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**Vocabulary Knowledge in EFL Classrooms:
The Case of First-Year Students at
Abou Bekr Belkaid University, Tlemcen**

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Degree of "Master" in Language Studies**

Presented by:

Ms. Nafissa KORIB

Supervised by:

Dr. Anissa KHALDI

Board of Examiners

Dr.DJEBBARI Zakia

President

University of Tlemcen

Dr.KHALDI Anissa

Supervisor

University of Tlemcen

Mr. KHELLADI Mohamed

Internal examiner

University of Tlemcen

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Dedications

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To my best guide and example, my father.

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Abstract

The present study revolved around EFL learners' vocabulary knowledge at Tlemcen University. The purpose of this work was, then, to investigate the learners' awareness of the importance of vocabulary knowledge in EFL classrooms in addition to the use of vocabulary learning strategies and the extent to which it effected the learning of vocabulary. Different research instruments were administered to twenty- five first year LMD learners, and six teachers of oral and written expression. A questionnaire was administered to learners and an interview was conducted with their teachers. The data collected from these research instruments were analyzed quantitatively and qualitatively. The main findings revealed that EFL learners show their positive attitude towards the importance of vocabulary learning in language learning. In addition, the findings indicated that EFL learners used both types of vocabulary learning: incidental and intentional. Furthermore, the students did not show a great reliance to vocabulary learning strategies to acquire vocabulary and not all the VLS were used. Accordingly, this work emphasized on the learning of vocabulary in addition to the techniques and the ways that develop vocabulary knowledge in EFL classrooms.

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List of Abbreviations and Acronyms

VLS: Vocabulary Learning Strategies

LMD: License Master Doctorate

L2: The Second Language

LLS: Language Learning Strategies

EFL: English as Foreign Language

ELT: English Language Teaching

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General Introduction

General Introduction

Learning a language requires learning its skills. Listening, speaking, reading, writing are the language skills that are linked by one essential component which is vocabulary knowledge. Vocabulary is, thus, an integral part of language learning and its significance in learning a language plays a prominent role. Vocabulary is a basic tool for mastering a language. In fact, no one can ignore that EFL learners must be made aware of the importance of vocabulary as well as the need for learning words to master a language. Furthermore, vocabulary has been recognized as crucial to language use and insufficient vocabulary knowledge of learners has been found to be a source of difficulty in using language as in speaking.

Within the context of EFL classrooms, it is quite observable that knowing vocabulary is a challenge for EFL learners. Thus, the present work attempts to give information about students' vocabulary knowledge. It aims to investigate the reasons and the difficulties that lead to students' lack of vocabulary. In addition, it seeks to highlight how vocabulary is learnt and the most dominant strategies used by learners to learn vocabulary.

The ultimate purpose of this study is to assist students to enrich their vocabulary knowledge and to use VLS effectively to learn more words. Therefore the general research question guiding this investigation is: How do EFL learners develop their vocabulary knowledge? In order to answer this general question, a number of secondary research questions are raised:

1. Are EFL learners aware of the importance of learning new vocabulary?
2. Is vocabulary mostly learnt by EFL learners incidentally or intentionally?
3. What are the strategies that learners use to develop their vocabulary knowledge?

General Introduction

The hypotheses suggested for these questions are:

1. Learners may not be aware of the importance of learning vocabulary probably because they feel that their repertoire of words is enough to use a language.
2. EFL learners may learn vocabulary both incidentally and intentionally.
3. Learners may not use all the necessary strategies to learn vocabulary.

The present work is divided into three chapters. The first chapter reports the literature review which presents some key concepts about vocabulary. Firstly, it defines vocabulary as a set of words of language. Then, it shows the importance of vocabulary in learning language. This chapter reviews also the difficulties that face learners in the process of learning vocabulary. In addition, it highlights how vocabulary can be learnt and it deals with the strategies that learners use to learn and develop their vocabulary knowledge.

Chapter two is devoted first to the description of educational context in relation to the status of English in EFL classroom. Secondly, it describes the case study and the sample population. The data of this work had been collected through two instruments of research: learners' questionnaire and teachers' interviews. The study is mainly concerned with the first year EFL learners and the teachers of oral and written expression. The chapter also tries to analyze the data collected both quantitatively and qualitatively and then reports the results.

In the last chapter, based on the findings of the case study some suggestions and recommendations are proposed for both learners and teachers to enhance vocabulary in EFL classrooms. Therefore, it highlights some activities and solutions for independent learning. Moreover, these suggestions are tools for developing the awareness towards learning vocabulary as well as giving an appropriate ways of learning vocabulary.

Chapter One

Chapter One: Vocabulary Knowledge

- 1.1. Introduction
- 1.2. Definition of Vocabulary
- 1.3. The Importance of Vocabulary in Language Learning
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1.1. Introduction

In the field of language learning, vocabulary knowledge is essential, mastering a language is closely related with how well a learner learns its vocabulary. This chapter focuses on defining basic concepts related to vocabulary. Firstly, it defines vocabulary and its types. Then, it shows its importance in language learning. In addition to that, it presents the difficulties that learners encounter when learning a vocabulary. The chapter also deals with how a vocabulary can be learned. Moreover, it defines vocabulary learning strategies (VLS) and shed lights on their importance in helping learners develop their repertoire of vocabulary. At last, it lists the different types of vocabulary learning strategies that are commonly used by learners.

1.2. Definition of Vocabulary

Vocabulary is one of the basic elements of language. People think of vocabulary as the words of language. There are many definitions about vocabulary which seem closely related to each other. It is defined in the Longman dictionary (1995) as: **“all the words someone knows, learns or uses”**. Not far from this definition, in Oxford dictionary (2002) vocabulary refers to **“the body of words used in a particular language sphere”**. Similarly, Hatch and Brown state 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 language might use”** (1995:1). In addition to that, the learner’s vocabulary is the total number of words in a language that he or she knows and without it he could not comprehend the target language. It is also words that they must know in order to listen, speak, read and write effectively.

In brief, though vocabulary has various definitions and it is viewed differently, it is generally agreed that it is a set of words in a language.

1.3. The Importance of Vocabulary in Language Learning

In language learning, vocabulary is one of the most crucial things that learners must know in order to build their language; it is also a central element in leaning a language that makes learners familiar with the use of target language. The importance of vocabulary has been stressed by many researchers. Harmer (1991:153) clarifies the importance of vocabulary in language when he states that: **“if language structure makes up the skelton of language, then it is vocabulary that provides the vital organs and the flesh”**. Therefore, Schmitt, Schmitt and Claphan also consider vocabulary as the building block of language (2001).

Vocabulary is central to language and is of great significance to language learners. In this context, Wilkins (1972:111) says **“without grammar little can be conveyed, without vocabulary nothing can be conveyed”**. Based on this statement, learners must have sufficient vocabulary to easily follow learning process since without it, this will not be possible. Vocabulary as a key area of language knowledge provides learners with how well they can master language skills. In this matter, Richards and Renandya (2002) claims that vocabulary is core component that leads learners to language proficiency and provide them with how well can speak, listen, read and write .i.e., vocabulary is crucial way to be proficient in different language skills. In addition to that, Cameron (2001:72) states that: **“vocabulary is the central of learning a foreign language and primarily level”**. Since it is central in language learning, learners must have sufficient vocabulary to master a language. Laufer (1997) considers vocabulary learning as the heart of language learning and language use. It is what makes the essence of language, without vocabulary meaning cannot be conveyed and communication cannot be occurred. Moreover, it is a major means that makes communication clear and effective. In this context, (Krashen 1998:42) states:

Vocabulary is basic to communication, if acquirers do not recognize the meanings of the keywords used by those who address them, they will be unable to participate in the conversation, and if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning.

It is clear that vocabulary occupies a central place in the language learning and **“it is the core of the heart of language”** (Lewis 1993:89.qtd in Amelia and Sanchez 2007). Moreover, it serves as a bridge between language skills particularly if students develop a fluency in English, it is important for them to learn more productive vocabulary and enhance their own vocabulary learning strategies.

What is obvious from the previous data is that vocabulary is an excellent predictor of general language ability. This means that, language proficiency and the ability to use the target language in general is measured partly by the vocabulary knowledge: if a student has lack of vocabulary knowledge a disability of using a language will occur. Students can use two forms of vocabulary; the following section will try to explain this.

1.4. Types of Vocabulary

Dealing with vocabulary leads to talk about its forms or types. Many linguists and educators have distinguished between several types of vocabulary. Vocabulary can be divided into receptive and productive (Milton 2009:13), these two types of vocabulary involve the control process or use of vocabulary knowledge. There is a difference between receptive and productive knowledge of vocabulary that is used by researchers when investigating vocabulary learning (Milton 2009). According to Nation (1990) receptive vocabulary refers to words that one can recognize when it is encountered either in reading or listening. Haycraft defines receptive words as **“those which the student recognizes and understands when they occur in a context but which he cannot produce correctly”** (Hycraft 1978:44, cited in Hatch

and Brown 1995). Additionally, receptive vocabulary is also words we understand when others use them (Graves 2006). The students can understand these kind of words (receptive vocabulary) when they appear in texts but they find a difficulty to produce them.

In contrast to receptive vocabulary, productive vocabulary refers to those words that learners use themselves (Graves 2006). In other words, it is a set of words that can be produced correctly when writing or speaking (Nation 1990). Most learners are familiar with these kinds of words since they usually tend to produce the word rather than receive it. Haycraft (op.cit) defines these words as **“those that the students understand, can produce correctly and use contractively in speaking and writing”**.

In addition to the distinction between receptive vocabulary and productive, another distinction can be occurred between print and oral vocabulary. The former includes words which are written or read silently and their meaning is clear. While the latter refers to these words which are spoken or read orally.

Generally speaking, what is obvious in the receptive /productive discussion is that it determines that vocabulary can be known in different ways. As a correlation to this, knowing vocabulary is based on learning it. In the phase of learning vocabulary learners face a set of difficulties. The following section will try to discuss this issue.

1.5. Difficulties in Learning Vocabulary

In learning a foreign language, students recognize that learning vocabulary is not an easy task. There are many difficulties that touch the word and make it difficult to be learnt. Some words seem easier than others (Thornbury 2002) .What makes the word difficult is closely related to its pronunciation, spelling and grammar, meaning, length and complexity.

1.5.1. Pronunciation

It is obviously evidenced by research that there are difficulties in pronunciation, some words are more difficult to learn since they are difficult in pronouncing, and these words usually contain sounds that are unfamiliar to some learners. Therefore, for many learners **“even words with clusters of consonants such as strength or crisps or breakfast are problematic”** (Thornbury 2002:27). That is, some words are difficult to pronounce as two consonants in the same word may confuses students to learn these kind of words.

1.5.2. Spelling and Grammar

Two factors can lead to words difficulty in learning words, they are spelling and grammar. Spelling a word confuses many students specifically difficulties which rise in words that contain silent letters as: foreign, listen, headache, muscle. (Thornbury 2002). Learners also have difficulty in learning word when grammar is associated with it. Grammatical forms are considered as sort of confusion for many L2 learners. As an example for this, they usually face difficulties with some verbs and the way of using them such as: the verb ‘concern’ and ‘to be concerned about’, or ‘to be concerned with something’. Moreover, research shows that second language learners often have trouble with phrasal verbs such as: put on clothes but we cannot put off cloths (Hill 2005). Schmitt also states:

Phrasal verbs can particularly lead to vocabulary learning difficulties for learners, because phrasal verbs mostly do not form consistent groups, and presenting several in related phrasal verbs together may even cause confusion.

(Schmitt 2008:110)

1.5.3. Meaning

Meaning of words is regarded as one of difficulties that learners face when learning a new word. Thornbury (2002) says that students confuse between two words when they overlap in meaning .i.e. both are close to one meaning .The difficulty that occurs in difference between ‘make’ and ‘do’ is a case in point. For instance: you make a breakfast but you do the house work. Therefore, words that have different meaning may become trouble. Another key point, sometimes students have only one meaning of a certain word and find it difficult to accept a second. This easily confuses them and makes learning of a second meaning difficult. Furthermore, unfamiliar concepts also lead to word difficulty. These concepts can be related with culture specific items as words and expressions associated with the same cricket (a sticky wicket) will seem difficult to most learners. Thus, they are aware of learning familiar and easy words.

1.5.4. Complexity and Length

It is noticed that length and complexity of words affects their learning. Many students find it hard to learn long words than short ones, **“high frequency words tend to be short in English, and therefore the learner is likely to meet them”** (Thornbury 2002:27). That is, complex and long words are not frequent in English and they are avoided to be used by learners.

1.6. Vocabulary Learning

Vocabulary has got an important status in learning foreign language and it is considered as one of the most crucial tasks for language learners to master language. It is also regarded as the heart of second language acquisition and any language skills cannot exist without it. For these reasons, it is necessary for EFL learners to know how vocabulary can be learnt. In this context, many studies argue that vocabulary learning can be either incidentally and intentionally.

1.6.1. Intentional Learning

This type of vocabulary learning refers to that learning being planned or preprogrammed from the part of the teacher or the learner. In other words, students and teachers have a plan of learning vocabulary. Hatch and Brown define it as **“being designed, planned for intended by teacher or student”** (1995:369).

Intentional learning refers also to a type of learning in which learners are informed before their engaging in a task. In addition to that, they are given what they are going to deal with (Hulstijn *et al.* 2006). What is clear in this, is that learners start the task with the intention to learn vocabulary. Therefore, this kind of learning occurs when it is programmed to commit information to memory.

According to Hulstijn (2003) intentional learning implies the use of deliberate retention of techniques as writing down the word form on an index card, while incidental learning does not. That is, in intentional learning techniques like writing words in note book and then learning them are kept to be used. In the intentional learning situation, participants are informed that their recall will be tested (*ibid.*). In that matter, students automatically attempt to commit words to memory even if they will not be tested.

1.6.2. Incidental Learning

In vocabulary learning, incidental learning is done without any intention or plan for the learning of vocabulary. It is defined as **“the type of learning that is a byproduct of doing or learning something else”** (Hatch and Brown *op cit.*: 368). Similarly Hulstijn (1996, cited in Grass 1999) asserts that the definition of incidental learning is **“learning in the absence of an intention to learn”**. This implies that learners succeed to learn a number of words without having the intention to do so when practicing in task.

Many words can be learned incidentally through reading or listening but many researchers see that learners tend to learn vocabulary from reading (Nation 2001) *i.e.*, learners find themselves learn vocabulary in reading contexts where they are

not asked to pay attention on the meaning of unknown words. In addition, vocabulary is learned predominantly through reading and in the same time learners have the opportunity to guess at the meaning of unknown words. With the same line of thought, teachers in the phase of teaching vocabulary have to give their students the opportunity to read or listen extensively in order to help them to develop and to learn a great number of vocabularies (Huckin and Coady 1999). Concerning incidental learning activities, there are many activities besides reading extensively. For Elley (1989) story telling is also very effective way for learners to learn vocabulary.

Incidental vocabulary learning is very important to learners since it gives learner a rich of words use and meaning. Then, it is efficient in the sense that it yields two activities at the same time, vocabulary acquisition and reading. Additionally, this type of learning is based on learner and his ability to select reading materials, i.e., it gives the complete opportunity to learn a vocabulary that he selects (Huckin and Coady 1990).

Although learning vocabulary incidentally is beneficial for learning new words, it seems to be slow and inefficient process, i.e., it is not sufficient for learners and it does not necessarily imply any term of retention (Sokmen 1997 cited in, Visnja 2008).

The following section will involve strategies that EFL learners use to learn vocabulary.

1.7. Vocabulary Learning Strategies

Learning vocabulary could not be succeeding if it is not related to the use of strategies. Language learners always complain from the difficulty of learning new words as well as forgetting whatever vocabulary they learn. That is why using useful strategies make their vocabulary learning process easier and more efficient. One approach of facilitating vocabulary learning is vocabulary learning strategies (Schmitt 2000). These strategies are key vocabulary learning for learning different words whatever difficulty they have.

1.7.1. Definition of VLS and its Importance

VLS are those strategies that concerns only the learning of vocabulary, they are considered as a part of language learning and as a category of language learning strategies (Nation 2001). Then, they are also considered as steps taken by the language learners to acquire new English words. Researchers give much attention to VLS and many definitions of VLS have been put forward. Cameron (2001:92) defines VLS as **“actions that learners take to help themselves understand and remember vocabulary items”**. She clearly relates VLS to actions that learners use to help themselves comprehend and retain word. In the same way, Intaraprasert regards VLS as **“any set of techniques or learning behaviors, which language learners use to understand the meaning of a new word to restore the knowledge of newly learned word, and to expand one’s knowledge of vocabulary”** (Intaraprasert 2004:53). According to him VLS are ways the students follow in order to comprehend a new word and develop their vocabulary repertoire.

Schmitt (1997:203) states that: **“VLS should be any effect this rather broadly –defined process”**. For him, VLS are processes of learning vocabulary .i.e., starting from the way learners encounter the word till using or producing it. In the same matter, Nation (2001) believes that vocabulary learning strategies strongly help learners to acquire vocabulary, and large amount of vocabulary would be acquired as learners use VLS. Therefore, VLS are seen as advantageous to learn vocabulary, they play an important role to develop the learner’s knowledge of vocabulary. For these reasons, teachers have to provide their students many strategies so that they can select the individual strategies that suit their individual learning styles (Siriwan 2007 quoting from Harmer (1991)

Additionally, Schmitt (2000) sees the need to help learners choose the strategies necessary to learn words on their own. Learners should use VLS since they are beneficial to improve their vocabulary store and learn new words as well. According to Schmitt (1997), vocabulary learning strategies are even more important in second language learning with the increasing nature of vocabulary acquisition and its emphasis on large exposure to the languages. Moreover, Nation

(2001) also suggests that VLS lead learners to be responsible about their learning and make them independently learn. He supposes that by the use of VLS, large vocabulary can be learnt. There are different vocabulary learning strategies and learners can use different types of them. The following section will give details about them.

1.7.2. Types of VLS

There is a huge number of VLS that are differently proposed by many scholars, in addition to many classifications of these strategies have been put forward. These classifications are that of O'Malley and Chamot (1990), Gu and Johnson (1996), Schmitt (1997). The first classification is that of Oxford (1990) who grouped language learning strategies into six groups: social, memory, cognitive, metacognitive, and affective and compensation. After him Nation (1990) also proposed a set of categories of strategies, he makes a distinction between two types mainly discovery and consolidation strategies. Schmitt (1997) makes a combination between Oxford and Nation taxonomies; he makes a distinction between strategies that learners use to discover words (discovery strategies) and social strategies. In addition, he classifies strategy to consolidate a word once it has been encountered (cited from Hakem 2008). These include: memory strategies, social, met cognitive, dictionary use, note taking, guessing, repetition, these four strategies are classified under cognitive category. The following strategies are those of Schmitt (1997).

1.7.2.1. Memory Strategies

This type of strategies is best known as mnemonics. They have great relation to memory. They are also related to how a learner can relates a word with some previous knowledge to store it in memory (Schmitt 2000), for example relating the word with its synonym or antonyms, use affixes and roots, say the word aloud, connect the word with an image. Schmitt says that “**memory strategies involve relating the words to retained with some previously learned knowledge, using some form of imagery or grouping**” (Schmitt 2000:135). According to him

learners use their memory to make a link between the new word with previous learned words by the use of grouping of words and imagery. Oxford and Crookal (1990) also mentioned these previous techniques of relating words. According to them they are defined as followed:

Word grouping: it is an important way to make learners remembering the word; it involves organizing words according to groups, these groups of words hang together because they make use of some common themes or characteristics. Groups can be based on type of word, topic, function...etc. This technique is useful for vocabulary learning, it reduces the number of discrete elements and link new word with concept from the learner's language. As an example for this, French groups a list of words which are under a same topic related to computers, *l'informatique* (computer science), *l'ecran* (computer screen). Learners can also group words according to their semantic relationships for instance, they are asked for knowing that the two words share similar meaning 'ugly' and 'uncomely' even if they are not aware about where this word should be used. (swaffer 1988, cited in Oxford and crookal 1990).

Imagery: it is divided into visual and aural imagery:

- Visual imagery: it is based on linking between picture and word to be learnt. That is, learners relate between concepts in memory by means of meaningful visual images that make learning of word more efficient. People usually tend to easily make a link between verbal and visual symbols such as some public notices (e.g., no-smoking, stop sign...etc). These kinds of notices that are familiar with verbal-visual links can help L2 learners. Moreover, L2 learners can also draw an object and relates it directly to the new L2 word. These drawing facilitate a task of learning vocabulary for learners.
- Aural imagery: learners can put words in memory but not only by linking it with an image but also with sound .This is called aural imagery; it is a link between a form of semi-context for the learner and with what a learner already knows. Aural imagery makes verbal learning more efficient through relating new sounds with those that learners know for example, learners can make a link

between a German word ‘Katze’ with the word ‘cat’. These two sounds are similar so to learn new words; L2 learners can adopt such kind of link between sounds.

For Schmitt (2000) memory strategies deal with mental processes that facilitate long term retention. It is necessary for learners to memorize words that really need to be learned such as high frequency vocabulary since it is impossible to encounter every word in language (ibid). Thornbury (2002:145) states that **“the best mnemonics are those that have a visual element, and are self generated i.e., not borrowed from another learner or the teacher”**. Therefore, for him the best memory technique is the key word technique that involves devising and connecting the pronunciation of second language with the meaning of a first language word. According to Thornbury, this technique takes time and more efforts to devise key words and even when teaching new words teachers should give their learners a few minutes to devise key words.

1.7.2.2. Cognitive strategies

A number of classifications of language learning strategies have been suggested for cognitive strategies. This latter appeared especially on O’Malley and Chamot’s (1990) and Oxford’s 1990 classifications of LLS. These strategies are defined as **“steps in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials”**. (1990:99). That is, they are concerned with steps and actions that are used by learners in learning and to solve problem.

Additionally, these strategies include inferencing or guessing meaning from our context and elaboration or relating new information to others concepts in memory. (O’Malley and Chamot 1990).

Using cognitive strategies is beneficial for learners to develop skills and academic success. They also contribute to increase their confidence in their learning ability. Concerning the classification of VLS, cognitive strategies also occurs in

Schmitt (1997) taxonomy. Thus, the common subcategories cited under this category in different classification are mentioned below.

1.7.2.2.1. Repetition

Repetition strategy has been mentioned in the classifications of many researchers. This strategy is essential for second language learners mainly for students who find difficulties to memorize. They automatically turn to repetition of vocabulary. Most of students find it easy and can do it spontaneously.

Repetition strategy contributes to enhance learner vocabulary knowledge. Nation (1999) argues that repetition adds to the quality of knowledge and also the quantity or strength of this knowledge. It has been found that this strategy is a type of most frequently used by EFL learners (O'Malley *et.al*; Chamot 1987).

1.7.2.2.2. Dictionary Use

There is another common strategy that is widely used by L2 learners to get new vocabulary is the help of dictionary. The dictionary has been widely used tool by language learners. Usually students want to know more about words and its meaning. The dictionary is considered as one of the best resources for students who wish to develop their vocabulary knowledge.

There are different types of dictionaries, monolingual and bilingual dictionary. Monolingual dictionary includes more explanations and requires a large amount of vocabulary and grammatical knowledge that clarifies the meaning of new words. (Thornbury 2002). This kind of dictionary gives various meaning and detailed guidance on pronunciation. Bilingual dictionary is used to translate words or phrases from one language to another. Although a monolingual gives more details about words, a bilingual one is well used by learners. (Catalan 2003, Schmitt 1997). Usually learners tend to favor the use of bilingual dictionary over monolingual ones, since they find them easy to comprehend without any complexities, they do not take time in addition they are very useful in production (Thornbury 2002).

It is generally agreed that, using dictionary is very useful and advantageous strategy that a learner can depends on to learn new word and understand its meaning in different contexts. In fact, dictionary is an effective way for independent learning and without relying on teachers, **“it is an excellent tool that can be used to help students continue their lifelong pursuit of improving vocabulary independently”** (Cohen and Cowen 2007:253).

Moreover, it is noticed that dictionary use improves not only vocabulary learning but also contributes to increase reading comprehension. However, successful leverage of dictionary based on how well learners are trained to use it effectively. According to Thornbury (2002:51): **“their usefulness [dictionaries] depends on learning being able to access the information they contain both speedily and accurately”**. That is, it is very necessary to train learners the way they should use dictionary.

Vocabulary of language can enriched by the use of dictionary since dictionaries give more details information of words, they can be useful to find words meaning that students cannot derived from context clues. Using dictionary by students however, should be one of the objectives of L2 teachers. Teachers should train their students to use dictionaries each time they providing them with new items (Cohen and Cowen 2008). Therefore, dictionary help quick learning of a large amount of words, that’s why teachers should take into their consideration the advantages of it in learning a vocabulary of language. **“the teaching of dictionary use is important not because it aims at improving the way dictionaries are used, but also because it might turn out in the long run to be instrumental in the general progress of lexicography”** (Jackson 2013:182).

1.7.2.2.3. Note Taking

When learners get information about new words, they may take it down in the notebook. This strategy is traditional way that is used by learners to record new words. It is very essential for vocabulary learning. It is found that this strategy is widely and mostly used by learners (White 1996). Nation (2001) mentions several

advantages for note taking for example; it is an appropriate strategy for learners to learn both low and high frequency words.

Note taking is **“writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task”** (O’Malley and Chamot 1990:138). Learners can take notes by means of vocabulary notebooks or word cards. Listing vocabulary items to learn is the concerns of many researchers among them Gairs and Redman (1986), it is argued that listing vocabulary words in long lists with their equivalents in the mother tongue is not beneficial, since it confuses the learner, i.e., he finds it later very hard to retrieve the words if the order of words in the list changes (Nation 2001). Furthermore, the process of listing vocabulary in terms of notes can be useful; Note taking can also be done through words cards which present the foreign word with its equivalent in mother tongue (Nation 2001).

It is argued that listing vocabulary of foreign language word in long list with their equivalent in the mother tongue is not beneficial, since it confuses the learner i.e., he finds it later very hard to retrieve the words if the order of words in the list changes (Nation 2001). Furthermore, the process of listing vocabulary in terms of notes is important, Schmitt and Schmitt (1995:133) state procedures when listing vocabulary: first, word pairs are written down and learned. Then, the translation pairs are enriched by for instance: sentences, illustrations. Therefore, when listing a vocabulary in notebook learners should organize vocabulary according to alphabetic order or according to topic.

Note taking can also be done through words cards which present the foreign word with its equivalent in mother tongue (Nation 2001) although this strategy is common among learners, many opponents see that is not efficient for vocabulary growth (ibid).

1.7.2.2.4. Word Guessing

Second language learners come across many unfamiliar words during reading or listening. This enforces them to make intelligent guesses of unknown vocabulary. As strategy to learn new vocabulary, guessing from the context is considered by many researchers as an important way for learners to cope with difficult texts. Therefore, this kind of strategy is unconsciously used by learners when reading and listening (Thornbury 2002).

Clarke and Nation state that: **“the ability to guess the meaning of word without referring to a dictionary save times and allows the reader to continue reading without interruption”**. (Clarke and Nation 1980:217). The word meaning can be guessed by analysis the new word part of speech roots and affixes, guessing words can happened by thinking of a mother tongue cognate or by guessing from context.

To guess words, many scholars have proposed steps for successful guessing. Thornbury (2002) mentions some steps to guess from context, he notes that the guesser should:

- Decide the part of speech of unknown word, if it is a noun, adjective, verb.
- Look for further clues in the word’s immediate collocate if it is a noun does it have an article or it is if it is a verb does it has an object.
- Look at the form of the word for any clues as to meaning.
- Make a guess as to the meaning of the word, on the basis of the above strategies.
- Read and see if the meaning is correct if not, repeat all above steps.
- When all these fail, consult a dictionary.

Guessing words from context really allows a learner to read more quickly. That is why; learners need to be taught how to guess in order to become better guessers. Although this strategy is regarded by many as a very useful strategy to learn

vocabulary it is also criticized by others who see it as not sufficient strategy (Sokmen 1997, cited in Hakem 2008).

1.7.2.3. Social Strategies

Social strategies refer to those strategies that learners use interaction and communication with people to improve their language learning, by the use of this kind of strategies, learners can practice their vocabulary. This type of strategies has been mentioned in various taxonomies. Oxford's (1990) classification of VLS includes a separate category of social strategies; Schmitt also (1997) mentions this strategy in his classification. This strategy is not mentioned in all the researchers' classifications of VLS and this may give a doubt that it doesn't have a crucial role as the others.

When using social strategies learners can ask their teachers or their classmates for information about a new word and they can answer in different ways. They can give the word equivalent; give synonyms, translation, paraphrasing or even use the word in context. Learners usually use this strategy to discover a new word and practice vocabulary (Schmitt 1990).

1.8. Conclusion

Vocabulary knowledge represents a high challenge for most of EFL learners and its importance in language learning is crucial .Learning a vocabulary is not such an easy task ,EFL learners find some difficulties in learning a new word because of word structure, meaning, pronunciation...etc. Thus, it is necessary to know how vocabulary is learnt. Learning vocabulary can be either incidentally or intentionally. Moreover, vocabulary learning would not be successful if it is not based on VLS that help learners to improve their lexicon. These strategies are commonly used by students and many different types of them.

The following chapter will present the description and analysis of case study that will be undertook in order to give details about vocabulary learning and knowledge of EFL learners as well as their awareness about the importance of learning vocabulary.

Chapter Two

Chapter two: Data Collection and Interpretation

- 2.1. Introduction
- 2.2. ELT situation in Algeria
- 2.3. The Educational Context
- 2.4. Description of teaching and learning situation
 - 2.5.1. Learners' Profile
 - 2.5.2. Teachers' Profile
- 2.5. Research Methodology
- 2.6. Research Instruments
 - 2.6.1. Learners' Questionnaire
 - 2.6.2. Teachers' Interview
- 2.7. Analysis of the Results
 - 2.7.1. Analysis of Learners' Questionnaire
 - 2.7.2. Interpretation
 - 2.7.3. Analysis of Teachers' Interview
 - 2.7.4. Interpretation
- 2.8. Discussion of the main Results
- 2.9. Conclusion

2.1. Introduction

This chapter is concerned with the empirical phase of this extended essay. It deals with practical aspects of already stated theoretical issues related to vocabulary knowledge and the use of VLS for the sake of learning vocabulary. The outset of this chapter presents the teaching /learning situation. Then, the chapter describes the learners' and teachers' profile. It also strives to provide a brief survey on the situation of EFL in Algeria. Therefore, it entails a description of research instruments which include questionnaires for first year EFL learners and an interview for their teachers. Then data collected from those instruments is analyzed. This is followed by the interpretation of results.

2.2. ELT in Algeria

In the last few decades, English has emerged and gained much interest in the whole world, the world is linguistically derived by the use of English in all fields. The importance of English nowadays cannot be ignored. In addition, it is considered as global language for the utility it provides for any one in all fields.

Algeria as the other countries has attempted to give English a position in the educational context. Algeria has a number of languages which exist in educational system as result of many reasons. In the light of ELT in Algeria, the dominant language in Algerian educational context is French; this is because of historical reasons. After the independence of Algeria in 1962, French was the language that is much used because Algeria was still under French domination and the influence of using it in all fields. By the beginning of 1970s, many policy decision-makers started to be aware about making some changes in the educational system, among these changes was "arabization process" education that gave Arabic its status as a first language. Thus, the process of arabization was taking place and since that time French has been considered as first foreign language in the country and English as second foreign language.

Concerning the English language, Algeria has taken serious steps to teach it in the educational context, namely in schools and higher institutions. Actually, although English is considered as the language of information and technology its status in Algeria has no clear image and role since it is regarded as equal language with other languages mainly French. However, there've been series of changes that Algeria has seen by the mid of the year 2000 like the development of technology, the use of English in many fields particularly: economic and private business has led to demonstrate the English positions and role in educational system.

Speaking about teaching English in Algerian educational context, it begins in the first year of middle school level. Before dealing with learning English, the Algerian learners study Arabic and French, six years for Arabic while French is introduced in the second year at the same level. At the middle school, teaching English doesn't exceed three hours per week for the four levels. At this level, learners learn Basic English; a focus is on teaching simple English without dealing with other details. After learning English for four years in the middle school, learners go to secondary school with basic and acceptable English. At secondary school, English is taught in different streams literary and scientific. The focus of teaching English is more in literary classes especially for foreign language classes, learners deal with four skills which are: Grammar, Pronunciation, Vocabulary, language functions (Djebarri 2014).

As far as the approach that is used to teach English in both middle and secondary school, teachers usually use the competency-based approach which is adopted in Algerian educational system for first time in 2003. This approach focuses on developing learners' competencies. These competencies are: **“the sum of knowledge, skills and characteristics that allow a person to perform actions”** (CEFR 2001:5 cited in Maria Luisa 2013).

2.3. The Educational Context

The practical phase of this research takes place at Abou Bakr Belkaid University situated in Tlemcen, in the department of English and translation. This

University was founded in the mid 1970, whereas the department of foreign languages with French and English sections was founded in 1988. Starting from September 2007, the English section has become a department in its own rights. Students who chose to study the English language to obtain BA degree till 2009 they had to go on for four years. But since then, this four year programme had begun to gradually be replaced by the LMD system (i.e., Licence, Master, and Doctorate).

As regards to LMD system, unlike previous systems, this system is shorter in terms of years. It consists eight years divided into three levels: Licence (3 years), Master (2 years), and Doctorate (3 years). This system aims are to build students capacities and guiding them. It strength the students' abilities added to that this system is able to transfer the students training from one path to another without losing credits and to transfer from one university to another (Parche 2010).

Further, in the English department, pedagogical materials used for teaching/learning of English include classroom, chalk, blackboard...tape-recorders data show and two laboratories comprising computers for teaching listening comprehension. In addition to laboratory called Global Virtual Classroom (GVC) which is designed to make continuous internet based communication, by which learners get in touch with diverse personalities from different parts of the world to interchange electronic data and create a kind of interaction via the internet.

2.4. The Description of Teaching /Learning Situation

In this research, informants were both university learners and some of their teachers. The informants were chosen to respond the research instruments from the large population. A random sampling strategy was used in order to ensure genelizability

2.4.1. Learners' Profile

The informants chosen for this empirical based research were twenty five students male and female; they were first year LMD students studying English at

About Bakr Belkaid University. As for the participants, they were selected randomly and all have been English for seven years. In addition they did not study the same branch in the secondary school. Therefore, their mother tongue is Arabic, their first foreign language is French and the second foreign language is English. These students have acquired basic and general English at secondary school .i.e., they were not concerned with going beyond the language skills in detail. At the first year in the university, students study: literature, Grammar, Oral production, Written production, Phonetics, Anglo Saxon, Research methodology, Linguistics, French, St.SK, HSS. The first level of LMD was chosen since students seem to already start building their vocabulary knowledge and the challenge of vocabulary of a language was still in the beginning. The following table shows the modules and the hours per week:

Modules	Hours per week
Grammar	Two hours
Literature	One hour
Written expression	Three hours
Oral production	Two hours
Phonetics	One hour
Linguistics	One hour
Anglo Saxon Civilization	One hour
Human Social Sciences	One hour
Study Skills	One hour
French	One hour

Table 2.1. First Year LMD Modular courses

2.4.2. Teachers' Profile

In this research work, the researcher also selected in addition to twenty five first year LMD students, six teachers from the department of English at Abou Bekr Belk aid University. Their experience of teaching English varies from seven years to thirty. During their teaching experience they taught different modules: Linguistics, Grammar, Phonetics, Oral production and written expression. They were selected since this year; they are in charge of teaching oral production and written expression. The researcher chose three teachers of oral expression from a population of six teachers, and other three teachers of written expression from the population of five teachers. The reason behind this selection is:

- ✓ The programme and lessons in these two modules deal more than any other modules with teaching vocabulary.

The rest of this section reports a detailed description of the teachers' teaching experience.

Teacher 1: she has been teaching English for thirteen years, she instructed research methodology, linguistics, Grammar, Oral production each year.

Teacher 2: she has been teaching English for thirty years. During her teaching at the university she instructed only speaking and written expression.

Teacher 3: she has been teaching English for seven years, two years in secondary school. She instructed grammar, linguistics, phonetics, but she always teach written expression.

Teacher 4: she has been teaching English for ten years. The modules that she taught are phonetics and speaking.

Teacher 5: she has been teaching English for seven years in secondary school and at university she taught different modules but each year she teaches speaking.

Teacher 6: she has ten years of experience in teaching English, she taught research methodology, psycholinguistics, and oral expression.

2.5. The Research Methodology

Each research requires specific ways to be studied and certain methodology to be followed. In this part of work the researcher relies on using case study as a suitable method to gain valid information. A case study is appropriate to have an investigation of a specific situation, and it can give an in depth understanding of a given phenomenon.

Case study is defined as **“an empirical inquiry investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident”** (Yin 1994, cited in Woodside 2010: 1).

The researcher has developed three questions which have controlled this research. These research questions revolve around the importance of vocabulary learning and VLS. In addition to that, to carry out this case study, data were collected from different sources using mixed methods paradigm.i.e; both quantitative and qualitative methods were used in depth understanding of the findings. The following section will be devoted to the description of the different instruments employed in this case study.

2.6. The Research Instruments

As it is mentioned, the purpose of this research is to investigate valid data about learners' vocabulary knowledge and this can only be achieved through a case study. To collect data different research instruments can be used. This practical side of this research is to be carried out by using of two worthy tools: questionnaire and interview.

2.6.1. The Learners' Questionnaire

This empirical part of research is conducted by using the questionnaire. It is often regarded a useful instrument to collect valid data from the participants. It is advantageous to collect a large amount of data with less energy. A questionnaire is defined as a set of questions or/and statements printed or typed in a well organized

manner, they are designed to get specific information from respondents' answers (Kothari 2004). It is designed for the aim of translating the research objectives into specific questions and statements. A questionnaire also “**serves as permanent records of the research**” (Kavil 2007:160). It may include three types of questions: close ended questions, open ended questions and mixed questions.

The close ended questions involve two or more possibility from which the informants can choose. For example: How do you assess your vocabulary knowledge?

Sufficient insufficient large weak

Then, the open ended questions are those questions which allow the respondents to answer freely. This kind of questions seem to be have long answers, it provides qualitative data, for example: How do you learn groups of words?

.....

Finally, mixed questions which include both open and closed items, for instance: Do you think that you have a lack of vocabulary knowledge because of:

Lack of reading not aware about its importance

Difficulties of word itself

Others

.....

This questionnaire includes thirteen questions grouped into three rubrics. The first rubric comprises three questions which were organized to search for the learners' knowledge of vocabulary and difficulties they encounter to learn words. As regards, the type of items included in this rubric, they were a mixture of closed and mixed. The first item was closed, it seeks to know the students assessments of their vocabulary knowledge. The second item was a mixed one, asked the

participants about the reasons of their lack of vocabulary. The third item tried to get information about the difficulties learners faced in learning vocabulary.

The second rubric included four questions to get data about how EFL students learn vocabulary and their awareness about usefulness of vocabulary in language learning, they were close-ended. The first item in this rubric was asked to get students' opinions towards vocabulary learning. The following items: five, six, seven were rating scales which required the students to make evaluative judgments by making one of series of categories organized into a scale. The points in the scale indicated different degrees of frequency. These points were: never, rarely, sometimes, often, and always. The subjects were to rate how often they learn vocabulary incidentally (item 6) or intentionally (item 5) in addition to their learning of vocabulary in relation to language skills (item 7).

The third rubric was about vocabulary learning, it contained six questions that tackled the ways students learn vocabulary. Item eight was closed and it asked students about their attitudes towards VLS. Item nine was a rating scale that required the students to make judgments about their use of strategies to learn vocabulary. Items ten, eleven, twelve were closed and aimed at looking for strategies that are mostly used by students. The last item was open question in which students were asked about the ways to learn groups of words.

2.6.2. Teachers' Interview

In this research another type of data collection methods was used, it is an interview. There are different types of interviews: unstructured, structured, and semi-structured. In this work, a structured interview had been conducted with teachers. It is a face-to-face communication that enables the researcher collect data freely. This is highlighted by Kothari (2004:97) who defines it as: **“a method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses”**.

In this research, a structured interview was used; it involves the use of a set of predetermined questions. In the structured interview, the interviewer asked predetermined questions in a structured way. This interview was organized for teachers to fulfill the following aims:

- To know about their learners' vocabulary repertoire and their awareness of learning new words.
- To get an idea about if their learners use VLS in classroom.
- To obtain teachers' suggestions as to how learners can develop vocabulary.

This interview includes ten (10) questions. The first question was asked to get an idea about teachers' profile: years of teaching, modules of teaching. The second question aimed at gaining information about teachers' view about the importance of vocabulary in language teaching. The purpose behind the third question is to know teachers' assessment of their learners' knowledge of vocabulary. The following question was proposed to see whether their students are aware of the importance of learning vocabulary or not. Then, the interviewee was asked about their learners' difficulties in learning vocabulary. In the questions (6, 7, 8), the interviewer asked about the strategies that are used by learners in classroom and if they are used effectively to learn new words. The following question was asked to see in which skill learners mostly learn vocabulary. At the end, the interviewee was asked about the techniques that assist his students to improve their vocabulary knowledge.

2.7. Data Analysis and Interpretation

To obtain the purpose of this work and to reach the desired conclusions, a process of data analysis is to be used. The data obtained from learners' questionnaire and teachers' interview will be analyzed and discussed quantitatively and qualitatively.

2.7.1. Analysis Learners' Questionnaire

In this empirical phase, the questionnaire was given to the first year EFL learners. It was conducted by 25 students. It included 13 questions grouped under

three rubrics. The results of the questionnaire are analyzed individually in the remaining of this section.

Rubric one: comprised three (3) questions dealing with an overview about learners' vocabulary knowledge and difficulties they face concerning learning vocabulary. This rubric aims to investigate how learners assess their knowledge of vocabulary and the difficulties they encounter from the vocabulary.

Question One: Learners' Assessment of their Vocabulary Knowledge.

The first question was asked to learners to assess their knowledge of vocabulary. Students who stated that they had insufficient vocabulary knowledge are (48%), while (40%) of students considered their knowledge of vocabulary as sufficient. Only two students out of 25 (8%) put themselves in very good area and said that they have a large vocabulary repertoire. While only one student (4%) who has weak vocabulary knowledge. The following table clarifies these results:

<i>Vocabulary knowledge</i>	<i>Sufficient</i>	<i>insufficient</i>	<i>Weak</i>	<i>Strong</i>
<i>Percentages of</i>	40%	48%	8%	4%
<i>Frequencies</i>	10	12	2	1

Table. 2.2. Learners' Assessment of their Vocabulary Knowledge

Question Two: Learners' Reasons of Lack of Vocabulary Knowledge

The aim behind asking this question is to see the reasons which put learners in the phase of lacking vocabulary. The results showed that twelve out of twenty five of students have a lack of vocabulary because they don't read. While (32%) of students face difficulties in the word itself, this is considered as a problem for students who want to learn new words. Others and only two students are not aware

of the importance of learning vocabulary and this demotivated them to learn vocabulary. On the other hand, one student refused to answer the question by reporting that he has no lack of vocabulary knowledge at all. At last, the last student did not answer this question. This question also asked learners if they had others reasons of lacking vocabulary. Almost all students didn't answer this question except for two students. The first had a lack of vocabulary when writing and the second related lack of vocabulary to lack of time to learn it.

Question three: The Students' Difficulties of Learning a Word.

Students faced different difficulties. This question was about difficulties that learners face when they deal with a word. The answers of this question differed from one student to another. Students were given a set of difficulties to select the ones they face. Some students chose only one difficulty whereas others choose more than one and only one student chose all the difficulties. These findings are reported in the table below:

Difficulty	Frequencies	Percentages
Long words	5	20%
Words which are complex	9	36%
Words which are ambiguous	8	32%
Words contain silent letters	4	16%
Grammatical forms of words	4	16%
Words which are difficult to pronounce	11	44%

Table 2.3. The students' difficulties of learning a word

From the table above, it is noticed that the majority of students find a difficulty to learn a word when it is not easily pronounced. Then, complex words seemed to present a difficulty for (36%) of students. What is obvious is that words

which contained silent letters and the grammatical forms of words were not chosen by many students.

Rubric One: Vocabulary Learning

The aim of this rubric was to elicit data about the position of vocabulary in language learning and the way learners used to learn vocabulary. This rubric included four questions.

Question four: Learners' Attitude about the Importance of Vocabulary Learning

This question tried to figure out whether EFL learners give vocabulary learning an important status in language learning or not. It was asked to see if vocabulary learning is interesting to learners. The following figure will show the results:

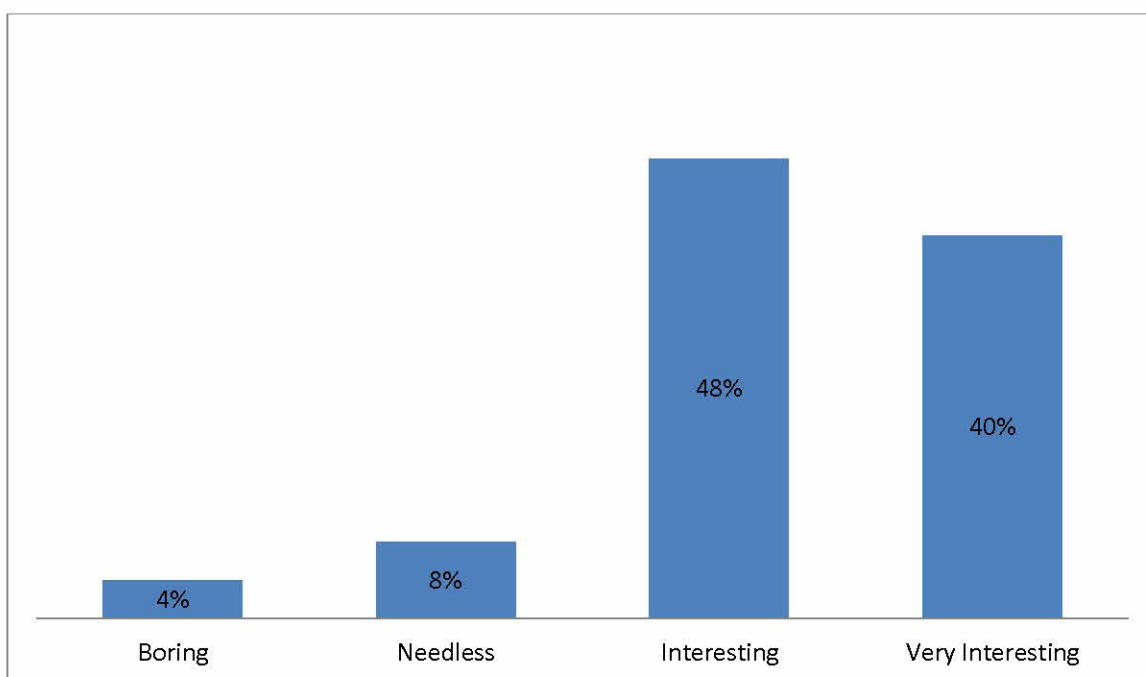


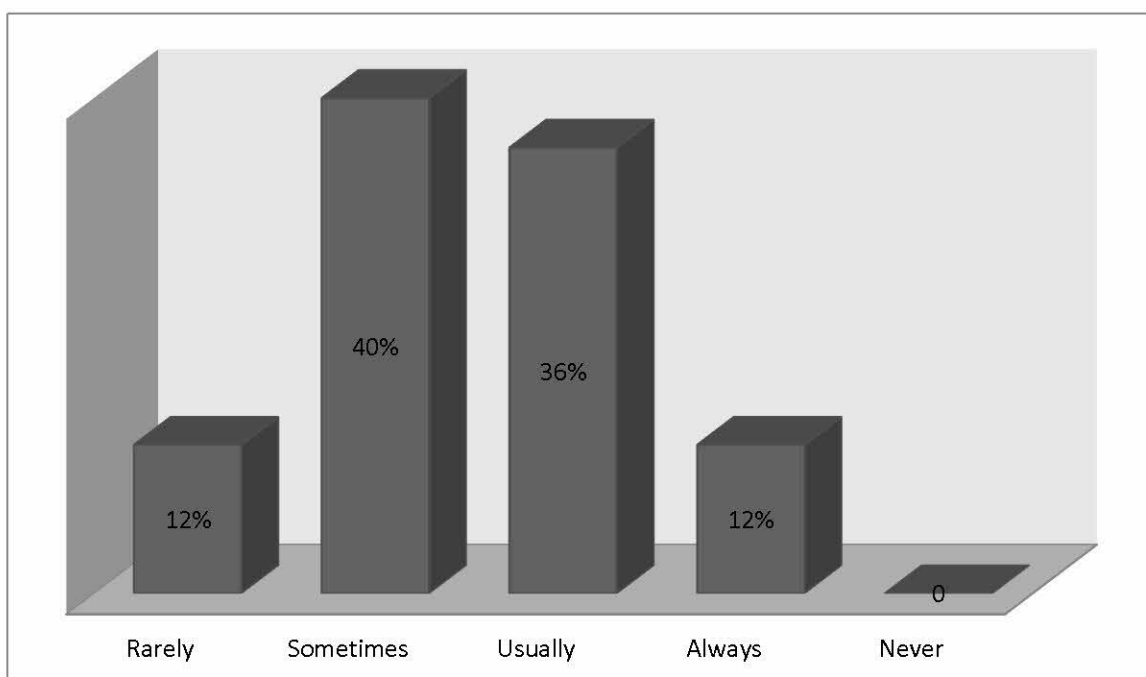
Figure 2.1. Learners' Attitude about the Importance of Vocabulary Learning

As it is shown from the graph, (4%) of students considered learning vocabulary as boring task. The (8%) of students reported that learning vocabulary is needless for them; this implies that they were not aware of the importance of learning it. While (48%) of students found it interesting i.e. Twelve students out of twenty five.

Therefore, the percentage of (40%) of students claimed that learning vocabulary is very interesting; this implied that the majority of learners found vocabulary learning important in language learning.

Question Five: Learners' Decisions of Learning Words

For the sake of knowing if students decided to choose words from the task in order to learn them, this question was asked. All students had selected words before to learn them i.e. the frequency *never* was not chosen. They differed in frequencies. (16%) chose the point *rarely* in the scale rating. (48%) of students sometimes select words to learn them from the task. The percentage of learners who chose the frequency *usually* was (24%). Finally, (12%) always decide to select words in order to learn them. These findings were displayed in the following graph:



Graph 2.2. Learners' Decisions of Learning Words

Question Six: Incidental Vocabulary Learning

This question intended to see whether students learn words incidentally. Twelve percent (12%) of students rarely learn vocabulary without intention; this percentage was equal to those who chose the frequency *always*. Forty percent (40%) of students said that they sometimes received words with without any planning. The remaining nine students (36%) chose the frequency *usually*. Finally, the point indicating the degree of frequency *never* was not chosen by any student. The following bar-graph represented the results:

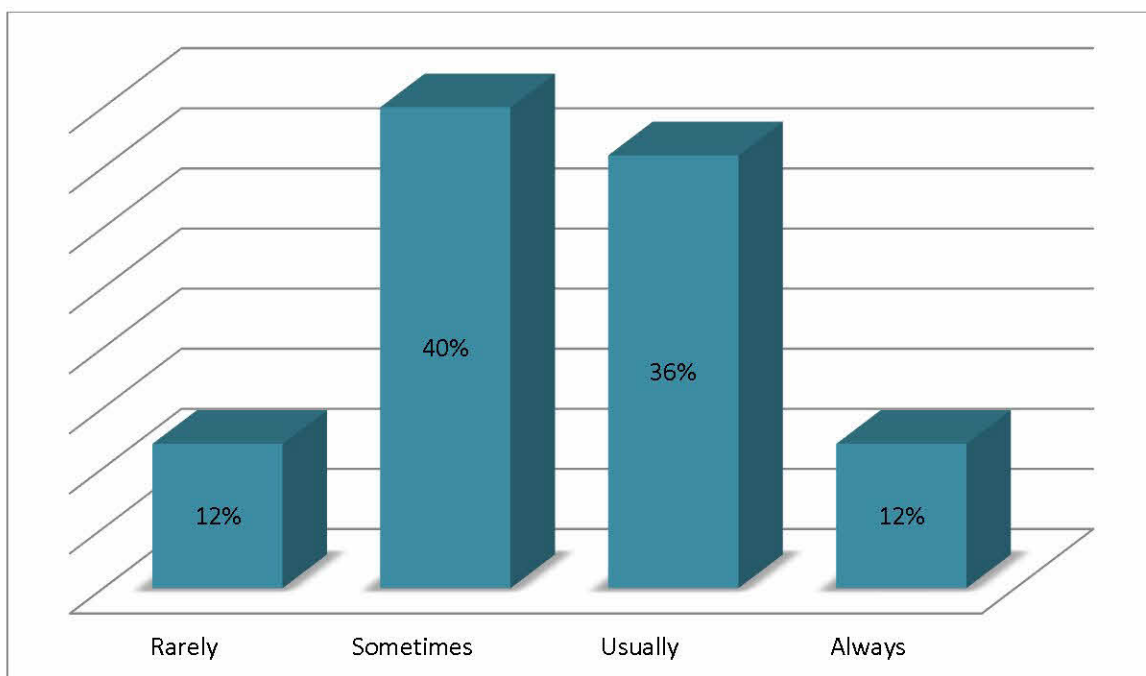


Figure 2.3. Incidental Vocabulary Learning

What is obvious from these results was that nineteen students out of twenty five usually or sometimes learn vocabulary incidentally.

Question Seven: Students' Vocabulary Learning from Language Skills

This question asked the learners about which skills they often acquire vocabulary more. A summary of results is reported in this following table

	Never	Rarely	Sometimes	Usually	Always
Listening	0	8% (2)	36% (9)	16% (4)	40% (10)
Reading	0	12% (3)	44% (11)	32% (8)	12% (3)
Writing	0	28% (7)	36% (9)	20% (5)	16% (4)
Speaking	0	24% (6)	44% (11)	16% (4)	16% (4)

Table 2.4. Students' Vocabulary Learning from Language Skills

As the results were shown, none of the twenty five students chose the frequency *never*. This implies that all of them learn vocabulary when dealing with the language skills but they differ in frequencies. In listening, the majority of students always learn vocabulary while in reading only three students chose the frequency always, the same number of students was reported to rarely learn vocabulary during reading. The remaining students 19 stated that they learn vocabulary as frequently as sometimes, usually. In the writing skill, the majority of students sometimes learn vocabulary from writing. The same number of students was reported to learn vocabulary from writing skill as frequently as usually, always. Finally, the majority of students sometimes acquire new words when dealing with speaking skill, while six students selected rarely and four students selected usually as well as always.

Rubric Three: it comprised of six questions, they were asked to find out vocabulary learning strategies used by EFL students.

Question Eight: *Students' attitudes towards VLS*

The aim behind this question was to see the students' attitudes towards VLS. If they consider VLS useful, very useful, slightly, not at all. In fact the results show that the majority of them expressed a positive attitude towards the utility of VLS. Fifty two of students (52%) answered that VLS are very useful, this percentage is closely related with this of their attitude about vocabulary in language learning

while eight students (32%) considered VLS are useful. The four percent of students (4%) saw that VLS as slightly useful, the same number of students stated in previous results that vocabulary learning is boring whereas the remaining three students (12%) responded negatively by saying that they were not useful at all.

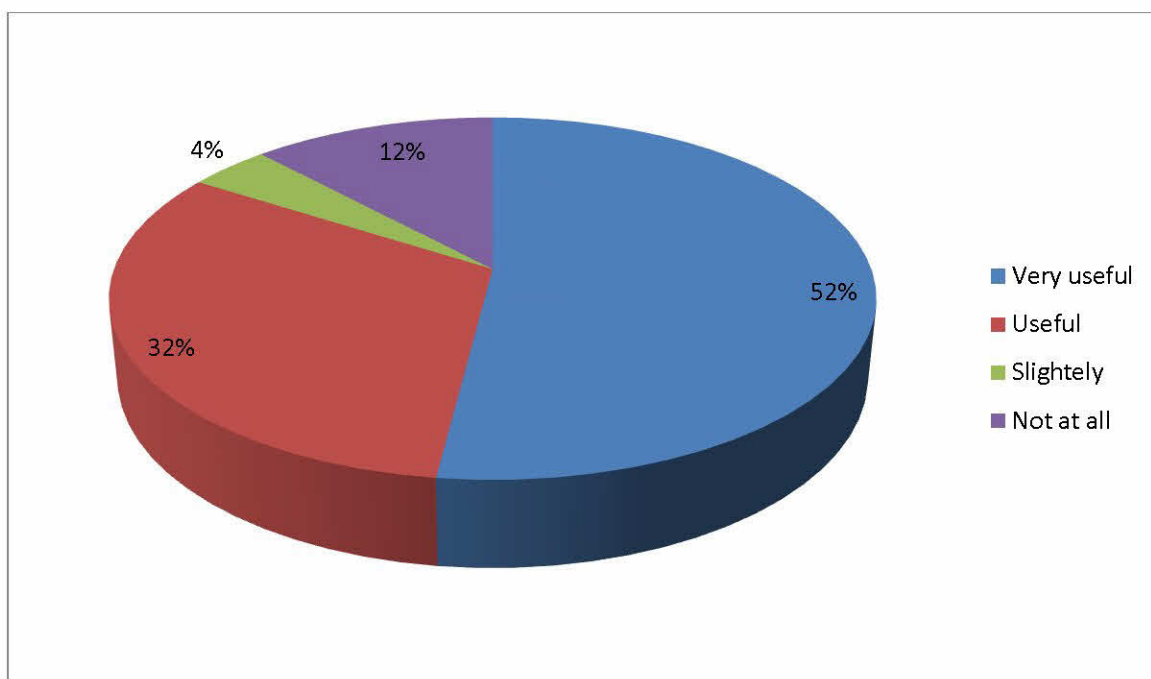


Figure 2.4. Students' Attitudes towards VLS

Question Nine: Learners' Use of VLS

It was asked to reveal whether students used strategies to learn vocabulary and how often use them. Answers to this question are reported in the table below

	Always	Often	Sometimes	Seldom	Never	Total
Students	6	3	12	3	1	25
Percentage	24%	12%	48%	12%	4%	100%

Table 2.5. Learners' Use of VLS

From the above table one can clearly notice that the majority of learners sometimes use strategies to learn vocabulary while only small amount of learners (4%) never use VLS, the same percentage of students who considered learning vocabulary boring task. Twenty- four percent of students (24%) chose the frequency

always, while the remaining students who represented twenty- four percent (24%) were divided into twelve percent (12%) who chose the point often, the same for twelve percent (12%) who chose the point seldom .i.e., learners use strategies to learn new words but is generally sometimes done.

Question Ten: Strategies for Understanding Words

In this question the researcher proposed five different possibilities which sought to determine which strategy the learners use when they do not understand a word. The responses can be clearly defined as follows:

	Frequencies	Percentages
Ignore it	0	0%
Using a dictionary	20	80%
Guessing from the context	7	28%
Asking a teacher	10	40%
Asking a friend	15	60%

Table 2.6. Strategies for Understanding Words

The results revealed that none of the twenty five students ignore the word when they do not understand it. This means all of them have a curiosity and the awareness of learning a new word. What is clear in the table is that using dictionary is the most frequently used strategy followed by asking a friend (60%). Other students' relied on asking their teacher to understand the word while only few guessed from the context to get the word meaning probably they depend more on

translation of words and they are not explicitly taught the strategy “guessing” to be a good guessers.

Question Eleven: The Common Strategy Used for Vocabulary Learning

The aim of this question is to know which strategy EFL learners use to learn vocabulary. The researcher suggested in this question only two choices. Fourty four percent of students (44%) said that they learn vocabulary when they take it in notebook while, the percentage of thirty- two (32 %) repeated the word several times to learn it. The remaining students (24%) chose the use of both strategies. The results of this question are shown in the following figure

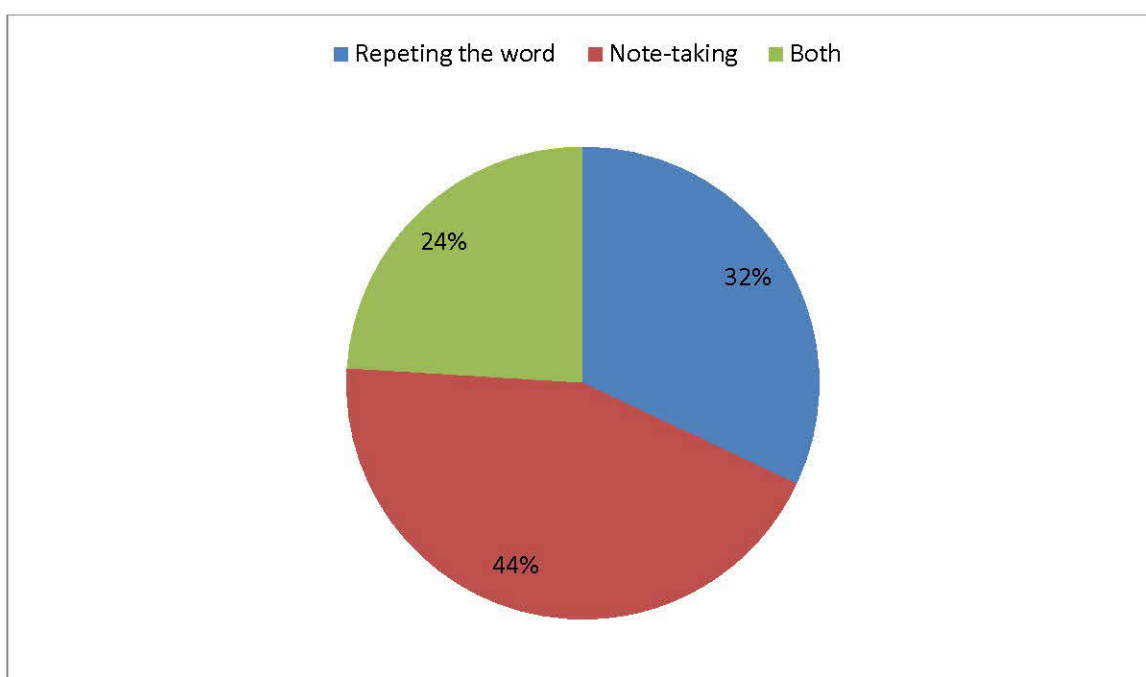


Figure 2.5. Repetition and Note-taking Strategies

Question twelve: Students' Strategy for Remembering Words

Figure 2.5. Below represents the results obtained while inquiring about strategies students use to remember words, if they relate the word with an image or a sound. The results below show that fourty four percent (48%) of students related the word with an image in order to store it in their memory and for longer retention. While fourty percent (40%) related the word with a sound. Only three students (12%) used both strategies.

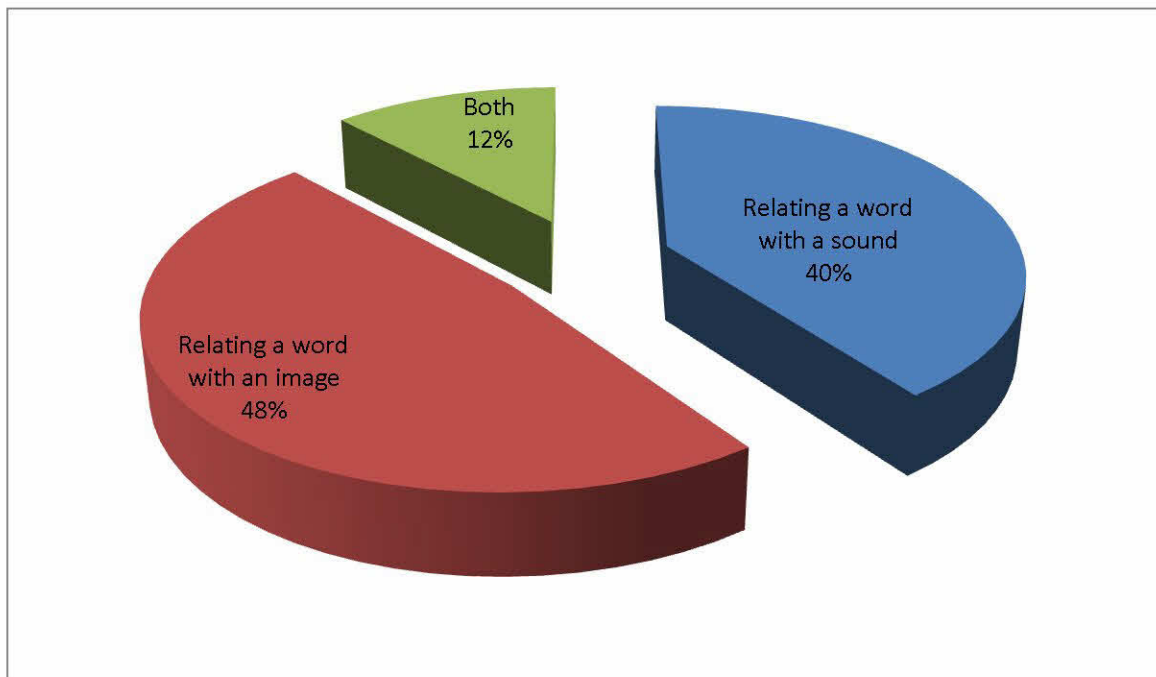


Figure 2.6. Students' Strategy for Remembering Words

Question Thirteen: Learning Groups of Words

This question attempted to know how learners learn groups of words outside the classroom. Learners were asked about their assumption to learn words. Through this question, it was noticed that each student had his own way to learn groups of words and at the same time many students had the same ways to do so. They proposed the following ways to learn words:

- Searching for words in dictionary then using them in speech to keep remembering them, twenty eight percent (28%)
- Learning group of words from lyrics of songs, five students (20%).
- Trying to acquire words from movies through the written translation, three students (12%)
- Listening to music and reading easy books with translation, six students (24%).
- Translating words from texts and giving each word an example to be kept in memory, two students (8%).

- Collecting words from tasks and repeating them, one student (4%).
- Relating words with signs, two students (8%).
- Gathering words in a notebook then using them in daily speech, three students (12%).
- Downloading short stories with sound and written forms to listen the word and read it then learning it, two students (8%).

2.7.2. Interpretation

Vocabulary knowledge of leaning is not a gift. Indeed, it requires a high degree of awareness and the use of vocabulary learning strategies from the part learners to build an enormous range of vocabulary. It then, requires from the learners to be at the first place responsible. However, the data collected from the questionnaire addressed to twenty five first year LMD students at Tlemcen University revealed that EFL students have insufficient vocabulary knowledge. Though they expressed an interesting degree of awareness of the importance of learning vocabulary. In fact, they relate their lack of vocabulary knowledge to a lack of reading, which contribute to enrich vocabulary repertoire. According to Coady and Huckin (1997:175) **“It is considered as a major vehicle for continued vocabulary acquisition”**.

Moreover, students’ lack of vocabulary knowledge is also because of difficulties that touch the word itself. This creates an area of difficulty. In the same line of thought, the majority of FEL students showed that pronunciation of words is considered as a struggle to learn vocabulary.

Regarding the difference between ways of learning vocabulary, the results indicate that EFL learners learn vocabulary both incidentally and intentionally i.e., they do not rely on only one kind of learning, they always learn vocabulary in different ways, they regard both of equal importance to obtain vocabulary. This is as opposed to what researchers agree of **“incidental learning is responsible for the vast majority of L1 vocabulary learning”**. (Nation 2001and Schmitt 2000).

Furthermore, EFL students at Tlemcen University usually tend to learn vocabulary in different skills but they always learn more vocabulary 40 in listening skill followed by reading, this gives the impression that they mostly acquire vocabulary in receptive skills.

Additionally, EFL learners showed positive attitude towards VLS. Most of them (52%) considered VLS very useful despite the fact that they showed a weak reliance on using the most of VLS mentioned in the present study. On the other hand, the finding showed that EFL students sometimes use VLS and only some of them. This means that they do not use all the necessary strategies. As regards to the popular strategies they use to understand and learn words, they are: dictionary use, asking friend, taking note, but they usually tend to use the dictionary more.

2.7.3. Teachers' Interview Analysis

In this section, the researcher relied on gathering data from a structured interview. It involved ten questions; which revolve around knowing how teachers see their students' knowledge of vocabulary. These questions were then set to ask teachers about the ways students learn vocabulary in the classroom.

Question 1: *Teachers' Teaching Experience and Modules they taught*

Teachers' experience of teaching English varies from seven to thirty years either at secondary or university level. Two teachers have taught English for seven years, two others taught for ten years. One teacher for thirteen years while the last one is very experienced teachers for thirty years.

During their teaching of English, they taught different modules: linguistics, grammar, research methodology, phonetics, general English but they were much concerned with teaching oral and written expression. This year they are in charge of teaching these two latter.

Question 2: *The Status of Vocabulary in Language Teaching.*

In this question, teachers were asked to show their opinions about the position of vocabulary in language teaching. Five teachers (83%) responded positively, they

stated that *“it is very important”*. While one teacher (17%) answered that vocabulary is not a priority in language teaching, she confirmed her answer: *“I don’t see that it is important in language teaching because learners already come with an acceptable background so teaching vocabulary is not essential”*.

Question 3:*Teachers’ Assessment of their Learners Vocabulary Knowledge*

As regards to assessing students’ knowledge of vocabulary, answers reflect divided opinions. Two teachers said that students have an average knowledge of words. Two other teachers had also the same point view, adding that they can assess their students vocabulary knowledge according to activities used in classroom, for example listening activities. Teacher 5 considered his students’ vocabulary knowledge insufficient. For her, EFL students lack many words that they must know. She said *“sometimes they even write in French”*. As opposed to the previous teachers, teacher 6 pointed out that her students really have a large range of words. She said *“they have solid, valid and rich vocabulary repertoire”*.

Question 4:*Teachers’ Opinions about their Students’ Awareness of the Importance of Learning Vocabulary*

The interviewer asked teachers about if their students are aware of the importance of learning vocabulary. In that matter, five teachers (83%) of the participants’ teachers revealed that their students show a high degree of awareness to learn vocabulary while only (17%) of teachers responded negatively.

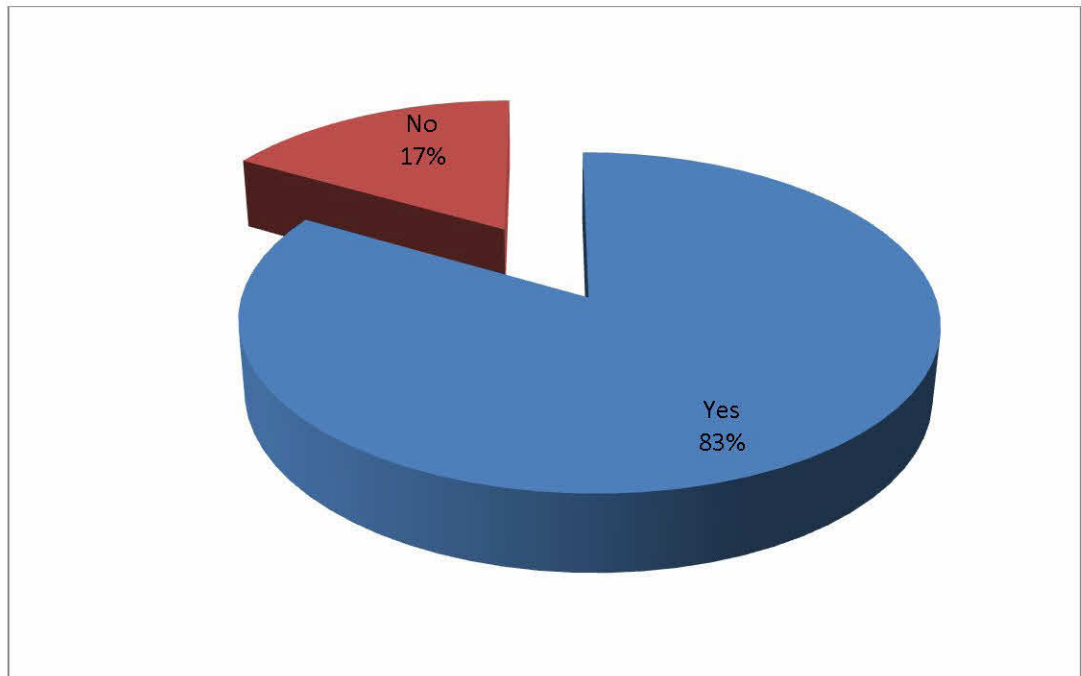


Figure 2.7. Teachers' Opinions of their Students Awareness of the Importance of Learning Vocabulary

Question 5: *Students' Areas of Difficulty in Learning Vocabulary*

Teachers were asked about the areas their students find difficulties in learning vocabulary. The participants mentioned more than one difficulty but complexity of words was the first difficulty for four (66.66%) of them. Three teachers (50%) mentioned meaning of words, the same percentage for the spelling of words. While pronunciation of words mentioned by one teacher (16.66%) The grammatical construction was not mentioned by any teacher.

	<i>Frequencies</i>	<i>Percentages</i>
Complexity	4	66.66%
Meaning	3	50%
Spelling	3	50%
Pronunciation	1	16.66%

Table 2.7. Students' Areas of Difficulty

Question 6: *Teachers' opinions about their students' effective use of VLS*

All the participating teachers stated that their students do not use vocabulary learning strategies effectively. Each one of them stated a reason for this. Three teachers said that: "*EFL students don't even know what the strategies of learning vocabulary are*". Teacher 4 stated that they are unconscious of using VLS to learn language words. Teacher 5 said that they really lack attention of learning vocabulary. In other word, they don't try to us strategies to acquire new words. In addition, the last teacher gave another reason; she argued "*students are not the only responsible about using VLS, as teachers we rarely tell them about the importance of using VLS*".

Question 7: *Vocabulary Strategies Students Use in the Classroom*

Teachers in this question were asked about the strategies that their students use in the classroom to learn vocabulary. Answers differed from one teacher to another. Five teachers (83.33%) referred to guessing the meaning of words from the context as the first strategy their students tend to use, followed by using dictionary with the same percentage. Three teachers (50 %) of teachers mentioned taking- note and the same number of teachers was asking for asking teacher about it.

Question 8: *Other Strategies used by students in addition to the Previous Strategies*

This question is clearly related with the previous one, teachers were asked to mention any other strategies used by their students to learn vocabulary in addition to VLS. Two teachers said that their students use no other strategies, while two others stated that their students use in many times translation method, they translate words into other languages especially Arabic. Teacher 5 said that her students rely more on technological resources to learn vocabulary. She said *“I always see them holding their mobiles, pads to look either for meaning of words or doing something that has relation with learning words”*. The last teachers stated: *“I think they try to memorize them”*.

Question 9: *The Skill that Students learn vocabulary from*

In this question, the interviewer asked the informants about the skills in which their students tend to learn vocabulary mostly. Half of teachers (3) considered reading as the first skill. One of them confirmed his choice by saying *“reading is great source, whenever you read; automatically you will learn new words even if you read for pleasure”*. Two other teachers mentioned that all the skills are of equal importance to lead to students’ learning vocabulary. Teacher 6 stated that writing and speaking are the skills in which learners mostly learn vocabulary.

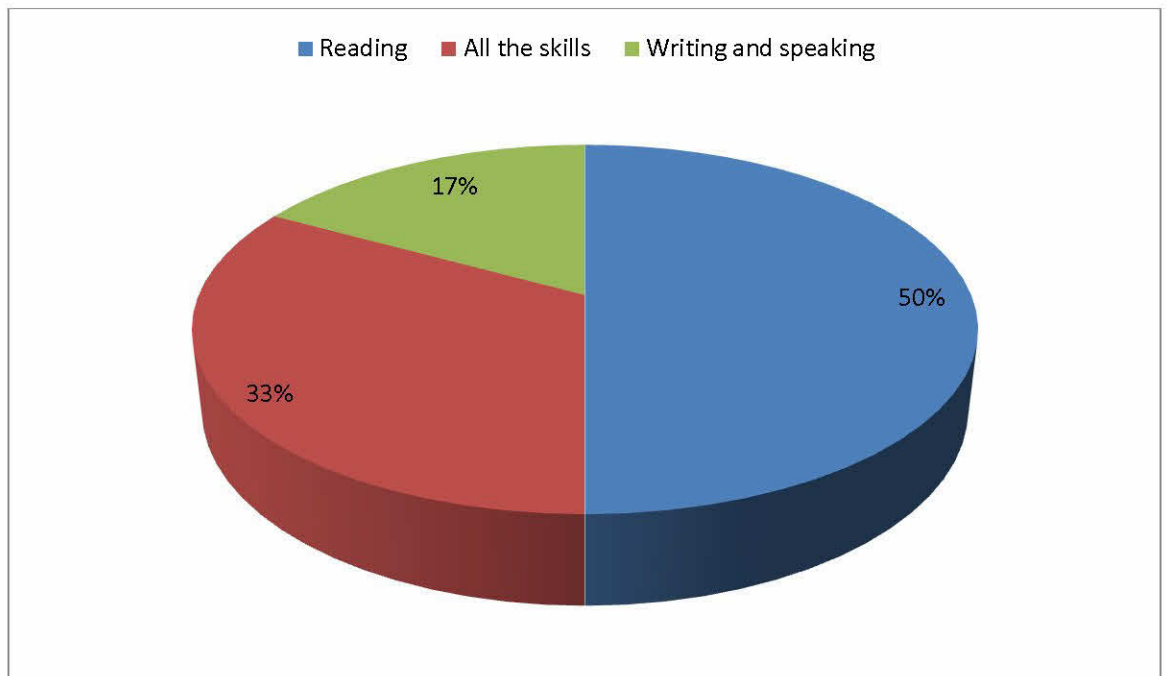


Figure 2.8. Learning Vocabulary through Skills

Question 10: *Teachers' Suggestions for Students to extend their Vocabulary*

As far the suggestions as concerned, teachers were asked to express their propositions and suggestions for students to improve their vocabulary knowledge, the teachers' propositions were as follows:

- ✓ Reading both extensively and intensively.
- ✓ Reading books and novels too much;
- ✓ Watching authentic videos, movies in English to obtain new words;
- ✓ Watching documentaries, videos with script in English;
- ✓ Listening to videos...etc in English without translation several times to make words fossilized;
- ✓ Learning vocabulary with pleasure to discover new words, This increases the learners' vocabulary repertoire;
- ✓ Making a dictionary their friend;
- ✓ Relying sometimes on asking teachers and friends;
- ✓ Listening to songs with lyrics;
- ✓ Focusing on listening activities.

2.7.4. Interpretation

This section aims at interpreting the main results obtained from teachers' interview. The results conducted in this latter showed that teachers have negative attitude towards their students' vocabulary knowledge. All the teachers stated that EFL students have insufficient knowledge of vocabulary and lack a valid vocabulary background. As regards to learners' awareness of the importance of learning vocabulary, the majority of teachers agreed that EFL students are unaware of the importance of learning vocabulary.

Further, teachers witnessed the difficulties that touch words during learning them, this lead to a lack of awareness of learning vocabulary. In this context, they stated that complexity and the meaning of words are the most difficulties faced by learners when learning vocabulary. Therefore, teachers claimed that students do not use VLS effectively because of the ignorance of different strategies as well as the lack of interest and attention toward learning vocabulary by the use of VLS.

Moreover, most teachers showed the common strategy used by their learners as being guessing the meaning of words from the context followed by using dictionary. In the light of the results, teachers mentioned that their students also rely on other strategies as technological resources which help them learn and understand words.

2.8. Discussion of the main results

This part of the work will shed light on discussion of the main results. It aims at interpreting the main results derived both from the instruments used in this work, the students' questionnaire and teachers' interview. In fact, this section aims to check whether the hypotheses put forward to the research questions are valid or invalid that is, if it will be confirmed or rejected.

Although the findings of the learners' questionnaire seemed go hand in hand in many points, they were not free from contradictions. In fact, various opinions raised from the results of both instruments analysis. These two latter's showed

either an agreement or disagreement. It is noticed that teachers' assessments of vocabulary knowledge of their students matches the learners' own assessments to the stock of words. Then, both teachers and students identified approximately the same areas of difficulties which are complexity of the word and its meaning and stated the same reason of the lack of knowledge which is lack of reading.

However, almost all teachers confirmed that their learners are not aware of the importance of learning vocabulary as opposed to the majority of students who show awareness towards the necessity to learn vocabulary of language. Additionally, while students tend to rely more on dictionary strategy, teachers mentioned guessing strategy as the most used strategy followed by dictionary.

The results should be related with hypotheses as follows:

Research question one: *Are EFL learners aware of the importance of learning new vocabulary?* The hypothesis of this question is: *Learners may not aware of the importance of learning vocabulary probably because they feel their repertoire of words is enough to use a language.*

What is clear from the analysis of learners' questionnaire is that first year EFL students showed a high degree of awareness towards the importance of learning vocabulary. Through the questionnaire, the majority of them (48%) stated that learning vocabulary is very interesting. Additionally, ten of the students who considered it interesting based on these results, almost twenty two of students regarded learning vocabulary important in learning language. This proves that the hypothesis is rejected.

Research question two: *Is vocabulary mostly learnt by EFL learners incidentally or intentionally?* The hypothesis is: *EFL learners may learn vocabulary both incidentally and intentionally.*

For this research question, learners' questionnaire was used. The results indicated that vocabulary is learnt in both ways by EFL students. They are having

an intention to learn new words. Additionally, students also depend on learning vocabulary incidentally. The results confirm the hypothesis.

Research question three: *What are the strategies that learners use to learn vocabulary?* The hypothesis is: *learners may not use all the necessary strategies to learn vocabulary and they may not be conscious about vocabulary learning strategies.*

The results derived from the learners' questionnaire and teachers' interview determined that EFL students' are far from relying on VLS and the use of these strategies is only unconscious. This is closely related with the view of Hsiao and Oxford (2002) stating that students unfortunately ignore the importance of using the majority of VLS and not many of them are aware of the power of using them consciously. Teachers also confirmed the learners' lack of using VLS and even the ignorance of them. This proved the validity of third hypothesis.

2.9. Conclusion

This chapter has presented both data collection and data analysis. Firstly, it has described ELT situation in Algeria, in addition to the educational context. The present chapter has also given a description of teaching and learning situation. Moreover, it has provided a research design and methodology followed by instruments: learners' questionnaire and teachers' interview.

The research data were analyzed and discussed quantitatively and qualitatively. Accordingly, the main findings of learners' questionnaire showed that vocabulary knowledge is insufficient in EFL classroom. The research instruments administered to students gave different results. First, EFL students have an observable lack of stock of words. They face many difficulties which make learning of vocabulary difficult to them namely word pronunciation. Additionally, EFL learners showed awareness towards the importance of learning vocabulary. Therefore, they tend to learn vocabulary both intentionally and incidentally. Besides, many learners use strategies unconsciously and only some of them. This correlates with most of the results from teachers' interview.

Chapter Three

Chapter Three

- 3.1. Introduction
- 3.2. Techniques of Teaching Vocabulary in EFL Classroom
 - 3.2.1. Visual Technique
 - 3.2.2. Verbal Technique
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- 3.3. Criteria of the Vocabulary to be Taught
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- 3.9. Recommendations
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 - 3.8.2. Students' Responsibility
- 3.9. Conclusion

3.1. Introduction

Based on the previous chapter, the findings revealed that EFL learners are aware of the importance of using VLS but at the same time they do not use the majority of them and they unconsciously use some of them. Accordingly, the present chapter attempts to give some suggestions which would help both learners and teachers to move through a new way in learning vocabulary in EFL classrooms. Firstly, some techniques of teaching vocabulary will be suggested followed by the criteria of vocabulary to be taught. In addition, the present chapter will propose ways to develop vocabulary knowledge through receptive skills. Fostering word consciousness is regarded as an effective way to push learners to learn vocabulary. Therefore, three processes will be also suggested in this chapter for vocabulary retention. Then, some activities for independent vocabulary learning will be proposed. Finally, teachers' and students' roles in the EFL classroom will be mentioned.

3.2. Techniques of Presenting New Words

EFL teachers that students must have large vocabulary knowledge and learn many words to master language. Teachers as guiders have to take in to consideration the use of strategies and techniques to help their students learn vocabulary. In this context, there are different techniques according to their students' levels (Gairs and Redman 1986). These techniques are: visual techniques, verbal techniques and translation.

3.2.1. Visual Techniques

It implies everything used by teachers and seen by students in the classroom. Visuals usually include flash cards, photographs, blackboard drawings, objects which can be available in the classroom. Teachers use these visuals to explain and clarify meaning to students. The visuals are **“particularly useful for teaching concrete items of vocabulary such as places, professions, descriptions of people, actions and activities”** (Gairs and Redman 1986:73). Other visual techniques like mime and gestures can be useful tools to convey meaning and memorize words.

3.2.2. Verbal Techniques

These techniques refer to the use of explanations. When presenting new items, teachers tend to use explanations which could be oral or written to convey meaning. These explanations could be definitions, synonyms, illustrations, opposites, scales. In relation to this, teachers tend to use more than one context to ensure his students' understanding of word meaning. Teachers who present new words for their students take into consideration their students' levels so as either use high or low level of explanation. According to Gairs and Redman **“teachers often use synonymy with low level students”** (1986:74).

In EFL classrooms, introducing simple definitions and synonyms is sometimes not adequate for students. They expect more from their teachers to get the meaning. Teachers, thus, use contextualized examples .i.e., relating the word with particular context to limit its uses.

Providing the opposites of words is also a technique that is used by students themselves in classroom when asking their teacher about the meaning of words. Scales can also be a useful way to classify new items. If students have previous knowledge of some words especially related gradable items for instance: a blackboard, thermometer can be a framework for feeding in warm and cool. The same with adverbs of frequency: never, hardly, occasionally, sometimes, often, and always.

Other technique that can be used by teachers is illustrating the meaning of subordinates in order to simplify them for example: simplifying the meaning of subordinate furniture: Table, chair.

3.2.3. Translation

It is a widely used technique by many teachers to help students reach the meaning of words. Though it is ridiculous for some, it is an important way to convey meaning since it saves time and it is a quick strategy without giving explanations. Thornbury maintains that: **“translation has the advantage of being**

the most direct route to a word's meaning-assuming that there is a close match between the target word and its L1 equivalent" (2002:77). In addition, students tend more to develop the lexicon of a foreign language by means of their L1 equivalent. For others, the translation method as a technique of teaching vocabulary is acceptable to determine the equivalent of word in the mother tongue, but should not be used all the time since it does not always give the exact equivalent of the word. Therefore, using translation leads learners to depend more on their mother tongue and this reduces the learning of the foreign language. Besides, depending heavily on translation leads the students to lose the feeling of being in EFL classroom.

3.3. Criteria of the Vocabulary to be Taught

In the phase of teaching vocabulary, one question that many teachers raise is what vocabulary to teach in their classrooms and what criteria they follow to make decisions about the vocabulary content. In fact, the vocabulary that will be selected should be easy to help students get knowledge of new words. The selection can be used on: frequency and range, learnability, students' needs (McCarthy 1990).

a. Frequency and Range

It seems quite obvious that teachers tend to teach the most frequent words in a language rather than those that are not. Then, words that are frequent must be presented by teachers in the early stages of language teaching (McCarthy 1990). In addition, frequency usually includes lists of words called frequency lists. According to Archer (2009:2): **"frequency involves the construction of word lists"**. Frequent words seem to be most useful for the learners because of their occurrence across different texts, though some frequent words seem have quite small range.

b. Learnability

Another criterion of vocabulary to be taught is learnability. It is related to the difficulty that touches the word. Difficulties can be of spelling, phonology or syntax. In fact, the difficulty of the word is more important than its frequency or range, because if the word is easy, learnability is more likely to occur and vice versa.

c. Students' needs

Vocabulary to be taught must cover the students' needs for instance: students who use technical reports in English wish to develop different lexical needs related to this field. (Gairs and Redman 1986).

3.4. Developing Vocabulary through Receptive Skills

Teaching language includes the teaching of the four skills. Research on vocabulary learning emphasized on listening and reading. People tend to take meaning of words more from the discourse they hear or see.

3.4.1. Reading and Vocabulary

Reading is a vital part in language teaching, it gives many opportunities to gain new words. It is beneficial for all learners whatever their level is, they have to acquire vocabulary. In fact, reading is regarded as one of the most useful skill that language learners can possess (Schmitt 2000).

Among the first ways to develop vocabulary knowledge is through two types of reading: intensive and extensive. Research draws a clear distinction between extensive and intensive reading. The former refers to the reading of books and large quantities of texts without preplanning to learn vocabulary .i.e., read for pleasure (Nation 2005). The latter refers to learning words through focusing on meaning in order to develop fluency with vocabulary. According to Nation (2005:587) **“extensive reading involves reading for pleasure and reading large quantities of material”** while intensive reading **“usually involves the interactive reading of text that contains a fairly heavy vocabulary load”** (2005:588).

In relation to improving vocabulary through reading, there are various types of exercises of vocabulary used in intensive reading. Nation (2001) mentioned that intensive reading may includes matching words with definitions word parts building, analysis and finding collocations.

3.4.2. Listening and Vocabulary

One other way to promote vocabulary is through the listening skill. In this context, students can learn vocabulary through listening to stories especially if they are interesting and include repetition of the necessary words (Elley 1989 cited in Nation 2005). According to Nation (2005) learning words from listening involves the occurrence of their words in simple texts.

For the purpose of access fluent vocabulary knowledge, listening input requires containing words which are known. In this case, teachers should present these words and perform faster than usual. Also, students should listen to the story several times to acquire new words (ibid).

When presenting the listening material for learning new items, teachers should pick their students' attention to vocabulary. This may include translation of unknown words, giving definitions or noting words on the blackboard (ibid).

3.5. Developing Word Learning Awareness

Among the important ways to engage students to learn words is to develop the word awareness. Learning vocabulary requires from teachers to build their students' words awareness and to have interest towards the words would be learnt. Additionally, teachers should make their students conscious of the structure of words, their parts and order (Sedita 2005).

In addition, words consciousness includes different types of awareness: syntactic awareness, morphological awareness, and semantic awareness. That is, students should be aware of how words are structured and how they are divided into morphemes. This awareness makes learning words easier (Graves' *et.al.* 2012). Moreover, students need to know that awareness of words involves the knowledge of its importance and the reason behind using words instead of others in some contexts (Graves and Watt-taffe 2008, cited in Graves 2012).

In other hand, word knowledge is closely related with word awareness; students automatically learn vocabulary if they are aware and conscious of their

structures, meaning...etc. Vocabulary knowledge is not only students' responsibility but teachers are also responsible for helping their students. Sedita (2005:5) states that: **“teachers should take on advantage of opportunities to develop students' interest in words, the subtle meanings of words, how to have fun with words, and how words and concepts are related across different contexts”**.

In the same context, the writer states that (2005) promoting word consciousness requires from teachers to:

- Providing interesting metaphors;
- Providing forms of figurative language;
- Playing on words,i.e., playing games that help students to learn many words;
- Making students aware of words by asking them choose the interesting words from use of words and sharing them with other students.

3.6. Vocabulary Retention

To reach the learning goal of vocabulary, Nation (2001) suggests three essential processes for retention of the words in long term memory. These processes are: noticing, retrieving the word, using vocabulary.

3.6.1. Noticing

This process refers to paying attention to the words that appear in tasks, this is concerned with incidental vocabulary learning particularly for reading comprehension. Teachers can make the noticing of words easy by building a formal instruction and explaining the item in details. In this case, teachers could attract the students' attention by developing the interest of word itself if the word is not usefully perceived it will be easily forgotten (Nation 2001).

In addition, noticing is regarded as an important process to learn not only vocabulary but it is argued that if something is not noticed, it will not be learned (Schmitt 2000, cited in Kersten 2010). Sometimes, for the purpose of learning words teachers should make the words salient to learners, this pick the learners'

attention and leads to learning (Lightbown and Spada 2006, cited in Kersten 2010). Therefore, the noticing process also requires sometimes from teachers to ask their students to highlight the words and write on the board to focus and show their importance (Folse 2004, cited in Kersten 2010).

3.6.2. Retrieving

Remembering a word is also based on one of the other major processes which are retrieving a word. Retrieving words means to remember it and keep it in memory, **“if (a) word is subsequently retrieved during the task then the memory of that word will be strengthened”** (Nation 2001:67). Then, retrieving vocabulary items is the same as vocabulary knowledge; it can be receptive or active. The first involves retrieving the word and its meaning while the second refers to the use of words in communication setting (Kersten 2010).

It is argued that repeated retrieval of words make the relation between the word and the form strong. In addition, it has an important role in strengthening the connection between words, helping the deep processing of word and increasing the level of activation (Nation 2001).

3.6.3. Creative Use

In addition to the other processes that lead to vocabulary retention, there is another important process which is creative use of vocabulary. This process refers to the use of vocabulary that learners already know in other contexts. This process can also be referred to as generative use (Nation 2001:68). A word may be used in different ways it can be used in its metaphorical extension or in terms of inflections or collocations, these are regarded as beneficial ways to use words (Kersten 2010).

3.7. Word Independent Activities

It is widely agreed that students should take part in learning not only in the classroom environment but also outside it by doing some activities independently without depending on teacher guiding. These activities may contribute effectively to

their successful acquiring of vocabulary. There are actually various activities which can be: games, using pictures, using videos, using word lists....etc.

3.7.1. Word Lists

Developing vocabulary knowledge is the goal of many EFL students. One way to expand their vocabulary storage is to use word lists. Students can collect words from tasks that are given to them by their teachers, from looking at dictionary. Students can collect new items and keep them in a note book to learn them. In addition, they can also keep them in cards by writing the word, its pronunciation and uses in sentences. Later on, students can share their vocabulary items with their friends in order to keep words in their memory and make a habit of sharing words to enlarge their vocabulary (Richardson *et al.* 2012).

Teachers can guide their students to use the word lists particularly lists which contain frequent words, **“it is probably more productive to assign students home work that introduce them to new words such as word lists or reading and elaborate, expand and consolidate these words in the classroom”** (Schmitt 2000:145). Word lists facilitate learning vocabulary and help students to focus on specific category and most frequent words. Then, through the use of word lists students can learn a large quantity of new words. Research on developing vocabulary showed that it is possible to learn thirty words per hour by the use of word lists (Schmitt 2000)

3.7.2. Word Parts

As another way in which students can use to figure out word meaning they do not know. After context clues, word part takes a second place. Generally words are broken into parts; these parts may change the meaning of words. Words parts can be used to deduce the meaning of unknown words. In fact, one effective way to quickly expand the vocabulary is to learn word parts. Learning word parts provide students the opportunity to enhance their knowledge of unfamiliar words (Graves 2006).

Words parts are divided into prefixes, roots and suffixes. Firstly, the root refers to the base of words which carries the meaning. Each word has a root which

can occur the beginning, the end or the middle. Also, roots carry basic meaning of many words as it is shown below in the table:

Root	Basic meaning	Example of words
Vid/vis	See	Video, visible, visionary
Aud	Hear	Audio, audible, audience
Tact/ tang /tig	Touch	Contact, tangible, contiguous
Duc/duce/duct	Lead, bring, take	Induction, production, conduct
Port	Carry	Comport, export, import
Tract/tratt	Pull, dray, draw	Contract, extract, protract, retraction

Table 3.1. Roots Carry the Basic Meaning (adopted from Dole & Taggart 2013)

Secondly, word parts also include prefixes which come before the root of the word, usually prefixes change the meaning of words, some words have one prefix while others may have more. When mixing prefixes with roots the spelling of words changed for instance, making a combination between mercy and ful is merciful, it has an I instead of y.

Knowing prefixes of words may lead learners to learn hundred of words. In this context, the root includes the meaning of the word but prefixes change that meaning. The following table will show this:

Prefix	Basic meaning	Example of words
Un	Not	Unkind, unproductive
Re	Again, back	Reduce, retract
Il/in/ir	Not	Inactive, illegal, impossible
Dis	Not, apart	Disrespect, distract, distrust
En/em	Cause to	Enlarge, enrage, embolden

Table 3.2. Prefixes Add Information adopted from Dole & Taggart 2013)

If students memorize the prefixes they will automatically have an understanding of 60 percent of all English words that have prefixes.

What is more, suffixes are considered as parts of words, they change the meaning of words as well as determining their functions in the sentence as well as suffixes can also result a shift of stress in the root word. The following table shows suffixes for content words formation

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

Table 3.3. Suffixes for Content Words formation (Adopted from Hakem, 2009)

3.7.3. Using Videos

Since the emerge of technology, videotapes have become more used in learning particularly in vocabulary learning. Videotapes are then regarded as useful sources that teachers depend on to enhance their students' vocabulary.

In the classroom some people may consider videotapes only optional in the classroom and present nothing but rather it makes learning enjoyable. Using videotapes may provide a student with the advantage that is not found in other sources. That is, they give the students the opportunity not only to hear language but to see it i.e., two versions in one tool. For example: through using the video, the learner learns the new items by hearing them then seeing how they are used in context then making a correlation between the word and the meaning. Therefore, videotapes are a great way to reach the understanding of other cultures like: **“typical British ‘body language’ when inviting someone out or how Americans speak to waiters”** (Harmer 2001:282). Thus, students can have a chance to know how words are used only by the use of videos.

3.8. Recommendations

In EFL classroom, language learning could not be achieved and vocabulary knowledge could not be developed without taking serious steps and playing important roles from the part of both teachers and learners. Teachers are responsible to guide, help and direct students to be conscious of learning vocabulary independently. While learners are responsible to learn vocabulary autonomously.

3.8.1. Teachers' Role

EFL teachers should play a set of roles to satisfy their students' needs. They should help their students to be on the right path, guide them to improve their vocabulary knowledge since it has a great portion in the language learning process.

Roles of teachers in the classroom are different. Harmer (2001) proposed a set of roles in relation to foreign language learning in general. The following are concerned only with vocabulary learning. The teacher should be:

- ❖ *An organizer*: he organizes his students to do activities and tasks and inform them about what they are going to do, telling them information and then asking them to perform. Before all these instructions, he should make them enjoyed and involved in the intended task. Concerning vocabulary teaching, they can present new items and then show their students what they should do next.
- ❖ *An assessor*: among what students expect from their teacher is assessing their knowledge. Students wait assessing to know if they progress or not. In this case, teachers should act as assessors by giving students correction and grading their students in different ways. In relation to vocabulary, a teacher can assess his students when providing them with new items; they can tell them if they are wrong or right.
- ❖ *An observer*: the role that the teacher should perform in his classroom is observing his student to mark students' performance without interrupting them so as they can later on give them feedback. Therefore, teachers need to observe so as they can create a strong rapport between them and their students. Additionally, a teacher should observe for the sake of judging and assessing activities used in the classroom if they are appropriate or not, so as to make any necessary.
- ❖ *A resource*: sometimes students do not need help from their teachers particularly when they involved in the task, but they still considered their teachers as a resource that they can depend on asking them how to do something or what word or phrase means, teachers also can direct them to a good monolingual dictionary since they are not supposed always to know everything about language
- ❖ *A prompter*: when students find themselves confused to what proceed, for instance: during the role play activity, they may face a 'lost for words' that is they may lose and forget words when they are performing.(Harmer 2001:60), in this case, teachers can prompt them sensitively with discretion.

3.8.2. Students' Responsibilities

Vocabulary knowledge in EFL classrooms could not be developed only by teachers' role in the classroom; students are also significant factor in learning and developing vocabulary knowledge. In fact, from the researcher's point of view students also have the responsibility to improve vocabulary knowledge; teachers are only guiders to direct them to the right way. Students should contribute effectively in learning process. Concerning vocabulary learning, students should work collaboratively with their teachers to decide about the strategies that can use independently to develop new words and develop vocabulary. Accordingly, students should play roles, they can use metacognitive strategies. Some of these strategies are mentioned as follows (Hill 2005):

- ✓ Firstly, they should know the way to improve their vocabulary, this leads to learning by themselves and taking part for learning in and out the classroom.
- ✓ Students should know the way to learn and choose the appropriate words to be learned.
- ✓ They should be aware of the importance of learning a large amount of vocabulary to use language. Thus, they should attempt to do various activities in order to develop their vocabulary knowledge.
- ✓ Moreover, they should also choose the basic words .i.e., frequent words or words they need in communication and to understanding language in general.
- ✓ English words could be found in different materials like watching TV, videos, reading advertisements, listening to new casts. Thus, learners should take these materials into account to improve their vocabulary storage.
- ✓ Learners should also look for new words and, then, look from the content in which they are used in.
- ✓ Learners should revise their vocabulary lists and assess their vocabulary knowledge periodically. Revising words that they learned in classroom from time to time help them to remember words and aid vocabulary retention.

3.9. Conclusion

Through this chapter, the researcher has attempted to give some suggestions for students and teachers for the sake of developing vocabulary knowledge in EFL classrooms in addition to offering ways through which learners can learn new words. Indeed, this chapter focused the techniques teachers can use to present new words in their classrooms in addition to vocabulary that should be taught. Furthermore, this chapter has showed how vocabulary could be developed through the use of receptive skills. It has tried to shed light on the importance of promoting word awareness in learning vocabulary as well as the ways for aid vocabulary retention. This chapter also has offered some activities that learners can use to obtain new items. At last this chapter has showed that both students and teachers have specific roles to play.

General Conclusion

General Conclusion

This study attempted to investigate vocabulary knowledge in EFL classrooms. It uncovered the ways that EFL learners use to learn vocabulary. This study aimed at seeking EFL students' vocabulary knowledge, more precisely the position of vocabulary in EFL classroom at Abou Bakr Belkaid University and the students' attitudes towards its importance as well as the strategies employed by students to learn vocabulary.

For the sake of studying this work the researcher put three research questions:

1. Are EFL learners aware of the importance of learning new vocabulary?
2. Is vocabulary mostly learnt by EFL learners incidentally or intentionally?
3. What are the strategies that learners use to learn vocabulary?

These research questions lead the researcher to formulate the following hypotheses:

1. Learners may not be aware of the importance of learning vocabulary probably because they feel that their repertoire of words is enough to use a language.
2. EFL learners may learn vocabulary both incidentally and intentionally.
3. Learners may not use all the necessary strategies to learn vocabulary and they may not be conscious about vocabulary learning strategies.

The present research included three chapters, in each of them conclusions have been drawn. The first chapter dealt with theoretical foundations. What could be concluded from this chapter is that vocabulary is primordial tool for becoming proficient in language. It is the heart of language learning and its central element (Laufer 1997). Then, this chapter gave two types of vocabulary learning: intentional and incidental, the former is planned for and the latter is not programmed before. What is more this chapter highlighted the difficulties that EFL learners faced in learning vocabulary like: pronunciation of words, their meanings, their grammatical constructions and complexity and length. At last, the first chapter detailed the

General Conclusion

vocabulary learning strategies and showed their importance. There are many classifications of VLS, for this study the researcher chose Schmitt classification (1997) of VLS that are classified as: memory strategies, cognitive, social.

In chapter two, the researcher gave some details about teaching and learning situation in addition to situation analysis. The practical phase of this research took place at Abou Bakr Belkaid University in the department of English. The data were collected through questionnaire for learners and an interview for teachers. The informants were first year EFL students and their teachers of oral and written expression. Then, the collected data were analyzed quantitatively and qualitatively. The results answered the research questions in relation to hypotheses: The findings rejected the first hypothesis and confirmed the two others. Learners showed their awareness of the importance of vocabulary learning. The majority of them stated that vocabulary learning is very interesting. Vocabulary was learned by different ways: intentionally and incidentally. Additionally, EFL students are far from relying on VLS and the use of these strategies is only unconsciously.

Based on the results of the analysis, a set of suggestions and recommendations were proposed in chapter three. These suggestions were put to improve and develop vocabulary knowledge in EFL classroom. They were for both teachers and learners to enhance vocabulary knowledge. A number of techniques of presenting vocabulary were proposed (verbal, visual, translation). This chapter also sheds light on criteria of vocabulary to be taught as well as ways to promote word awareness. Teachers should teach their learners vocabulary learning strategies for easy learning. Students should in other hand adopt some processes from vocabulary retention. They also should learn words independently either by reading or y listening. Additionally, some activities related to vocabulary were suggested aiming at helping students to learn vocabulary. In relation to this, they can use technological resources as videos or use word parts and word lists. Besides, teachers as well as learners should take the complete responsibility for developing the learning vocabulary.

General Conclusion

In EFL classrooms, it is necessary to take into account the needs of learners to enrich their knowledge of vocabulary so as they can easily learn a language. Teachers should consider vocabulary as a part of each lesson. It is also the responsibility of teachers to raise their interest of learning new words. Learners as well should consider learning vocabulary as crucial part of learning any language and they should be conscious of using VLS and depend on learning vocabulary autonomously.

As other research, this research also had some limitations. One of the limitations in this work is concerned with the sample population being chosen that was not large enough to generalize the results obtained from the collected data.

Finally, this research gave information about vocabulary knowledge in EFL classroom and how EFL students at Abou Bakr Belkaid dealt with vocabulary learning. In relation to this research, future studies may tackle the following topics: the use of technology in learning vocabulary, using strategies for vocabulary retention.

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Appendices

Appendices

Appendix A: Learners' Questionnaire

Dear student,

It would be grateful if you can answer the following questionnaire which aims to elicit data about your vocabulary knowledge .It also tries to search for the strategies that you use to learn vocabulary.

Please tick the appropriate answer which best fits your opinion. You can choose more than one answer, or answer freely.

a) Vocabulary knowledge

1. How do you assess your vocabulary knowledge?
Sufficient insufficient strong weak

2. Do you think that you have a lack of vocabulary knowledge because of:
Lack of reading not aware about its importance
Difficulties of word itself
Others
.....
.....

3. According to you what is most difficult to learn?
Long words
Words which are complex
Words which are ambiguous
Words contain silent letters like: muscle
Grammatical forms of words
Words which are difficult to pronounce

b) Vocabulary learning

4. Learning vocabulary is :
Boring needless interesting very interesting

5. How often do you decide to select words from the task to learn them?

Appendices

Never rarely sometimes usually always

6. How often do you learn new words incidentally (without decision before the task to learn them).

Never rarely sometimes usually always

7. How often do you learn vocabulary in the following skills?

Listening: never rarely sometimes usually always

Reading: never rarely sometimes usually always

Writing: never rarely sometimes usually always

Speaking: never rarely sometimes usually always

c) Vocabulary learning strategies

8. Vocabulary learning strategies are: useful very useful slightly
Not at all

9. I use strategies to learn vocabulary:

Always often seldom sometimes never

10. When I don't understand a word that I want to learn:

I ignore it look up for it in dictionary guess from context

Ask a teacher ask a friend

11. Which strategy do you mostly use to learn vocabulary?

Repeat it many times

Take it in notebook

12. To learn and remember words:

I relate them with an image

I relate them with a sound

13. How do you learn groups of words?.....

.....

Thank you for cooperation.

Appendix B: Teachers' Interview

1. How many years have you been teaching so far?... years. And which modules?
2. In your opinion, what is the position of vocabulary in language teaching? Why?
3. How do you assess your students' vocabulary?
4. Are your students aware of the importance of learning vocabulary?
Yes no
5. Which of the following areas do you think contribute to your learners' difficulties in learning vocabulary?
Meaning of new words
Spelling of new words
Words pronunciation
Grammatical forms of new words
Complexity of words
6. Do you think EFL learners use VLS effectively? Why?
7. Which of the following strategies you think EFL students use to learn vocabulary in classroom?
Dictionary use
Guessing the word from the context
Taking notes
Asking you about it
8. Are there any other strategies?
9. In which skill do you feel that EFL students mostly learn vocabulary?
10. Which pieces of advice you give for your students to improve their vocabulary knowledge?

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