DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

MINISTERY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF ABOUBAKR BELKAID, TLEMCEN

FACULTY OF ARTS, SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH

Inculcating Vocabulary Learning Strategies in Third-Year Secondary School Learners:
Case of 3 °AS M/ SE (Lycée Yaghmoracen Benziane, Tlemcen)

Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Magister in Applied Linguistics and TEFL

Presented by: **Supervised by:**

Mrs Hadia HAKEM (BENKHENAFOU)   Dr Smail BENMOUSSAT

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Academic Year: 2008 - 2009

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To the memory of my father

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Dedications

I dedicate this modest work that God helped me to realise to the dearest persons to me:

- My son, Abdessamad, whom thanks to him I worked harder

- My husband for his permanent moral and financial support.

- My mother for her continuous praying and moral support and my sister Amel.

- My mother-in-law as well as my father-in-law for their moral support, too.

- My niece Faiza who has always been my idol in studies.

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Key to Abbreviations

Bac Exam: Baccalaureate Examination

CAPES: Certificat d'Aptitude Professionnelle de l' Enseignement Secondaire

CBA :   Competency-Based Approach

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: The First Language (The Mother Tongue)

L2. The Second Language

LE : Langues Etrangères

LLS :Language Learning Strategies

LP: Lettres et Philosophie

M: Mathématique

SE : Sciences Expérimentales

VLS: Vocabulary Learning Strategies

ABSTRACT

GENERAL INTRODUCTION

General Introduction

Algeria has entered the world of globalisation in order to follow the flow of human development and not to be marginalised. Therefore, serious reforms were introduced at the different levels including the educational. More importance is granted then to English being the first international language aiming at gearing our learners to interact with foreign language speakers to both transmit local knowledge abroad and to know about the latest development and innovations. The reforms that touched education are manifested in the introduction of the new programmes framed on the principles of the competency-based approach which started at the primary and the middle schools in 2003.

As for reforms in English subjects, the approach has been a matter of struggle among EFL teachers at the outset of the implementation on how to put it into practice. As for third-year learners, they seem to have problems tackling their new programme which appear to be over-loaded compared with the accumulated years of studying English, being four years at the entrance to the terminale class. These learners complain about the over-loaded content of the unit; in addition they plain about the numerous, new and difficult vocabularies bearing in mind that, initially, they have a low vocabulary store that impedes them from dealing with the four language skills. Learners, at this level, are daunted by the idea of sitting for the Bac examination at the end of the academic year, and what is more, is that they think about all the subjects they have to tackle especially high-coefficient subjects.

Hence, it is scaring for them to have such an amount of lexis ignoring the way how to learn it easily and how to find out the meaning of the new ones once encountered, particularly in exams. Those of low-proficiency level think of ways to catch hold in order to be able to score well in the Bac exam; moreover, they think to acquire good knowledge that enables them to pursue studies at university. It has been thought then that the inculcation of vocabulary learning strategies in them may remedy their vocabulary

problems. In so doing, learners become equipped with tools that ease tackling new or already learnt lexis and they are geared smoothly to become autonomous learners. Besides, such an action pertains well to the principles of the implemented competency-based approach. The researcher opted for conducting a classroom action research with the population under study belonging to two scientific streams (Mathématique / Sciences Expérimentales) being her learners. She tries to uncover the extent to which the inculcation of vocabulary learning strategies can foster and enhance learners' vocabulary learning.

Hence, a number of research questions are put to motivate the research cited as follows:

> ➤ Are EFL learners aware of the vocabulary learning strategies they already use in L1 and L2 learning ?
> ➤ Can vocabulary learning strategies be used by any language learner ?
> ➤ Can vocabulary learning strategies better help third-year secondary school learners catch hold ?
> ➤ Can vocabulary learning strategies help language learners become autonomous ?

These questions can be combined into a single broad question:

> ➤ To what extent does the use of vocabulary learning strategies help EFL learners enrich their lexicon (and become autonomous) ?

Corresponding hypotheses are suggested as well to respond to the stated hypotheses, they are:

> ➤ Learners are not aware enough of the strategies they already have in hand from learning L1 and L2. They don't know that this is the way of learning vocabulary. Being conscious of theses strategies and others may give them a feeling of confidence and even self-esteem when they know that what they have in hands is framed scientifically.
> ➤ Vocabulary learning strategies can be used by any language learner with different learning styles and different proficiency levels. However, literature states that the same strategy may work well with some learners and may fail with others.

The last chapter is considered as a perspective to successful vocabulary learning and learners. Hence, a number of ideas and pedagogical implications are suggested hoping to provide useful and efficient ways to remedy the learners' vocabulary problems and improve vocabulary knowledge. A number of ideas and activities are presented for this purpose; light is shed as well on the teachers' and the learners' roles being partners of the teaching / learning situation.

A change in the learners' way of learning becomes a must since teaching has shifted from teacher-centeredness to learner-centeredness. Teachers, previously providers of knowledge should act as guides and facilitators. Learners from their part should rely on themselves and believe more in their faculties and potential. Teachers believing in change equip their learners with language learning strategies and vocabulary learning strategies to help them overcome the challenges of learning the large amount of vocabulary encountered in the new textbook and prepare the ground for making them independent and autonomous learners even able to tackle any field of study independently. Moreover, teachers, and more importantly textbook designers, should take the learners' interests, levels, learning styles, needs into account so that to provide material that suit and motivate them; thus, they increase their efforts to improve their vocabulary learning and language learning in general.

CHAPTER ONE:

REVIEW OF LITERATURE

CHAPTER ONE.   Review of Literature

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CHAPTER ONE

REVIEW

OF LITERATURE

1.1. Introduction.

Within the field of education, a gradual shift in the way of teaching and learning has taken place in the last decades. It has moved from teacher-centeredness to learner-centeredness. As a result of this shift, language learning strategies sprang out as a way to enable the learners become independent learners relying on the teachers as guides rather than providers of knowledge. As studies on language learning strategies narrowed down, they yielded vocabulary learning strategies (VLS). These are specialised in the learning of vocabulary items and they are varied to cater for the different learning situations and learners' learning styles.

This chapter tackles the theoretical phase of the research; it exposes a literature review regarding vocabulary learning strategies. At the outset, it pinpoints the importance of vocabulary in foreign language learning and shows the role of the word(s) in conveying messages; in addition, it presents the different techniques used by the teacher to teach vocabulary. It tries also to define language learning strategies and vocabulary learning strategies (VLS) and shed light on their importance in foreign language learning and the role they play to gear the learners towards autonomy. Moreover, it details the different types of VLS and attempts to uncover the factors that influence on the selection of a strategy rather than another.

1.2. Vocabulary in EFL Learning

Since the present work explores VLS, it has been thought worth to define vocabulary being the central part that transmits messages. This section tries to introduce

some definitions of vocabulary shedding light on its importance in both foreign language and foreign language learning process.

1.2.1. Definition and Importance of Vocabulary in EFL Learning

There may be different definitions of vocabulary but they seem to be closely related to each other. It is merely defined in Cambridge dictionary (1995) as : " *all the words used by a particular person or all the words which exist in a particular language or subject* ". Approximately, the same definition is stated by Hatch and Brown (1995 :1), they note that: *"The term vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use."*. Therefore, vocabulary refers to the set of words existing in a language and lexicon of individual speakers of that language. The importance of vocabulary is not denied in learning any language, it is argued that: *"vocabulary learning is central to language acquisition, whether the language is first, second, or foreign"* (Decaricco,2001:285). It is the teacher's task to elicit the learners' attention to the role vocabulary plays to enhance their foreign language learning. In so doing, they can comprehend and use the foreign language accurately and effectively.

Wilkins considers vocabulary to be more important than grammar to transmit a message, he states that : **"While _without grammar very little can be conveyed, without vocabulary nothing can be conveyed_"** (Wilkins, 1972 :111). It is clear in what he cites that words transmit meaning more than grammar does. Rivers grants as well importance to learning words when learning a language, she sees that: *"It would be impossible to learn a language without vocabulary-without words."* (Rivers,1981 :462) . It is also clear that she gives importance to words, in addition, she does not mention anything about grammar. Scrivener (1998) also gives importance to vocabulary and somehow neglects grammar. He clearly states that grammar is less important to learning than the meaning that a word may carry. He illustrates with an example:

> *A student who says* yesterday, go, disco, *and* friends, dancing, *will certainly get much of his message over despite completely avoiding grammar... I wonder if you could lend me your ... means little without a word to fill the gap, whereas the gapped word* —calculator – *on its own could possibly communicate the desired message.*

(Scrivener , 1998 : 73)

The importance of isolated words carrying meaning is, according to him, prior to a correct grammatical construction without a key-word. Furthermore, as much as a person enriches his vocabulary stock, as much as he becomes able to use the foreign language. Rasekh and Ranjbary (2003) note that knowledge of vocabulary plays an important role in the proficiency of a person in language learning. They posit that: *"vocabulary knowledge is known to play a key role in the individual's proficiency in both first and second language ."* (Rasekh and Ranjbary, 2003:7). Hatch and Brown add that a person who has a large vocabulary store has the opportunity to produce the language in addition he can choose the most appropriate words, they state that: *"knowledge about words may include information that may cause learners to choose not to produce them."* (Hatch and Brown, 1995 : 371).Then, learners' large and rich vocabulary repertoire allows them to choose suitable words both to convey the desired message and, as the same authors write, to give the image they want others to have of them .

1.2.2. Types of Vocabulary

When tackling vocabulary, a dichotomy can be used to refer to 'intentional' and 'incidental' vocabulary distinguishing between two types of vocabulary learning.

The former, being intentional is done via a choice and a plan from the part of the teacher or the learner. In other words, the teacher or the learner pre-programmes the learning of this vocabulary, it is done for a purpose and it is planned for aiming at a successful learning and use. Hatch and Brown define it as *"being designed, planned for, or intended by teacher or student."* (Hatch and Brown,1995 :368).The latter, named incidental, as opposed to the first, is done without any intention, i.e. without aiming at . It occurs when learning something else especially reading. It is defined as: *"the type of learning that is a byproduct of doing or learning something else."* (op cit :368). This implies that the learners succeed to learn a number of vocabularies without having the intention to when practising a task. Researches have proved that few words are learned through direct instruction, i.e. intentional learning (Nagy and Anderson,1984;Nagy and Herman,1987; cited in Hatch and Brown,1995). However, incidental learning from reading, particularly, seems to be more fruitful (Dupuy and Krashen,1993, cited in Hatch and Brown,1995) because it offers the opportunity to learn a wide range of vocabulary items.

On the other hand, another dichotomy occurs 'receptive vocabulary' and 'productive vocabulary'. Some researchers made a division between ' passive ' and ' active' vocabulary but this was criticised by Belyayev (1963 ; cited in Hatch and Brown,1995) arguing that reading and listening should not be considered as passive skills, thus, the vocabulary used and needed for these two skills could not be named active and passive. Therefore, the former terms are taken into consideration by all applied linguists and the definitions put forward by Haycraft (1978) are the most referred to. Learners then meet words, recognise and understand them in their context, this may be called receptive vocabulary as stated by Haycraft : **"words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly,"** (Haycraft, 1978 : 44; cited in Hatch and Brown,1995). However, productive vocabulary is the one that the learners know very well, in terms of meaning, pronunciation and part of speech and they can use them accurately in context. Haycraft (op.cit.) defines the term as :**"words which the student understands, can pronounce correctly and use constructively in speaking and writing.".** What will be taken into consideration in the present work is the first dichotomy, intentional and incidental vocabulary learning.

Hence, the learners cross out different types of vocabulary. Then, so that the receptive vocabulary becomes productive and the intentional and incidental leaning of vocabulary becomes fruitful, the learners use some strategies that help them enhance vocabulary and retrieve them when necessary, moreover, the teachers use a variety of techniques to present words so as to suit the different learners. These are detailed in what follows.

1.2.3. Techniques of Teaching Vocabulary in EFL

Teaching vocabulary is one of the teachers' tasks in foreign language classes and looking for the best way to convey successfully and effectively the meaning of target items to the learners is a constant matter in their minds. Techniques teachers use are varied and they are intended to suit the different teaching/learning situations, the words (whether concrete or abstract), the learners' background and the learners' learning styles. There are techniques described by Gairns and Redman (1986:73) as **"traditional approaches and techniques"** that should be mastered by all EFL teachers and that without them the transmission of meaning would be handicapped. These techniques are grouped under three

headings: visual techniques, verbal techniques and translation and each consists of a number of techniques.

1.2.3.1. Visual Techniques

Visual techniques pertain to all what is used by the teachers and can be seen by the learners, they comprise drawings, photographs, pictures, flashcards, wall charts and realia. These techniques *"lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives."* (Uberman,1998:20). Therefore, they are used to expose words such as tools and furniture and certain areas of vocabulary like: places, professions, actions, activities and states. Learners can then associate the presented visuals with the corresponding vocabulary and they incorporate it to their mental lexicon. Mimes and gestures are also included among the visual techniques, they are other ways to convey meanings, and they as well lend themselves to the presentation of concrete words and particularly to action verbs and can be funny and memorable. Such techniques help vocabulary retention for visual learners.

1.2.3.2. Verbal Techniques

Verbal techniques pertain to any verbal explanation introduced by the teacher in the classroom to transmit the meaning of new vocabularies or even to revise the already learnt ones. The teacher can use definitions, illustrations, synonyms, opposites, contrasts or scales. It is argued that:

> *effective vocabulary explanation requires that the teacher be able to gauge accurately students' competence level,...as well as the existing knowledge of the students, in order to relate new and old information, to highlight the essential features of the items to be explained and to actively involve students in processing the meaning of words.*

(Tsui,1995:37)

Teachers who know their learners' proficiency level present material that is neither overwhelming nor boring and to know the existing knowledge allows the introduction of new language accordingly.

Teachers then use definitions hoping to clarify the meanings of items, and it is important to check whether the learners understand, for this, teachers generally provide

contextualised examples where more clarification about the use and meaning of words are presented; for instance, the teacher can explain that 'break out' means 'to start', but it is vital to clarify that 'the war breaks out' is correct but 'the race breaks out' is not correct English.

The use of synonyms, contrasts and opposites is another technique that the teachers use to convey the meanings of lexical items. Teachers rely on the learners' background to give the synonyms or opposites so that to get the meanings across effectively, and consequently make the matter short and not complex. But, it is still necessary to contextualise the items. Gairns and Redman illustrate using the opposites 'sweet' and 'sour'; however, it is vital to explain that: *"sugar is sweet and lemons are sour, but the opposites of sweet wine isn't sour wine, and the opposite of sweet tea isn't sour tea."* (1986:74-5).

Scales can also be used to classify a set of lexical items, particularly to the related gradable items. This can be built on an already existing knowledge. If learners know two adverbs of frequency beforehand, then the following can be cited on an axe from the less to the most frequent.

never	hardly ever	occasionally	sometimes	often	always
0 %	20 %	40 %	60 %	80 %	100 %
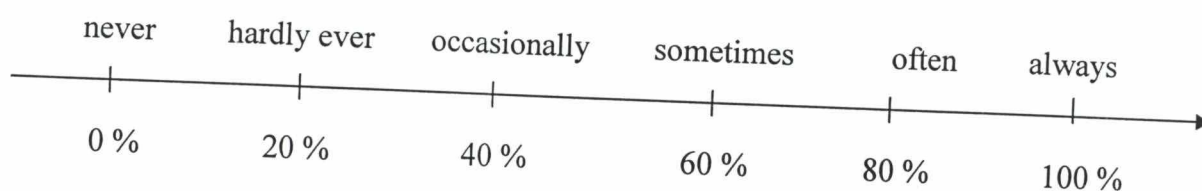
If the learners have already acquainted with '*never*' and '*sometimes*' , then the teacher can introduce '*hardly ever*' using the scale as it is presented or the percentage .

1.2.3.3. Translation

Another technique that the teachers can use to present new vocabulary is translation where the equivalent of the word in the mother tongue or L2 is presented. Opinions about the use of translation differ. Some scholars disagree completely with the use of L1 in a foreign language classroom arguing that the learners will lose some of the spirit of learning a foreign language (Harmer,2001) and that they will be lazy to make efforts to use the language. However, others state that translation saves time and efforts and prevent the learners from being worried and frustrated when presented to long and unsuccessful explanations (Gairns and Redman,1986); the technique serves largely the presentation of low frequency items. It is worth noting that translation is an effective technique to the

presentation of new words and it is not time consuming nor effort demanding, but it should not be over-used by the teachers in order not to lose the atmosphere of a foreign language classroom. Moreover, the mother tongue equivalent should be attentively presented because it is argued that translation can't transmit the exact meanings of English words all the time (Lyons,1981), in addition, they should be careful not to be in the trap of false cognates*[1]. Another danger that may be cited is that the learners relying most on translation do not develop sense relations that hold between synonymy, antonymy, hyponymy and others. Ur (1998) summarises the cited techniques as follows:

Ways of presenting the meaning of new items

- Concrete definition (as in a dictionary; often a superordinate with qualifications: for example, a cat is an animal which…)
- Detailed description (of appearance, qualities…)
- Examples (hyponyms)
- Illustration (picture, object)
- Demonstration (acting, mime)
- Context (story or sentence in which the item occurs)
- Synonyms/opposites (antonyms)
- Translation
- Associated ideas

Ur (1998:63)

These are the techniques that the EFL teacher may use to present, revise or consolidate the meaning of words so as to satisfy the different learners' learning styles, but what is more important is to provide the learner with tools which help them retain these words and even uncover their meaning independently.

1.3. Definition of Language Learning Strategies

When studies have focused on the learners, they have tried to explore the characteristics of effective learners. Researches, mainly led by Rubin (1975) and Naiman _et al._(1978) about the good language learner and "what he could teach us" (to use Naiman's words), uncovered and identified a number of strategies the learners use to carry

out their learning process. Hence, studies of learning strategies have led to investigations on the field of cognitive psychology and second language acquisition. Much of the researches are done by Rubin (1975) , Naiman *et al.* (1978) , Oxford (1990) and O'Malley and Chamot (1990). Oxford (1990) and O'Malley and Chamot's (1990) are the most referred to. Oxford defines language learning strategies (LLS) as :*"specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations"* (Oxford,1990 : 8). Therefore, any action(s) taken by the learners to make foreign language learning suits their needs and learning styles are considered strategies. She classifies LLS into two broad categories: direct and indirect. The direct strategies include cognitive, memory and compensation strategies. They are directly involved in the mental manipulation of learning. The indirect, on the other hand, build in metacognitive, affective and social strategies. These are strategies which support language learning. They can be represented by the following diagram:

<u>Language Learning Strategies</u>

↓

<u>Direct</u>
Cognitive strategies
Memory strategies
Compensation strategies

<u>Indirect</u>
Metacognitive strategies
Affective strategies
Social strategies
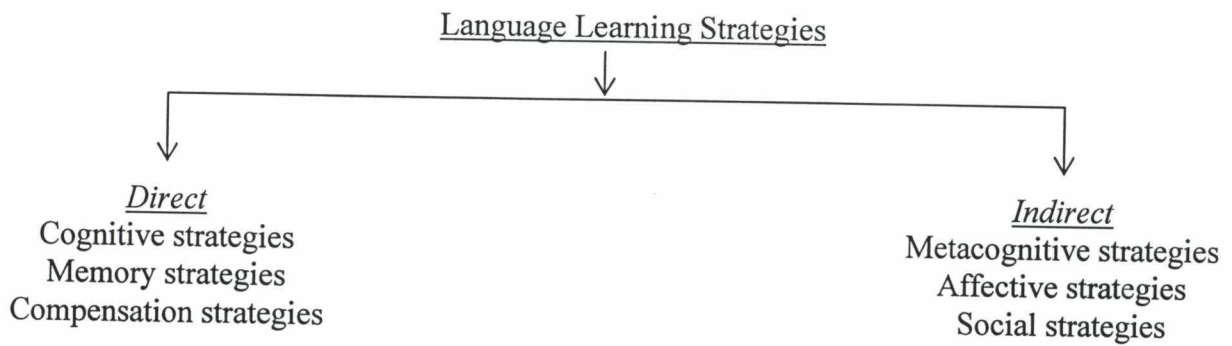
Diagram1.1. : *Oxford's Language Learning Strategies*

O'Malley and Chamot (1990 :1) define LLS as : *"special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information."* LLS are then considered as thoughts and behaviours rather than actions used by the learners to grasp information about the language, these are intended to be retained and memorised. They are classified according to them into three categories: metacognitive, cognitive and social/affective strategies. They are also represented in a diagram:

<u>Language Learning Strategies</u>

Metacognitive strategies   Cognitive strategies   Social / Affective strategies
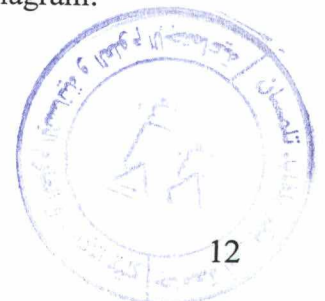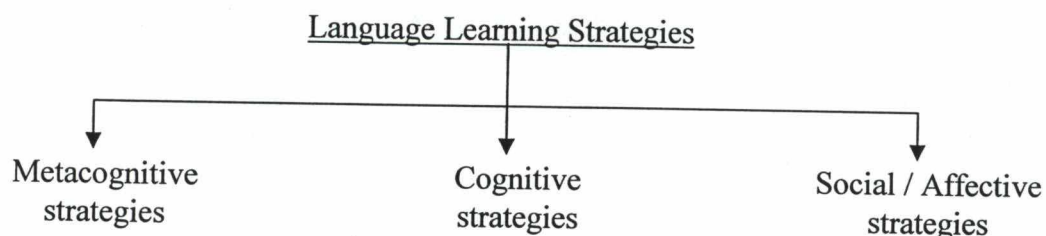
Diagram1.2.: *O'Malley and Chamot's Language Learning Strategies*

The already cited strategies, either their definitions or classifications, refer to language learning in general. However, the concern of the present study aims at investigating vocabulary learning strategies. These strategies focus on the learning of vocabulary rather than foreign language as a whole.

1.4. Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) form a sub-category of LLS. They are strategies that concern only the learning of vocabulary. Many researches have been conducted on the field especially by, namely, Ahmed (1989), Sanaoui (1995), Gu and Johnson (1996), Schmitt (1997), Nation (2001). But, not many have tried to define or classify the term vocabulary learning strategies.

Ahmed's (1989) article is entitled "Vocabulary Learning Strategies", however, he does not clearly state what he means by the term. According to him, it is possible to view VLS in terms of two levels: macro-strategies and micro-strategies. The former are related to the ***"general approaches to learning"*** (Ahmed,1989 :4) whereas the latter refer to ***"more detailed specific learner behaviours"*** (op cit). It can be noticed that the provided definitions can be applied to language learning strategies in general, he does not clearly define VLS. Brown and Payne (1994; cited in Hatch and Brown,1995) state that the strategies that the learners use to learn vocabulary fall into five essential steps : (1) having sources for encountering new words, (2) getting a clear image , either visual or auditory or both, for forms of the words, (3) having the meaning of the new words, (4) making a strong memory connection between the forms and meanings of the words, (5) using the words. These steps are represented in the following figure.
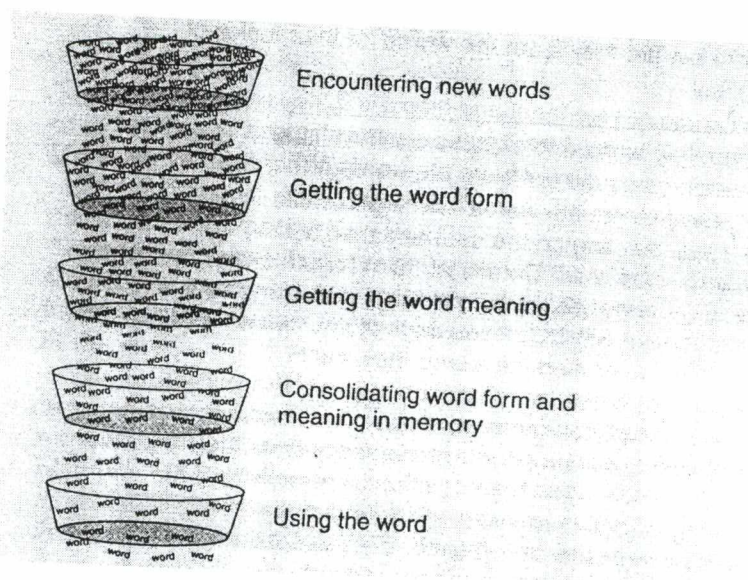
Figure1.1: *Steps to Learning New Words*. (Hatch and Brown ,1995 :374)

Hatch and Brown view that these steps represent what the learners have to do to come out to a real comprehension and memorisation of words so that to be able to use them, they note : *"it appears to us that each represents something learners must do …to come to a full productive knowledge of words."* (Hatch and Brown,1995 :373). Schmitt (1997) defines VLS making reference to Rubin's (1987) view about the learning process who sees language learning as *"the process by which information is obtained, stored, retrieved and used"* (Rubin , 1987 : 29). Schmitt (1997:203) cites that: *"VLS could be any which affect this rather broadly-defined process"*. Therefore, he defines VLS in relation to the learning process as to obtain, memorise, retrieve and produce the information the learners may get. Cameron puts another definition where VLS are considered as *"actions that learners take to help themselves understand and remember vocabulary"* (Cameron , 2001 :92). She defines VLS making reference to any actions used by the learners to understand and remember the received vocabulary. Another definition is given by Catalan (2003), her research about VLS is based on Rubin's (1987), Oxford's (1990), and Schmitt's (1997) works. In the definition, she refers to the metacognitive mechanisms that the learners use to learn vocabulary and produce it as well. She notes that :

knowledge about the mechanisms (processes, strategies)
used in order to learn vocabulary as well as steps or actions
taken by students (a) to find out the meaning of unknown

> *words, (b) to retain them in the long-term memory, (c)*
> *to recall them at will and (d) to use them in oral or*
> *written mode*

<div align="right">(Catalan , 2003 : 56)</div>

From the above mentioned definitions, it is possible to view VLS as follows :

- Broadly speaking, VLS can be any actions, behaviours or thoughts taken by the learners to help them tackle (new) vocabulary items, i.e. to understand and memorise them.

- VLS can be connected to conscious actions by the learners to learn new vocabulary. Learners should be made aware of good and efficient VLS in order to be able to choose the one (s) which suit (s) them to improve their vocabulary learning. It is worth noting here that a strategy may work well with a learner and partially or completely fail with another. The reason can be a know-how that some learners have and others lack about the use of the strategies. In fact, Vann and Abraham (1990; cited in Lessard-Clouston , 1997:3) suggest that both good and unsuccessful language learners can be active users of the same learning strategies but apparently unsuccessful learners lacked the metacognitive strategies that would enable them to achieve the task efficiently.

Most or some of VLS are used by learners in their foreign language learning process but what is important is that they should be aware of their importance in order to promote their use. The following part exposes their importance.

1.4.1. Importance of Vocabulary Learning Strategies

The most important advantage gained behind the use of language learning strategies in general is the independence and the autonomy that the ESL learners may reach, then, they can take control of their learning. Skehan (1998) states that these strategies must be taken into consideration by language learners and used in order for them to be autonomous, i.e. to take charge of their learning and find the way to do things when in difficulties, he notes that: ***"Such strategies are tools which learners must have if they are to be ready to assume the autonomy that process syllabuses imply…without them, they are likely to***

flounder." (Skehan ,1998 : 265). Likewise, Oxford (1990) emphasises on the importance of language learning strategies in general because they are the instruments which lead to an active and self-directed involvement which she describes essential for developing their competence in the language. Using these strategies helps the learners to reach the aim of being proficient learners. Clouston corroborates: *"training students to use language learning strategies can help them become better language learners."* (Clouston,1997 :3).

The same thing can be said about VLS since : (1) vocabulary is very important in learning a foreign language (see 1.2.1.), without neglecting the other aspects of language, (2) most of the researches led on the use of LLS are found to be used much more for vocabulary tasks, Naiman (1978) states : *" students reported using strategies primarily on vocabulary tasks but rarely on other tasks,"* (Cited in O'Malley and Chamot,1990:101) . Thus, the importance of VLS lies in the fact that they help the learners to improve their vocabulary stock and more importantly gear them to independence and autonomy in their learning process.

Rasekh and Ranjbary writes that some researchers suggest that one of the areas that teachers can help their learners in relation to learning strategies could be *"to familiarise them with different lexical learning strategies, which would lead to more autonomy in students"* (Rasekh and Ranjbary,2003 :7).

Therefore, vocabulary learning strategies should be used by the learners so as to be able to enhance their vocabulary store and tackle new words as well. Being familiarised with these strategies leads the learners to learn how to learn, thus to take control of their own learning process.

1.4.2. Types of Vocabulary Learning Strategies

The range of the different vocabulary learning strategies is wide; the following part aims at taking a closer look at the most important and common strategies among the classifications of some researchers, notably, Gu and Johnson (1996), Nation (2001), and mainly Schmitt (1997). Thus, the following classification is based on Schmitt's taxonomy and the names of the broad categories are derived from his classification. Schmitt (1997) makes a distinction between strategies the learners use to discover the meaning of new words, these include determination*[2] and social strategies. On the other hand, he classifies strategies to consolidate a word once it has been encountered. They include: social, memory, cognitive, and metacognitive strategies. In creating his taxonomy, Schmitt opted

to list the strategies requiring *"elaborative mental processing"* (Schmitt,1997:212) in the category of memory strategies, and the ones which do not focus *"specifically on manipulative mental processing"* (op.cit.:215) under cognitive strategies. Since the determination strategies which he defines as the strategies the learners use without the help of another person, are found cited again under other categories, it has been thought to deal with these strategies (determination strategies) under other categories so as to avoid repetition.

1.4.2.1. Memory Strategies.

They are also traditionally known as mnemonics. They refer to strategies of retaining new words using some imagery and/or grouping (Schmitt,2000). Thus, they help learners associate a new word with something already familiar to them (Oxford, 2001). They function as aids to memory. According to Thompson, such "memory tricks" are based on the following principles *" a retrieval plan is developed during encoding, and mental imagery, both visual and verbal, is used"* (Thompson,1987:43). These strategies are also classified in general language learning strategies. O'Malley and Chamot (1990) include them among cognitive strategies while in Oxford's classification (1990) they appear as a sub-category of direct strategies.

According to Schmitt (1997), when the learners use memory strategies, they connect the word to a previous personal experience, for instance, associating the word with its coordinates, for example, it is more appropriate to say 'a handsome man' but, 'a pretty woman' when talking about attractiveness, a woman who is handsome is beautiful but not in a delicate way. Learners can also connect the word with its synonyms or antonyms, image word form and meaning, use the keyword method, group words together, study the word spelling, say the word aloud, use cognates, use affixes and roots, for instance, it is possible to form the opposite of the adjective 'cheerful' by substituting the suffix '-ful' with '-less', resulting 'cheerless' but it is not possible with 'beautiful'. Thompson (1987), on the other hand, divides memory strategies into six subcategories: linguistic, spatial, visual mnemonics, the physical response method, verbal elaboration and other memory enhancing techniques.

i)   Linguistic Mnemonics

The keyword method is developed by Atkinson (1975), **_"it consists of associating the target word with a word which is pronounced or spelt similarly in the mother tongue, but is not necessarily related in terms of meaning."_** (Gairns and Redman ,1986 :92). According to Schmitt (1997), when the learner employs this method, he memorises the word passing by two stages : (1) the learner needs to find an appropriate keyword and then (2) forms a mental image linking the two words. For instance, the Algerian learner when memorising the word 'refrain' which means not to do something , may link it to the French word 'frein' and form a mental image of stopping doing something , or they may relate the word (noun) 'tall' in English with the Arabic word '/ to :l/' which means length and create a mental image of length .

A number of studies have proved the efficiency of the method at different ages and levels of achievement, mostly for the immediate recall of the word (Atkinson , 1975; Hulstinj , 1997; Nation , 2001). Some researchers argue that it works well with abstract words while others claim that it proves to be efficient with only concrete words. Ellis and Beaton (1993; cited in McDonough , 1999) find out that the key-word method works well for translating words into the mother tongue, while rote-repetition gives better results for translating into the foreign language. The best results in this experience are achieved with the combination of the two strategies.

ii)   Spatial Mnemonics

The spatial mnemonic, also called loci method, is another useful method which helps to remember unrelated words. The technique requires learners to picture a familiar place and locate mentally the first item to be memorised in the first place and the second in the second place, the third in the third place, etc. Learners can also place words on a sheet of paper in patterns (triangles, squares, etc.) . Learners can also associate new items with fingers (Thompson , 1987).

iii)   Visual Mnemonics

At an early stage of learning vocabulary, word / picture activities are used to create mental links between the word and its corresponding picture (Sökmen , 1997). According to Thompson (1987), research has shown that word-picture pairs lead to better recall than L2 and mother tongue word pairs. In this context, Schmitt (1997) states that learners can

visualise words or sentences instead of using pictures, or even visualise orthographic forms of words. He also suggests linking new words with vivid personal experience. But it seems that there is a difference when a learner visualises a concrete and abstract words. Gairns and Redman (1986) illustrate by 'bottle' , 'dog' , 'truth' , 'life', they note that one will probably have no problem with the first two, but it is extremely difficult to supply a visual image for 'truth' and 'life'.

iv) Physical Mnemonics (Physical-Response Methods)

When using the physical-response method, learners respond physically to the teacher's commands, it is claimed to be equally suitable for both adults and children, especially at the beginning level (Krashen ,1998 :82). For the purpose of practising or recycling vocabulary, the teacher can use a range of a 'listen and do' activity especially with young learners, or use action songs, rhymes and stories.

v) Verbal Elaboration Methods

It is claimed that it is easier to retrieve words if they are organised in a certain system in memory (Thompson , 1987). Developments in lexical semantics have led to the emergence of the semantic field, semantic map, or semantic grid (Gu and Johnson , 1996) or as Thompson (1987) calls it 'grouping'. Also various scales or clines, tree diagrams belong to the verbal elaboration methods. Gairns and Redman state that vocabulary consists of a series of interrelating systems and is not just a random collection of items, thus, *"there seems to be a clear case for presenting items to a student in a systematised manner which will both illustrate the organised nature of vocabulary and at the same time enable him to internalise the items in a coherent way"* (Gairns and Redman,1986 :69). They propose groupings of words according to some semantic fields (see 4.5.3.). Gu and Johnson (1996), on the other hand, express their suspicion whether such methods make vocabulary retention easier.

vi) Other Memory-Enhancing Techniques

Memorisation can be done by a spaced repetition (also called 'expanding rehearsal') which is claimed to lead to more secure learning of words than massed repetition (Nation ,2001 :76). Therefore, instead of repeating words for 15 minutes continuously, it would be wiser to spend the same amount of time repeating them at

intervals which could be made longer (Nation,2001). Thompson (1987) adds that the learners can self-assess their knowledge of words and engage themselves in real-life communication situations in the classroom.

1.4.2.2. Cognitive Strategies.

Cognitive strategies appear in both O'Malley and Chamot's (1990) and Oxford's (1990) classification of language learning strategies. O'Malley and Chamot (1990) state that *" cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning"* (1990 :44). Oxford defines them as *"manipulation or transformation of the target language by the learner"* (Oxford,1990:43). Then, cognitive strategies are those that the learners use to manipulate or transform all the information they get about the target language.

O'Malley and Chamot (1990) include under the cognitive strategies the following: rehearsal, organisation, inferencing, summarising, imagery, deduction, transfer and elaboration. Oxford (1990) includes : repeating, translation, taking notes. Concerning the classification of VLS, cognitive strategies appear as a separate category in both Schmitt (1997) and Gu and Johnson's (1996) taxonomies. Thus, the common strategies cited under this category in the different classifications are discussed below.

i)   Repetition Strategies

These are cited in O'Malley and Chamot (1990) and Oxford (1990) classifications as subcategories. Schmitt describes verbal and written repetition as mechanical strategies as they do not *"focus specifically on manipulative mental processing"* (Schmitt, 1997,215) . Ahmed (1989) sees repeating as memorisation and purely mechanical. Gu and Johnson (1996) write about rehearsal strategies which include oral and visual repetition and using word lists, they are obviously related to rote learning which , according to Gairns and Redman (1986 :93) *" involves repetition of the target language items either silently or aloud and may involve writing down the items (perhaps more than once)."*. But it is argued that at an early language learning, repetition offers to the learners the opportunity to manipulate the oral and written forms of vocabulary. It may have a good influence on the beginner learners because **"many learners derive a strong sense of progress and achievement from this type of activity."** (op cit) , and it may cause the transfer of items into long term memory. Repeating may be described as " shallow " strategies since the

learners do not make a mental effort as opposed to "deep" strategies that require elaborative mental processing (Schmitt , 1997) (see, 1.4.2.).

ii)   Dictionary -Use Strategy

Dictionary-use strategy is used among learners to find out the meaning of unknown words. Schmitt (1997) classifies it under determination strategies (see 1.4.2.) that the learners use alone without any aid, which are in their turn, a part of discovery strategies. Gu and Johnson (1996) classify it as a separate category. They list down strategies for comprehension, extended dictionary use strategies and looking-up strategies. Nation (2001) writes about consulting a 'reference source' making a difference between formal sources (usually written, e.g. dictionary) and more spontaneous sources (usually oral, e.g. asking a teacher). Researchers find different results about the use of dictionaries. The findings of the studies on vocabulary learning strategies in general have proved the popularity of dictionary strategy, especially, the use of bilingual dictionaries (Catalan ,2003 ; Schmitt , 1997). Gu and Johnson's (1996) study shows a wide use of dictionary strategy by the students and a positive correlation between skilful use of dictionary for learning purposes and vocabulary size, and English proficiency. Gairns and Redman (1986) state that a good use of dictionary enables the learners to continue learning outside the classroom and it will give them considerable autonomy about their learning. In the late 1970s, many teachers were suspicious of the use of dictionaries, they compare it to laziness on the part of the learners who are unwilling to use their own resources and guess the meaning for them.

Nation (2001) distinguishes between three major purposes for the use of a dictionary among several ones:

1. Comprehension (encoding), for example looking up new word crossed out when reading, listening or translating.
2. Production (decoding), for example looking up new words needed for speaking, writing or translating.
3. Learning, for example choosing new words to study.

Debates also raise about what kind of dictionaries is best for learners to use : monolingual or bilingual. In this context, Harmer states that:

> **_Students at beginner level will usually find MLDs [monolingual_**

dictionaries] too difficult to use because the language in the definitions will be way above their heads however careful the lexicographers have been. Such people may well rely on their bilingual dictionaries.

(Harmer , 2001:169)

iii)   Note-Taking Strategies

Note-taking is a traditional way of recording new-learned vocabulary, which is suitable for learners of different age groups and levels. Gu and Johnson (1996) classify them as a category under which they cite 'meaning-oriented' and 'usage-oriented' note-taking strategies. Schmitt (1997) classifies them under cognitive strategies. The two common forms of note-taking are by means of vocabulary notebooks and word cards (flash cards). Gairns and Redman (1986) offer guidance and practical advice on how to list vocabulary items. Ahmed (1989) , when investigating the use of vocabulary learning strategies by the learners , finds out that note-taking strategies are common among learners either 'poor' or 'good' L2 learners.

There are different ways of noting down words in a vocabulary note-book. Nation (2001) notes that storing vocabulary in long lists of foreign language words with their mother tongue equivalents is not recommended because learning lists of words in a fixed order discourages the independent recall of every word, i.e. learners can fail to retrieve the words if the order changes. Besides, Lewis (1997) argues that learning vocabulary does not consists only in learning the foreign words with translation but also their link with, for example, collocation and derivation. For example: learners should know that the adjective 'heavy' collocates with the noun 'rain' in the phrase 'heavy rain' but 'strong' does not, similarly 'made' collocates with 'mistake' in 'she made a mistake' but 'did' does not, i.e. the use of the words together sounds correct to the native speakers of the language. As for derivation, the learners should know that the verb 'widen' is derived from the adjective 'wide' and the noun 'derivation' is derived from the verb 'derive', viz. a particular affix is fixed to the root to result another word.

Schmitt and Schmitt (1995:133) when looking for a *"pedagogically-sound note-book"* state the following procedure when listing vocabulary : first, word pairs are written down and learned, then the translation pairs are enriched by , for example semantic maps as sentences, illustrations and derivations. Vocabulary notebooks can be organised either in alphabetic order or by topic or else to suits learners needs, the teacher may intervene to

offer guidance to them (see 4.5.3.). Note-taking can also be done through word cards. There may have the foreign language word on one side and the mother tongue equivalent on the other side. Instead of the equivalent (or in addition) a definition may be noted down on the second side (Nation: 2001).

The strategy has been approved by many and disapproved by others. Nation (2001) claims that it has several benefits, for instance, the strategy is suitable for learning both low and high-frequency words, it takes less time than incidental vocabulary learning and it is *"focused, efficient and certain"* (Nation,2001 :300). The strategy is also criticised, Nation summarises the criticism of the opponents as follows : first, word cards lack wider context, as a result, memorisation of words is difficult, second, using word cards for studying does not aid using the words in communication, third, the strategy is not efficient for vocabulary growth (Nation , 2001). Although Nation (2001) does not agree with the afore-mentioned shortcomings, he stresses that the strategy should be considered as a complement to other ways of learning vocabulary.

iv)   Word-Guessing Strategies

Guessing strategies have been included in the classifications of VLS by many researchers. Ahmed (1989) classifies the "micro-strategy" of 'guessing' under the "macro-strategy" of 'information sources' (see, 1.4.). Gu and Johnson (1996) distinguish between two types of guessing among cognitive strategies: guessing by using linguistic clues (or immediate context) and guessing by using background knowledge (or wider context). Schmitt (1997) classifies guessing in the category of determination strategies which are classified in their turn under the broad category of discovery strategies. Schmitt (1997) states that the learner can guess the meaning of new words by analysing the new word's part of speech or its root and affixes, by thinking of a mother tongue cognate, and by guessing the new word's meaning from context .

Word part analysis does not always lead to successful guessing because there are *"words with a deceptive morphological structure"* (Laufer ,1997 :25). It seems to the learner that the meaning of the whole word is the sum of the meanings of its components, the thing that leads to mistakes. Laufer (1997) cites the example of 'shortcoming' which does not mean short visit but fault, also 'outline' , 'discourse' and 'nevertheless'.

The learners may associate the unknown words with a mother tongue cognate which is hazardous because of the false cognate (false friends). Learners in our society

may associate English words with French words such as 'pass' in 'to pass an exam' and 'passer' in 'passer un examen', 'smoking' and 'smoking'. In addition to the words with a deceptive morphological structure and false friends, there are other words which are *"deceptively transparent"* (Laufer ,1997 :25). These may hinder the comprehension of words, such as 'kick the bucket' and 'red eye'; likewise, the meaning of the whole is not the sum of the parts. The same thing can be said about words with multiple meanings and 'synforms' ,i.e., similar lexical forms .

Guessing a word from context is mostly related to incidental learning of vocabulary (see, 1.2.2.) which Nation (2001) considers the most important way of learning vocabulary, either for native speakers or foreign language learners. Although guessing is highly promoted by some researchers, incidental vocabulary learning should not be viewed as opposed to the intentional way of learning vocabulary but complementary to it (Gu and Johnson,1996 ; Nation,2001). Some researchers supported the idea, for example, Paribakht and Wesche (1997) found that reading comprehension along with vocabulary enhancement activities gave better results in the case of ESL university students then reading comprehension alone. According to Nation (2001), incidental learning (referring to it as learning from context) means learning from reading, listening and speaking. Schmitt (1997) states that there are different types of contextual clues available for students: pictures, gestures or intonation, and surrounding words in a written text.

For a successful guessing of words, learners *"should have three kinds of knowledge : linguistic, world, and strategic knowledge."* (Nagy ,1997 :76). As for linguistic knowledge, Schmitt (1997) states that the higher the language level of the learners, the more effectively they are able to guess unknown words keeping in mind that this knowledge includes also the grammatical. According to Laufer (1997), a large vocabulary size is the prerequisite for successful guessing. She adds that in order to understand 95% of a text (English language), the vocabulary threshold level of at least 3000 word families or 5000 lexical items is required .The second type of knowledge is world knowledge which is the prior knowledge of the topic or the situation in general. Researchers have shown that it is more difficult to learn a word about a new concept than to learn a new word for a known phenomenon (Nagy, 1997). The last type is strategic knowledge, it has been defined by Nagy as to *"involve conscious knowledge over cognitive resources"* (1997: 81). This means that learners may become better guessers if they are taught how to do it.

Sökmen (1997) mentions some shortcoming of this strategy i.e. to incidental vocabulary learning. He notes that:

- Guessing from context is a very slow process which may result in errors.
- Learners' limited vocabulary makes comprehension low.
- It does not guarantee that the word is stored in the long term memory.

(Sökmen,1997:237-8)

As the strategy is praised by some and criticised by others, learners should be exposed to both incidental and intentional way of learning vocabulary.

1.4.2.3. Social Strategies.

Social strategies are the ones that the learners use to interact with other people for the purpose of discovering or practising new words. They help the learners to improve their learning by communicating with other people. Oxford's (1990) classification of language learning strategies includes separate categories for social and affective strategies, whereas, O'Malley and Chamot (1990) group the two strategies into one. Schmitt's (1997) taxonomy which is based on Oxford's (1990) classifications is the only classification of VLS to have a separate category of social strategies cited under the two broad categories of discovery and consolidation strategies.

However, single strategies related to interaction with other people can be found in other classifications as well. Ahmed (1989) includes such strategies in the macro-strategy of 'informant sources', for example, ask classmates, 'practice', for instance, ask others to check knowledge. Gu and Johnson (1996) do not cite the social strategies .The absence of social strategies in some classifications of VLS gives the impression that they do not have an essential role in vocabulary learning as the others. The lack of affective strategies also seems to touch LLS in general since they encourage to lower anxiety and raise self-esteem (Oxford ,1990).

Learners can employ social strategies either to discover the meaning of a new word or to practice or recycle vocabulary. Teachers are mostly those who provide information to the learners by providing synonyms, mother tongue equivalents and definitions or by paraphrasing or using the word in a sentence. Information can be obtained also from classmates by pair work or group work activities (Schmitt, 1990).

1.4.2.4. Metacognitive Strategies.

The broad meaning of metacognitive strategies is to **"provide a way for learners to coordinate their own learning process"** (Oxford,1990:136). Those strategies enable the learners to plan, to observe and assess the best way of learning vocabulary in order to achieve better results (Schmitt, 1997). Oxford (1990) classifies metacognitive strategies under the indirect language learning strategies. Schmitt (1997) classifies them in the broad category of consolidation strategies whereas Gu and Johnson (1996) use the term 'metacognitive regulation' instead of strategies, which involves the strategies of selective attention and self initiation. Nation (2001) cites 'planning' as a strategy where the learners choose what to focus on and when to focus on it.

Schmitt (1997) states that there are several ways how learners can direct their vocabulary learning process. First, they can seek for maximum exposure to the foreign language through various means such as books, internet, songs and films as well as communicating with native speakers. Second, learners can test themselves which in turn helps to evaluate the suitability and/or effectiveness of the VLS that they use. Third, learners can exploit different strategies for learning high and low-frequency words. In this vain, Nation (2001) recommends that high-frequency words should receive as much attention as possible both from the teachers and the learners, and for low-frequency words, the teacher should train the learners to use suitable strategies (such as , guessing from context) to help the learners discover the meaning of these words.

Cook (2001) suggests six metacognitive strategies for language learning in general, that good language learners use and that should be known by all vocabulary learners. They are : (1) find a learning style that suits you , (2) involve yourself in the language learning process, (3) develop an awareness of language both as a system and as communication, (4) pay constant attention to expanding your language knowledge, (5) develop a second language as a separate system, (6) take into account the demands that L2 learning imposes. Then, it is the teacher's task to reinforce these strategies.

Although metacognitive strategies are considered of a great importance in language learning, research into VLS have yielded conflicting results. Fan's (2003) study, for example, reveals that the learners consider 'management strategies' (named instead of metacognitive) relatively important but nevertheless the category receives low scores.

1.5. Factors Influencing the Selection of Strategies

There are factors that affect the choice of a strategy rather than another. Ellis (1994) makes a distinction between the following broad categories of factors. (1) Individual learner differences, these include: age, learning style, motivation, attitude and personality type. (2) Situational and social factors, such as the learning setting, the type of the task, gender. In the following section, only three factors will be dealt with: age, gender and learning style.

1.5.1. Age.

Age is one of the clear factors affecting the choice of a strategy (Ellis,1994). Ahmed's study (1989) reveals that the preferences of younger and older learners differ. Brown *et al.* (1983; cited in O'Malley and Chamot:1990,105) note that younger learners use rehearsal which means rote-repetition (for them) whereas older use rehearsal, too, but it entails **"active, systematic, elaborative procedures"** (O'Malley and Chamot,1990 :105). Chesfield and Chesfield (1985) state that beginner learners are inclined to employ basic strategies that have a relation with the receptive skills (Listening and reading), while mature learners use the strategies that require interaction or reflection of one's learning. Schmitt (1997) also reports the same conclusion while studying the use of VLS of different age groups: the younger the learners, the simpler the strategies used. Adult learners use strategies that require 'deeper' mental processing like the strategy of imaging the word's meaning.

1.5.2. Gender

Learners' gender is a social factor, as classified by Ellis (1994). A number of studies on the topic revealed an interest in gender and the use of VLS. Results of the research on LLS in general show that females tend to use more strategies than males (Catalan,2003 ; Oxford ,1990). As far as VLS are concerned, Gu (2002; cited in Ranalli :2003) notes that gender plays a crucial role in determining the use of VLS as well as success in learning English. His study reveals that females employ more frequently the VLS found to lead to successful learning. Catalan's study shows **"clear differential patterns"** (2003 :64) between the two sexes. She finds out that the number of VLS used by female learners is higher than the strategies used by males. And that, for some strategies, males show higher frequencies of strategy use than females.

In addition to the above-mentioned factors, the selection of the strategy may depend also on the frequency of the words that the learners need to learn. Schmitt (2000) hypothesises that consolidation strategies are used predominantly to find out the meaning of high-frequency words, whereas low-frequency words require the use of determination strategies (see, 1.4.2.). In this context, Fan (2003) discovers that the dictionary-use strategy (see1.4.2.2.) proves to be useful both for learning high and low-frequency words. On the other hand, she finds out that guessing strategy (see 1.4.2.2.) could be more fruitful for learning high-frequency words . This seems to be reasonable because low-frequency words generally appear in more complicated texts.

1.5.3. Learning Styles

Learning style appears to be worth noting. Schmeck (1988) underscored the need to understand learning strategies in the context of learning styles which he defines as: *"the expression of personality specifically in the learning situation."* (Cited in Cohen ,1998 :15). Oxford (1993; cited in Cohen ,1998) identifies five learning style contrasts in her Style Analysis Survey. She states that each preference of each style offers significant benefits for learning and that learners' 'comfort zone' is their favourite style. She differs, for example, between extroverts and introverts. The former enjoy a wide range of social interactive learning tasks such as discussion, debates, role-plays, the latter prefer independent learning i.e., working alone .Then, the first group tend to use social strategies and the second group prefers the strategies where no interaction with others happens. Another contrast that she mentions is between global and analytic learning styles. The global learners have a tendency to guess meanings while the analytic tend to focus on more details. In this context, Felder and Henrique (1995 :25) state that : *"Global learners prefer holistic strategies such as guessing at words"*, they prefer guessing from context. They add : *" Sequential learners gravitate toward strategies that involve dissecting words and sentences into component parts."* (op cit :25), they are analytic and they tend to use the strategy of dividing the words into roots and affixes and looking for the word part of speech. Another dichotomy distinguishes between sensors and intuitive learners, *"Sensors are more inclined than intuitors to rely on memorization as a learning strategy"* (op cit :22). Therefore, the sensors have a tendency to employ memorization strategy in addition to repetition, the same authors state that language instructions that involve

"repetitive drills and memorization of grammar... is better suited to sensors than intuitors" (op cit: 23). On the other hand, the intuitors do not favour repetition.

1.6. Conclusion

Foreign language teaching has shifted from teacher-centred to the learner-centred approach. Hence, it becomes necessary to find tools that help the learners better learn the foreign languages. Learning strategies aid them to learn the language as a whole and vocabulary learning strategies are more specific in the sense that they focus on vocabulary learning. But first of all, it is worth noting that vocabulary is crucial to the learning of any foreign language because the heart of the message / communication is in the word and the words are put in the right order and collocation through grammar in addition to the other aspects of language which serve the accuracy of the product. It is found that there are two types of vocabulary learning, intentional learning and incidental learning. The former refers to a pre-programmed vocabulary learning while the latter happens without a pre-plan when learning something else; it is proved to be more related to reading and to offer the opportunity to a wide range of vocabulary learning. Teachers use different techniques to present lexis, namely, visual, verbal and translation. Moreover, they may guide the learners to use the different VLS which help the learners to guess, grasp, understand, memorize, retain and retrieve new words. VLS are broadly defined as any actions, thoughts or behaviours taken by the learners to learn vocabulary. They are important to make the learners improve their lexicon and mostly to become autonomous. They are classified under four types (according to Schmitt's taxonomy(1997)), notably: memory, cognitive, social and metacognitive strategies.

According to research, the use of the types of VLS is influenced by some factors, namely, age, gender, learning style. As for age, both the adults and the young opt, unconsciously, for the strategies that suits their age, this is due to their mental faculty. For gender, females use more strategies than males; however, some strategies are more frequently used by males than by females, i.e. males use them more frequently. As far as learning styles are concerned, they vary and each learner chooses the strategies, still unconsciously, that suits his learning style. It is worth noting that above all, the learners generally use the different strategies according to the situation and each strategy should be considered as a complement to the other in learning vocabulary.

Notes to Chapter One:

*1 <u>Cognates</u> are words of two languages, generally, from the same origin, they are related in form and meaning, for example: 'example' and 'exemple', 'lemon' and 'limon' referring respectively to English and French. And <u>false cognates</u> (or false friends) , for example: 'smoking' and 'smoking', 'sympathy' and 'sympathie' referring respectively to English and French are related in form but they have different meanings.

*2 <u>Determination strategies</u> are, according to Schmitt (1997), the strategies that the learners use to find out the meaning of a new word without any help. They include: analysing part of speech, analysing affixes and roots, checking for L1 cognate, analysing any available pictures, guessing from the textual context, using the dictionary, checking word lists.

CHAPTER TWO:

DESCRIPTION OF THE TEACHING / LEARNING

SITUATION

CHAPTER TWO : *Description of the Teaching / Learning Situation*

CHAPTER TWO

DESCRIPTION OF THE
TEACHING/LEARNING SITUATION

2.1. Introduction

The present chapter is empirical; it tackles the practical aspect of the already stated theories about vocabulary learning strategies as regards the EFL learning. This phase of research aims at describing the inculcation of these strategies at an actual learning situation. In other words, it tries to present a systematic description of the educational context with close reference to the use of VLS at the secondary level. The choice falls on third-year secondary school learners because those of a low level of proficiency are intended to catch hold and score well in the Bac Examination. The chapter tries to check learners' awareness of these strategies and their usefulness within the learning process. In addition, it attempts to test the extent to which these strategies can help learners improve and become autonomous. To do so, a classroom action research is conducted.

Thus, the chapter has a two-fold purpose. The first is to describe thoroughly the teaching/learning situation, it gives an overview of secondary school teachers having in charge third-year classes and their methodologies of teaching. It also draws the target learners' profile, and discusses and analyses the needs of most of them. The second purpose is to draw the methodology of research aiming at collecting data that may respond to the research questions and test the stated hypotheses mentioned at the outset of this investigation. Therefore, three instruments of research are used at the different phases of the classroom action research. At the beginning of the experiment, a questionnaire is conducted with a number of secondary school teachers to have an overview of the teaching/learning situation with close reference to vocabulary teaching and learning, and a semi-structured interview is conducted with the learners under study to identify their motivation, attitude and needs. However, at the end of the experiment, a questionnaire is

introduced to the same learners so as to know about the mostly used strategies and the extent of their efficiency.

2.2. Status of English at Secondary Schools

The present research is carried out with third-year secondary school learners at Yaghmoracen Ben Ziane Secondary School in Tlemcen. Learners at this level study English for their fifth year, with the exception of some learners who repeated some years. The time allotted to the teaching of the language varies from three hours a week, for scientific and literary streams, to four hours a week, for foreign languages stream. The coefficient also varies from two, for scientific streams, to five for foreign languages stream. As far as the target population (Scientific stream) is concerned the coefficient of English subject, being two, compared with seven, six and five for mathematics, physics and biology, seems not to be motivating for studying English. Moreover, English courses are scheduled in the afternoon (from 4-5) or late in the morning (from 11-12) when they are very tired (and the teacher as well) and therefore, less receptive. The table below clarifies the coefficients and the time allotted to English courses for some streams.

Streams / Subjects	M		SE		LP		L E	
	Time	Coeffi.	time	Coeffi.	time	Coeffi.	time	Coeffi.
Mathematics	7	7	5	5	2	2	2	2
Physics	5	6	6	5	-	-	-	-
Biology	2	2	7	6	-	-	-	-
Arabic	3	3	3	3	8	6	5	5
French	3	2	3	2	4	3	5	5
English	3	2	3	2	4	3	4	5

Table 2.1. *Time Allotment (a week) and Coefficients to study English for 3 ° AS*

Learners are asked to sit for examinations each term. The exam consists of two parts; the first part is in itself divided into two sections. The first section is 'Reading Comprehension' where the learners are introduced to a text and asked to do some activities related to it, such as : answering questions, true/false statements, ordering sentences according to the text, word reference, etc. In the second section, 'Text Exploration', the

learners do activities related to grammar and pronunciation. In the second part of the exam, 'Written Expression', they write an essay about either a guided or a free topic in relation to the themes that have already been studied. A sample Bac test is provided (see appendix A)

By the end of the year, learners are intended to sit for the Baccalaureate Examination. They need English not only to score well but to carry on studies at university as well. Teachers play a crucial role to gear them to this decisive examination. Thus, the teaching/learning situation should be led in a safe environment. This will be described in the following section.

2.3. Description of the Teaching / Learning Situation

This part aims at shedding light on the participants in the teaching/learning situation, namely, the teachers and the learners. In addition, it presents a diachronic study of the different teaching methodologies, describes the teaching material, and analyses the learners' needs at the level of vocabulary learning.

2.3.1. EFL Teachers and their Methodologies

Education has for a long time been centred on the teachers. They are the principle actors in the classroom in providing knowledge to the learners. They strive hard in order to enable the learners to reach the objectives of the syllabus and to remedy their weaknesses. However, in spite of the emergence of the learner-centeredness in the field of teaching, the teachers still suffer from the learners' reliance on them. The learners seem to be passive waiting for the teachers wisdom to be poured into them (Brown,2000). Learners relying on their teachers in their learning process may impede the development of their full potential and prevent their autonomy which is an important factor to carry on further studies.

2.3.1.1. Teachers' Profile

Secondary-school teachers hold the degree 'License'. To fulfil the requirements of graduation, some choose to write an extended essay (mémoire) about a topic in relation with the already studied modules. Others opt to attend pre-service sessions at secondary schools under the supervision of experienced teachers; at the end of the training period, they are required to write a Pedagogical Training Report. Those who opt for the pre-service training seem to be more prepared to the professional life. They gain more know-how regarding pedagogy and learners. They learn how to prepare courses and how to

expose knowledge to suit their learners' styles, personalities, needs and interests. All secondary-school teachers have to pass the CAPES. Inspectors visit the teachers periodically, and irregularly, to assess their performance and give recommendations.

EFL teachers share the common objective which is to be efficient and to this end, they should *"care more about their students' learning than they do about their teaching."* (Harmer, 1998:3). They should believe that the matter is not 'how well they teach' but 'how well their learners learn'. Thus, they have used different methodologies that have been implemented over time. They resulted from the continuous quest for the best way to teach foreign languages. The following section will present a diachronic study about these methodologies.

2.3.1.2. Teaching Methodologies

Foreign language teaching has witnessed a variety of approaches and methods. The first being the Grammar Translation Method traces its origins back to the 19th century in Europe. It is rooted in the formal teaching of Latin and Greek. It aims at inculcating grammar rules and training learners to translate texts from the native language to the foreign, it favours accuracy over fluency (Rivers,1981).

Sciences such as psychology and anthropology have influenced on the assumptions of course designers which gave birth to other approaches on the field of foreign language learning / teaching , Miliani (1992:4) cites : *"the most popular being : the Transformational-Generative Approach, the Audio-lingual Approach, the Traditional Grammar Approach and the Functional-Communicative Approach."*. The traditional methods used in teaching foreign languages rely on learning irregular forms and lists of vocabulary by heart. Then, by the emergence of the audio-lingual approach and the development of the means of communication, the need to communicate orally has developed as well. Hence, *"the foreign language learning strategy has changed since the traditional approaches to language teaching did not satisfy the new requirements."* (op.cit.).

However, Brown (2000) expresses Marckwardt's (1972) opinion about the emergence of new approaches as being cyclical patterns which appear each quarter of a century. Since weaknesses are found in an approach after having been evaluated, a new paradigm (to use Kuhn's term) emerges in the teaching methodology which takes the positive aspects of the previous one.

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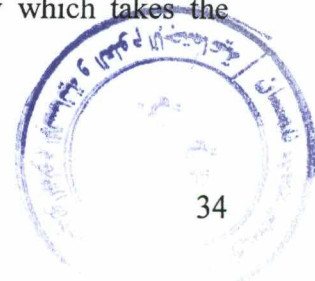
As foreign language teaching shifts from teacher-centeredness to learner-centeredness, Competency-Based Approach (CBA) has emerged to focus on competencies learners should acquire in their learning process. The key-term to this approach is competency; it is the combination of skills, abilities and knowledge needed to accomplish a specific task. The approach is *"based on the pedagogy of integration of the acquired language"* (Translated by the researcher from Programme, 2006 :56). In other words, learners integrate what they learn to express real-life situations.

CBA is task-based where the learners are introduced to solve a problem; they think about a non-linguistic problem rather than concentrate on a particular language form. Hence, learners when performing the task give their full potential as language users unconsciously learning accuracy by practice. Classroom activities should develop competencies the learners will have at the end of the programme. Assessment of CBA is built in. Once the learners are doing the classroom activities, their performance can be assessed, therefore it is measurable. This is due to the nature of competencies which refers to observable behaviours.

The main characteristics of the approach are:

- Competencies are carefully selected to respond to the final objective.
- Essential knowledge is learned to support the performance of skills. This is done through functions and activities so that the learners may acquire know-how to express themselves in a given situation.
- Assessments of competencies are directly linked with the goals of the learning experience.

The competencies third-year learners are expected to master are: interaction, interpretation and production.

    i)   Interact orally: The learners should produce an oral statement using correct pronunciation, structure and vocabulary suitable for a given situation / communication. Therefore, they can: negotiate, convince, give opinions and else.

    ii)   Interpret/Comprehend messages: The learners should understand and interpret a statement, oral or written, in order to get informed, answer questions, justify an answer in a given situation.

iii)   Produce messages: The learners should be able to produce a written statement using the five types of discourse: narrative, descriptive, argumentative, expository and prescriptive so that they can express themselves in a situation.

(Translated by the researcher and adapted from: <u>Programme</u>,2006:58)

The aims behind the implementation of this approach, as stated by the Ministry of Education, are to make the learners aware of the utility of what they learn and to enable them to use it in real-life situations. However, conditions that favour the success of this approach are not available, classrooms are still over-crowded and teaching materials, such as qualified pocket dictionaries that respond to the learners' need in terms of providing transcription, part of speech, rich equivalents, etc., are not ubiquitous.

2.3.1.3. Teachers' Teaching Methodologies

According to discussions held with the teachers in question and apart from the official teaching methodology imposed by the Ministry of Education, they all agree that teachers should have their own methodologies about the actual teaching-learning situation because each class is unique and each learner is unique as well (Brown,200). Learners will sit for the Bac exam by the end of the year, on this premise, teachers, conventionally, tend to teach their learners how to score well rather than to learn well. They strive hard to do so albeit they face some constraints. They attempt to cope with the teaching/learning situation with over-crowded classes, badly-scheduled sessions, over-loaded programmes and indisciplinary problems. Besides, the administrative requirements are burdens; teachers are compelled to write daily on class log-book, to fill in pupil's correspondence notebooks and particularly this year (2007-2008), to present fortnightly statistics of the programme's evolution because of the implementation of the new 'over-loaded' textbook.

Teachers' knowledge should be rhetorical and their behaviour wise so that the learners feel confident and in a safe learning environment. They should bear in mind that their learners are daunted by the Bac exam. Hence, their task is of a paramount importance to foster the learning and improvement of their learners.

Foreign language learning differs from the unconscious acquisition of the first language. Foreign language learning being conscious holds the concept of awareness. Thus, the teachers' task is to raise awareness of the learners. The usefulness of the foreign

language as a means of communication and the necessity to get a high score in the Bac exam should go side by side with learners' awareness of the language as a system. Teachers teach their learners how the language functions and more particularly, and in connection with the present research, the word. The word is the simplest unit which transmits the message between two speakers using different languages, it seems to be more important than grammar in such a situation. Lewis (1993) argues that vocabulary should be at the heart of the teaching of foreign language because language consists of grammaticalised lexis and not lexicalised grammar. Teachers then make learners aware of the linguistic competence they can reach when they improve their vocabulary store. They can build up their vocabulary knowledge to have the ability to both understand and use the four language skills. They tend to arouse the desire to learn and store words within the learners so that they can develop their cognitive system. It is assumed that to know the meaning of words implies to decode any written or oral piece. Teachers should foster their learners for learning by providing comprehensible and interesting input but not overwhelming and care for their psychological variables, i.e. motivate them, change their negative attitude towards the language, lower their anxiety and encourage them in failure.

To this end, teachers tend to use different methods, techniques and strategies to suit the learning situation and the learners' styles and needs and introduce input accordingly. The following section will tackle the target learners' profile and needs.

2.3.2. EFL Learners

The other participants in the classroom setting are the learners. It has been agreed that the teaching process should be led in an appropriate and adequate atmosphere where the learners' interests and weaknesses should be taken into account so that the teaching / learning objectives meet their needs.

To this end, a semi-structured interview (see 2.5.1) has been conducted with the population under study in order to elicit data about the learners' profile, interests, learning styles, proficiency level and needs. This was done at the outset of the investigation in order to, mainly, identify the needs and to look forward for remedial and consolidation strategies.

2.3.2.1. Learners' Profile

The research investigates VLS that the learners should use to improve their English language learning. The choice fell on third-year secondary school learners because they

will sit for the Baccalaureate Examination and they all need to improve their knowledge in order to score well in that formal exam since it gives access to university entrance.

The learners under study are from two scientific streams, one is "M" and the other is "SE". The "M" class is composed of only 11 learners, 6 girls and 5 boys, the "SE" class of 30 learners, 7 boys and 23 girls. The learner' age in both classes varies from 16 to 20 years old (18 years old average) and it is the first time they prepare for the Bac exam. The learners in the two classes come approximately from the same socio-economic background. They study English three hours a week (It proved to be insufficient to finish this year's (2007-2008) prescribed syllabus). All these learners have studied English for two years at the middle school; it is their fifth year of studying English with the exception of six learners who repeated school years before.

Ur (1998) states that adolescents are in fact the best language learners. On the other hand, some researchers state that: *"adolescents are unmotivated, surly, and uncooperative and that therefore they make poor language learners."* (Harmer,2001:37). Moreover, Putch and Schratz (1993) when they started to design a material for teenagers in Austria wondered why adolescents were less motivated and why they present outright disciplinary problems (1993; cited in Harmer, 2001:38). In fact, all the cited characteristics are noticed in secondary school learners in Algeria. The thing that may impede the learning process because the teachers lose time when restoring order in the class. The key issue to the indiscilplinary problems is the search for individual identity, learners care more about their peers' consideration than about their teachers'. However, there are other learners who do not show these negative characteristics. In fact, many of the learners in the two classes respond to the 14 characteristics of good language learners stated by Rubin (1987) (see appendix B). What has been noticed through the interview conducted with them is that a great number of them are characterised by: motivation, ego-involvement, goal orientation, perseverance, high risk-taking, these learners can also make intelligent guesses, make their own opportunities for practice and they make errors work for them and not against them.

However, there are few learners who are completely uninterested in studying the language because they give more importance to high-coefficient subjects such as mathematics and biology. Other learners failed at the beginning of studying English so, as Littlewood states: *"failure may produce negative attitudes which may help to breed further failure."* (Littlewood,1989:56). In addition to failure, anxiety plays another negative role in the learner education, *"if anxiety rises above a certain level, it is an*

obstacle to the learning process." (Littlewood,1989:58). On the whole, what has been noticed in these learners encourages the teacher to cater for their vocabulary learning improvement.

2.3.2.2. Learners' Needs Analysis

One of the major steps that lead to a successful teaching / learning process is to identify and analyse learners' needs. It is a priority to elicit information regarding the learners' interests, styles, strategies, perceptions and needs. Thus, teachers being aware enough of their learners' needs and learning situation can have the necessary flexibility to cope with the learners and learning situation. This may also lead the teachers to be reflective since they will be able to adopt a critical attitude towards themselves, viz., their teaching methodologies.

To this investigative research, it was necessary to collect data about learners' needs so that to be able to reach the objectives of the research and plan strategies that attempt, hopefully, to cater for these needs. In this context, Nunan and Lamb (1996:27) state that :

> *needs analysis provides a basis for setting goals and objectives.*
> *Goals and objectives settings are important tasks in most*
> *educational contexts , because they provide a   rationale for*
> *selecting and integrating pedagogical tasks, as well as providing*
> *a point of reference for the decision making process.*

To tap information that helps the researcher to carry out the experiment, a semi-structured interview (see appendix E) was conducted at the outset, and precisely at the planning phase (see 2.5.1.). In fact, the interview provided a great deal of information. Most of the learners seem to be motivated to learn English because, first of all, they want to score well in the Bac Examination, secondly, they like to understand songs and films in English and be able to use successfully the internet. Thirdly, a few of them aim at improving their English for carrying out further studies or for a future career, these 'dream' (as they say) to speak fluently in English. When asked about their main difficulties, they answered: vocabulary and grammar. They stated that they needed vocabulary for all the skills but they referred much more to reading and writing. They needed words to be able to comprehend a text and respond to the related questions. Learners are daunted by a text

over-loaded with new and difficult words because of their low lexical luggage, Schmitt corroborates: *"unless a high percentage of words on a page are known, it is very difficult to guess the meaning of any new words"* (Schmitt, 2000 :120). In such a case, consequently, answering the questions related to the text is done approximately or just by chance, and sometimes the key-word prevents the understanding of the whole text. Learners answered also that they need vocabulary to understand the topic of the 'Written Expression' section (see 2.2.). According to them, writing is the most difficult skill, first because they do not understand the topic, and second, they don't have enough vocabulary store to express themselves in writing, they state that they have difficulties in constructing a sentence, so let alone an essay of 80-120 words?.

It has been noticed that the heart of the problem is the lack of the appropriate strategies that help them discover, consolidate, retain and learn new words. Learners at this stage of learning are supposed to be aware of the strategies they have used to 'learn' Arabic at school; a great number of these strategies can be transferred to the learning of English. The learners rely on their peers' experience and/or on the teachers' explanation of the new, or forgotten, words. As far as teachers' explanation is concerned, most of them prefer the verbal explanation of words by the teacher and some like visual techniques to be used and most of them favour translation (see 1.2.3.3.).

A few of the learners possess a dictionary, to be exact, only five. Dictionaries are rarely used in learning Arabic (L1), so what about English?. This is due to the learners' laziness and in addition they state that they have never been trained to use dictionaries, though they provide them with the word form, part of speech, pronunciation and collocation (see 1.4.2.2.). It has been noticed that a few learners take notes. When given the meaning of the new word, some state that they write it down their note-book (but randomly), they write the equivalent in Arabic or French. Others understand the word at the moment of the explanation but don't write it down in their word list. It is worth noting that taking notes is important because they can refer to their lists for consolidation and revision. Some learners stated that they infer the meaning of the difficult word referring to cognates hoping that they recognise the similar word in French for they still have difficulties to understand French words. Some of them with a good level of proficiency in English state that they infer the meaning of the new word from context but when they recognise the surrounding words.

They also complain about the teachers' over use of the metalanguage. Great problems of understanding arise when the teachers of English, as they said, speak only in English and quickly. However, what has been noticed in most of the learners is that English learning does almost not exist outside the door step of the classroom. They give more importance and time to high coefficient subjects.

Thus, the learners under study seem to have a positive attitude towards the language and do not lack motivation, and this again fosters the teachers to cope with their weaknesses. It is clear that the learners are willing to learn vocabulary, besides grammar, but they don't seem to be able to use the appropriate and adequate strategies that lead them to successful learning. Moreover, they seem not to be aware enough of the strategies they already use to learn vocabulary in their mother tongue. Therefore, awareness of the knowledge and abilities they have at hand, from L1 learning, and how to use them appropriately, automatically and even unconsciously in the foreign language learning gear them to success as well as autonomy. Their interests and learning styles should also be taken into consideration so as to provide material accordingly.

Teachers, either experienced or novice, care lots about the teaching material, hoping that they find what meets their objectives and learners' needs in the textbook. Then, the textbook intended for the target population will be thoroughly described in the following section.

2.3.3. Teaching Material (the ELT Textbook)

The textbook is of a crucial importance in teaching. It serves both the teachers and the learners. It provides the teachers with determined material for teaching and the learner with material for learning inside and outside the classroom, Rivers (1981:475) states that: *"It [the textbook] will inevitably determine the major part of the classroom teaching and the students' out-of-class learning."*. However, it is said that the textbook like money is a good servant and a bad master. Besides, no textbook, with a well design and a rich content, would satisfy all the teachers' objectives and learners' needs and interests. Hence, *"concerned teachers will adapt the material in the textbook and supplement it in many ways, and add emphases of their own."* (op.cit.).

2.3.3.1. Description of the Textbook *'New Prospects'*

New Prospects is addressed to third-year secondary school learners of all streams. It is the last of a series designed for teaching English following the CBA. The textbook is built on a way that reflects real-life situations prompting the learners to use English in a creative way (Teachers' Book,2007) .

i) Organization of *New Prospects*

On the first pages of *New Prospects,* there is a book map where all the units are classified with their objectives and skill outcomes. Then, the units are introduced followed by three parts :a. listening scripts, b. grammar reference, c. portfolio .

The units: *New Prospect* builds in six graded units, each with a different theme. They are intended to develop progressively in the learners the three competencies of: interaction, interpretation, production (see 2.3.1.2.). Each unit comprises the presentation, practice of grammar, vocabulary and pronunciation with the four skills with a close reference to the theme.

At the end of the textbook, there are:

a. Listening scripts: These are scripts intended to serve all listening tasks and they can also be used by the learners.

b. Grammar reference: This rubric includes grammar points explained and illustrated thoroughly. The learners can refer to it in order to check or revise some grammatical points. It is a way that leads them towards autonomy.

c. Resource portfolio: This rubric includes a number of texts related to each unit theme. They can serve the metacognitive strategy of reading in English (See 1.4.2.4.). The learners can refer to them to enrich their language learning. They can also be used by the teachers to evaluate their learners.

ii) Organisation of the Units in *New Prospects*

The six units have different themes which cater for the needs of the major streams , *"We have tried to make a balance between topics related to science and technology and others to language and humanities"* (Teachers' Book, 2007:61). The units selected for the scientific streams are units: 2, 4, 5 and 6. But, in fact the programme was so over-loaded that teachers at the national level couldn't finish it. The themes are as follows:

Unit 1: Ancient civilizations

Unit 2: Ethics in business

Unit 3: Education in the world

Unit 4: Advertising, consumers and safety

Unit 5: Astronomy and the solar system

Unit 6: Feeling, emotion, humour

Each unit is divided into two sequences and each sequence, in itself, is divided into rubrics. These are summarised in the following diagram: (***Diagram 2.1***. *Skeleton of the unit*)

Unit organisation

Sequence 1

Section 1: Listen and consider

- Language outcomes
- Getting started
- Let' hear it
- Around the text

  - Grammar explorer(s)
  - vocabulary explorer
  - Pronunciation and spelling
  - Think, pair, share

Section 2: Read and consider

- Language outcomes
- Getting started
- Taking a closer look
- Around the text

  - Grammar explorer(s)
  - vocabulary explorer
  - Pronunciation and spelling
  - Think, pair, share

Take a break

Sequence 2

Section 1: Listening and speaking

- Language and skill outcomes
- Before listening
- As you listen
- After listening
- Say it in writing

Section 2: Reading and writing

- Before reading
- As you read
- After reading
- Writing development

Researche and report

Project outcome

Assessment

Diagram 2.1. : Skeleton of the Unit

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The unit comprises two sequences:

- *Sequence one* includes three parts:

➤ *Section one*: *Listen and consider*. *It is divided into rubrics*.

   a) *Language outcomes:* states the linguistic objectives.

   b) *Getting started:* is an introduction to the listening phase. The learners look at a thematic picture, discuss the topic with classmates and answer the related comprehension questions.

   c) *Let's hear it*: the teacher reads a passage and the learners do the tasks (such as: reorder the sentences and answer the questions)

   d) *Around the text*: exploits the same listening passage and focuses on its grammatical and lexical content as mentioned in the following.

   - Grammar explorer(s): the learners are introduced to grammatical structures and points, in addition to practice through tasks (Grammar Reference part provides the learners with further clarification).

   - Vocabulary explorer: in this part, learners are introduced to tasks based on vocabulary, such as: matching definitions with words, word formation, etc.

   - Pronunciation and spelling: it aims at increasing the learners understanding of sound-spelling of English.

   - Think, pair, share: learners should produce a piece of writing on a topic, individually and in pairs then present it to the peers.

➤ *Section two*: *Read and consider*. It is also divided into rubrics in the same way as the *listen and consider* section. The difference is that the passage is written and the learners should read and do the tasks of the other rubrics in relation with the text.

➤ *Take a break* : This is a light-side rubric where proverbs, jokes, songs, etc. are introduced as regard the already studied topic. It has a cultural and entertaining dimension.

- **Sequence two** includes five parts.

➤ *Research and report* : this part encourages interaction and negotiation between the learners and it is a good help for the learners for the project outcome.

➤ *Section one*: *Listening and speaking.* Also divided into rubrics.

   a) *Skill and strategies outcomes*: it is a preview of the communicative objectives.

b) *Before listening*: prepare the learners for the understanding of the aural text through a picture and pre-listening activities.

c) *As you listen*: the same thing as for sequence one (**c.**)

d) **After listening**: it is a post-listening stage which includes activities of a more intensive nature.

e) *Say it in writing*: it is a follow-up stage where the learners produce a piece of writing and present it to the peers.

➢ Section two: *Reading and writing.* It is also divided into rubrics in the same way as the previous section. The difference is that the passage is read by the learners.

➢ *Project outcome*: the learners are supposed to develop in writing the project where they show their acquired competences so far through the unit.

➢ *Assessment*: on this page, the learners assess what they learned so far on a provided table listing all the points that have been studied during the unit courses.

2.3.3.2. Vocabulary in *New Prospects*

Throughout the different units, learners are exposed to a large amount of vocabulary embraced in the different lessons. Learners are expected to know and retain the majority of the vocabulary and be able to use it appropriately in the four skills. New vocabulary is introduced through almost each lesson. There are thematic pictures at the beginning of each unit and each section (Getting started, Before listening, Before reading rubrics (see 2.3.3.1.)). They reflect real-life situations that draw learners' attention and prompt them to look for words so as to be able to express what they think about. The introductory pictures to the listening and reading rubrics lead the learners to learn more vocabulary and gear them to comprehend the texts (oral or written). On some pages , there are 'coping' and 'tips' boxes where the learners are introduced to techniques, rules and strategies they can use to find out , guess, infer the meaning of words and even to form new ones. Examples of these are mentioned on (Appendix C)

The rubrics of 'vocabulary explorer' tackle vocabulary in different ways. They embody a varied type of activities that cater for learners' vocabulary building skills. They are cited in what follows.

- *Word maps*: A word is presented and the learners are asked to cite all the words related in meaning to the initial one to make a word map. Such activities allow the learners to organize and enrich their lexicon

- *Gap-filling*: Learners are asked to fill in gaps in a paragraph by words, generally, from a given list. Such activity aims to make the learners practise and focus more on the already studied vocabulary.

- *Word formation*: Learners are introduced to rules for word formation. They are initiated to the different categories of affixes either for noun, verb and adjective derivation. It helps them develop the word-guessing strategy.

- *Matching*: In such activities, learners match words with their definitions, opposites or synonyms.

- *Chasing the intruders*: In such activities, the learners are introduced to lists of words and asked to cross the odd one out. It helps them find out words related in meaning.

2.4. Classroom Action Research

The present investigation is conducted through a classroom action research to test the accuracy of the stated hypotheses. An action research *"involves small-scale investigative projects in the teacher's own classroom operating through a four-fold paradigm: planning, action, observation and reflection."* (Benmoussat,2003:234). The following diagram summarises and illustrates the operation.

Planning

To select an issue or concern to examine in more detail, for example, to motivate reluctant pupils / students.

⇕

Action

To develop an action plan to help bring about the change in the behaviour of the pupils /students in question

⇕

Observation

To observe the effects and feed-back of the action plan on the pupils / students' behaviour

⇕

Reflection

Reflect critically on the significance of your action plan, i. e. how effective are the changes? What are the shortcomings of the implemented action plan? If necessary initiate a second action plan.

**Diagram 2.2.:** _Phases in Action Research Methodology_

(Benmoussat,2003:235)

The main objective behind the experiment is to solve the actual classroom issue (weak vocabulary knowledge) and to develop the appropriate strategies accordingly hoping to bring about the desired change, i.e. to gear the learners to the unconscious use of VLS and to enrich their vocabulary store.

The action research is conducted with the population under study during the academic year (2007-2008). It focuses on the implementation of VLS and tries, hopefully, to inculcate these strategies into the learners' minds. The aims the researcher has tried to fulfil during the four phases are as follows:

✓ To collect data about learners' motivation, interest, learning styles, difficulties, and needs.

✓ To make the learners aware of VLS they already have beforehand and implement new ones in a simple, clear and explicit way.

✓ To observe the implementation of VLS, i.e. learners' receptivity and use of the strategies.

✓ To enable the learners to assess their progress and reflect about their own learning process.

✓ To teach the learners how to learn and gear them towards autonomy and responsibility in their learning process.

A number of research tools are used to collect the necessary data during the experiment, namely, a semi-structured interview (with the learners) and two questionnaires (to the teachers and the learners).

2.5. Data Elicitation Instruments

Tools of research are used to elicit information from the two poles of the teaching / learning situation, the teachers and the learners. The data collected help the researcher to carry out the classroom action research throughout the four phases.

2.5.1. Planning Phase.

At this phase of research, it has been thought to administer a questionnaire to a number of secondary-school teachers to have an overview about the learners and the teaching of vocabulary. Moreover, a semi-structured interview has been conducted with the population under study to elicit data that helps the researcher to localise and analyse their needs. The two tools are described in what follows.

i) *Teachers' Questionnaire*

Questionnaires include a number of questions and/or statements in relation with the investigation. They are simply defined by Seliger and Shohamy (1989 :172) as " *printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously.* ". It has been opted for that instrument to elicit information from the group of informants in a short time, in addition, the respondents

"*tend to share information of a sensitive nature more easily.*" (Seliger and Shohamy,1989:172) because of anonymity.

The questionnaire (see appendix D) comprises seven structured questions "*Those of a high degree of explicitness,...may require the subject to mark responses, to check agreements or disagreements, or to select among a number of alternatives.*" (op. cit. :172-3) and four questions of open type (unstructured), they require the informants to supply more clarification.

The main objectives behind the administration of this questionnaire to EFL secondary school teachers are:

a. To have an idea about the teachers' profile and their evaluation of their learners' motivation.

b. To know about their learners' vocabulary stock and vocabulary problems encountered during the learning process.

c. To have an idea of the ways teachers tackle vocabulary teaching taking into account the techniques used to present and/or revise (new) words, besides the types of vocabulary teaching whether intentional or incidental.

d. To obtain teachers' suggestions to extend their learners' vocabulary.

The questionnaire includes eleven questions grouped into four rubrics.
Rubric1 (questions 1-4) attempts to tap information about the teachers' profile, their teaching experience and teaching methodologies. Rubric 2 (questions 5-7) tries to get information about their opinions about their learners' motivation to study English, in addition, it attempts to know more about the vocabulary problems encountered by the learners and check their awareness about the strategies they already use to learn words in their L1 and L2. Rubric 3 (questions 8-10) tackles the ways of teaching vocabulary: the intentional and incidental vocabulary teaching, the techniques used to introduce vocabulary and the courses in which they tend to introduce more vocabulary. Finally, rubric 4 appeals the teachers to provide suggestions that may help the improvement of the learners' vocabulary store.

ii) *Learners' Semi-Structured Interview*

Still at the planning phase, a semi-structured interview (see appendix E) has been conducted with the target population. This type of tools is opted for because of the freedom of responses and the flexibility it offers to the researcher (Seliger and Shohamy,1989). In

addition, face-to-face communication enables the researcher to reformulate questions that remain unclear for the informants. A semi-structured interview *"consists of specific and defined questions determined beforehand,"* (Seliger and Shohamy,1989:167) but at the same time, it permits the introduction of other questions since a question may lead to another. The interview is intended to fulfil the following aims:

a. To tap information about the learners' profile: their age, background, motivation, attitude, interests, learning styles.

b. To obtain information about their difficulties in English, mainly at the level of vocabulary.

c. To check their awareness of the strategies they already use in learning vocabulary in Arabic and French (L1 and L2).

d. To elicit suggestions that are thought to improve their own vocabulary learning.

The interview includes mainly eight questions that may lead to others grouped into four rubrics. Rubric1 tries to have an overview about the learners' profile: their age, attitude and motivation to study English. Rubric 2 tries to tap information about their vocabulary problems, their own assessment to their vocabulary luggage and the way they prefer it to be presented to them. Rubric 3 looks for the extent to which they are aware of the strategies they use to learn lexis in L1 and L2. As for rubric 4, it is devoted to the learners to offer suggestions that, they believe, may enhance their vocabulary learning.

2.5.2. Action Phase

At this phase of the experiment, an action plan is developed in order to cater for the learners' needs. This phase is intended to remedy their weaknesses and enhance their vocabulary learning and knowledge. It relies on the implementation of a number of VLS, the aim is to train the learners to use them, so that they become able to use them automatically and unconsciously. What is more, the action focuses on *"making them aware of the need to become independent learners by recognizing the strategies they possess and those they lack"* (Ghazal,2007) particularly for less successful learners. The steps the researcher has followed are as follows:

1. Learners' awareness about the importance of vocabulary in facilitating the learning process is raised. In addition, they are made conscious about the strategies they already have at hand from learning L1 and L2.

2. VLS are identified and illustrated thoroughly so that they understand clearly the type and the way to use them focusing on a number of them, mainly, word-guessing strategies, dictionary-use strategy, social strategies, word-list strategy, and memory strategies.

3. The use of the strategies is highlighted as we go through the courses in order to notice the way VLS are used. Simultaneously, learners are urged to reflect about the use of the strategies and their vocabulary learning in order for them to become reflective and be able to use the appropriate strategies.

4. Learners are tested either orally or in writing from time to time to check the retention of the words studied.

These are the steps the researcher has followed in the implementation of VLS during the action phase of the experiment hoping for effective learning and successful results.

2.5.3. Observation Phase

Learners are tested and observed, mainly orally during the whole phase of action, and by the end of the experiment, a questionnaire has been administered in order to check their evolution in using VLS and their improvement in vocabulary learning.

i) *Learners' Questionnaire*

The aim behind the administration of the questionnaires to the learners are manifold, *"to assess linguistic problems, find out needs, or evaluate language components."* (Allison,1981 :378). As far as the present research is concerned, the questionnaire aims at collecting data about the learners we hope to enhance their level of proficiency relying on awareness and the appropriate and effective use of VLS. Allwright and Bailey (1996:72) state that learners *"can be viewed as anything from passive observees to actively involved participants.",* thus, they can take part in their learning process and their teaching process as well. Indeed, the learners expressed a feeling of happiness and consideration, they were motivated and stimulated to exchange ideas. What is more important is that the questionnaire gave them the opportunity to think about their own learning process.

The questionnaire was conducted with third-year secondary school learners to fulfil the following objectives:

a. To know more about the learners' motivation and attitude to studying English.

b. To have an idea of the language skill that helps them learn more vocabulary and whether they plan to learn (new) vocabulary (intentional learning) or just when they encounter them (incidental learning) (see 1.2.2.).

c. To enquire about the types of VLS mostly used by the learners and the extent to which they help them to enrich their knowledge of words and make them feel autonomous.

The questionnaire (see Appendix F) consists of ten structured questions classified into four rubrics .The choice of structured questions is done on purpose because they are more explicit than the open questions (unstructured), in addition, they make the task easier for the respondents to choose from the alternatives provided. The questionnaire is introduced to the informants in Arabic in order to ensure that all of them understand the questions and can answer correctly. They are informed that it is not a test and that there is no right or wrong answers, besides they are asked to respond as they are learning words actually and not as they might be learning. Anonymity is respected so that they feel not obliged to satisfy the researcher's desired answers.

Rubric 1 (questions 1-3) draws on the learners' profile: gender, age and motivation and attitude. Rubric 2 (questions 4-6) explores vocabulary learning among learners, in which courses and whether it is intentional or incidental. Rubric 3 (questions 7. A-B-C-D) aims to find out the VLS learners use to learn (new) words and the frequency of use of these strategies on a five-graded Likert scale*$_1$ (from always to never). Rubric 4 (questions 8-10) tries to uncover the level of efficiency of the inculcated VLS. It attempts as well to find out whether this action geared the learners to enrich their lexicon and become autonomous. The observation and reflection phases of the action research will be tackled in the following chapter because of their analytic nature.

2.6. Conclusion

The chapter has described the teaching/learning situation at a micro-level. It presented an overview of the English language status at the secondary school level revealing to be low compared with other subjects because of the low coefficient granted to it. Moreover, teachers' profile was drawn shedding light on some of the constraints that prevent them from giving their full potential, some of these are the administrative burdens, the over-crowded classes and the badly-scheduled hours. Teaching methodologies have been diachronically described, moreover, teachers' methodologies were also described

thoroughly, both at the educational and the affective level of the learners. Teachers shift from the implemented approach (CBA) to others in order to suit their learners' needs and learning styles.

Teachers, albeit the constraints, strive hard to lead the teaching/learning process in a safe environment and to gear the learners towards success. The interview conducted with the learners under study revealed data of a paramount importance to the classroom action research. Learners were highly motivated. They clearly determined their problems in learning English, mainly, at the level of vocabulary which were directly linked to the comprehension of texts and the production of a piece of writing particularly in exams. The lack of awareness of the appropriate and adequate VLS impedes the learners' vocabulary improvement. The collected data helped the researcher to uncover and analyse their needs so as to be able to implement the appropriate remedial action. In addition, the steps followed by the researcher to lead the action research have been clearly stated. The aim behind the investigation is to enable the learners learn how to learn, i.e. to lead them towards autonomy. So, results about the experiment will be detailed in the following chapter to see the extent to which it has functioned.

Note to Chapter Two:

*1 <u>Likest scale</u> is named after its originator _Rensis Likert_. It has been used first in Psychology. It is a scale commonly used in questionnaires where the respondents specify their level of agreement to a statement. The mostly used is a five-graded Likert scale although the seven or nine levels are advocated by some.

CHAPTER THREE:

ANALYSIS AND INTERPRETATION OF THE MAIN

RESULTS

Rubric 1 included four questions dealing with the teachers' profile and their learners' motivation.

Question1: the experience of the 15 teachers varies from 8 to 22 years: three teachers from 8 to 10 years, eight teachers from 11 to 17 years and the rest (four teachers) from 20 to 22 years.

Question 2 inquired about the teachers' opinions about their learners' motivation to studying English. None of the teachers responded that his/her learners like studying English 'much', (86.66 %) stated that it was just 'a little' and (13.33 % / 2 teachers) answered that they 'do not like'. This implies that most of the learners have a positive attitude towards the language and its culture. The results are represented into the following table.

Learners like studying English	High motivation	Low motivation	Inexistent motivation
Teachers' evaluation	0%	86.66 % (13 teachers)	13.33 % (2 teachers)

Table 3.1: _Teachers' Evaluation to their Learners Motivation_

Questions 3-4 asked the teachers about their methodology of teaching. All the teachers used the Competency-Based Approach and all of them stated that they used other approaches. They seemed to incline towards the functional approach (those of 20-22 years of experience), the communicative approach and the eclectic approach. When asked about the reasons, some did not provide any answer but the responses of the rest converged; in sum, they used the characteristic from an approach to suit the objectives of the lessons and the learners' level of proficiency, some noted simply that they are accustomed to the use of this approach (especially the communicative) and a few believed that this was the most effective way of instruction since they were instructed this way.

Rubric 2 gathered three questions tackling learners' vocabulary problems.

In question 5, teachers' answers about their evaluation to their learners' vocabulary knowledge were approximately similar between 'average' and 'poor', scoring (46.66 %) and (53.33 %), respectively. None of the teachers' answers was inclined towards 'good', it

matches their opinions about their learners' motivation. The following pie-chart represents the results:

poor
53.33%

Good
0%

Average
46.66%
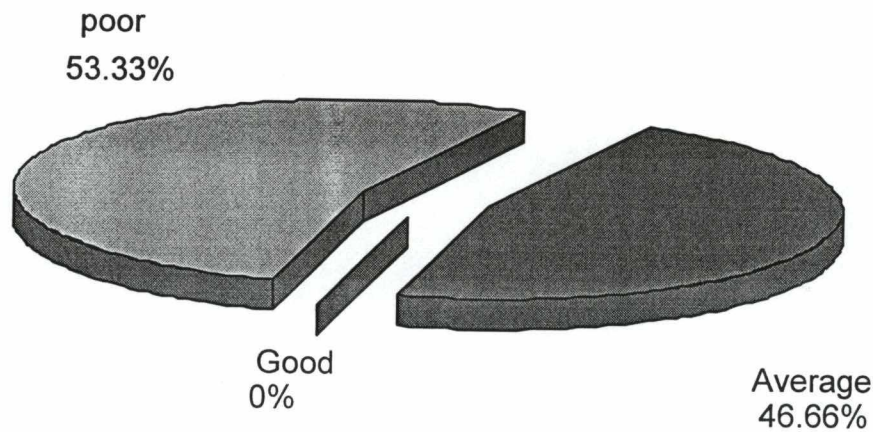
Figure 3.1.: _Teachers' Assessment to their Learners' Vocabulary Knowledge_

Question 6 asked the informants about their learners' main vocabulary problems. All of them revealed that the learners' poor vocabulary store (for the majority of the learners) impeded them from comprehension and / or production both the productive and receptive skills. Notably, when reading texts, they encounter lots of new words that prevent them from understanding the passage, they feel then discouraged to continue reading. The same thing happens when listening to the teachers speaking only in English. As for writing, they do not have enough lexical luggage that allows them to express their ideas, in the case of understanding the topic, of course. It is worth noting that the writing session is also difficult to deal with by the teachers owing to its difficult nature. Almost all the learners are daunted by speaking, and if they try to speak, they generally utter words separately. All this is mainly due to the lack of a solid lexical knowledge especially of frequent words, i.e. words found in every page (Schmitt 2000); this is supposed to be acquired from the middle-school level. Some of the teachers quoted that the large amount of the new vocabulary did not encourage the slow learners, or low proficient learners, to tackle it especially because they did not revise frequently granting less time and effort to studying English. Moreover, they did not know how to learn.

In question 7, almost all the teachers (93.33 %) answered that their learners were not aware of the strategies they already used to learn words in L1 and L2, just one teacher (6.66 %) responded affirmatively.

Rubric 3 gathered questions concerning the teaching of vocabulary.

Question 8 asked the teachers about the courses in which they introduced vocabulary most. According to them, most vocabulary is introduced through reading (100 %), vocabulary explorer (100 %), writing (80 %), listening (80 %), grammar explorer (73.33 %) courses; and it is least introduced through pronunciation and spelling (66.66 %) and speaking (50 %) courses. The results are clearly represented in the following bar-graph.
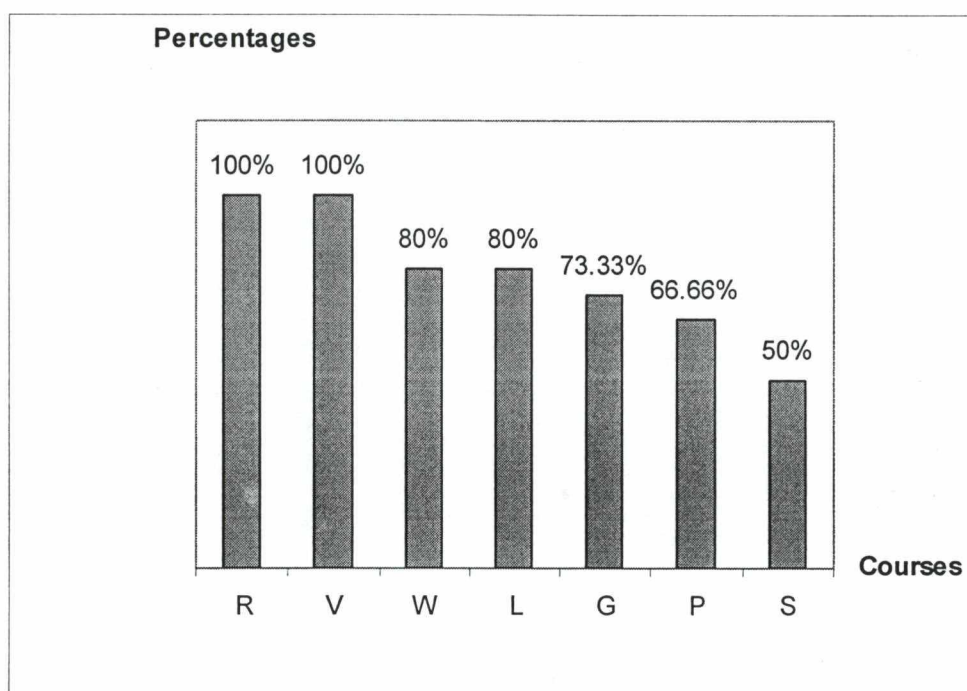
Figure 3.2. : *Introduction of Vocabulary through the Different courses*

Keys to the **Figure3.2.** are as follows.

R: Reading   G: Grammar explorer

V: Vocabulary explorer   P: Pronunciation and spelling

W: Writing   S: Speaking

L: Listening

<u>Question 9</u> inquired about the type of vocabulary taught. (86.66 %) of the teachers revealed that they taught vocabulary intentionally, i. e. with a pre-plan while (13.33 %) answered that they did it both intentionally and incidentally. Intentional vocabulary is favoured over incidental although literature proves the efficiency of the incidental vocabulary learning (see 1.2.2.).

<u>Question 10</u> asked the teachers about the techniques the teachers used to present (new) vocabulary. All of them answered that they used the verbal technique, (66.66 %) of them noted that they used the visual techniques and (60 %) admitted the use of translation. These are supposed to be various ways to satisfy the different learners' learning styles and proficiency level.

Rubric 4 is devoted to teachers' suggestions to extend their learners' vocabulary. (80 %) of the informants offered their suggestions, the rest (20 %) did not make any. They are summarised in the following points.

- Relaxed atmosphere for the teaching /learning process.
- Varied and interesting vocabulary, vocabulary activities and vocabulary learning strategies.
- Continuous revision and consolidation of the studied words.
- Promoting reading in free time.

3.3.1.1. Teachers' Suggestions

Most of the teachers provided suggestions of a crucial importance, though not exhaustive, to remedy the learners' problem of weak vocabulary store. These are considered as proposals that should be taken into account by all EFL teachers in order to enable their learners to enrich their lexicon. Most of the teachers made reference to the atmosphere inside the classroom, they advised to lead the teaching/learning process in a relaxed atmosphere so as to lower the learners' affective filter. In doing so their interest, attitude and motivation towards the language itself improve. Moreover, teachers believe that variety avoids boredom and raises the interest, some of them proposed to introduce different types of activities; some of them made allusion to language games that lead, according to literature (Lee,1972), to effective results.

Most of the teachers focused on the type of vocabulary to be introduced to the learners, they advocated vocabulary that matches the learners' stream and age, thus their
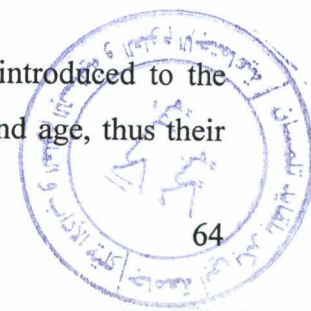
interest and it would be better that it has a relation with the topics dealt with in high-coefficient subjects. In addition, the informants suggested the introduction of different VLS so as to enable the learners to learn how to learn vocabulary, they referred mainly to the use of dictionary where they found adequate information about the word and its use. The informants also advised to practise the studied vocabulary in order for the learners not to forget it. Revision and consolidation are part of the suggestions, as well, it was argued that they helped learners remember and commit the vocabulary to the long term memory. Furthermore, a number of teachers alluded to reading in English in free time for the purpose of enriching their lexicon.

3.3.2. Learners' Semi-Structured Interview Analysis

The semi-structured interview (see appendix E) comprises eight questions classified under four headings. It was introduced at the planning phase in order to have an exact view about the learners' profile and needs. Because of the nature of the interview, time-consuming, it was led with the whole 41 learners of the two classes but divided into groups of four or five.

Rubric 1 tackled the learners' profile and motivation.

The age of the learners, as already stated (see 2.3.2.1.) varies from 16 to 20 years old (question 1) and most of them have studied English for five years, except six of them who repeated academic years before (question 2).

Question 3: answers to the question revealed the strong interest and motivation of the learners to study English, (85.36 %) of them liked studying English, among them (51.21 %) liked it very much and the rest (14.63 %) did not like English. It also implies that most of them have a positive attitude towards the language. The results didn't meet those of the teachers' answers concerning learners' motivation. When asked about the reasons about liking studying English, their answers were manifold, they said:

- It is an international language and the first language in the world of globalisation.
- It is a beautiful language.
- It is an easy language.
- It helps us score well in the Bac examination.
- We need it to understand songs and films in English and for technology (computer, internet, apparatus leaflets).

- We need it at university, especially for further studies.
- We need it, perhaps, for future jobs.

The answers of those who responded that they didn't like studying English were two-fold. They said that English was too complicated and they did not understand it, and others said that it was not important to study it.

Rubric 2 dealt with the learners' vocabulary problems, their opinions about their vocabulary store and the way they liked it to be presented.

Question 4 investigated their problems in learning English and mainly at the level of vocabulary. Their main problems in English were summarised in: grammar, new words and writing. When the question was narrowed to problems at the level of vocabulary, they gave different answers that converged towards the four language skills.

In reading, they face texts over-loaded with new words. So, to do activities related to the text, most of them, for instance, answer reference questions rather than inference questions even though they do not understand the context, and for vocabulary activities, they hope to find familiar words in order to be able to find out the target word in the text. They can not infer the meanings of new words because the surrounding words are unknown as well.

In listening, the learners do not understand the whole teacher's talk because, according to them, from the one hand the teachers talk too fast, and in the other hand, when they do not understand an uttered word(s), they can not follow the teachers anymore. Hence, they are not able to do activities related to listening skill.

Almost all the learners are daunted by writing because they have to produce, and they do not have enough lexical luggage to express their ideas, in addition to grammatical problems that impede them from ordering the words correctly. They face another problem, especially in exams, when they do not understand what to write about, i.e. the topic. In guided topics, some of them state that they simply link the provided cues while in free topics, they pick up sentences from the text and put them together.

As for speaking, some of the learners 'dream' of talking in English, they try to make efforts from time to time but most of them do not dare to talk in English because they say that they do not find enough words in their lexicon, in addition, they cannot produce correct sentences.

Question 5 asked the learners to assess their vocabulary knowledge. (51.21 %) admitted that their lexicon was poor, (41.46 %) answered that it was average while (7.31 %) assumed that it was quite good. The following pie-chart represents the results.
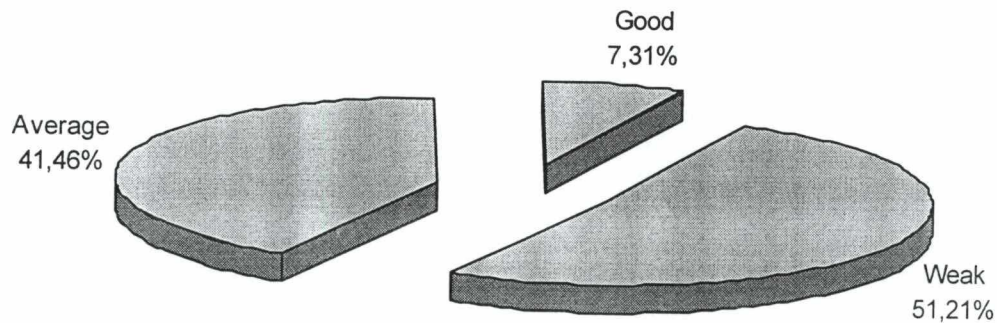
Figure 3.3.: *Learner' Own Assessment to their Vocabulary knowledge*

In question 6, the informants provided information about the techniques used by the teachers to present vocabulary that suit their learning styles; the majority chose more than one technique. The most approved technique was translation with (87.5 %), (65.62 %) preferred the verbal explanation provided by the teacher and (34.37 %) preferred the visual techniques.

Rubric 3 attempted to find out the VLS used by the learners with reference to L1 and L2.

In question 7, they were asked about the strategies that they used to study vocabulary when learning Arabic and even the second language to check their awareness (before answering, an explanation of the word 'strategy' was introduced). Most of them were not aware of the strategies they already used albeit they were fossilised in their minds. As for the types of VLS used, they cited: taking notes, inferring from context, referring to cognate, asking peers and using a dictionary (only 5 of them used the dictionary). The number of strategies is few compared with the existing ones.

Rubric 4 asked the learners to provide suggestions to help them extend their vocabulary repertoire.

Some informants asked to be taught how to learn vocabulary rather than proposed how to be taught. Others made some suggestions that met in many points what the EFL teachers suggested. They fell into the following points:

- Introduction of interesting vocabulary and themes.
- Frequent use of translation.
- Frequent revision and consolidation of the studied vocabulary.

3.3.2.1. Learners' Suggestions

As it is already mentioned, some learners asked to be taught how to learn vocabulary, they asked for simple and easy ways to tackle new lexis. On the other hand, other learners provided some proposals; they talked about the type of words to be introduced. According to them, themes of the units should be interesting, hence vocabulary as regard the themes would be interesting and useful; in this context they alluded to scientific themes rather than literary or even outdated. Moreover, some learners suggested to provide them with lists of words, of the new lexis and even of frequent words so that to be able to revise whenever needed. They also proposed revision and consolidation of the studied words from the teachers especially before exams. In addition, the learners suggested the use of translation from time to time in order to enable them understand the teachers' input clearer.

3.3.3. Learners' Questionnaire Analysis

The questionnaire was administered by the observation phase of the action research after the training period, i.e. after the period of implementation of VLS. It was administered to the 41 learners of the two classes but only 32 gave back their questionnaires, this was due to the fact that some learners dropped out schools by the end of the academic year before exams. The questionnaire included 10 questions grouped under four rubrics. The results of the questionnaire are analysed quantitatively and individually in what follows.

Rubric 1 comprised 3 questions dealing most with learner' motivation.

Question 1 inquired about the informants' gender so as to be able to study the strategies in relation with gender (see 1.5.2.). The total number of the respondents was 32, 24 girls and

8 boys. However, the number of the respondents 'boys' was not adequate to lead to an objective interpretation of the results.

Question 2 asked about the learners' age so that they feel a personal interest in them when responding.

Question 3 asked whether the informants liked studying English in order to know about their motivation to learn the language and even their attitude towards it. (75 %) stated that they liked studying English very much, (21.87 %) noted that it was just a little and one of them (3.12 %) revealed that she did not like it. This implies that they are highly motivated and they have a positive attitude towards the language. The following table summarises the results obtained from this question.

I like studying English	High motivation	Low motivation	Inexistent motivation
Percentage of the learners (and number)	75 % (24 learners)	21.87 % (7 learners)	3.12 % (1 learner)

Table 3.2.: *Learners' Motivation to Study English*

Rubric 2 included 3 questions tackling the learning of vocabulary.

Question 4 alluded to the consciousness of the learners to the introduction of new words during the courses because, in fact, in each session there is a new learning situation that requires the introduction of new words. The (65.62 %) of the learners reported that they encountered new words each lesson and (34.37 %) revealed that they did from time to time.

Question 5 tried to uncover the courses in which the learners learnt more vocabulary. They responded by making more reference to reading, vocabulary explorer and writing courses with (93.75 %), (87.5 %), (78.12 %), respectively, then grammar courses receive (50 %) whereas approximate percentages were devoted to listening (37.5%), speaking (31.75 %) and pronunciation and spelling (31.75 %) courses. Such results foster the teachers to work

more on the courses that scored low percentages to enable the learners to take more profits from the whole input presented in class. The following bar-graph represents the results.
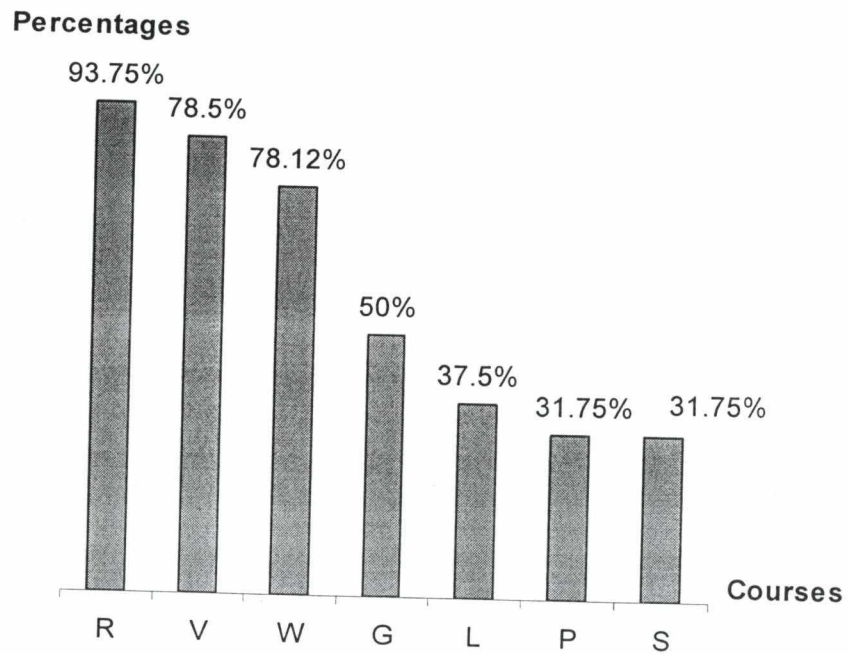
Figure 3.4 : *Vocabulary Learning Through the Different Courses*

Key to bar-graph:

R: Reading   V: Vocabulary explorer

W: Writing   L: Listening

G: Grammar explorer   P: Pronunciation and spelling

S: Speaking

Question 6 asked the learners about the intentional and incidental vocabulary learning. It made allusion, anew, to learners' interest and motivation to learn English. (68.75 %) of them answered that they planned to learn new words and (40.62 %) revealed that they learned new words just when they encountered them. (15.62 %) of the learners responded that they learnt vocabulary both intentionally and incidentally. The following bar-graph represents the results.
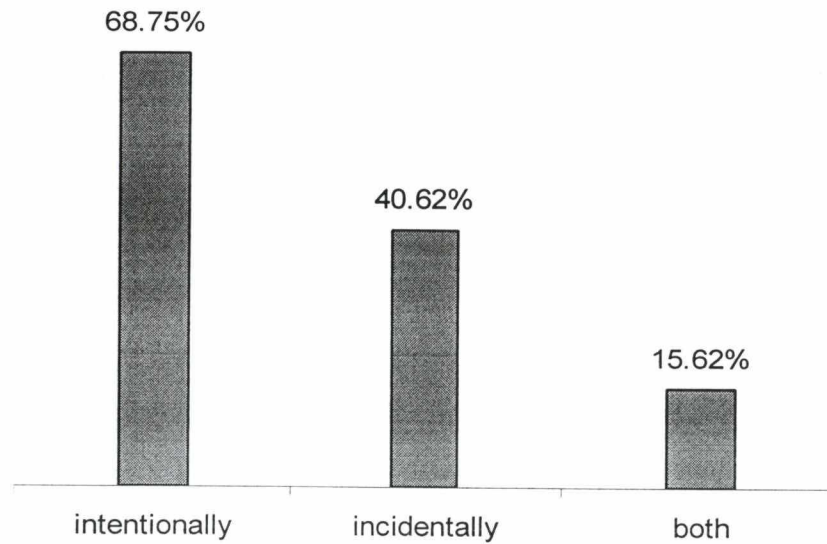
Figure 3.5.: *Learners' Intentional and Incidental Vocabulary Learning*

Rubric 3 included questions 7 A.B.C.D. It aims to know about the use of the different VLS after the training phase. Learners were asked to respond on a five-graded Likert-scale varying from 'always' to 'never' for each strategy. The means representing the use of the strategies are shown into the following table from the mostly to the least used strategy. (see Appendix G for more information about the learners responses).

	Vocabulary Learning Strategies	**Means**
1	Word list (English/Arabic)	2.44
2	Asking the teacher	2,19
3	Referring to cognates	2.09
4	Asking friends	2.03
5	The key-word method	1.97
6	Inferring from context	1.84
7	Repetition	1.81
8	Word division (roots and affixes)	1.81
9	Word list (synonyms/antonyms)	1.66
10	Watching films in English	1,66
11	Reading in English	1,53
12	Dictionary-use	1.53
13	The spatial mnemonics	1.47
14	The visual mnemonics	1.44
15	Rote repetition	1.25
16	Working in groups	0,91
17	Listening to songs in English	0,63
18	Flash cards	0.00

Table 3.3.: *Means of Use of the different VLS*

What has been noticed is that none of the strategies is 'always' used; learners then responded from 'usually' to 'never'. This implies that they do not use the same strategy all the time. The results show that the mostly used strategies are word-list strategy using the mother tongue (the English word with its equivalent in Arabic), asking the teacher, referring to cognates, asking friends with the means 2.44, 2.19, 2.09, 2.03, respectively. This means that the cognitive and the social strategies are mostly used by the learners to learn vocabulary. In addition, more than half of the mostly used strategies, according to the classification, are cognitive strategies with the exception of the key-word method (as a memory strategy) which received a mean of 1.97 (fifth position); and the metacognitive strategies namely, watching films in English (1.66) and listening to songs in English (1.53). What has been noticed as well is that reading in English (magazines, stories, books, etc) as a metacognitive strategy received almost the lowest mean (0.63) just before the use of flash cards with the mean of 0.00, i.e. it is not used at all, perhaps because it is time consuming.

Rubric 4 consists of 3 questions looking for the extent to which VLS have helped the

learners to enrich their lexicon and to become autonomous.

Question 8 asked the learners to reveal whether they used more strategies than by the beginning of the year. (87.5 %) of them asserted that they did and the rest (12.5 %) answered that they did not, i.e. they did not learn and use new strategies.

Question 9 inquired about the amount of vocabulary the learners learnt after being trained to use VLS. (71.87 %) answered that their vocabulary knowledge had increased 'much', (28.12 %) responded that it had improved but just 'a little'. None of them affirmed that he/she did not learn new words. The pie-chart clearly represents the results.

much
87.87%

not
0%

little
28.12%
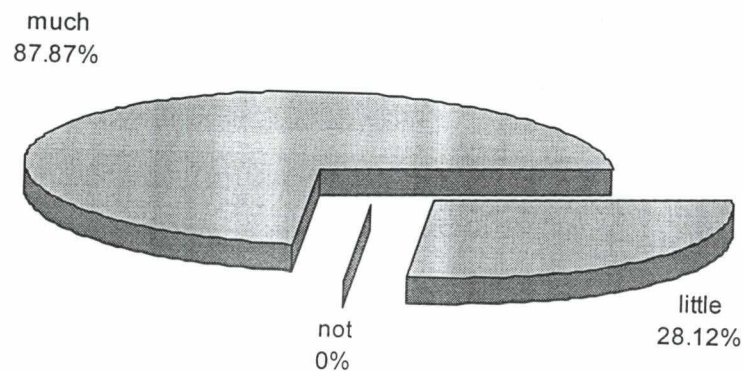
Figure 3.6.: *Learners' Vocabulary Improvement*

Question 10 attempted to know about learners' autonomy. (87.5 %) affirmed that they felt more autonomous to learn vocabulary, however, (12.5 %) admitted that they can not rely on themselves to learn new words. The bar-graph represents the percentages.

87.50%

12.50%

autonomous   not autonomous
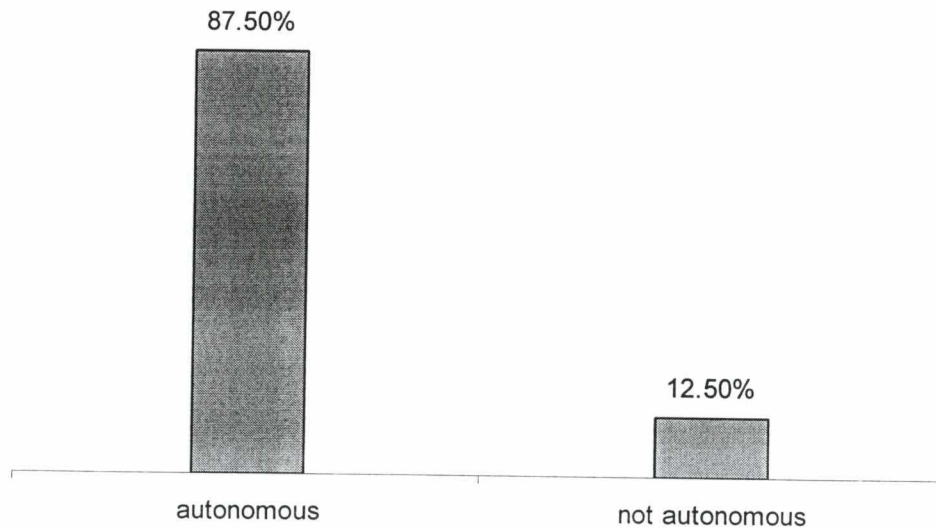
Figure 3.7.: *Learners' Autonomy*

The main results of the data collected will be discussed and interpreted in the following section:

3.4. Discussion and Interpretation of the Main Results

This section aims at discussing and interpreting the main results. Therefore, being at the reflection phase, the data elicited from the planning and observation phases of the experiment are interpreted so as to check whether they confirm or invalidate the accuracy of the stated hypotheses put forward to respond to the research questions motivating the research.

The questionnaire conducted with the EFL teachers and the interview led with the target learners is not free from contradiction but generally the responses of the informants (teachers and learners) seem rather to agree. Almost all the learners reveal that they like studying English while almost all the teachers witness that their learners are little motivated; teachers' opinions may be influenced by the teaching constraints (see 2.3.1.3.), learners' low proficiency level and indisciplinary problems. Teachers' assessments to the learners' vocabulary knowledge matches the learners' own assessment to their stock of words, they are equally described as poor or average; the fact that smothers the learning process. In addition, both teachers and learners agree, to a large extent, in identifying the main vocabulary problems encountered through the learning process which proved to have

a relation with the four language skills. It would be preferable to grant more importance to writing and reading since learners are intended to sit for a decisive 'written' exam where reading comprehension occupies a considerable share. Moreover, almost all the teachers confirm that their learners are not aware of the strategies they already use to study vocabulary in L1 and even L2 and the learners recognize their unawareness, too. However, they already know some VLS but they are rather less developed through practice nor automatised. As for the techniques used by the teachers to present (new) vocabulary, all the teachers use the verbal explanation and most of them tend to use the visual techniques and translation. The learners are rather inclined towards translation. Then, the teachers should not neglect the learners' difficulties in understanding their metalanguage taking for granted that it is the official language of instruction. Concerning the courses in which vocabulary is learnt most, they are, according to them (teachers and learners), reading, writing and vocabulary explorer courses. It is important to take advantages of these courses and think to take more profits from the other courses.

The action phase of the experiment was devoted to training learners to use VLS hoping to fossilise them into their minds so as to be used unconsciously and automatically. The action started by the identification of the different VLS and their use at the different situations in order for the learners to notice how and when to use them. Moreover, the learners were trained to reflect about their own vocabulary learning and even language learning process. Results of the interview and questionnaire addressed to the population under study represent thoroughly the hypotheses on which the investigative study is led.

EFL learners seem not to be aware that they already know ways to learn (new) words; these are the strategies they already use in learning vocabulary in L1 and even L2. Through the interview conducted at the outset of the investigation, most of the learners recognised that they were not aware of the strategies they already used unconsciously. The teachers also confirmed the learners' unawareness. This proves the validity of the first hypothesis. Therefore, raising learners' awareness of the strategies they use in L1 and L2, i.e. the potential they already have raised their motivation and willingness, besides it gives them a feeling of confidence in themselves and it encourages them to better learn English. Indeed, this paved the way for learning more strategies since (87.5 %) use more strategies than by the beginning of the year (see 3.3.3.).

Learners in the two classes are of mixed abilities and of different learning styles, in addition, they are a mixture of boys and girls albeit the number of boys is not so high (8) to allow finding out objective results about the influence of gender on the choice of the

strategy (see 1.5.2). The learners proved the use of the different strategies at different means. It does not imply that they all reach an excellent proficiency level but they can reach a higher level than the initial one. This confirms the second hypothesis stating that VLS can be used by any EFL learner with different learning styles and proficiency levels.

The learners assert that they are motivated to study English although half of them admit that their vocabulary store is low. The teachers' opinion, on the other hand, contradicts that of the learners' concerning motivation. However, what is important is that motivation raises the learners' interest and willingness to study English. In fact, when VLS were implemented to the learners through the action phase, they showed a stride at the level of vocabulary knowledge. In the interview, at the beginning of the experiment, half of the learners admitted their low vocabulary knowledge and the second half asserted that their knowledge was average while at the end of the experiment, the majority of the learners stated that they learnt 'much' vocabulary and just (28.12 %) revealed that they learnt just 'a little' vocabulary. The present results prove the validity of the third hypothesis stating that training learners to use VLS appropriately gears them towards the improvement of their vocabulary knowledge, hence, to catch hold.

When inculcating VLS to EFL learners, they acquire a know-how to learn that automatically gears them to independence. The great majority of the learners (87.5 %) asserts that they feel more autonomous to learn vocabulary than by the beginning of the year. It is worth making allusion to the fact that some learners at the beginning of the experiment asked to be taught how to learn. Therefore, the fourth hypothesis is validated since most of the learners can take control of their learning process and become autonomous. In sum, inculcating VLS to EFL learners gears them to autonomy. In addition, learners' vocabulary knowledge increases according to the efforts and time granted to learn English (vocabulary) supported by motivation and success, as well, because success paves the way to a following success.

3.5. Conclusion

The classroom action research was based on the two partners of the teaching/learning situation, the teachers and learners. The analysis of the data collected from the tools of research conducted with them revealed invaluable insights about the learners and the teaching of vocabulary. Teachers' questionnaire and learners' semi-structured interview showed a discrepancy between the teachers' and learners' opinions about the learners' motivation to study English. Learners displayed a considerable interest

in learning the language even though the teachers' opinion contradicted. The tools also helped to pinpoint the main vocabulary problems encountered by the learners in order to be able to cater for their needs, admitting simultaneously the learners' poor vocabulary store. Therefore, the action phase focused on raising learners' awareness about VLS they already used unconsciously in learning L1 and L2, in addition, it emphasised on implementing the different VLS with the objective of inculcating these strategies into their minds.

Results also showed that reading, writing and vocabulary explorer courses tended to be the sessions in which both the teachers and the learners took advantage of in presenting and learning (new) vocabulary. On the other hand, the questionnaire addressed to the learners at the end of the experiment displayed, again, the learners' interest in studying English. Moreover, VLS were used at different means; results showed that word-list (English/ Arabic words), asking the teacher or a friend and referring to cognates were the most used whilst reading (stories, books, magazines…) in English was the least used strategy even though it could allow them learning lots of (new) words, flash-cards were not used at all.

Learners revealed that they used more strategies than by the beginning of the academic year and that they improved their vocabulary knowledge by the use of the inculcated strategies. Besides, most of them disclosed that they felt more autonomous and that they could take control of their vocabulary learning since they learnt the way how to do it. Simultaneously, these results sustained the hypotheses of the research that could be summarised into one hypothesis: vocabulary learning strategies help the EFL learners to a large extent to enrich their vocabulary knowledge and even to catch hold and to become more autonomous providing that they are motivated and willing to learn.

CHAPTER FOUR:

SUGGESTIONS AND PEDAGOGICAL IMPLICATIONS

CHAPTER FOUR : Suggestions and Pedagogical Implications

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CHAPTER FOUR :

SUGGESTIONS AND PEDAGOGICAL IMPLICATIONS

4.1. Introduction

The empirical phase of this extended essay allowed the description and analysis of the problematic leading the research from close. Inculcating VLS in the learners, seen as the solution to remedy their weak vocabulary store, proved to be efficient enough to enrich their lexicon. The present chapter attempts to provide some suggestions and pedagogical implications to cope, hopefully, with the learners' vocabulary problems. It is believed, from the researcher's point of view, that progress is based on will and will is supported by motivation and know-how; motivation stretches from the learners' consciousness of the importance of learning the English language, and the know-how is provided by the teacher to guide them to become autonomous learners. Since teaching is shifting towards learner-centeredness, hence the competency-based approach, the suggestions and implications proposed in this chapter try to pour down into this context. Some activities are suggested in direct relation with the inculcation of VLS; recreational activities are thought to take part in the learners' vocabulary expansion; homework activities are seen as keys to push them work individually, revise, practise and consolidate studied words; pair/group works enhance cooperation between them; and tests create competition that urge them to work more and enrich their vocabulary knowledge. It is worth noting that learners' motivation and needs should be taken into account. Moreover, teachers' and learners' roles frame success in the teaching/learning process.

4.2. Third-Year Secondary School Learners' Needs

Learners are supposed to come to the third-year secondary school classes with knowledge they acquired along the five years of studying English. Their heads are full enough to receive and produce language at the elementary level, they have not yet reached the intermediate level. Harmer (1998) distinguishes between the two levels stating that elementary learners have the ability to string sentences together, construct a simple story or take part in predictable spoken interaction while intermediate learners have more competence that allows them to be involved with greater fluency and general comprehension of some authentic English.

Moreover, learners have different personalities, interests, attitudes, motivation, abilities, learning styles and needs that influence on their foreign language learning process. Among the learners' needs is that the teachers learn about these variables so as to be able to cater for their learning as successfully as possible by adjusting their methodologies and objectives accordingly. Wilkins (1974) makes some recommendations to the teachers that are intended to cater for the learners' needs. They are cited in the following:

- To lead the learning process in an interesting, motivating and supportive environment.
- To make learners aware of their learning strategies and the way of enhancing them.
- To promote strategies and skills that go beyond their competence.
- To make them more active, positive, responsible and even autonomous.

(Adapted from Wilkins,1974)

As far as the present work is concerned, learners are faced with some challenges that impede their vocabulary learning. Therefore, to meet these challenges, Thornburry (2002) suggests that the learners need to:

- Acquire a critical mass of words for use in both understanding and producing language.
- Remember words, over time, and be able to recall them readily.
- Develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of known words.

(Thornburry, 2002:2)

cope with their learning process, i.e. to know the words that help them decode and achieve the material in hand. But, basically, there are vocabularies that are needed for classroom interactions, either to understand the teacher, the peers or the instruction of the activity they have to achieve. Constant exposure and use of these items may ensure retention. Some of these words are cited in the following list:

true / false

stand up / sit down / keep quiet

listen / read / copy down

activity / exercise / homework

passage / paragraph / dialogue

back / front / bottom / middle

answer / fill in / cross out / underline / mark / complete

discuss / describe / suggest / think / order / tick

Concerning the number of words to learn, it has been calculated that minimum autonomy begins at about 2000 words enabling a learner to read a passage without making constant reference to the dictionary (Schmitt,2000). The number remains inadequate for advanced learners but for our elementary learners, textbook designers are able to calculate the number of words introduced through the five textbooks[2] addressed to them during their five years of studying English. However, it would be suggested that *"an average of eight to twelve productive items as representing a reasonable input; the lower figure being more suitable for elementary students and the upper figure for more advanced students"* (Gairns and Redman,1986:66). On this account, the estimated number of learnt vocabulary during an academic year is perhaps relevant to learners of high proficiency level in the Algerian school because it remains unrealistic to expect that most of the learners retain the presented vocabulary.

4.5. Word Recognition Activities

Teachers being in constant search for variety and richness of material to be presented to their learners should base the choice and/or the construction of activities aiming at vocabulary improvement on: the learners' level, the target lexis and even the types of the activities. The selected activities should have a genuine learning value for the learners, they must not be used just as profitless time-fillers; examples of these are

root (source)	meaning	English words
aster , astr (G)	star	astronomy, astrology
audi(L)	to hear	audible, auditorium
bio(G)	life	biology, autobiography
fix (L)	to fasten	fix, suffix, affix
geo (G)	earth	geography, geology
graph (G)	to write	graphic, photography
manu (L)	hand	manual, manuscript
ped (G)	child	paediatrics, paedophile
phys (G)	body, nature	physical, physics
ter, terr(L)	earth	territory, extraterrestrial
vid, vis (L)	to see	video, vision, television

Table 4.2.: *Some Common Greek and Latin Roots*

(Adapted from: Fowler , Aaron, Limburg, 1995)

Moreover, common prefixes, suffixes and even inflection endings should be pointed out to the learners in order to gear them to quick and efficient word identification. A list of English words with affixes is provided below in the table with determination of the meanings they bring. (The affixes are in bold type)

Affixes Showing Negation	
Meaning	**Affixes in English words**
* without, no, not	**il**legal, **im**moral, **ir**responsible, **un**fair, **un**economical, **un**ethical, help**less**, harm**less**…
* do the opposite of, remove	**dis**agree, **dis**appear, **dis**approve, **de**value, **de**motivate…
* wrongly, badly	**mis**-use, **mis**-understand, **mis**-judge…
* not, absence of, against	**anti**-corruption…

Affixes Showing	Time
* before	**ante**cedent, **ante**penultimate, **fore**cast, **pre**cede…
* after	**post**-war…
* again	**re**write…
Affixes Showing	**Different Meanings**
* the state of	sugar**y**, fatt**y**, wealth**y** …
* having the quality of	danger**ous**, humor**ous**, optim**ist**, help**ful**, fruit**ful**…
* reflexive characteristics	**self**-reliant, **self**-centred, **self**-made …

Table 4.3.: *Affixes with Meanings (The Examples are Taken from* New Prospects*)*

A typical activity that can be linked with fixing the fittable prefixes to words can be: write the opposites of these words by supplying the appropriate prefix, the list of words: honest, approve, agree, appear, fair, moral, legal. The following list of words will result: dishonest, disapprove, disagree, disappear, unfair, immoral, illegal (Adopted from, *New Prospects*,2007:57)

Nevertheless, suffixes not only change the meaning of words but determine their functions in the sentence as well, i.e. the words modify their parts of speech shifting, for instance, from an adjective (responsible) to a noun (responsibility). The following series of lists represent suffixes for content words formation.

- ✓ Typical **noun suffixes** are: -ence, -ance, -or, -er, -ment, -list, -ism, -ship, -ency, -sion, -tion, -ness, -hood, -dom.
- ✓ Typical **verb suffixes** are: -en, -ify, -ise, -ate.
- ✓ Typical **adjective suffixes** are: -able, -ible, -al, -tial, -tic, -ly, -ful, -ous, -tive, -less, -ish, -uent.
- ✓ Typical **adverb suffix** is: -ly (although not all words that end in -ly are adverbs like friendly).

Likewise, an activity to emphasise on fixing suffixes to lexical items can be as the model exposes. Complete the following table by supplying the noun, the verb and the adjective.

verb	noun	adjective
(whiten)	(white)	white
xxxxxxxxx	(capability)	capable
(endanger)	danger	(dangerous)
(corrupt)	corruption	(Corrupt)

Table 4.4.: *Words Parts of Speech: Examples of Words Taken from New Prospects*

Another activity that enhances retrieval of words containing affixes from memory is to choose a prefix or suffix and ask the learners to think for a minute or two and to write down all the words they know that include it (begin or end with it). Later, all the words are written on the board and the teacher can teach extra ones (Adapted from: Ur and Wright,1992:62-3). They can also be asked to put the words into sentences.

Knowledge about affixes aids learners find out the meaning of the word, or at least guess that the word has a relation with the meaning of the affix (Cook, 2001), and thus they are supplied with tools that help them determine the meaning of words and develop a skill that aids better word recognition and vocabulary expansion and develop word building strategies as well.

4.5.2. Using Dictionaries

Dictionaries are important for efficient language learning; and an accurate and effective use of them enriches learners' knowledge about the language and particularly about vocabulary and mainly leads them to independent learning since they use one of the VLS that are recognised to gear towards autonomy; but, it is worth noting that they should be used as a last resort when guessing strategies fail (Thornburry,2002). They are used to uncover the meaning of unfamiliar lexis, to find the foreign language word (case of bilingual dictionaries: English /Arabic, English /French), to revise and consolidate already learnt items or to check meaning or spelling. To this end, teachers should direct the learners to buy a useful dictionary among those available on the market, viz. one that suits their level and that provides the required knowledge about the word: parts of speech, phonetic transcription, equivalent word (s) (for bilingual or bilingualised dictionaries),

definition (for monolingual dictionaries), collocation (see, 1.4.2.2.) and example sentences.

Training learners to use dictionaries should be one of the objectives by providing assignments either during class time or as homework activities. They should be then acquainted to abbreviations and to possible entries a word may have so that they don't wonder when they use it. A typical activity that can be held during class, in order to be under the teachers' guidance, is the following. Learners should have dictionaries (at least one per pair), the teacher gives a set of six to ten words in English that they probably do not know and are supposed to be used in the lesson. The following list of words can be presented to the learners before dealing with the text for reading comprehension; the text: *How is your Energy Balance?* (*New Prospects*: p-114), the list: weight, meal, fatty, refrain, manage, spend, sensibly, unfortunately, billion, harmful. They are asked to find the meaning of as much words as possible within a limited time; then, a collective discussion about the meanings is held, even with equivalents in L1*3 and L2 provided (Adopted from Ur and Wright,1992:86). Likewise, the same activity can be used in the form of contest to promote quick dictionary search for the learners. Learners, in continuous search for new words in the dictionary take notes in order not to forget and be able to revise; hence they can make their own 'learner-made dictionaries' (Stanulewicz, 1991) classifying words in an alphabetical order or in categories (see 4.5.3.).

A type of dictionaries third-millennium learners use is the electronic dictionary. It is one of the objects they are proud of possessing among their peers. It is a pocket device that ensures a constant checking of English words and learners are more likely to use it because of the easiness it offers.

4.5.3. Word Lists

One way that the learners use to expand their vocabulary knowledge is to become accustomed to use word lists. They can register words during class time, from checking the dictionary, when doing assignments, when listening to songs in English or else. The teacher can offer guidance to his learners by providing them, on the one hand, with word lists of high frequency words including determinants, quantifiers, prepositions, auxiliaries since they form a high percentage of tokens of any written (and oral) piece of language. They may be handled by learners in order to check them or learn them (even by heart). On the other hand, teachers can guide their learners to group vocabulary items so as to ensure a quick checking on the word list or a rapid retrieval after being learnt. They should make

their learners aware of the fact that the vocabulary of a language *"consists of a series of interrelated systems and is not just a random collection of items"* (Gairns and Redman, 1986:69). Hence, words can be grouped according to their semantic fields. The grouping below consists of different types of semantic fields (op.cit.:69-71).

- *Items related by topics*: it is one of the most common and useful groupings found in coursebooks, e.g.: types of fruits, articles of clothes, etc.

- *Items which are similar in meaning*: these items are generally easily confused. They need to be contextualised properly. They are commonly taught into sets such as 'ways of walking', e.g.: limp, tiptoe, amble or 'ways of looking', e.g.: peer, squint, glance, stare.

- *Items which form pairs*: these can be synonyms, opposites and contrasts, e.g.: old / new, buy / sell, lend / borrow, obstinate / stubborn.

- *Items along a scale or cline, which illustrate differences of degree*: for example, describing an essay: excellent / very good / good / satisfactory / weak.

- *Items within 'word families' i.e. derivatives*: such classification illustrates the principles of word building, meanings of affixes and pronunciation (stress shift). e.g.: bi'ology – bi'ologist – bio'logical.

  helpful – unhelpful

  pleasant – unpleasant

- *Items which connect discourse*: discourse connectors can be grouped together, they can facilitate writing strategies. The list can include: first, firstly, to begin with, secondly, later, last of all, to conclude with and else.

Teachers can use visuals to expand a semantic field of a word or connect related words. Therefore, they can introduce a list of relevant words through an activity and the learners are asked to organise them in the semantic map. Here is a typical activity adopted from Swan and Walter (1990:56). This is a vocabulary network. Can you complete it with the words from the box?

> Actors and actresses - bank account - bank manager - film - house - policeman - shop - stage
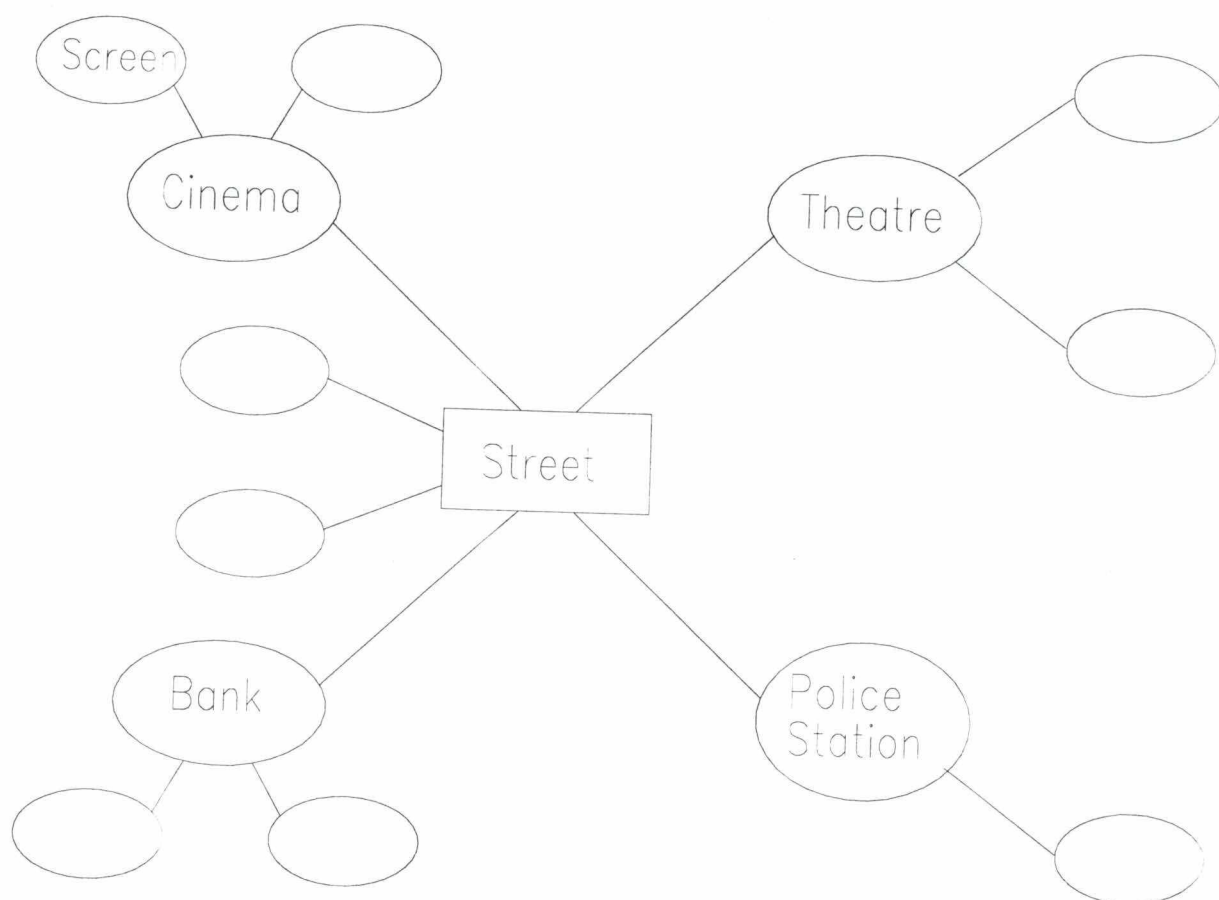
Teachers and even learners may supply other words they think they have a relation with the central word and enlarge the map. Therefore, word listing strategy is also a useful strategy that aids the learners to expand their vocabulary knowledge besides it helps them organise items semantically in order to help an easy and quick retrieval of words.

4.5.4. Referring to Cognates

French, being a Romance language has cognates in English and learners are supposed to have already noticed that there are words in English almost similar in form and meaning to words they know in French (see 1.4.2.2.iv). They help the learners to recognise words meanings providing that they know the French words. However, there are false cognates (false friends) that mislead the learners in the determination of words

meanings. They should be then aware of the most frequent of them. The difference in meaning existing between the false cognates may be clarified by the teacher introducing pairs from time to time, but, that would be more beneficial if the learners practise them into context. In the suggested activity two different definitions of the underlined words being easily confused with cognates in French are presented, learners are asked to select the correct answer.

1. I bought an interesting *magazine* yesterday.

    a) A book that contains articles and photographs.

    b) A shop.

2. He is a *formidable* director.

    a) It is difficult to deal with him.

    b) He is very nice.

3. He is *confident*.

    a) He is sure of himself.

    b) He can keep secrets.

4. It is a difficult *issue.*

    a) A problem.

    b) An exit.

5. I read the newspaper when I *travel* to my office by bus.

    a) Work .

    b) Go to

6. My grandmother was a *terrific* woman.

    a) They all liked her.

    b) They were all afraid of her.

(The idea is adopted from Gairns and Redman,1986:128)

4.6. Enhancing Pair/Group Work

It is known that classes are made up of a mixture of learners of low and high proficiency levels, it would be then fruitful to enhance pair/group works activities in class so that to allow cooperation between them and simultaneously promote the use of social strategies particularly. In fact, some learners suffer from language learning anxiety in the classroom and some of the teachers' tasks is to create a relaxed and permissive atmosphere that enables them to feel comfortable enough to develop their knowledge; learners then

interact with each other and remove the figure of authority represented by the teacher, consequently, interaction shifts from evaluative mode to sharing mode (Tsui,1995). When working together, learners share ideas, check comprehension of material, ask and give clarification, correct mistakes, solve problems and construct meanings therefore, learners discuss, negotiate and give up their reticence.

However, there may be some disadvantages behind the incorporation of pair/group work activities:

- It is frequently noisy and teachers fear to lose control of their classes.
- Learners can veer away from the task in hand and talk about something completely different.
- Some learners may be disturbed by interaction with partners that may be just as linguistically weak as they are
- Some learners prefer to be the focus of their teachers than to work in groups.

(Adapted from Harmer,2001:116-7)

On the other hand, pair/group work may be favoured by many teachers and learners because of the advantages that characterise it, among these:

- It increases the chance of speaking for the learners.
- It allows teachers time to work with one or two groups while the learners continue working.
- It gives the chance for the learners to expose different opinions and varied contributions.
- It allows the learners to share responsibility of making decisions about the correct answers.
- It promotes learner independence since they work without the necessary guidance of the teacher.

(Adapted from Harmer,2001:116-7)

Pair/group work activities may have particular advantages on vocabulary learning either for those who initiate negotiation or those who simply listen to the exchange (Ellis,1994), some of these are:

- Learners have more time to negotiate meaning of unfamiliar lexis.
- They learn from each other the different VLS and their use; besides, they learn to make decisions about the right strategy to be used and the right answer to consider.
- They learn, particularly, the appropriate use of dictionaries.
- They can feel autonomous since they work without the constant guidance of the teacher.

Albeit there are disadvantages, the benefits that may result from pair/group work activities foster the teachers to incorporate them into their lesson plans but they should structure them well in order to achieve successful activities. Here are some suggestions that may help.

  - ➢ Select the pairs or groups attentively, it would be preferable to assemble learners with common interest, and learning styles, and learners with high and low proficiency levels together so that they can help each other.
  - ➢ Make sure the task is clear by writing specific instructions on the board or on a worksheet: 'check', 'choose', 'list', 'tick', 'answer', or else; the instruction should not be ambiguous like 'discuss'.
  - ➢ Decide about the way to report the pair/group work activity;
  - ➢ Set a limited time to do the activity.

On the whole, pair/group work can be effective if tasks are carefully selected and class atmosphere is wisely controlled by the teacher, it gives the learners the opportunity to teach and learn from each other in a relaxed and cooperative atmosphere.

4.7. Reconsideration of Homework Activities

EFL teachers may focus on class work in their teaching arguing that the introduced input caters for the learners' needs to enhance their language learning process, however, that would be inadequate to expand the learners' knowledge. Homework assignments provide the learners with the opportunity to consolidate and practise what has been done in class and/or to prepare for the coming lesson. Then, activities should be selected carefully, they should be interesting to the learners and innovative so that they don't neglect them. They can be used as a consolidation or a revision of the already studied vocabulary allowing the learners to memorise words. They can also be used as a preparation where the learners are asked to find out the meanings of new words that will be used in the next

session. Hence, vocabulary store is extended and VLS are promoted mainly 'dictionary use strategy'. Teachers may complain about the learners' laziness for doing homework activities. One solution can be to grade their work periodically and irregularly to make them ready to be checked at any time. To grade the learners' work may be not enough since there will be learners who copy their peers' work considering it as theirs; that can be beneficial. If they are asked about the work, they will manage to understand what they copy from their classmates. Moreover, good work should be fostered and praised in order to encourage the learners to make more effort to enhance their learning process. Besides, they should be made aware of the evolution and progress they acquire through homework activities. What is more important is that the learners build the ground to learn independently and hence are geared towards autonomy.

4.8. Testing Learners' Knowledge of Vocabulary

Teachers are often curious to know whether the input they introduced to their learners is retained and learnt or not. They then test informally their learners every day to check their newly acquired knowledge and learners are engaged in such tests unconsciously. In so doing, teachers make judgements about their learners' performance and infer certain of their competences. Thus, a test is *"a method of measuring a person's ability or knowledge in a given area"* (Brown,2000:252). Accordingly, quantification is used to measure that ability and knowledge so as to be able to compare learners' scores and evolutions.

Likewise, to measure learners' vocabulary luggage, the teacher can introduce different types of vocabulary testing techniques to enable the learners, from the one hand, both to test and retrieve lexis in their store, and from the other hand to find out to what extend the methods and techniques he has used are efficient. What should be taken into account from the part of the teacher when testing his learners is the appropriacy of the test; the test should meet their level and previous experience, viz. their background in English. A number of activities is suggested below considered as samples for vocabulary testing (Adapted from Ur,1998:70-1). The examples are taken from *New Prospects.*

Vocabulary-testing techniques

Example 1: Choose the letter of the item which is the nearest in meaning to the word in italics: He was *reluctant* to answer.

a) unprepared   b) unwilling   c) refusing   d) slow

Example 2. Match the pairs of opposites.

fake	expensive
female	wrong
cheap	original
right	male

Example 3. Which of the prefixes in column A can combine with which of the words in column B?. Write out the complete words.

(A)	(B)
im	honest
un	moral
il	ethical
dis	legal

Example 4. Cross the odd one out: smuggle, bribe, trade, counterfeit, corrupt.

Example 5. For each of the following words, write a sentence that makes its meaning clear.

1. moral   2. legal   3. tax evasion   4. fight

Example 6. The teacher dictates the words in Example 5, the students write them down.

Example 7. The teacher dictates the mother tongue equivalents of the words in Example 5, the students write the target-language versions.

Example 8. Fill in the gaps.

If you ……… out in space, billions of miles away from our ………… , you would see the Earth as ………….. tiny ball moving in a wide path around a star that you might recognize as our …………… . You would also………, at different distances from the sun, seven other spherical bodies of different sizes – the other planets- all travelling in the ………. direction in almost circular paths around the sun. (*New Prospects*:143)

Example 9. Complete the passage using the words from the list: planet , were , same, a , sun, see. (The passage is the same as in Example 8)

Example 10. Students are given sentences in the mother tongue to translate into the target language; or vice versa.

Example 11. Finish the following proverbs:

1. Honesty is ………………………………..
2. East or west……………………………….
3. Never put all your eggs ………………..
4. Easy come, …………………………….…

These activities help testing learners' vocabulary and the teacher can build their own tests according to what has already been tackled in class.

4.9. Recreational Activities

There is a common perception that learning should be solemn in nature in order to be effective and fruitful. However, many scholars disagree arguing that learning can be more successful in a relaxed atmosphere (Lee,1972) and that the EFL teachers can break the usual routine of lessons by incorporating recreational activities. They are different and varied and can be introduced through: language games, songs, jokes, riddles, pictures and else.

4.9.1. Language Games

One way of deviating from the humdrum routine is the introduction of language games. Some teachers use them just as a relaxation sessions or at the end of a lesson when there is nothing better to do. Nevertheless, teachers should think more seriously about introducing them as educative activities. Uberman (1998) states that many experienced textbook and methodology manual writers argue that the use of language games is not just for fun and entertainment but they have an educative value. Therefore, the atmosphere in the classroom changes from dry and rigid to relaxed, permissive and funny. Consequently, anxious and low proficient learners can have the opportunity to take part especially in cooperative games, it is argued that *"games can lower anxiety, thus making the acquisition of input more likely"* (Amato,1988:174; cited in Uberman,1998). Another benefit that can be gained is that they *"bring teachers and pupils closer together in an agreeable way, and that too helps to ease the process of teaching and learning"* (Lee,1965:12). Moreover, they are learner-centred since teachers act just as facilitators.

Language games can be used particularly to the teaching of vocabulary either for the presentation of new words or revision and consolidation of recently learnt ones, in this way *"passive comprehension has a chance of getting transformed into active acquisition and use"* (Décuré,1993:31). There are different types of games that help learners to enrich their vocabulary store, notably, board games, guessing games, search games and else. Some samples of games are presented in what follows, they are supplied with anticipated answers. It is worth noting that the instruction should be clear to the learners.

i) Crossword Puzzles.

Crossword puzzles are guessing games that help revision, consolidation and memorisation of words, they are time consuming to prepare if the teacher aims at introducing precise vocabularies, if not, it can be taken from an available magazine or journal, the selected puzzle is in direct relation with the already studied lexis in Unit 2: Ethics in Business (see, 2.3.3.1.). It is supplied with anticipated answers.

		2	3			4	5
B	R	I	B	E	▓	E	N
R	▓	T	E	▓	6 F	A	O
7 A	8 R	E	▓	▓	9 R	E	▓
N	10 I	M	I	T	A	T	11 E
12 D	O	S	E	▓	U	▓	T
13 S	T	▓	14 E	15 N	D	▓	H
▓	16 S	17 O	▓	O	▓	▓	I
18 I	▓	19 H	A	T	E	▓	C

Across

1. illegal money
2. suffix to form verbs from adjectives
6. a food organisation
7. form of 'to be'
9. the object of an application (a letter)
10. do the same as
12. a measured amount of something
13. abbreviation for street
14. finish
16. then
18. personal pronoun
19. do not like

Down

1. types of products
2. something part of a group
3. abbreviation for British English
5. yes or …
6. obtain money by deceiving people
8. noisy public gathering
11. system of moral behaviour
15. negation
17. word of exclamation
18. personal pronoun

ii) Word Pyramid

Word pyramids or word diamonds can be introduced as language games to consolidate or revise vocabulary. In the following, learners build a pyramid of words beginning with the letter 'd' using the given cues.

Line 1: a three-letter word for "stop living".

Line 2: a four-letter word for "food and drink for medical reasons".

Line 3: a five-letter word for "a determiner standing for 12".

Line 4: a six-letter word for "choose to do something after thinking for a while".

Line 5: a seven-letter word for "a picture drawn by a pen or a pencil".

Line 6: an eight-letter word for "make less, become smaller in size or number".

Line 7: a nine-letter word for "a system based on freedom and equality".

Line 8: a ten-letter word for "a reference book which gives meanings of words".

D I E

D I E T

D O Z E N

D E C I D E

D R A W I N G

D E C R E A S E

D E M O C R A C Y

D I C T I O N A R Y

iii) Word Chains

Word chains can help memorisation of words; the teacher introduces them into the form of waves, lines or circles. The end of the one word is the beginning of the next. The teacher gives definitions for the words and the learners are asked to find out the hidden words (Décuré,1993). The following chain combines five words studied in unit 2 (see 2.2.3.3.1) and their definitions are presented below.

embezzlethicorruptionepotismoney

Definition1: to secretly take money that is in your care (and not yours).

Definition 2: a system of accepted beliefs on morals which controls behaviour.

Definition 3: dishonest use of your position or power to your own advantage,   especially for money.

Definition 4: the use of powerful or influential position in an organisation or government to obtains good jobs for members of your family.

Definition 5: coins used to buy things.

(The definitions are taken from *Cambridge Dictionary*, 1995)

Language games can be appreciated by learners if instructions are clear and explicit, and if input is not overwhelming, and they would be more beneficial if they are

introduced in a competitive way, full of enthusiasm allowing them to break the monotony and bringing mirth and enjoyment among them.

4.9.2. Jokes in English

Another means that can be introduced by EFL teachers to refresh the atmosphere in the classroom is reading jokes. The teacher can collect a number of jokes in English and use them for a period of 15 or 20 minutes at the beginning of the lesson. The first try is done by the teacher then later the role can be offered to designated or voluntary learners. The teacher, before reading the joke, explains words that are new to them and can even ask for equivalent in L1 or L2. If they laugh, it implies that they understand. The role can be played later by the learners, they prepare the joke beforehand, they look for difficult words in the dictionary, they should read the joke and make their classmates laugh. An example of such jokes can be as follows.

I once knew a man whose wife was continuously <u>nagging</u> him. She nagged and nagged until finally the poor <u>fellow</u> died. Then she was sorry, very sorry. So she <u>erected</u> a handsome <u>tombstone</u> on his <u>grave</u> on which was <u>carved</u> the following inscription: "rest in peace until I join you".

The underlined words, supposed to be new, should be written on the board and explained before reading the joke so that the learners can take notes on their word lists. (The idea is adapted from Iribarren,1992:39).

In organising such activity regularly, learners develop their reading and listening skills and expand their vocabulary knowledge. Moreover, they use VLS: dictionary use strategy, word lists strategy and even social strategies. Learners then enjoy their learning and find themselves plunged into learning new words and enriching their lexicon, in addition, some of them may change their negative attitude towards the language.

4.9.3. Use of Pictures

To be creative and innovative, teachers can add a spice of variety by using pictures in the classroom. Pictures can represent the intended theme and through them vocabulary can be introduced, retrieved, revised and consolidated. Learners then make a link between the image and the introduced lexis; hence, they use memory strategies and precisely the visual mnemonics.

The use of pictures seems to be more pertinent to beginners, and particularly children, to introduce concrete words rather than abstract concepts. But, if they are

carefully selected, they cater for the learners' visual need to discover and memorise new words and even to revise the already learnt vocabulary. Therefore, main vocabulary can be introduced and ideas and opinions discussed at the beginning of a lesson as an introductory phase to a text or a new unit theme. Learners may interact with the introduced picture and present words in L1 or L2; that would be beneficial, the teacher gives the word in English and the learners make a link between the L1 or L2 word and the target word and can use the keyword method as a strategy to retain the new word(s). The following picture can precede a lesson where the teacher asks the learners to give their opinions about such behaviour; the learners are introduced to it and asked to bring up vocabulary that may have a relation with it.
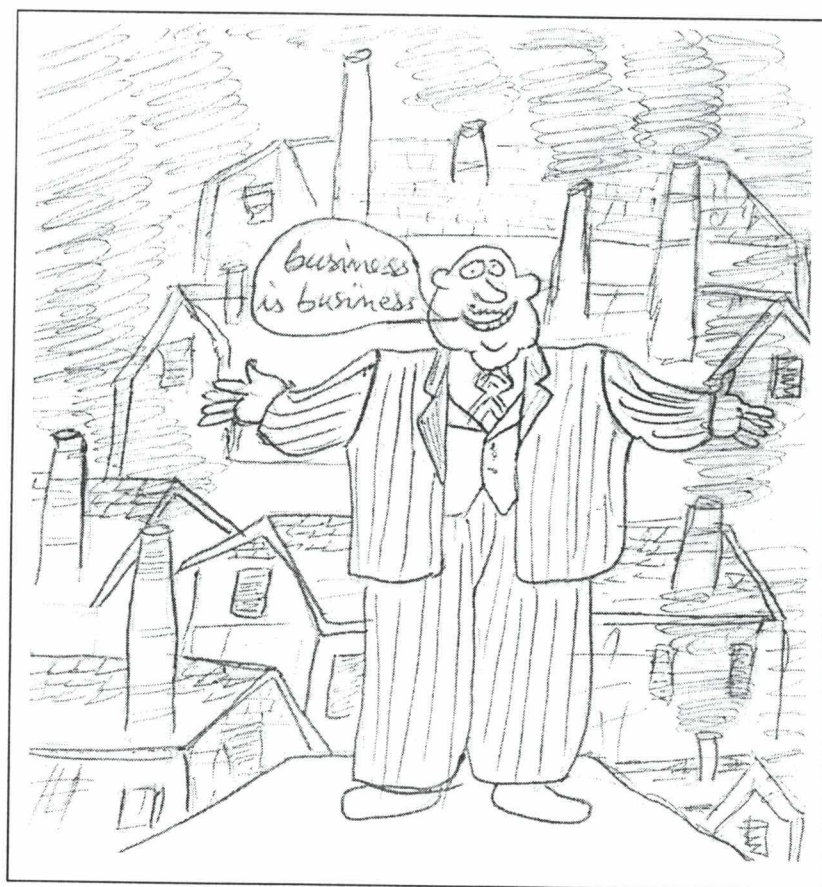
(New Prospects,2007:61)

The elicited vocabulary can be listed on the board or classified into the form of a semantic net as it is represented below.
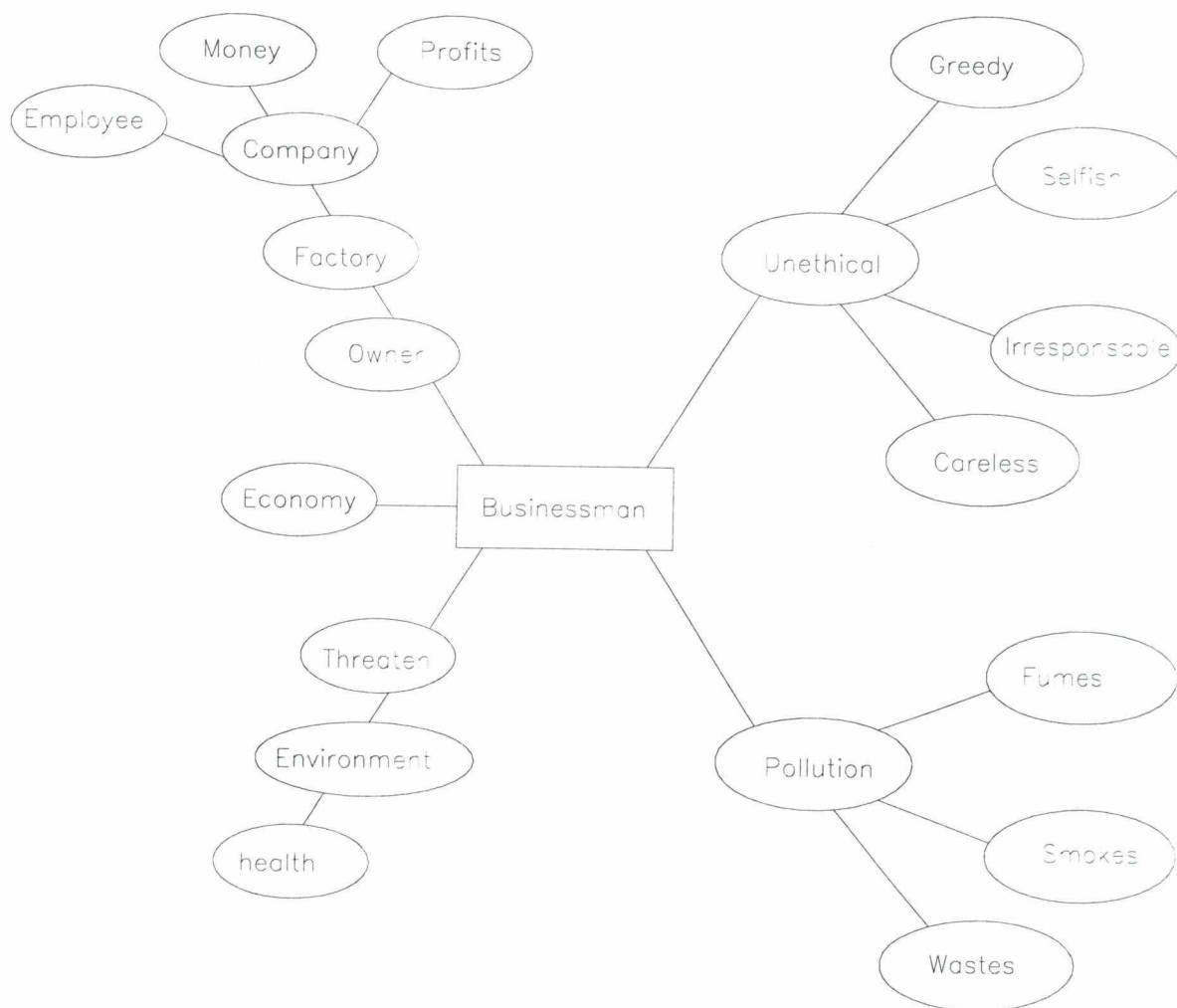
In so doing, the learners:

- Retrieve the vocabulary they know
- Learn new lexis
- Enlarge their word list
- Practise the way to build a semantic map
- Develop strategies use

Funny or serious content pictures and even caricatures can be a successful introduction to a theme and a way to expand vocabulary in a relaxed way. They motivate and raise interest.

4.10. Educational Technology

Technology is part of our third-millennium learners, it influences greatly on them since it is part of their everyday lives. Hence, teachers can exploit the learners' interest in and influence by technology to enhance their language learning process. It can contribute positively and effectively in many ways; it can direct their vision about technology from being a means of comfort and entertainment to a means of learning. It has been thought then that the use of video activities, computer set and internet can take part in the learners' development in learning English including vocabulary.

4.10.1. Video Activities: Enjoyable and Educating Means

Video-tapes have been used in classes for many years because of the advantages they bring to the learners to raise their interest in the language and improve their learning. Learners have the possibility to see the language-in-use not just to hear it, it would be preferable to see and hear native speakers performing actions/ scenes so that to develop a cross-cultural awareness (Harmer,2001). It is known that video-tapes lend themselves well to the teaching of listening; however, they can be exploited for creative activities fulfilled by the learners. They can be asked to produce their own films, they can use cameras to accomplish a particular task where they are required to produce pictures and language. Learners being interested in the topic, enthusiastic and dogged to realise the best product develop their potential to bring something new and valuable. In so doing, they look for the best pictures representing the topic and most importantly look for the appropriate vocabularies; hence, they enrich their lexicon synchronically, i.e. at the semantic, phonological and morphological level. This can be a memorable, enjoyable and educating activity.

4.10.2. Computer and the Net: Practice and Discovery

Computers are used by many learners although they remain unaccessible by a large number of them. They aid the learners to improve their knowledge of English being a tool of reference that allows exploring the internet and CD and DVD ROMs, besides they offer instant correction since they are provided with grammar corrector and spell-checker. CD

ROM packages embrace encyclopaedias (such as Encarta) that offer all sorts of information to the learners about the language and else; ELT dictionaries (such as Daniel Jones) are also available on CD ROMs and at the internet where definitions are presented, in addition to spoken pronunciation and activities to practise the language (Harmer, 2001). Learners have also the possibility to extend their vocabulary via the net, what is interesting is that they can adhere to some web sites to be in constant contact with. Some provide a series of activities that allow the internaut to be tested and scored, others offer a word a day that are emailed to them, examples of these are:

http://www.vocabuvitamins.com/

http://www.worldwidewords.org/index.htm

http://www.home.earthlink.net/~ruthpett/safari/index.htm

Learners increase their interest in the language by making links with foreign pen-pals, they exchange e-mails, hence enlarge their vocabulary stock being necessary to write in English. They spend then enjoyable and educating time.

4.11. Recommendations

EFL teachers play crucial roles to improve their learners' vocabulary knowledge; however, this does not deny the fact that learners have their own role to play to enhance their vocabulary learning. Teachers provide, guide, help but learners should be aware that what the teacher presents is not enough for information to be stored in their memories. In addition they should allow a comfortable atmosphere for learning

4.11.1. Teachers' Role

Teachers' role in the classroom is of a paramount importance to manage the lesson. They control their classes, provide help to the learners, direct them to the right way to improve their vocabulary knowledge since it is challenging during the foreign language learning process. They act different roles during the one session. Teachers' roles in the Algerian context are memorised through the acronym **'P.L.E.F.T.E.R.',** put forward by the General Inspectorate of English. The acronym stands for the following:

Planner, i.e.   the teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning.

Linguistic model, i.e. the model learners should imitate.

Evaluator, i.e. the teacher assesses the learners' progress.

Facilitator, i.e. the teacher simplifies the learning process.

Team member, i.e. the teacher takes part in cooperative activities and team work.

Educator, i.e. the teacher serves as an example suitable for imitation.

Researcher, i.e. the teacher is expected to keep up with the latest development in the field of language learning.

(Benmoussat,2003:237-8)

On the other hand, Harmer (2001) cited a number of teachers' roles as regards foreign language learning in general. What will be presented is adapted from his ideas but in relation to vocabulary learning. Then, the teacher is an:

- *Organiser:* to be an organiser is one of the teachers' roles to perform in class. He has to organise learners to do the different activities and tasks related to vocabulary, but first of all, he needs to involve them in the intended task. For instance, when introduced to a new word, he has to present the exact meaning of the word and its (different) uses. As for VLS, he needs to clarify them with illustration and why and where to use one strategy rather than another. Concerning activities and tasks, the teacher can be an organiser in telling the learners what is the purpose behind what is introduced and how to achieve it and the time limit to do it. Meanwhile, the teacher observes their achievement.

- *Observer:* a teacher can be an observer by introducing the learners to an activity and giving them the opportunity to achieve it, meanwhile, he observes without interrupting their work. What needs to be observed is their progress during the achievement. Such observations inform the teacher about how well they do the activity and he judges whether it is time for correction or they need more time or a feedback should be organised.

- *Feedback Provider:* teachers can organise a feedback where the learners check their answers with each other, share their knowledge and responsibility for the answers. When giving the answer, it would be fruitful for the learners to say why they answered that way, which strategy is used and else. This pushes them to think more about their answers and how they got them.

- *Prompter:* in situations where the learners are not sure of how to proceed, for instance in filling the gaps activity, teachers may prompt them discretely and supportively making reference to what needs to be put (whether an article or a verb

or else), or lead them to use an already learnt vocabulary in a previous lesson to achieve the actual activity. In so doing, the teacher encourages the learners to think creatively.

- *Assessor:* another role to be acted by the teacher is that of an assessor. It is vital to do so to judge their performance and progress. Learners, from their part wait from their teacher to tell them whether they are right or wrong, or whether they progress or not; the teacher then offers correction, feedback and grade learners' work. However, he should clarify what he is going to assess, example: building opposites of words by fixing prefixes or using the appropriate strategy to find out the meaning of a new word in a text so that for them to focus more on it.

These roles are performed by the teacher during the session according to the need, Harmer (2001:63) states that as teachers *"we need to be more able to switch between the various roles we have described here, judging when it is appropriate to use one or other of them"*. Moreover, raising learners' awareness about the importance of vocabulary in learning a foreign language should be an ongoing role of the teacher in addition to providing them with the tools that help them better learn independently, viz. inculcating VLS in them, and above all gear them towards autonomy.

4.11.2. Learners' Role

Learners are the other significant factor in the learning process. They play a crucial role in vocabulary learning enhancement if not they are almost completely respons. As learners, they are expected to take an active part in their learning process and cooperate with their teachers since the process is a partnership between them. It is worth noting that the approach influences on the role the learners may play; those which *"favour communicative-humanistic view usually present learners with ample opportunities for unpredictable and negotiable outcomes to activities"* (Dubin and Olstain,1986:48-9). Hence, with the Competency-Based Approach, learners are allowed to be reflective, active and able to participate in their learning and improvement. Some of the roles the learners may play are cited in as follows.

- Learners should make, from their parts, classroom atmosphere convenient for a foreign language learning on what concerns indisciplinary problems. They should be aware of the importance of time; lots of time lost to restore order in class can be exploited in learning.

- Learners should share responsibilities, make decisions, evaluate their own progress and develop individual preferences (Dubin and Olstain,1986). These requirements fit the CBA, they may be unfamiliar to the learners but with a little conviction and willingness to change and improve, they may become inured with them.

- Moreover, learners should be proactive, viz. they should look for the opportunities to learn, not to wait for teachers' instructions and assignments. Learners may then ask for more explanation and clarification, take initiatives and look for extra work, this may be supported by homework activities for instance.

- Learners should be aware of the need to the large amount of lexis to decode or produce language. Thus, they should train themselves to work alone and develop their knowledge. In so doing, they feel the need to autonomy.

- Learners should discover their learning styles, needs and weaknesses (this may be helped by the teacher) in order to find their ways, i.e. to remedy their weaknesses and look for the strategies that suit them to better learn.

- Likewise, learners should find out the strategies they have and the ones they lack in order to equip themselves with (Ghazal, 2007); simultaneously, they promote autonomy in them.

EFL learners should be conscious of the importance of vocabulary learning (see 1.2.1.) in order to make the necessary efforts to expand their store of words. Their role is complementary to that of their teachers. It is known that language learning is idiosyncratic (Lyons,1981); thus, each should find his own way to enhance his learning and equip himself with tactics and strategies that help them better learn and improve. On the whole, learners should hold the characteristics of good language learner gathered by Rubin (1975) (see appendix B).

4.12. Conclusion

What has been included in this chapter is a compilation of suggestions and recommendations that hope to provide ideas which may improve learners' vocabulary learning; the majority of what is suggested touches foreign language learning in general then narrows down to vocabulary learning. Therefore, what should be taken into consideration by the EFL teachers is to find out their learners' level, learning styles and needs so that to provide material accordingly. One of the teachers' tasks is to motivate their learners and make them involved during class; however, it shouldn't be forgotten that real

motivation comes from within the learners themselves. Moreover, some activities are proposed to develop word recognition and word consolidation strategies in the learners focusing mainly on, guessing strategies namely, word division and referring to cognates, word list strategy, and dictionary use strategy. In addition, teachers may promote cooperation between their learners by organising pair / group works. Learners discuss, share, negotiate, make decisions, reflect and above all cooperate with each other without the authoritative presence of the teacher. As a follow-up to class work, homework assignments are suggested as activities that help learners consolidate what is learnt and remedy their weaknesses. Furthermore, recreational activities are proposed as entertaining and educating means that provide learners with opportunities to learn in an enjoyable and relaxed atmosphere. Likewise, some activities related to technological devices, such as video activities, computer and the net, are suggested to cope with vocabulary learning since our learners belong to the third millennium and are very interested in technology. What is more is that both teachers and learners play a complementary role to enhance vocabulary learning and language learning in general but it should be noted that the teachers are guides and the learners are the ones who practise and learn, and the CBA offers the opportunity to them, if not oblige them, to take part in the learning process. To conclude with, teachers should care more for teacher education development and the learners should promote in them autonomy.

Notes to Chapter Four :

*1<u>Tokens</u> in this context are all the word elements that occur in a text. Let's consider the sentence *'to be or not to be, that is the question'*. Both 'to and be' occur twice, then, the sentence contains eight words and ten tokens (Schmitt, 2000). The term token can also be applied on other kinds, Widdowson (1996:30) clarifies: **"To identify an element as a token, then, is to recognize it as a particular and actual instance of a general and abstract type... we can distinguish types of very different kinds: vowel and consonant letters, word forms, lexical items, and so on."**

*2 <u>The five textbooks</u> are:

-Middle School: -Secondary School:

8e AF : *Spring 1*   1e AS : *At the Crossroad*

9e AF : *Spring 2*   2e AS : *Getting Through*

                                                3e AS : *New Prospects*

*3 <u>L1</u> in this context can stand for Standard Arabic, dialect and even French words that are used in everyday spoken language, for example: 'diet' can be translated to 'régime'.

GENERAL CONCLUSION

General Conclusion

English has become the first language of communication all over the world due the advent of globalisation that has touched all the domains, and particularly, the educational. Thus, it has become a must for educationalists at the national level to give more importance to this language. In fact, reforms have been introduced by the implementation of the CBA in 2003 hoping for successful language learning and aiming at the integration of our learners in the world of development and innovation both at the national and the international levels.

However, in spite of the importance given to the language, it has been noticed that learners at the secondary level still show weakness at English learning and particularly at the level of vocabulary that impeaches them from the interpretation and production of language. Third-year secondary school learners, particularly (2007/2008), complained about the large amount of new words and wondered about the efficient way to tackle them. Therefore, a classroom action research was conducted in which the researcher put into action the inculcation of VLS as a remedy and a way to equip the learners with tools that help them deal with new or already learnt vocabularies. Thus, the present investigative research appealed for four chapters, in each of them conclusions have been drawn.

What has been concluded from chapter one is that first, vocabulary is crucial in language learning whether the language is first, second or foreign (Decarrico, 2001) and that there are two types of vocabulary learning: intentional which is planned for, and incidental which is not pre-programmed; second VLS yielded from language learning strategies and they are any actions, thought or behaviours taken by the learner to learn (new) words. Their importance lies in the fact that they are tools that gear the learners towards autonomy. They are mainly classified under four types: memory, cognitive, social and metacognitive strategies; and each type consists of a number of sub-strategies. Moreover, the selection of the strategies is directly linked with some factors, notably, age, gender and learning styles.

Chapter two has described the teaching / learning situation and the instruments of research. At the planning phase of the experiment, the questionnaire conducted with the EFL teachers revealed that third-year learners had weak vocabulary knowledge and showed a little motivation to study English. The semi-structured interview with the population under study   (3e AS Mathématique / Sciences Expérimentales) allowed the analyses of their needs. They displayed a weak proficiency at the level of vocabulary and seemed unconscious of the VLS they already have from L1 and L2 learning, moreover, they showed a considerable motivation to study English and to improve. Therefore, at the action phase, a number of VLS were inculcated during the academic year (2007/2008), considered as a remedy to their vocabulary problems. Thus, they were made aware of the VLS they knew and taught new ones. At the observation phase, the questionnaire introduced to the target learners revealed a number of results analysed and interpreted in the next chapter.

In chapter three, the data collected from the three tools of research were thoroughly analysed to respond to the reflection phase. EFL teachers revealed the use of the different teaching methodologies shifting from the functional, the communicative to the competency-based approach. They also stated that they taught vocabulary intentionally more than they do incidentally using the different techniques: visual, verbal and translation. Learners, on the other hand, revealed their motivation to study English and their intentional vocabulary learning rather than incidental. They also used different strategies, the cognitive and the social strategies, namely, word-list (English/Arabic equivalents), referring to cognates, asking the teacher or a friend, are the mostly used, whereas the metacognitive strategies proved to be the least used, especially, reading in English. Almost all the learners asserted an improvement at their vocabulary knowledge by the use of the different strategies and affirmed the possibility to learn new words independently, the thing that led to the validity of the hypothesis stating that the inculcation of VLS allows the learners to enrich their lexicon and become autonomous, and to the considerable success of the action research.

Chapter four was a set of suggestions and pedagogical implications aiming to contribute to the improvement of vocabulary learning of EFL learners. Teachers are advised to motivate their learners to enrich their lexicon in a number of ways, bearing in mind that real motivation comes from the learners themselves. Teachers should also analyse their learners' needs so as to be able to cater for them. In addition, a number of activities related to vocabulary and VLS were suggested aiming at providing helpful

material for vocabulary learning. It would be fruitful to enhance learners to work in groups or pairs in order to negotiate, cooperate and help each others. Working in a relaxed atmosphere, and particularly by the introduction of language games and jokes would also raise learners' interest and change their attitude towards the language. Technological devices may also be used to enhance learners' vocabulary learning since our learners belong to the third millennium. Besides, teachers and learners' roles should be played in a responsible and efficient way.

It is crucial then that EFL teachers analyse their learners' needs and identify their learning styles and interests in order to be able to provide material accordingly. Teachers should as well know about their learners' previous knowledge of vocabulary so as to introduce or revise lexis on the premise of their knowledge (Tsui, 1995). It is also advisable to ensure variation in the classroom in order to raise learners' interest in the language; teachers should believe in the possibility of a positive change in order to succeed any action that aims at an improvement. What is more important is that the learners themselves feel the importance of language to communicate and transmit and receive any knowledge, they should feel then the importance of words to learn a language and become aware of the importance of VLS to improve their vocabulary learning; they should also be conscious that they ought to become autonomous learners within the learner-centeredness and believe in their capacities.

Identifying and practising VLS, i.e., inculcating VLS proved efficiency throughout the classroom action research provided that learners are motivated and willing to improve, and believe in change. They use the different strategies according to their learning styles and the word (the context it occurs in, its parts of speech, previous knowledge of parts of it) and they are geared towards autonomy.

The present work is by no way exhaustive, it is hoped to be a fruitful contribution to the field of teaching and learning, it certainly needs much greater elaboration. Therefore, a question imposes itself: 'which of the strategies is the most efficient to commit the words to the long-term memory? i.e., which of the strategies ensures an unforgettable learning of words?'.

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APPENDICES

APPENDIX A

<div dir="rtl">

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية   الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي   * دورة جوان 2008 *

الشعب : علوم تجريبية + رياضيات+ تقني رياضي+ تسيير و اقتصاد   المدة :02 ساعات و 30 د

اختبار في مادة اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين التاليين :

الموضوع الأول

</div>

Part 1. Reading	**(15 points)**
a) Comprehension	**(08 points)**

Read the text carefully then do the activities.

Consumerism is a movement that promotes the interests of buyers of goods and services. <u>It</u> works to protect consumers from unsafe products; fraudulent advertising, labelling, or packaging, and business practices that limit competition. Consumerism, also known as consumer protection or the consumer movement, is active in many countries.

Consumerism includes activities by consumers <u>themselves</u> as well as government action on the federal, state, and local level. The movement seeks to provide adequate information about products so that consumers can make wise decisions in purchasing goods and services. Consumerism also tries to inform consumers of effective means of obtaining compensation for damage or injury caused by defective products.

The rise of the consumer movement has had major effects on business and industry. Many companies have become more responsive to the needs, wants, and safety of consumers. Other firms have not been responsive to these concerns.

1. The text is about:
    a) Consumers' rights and duties.
    b) Consumer movement and its roles.

2. Say whether the following statements are true or false according to the text.
    a) Consumer movement is present in many countries.
    b) The movement helps consumers take decisions about what products to buy.
    c) The movement gives money to consumers.
    d) All firms have responded to the movement's concerns.

3. In which paragraph is it mentioned that
    a) Consumerism deals with buyers' interests?
    b) Consumerism informs consumers about good ways of getting payment for damage and losses?

4. What do the underlined words in the text refer to?
    a) it (§1) – b)themselves (§2)

5. Answer the following questions according to the text.
    a) What does consumerism protect consumers from?
    b) What information does consumerism provide consumers with?
    c) What positive effects has consumerism had on business and industry?

<div dir="rtl" align="center">الصفحة 4/1</div>

b) Text Exploration (07 points)

**1. Find in the text words closest in meaning to the following:**
   a) products (§1) - b) faulty (§2)

**2. Complete the following chart as shown in the example.**

Verbs	Nouns	Adjectives
Example : consume	consumerism	consumable
....	loss	....
economize	....	....
....	safety	....

**3. Ask the questions that the underlined words answer.**
   a) Consumerism promotes **the interests of consumers**.
   b) The movement is active **in many countries**.

**4. Give the correct forms of the verbs in brackets.**
   1. Governments should (take) serious measures to fight counterfeiting.
   2. After I (buy) the DVD, I found out that it was of a bad quality.

**5. Match pairs that rhyme.**

A	B
a) services	1) responsive
b) rise	2) package
c) effective	3) practices
d) damage	4) wise

**6. Reorder the following statements to make a coherent paragraph.**
   a) For example, they are entitled to products
   b) Consumers have several basic rights.
   c) They are also entitled to the protection against unsafe foods.
   d) whose quality is consistent with their prices.

Part 2. WRITTEN EXPRESSION   (05 points)

Choose **one** of the following topics and write a composition of about 80 words.

Either

Topic 1:

After being influenced by an advertisement on TV, you bought a product. When you got it, you realized that you had been manipulated by the ad. Write a letter of complaint, in which you give information about the product and the place where you bought it, to the manufacturer telling him about the defects of the product, the consumers' rights to adequate advertising, compensation, etc. You can use ideas from the text.

Or

Topic 2:

In your city, you feel that consumers are not protected against the defects of the goods they buy. So you decide, with a group of friends to create an association of consumers.
Write a composition in which you expose the reasons and objectives of this association.
   You may use the following ideas :
   Reasons: counterfeit/cheap products, lower quality/harmful, not lasting
   Objectives: to sensitize the consumers, to protect them, to buy safe products

الصفحة 2/4

أقلب الصفحـــة

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الموضوع الثاني

Part 1. Reading   (15 points)
Read the text carefully then do the activities.

Advertising is a message designed to promote a product, a service or an idea. In everyday life, people come into contact with many kinds of advertising. Printed advertisements make up a large part of newspapers and magazines. Poster ads appear in many buses, subways and trains. Neon signs along downtown streets flash advertisements. Billboards dot the roadsides. Commercials interrupt TV and radio programs...

The purpose of most advertising is to sell the products or services. Manufacturers advertise to try to persuade people to buy their products. Large business firms also use advertising to create a favourable 'image' of their company. Local businesses use it to gain new customers and increase sales. Advertising, thus, plays a key role in the competition among businesses for the consumer's dollar.

Advertising is also used by individuals, political parties and candidates, social organisations, special interest groups, and the government. Many people advertise in newspapers to sell used cars, homes, or other property. Political parties and candidates use advertising to try to win votes. Social organisations and special interest groups often advertise to promote a cause or to influence the way people think or act.

a) Comprehension   (08 points)
1. Say whether the following statements are true or false.
   a) Advertising is a part of people's daily life.
   b) The main purpose of advertising is to sell products and services.
   c) Advertising has no influence on competition between large firms.
   d) Advertisements make political parties lose votes.

2. Fill in the table with information from the text as shown in the example.

Kinds of advertising	Where advertised
Example: a) printed	Newspapers and magazines
b)..............	buses, subways, trains
c) neon signs	....
d)..............	roadsides
e) commercials	....

3. Answer the following questions according to the text.
   a) Who uses advertising?
   b) Why do social organisations and special interest groups use advertising?

4. In which paragraph are:
   a) the different kinds of advertising mentioned?
   b) the users of advertising in elections mentioned?

5. Choose the general idea of the text.
   a) Reasons for advertising
   b) The negative effects of advertising
   c) Consumer goods

الصفحة 4/3

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b) Text Exploration   (07 points)

1. Find in the text words or phrases which are closest in meaning to the following:
   a) convince (§2) b) very important (§2)

2. Complete the following chart as shown in the example.

Verbs	Nouns	Adjectives
Example : to advertise	advertisement	advertised
....	product	....
to sell	....	....
....	....	useful

3. Classify the following words according to the pronunciation of the final's' (/s/ /z/ /iz/.
   -buses – roadsides – sites – services – sales – groups

/s/	/z/	/iz/

4. Ask questions that the underlined words answer.
   a) <u>Everyday,</u> people come into contact with many kinds of advertising.
   b) Many people advertise in newspapers <u>to sell used cars, homes or other property</u>.

5. Complete the following dialogue.
   A ....
   B. It is a message meant to promote a product or an idea.
   A ....
   B. We can find advertising everywhere.
   A ....
   B. Manufacturers, businessmen, politicians. almost everyone uses it.
   A ....
   B. Yes, of course. Advertising is a big business.

Part 2. WRITTEN EXPRESSION   (05 points)

   Write a composition of 80 words on one of the following topics.
   Choose
Either

Topic 1:

   A factory has just produced a new product. Using the following notes write a composition to show how to promote this product.
   * description of the product
   * its use
   * its advantages
   * its price

Or

Topic 2:

   Are you for or against advertising? Justify your choice.

Appendix B

Characteristics of Good Language Learners
Rubin (1987)

1. find their own way, taking charge of their learning.
2. organize information about language.
3. are creative, developing a "feel" for the language by experimenting with its grammar and words.
4. make their own opportunities for practice in using the language inside and outside the classroom.
5. learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
6. use mnemonics and other memory strategies to recall what has been learned.
7. make errors work for them and not against them.
8. use linguistic knowledge, including knowledge of their first language, in learning a second language.
9. use contextual cues to help them in comprehension;
10. learn to make intelligent guesses.
11. learn chunks of language as wholes and formalized routines to help them perform "beyond their competence."
12. learn certain tricks that help to keep conversations going.
13. learn certain production strategies to fill in gaps in their own competence.
14. learn different styles of speech and writing and learn to vary their language according to the formality of the language.

Adopted from Brown (2000,114-5)

Appendix C

Techniques, Rules and Strategies in 'New Prospects'

Tips (page 118)

TIPS
We can add the suffix **–y** to many nouns to form adjectives. E.g. sugar_ suga**ry**. The suffix **-y** means the state of. When a noun ends with a **consonant** + **vowel** + **consonant** (CVC), we double the last consonant if the concerned syllable is stressed. E.g. fat- fa**tty**.

Coping (page 158)

It is not necessary to stop and check the meaning of difficult words in the dictionary every time you come across them in a text. Try to infer / deduce their meaning from context, asking yourself these questions: ▪ Which class does the difficult word belong to? Is it a verb, a noun, an adjective, or an adverb?   ▪ Doesn't the author include **synonyms** or **antonyms** of the difficult word in the text?   ▪ Doesn't the author paraphrase / explain the word in the text?   ▪ Are there any prefixes or suffixes suggesting the meaning of the word?   ▪ Are there any link words (however, besides, finally, etc.) that can help you identify meaning relationships in the text?

Tips (page 169)

TIPS
In English, we can form **verbs** by adding suffix **–en** to some adjectives. E;g. His face **brightened** up when he heard the good news. The verb **brighten** is formed with the adjective **bright** and the suffix **–en**.

BIBLIOGRAPHY

Tips (page 170)

TIPS

We can form new adjectives and nouns by adding **prefix self-** to some nouns and **adjectives**.

E.g. Some people are **self-centred**.

The adjective **self-centred** is made of prefix **self-** and the adjective **centred**. The prefix **self-** replaces **himself, myself, herself, ourselves**, etc., hence, we can rewrite the example above as follows: some people are centred on **themselves.**

Appendix D

Teachers' Questionnaire

Dear teacher,

The present questionnaire aims to elicit data about vocabulary problems encountered by your learners and the way you teach vocabulary. Your suggestions to improve the learners' vocabulary store would be greatefully welcomed. You are kindly requested to answer the following questions by ticking the appropriate box (es) and supplying comments where necessary.

Rubric 1: Your experience, methodology and learners' motivation

1. How many years have you taught so far?   .... years

2. Do your learners like studying English   much □ ,   little □   , don't □ ?

3. Do you use the competency-based approach in your teaching? Yes □ , No □

4. Do you use other approaches in your courses?   Yes □   ,   No □

If yes, what are they? ………….…………………………………………………………

And why?…………………………………………………………………………………

Rubric 2 : Learners' vocabulary problems

5. How do you assess your learners vocabulary knowledge :

    good □ ,   average □   or   weak □ ?

6. What are your learners' main vocabulary problems?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

7. Are they aware of the strategies they already use in learning vocabulary in L1 and L2 ?

        Yes □   ,   No □

Rubric 3 : Ways of teaching vocabulary (techniques and types)

8. In which courses do you tend to introduce vocabulary most, in:

listening ☐ , reading ☐ , speaking ☐ , writing ☐ , grammar explorer ☐, vocabulary explorer ☐ or pronunciation and spelling ☐ sessions ?

9. Do you teach new vocabulary: intentionally ☐ , incidentally ☐ or both ☐ ?

8. What are the techniques that you use to teach (new) vocabulary?

visuals ☐ , verbal explanation ☐ , translation ☐

Rubric 4: Your suggestions

10. What do you suggest to improve your learners' vocabulary knowledge?

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

Thank You

Appendix E

Learners' Semi-Structured Interview

The pupils were intended to answer the following questions.

Rubric 1: **Learners' profile and motivation**

1. How old are you?
2. How many years have you studied English so far?
3. Do you like studying English? Why?

Rubric 2: **Learners' vocabulary knowledge and learning styles**

4. What are your problems in learning English? (What about Vocabulary?)
5. How do you assess your vocabulary knowledge: good, average, weak?
6. How do you prefer your teacher to introduce vocabulary: verbal explanation, use of visuals or translation?

Rubric 3: **Learners' awareness of VLS used in L1 and L2**

7. What are the strategies you use to study vocabulary in Arabic (and French)? Do you use the same strategies when dealing with (new) words in English?

Rubric 4: Learners' suggestions

8. What do you suggest to your teacher to help you extend your vocabulary knowledge?

Appendix F

Learners' Questionnaire

Dear pupil,

You are kindly requested to supply information about learning vocabulary and the vocabulary learning strategies you use by answering the following questions, tick in the appropriate box (es)

Rubric 1: Your profile

1- I am :   a girl ☐   a boy ☐

2- I am .... years old.

3- I like studying English: much ☐ ,   little ☐ ,   don't ☐

Rubric 2: Vocabulary learning

4- I encounter new vocabulary : each lesson ☐,   from time to time ☐ ,   don't ☐

5- I learn most new vocabulary when we tackle: listening ☐ ,   speaking ☐ ,

reading ☐ ,   Writing ☐ ,   Grammar explorer ☐ ,   Vocabulary explorer ☐,

Pronunciation and spelling ☐ lessons.

6- I plan to learn new words: Yes ☐ ,   No ☐(just when I encounter them)

Rubric 3: Vocabulary learning strategies

7- When I encounter / learn new word , I use the following strategies:

A. Social strategies

a. I ask my friend:

always □ , often □ , sometimes □ , seldom □ , never □

b. I ask my teacher:

always □ , often □ , sometimes □ , seldom □ , never □

c. I work in group:

always □ , often □ , sometimes □ , seldom □ , never □

B. Cognitive strategies

d. I remember the word by repetition: (oral □ , written □)

always □ , often □ , sometimes □ , seldom □ , never □

e. I learn by heart:

always □ , often □ , sometimes □ , seldom □ , never □

f. I use a dictionary:

always □ , often □ , sometimes □ , seldom □ , never □

(I use: an English / English dictionary □ , an English / Arabic dictionary □, a English/ French dictionary □)

- I guess the meaning of the word by using one of the three strategies:

g. Dividing the word into roots and affixes :

always □ , often □ , sometimes □ , seldom □ , never □

h. Inferring / guessing the meaning of the word from its context:

always □ , often □ , sometimes □ , seldom □ , never □

i. Referring to cognates:

always □ , often □ , sometimes □ , seldom □ , never □

Rubric 4: Vocabulary improvement

By the end of the year:

8. I use more strategies than by the beginning of the year. yes ☐   no ☐

9. After the use of these strategies, I feel that my knowledge about vocabulary has increased: much ☐   ,   a little ☐ ,   not at all ☐

10. I feel more autonomous: yes ☐ ,   no ☐

Thank you

Appendix G

Learners' Responses to the Use of the Different VLS

The Strategies	Frequency	of Use	of VLS	by the	Learners	means
	always (4 points)	often (3 pts)	sometimes (2pts)	seldom (1pt)	never (0pt)	
a, the keyword method	0	15	7	4	6	1.97
b, the spatial mnemonics	0	7	9	8	8	1.47
c, the visual mnemonics	0	7	8	9	8	1.44
d, repetition	0	13	6	7	6	1.81
e, rote repetition	0	6	5	12	9	1.25
f, dictionary-use	0	6	15	10	1	1.53
g, word division (roots/affixes)	0	4	14	9	5	1.81
h, inferring from context	0	10	11	7	4	1.84
i, referring to cognates	0	14	10	5	3	2.09
j, word-listing (synonyms/antonyms)	0	7	8	16	1	1.66
k, word-listing (English/Arabic-French)	0	19	9	3	1	2.44
l, flash cards	0	0	0	0	32	0.00
m, asking friends	0	10	13	9	0	2.03
n, asking the teacher	0	14	11	6	1	2.19
o, working in groups	0	2	6	11	13	0.91
p, listening to songs in English	0	6	12	7	7	0.63
q, watching films in English	0	8	10	9	5	1.66
r, reading in English	0	0	4	12	16	1.53

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ملخص

الكتاب المدرسي New Prospects المدرج لتلامذة السنة الثالثة ثانوي (2007/2008) تضمن حشدا كبيرا من المفردات غير المألوفة جعلت المتمدرسين لا يستوعبونها و تعذر عليهم فهمها. مع العلم أن عددا كبيرا من التلامذة لا يتقنون اللغة الانجليزية بالإضافة إلى إدراج تعلم اللغة الانجليزية في الطور المتوسط لمدة سنتين فقط. لذا لجأت الباحثة إلى تدريب التلاميذ على استعمال 'استراتيجيات تعلم المفردات' وذلك لتحفيزهم على استعمال منهجية تمكنهم من تحسين مستواهم المعرفي في هذا المجال. و الهدف الذي تصبوا إليه الباحثة هو أن يكتسب المتعلمون مهارات أهمها الاعتماد على النفس في دراسة المفردات والدراسة ككل. أظهرت التجربة أن التلامذة يستعملون طرق مختلفة تتلاءم مع طبعهم في التعلم. و أثبتت أيضا أن استعمال هذه الاستراتيجيات يمكن المتعلمين من تحسين مستواهم المعرفي و اعتمادهم على النفس في الدراسة و ذلك يتناسب تناسبا طرديا مع إرادة المتعلم على التعلم.

الكلمات المفتاحية مفردات - 'استراتيجيات تعلم المفردات' - المتعلم - طبع المتعلم - الإرادة - الاعتماد على النفس.

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RESUME

Le livre scolaire *New Prospects* conçu pour les élèves des classes de terminale (2007/2008) contient un large éventail de vocabulaire par rapport à leur répertoire après deux années d'anglais au moyen. La présente expérience s'est basée sur l'acquisition de 'stratégies d'apprentissage du vocabulaire ayant pour but d'équiper les apprenants avec des outils qui leur permettront d'élargir leur champs lexical. L'autre objectif de cette expérience a été de mener les apprenants à l'autonomie. La recherche-action au niveau de la classe- a montré que les élèves utilisaient différentes stratégies pour apprendre le vocabulaire chacun avec son style d'apprentissage. Elle a, en outre, prouvé l'efficacité de l'utilisation de ces stratégies car directement liées à leur motivation.

Mots clefs : vocabulaire – stratégies d'apprentissage du vocabulaire – apprenant(s) – style d'apprentissage – motivation - autonomie.

SUMMARY

The large amount of vocabulary in the new textbook *New Prospects* for third-year secondary school learners (2007/2008)(who have studies only two years at the middle school) and the learners' low proficiency level at vocabulary led the researcher to the inculcation of vocabulary learning strategies so as to equip them with tools that help them tackle (new) words successfully and enrich their lexicon; a further aim was to provide the learners with these tools that allow them to become autonomous learners.

The classroom action research revealed that the learners select the different strategies according to their learning styles. Moreover, the experience proved that the strategies are efficient to the extent to which the learners are motivated and willing to learn .

Key words: vocabulary – vocabulary learning strategies – learner(s) – learning styles – motivation – autonomy .