new words six times before they use them in new situations. In line with the principles of constructivist theories, this process provides students with more opportunities to be engaged in the process of learning new words.

The mean score in teaching vocabulary on the part of the control group was below that of the experimental group. This may be associated with the fact that the teachers in the control group used the current traditional methods of teaching vocabulary. Generally speaking, teaching vocabulary primarily focuses on asking good students to provide the definitions of words which they have already prepared at home and then writing them on the board without clarifying them or without presenting the meanings of new words to students using different contexts or ways, or even without providing them with chances to discuss the meanings of the new words with their partners.

In short, the findings of this study revealed that Marzano's six step vocabulary process had a positive effect on teachers' performance in teaching vocabulary. This is likely because it focused on active and cooperative learning, considered individual differences

by providing different explanations, and highlighted the role of games to create a fun environment instead of a strict atmosphere focusing on quizzes in revising learning new words.

It is worth noting that limited research was conducted in this field. However, this findings of the current study are in line with the recommendations of the National Reading Panel (2000), which included the following:

1. Vocabulary should be presented directly.
2. Multiple exposures to vocabulary are of paramount importance.
3. Students should be engaged in the process of learning vocabulary.

Teachers should be trained to acquire a repertoire of teaching techniques to use when teaching vocabulary instead of depending on only one strategy. In addition, the researcher reported some studies that employed Marzano's six step vocabulary process; their findings were consistent with the results of the current study, for example, Bowers et al. (2010) and Crawford et al. (2008). They found teachers who took part in professional training programs based on explicit vocabulary instruction had improved their performance in teaching vocabulary.

Furthermore, the researcher reported other studies that are in line with the current study in terms of investigating the effect of the six steps of Marzano's process for teaching vocabulary. For examples, Honarmand et al. (2015) examined the effect of using games in teaching vocabulary on students' vocabulary gain. On the other hand, Ajayi's study (2015) was consistent with the current study in using multiple strategies to teach vocabulary. Both studies found out the positive effects of the strategies teachers employ while teaching vocabulary like visual strategies and vocabulary games instead of

depending on a single way of teaching new words like translating. Similarly, Al-Khasawneh and Huwaris' study (2014) and the current study are alike in revealing the importance of direct instruction of vocabulary using different ways like advance mind maps, games and discussion with partners. Both studies recommended that teachers be trained to teach vocabulary explicitly and directly by using multiple strategies to be part of the EFL teacher' pedagogy.

Conclusions and Recommendations

Teachers are the most important factor in improving students' learning; thereby, teacher training should be on the top agenda of any educational system, and attention should be given to what EFL teachers perform in the classroom.

In the context of the current study, the results yielded several implications for decision makers and educators regarding the optimization of the potential of teachers by using effective research findings and bridging the gap between theory and practice. Additionally, the results of this study may be beneficial to the leaders of the MoE when strategizing instructional methods to improve students' achievement. In light of the findings of the current study, the researcher recommends conducting further studies using Marzano's six step vocabulary on student achievement and developing their vocabulary growth as a framework not as individual strategies, creating in-service training programs based on EFL teachers' needs and knowledge to guarantee their effectiveness, success and continuity, and embedding Marzano's six step vocabulary process in the teachers' book, as several teachers strictly adhere to the notes in the teacher' book.

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أثر برنامج تدريبي قائم على الخطوات الست لمارزانو لتدريس المفردات على أداء معلمات اللغة الإنجليزية في تدريس المفردات في مديرية التربية والتعليم الزرقاء الأولى

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ملخص

هدفت الدراسة إلى تقصي أثر البرنامج التدريبي قائم على الخطوات الستة لمارزانو في تدريس المفردات على أداء معلمات اللغة الإنجليزية في مديرية التربية والتعليم لمنطقة الزرقاء الأولى حيث تم تدريب معلمات اللغة الإنجليزية بناء على برنامج تدريبي قائم على خطوات مارزانو لاستقصاء مدى فاعليتها في تحسين أداء معلمات اللغة الإنجليزية في تدريس المفردات باستخدام مقياس قبلي وبعدي لقياس أداء معلمات اللغة الإنجليزية في تدريس المفردات. وتكونت عينة الدراسة من (56) معلمة لغة إنجليزية تم اختيارهم بطريقة قصدية من قبل مشرفي اللغة الإنجليزية في المديرية. وتم تقسيم العينة بطريقة عشوائية لمجموعتين: تجريبية وضابطة حيث تم استخدام (أنكوفا) لتحليل بيانات أدوات الدراسة. وأظهرت الدراسة بأنه يوجد فروق ذات دلالة إحصائية لصالح المجموعة التجريبية في أدائهن في تدريس المفردات.

بناءً على نتائج الدراسة، أوصت الباحثة بضرورة إجراء دراسات تحليلية للبحوث لتحديد أفضل الإستراتيجيات لاستخدامها في البرامج التدريبية للمعلمين وكما تم اقتراح عدد من التوصيات لإجراء دراسات ذات علاقة بتدريب المعلمين.

الكلمات الدالة: الخطوات الست لمارزانو لتدريس المفردات، أداء معلمات الغة الإنجليزية.