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**Exploring Pedagogical Strategies for vocabulary
Acquisition : A Case Study of First-Year LMD Students at
Ahmed Salhi Univesity Center , Naama**

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Statement of Originality

We Lairedj Ahmed Dhiya Rahmane, Mamouni Mohammed Bahaa Eddine hereby declare that my master thesi entitled Exploring Pedagogical Straegies for vocabulary Acquisition : A Case Study of First-Year LMD Students at Ahmed Salhi Univesity Center , Naama”is entirely our own work and that we have written it in our own words, it contains no material that has been submitted previously, for the award of any other academic degree or deploma except where otherwise indicated. We also confirm that the present work contain no plagiarism and that any information taken from published or unpublished sources has been acknowledged.

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Dedication

First of all, thanks ALLAH, the Lord of the Worlds, for guided and helped us,

We owe him everything.

I would like to dedicate this humble work to my parents Abdelkader and Amaria

who have shown a great understanding in the hard times .

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with me in this work.

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Abstract

Vocabulary teaching is a crucial and essential part of any language instruction. A large and rich vocabulary is one of the most valuable tools we can provide students, benefiting not only their education but their lives in general. However, many students struggle to understand the connections between different parts of a text and to speak and communicate effectively in English. This research investigates the strategies EFL (English as a Foreign Language) teachers employ to enhance students' vocabulary knowledge. Additionally, it aims to identify the vocabulary learning strategies EFL students use to improve their linguistic competence. The study employs a quantitative approach through interviews and questionnaires, targeting teachers and students in the Department of Foreign Languages at Ahmed SALHI University Center of Naama. A random sample of thirty-six students completed the questionnaire, and eight teachers participated in the interviews. The findings indicate that EFL teachers extensively use various vocabulary teaching strategies, while EFL students moderately use vocabulary learning strategies.

* **Key Words** : Vocabulary Teaching, English as foreign languages (EFL), Vocabulary Learning Strategie.

List of Abbreviations and Acronyms

- ❖ EFLEnglishasaForeignLanguage
- ❖ LMDLicense,Master,Doctorate

List of tables

Table2: Age and Gender.....	38
Table2.1 level of motivation in learning	39
Table2.2: Place of Encountering New Vocabulary	40
Table2.3: Places in Which Vocabulary Causes Problem	42
Table2.4: Places in Which Students Acquire More Vocabulary.....	43
Table2.5: The Reaction When Meeting New Words	44
Table2.6: Memorizing New Words.....	45
Table2.7: Strategies for Enriching Vocabulary.....	46
Table2.9: Difficult Aspects of Vocabulary Learning.....	47
Table2.9: Teachers' Experience	48
Table2.10 Teachers' Opinion About Vocabulary in Learning Language	48
Table2.11: The Strategies Used in Teaching Vocabulary.....	49
Table2.12: The Effectiven Techniques and Methods of Teaching Vocabulary.....	50
Table2.13: Teachers'/Students' Objectives while Teaching/Learning Vocabulary.....	51
Table2.14: Difficulties that The Teacher Face in Vocabulary Teaching	52

List of Pie-Charts

Pie-Chart2: shows the different variables (age and gender)	38
Pie-Chart2.1: Motivationin Learning English Vocabulary	39
Pie-Chart2.2: The Importance of Vocabulary and Grammar.....	40
Pie-chart2.3: Places of Encountering New Vocabulary	41
Pie-chart2.4: Places in Which Vocabulary Causes Problem	42
Pie-chart2.5: Places in Which students Acquire More Vocabulary.....	43
Pie-chart2.6: The Reaction When Meeting New Words	44
Pie-chart2.7: Memorizing New Words	45
Pie-chart2.8: Strategies for Enriching Vocabulary	46
Pie-chart2.9: Difficult Aspects in Vocabulary Acquisition	47
Pie-chart2.10: Is teaching vocabulary hard and does it take a great effort.....	50

Table of Content

Acknowledgment	I
Dedication	II
Abstract.....	III
List of Abbreviation and Acronyms.....	IV
List of Tables	V
List of Pie-Charts.....	VI
Table of Content.....	VII

Chapter One:Teaching/Learning Vocabulary Strategies.

1.1.Introduction.....	14
1.2Vocabulary Definition	14
1.3The Importance of Vocabulary	15
1.4Types of Vocabulary.....	16
1.5Vocabulary Description	17
1.5.1Lexicography.....	17
1.5.2Lexicology	17
1.6Word Classification.....	17
1.6.1Word Formation.....	19
1.6.2Word Meaning	20
1.7Vocabulary Teaching and Learning Strategies.....	21
1.7.1Different Vocabulary Teaching Approach	21
1.7.2Teaching Vocabulary Strategies	23
1.7.3Techniques for Vocabulary Teaching.....	25
1.7.4Learning Vocabulary Strategies.....	25
1.8Problems in Teaching and Learning Vocabulary	27
1.9Conclusion	28

Chapter Two:Practical Framework:Data Analysis and Results.

2.1Introduction.....	34
2.2Sample Population	34
2.2.1Teachers“Profile.....	34

2.2.2Students'Profile	34
2.3Data Collection Phase.....	34
2.3.1Classroom Observation	34
2.3.2Students'Questionnaire.....	35
2.3.3Teachers'Interview	36
2.4Data Analysis Phase	37
2.4.1The Analysis Of Students'Questionnaire.....	38
2.4.2The Analysis of Interview	47
2.4.3Interpretation	51
2.4.5.Conclusion	51
General Conclusion	53
References	54

Appendices

I. Questionnaire.....	58
II. Interview	62
.Summary.....	

General Introduction

General Introduction

English is one of the most widespread and widely spoken languages in the world. Consequently, knowledge of English and the ability to use the language is rapidly becoming a valuable global asset. English is considered a foreign language because it is not our first language in terms of words and structure. Given the significant role English plays in international communication today, students must master it to exchange thoughts and interact in various situations. In Algeria, English is one of the foreign languages that must be learned from middle school through university. In the field of English language learning, many factors affect Algerian EFL students' low proficiency in English.

One of the biggest problems students encounter is the lack of vocabulary knowledge, which can affect their four main learning skills: listening, speaking, reading, and writing. They struggle to read texts and understand the message. When reading, students often identify their problems with the words they cannot comprehend and wish they had been taught more vocabulary to solve these difficulties.

Moreover, students have problems expressing themselves in English and understanding the relationships between different parts of texts. To help them manage these problems, we can utilize various methods such as guessing the meaning from context, checking the word's meaning in a dictionary, and interpreting the meaning through word analysis.

Generally, students face other difficulties in mastering vocabulary: they are unable to memorize a large number of words and forget them easily. In this case, the solution lies with the teacher. Teachers play a crucial role in helping students develop their vocabulary. Success depends not only on the syllabus but also on the teacher's creativity. Teachers should be innovative in finding new ways and

techniques to help students enrich their vocabulary, so they do not feel bored during sessions.

The purpose of this research is to explore the vocabulary teaching strategies among first-year LMD EFL students at Ahmed SALHI University Center of Naama. Therefore, our work attempts to answer the main research question:

What are the pivotal strategies that university teachers of English utilize in teaching vocabulary?

From this main question, the following sub-questions are derived:

- What are the different techniques for teaching and learning vocabulary?
- How can vocabulary be taught through technology?
- What difficulties do students encounter in learning new words?

To address these questions, the following hypotheses are proposed:

- Concerning the main question, perhaps vocabulary is best taught in context and through semantic field theory.
- New ways and methods should be created to help students understand successfully.
- Regarding technology, using visual aids and multimedia might enhance vocabulary knowledge.
- Students' lack of interest and difficulty in understanding may be contributing factors.

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

Chapter one addresses vocabulary knowledge and the teaching/learning of vocabulary using different strategies, techniques, and methods.

Chapter two deals with data collection and analysis, utilizing three different instruments: classroom observations, a questionnaire for students, and interviews with teachers.

Chapter One

Teaching/ Learning Vocabulary Strategies.

Chapter one

Teaching /Learning Vocabulary Strategies

- 1.1.Introduction.
- 1.2Vocabulary Definition.
- 1.3The Importance of Vocabulary.
- 1.4.Types of Vocabulary.
- 1.5.Vocabulary Description.
 - 1.5.1Lexicography.
 - 1.5.2Lexicology.
- 1.6..Word Classification.
 - 1.6.1Word Formation.
 - 1.6.2 Word Meaning.
- 1.7. Vocabulary Teaching and Learning Strategies.
 - 1.7.1.Different Vocabulary Teaching Approaches.
 - 1.7.2.Teaching Vocabulary Strategies.
 - 1.7.3. Techniques for Vocabulary Teaching.
 - 1.7.4 Learning Vocabulary Strategies.
- 1.8.Problems in Teaching and Learning Vocabulary.
- 1.9.Conclusion.

1.1.Introduction

This chapter illuminates various definitions of vocabulary and underscores its significance and role in the language teaching/learning process. Following this, an overview of vocabulary and its types will be provided. Additionally, the chapter will delve into the broader domain of vocabulary teaching, encompassing related approaches and teaching/learning strategies. Subsequently, it will examine the challenges that impede the effective teaching and learning of vocabulary.

1.2. Vocabulary Definition

Vocabulary constitutes the essential lexicon necessary for effective listening, speaking, reading, and writing. This term has been defined in various ways. Nunan (1999:101) characterizes vocabulary as a compilation of target language words, encompassing the extensive array of terms that describe a given language. Without a robust vocabulary, learners would struggle to comprehend and utilize the target language effectively. Hatch and Brown (1995:01) describe vocabulary as a collection of words that individual language speakers employ. Similarly, Penny (1991:60) approximates vocabulary as the words taught in a foreign language. Barnhart (2008:697) expands on this definition, viewing vocabulary as the stock of words used by individuals, classes, or professions, often organized alphabetically with definitions.

According to Collins English Language Dictionary, vocabulary encompasses a comprehensive listing of words and phrases within a language, often with translations or meanings provided in another language, akin to a glossary.

Referring to Oxford Dictionaries, vocabulary is defined as:

- All the words that a person knows or uses.
- The complete lexicon of a particular language.
- The terminology employed when discussing a specific subject.

- A list of words with their meanings, especially in a book for learning a foreign language.

According to vocabulary.com, vocabulary is defined as:

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

Thus, vocabulary can be described as a set of words in a language that a person knows and uses in communication.

1.3. The Importance of Vocabulary

Vocabulary serves as the cornerstone of language existence, without which communication would lack meaning and coherence. As linguist David Wilkins aptly summarized, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Thornbury, 2002:13). Words are the tools learners employ to articulate needs, thoughts, and emotions, as well as to navigate the world around them. A limited vocabulary inhibits expression, while a vast and diverse vocabulary equips learners with the right words for every occasion.

Dellar and Hocking underscore the primacy of vocabulary, highlighting that while grammar is essential, mastery of words and expressions fosters significant improvement in language proficiency. They emphasize that while grammar facilitates communication to some extent, words are indispensable for articulating virtually any idea or concept (Thornbury, 2002:13).

Harmer also acknowledges the significance of vocabulary, stating that "if language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh" (1991:153). He asserts that the ability to manipulate grammatical structure is useless without words to convey meaning.

Moreover, Hatch (1983:07) emphasizes the importance of words in facilitating communication, and especially in contexts where learners have limited knowledge

of a new language. Words, he contends, enable authentic communication and serve as the primary tool for students in both their studies and daily interactions.

Burns and Broman (1975: 295) suggest that a person's status in society can be determined by their knowledge of words and their ability to employ them appropriately in various contexts.

In vocabulary plays a crucial role in language teaching and learning, and its significance cannot be overstated. It serves as a barrier that, when overcome, facilitates effective communication in a foreign language.

1.4. Types of Vocabulary

Vocabulary can be categorized into two main types:

- a) Receptive vocabulary: This refers to the words that learners can recognize when they hear or see them. It involves understanding the meaning of a word and being able to distinguish it from similar words in writing and pronunciation.
- b) Productive vocabulary: This encompasses the words that learners can spell, pronounce, and use correctly in speaking and writing. It involves not only knowing the word but also understanding when and how to use it in the appropriate context.

Jo Ann Aeborsold and Mary Lee Field (1977:139) further classify vocabulary into active and passive categories:

- **Active vocabulary:** This comprises the words readily used by an individual when speaking and writing. Learners can pronounce these words correctly and use them in context.
- **Passive vocabulary:** This refers to words that learners can understand within a given context while reading and speaking, even if they may not actively use them in speaking or writing.

1.5. Vocabulary Description

The primary linguistic disciplines that delve into vocabulary and its various forms, meanings, and uses are lexicography and lexicology.

1.5.1. Lexicography

Lexicography constitutes the theory and practice of compiling dictionaries. According to Jackson and Zé Amvela (2000:2), lexicography involves the specialized technique of dictionary writing, which entails grouping lexical items with their respective meanings, functions, and illustrative examples.

1.5.2. Lexicology

Lexicology pertains to the study of the form, meaning, and behavior of words. Jackson and Zé Amvela (2000:1-2) define lexicology as the examination of lexis, signifying the inventory of words in a given language. It encompasses not only the study of simple words in all their dimensions but also of complex and compound words. Lexicology concerns itself with the classification, form, and various meanings of words.

1.6. Word Classification

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

- A verb denotes an action or a state of being and often indicates time (present, past, future). Verbs can be classified into two types: regular and irregular verbs. Regular verbs are those where "D" or "ED" is appended to the present form to form the past or past participle:
 - Example:

- Present: He lives in London Past: He lived in London
- Past Participle: He has lived in London

Verbs are words whose forms change to indicate tense, particularly in the past and past participle:

- Present: He goes to school
- Past: He went to school
- Past Participle: He has gone to school

Nouns

Nouns are words that denote a person, place, or thing:

- Person: Mariem, boy, actor
- Place: hospital, Barcelona
- Thing: phone, paper

Adjectives

Adjectives are words that modify nouns or pronouns. They can be used descriptively, preceding the noun, as in "It is a nice place," or predicatively, serving as a complement to the verb, as in "You seem happy."

Adverbs

Adverbs are words that modify verbs, adjectives, or other adverbs:

- Verb: I was there.
- Adjective: She is very upset.
- Adverb: He walks very fast.

Pronouns:

Pronouns are words that can substitute for nouns:

- Original: Ahmed got married.
- Pronoun: He got married.

Prepositions are words that indicate:

- Place: They are in the university.
- Time: The game starts at 19:45.
- Position: It is located between two cities.

Conjunctions

Conjunctions are words that connect two or more words, groups of words, or sentences. There are two types of conjunctions:

- Coordinating conjunctions, which join two main clauses:
 - Example: They read the text and did their activities.
- Subordinating conjunctions, which join a main clause with a subordinate clause:
 - Example: I will buy it when I get some money.

Determiners

Determiners are words that precede a noun to indicate how the noun is being used. They can be:

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

1.6.1. Word Formation

- prefix to the beginning of a word.
 - Example: agree → dis (not to) → disagree.

Suffixation: Adding a suffix to the end of Word classes and meanings undergo changes through a process known as word formation. Two primary methods contribute to this process: affixation and compounding.

Affixation involves adding an affix (a letter or a group of letters) to a word, resulting in either a different form of that word or a new word with a different meaning. There are two types of affixation:

- **Prefixation:** Adding a word.
 - Example: Hope → full → hopeful.
- **Prefixation + Suffixation:** Combining both prefixation and suffixation to modify a word.
 - Example: accepte → un + accepte + able → unacceptable.

Compounding: Compounding involves combining two words with different meanings to form a new word with another meaning.

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

Word Meaning: Different relationships exist between words in terms of their meanings, including hyponymy, synonymy, antonymy, and polysemy.

Hyponymy: describes a relationship where the meaning of one word is encompassed by the meaning of another, indicating inclusion. For example, "daisy" and "rose" are hyponyms of "flower." According to Palmer (1976:76), hyponymy refers to the relationship where the meaning of one word is considered to be included in the meaning of another word.

Synonymy: refers to paradigmatic relationships and denotes sameness of meaning. Palmer (1976:88) defined synonymy as the similarity in meaning. However, he argued against the existence of true synonyms, noting that no two words have exactly identical meanings due to differences in dialects or levels of

formality. For instance, "die" and "kick the bucket" may seem interchangeable but carry different connotations. Similarly, words like "taxi" and "cab" may appear synonymous but may be used in different contexts.

Antonymy: as defined by Palmer (1976:94), represents oppositeness of meaning, where words have meanings that are opposite to those of other words. For example, "fast" is an antonym of "slow."

Polysemy: describes the phenomenon where one word has multiple distinct meanings. A polyseme is a word with multiple meanings. For instance, the word "walk" can have various meanings such as "went walking," "went for a walk," "walk the dog," or "Hill Walk Drive."

1.7. Vocabulary Teaching and Learning Strategies

When dealing with a second language, teaching and learning are intertwined factors that significantly influence each other. They must be considered together to ensure effective language acquisition and instruction.

1.7.1. Different Vocabulary Teaching Approaches

Vocabulary teaching has been approached through various methodologies, each with its own advantages and disadvantages. In the early stages, the Grammar Translation Method and the Reading Approach were prominent.

A. The Grammar Translation Approach

The Grammar Translation Method, prevalent in Europe during the 19th century, focused on teaching grammar structures and vocabulary through direct translation. It emphasized the acquisition of a detailed literary vocabulary through translation exercises and the use of bilingual dictionaries.

B. The Reading Approach

The Reading Approach emphasizes the development of reading skills, with intensive and extensive reading as its key components. Intensive reading, conducted under the teacher's supervision, encourages students to infer the meanings of unknown words from context rather than relying on translation. Extensive reading involves students reading a wide range of texts, gradually progressing to higher levels with the guidance of the teacher, facilitating the acquisition of a large vocabulary.

C. The Direct Method

The Direct Method emphasizes interaction for language acquisition and aims for acceptable pronunciation from the start. Vocabulary is introduced through real-life classroom objects, mime, drawings, and explanations. Instead of translation, teachers use sketches and explanations to convey meaning. Students are encouraged to deduce the meaning of new words from context rather than relying on bilingual lists. However, this method places a heavy demand on teachers to convey meaning effectively, and they may resort to using the native language to clarify meanings.

D. The Audio Lingual Method

Vocabulary plays a minor role in the Audio Lingual Method, with the focus primarily on grammar and pronunciation. It is believed that an excessive focus on vocabulary might give students a false sense of security.

E. The Oral Approach and Situational Language Teaching

In the Oral Approach, vocabulary and grammar control are emphasized, particularly for reading proficiency. Situational Language Teaching emphasizes that word meanings should not be explained in either the native language or the target language but should be deduced from the context in which they are used.

F. The Communicative Approach

In the Communicative Approach, new words are not presented in isolation but within the context of complete sentences and meaningful situations. By encountering words in specific contexts, students can easily grasp their meanings and effectively communicate with others.

G. Lexical Approach

In the Lexical Approach, vocabulary takes precedence over grammar as the foundation of communication. It is argued that without understanding keywords, learners cannot effectively participate in conversations, even if they grasp the morphology and syntax of the foreign language. Content-based instruction has gained popularity in recent years, where vocabulary is contextualized within carefully designed courses that recycle both content and associated vocabulary.

1.7.2 Teaching Vocabulary Strategies

Teaching vocabulary is a crucial aspect of foreign language learning. While some may assume that vocabulary acquisition occurs automatically, it requires guidance and instruction from teachers. Teachers play a vital role in encouraging students, fostering a sense of responsibility, and guiding their vocabulary learning process.

Now, let's explore some strategies for teaching vocabulary to enhance memorization and efficacy:

A. Teaching Vocabulary in Context

Context refers to the surrounding text or speech that helps explain the meaning of specific phrases or words. Learning vocabulary in context is more effective than learning isolated words. Teaching words within context aids in understanding complex texts and improves communication skills. Additionally, it fosters good

reading habits, such as reading between the lines and enhancing reading comprehension.

For example, consider the following sentences written on the board:

- They kept digging deeper and deeper but they found nothing.
- I've been digging the garden.

In this context, students can deduce the meaning of the word "digging" as the act of making a hole in the ground using hands, tools, or machines. Learning words in isolation can be complex, so presenting words within sentences or contexts is preferable. There are several advantages to learning words in sentences:

1. Sentences are easier to remember as they have meaning and can create mental images or stories.
2. Learning a word in a sentence also teaches grammar usage automatically, aiding in correct word usage.
3. Context provides insight into word usage.
4. Assessing word meanings in context encourages students to develop strategies such as anticipation and inference.

B. Teaching Vocabulary with Semantic Field Theory

Semantic field theory suggests that words are interconnected based on their meanings, forming semantic fields. Teaching vocabulary within these fields helps students expand their memory of learned words and reinforces retention. By associating words within the same semantic field, students can better grasp synonyms and understand subtle differences in meaning. For example, when teaching the word "important," synonyms like "essential," "crucial," and "vital" are introduced, along with explanations of their nuances.

C. Expanding Vocabulary by Word Formation

Word formation through affixation and compounding helps students understand words in the context of associations. Teachers should familiarize students with roots, prefixes, and suffixes to facilitate successful vocabulary learning. For instance, when teaching "transport," students learn that the prefix "trans-" means "across" or "beyond." Through examples like "transform," "transplant," and "translate," students grasp the meaning of related words. Similarly, teaching "subscribe" involves understanding the root "-scrib" meaning "to write" and exploring words like "describe," "prescribe," and "inscribe." By recognizing common roots, prefixes, and suffixes, students not only learn word formations but also comprehend the motivation behind English word structures, leading to enhanced vocabulary development.

D. The Use of Dictionaries

Dictionaries are invaluable resources for students seeking to expand their vocabulary. They provide quick and comprehensive access to word meanings, grammatical information, pronunciation guides, spelling, word formations, and idiomatic usage. It is recommended to use monolingual dictionaries over bilingual ones, as they offer detailed information about words encountered in class. Teachers should demonstrate proper dictionary usage techniques to students, empowering them to independently explore and comprehend new words. As the Chinese proverb goes, "Teach me how to fish, rather than giving me fish."

1.7.3. Techniques for Vocabulary Teaching

Various techniques and methods are employed to teach vocabulary, exposing students to numerous words during lessons. Pre-planned lesson stages involve teaching pre-selected vocabulary items, either by providing meanings first and then introducing forms or vice versa. Discovery techniques, such as TPR (Total Physical Response), involve giving commands in the target language and having students respond with physical actions, replicating the experience of learning one's

mother tongue. These techniques aim to clarify word meanings and engage students actively in the learning process.

1.7.4. Learning Vocabulary Strategies

Vocabulary learning strategies are integral to language acquisition and encompass various techniques learners employ to understand and remember new words. Repetition, association, and the keyword method are among the most effective strategies. Repetition, whether silent or aloud, aids in rapid vocabulary acquisition. Associations with real objects or concepts help in remembering words quickly. Learning words in groups and using keywords—words in the learner's native language resembling the target word—also facilitate retention.

Guessing strategies, such as inferring meaning from context or word structure, are crucial. Learners guess meaning based on language structure, context, or L1 cognates (words similar to the target word in their native language). Understanding word morphology, such as common affixes, assists in inferring meaning. Guessing from context requires a sufficient vocabulary and background knowledge.

Social strategies involve seeking clarification from others, such as teachers or peers, to understand word meanings. Teachers play a vital role in providing L1 equivalents or explanations to aid comprehension. Learners may also rely on peers or reference materials for assistance.

By employing a combination of these strategies, learners enhance their vocabulary acquisition and retention. Each learner may have a preferred strategy, but utilizing a variety of techniques ensures comprehensive vocabulary development.

Correctly, language learners must employ a wide range of vocabulary learning strategies, and each learner may have their own preferred methods. Various strategies are utilized by learners, with repetition, association, and the keyword method being among the most practical. Researchers have found that both silent

and oral repetitions of target words and their meanings are highly effective for vocabulary acquisition. Hedge (2000:117-118) elaborates that learners often employ strategies such as making associations with real-world objects, learning words in groups, and using keywords that resemble the target word in their native language.

Schmitt (2002) argues that guessing strategies are crucial for understanding new words, which can involve analyzing language structure, context, and first language cognates. Teachers often provide lists of common affixes with their meanings to aid students in inferring word meanings from context. Additionally, students may rely on cognates from their native language to infer meanings. Guessing from context is a significant source of lexical acquisition, although learners must have a sufficient vocabulary and background knowledge for this strategy to be effective.

Social strategies involve seeking assistance from others, such as teachers, classmates, or friends, to understand word meanings. Teachers play a vital role in providing explanations, synonyms, examples, or definitions to help learners comprehend new terms.

Consolidation strategies encompass memory, cognitive, and metacognitive strategies. Memory strategies involve connecting new words with previously learned knowledge, often utilizing imagery or grouping. Cognitive strategies, akin to memory strategies, focus on repetition and mechanical means of vocabulary study, such as using word lists or taking notes. Metacognitive strategies involve a conscious overview of the learning process, including planning, monitoring, and evaluating the best study methods. Learners may engage with English language media and communicative activities with native speakers to enhance their understanding and retention of vocabulary. Metacognitive strategies allow learners to control and evaluate their learning process effectively.

1.8 Problems in Teaching and Learning Vocabulary

There are several problems in learning vocabulary encountered by students:

A. Similarity to L1 The difficulty of vocabulary items often depends on how similar the item is in form and meaning to the student's first language. For instance, someone described as "sensible" in English might be understood as "sensitive" by many Europeans. Similarly, if you say "embarrassed" to a Spanish speaker, they may think that you are expecting a baby.

B. Connotation : Connotation is another challenging aspect for learners to grasp. For example, the words "handicapped" and "retarded" could be used to describe someone who is disabled. However, these words carry different connotations; "handicapped" and "retarded" have negative connotations, whereas "disabled" has a more positive connotation.

C. Spelling and Pronunciation The spelling of English words can cause problems for students who speak languages with more regular spelling systems. Specific spelling patterns can also cause confusion regarding pronunciation. For example: "discount," "viscount," "verdict," and "indict."

D. Collocation How a lexical item collocates can also be problematic. For example, we say that people are "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. Teachers need to clarify and explain the differences between words in terms of pronunciation, use, spelling, and meaning.

1.9 Conclusion

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

view no longer holds today, as vocabulary is now given significant importance and is considered crucial for mastering a second language. Consequently, many strategies and techniques have been developed to help learners achieve extensive vocabulary knowledge.

Chapter TWO

**Practical Framework: Data Analysis
and Results.**

Chapter two

Practical Framework: Data Analysis and Results.

2.1. Introduction.

2.2. Sample Population.

2.2.1. Teachers' Profile.

2.2.2. Students' Profile.

2.3. Data Collection Phase.

2.3.1. Classroom Observation.

2.3.2. Students' Questionnaire.

2.3.3. Teachers' Interview.

2.4. Data Analysis Phase.

2.4.1. The Analysis Of students' Questionnaire

2.4.2. The Analysis of Interview.

2.4.3 Interpretation.

2.4.5. Conclusion

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 were a questionnaire, interview and classroom observation to explore the different attitudes on vocabulary teaching and learning strategies used by EFL teachers and students. The questionnaire and the interview also aimed at drawing a comparison between students and teachers beliefs concerning vocabulary teaching and learning.

2.2. Sample Population

The ground that was picked to conduct this research is Salhi Ahmed university center 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.

2.2.1. Teachers“ Profile

This case involves eight (08) english teachers from Ahmed SALHI university center of Naama, their experiences range from three (2-3) years to years (15) years.

2.2.2. Students“ Profile

The subjects of this case study are first year students of English in Salhi Ahmed university center of Naama. It is formed of sixty one (61) students , twenty six (26) males and thirty five (35) females.

2.3. 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 and interview; set of questions were asked to teachers to discover what are the strategies and techniques that they are using in teaching vocabulary.

2.3.1. Classroom Observation

A part of the data that was gathered and analyzed during the conduction of this research comes from the research instrument of observation, the subject of this observation was the English language class of the first year, the aim was to see basically the strategies and techniques that teachers use when teaching vocabulary and the techniques that students use in learning vocabulary.

The presence of the researcher in the classroom should be neutral and must not interfere with the ordinary environments in which the students used to behave and participate.

This research is concerned with the way the teachers teach vocabulary and the strategies and materials they use in teaching vocabulary. Besides, it seeks to find out how the students learn vocabulary and what are the strategies and techniques they use during learning vocabulary. The solution was to observe the teacher while teaching vocabulary during grammar and oral expression class.

The teacher, as first step, tried to warm up the students and attract their attention, then started giving them handouts and ordered them to underline the new words. He also demanded from the students to check the meaning of the new vocabulary from the dictionary.

The following notes were taken from observing the activities mentioned above:

- 1- The students were given enough time to check the meaning of the new words.
- 2- The students were free to use their electronic dictionaries and their personal computers.
- 3- The teacher asked the students to mention the new faced words and wrote them on the board.
- 4- The students were asked to give the meaning of the new words and their pronunciations and synonyms.
- 5- The teacher ordered the students to use the new vocabulary in sentences.
- 6- Some students were using bilingual dictionaries (English-Arabic).

2.3.2 Students“ Questionnaire

The students were asked to answer nine (9) questions (see Appendix I), fifty (50) questionnaires were distributed and only thirty six (36) were collected back.

The following questionnaire is semi-structured 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: the table below shows the different variables (age and gender).

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

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

Question four: Where do you usually encounter new vocabulary?

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

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

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

Question eight : How do you memorize new vocabulary?

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

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

2.3.3 Teachers' Interview

Eight teachers were asked to answer nine (9) different questions which are as follows

(see appendix II)

1) How long have you been teaching English language ?

The aim of this question is to discover the teacher's experience through his/her period of teaching carrier.

2) Do you think that better learning of a foreign language is essentially through learning its vocabulary ?

This question aims at knowing the opinion of the teacher if he thinks that better learning of a foreign language is basically through learning its vocabulary.

3) Do you think that learning vocabulary is more important than learning grammar ? and why ?

The purpose of this question is to know the teachers' opinion if he thinks that vocabulary is more important than grammar or not and the reason why one is more important than the other.

4) What are the strategies that you use in teaching vocabulary ?

The aim of this question is to know the strategies that the teacher uses in the process of teaching vocabulary.

5) Is teaching vocabulary hard and does it take a great effort ?

This question attempts to know if teaching vocabulary is difficult and takes great effort

6) What are the techniques and methods that you think are effective in teaching vocabulary ?

The purpose of this question is to find out the teachers' opinion about the techniques and methods that are effective in teaching vocabulary.

7) What are the materials you utilize in teaching vocabulary ?

The question above aims at knowing the materials that the teacher uses in teaching vocabulary.

8) When teaching English vocabulary, what are your main objectives? What do you think are the students' objectives?

The aim of this question is to discover the major teachers' goals when teaching English vocabulary and the objectives of the students when learning vocabulary as well.

9) What are the difficulties that you encounter when teaching vocabulary ?

The objective of this question is to know the difficulties that face the teacher when teaching vocabulary.

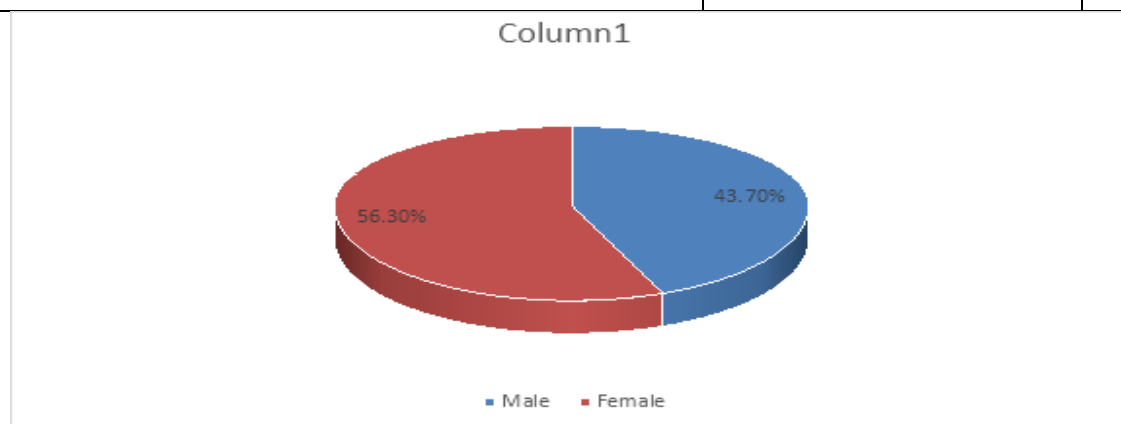
2.4. Data Analysis Phase

In the data analysis phase both the questionnaire and interview 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	
Between 19 to 25	Male	Female
	16	20
	43.7%	56.3%



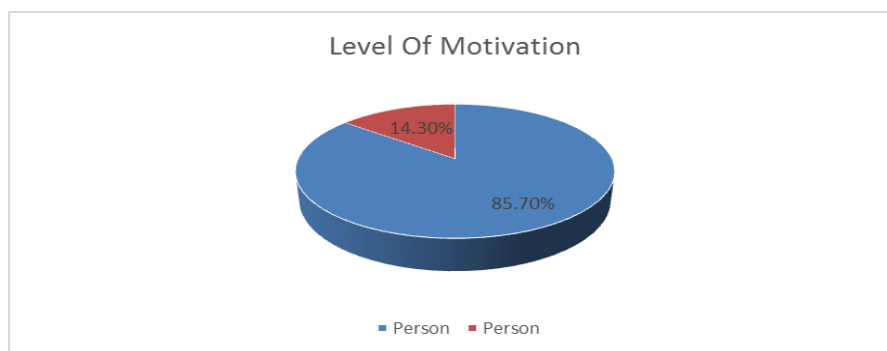
Pie-Chart2: shows the different variables age and gender.

The 36 participants are divided into males and females and, thus constituting a percentage of 43.7% males (16) and 56.3% females (20) 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: represents the level of motivation in learning vocabulary.

Students	Students
85.7 %	14.3 %

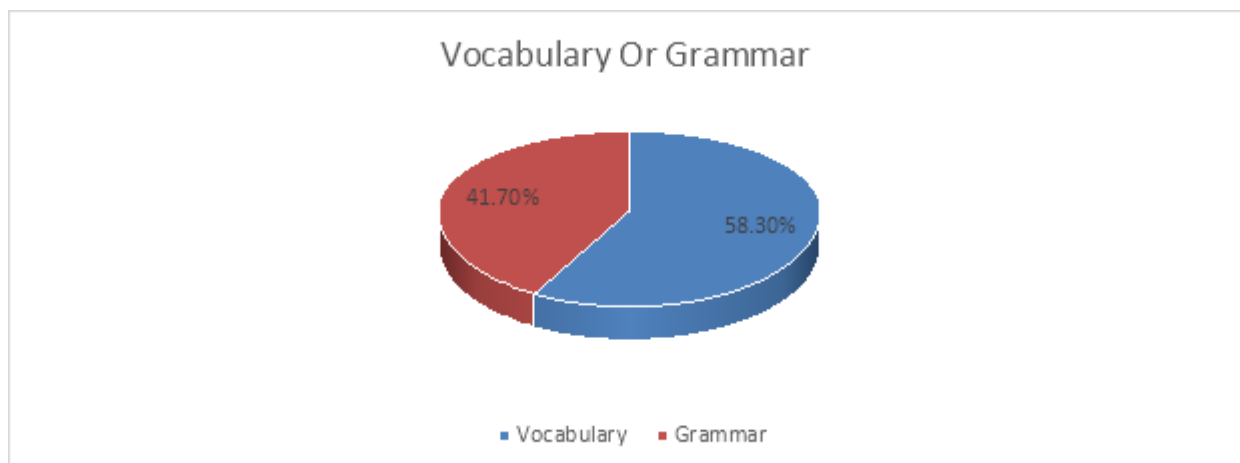
Table2.1 level of motivation in learning



Pie-Chart 2.1: Motivation in Learning English Vocabulary.

The results show that most of the students (85.7%) enjoy learning vocabulary, while (14.3%) do not.

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



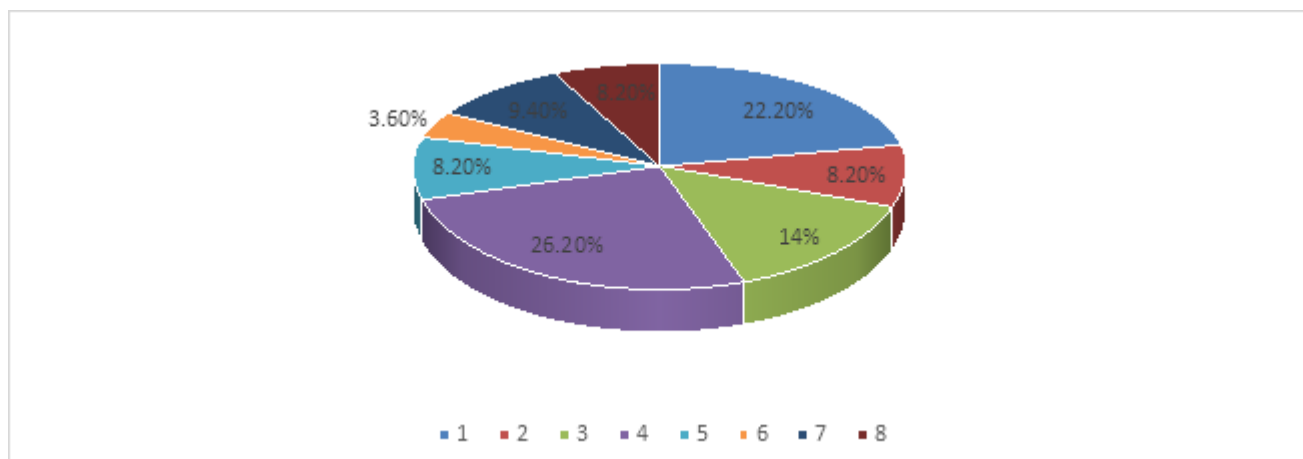
Pie-Chart 2.2: The Importance of Vocabulary and Grammar.

The results of question three show that most students (58.7%) find vocabulary is 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	Percentage
1. In lectures and lessons	7	22.2%
2. When reading texts for my courses.	3	8.2%
3. When reading outside the classroom (e.g. books, novels, newspapers...ect)	5	14%
4. When listening to and watching English-language media (TV, movies, podcasts, radio, newscast...ect)	10	26.2%
5. When speaking with native speakers of English.	3	8.2%
6. When speaking with classmates.	1	3.6%
7. When using the internet.	4	9.4%
8. When using a dictionary.	3	8.2%
Total	36	100 %

Table 2.2: Place of Encountering New Vocabulary



Pie-chart2.3: Places of Encountering New Vocabulary.

As the table above shows that 36 students 14 % encounter new vocabulary when reading books, novels and newspapers outside the classroom. 4 students 9.4 % 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 3.6% with 1 respondents. This shows that students do not practice speaking especially with their classmates perhaps they are not motivated to speak.

Others

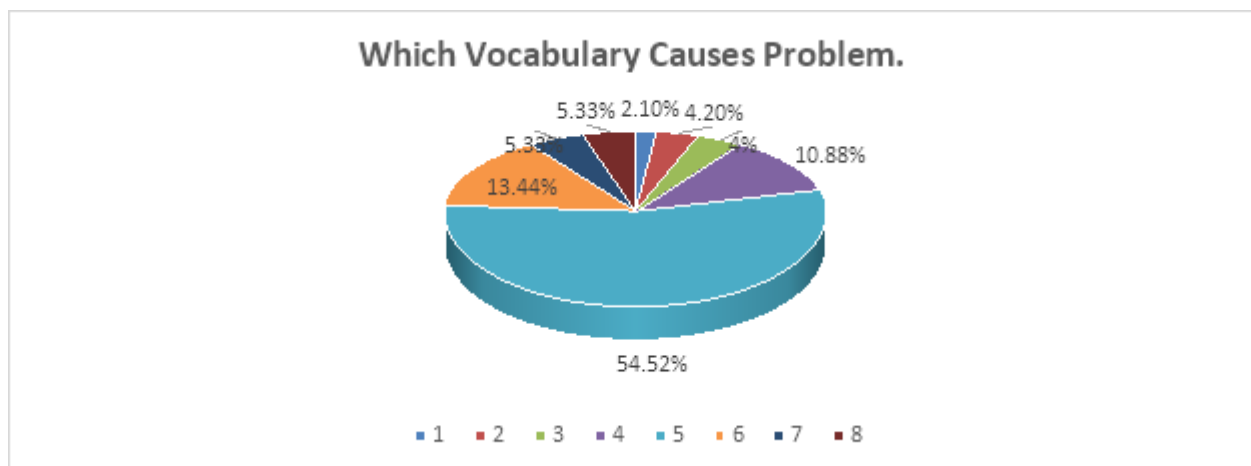
In trying to find other places where students face new vocabulary we ask them this open question, in fact the majority of student did not answer. Just 10 respondents who represents 26.2 % gave answers some of them were already mentioned in the questionnaire. Students answers are as follow:

- 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	12	7	3	3	36
2.1%	4.2. %	4.2%	10.88%	54.52%	13.44%	5.33%	5.33%	100%

Table 2.3: Places in Which Vocabulary Causes Problem.



Pie-chart2.4: 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.

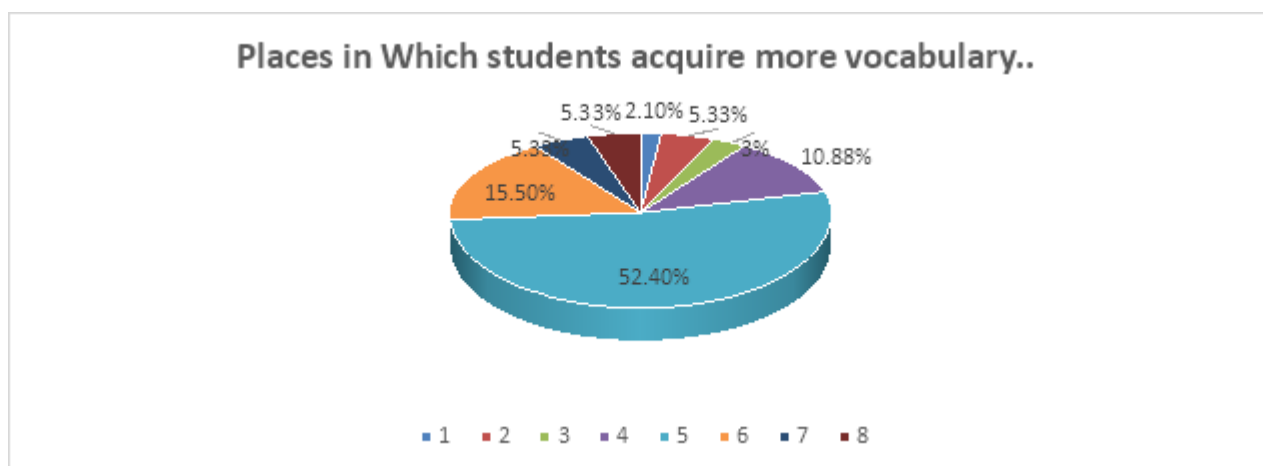
The highest score were in option five (when speaking with natives) 12 respondents represent 54.52% it is obvious that natives have a huge vocabulary knowledge more than second language learners which leads to an inability to understand because of the new vocabulary from the first time . As it is illustrated in the Pie-chart above, the second highest option was 7 respondents represent 13.44% can't understand English while listening to music with 6 students when speaking with classmates represent 10.88% . Besides when listening to and watching English-language media 2 students represents 4.2.% find problems with vocabulary. Just 3 students 5.33% find problems with vocabulary when using the internet and when using the dictionary, 2 respondents represent 4.2.% claim when reading texts for their courses and just 1 student represent 2.1% in lectures and

lessons . Three students represent 5.33% 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	2	6	10	8	3	3	36
2.1%	5.33%	3.13%	10.88%	52.4%	15.5%	5.33%	5.33%	100%

Table 2.4: Places in Which students acquire more vocabulary.



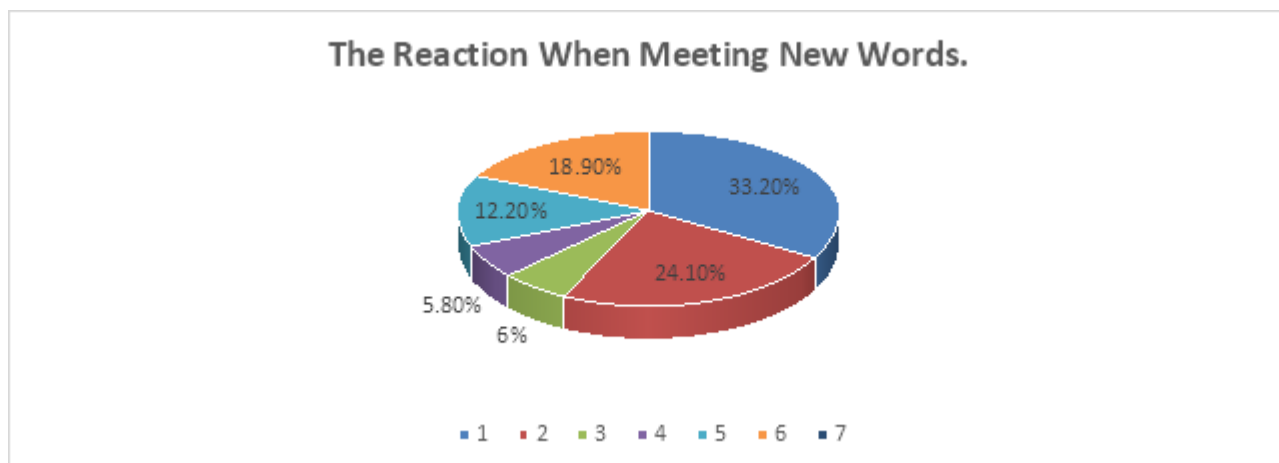
Pie-chart 2.5: Places in Which students Acquire More Vocabulary.

The table above shows that 10 respondents of the whole sample 52.4% claimed that they acquire more vocabulary when speaking with native speaker or using dictionary. Option six 8 students 15.5 % they assume that when listening to and watching English-speaking media that it is a good way to learn new vocabulary. option four 10.88% with 6 respondents found that In lectures and lessons its an effective method to acquire more vocabulary. were two, seven and eight 5.33% with three respondents, the think students acquire less vocabulary when they read texts of their courses and when they use the internet in addition they can't gain more vocabulary when they speaking with classmate. Just one respondent claimed that he acquires vocabulary in reading outside the classroom like books and novels as a helpful way to learn. Two students did not answer this question perhaps they acquire more vocabulary in other contexts, results are shown in the Pie-chart:

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

Statement	Participants	Percentage
1- Ask the one who speaks to explain.	10	33.2%
2- Write them as notes and look for them afterwards.	6	18.1%
3- Check them in a bilingual dictionary (English /Arabic) or (English /French).	3	5.8%
4- Check them in a monolingual dictionary (English / English).	3	5.8%
5- Try to guess the meaning from the context.	6	18.1%
6- Ask the teacher to explain.	8	19%
7- Skip or pass the new word.	0	0%
Total	36	100%

Table 2.5: The Reaction When Meeting New Words.



Pie-chart2.6: The Reaction When Meeting New Words.

As can be seen, the aim of question number seven is to know what students do first when they meet new words. 10 respondents of the whole sample 33.2 % claimed that they ask the one who speaks to explain when they face a new word. Option two and five with six respondents students claimed that they write new words as notes and look for them afterwards and check them in a monolingual

dictionary.

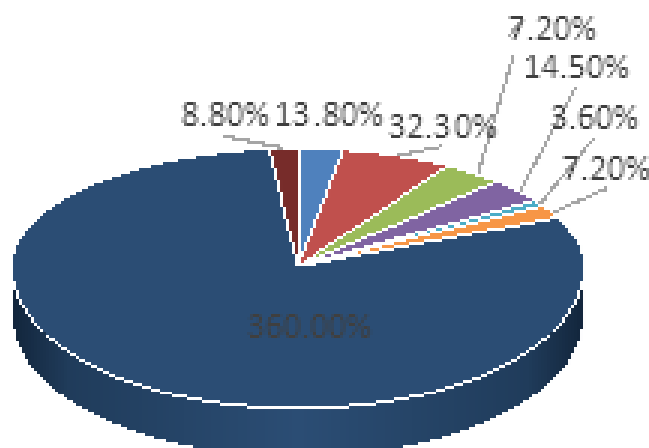
Others

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 memorize new vocabulary?

Statement	Participants	Percent age
1. Study the word in a bilingual/monolingual dictionary.	5	13.8%
2. Repeat the word many times.	10	32.3%
3. Put the word in a sentence and try to use it.	8	16.2%
4. Note down a new word on a notebook/ underline or highlight.	6	14.5%
5. Write new words in flashcards.	1	3.6%
6. List words together to study them.	2	7.2%
7. Say the word aloud.	1	3.6%
8. Connect the words to the synonyms/antonyms.	3	8.8%
Total	36	100%

Table 2.7: Memorizing New Words.



Pie-chart2.7: Memorizing New Words.

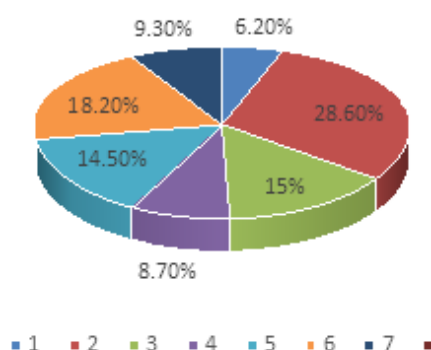
In order to know how students memorize new words we ask this question results are shown in the above table. Students were provided with eight options, scores were nearly similar. Less than half of the sample 5 students 13.8 % answered that they study the word in bilingual or monolingual dictionary. 10 respondents 32.3% claimed that they memorize the word by repeating the word many times. Also, 3 students 8.8 % preferred to connect words with synonyms and antonyms. 6 respondents 14.5 % claimed that they take the words as notes on a note book by underlining or highlighting.

Five And seven : one person like to answer to Write new words in flashcards. And Say the word aloud with percentage 3.6 %

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

Statement	Participants	Percentage
1. Read English books, articles, newspapers... ect.	2	6.2%
2. Pick up words from films and TV programs you watch.	10	28.6%
3. Listen to English conversations.	5	14.5%
4. Speak English with native speakers.	3	8.7%
5. Communicate with teachers and classmates.	5	14.5%
6. Practice using a dictionary.	7	18.2%
7. Look for information in English through the Internet.	4	9.3%
Total	36	100%

Table 2.8: Strategies for Enriching Vocabulary.



Pie-chart 2.8: Strategies for Enriching Vocabulary.

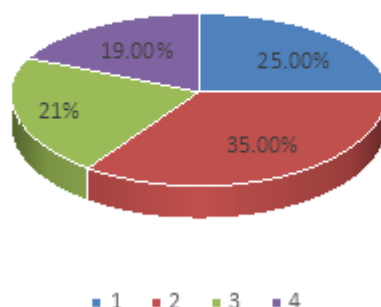
Question nine: aims at finding the different strategies employed by EFL students to enrich their lexical repertoire. The highest scores were Pick up words from films and TV programs you watch with 10 respondents 28.6 % and the latter with 7 respondents 18.2 %, then Practice using a dictionary. 2 respondents 6.2% Read English books, articles, newspapers... ect. , also 5 respondents 14.5% claimed that they Listen to English conversations. And Communicate with teachers and classmates. . In addition 3 respondents 8.7 % claimed that they Speak English with native speakers.

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

Statement	Participants	Total
1. Meaning	9	25 %
2. Pronunciation.	13	35 %
3. Spelling.	8	21 %
4. Use.	6	19%

Table 2.9: Difficult Aspects of Vocabulary Learning.

Difficult Aspects of Vocabulary Learning.



Pie-chart 2.9: Difficult Aspects in Vocabulary Acquisition.

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 9 respondents 25% claimed that they

find meaning very difficult aspect in learning vocabulary since most English words have several meanings. Second option „pronunciation“ 13 respondents 35% claimed that they have difficulties with words“ pronunciation and 8 respondents 21% have problems in spelling 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.

2.4.2 The analysis Of Teachers“ Interview

Question one: How long have you been teaching English language?

Teachers	Experience
04	From three years (2) to five (5) years.
04	From eight years (8) to fifteen (15) years.

Table 2.10: Teachers“ experience

The table shows the variety of teachers“ experience from three (02) years to thirteen (153) years.

Question two: Do you think that better learning of a foreign language is essentially through learning its vocabulary ?

As shown in the table below an equal number of teachers 50% answers „yes“ and „no“, four (4) teachers believe that better learning of a foreign language is basically through learning its vocabulary and the other teachers don’t believe in that, maybe because vocabulary is just a part of language.

Yes	No
04	04
50%	50%

Table 2.11 Teachers“ opinion about vocabulary in learning language.

Question three: Do you think that learning vocabulary is more important than learning grammar ? why ?

In this question just one (1) teacher believes that learning vocabulary is more important than learning grammar and answered that having a rich vocabulary may help the learner to communicate better. Seven (7) teachers believe that learning vocabulary is not more important than grammar because according to them both of them are important and the linguistics competence of learners requires a lot of elements not only vocabulary.

Question four: What are the strategies that you use in teaching vocabulary ?

This table shows the different strategies used in teaching vocabulary.

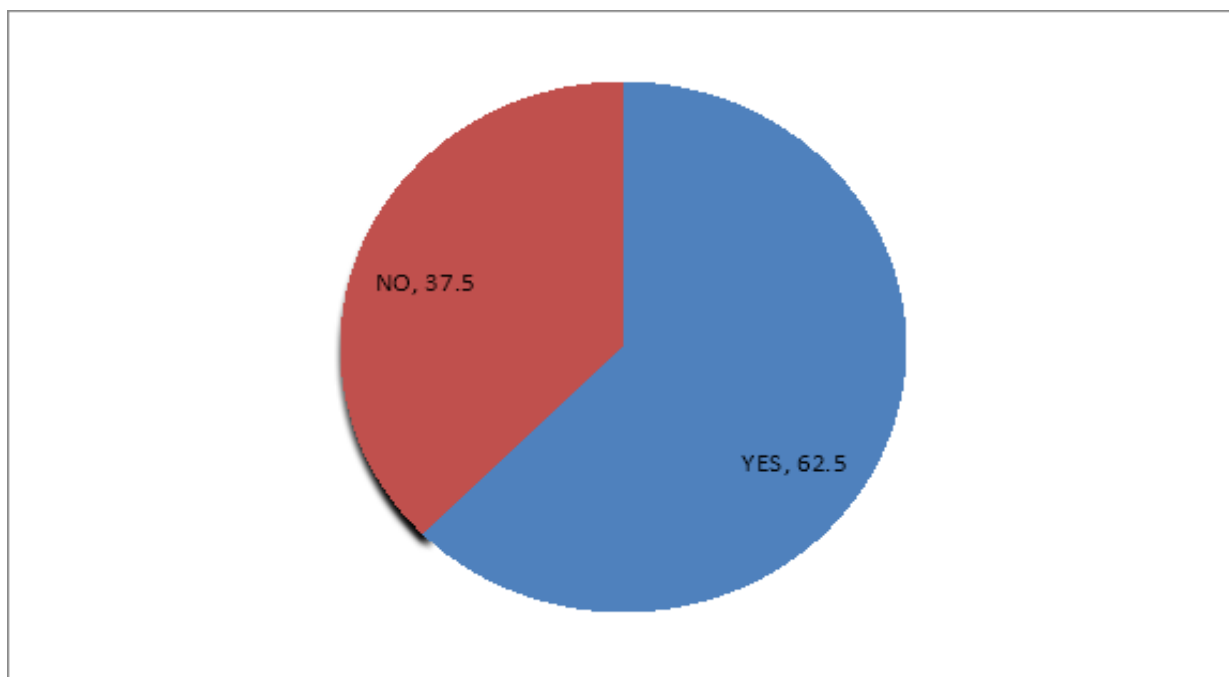
Teachers	The strategies used in teaching vocabulary
A	Using dictionaries.
B	By visual aids.
C	Teaching vocabulary through context.
D	Through definitions of new words.
E	Through songs and lyrics.
F	Through poetry and poems analysis
G	Through reading.

Table 2.12 The strategies used in teaching vocabulary.

Teachers' answers varied from one teacher to another , four (4) teachers teach vocabulary in context and through the use of dictionary, two teachers use definitions of new words and two of them through reading.

Question five: Is teaching vocabulary hard and does it take a great effort ?

As shown in the pie-chart below, five teachers 62.5% claimed that teaching vocabulary is not hard and it does not take great effort, except three (3) teachers with 37.5% who claimed that it is very difficult and it takes great effort.



Pie-chart 2.10: Is teaching vocabulary hard and does it take a great effort.

As shown in the pie-chart below, five teachers 62.5% claimed that teaching vocabulary is not hard and it does not take great effort, except three (3) teachers with 37.5% who claimed that it is very difficult and it takes great effort.

Question six: What are the techniques and methods that you think are effective in teaching vocabulary ?

This question aims at discovering the techniques or methods that teachers think while teaching English vocabulary. The answers are shown in the table below :

Teacher	The effective techniques and methods of teaching vocabulary
A	Using dictionaries.
B	Teaching vocabulary through games and quizzes.
C	Using flash cards and pictures
D	Reading novels and books.
E	Listening to real conversations.
F	Through poetry, poems analysis.

Table 2.13: The effective techniques and methods of teaching vocabulary.

Question seven: What are the materials you utilize in teaching vocabulary ?
The aim of this question is to know the materials used by teachers in teaching vocabulary, the majority of teachers answered that they use visual aids and just two (2) teachers said that they utilize dictionaries.

Question eight: When teaching English vocabulary, what is are your main objectives? What do you think are the students’ objectives?
This question was asked to know the teachers objectives while they teaching English vocabulary and the teachers’ opinion about the students objectives. The answers are shown in the table below :

Teachers’ objectives :	Students’ objectives :
-To enlarge the knowledge of the language and to make the learner competent.	-To be competent language user or communicator.
-To provide students with maximum data for communicative efficiency.	-To be able to express themselves in various and different manners.
-To develop learners’ ability to speak and understand the target language.	-To be fluent in the language.
-To trigger fluency and accuracy mastery of language).	-To go abroad and passing exams.
-To strengthen the language.	-To have more lexical repertoire than

Table 2.14: Teachers and students objectives while teaching and learning vocabulary.

Question nine: What are the difficulties that you encounter when teaching vocabulary ?

Teacher	Difficulties that the teacher face in vocabulary teaching.
A	The lack of materials, time and interest of students.
B	When students have problem with pronunciation and retaining new words.
C	The absence of English language outside the university.
D	When students are not motivated and responsible.
E	The lack of frequency of use of the new words.
F	The difficulty of memorization.

Table 2.15: Difficulties that the teacher face in vocabulary teaching.

As shown in the table above, the teachers claimed that they face many difficulties especially the lack of materials and time and the lack of the interest of the students.

2.4.3 :Interpretation

Data analysis has exposed that both teachers and students find teaching/learning vocabulary to be unimportant than teaching/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 occurs when speaking with natives because they have a 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.

The results of teachers' interview have shown that the most used teaching vocabulary strategies are teaching vocabulary by the use of dictionary and by visual aids. Moreover, teachers claimed that they use teaching vocabulary through context and through reading which are very useful strategies in vocabulary teaching. The majority of teachers claimed that vocabulary teaching is not hard and it does not take great effort and they say that better learning of a foreign language is not only by learning its vocabulary but also by learning its grammar.

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.

2.4.4: 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 ,teaching vocabulary through context and by the visual aids are necessary strategies of English language teaching in the context of the university.

General conclusion

Although vocabulary is a sub-skill of language, it plays a crucial role in language teaching and learning. Achieving communicative competence in a second language can be significantly enhanced by focusing on vocabulary learning and teaching. This research has aimed to identify the various strategies and techniques employed by EFL teachers in teaching vocabulary.

The goal of this research is to assist university teachers and students in the task of vocabulary teaching and learning. The study was conducted in the Department of Foreign Languages at Ahmed SALHI University Center of Naama. Interviews with English teachers and first-year LMD students provided valuable insights.

The results from the teacher interviews and student questionnaires revealed that most EFL teachers use various vocabulary teaching strategies. However, students were found to be average users of vocabulary learning strategies, often due to a lack of instruction in these strategies or insufficient motivation to learn English vocabulary. Additionally, many students were not aware of the different strategies that could help them in learning new words.

This work aims to present a clear picture of vocabulary teaching and learning strategies and techniques, highlighting their advantages for both teachers and learners.

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Appendices

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:.....
....

.....

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 memorize new vocabulary? (you may tick many answers)

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

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:.....

.....

9)- 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:.....

.....

53

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

1- Meaning.

2- Pronunciation.

3- Spelling.

4- Use.

Thank you very much for your collaboration

Appendix II

Teacher's Interview

- 1- How long have you been teaching English language ?
- 2- Do you think that better learning of a foreign language is essentially through learning its vocabulary ?
- 3- Do you think that learning vocabulary is more important than learning grammar ? why ?
- 4- What are the strategies that you use in teaching vocabulary ?
- 5- Is teaching vocabulary hard and does it take a great effort ?
- 6- What are the techniques and methods that you think are effective in teaching vocabulary ?
- 7- What are the materials you utilize in teaching vocabulary ?
- 8- When teaching English vocabulary, what are your main objectives? What do you think are the students' objectives?
- 9- What are the difficulties that you encounter when teaching vocabulary ?

التلخيص

يستكشف هذا البحث الأساليب التي يستخدمها معلمو اللغة الإنجليزية كلغة أجنبية لتعزيز معرفة المفردات والاستراتيجيات التي يستخدمها الطلاب لتحسين كفاءتهم المعجمية. أجريت الدراسة في مركز أحمد الصالحي الجامعي بالنعامة، واستخدمت المقابلات والاستبيانات مع عينة مكونة من ستة وثلاثين طالبًا وثمانية معلمين. تكشف النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية يستخدمون مجموعة متنوعة من استراتيجيات تدريس المفردات على نطاق واسع، في حين يستخدم الطلاب استراتيجيات تعلم المفردات إلى حد معتدل.

الكلمات المفتاحية :

-تدريس المفردات - اللغة الإنجليزية كلغة أجنبية - استراتيجيات التدريس

Résumé

Cette recherche explore les méthodes utilisées par les enseignants d'EFL (anglais langue étrangère) pour améliorer leurs connaissances en vocabulaire et les stratégies que les élèves emploient pour améliorer leurs compétences lexicales. Menée au Centre universitaire Ahmed SALHI de Naama, l'étude a utilisé des entretiens et des questionnaires auprès d'un échantillon de trente-six étudiants et huit enseignants. Les résultats révèlent que les enseignants d'EFL emploient largement diverses stratégies d'enseignement du vocabulaire, tandis que les élèves utilisent modérément les stratégies d'apprentissage du vocabulaire.

Mots clés : - Enseignement du vocabulaire - EFL (anglais langue étrangère) - Stratégies d'enseignement

Summary

This research explores the methods EFL (English as a Foreign Language) teachers use to enhance vocabulary knowledge and the strategies students employ to improve their lexical competence. Conducted at Ahmed SALHI University Center of Naama, the study utilized interviews and questionnaires with a random sample of thirty-six students and eight teachers. The findings reveal that EFL teachers employ a variety of vocabulary teaching strategies extensively, whereas students use vocabulary learning strategies to a moderate extent.

Key Words:

-Vocabulary teaching -EFL (English as a Foreign Language) -Teaching strategies