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Naama university center faculty of letters and foreign languages
Section of English

**Vocabulary Learning Strategies in EFL
Classrooms:**
Case of Third Year License English Students at Ahmed
SALHI University Center of Naama

A Dissertaion Submitted in Fulfillment of the Requirements for the
Degree of Master in Linguistics.

PRESENTED BY:

ZINEB MOHAMED KRAROUBI

IBRAHIM BOUZERNA

SUPERVISED BY:

Dr. Abd Errahmane DOUHA

BOARD OF EXAMINERS

Dr. Faysal FATMI

Dr. Abd Errahmane DOUHA

Dr. Monsif BEN DEBICH

Chairman

Supervisor

Examiner

Naama University Centre

Naama University Centre

Naama University Centre

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Dedication

First of all, thanks to ALLAH, lord of the world who has guided and helped us, and to whom we owe everything.

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

To our dear sisters and our brothers for their support: who always knew the correct words to say when we were feeling the stress of conducting research, they gave us the encouragement to follow our dreams.

Finally, as a sign of gratitude, to all the people who loved and helped us.

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Abstract

Abstract

Vocabulary learning is an important and indispensable part of any language learning process. In fact the greatest tools we 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 learners use while learning vocabulary in order to enrich their vocabulary knowledge. In addition, 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 method used in this study is quantitative by means of a questionnaire for students in the Department of Foreign Languages at Ahmed SALHI University center of Naama. A random sample of sixty one students answered the questionnaire. The results obtained revealed that EFL learners use various vocabulary learning strategies to a high extent and EFL they utilize vocabulary learning strategies to a medium extent. The results obtained from the study indicate that EFL learners utilize a wide range of vocabulary learning strategies to a high extent. These findings suggest that learners are actively engaged in the process of acquiring and expanding their vocabulary knowledge. By employing multiple strategies such as contextual guessing, dictionary use, flashcards, reading, technology-assisted learning, word association, and mnemonic devices, learners demonstrate a proactive approach to vocabulary acquisition. Additionally, the results indicate that first year License EFL learners utilize vocabulary learning strategies to a medium extent. While learners demonstrate a certain level of engagement with these strategies, there is room for further development and improvement. This suggests that there may be potential for educators to encourage and support learners in more consistently and effectively employing these strategies.

List of Abbreviations and Acronyms

❖ EFL English as a Foreign Language

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General Introduction

General Introduction

English language is one of the most widespread and most widely spoken languages in the world. Therefore, knowledge of English and the ability to use the language is rapidly becoming a valuable global commodity. English is considered to be a foreign language because it is not as our third language in terms of words, structure.

Owing to the great role that English plays nowadays in the international communication, students should be able to master English in order to exchange thoughts and interact in different situations. English is one of the foreign languages in Algeria that must be learned in school since middle school until university level. 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 biggest problems that the students encounter is the lack of vocabulary knowledge which can affect their four main learning skills : listening, speaking, reading and writing. They have difficulties in reading a text and understanding the message. When reading, students tend to identify their problems in terms of the words that they cannot comprehend and wish that they are already taught enough vocabulary, most of their difficulties will be solved.

Moreover, students have problems in expressing themselves in English and the lack of understanding the relation of the different parts of the texts. To help them manage these problems, we may utilize many ways such as guessing the meaning from the context, to check the meaning of the word from the dictionary and by interpreting the meaning by word analysis as well.

Generally, students face other difficulties in mastering the vocabulary, they are unable to memorize a large amount of words, and they forget them easily. In this case, the only solution is the teacher. The role of the teachers is to help them develop their vocabulary because the success does not depend only on the syllabus but it depends also on the creativity of the teacher; they should be creative to find new ways and techniques to help them enrich their vocabulary, so they will not feel bored in the session.

The purpose of this research is to find out more about the vocabulary learning strategies among EFL students in their third year License students at Ahmed SALHI University Center of Naama, therefore, this work attempts to explore the main research question:

What are the main strategies that university students of English employ in learning vocabulary?

From this main question the following sub questions are derived:

- What are the different techniques of teaching and learning vocabulary?
- How to teach vocabulary through technology?
- What are the challenges that the students encounter in learning new words?

To answer the recent questions the following hypotheses are postulated:

- University students of English employ a combination of both active and passive vocabulary learning strategies, including explicit learning, contextual guessing, word association, and the use of vocabulary learning tools, to enhance their vocabulary acquisition and retention.
- Different techniques of teaching and learning vocabulary, such as explicit instruction, contextualized learning, and mnemonic strategies, will have varying effects on students' vocabulary acquisition and retention.
- Integrating technology into vocabulary instruction, through tools such as multimedia resources, online dictionaries, and vocabulary learning apps, will enhance students' engagement, motivation, and retention of vocabulary compared to traditional methods.
- Students encounter various difficulties in learning new words, including challenges related to word meaning, pronunciation, context, and memory. Factors such as language proficiency level, prior knowledge, and exposure to the target language will influence the nature and extent of these difficulties.

Thus, this research consists of two chapters organized as follow:

Chapter one deals with knowing the vocabulary, teaching/learning vocabulary using different strategies, techniques and methods.

Chapter two is dealing with the data collection and analysis, one research instrument was obtained, a questionnaire for students.

Chapter one

Learning Vocabulary Strategies.

Chapter one

Learning Vocabulary Strategies

1.1. Introduction.

1.2 Vocabulary Defined.

1.3 The Importance of Vocabulary.

1.4Types of Vocabulary.

2.1Vocabulary Description.

2.1.1Lexicography.

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4.5 Learning Vocabulary Strategies.

4.6 Challenges in Teaching and Learning Vocabulary.

4.7Conclusion.

1.1.Introduction

This chapter sheds light on some definitions of vocabulary and exposes its importance and its role in the process of teaching/learning language. Next, a description of vocabulary and its types will be given. Moreover, this chapter will cover the general area of vocabulary teaching, the related approaches and teaching/learning strategies, then, a closer look will be taken at the problems that hinder teaching and learning vocabulary.

1.2.Vocabulary Defined

Vocabulary is the name for words one has to know in order to listen, speak, read, and write effectively. The term vocabulary was given in several definitions, Nunan (1999: 101) states that vocabulary is a list of target language words. Therefore, vocabulary is the most amounts of words that describe a given language. Without vocabulary, the learner would be unable to use and understand the target language. While Hatch and Brown (1995 : 01) stated that : **“Vocabulary refers to a list or set of words that individual speakers of a language might use”**. Furthermore, Penny (1991:60) said that vocabulary can be defined, approximately, as the words we teach in the foreign language. Barnhart (2008: 697) said that vocabulary is **“ ... (1) stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined”**.

According to Collins English language dictionary, the concept vocabulary is defined as a listing, either selective or exhaustive, containing the words and phrases of a language, with meanings or translations into another language; glossary.¹

Referring to Oxford dictionaries, vocabulary is defined as:

- All the words that a person knows or uses.
- All the words in a particular language.
- The words that people use when they are talking about a particular subject.
- A list of words with their meanings, especially in a book for learning a foreign language.²

According to vocabulary.com site, the term vocabulary is defined as :

¹ <http://www.collinsdictionary.com/dictionary/english/vocabulary>

² <http://www.oxfordlearnersdictionaries.com/definition/english/vocabulary>

- A language user's knowledge of words.
- A listing of the words used in some enterprise.³

So it can be stated that vocabulary is set of words in a language that a person knows and uses in communication.

1.3. The Importance of Vocabulary

Vocabulary functions as a basic tool without which any language could not exist. Speaking might be meaningless and maybe impossible having only structure without vocabulary. The linguist David Wilkins summed up the importance of vocabulary and said : „**without grammar very little can be conveyed, without vocabulary nothing can be conveyed.**“ (Thornbury, 2002:13).

Because words are the tools learners use to think, to express needs, thoughts and feelings, as well as to explore the world around them. A limited vocabulary will not help them to express their ideas and feelings. On the other hand, a large, rich vocabulary gives them the right words to use at the right time.

Dellar and Hocking illustrate what was stated before and said :

If you spend most of your time studying grammar, your English will not improve very much . You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. (Thornbury, 2002:13).

Through this quotation Dellar and Hocking intend to give a great importance of vocabulary more than grammar , because according to them if we want to develop our English it is appropriate to read too much books and learn new words that would help us in our daily life communication rather than learning grammar rules ; they did not attempt to downplay the importance of grammar but they want to say if we have the suitable words and we respect grammar rules our ideas would be understood as opposed to if we master the rules well enough and we do not have sufficient vocabulary we may utilize words that would be misunderstood by the listener and the message will not be clear to others.

A scholar like Harmer also notes the importance of vocabulary by saying: **"If language structure makes up the skeleton of the language, then it is vocabulary**

³ <http://www.vocabulary.com/dictionary/vocabulary>

that provides the vital organs and the flesh." (1991:153).

He states that an ability to manipulate grammatical structure does not have any possibility for expressing meaning unless words are used.

Moreover, Hatch (1983:07) stated a 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"**. From this statement we can resume that words have played a great role in authentic communication. It is considered as the main tool that helps students in their studies and their daily communication as well.

Burns and Broman (1975: 295) said that the status of a person in a society maybe determined by his knowledge of words and how to use them in an appropriate way to a particular place, time and situation.

From the above discussion we can say that vocabulary has a great importance and plays a prominent role in language teaching and learning that can not be ignored by both teachers and learners and also we can say that a barrier that prevents students from learning a foreign language is having a limited vocabulary.

1.4. Types of Vocabulary

There are two types of vocabulary:

a) **Receptive vocabulary:** to know a word means that we can recognize it when we hear or see namely, to be able to distinguish it from other words that look similar in writing and pronunciation. Bogaard and Laufer (2004:11) agree that receptive vocabulary is learning the meaning of a word i.e. to be able to translate it from L1 to L2.

b) **Productive vocabulary:** to know a word means that we can spell it, pronounce it, write it well and even use it correctly in terms of grammar. Also knowing when and where it should be used i.e. in the suitable context. Productive vocabulary can be addressed as an active process, because learners can produce words and express their thought and ideas to others.

Jo Ann Aeborsold and Mary Lee Field (1977:139) gave another classification.

They assumed that it is divided into two terms which are :

a) **Active vocabulary:** The words readily used by an individual when speaking and writing; to use the vocabulary actively means that learners can know how to pronounce the word and how to associate it with correct grammar. It can be said that active vocabulary is words needed in speaking and writing.

b) **Passive vocabulary :** It refers to the items that can be understood within a given context while reading and speaking; the words that we can get through our speaking and reading. We can say that passive vocabulary is words needed in reading and speaking.

1.5. Vocabulary Description

The main linguistic branches that study vocabulary and its different forms, meanings and uses are lexicography and lexicology.

1.5.1 Lexicography

Lexicography is the theory and practice of writing dictionaries. According to Jackson and Zé Amvela (2000:2) lexicography is a special technique of writing dictionaries; it is the process of grouping lexical items with their meanings, functions and examples of their uses.

1.5.2 Lexicology

Lexicology is the study of the form, meaning and behaviour of words.

According to Jackson and Zé Amvela (2000:1-2) lexicology is the study of lexis, understood as the stock of words in a given language. Lexicology deals not only with simple in all their aspects, but also with complex and compound words. It is concerned with the classification and form of words and their different meanings.

1.6. Word Classification

Word classification is based on their function. English language is classified into eight parts of speech: verbs, nouns, adjectives, adverbs, pronouns, conjunctions, prepositions and determiners.

1.1.1. **A verb** is a word that shows an action or a state of being. It also indicates time (Present, Past, Future).

There are two types of verbs: regular and irregular verbs. Regular verbs are verbs in which a „D“ or „E D“ is added to the present form in order to form the past

or past participle:

- He lives in Paris → He lived in Paris → He has lived in Paris.

Irregular verbs are verbs that their forms change in the past and the past participle:

- He goes to school → He went to school → He has gone to school.

1.1.2. **A noun** is a word that names a person, place or a thing.

- A person: Marry, boy, an actor.

- A place: hospital, Moscow.

- A thing: phone, paper.

1.1.3. **An adjective** is a word that describes nouns or pronouns. It may be used descriptively i.e. before the noun as in: It is a nice place. Or predicatively, i.e.as a complement to the verb as in: You seem happy.

1.1.4. **An adverb** is a word that describes :

- A verb: I was there.

- An adjective: She is very upset.

- Or another adverb: He walks very fast.

1.1.5. **A pronoun** is word that can substitute a noun.

- He (**Ahmed**) got married.

1.1.6. **A preposition** is a word that shows :

- A place: They are in the university.

- A time: The game starts at 19:45.

- A position: It locates between two cities.

1.1.7. **A conjunction** is a word that joins two or more words, group of words, or sentences. There are two kinds of conjunctions. Coordinating conjunctions that join two main clauses :

- They read the text and did their activities.

Subordinating conjunctions that join main clause with subordinating clause:

- I will buy it when I get some money.

1.1.8. **A determiner** is a word that comes before a noun to show how the noun

is being used. It can be :

- An article: a, an, the.
- Demonstrative adjective: that, this, those, these.
- Possessive adjective : my, your, their, his, her, its, our.

1.6.1 Word Formation

Word classes and word meanings change through a process which is called word formation.

There are two ways that contribute in this process: Affixation and compounding.

□ **Affixation:** It is the process of adding an affix (a letter or a group of letters) to a word to create either a different form of that word or a new word with a different meaning. The two kinds of affixation are: prefixation (the addition of a prefix) that is attached to the beginning of a word and, suffixation (the addition of a suffix) that is added to the end of a word.

- Prefixation → agree → dis (not to) → disagree.
- Suffixation → hope → ful → hopeful.
- Prefixation + Suffixation → accept → un + accept + able → unacceptable.

▪ **Compounding:** is the process of combining two words that have different meanings to create a new word with another meaning.

- Ice + cream → Ice cream.
- Grand + mother → Grandmother.

1.6.2 Word Meaning

There are different relations concerning meanings that exist between words as hyponymy, synonymy, antonymy and polysemy.

▪ Hyponymy

The relation in which the meaning of one item is included in the meaning of the other; refers to the notion of inclusion. For instance, daisy and rose are hyponyms of flower.

Hyponymy according to Palmer (1976:76) is the relationship between the meanings of a word of which may be said to be included in that of another word.

▪ *Synonymy*

The type of paradigmatic relationships and is seen as sameness of meaning. This concept is held by many scholars, among them by Palmer who defined synonymy as sameness of meaning (1976: 88). He, however, argued that there are no real synonyms (and) no two words have exactly the same meaning; because there are some words that belong to other dialects of a language. They are words that may also differ in of formality that cannot be used in some situations i.e. *die* and *kick the bucket*. Even between words that seem interchangeable, such as *taxi* and *cab*.

▪ *Antonymy*

Palmer defined antonymy as: “**oppositeness of meaning**”(1976:94) ; words that are opposites in meanings to another words i.e. *Fast* is an antonym of *slow* .

▪ *Polysemy*

The association of one word with two or more distinct meanings. A polyseme is a word or phrase with multiple meanings. Adjective: polysemous or polysemic. A word like "walk" is polysemous (went walking, went for a walk, walk the dog, Hill Walk Drive).

1.7. Vocabulary Teaching and Learning Strategies

When dealing with the second language, there are two factors that influence it which are teaching and learning. These two aspects cannot be separated because they go in parallel and they should be discussed and analyzed in order to avoid negative effects while teaching and learning process.

1.7.1 Different Vocabulary Teaching Approaches

Vocabulary was taught in various approaches in which every approach has its own positive and negative aspects. The Grammar Translation Method and the Reading Approach were the leading language teaching methodologies in the early time. Both of these approaches involved a great deal of direct vocabulary teaching and learning. (Murcia , 1991 : 296)

A. The Grammar Translation Approach

The Grammar Translation Method was the principal method in Europe in the 19th century. It was based on teaching grammar structures and vocabulary with direct

translations. It aimed at providing the students with a detailed literary vocabulary which is learned through long lists of translated items. The students were given bilingual dictionaries and they were required to practice the translated sentences with title opportunity to try out pronunciation and communication .

B. The Reading Approach

The reading method focuses on the reading skill. There are two types of reading according to this method, intensive and extensive reading. Intensive reading occurs when the student is under the teacher's supervision where the student is not encouraged to translate but he has to find the meaning of unknown words by guessing from the context. Whilst extensive reading the student reads all his given courses and texts and the teacher guides him from one level to another so that his reading ability develops through this way, and he acquires large vocabulary.

C. The Direct Method

This method emphasizes on interaction for language acquisition and acquiring an acceptable pronunciation from the beginning. It introduced vocabulary through classroomobject, mime, drawings, and explanations. When the meaning of words is not clear, the teacher uses sketches and explanations but the there is no translation to native language. The students were encouraged to infer meaning of new words from the context rather than seeking equivalents in a bilingual vocabulary list. However , this method demands lot of effort from the teacher to convey the meaning, and the teacher may find difficultiesin clarifying the meaning of unknown words, so he gives explanation with native language to make the meaning clear for students.

D. The Audio Lingual Method

Vocabulary is given a minor role in this method. The student concentrates on grammar and pronunciation rather that vocabulary. It was also stressed that knowing too much vocabulary would cause students to have a false sense of security (Thornbury; 2002:14).

E. The Oral Approach and Situational Language Teaching

The focus of Oral Approach was mainly on vocabulary and grammar control. Vocabulary was seen as an essential component for reading proficiency. In Situational Language Teaching, the meaning of words was not to be given through

explanation in neither the mother tongue nor the target language but was to be induced from the way the form was used in situation.

F. The Communicative Approach

Senel (2002:243-244) emphasized that new words are not presented in isolation, but in the context of a complete sentence, and in a meaningful situation. When the words appear in determined context, the students get the meaning easily and they will be able to communicate with others.

G. Lexical Approach

In the lexical approach, vocabulary is prized over grammar as being basic to communication. It is stated that if learners do not identify the meaning of keywords, they will be unable to participate in the conversation, even if they know the morphology and the syntax of the foreign language (Lewis;1997:7). In recent years, content-based instruction was very popular in foreign language learning and teaching. vocabulary is completely contextualized and courses which have carefully designed the scope and the sequence of the content manage to recycle both the content and the associated vocabulary.

1.7.2 Teaching Vocabulary Strategies

Teaching vocabulary takes a great and essential part when we start to learn a foreign language. We can say that teaching vocabulary is the process of making students learn the unit of words presented by the teacher. Nation (1990:01) claims that some teachers do not pay attention to teaching vocabulary because they think that it is taught automatically, but this is wrong because without the guidance and the instructions of the teacher, the students will be misguided and misled. The teachers are required to encourage the students and make them feel responsible and make them control their vocabulary learning i.e those students who do not know what words to learn, how to learn and how to use these acquired words in the appropriate situation.

Besides there are some vocabulary teaching strategies that are worth mentioning, so as to help the memorizing of vocabulary and enhance its efficiency:

A. Teaching Vocabulary in Context

Context means the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning. It is very easy to

learn vocabulary in context rather than learning words in isolation. Words should not be taught out of context. Besides, teaching words in context helps students to be competent in reading complex texts and communication by the use of the learnt words. More importantly, teaching vocabulary through context also helps students to improve good reading habit of reading between the lines, and to improve their reading comprehension. For instance if the teacher writes in the board these two sentences:

- *They kept digging deeper and deeper but they found nothing.*

- *I've been digging the garden.*

In the light of context, the students can guess the meaning of word digging, that is to make a hole in the ground by using hands, a tool or a machine. As a deduction, to memorize words in isolation is very complex and difficult, so to convey the meaning of a new word exactly, it is better to present the word in a sentence or in a context. There are many advantages of presenting the word in a sentence:

1) Sentences are easier to remember, because they have meaning, they have a kind of a picture, a story especially when getting them from something that we read or we listen to.

2) When learning a word in a sentence, the learner learns grammar also, not only learning an individual word, but also learning how to use that word correctly. There is no need to think about the grammar and to know the rules it is automatic. For example *He loves his mother*, that –s on the end of the verb love, the learner learns automatically that in the present tense we add S to the end of the verb in the 3rd person (He).

3) Context provides an indication of the way the words are used.

4) Assessing the meaning of a word in context forces the students to develop strategies, such as anticipating and inferring.

B. Teaching Vocabulary with Semantic Field Theory

All the words that we have in our mental lexicon have a particular meaning, which we understand directly when we face the word. Some words are more semantically related to each other than some other in a way that when we face one of them, the other springs to our mind, too. For example, when we hear the term *coach*, most of us immediately think of the words *stadium* or *player* or when we hear the

word *doctor* we may think of *hospital* or *emergency* but not *player* or *coach*. These examples show that these terms belong to the different categories that all of us apparently can recognize them. This interrelationship between the words is called “semantic field”. By association of words in the same semantic field, we can train the students to permanently expand their memory of words learnt and reinforce learning and retention of new learnt words. English is rich of synonyms that convey the same concept, the teacher frequently use them to explain new terms in vocabulary teaching. In teaching the word *important*, we can elicit from the students words bearing the meaning *essential*, and then we get *crucial, vital, primary, significant, required*. Then more synonyms *substantial, critical, requisite* are introduced and the differences between these words are explained to the students.

C. Expanding Vocabulary by Word Formation

Word formation (Affixation and Compounding) is an effective way that helps students see words in the network of association. Thus, to teach lexical items successfully, teachers must make students get familiar with roots, prefixes, suffixes.

For instance, in teaching the word *transport*, teacher must tell the students that the prefix „*trans-*“ means „(in adjectives) across; beyond and (in verbs) into another place or state.“ When they are aware of the meaning of (*lorries, trucks, trains*) *transport*, They are asked to tell the meaning of the next words with a given context: *transform, transplant, translate, transfer, transit, transparent*. While learning the word *subscribe*, the root „*- scribe*“ is taught first. It means „to write“. Then more derivations of „*scribe* are given in a context to the students: *describe, prescribe, inscribe, scribal, transcribe*, with the gathering of the common roots, prefixes and suffixes. Teachers are required to encourage the students to guess the meaning of the new words and to summarize the common roots, prefixes and suffixes. In this way, students will not only know how the words are formed but also comprehend the motivation of English word formation. Soon, their vocabulary develops and they will become more interested in learning English language.

D. The Use of Dictionaries

Generally we are sure that the students want to enlarge the numbers of words they understand, they intend to know the meaning of many more words that teachers

can teach them. The dictionary is the best resource for students, it enables the students to understand the meaning of the words quickly and almost effortlessly, it also provides students with access to a vast amount of information about words and their usage. Research has shown that it is recommended to use monolingual dictionary rather than bilingual one, because there are many words that students will see in class. There is grammatical information about the words. There is also information about pronunciation, spelling, word formation, and the idiomatic use of the words. Teachers are required to show the students the methods and techniques of choosing and using a proper dictionary. This is more practical, as the Chinese proverb says “Teach me how to fish, rather than giving me fish”

1.7.3 Techniques for Vocabulary Teaching

There are various techniques and methods which are used to teach vocabulary.

While teaching, students are exposed to numerous vocabulary during the lesson whether by the teacher, text book or other materials. (Harmer, 1993: 159) Thornbury claims that there are “pre-planned lessons stages in which learners are taught pre-selected vocabulary items” (2002:75). McCarthy (1992:110) Thornbury (2002:76) suggests two possibilities to arrange vocabulary presentation. Teacher gives learners with the meaning of new words and then introduces their forms or the opposite. These activities are called “discovery techniques” (Harmer, 1993:160). To clarify the meaning of words there are many techniques. One technique is called TPR (Total Physical Response) which is a technique in which the teacher gives commands to students in the target language, and students respond with whole-body actions. In TPR “the attention is to replicate the experience of learning one’s mother tongue” (2002:79). Thornbury spoke also about to clarify the meaning to the students through examples as “providing an example situation” or “giving several example sentences” (Thornbury, 2002, p. 81). These techniques may be more or less useful in specific situations, level, but the best way that may be helpful and fruitful is to combine them together. Allen (1983) states some techniques of vocabulary teaching:

a) Demonstration:

This technique is based on actions performing and gestures. The teacher may use real objects, orders and instructions. The teacher can demonstrate the material by

the use of the real objects that are available in the classroom such as door, window, table, chair, desk etc. The teacher may also give orders and commands to the students to do something such as pointing the picture, touching the desk and so on.

b) Visual Aids:

Visual aid is a picture, video, etc. used in teaching to help people to learn or understand something. The teacher may use visual aids in order to enable students to understand and identify objects vividly. Visualization helps students to memorize and remember the new words and their pictures easily; it may interest the students in their learning vocabulary.

c) Verbal Explanation:

Words are defined by means of simpler English words as synonyms and translation. The teacher may use explanation of the students' own language and definitions in simple English, and also by the use of the vocabulary that the students have already known to show the meaning. For example, the word "castle" can be introduced by explaining what it looks like and where can we find it.

1.7.4 Learning Vocabulary Strategies

Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies (Nation 2001: 217). Cameron (2001: 92) defines vocabulary learning strategies as: **"the actions that learners take to help themselves understand and remember vocabulary items"**. In order to learn and know a large number of words with their meanings, or how to pronounce and use them correctly, language learners have to deal with a wide range of vocabulary learning strategies and every language learner has their own way for learning vocabulary.

There are various strategies that are used by learners to learn vocabulary. Repetition, associative and the key word method are the most practical strategies in learning vocabulary. Researchers found that learners use silent and written repetitions of the target words and their meanings since repetition can be extremely effective and fast vocabulary learning strategy since lists of 100 words can be studied and remembered within a short time (Schmitt, 2000). It is also found that aloud repetition is more effective than silent one. Hedge (2000:117-118) explained that learning new words in order to understand, classify, and store them in the mental lexicon, language

learner has to use some strategies as : a) making associations ; associating words with real things or objects that helps remembering words quickly , b) learning words in groups, b) using keywords ; a keyword is a word chosen from the target language (mother tongue) that looks like the new word in the second language and where it is possible to make some kind of association between the two words.

Schmitt (2002) argued guessing strategy is highly important to discover what new words mean. This strategy includes guessing from the structure of language, guessing from the context and guessing (first language) L1 cognate. The analysis of word morphology may offer hints to infer word meaning, so many teachers give their students lists of common affixes (prefixes and suffixes) with their meanings in order to guess meaning from a given affix in an unknown term. English words have derivational forms by adding prefixes or suffixes to the word base. Besides, students may find a cognate in their L1 that simulates the (second language) L2 term and, thus, be able to infer its meaning. Schmitt (1997:209) emphasized that guessing meaning from context can be a main source of lexical acquisition but the learner has to possess an sufficient level of vocabulary as well as adequate background knowledge of the content for guessing to be effective.

There is another strategy that is called social strategy that is defined by Schmitt as: **“those employed to understand word meaning by asking someone who knows it”** (1997: 210). When trying to find out the meaning of new term, the primary source of the information is the teacher. He has to provide the equivalent term of the L1, as synonym, an example or a definition. Moreover, classmates or friends may also help learners to understand the once faced words.

There are also consolidation strategies involves strategies that learners use to help them memorize the words. They contain memory strategies, cognitive strategies and metacognitive strategies. Generally speaking, memory strategies involves to making connections between the to-be-learned word and some previously learned knowledge, using some form of imagery or grouping. It helps learner to memorize and store new vocabulary fast and effectively.

According to Schmitt (2000) there are many examples of memory strategies as he mentioned in his 58-item of vocabulary learning strategies taxonomy: “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. We can say memory strategies involve relating the word to some previous knowledge.

Cognitive strategies according to Schmitt are similar to memory strategies but they do not focus on manipulative mental processing but rather on repetition and mechanical means to study vocabulary (1997:215). It is popular among learners and may help them reach high grades of proficiency. Other cognitive strategies involve using some kind of study aids, such as word lists and taking notes in class. Learners use cognitive strategies to transform or manipulate the target language.

Schmitt (1997:205) 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 are based on the use of 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, students should be exposed to the target language through all possible means (books, movies, the Internet) and that they should engage in communicative activities with native speakers. We can say that metacognitive strategies are strategies used by the learners to control and evaluate their learning.

1.8. Problems in Teaching and Learning Vocabulary

There are some problems in learning vocabulary encountered by students and they are as follow:

A. Similarity to L1

The difficulty of vocabulary items usually depends on how a similar item is in form and meaning to the students' first language. There are many examples of these: someone described as *sensible* in English will be understood *sensitive* by many European and if you say an *embarrassed* to a Spanish speaker, they may think that you are expecting a *baby*.

B. Connotation

Connotation of the word is another difficult aspect that the learners have to get

to grasp. For example, *handicapped* and *retarded* could be used to describe someone who is *disabled*. But these words have very different in their connotation; the speaker actually conveys a particular attitude. *Handicapped* and *retarded* are negative connotations, while *disabled* is positive connotation.

C. Spelling and pronunciation

The spelling of English word may cause problems to students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example: *discount*, *viscount*, *verdict* and *indict*.

D. Collocation

How a lexical item collocates can also cause difficulty. For example we say that people *injured* or *wounded* but things are *damaged*.

These are some difficulties that teachers face in the process of teaching and learners face while learning vocabulary. The teacher needs to clarify and explain the differences between the words, in terms of pronunciation, use, spelling and meaning.

1.9. Conclusion

Teaching and learning vocabulary is an essential step for learning a second language. In the past, vocabulary was given a little importance in the different teaching programs; it was assumed that learners should master first the different grammatical rules.

This view no longer exists nowadays since vocabulary is given a great importance and considered as a crucial element for mastering a second language. Therefore, many strategies and techniques are developed to help learners achieve a large knowledge concerning it.

Chapter two

Practical Framework: Data Analysis and Results.

Chapter two

Practical Framework: Data Analysis and Results.

Introduction.

Sample Population.

Students' Profile.

Data Collection Phase.

Students' Questionnaire.

Data Analysis Phase.

The Analysis Of students' Questionnaire

2.4.2 Interpretation.

2.4.3. Conclusion.

1. Introduction

This chapter presents the results of data analysis related to the main study. As it has already been explained in the general introduction, the data gathering tools for this study was a questionnaire to explore the different attitudes on vocabulary learning strategies used by EFL students. The questionnaire also aimed at drawing a comparison between students and teachers beliefs concerning vocabulary teaching and learning.

2. Sample Population

The ground that was picked to conduct this research is Ahmed SALHI university center of Naama, it is a new establishment and the first of its kind in the Wilaya of Naama. This sample was chosen because it can show the different attitudes on learning vocabulary strategies used by EFL students better than another scope, and the number is sufficient to conduct the study.

2.1.Students' Profile

The subjects of this case study are third year students of English. It is formed of sixty one (61) students, twenty seven (27) males and thirty four (34) females in Ahmed SALHI university center of Naama.

2.2.Data Collection Phase and Research Design

The research methodology has been conducted in a triangular series of data collection. The instruments used in this investigation are: classroom observation; it is a description of what goes on in the classroom, questionnaire; set of questions intended to cover every possible angle and issue, starting from the students' own evaluation of skill level, how they plan to improve their vocabulary.

2.3.Students' Questionnaire

The students were asked to answer twelve (12) questions (see Appendix I), a questionnaire was distributed online and only fifty two (52) students answered back. The following questionnaire is semi-structured containing eleven items starting with a set of questions concerning personal information of students age and gender , then their beliefs

about learning vocabulary in general and the other questions were about vocabulary learning strategies employed by students . The items included in the

questionnaire were yes/no questions, 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. The questions are as follows :

❖ **Question one:** gender, age.

The first question of almost every questionnaire describes the age and the gender of the sample population of its research. Age is an independent variable and it can tell us to what generation the participant belongs to and gender is also an independent variable and it helps set the percentage of male and female in the sample, the environment and the behaviour differs between genders.

❖ **Question two:** Do you enjoy learning vocabulary?

The purpose of this question is to describe the level of motivation the students have while learning vocabulary.

❖ **Question three:** Do you think that vocabulary is more important than grammar in learning English language? Why?

The opinion of the students has the utmost importance, this question attempts to discover student's attitude towards learning vocabulary in comparison with grammar and the reason why vocabulary is more important than grammar.

❖ **Question four:** Where do you usually encounter new vocabulary?

The purpose of this question is to know where students meet new words.

❖ **Question five:** In which of the above contexts does vocabulary cause a problem ?

This question follows up the fourth question; it aims at discovering where do students face difficult vocabulary items.

❖ **Question six:** In which of the above contexts do you think that it is very useful in learning more vocabulary?

This question is also related to the fourth question, its purpose is to know the useful techniques that the students use in learning vocabulary.

❖ **Question seven:** What do you do first when you meet new words?

The purpose of this question is to find out the reactions of the students when they encounter a new word.

❖ **Question eight:** How do you discover the meaning of new vocabulary?

This question aims at knowing the way and the technique that the students employ to discover the meaning of new words.

❖ **Question nine:** How do you memorize new vocabulary?

The purpose of this question is to discover the strategies and techniques that are used by students to memorize new vocabulary

❖ **Question ten:** What are the strategies that you utilize to enrich your vocabulary?

This question aims precisely at knowing the strategies that the students use to increase their lexical repertoire.

❖ **Question eleven:** What aspects of vocabulary learning you find most difficult?

The aim of this question is to reveal students views of the most difficult part in learning a vocabulary.

❖ **Question twelve:** Could you mention any other strategies or techniques that you use when trying to learn, use and memorize English vocabulary?

This final question aims at discovering other strategies or techniques that students use to learn utilize and memorize English vocabulary.

2.4. Data Analysis Phase

In the data analysis phase the questionnaire will be analyzed in the following tables and charts.

2.4.1. Analysis of Students' Questionnaire

Question one: this table below shows the different variables (age and gender).

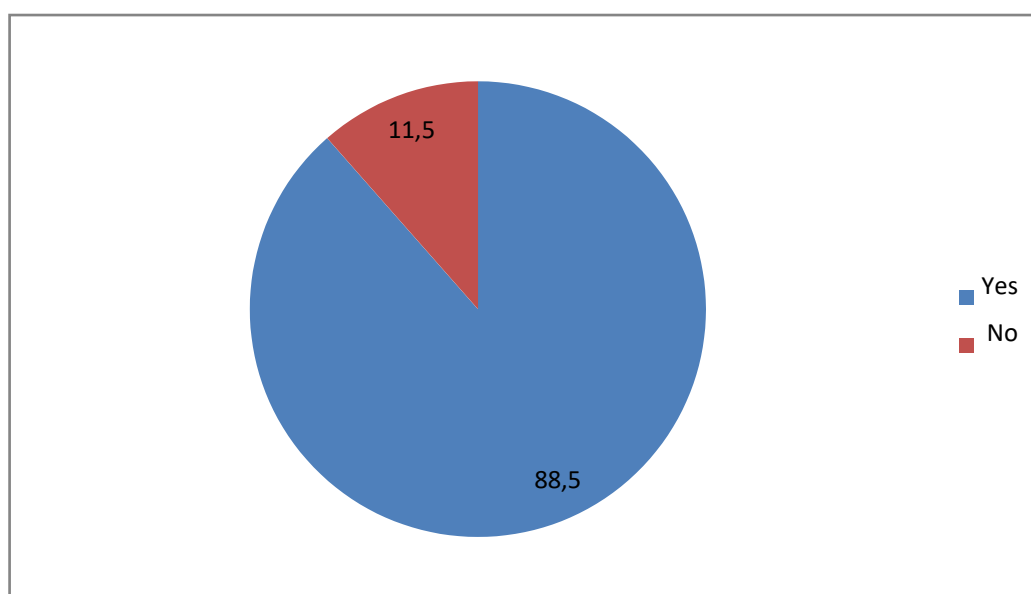
Age	Gender	
	Male	Female
Between 19 to 25	15	21
	41.7%	58.3%

Table 2.1: Age and Gender.

The 36 participants are divided into males and females and, thus constituting a

percentage of 41.7% males (15) and 58.3% females (21) and their ages are between 19- 25 years old as shown in the table above. This variety can give different beliefs and attitudes on the process of vocabulary learning although the number of the participants was small because they did not answer and they did not take the questionnaire seriously.

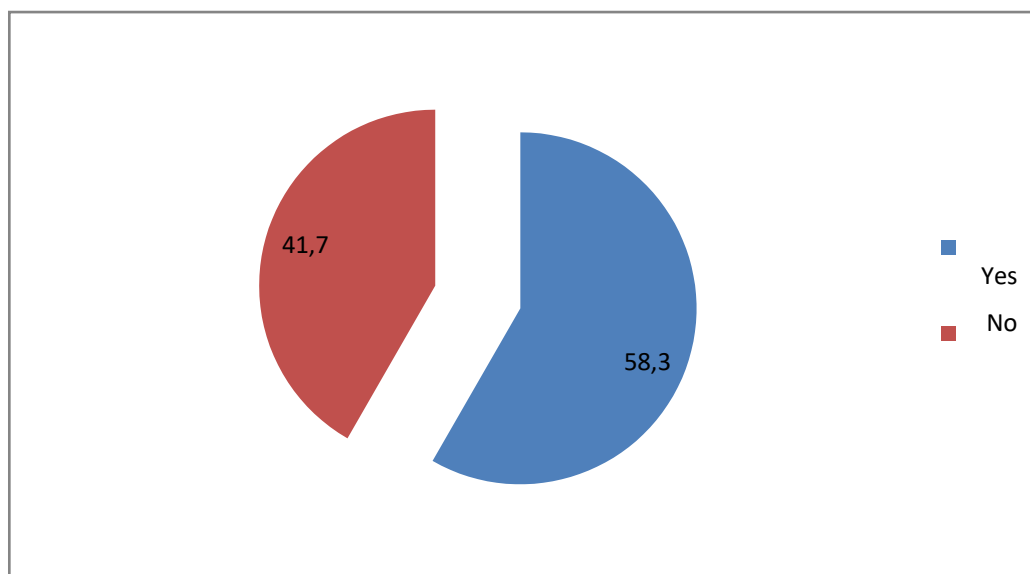
Question two: this pie-chart below represents the level of motivation in learning vocabulary.



Pie-Chart 2.1: Motivation in Learning English Vocabulary.

The results show that most of the students (88.5%) enjoy learning vocabulary, while (11.5%) do not.

Question three: Pie-chart two (2) shows where students place the foremost importance, whether on vocabulary or grammar in the English language learning process.



Pie-Chart 2.2: The Importance of Vocabulary and Grammar.

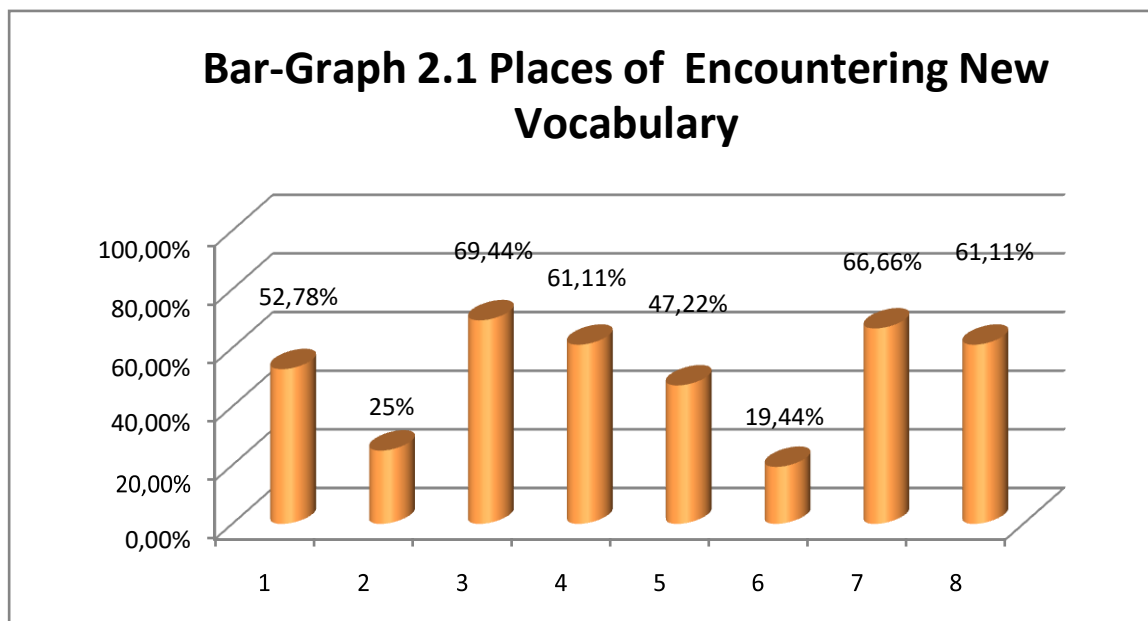
The results of question three show that most students (58.7%) find vocabulary important than grammar, whereas (41.7%) of students find that grammar more important than vocabulary.

Question four: Where do you usually encounter new vocabulary ?

Statement	Participants	Percent
1. In lectures and lessons	19	52.78%
2. When reading texts for my courses.	9	25%
3. When reading outside the classroom (e.g. books, novels, newspapers...ect)	25	69.44%
4. When listening to and watching English-language media (TV, movies, podcasts, radio, newscast...ect)	22	61.11%
5. When speaking with native speakers of English.	17	47.22%
6. When speaking with classmates.	7	19.44%
7. When using the internet.	24	66.66%
8. When using a dictionary.	22	61.11%
Total	36	100%

Table 2.2: Place of Encountering New Vocabulary.

As the table above shows that 25 students 69.44% encounter new vocabulary when reading books, novels and newspapers outside the classroom. 24 students 66.66% claimed that they meet new words when they use the internet maybe because they hang out too much in social networks (Facebook, Twitter, Instagram) and there they face new words and terms.



The last option was when speaking with classmates 19.44% with 7 respondents. This shows that students do not practice speaking especially with their classmates perhaps they are not motivated to speak.

Others

In trying to find other places where students face new vocabulary we ask them this open question, in fact the majority of student did not answer. Just 3 respondents who represent 8.33% gave answers some of them were already mentioned in the questionnaire. Students answers are as follow:

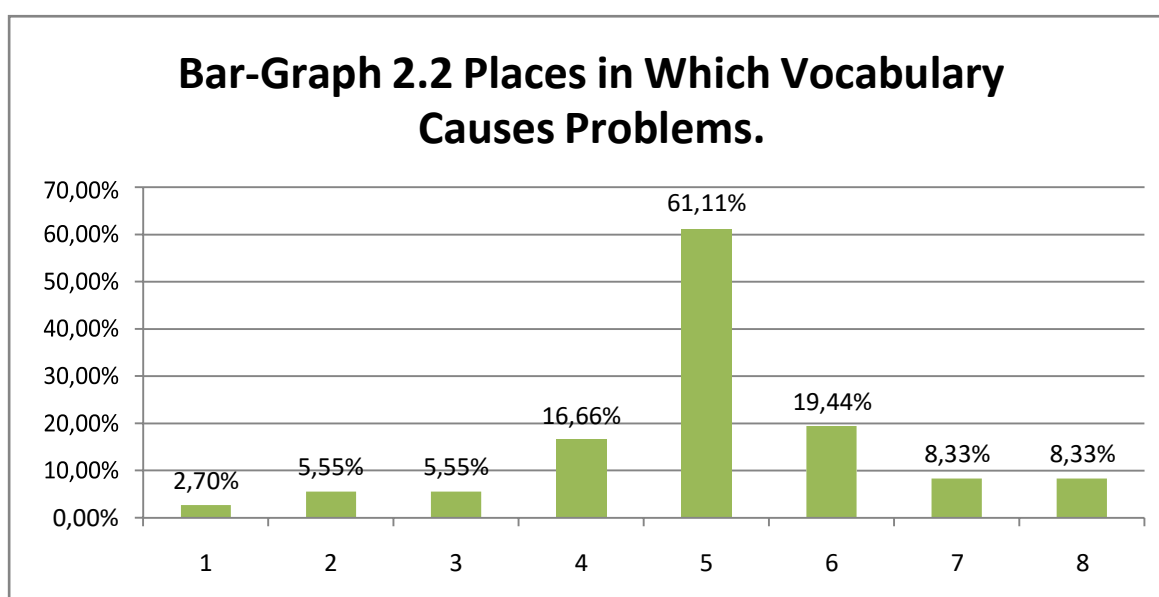
- 1- When listening to music. 2- When watching TV shows
- 3- All what you mentioned above.

Question five: In which of the above contexts does vocabulary cause a problem?

1	2	3	4	5	6	7	8	Total
1	2	2	6	22	7	3	3	36
2.77%	5.55%	5.55%	16.66%	61.11%	19.44%	8.33%	8.33%	100%

Table 2.3: Places in Which Vocabulary Causes Problem.

In question five, 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) 22 respondents represent 61.11%, it is obvious that natives have a huge vocabulary knowledge more than second language learners. As it is illustrated in the bar-graph above, the second highest option was 6 when speaking with classmates 19.44% with 7 respondents. Besides when listening to and watching English-language media 6 respondent represents 16.66% find problems with vocabulary. Just 3 respondents 8.33% find problems with vocabulary when using the internet and when using the dictionary, 2 respondents 5.55% claim when reading texts for their courses and just 1 respondent in lectures and lessons. Three students 8.33% from the total sample did not answer this question may be they do not face problems with new vocabulary.

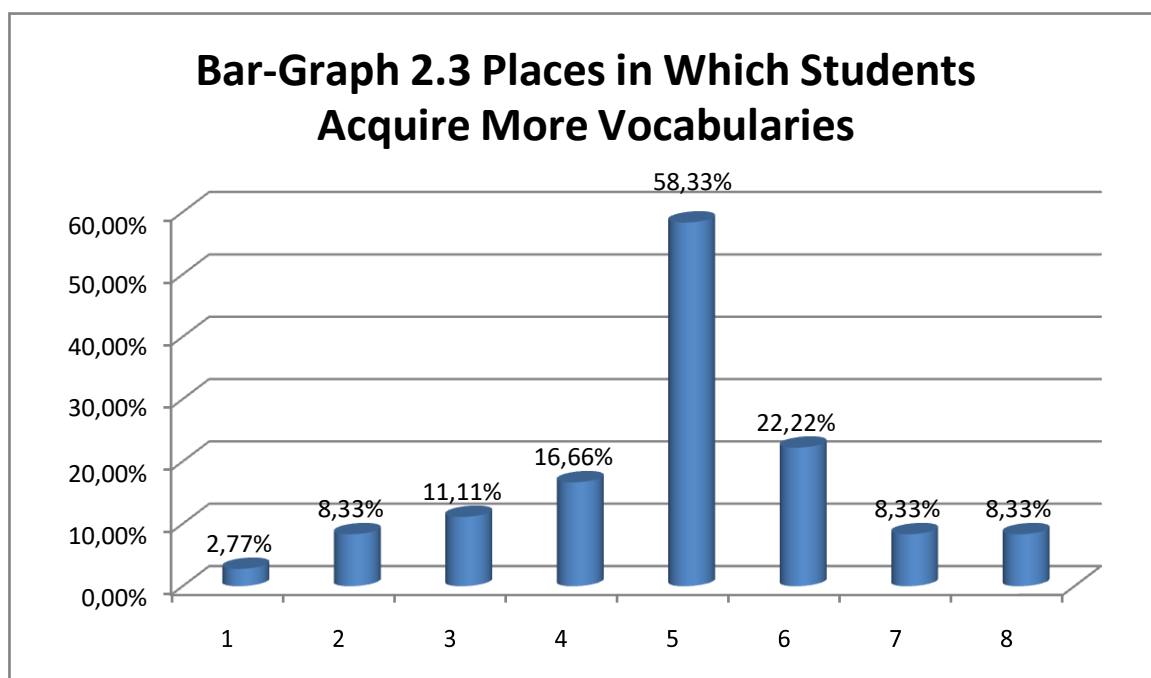
Question six: In which of the above contexts do you think that it is very useful

in learning more vocabulary?

1	2	3	4	5	6	7	8	Total
1	3	4	6	21	8	3	3	36
2.77	8.33	11.1	16.6	58.3	22.2	8.33	8.33	100
%	%	1%	6%	3%	2%	%	%	%

Table 2.4: Places in Which students acquire more vocabulary.

The table above shows that 21 respondents of the whole sample 58.33% claimed that they acquire more vocabulary when speaking with native speaker which was the most popular place where students face difficulty in question four. Option six with 8 respondents 22.22%, option four 16.66% with 6 respondents. The least popular options were two, seven and eight 8.33% with three respondents, students acquire less vocabulary when they read texts of their courses and when they use dictionary and the net. Just one respondent claimed that he acquires vocabulary in lectures and lessons. Two students did not answer this question perhaps they acquire more vocabulary in other contexts, results are shown in the following bar-graph.

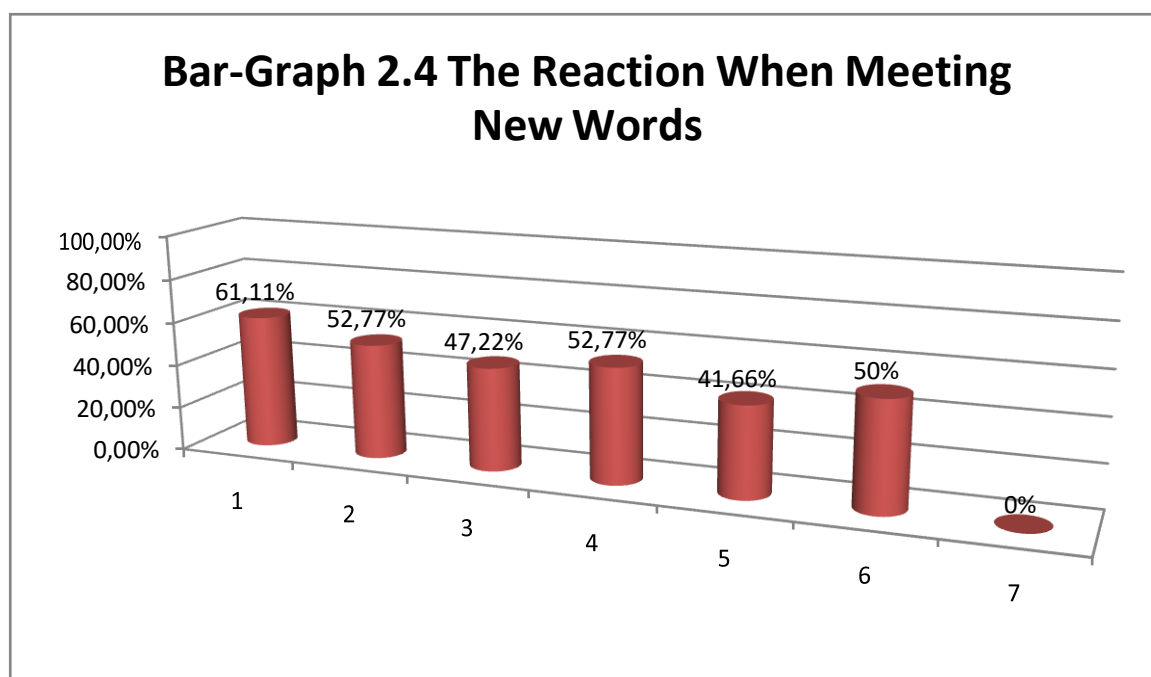


Question seven: What do you do first when you meet new words?

Statement	Participants	Percentage
1- Ask the one who speaks to explain.	22	61.11%
2- Write them as notes and look for them afterwards.	19	52.77%
3- Check them in a bilingual dictionary (English /Arabic) or (English /French).	17	47.22%
4- Check them in a monolingual dictionary (English/ English).	19	52.77%
5- Try to guess the meaning from the context.	15	41.66%
6- Ask the teacher to explain.	18	50%
7- Skip or pass the new word.	0	0%
Total	36	100%

Table 2.5: The Reaction When Meeting New Words.

As can be seen, the aim of question number seven is to know what do students do first when they meet new words. Twenty two respondents of the whole sample 61.11% claimed that they ask the one who speaks to explain when they face a new word. Option two and four with nineteen respondents 52.77% students claimed that they write new words as notes and look for them afterwards and check them in a monolingual dictionary.



In option six half of the sample 50% claimed that they ask the teacher to explain and option and option five fifty respondents with 41.66% claimed that they try to guess the meaning of the words from context. The last option which is skip or pass the word 0% no one answered maybe all of the students are interested in checking the meaning of the new encountered words.

Others

This question aims at finding other strategies which students do whenever they face a new word. No one answered to this question.

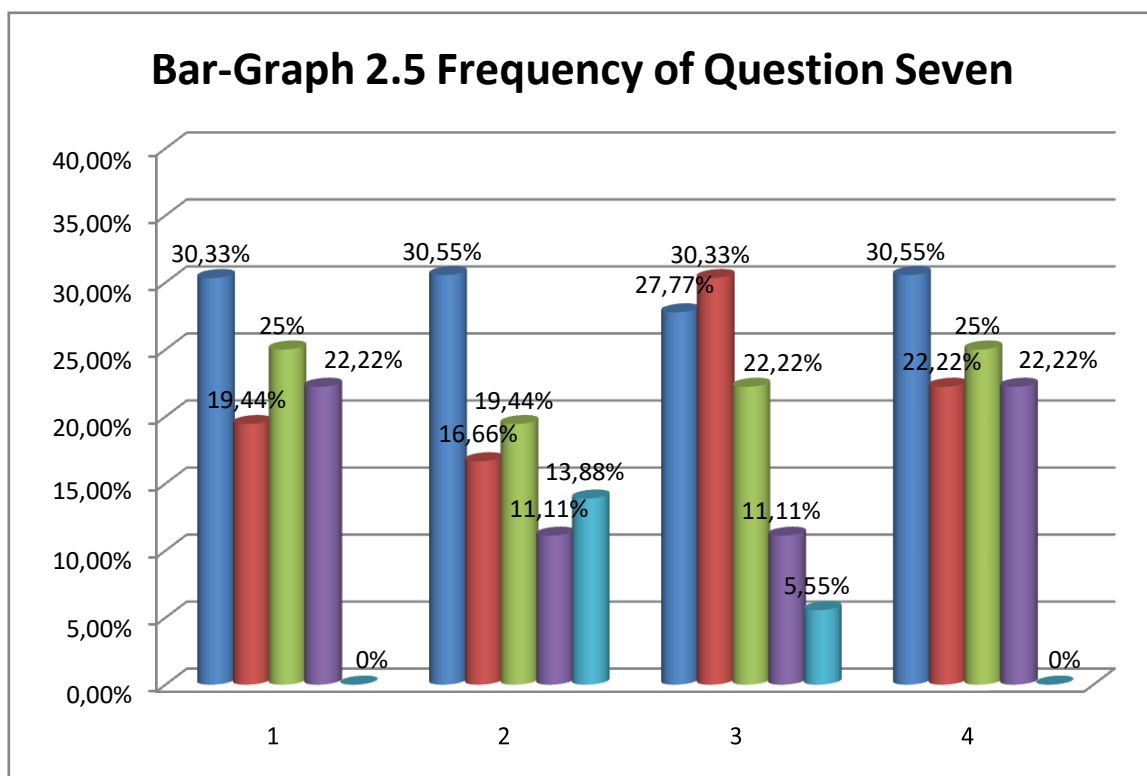
Question eight: How do you discover the meaning of new vocabulary?

Frequency		a.Always	b.Often	c.Sometimes	d.Rarely	e.Never	Total
1- Try to guess from context.	N°	12	7	9	8	0	36
	%	30.33%	19.44%	25%	22.22%	0%	100%
2- Use a bilingual dictionary.	N°	11	6	7	4	5	36
	%	30.55%	16.66%	19.44%	11.11%	13.88%	100%
3- Use a monolingual dictionary.	N°	10	12	8	4	2	36
	%	27.77%	30.33%	22.22%	11.11%	5.55%	100%
4- Look up words in computer dictionary or translator .	N°	11	8	9	8	0	36
	%	30.55%	22.22%	25%	22.22%	0%	100%

Table 2.6: Frequency of Question Seven.

In order to know how EFL learners discover the meaning of new words we ask this question as shown in table 3.6 containing four statements required from them to state how often they use these strategies. The latter statements receive nearly similar scores. In the first statement 12 respondents 30.33% claimed that they always try to guess the meaning of the new word from context, 9 respondents 25% do this sometimes. Eight students 22.22% answered „rarely“ and seven respondents 19.44% answered „often“ and nobody answered 0% „never“ , we can say that guessing the meaning from context is very useful to understand the meaning words and very used by students. Concerning statement two, the scores were nearly similar 11 respondents

30.55% claim that they always use a bilingual dictionary and 7 respondents 19.44% answered „sometimes“, 6 respondents 16.66% answered „often“. Besides, 5 respondents 13.88% claimed that they never use a bilingual dictionary and just 4 students 11.11% answered „rarely“.



As we can see from the above bar-graph, in the third statement were almost similar 12 respondents 30.33% claimed that they often use a monolingual dictionary 10 respondents 27.77% answered „always“. 8 respondents 22.22% answered „sometimes“, 4 students 11.11% answered „rarely“ and just 2 students 5.55% claimed that they never use a monolingual dictionary because it is difficult for them to understand the English explanation or maybe they prefer other kinds of dictionaries. The fourth option is looking up words in computer dictionary or translator 11 students 30.55% answered „always“, 9 students 25% answered „sometimes“. An equal number of students eight 22.22% answered both „often“ and „rarely“ and no one answered 0% „never“, maybe all the students use electronic dictionaries and translator and perhaps they are faster than normal dictionaries.

Others

The majority of the students did not answer just 3 students 8.33% repeated the

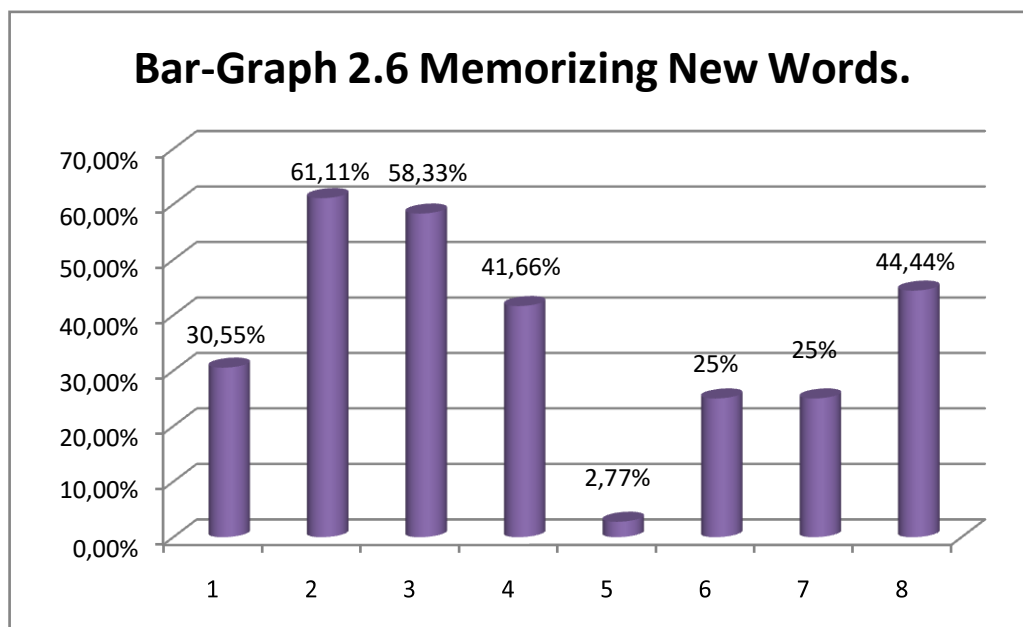
options mentioned before (use a dictionary/ guess from context). Of them said that he often asks the teacher or ask friends.

Question nine: How do you memorize new vocabulary?

Statement	Participants	Percentage
1. Study the word in a bilingual/monolingual dictionary.	11	30.55%
2. Repeat the word many times.	22	61.11%
3. Put the word in a sentence and try to use it.	21	58.33%
4. Note down a new word on a notebook/ underline or highlight.	15	41.66%
5. Write new words in flashcards.	1	2.77%
6. List words together to study them.	9	25%
7. Say the word aloud.	9	25% %
8. Connect the words to the synonyms/antonyms.	16	44.44%
Total	36	100%

Table 2.7: 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 options, scores were nearly similar. More than half of the sample 22 students 61.11% answered that they study the word in bilingual or monolingual dictionary. 21 respondents 58.33% claimed that they memorize the word by repeating the word many times. Also, 16 students 44.44% preferred to connect words with synonyms and antonyms. 15 respondents 41.55% claimed that they take the words as notes on a note book by underlining or highlighting.



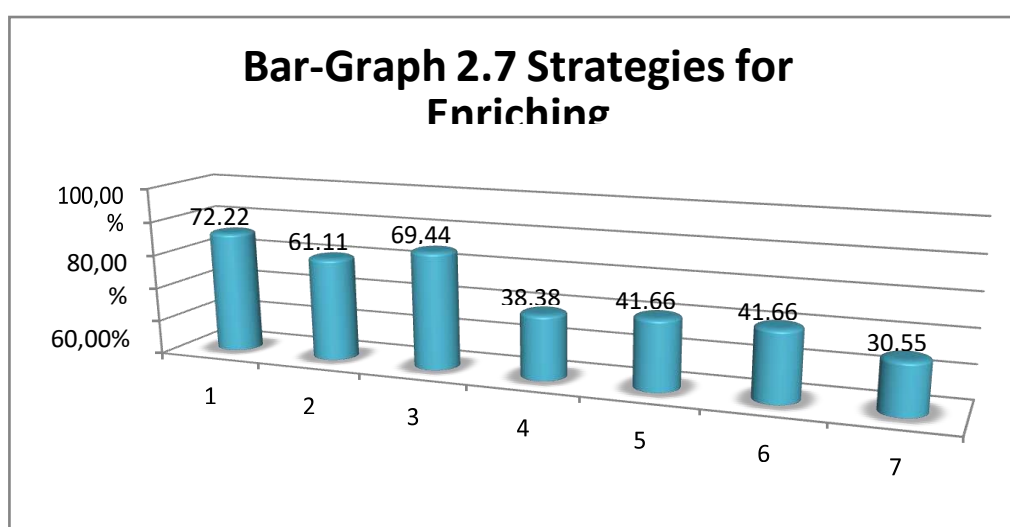
As we can see from the above bar-graph, saying the word aloud and listing them together received equal scores 9 respondents 25% and just one respondent 2.77% prefers writing new words in flashcards, perhaps it is boring for the students to do that. Concerning the open ended question no one from the whole sample answered it.

Question ten: What are the strategies that you utilize to enrich your vocabulary?

Statement	Particip ants	Percent age
1. Read English books, articles, newspapers... ect.	26	72.22%
2. Pick up words from films and TV programs you watch.	22	61.11%
3. Listen to English conversations.	25	69.44%
4. Speak English with native speakers.	12	41.66%
5. Communicate with teachers and classmates.	14	38.88%
6. Practice using a dictionary.	15	41.66%
7. Look for information in English through the Internet.	11	30.55%
Total	36	100%

Table 2.8: Strategies for Enriching Vocabulary.

Question ten aims at finding the different strategies employed by EFL students to enrich their lexical repertoire. The highest scores were reading English books, articles and newspapers and listening to English conversations the former with 26 respondents 72.22% and the latter with 25 respondents 69.44%, these strategies refer to reading and listening are considered as effective ways to learn vocabulary. 22 respondents 61.11% reinforce their vocabulary when they watch films and TV programs, also 15 respondents 41.66% claimed that they acquire more words when using a dictionary. In addition 14 respondents 38.88 claimed that they enrich their vocabulary when they communicate with teachers and classmates and the least score were looking for information in English through the internet with 11 students 30.55%.



Results are shown in the bar-graph above.

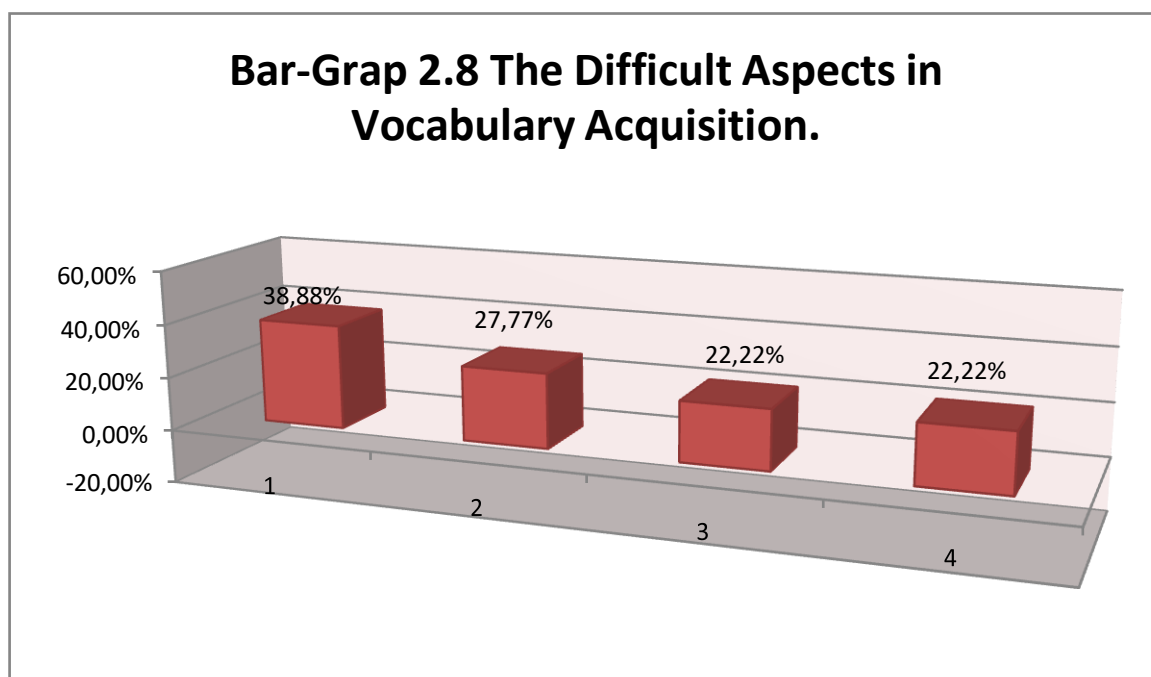
Question eleven: What aspects of vocabulary learning you find most difficult ?

Statement	Participants	Total
1. Meaning	14	38.88%
2. Pronunciation.	10	27.77%
3. Spelling.	8	22.22%
4. Use.	8	22.22%

Table 2.9: Difficult Aspects of Vocabulary Learning.

The purpose of this question is to reveal students' views of the most difficult part in learning a vocabulary „meaning, pronunciation, spelling or use“ results are presented in

table 3.9 and figure 3.8 .First 14 respondents 38.88% claimed that they find meaning verydifficult aspect in learning vocabulary since most English words have several meanings. Second option „pronunciation“ 10 respondents 27.77% claimed that they have difficultieswith words“ pronunciation, maybe because most English words are written in a way and pronounced in another way which make it confusing for students to learn them correctly.



As can be seen in the third and the fourth options „spelling“ and „use“ received equal scores 8 participants 22.22% claimed that they face difficulty with the former two aspects. Concerning 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 and concerning the use maybe the students they cannot use the words in the appropriate context and situation since English words have many different meanings.

Question twelve: Could you mention any other strategies or techniques that you use when trying to learn, use and memorize English vocabulary?

This question aims at discovering other strategies or techniques that students use while learning English vocabulary. This question was answered by 20 students 50.55% out of the whole sample of 36 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 are a huge number of vocabulary learning strategies. The answers of the students are as follow:

- Using a dictionary (bilingual or monolingual).
- Reading texts /books/ stories or regular reading.
- Playing vocabulary games.
- Watching TV shows and programs (films, series, and documentaries).
- Connecting words with synonyms and antonyms.
- Speaking with friends and classmates.
- Singing with friends.
- Repeating the words many times.
- Chatting with native speaker in social networks.
- Listening to English records/podcasts/ conversation /songs (mainly with lyrics) .

2.4.2. Interpretation

Data analysis has exposed that students find learning vocabulary to be unimportant than learning grammar. The previous results have revealed that 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 listening to English conversations and when speaking with native speakers of English language. Students' problems with vocabulary occur when speaking with natives because they have huge vocabulary knowledge more than them. In addition 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.

To sum up, it appears that vocabulary, for some reason, does not rank high on the priority list of teachers and learners which may explain the weaknesses noticed in that aspect of linguistic skills, having said that, the attempts made by students to learn vocabulary is done mainly through media outlets that allow access to authentic materials, on the teachers' side, it is agreed upon that vocabulary teaching can be difficult task, and for that purpose, a set of tools and methods are used.

3. Conclusion

The primary aim of this chapter is to explore the strategies and methods that are used by both teachers and students while teaching and learning English vocabulary. Results show that students use media and technology to enrich their lexical repertoire and they speak with native speaker and read a lot to enlarge their vocabulary. Moreover, the findings of this study show according to the teachers; teaching vocabulary through dictionary use, learning vocabulary through context and by the visual aids are necessary strategies of English language learning in the context of the university.

General Conclusion

Even though vocabulary is a sub-skill of language, it plays a very important role in language teaching and learning, and achieving communicative competence in second language can be enhanced by developing vocabulary learning and teaching. In this research work, we have focused on identifying the different strategies and techniques adopted by EFL teachers in teaching vocabulary.

The aim of this research is to facilitate the task of vocabulary teaching and learning to university teachers and students.

In the field work, the educational setting of this study was the Department of Foreign Languages at Ahmed SALHI University center of Naama. English third year License students have been questioned and provide us with their answers. The results obtained from the students' questionnaire revealed that the majority of EFL students use different vocabulary learning strategies and the students are average users of vocabulary learning strategies because they were not instructed in using strategies or they were not motivated 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. EFL students employ a combination of strategies, including contextual guessing, dictionary use, flashcards, reading, technology-assisted learning, word association, and mnemonic devices, to learn and expand their vocabulary. These strategies facilitate active engagement, context-based learning, and personalized approaches to vocabulary acquisition, contributing to their overall language proficiency and communication skills.

Finally, this work aims to provide a comprehensive understanding of learning vocabulary strategies and techniques, highlighting their advantages for learners. By examining various approaches and exploring the benefits of these strategies, this research contributes to enhancing vocabulary instruction and improving language learning outcomes. For teachers, a clear understanding of vocabulary teaching strategies allows for effective planning and implementation of instructional activities. By incorporating a range of techniques such as explicit instruction, contextualized learning, and the use of technology, students can create engaging and interactive lessons that cater to their diverse needs.

General Conclusion

Moreover, students can leverage the advantages of vocabulary strategies to foster autonomy. By equipping students with a toolkit of effective vocabulary learning techniques, teachers empower them to take control of their own learning and become independent language learners. This autonomy not only benefits students in their current language learning journey but also equips them with lifelong skills for continuous vocabulary expansion and self-directed learning.

In conclusion, this work sheds light on the significance of learning vocabulary strategies and techniques, emphasizing their advantages for learners. By implementing these strategies, learners can create dynamic and engaging instructional environments, and they can develop a strong foundation of vocabulary knowledge and skills that positively impact their language learning journey and beyond.

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Appendix

Appendix I

Questionnaire for Students

Dear students,

We would be honored if you could fill the following questionnaire that aims at examining the assumptions about the different vocabulary learning strategies you use. We would be very grateful if you could answer the questions below.

Please put a tick (✓) on the answer :

1)- Gender : Male Female

Age :

2)- Do you enjoy learning vocabulary ? Yes No

3)- Do you think that vocabulary is more important than grammar in learning English language ?

Yes No

Why?

.....
.....

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

4) -Where do you usually encounter new vocabulary ?

1- In lectures and lessons.

2- When reading texts for my courses.

3- When reading outside the classroom (e.g. books, novels, newspapers...ect)

4- When listening to and watching English-language media (TV, movies, podcasts, radio, newscast...ect)

5- When speaking with native speakers of English.

6- When speaking with classmates.

7- When using the internet.

8- When using a dictionary.

Others:.....

Appendix

5)- In which of the above contexts does vocabulary cause a problem? (write only numbers).

.....

6)- In which of the above contexts do you think that it is very useful in learning more vocabulary? (write only numbers).

.....

7)- What do you do first when you meet new words?(you may tick many answers).

- 1- Ask the one who speaks to explain.
- 2- Write them as notes and look for them afterwards.
- 3- Check them in a bilingual dictionary (English /Arabic) or (English /French).
- 4- Check them in a monolingual dictionary (English / English).
- 5- Try to guess the meaning from the context.
- 6- Ask the teacher to explain.
- 7- Skip or pass the new word.

Others:.....

.....

8)- How do you discover the meaning of new vocabulary?

- Please circle the answer that describes your opinion :

- 1- Try to guess from context.
a. Always **b.** Often **c.** Sometimes **d.** Rarely **e.** Never
- 2- Use a bilingual dictionary.
a. Always **b.** Often **c.** Sometimes **d.** Rarely **e.** Never
- 3- Use a monolingual dictionary.
a. Always **b.** Often **c.** Sometimes **d.** Rarely **e.** Never
- 4- Look up words in computer dictionary or translator .
a. Always **b.** Often **c.** Sometimes **d.** Rarely **e.** Never

9)- How do you memorize new vocabulary? (you may tick many answers)

- 1- Study the word in a bilingual/monolingual dictionary.

Appendix

- 2- Repeat the word many times.
- 3- Put the word in a sentence and try to use it.
- 4- Note down a new word on a notebook/ underline or highlight.
- 5- Write new words in flashcards.
- 6- List words together to study them.
- 7- Say the word aloud.
- 8- Connect the words to the synonyms/antonyms.

Others:.....
.....

10)- What are the strategies that you utilize to enrich your vocabulary?

- 1- Read English books, articles, newspapers... ect.
- 2- Pick up words from films and TV programs you watch.
- 3- Listen to English conversations.
- 4- Speak English with native speakers.
- 5- Communicate with teachers and classmates.
- 6- Practice using a dictionary.
- 7- Look for information in English through the Internet.

Others:.....

11)- What aspects of vocabulary learning you find most difficult ?

- 1- Meaning.
- 2- Pronunciation.
- 3- Spelling.
- 4- Use.

12)- Could you mention any other strategies or techniques that you use when trying to learn, use and memorize English vocabulary?

.....

Thank you very much for your collaboration

Summary

Vocabulary learning plays a crucial role in language acquisition and is considered an essential component of the language learning process. A wide and diverse vocabulary is not only valuable in education but also in various aspects of life. Many students encounter difficulties in comprehending the relationships between different parts of a text and effectively communicating in English. This research focuses on vocabulary learning strategies used by EFL (English as a Foreign Language) learners to enhance their vocabulary knowledge. A questionnaire was administered to sixty-one students at Ahmed SALHI University center of Naama. The results indicate that EFL learners employ a variety of vocabulary learning strategies to a high extent. These strategies include contextual guessing, dictionary use, flashcards, reading, technology-assisted learning, word association, and mnemonic devices. The findings suggest that learners are actively involved in acquiring and expanding their vocabulary. However, first-year EFL learners utilize vocabulary learning strategies to a medium extent, indicating room for further development and improvement. Educators may play a role in encouraging and supporting learners to consistently and effectively employ these strategies.

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résumé

L'apprentissage du vocabulaire joue un rôle crucial dans l'acquisition de la langue et est considéré comme une composante essentielle du processus d'apprentissage de la langue. Un vocabulaire large et diversifié n'est pas seulement précieux dans l'éducation, mais aussi dans divers aspects de la vie. De nombreux étudiants rencontrent des difficultés à comprendre les relations entre les différentes parties d'un texte et à communiquer efficacement en anglais. Cette recherche se concentre sur les stratégies d'apprentissage du vocabulaire utilisées par les apprenants EFL (anglais comme langue étrangère) pour améliorer leur connaissance du vocabulaire. Un questionnaire a été administré à soixante et un étudiants du centre universitaire Ahmed SALHI de Naama. Les résultats indiquent que les apprenants EFL emploient une grande variété de stratégies d'apprentissage du vocabulaire. Ces stratégies comprennent la devinette contextuelle, l'utilisation du dictionnaire, les cartes mémoire, la lecture, l'apprentissage assisté par la technologie, l'association de mots et les dispositifs mnémoniques. Les résultats suggèrent que les apprenants sont activement impliqués dans l'acquisition et l'élargissement de leur vocabulaire. Cependant, les apprenants EFL de première année utilisent des stratégies d'apprentissage du vocabulaire dans une mesure moyenne, ce qui indique une marge de développement et d'amélioration. Les éducateurs peuvent jouer un rôle en encourageant et en aidant les apprenants à utiliser ces stratégies de manière cohérente et efficace.

ملخص

يلعب تعلم المفردات دورًا مهمًا في اكتساب اللغة ويعتبر عنصرًا أساسيًا في عملية تعلم اللغة. لا تعد المفردات الواسعة والمتنوعة ذات قيمة في التعليم فحسب، بل تعد أيضًا ذات قيمة في مختلف جوانب الحياة. يواجه العديد من الطلاب صعوبات في فهم العلاقات بين الأجزاء المختلفة من النص والتواصل الفعال باللغة الإنجليزية. يركز هذا البحث على استراتيجيات تعلم المفردات المستخدمة من قبل متعلمي اللغة الإنجليزية كلغة أجنبية (EFL) لتعزيز معرفتهم بالمفردات. تم إرسال استبيان إلى واحد وستين طالبًا في جامعة أحمد الصالحى بمركز نعمه. تشير النتائج إلى أن متعلمي اللغة الإنجليزية كلغة أجنبية يستخدمون مجموعة متنوعة من استراتيجيات تعلم المفردات إلى حد كبير. تتضمن هذه الاستراتيجيات التخمين السياقي، واستخدام القاموس، والبطاقات التعليمية، والقراءة، والتعلم بمساعدة التكنولوجيا، وترابط الكلمات، وأجهزة الذاكرة. تشير النتائج إلى أن المتعلمين يشاركون بنشاط في اكتساب وتوسيع مفرداتهم. ومع ذلك، يستخدم متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى استراتيجيات تعلم المفردات إلى حد متوسط، مما يشير إلى وجود مجال لمزيد من التطوير والتحسين. قد يلعب اختصاصيو التوعية دورًا في تشجيع المتعلمين ودعمهم لاستخدام هذه الاستراتيجيات بشكل مستمر وفعال.