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AN INVESTIGATION OF THE EFFECTS OF VOCABULARY LEARNING STRATEGIES ON DEVELOPING LEARNERS' LEXICAL COMPETENCE

A Case Study of First Year EFL Students and EFL Teachers at Mohamed Kheider University of Biskra

Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment for the Masters Degree in Sciences of Languages

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Dedication

I would like to dedicate this modest work to my parents who have shown a great
understanding in hard times: I finished this work to be honoured with your presence and
your tender tap on my head.

To my dear sisters and my brother for their support: who always knew the correct words to
say when I was feeling the stress of conducting research, they gave me the
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Finally, as a sign of gratitude, to all the people who loved and helped me.

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Abstract

Vocabulary learning is an important and indispensable part of any language learning process. In fact the greatest tools we can give students not only in their education but more generally in life is a large and rich vocabulary. However, most students have difficulties in both understanding the relation between the different parts of a text and in speaking and communicating in English. This research focuses on the vocabulary learning strategies that EFL students use while learning vocabulary in order to enrich their vocabulary knowledge. The objective of this work is to explore the different vocabulary learning strategies EFL students use when studying English as a foreign language in order to increase their lexical competence. The main hypothesis of the following study is: If students develop the strategies used in acquiring vocabulary items, then they will develop their lexical competence. This work investigated the following key questions: What are the strategies most frequently used by EFL students in understanding and discovering a new vocabulary item? Are Algerian EFL students high, medium or low users of vocabulary learning strategies? The method used in this study is quantitative by means of two questionnaires, one for teachers and one for students in the Department of Foreign Languages at Mohamed kheider University of Biskra. A random sample of eighty students and fifteen teachers answered the questionnaires. The results obtained revealed that EFL students use vocabulary learning strategies to a medium extent. On the basis of the obtained results, some recommendations have been proposed to help students to use different techniques in learning vocabulary items which contribute to their productivity in writing and speaking and understanding reading and listening. Those recommendations were suggested to the teachers emphasizing their role in teaching vocabulary and how to provide their students with different strategies that help them learn more vocabulary items such as teaching vocabulary through context and using technologies in teaching vocabulary items.

List of Figures

VI

List of Tables

IX

Table of Content

CHAPTER ONE

Language Learning Strategies in EFL Context

CHAPTER THREE: Results and Discussion

General Introduction

1. Statement of the Problem

English is a worldwide language with world multipolarization and economic globalization, it is playing more and more important roles in the world. That requires both qualified teachers and students with high English proficiency. In the field of English language learning, there are many factors that have an effect on Algerian EFL students' low English language learning proficiency: One of the most difficult problems of unsuccessful English instruction in Algeria is that students lack particular vocabulary knowledge which can influence their reading, writing, listening and speaking skills. They have difficulties in reading a text and comprehending the message there in. When reading a text, students tend to identify their difficulties in terms of the words they do not understand and hope that if they are taught enough vocabulary, all their problems will be solved. This explains their habit to refer to the glossary immediately when they face a difficulty.

Furthermore, students have difficulties in understanding the relation between the different parts of a text. We suppose that this is due to the lack of mastery of lexical cohesive devices. Another problem noticed with these students is the lack comprehension of vocabulary items and inability to express themselves in English. To help them cope with these problems, we may use different techniques such as guessing the meaning from context, to interpret the meaning by word analysis and to check the meaning of a word in a dictionary.

Vocabulary learning strategies are actually a component of language learning strategies which are also considered a part of general learning strategies. students need training in vocabulary learning strategies they need most. Research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking. But they are mostly inclined to use basic vocabulary learning strategies Schmitt (1997). This in turn makes strategy instruction an essential part of any foreign or second language program.

2. Aim of the Study

The purpose of the present work was to find out more about the vocabulary learning strategies EFL students use when studying English as a foreign language in order to

increase their lexical competence. In addition, we aim at finding out the most and the least frequently used vocabulary learning strategies by EFL students in their first year at Mohamed kheider University of Biskra and where they have got their information about these strategies. These aspects were thoroughly investigated through data collected from questionnaires.

3. Research Questions

These are the research questions that we aimed to answer throughout this work. The questions are as follow:

- What are the strategies most frequently used by EFL students in understanding and discovering a new vocabulary item?

- What are the beliefs about the vocabulary learning process held by Algerian EFL learners and teachers?

- Are Algerian EFL students high, medium or low users of vocabulary learning strategies?

-Do vocabulary learning strategies contribute to the vocabulary size of students?

4. Hypotheses

- If students develop the strategies used in acquiring vocabulary items, then they will develop their lexical competence.

-The lack of mastery of vocabulary strategies would result in poor comprehension.

5. Research Methodology

5.1. Method

The mode of inquiry used in this study was quantitative research which deals with case study and questionnaires, the descriptive method made up of questionnaires, to find out about the difficulties encountered by Algerian EFL students at Mohamed kheider University when acquiring English vocabulary, and to highlight the different strategies used by these students to understand vocabulary.

5.2. Population and Sampling

The population of the present study was First Year EFL LMD Students and EFL Teachers at Mohamed Kheider University of Biskra. A sample of 80 students will be chosen randomly out of a population of 528 students. In addition, a sample of 15

teachers will be chosen randomly out of a population of 63 teachers in the Department Foreign Languages, section of English at Mohamed kheider University of Biskra.

5.3. Data Collection Tools

The questionnaire was designed and used to collect data from 80 students and 15 teachers. They have a number of benefits over other forms of data collection: they are usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quick analyzed once completed (Wilkinson and Birmingham, 2003). In the present study, two questionnaires were administered to both students and teachers in the Department of Foreign Languages at Mohamed kheider University to test the stated hypotheses. The questionnaires used in this study consisted of numerous items varied from both close-ended and open-ended questions.

6. Structure of the Dissertation

This study addresses the role of vocabulary learning strategies in developing EFL students' lexical competence, it consists of an introduction, three chapters and a conclusion . The dissertation begins with introducing the topic, then chapter one discusses the notion of language learning strategies; its definition, features, its importance in second language learning and its different classifications proposed by several scholars. Besides, we have seen the importance of those strategies for the development of language competence and how the use of language learning strategies leads to language learning achievement and proficiency and how the individual differences among learners affect learning . Finally, we state the need and reasons of teaching language learning strategies. Chapter two deals with vocabulary learning strategies; it starts with vocabulary learning in general then, what do we mean by vocabulary learning strategies, its different classifications of different scholars and its importance. Moreover, we discuss the aspects of L2 vocabulary knowledge and what is lexical competence. Finally, we have seen reading comprehension and vocabulary, learner's vocabulary size and vocabulary and its importance in second language learning. At the end, chapter three discusses the findings in this study attempting to answer the research questions, it identifies the beliefs about vocabulary held by learners and teachers, the similarities and differences observed among them and the results obtained in the questionnaires and it is also concerned with the vocabulary learning strategies employed by EFL learners. Lastly, a general conclusion was drawn from this research and some suggestions for further research.

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CHAPTER ONE

Language Learning Strategies in EFL Context

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<center>**Chapter One**</center>

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Introduction

Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners. Learning strategies and the factors that influence their use have received much attention in recent years since it became widely accepted that learning is a process and the teacher's role is to facilitate that process. The purpose of this chapter is to outline and discuss issues relevant to language learning strategies including definition, features, different classifications and the importance of learning strategies to the development of English language competence.

1.1 Learning Strategies

Before defining the term learning strategies we should know what is a strategy?. According to Oxford Advanced Learner's Dictionary, the word strategy is defined as 1) A plan that is intended to achieve a particular purpose 2) The process of planning something or carrying out a plan in a skillful way and 3) The skill of planning the movements of armies in battle or war.

Learning strategies (LS) are procedures that facilitate a learning task. Several definitions were given to leaning strategies as the term remains controversial, since scholars have variously interpreted strategies respectively in a broad or narrow sense. O'Malley and Chamot (1990, p. 1) defined LS as " the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information". Oxford (1990, p. 1) considers them as the "steps taken by learners to enhance their own learning", and later (1999, p. 518) she elaborated on the term by referring to "specific actions, behaviours, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalisation, storage, retrieval or use of the new language". In addition, Cohen (1998, p. 4) maintains that:

> Language learning and language use of strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning use of a second

<center>6</center>

or   foreign   language, through   the storage,retention, recall, and
application of information about that language.

According to Chamot (2005, p. 112) as cited in Gavriilidou and Psaltou-Joycey (n. d) "strategies are most often conscious and goal-driven especially in the beginning stages of tackling an unfamiliar language task. Once a learning strategy becomes familiar through repeated use, it may be used with some automaticity". To sum up, what is common between those definitions is that learning strategies refer to initiatives that learners take consciously - at least at the initial stages of learning - in order to facilitate their language learning and become more responsible and autonomous learners.

1.2. Definition of Language Learning Strategies

Language Learning strategies (LLS) are defined as thoughts, mental steps, behaviours, operations or techniques that learners use to help them comprehend or learn a new language and to regulate their effort to do so (O'Malley & Chamot, 1990). Chamot *et al.*(1987) defined them as techniques, approaches or deliberate actions that students take in order to facilitate learning and recall of both linguistic and content area information.

Another definition was proposed by Oxford (2001, p.166) as cited in Yu-Ling (2005) as "operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations".

Ellis (1994) pointed out that there are four premises for the various definitions of language learning strategies. Language learning strategies are: 1) general approaches or particular techniques 2) behavioural (and, therefore observable) or mental, or both 3) conscious and intentional or subconscious 4) direct or indirect on interlanguage development. Language learning strategies help learners improve their knowledge and understanding of a target language. They are the conscious thoughts and behaviours used by students to facilitate language learning tasks and to personalize the language learning process (Cohen, Weaver & Yuan, 1996). In conclusion, Language learning strategies are those specific actions, decisions or plans that a second/foreign language learner use whenever he faces problems in the process of learning.

1.3. Features of Language Learning Strategies

Many researchers are combining the features of language learning strategies with their definitions. The features of language learning strategies are largely referred to as Jacet (2005, as cited in Cohen, 1998). The features covered many problems that had been discussed in previous works, perhaps because the thesis published in 2005 was relatively new, for him the features of language learning strategies are the following:

- Language learning strategies have a possibility to make language learning easier and contribute language(competence and performance).
- Language learning strategies are what learners can use consciously according to need and then allow them to become more responsible and self-directed.
- Some language learning strategies are behavioral (and, therefore, observable) while other are mental (and, therefore, not observable).
- Some language learning contribute directly while other contribute indirectly on interlanguage development.
- Language learning strategies are not distinguished by being good or not and just have effectual way.
- Language learning strategies allow students to properly use the strategies with appropriate guidance.
- Language learning strategies are used single or in combination (interdependent).
- Language learning strategies use varies as a result of learner's internal factors (sex, age, belief, aptitude, motivation, personality, learning experience, proficiency, cognitive /learning style, learning purpose, learning stage, cultural background, intelligence, etc) and external factors (target language, task, environment, etc).

Oxford (1990, p. 9) presents a clearer view of learning strategies by illustrating twelve features of language learning strategies.

1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by variety of factors.

Table 1.1 . Features of Language Learning Strategies (Oxford, 1990, p. 9)

According to Oxford (1990), language learning strategies also allow the learners to become more self-directed, expand the role of teachers, are problem-oriented and are

specific actions taken by the learner. She continued that they also involve many aspects of the learner; they are not just the cognitive aspects. This means that language learning strategies support learning both directly and indirectly. The strategies which involve direct learning and use of subject matter, which in this case is a new language, are direct strategies whereas strategies which contribute to learning indirectly are called indirect strategies.

1.5. Classifications of Language Learning Strategies

Language learning strategies have been classified in various ways by many researchers such as Oxford, Rubin, O'Malley, Chamot and others since the studies on LLS started in the 70's of the twentieth century. In 1971 Rubin conducted a study in which the main focus was on the strategies of successful language learners. In her study she argued that, once identified, such strategies could be offered to less successful learners. Rubin (1975) classified learning strategies according to processes which contribute either directly or indirectly to language learning. It is believed that reading and discussing the strategies of good language learners is a constructive preliminary activity which can help students to get aware of the concept of learner's strategies (Wenden, 1991).

Learning strategies that language learners employ in the process of learning a new language have been identified and described by researchers. Consequently, these strategies have been classified by many professional experts in the area of language learning (Bialystok, 1981, Stern, 1992; Ellis, 1994). This progress not only helped categorize strategies and link them to a variety of cognitive processing phases during language learning, but also assisted in creating instructional frameworks.

Nonetheless, most of these attempts to categorize language learning strategies reflect relatively the same categorizations of language learning strategies without any fundamental changes. They developed their own taxonomies of strategies according to their research findings by applying different methods of data collection. For that reason, it might not be appropriate to compare them and assess their influence on teaching and learning process. But, studying them possibly will help both language teachers and language learners to understand language learning strategies and different methods which are involved in strategy use. A problem faced by research on the field is that scholars have not reached a consensus on the classification of language learning strategies. This has been

motivated by the lack of agreement among researchers on the concept of language learning strategies. In what follows, taxonomies of language learning strategies will be presented and discussed.

1.5.1. O'Malley's Classification of Language Learning Strategies

O'Malley, Chamot, Stewner-Manzanares, Kupper, & Russo (1985) divided language learning strategies into three main categories: Metacognitive Strategies, Cognitive Strategies, and Socioaffective Strategies.

O'Malley et al. (1985) stated that metacognitive is an expression which indicates an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one's production or comprehension, correcting your own mistakes, and evaluating learning after an activity is completed. In other words, metacognitive strategies are specific behaviors used for arranging, planning and evaluating one's learning; their concern is to think about language or about the learning process.

It has been stated (Brown, 2007) that "Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself" (p.134). Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and inferencing are among the most important cognitive strategies. Their concern is to act on language in the acquisition process and may be specifically involved in the production of language. In fact cognitive strategies are the skills that manipulate and transform the language.

Socio-affective strategies have close relationship with social-mediating activity and interacting with others. The main socio-affective strategies include cooperation and questions for clarification (Brown, 2007). According to Grenfell & Harris, socio-affective strategies, refer to "the strategies involved in social contexts-for example, cooperation or asking for clarification- or control over the emotion and affection necessarily implicated in learning a foreign language" (1999, p.45). The learner uses these strategies to call for help from others in learning second language.

1.5.2. Rubin's Classification of Language Learning Strategies

Rubin (1987) who allocated a great deal of effort in the field of language learning strategies made a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies include metacognitive and cognitive strategies and indirect strategies include communicative and social strategies. According to him, there are three types of strategies used by learners that contribute either directly or indirectly to language learning. They are: Learning Strategies, Communication Strategies, and Social Strategies.

Learning strategies which are divided into two main types (Cognitive Learning Strategies and Metacognitive Learning Strategies) contribute directly to the development of the language system created by the language learner. Cognitive strategies refer to the steps or measures which are taken in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning materials Rubin (1987). Six major cognitive learning strategies contributing directly to language learning are identified by Rubin as: Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring. Metacognitive strategies are used to supervise, control or self-direct language learning. They involve different procedures as planning, prioritizing, setting goals, and self-management.

Communication strategies are not directly related to language learning since their emphasis is on the process of communication through conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are exploited by speakers when they are faced with some troubles regarding their communication and conversation or when confronted with misunderstanding by a co-speaker. A usual communication strategy is to make use of one's linguistic or communicative knowledge to remain in the conversation (Tarone, 1980). We realize from communication strategies that language is for communication .

Social strategies are activities in which learners are exposed to the opportunities that can be a great help to practice their knowledge. Even though these strategies offer exposure to the target language, they contribute to learning indirectly since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin, 1987). Social strategies are practices that seek out conversations.

1.5.3. Oxford's Classification of Language Learning Strategies

Oxford (1990, pp. 15–22) as cited in (Samida, n.d.)identifies six major groups of second language learning strategies classified into direct and indirect strategies. Memory, cognitive, and compensation strategies belong to direct strategies whereas, metacognitive, affective, and social strategies belong to indirect strategies.

1.5.3.1. Direct Strategies

Direct strategies as Oxford said "all direct strategies require mental processing of the language" (p. 37). These strategies are specific ways that involve use of language and they are very useful for students since they allow them to save and retrieve information when needed, also they help students in communicating even when there is a gap of knowledge. Direct strategies include the following:

1.5.3.1.1 Memory strategies

Memory strategies are mainly used in learning vocabulary items, they include acronyms(enable learners to learn and retrieve information in an orderly chain), images (e.g., a mental picture of the word itself or the meaning of the word), combination of sounds and images e.g. key words. Body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) They help learners to link one L2/foreign item or concept with another but they do not necessarily involve deep understanding (Kuo Lee, 2010). Beginners are frequent users of memory strategies because they help in remembering and retrieving new information in early stages of learning foreign language.

1.5.3.1.2. Cognitive Strategies

These strategies are used for transforming and manipulating the target language they include four element: practising, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practising is seen as the most important in this group which can be achieved by repeating words orally or in writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning here it is not necessary to check every word in the text. Analyzing and reasoning strategies are commonly used by advanced learners in order to understand the meaning and expression of the target language. These are also used to

make new expressions (Samida, n.d.). Cognitive strategies enable learners to understand and produce new language.

1.5.3.1.3. Compensation Strategies

Oxford (1990) as cited in (Samida, n.d.) and (Kuo Lee, 2010) referred to compensation strategies as the strategies used by learners in understanding the target language when they lack particular knowledge of the target language. Compensatory strategies include (e.g., guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking. In other words, when learners do not know new words and expressions, they guess the meaning. A learner uses background knowledge to interpret data by guessing meaning. Using gestures or pause words help the learner make up for missing knowledge help make up for lack of knowledge in some fields of the language. These strategies make up for the deficiency in grammar and vocabulary. Compensation strategies are also used in production when grammatical knowledge is incomplete. In conclusion, compensation strategies allow learners to overcome knowledge gaps to communicate.

1.5.3.2. Indirect Language Learning Strategies

According to Oxford (1990) indirect language learning strategies and direct learning strategies complete each other because both help the learner to regulate the learning process. Indirect strategies provide indirect support for language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities, and lowering anxiety (Google). Indirect strategies consist the following strategies:

1.5.3.2.1. Metacognitive Strategies

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule that help learners to organize so they may get maximum benefit from their energy and effort, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Oxford, 2003). According to Oxford (1990, p. 8) as cited in (Samida, n.d.) metacognitive strategies help learners to regulate their own cognition this helps them to plan language learning in an efficient way. These strategies can be very useful for learners

who found problems in learning vocabulary or in writing. Summing up, Metacognitive strategies used for coordinating the learning process.

1.5.3.2.2. Affective Strategies

Affective strategies help the learners manage their emotions and motivation and develop their self-confidence and perseverance to involve students themselves in language learning. These strategies include, for instance, identifying one's mood and anxiety level, talking about feelings and rewarding oneself for good performance and using deep breathing or positive self-talk. Good language learners control their attitudes and emotions about learning and understand that negative feelings affect the learning process. Teachers can play a great role in creating positive feeling in class by giving students more responsibility, encourage spontaneous communication and interaction among students in class, and teaching affective strategies Oxford (1990) as cited in (Samida, n.d.). To conclude, affective strategies are concerned with the learner's emotional requirements and they are used for regulating learners' emotions.

1.5.3.2.3. Social Strategies

Social strategies enable learning through interaction and understand target culture since they include asking questions to get verification, asking for clarifications of a confusing point, asking for help in doing a language task, talking with native speakers and exploring cultural and social norms. Moreover, Learners can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others. Learners can apply the strategy of cooperating with others by doing something together in the language they are learning Oxford (1990) as cited in (Samida, n.d.). Oxford (1998, p. 8) argued that "Social strategies provide interaction and more empathetic understanding which also are two important factors in reaching communicative competence. Eventually the strategies can act in specific ways to foster certain aspects of that competence, such as grammatical, sociolinguistic, discourse and strategic elements" as cited in (Atsushi, 2010). Summing up, Social strategies help the learner work with others and understand the target culture as well as the language.

1.5.4. Stern's Classification of Language Learning Strategies

Language learning strategies have been classified into five groups by Stern (1992). They are as follows: management and planning strategies, cognitive strategies, communicative experiential strategies, interpersonal strategies and affective strategies.

Management and Planning Strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. In other words the learner must:

- Decide what dedications to make to language learning,

- Set reasonable objectives,

- Decide on a suitable methodology, select proper resources, monitor progress, and

- Evaluate his success based on previously determined objectives and expectations. These strategies are related to the learner's intention to direct his own learning .

Cognitive Strategies refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks. According to Stern (1992) the cognitive strategies include, clarification / verification, guessing / inductive inferencing, deductive reasoning, practice, memorization, monitoring.

Communicative-Experiential Strategies, according to Stern (1992), communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words, communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge. The purpose is to avoid interrupting the course of communication.

Interpersonal Strategies interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with the culture of the target language *(ibid).*

Affective Strategies: In the process of language learning good language learners use various kinds of affective strategies. Sometimes, it can be frustrating to learn another language. It can arouse feeling of unfamiliarity and confusion. In some other cases, learners might not have a positive perspective towards native speakers. On the other hand, good language learners are relatively aware of these emotions, and they try to build positive feelings towards the foreign language and its speakers as well as the learning

activities. To a great deal, training can be of assistance to the students to face these controversial feelings and to overcome them by drawing attention to the possible frustrations or mentioning them as they come up Rigney (1978).

To conclude, the different taxonomies and classifications of language learning strategies proposed by the previous scholars seem to be overlapping each other and learners should use all of them in the process of learning a foreign language.

1.6. Importance of Strategies for the Development of Language Competence

As Wenden (1991) said, there is an old proverb which says: "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime". Applied to the language teaching and learning field, this proverb might be interpreted that if students are provided with answers, the immediate problem is solved. But if they are taught the strategies to work out the answers for themselves, they are empowered to manage their own learning, so these strategies play an important role in developing learner autonomy. Learners can make the best use of these strategies to establish the ability of self-directed learning. If people use these strategies efficiently, they can learn by themselves and self-examine their own progress. Gradually, they can set up their self-confidence. Therefore, having proper learning strategies can improve learners and enhance their abilities of language (Szu-Hsin, Ting-Hui and Tzu-Ying, 2006).

Thi Thu Ha (2008, p. 242) argued that

> All the three types of learning strategies suggested by O'Malley are important to the language learning process. They are considered as tools for active, self-directed movement, which is essential for developing communicative and language competence. However, if we take a close look at all the strategies we may find out that each group has its own functions in facilitating learning.

He continued saying that all the types of learning strategies mentioned by O'Malley are very beneficial and important in the process of learning a second/foreign language. For instance, Metacognitive strategies are helpful to the learning process as a whole in the sense that learners will take control over and monitor what and how they learn. Moreover, (Briggs, 2008) emphasized the significance of LLS in saying that they help language learners to become independent learners, more self-reliant and more self-directed. She stated that they help language learners to be in charge of their own learning and to make

the most of the English they have. On the other hand, LLS expand the role of teachers and help them in planning lessons.

To conclude all the strategies mentioned by the different authors are clearly useful in developing the learner' language competence since they cover all aspects of language as well as they contribute to the main goal of learning which is communicative competence.

1.6.1. Language Learning Strategies and Language Learning Achievement

The findings in the area of language learning strategies have repeatedly demonstrated that the use of language learning strategies leads to better proficiency or achievement in mastering the target language (Lee, 2003; O'Malley and Chamot, 1990). O'Malley et al. (1985) clearly highlighted the importance of learning strategies by defining them as "any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (p.23). In a study O'Malley et al. (1985) found that successful language learners have reported to use more and wider range of learning strategies than less-successful students. The same conclusion has been reached in another study (Green and Oxford, 1995) in which language learning strategies of all kinds were used more frequently by more proficient students. In a different study, Griffiths (2003), a strong positive correlation between learning strategy use and language proficiency has been discovered. The findings revealed that advanced language learners have reported to employ learning strategies more frequently than elementary students.

In this regard, language instructors should take their students learning strategies into considerations and try to recognize and identify them in order to support less successful student to achieve success and master the target language. Teachers can identify these strategies through observations, language diaries, questionnaires, interviews and so on. By doing so, teachers will be able to assist language learners to recognize and appreciate the power of language learning strategies in the process of second or foreign language learning. Through learning strategies, teachers can also help the students to maintain their motivation, autonomy, and confidence and keep on going and try to accomplish the goal of learning the target language Griffiths (2003).

1.6.3. Second/Foreign Language Learning Strategies and Individual Differences

There are individual differences between second language learners. Factors which have an impact on the learning include personality, motivation and abilities. According to Dörnyei (2005) individual differences are defined as anything which marks a person as a distinct and unique human being. The definition is then focused to include stability so that the personal differences have continuity over time. He pointed out that learning strategies have been traditionally included in the taxonomy of individual differences. However, he continued saying that language learning strategies constitute an aspect of the language learning process rather than being only learner attributes. According to him actions and thoughts, which are present in using language learning strategies, are not individual differences (*ibid.*). Ehrman, Madeline and Oxford (2003) mention several factors which are included in learner differences. These factors consist of, for instance, learning styles, learning strategies, affective variables, learning aptitude, gender, culture and age.

Learning styles and learning strategies are often seen as interrelated. In literature terms such as learning style, cognitive style and even personality type are used rather loosely and interchangeably (Ehrman et al. 2003). The term learning style refers to a way of learning modulated by personality being broad preferences of learning. They continue that the relationship between learning styles and learning strategies is close since the strategies used usually fit the learner's learning style, at least if they are used effectively. However, according Snow et al. (1996, as cited in Dörnyei, 2005), learning style is described as strategy used consistently across several tasks. In addition, Sternberg and Grigorenko (2001, as cited in Dörnyei, 2005) continue that styles operate without individual awareness whereas strategies include a conscious choice. Individual differences among learners play a major role in their choice of the best learning strategy .

1.7. Teaching Language Learning Strategies

Even though research on L2/FL strategy instruction is still in the beginning, the results of these studies are promising in showing that many of L2/FL learning strategies, at least, can be taught and that in some cases strategy instruction results in improving L2/FL learners' skills. Here some suggestions showing the need of teaching LLS in EFL classes (Google).

Thi Thu Ha (2008) claimed that students should be taught learning strategies so that they can continue their study even outside the classroom. In what follow, some suggestions for teachers they should rely on in their teaching which help their students in employing and using learning strategies:

- The strategies should be taught explicitly; students see the rationale for learning about them.
- The strategies should be taught together with the language skills (speaking, reading, listening or writing) or language components (grammar, vocabulary or phonology). There should be no lessons about learning strategies only.
- Students should be given hands-on experience to experiment and to see how the strategies work.

Oxford (2003) mentioned another factor which is very important in teaching LLS which is learners' learning style, she claimed that teachers should take in consideration learners' learning style in order to teach LLS effectively. For example, some students are visual, auditory, kinesthetic or tactile and each student needs certain instruction. Without adequate knowledge about their individual students' style and preferences, teachers cannot systematically provide variety of the instructions.

In summary, if we want our learners to become life-long learners, we should teach them the learning strategies so that they can 'teach' themselves when the teachers are no longer around . Unlike first language instructions where all students master the language, in second or foreign language students should reach at least intermediate level in order to receive learning strategies instructions.

1.7.1. Rationale for Teaching Learning Strategies

The explicit teaching of learning strategies can aid language teachers in helping students attain the goals of improving their mastery of the target language and of learning about the target culture. Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners (Chamot, Barnhardt, El-Dinary, & Robbins, 1999).

The intent of learning strategies instruction is to help all students become better language learners. When students begin to understand their own learning processes and can exert some control over these processes, they tend to take more responsibility for their own learning. This self knowledge and skill in regulating one's own learning is a characteristic of successful learners, including successful language learners. Research with both first and second language learners is revealing some of the ways of thinking that guide and assist an individual's attempts to learn more effectively (Paris & Winograd, 1990).

Students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at a learning task generally are successful, and each successful learning experience increases motivation. In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their success. Awareness of one's own thinking processes is generally referred to as metacognitive awareness (Pressley & Afflerbach). The value of this type of self-knowledge is that it leads to reflection, to plan how to proceed with a learning task, to monitor one's own performance on an ongoing basis, and to self-evaluation upon task completion. Students with greater metacognitive awareness understand the similarity between the current learning task and previous ones, know the strategies required for successful learning, and anticipate success as a result of knowing "how to learn".

Conclusion

The use of language learning strategies facilitate and improve language learning and assist language learner in different ways. Learning strategies are oriented towards the main goal of communicative competence, allow learners to get more self directed, and support learning In this regard, language instructors need to incorporate language learning strategies into their teaching methods and approaches, train the students to apply the appropriate strategy for a specific purpose or a specific skill area, and encourage them to use the strategies as frequently as possible. Students can learn to use language learning strategies to improve their language skills. In contemporary language teaching and learning, the issue of language learning strategies seems to have attention in the learner centered-approach.

CHAPTER TWO

Vocabulary Learning Strategies Used by EFL Students

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Introduction

　　Vocabulary knowledge is essential in learning a foreign language. Learners know the importance of words in a language and they are aware of the fact that learning strategies can help them to learn vocabulary successfully. Despite the fact that vocabulary acquisition/learning and vocabulary learning strategies have recently gained more interest from SLA researchers, there is still inadequate work on vocabulary learning strategies. Vocabulary learning strategies means techniques, tools, or devices consciously employed by the learners to facilitate their vocabulary retention. Learner autonomy can be enhanced by introducing him/her to different vocabulary learning strategies which can be used in developing the learning process. Many learners use vocabulary learning strategies and agree that vocabulary is an essential part of language. This chapter mainly aims to discuss vocabulary learning in general and its importance, various classifications of vocabulary learning strategies and other concepts like lexical competence and learner's vocabulary size.

2.1. Vocabulary Learning

　　When learning vocabulary, the most ambitious goal is to know all the language. However, this goal is really hard to reach because even native speakers do not know all the vocabulary of their mother tongue and cannot use it appropriately. Besides, individuals have different sets of vocabulary and they use them for different purposes. For example, oral and written languages often use different vocabulary and if you fail in using the suitable vocabulary in the suitable occasion, it will lead to misunderstandings (Kamil and Hiebert, 2005). According to Nation (1990), it is useful to make a distinction between direct and indirect vocabulary learning. He characterised direct vocabulary learning being a situation in which learners do exercises and activities, such as word building exercises and vocabulary games, focused on the vocabulary. However, in indirect vocabulary learning the learner's attention is focused on some other feature which are usually used to convey messages. Nation (*ibid.*) added that if the amount of unknown words remains low

<center>22</center>

in messages, noticeable vocabulary learning can occur even though the learner's attention is not fully directed to learn the vocabulary.

In direct learning, learners are systematically taught specific words and language structures (Richek, Caldwell, Jennings, and Lerner, 1996). This approach of vocabulary learning is necessary for learning the core vocabulary - basic and important vocabulary that is used and serves in most situations. This is particularly true for the learning of basic lexical and semantic knowledge, particularly for beginner-level or less successful language learners (Nation, 1990). The learning of single words explicitly should be emphasised at an early stage of second language learning. After the language ability is developed, indirect vocabulary learning through contexts is essential to be emphasised to language learners (Coady and Huckin, 1999).

Indirect or 'implicit' vocabulary learning involves learning the meaning of new words implicitly when language learners hear or see the words used in many different contexts, for example, through daily interactions, conversations with others and reading extensively on their own (Read, 2000). Indirect vocabulary learning is concerned with unconscious processes of learning through reading or listening without being aware of the goals of learning. In this type of learning, new words are learned unexpectedly when reading or listening to stories, films, television or the radio (Anderson and Nagy, 1991).

Moreover, learners absorb meaning vocabulary, grammatical structures, and concepts simply from being exposed to rich language (Richek et al. 1996). Learning vocabulary indirectly via guessing from context is widely accepted as the most important of all sources of learning vocabulary (Nation, 2001). This approach should be emphasised for further lexical and semantic development of the words learnt through explicit learning and for learning additional vocabulary. Since Vocabulary is a part of every language skill and therefore improving vocabulary learning will contribute reaching the goal of communicative competence.

2.2. Vocabulary Learning Strategies

Despite the extensive research that focused on this topic in recent years, there is not yet a clear definition of vocabulary learning strategies (VLS). Researchers define them just based on the definition of learning strategies. According to Nation (2001), "vocabulary learning strategies are a part of language learning strategies which in turn are

a part of general learning strategies" (p. 217). Based on O'Malley and Chamot's (1990) definition of learning strategies, Schmitt (1997) claimed that learning is "the process by which information is obtained, stored, retrieved and used. Therefore, vocabulary learning strategies could be any which affect this broadly defined process" (p. 203).

Brown and Payne (1994) identified five steps in learning a new word and argued that vocabulary learning strategies relate to the stages below: (1) having sources for encountering new words, (2) getting a clear image either visual or auditory or both of the form of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and the meanings of the words, and (5) using the words. Sökmen (1997) argued that VLS are basically actions made by the learner in order to help them to understand the meaning of a word, learning them and to remember them later. Intaraprasert (2004, p. 9) has defined vocabulary learning strategies as "any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary". In fact vocabulary learning strategies are the specific techniques used by learners in the process of learning vocabulary in the target language.

2.2.1. Classification of Vocabulary Learning strategies

If defining VLS was a troublesome procedure, their classification is also controversial. Several researchers have proposed different classifications of Vocabulary learning strategies based on their own criteria, which led Fan (2003, p. 223) to conclude that "no classification is perfect and any individual strategy may fall into one category or another, depending on the aspect in focus". According to Cook (2001) vocabulary learning strategies can be divided into two groups the first being the group concentrating on understanding the meaning of words and the other including the strategies for acquiring words as presented below:

Strategies for understanding the meaning of words
- Guessing from the situation or context
- Using a dictionary
- Making deductions from the word from
- Linking to cognates (finding similarities in words of two different languages)

Strategies for acquiring words
- Repetition and rote learning

- Organizing words in the mind
- Linking to existing knowledge

(Cook 2001, pp. 66–68).

He identified two main categories for understanding and using vocabulary which include strategies for getting meaning, and strategies for acquiring words. She suggested the implication of how teaching can fit the language learners' ways of learning vocabulary items. Language learners can get meaning of vocabulary items by guessing the meaning from context, using a dictionary, making deductions from the word form, and linking vocabulary items to cognates. They may acquire vocabulary items by repetition and rote learning, organizing words in their mind, and linking words to existing knowledge.

2.2.1.1. Lawson and Hogben's Classification of Vocabulary Learning strategies

Lawson and Hogben (1996, pp. 118-119) classified vocabulary learning strategies according to procedure called the think-aloud and interviews conducted in 15 university students learning Italian in Australia. The individual vocabulary learning strategies were classified under four different categories:

Category 1: Repetition
• Reading of related word;
• Simple rehearsal;
• Writing of word and meaning;
• Cumulative rehearsal;
• Testing
Category 2: Word Feature Analysis
• Spelling;
• Word classification;
• Suffix
Category 3: Simple Elaboration
• Sentence translation;
• Simple use of context;
• Appearance similarity;
• Sound link
Category 4: Complex Elaboration
• Complex use of context;
• Paraphrase;
• Mnemonic

As shown above, the individual vocabulary learning strategies recognised by Lawson and Hogben (1996) have been classified under four different categories. These include Repetition, Word Feature Analysis, Simple Elaboration, and Complex Elaboration. The first category comprises five strategies, the second category three strategies, the third category four strategies, and the fourth category three strategies for learning vocabulary items. Repetition and complex elaboration strategies seem to be popular among EFL learners.

25

2.2.1.2. Hedge's Classification of Vocabulary Learning strategies

Hedge (2000, pp. 117-118) explained that learning new words in order to understand, categorise, and store them in the mental lexicon, language learners need to use a wide range of strategies. She offered two main strategies for learning vocabulary items as follows:

> **Category 1**: **Cognitive Strategies**
> • Making associations;
> • Learning words in groups;
> • Exploring range of meaning;
> • Using key words. A keyword is a word chosen from the mother tongue which sounds like the new word in the second or native language, and where it is possible to make some kind of association between the two words;
> • Reading on for evidence in the context of the text;
> • Inference strategy
>
> **Category 2: Metacognitive Strategies**
> • Consciously collecting words from authentic contexts;
> • Making word cards;
> • Categorising words into lists;
> • Reactivating vocabulary in internal dialogue;
> • Making a word-network of vocabulary associated with a particular item.

Vocabulary learning strategies identified by Hedge (2000) were classified under two main categories, namely, Cognitive and Metacognitive strategies. Cognitive strategies concern strategies for using the vocabulary and for understanding how vocabulary works. Metacognitive strategies generally involve preparing, planning for learning, selecting, and using learning strategies, monitoring strategy use, organizing various kinds of strategies, and evaluating the effectiveness of strategy use and learning. In other words, Cognitive strategies do not focus on manipulative mental processing, rather on repetition and mechanical means to study vocabulary while metacognitive strategies are used by learners to control and assess their learning and enable them to get maximum exposure to language.

2.2.1.3. Schmitt's Classification of Vocabulary Learning Strategies

Another classification of vocabulary learning strategies has been proposed by Schmitt. Schmitt (1997) took four of the six categories established by Oxford, namely, social, memory, cognitive and metacognitive strategies and added a new category, which

includes those strategies used to discover the meaning of new words without asking it to another person: determination strategies. This last category was inspired by Oxford's guessing strategies included within the group of compensation tactics. All these vocabulary learning strategies are in turn sub-divided into two main groups: strategies for discovering the meaning of a new word and strategies used to consolidate it once found.

2.2.1.3.1. Discovery Strategies

The first task a vocabulary learner must complete is that of understanding the meaning of unfamiliar lexical items they come across. Discovery strategies is the best way to do that, they consist of determination strategies and social strategies. Schmitt (1997, p. 205) defined determination strategies as those used "when faced with discovering a new word's meaning without recourse to another person's expertise". This means that learners can either try to infer the meaning of unknown items or resort to reference materials (mainly a dictionary) .

Schmitt (2000) argued that guessing strategies are extremely important to find out what new terms mean. These strategies include guessing from structural knowledge of the language, guessing from an L1 cognate and guessing from context. The analysis of specific parts of speech or word morphology may offer hints to infer word meaning, so many teachers provide their students with lists of common prefixes and suffixes with their meanings in order to guess meaning from a given affix in an unfamiliar term. A large number of English words have derivational forms by adding prefixes or suffixes to the word base. Moreover, students may find a cognate in their L1 that resembles the L2 term and, therefore, be able to infer its meaning.

Schmitt (1997, p. 209) emphasised that "guessing meaning from context can be a major source of lexical acquisition but the learner has to possess an adequate level of vocabulary as well as sufficient background knowledge of the content for guessing to be effective. Moreover, if the context is not rich enough in clues, the learner will be in trouble". Guessing from textual context, inferencing word meaning from context is the most frequent way where learners discover the meaning of new words.

2.2.1.3.1.1.2. Dictionary Use

According to (Scholfield, 1982) reference materials, primarily a dictionary, can be used in a receptive or a productive skill in language learning. However, since we likely have insufficient time to consult a dictionary during the process of speaking and listening, more look-up work happens during reading and writing. A common situation is that; for example, when a learner meets an unknown word in the text and fails to infer the meaning through context, they might be advised to consult a dictionary. Search for a word in a dictionary is "far from performing a purely mechanical operation" (*ibid.*, p. 185); instead, a proficient dictionary user "is often required to formulate and pursue several hypotheses and make use of prior knowledge of various sorts, especially information derived from context" (*ibid.*). Except for placing the unknown word in the alphabetic list, which seems to be the skill most dealt with in respect of training dictionary use, other important aspect involving effective dictionary use receive little attention *(ibid)*.

Since many lexical items in a language have more than one meaning, learners should be instructed how to reduce multiple options by elimination. Scanning all of the definitions in the entry before deciding which is the one that fits is a good idea proposed by Underhill (1980). After choosing a seemingly reasonable sense from the definitions in the entry, a user then needs to "understand the definition and integrate it into the context where the unknown was met" (Scholfield 1982, p. 190). Dictionary use considered to be the most used strategy among students since it offers an immediate check of word meaning.

2.2.1.3.1.2. Social Strategies

The so-called social strategies do not show the same popularity in all classifications of vocabulary learning strategies. This indicates that they are not really considered to have an important role in vocabulary acquisition according to many researchers. All in all, Schmitt (1997, p. 210) defines social strategies as "those employed to understand word meaning by asking someone who knows it". However, not all the social strategies involve meaning determination. There are some that can be used to consolidate knowledge, so this set of strategies can be regarded as having a double dimension.

When trying to discover the meaning of a word, the teacher is often the primary source of information by providing the equivalent term in the L1, a synonym, a definition or an example of use. In addition, classmates or friends may also help learners fill knowledge gaps and even group work activities. Those techniques that lead to practice new

words in groups or in pairs, such as role-plays or interviews, can be very fruitful in lexical acquisition Siriwan (2007). In summary, Social Strategies they are learners learn new words through interaction with others.

2.2.1.3.2. Consolidation Strategies

Consolidation strategies involves strategies that learners use to help them memorise the words once taught or encountered. They contain, memory strategies, cognitive strategies and metacognitive strategies.

In general, memory strategies refer to those involving making connections between the to-be-learned word and some previously learned knowledge, using some form of imagery or grouping. It is held that "the kind of elaborative mental processing that the Depth of Processing Hypothesis (Craik and Lockhart, 1972) suggests is necessary for long-term retention" (Schmitt 1997, p. 213). Thus, memory strategies play an important role in helping learners to store new words into memory and in the whole process of vocabulary learning.

Schmitt (2000) included twenty-seven memory strategies in his 58-item of vocabulary learning strategies taxonomy. Examples of memory strategies contain "study word with a pictorial representation of its meaning", "associate the word with its coordinates", "use semantic maps", "group words together within a storyline", "study the spelling of a word", "use keyword method", or "use physical action when learning a word"… etc Siriwan (2007). Usually, memory strategies involve relating the word to some previous knowledge.

According to Schmitt (1997, p. 215) "cognitive strategies are similar to memory strategies but they do not concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary" In Schmitt's vocabulary learning strategies taxonomy, cognitive strategies primarily refer to written and verbal repetition as well as some mechanical means involving vocabulary learning. It is popular among learners and may help them achieve high levels of proficiency. Other cognitive strategies involve using some kind of study aids, such as word lists, taking notes in class, taping L2 labels onto their respective physical objects *(ibid).* Learners use cognitive strategies to transform or manipulate the target language.

Schmitt (1997, p. 205) defined metacognitive strategies as "a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study". According to him metacognitive strategies include using English-language media, songs, movies, newscasts …etc, test oneself with word tests, skip or pass new word, and continue to study word over time.

In this light, Schmitt argued that students should be exposed to the TL through all possible means (books, movies, the Internet) and that they should engage in communicative activities with native speakers. They should also be checking if the process of lexical acquisition works properly and if the learning strategies used meet their requirements and they should regulate how to study L2 vocabulary and the time to be spent on doing it *(ibid).* We can say that metacognitive strategies are strategies used by the learners to control and evaluate their learning.

2.2.3. Importance of Vocabulary Learning Strategies

The main benefit gained from all learning strategies, including strategies for vocabulary learning, is the fact that they enable learners to take more control of their own learning so that students can take more responsibility for their studies (Nation, 2001). Consequently, the strategies promote "learner autonomy, independence, and self-direction" (Oxford and Nyikos, 1989, p. 29). Equipped with a range of different vocabulary learning strategies, students can decide upon how exactly they would like to deal with unknown words as confirmed by (Ranalli, 2003, p. 9)

> A good knowledge of the strategies and the ability to apply them in suitable situation might considerably simplify the learning process of new vocabulary for students for instance, independence in selecting which words to study results in better recall of the words than when the words are chosen by someone else.

Nation (2001) believed that a large amount of vocabulary could be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels. As learning strategies are "readily teachable" (Oxford and Nyikos, 1989), the time teachers spend on introducing different ways of vocabulary learning and practicing to students cannot be considered as wasted. Cameron (2001) believed that children may not implement vocabulary learning strategies on their own and they should be trained to use the strategies.

A number of linguists have long recognized the importance of learner independence in vocabulary acquisition. The view of Gairns and Redman (1986) is that students should be more responsible for their learning and pay greater attention to individual needs. The reason is that after elementary level, it is difficult for teachers to select vocabulary equally useful to all students; thus they will waste much time in teaching. Schmitt (2000) saw the need to help learners acquire the strategies necessary to learn words on their own. Oxford and Scarcella (1994) advocated the provision of systematic vocabulary instruction to let learner master specific strategies to acquire words even outside their classes.

For Nation (2001) the most important way to learn vocabulary is learners using strategies independently of a teacher. In his recent publication, strategy training is suggested to be part of a vocabulary development program. According to Schmitt and Schmitt (1997), the best teaching plan may be to introduce a variety of learning strategies to students so that they can decide for themselves the ones they prefer. This reflect learners' need to develop their strategy knowledge. Vocabulary learning strategies are very useful for both EFL teachers and students.

2.3. Aspects of L2 Vocabulary Knowledge

According to Seal (1991), word knowledge is an important part of communicative competence, and it is essential for both production and comprehension in a foreign language. Knowing a word involves knowing:

- A great deal about its general frequency of use, syntactic and situational limitations on its use,
- Its underlying form and the forms that can be derived from it,
- The network (structure) of its semantic features and,
- The various meanings associated with the item.

Richards (1976) produced a number of assumptions with regard to what the learner should know about L2 words in order to fully learn them. The assumptions are as follows:

> **1)** The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.
> **2)** Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.

3) Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
4) Knowing a word means knowing the syntactic behavior associated with the word.
5) Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
6) Knowing a word entails knowledge of the network of associations between that word and other words in the language.
7) Knowing a word means knowing the semantic value of a word.
8) Knowing a word means knowing many of the different meanings associated with a word.

Aspects of word knowledge (Richards, 1976, p. 82)

According to Richards (1976) knowing a word goes beyond knowing its meaning or form.

Also Word knowledge is defined by Nation (1990) as the knowledge of its spelling, pronunciation, arrangement, and appropriateness. Therefore, vocabulary competence is more than the ability to know the meanings of a number of words. Vocabulary competence covers a wide range of knowledge which, in turn, requires a variety of strategies to gain the knowledge. L2 language learners may use various strategies to acquire the target language word knowledge. According to these assumptions and characteristics of L2 word knowledge, it can be fairly said that learning L2 vocabulary is not as easy as might be expected.

2.3.1. Lexical Competence

Nation stated that there are two types of knowledge required different mental processes: receptive knowledge and productive knowledge.

Essentially, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning though speaking or writing and retrieving and producing the appropriate spoken or written word form.

Nation (2001, pp. 24-25)

This distinction applies to every single aspect involved in word knowledge, namely, word form, meaning and use, as shown in the following table taken from Nation.

Form	Spoken	R P	What does the word sound like? How is the word pronounced?
	Written	R P	What does the word look like? How is the word written and spelled?
	Word parts	R P	What parts are recognisable in this word? What word parts are needed to express the meaning?
	Form and meaning	R P	What meaning does this word form signal? What word form can be used to express this meaning?
Meaning	Concept and referents	R P	What is included in the concept? What items can the concept refer to?
	Associations	R P	What other words does this make us think of? What other words could we use instead of this one?
	Grammatical functions	R P	In what patterns does the word occur? In what patterns must we use this word?
Use	Collocations	R P	What words or types of words occur with this one? What words or types of words must we use with this one?
	Constraints on use (register, frequency...)	R P	Where, when and how often would we expect to meet this word? Where, when and how often can we use this word?

Note: In column 3, R = Receptive knowledge, P = productive knowledge
Table 2.1 What is involved in knowing a word? (Nation, 2001, p. 27).

As the table shows, knowing a word is not just a matter of meaning. On the contrary, it is an extremely complex process which involves the mastery of many word features. Since each one of them demands a different kind of knowledge, Nation (2001) considered that some of these should be acquired implicitly, i.e. paying attention to them but without any further conscious step, whereas others ask for an explicit instruction.

Schmitt (2000) insisted that it is not only about vocabulary size but about commanding all the aspects involved in knowing each word (depth of knowledge), especially in order to use them productively. Furthermore, this scholar argued that there are some aspects that learners acquire before others, that is, they learn in an increasing way. Indeed, the early learning stages are focused on making a link between form and meaning and then they gradually tackle other points.

Nation (2001) stated that with regard to word form, learners should be able to perceive a word when heard and to produce it orally with a correct pronunciation, stress and intonation. Besides, they are required to recognise a written term and to produce it with a correct spelling. Lastly, learners should be aware of the formation of new words using affixes as a means of increasing their lexical repertoire. He argued that when students are focused on these aspects, they will implicitly learn any new word in any context.

Regarding meaning, learners should be competent in establishing a link to the meaning of a word when read or heard and also in recalling the word form when trying to express a particular meaning. Moreover, words do not exist in isolation but in complicated connections with other terms. Thus, it is necessary for them to know the underlying concept behind a lexical item, being aware of the cultural differences between L1 and L2 as well as the word lexical meaning (explicit meaning) and inferential meaning based on context (implicit meaning). In addition, learners should be conscious about the semantic networks in which the lexis of a language is organised, namely, "synonymy, hyponymy, meronymy, antonymy, troponymy, entailment [...] useful starting points for devising classification activities" (Nation, *ibid.*, p. 55). This scholar acknowledged the depth of processing required to master this concrete aspect of word knowledge and recommended its explicit teaching, providing a wide range of activities that will be covered later on.

Finally, word use involves knowing the syntagmatic relations settled among terms based on what part of speech they are (nouns, verbs, adjectives...) as well as the collocational patterns of words that are usually used together (ready-made sentences). Implicit learning based on repeated encounters of terms is advocated by Nation (2001) to deal with this kind of knowledge. However, learners are also asked to master appropriate usage of lexical items in accordance with use limitations dependent on contextual factors and cross-cultural differences, which also asks for explicit instruction.

2.3.2. Reading Comprehension and Vocabulary

According to Coady (1993) when students are faced with an unfamiliar text in the foreign language, the first challenge seems to be its vocabulary. When the text has many new words, students quickly despair and are discouraged. The relation between vocabulary knowledge and success in reading comprehension, this has been shown in many studies,

such as Bossers (1992), and Grabe and Stoller (2002). When the vocabulary of the text is more familiar, students are more likely to continue the reading .

Laufer (1989) showed that F.L learners seem to rely more on the meaning of words than on knowledge or syntax of the subject. This means that learners need to know a certain number of vocabulary before they understand a text fully. Furthermore, in order to comprehend a text, readers should be familiar with 95 per cent of the words in the text at any level (Hirsch and Nation, 1992). The 'bottom line' for reading English at an academic level is 3,000 words, or 5,000 lexical units, according to Laufer (1992). Therefore F.L teachers should do everything they can to ensure that their students enlarge the size of their vocabulary.

There are many methods teachers use to teach vocabulary or to encourage their students to learn vocabulary by their own. Hulstijn, Hollander and Greidanus (1996) distinguished between incidental and intentional vocabulary learning. They claimed that both approaches are present in F.L learning, since students learn vocabulary intentionally as a part of the course they take but also they gain knowledge of words incidentally through their reading. Still, these authors show that intentional vocabulary learning is more effective for retention. In other words, words learnt intentionally through reading are better remembered than words learnt incidentally. This distinction is made about reading, but in fact it could be applied to other aspects of F.L learning, such as speaking. In addition, the type of learning would be different in each case. Learning words through reading would mainly involved in passive understanding and retention of meaning, whereas learning words through speaking may be involved in correct active use of the words, which is more demanding, but implies a better knowledge Hulstijn et al. (1996). Learning words through reading was and still the best way to enlarge the vocabulary repertoire of foreign language learners.

Intentional vocabulary learning is intended learning of vocabulary. All other activities that deal with vocabulary are categorized as incidental learning. When students want to increase their vocabulary or have to learn new words for a test, they make efforts and memorize the words until they know their meanings. Incidental learning, on the other hand, does not involve a conscious effort to learn words, they just learn words . In other

words, the number of new words learnt incidentally is relatively small compared to the number of words that can be learned intentionally *(ibid)*.

Many researchers claim that incidental vocabulary learning is less efficient in acquiring word knowledge, whatever that is, than intentional learning. Watanabe (1997, p. 288) claimed that "Although incidental learning of vocabulary through context is possible, it is not always efficient". Many teachers focus on teaching various kinds of reading skills or practicing comprehension questions and take for granted that their students will somehow learn word meanings. On the contrary, we believe that most L2 vocabularies are learnt incidentally because it occurs unconsciously without paying much attention.

2.3.3. Learner's Vocabulary Size

It is agreed that vocabulary is one of the main problems for language learners to develop their listening, reading, speaking, and writing skills. The lack of vocabulary results in the difficulties in all four language skills. To be successful in developing their language skills, language learners need to know sufficient vocabulary. Therefore, vocabulary size is an aspect of vocabulary that is worth mentioning and discussing since it is important for all four language skills (Nation, 1990).

It is important to know how much vocabulary students need to employ for listening, speaking, reading, and writing (Nation, 1990) so that language teachers may look into ways to help their students broaden their vocabulary. However, how many words a foreign language learner must know in order to understand authentic situations or authentic texts is still questioned. This is a factor of concern what language skill, what is the level of education of the learner, what are vocabulary learning goals, or any communication situations a language learner deals with *(ibid)*.

Schmitt (2000, p. 157) indicated that "the number of words language learners need also depend largely upon the realistic goal: around 2,000 word families should be the threshold for daily basic conversations but this will not cover every conversational topic". Nation and Waring (2004) proposed around 2,000-3,000 word families for productive speaking and writing. This is the same as Allen (1983) who recommended that about 3,000 words would be necessary 'productive' items to be used in writing and speech. Laufer (1989) put it about 3,000 word families, while Nation and Waring (2004)

recommended that 3,000-5,000 word families is needed to provide a basis for comprehension, or to begin reading authentic texts. Hazenberg and Hulstijn (1996) mentioned about 10,000 for difficult academic texts as in university textbooks, and 15,000 to 20,000 to equal an educated native speaker of English.

Summing up, in dealing with the four language skills, it is crucial for a language learner to have enough vocabulary. Expanding the vocabulary is one of the main goals of vocabulary learning since a language learner with large vocabulary repertoire will succeed both inside and outside classroom as well as in his social life. Therefore, a language learner should be taught skills known as vocabulary learning strategies to expand their vocabulary.

2.4. Vocabulary and its Importance

In the field of foreign language learning, vocabulary is seen as important for all four skills. There are various interesting views from many educators concerned with vocabulary learning/acquisition stating how vocabulary is important to language learning in the four skills. Lessard-Clouston (1996, p. 27) argued that "Vocabulary - words, phrases, idioms, etc. is at the heart of all language usage in the skill areas of listening, speaking, reading, and writing, as well as culture". Vocabulary plays a major role in authentic communication. They, thus learners need to have a rich lexical repertoire to understand written texts, articles, magazines and other written sources. They also need to be able to use adequate words to handle written messages; listening texts and conversation.

Wilkins (1972, p. 111) supported this by saying "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." In addition, Gass (1987, p. 129) cited Hatch's (1983, p. 74) statement concerning the importance of words " in terms of handling basic communication, lexicon is important when we have inadequate knowledge of a new language – the words probably make the communication possible ". Krashen (1989) made an excellent argument about the importance of vocabulary, L2 language learners realise that knowing numbers of words is necessary for mastering a target language. Besides, they have dictionaries with them, not grammatical references. In addition, they often report the major problem is lacking vocabulary.

In terms of learners' views of vocabulary learning, Meara (1980, p. 221) Indicated "…Learners themselves readily admit that they experience considerable difficulty with vocabulary." The importance of vocabulary implies that knowing much vocabulary is beneficial for learners, as they have a chance to grasp the foreign language in both receptive and productive skills more successfully than those who know few. In sum, we stress how important vocabulary or lexicon is and how it can apparently influence learners mastering of the four skills in any target language.

Conclusion

To sum up, learning new vocabulary is a challenge to foreign language students but they can overcome this problem by having access to a variety of vocabulary learning strategies. Strategies including analyzing part of speech, analyzing affixes, guess meaning from context, use a dictionary, ask teacher for a synonym or L1 translation of new word, use physical action when learning a word, verbal repetition, and many other strategies that are very useful for EFL student which expand their vocabulary size. In fact, vocabulary learning strategies can be employed at different stages of vocabulary learning that are liable to be taught and that improve both L2 vocabulary acquisition and use.

CHAPTER THREE

Results and Discussions

Chapter Three
Results and Discussions

Introduction

This chapter presents the results of data analysis related to the main study. As it has already been explained in the introduction, the data gathering tool for this study was a questionnaire. In fact the use of questionnaires is one of the most often employed tools to collect data and information in second language research as Dörnyei (2003, p.9) argued "by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people". Two questionnaire were used in this study, one for teachers and the other one for students at the department of foreign languages English at Mohamed kheider University to explore the different attitudes on vocabulary learning and teaching and learning strategies used by EFL students. The questionnaires also aimed at drawing a comparison between students and teachers beliefs concerning vocabulary learning. The results of the data analysis are as follow.

3.1 Description of the Teachers' Questionnaire

We have analysed the data obtained from teachers' questionnaire. Fifteen EFL teachers of different modules (written expression, oral expression, grammar and others) were asked to fill it. It is divided into four sections, the first section was about teachers' background information including gender, age and teaching experience. The second section was concerned with their beliefs about vocabulary learning and how they consider vocabulary in the EFL context. The third section was devoted to teaching vocabulary and how each teacher prefers to teach vocabulary items and finally the fourth section which

was devoted to VLS used by EFL learners in other words, the strategies used to enable learners develop their lexical competence.

The questionnaire consists of thirty four items varied from likert scale questions ranging from "totally agree" (1) to "totally disagree" (5), closed questions requiring from teachers ' to choose Yes or No. In the last section teachers were asked to rate how frequently their students use of vocabulary learning strategies with: "always" "Often" "Sometimes" "Rarely" and "Never" and some of open-ended questions that provided respondents with the opportunity to include any further remark or idea about vocabulary learning or to provide further comments or explanations about any aspect of the teaching of vocabulary. The administration of teachers' questionnaire took more than a week because most teachers either refuse to answer it or take much time to hand it back. They claimed that it is due to the huge number of questionnaires they have received from other students. Fifteen teachers out of population of 63 were given the questionnaire. The results and discussions are as follow.

3.2. Analysis of Teachers' Questionnaire
Section I. Background Information
Item 1: Gender

Gender	Participant	Percentage
Male	05	33.33%
Female	10	66.66%
Total	15	100%

Table 3.1 Teachers' Gender

Figure 3.1: Teachers' Gender

This sample consists 5 male teachers 33.33% and 10 female teachers 66.66%. In fact it is an unbalanced sample because in general there are more females teaching English than males. We noticed that females tend to give answers to such research tool more than males.

Item 2 : Age

Age	Participants	Percentage
Less than 30	5	40%

41

Figure 3.2 : Teachers' Age
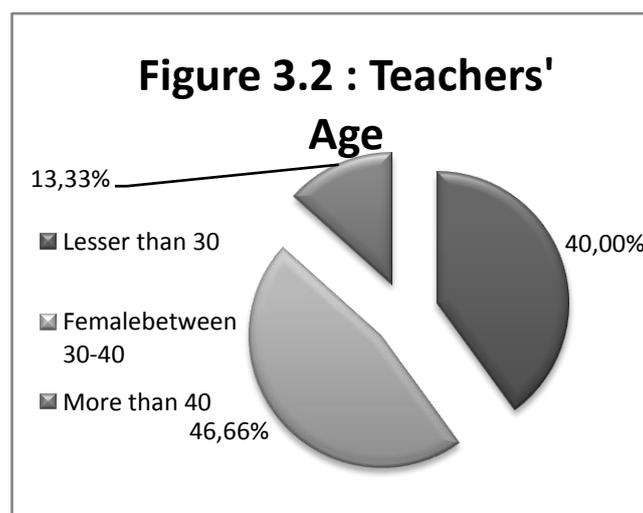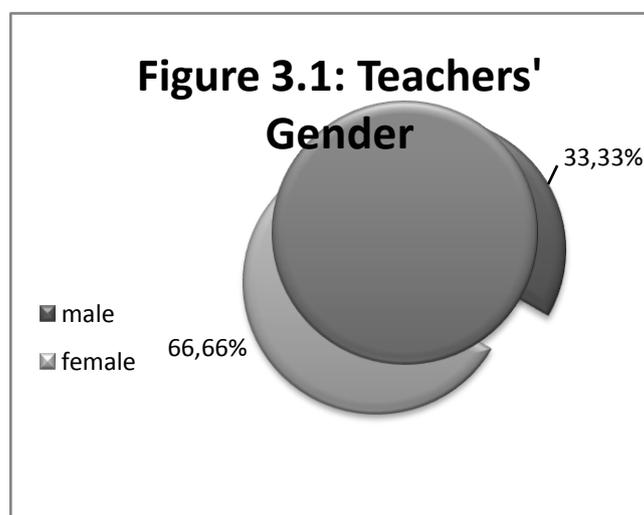
Between 30-40	7	46.66%
More than 40	02	13.33%
Total	15	100%

Table 3.2 Teachers 'Age

As it is shown in the table and figue above, we divided teachers' age into scales of decades. 5 teachers 40% are less than 30 years old ,7 teachers 46.66% between 30-40 years old 66% between 30-40 years old .in addition just 2 teachers 13.33% are more than 40 years old, and one teacher refused to reveal his age. Different ages implies different teaching experiece.

Item 3: How long have you been teaching English?

Years	Participants	Percentage
Less than 10	10	66.66%
Between 10-20	4	26.66%
More than 20	01	6.66%
Total	15	100%

Table 3.3 Teachers' Teaching Experience

Figure3.3:Teachers' Teaching Experience

6,66%
26,66%
■ Lesser than 10
■ Between 10_20
■ More than 20
66,66%
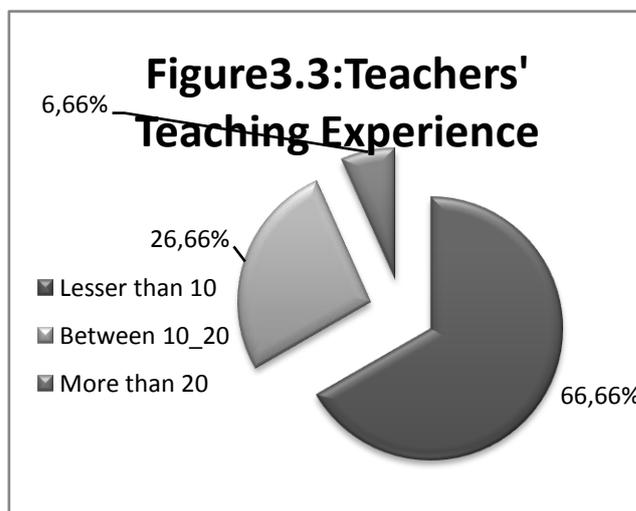
We asked this question to know if there is a difference between most experienced teachers and least experienced ones and their different beliefs on teaching and learning vocabulary. Participants were divided into three groups according to their teaching experience as shown in Table3.3. The majority of teachers 66.66% had an experience of teaching less than 10 years. 4 teachers 26.66% answered between 10-20 years of teaching and just one teacher who had an experience of more than 20 years.

Section II. Learning EFL Vocabulary

Item 4: Learning a foreign language is essentially learning its vocabulary.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
04	09	02	00	00	15
26.66%	60%	13.33%	00%	00%	100%

Table 3.4 Level of Agreement or Disagreement Among the Participants About Item 4

As can be seen in table 3.4, four respondents 26.66% agreed totally with the statement that learning a foreign language is essentially learning its vocabulary; 9 of them 60% agreed on the statement. In addition, 2 teachers had a neutral view about that and no teacher disagreed on this statement. This indicates that no one can learn a foreign language without learning its vocabulary.

Figure 3.4 Level of Agreement or Disagreement Among the Participants about Item 4
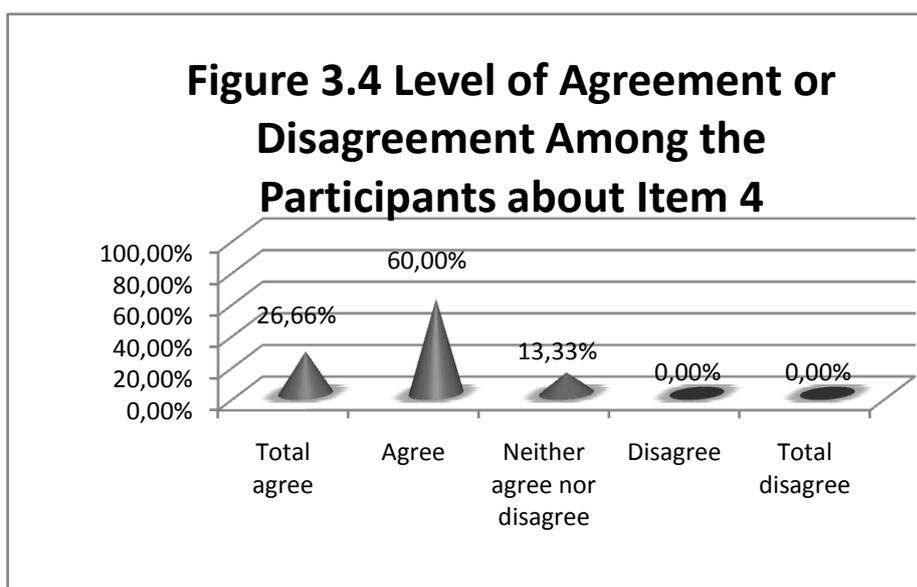
Item 5: Vocabulary is less important than grammar in the process of learning English.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
00	04	02	07	02	15
00%	26.66%	13.33%	46.66%	13.33%	%

Table 3.5 Level of Agreement or Disagreement Among the Participants About Item 5

As it is presented in the table and figure 3.5 no teacher totally agreed with the statement that vocabulary is less important than grammar in the process of learning English, 04 teachers 26.66% agreed on this statement .Moreover, the majority of respondents disagreed on that; 07 teachers 46.66% 'disagreed' and 02 teachers 13.33%

Figure 3.5 Level of Agreement or Disagreement Among the Participants about Item 5

43
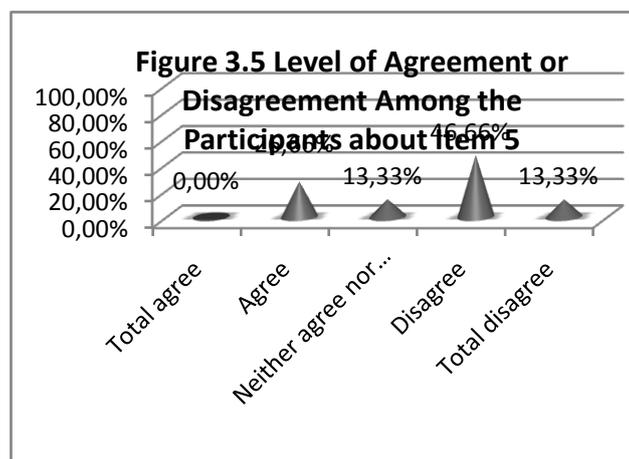
totally disagreed on that because they believed that leaning vocabulary in very important in learning English just like grammar. Finally, 2 teachers 13.33% were neither agree nor disagree on this statement .

Item 6: Vocabulary constitutes a structured framework easy to describe.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
00	03	08	04	00	15
00%	20%	53.33%	26.66%	00%	100%

Table 3.6 Level of Agreement or Disagreement Among the Participants About Item 6 .

Three teachers 20% agreed on that vocabulary constitutes a structured framework easy to describe and 4 teachers 26.66% disagree on the statement . More than half of the sample 8 teachers 53.33% had a neutral view on this statement .Teachers were not sure in answering this question.

Figure 3.6 Level of Agreement or Disagreement Among the Participants about Item 6
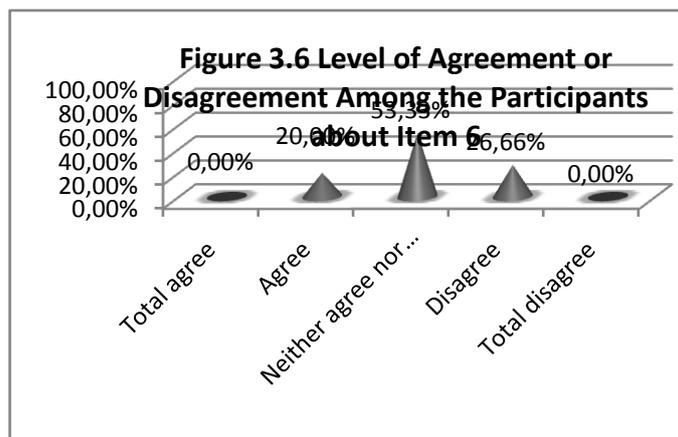
Item 7: The culture of a particular community is reflected by its vocabulary.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
06	07	02	00	00	15
40%	46.66%	13.33%	00%	00%	100%

Table 3.7 Level of Agreement or Disagreement Among the Participants About Item 7.

As it is displayed in table and the figure above, the majority of teachers, 06 of them 40% totally agreed and 7 of them 46.66% agreed that the culture of a particular community is reflected by its vocabulary. Moreover no teacher disagreed on this statement because knowing a community's cultural values is essential to speak its language .

Figure 3.7 Level of Agreement or Disagreement Among the Participants about Item 7
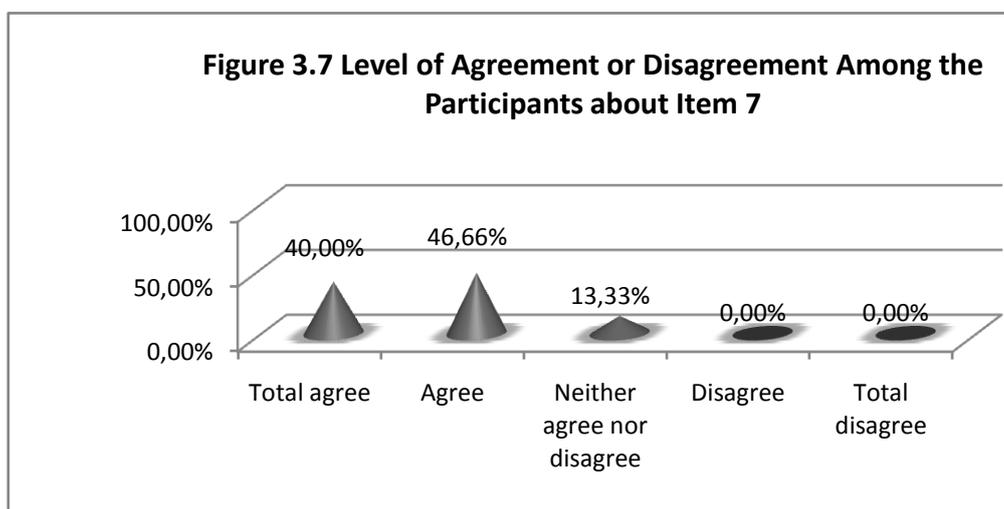
Item 8: Learning vocabulary is hard and takes a great effort.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
02	06	02	05	00	15
13.33%	40%	13.33%	33.33%	00%	100%

Table 3.8 Level of Agreement or Disagreement Among the Participants About Item 8.

In this item we want to know if learning vocabulary is hard and takes great effort; 02 teachers 13.33% totally agreed on this statement, 06 teachers 40% agreed on this perhaps because of the nature of the English which is totally different from Arabic. 02 respondents 13.33% held a neutral view and 05 of them 33.33% disagreed on this statement perhaps they see that learning vocabulary is not that difficult task.

Figure 3.8 Level of Agreement or Disagreement Among the Participants About Item 8
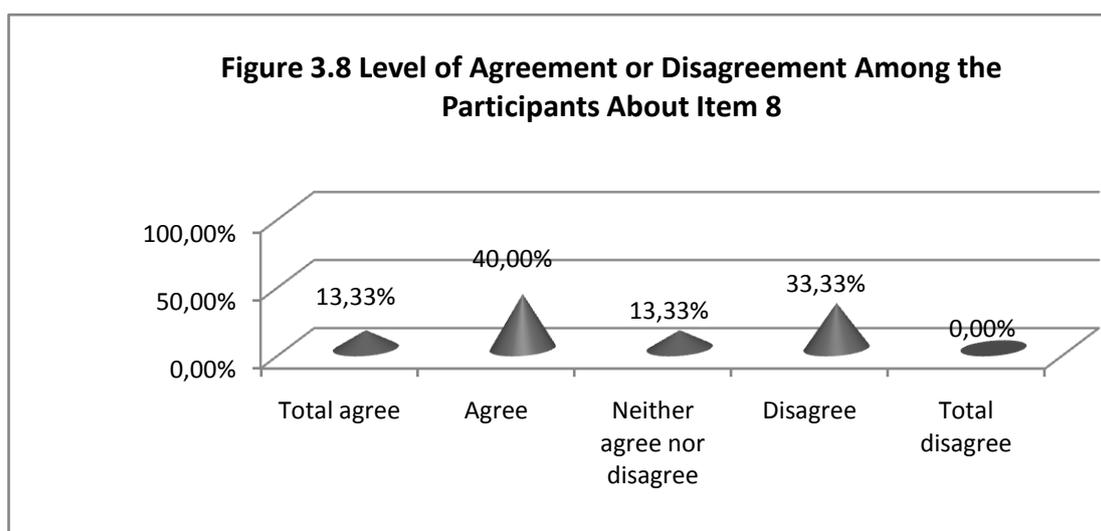
Item 9 : Anyone can expand his vocabulary simply through reading a lot.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
04	08	01	02	00	15
30%	60%	6.66%	13.33%	00%	100%

Table 3.9 Level of Agreement or Disagreement Among the Participants About Item 9.

The majority of teachers agreed on this statement that reading a lot is an effective way for expanding the vocabulary knowledge of learners 04 teachers 30% totally agreed and 8 teachers 60% were agreed on this statement because reading is the best way to do so. Just one teacher 6.66% was neutral and 02 teachers disagreed on that perhaps they see that there are other means of expanding one's own lexical competence.

Figure 3.9 Level of Agreement or Disagreement Among the Partcipants About Item 9

30%	60%	10%	13,33%	0,00%
Total agree	Agree	Neither agree nor disagree	Disagree	Total disagree
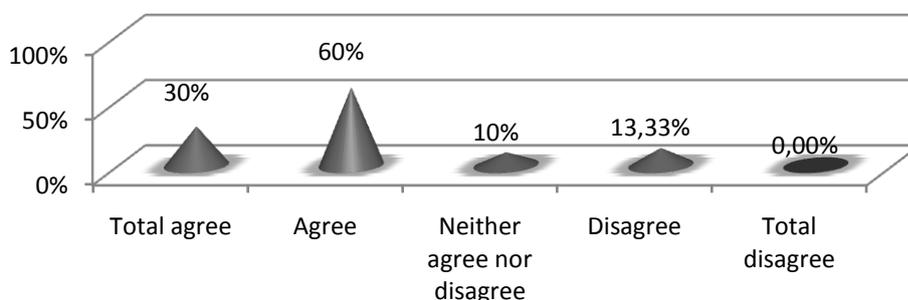
Item 10: Vocabulary must be completely learnt through self-learning.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
02	08	01	04	00	15
13.33%	53.33%	6.66%	26.66%	00%	100%

Table 3.10 Level of Agreement or Disagreement Among the Participants About Item 10.

The majority of the teachers agreed that vocabulary must be learnt through self-learning 02 teacher 13.33% totally agreed and 8 teachers 53.33% agreed on this; perhaps they think that students should care about their own learning progress individually and other aspects of language such as grammar and phonetics are worth teaching than vocabulary. Moreover, just one teacher 6.66% held a neutral view and 4 teachers or 26.66% disagreed on this statement .

Figure 3.10 Level of Agreem ent or Disagreement Among the Participants About Item 10
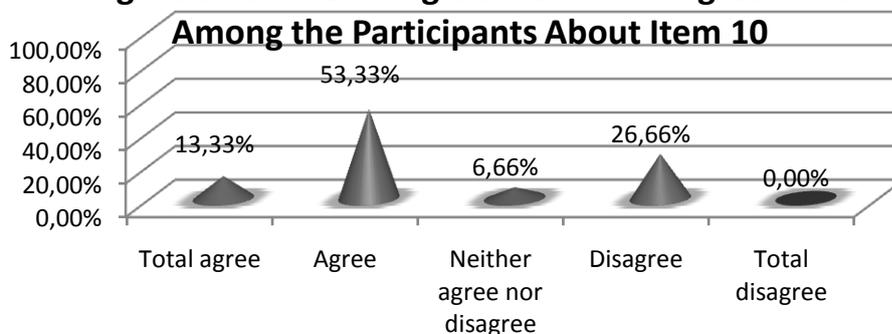
13,33%	53,33%	6,66%	26,66%	0,00%
Total agree	Agree	Neither agree nor disagree	Disagree	Total disagree

Item 11: Learning a big amount of vocabulary can only be obtained by memorising individual words.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
02	01	00	07	05	15
13.33%	6.66%	00%	46.66%	33.33%	100%

Table 3.11 Level of Agreement or Disagreement Among the Participants About Item 11.

The majority of the teachers disagreed that learning a big amount of vocabulary can only be obtained by memorizing individual words. 7 teachers 46.66% disagreed on this and 5 teachers 33.33% totally disagreed. In addition just 2 teachers 13.33% totally agreed with this statement and just one teacher 6.66% agreed on it. This indicates that memorizing individual words is not a useful way to expand one's lexical competence because students tend to forget known words very easily.

Figure 3.11 Level of Agreement or Disagreement Among the Participants about Item 11
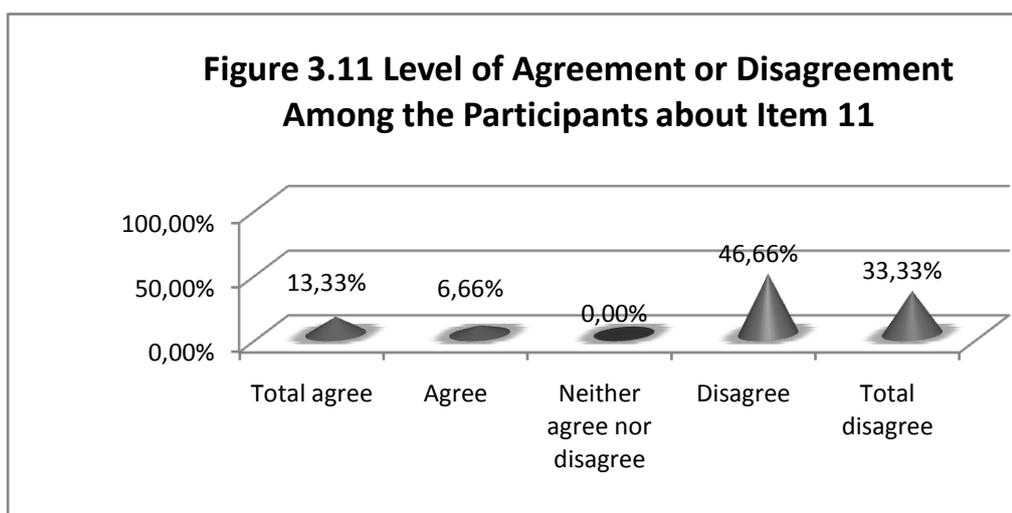
Item 12: Repetition is the best way to remember words.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
01	05	04	05	00	15
6.66%	33.33%	26.66%	33.33%	00%	100%

Table 3.12 Level of Agreement or Disagreement Among the Participants About Item 12.

Figure 3.12 Level of Agreement or Disagreement Among the Participants about Item 12
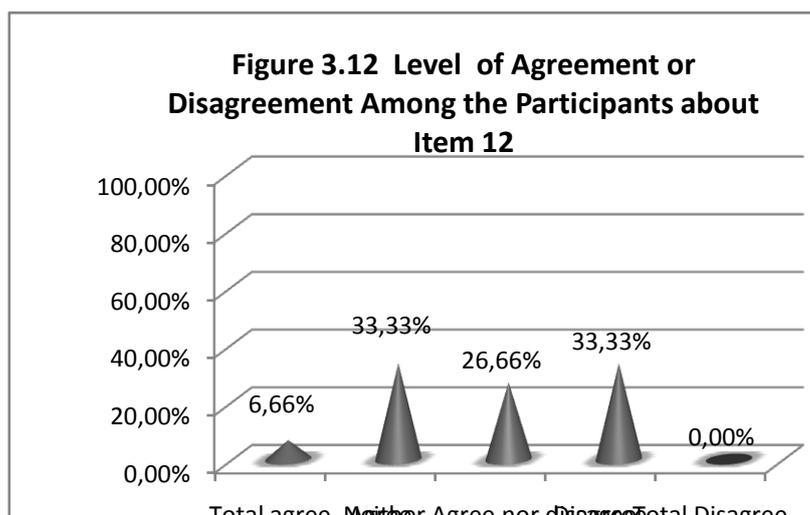
This question received equal scores 5 respondents 33.33% agreed that repetition is the best way to remember words and also 5 respondents disagree on this statement .The rest 4 teachers 26.66% were not sure about that and one teacher 6.66% totally agreed that repeating words so many times makes you remember them easily.

Item 13: Guessing words in context is one of the best ways to learn vocabulary.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
03	07	03	02	00	15
20%	46.66%	20%	13.33%	00%	100%

Table 3.13 Level of Agreement or Disagreement Among the Participants About Item 13.

Concerning item thirteen, 03 respondents 20% totally agreed that guessing words in context is one of the best ways to learn vocabulary, 7 respondents 46.66% agreed on this statement. In addition, 3 respondents 20% were neutral and just 2 teachers 13.33% disagreed on this statement .

Figure 3.13 Level of Agreement or Disagreement Among the Participants about Item 13
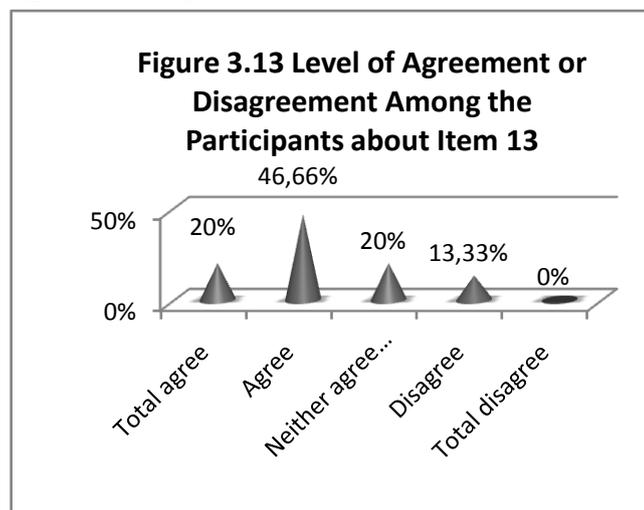
Item 14: Words studied should be put to use before they are finally learnt.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
03	07	05	00	00	15
20%	46.66%	33.33%	00%	00%	100%

Table 3.14 Level of Agreement or Disagreement Among the Participants About Item 14.

48

The majority of teachers agreed that words studied should be put to use before they are finally learnt 03 teachers 20% total agreed and 7 teachers 46.66% agreed on that .Also, 5 teachers 33.33% were not sure and no teacher disagreed on this statement. This implies that using the vocabulary for example in writing or speaking is very important to learn vocabulary items.
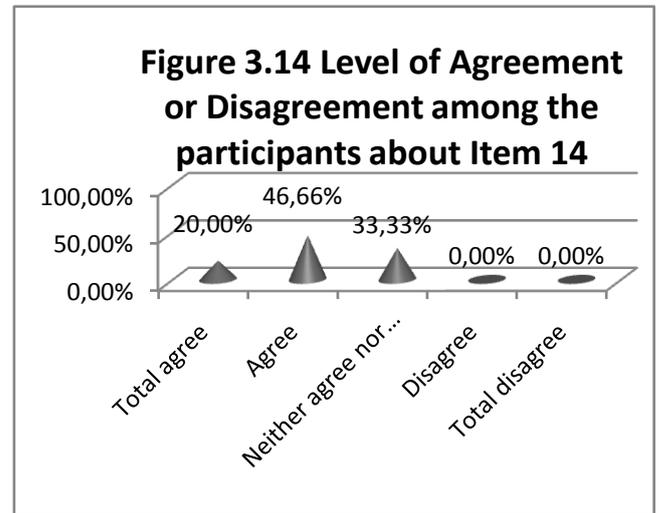
Figure 3.14 Level of Agreement or Disagreement among the participants about Item 14

Item 15: Using a language (listening, speaking, reading and writing) is more important than memorising words.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
01	07	02	05	00	15
6.66%	46.66%	13.33%	33.33%	00%	100%

Table 3.15 Level of Agreement or Disagreement Among the Participants About Item 15.

The majority of the teachers agreed that using a language is more important than memorizing words 7 respondents 46.66% agreed and one teacher 6.66% totally agreed. Also 05 teachers 33.33% disagreed on that because language use requires words and many words obtained by memorization.
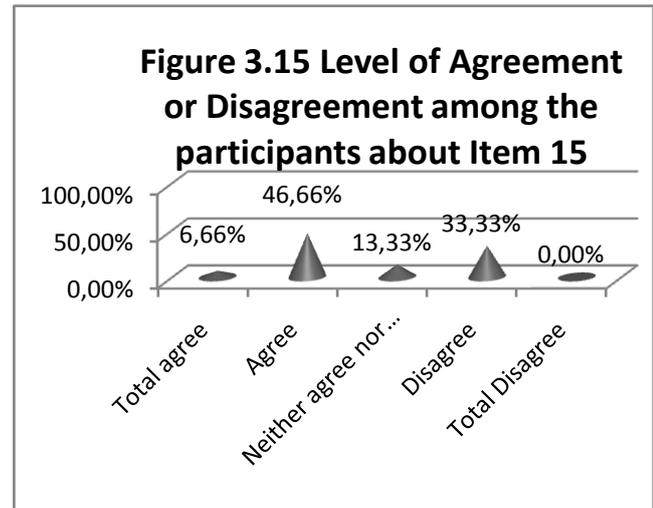
Figure 3.15 Level of Agreement or Disagreement among the participants about Item 15

Item 16 : Do you think that your students enjoy learning the vocabulary of this foreign language?

Yes	No	Total
12	03	15
80%	20%	100%

Table 3.16 Students' Enjoyment in Learning English Vocabulary.

Figure 3.16 Students ' Enjoynment in Learning English Vocabulary

Yes
No

49
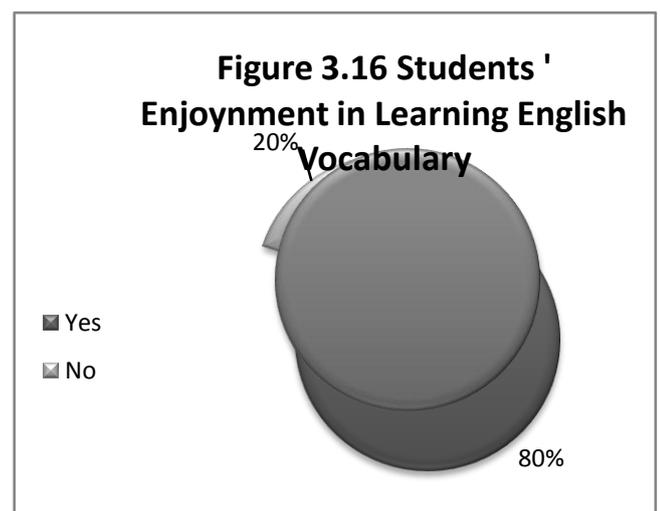
Table 3.16 and figure 3.16 presents teachers' opinions of whether their students enjoy learning the vocabulary of English language or not. The majority of teachers 80% answered 'yes' and just 3 teachers answered 'no' perhaps they see that learning words is difficult a very boring activity for students.

Item 17 : Do you think that your students make use of the vocabulary they are learning outside classroom?

Yes	No	Total
06	09	15
40%	60%	100%

Table 3.17 Students' Use of Vocabulary Outside the Class.

Figure 3.17 Students' Use of Vocabulary Outside the Class

This question aims at knowing teachers' opinions of whether their students use the learning vocabulary outside the classroom at home or with friends. 6 respondents 40% answered 'yes' and 9 respondents 60% answered 'no'. This implies that students forget or refuse to use the learnt vocabulary as soon as they leave the class.
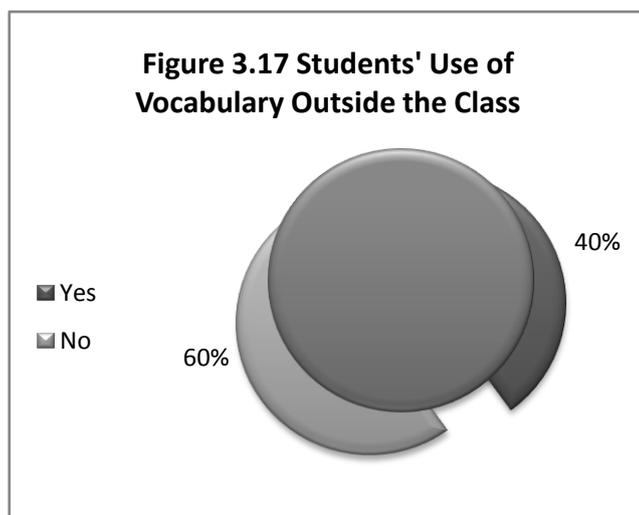
Item 18: Do you think that your students study English vocabulary mainly because they consider it very useful for the future?

Yes	No	Total
10	05	15
66.66%	33.33%	100%

Table 3.18. Teachers' Opinions on Item 18.

Figure 3.18 Teachers' Opinion on Item 18

This item aims at knowing teachers opinions of students' reasons from studying English vocabulary. The majority of teachers 66.66% answered 'yes' and 5 teachers 33.33% answered 'no'. Most teachers believed that their students study English vocabulary because it is useful for future mainly for job purposes.
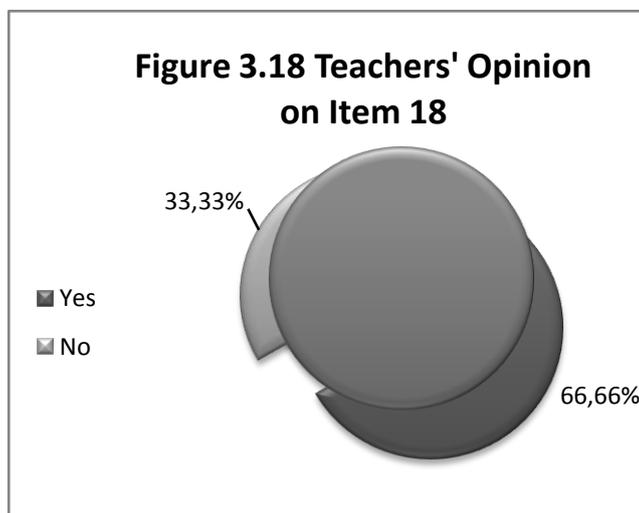
50

Item 19 : Do you think that your students study English vocabulary mainly to understand movies, songs, videogames…etc?

Yes	No	Total
07	08	15
46.66%	53.33%	100%

Table 3.19 Teachers 'Opinions on Item 19.

Table 3.19 and figure 3.19 presents teachers' opinions of whether their students study English vocabulary mainly to understand movies, songs, videogames…etc . This item receives equal scores 07 teachers 46.66% answered 'yes' and 8 teachers 53.33% answered 'no'. This implies that students learn English vocabulary for other purposes not only to understand English media.
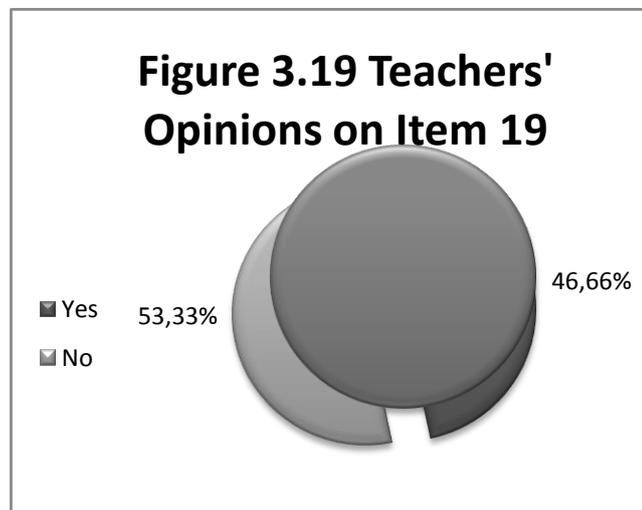
Figure 3.19 Teachers' Opinions on Item 19

■Yes 53,33%
■No
46,66%

Item 20 : Do you think that your students learn English vocabulary mainly to communicate with foreign friends or relatives?

Yes	No	Total
08	07	15
53.33%	46.66%	100%

Table 3.20. Teachers' Opinion on Item 20.

This item aims at revealing teachers 'opinions whether their students learn English vocabulary mainly to communicate with foreign friends or relatives. The scores were nearly similar 08 teachers 53.33% answered 'yes' and 7 teachers 46.66% answered 'no'. This implies that teachers are not sure if their students learn English vocabulary for communication purposes perhaps students are demotivated or unwilling to speak in English.
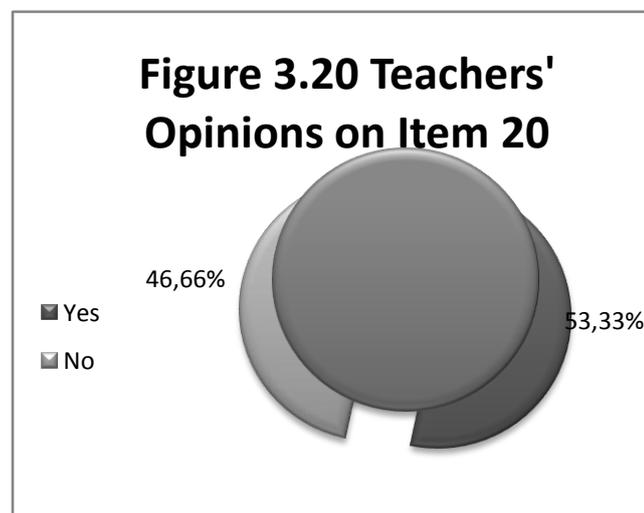
Figure 3.20 Teachers' Opinions on Item 20

46,66%
■Yes
■No
53,33%

Item 21: Do you think that your students consider that they know enough vocabulary when facing an exam?

Yes	No	Total
03	12	15
20%	80%	100%

Table 3.21 Teachers 'Opinions on Item 21.

Table 3.21 and figure 3.21 presents teachers' opinions of whether their students know enough vocabulary when facing an exam or not. The majority of teachers 80% answered 'no' and just 3 teachers 20% answered 'yes'. This means that teachers noticed the poor vocabulary knowledge of their students especially in exams.
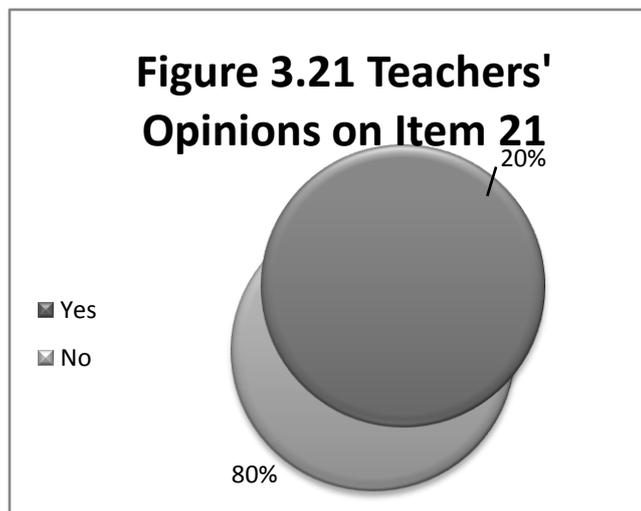
Figure 3.21 Teachers' Opinions on Item 21

Section III. Teaching EFL Vocabulary

Item 22: Vocabulary requires a systematic teaching of forms and meanings.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
02	08	03	02	00	15
13.33%	53.33%	20%	13.33%	00%	100%

Table 3.22 Level of Agreement or Disagreement Among the Participants About Item 22.

As table 3.22 and figure 3.22 show, the majority of the teachers agreed that vocabulary requires a systematic teaching of forms and meanings 2 teacher 13.33% have totally agreed and 8 teachers 53.33% agreed. In addition, 2 teachers 13.33% disagreed on this statement and 3 teachers 20% were not sure about this statement. Students need a well-structured and systematic vocabulary teaching consisting word form and paying attention to the appropriate meaning.
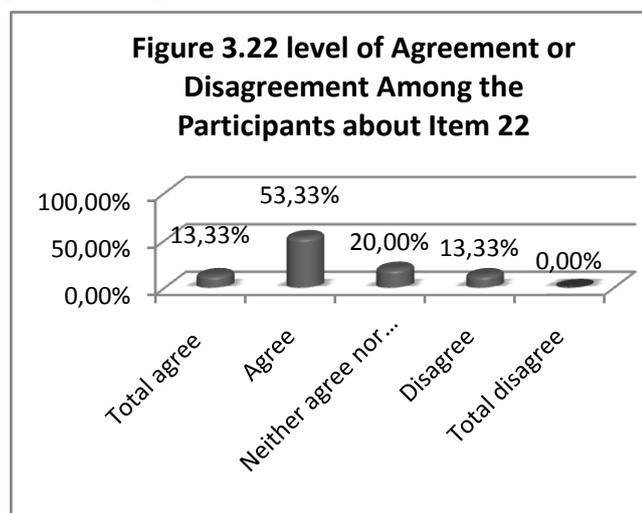
Figure 3.22 level of Agreement or Disagreement Among the Participants about Item 22

Item 23: Words must not be presented in isolation but grouped (in nouns, verbs ,word families, etc).

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
03	05	03	04	00	15
20%	30%	20%	26.66%	00%	100%

Table 3.23 Level of Agreement or Disagreement Among the Participants About Item 23.

More than half of the total sample agreed that words must not be presented in isolation but grouped in nouns, verbs or word families; 3 teachers 20% totally agreed and 5 teachers 30% agreed on that. On the other hand, 4 teachers representing 26.66% disagreed on this statement and 3 of them 20% held a neutral view.

Figure 3.23 Level of Agreement or Disagreement among the Participants about Item 23
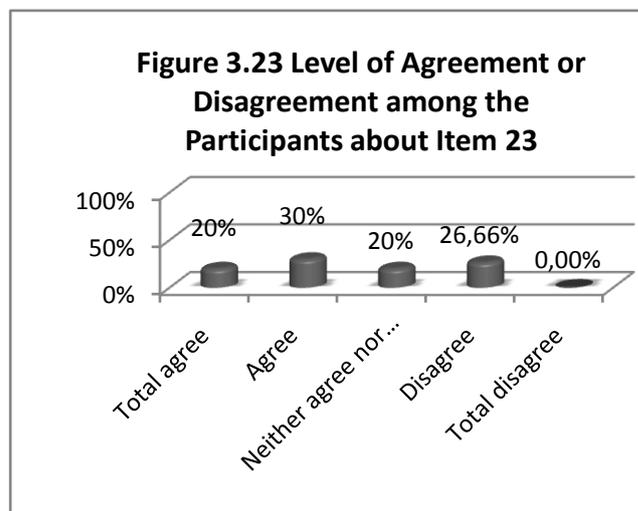
Item 24: It's important to analyse word structure.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
05	05	03	02	00	15
33.33%	33.33%	20%	13.33%	00%	100%

Table 3.24 Level of Agreement or Disagreement Among the Participants About Item 24.

Most teachers agreed that analysing word structure is an important procedure when leaning vocabulary; 5 teachers 33.33% totally agreed on this statement and the same number agreed on that. On the other hand, just 2 teachers 13.33% disagreed on this statement and 3 respondents representing 20% held a neutral view. It is important to pay

Figure 3.24 Level of Agreement or Disagreement Among the Participants about Item 24

attention to word structure (prefixes, suffixes) in order to learn new terms.
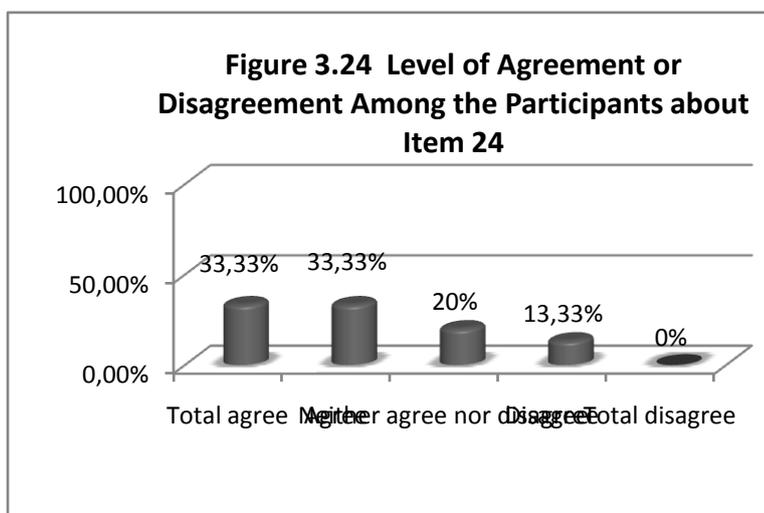
Item 25 : The teacher must select a certain amount of words to make a list so that learners can memorise them.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
01	08	03	03	00	15
6.66%	53.33%	20%	20%	00%	100%

Table 3.25 Level of Agreement or Disagreement Among the Participants About Item 25.

More than half of the total sample 53.33% agreed that the teacher must select a certain amount of words to make a list so that learners can memorise them, 3 teachers 20% were not sure about that and just 3 teachers disagreed on this statement. Perhaps teachers are not aware of students ' needs i.e. the exact vocabularies that they need.
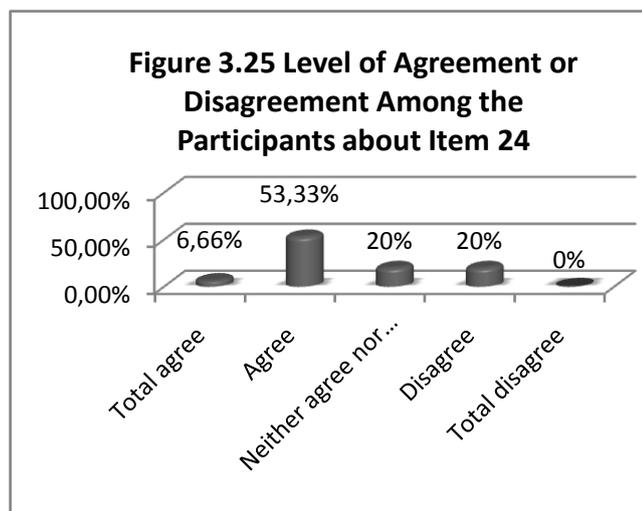
Figure 3.25 Level of Agreement or Disagreement Among the Participants about Item 24

Item 26: The role of the teacher consists mainly in explaining the meaning of a word in its context of occurrence.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
02	07	02	04	00	15
13.33%	46.66%	13.33%	26.66%	00%	100%

Table 3.26 Level of Agreement or Disagreement Among the Participants About Item 26.

More than half of the teachers agreed that the role of the teacher consists mainly in explaining the meaning of a word in its context; two teachers 13.33% totally agreed and 7 teachers 46.66% agreed on this statement. On the other hand, 4 teachers 26.66% disagreed on that and 3 teachers were neutral. Results are shown in the following figure.
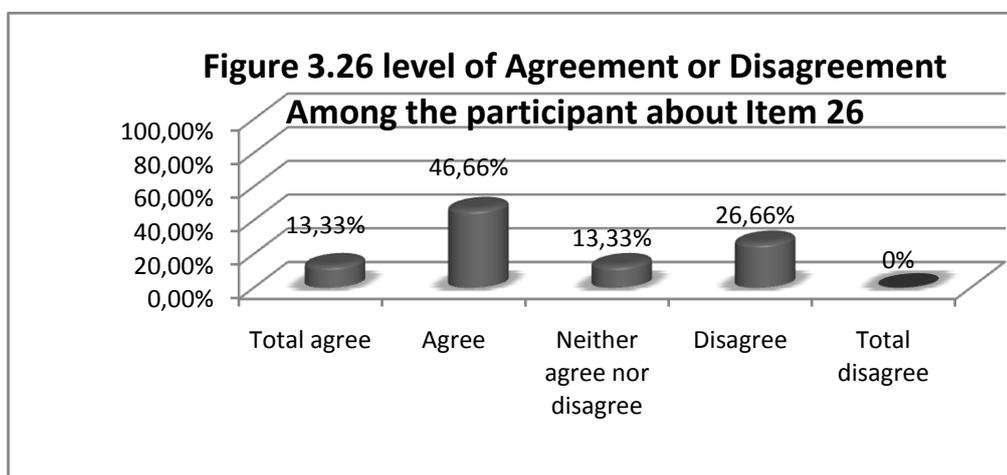
Figure 3.26 level of Agreement or Disagreement Among the participant about Item 26

Item 27: The role of the teacher is encouraging learners' autonomy by providing them with strategies that help them work out word meaning and memorise it.

1.Total Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Total Disagree	Total
07	05	03	00	00	15
46.66%	33.33%	20%	00%	00%	100%

Table 3.27 Level of Agreement or Disagreement among the Participants About Item 27.

Most teachers agreed that the role of the teacher is encouraging learners 'autonomy by providing them with strategies that help them work out word meaning and memorise it; 7 teachers 46.66% totally agreed and 5 teachers 33.33% agreed on this. In addition, 3 teachers were not sure and no teacher disagreed on this statement. Results are shown in figure 3.27. This indicates that teachers were fully aware of their important role in the promotion of their students' independence in the learning process by providing them with the appropriate learning strategies.

Figure 3.27 Level of Agreement or Disagreement Among the Participants about item 27
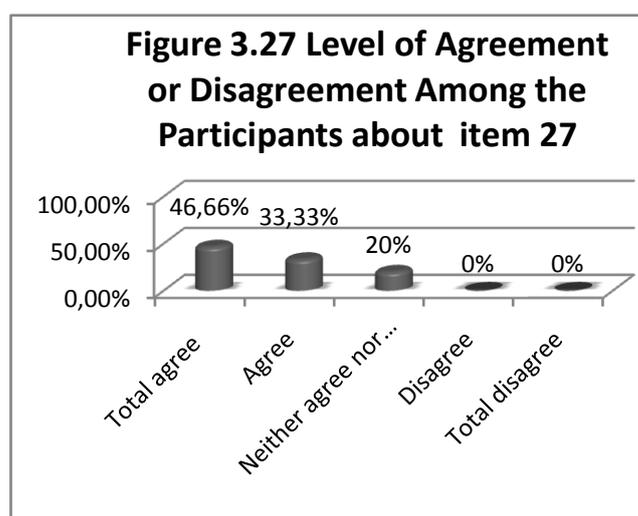
Item 28 : Teachers' Responses to Open Question

Could you mention any other strategies you think are useful for teaching vocabulary?

Most teachers answered this question 10 teachers representing 66.66% . Teachers' views on useful techniques for teaching vocabulary are as follow:

- To give students gap filling exercises/ close procedure.
- Texts readings.
- The use of illustrations / teaching vocabulary through pictures.
- Dictionary use.
- Give certain exercises that requires the use of certain vocabularies
- Making students use the new learnt vocabulary in role plays /Research works and exposés.
- Using visual aids /The use of flashcards.
- Games at class in which students are required to give the maximum of words they know and that are related to a certain lexical field (build up).

- Writing paragraphs or essays.
- Using songs to teach vocabulary.

Section IV. Vocabulary Learning Strategies

Item 29 : Students make use of vocabulary learning strategies so as to understand or discover the meaning of new vocabulary items they come across.

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
04	05	04	02	00	15
26.66%	33.33%	26.66%	13.33%	00%	100%

Table 3.28 Using VLS for Discovering the Meaning of Vocabulary.

As can be seen from table 3.29 and figure 3.29, 4 respondents 26.66% claimed that their students use VLS to understand and discover the meaning of new vocabulary items ; 5 respondents 33.33% answered 'often'. In addition, 4 teachers 26.66% answered 'sometimes' and just 2 teachers 13.33% answered 'rarely'. This is the first task of a vocabulary learner is to discover and understand its meaning.
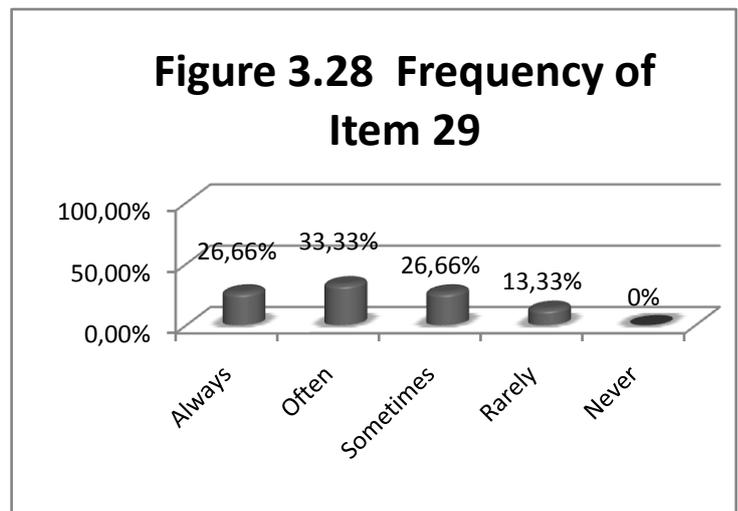
Figure 3.28 Frequency of Item 29

Item 30: Students make use of vocabulary learning strategies so as to store into memory those vocabulary items they come across.

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
02	09	04	00	00	15
13.33%	60%	26.66%	00%	00%	100%

Table 3.29.Using VLS for Storing Words into Memory.

Most teachers declared that their students use vocabulary learning strategies to store vocabulary items into memory; 2 respondents 13.33% answered 'always' and 9 respondents 60% answered 'often'. On the other hand no teacher answer 'rarely' and

Figure 3.29 Using VLS for Storing Words into Memory

56
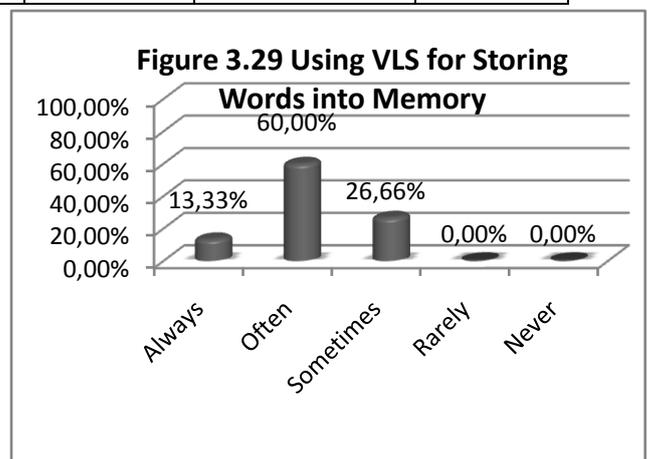
'never' and 4 respondents 26.66% claimed that students use them sometimes. This implies that students rely on memory strategies whenever they meet new words.

Item 31: Students make use of vocabulary learning strategies so as to retrieve vocabulary items when needed.

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
02	04	07	02	00	15
13.33%	26.66%	46.66%	13.33%	00%	100%

Table 3.30. Using VLS for Retrieving Vocabulary When Needed.

Nearly half of the total sample claimed that their students use vocabulary learning strategies to recall vocabulary items when needed; 2 respondents 13.33% answered 'always' and 4 respondents 26.66% answered 'often'. In addition, 7 teachers answered 'sometimes' and just 2 teachers 13.33% answered 'rarely'. This means that teachers were not aware of any retrieval strategy on the part of their students that is used in recalling learnt words.
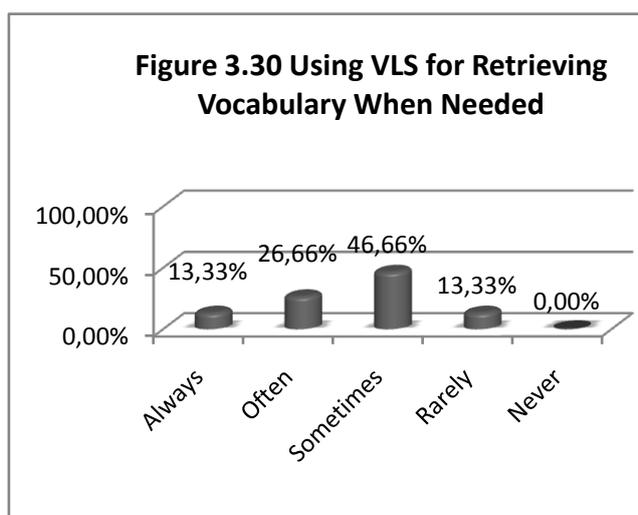
Figure 3.30 Using VLS for Retrieving Vocabulary When Needed

Item 32: Students make use of vocabulary learning strategies so as to use vocabulary items when needed .

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
05	06	04	00	00	15
33.33%	40%	26.66%	00%	00%	100%

Table 3.31 Using VLS for Using Vocabulary When Needed.

The majority of teachers reported that their students use vocabulary learning strategies in order to use vocabulary items when needed; 5 respondents 33.33% answered 'always' and 6 respondents 40% answered 'often'. On the other hand, no teacher answered 'rarely' and 'never' and 4 teachers 26.66% answered 'sometimes'. This implies that according to the teachers, students care much in vocabulary use and if they were not taught how to use them, they would certainly forget these new terms later on.
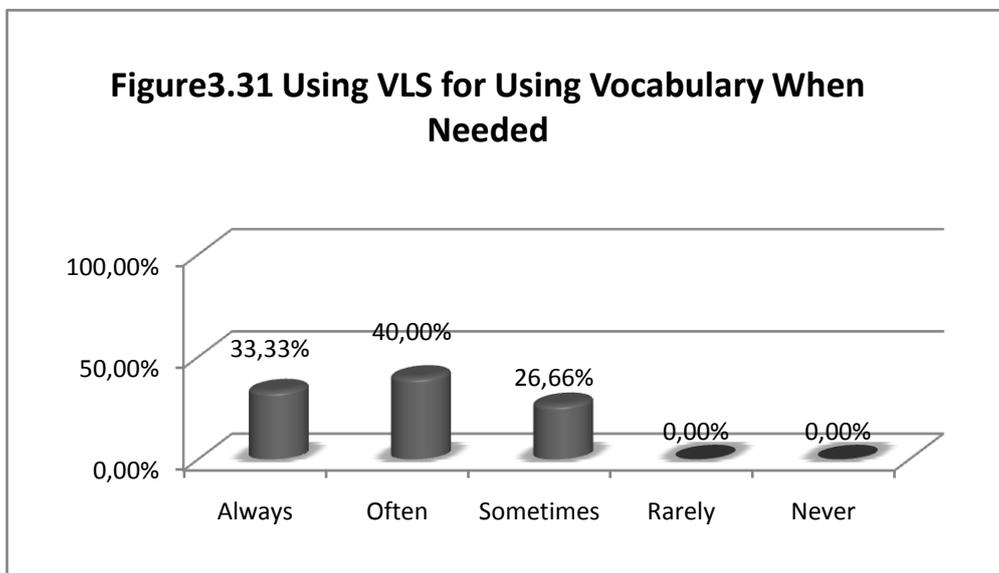
Figure3.31 Using VLS for Using Vocabulary When Needed

Item 33 : Students make use of vocabulary learning strategies so as to regulate their own vocabulary learning process.

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
02	02	07	04	00	15
13.33%	13.33%	46.66%	26.66%	00%	100%

Table 3.32 Using VLS for Regulating Students' Learning Process.

Half of the whole sample claimed that their students sometimes use vocabulary learning strategies in order to regulate their own vocabulary learning process . In addition, 2 teachers 13.33% answered 'always' and the same number answered 'often' and finally, 4 respondents 26.66% answered 'rarely'. In answering this statement, teachers were not sure if their students do that.

Figure 3.32 Using VLS for Regulating Students'Learning Process
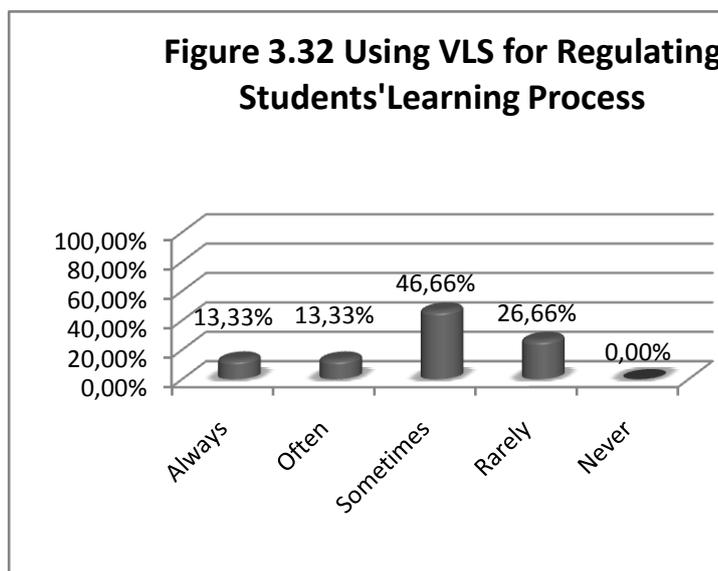
Item 34 :

Could you mention other strategies or techniques that you think your students may use when trying to learn English vocabulary?

Nearly half of the sample 6 teachers 40% answer this open question about the strategies that their students use while learning vocabulary. Their answers are as follow :

- Using dictionaries .
- Watching TV / English videos.
- Dialogues with classmates / chatting with friends.
- Practicing much reading (books/articles..etc).
- Story telling.
- Using the internet.
- Flashcards and word lists strategies for expanding students' vocabulary.
- Word associations (to link new words to people or things that are families) strategies for memorizing new words.
- The use of words in context.

3.3. Discussions

Based on the analysis of the collected data from teachers' questionnaire, a conclusion can be drawn as follows:

The background variables studied have played an important role in the teachers' assumptions about the learning of vocabulary. First we can noticed that the overwhelmed number of women who tend to give their views more than men. The second variable is the age , different ages less than 40. The last variable teaching experience (the majority less than 10 years) ; in fact the least experienced teachers were more willing to answer and they were slightly more optimistic than the other teachers.

Concerning their assumptions concerning learning English vocabulary, most teachers supported the idea that learning vocabulary is very important in learning a foreign language and they were also convinced that the vocabulary of a particular community inevitably reflects its own culture. Moreover, the majority of the teachers admitted that reading is the most effective way to expand one's vocabulary knowledge and they acknowledged the relevant role played by context in learning new words since words make sense only within a context. Furthermore, a high percentage of teachers considered that learning vocabulary was really a matter of self-learning, they stated that students should care about their own learning progress individually and that there is little a teacher can do to help them. They also agree the idea that studies words should be put to use either in speaking, writing or in different contexts before they are finally learnt.

On the other hand, the majority of the teachers considered vocabulary as important as any other aspect in the English language. In addition, almost all the teachers rejected the memorization of individual items as the only way of learning a great amount of vocabulary. Moreover, teachers were not sure about some ideas like 1) 'vocabulary constitute a structured framework easy to describe' and 2) if students make a great effort to learn vocabulary and also they were not sure if oral or written repetition is the best way to remember vocabulary items perhaps they consider it as a traditional way for learning vocabulary and also if using a language is more important than memorizing words for them, language aspects have equal importance.

When having inquired about the way vocabulary is learnt, teachers reported that their students enjoy learning the vocabulary of the English language, this can be done by the use of different vocabulary learning strategies. Teachers also declared that their students learn the vocabulary of the English language mainly because they need it for future perhaps to find jobs or for other purposes. On the contrary, more than half of the teachers were against the fact that their students use the learnt vocabulary outside the class; perhaps they forget or do not like to use those lexical items whenever they leave the class. Besides , the majority of the teachers were really against the idea that their students know enough vocabulary when they face exams perhaps because of their low achievements especially in writing essays. Moreover, teachers were not sure about the fact that their students learn English vocabulary in order to understand English media or to communicate with foreign friends.

Concerning teaching English vocabulary, teachers agree on a set of procedures such as: 1) the systematic and clear teaching of forms and meanings of vocabulary which are the basic aspects in knowing a word 2) it is important to pay attention to word structure; the awareness of prefixes and suffixes is very important in learning vocabulary, 3) the role of the teacher is the selection of words to make a list with important vocabulary for students to memorise even if it is seen nowadays as an old-fashioned technique but it is supported by our participants, 4) the teacher's role is explaining the meaning of a word in its context of occurrence and using context clues to find out the meaning of new words, 5) the role of the teacher is aimed at finding out if learners are autonomous in setting their own learning goals and do not focus only on what teachers can teach them. In the last teachers were not sure if words should be presented to students in groups (classification or word families) rather than isolated.

The last part of the questionnaire revealed the reasons beyond using vocabulary learning strategies by students according to their teachers. Teachers admitted that their students make use of vocabulary learning strategies to understand and discover the meaning of new words, to store words in memory and to use those vocabulary when needed. In contrast with this, they showed less determination on that their students use vocabulary learning strategies in order to retrieve vocabulary items when needed perhaps they were not aware of any retrieval strategy on the part of their students and also they did not have a clear idea if their students use vocabulary learning strategies in order to regulate their own vocabulary learning process.

Finally, in the open questions teachers emphasize the role of vocabulary games and exercises including gap filling, building up and other strategies in teaching vocabulary and as being effective for learning vocabulary items. They also supported the use of audio visual aids such as pictures, flashcards ...etc and finally reading stands out as one of the most important sources of expanding vocabulary .

3.4. Students' Questionnaire

Introduction

As mentioned before, the questionnaire in this study was used to elicit EFL students' beliefs on vocabulary learning strategies use in order to increase their lexical repertoire. The questionnaire was handed out to a sample of eighty LMD students on their first year in the department of foreign languages at the university of Mohamed Kheider of Biskra out of a population of 528 students divided into ten groups. The administration of students' questionnaire took just one day, in less than two hours we received the answers from students unlike the one of teachers.

3.5. Questionnaire Description

The following questionnaire was based on the taxonomy of Schmitt (1997). It is semi-structured containing thirteen items divided into three sections, starting with a set of questions concerning personal information of students, then section two their beliefs about learning vocabulary in general and the last sections was devoted to vocabulary learning strategies employed by students. The items included in the questionnaire were, multiple choice questions in which respondents are asked to select the best answer out of the choices given, asking for frequency use with: "always" "Often" "Sometimes" "Rarely" and "Never" and open-ended questions where students were required to give their own views on vocabulary learning and freely express their ideas without relying on fixed options.

3. 6. Analysis of Students' Questionnaire

Section I. Background Information

Item 1: Students' Gender

Gender	Participant	Percentage
Male	22	27.5%
Female	58	72.5%
Total	80	100%

Table 3.33 Students' Gender .

Figure 3.33 Students' Gender

27,5%

Male
Female

72,5%
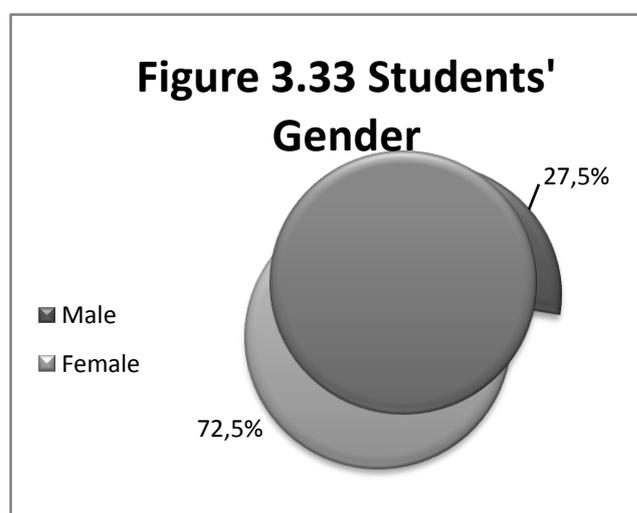
The 80 participants are divided into males and females and, thus constituting a percentage of 27.5% males (22) and 72.5% females (58) as shown in the table above. This variety can give different beliefs and attitudes on the process of vocabulary learning although the number of males was small because they refused to answer and did not take the questionnaire seriously.

Item 2 : Age

Age	Participants	Percentage
Less than 20	58	72.5%
Between 20-25	20	25%
More than 25	02	2.5%
Total	80	100%

Table 3.34 Students' Age.

Figure 3.34 students' age
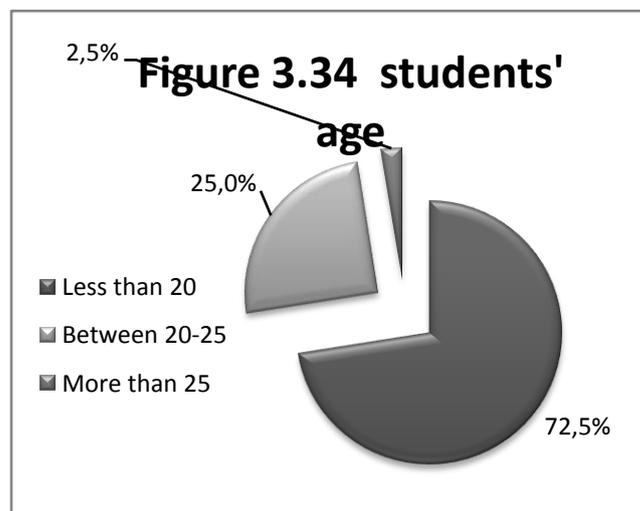
Because our sample was first year LMD students so, the majority of students were under 20 years 18 or 19 years old representing 58 students 72.5%, 25 representing 20 students are between 20-25 years old and just two students 2.5 % are more than 25 years old.

Section II. Beliefs about Vocabulary Learning

Item 3 : Where do you usually meet new vocabulary

Statement	Participants	Percentage
1. In lectures and lessons	35	43.75%
2. When reading texts for my courses	44	55%
3. When reading texts outside the classroom	32	40%
4. When listening to and watching English-language media (e.g. songs, TV, movies, newscasts…etc)	52	65%
5. When speaking with native speakers of English	29	36.25%
6. When speaking with classmates or friends	20	25%
7. When using the internet	39	48.75%
8. When using a dictionary	41	51.25%
Total	80	100%

Table 3.35 Place of Meeting New Words.

As the table above shows 52 students 65% meet new words when listening and watching English-language media may be because the majority of them are less than 20 years old, they prefer listening to songs and watching movies. 44 students 55% claimed

that they meet new words when they read texts for their courses, whenever students prepare lessons or read for exams they face unknown words.

Figure 3.35 Places of Meeting New Words
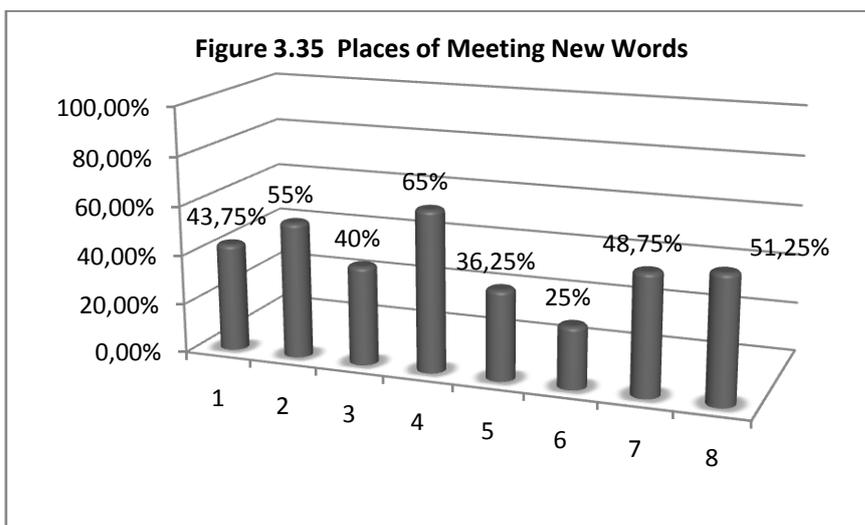
Using a dictionary 51.25% and using the internet 48.75% received approximative answers from students. Then, 35 students 43.75% answered: in lectures and 32 students 40% answer: when reading texts outside the classroom, not all of the students read books outside the class like short stories or novels perhaps they feel bored with that. The last popular options were when speaking with natives 36.25% with 29 respondent and when speaking with classmates 25% with 20 respondent. This shows that students do not practise speaking especially with their classmates perhaps they are not motivated to speak and with natives since corresponding with them is not easy therefore, they do not hear new words. Finally, three students refused to answer this question.

Others

In trying to find other places where students face new words we ask them this open question,   in fact the majority of student, especially males did not answer. Just 11 respondents who represents 13.75% gave answers some of them were already mentioned in the questionnaire. Students answers are as follow:
- When reading books (short stories, novels..etc) .
- when writing paragraphs.
- When chatting with friends on social networks .
- When reading manuals of different products.
- In group work activities or discussions/ writing paragraphs in groups.
- When playing games on the net.
- When playing vocabulary games in class (filling in the gap).

- When using the internet .

- When watching TV and advertisements /when using mass media and new technologies.

- When reading manuals.

- At home.

Item 4: In which of the above contexts does vocabulary cause a problem? (write numbers)

1	2	3	4	5	6	7	8	Total
17	07	10	18	20	04	08	01	80
21.25%	08.75%	12.5%	22.5%	25%	5%	10%	01.25%	100%

Table 3.36 Places in Which Vocabulary Causes Problems.

In item four, students were inquired to state where do they face difficult vocabulary items from the above contexts (1-8). As can be seen in the table above, the results were approximately similar. The highest score were in option five (when speaking with natives) 20 respondents represent 25%, it is obvious that natives have a huge vocabulary knowledge more than second language learners.
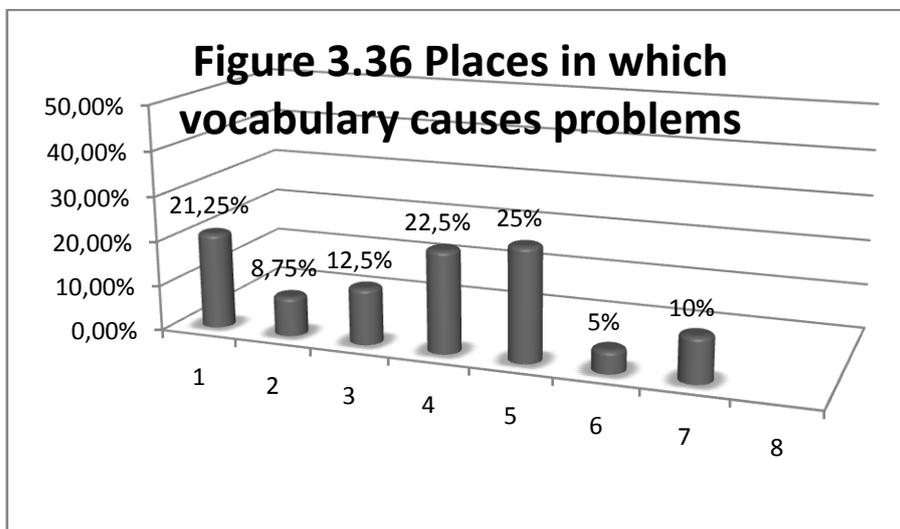
As it is illustrated in the figure above, the second highest option was 4 when listening and watching English media which was the most popular place where students meet new vocabulary in item three. Besides, in lectures 17 respondent represents 21.25% find problems with vocabulary. Just 10 respondents 12.5% find problems with vocabulary when reading texts outside the class, 8 respondents 10% claim when using the net and 7 respondents in reading texts for their courses. The least popular options were when

speaking with friends 4 students 5% and when using a dictionary perhaps because they do not use them a lot. Ten students 12.5% from the total sample did not answer this question may be they do not face problems with new vocabulary.

Item 5: In which of the above contexts do you think you acquire more vocabulary?

1	2	3	4	5	6	7	8	Total
08	09	13	16	03	04	11-	16	80
10%	11.25%	16.25%	20%	03.75%	05%	13.75%	20%	100%

Table 3.37 Places in which Students Acquire More Vocabulary.

The table above shows that 16 respondant of the whole sample 20% claimed that they acquire more vocabulary in both listening and watching English media and when using a dictionary (even if in the previous item they claim that they face problems with vocabulary). Option three with 13 respondents represents 16.25, option seven with 11 respondents. The first options 8 students 10% and the second option 9 respondents 11.25%. The least popular options were five 3.75% and six 05% as in the second item, students acquire less vocabulary items when speaking with natives or classmates. Eleven students do not answer this question perhaps they acquire more vocabulary in other contexts, results are shown in the following figure.

Figure 3.37 Place in Which Students Acquire More Vocabularies
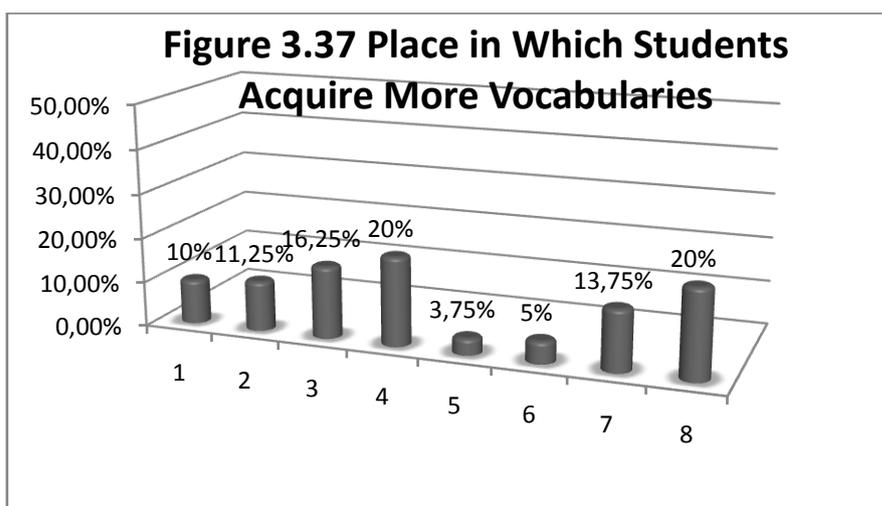
Item 6 : What do you do first when you meet new words?

Frequency		a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1. Ask the one who	**N°**	10	15	40	09	06	80

		12.5%	18.75%	50%	11.25%	7.5%	100%
speaks to explain.	**%**	12.5%	18.75%	50%	11.25%	7.5%	100%
2. Write them as notes and look for them afterwards.	**N°**	14	15	37	11	03	80
	%	17.5%	18.75%	46.25%	13.75%	3.75%	100%
3. Check them in a bilingual dictionary (English /Arabic) or (English /French).	**N°**	26	22	22	05	05	80
	%	32.5%	27.5%	27.5%	6.25%	6.25%	100%
4. Check them in a monolingual dictionary (English / English).	**N°**	23	17	24	12	04	80
	%	28.75%	21.25%	30%	15%	5%	100%

Table 3.38 Frequency of Item 6.

As can be seen, in item six we want to know what do students do first when they meet new words and how often they use the above statements. The first statement was 'ask the one who speaks to explain' half of the respondents 50% answered sometimes, 10 respondents 12.5% answered always and 15 answered often 18.75%; students hesitate asking the speaker whether he is a teacher, a classmate or someone else perhaps because they are shy or fear of embarrassment. Nine respondents 11.25% rarely ask the one who speak about a word and 6 respondents 7.5% never do so. In the second statement 'write them as notes and look for them afterwards' the highest score was sometimes 46.25% 37 students, 15 students use it often and 14 students use it always; students prefer to write down new words especially in academic settings (classroom /seminars ..etc) and look for their meanings as soon as they have time. Eleven students 13.75% claimed that they rarely do so and just 3 students claimed that they never take a word as a note may be because they are not interested on that.
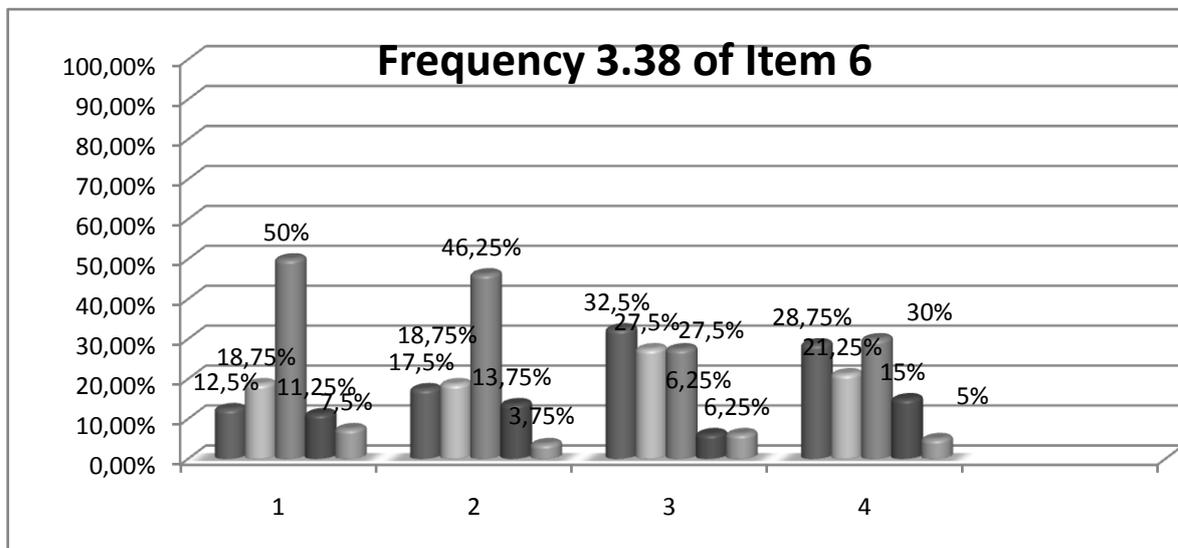
In the third statement 'check words in a bilingual dictionary' the highest score was always 26 respondents 32.5% they prefer immediate search for words meanings. Then, 'often' and 'sometimes' received similar scores 22 respondents 27.5%. Also 'rarely' and 'never' receive similar scores with 05 respondents 6.25%, just few students who did not use bilingual dictionaries. The fourth statement 'check words in a monolingual dictionary' 23 respondents representing 28.75% answered always 17 respondents 21.25% answered often. Finally, 12 respondents 15% answered rarely and just 04 students claimed that they never use a monolingual dictionary may be because it is difficult for them to understand the English explanation.

Others

This question aims at finding other strategies which students do whenever they face a new word . Just eleven students representing 13.75% of the whole sample answer this question some students repeat the options mentioned before like using a dictionary or write a note , their answers are as follow:

- I often ask the teacher or a friend (4 students).
- Try to understand from context.
- Try to repeat the word orally in writing and check it later on .
- Write it as a note in mobile phone or in my computer and look it up later on.
- Skip the new word and don't care about it / pass the new word/ do nothing.
- Check the internet .
- Check an encyclopedia.

Section III. Vocabulary Learning Strategies

Item 7: How do you discover the meaning of new vocabulary?

Frequency		a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1. Analyse the form of a new word.	**N°**	15	14	29	14	08	80
	%	18.75%	17.5%	36.25%	17.5%	10%	100%
2. Try to guess from context.	**N°**	27	23	18	09	03	80
	%	33.75%	28.75%	22.5%	11.25%	3.75%	100%
3. Use a bilingual	**N°**	23	15	22	14	06	80

dictionary.	**%**	28.75%	18.75%	27.5%	17.5%	7.5%	100%
4. Use a monolingual dictionary.	**N°**	14	17	24	15	10	80
	%	17.5%	21.25%	30%	18.75%	12.5%	100%
5. Use an electronic dictionary or translator	**N°**	19	10	23	13	15	80
	%	23.75%	12.5%	28.75%	16.25%	18.75%	100%

Table 3.39 Frequency of Item 7.

In order to know how EFL learners discover the meaning of new words we ask this question as shown in table 3.40 containing five statements required from them to state how often they use these strategies .The latter statements receive nearly similar scores. In the first statement 15 respondents 18.75% claimed that they always analyse the form of a new word in order to discover its meaning, 29 respondents 36.25% do this sometimes. An equal number of students fourteen 17.5 % answered both 'often' and 'rarely', and the least score was with 'never' , just 8 students 10% claimed that they never analyse the form of words. This word analysis can be boring and useless for most students; this is why they avoid doing it. Concerning statement two, the majority of students use the strategy of guessing the meaning of words through context which is a useful way to understand word meaning 27 respondents 33.75% answered 'always' 23 respondents 28.75% answered 'often'. In addition, 18 students 22.5% answered 'sometimes', nine students 11.25% answered rarely and just 03 respondents 3.75% claimed that they never guess the meaning of words through context.

Figure 3.39 Frequency of Item 7.
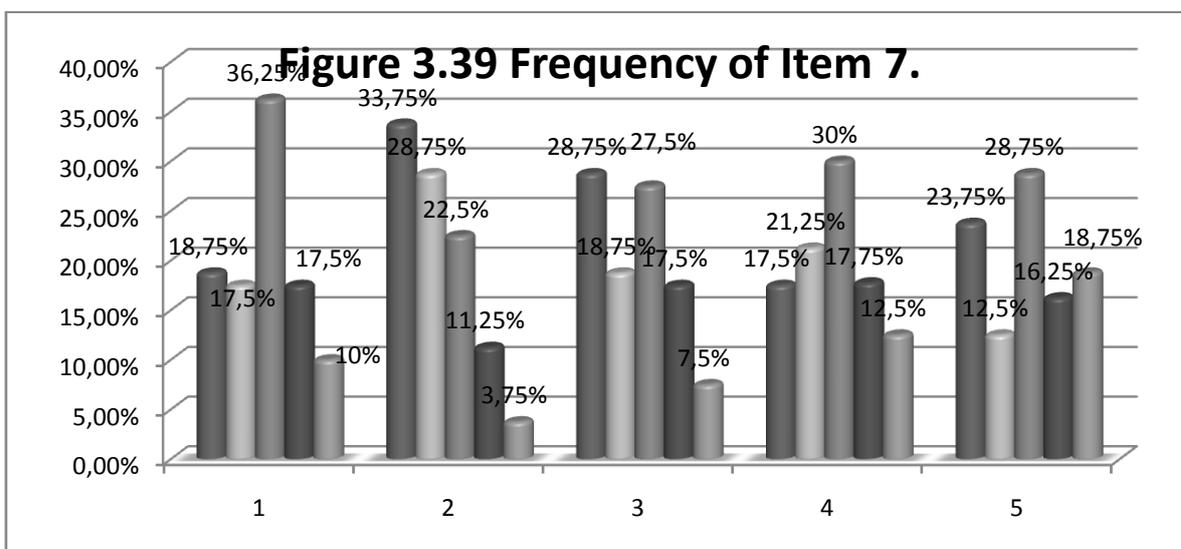
As we can see from the above figure, in the third statement the scores were nearly similar 23 respondents 28.75% claim that they always use a bilingual dictionary, 22 respondents 27.5% answered 'sometimes'. 15 students 18.75% answered 'often', 14 students 17.5% answered 'rarely' and just 6 students claimed that they never use a bilingual dictionary may be they preferred other kinds of dictionaries or they are just lazy to use it. In the fourth statement 14 students representing 17.5% answered that they always use a monolingual dictionary, 17 students 21.25% claimed that they use it often; maybe they prefer the English definition or meaning rather than Arabic or French. 24 students representing 30% use it sometimes and 15 respondents 18.75% claimed that they rarely use a monolingual dictionary and finally 10 students 12.5% never use a monolingual dictionary may be because it is difficult for them to understand the English explanation. The fifth option using electronic dictionary 19 students 23.75% answered 'always' 10 students 12.5% answered 'often' they use it because it is faster than normal dictionaries. The highest score was sometimes with 23 students 28.75% . 13 respondents 16.25% of the whole sample answered 'rarely' and 15 respondents 18.75% answered never; perhaps those students do not have access to the net.

Others

The majority of the students answered just seven answers 8.75%, some repeated the options mentioned before (use a dictionary/ guess from context). others hold negative attitudes (skip the word and do not care about it, do nothing, pass a new word), others said that they often ask the teacher or ask friends .

Item 8: When you face an unfamiliar vocabulary from whom you ask help ?

Frequency		a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1. Ask the teacher for the L1 translation of a new word.	**N°**	10	15	24	14	17	80
	%	12.5%	18.75%	30%	17.5%	21.25%	100%
2. Ask classmate or someone else.	**N°**	13	25	20	14	08	80
	%	16.25%	31.25%	25%	17.5%	10%	100%

Table 3.40 Frequency of Item 8.

This question aims at revealing students' social strategies while learning vocabulary, in other words while students face a new or unfamiliar words from whom they ask help. Results are shown in the above table and the following figure. In the first statement just 10

respondents representing 12.5% answered 'always' and 15 respondents 18.75% answer 'often'. 24 students 30% answered 'sometimes' and finally nearly half of students answered between rarely and never, the latter 17 students 21.25% and the former 14 students 17.5%; it can be because students hesitate from asking the teacher or they feel embarrassed.

Figure 3.40 Frequency of Item 8.
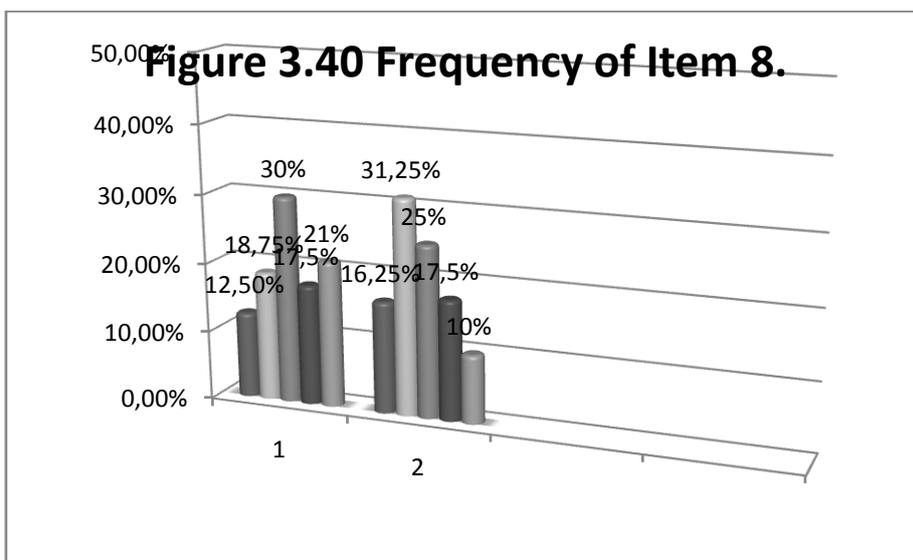
In the second statement scores were nearly similar. 13 students 16.25% claim that they 'always' ask classmates for the meaning of new words, 25 students 31.25% answered 'often'. We can deduce that students preferred to ask their classmates rather than teachers to avoid embarrassment and to feel free expressing their ideas. In addition, 20 respondents 25% answered 'sometimes' 14 respondents 17.5% answered 'rarely' and just 8 students of the whole sample claimed that they never ask their classmates for the meaning of words.

Others

The majority of the participants do not answer this open question just nine answer representing 11.25% of the whole sample. Their answer are as follow:

- Using a dictionary.
- Ask parents or family members.
- Search on the internet / search on google.
- Group work discussions or activities.
- I do not ask anyone.
- I just ignore the word.

Item 9: How do you memorize new vocabulary?

Statement	Participants	Percentage
1. Say the word aloud	33	41.25%
2. Study the word in a bilingual/monolingual dictionary	46	57.5%
3. When possible, associate it with a similar word in L1	29	36.25%
4. Make note of a new word on a notebook / underline	43	53.75%
5. Group words together to study them	23	28.75%
6. Put the words into sentences	33	41.25%
7. Memorise how it is spelt letter by letter	32	40%
8. Memorise how it is pronounced	45	56.25%
Total	80	100%

Table 3.41 Memorizing New Words.

In order to know how students memorize new words we ask this question results are shown in the above table. Students were provided with eight option, scores were nearly similar. More than half of the sample 46 students 57.5% answered that they study the word in bilingual or monolingual dictionary.45 respondents 56.25% claimed that they memorize how the word is pronounced. Also, 43 students 53.75% preferred to make note for new word on a notebook or underline it. the same number of students 33 respondents 41.25% claimed that both saying the word aloud and using the word in sentences are the best ways to memorize words.

Figure 3.41 Memorizing New Words
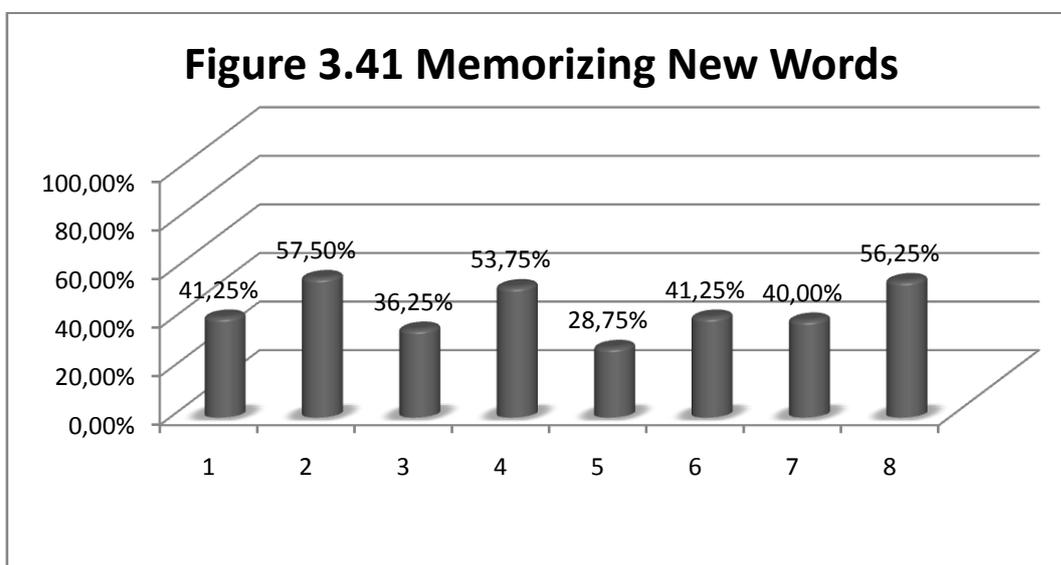
As can be seen from the figure above 32 respondents 40% preferred to memorize how the word is spelt word by word. 29 respondents 36.25% claimed that they associate it with a similar word in L1 which seems to be more preferable for learners of English. The least preferred strategy in memorizing vocabulary was group words together to study them with 23 students 36.25% perhaps it is boring for them to do that.

Others

Just five students representing 6.25% of the whole sample answered this open question. their answers are as follow:

- Write the word in a piece of paper and try to check it every day.
- Write the word as a note on a paper and stick it in my room.
- Try to use the word in my daily life speech.
- Try to repeat it orally.
- Write it in my hand in order to check it later on.
- I do not memorize words at all.

Item 10: What strategies do you find effective for consolidating new vocabulary?

Statement	Participants	Percentage
1. Say the word aloud	26	32.5%
2. Use word lists for revising	29	36.25%
3. Take notes in class	49	61.25%
4. Make an effort to use new vocabulary when speaking	44	55%
5. Make an effort to use new vocabulary in writing	48	60%
6. Use English-language media (e.g. songs, movies, newscasts).	41	51.25%
Total	80	100%

Table 3.42 Strategies for Consolidating New Words

Item ten aims at finding the different consolidation strategies employed by EFL students, in other words how to reinforce new word. The highest scores were take notes in class and make an effort to use new vocabulary in writing the former with 49 respondents 61.25% and the latter with 48 respondents 60% both strategies relate to writing which is considered to be an effective way to learn vocabulary. 44 respondents 55% make an effort to use new vocabulary when they speak which is related to the speaking skill, also 41 respondents 51.25% claimed that they use English –language media (e.g. songs, movies, newscasts) in order to consolidate a new word. The least scores were saying the word aloud' and 'using word lists for revising' the latter with 29 students 36.25% and the former with 26 students 32.5%. Results are shown in the following figure. Concerning the open ended question no one answer it.

Figure 3.42 Strategies for Consolidating New Words
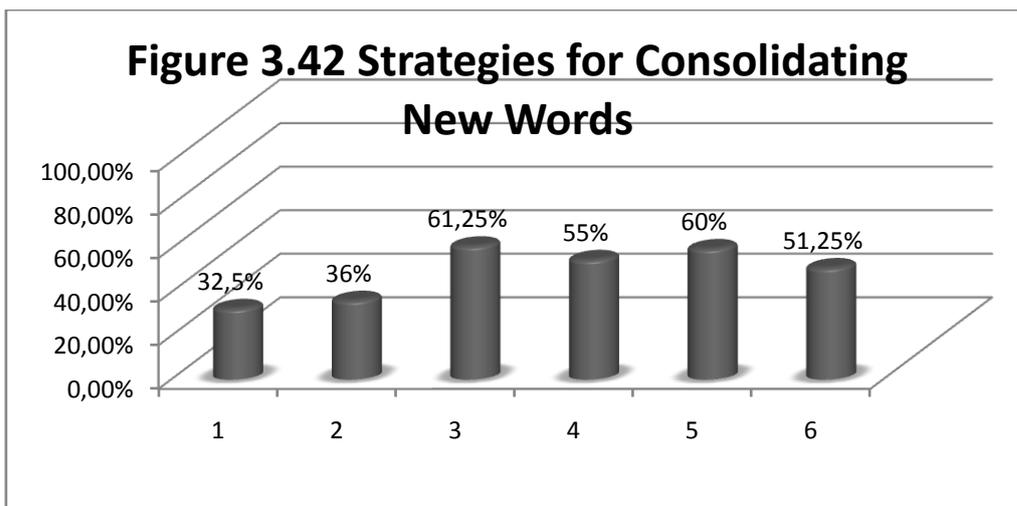
Item 11:What are the strategies that you use to Expand your vocabulary knowledge?

Statement	Participants	Percentage
1. Practise listening to English lectures, presentation, conversation records	30	37.5%
2. Listen to English songs	53	66.25%
3. Speak in English with classmates and friends	53	66.25%
4. Speak in English with teachers	38	47.5%
5. Communicate with native speakers in English	31	38.75%
6. Read English articles from different sources, such as texts, newspaper…etc	36	45%
7. Watch English shows, series or films on TV	49	61.25%
8. Search for information in English through the Internet	34	42.5%
9. Practice using a dictionary regularly	33	41.25%
Total	80	100%

Table 3.43 Strategies for Expanding Vocabulary Knowledge.

In order to know what do students do to expand their vocabulary knowledge we asked this question that is provided with nine options.The most popular strategies were 'listening to English songs' 53 students 66.25%. and 'speak in English with classmates' had the same score since our sample was first year students so they like listening to songs and communicating with each other. The second popular way to learn more vocabulary was 'watching English shows, series or films on TV' more than half of the sample claim that 49 respondents 61.25%   students enjoy watching TV as an effective way to enrich their vocabulary. Nearly half of the sample 38 students 47.5% assumed that they speak in English with teachers this indicates that they participate in classroom conversations and the teacher considered to be a useful source of vocabulary.

Figure 3.43 Strategies for Expanding Vocabulary Knowledge
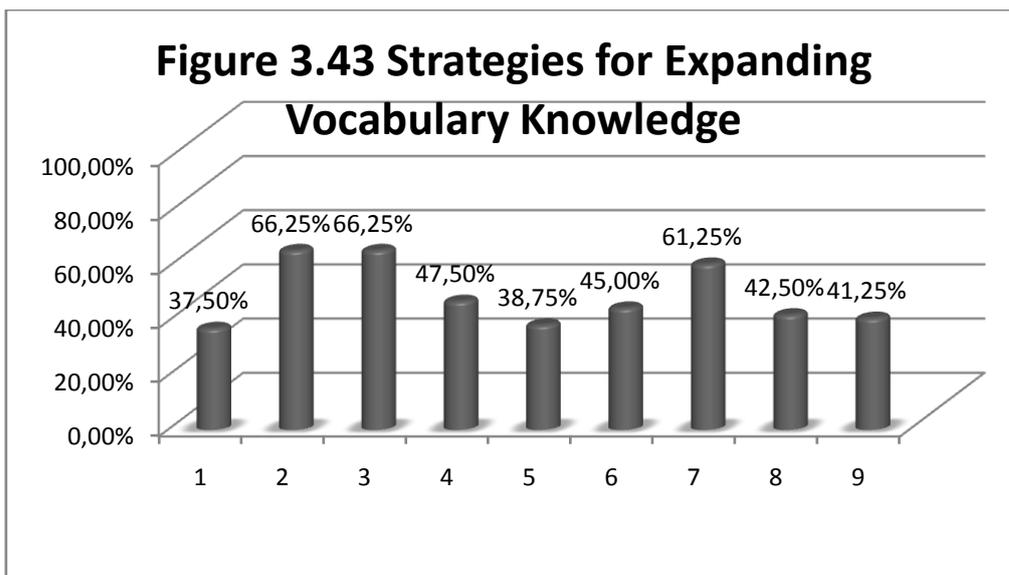
As it is illustrated in figure 3.45, 36 students 45% preferred reading English articles from different sources, in fact it is an average number compared to other strategies. After that, 34 respondents 42.5% preferred 'Searching for information in English through the Internet' since they find in the net different domains and variety of fields. 33 respondents representing 41.25% answered 'Practice using a dictionary regularly' this can be a useful technique for learning vocabulary items. The least popular techniques were 'practice listening to English lectures, presentation, conversation records' with 30 respondents 37.5% and 'communicate with native speakers in English' with 31 respondents 38.75%. In the open ended question all of the participants did not answer except 4 students who reported that they expand their vocabulary knowledge through extensive reading and one said through playing English games (crosswords, filling in the gap …etc).

Item 12: What aspect of vocabulary acquisition/knowledge do you find most difficult?

Frequency		a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1. Meaning	N°	19	13	40	04	04	80
	%	23.75%	16.25%	50%	05%	05%	100%
2. Pronunciation	N°	19	16	26	15	04	80
	%	23.75%	20%	32.5%	18.75%	05%	100%
3. Spelling	N°	16	22	19	13	10	80
	%	20%	27.5%	23.75%	16.25%	12.5%	100%

Table 3.44 The Difficult Aspect in Vocabulary Acquisition.

This question aims at revealing students views of the most difficult part in learning a vocabulary 'meaning, pronunciation, spelling or morphology' results are presented in table 3.46 and figure 3.26 .First, 'meaning' 19 respondents 23.75% claimed that meaning of words is always a troublesome when acquiring vocabulary. 13 respondents 16.25% answerrd 'often' , also half of the participants 50% answered 'sometimes'. Moreover, just 4 respondents 5% assumed that they rarely and never find problems with word meaning .We can deduce that the meaning of the word is an important and difficult aspect in acquiring vocabulary items since most English words have several meanings .The second option 'pronunciation' a significant number of students face problems with pronunciation 19 respondents 23.75% answer 'always' also 16 respondents answered 'often', most English words write in a way and pronounced in another way which make it confusing for students to learn them correctly. Moreover, 26 respondents 18.75% claimed that they 'sometimes' find a problem with pronunciation. Finally, 15 students 18.75% answered 'rarely' and 4 students 5% answered 'never' this indicate that those students study phonetics very well or they usually listen how natives pronounce words.

Figure 3.44 The Difficult Aspect in Vocabulary Acquisition
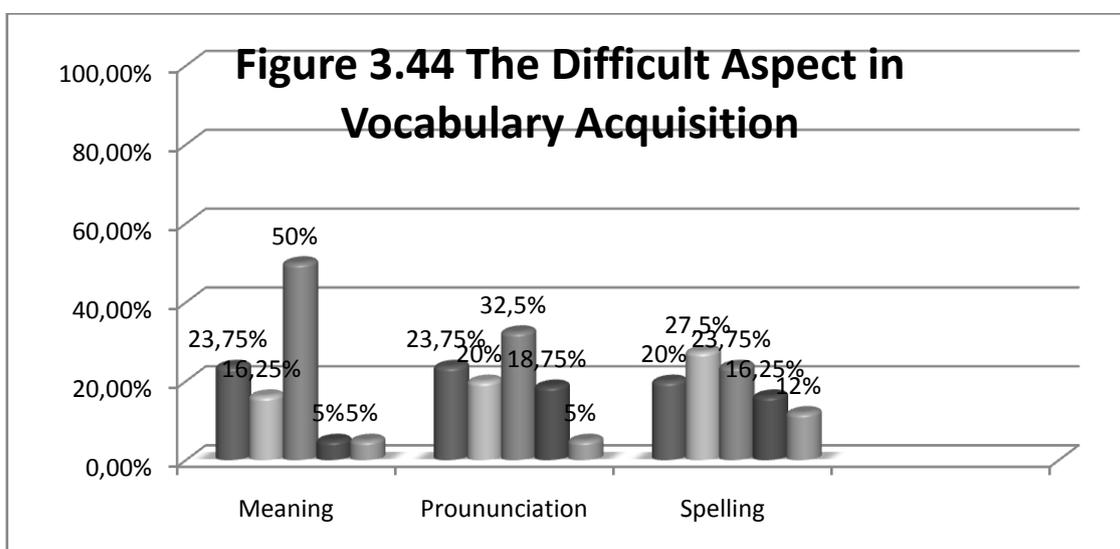
As can be seen in the third option 'spelling' nearly half of the participants find problems with it 16 respondents 20% answer 'always' and 22 respondents 27.5% answered often. In addition to that 19 respondents reported that spelling is sometimes a problem in learning English words. Finally 13 respondents 16.25 answered 'rarely' and 10 respondents 12.5% do not have a problem with word spelling. In fact the problem with spelling is that language learners are not aware of the relationship of sound and spelling because many English words sound similar but they have different spelling.

Item 13: Students' Responses to Open Question

Could you mention any other strategies or techniques that you use when trying to learn English vocabulary?

This question aims at discovering other strategies or techniques that students use while learning English vocabulary. This question was answered by 26 students 32.5% out of the whole sample of 80 students it is an acceptable number compared to other open questions. The majority of students repeat the strategies that are already mentioned in the questionnaire perhaps they are not aware that there is a huge number of vocabulary learning strategies as it is mentioned in chapter 2. the answers of students are as follow:

- Using a dictionary (bilingual or monolingual).
- Reading texts /books/ stories or regular reading.
- Practicing vocabulary games in class or in the net (filling in the gaps, cross words..etc).
- Watching TV /news/films.
- Listening to English records/podcasts/ conversation /songs (mainly with lyrics) .
- Communicating with natives/ with friends and classmates.
- Say the word aloud.
- Write the words as notes.
- Using English in phone and computer settings.
- Try to speak and write in English /use English in my daily life and with friends.
- Using flash cards and vocabulary games.
- Using words in writing or in sentences .
- Practicing dialogues.

3.7. Discussions

In what follow the results obtained from the students' questionnaire:

First, from the background we notice that the majority of participants are females which add to the results of the study because they were more motivated to answer than males. Also concerning the variable of age, it does not make a difference in the results. Most students claim that the main source of their vocabulary is the English media (TV, songs,…etc) which is a part of cognitive strategies, when reading texts for their courses because their main interest is to pass exams and when using the dictionary. Students' problems with vocabulary occurs when speaking with natives because they have a huge

vocabulary knowledge more than them. In addition, students claim that they acquire more vocabulary through media. It is noticeable that most students tend to use the dictionary 'bilingual and monolingual' as a primary aid to check word meaning when they meet them for the first time.

The second part of the questionnaire was about vocabulary learning strategies employed by students. First, discovery strategies they admitted that guessing meaning from its context of occurrence and using bilingual dictionary are the most frequent ways where students discover the meaning of new words. Dictionaries are considered to be immediate checkers of meaning, guessing from context is when students use clues in the text or their prior knowledge. In addition, in social strategies, students acknowledged the role of their classmates in helping them to find words meaning. For memorizing strategies, students use dictionaries, memorize the pronunciation of words and make note for the word. Moreover, in consolidating strategies, students prefer taking notes in class, use the new words when writing and speaking and when using the English language media. Furthermore, in trying to expand their lexical knowledge, students listen to English songs, speak with friends and watch the English media. finally the spelling of words is the aspect where students face problems while learning vocabulary. In the open questions, students mention extensive reading, vocabulary exercises, chatting with friends, using dictionaries and practice writing.

Conclusion

In the light of the data obtained from the two questionnaires, we can deduce that vocabulary learning is the core of learning a foreign language which is obtained by self learning and here comes the role of the teacher to encourage learners' autonomy towards learning vocabulary. According to teachers and students EFL students use vocabulary learning strategies to a medium extent which answers one of the research question: 'Are Algerian EFL students high, medium or low users of vocabulary learning strategies ?'. Students tend to use some of the vocabulary learning strategies such as discovery, memory social, metacognitive and consolidating strategies , the most popular strategy according to teachers and students were dictionary use guessing from context.

In addition, students acknowledged the usefulness of using the English media and speaking in English as effective ways for discovering, consolidating and expanding their lexical competence whereas the teachers were not sure of that this answers the question: ' Do vocabulary learning strategies contribute to the vocabulary size of students?'. On the contrary teachers emphasised the role of extensive reading and vocabulary exercises in learning vocabulary items. The conclusion that can be drawn is that the results obtained from the teachers questionnaire were not similar to those of the students. Students tend to learn vocabulary that suits their interests and needs which come mainly from the English media and the use of the dictionary while teachers stated the use of audio visual aids in class and much reading. Finally, Both Students and teachers stated the importance of vocabulary use.

General Conclusion and Recommendations

Even though vocabulary is a sub-skill of language, it plays a very important role in language learning and teaching, and achieving communicative competence in second language can be enhanced by developing vocabulary learning and teaching. In fact, learning vocabulary items requires a set of strategies and techniques. In this research work, we have focused on identifying the different techniques and strategies adopted by EFL students in learning lexical items. We have discussed two main scopes in the theoretical part which are language learning strategies and vocabulary learning strategies used by EFL students from definitions features and classifications and presenting different concepts related to learning vocabulary.

In the field work, the educational setting of this study was the Department of Foreign Languages at Mohamed kheider University of Biskra. Teachers of English and first year LMD students have received two questionnaires and provide us with their answers that confirms the research hypothesis that developing students' strategies in learning vocabulary will lead to the development of their lexical competence or vocabulary knowledge. The results obtained from the two questionnaires revealed that EFL students are medium users of vocabulary learning strategies because they were not instructed in using strategies or they were demotivated to learn the vocabulary of English language. In addition, the majority of students were not aware of the different strategies that help them in learning new words.

Mastering vocabulary learning strategies enables learners to take more control of their own learning so that they can take more responsibility for their studies, these strategies also promote learners' autonomy, and self-direction in leaning foreign language. Moreover, equipped with a range of different vocabulary learning strategies make students decide upon how exactly they would like to deal with unknown words. We conclude that students need some instruction from their teachers in order to identify vocabulary leaning strategies and after that they will be able to use them. At the end we suggested some tips for teachers to follow in their teaching of the English vocabulary.

Recommendations

According to the analysis of the present study which was about investigating the effect of vocabulary learning strategies in developing learners' vocabulary knowledge, several recommendations or suggestions can be provided for teachers and students for a better learning of vocabulary items. The Teachers' role lie in providing their students with different learning strategies including vocabulary learning strategies. First, vocabulary should be taught within a context, instead of using lists of words in class. Teachers need to explain word meaning in context and teach techniques that are based on the use of the context for the presentation of new vocabulary. Then, teaching vocabulary through new technologies and games; the use of audiovisual materials and new technologies (slides, films or songs …etc) motivate students to learn new words. The teacher is also seen as the person in charge of selecting the appropriate vocabulary in accordance with students' needs, interests and preferences. In addition, teaching vocabulary entails the use of a wide variety of activities and doing specific vocabulary exercises (e.g. gap filling and matching words) which are a good way of increasing students' lexical competence and providing students with different sources of knowledge and materials to enhance their own learning process.

Moreover, Evaluation is an important aspect of strategy training, so learners should be oriented about how to assess their own learning progress and the teacher needs to periodically revise the materials employed to ensure that they are still suitable for the learning progress. Furthermore, we recommend, according to teachers some points obtained from the questionnaires: to teach students how to use English words especially beyond the classroom (learning vocabulary in use), encourage reading in class because it is seen as an effective method to gain lexical improvement, presenting new terms in semantic fields, instead of in isolation. The materials employed to teach English vocabulary should not be boring; if it is the case, students would surely abandon this task. The role of vocabulary needs to be given more importance because it completes the other teaching aspects, such as grammar. Both direct and implicit vocabulary teaching should be adopted; in addition, teachers should make students aware of the value of acquiring the EFL vocabulary.

Finally, both the curriculum and materials used in teaching should meet the needs and interests of learners and English lessons should become communicative enough to prevent their lack of motivation and teachers' training schemes should be improved in the future, helping teachers to deal with vocabulary learning strategies and adapt them to their own way of teaching.

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Appendices

Questionnaire for Teachers

Vocabulary Learning Strategies Used by EFL Learners

Dear teachers,

You are kindly invited to fill the following questionnaire that aims at investigating the assumptions about learning and teaching the vocabulary of English as a foreign language and the different vocabulary learning strategies you really think your students use when they are learning English vocabulary. We would be very grateful if you could answer the questions below.

Section I. Background Information

Item 1 : Gender :

    male □   female □

Item 2 : Age :   □   years old

Item 3: How long have you been teaching English ? □   years

Section II. Learning EFL Vocabulary

-Please circle the option that best suits your opinion according to the following scale:

 1………………..total agree   **4**…………………disagree

 2………………agree   **5**…………………total disagree

 3……………….neither agree nor disagree

Item 4 : Learning a foreign language is essentially learning its vocabulary.

1   2   3   4   5

Item 5: Vocabulary is less important than grammar in the process of learning English.

1   2   3   4   5

Item 6: Vocabulary constitutes a structured framework easy to describe.

1   2   3   4   5

Item 7: The culture of a particular community is reflected by its vocabulary.

1   2   3   4   5

Item 8: Learning vocabulary is hard and takes a great effort.

1   2   3   4   5

Item 9 : Anyone can expand his vocabulary simply through reading a lot.

1   2   3   4   5

Item 10: Vocabulary must be completely learnt through self-learning.

1   2   3   4   5

Item 11: Learning a big amount of vocabulary can only be obtained by memorising individual words.

1   2   3   4   5

Item 12: Repetition is the best way to remember words.

1   2   3   4   5

Item 13: Guessing words in context is one of the best ways to learn vocabulary.

1   2   3   4   5

Item 14: Words studied should be put to use before they are finally learnt.

1   2   3   4   5

Item 15: Using a language (listening, speaking, reading and writing) is more important than memorising words.

1   2   3   4   5

Item 16 : Do you think that your students enjoy learning the vocabulary of this foreign language?

Yes ☐   No ☐

Item 17 : Do you think that your students make use of the vocabulary they are learning outside classroom?

Yes ☐   No ☐

Item 18: Do you think that your students study English vocabulary mainly because they consider it very useful for the future?

Yes ☐   No ☐

Item 19 : Do you think that your students study English vocabulary mainly to understand movies, songs, videogames…etc ?

Yes ☐   No ☐

Item 20 : Do you think that your students learn English vocabulary mainly to communicate with foreign friends or relatives?

Yes ☐   No ☐

Item 21: Do you think that your students consider that they know enough vocabulary when facing an exam?

Yes ☐   No ☐

Section III. Teaching EFL Vocabulary

Item 22: Vocabulary requires a systematic teaching of forms and meanings.

1   2   3   4   5

Item 23: Words must not be presented in isolation but grouped (in nouns, verbs ,word families, etc).

1   2   3   4   5

Item 24: It's important to analyse word structure.

1   2   3   4   5

Item 25 : The teacher must select a certain amount of words to make a list so that learners can memorise them.

1   2   3   4   5

Item 26 : The role of the teacher consists mainly in explaining the meaning of a word in its context of occurrence.

1   2   3   4   5

Item 27: The role of the teacher is encouraging learners' autonomy by providing them with strategies that help them work out word meaning and memorise it.

1   2   3   4   5

Item 28 : Could you mention any other strategies you think are useful for teaching vocabulary?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Section IV. Vocabulary Learning Strategies

-Please circle the answer that describes your opinion :

a-………………always   **d-**………………..rarely

b-………………often   **e-**……………….never

c-………………sometimes

Item 29 : Students make use of vocabulary learning strategies so as to understand or discover the meaning of new vocabulary items they come across.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

Item 30: Students make use of vocabulary learning strategies so as to store into memory those vocabulary items they come across.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

Item 31 : Students make use of vocabulary learning strategies so as to retrieve vocabulary items when needed.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

Item 32: Students make use of vocabulary learning strategies so as to use vocabulary items when needed .

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

Item 33 : Students make use of vocabulary learning strategies so as to regulate their own vocabulary learning process.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

Item 34: Could you mention any strategies or techniques that you think your students may use when trying to learn English vocabulary?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………....

Thank you very much for your cooperation

Questionnaire for Students
Vocabulary Learning Strategies Used by EFL Learners

Dear student,

You are kindly invited to fill the following questionnaire that aims at investigating both the assumptions about learning the vocabulary of English as a foreign language and the different vocabulary learning strategies you use .We would be very grateful if you could answer the questions below.

Section I. Background Information

Item 1: Gender :

    male ☐   female ☐

Item 2 : Age :   ☐

Section II. Beliefs about Vocabulary Learning

- Please put a tick (✓) on the option that best suits your opinion: (You may tick many answers)

Item 3: Where do you usually meet new vocabulary?

1. In lectures and lessons. ☐

2. When reading texts for my courses. ☐

3. When reading texts outside the classroom. ☐

4. When listening to and watching English-language media (e.g. songs, ☐

TV, movies, newscasts…etc)

5. When speaking with native speakers of English. ☐

6. When speaking with classmates or friends. ☐

7. When using the internet. ☐

8. When using a dictionary. ☐

Other:………………………………………………………………………………….
………………………………………………………………………………………

Item 4: In which of the above contexts does vocabulary cause a problem? (write numbers)

………………………………………………………………………………………………………

Item 5: In which of the above contexts do you think you acquire more vocabulary?

………………………………………………………………………………………………………

Item 6: What do you do first when you meet new words?

-Please circle the answer that describes your opinion :

a-………………always   d-………………..rarely

b-………………often   e-…………………never

c-………………sometimes

1. Ask the one who speaks to explain.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

2. Write them as notes and look for them afterwards.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

3. Check them in a bilingual dictionary   (English /Arabic) or (English /French).

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

4. Check them in a monolingual dictionary (English / English).

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

Others:………………………………………………………………………………………………
………………………………………………………………………………………………………

Section III. Vocabulary Learning Strategies

Item 7: How do you discover the meaning of new vocabulary?

1. Analyse the form of a new word.

 a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

2. Try to guess from context.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

3. Use a bilingual dictionary.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

4. Use a monolingual dictionary.

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

5. Use an electronic dictionary or translator .

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   **e.** Never

Other:…………………………………………………………………………………………………
…………………………………………………………………………………………………..

Item 8: When you face an unfamiliar vocabulary, from whom you ask help ?

1. Ask the teacher for the L1 translation of a new word.

a. Always　　　　**b.** Often　　　　**c.** Sometimes　　　　**d.** Rarely　　　　**e.** Never

2. Ask classmate or someone else.

a. Always　　　　**b.** Often　　　　**c.** Sometimes　　　　**d.** Rarely　　　　**e.** Never

Others:…………………………………………………………………………………………..
. …………………………………………………………………………………………………

Item 9: How do you memorize new vocabulary? (You may tick many answers)

1. Say the word aloud .　　　　　　　　　　　　　　　　　　　□

2. Study the word in a bilingual/monolingual dictionary.　　　　□

3. When possible, associate it with a similar word in L1.　　　　□

4. Make note of a new word on a notebook / underline　　　　　□

5. Group words together to study them.　　　　　　　　　　　□

6. Put the words into sentences.　　　　　　　　　　　　　　□

7. Memorise how it is spelt letter by letter.　　　　　　　　　□

8. Memorise how it is pronounced.　　　　　　　　　　　　　□

Others:………………………………………………………………………………………….
…………………………………………………………………………………………………

Item 10: What strategies do you find effective for consolidating new vocabulary?

1. Say the word aloud.　　　　　　　　　　　　　　　　　　□

2 Use word lists for revising.　　　　　　　　　　　　　　　□

3. Take notes in class.　　　　　　　　　　　　　　　　　　□

4. Make an effort to use new vocabulary when speaking　　　　□

5. . Make an effort to use new vocabulary in writing　　　　　□

6. Use English-language media (e.g. songs, movies, newscasts).　　□

Others:………………………………………………………………………………………….
…………………………………………………………………………………………………

Item 11: What are the strategies that you use to Expand your vocabulary knowledge ?

1. Practise listening to English lectures, presentation, conversation records. ☐

2. Listen to English songs. ☐

3. Speak in English with classmates and friends. ☐

4. Speak in English with teachers. ☐

5. Communicate with native speakers in English. ☐

6. Read English articles from different sources, such as texts, ☐

  newspaper…etc.

7. Watch English shows, series or films on TV. ☐

8. Search for information in English through the Internet. ☐

9. Practice using a dictionary regularly. ☐

Others:…………………………………………………………………………………..
…………………………………………………………………………………………..

Item 12: What aspect of vocabulary acquisition/knowledge do you find most difficult?

1. meaning

a. Always   **b.** Often   **c.** Sometimes   d. Rarely   e. Never

2. pronunciation

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   e. Never

3. spelling

a. Always   **b.** Often   **c.** Sometimes   **d.** Rarely   e. Never

Item 13: Could you mention any other strategies or techniques that you use when trying to learn English vocabulary?

………………………………………………………………………………………….
…………………………………………………………………………..………………
…………………………………………………………………………………………

Thank you very much for your cooperation

Appendix 3

ملخــــص

تعلم المفردات هو جزء مهم ولا غنى عنه في تعلم اللغة. في الواقع من أكبر الأدوات التي يمكننا إعطاءها للطلاب في تعليمهم بل في حياتهم عامة هو مفردات لغوية غنية و كثيرة. ولكن معظم الطلاب يواجهون صعوبات في فهم كل من العلاقة بين مختلف بين مختلف أجزاء النص و في الحديث أو التواصل باللغة الإنجليزية. ويركز هذا البحث على إستراتيجيات تعلم المفردات التي يستعملها دارسي اللغة الإنجليزية أثناء تعلم المفردات من أجل اثراء معرفتهم للمفردات. الهدف من هذه الدراسة هو استكشاف مختلف الإستراتيجيات التي يستعملها طلاب الإنجليزية كلغة أجنبية عند دراسة المفردات. الفرضية الرئيسية لهذا البحث هي كالتالي: اذا طور الطلاب الاستراتيجيات المستخدمة في اكتساب المفردات فمعرفتهم بالمفردات سوف تزيد و تتطور. بالإضافة إلى ذلك سنحاول أن نجيب عل الأسئلة التالية: ما هي الاستراتيجيات الأكثر استخداماً من طرف طلاب اللغة الإنجليزية في فهم واكتشاف مفردات جديدة ؟ و السؤال الثاني: هل الطلبة الجزائريين مستخدمون عاليين متوسطين أو منخفضين لإستراتيجيات تعلم المفردات ؟. الوسيلة المستخدمة في هذه الدراسة هي أداة جمع البيانات الكمية التي هي الاستبيان، نوعين من الاستبيان الأول قدم للأساتذة و الأخر للطلاب في كلية اللغات الأجنبية قسم النجليزية في جامعة محمد خيضر بسكرة. اختيار العينات كان عشوائي : ثمانين طالبا وخمسة عشر أستاذ أجابوا على الاستبيان وكشفت النتائج أن استخدام طلاب الإنجليزية استراتيجيات تعلم المفردات متوسط. على أساس هذه النتائج التي تم التوصل إليها، بعض التوصيات اقترحت لمساعدة الطلبة على استخدام تقنيات مختلفة في تعلم مفردات اللغة الإنجليزية التي تساعدهم في القراءة و الكتابة والتحدث و الاستماع. هذه التوصيات كانت موجهة لتأكيد على دور الأساتذة في تدريس المفردات وكيفية تقديم الطلاب مع مختلف الاستراتيجيات التي تساعدهم على تعلم أكثر عدد من المفردات.