

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abou bakr-Belkaid University of Tlemcen



Faculty of Letters and Languages
Department of English
Section of English

Vocabulary Learning in University Study Skills
The Case of 1st Year EFL Students.

Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the Master's degree in Didactics
and Assessment in English Language Education

Presented by.

Ms. Mawahib Benosman

Supervised by.

Dr. Assia Benettayeb

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Academic Year: 2022-2023

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“No one who achieves success does so without the help of others. The wise and confident acknowledge this help with gratitude”

Alfred North Whitehead

Statement of Originality

Benosman Mawahib, do hereby declare that the work I am going to present in this dissertation is my own, and to confirm that the content of this thesis is the best of my knowledge and has not been submitted before to any other institution or university for a degree. I declare also that the intellectual substance of this thesis is the result of my own effort and that all help and sources used in the preparation of this thesis have been acknowledged. I further confirm that, unless when otherwise mentioned, the present work contains no plagiarism and it is the result of my own inquiry.

Name of the candidate:

Benosman Mawahib.

Master student, Section of English

Dedication

In memory of my grandmother who gone forever away from our loving eyes. Though your life was short with me, but I will make sure your memory lives on as long as I shall live.

I dedicate this work

To my beloved parents whose enduring love guided me all along my life

To my sisters :

« Khouloud » who taught me the value of hard work.

« Marwa » I do not know where I would be now if you were not by my side.

Both of you have been my best cheerleaders.

Mawahib.

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Abstract

It goes without saying that vocabulary is the most essential aspect of any language. It is hard for students to listen, speak, read and write a language if they do not have sufficient vocabulary. Vocabulary helps students not only reinforce and build knowledge but also develop skills and abilities in many areas. University study skills is an opportunity for students to learn, reinforce and develop vocabulary in different ways. In the study skills classroom, students learn and practise study techniques that cover skills like taking notes, summarizing, reviewing time management, exams and revisions preparation. By developing good study skills, students may raise their grades, better grasp course content to develop vocabulary, and gain confidence in themselves. This study focuses on vocabulary learning in university study skills. It is a case study conducted in the department of English at Abou Bakr Belkaid University of Tlemcen with 1st year English Foreign Language (EFL) students and teachers. The work is divided into two chapters, one theoretical and the other practical. The researcher used two questionnaire (one for students and a second one for teachers) and classroom observation for data collection. The obtained data are analysed both qualitatively and quantitatively, and the results are discussed. Some recommendations and suggestions are proposed in the same area of vocabulary improvement in the study skills classroom.

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List of Acronyms and Abbreviations

- + **CALL:** Computer Assisted Language Learning.
- + **Covid.19:** Corona Virus disease 2019.
- + **EFL:** English Foreign Language.
- + **ESL:** English as a Second Language.
- + **PV:** Productive Vocabulary.
- + **RV:** Receptive Vocabulary.
- + **SL:** Source Language.
- + **TL:** Target Language.

General Introduction

Vocabulary is a crucial aspect of foreign language learning, and it is the key component of efficient written and conversational communication. A strong vocabulary enables students to convey their opinions and concepts with precision, simplicity, and complexity, and it is essential for success in a variety of academic and professional situations. It is therefore, regarded as one of the most important aspects of language learning. At the university level, the mastery of vocabulary helps students improve their learning, understand complicated reading materials more readily, communicate successfully in different situations and express their thoughts with clarity.

One efficient way of learning and improving vocabulary is the practice of the four language skills and this can be done in the study skills classroom through various activities and exercises of dictation where the teacher reads aloud a paragraph, and students copy exactly what they hear to enhance their listening acuity there is also group discussions where students participate to talk, actively listening to and reacting to their classmates, students give also presentations on various themes, which allows them to hone their public speaking and communication abilities. Furthermore, students read articles, books, or brief stories to develop their vocabulary as well as their reading comprehension.

The present research work aims at highlighting the importance of vocabulary learning in university study skills. It seeks to answer the following research questions:

- 1- Do 1st year EFL university students care about vocabulary learning
- 2- Do 1st year EFL university students learn vocabulary in the study skills classroom? And how?

In an attempt to answer these questions, the following hypotheses are put forward:

- 1- 1st year EFL university students care about vocabulary learning because vocabulary is a crucial component in language learning.

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2- 1st year EFL university students learn much vocabulary in the study skills classroom, because study skills classes focus on assisting students in developing successful techniques for learning and retaining new knowledge, (including vocabulary) through practice and participation in activities such as vocabulary exercises, word lists, flashcards, vocabulary games, taking and making notes, reading and writing short to long compositions.

The current research is divided into two main chapters, the first presents a theoretical framework about vocabulary and study skills. Mentioning definitions and types of vocabulary, teaching and learning vocabulary at the university and the main vocabulary learning deficiencies faced by EFL students. As well as the role and importance of vocabulary in language learning. The way study skills is taught also highlighted, mentioning its importance at university.

The second practical chapter is divided into two sections. The first section offers a summary of the methodological techniques used in the study's execution, including the research design, sampling, and research tools. The second section deals with the practical component of the research, in which the acquired data were thoroughly analysed and interpreted using qualitative as well as quantitative methods. Last but not least, it digs thoroughly into the results collected, including the interpretation of the primary findings as well as the confirmation or rejection of hypotheses and proposals. Finally, some recommendations and suggestions based on the findings are presented in the area of vocabulary learning and study skills.

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1.1 Introduction

Vocabulary learning is an ongoing procedure of language and literacy development that begins in infancy and continues through school and beyond. For the longest time, the idea of teaching a language has always revolved around the knowledge of the language itself; yet with the ever-evolving challenges and demands which draw heavily on the usage of language, formulating initial pedagogical steps that take into account the use and usage of an oriented language, the teaching and learning of vocabulary became urgent.

This chapter aims at shedding light on learning vocabulary in university study skills classroom. The first part of this chapter highlights the work's keywords, which are related mainly to vocabulary in English language education, then mentioning its types along with the methods of teaching and learning vocabulary in general and in the EFL university classroom in particular, then talking about the problems encountered by the learners while learning vocabulary. Furthermore, the researcher dealt with testing vocabulary and its types, and how vocabulary improve the four important language Skills, which are conceived to be the pillars of language learning. Whereas, the second part of the study defines the key concepts of study skills, and how to teach it. The third part deals intensively with the importance of study skills at university along with vocabulary importance through this module in addition to students' deficiencies in study skills.

1.2 Vocabulary Defined

Vocabulary is a collection of words used in a language by a group or a person to comprehend a particular topic. Vocabulary refers to the words we must understand to communicate effectively. People observe, talk, study, and write to expand vocabulary. In short, vocabulary is a helpful and necessary tool that helps people interact and extend their understanding of the language. Some scholars' definitions of vocabulary are presented as follows:

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- "Vocabulary can be defined in three ways: total number of words (with rules for combining them) which make up language, range of words known to a person and containing a list of words with definition or translation". (Hornby, 1974:959)
- "Vocabulary refers to a catalog or collection of terms and sentences typically alphabetically organized, described or defined" (ibid, 2000).
- "Vocabulary encompasses not only the sense of words but also how vocabulary in a language is organized. It refers to how people use and retain words, as well as how they acquire words and the relationships between words, phrases, and groups of words and phrases" (Adger, 2002).
- "There is no language without the use of words" (Napa, 2005).
- Vocabulary is the most important step of learning any language. "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write" (Richard and Renandya, 2002:255).
- "Vocabulary is much more than just acquiring terms. It is also about learning segments and looking for terms within them" (Cameron, 2001).
- "Vocabulary is the collection of words that an individual knows" (Linse, 2005:121).
- "Vocabulary is a collection of terms that language consumers use differentially" (Hatch and Brown, 1995).
- "Vocabulary is the terms imparted to individuals when they acquire a new language. It implies that vocabulary is used to communicate people's goals, and without it, people cannot speak or type what they want" (Ur, 1996).

All in all, these definitions show that vocabulary is essential for all human being; mainly students. It is the most important element in language learning that should be improved and reinforced in order to master a language and achieve the required level of proficiency in it.

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1.3 Types of Vocabulary

Hiebert and Kamil (2005: 03) identified two types of vocabulary: productive vocabulary (PV) and receptive vocabulary (RV) (passive vocabulary). According to Neuman and Dwyer (2009), vocabulary refers to the terms that learners need for competent engagement in spoken (expressive vocabulary) and listening (receptive vocabulary). (Milton, 2009:13) also distinguished between passive and active vocabulary. Many researchers in this area differentiated between two kinds of vocabulary as follows:

1.3.1 Productive Vocabulary

Productive vocabulary (PV) is usually used if someone relate his ideas or thoughts while he/she is speaking or writing. Anyone says or writes something, he/she often uses some of words that he/she is acclimatized with. These types of words are part of a productive vocabulary.

"Productive vocabulary relates to language items that the student can remember and use properly in speaking and writing" Gairns and Redman (1986:64), this means that productive vocabulary is related to writing and speaking skills, implying that the student has control over his ideas and words when expressing himself in various circumstances. Similarly, Webb (2005) defined productive vocabulary as a set of terms that learners can comprehend and use when writing and communicating.

1.3.2 Receptive Vocabulary

Receptive vocabulary (RV) is what people understand, there is no doubt that the best method is the natural way by listening and putting it in a cloud of sentences, so when it comes to assign the meaning it will be helpful in listening or reading that's mean your thoughts and ideas really worthwhile . In receptive vocabluary words are often less well known to students and less frequent in use (Hiebert and Kamil, 2005:03).

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Receptive vocabulary can be defined as "the language objects that can only be identified and understood in the context of both reading and listening material"(Gairns & Redman, 1986:64). In other words, receptive vocabulary is more closely linked to reading and listening abilities, and it refers to the words a student can identify from listening to someone else speech, a recording, or reading documents in the language to which he is exposed. Receptive vocabulary refers to words that students know and comprehend when they appear in context but cannot properly produce (Haycraft in Hatch and Brown, 1995:370). That is, just because a person understands a word does not inevitably imply that he can use it properly in appropriate contexts.

In general, we can deduce from what have been mentioned previously that vocabulary is known in various ways, with the student first learning the term receptively and then productively. Both receptive and productive vocabulary are strongly linked, since good vocabulary receipt leads to good vocabulary output.

1.4 Teaching Vocabulary

The demand for communicative learning is very high, and vocabulary plays an essential part in everyday speeches. Lack of vocabulary can make conversation complicated for everyone. Learners cannot achieve the English skills if their vocabulary is extremely restricted. Thus, vocabulary teaching and learning is an essential component of any language course. Many professors worry about how to teach vocabulary; new words must be presented in such a way that they catch the students' interest to be remembered. There are in fact various successful ways to learn and teach vocabulary in any language classroom.

1.4.1 Methods of Teaching Vocabulary

How did teaching vocabulary become such an important first stage in acquiring a language? Mastering words is important for successful communication. When teachers use the right technique or approach for teaching vocabulary, students learn new terms rapidly and remember them.

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According to Harmer as cited in Yulianto (2010:19-20) there are many techniques for teaching vocabulary which are summarized in the subsequent part of this work.

1.4.1.1 Using Reality

Realia are real-life items that are used in the classroom. To demonstrate the correct definition of a term, students must look at and touch objects in real life situations, which leads them to memorize these words until they can use them in real conversations. (Teachers can demonstrate students actual objects immediately so that students grasp the meaning of words more readily.) For example, if the teacher wishes the students to understand the meaning of the term "dictionary" he or she can simply show them the dictionary.

1.4.1.2 Showing Pictures

If instructors want to use images to teach vocabulary, they can use paintings, blackboard sketches, charts, flashcards, tables, figures, and so on. These media can be used to provide visual representations of truth that instructors are unable to show openly. For example, when a teacher wishes to teach about occupations, the teacher can use cards with pictures of employment categories such as doctors, police officers, instructors, and so on.

1.4.1.3 Mime, Action and Gesture

It is sometimes difficult to describe what a word signifies using actual items or pictures. Teachers can readily clarify the meaning of words to students in this instance by using facial expressions, movements, and gestures. This method is frequently used by instructors when they need to communicate the meaning of a verb, such as stroll, run, leap, cry...etc. Klippel (1994) suggests that "mime or gesture is helpful if it stresses the significance of gestures and facial expression on communication".

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1.4.1.4 Contrast

According to (Cambridge Dictionary, 1995) contrast is "to compare two people or things in order to show the differences between them". The teacher can use this technique to describe the definition of a word by using its antonym. For example, the words 'excellent' and 'bad' are in opposition.

For example: -What he said was completely opposed to what he did.

-The lemon's acidity contrasts with the honey's sweetness.

1.4.1.5 Translation

Translation is a mental activity that involves translating the content of a particular linguistic conversation from one language to another. "Translation is an act through which the content of a text is transferred from the source language in to the target language" (Foster, 1958). The Source Language (SL) is the language to be translated, whereas the Target Language (TL) is the language to be transformed into. As Catford (1995:20) said : it is "the substitution of textual material in one language (SL) by comparable textual material in another language (TL)."

Even though translation does not generate a need or motivation for learners to think about word meaning (Cameron, 2001), it can be useful for instructors in some circumstances, such as dealing with incidental words (Thornbury, 2002), verifying students' understanding, and pointing out parallels or variations between first and second language when these are likely to cause mistakes (Takač, 2008). There are always terms that need to be translated, and this method can save a significant amount of time.

1.4.1.6 Games

Games are crucial in language learning. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term !' (Wright et al, 1984:01)

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Some instructors believe that language games are a waste of time and prefer not to use them in the classroom because games are sometimes regarded only for their one aspect, which is joy. In reality, games can offer students of English as a Foreign Language (EFL) and English as a Second Language (ESL) much more. Visual tools, CALL (Computer Assisted Language Learning), theater, role-playing, and other techniques are used to enhance students' skills, "Games are another effective method for increasing students' linguistic skills and language proficiency" (Richard - Amato, 1996).

Why should an instructor use games in the classroom ? The primary reason is that they have a high educational value and can be used to help students improve their language skills and use the language. Additionally, students learn by trying, finding, and engaging with their surroundings, so they require constant variation to stay motivated. To teach English vocabulary at the beginning level, a suitable technique is needed, just as it is with any other language. One of the methods that can help students to enjoy their studies is through games.

1.4.2 Teaching Vocabulary in the EFL University Classroom

Learning vocabulary is the most important part and the basic of language teaching. Many instructors have struggled with the issue of how to teach language effectively, or more specifically, how to teach vocabulary to EFL students in order to improve a high level of learning process. Teaching vocabulary efficiently and adequately will help to improve general English education, as vocabulary is the foundation and most important element of teaching English. To demonstrate the core of a language lexicon. 'Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed' (Wilkins, 1972).

It will be very beneficial for English education in general if students have a large vocabulary store. Because teaching vocabulary is a creative effort, educators can develop their own methods or techniques for teaching vocabulary in university EFL classes based on their present circumstances and skills.

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In university classes, Collaborative learning is an instructional method in which students work together and learn from one another to improve their skills and vocabulary. Communication and contact are essential components of this learning idea (Gibbons, 2002). Webb and Chang (2015) argued that extensive reading study help students performe reading and post-reading tasks such as role-playing, discussing the stories, and looking up words and this technique was found to be successful for learning new words through reading.

In fact, teachers have a significant impact on students' vocabulary growth, both in terms of content and amount. Instructors are also in charge of deciding what students will learn. They can assist students with issues and provide them with the skills to manage and methods to progress forward in the learning process by organizing and using their vocabulary knowledge (Siyanova-Chanturia & Webb, 2016). Word frequency is an important aspect of learning vocabulary, and the instructor should provide possibilities for students to acquire high frequency words, such as by perusing a variety of books that contain a large number of interesting words. Students must also be able to "express themselves and interact in speaking and writing" (Skolverket, 2018:34). Luoma asserts that:

The ability to speak in a foreign language is at the very heart of what it mean to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language.

Luoma(2004:56)

Students must have a vocabulary in order to converse and impart information. The teachers' job is to teach students new vocabulary and to put them in circumstances where they can use the language. Students should also be able to "adapt language for various goals, receivers, and situations" (Skolverket, 2018:35). However, the students can not learn a language if they have a lack of vocabulary, they just have to use a lot of words that will help communication more than memorizing random English words:

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‘The more you take, the more you give’, i.e., the more learners gain enough vocabulary, the more interactive the learners would be.

1.5 Vocabulary Learning

According to Brown and Payne in Hatch (1995:373-390) There are five essential steps in vocabulary learning which are:

1.5.1 Encountering New Words

The interaction with new terms is the first and most important stage in language acquisition. As a result, students must have access to sources in order to learn new terms. Books, television, radio, newspapers, and magazines are all excellent areas to look for different terms. Learning new words by reading books, listening to TV and radio, and perusing newspapers and periodicals were among the student's options (Payne in Hatch and Brown, 1995:373). As a result, perusing books is not the only method to learn new words. By viewing television, perusing newspapers and magazines, and listening to the radio, students can learn new words.

1.5.2 Getting the Word Form

Obtaining the term from here entails obtaining a distinct visual, auditory, or both of the vocabulary components. When students consider what occurs when they attempt to recall words, the significance of having a distinct image of the form of a word becomes obvious. When the learner is requested to explain terms, the significance of knowing the form of the words becomes clear (Hatch and Brown, 1995:378).

1.5.3 Getting the Word Meaning

The term meaning is the third and most important stage in vocabulary acquisition. There are several methods for determining the significance of words. A dictionary is typically used to determine the definition of a word. Another option is to have a bilingual friend or instructor describe it to you. The most common method for a student to understand the meaning of words is through context: "Learners deduce

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the meaning of words from the circumstance, discourse, or environment to which they are accustomed, as well as from the words themselves" (ibid :384).

1.5.4 Consolidating Word Form and Meaning in Memory

The learners must retain the word structure and meaning in their minds during this stage. The instructor can use a variety of vocabulary learning techniques, such as flashcards, matching, exercises, and crossword puzzles, to reinforce the form-meaning link.

1.5.5 Using the Words

The final stage in vocabulary acquisition is to apply the words. Using the words, students will have the opportunity to profoundly remind and memorize the word and its meaning on their minds after learning it (Hatch and Brown, 1995:390).

1.6 EFL Students' Vocabulary Learning Deficiencies

The understanding of a language vocabulary held by second and foreign language learners, as well as native speakers, determines the proficiency in that language. While improving vocabulary, it causes several issues, particularly for non-native students. Learners with a limited vocabulary understanding perform poorly academically in various classes linked to language skills, linguistics, literature, and translation at the university level.

The first step in successful vocabulary teaching is identifying the obstacles that students encounter. Thornbury (2004: 27) suggests the following elements that make some words more difficult than others:

1.6.1 Pronunciation

Many foreign language words are difficult to pronounce and more difficult to learn specially after passing high level of education, difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners (words that

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have difficult pronunciation). Many learners find that words which contain clusters of consonants, such as strength or crisps are hard to say.

1.6.2 Spelling

Miscommunications in sound and spelling are likely to be the source of mistakes in either speech or spelling that can lead to the complexity of a word. Foreign, listen, headache, ascending, muscle, and many words with silent characters are particularly problematic.

1.6.3 Length and complexity

Long phrases do not appear to be more complicated to acquire than the short ones. But, as a rule of thumb, high frequency terms tend to be shorter in English, and therefore the student is likely to see them more often, a factor supporting their 'learnability'. Variable emphasis in polysyllabic words, such as necessary, necessity, and necessarily, can also contribute to their complexity.

1.6.4 Grammar

The grammar of words is also problematic to many learners, specially if it varies from its L1 equivalent as it is the case of English and Arabic. It can be difficult to remember whether a verb like enjoy or hope is followed by an infinitive (to swim) or a -ing form (swimming), that lead to a complete difference in the meaning and the sentence form.

1.6.5 Meaning

When the meanings of two terms overlap, students are apt to mix them up. Make and do are the same : you make breakfast and make an appointment, but you do the housework and do a questionnaire for example. Words with multiple meanings can form an obstacle for the students.

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1.7 Vocabulary and Language Skills

The pleasure of sharing one's thoughts with others is immense for language learners, in fact communicative skills are regarded as one of the crucial soft abilities of the twenty-first century. Good communication skills are required for experts in all fields, including language learners, for whom communicative proficiency is becoming a priceless tool in the development of their language skills. Language learning will now focus on improving the four skills of the speakers ; listening, speaking, reading, and writing, with a foundation of correct syntax and an infinite lexicon. The latter is concerned with allowing students to use the language effectively in any situation in order to achieve effective communication.

The four main skills of the English language have been classified into two categories. First, receptive skills, such as reading and listening, involve processing material input in the English language and Productive skills, like speaking and writing, involve the creation of knowledge in the English language. Essentially, the four skills of listening, speaking, reading, and writing cannot be learned in isolation. Thus, training and practice can be beneficial tools for helping learners improve their abilities.

The four language skills are regarded as elements that impact and strengthen students' ability to acquire new words and apply them in a variety of situations or in different contexts.

To ensure that the learners are truly acquiring the terms, they must be able to use them in several various situations, that is, they must use them in different circumstances such as reading, speaking, writing, and listening.

Rupley and Nicholas (2005) (as cited in Parvareshbar & Ghoorchaei, 2016 :1477).

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It is expected that acquiring a language through listening will strongly increase vocabulary. Listening/ Speaking, reading and writing are four important language skills that students gain enough vocabulary from and this is shown in the following lines.

1.7.1 Listening

Listening is defined as "What is going on and what the speakers are trying to express" (Thompson et al. 1996:331). Listening, according to Underwood (1989:01) is "the process of giving attention to and attempting to deduce meaning from things we hear, in other words, listening to people's speeches, podcasts, songs, and audiobooks will help learners quickly acquire new terms and determine their meanings".

Putting students through a variety of listening exercises not only helps them expand their vocabulary but also helps them improve their listening comprehension in any situation.

1.7.2 Speaking

Speaking is frequently linked with listening in order to improve students' communicative skills. According to Bailey et al (1994:7) 'communicating in a foreign language is often regarded as the most difficult of the four skills'. As a result, it makes reading and writing easier to practice.

Participating in speaking events helps students improve their degree of competence. As an example, students can join speaking groups and participate in activities such as character plays, talks, and debates. As it is the case of 'STOFLISH', a group of EFL students from the departement of English at Tlemcen university who create a discussion group to improve language skills. According to Harmer (2001:128), "discussion, whether unplanned or premeditated, has a significant benefit of prompting proficient language use," That is to say, discussions can be an useful opportunity to practice information and learn new words.

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1.7.3 Writing

Writing offers numerous chances to vary classroom processes. It not only provides a learner with concrete evidence of his successes, but it can also assess his progress. Furthermore, writing reinforces their understanding of vocabulary and grammar and supports other linguistic competence.

Suleiman (2000: 155) states that "a core aspect of language, any reading and language arts curriculum must consider the multidimensional character of writing in teaching practices, evaluation processes, and language development.

Teachers can also help their students' vocabulary by having them write memoirs or articles so that they become accustomed to creating terms even ideas and put this thoughts into practice to create why not a 'theory', in this line The Cambridge Dictionary (2017) confirm that writing is "the ability or the practice of producing words on a surface" it's mean that writing is one of the most important activities for increasing vocabulary understanding.

1.7.4 Reading

The most important language skill is reading. It is an important way of acquiring knowledge in language acquisition. Reading can help you enhance your linguistic vocabulary and word strength. When a student has a large vocabulary, he listens better and learns more. This will allow him to speak better because he will have more words to choose from, potentially leading in improved communication skills.

Reading is regarded as one of the most essential elements in improving vocabulary. Nation (1995:7) states that : "Reading has long been seen as a significant source of vocabulary development" In other words, reading can impact input quality, and learners' vocabulary will automatically improve as they develop reading routines and practices as a result students will improve their vocabulary through reading skill.

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1.8 Vocabulary Tests

Teachers use tests and assessments to measure student performance in the classroom. Classroom tests are extremely helpful when establishing course goals from an instructional perspective. In other words, they describe the teacher's short-term course goals, as well as the substance and nature of the language learning program. The first stage in determining whether a student is capable of mastering the four language skills is to evaluate his or her vocabulary.

1.8.1 Testing Defined

Testing is an assessment tool used to evaluate students' mastery of a competency or information in a specific topic : "A test is a way of measuring a person's skill or knowledge in a particular field," Brown (1994:252). According to Richard et al. (1985:291), a test is "any method for measuring ability, knowledge, and achievement" and shows to the instructor what the students have learned.

There is, in fact no reliable way of understanding how successful an instructional sequence has been without testing. Testing gives input to both students and instructors. Furthermore, testing has a beneficial effect to students is that if learners know they will be evaluated on their language learning, they may take it more seriously for sure. Testing encourages students to refresh their vocabulary for an exam, testing can be viewed as part of the overall recycling of language. Indeed, the only distinction between many recycling activities and tests is that only the latter are evaluated or noted.

1.8.2 Types of Vocabulary Tests

Many instructors employ a variety of test techniques to assess students' vocabulary knowledge. These strategies can be applied to all age groups and stages, ranging from third grade to college. Vocabulary testing can be used in a variety of topics not just about words. Students learn in various methods and can demonstrate their information through a test suited to their interests. In fact, There are various

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types of vocabulary test questions. The list of instances below includes many types that are commonly used in vocabulary tests.

1.8.2.1 Dictation

According to (Cambridge Dictionary, 1995) dictation "it is a test in which a piece of writing is dictated to students learning a foreign language, to test their ability to hear and write the language correctly".

The teacher dictates words or phrases to the students in order to assess orthography: "If someone knows how to type a word, he or she definitely understands what that word means" (Ur, 1999:72).

The purpose of this test is to recap structures and vocabulary from a previous session as well as to motivate students to pay attention to their speech and pronunciation.

1.8.2.2 Multiple Choice Tests

Multiple choice tests are a common method of testing because they are simple to grade and create. Furthermore, the multiple choice style can be applied to individual words, words in a sentence context, or words in whole texts.

We must consider the possibility that students may select the correct response without understanding the word simply through the process of elimination. If there are four choices, the student has a 25% chance of getting the correct response ; if there are only three options, the possibility is much higher (Ur, 1999 : 72). Furthermore, in multiple choice, students do not actively use the vocabulary because they are not required to create anything (Thornbury, 2002: 132).

1.8.2.3 Cloze Test

The cloze test is a test to measure the knowledge of the students by removing words from a specific passage and the student have to fill the gaps with the appropriate word without neglecting the meaning This test is another method for testing knowledge and guessing words. This variety focuses on active words because

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students are not provided any choices instead, they are given a text with spaces (Thornbury, 2002 :133).

- ✓ **For example:** I have to complete the work ... Time. Sometimes teachers put some choices of words to make it easier.

1.8.2.4 Translation

Translation can effectively assess learners by testing both content and form ; however, we may encounter difficulties in identifying the correct equivalent between the two languages (Ur, 1999 : 72).

With so many options accessible, deciding which type to use in a specific test can be problematic. It is simple to create, mark, and analyze, and it has a positive impact on the learning and instruction that precedes and follows the task.

1.9 University Study Skills Defined

Study skills are a set of abilities that deal with the process of arranging and acquiring new knowledge, retaining information, and interacting with exams. They are discrete techniques that can be acquired and applied to all or most areas of study in a relatively brief period of time. According to Rafoth and DeFabo (1990), studying skills are a process that includes determining what one has to accomplish, organizing, and coding information to acquire the necessary learning. A study skill is any skill that improves a person's ability to study, remember, and recall knowledge that facilitates to pass the exams. This includes time management and motivational methods. Gall, Gall, Jacobsen, and Bullock (1990) defined studying skills as the application of appropriate techniques for completing a learning assignment.

Study Skills are the strategies and techniques that assist the learner in making the best use of his time, academic ability, and resources. Improving study skills can help the learner get more work done in less time and remember more of the knowledge he learns. Some scholars' definitions of study skills are presented as follows:

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- "The Application of the mental faculties to the acquisition of knowledge" Merriam-Webster's Online Dictionary (2007).
- Study skills is a set of study techniques applied to solve problems like passing an exam or one particular learning technique is to recall an extensive stock of items. "Students who acquire study skills in a right manner can plan, arrange, and encode the knowledge they need to learn in an organized way" (Rafoth & DeFabo, 1990).
- Teaching students to be autonomous thinkers and self-learners is "A high priority goal often cited for education" (Gagné and Driscoll, 1988:133). The formation of a study skills set allows students to act as instructors and to assist their own learning much like a teacher would. Learners must be taught to use and observe self-generated techniques to support the internal processes of learning.
- "Methods applied to learning that support students to succeed in schools in a way of passing a test or even getting good grades" (Komarraju, K. & Schmeck, 2009 :47-52).
- Studying skills are considered as one of the most effective variables on academic success. Studying skills were defined as "The correct use of techniques when completing a specific learning assignment" (Steele, 2010), (Aquino, 2011), and (Yu, 2011).
- "Important is to bear in mind that skills can not be learnt but exercised and when enhanced they will enable you study smarter not harder " (Benettayeb, 2021 :08)

1.9.1 Teaching Study Skills

At the Algerian university in general and Abou Bakr Blekaid University of Tlemcen in particular, study skills is taught for 1st and 2nd year EFL classes (**see appendix A**). It takes time for first-year students to adapt to academic life. To survive at the university level, a number of objectives must be examined. In fact, university life requires a lot of hard effort, patience, and changes. Enrolling in the first year of

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university level necessitates a number of changes for new students. This is the transition from secondary education to more demanding and autonomous learning opportunities. Many variables influence student performance at the university level, one of which is the students' study skills.

The deeper degree of processing and the efficiently knowledge that can be stored, the more better approach can be. As a result, successful studying necessitates a set of methods produced by teachers, or skills that assist students in reading, writing, processing, memorizing, and recalling information.

According to the timetable it is not enough for 1st year EFL students to have just one session in the week, study skills module should be taught at least one hour everyday (see Appendix 'A').

Therefore, in the study skills classroom teachers' engagement and students' participation are premordial as it will be explained as follows:

1.9.1.1 Teacher's Engagement

Although it is conceivable that intermediate students still need training in some skills. EFL Students are supposed to received adequate training in using English lexicon. Fewer individuals appear to have had access to a sizable library, or at the very least, the opportunity to fully utilize it. And very few have experienced taking notes during classes and reading tasks in English. The teacher can engage his students in study skills by:

- a) Making subject matter simple. As much as he can, the teacher help students understand the practical worth of the skills by connecting them to real-world study situations that they encounter.
- b) The teacher can leave out any activities or parts of the syllabus he finds inappropriate or unnecessary. According to (Benettayeb, 2021:05) 'As a teacher yo may develop, omit or modify any section in respect to your general teaching expectations and and of course of your students particular needs and weaknesses'.

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- c) He can include content that you are aware is pertinent to the specific requirements and passions of the students you teach. For instance, when studying a lexicon, students are always thrilled to discover or add terms that started in their native tongue. The particular interests of your learners can be used as additional material for outlines, notes, reading selections, or library exercises.
- d) Regardless of the specific study technique being taught, the teacher can attempt to frequently concentrate on vocabulary growth as well. Connect students everyday, real-world experiences to their word learning.
- e) The majority of EFL students continue to study in much bigger classes with limited opportunities to engage in discussions or pose concerns. Additionally, the study skills course need to offer them the chance to articulate themselves and practice speaking English.
- f) Practice by students is an essential and natural component of teaching. The majority of the tasks can be completed outside of class by students, who can then have them checked verbally during class conversation."It is preferable that teachers reinforce the intensive practice by extra-extensive practice students may do on their own collaboratively" (Benettayeb, 2021:05-06).

1.9.1.2 Student's Participation

The 'Study Skills' module goals according to Benettayeb (2021:07) are to assist in strengthening EFL students their command of English and to equip them with the knowledge and experience necessary to use English as a means of teaching. Study skills module assist them in developing better study practices for English, which will help them produce better work in all of the topics you are learning in English.

Study Skills develop in every one of you a good attitudes and positive habits towards studying and to help you practise and experience a various types of assignments that are intended to improve your skills for English Foreign language Learning in all the subjects you are studying.

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(opcit)

The table below presents Study Skills syllabus for 1st year students used in the department of English at Abou Bakr Belkaid university of Tlemcen educated by a teacher researcher Dr. Benettayeb (2019) interested in Study Skills teaching.

<p>I.University and Study Skills</p> <p>II.Studying Habits and Setting</p> <ol style="list-style-type: none">1. Building Good Studying Habits2. Place of Study3. Time of Study <p>III.Learning More Vocabulary</p> <ol style="list-style-type: none">1. Word Stems2. Guessing Meaning from Context3. Fixing the Meanings of Words4. Extensive Reading <p>IV.Correcting Your English Grammar</p> <ol style="list-style-type: none">1. Grammatical Construction of the Sentence2. Punctuation3. Paragraphing <p>V. Improving Reading and Writing</p> <ol style="list-style-type: none">1. Outlining2. Using English Dictionaries <p>VI. Preparing and Sitting for Examinations</p> <ol style="list-style-type: none">1. Information about Examinations2. Practical tips and Advice <p>References</p>
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Figure.1.1: 1st Year EFL Students ST. SK. Syllabus

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1.9.2 The Importance of Study Skills at University

According to (Benettayeb, 2021 :13) Learning new skills while attending university enables each student to effectively engage in his learning by positively handling various topics.

A successful college student must possess a number of skills. You must be able to read and write well, to listen and take notes well, to concentrate and take tests well, to participate in class and manage time well. The better developed these skills are, the better able you will be to achieve the goals you have set for yourself.

Carroll (1990 : 13) in Benettayeb (2021:13)

Finding study techniques that work for you can help you better for your academic work success whether you are a first-year student or seeking a PhD and that what Gettinger and Seibert (2002) state that ‘The academic competence is linked to knowledge and the use of good study skills’. By learning strategies, study techniques will not only help you to succeed in the university, but also in your whole life. Your self-worth, ability, and confidence can all rise due to efficient methods of study, they can also decrease stress associated with responsibilities and exams.

Additionally, by developing your study skills, you might be able to reduce the amount of time you spend learning and free up more time for other activities : "The development of other skills that make good studying habits mainly : time management, memorization, organization, motivation and readiness" (Benettayeb, 2021 :19).

Moreover, (Richardson, et al. 2010) indicate that students' academic success and their awareness of and effective application of study strategies are closely linked, while some researchers assert that there is a clear connection between study skills and

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academic success, others argue that a variety of variables influence students' academic performance. In their research, (Papa *et al.* 2016) claimed that developing study skills is frequently what helps students improve their studies as they progress through academic years and levels.

1.9.3 The Importance of Vocabulary Learning in Study Skills' Module

With the evolution of English as a foreign language, it is now essential for students in higher education to have a broad lexicon and acquire effective study techniques. This should improve their performance in their university courses. Al Saif (2011) found that there are some restrictions that make it difficult for EFL students who want to concentrate in English. He asserts that students struggle to use the appropriate academic vocabulary when it is necessary for their research papers or tasks. Furthermore, Martinez (2014) strongly encourages the use of vocabulary learning because it is a key factor in enhancing academic reading abilities and can enhance understanding of academic texts. It is important to recognize that vocabulary is crucial for student achievement in this specific situation.

Some scholars (Mutsotso, & Abenga, Trimble, Hyland) have looked at the study skills and vocabulary development as distinct factors in determining the academic success of college learners. In an academic environment, high frequency academic vocabulary is essential for a variety of reasons. It is important to examine the term "achievement," which usually refers to the level of success obtained in particular tasks. This could be particularly important to scholastic or academic work. The expression, in the words of Mutsotso, & Abenga (2010 : 808-813), can be understood as "self evaluation and self assessment of one's academic success." These researchers stress how developing good study skills can improve students' academic success, they have noticed that poor students performance has been caused by a lack of study skills.

Meanwhile, the researcher Trimble (1985) has issued a warning that technical settings could provide extended, distinct meanings to vocabulary intended for academic writings. Academic terms may also have different meanings in contexts

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that emphasize various areas of study, according to him, it is important for young writers to put into writing some of their ideas so that they may customize their points to a particular audience. To gain acceptance among the reading community, it must be persuasive and apply a diversity of standard methods. (Hyland, 2000) also says ‘vocabulary should be embedded in such a way that it brings in some distinctive meaning to the discipline pursued by a student’.

Hyland and Tse (2007) argue that academic vocabulary should be regarded as a set of “technically loaded” words which range from certain terms that could be used in a particular discipline and share features , meaning and usage with some types of vocabulary used in other disciplines. These specialist terms may be useful, but it's important to identify the kind of jargon that will be of particular use to students from a given field. However, it is possible to create practice activities that are subject specific and offer some practice lessons in a discrete, enjoyable way.

According to researchers who have studied the acquisition of second languages, students typically gain vocabulary words based on their own requirements rather than words that are explicitly taught. Additionally, it is true that before students develop a certain control over vocabulary that is pertinent to their daily lives, they will encounter some of these academic words in their subject-specific field. These terms can also be thought of as general service vocabulary, and it has been observed that students use technical vocabulary much more quickly as they come across these words more often.

Moreover, Folse (2011:366) makes it clear that acquiring vocabulary is an extremely "crucial component" of learning a new foreign language. More attention has been placed by Martinez (2014) the importance of vocabulary, claiming that having a comprehensive lexicon in a foreign language supports all four language skills ; listening, reading, speaking, and writing.

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1.9.4 Students' Deficiencies in Study Skills

Learning problems are issues that limit a student's capacity for knowledge processing, analysis, and storage. They can make it challenging for any student to read, write, articulate, or deal with any academic issues. According to Kumar *et al.* (2016), the main reason why most students miss exams is due to an absence of study skills. In what follows we will present the most important problems students' face in study skills learning and practice.

1.9.4.1 Time Management and Procrastination

Time management has been defined as a collection of methods for organizing, scheduling, and effectively utilizing time. Time management is a work to utilize time wisely in order to accomplish objectives (Karaoglan and Yaman, 2009). To manage the time effectively, needs should be specified, the goals should be defined to meet those needs, priorities should be determined, time should be planned according to those priorities (Ugur, 2000) and the possible problems should be handled immediately (Gozel, 2010).

Procrastination, according to Steel (2007), is the deliberate postponement of a planned course of action regardless knowledge of the negative outcomes and, according to Ferrari, O'Callaghan, and Newbegin (2005), often ends in poor performance in procrastination. (Klassen, *et al* : 2008). Academic procrastination is also described as waiting until the last minute to complete academic tasks like studying for examinations and doing assignments and then feeling uncomfortable about it (Apan, 2010).

Depending on the sort of academic work tasks being done, (Solomon & Rothblum, 1984) have assessed the prevalence of procrastination among university students to range between 25% and 50%. Additionally, a number of studies have discovered a weak to significant negative correlation between educational procrastination and success (Van Eerde, 2003). Academic procrastination has been

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linked, especially in university students, to guilt, tension, anxiety, low self-esteem, and poor scores. (Fritzsche, et al. 2003).

1.9.4.2 Concentration & Memory

The difficulty of avoiding unwelcome diversions while pursuing academic goals is a significant barrier to academic success. According to (Parks-Stamm, et al. 2010) ‘there are many opportunities for unwanted diversions to prevent academic goal achievement because academic success necessitates constant effort in the face of distractions (e.g., paying attention in class, finishing school tasks, preparing, and focusing during an exam’. (Baddeley, 2000) claims that ‘working memory also plays a significant role in emphasize control and processing that is involved in a number of regulatory tasks, such as knowledge retrieval from long-term memory’. Additionally, working memory is made up of various parts whose combined function is in charge of the temporary storing and handling of information (Alloway & Alloway, 2010).

In addition, many high-level brain skills like thinking, problem-solving, and learning are connected to it. (Kyllonen & Christal, 1990). In short, working memory and short-term memory are highly predictive of academic achievement. (Colom, et al. 2005).

1.9.4.3 Study Aids and Note Taking

Researchers have been looking into how students take and review notes as well as ways to better these processes due to the the prevalence of note-taking and note-reviewing as well as the belief that these activities are essential to the university learning experience (Grabe, 2005). University students, in the opinion of (Van Meter,et al. 1994), think that taking notes during lectures helps them pay attention, understand the content, and then remember it. (Kobayashi, 2005) Slotte and Lonka (1999) discovered that people who wrote summaries with the knowledge that they would not be able to use them later likely thought that notetaking alone helped with arranging and comprehending the material. The findings of the research by Haghverdi, Biria, and Karimi (2010) showed that teaching note-taking technique had

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a substantial impact on the students' achievement. These results lend validity to the idea that taking notes has a significant process impact on academic achievement.

1.9.4.4 Test Strategies and Test Anxiety

'Test anxiety' refers to the set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on an examination or similar evaluative situation (Zeidner, 1998).

Since test anxiety may negatively affect test achievement, academic success, and general well-being, it has long been a top worry for researchers, educators, and psychologists to understand students' emotional feelings during the testing process, in particular test anxiety. (Bonaccio & Reeve, 2010). Results from Hunsley's (1985) study showed a connection between exam anxiety and low test achievement both early and late in the term. A substantial negative correlation between exam anxiety and students' grade point average was discovered by (Chapell et al. 2005).

1.9.4.5 Organizing & Processing Information

Academic difficulties for many students are more often caused by a lack of planning than by a lack of intelligence. Motivated students are those who maintain discipline and respect in their classes. (Komarraju, et al. 2009). Academic success is also heavily influenced by information processing. Information processing has two main features. The first is what we call "surface-level processing," and it consists of information-processing techniques like memorization, repeat, and analysis. The second is what we call "deeplevel processing," and it includes techniques for digesting knowledge like structuring, relating, and critical reasoning. (Rozendaal, et al. 2003).

1.9.4.6 Motivation and Attitude

One of the key psychological ideas in education is motivation. It can be divided into two categories : extrinsic and intrinsic motivations. Extrinsic motivation refer to doing something because it results in a distinct outcome, whereas intrinsic motivation refers to doing something because it is instinctively fascinating or pleasurable.

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(Mizuno *et.al.* 2008, Deci, *et al.* 1991). According to Komarraju *et al.* (2009), individual differences in motivation and performance have a significant impact on academic progress.

According to Cuceloglu (2009), motivation is a force that initiates, maintains, and guides behavior toward a path or topic. It consists of wants, wills, needs, stimulations, and interests. (Kara, 2008 ; Martin & Briggs, 1986). This ability guides students' learning and, by allowing them to focus on the lesson, keeps them from engaging in activities that are unrelated to the course's goals (Hesapcioglu, 2011). In order for students to successfully demonstrate their ability, motivation is essential (Yazıcı, 2009). Students who are highly motivated to learn are ready to solve issues and persistent in their efforts (Akbaba, 2006), settled to complete their tasks and take pleasure in them. (Masgoret & Gardner, 2003). Students who are unmotivated to learn are hesitant to study and complete their assignments. (Cakmak & Ercan, 2006). Motivated students are more anxious to engage in class activities and exert more effort than unmotivated students. (Wolters & Rosenthal, 2000). By allowing them to successfully handle their time, students with high motivation have a beneficial impact on their achievement. However, programming time should be used in addition to efficient time management. (Batlas, 1994).

1.10 Conclusion

The overreaching aim of this chapter was to promote a theoretical background of the two major concepts of the current study, which are vocabulary teaching/ learning and the EFL study skills classroom. The first section of this chapter gave many definitions of vocabulary in order to go deeper into its meaning than its types, going directly to methods used in teaching vocabulary in the EFL University classroom in addition to 1st year EFL students' main vocabulary learning deficiencies. The second part of this chapter dealt with study skills, its definition and the way its taught at University, the deficiencies faced in this important module and mainly how students may benefit from it in developing vocabulary in particular and EFL in general.

Chapter Two: The Case Study in Action

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2.1. Introduction

The purpose of this second chapter is to highlight the practical aspect of the current study. It is divided into two parts: the first contains the research design, sampling, and instrumentation. The second part, deals with the analysis and interpretation of the data collected, the discussion of results as well as the researcher's recommendations about vocabulary learning in university study skills.

2.2 Research Design

A research design is described as a set of procedures and strategies for acquiring and analyzing data in order to answer research questions. It is an important component since it aids in time management and guarantees that the research is completed properly and systematically. It also allows for the organization of various resources. Furthermore, it makes research more efficient and dependable, resulting in the lack of subjectivity and bias. Selltiz, et *al.* (1965:50) define research design as "the arrangement of conditions for collecting and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure".

According to Mouton and Marais (1996), the objective of designing a research is to organize and arrange a specific research project in such a way that the final validity of the research results is increased. It is also important to describe the sample population of the research.

2.3 Description of the Sample Population

Sampling is defined as the process of selecting some data from an individual or a group of people for a specific study goal. According to (Berndt, 2020; Singh & Masuku, 2014; Taherdoost, 2016): "Sampling is a scientific method used in systematic studies to select units from a target population to represent the entire study population". The sample population of this research work consist of thirty 1st year EFL students and five Study Skills teachers from the University of Abou Bakr Belkaid, Tlemcen.

2.3.1 Teachers' Profile

Five EFL study skills teachers (one male and four females) from the university of Abou Bakr Belkaid (Tlemcen) participated in the current study. The English teachers in question are full time teachers and all of them are PhD holders, their teaching experiences range from eight to more than forty years of EFL teaching. They teach EFL to different levels (License, Master and Doctorate students). The rationale for selecting this sample is that they are completely aware of the hurdles encountered in EFL vocabulary teaching/learning in general and study skills practice in particular.

2.3.2 Learners' Profile

Thirty first-year EFL students (males and females) were chosen by the researcher randomly to participate in the case study. They have been learning English as a foreign language for seven years (in Middle and Secondary schools). These individuals are supposed to be aware of the value of English in their studies mainly.

2.4 Case Study Defined

The present research is a case study held at Abou Bakr Belkaid University of Tlemcen (the department of English). A case study is defined as "a specific instance that is frequently chosen to illustrate a more general principle" (Nisbet and Watt, 1984; quoted in Cohen *et al.* 2000:181). Case study research does not have a single meaning: a case study can be described as an intensive study about an individual, a collection of people or a unit, which is intended to generalize over several units. For Harling (2012), a case study is a holistic inquiry that investigates a contemporary phenomenon within its natural setting. Furthermore, according to Taherdoost (2021) 'case studies allow the researcher to study topics in-depth and descriptively'.

The case study research technique is defined by Yin (1984:23) as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context ; when the boundaries between phenomenon and context are not clearly evident ; and when multiple sources of evidence are used". The case study technique allows the researcher to investigate data in depth within a particular context. In most instances, a case study technique chooses a small geographical region or a small number of

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individuals to investigate. In essence, case studies examine and analyze current real-life phenomena through careful contextual analysis of a small number of events or conditions, as well as their relationships:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the object of study and context are not clearly evident. It copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to coverage in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis

(Dul and Hak, 2008 : 04 ; cited in Yin, 2003).

Furthermore, case study research provides a degree of flexibility that other qualitative methods, such as grounded theory or phenomenology, do not. In short: "Case studies are designed to suit the case and research question and published case studies demonstrate wide diversity in study design" (Hyett, *et al* : 2014).

Case studies can be single or multiple, and are divided into two types: intrinsic and instrumental. Intrinsic case studies are used to learn about a specific occurrence, while instrumental case studies provide a general knowledge of an event through the use of a specific example. An instrumental case study does not rely on the researcher's ability to argue its typicality, but must provide a reason for using a specific case.

Researchers identify various kinds of case study research. Yin (1989) distinguished three kinds of case study research: exploratory, explanatory, and descriptive. Stake (1995) named three others: intrinsic, instrumental, and collective. And according to Zainal (2007), other groups include interpretive and evaluative case

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studies. Dul and Hak (2008) divide the case study research into two types: the single case study and comparative case study.

In the present work, the researcher employs a single, instrumental case study. The latter was chosen since it gives several benefits, including the ability for the researcher not only to generalize the study findings, but also to get additional access to research data, which allows the researcher to reflect on further.

2.5 Data Collection Defined

Data gathering is one of the most important phases in a research study because it allows the researcher to discover solutions to research questions. The method of gathering data in order to gain knowledge about the research subject is known as 'data collection'. Methods of data collection should match what the researcher wants to discover (Burns, 2010). There are various kinds of data, as well as various data collection techniques. However, researchers may find it difficult to choose the most suitable form of data gathering according to the kind of data used in the study.

According to (Kabir, 2016 :202) "data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes". Moreover, Kabir (2016) argues that data collection begins with defining what type of data is intended, followed by selecting a sample from a group of people. Following that, you must collect data from the specified sample using a specific instrument.

Data gathering as the first step in research can enhance the quality of results achieved by reducing the possibility of mistakes occurring throughout a research work. Therefore, an appropriate data collection technique aids in the planning of effective research, it cannot ensure the general efficacy of the research endeavor (Olsen, 2012).

Simply put, data is the embedded information in the form of numbers or facts that is used to assess for various computations and ultimately obtain a result to answer

the question being investigated or hypothesis testing. Data are classified into two types : qualitative and quantitative.

2.5.1 Qualitative Data

Nominal and descriptive non-numerical data that cannot be represented numerically are referred to as qualitative data in words or phrases style. This form of data addresses ‘how and why’ questions in the context of a study and primarily includes data on emotions, thoughts, and attitudes collected through unstructured methods such as interviews. Researchers collect data using various techniques such as audiotapes, drawings, notes, and photos. According to (Kabir, 2016 :202): "Qualitative data are mostly non-numerical and usually descriptive or nominal in nature. This means the data collected are in the form of words and sentences".

Although qualitative data can be useful for gathering additional information to investigate and determine new effects and consequences of programs on research, ultimately improving the quality of quantitative results, qualitative techniques include three major categories : observations, document reviews, and in-depth conversations.

2.5.2 Quantitative Data

Quantitative data is numerical data that is produced and computed analytically. Measures for determining quantifiable data include nominal, ordinal, interval, and ratio scales. (Kabir, 2016). Scales are divided into two categories : ‘Rating Scales’ and ‘Attitude Scales’. To assess points or groups, rating scales give a numerical worth to them. More complicated techniques, are scales of attitude that determine people's disposition toward any person, phenomenon, or item (Taherdoost, 2016).

In a research, a qualitative technique tackles the ‘what’ question type. These techniques rely on random sampling and use structured data gathering strategies. These methods are viewed as less expensive than qualitative methods, and the findings can be standardized to obtain different outcomes based on some criteria such as size. Quantitative data give outcomes that are simple to describe, compare, and generalize.

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In essence, quantitative data analysis is based on the use of statistics to more precisely analyze data with the aid of frequencies, graphic representations, and percentages, whereas qualitative data analysis is based on the use of textual techniques and the description of opinions and behaviours as previously defined and both are used in the present work. In general, data can be gathered using different instruments and this will be the focus of the coming part of the work.

2.6 Research Instruments

These are the methods for gathering information. They are the data collecting tools. They are as follows: questionnaire, interview, observation. The researcher must essentially confirm that the instrument used is genuine and dependable. The suitability of the instruments has a huge impact on the validity and reliability of any research study. Whatever process is used to gather data, it must be thoroughly checked to ensure that it is likely to produce the intended findings. According to Wilkinson and Birmingham (2003), 'research instruments are simply devices for obtaining information relevant to your research project'.

The researcher in this case study uses two questionnaires and classroom observation to collect data.

2.6.1 Definition of the Questionnaire

A questionnaire is a useful data gathering tool. This is the most prevalent technique used by researchers to gather data. In order to collect data on a specific study subject, the researcher creates a collection of questions that must be answered. The list of questions, arranged in some sequence, is either presented to the target group in person or sent / addressed to them. Merriam Webster Dictionary (1831) defines the questionnaire as: "A set of questions for obtaining statistically useful or personal information from individuals"

A questionnaire is a collection of written inquiries that users must complete. These responses serve as source data for further research. According to Kumar (1992), "a questionnaire is a written document listing a series of questions pertaining to the problem under study, to which the investigator requires the answers".

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Schvaneveldt (1985) defines the questionnaire as "A data-gathering device that elicits from a respondent the answers or reactions to printed (pre-arranged) questions presented in a specific order". Questionnaires are frequently used as the main data gathering tools in surveys as it is the case in the present research.

Brown (2001:06) describes the questionnaire as: "Any written instrument that present respondent with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers".

The questionnaire is very useful for collecting information about peoples' attitudes and knowledge ; it enables the investigator to collect quantitative and qualitative data using open/closed questions (Patton, 2002).

According to (Taherdoost, 2021:14) "Question types can be categorized into closed-ended and open-ended questions". The figure illustrate the two types.

- ❖ The close-ended questions require participants to select from a certain set of predetermined choices, like "yes/no" or a collection of multiple choice questions. To collect quantitative data, the researcher use a close-ended questions, and it is divided into two types, the dichotomous question which are questions with yes or no answers, in the other hand there are the multiple-choice questions which are questions provided with a set of choices to the respondents to facilitate the selection of the good answer. In this line (Taherdoost, 2021) states that the closed-ended questions present responders with a limited number of options from which to pick.

➤ And this is the example from this research work:

✓ Do the students care about learning vocabulary?

-Yes -No -Sometimes

✓ How good is your English vocabulary?

-Very good -Good -Average -Poor

- ❖ An open ended question is exactly that: a question that can have any response and it's start with (Why) or (According to you...). According to (Taherdoost,

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2021) "The Open-Ended Questions are questions with no end in which individuals respond in their own unique ways"

➤ And this is the example from this research work:

✓ What do you suggest for your teacher and classmates in the area of vocabulary learning in the study skills classroom?
.....

✓ According to you, what motivate students to learn much vocabulary?
.....

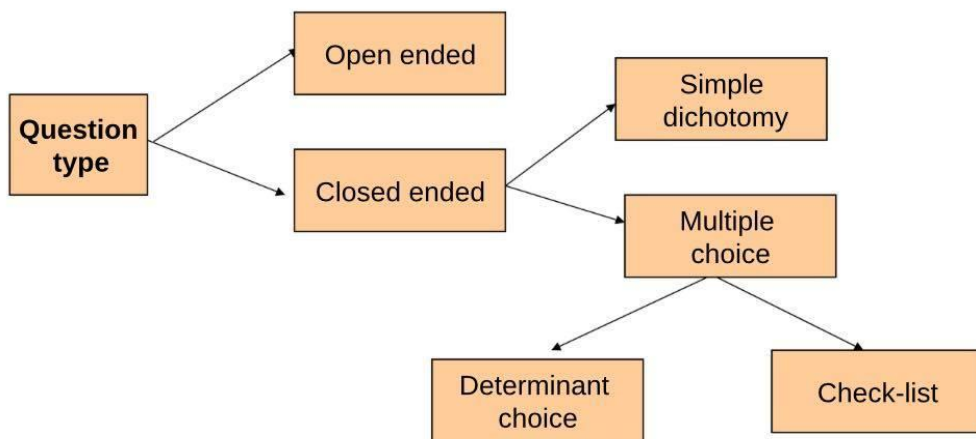


Figure.2.1.Types of Questions in the Questionnaire

Available at: <https://www.researchgate.net/publication/304607255> Questionnaire and Types

- The questionnaire contains three types: the structured, the semi-structured and the unstructured questionnaire.
- The structured questionnaire: The topics and ordering of the questions are preset.
 - Semi-structured questionnaire: Some questions are prepared, but some are not.
 - Unstructured questionnaire: There are no prepared questions.
- The figure below describes the three types precisely:

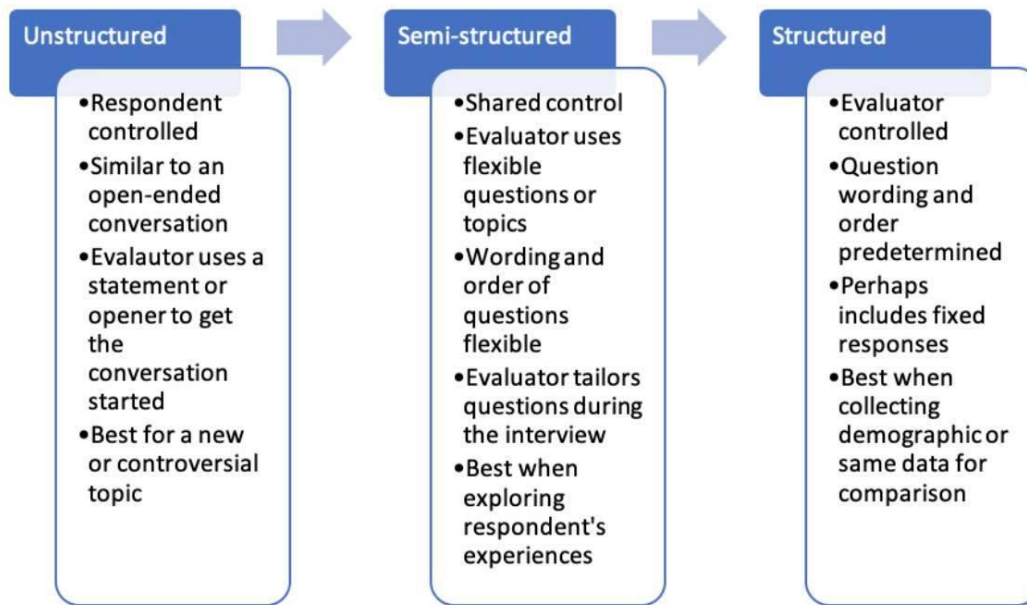


Figure.2.2.Types of the Questionnaire

Available at: <https://aea365.org/blog/interview-continuum-by-beverly-peters-by-beverly-peters/>

2.6.2 Teachers' Questionnaire

The teachers' questionnaire was directed to five EFL study skills teachers. It contains nine questions from different types: close-ended, open-ended and multiple choice questions. Teachers' were first asked about their teaching experience (years) and view about the importance of vocabulary for EFL learning in general and for 1st year EFL students' in particular.

Next, the third question was a close-ended question that asked teachers about how much students care to learn vocabulary. The fourth question it also multiple choice question it aimed to have an idea about the difficulties that face learners during vocabulary learning. Moreover the fifth question is a close-ended question again that aimed at asking study skills teachers if students gain enough vocabulary or learn vocabulary in the study skills classroom.

Finally the four last questions (6-7-8-9) were open-ended questions, questions number six was directed to teachers to know their points of view about how vocabulary contribute to develop language skills. Question number seven was about giving suggestions about the methods of teaching vocabulary in the study skills

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classroom. Question eight asked about the teachers points of view for what motivate students to learn vocabulary and for the last question (number nine) it gave the teachers the chance to state their recommendations for their colleagues and EFL students in the area of vocabulary learning and study skills.

2.6.3 Students' Questionnaire

The students questionnaire is a mixture of close-ended, open-ended and multiple choice questions. It included eleven (11) questions. The two first questions are multiple choice questions, the first one aimed to know if students have an idea about the definition of vocabulary. The second one asked students about their level of English vocabulary. The third question (a close-ended question) aimed to know how students see the importance of vocabulary in EFL learning. Furthermore, the fourth question (a multiple choice question) asked students about their difficulties in vocabulary learning.

Question five is an open-ended question that gave the students the opportunity to express how vocabulary improves their language skills (listening, speaking, writing, reading). Questions 6,7 and 8 are close-ended questions again, the question sixth seeks to know if teachers encourage them to improve their English vocabulary. Question seven seeked to know if they like to attend the study skills module and why. For question number eight it aimed to know if students learn vocabulary during study skills classroom.

Furthermore, questions number nine and ten (9-10) are multiple choice questions, for question nine it like to take an idea about the best techniques to learn vocabulary from study skills classroom, the question number ten was intended to know what motivate them to attend the study skills class.

Finally the last question number eleven is an open-ended question that aimed to give a chance to students to give their suggestions for their teachers and classmates in the area of vocabulary learning in the study skills classroom.

2.7 Classroom Observation

The activity of participating in another teacher's classroom to observe, learn, and reflect is referred to as 'classroom observation'. Observation is a key instrument in the desired process of information acquisition: "it is a method of evaluating and recording specific information about what is going on within a classroom" (Shanjida, et al. 2018 :163). It is the first study tool that affects the inner setting within the classroom, allowing the researcher to watch and take notes, or comments on what occurs during the classroom in terms of student and instructor behaviours. It aims to understand teachers' professional behaviours, not what or how they believe apart from what they do (Borg, 2003) and the primary purpose of observation is to learn from one's observations (Richards & Farrell, 2005).

- There are various types of observation which are:
 - Natural observation: The researcher observes naturally occurring behaviour in a natural context with no outside intervention.
 - Controlled observation: The researcher observes behaviours in a simulated (manipulated) surroundings.
 - Covert observation: Because investigator effects are extremely uncommon, participants' behaviour will be genuine.
 - Overt observation: Participants can be informed in advance and provide informed consent.
 - Participant observation: Because the researcher is in close contact to the subjects, they are unlikely to ignore or miss any behaviors.
 - Non-participant observation: Because the researcher is not visible, investigator effects and assessment apprehension are less frequent.

In the present research work the researcher used natural observation to observe and collect the needed data.

2.8 Data Analysis and Results' Interpretation

In this part of the study, the researcher analyzed the findings of the obtained data both qualitatively and quantitatively, with the goal of discovering complimentary results that illuminate the area of vocabulary development in university study skills context.

2.8.1 Teachers' Questionnaire Results

The questionnaire presented in this work was addressed to five (05) EFL study skills teachers at Tlemcen University (departement of English), who were asked to answer several questions about students' in vocabulary learning, in the study skills module. These teachers have more than eight (08) years of teaching EFL at university.

○ **Question One: How important is vocabulary for EFL learning?**

-Important -Very important -Necessary -Indispensable

Because the meanings of new words are frequently highlighted, whether in books or in classes, vocabulary development is a vital component of foreign language learning. It is also important to language teaching and critical for language learners. Here all the teachers (100%) answered that vocabulary is very important for EFL learning and according to the teachers:

- Because students feel handicapped when they do not find the exact words during oral or writing session in this line the students become less motivated in learning.
- It is the basic of language learning, without the knowledge of vocabulary, students can never write or speak correctly.
- Focussing on vocabulary helps decoding phonemic, phonic awareness, comprehension and skills.
- EFL learners are expected to write and speak so that they need to process more vocabulary to develop their academic language skills.
- If grammar is the skeleton, vocabulary is the flesh.

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○ Question Two: How do you assess 1st year EFL students' vocabulary level?

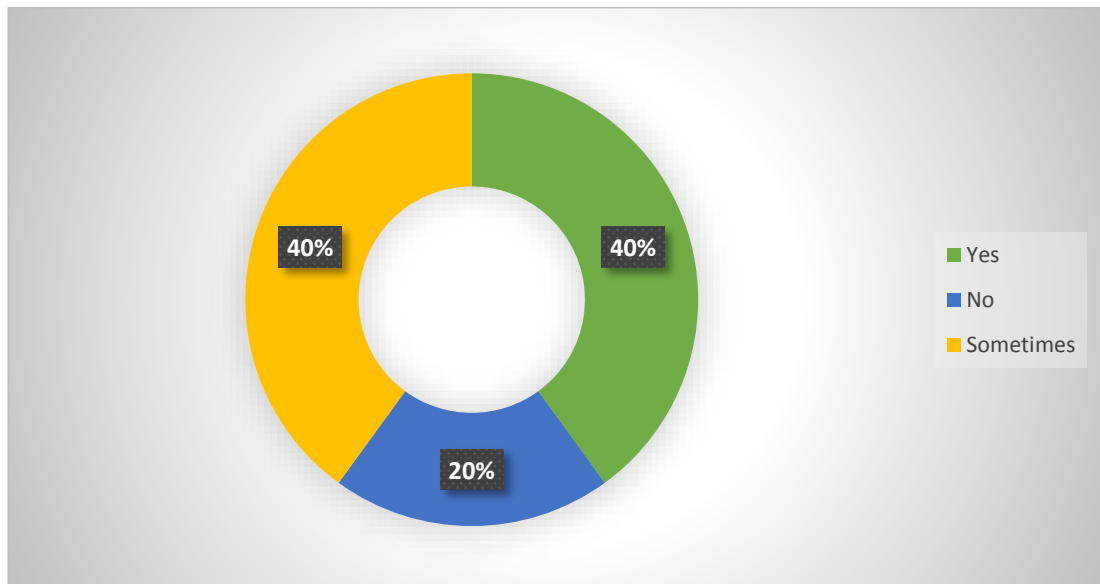
About this question, it is shown that the level of students on vocabulary is low and for that three (3) of teachers said that they have an average level while two (2) of them said they are very poor in vocabulary. The following table shows more details:

Table.2.1.Evaluation of the teachers at the level of students' vocabulary

Options	Number of teachers	Percentage
Very good	00	00
Good	00	00
Average	03	60%
Poor	02	40%

○ Question Three: Do the students care about learning vocabulary?

Concerning this question, two (2) teachers (40%) said that students care about learning vocabulary. One of them (20%) asserted that they do not care at all about it, while the last two (2) teachers, (40%) said that students sometimes they are interested in learning vocabulary. The following pie chart illustrate the results:



Pie chart.2.1.Teachers Opinion about Students Awareness on Learning Vocabulary

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- **Question Four: What are the common difficulties of teaching vocabulary to 1st year EFL students?**

In this question, teachers presented different points of view for the difficulties that they face with first-year EFL learners while teaching vocabulary, the table shows more details about the exact answers:

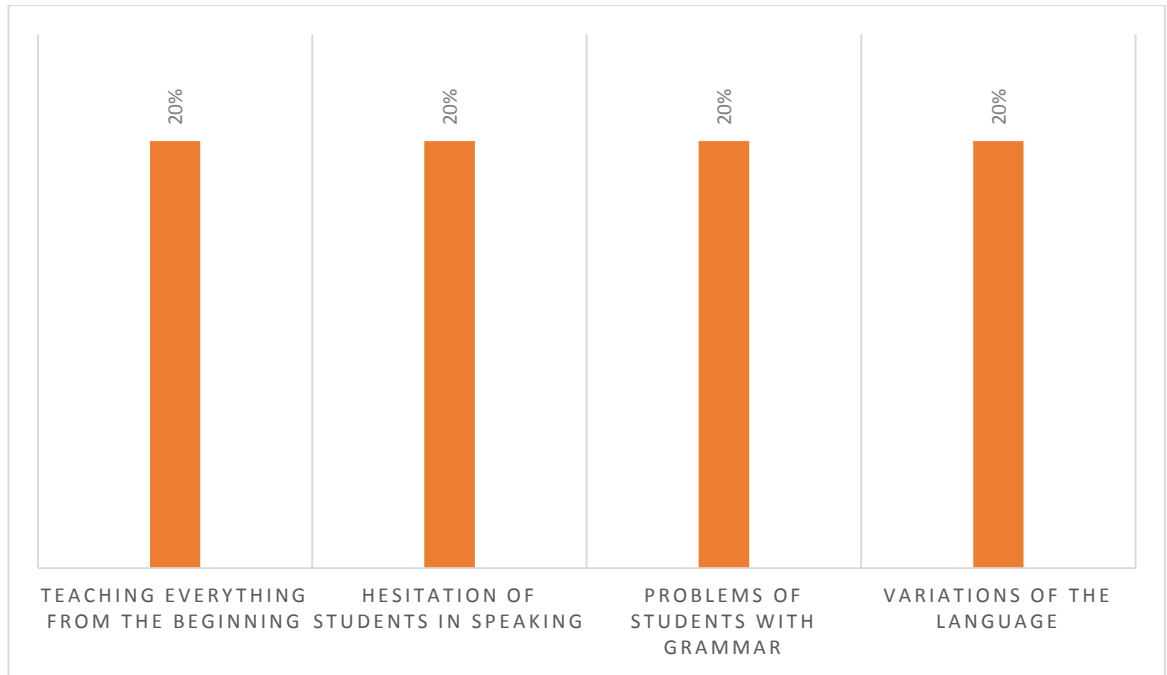


Figure.2.3. Difficulties of Teaching Vocabulary to 1st year EFL Students

All teachers agreed that teaching vocabulary for first-year EFL students is not easy and that is something normal to face such difficulties and that all teachers are aware of these problems.

- **Question Five: Do the 1st year EFL students learn vocabulary in the study skills classroom?**

According to teachers answers to this question the majority of the students learn vocabulary from study skills classroom. Three (03) of them (60%) said ‘yes’ they do and two (02) about (40%) said ‘sometimes’. Here the observed result show that every students word on the progress of developing their vocabulary learning and the reason behind that is when they attend the study skills classroom. According to the responses of the teachers:

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- I teach L1 students and L2 students, the aim of the module in the second year is quite different because it focuses on methodology, however I always teach them new vocabulary from the first year till the second.
 - Because all study skills lectures are based on vocabulary and even the assignments have the main aim of learning new vocabulary.
 - Vocabulary improves all areas of communication (listening, speaking, reading and writing)
 - There are different means by which learners can acquire more foreign language vocabulary to improve their language learning.
 - No vocabulary means no learning.
- **Question Six: How does vocabulary contributes to developing language skills?**

In this open-ended question, the teachers were requested to give their opinions about the role of vocabulary in developing the four important language skills (listening, reading, writing, speaking). Their opinions were as follows:

- Vocabulary is the flesh of the language body.
- Students will understand the different ways of learning vocabulary so that they can improve the language skills.
- Students can acquire vocabulary by engaging in rich oral language experiences, listening to books and reading widely on their own.
- Vocabulary helps to acquire a good language and improve all the forms of language and general skills. « A richer vocabulary owner will become a good listener, speaker, reader and writer of the language ».
- By learning new words, students' written and oral skills will improve.

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- **Question Seven: What are the best methods you suggest that help to learn vocabulary in the study skills classroom?**

In this question also teachers were asked to give their own suggestions about the methods that helps the students to acquire enough vocabulary from study skills classroom. And here are the following options :

- Reading is the best method, they should also use their dictionaries and write down the new words they have learned along with its definition, or in some case, translation.
 - Practice is the first step with participation in the classroom.
 - Reading, join a study group and participate with them in speaking (exchange idea but only with English language).
 - To read.
 - They can learn more vocabulary by multiple exposure with words in different context.
- **Question Eight: According to you, what motivate students to learn much vocabulary?**

This question concerns was to ask teachers about the things that motivate students to learn vocabulary, the submitted suggestions were as follows:

- They can learn much vocabulary by watching video lesson, reading, games and different applications that helps students in learning new words.
- To learn a language.
- Systematic approach to vocabulary practice, teach vocabulary in context, reading for meaning, word association, gaming.
- Grades and evaluation.
- When the teacher gives them short stories with simple or when they read books they are already motivated with learning vocabulary and words seems to be familiar to them.

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- **Question Nine: What do you recommend for your colleagues and EFL students in the area of vocabulary learning and nor their study skills?**

This last question aimed at collecting teachers' recommendations for their colleagues and EFL students in the area of vocabulary learning and suggestions study skills. The following answers were published:

- To push their students to read as much as possible and to use their dictionaries which should become an indispensable tool in their learning.
- Cooperative used and reading.
- Vocabulary enrichment activities provide students with a new and creative way to integrate required vocabulary skills in individual or in group settings.
- To read and read a lot.
- Using dictionaries (English), read a lot of books and guess the meaning of the unknown words and for last to practice the new vocabulary learnt.

2.8.2 Students' Questionnaire Results

The second questionnaire was given to thirty (30) first-year EFL university students, who were asked to answer the following 11 questions:

- **Question One: How do you defined vocabulary?**

In this question, students were asked about the definition of vocabulary. Sixteen (16) of the students answered by 'the words we must understand to communicate effectively', three (3) of them answered by 'a set of familiar words within a person's language. Nine (9) participants answered by 'the body of words used in a particular language' whereas two (2) of them did not answer.

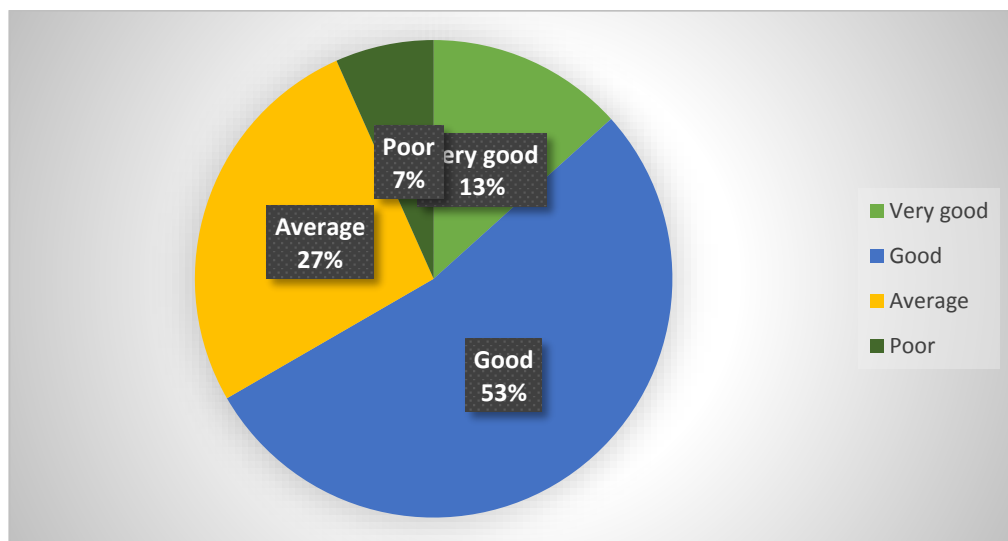
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Table 2.2. Definition of Vocabulary According to Students

Options	Frequency	Percentages
The words we must understand to communicate effectively.	16	53,34%
A set of familiar words within a person's language.	03	10%
The body of words used in a particular language.	09	30%
No answer	02	6,66%

○ **Question Two: How good is your English vocabulary?**

The purpose of this question was to investigate the level of English vocabulary of first-year EFL students. The results revealed that sixteen (16) of the respondents believe they have excellent vocabulary, and four (4) of them state that they have very good vocabulary. Eight (8) students said that their vocabulary is average, whereas two (2) students have poor vocabulary. The obtained results are shown in the following pie-chart.



Pie chart.2.2.Students' Level of English Vocabulary

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○ Question Three: Is vocabulary important in EFL learning?

It is common that without vocabulary students can not communicate and this is known by students who said that vocabulary is very important in EFL learning (28 students) and two (2) students answered with no idea.

Table.2.3.The Importance of Vocabulary in EFL Learning

	Frequency	Percentage
Yes	28	93,34%
No	0	0
No idea	2	6,66%

○ Question Four: What are the difficulties that you encounter in vocabulary learning?

Question four aimed at discovering the problems that face students in learning vocabulary. Seven (7) students stated that they do not understand the meaning of the words. Nine (9) of them said that grammar is the first difficulty in vocabulary learning, while seven (7) students mentioned that they can not pronounce the words correctly. In addition two (2) of them face length and complexity problems with vocabulary and three (3) face difficulties with spelling. Two (2) of them did not answer at all.

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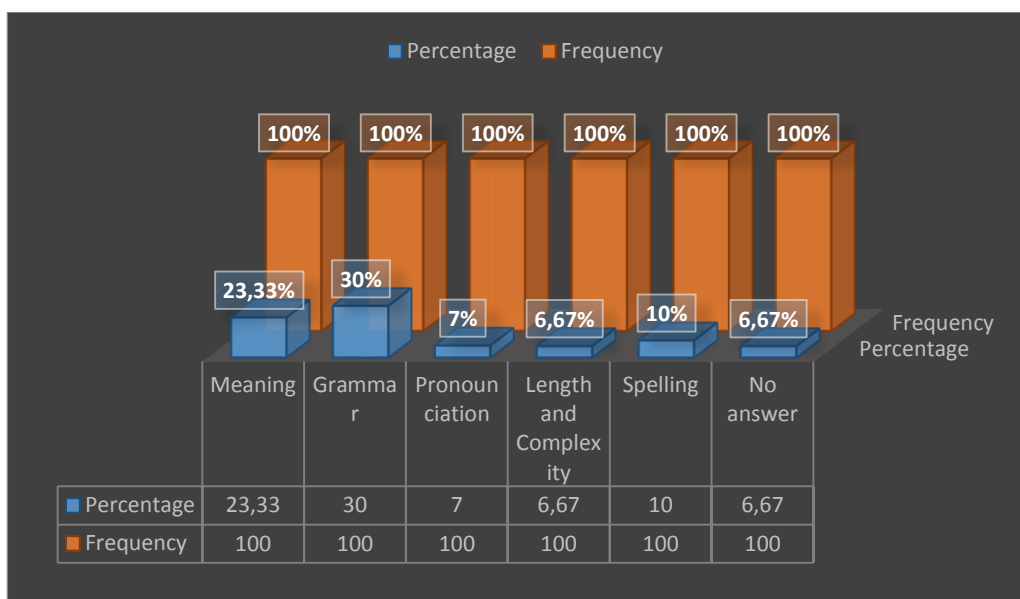


Figure.2.4.Students’ Difficulties in Vocabulary Learning

○ **Question Five: How does vocabulary improve your language skills?**

In this question the researcher asked students about how vocabulary improves the four language skills (reading, writing, listening, speaking). The responses obtained from this question show that the majority of students had a low level in writing because twenty-five (25) did not answer and only few of them five (5) gave the following responses:

Table.2.4.Students’ Responses about How Vocabulary Improves the Language Skills.

How vocabulary improves language skills	Student Responses
Reading	<ul style="list-style-type: none"> - I have enough vocabulary that helps me to find it easy to read and understand the meaning of my words. - With vocabulary, I have no fear to read. - I understand the main idea of whatever I read. - I have the opportunity to read many books thanks to my vocabulary.

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Writing	<ul style="list-style-type: none"> - I write any word that others dictate to me. - I write anything at anytime with no difficulties. - I have good expressions with no mistakes. - I have a good ability to write the words correctly.
Listening	<ul style="list-style-type: none"> - I easily understand when they speak to me. - I am able to understand anything I listen to. - I get the word easily and I can use it in different ways. - The words look familiar when I know them.
Speaking	<ul style="list-style-type: none"> - I am able to communicate and exchange ideas. - I pronounce the words in a better way. - With vocabulary I am creating a lot of discussions with people around the world. - I participate easily in the classroom.

- **Question Six: Does your teacher encourage you to improve your English vocabulary?**

Concerning this question, it aimed at knowing if teachers help or encourage their students to improve their English vocabulary. Twenty-four (24) students answer by 'yes' and only one answer by 'no', while five (5) responded by 'sometimes'. According to the student who respond by 'no', the only problem he is facing is the timing of every session that does not help him to gain and understand enough vocabulary. The following table shows the results:

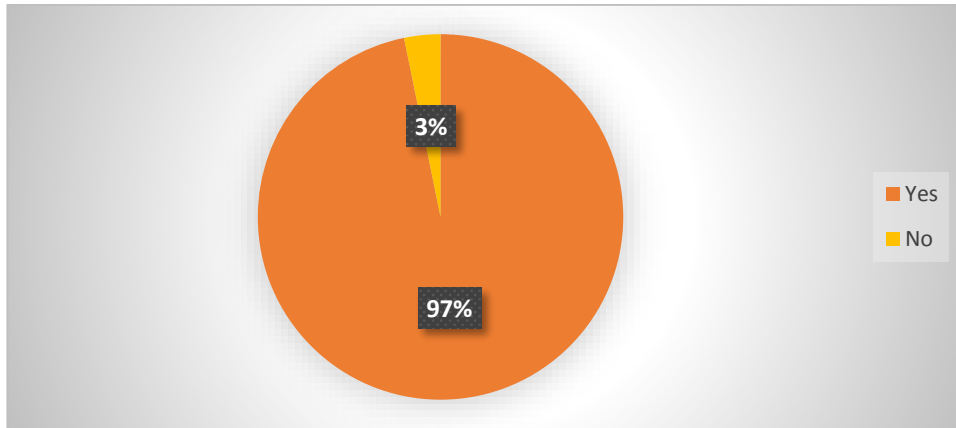
Table.2.5. The Encouragement of the Teacher to their Students for Improving English Vocabulary

	Frequency	Percentage
Yes	24	80%
No	1	3,33%
Sometimes	5	16,67%

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○ Question Seven: Do you like study skills module?

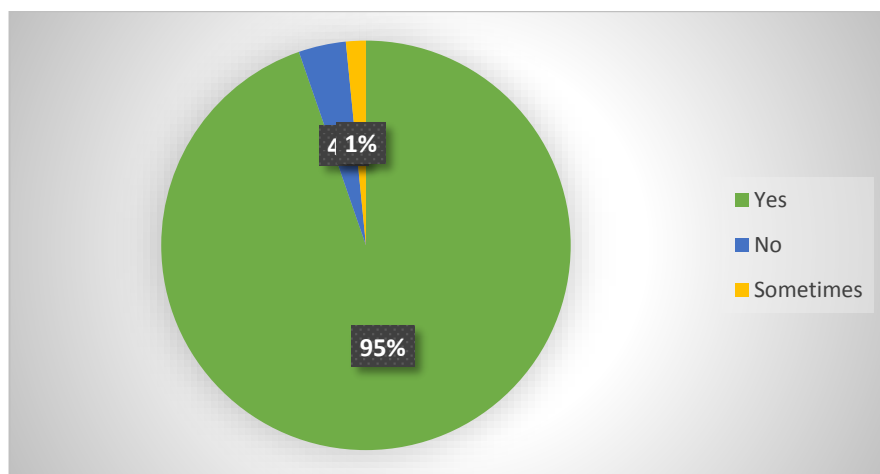
This question objective is to know if students like the study skills module and attend it. Twenty-nine (29) students answered by 'yes', the majority of the responses said that this module motivate them to learn more skills in order to gain the success needed and only one (1) student answered by 'no' and argued that the module is not important. The following table describes the results:



Pie Chart.2.3. Students Purpose for Liking Study Skills Module

○ Question Eight: Do you learn vocabulary in the study skills classroom?

The main goal of this question is to know if the students learn enough vocabulary from study skills classroom or not. Twenty-five (25) students said 'yes' they do and only one (1) said 'no', whereas four (4) students said 'sometimes'. Students answers are exemplified in the following pie chart:



Pie chart.2.4. Learning Vocabulary during Study Skills Classroom

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- **Question Nine: What are the best techniques to learn vocabulary from study skills classroom?**

Question nine aimed at discovering the best methods for the students to learn vocabulary from study skills classroom. Fifteen (15) students claimed that the best technique to learn vocabulary is by ‘taking notes everytime they hear a new word’, while no one of the students selected choice two which is ‘using spaced repetition’. Two students (2) said that the best technique is to ‘challenge yourself with word games’. Thirteen (13) of the students said that ‘speaking, reading and writing’ or by developing the language skills in the study skills classroom they learn vocabulary. The following table shows the results:

Table.2.6.The Best Techniques to Learn Vocabulary from Study Skills Classroom

Options	Frequency	Percentage
Taking notes every time you hear a new word.	15	50%
Using spaced repetition.	0	0
Challenging yourself with word games	2	6,66%
Speaking, reading, writing	13	43,34%

- **Question Ten: What motivates you more to attend the study skills class?**

The researcher found that twelve (12) of the informants (40%) attend their study skills class to develop the needed vocabulary, Whereas five (5) of them (16,67%) believe that when they attend study skills session for the main aim of building background knowledge. While thirteen (13) of them (43.33%) noted that they attend only to improve university EFL language skills. The following table show the details clearly:

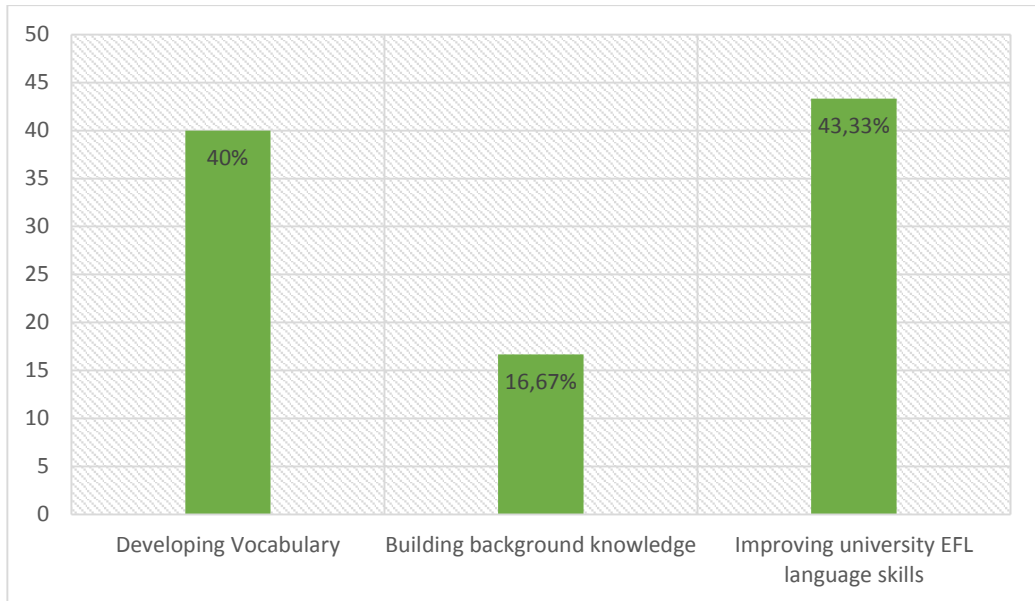


Figure.2.5. The Reason behind Attending Study Skills Classroom

- **Question Eleven: What do you suggest for your teacher and classmates in the area of vocabulary learning in the study skills classroom?**

This question aimed at allowing students to give suggestions for their teachers and classmates for learning vocabulary in the study skills classroom. From 30 students, only one answered and gave these suggestions:

- Consider the viewpoint of a learner.
- Give the students books to read and to make a book report as our teacher do.
- Make vocabulary notebooks.
- Try to look for synonyms of the words to gain much vocabulary.
- Write a lot.
- Search for new words and bring dictionneries instead of the phone while here when you are searching for the word you need you pass through many words and you read them well here you are learning new words instead of one.

2.8.3. Classroom Observation Results

To keep record of what happened throughout classroom sessions, an observation was created to remark vocabulary development during study skills module.

❖ **Session one took place April 10th, 2023 (from 9.00 to 11.30)**

➤ **Teachers' Sequence**

Every session the teacher started the lesson with a warm up phase to make the students feel comfortable. At the very beginning of the lesson, the teacher attempted to make an introduction about what students were going to deal with in the session; it lasted for about ten minutes. Further, the teacher went through her lesson using the handbook « Study skills in practice 'A course for EFL university students' ». Using the whiteboard and depending on the textbook, she clarified the meaning of each concept in the book separately with illustrations to simplify the lesson. The teacher checked the spelling of new vocabulary and whenever she finds a difficult or find a students not able to pronounce the word correctly she wrote it in the board to avoid mistakes and she gives them synonyms of words. The teacher uses different words and new terms and explains them in order to gain much vocabulary at the end of the session. After the explanation phase, the teacher provides her students with activities in the book (pages 84-88) 'Examination', here the teacher uses the method of dictation and using different vocabulary to make the students able to write an essay in the exam, in other words, to develop their writing skills and gave them tips to follow in the exam. The teacher in every session passed students for book report presentation as a part of the session in order to read and develop their vocabulary here the researcher observed that study skills module helps practice and improve vocabulary provides useful tips for the improvement of language skills (reading, listening, writing, speaking).

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➤ Students' Sequence

At the opening of the session, students were active during the ten minutes of the warm up period and participated by speaking and try to collaborate with the teacher. During the session they take notes then work on the activity provided by the teacher. Most of them were calm, working on the exercise in pairs. After a while, students corrected the exercise, most of them were active, and they did not feel anxious when they were appointed to answer or write on the board. Students asked about the meaning of difficult words and wanted the teacher to write them on the board. It was observed that few students have a small copybook of note taking they wrote the words and synonyms provided by the teacher. Few of them with low vocabulary knowledge they refused to participate in class. When the teacher gave tips about exams the students reflected positively by listening to the advice of the teacher.

❖ Session two took place May 7th, 2023 (from 9.00 to 11.30)

➤ Teachers' Sequence

The beginning of the lesson, start with a reminder of what students did in the last session. The teacher gave them ten minutes of speaking (she speaks about lesson content) she gave them advice about daily life study routines and corrected the assignments given in the previous session. The teacher read every assignment and tried to correct vocabulary mistakes. Since the period of exams is in 15 days the teacher still gave them tips in order to achieve good results. Whenever the students have difficulties in speaking the teacher reminds them with their list of synonyms they made in order to check the word needed. The teacher tried to give them examples about the types of exams in study skills module and she gave them 'filling the gaps' type example, here the students are obliged to guess the words as a result they learn more stranger words. Every time the teacher asked them to work on their using all the studied techniques to develop their vocabulary.

➤ Students' Sequence

Students seem to be interested and motivated to learn English vocabulary in fact the majority of students grant their attention to their teacher and they were always

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ready to participate and to develop their speaking skill especially when it comes to reading the text. However, because of the allocated time the teacher did not provide opportunities for all students to read but when it comes to the book report everyone participate and make a conversation with the teacher about the book. Students felt stressed out when they were appointed by the teacher to open a discussion about the exams. However, as soon as she insured them about how well they did in the book report the fear faded away and they started to be both more confident and motivated. It has been observed that while some students received a good evaluation from the teacher they are motivated to learn and attend the study skills classroom to learn more.

2.9 Discussion of the Findings

This section of the research focuses on the analysis and discussion of the primary findings derived from classroom observation, students and teachers questionnaires. It aims mainly to test the hypotheses' validity: whether they are accepted or rejected. The obtained findings are as follows:

The results obtained from students' questionnaire proved that most of the students are ready to learn vocabulary and they care about this important component of EFL learning, though they face some vocabulary spelling and writing deficiencies. Thus the first hypothesis is validated.

The findings also reveal that students have other significant weaknesses in vocabulary such as; grammar, meaning, pronunciation, length, complexity and spelling and this was clearly noticed during the classroom observation. At the same time a large majority of the participants claimed that vocabulary helped them to improve their language skills, mainly speaking and listening. All the students agreed that their teachers encouraged them to learn and improve English vocabulary.

The results reached from classroom observation again showed that the majority like study skills module and want to attend it and they confirmed that they learn much vocabulary from study skills module especially. Background knowledge and developed vocabulary are the main motives for students to attend the study skills classroom. Therefore, the second hypothesis is validated.

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The findings obtained from teachers' questionnaire show that study skills teachers find that vocabulary learning is most the important step in EFL learning, and that most 1st year EFL students have poor vocabulary level but they still care about learning. Classroom observation confirmed that students want to learn vocabulary in the study skills session.

The questionnaire demonstrated that students face many difficulties in this area and that the study skills classroom is the ideal module where they can practice the language, learn and improve the vocabulary they have. They suggest different ways to help students learn vocabulary in the study skills classroom. They recommended some tips to learn vocabulary. In short, here again the second hypothesis is validated.

The results of obtained from classroom observation, student and teacher questionnaires, asserted that 1st year EFL students are interested to learn and they indeed learn vocabulary and that study skills is the best module that help students learn and gain enough vocabulary. Therefore, both hypotheses are validated.

2.10 Recommendations and Suggestions

A set of useful recommendations and suggestions are proposed in order to help students' learn better vocabulary in general and in study skills module in particular:

➤ To the Teacher

It is noticed from the obtained results of the study that most students have low level in vocabulary, the role of the teacher begins here by doing the following:

- Make vocabulary acquisition relevant to the interests of the learners. Students are more likely to recall new terms if they can link them to their personal experiences.
- Use a range of instructional strategies. There is no standard approach to vocabulary instruction. Some students learn better when they see words (non-verbal), while others learn best when they hear (auditory) them. To reach all students styles, use a range of instructional styles. For example: the E-learning platform or Teams, this is a good way of teaching students

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and not only in the period of Covid-19, when they attend the class and still no time for learning much vocabulary the teacher gave them books to read and discuss them online. Important part of online learning is discussion and forums tossing view reactions, these are the integral part of distance education which now is spreading around as a forest fire. It amazingly worthy to keep teaching online.

- You can be more than an educator, you can make vocabulary learning more enjoyable. acquiring should be pleasurable, and acquiring vocabulary is no exception. Make vocabulary study more interesting for students by using games even for adults students, exercises, and other enjoyable learning styles.
- Begin with a limited amount of words. It is preferable to concentrate on a few terms that students are likely to use and comprehend rather than attempting to teach them a big number of vocabulary all at once.
- Students should be taught how to utilize the words in context. In order to comprehend the meaning of new words, students must be able to observe how they are employed in sentences.
- Give learners opportunity to practice utilizing the words. To properly learn new words, students must have opportunities to utilize them in their own writing and speech.
- The teacher should be the first motivation of the student, ‘The freedom to teach and inspire’, the students will not care how much the teacher know, until they know how much they care. A great teacher is one who encourages their students to explore the world with an open mind and to be curious about different cultures.
- The love of teaching is the best way to make everything better especially every information will get directly to the heart and not to the brain and stay forever.
- Before developing a study skills module, it is critical to first understand the distinctive needs and tastes of the teachers and students who will use

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it. Perform interviews or surveys to learn more about their current study habits, obstacles, and areas for development.

- Create an interactive and interesting module like adding multimedia components such as interactive activities, and real-life examples to enhance the learning experience.
- Break difficult topics down into practical stages and offer examples or case studies to show how these methods might be used in various contexts.
- Encourage students to assess the skills they learn.
- You may add hours to students for study skills module on their free time.

➤ **To the Students**

- Read a lot. The more you read, the more new words you will encounter (this is the first suggestion of all teachers in the questionnaire).
- Use your dictionary in the classroom when you encounter new words.
- Join discussion groups of English language, this will help you develop communication and vocabulary.
- Talk to other people. Try to employ new terms you have acquired when conversing with others. This will allow you to practise using the terms while also receiving feedback from others.
- Find strategies to make vocabulary study enjoyable for yourself. This may include the use of games, activities, or other creative ways.
- Try not skip study skills lectures and all other modules.

By following these suggestions and recommendations, you will learn new vocabulary in an efficient and pleasant manner. Learning is the passport to the future, for tomorrow belongs to people who prepare for it today.

2.12 Conclusion

The current second chapter was divided into two sections, the first one comprised the research design, sample, and data collection instruments. The second section dealt with the analysis and interpretation of data gathered through various methods mainly: classroom observation and two questionnaires addressed to teachers and students. The researcher analyzed the obtained data qualitatively and quantitatively before discussing the main findings. Results in general revealed that first-year EFL students have somehow poor level of vocabulary due to the numerous difficulties they face in this area of learning and that study skills classroom can be an ideal and adequate setting where students can learn vocabulary and improve it through the practice of language and study skills. Lastly, some recommendations and suggestions emerged in conjunction with the major findings that are directed to teachers and students alike.

General Conclusion

The present research was created to demonstrate if 1st year EFL university students care about learning vocabulary and to show how they learn vocabulary from study skills classroom.

This study was conducted at ‘Abou Bakr Belkaid University of Tlemcen (Algeria)’. It provided theoretical and practical frameworks in order to ideally investigate learning vocabulary in the study skills classroom. For this aim, two chapters have been outlined: the first chapter sought to examine the theoretical foundations and previous research works connected to vocabulary and study skills; the second chapter aimed at investigating all the practical side of this research work.

The research design, technique, data collection, and research tools were all discussed in the second chapter. The researcher aimed to determine learners' vocabulary level (if they experience difficulties) and how the study skills module effects their vocabulary learning and improvement through two questionnaires one for instructors and a second one for students, as well as classroom observation. Furthermore, data collection was followed by a thorough quantitative and qualitative analysis of results, as well as an area for interpretation and discussion of the results collected.

Accordingly, the key findings demonstrated that study skills classroom assist students to learn and get a lot of vocabulary, in the sense that teachers' primary goal is to teach vocabulary and make students practise the four skills integratively.

As a result, the data acquired by the researcher validated the two research assumptions. Furthermore, based on the interpretation of the data, a set of practical suggestions and recommendations for reading for students and replacing the traditional manner of teaching for instructors should be considered.

To sum up, vocabulary is an important part of language learning and communication. students with a good vocabulary can express themselves clearly,

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comprehend others efficiently, and develop their reading and writing abilities. To enhance EFL students vocabulary, it is necessary for them to read widely. Indeed, study skills as a separate module is critical for academic achievement. Time management, note-taking, active reading, critical thinking, and test-taking tactics are all important study abilities. Students with great study abilities learn and retain information, improve vocabulary and perform on examinations better and thrive in their academic activities. As a result, a well-designed and implemented vocabulary in study skill module can assist 1st year EFL students in improving their vocabulary, understanding, and achieve academic success.

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Appendices

Appendix 'A'

Time Table of 1st Year EFL Students

University of Tlemcen
English

Departement of

Faculty of Letters and Languages
English

L1 Time Table (2022-2023)

Section of

	08:00-10:00	10:00-11:30	11:30-13:00	14:00-15:30
Sunday	G1: Lit	G1: CWE	G1: ST. SK.	G1: RC
	G2: /	G2: Gram	G2: /	G2: RC
	G3: CWE	G3: Lit	G3: Civ	G3: /
	G4: /	G4: Phon	G4: Civ	G4: /
	G5: /	G5: Gram	G5: /	G5: Ling
	G6: /	G6: /	G6: /	G6: Ling
	G7: /	G7: Lit	G7: Gram	G7: Civ
	G8: Lit	G8: Gram	G8: COE	G8: Civ
Monday	G1: Gram	G1: COE	G1: COE	G1: Civ
	G2: /	G2: Gram	G2: /	G2: Civ
	G3: /	G3: ST. SK.	G3: RC	G3: /
	G4: /	G4: COE	G4: RC	G4: CWE
	G5: Phon	G5: Gram	G5: /	G5: /
	G6: CWE	G6: Phon	G6: Gram	G6: Gram
	G7: RC	G7: Ling	G7: /	G7: ST. SK.
	G8: RC	G8: Ling	G8: COE	G8: ST. SK.
Tuesday	G1: Gram	G1: CWE	G1: HSS	G1: /
	G2: CWE	G2: Phon	G2: HSS	G2: /
	G3: Ling	G3: Gram	G3: HSS	G3: /
	G4: Gram	G4: Ling	G4: Gram	G4: HSS
	G5: CWE	G5: CWE	G5: CWE	G5: /
	G6: /	G6: /	G6: /	G6: COE

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	G7: /	G7: /	G7: /	G7: HSS
	G8: /	G8: /	G8: /	G8: HSS
Wednesday	G1: /	G1: Phon	G1: Ling	G1: /
	G2: Lit	G2: CWE	G2: COE	G2: Ling
	G3: Gram	G3: ST. SK.	G3: CWE	G3: COE
	G4: /	G4: COE	G4: CWE	G4: /
	G5: /	G5: HSS	G5: Lit	G5: COE
	G6: CWE	G6: HSS	G6: COE	G6: Lit
	G7: CWE	G7: CWE	G7: COE	G7: Gram
	G8: /	G8: CWE	G8: Gram	G8: /
Thursday	G1: ST. SK.	G1: /	G1: /	G1: /
	G2: ST. SK.	G2: COE	G2: ST. SK.	G2: /
	G3: Phon	G3: /	G3: CWE	G3: /
	G4: St. SK.	G4: Lit	G4: ST. SK.	G4: /
	G5: ST. SK.	G5: Civ	G5: ST. SK.	G5: /
	G6: ST. SK.	G6: Civ	G6: ST. SK.	G6: /
	G7: ST. SK.	G7: Phon	G7: CWE	G7: /
	G8: ST. SK.	G8: CWE	G8: Phon	G8: /

Key to table:

G: Group

Modules:

ST.SK.: Study Skills.

CWE: Comprehension of Written Expression.

COE: Comprehension of Oral Expression.

Gram: Grammar.

Phon: Phonetics.

Lit: Literature.

Civ: Civilization.

Ling: Linguistics

HSS: Human and Social Sciences.

Appendix 'B'

Teachers' Questionnaire

The present questionnaire is an attempt to collect information about EFL Vocabulary learning in the study skills classroom.

Your participation is crucial for data collection procedure of this research work.

- Teaching experience (Years) :

1. How important is vocabulary for EFL learning?

-Important

-Very important

-Necessary

-Indispensable

-Why, please argue :

.....
.....

2. How do you assess 1st year EFL students' vocabulary level ?

-Very good

-Good

-Average

-Poor

3. Do the students care about learning vocabulary ?

-Yes

-No

-Sometimes

4. What are the common difficulties of teaching vocabulary to 1st year EFL students ?

-Teaching everything from the beginning.

-Hesitation of students in speaking.

-Problems of students with Grammar.

-Variations of the language.

-Others :

5. Do the 1st year EFL students learn vocabulary in the study skills classroom ?

Appendices

-Yes

-No

-Sometimes

-Why, please argue :

.....
.....

6. How does vocabulary contributes to developing language skills ?

.....
.....
.....
.....

7. what are the best methods you suggest that help to learn vocabulary in the study skills classroom ?

.....
.....
.....

8. According to you, what motivate students to learn much vocabulary ?

.....
.....

9. What do you recommend for your colleagues and EFL students in the area of vocabulary learning and nor their study skills ?

.....
.....

Thank you very much for your cooperation.

Appendix 'C'

Students' Questionnaire

Dear students,

Will you, please, answer the following questionnaire. The information you will provide will help the researcher collect data about his research on EFL vocabulary learning in the study skills classroom. Please put (X) in the appropriate box or enter the full answer whenever needed.

1: How do you defined vocabulary?

-The words we must understand to communicate effectively.

-A set of familiar words within a person's language.

-The body of words used in a particular language.

- Others, specify.

2: How good is your English vocabulary ?

-Very good

-Good

-Average

-Poor

-No idea

3: Is vocabulary important in EFL learning ?

-Yes

-No

-No idea

4: What are the difficulties that you encounter in vocabulary learning?

-Meaning

-Grammar

-Pronunciation

-Length and complexity

-Spelling

-Others, Specify :

5: How does vocabulary improve your language skills ?

-In reading :

-In writing :

Appendices

-In listening :

-In speaking :

6: Does your teacher encourage you to improve your English vocabulary ?

-Yes

-No

-Sometimes

-If yes, How ?

7: Do you like study skills module?

-Yes

-No

-Why? Justify please :

.....

8: Do you learn vocabulary in the study skills classroom?

-Yes

-No

-Sometimes

-Why? justify please :

.....

9: What are the best techniques to learn vocabulary from study skills classroom ?

- Taking notes everytime you hear a new word

- Using spaced repetition

- Challenging yourself with word games

-Speaking, reading, writing

-Others, Specify :

10: What motivates you more to attend the study skills class ?

-Developing vocabulary.

-Building background knowledge.

-Improving university EFL language skills.

11: What do you suggest for your teacher and classmates in the area of vocabulary learning in the study skills classroom ?

.....

Thank you very much for your cooperation.

APPENDIX 'D'

SAMPLE OF TEACHERS' ANSWERS

Teachers' Questionnaire

The present questionnaire is an attempt to collect information about EFL Vocabulary learning in the study skills classroom.

Your participation is crucial for data collection procedure of this research work.

- Teaching experience (Years) : 33 years.....

1. How important is vocabulary for EFL learning?

-Important

-Very important

-Necessary

-Indispensable

-Why, please argue :

Focusing on vocabulary helps decoding phonemic, phonic awareness, comprehension and skills.

2. How do you assess 1st year EFL students' vocabulary level ?

-Very good

-Good

-Average

-Poor

3. Do the students care about learning vocabulary ?

-Yes

-No

-Sometimes

4. What are the common difficulties of teaching vocabulary to 1st year EFL students ?

-Teaching everything from the beginning.

-Hesitation of students in speaking.

-Problems of students with Grammar.

-Variations of the language.

-Others : the level of formality is unclear - English uses idioms
- English uses dialects
- Dyslexia / dysgraphia / dyspraxia

5. Do 1st year EFL students learn vocabulary in the study skills classroom ?

Appendices

-Yes

-No

-Sometimes

-Why, please argue :

A robust vocabulary improves all areas of communication (listening, speaking, reading and writing)

6. How does vocabulary contribute to developing language skills ?

Students can acquire vocabulary by engaging in rich oral - use experiences, listening to books, songs to them, and reading articles on their own.

7. What are the best methods you suggest that help to learn vocabulary in the study skills classroom ?

- Reading popular literature - relevant blog posts - listening to music / casual watching movies - find a study group

8. According to you, what motivates students to learn much vocabulary ?

- Systematic approach to vocabulary practice - Teach vocabulary in context - Reading for meaning - word association - gaming

9. What do you recommend for your colleagues and EFL students in the area of vocabulary learning and not their study skills ?

Vocabulary enrichment activities provide students with a fun and creative way to integrate required vocabulary skills in individual or in group settings.

Thank you very much for your cooperation.

APPENDIX 'E'

SAMPLE OF STUDENTS' ANSWERS

Students' Questionnaire

Dear students,

Will you, please, answer the following questionnaire. The information you will provide will help the researcher collect data about his research on EFL vocabulary learning in the study skills classroom. Please put (X) in the appropriate box or enter the full answer whenever needed.

1: How do you defined vocabulary?

-The words we must understand to communicate effectively.

-A set of familiar words within a person's language.

-The body of words used in a particular language.

- Others, specify.

2: How good is your English vocabulary ?

-Very good

-Good

-Average

-Poor

-No idea

3: Is vocabulary important in EFL learning ?

-Yes

-No

-No idea

4: What are the difficulties that you encounter in vocabulary learning?

-Meaning

-Grammar

-Pronunciation

-Length and complexity

-Spelling

-Others, Specify :

5: How does vocabulary improve your language skills ?

-In reading : *being speak without difficulties*

-In writing : *write paragraphs to describe more our point of view*

-In listening : *understanding more the meaning of what we hear*

Appendices

-In speaking : ...when we speak...we can...describe ourselves.....

6: Does your teacher encourage you to improve your English vocabulary ?

-Yes

-No

-Sometimes

-If yes, How ?

...by telling me to do researches...and to read more to improve it

7: Do you like study skills module?

-Yes

-No

-Why? Justify please :

...because...it is a module...that help student to practice his skills

8: Do you learn vocabulary in the study skills classroom?

-Yes

-No

-Sometimes

-Why? justify please :

...finding new words...and trying to...memories them.....

9: What are the best techniques to learn vocabulary from study skills classroom ?

- Taking notes everytime you hear a new word

- Using spaced repetition

- Challenging yourself with word games

-Speaking, reading, writing

-Others, Specify :

10: What motivates you more to attend the study skills class ?

-Developing vocabulary.

-Building background knowledge.

-Improving university EFL language skills.

11: What do you suggest for your teacher and classmates in the area of vocabulary learning in the study skills classroom ?

...to communicate...trying to find new words.....

Thank you very much for your cooperation.