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Vocabulary Learning Strategies.

Case of Second Year License Degree Students at Salhi Ahmed University Center, Naama

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In the name of Allah,
the Most Beneficent,
the Most Merciful

Dedication

I dedicate this fruit of my effort to my golden gift: my beloved parents, whose love and tenderness always strengthen my will and raise my spirit up. The candle of my life, to my sympathetic and respectful father and to my careful and thoughtful mother who has been the source of my success. May God protect them and keep them save. Thank you for all Mom and Dad.

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Abstract

It is essential to learn vocabulary in order to support the mastery of English skills and is a part of any learning process. In fact, many of English learners are often faced with the problem of vocabulary mastery. The most common factors that become the obstacles are the limited number of words mastered and the difficulty to memorize the meaning of the words. Therefore, it is necessary for the learner to Follows certain method or technique to solve those problems and for the teacher to make students interested to learn English. This research is aimed to investigate the difficulties that students face and to explore the different learning strategies that EFL learners use when studying English as a foreign language to improve their vocabulary mastery.

The work is a mixed method approach in order to get diverse sources in which the questionnaire is given to the students and the interview is for the teachers, the case of second year at Ahmed Salhi University Center of Naama. A random sample of thirty students answered the questionnaire and seven teachers answered the interview. The results obtained revealed that EFL students utilize vocabulary learning strategies to a medium extent.

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List of Acronyms

LLS: Language Learning Strategies

SL : Learning Strategies

TL: Target Language

EFL: English as Foreign Language

L1: First Language

L2: Second Language

LMD: License Master Doctorate

TEFL: Teaching English as Foreign Language

VLS: Vocabulary Learning Strategies

General Introduction

Learning a foreign language has become a non-easier and a challenging task . For learners who are studying English in a non-English speaking setting; it is important to experience real communication situations in which they will learn how to express their own views and opinions. Learning strategies are necessary and useful as an educational way to help develop learners' competences.

In the field of English Language Learning, Students should be able to master English vocabulary in order to exchange thoughts and interact in different situations. In fact foreign language learners generally see vocabulary learning as their first priority and report that they encounter considerable difficulty in vocabulary learning, which is extensively recognized by language teachers and repeatedly pointed out in various learning contexts .There are many factors have an effect on students' low English learning proficiency.

One of the most difficult problems of unsuccessful English instruction is that student luck particular vocabulary knowledge which can influence students' learning process, in addition to factors such as lack of cognitive and metacognitive strategies, extrinsic motivation and low interest yet not much research has been focused on investigating the strategies that learners use to learn vocabulary. Thus examining, the type of strategy employed by these learners may shed light on the problems that students encounter in their learning processes. Taking up this point, this paper will explore the strategy use of vocabulary learning among 30 EFL learners. The paper will report some preliminary findings of the vocabulary learning strategies employed by these EFL learners. The research focus has been operationalized by means of the following questions:

This work aims at raising and investigating a problem namely, learners' poor abilities in using –speaking-English as a foreign language. It also shed light on the role of implementing vocabulary strategies in teaching / learning processes. Therefore the researcher is going to investigate how these strategies are used among learners. This

study is an attempt to show the learner that vocabulary language learning is not only a matter of mastering the grammatical rules; it rather extends to the apt use of vocabulary and lexis in different situations. In order to do so, Naama University Center has been chosen to carry out this research where a second year English classroom fits yet as a material .

Vocabulary learning strategies have a very important function. They enable learners to achieve their goal in approaching the mastery of English as a foreign language. The main research question that is raised in this extended essay is:

- What are the strategies that learners use to learn new vocabulary?
- ✓ May be reading is an efficient strategy to ensure their grasping new vocabulary

The remaining sub questions are as follows:

- Why do learners prefer to engage their learning depending on themselves?
- ✓ May be they feel more comfortable when they are out the academic setting.
- What are the main used strategies learners use to memorize new vocabulary?
- ✓ May be through listening over and over to the linguistic podcasts .
- Is there a need of teachers' instructions in case students fail to manage their use of vocabulary learning strategies?
- ✓ May be teachers loan to give such innovated instructions for their students to learn vocabulary fast.

The present research is divided into two main chapter's .chapter one is devoted to the literature review of the topic, and chapter two is concerned with a methodological research with an analysis of the findings.

.Following the relevant literature review concerning second language vocabulary, its importance, vocabulary learning strategies, as well as learners' practices and attitudes towards learning vocabulary to provide a theoretical framework for the study in the first chapter, The second chapter discusses the methodology of the study and the results of the survey ,analysis and the

interpretations. The conclusion serves as a summary of the major issues involved and discusses the implications of the study.

CHAPTER ONE

CHAPTER ONE: SPOTLIGHTS ON VOCABULARY LEARNING STRATEGIES

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"The limits of my language are the limits of my mind. All I know is what I have words for"

-Ludwig Wittgenstein-

I.1 Introduction

This chapter focuses on some important dimensions of learning strategies and vocabulary learning strategies. Most of learners consider language learning as a matter of developing grammatical competence and neglect the fact that it is important to master English vocabulary within different situations. Thus, the first dimension in this chapter, deals with the concept of language learning which show to the learners that language needs strategies to be taken into consideration in different situations.

The second focus, deals with the description of vocabulary and its types. Moreover, this chapter will cover the general area of vocabulary learning, the related approaches and teaching/learning strategies, then, a closer look will be taken at the problems that hinder teaching and learning vocabulary.

I.2 Learning Strategies

Although being substantially discussed in contemporary language teaching and learning, the issue of language learning strategies seems to have little or no place in the teacher-centered era of the Grammar-Translation Method or the Audio-lingual Method. During that time, learners are not regarded as active participants in the language classroom, but rather a passive individual who needs stimulus and achieves acquisition through reinforcement. Objections to this behaviorist view of language learning arise gradually and culminate when Chomsky (1968) proposes that the learner is indeed an entity with inherent linguistic competence to generate rules (Griffiths & Parr 2001).

To sum up, learning strategies refer to initiatives that learners take consciously - at least at the initial stages of learning - in order to facilitate their language learning and become more responsible and autonomous learners.

I.3 Definition of Language Learning Strategies

Learning strategies (LS) are procedures that facilitate a learning task. Several definitions were given to leaning strategies as the term remains controversial, since scholars have variously interpreted strategies respectively in a broad or narrow sense. O'Malley and Chamot (1990, p. 1) defined LS as "the **special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information**". Cohen (1998, p. 4) maintains that:

> **« Language learning and language use of strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning use of a second or foreign language, through the storage, retention, recall, and application of information about that language »**

Language Learning strategies (LLS) are defined as thoughts, mental steps, behaviors, operations or techniques that learners use to help them comprehend or learn a new language and to regulate their effort to do so (O"Malley & Chamot,

In conclusion, Language learning strategies are those specific actions, decisions or plans that a second/foreign language learner use whenever he faces problems in the process of learning.

I.4 Rubin's classification of language learning strategies

Rubin (1987) who allocated a great deal of effort in the field of language learning strategies made a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies include metacognitive and cognitive strategies and indirect strategies include communicative and social strategies. According to him, there are three types of

strategies used by learners that contribute either directly or indirectly to language learning. They are: Learning Strategies, Communication Strategies, and Social Strategies.

Learning strategies which are divided into two main types (Cognitive Learning Strategies and Metacognitive Learning Strategies) contribute directly to the development of the language system created by the language learner.

I.4.1 Metacognitive Strategies

It refer to the steps or measures which are taken in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning materials Rubin (1987).

Six major cognitive learning strategies contributing directly to language learning are identified by Rubin as: Clarification / Verification, Guessing / Inductive Inference, Deductive Reasoning, Practice, Memorization, Monitoring. Metacognitive strategies are used to supervise, control or self-direct language learning. They involve different procedures as planning, prioritizing, setting goals, and self-management.

I.4.2 Communication strategies

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

I.4.3 Social strategies

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

I.5 Second/Foreign Language Learning Strategies and Individual Differences

There are individual differences between second language learners. Factors which have an impact on the learning include personality, motivation, and abilities. According to Dörnyei (2005) individual differences are defined as anything which marks a person as a distinct and unique human being.

The definition is then focused to include stability so that the personal differences have continuity over time. Ehrman, Madeline and Oxford (2003) mention several factors which are included in learner differences. These factors consist of, for instance, learning styles, learning strategies, affective variables, learning aptitude, gender, culture and age.

I.6 Teaching Language Learning Strategies

Even though research on L2/FL strategy instruction is still in the beginning, the results of these studies are promising in showing that many of L2/FL learning strategies, at least, can be taught and that in some cases strategy instruction results in improving L2/FL learners‟ skills.

Here some suggestions showing the need of teaching LLS in EFL classes (Google). 19 Thi Thu Ha (2008) claimed that students should be taught learning strategies so that they can continue their study even outside the classroom. In what follow, some suggestions for teachers they should rely on in their teaching which help their students in employing and using learning strategies:

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

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

I.7 Definition of Vocabulary

Understanding and speaking any language entails using a whole system of communication which means knowing the morphology, phonology, syntax and discourse as well as the vocabulary of that language (Grauberg, W., 1997:2).

In first language acquisition, listening and speaking are the first activated skills. Vocabulary is undoubtedly the first language component a child starts to acquire, and grammar follows spontaneously (Bates, J., 1999, cited in Tomasello, M., 2003:31). Conversely, in learning a foreign language, importance is generally given to the reading and writing skills and hence to grammar as a means to assure their accuracy.

Vocabulary is defined as "**total number of words we know and are able to use"** (Nandy 1994, p. 1; Sesnan 1997, p. 123). And Brown (1995: 01) stated that: "**Vocabulary refers to a list or set of words that Individual speakers of a language might use".**

Vocabulary teaching and learning is a constant challenge for teachers as well as students because historically there has been minimal focus on vocabulary

instruction in the EFL classroom. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing the four language skills.

> **" The more one considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the service of words and not the other way round."** (Widdowson in Lewis, 1993: 115)

Broadly defined, vocabulary is knowledge of words, including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency. All these properties are known as "word knowledge" (Schmitt 2000: 5).

I.7.1 Vocabulary and Its Importance

In recent years vocabulary learning has begun to receive increased attention in Second language acquisition (SLA) and started to take a place among priorities in the field. Researchers, practitioners and curriculum developers now acknowledge the need for strong theoretical foundations in vocabulary learning methodology and look forward to future research geared towards refined methods of measuring vocabulary knowledge and use (Read 2000).

It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally.

Within this continuum of vocabulary development, numerous researchers (Pigott, 1981; Palmberb, 1987; Melka, 1997) acknowledge that the transition from receptive recognition to active use of a word exists simultaneously alongside an increase in word knowledge. Faerch, Haastrup and Phillipson (1984) assert ―we should think of vocabulary knowledge as a continuum between the ability to make sense of a word and the ability to activate the word automatically for productive purposes‖ (p. 100).

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).

In this quotation Dellar and Hocking intend to give much 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**

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.

I.7.2 Vocabulary Description

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

I.7.2.1 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.

I.7.2.2 Lexicology

is the study of the form, meaning and behavior 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.

I.7.3 Types of Vocabulary

There are two types of vocabulary:

I.7.3.1 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.

I.7.3.2 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 addressed as an active process, because learners can produce words and express their thought and ideas to others.

I.7.4 Problems in Teaching and Learning Vocabulary

There are some problems in learning vocabulary faced by the students. Roger (1995: 43) states that the ease or difficulty of vocabulary items depends on a number of factors. They are:

A .Similarity to L1, the difficulty of vocabulary items often depends on how a similar item is in form and meaning to the students' first language.

B .Similarity to English words already known Once the students have some English words that relate to an English word that they are already familiar which is easier than one, which is not. For example, if students have already met the word friendly, they should be able to guess the meaning of unfriendly.

C. Spelling and pronunciation, the spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example: Through, though, tough.

E. Multi- word items, a lexical item may consist of more than one word, as in a compound like tennis shoes, or rally car or a phrasal verb such as to put someone up.

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

I.8 Vocabulary Teaching / learning Approaches

Vocabulary was taught in various approaches in which every approach has its own positive and negative aspects.

I.8.1 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.

I.8.2 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).

I.8.3 The Communicative Approach

In this 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.

I.8.4 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.

I.9 Vocabulary learning strategies

Knowing the organization of the mental lexicon is a good way for second languages learners to acquire vocabulary more successfully. In the classroom L2 acquisition, the teacher teaches students with the same teaching method. However, some students can acquire the language successfully while others fail. Why does this happen? It may have something to do with some learning strategies. The same learning strategies may be useful for some students but useless for others.

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

A good knowledge of the strategies and the ability to apply them in suitable situation might considerably simplify the learning process of new vocabulary for students for instance, independence in selecting which words to study results in better recall of the words than when the words are chosen by someone else. Nation (2001) believed that a large amount of vocabulary could be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels.

As learning strategies are "**readily teachable**" (Oxford and Nyikos, 1989), the time teachers spend on introducing different ways of vocabulary learning and practicing to students cannot be considered as wasted. Cameron (2001) believed that children may not implement vocabulary learning strategies on their own and they should be trained to use the strategies.

I.10 Classification of Vocabulary Learning strategies

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

Strategies for understanding the meaning of words

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

Strategies for acquiring words

• Repetition and rote learning

• Organizing words in the mind

• Linking to existing knowledge (Cook 2001).

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

1.10.1 Schmitt's Classification of Vocabulary Learning Strategies

Another classification of vocabulary learning strategies has been proposed by Schmitt. Schmitt (1997) took four of the six categories established by Oxford, namely, social, memory, cognitive and metacognitive strategies and added a new category, which 27 includes those strategies used to discover the meaning of new words without asking it to another person: determination strategies.

This last category was inspired by Oxford's guessing strategies included within the group of compensation tactics. All these vocabulary learning strategies are in turn sub-divided into two main groups: strategies for discovering the meaning of a new word and strategies used to consolidate it once found.

1.10.1.1 Discovery Strategies

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

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

Schmitt (1997, p. 209) emphasized that:

> "**Guessing meaning from context can be a major source of lexical acquisition but the learner has to possess an adequate level of vocabulary as well as sufficient background knowledge of the content for guessing to be effective. Moreover, if the context is not rich enough in clues, the learner will be in trouble".**

Guessing from textual context, inferencing word meaning from context is the most frequent way where learners discover the meaning of new words.

I.10.1.2 Dictionary Use

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

After choosing a seemingly reasonable sense from the definitions in the entry, a user then needs to "**understand the definition and integrate it into the context where the unknown was met**" (Scholfield 1982, p. 190). Dictionary use considered to be the most used strategy among students since it offers an immediate check of word meaning.

1.10.1.3 Social Strategies

The so-called social strategies do not show the same popularity in all classifications of vocabulary learning strategies. This indicates that they are not really considered to have an important role in vocabulary acquisition according to many researchers. All in all, Schmitt (1997, p. 210) defines social strategies as

"those employed to understand word meaning by asking someone who knows it". However, not all the social strategies involve meaning determination.

There are some that can be used to consolidate knowledge, so this set of strategies can be regarded as having a double dimension. When trying to discover the meaning of a word, the teacher is often the primary source of information by providing the equivalent term in the L1, a synonym, a definition or an example of use. In addition, classmates or friends may also help learners fill knowledge gaps and even group work activities.

Those techniques that lead to practice new 29 words in groups or in pairs, such as role-plays or interviews, can be very fruitful in lexical acquisition Siriwan (2007). In summary, Social Strategies they are learners learn new words through interaction with others.

1.10.1.4 Consolidation Strategies

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

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

Schmitt (2000) included twenty-seven memory strategies in his 58-item of vocabulary learning strategies taxonomy. Examples of memory strategies contain "study word with a pictorial representation of its meaning", "associate the word with its coordinates", "use semantic maps", "group words together within a storyline", "study the spelling of a word", "use keyword method", or "use physical

action when learning a word"… etc Siriwan (2007). Usually, memory strategies involve relating the word to some previous knowledge.

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

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

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

I.11 Reading Comprehension and Vocabulary

According to Coady (1993) when students are faced with an unfamiliar text in the foreign language, the first challenge seems to be its vocabulary. When the text has many new words, students quickly despair and are discouraged. The relation between vocabulary knowledge and success in reading comprehension, this has been shown in many studies, 35 such as Bossers (1992), and Grabe and Stoller (2002). When the vocabulary of the text is more familiar, students are more likely to continue the reading.

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

There are many methods teachers use to teach vocabulary or to encourage their students to learn vocabulary by their own. Hulstijn, Hollander and Greidanus (1996) distinguished between incidental and intentional vocabulary learning. They claimed that both approaches are present in F.L learning, since students learn vocabulary intentionally as a part of the course they take but also they gain knowledge of words incidentally through their reading. Still, these authors show that intentional vocabulary learning is more effective for retention.

In other words, words learnt intentionally through reading are better remembered than words learnt incidentally. This distinction is made about reading, but in fact it could be applied to other aspects of F.L learning, such as speaking. In addition, the type of learning would be different in each case. Learning words through reading would mainly involve in passive understanding and retention of meaning, whereas learning words through speaking may be involved in correct

active use of the words, which is more demanding, but implies a better knowledge Holstein et al. (1996).

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

I.12 Conclusion

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

CHAPTER TWO

CHAPTER TWO: DATA COLLECTION, ANALYSIS AND INTERPRETATION

II.1 INTRODUCTION

II.2 EDUCATIONAL SITUATION

II.3. TEACHERS' PROFILE

II.4 STUDENTS' PROFILE

II.5DATA COLLECTION

II.5.1. Classroom Observation

II.5.2. Description of Teachers' Interview (Appendix 1)

II.5.3 Description of Students' Questionnaire (Appendix 2)

II.6 DATA ANALYSIS:

II.6.1 The Analysis of Classroom Observation

II.6.2 The Analysis of Teachers' Interview

II.7 INTERPRETATION OF DATA COLLECTED

II.8 CONCLUSION

II.1 Introduction

The present chapter is about eliciting teachers and student's opinion about the difference vocabulary learning strategies.

This chapter also focuses on the description of research instruments which are classroom observation, the analysis of students' questionnaire and the teachers' interview and the interpretation of data gathered concerning the situation of classroom interaction at the university level.

II.2 Educational Situation

Naama University Centre is the place holding this research paper, it includes several departments, among them Letters and Foreign Languages Department; this latter holds (172) students, specialized in Language Sciences .Second year students were selected to work with.

II.3. Teachers' Profile

For teachers occupying English department at the level of Naama university Centre are twelve (13) teachers. Among them seven (7) teachers were chosen to accomplish this work; their years of experience range from four (4) to fifteen (15) years.

II.4 Students' Profile

University Centre of Naama is composed of many departments among them the department of foreign languages which includes English language section. This section contains five levels.

The students involved in this case study are second year students at Naama University Center. The number of the participants of the class observed is 66, their

age range from 20 to 30 years old. Second year students have been learning English for 8 years.

II.5 Data Collection

The findings in this chapter are gathered quantitatively and qualitatively.

II.5.1. Classroom Observation

The lesson observation took place in the laboratory of languages, to attend oral and written expression sessions with second year student at the level of university center of Naama. the purpose was to see basically the strategies and techniques that learners use when learning vocabulary. We have worked with two groups ; the first group is composed of thirty four(34) students and the second group holds thirty two(32) students. The first session was with the first group ; about paragraph characteristics where she's started to ask them if they have an idea about it then students start to participate according to what they know there was luck of motivation and that was because of the lesson content where they felt bored though the teacher did her best to engage them in the lesson.

The second session attended was with the second group and was based on recordings of native speakers; the lecture was about listening to a dialogue between two English students. The teacher initiated her lecture by introducing the topic, which was about learning styles. Then, she asked them to listen and pay attention to the pronunciation of words, after giving them time to listen she gave them a written form of the record and asked them relisting while reading in order to push off any ambiguity. There was kind of challenge between the students where they were showing their ability to sound like native speakers by imitating the way of speaking. After a while the teacher asks her student ''Do you think learning needs any

strategies to be applied? Since the record was about describing Mary's and Peter's methods of getting new vocabulary.

Students start to participate strongly some of them said yes, others said learning strategies has to be taught. One student said it is the responsibility of the student to look for the strategies. The third session which gathered the two groups was based on a PowerPoint presentation entitled'' *Proverbs''* where the teacher asked her students to check the word proverb in Oxford dictionary, then she asked them to give their own explanation to the word, students were trying to guess the meaning of a proverb and share their ideas with their teacher there was a strong interaction between the students and their teacher, since she was pushing each one to give his own point of view about each proverb . She attracted her students' attention by giving them a story from reality, At the end, the teacher asked the students to bring proverbs and brig arabic proverbs to be translated next time.

II.5.2. Description of Teachers' Interview (Appendix 1)

Appendix one(1) consists of nine (9) questions which are distributed from general questions to the specific ones. The questions are both closed and opened asking the teachers to pick up the adequate answers from a number of multiple choices, or to answer appropriately where they are kindly requested to give explanation or suggestions.

The list of objectives is demonstrated below:

Q1. For how many years have you been teaching English language?

✓ This question is asked to know the years of experiences in teaching process.

Q2. Learning a foreign language implies:

a) Learning much its grammar.

b) Learning much its vocabulary.

✓ This Q aims at discovering the teachers' focus as instructural procedures either in terms of linguistic backgrounds or contextual knowledge.

Q3. In your opinion, can vocabulary be expanded through reading a lot ?

✓ The above question is asked to check about the relevance of reading as a strategy to achieve the aims.

Q4.Do you believe that vocabulary must be learnt through self-learning or it needs strategies to be taught?

Q5.Do you think that your students enjoy learning English vocabulary and make use of outside the classroom?

Q6. Your students study English vocabulary mainly:

- Because they consider it useful for the future
- To understand movies, songs, videogames…
- To communicate with foreign friends or relatives.

Q7. Do your students consider that they know enough vocabulary when facing an exam ? Explain please !

✓ Question 4,5 ,6 and 7: the objective behind these four questions is to examine the nature of the vocabulary techniques applied within the learning process.

Q8.According to you the role of the teacher consist mainly in exploring the meaning of a word in its contest, or is encouraging learners' autonomy; by providing them with strategies that help them work out words meaning and memorize it ?

✓ Question 8 : The aim of this last question is to identify the kind of assessment teachers may rely on to check his students' performances.

Q9. Could you mention any/other strategies or techniques that you think your students may use when trying to learn English vocabulary.

✓ The above question was introduced to measure vocabulary learning strategies that the students rely on in gathering new vocabulary.

II.5.3 Description of Students' Questionnaire (Appendix 2)

Appendix 2 consists of four (4) sections , section one contains two(2) questions the second section contains three(3) questions .section three includes four(4) questions and the last section includes six(6) questions which are arranged

in a logical order. They are either closed questions requiring from the students to choose ’yes’ or ‘no’ answers, or opened questions requiring from them to give their own answers and justify them.

Section one is devoted to students’ background information: such as gender, age which are considered as variables in order to enrich the classification of the result analysis. Section two is devoted to language proficiency among which knowing how the students evaluate their level in English language, and whether students find grammar and vocabulary easy or difficult to learn and the possible reasons behind that.

The objective of section three the learners’ beliefs about vocabulary learning like where to meet new vocabulary and how to memorize it.
Section four aims at showing the learning strategies that learners use to expand their vocabulary knowledge, where some strategies are given in order to see the most used ones.

II.6 Data Analysis:

Data analysis phase includes the analysis of both the questionnaire and interview in the following tables and figures.

II.6.1 The Analysis of Classroom Observation

During the three sessions attended, there was an opportunity to observe that the instructor created an environment that was conducive to learning in which all the students appeared motivated due to her friendly personality and she also appeared to possess a genuine interest in hearing her students' opinions. One thing that was noticed from this instructor related to planning and adapting those plans to fit the students' needs. The teacher was well organized and planned. She provides communicative activities, which allow the students to practice their language skills. It also allows for a more learner centered classroom.

The instructor made good use of authentic materials. The idea of using recordings and the Data-show was so attractive. Another thing that was noticed most from this classroom observation experience was to watch how she elicits information from the students in an attractive way.

She appeared to be extremely patient and waited for the students to come up with their responses o and did her best to make them use their own strategies to get the meaning of a word through the use of dictionaries word cards and sometimes guess the meaning from context. She incorporated many things into three sessions, including proper planning, providing authentic and interesting materials, promoting learner autonomy through training strategies ;and specially vocabulary learning strategies allowing group work by employing a communicative approach to learning.

II.6.2 The Analysis of Teachers' Interview

After the interview description, it is time to analyze these descriptions in order to get results.

Q 1. For how many years have you been teaching English?

The table below shows the teachers' experiences:

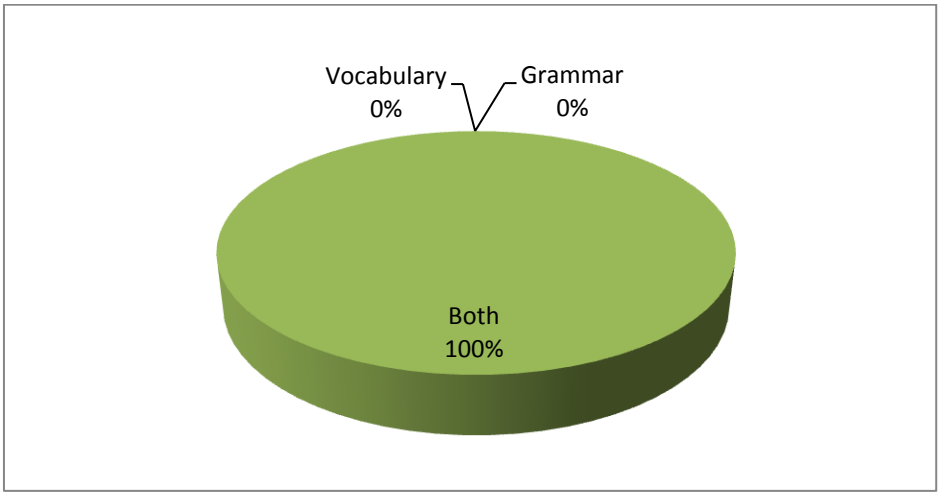
Years of experience	Number of teachers
From 1 to 5	5
From 5 to 10	1
From 10 to 15	1

Table 2.1 : Teaching Experience

As shown in the table, most of teachers have have more than one year of experience in the teaching process .

Q 2. Learning a foreign language implies learning much its grammar or its vocabulary ?

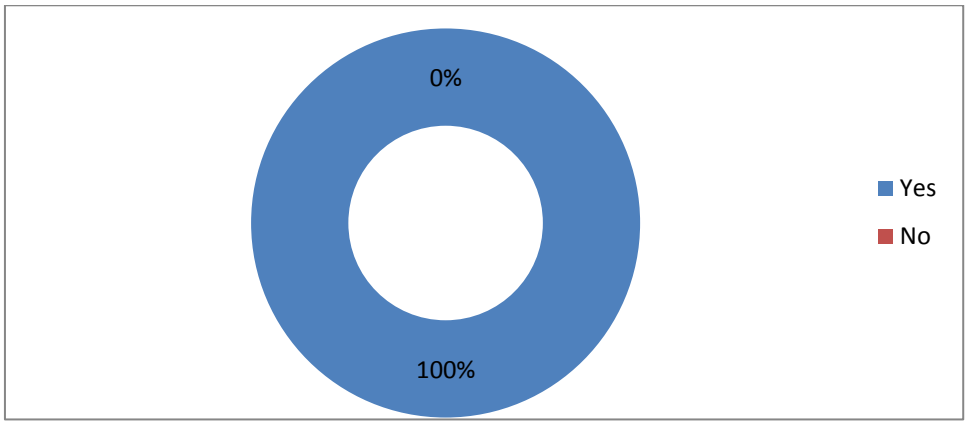
The pie chart below demonstrates how language is learnt.



Pie Chart 2. 1 : Language Learning

All the teachers 100% said that learning a foreign language implies learning both its grammar and its vocabulary, because they are two basic dimensions in learning a language.

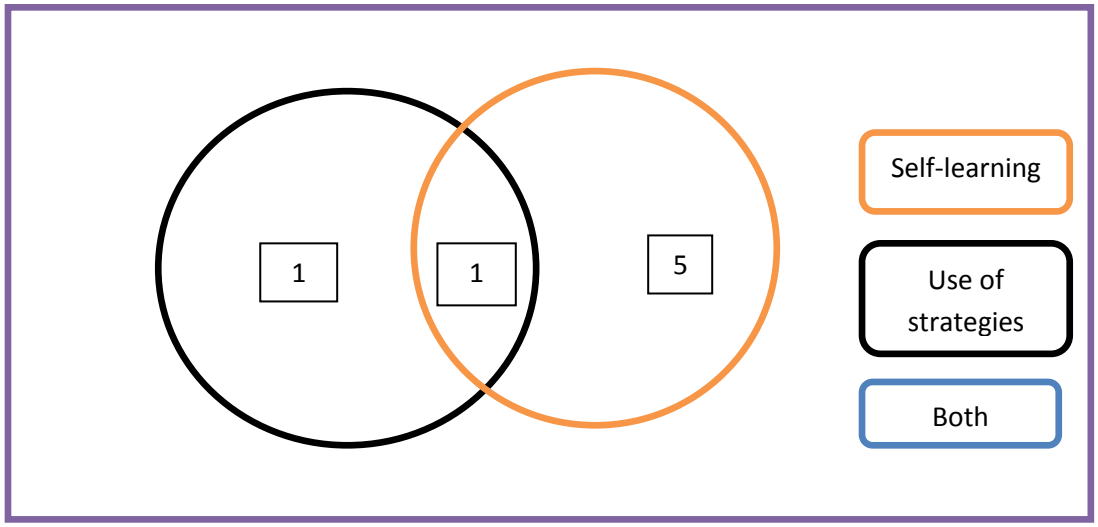
Q 3. In your opinion, can vocabulary be expanded through reading a lot ?



Pie Chart 2.2 : Reading as a strategy to leran vocabulary

In the figure above, all the teachers'100% consider that reading helps learners to expand their vocabulary, and no one consider it as being not important.

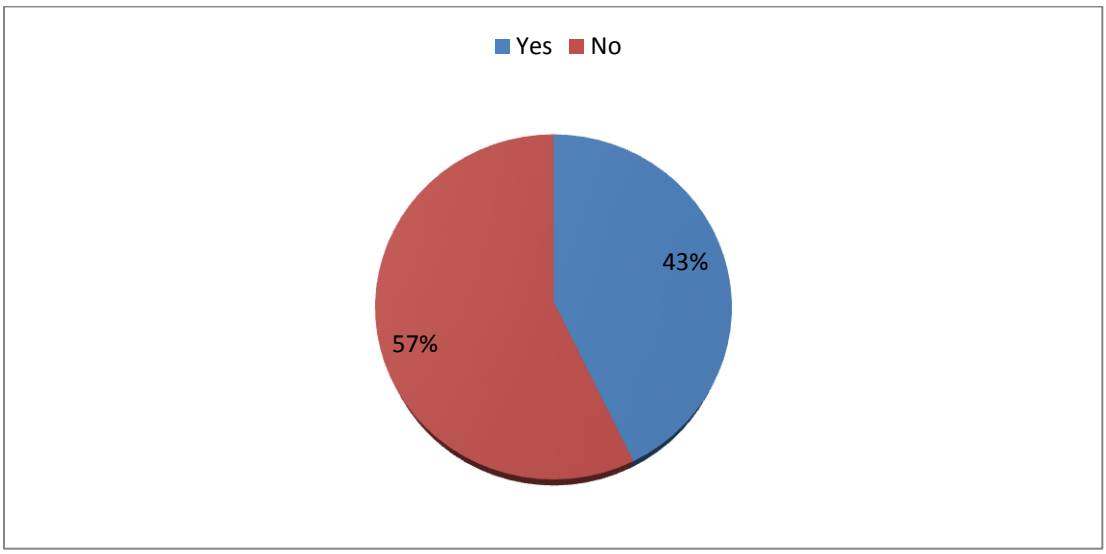
Q 4. Do you believe that vocabulary must be learnt through self-learning or it needs strategies to be taught?



Scheme 2. 1 : Learning Nature

The scheme above illustrates the learning nature according to teachers, the number of teachers who encourage self-learning is three(5) and only one(1) teacher is with the use of strategies. One(1) other teacher said that the balance between the two will be beneficial.

Q 5. Do you think that your students enjoy learning English vocabulary and make use of it outside the classroom?

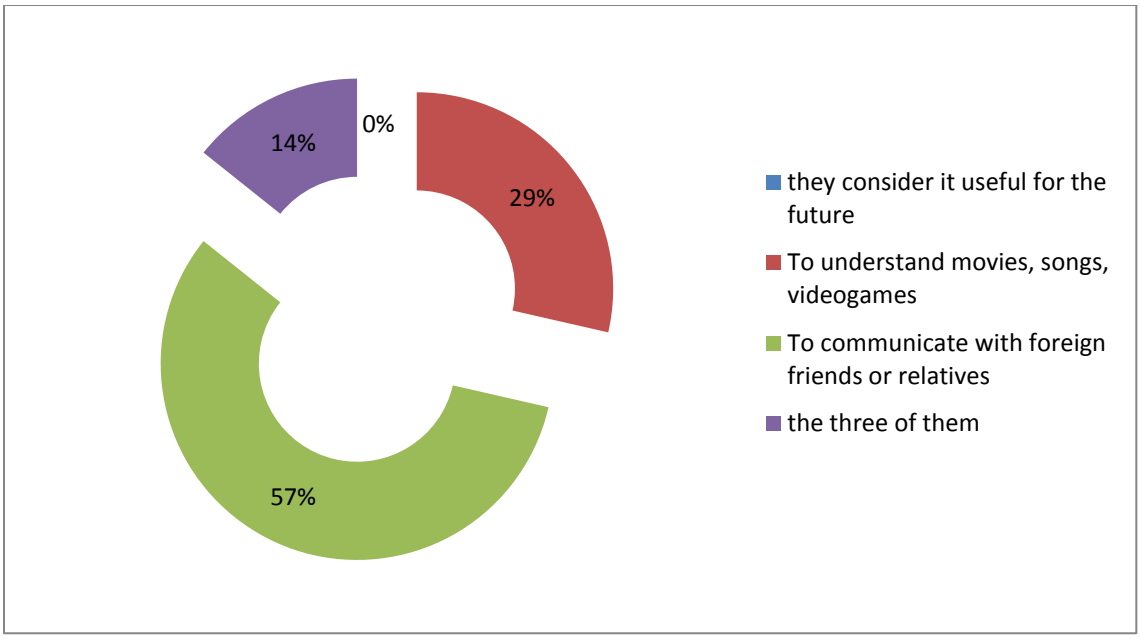


Pie Chart 2.3 : Students' enjoyment of learning vocabulary

As it is illustrated in the figure above (43%) of the teachers say that their students enjoy learning vocabulary and make use of it outside the classroom, and (57%) said that their students do not enjoy it and do not use it.

Q 6. Your students study English vocabulary mainly :

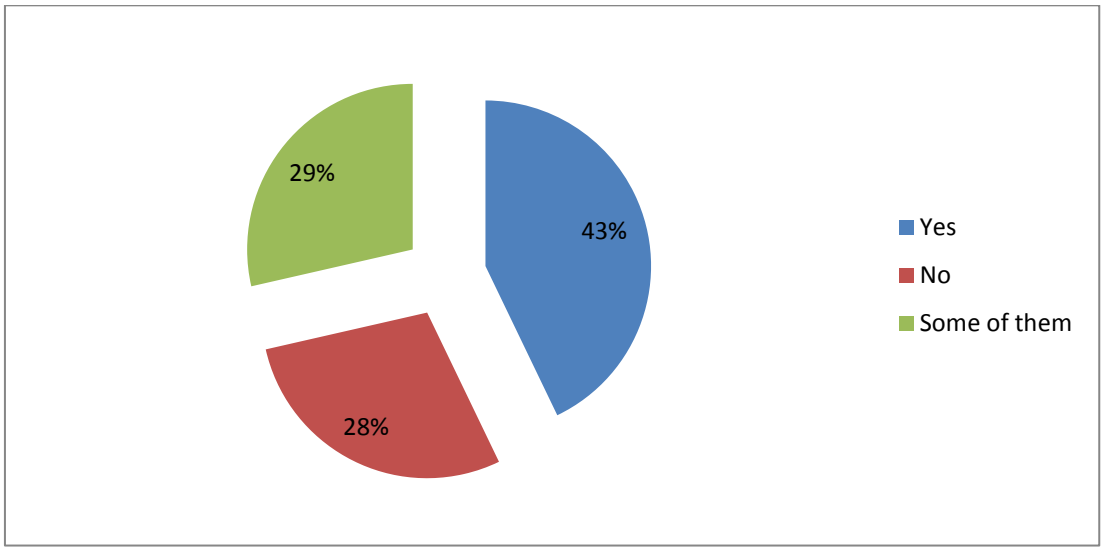
- Because they consider it useful for the future
- To understand movies, songs, videogames…
- To communicate with foreign friends or relatives.



Pie Chart 2.4 : The objective behind learning vocabulary

From the answers analysis, three(4) teachers said mainly to communicate with foreign friends and relatives. Two(2) teacher beleive that students study Englich vocabulary mainly to understand movies, songs and videogames. On the other hand no one said because it is considered useful for the future, and only one(1) teachers said it is the three of them.

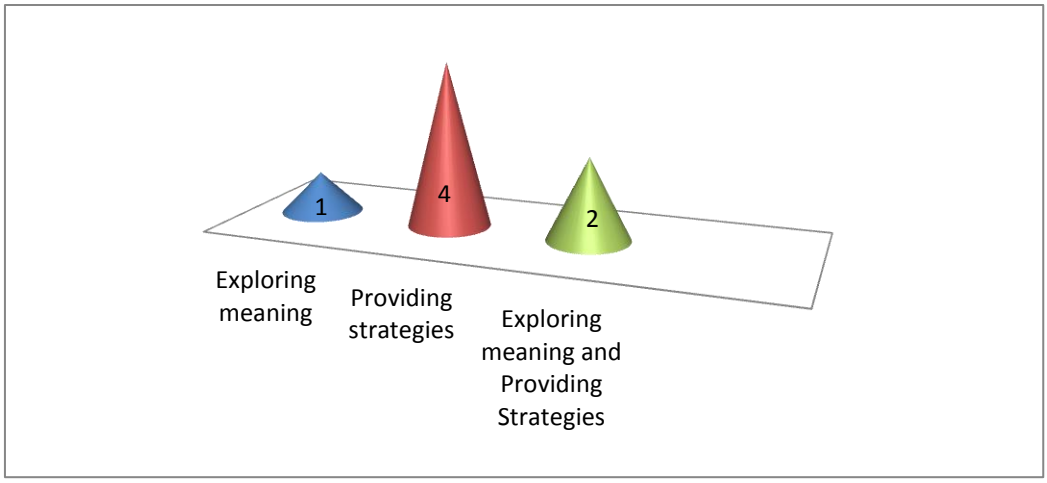
Q 7. Do your students consider that they know enough vocabulary when facing an exam ?



Pie Chart 2.5 : Students' knowledge

As shown in the figure, the results denote that (43%) of teachers state that that their students have enough vocabulary when facing an exam. Other (28%) of teacher said that their students don't have enough vocabulary, while (29%) of them said that it depends on the student's level.

Q .8. According to you the role of the teacher consist mainly in exploring the meaning of a word in its contest, or is encouraging learners' autonomy ; by providing them with strategies that help them work out words meaning and memorize it ?



Graph 2.1 : The teacher's role

The figure above demonstrates the role of the teacher, four(4) teachers said that the role of the teacher is ts to provide strategies for his learners .one(1) teacher said that the teacher's role is to explore meaning while two(2) other teachers said that the teacher's role is both exploring the meaning of the word and providing strategies for the students.

II.6.3 The Analysis of Students' Questionnaire

Section One: Background Information

Question One: This question provided the sample of population gender distribution.

Total	Male	Female
30	09	21

Table 2.2 : Gender

As shown in the table, respondents of the questionnaire are (21) females and (9) are males. We can notice females are more than males.

Question Two: This question provides the age range of the population sample

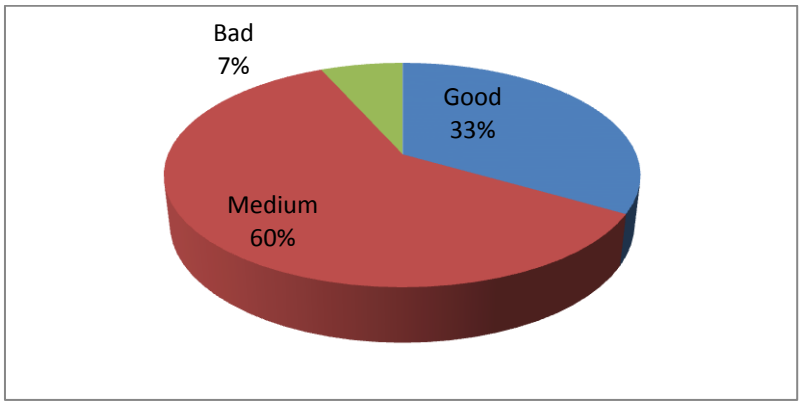
From 20 to 25	27
From25 to 30	01
More than 30	02

Table 2. 3 : Age

From the result, we can observe from the highest number of the students' questionnaire that their age ranges from (20) to (25) years old. One (1) among the students, ages range from (25) to (30) year sold and two (2) among those students have more than (30) years teacher.

Section Three: Language Proficiency

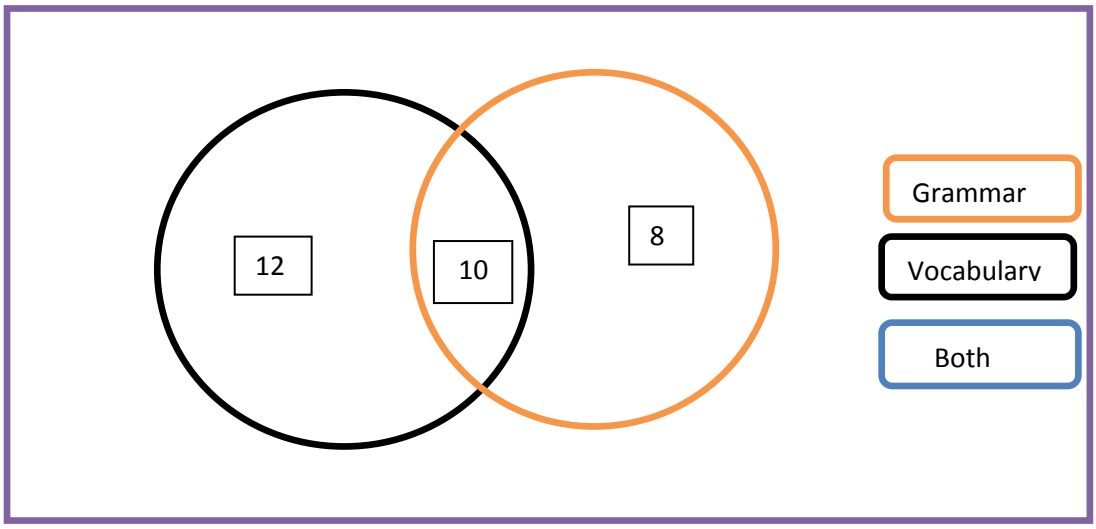
Question One: This question illustrates the students' level



Pie Chart 2. 6 : Students' level in English.

As it is shown in the figure, the highest number of students ,60%, claim that their level in English is Medium. The other 33% of students show that they are good in English and only 7% answer with bad.

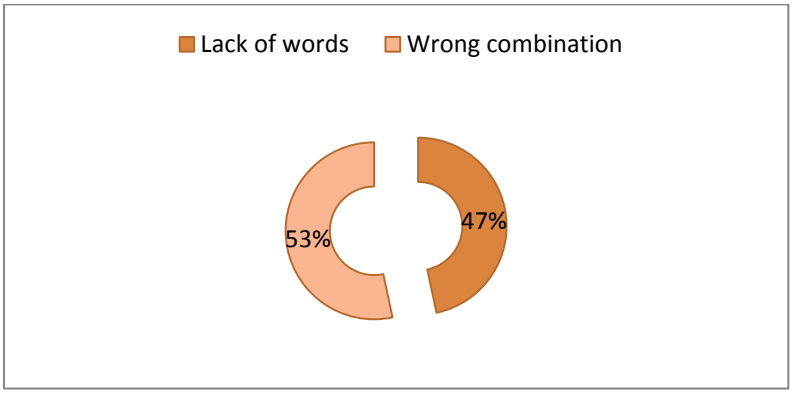
Question Two: The scheme below shows the difficulties that face students.



Scheme 2.2 : Students' attitude toward learning

In the scheme above , (12) students find difficulties in in vocabulary, and (8) face difficulties when learning grammar where (10) others find it in both aspects.

Question Three: This chart demonstrates the cases in which students may express themselves wrongly.



Pie Chart 2.7 : The cases in which the students may express themselves wrongly.

53% is the highest percentage of students who can not express themselves freely because they can not get the correct words ; and 47% know the words but they combine them wrongly.

Section Three : Beliefs about Vocbulary Learning

Question One: Where do usually come across new vocabulary.

	lecture	Reading texts	Speakingwith native speakers	Using dictionary	Listening/ watching English media
Lecture	02	0	04	06	07

Table 2 4 Students' additional combined sources besides lectures.

The table shows the number of students who choose either lectures as a source or a duality of lectures plus othersourses. There are (02) students who use lectures as the onlysource ,students who use lectures and speaking are (04) , there are (06) students who use both lectures and dictionaries as soueces, the duality of lectures and English mediahas been chosen by (07) students there are no students who chose lectures plus reading.

	Reading texts	lectures	Speaking with native speakers	Using dictionary	Listening / watching English media
Reading	0	0	07	08	10

Table 2.5 : Students' additional combined sources besides reading.

The table shows the number of students who choose either reading texts as a source or a duality of lectures plus other sources. None of students choose reading as the only source ,students who use reading and speaking are (07) , there are (08) students who use both reading texts and dictionaries as sources, the duality of reading and English media has been chosen by (10) students there are no students who chose reading plus lectures.

	Speaking with natives	lectures	Reading texts	Using Dctionary	Listening / watching English media
Speaking with natives	0	04	07	06	08

Table 2.6 Students' additional combined sources besides speaking with natives.

Students who choose either speaking with natives as a source or a duality of speaking with natives plus other sources. None of students choose speaking with natives as the only source ,students who use speaking with natives and lectures are (04) , there are (07) students who use both speaking with natives and reading texts as sources,(06) studentsthere use speakingwith natives plus lectures . the duality of speakingwith natives and English media has been chosen by (08) .

	Dictionary	lectures	Reading texts	Speakingwith natives	Listening / watching English media
Dictionary	01	06	08	06	07

Table 2.7 : Students' additional combined sources besides dictionaries.

The table above shows the number of students who choose either using dictionary as a source or a duality of using dictionary plus other sourses one (01)students choose using dictionary as the only source ,students who use dictionary and lectures are six(06) , there are eight (08) students who use dictionary and reading texts as sources, six(06) students there use speaking with natives plus

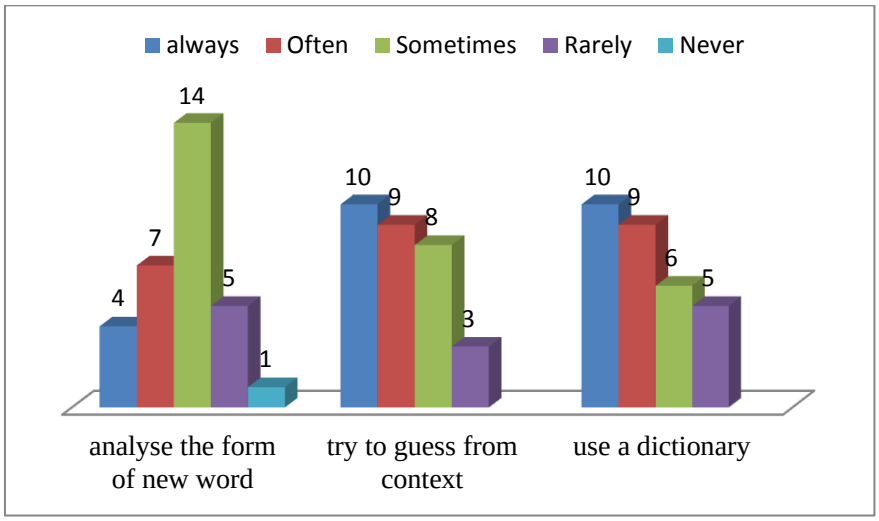
lectures .The duality of using dictionary and English media has been chosen by seven students (07).

	Listening / watching English media	lectures	Reading Texts	Speakingwith native speakers	Usingdictionary
Listening/ watching English media	08	07	10	08	07

Table 2.8 : Students' additional combined sources beside English language media.

The table above shows the number of students who choose either Listening/ watching English media as a source or a duality of Listening/ watching English media plus other sources. Eight (08) students choose Listening/watching English media as the only source ,students who use Listening/ watching English media and lectures are seven(07) , there are ten(10) students who chose Listening/ watching English media and reading texts as sources, eight(08) students use Listening/watching English media plus speaking with natives . the duality of using dictionary and English media has been chosen by seven students(07).

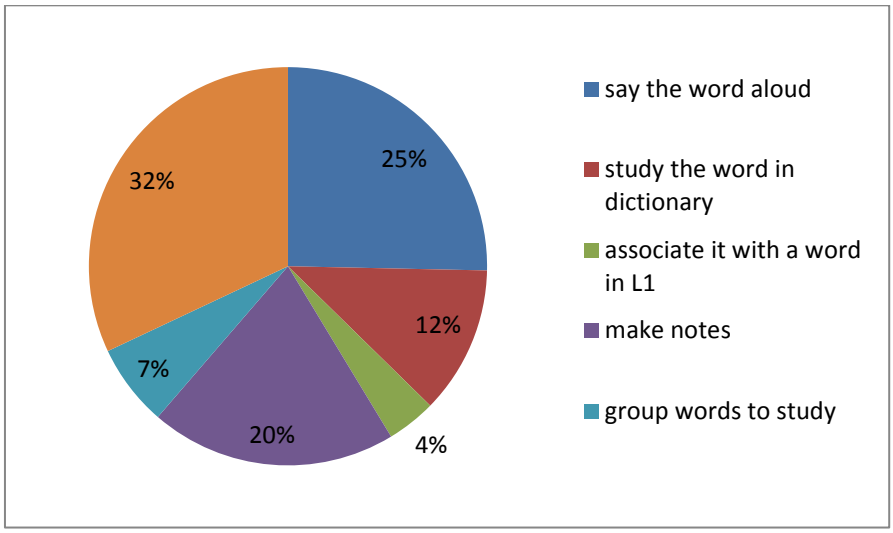
Question Two: The graph below illustrates how often students deal with the nature of words.



Graph 2.2 : Students' preferences when dealing with new words

From the results fourteen (14) students responded with sometimes, they analyse the form new word. Other seven (7) students responded with 'often'. Four (4) responded with 'always' and five (5) with 'rarely'. On the other hand, there are ten (10) students always try to guess from context while nine (9) others respond with 'often' Eight(8) of the students respond with 'sometimes' and three (03) say that they rarely guess the meaning from context. Ten (10) participants use dictionary when facing a new word while nine (09) others respond with 'often' and only six(06) respond with 'sometimes' and five(05) others say that they rarely use a dictionary.

Question three : The pie chart below shows how vocabulary is memorized by students.



Pie chart 2.8 : Students' strategies for memorizing words.

The figure indicates that most of the students (32%) state that they memorize how the word is spellt and pronounced as a strategy to learn new vocabulary. (25%) prefer to say the word aloud, and (12%) of the students say that they study words using dictionary (4%) of students say that they associate new words with similar words in L1. (20%) of them like to group words to study .while (20%) make notes for new words.

Question Four : This question aims at detecting the difficult aspects of vocabulary.

	meaning	pronounciation	Spelling	Use	meaning
Meaning	03	04	01	01	Meaning

Table 2.9 : The difficult aspect(s) of vocabulary.

The table above shows the number of students who have difficulties with the meaning of words as the only difficulty, or a dulality of meaning plus other difficulties. There are two(2) students who face meaning as the only difficulty.

Students who chose meaning and pronunciation are four(4). Only one(1) student chose meaning and spelling and another one(1) who chose the duality of meaning and use.

	prononciation	Meaning	Spelling	Use
Prononciation	03	04	01	01

Table 2. 10 : The difficult aspect(s) of pronunciation.

The table 2.10 shows the number of students who have difficulties with pronounciation of the only difficulty, or a duality of pronunciation plus other difficulties. There are three(3) students who face pronunciations as the only difficulty. Students who chose meaning and pronunciation are four(4). Only one (1) student chose pronounciation and spelling and on other one (1) who chose the duality of pronounciation and use.

	Spelling	Meaning	Pronounciation	Use
Spelling	05	01	01	01

Table 2. 11 : The difficult aspect(s) of vocabulary.

The table 2.11 show the number of students who have difficulties with spellingas the only difficulty, or a dulality of spelling plus oher difficulties. There are five(5) students who face spelling as the only difficulty. Only one (1) student chose spelling and meaning). Only one(1) student chose pronounciation and spelling and onother one(1) who chose the duality of spelling and use.

	Use	meaning	Pronounciation	Spelling
Use	09	01	01	01

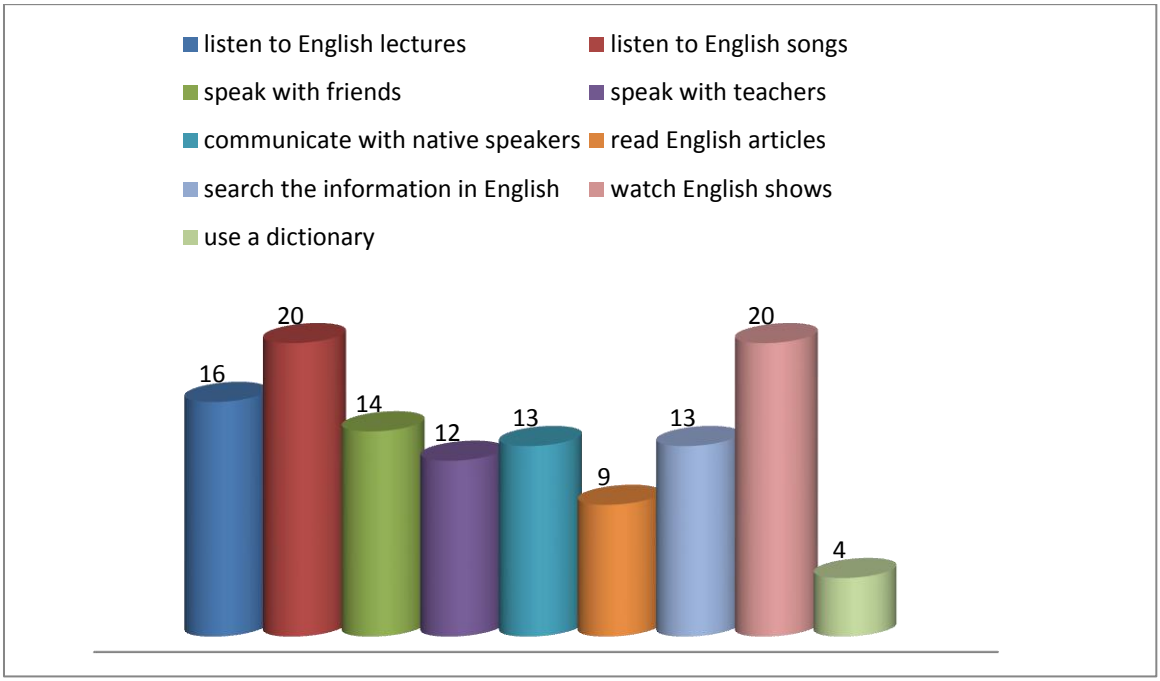
Table 2. 12 : The difficult aspect(s) of use.

The table 2.12 show the number of students who have difficulties with the use of new words as the only difficulty, or a dulality of use plus oherdifficulties. There are nine(9) students who chose use as the only difficulty. Only one (1) student chose use and meaning. Only one(1) student chose pronunciation and use and another one(1) who chose the duality of spelling and use.

Section Four : Vocabulary Learning Strategies

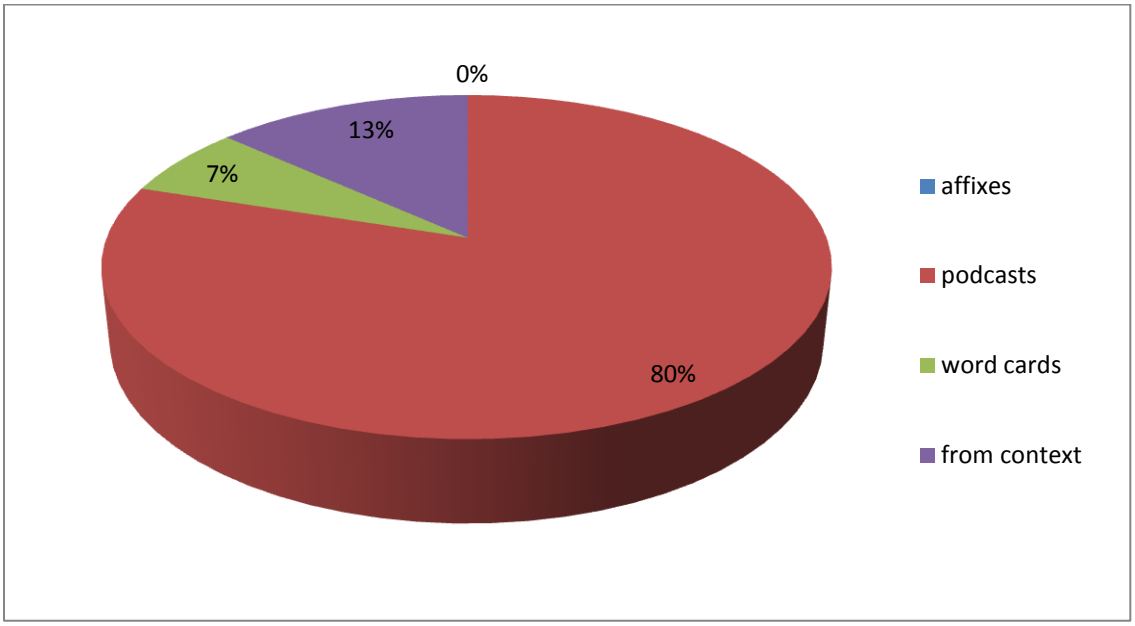
Question One : What are the strategies you use to expand your vocabulary ?

The figure below illustrates the strategies that are used by students to expand their vocabulary. Sixteen(16) students say that they practice listening to English lectures and twenty(20) students prefer to listen to English songs. For fourteen other student they like to communicate with native speakers of English, students who read English articles are nine (9) while twenty other students like to watch English shows and films. For those who search the information through the net are thirteen (13) and other four(4) students practise using a dictionary.



Graph 2. 3 : Vocabulary learnings strategies.

Question Two :: Vocabulary learning strategies that are employed by students



Pie Chart 2. 9 : Vocabulary learning strategies

The figure above illustrates the strategies that are used by students when facing new vocabulary. None of the students see that learning vocabualary by studying affixes useful as a strategy.80% of students prefer to learn vocabulary through listening to podcasts and 13% like to learn new vocabulary from context, while only 7% find learning vocabulary through word cards a useful strategy.

II.7 Interpretation of Data Collected

The data presented above show that the female members of the sample are significantly more than the male ones, it is a usual observation to make in Algerian classrooms. Ages are within acceptable ranges and they prove that the elements are adults. it has been shown that most the participants have self-admitted medium level of English, one of the motives to look for solutions to improve the common level of linguistic grasp. Between two possible difficult language aspects ; grammar and vocabulary, the most difficult one was vocabulary, the fact that acquiring new vocabulary is perceived as such a hard task is proof that new tools must be used to

fix that problem, what supports that even more is the students' admission about the lack of words they face when they attempt to express themselves.

More in-depth data show that there are certain unique combinations of sources of vocabulary that students may use; there students who strictly depend on audio sources, lectures for example, others who need written texts along with them mean that they need to read and hear to capture new words. Learning new vocabulary from lectures in addition to lectures mean that the student probably could benefit from lectures conducted by natives, students who prefer the accompaniment of dictionaries while attending lectures means that they make sure to keep up with the meanings of words the hear. Students who combined E-media and lectures probably watch lectures online or recorded digitally.

Reading alone did not seem to be a chosen method, it has been combined with speaking with natives which plays a good role in making a relation between correctly pronounced words and their spelling. Reading and dictionaries of course go hand in hand, E-Media also includes written materials so it could be a good place for reading articles and such. Speaking with natives alone was not chosen either, and listening to media of course includes being exposed to native speakers. Interestingly enough, using dictionaries alone was an option, some students believe it to be a perfect source that does not need to be combined, dictionaries with speaking to natives could make an awkward slow process but it was chosen nevertheless. Listening and watching materials online seemed also to be a perfect source to some students who chow to use it alone.

Students used different ways to memorize new words, the most likely to be more successful of methods is hearing the word and seeing it spelled, which shows that the students have a methodological mentality even if they are not aware of it, it is a basic but still a successful method. It is a post-finding new words way to burn the word inside the mind and memory.

II.8 Conclusion

This chapter dealt with the practical study of the process of vocabulaey learning strategies at university centre with reference to second year students.

The research instruments used in this chapter are classroom observation, students' questionnaire and teachers' interview which were focussing on teachers' and students' personal information, preferred methods of learning, opinions on what strategies the students prefer to do in the classroom to develop lexical competence.

The majority of the students find learning a foreign language is not a matter of knowing rules of grammar. It is also important to know its vocabulary. This chapter also provided an analysis and interpretation of the data collected.

General Conclusion

Based on what has been studied theoretically, we came to the conclusion that different investigations and research projects have shown in recent years that there has been a growing interest in vocabulary learning strategies. These ways are totally different from the traditional ones which focus only on developing grammar use. The aim of this research is to facilitate the task of vocabulary teaching and learning to university teachers and students.

We have discussed two main scopes in the theoretical part which are language learning strategies and vocabulary learning strategies used by second year EFL students .from the analysis , being equipped with a range of different vocabulary learning strategies promote learners' autonomy, and self-direction in leaning foreign language and enables them to become independent and productive members within their own communities

Moreover, the analysis also revealed that EFL students are medium users of vocabulary learning strategies because they were not instructed in using strategies or they were demotivated to learn the vocabulary of English language.

This work tries to give a clear picture about teaching/learning vocabulary strategies and techniques and the advantages in using them.

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Appendices



Dear teacher,

This interview is devised to collect information about Vocabulary Learning Strategies. We would be so grateful if you could answer the following questions to help us in our research.

1) **F**or how many years have you been teaching English?
2) **L**earning a foreign language implies learning much its grammar or its vocabulary ? why !
3) **I**n your opinion, can vocabulary be expanded through reading a lot ?
4) **D**o you believe that vocabulary must be learnt through self-learning or it needs strategies to be taught ? Explain please !
5) **D**o you think that your students enjoy learning English vocabulary and make use of out side the classsroom ?
6) **Y**our students study English vocabulary mainly :
    - Because they consider it useful for the future
    - To understand movies, songs, videogames…
    - To communicate with foreign friends or relatives.
7) **D**o your studentsconsider that they know enough vocabularu when facing an exam ? Explain please !
8) **A**ccording to you the role of the teacher consist mainly in exploring the meaning of a word in its contest, or is encouraging learners' autonomy ; by providing them with strategies that help them work out words meaning and memorize it ?
9) **C**ould you mention any/other strategies or techniques that you think your students may use when trying to learn English vocabulary.



Dear **S**tudent,

You are kindly invited to fill the following questionnaire that aims at investigating both the assumption about learning the vocabulary of English as a foreign language and the different vocabulary strategies you use. We would be very grateful if you could answer the questions below as honestly and frankly as possible; please tick the corresponding answer or fill in with information where necessary.

Section one: Background Information

1. Gender : Male ☐ Female ☐

2. Age: ☐

Section two: Language Proficiency

1. How is your level ?

- Good ☐
- Medium ☐
- Bad ☐

2. In your opinion, which of the following is the most difficult ?

- Grammar ☐
- Vocabulary ☐
- Both ☐

Please explain your answer:

……

……

3. In which case can't you express yourself freely ?

a. When you cannot get the correct words ☐

b. When you know the words , but you combine them wrongly ☐

Section Three: Beliefs about Vocabulary Learning

(You may tick many answers that best suit your opinion)

1. Where do you usually meet new vocabulary ?

a. In lectures and lessons ☐
b. While reading texts for my courses ☐
c. When speaking with native speakers of English ☐
d. When using a dictionary ☐
e. When listening and watching English- language media
(e.g. songs , TV, movies , newscasts…) ☐

2. What do you do first when you meet new words?

(Please circle the answer that describes your opinion)

- Analyse the form of a new word
  - Always -Often -Sometimes -Rarely - Never
- Try to guess from context
  - Always -Often -Sometimes -Rarely - Never
- Use a dictionary
  - Always -Often -Sometimes -Rarely - Never

3. How do you memorize new vocabulary ? (you may tick many answers)

A. Say the word aloud ☐
B. Study the word in a bilingual / monolingual dictionary ☐
C. When possible, associate it with a similar word in L1 ☐
D. Make note for a new word on a notebook / underline ☐
E. Group words together to study them ☐
F. Memorize how it is spelt and how it is pronounced ☐

4. What aspect of vocabulary/ knowledge do you find most difficult?

- Meaning. ☐
- Pronounciation . ☐
- Spelling . ☐
- Use. ☐

Section Four: Vocabulary Learning Strategies

1. What are the strategies that you use to expand your vocabulary knowledge ?

- Practice listening to English lectures, presentation conversation records ☐
- Listen to English songs ☐
- Speak in English with classmates and friends ☐
- Speak in English with teachers ☐
- Communicate with native speakers in English ☐
- Read English articles from different sources , such as texts and newspapers ☐
- Watch English Shows, series or films on TV ☐
- Search for information in English through the internet ☐
- Practice using a dictionary regularly ☐

Others……

……

2. Which strategy do you prefer to learn new vocabulary?

1) Learning vocabulary through affixes. ☐
2) Learning vocabulary through listening to podcasts. ☐
3) Learning vocabulary through word cards. ☐
4) Learning vocabulary from context. ☐