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**DEPARTMENT OF FOREIGN LANGUAGES**

**BRANCH OF ENGLISH**

**TEACHERS' AND STUDENTS'  
PERCEPTION OF VOCABULARY  
LEARNING STRATEGIES**

**A CASE STUDY OF FIRST-YEAR STUDENTS OF ENGLISH AT  
MOHAMED KHIDER UNIVERSITY OF BISKRA**

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## **DEDICATION**

**In the Name of God, Most Gracious, Most Merciful, All the Praise is  
due to God alone, the Sustainer of all the worlds**

Firstly and foremost, I would present my undeniable and unforgettable thanks to the most graceful and most compassionate the almighty (Allah), that has provided me with a lot of blessing that can never be counted.

My deep appreciation to a heart of gold that holds more love than you can  
possibly imagine

To the spirit of my grandmother

I dedicate this work:

To my parents, for their continued love, guidance and support

To my dear sisters and brothers

To my dear sister Nadia

To my dear brother Sohaib

Also, I feel obliged to express my deep gratitude to my friends, Souad, sihem, and Firouze who support me, without forgetting all my friends.

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## ABSTRACT

The primary element in learning a language is the acquisition of the vocabulary and the practice in using it. There are many factors which affect the progress level of learning foreign language process; among these, the perception of learning strategies so all participants in this process have to be aware about them and we need to investigate the extent of the awareness of these strategies that can results the achievement of their goals, i.e. improving students' perception has important and positive implications for students' academic development. This research work aim is to investigate teachers' and students' perception about learning strategies of foreign language learners as a means to improve their learning outcomes. The intention of this study is to find out the teacher's and learners' beliefs, awareness and knowledge of learning vocabulary strategies at the department of Foreign Languages. In this respect, we relied on two main hypotheses, if learners' perceptions about vocabulary learning strategies are positive, they will improve their language skills as well as their communicative abilities; if teachers beliefs about teaching learning strategies are positive, their practice will be effective. To confirm or reject these hypotheses, the study was conducted through the descriptive method, and data was gathered by designing two questionnaires to two representative samples of first year teachers and student of English at the department of Foreign Languages at Biskra University. The results showed that the majority of the teachers do know learning strategies and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary and vocabulary learning strategies and those vocabulary strategies are not integrated in the curriculum of the section of English. In addition to that, students of first year claimed that they know learning strategies which were taught to them in the module of study skills but not vocabulary strategies in particular. However, we recommend that both vocabulary and learning strategies should be introduced in the curriculum of English as a part of many modules such as oral expression and study skills.

## List of Abbreviations

**COG:** cognitive

**COM:** compensation

**EFL:** English as a Foreign Language

**ELLS:** English Language Learners

**FL:** Foreign Language

**L2:** Second Language

**LLS:** language learning strategies

**LS:** Learning Strategies

**MEM:** memory

**MET:** metacognitive

**N:** Number

**SOC:** social

**St:** Student

**%:** Percentage

**VLS:** Vocabulary Learning Strategies

**1<sup>st</sup>:** First

**2<sup>nd</sup>:** Second

## LIST OF FIGURES

Figure 01: Oxford's Strategy Classification System Direct Strategies:

Memory, Cognitive, and Compensation Strategies .....10

Figure 01: (continued) Indirect Strategies:

Metacognitive, Affective, and Social Strategies .....11

## LIST OF TABLES

Table 01	Schmitt's Taxonomy of Vocabulary Learning Strategies .....	14
Table 02	Levels of Acquiring Vocabulary (In Coady. J, Huckin. T. 1997: 239) ...	28
Table 03	Students' Gender .....	31
Table 04	Students' Age .....	32
Table 05	Students' motivation in learning English .....	32
Table 06	Students' knowledge of learning strategies .....	33
Table 07	Students' perception of the importance of LS .....	33
Table 08	Do teachers teach LS .....	34
Table 09	Do teachers teach how to learn different modules .....	34
Table 10	Students' perception of the importance of vocabulary .....	35
Table 11	Do their teachers introduce vocabulary items to them .....	35
Table 12	teachers' method in teaching vocabulary .....	36
Table 13	kind of materials teachers use to support their teaching of vocabulary...	36
Table 14	teachers' help in learning vocabulary inside the classroom .....	37
Table 15	teachers' help to learn vocabulary outside the classroom .....	37
Table 16	Do teachers recommend the use of dictionary .....	38
Table 17	teachers' choice of dictionary .....	38
Table 18	Do teachers design activities to train St how to use dictionary .....	38
Table 19	Students' organization of their setting in class when learning vocabulary .....	39
Table 20	Kinks of activities teachers use in class when teaching vocabulary .....	39
Table 21	Types of vocabulary assessment used by teachers .....	40
Table 22	Rate of teachers' encouragement to students self evaluation .....	41
Table 23	Rate of teachers' application of peer assessment .....	41

Table 24	Teachers' experience .....	43
Table 25	Teachers' Degree or qualifications .....	43
Table 26	Do teachers include vocabulary in their syllabus .....	49
Table 27	Teachers' organization of the student .....	52
Table 28	Teachers' interaction with the student .....	53
Table 29	Do teachers use the university lab .....	53
Table 30	teachers' selection of skill to introduce vocabulary items .....	54
Table 31	How teachers introduce new vocabulary items to their learners? .....	55
Table 32	What teachers support their vocabulary teaching with? .....	56
Table 33	teachers' choice of dictionary .....	57
Table 34	teachers' design activities to train student use dictionary .....	57

## CONTENTS

Dedication .....	I
Acknowledgements .....	II
Abstract .....	III
List of Abbreviations .....	IV
List of Figures .....	V
List of Tables .....	V
Contents .....	VI

### General Introduction

1. Aim of the Study.....	1
2. Statement of the problem .....	1
3. Research Questions .....	2
4. Hypotheses .....	3
5. Research Methodology .....	3
5.1 Sample of study .....	3
5.2 Method and Tools .....	3
6. Structure of the study .....	4

### Chapter One: Learning Strategies and Vocabulary Learning Strategies

Introduction .....	5
1.1 Definition of Learning Strategies .....	5
1.2 Importance of Language Learning Strategies .....	6
1.3 Taxonomies of Language Learning Strategies .....	7

1.3.1 Rubin's (1987) Classification of Language Learning Strategies .....	7
1.3.2 Oxford's (1990) Classification of Language Learning Strategies .....	8
1.3.3 O'Malley's (1985) Classification of Language Learning Strategies .....	11
1.3.4 Stern's (1992) Classification of Language Learning Strategies .....	11
1.4 Vocabulary Learning Strategies .....	12
1.4.1 Taxonomies of vocabulary learning strategies .....	12
1.4.2 Schmitts' Taxonomies of vocabulary learning strategies .....	13
1.4.2 The importance of vocabulary learning strategies .....	13
Conclusion .....	17

## **Chapter two: Vocabulary and Vocabulary Learning and Teaching**

Introduction .....	18
2.1 Definition of vocabulary .....	18
2.2 Vocabulary description .....	18
2.2.1 Lexicography .....	19
2.2.2 Lexicology .....	19
2.2.2.1 Word Classification .....	19
2.2.2.2 Word Formation .....	20
2.2.2.3 Word Meaning .....	20
2.3 Learning Vocabulary .....	21
2.3.2 The Importance of Vocabulary .....	22
2.3.3 Steps of Learning Vocabulary .....	22
2.3.3.1 Encountering New Words .....	23
2.3.3.2 Getting the Word Form .....	23
2.3.3.3 Getting the Word Meaning .....	24

2.3.3.4 Consolidating Word Form and Meaning in Memory .....	24
2.3.3.5 Using the Word .....	24
2.4 Teaching Vocabulary .....	25
2.4.1. Techniques for Teaching Vocabulary .....	25
2.4.1.1 Unplanned Vocabulary Teaching .....	25
2.4.1.2 Planned Vocabulary Teaching .....	25
2.4.1.2.1 Dictionaries .....	26
2.4.1.2.2 Glossary .....	26
2.4.1.2.3 Translation .....	26
2.4.1.2.4 Focusing on Form .....	27
2.5 Steps of Teaching Vocabulary .....	27
2.5.1 Selection .....	27
2.5.2 Sequencing .....	27
2.5.3 Presentation .....	28
Conclusion .....	29

### **Chapter Three: Questionnaires' Analysis**

Introduction .....	30
3.1 Students' Questionnaire .....	30
3.1.1 Aim .....	30
3.1.2 Description .....	30
3.1.3 Analysis .....	31
3.2 Teachers' Questionnaire .....	42
3.2.1 Aim .....	42
3.2.2 Description .....	42

3.2.3 Analysis .....	42
Results .....	58
General Conclusion .....	60
Bibliography .....	62
Appendices .....	69
1. Teachers' Questionnaire .....	69
2. Students' Questionnaire .....	76

# GENERAL INTRODUCTION

## 1. Aim of the Study

The aim of this research is to explore EFL teachers' and students' perception about learning strategies as a means to improve their learning outcomes i.e., their beliefs, their knowledge, and their awareness. The intention of this study is to find out whether teacher's and learners' use of learning vocabulary strategies in the section of English of Mohamed Khider University or not.

## 2. Statement of the problem

The primary element in learning a language is the acquisition of the vocabulary and the practice in using it. Learning vocabulary has never received the attention in the field of the language teaching as have other issues; the relative neglect of the vocabulary reflects the effects of trends in linguistic theory since within linguistics the word has only recently become a candidate for serious theories. There are many factors which affect the progress level of learning foreign language process; among these, the perception of learning strategies so all participants in this process have to be aware about them and we need to investigate the extent of the awareness of these strategies that can results the achievement of their goals, i.e. improving students' perception has important and positive implications for students' academic development.

Acquiring a new language is a complex process and the vocabulary acquirement is critical to this process and to reach a respectable level, for this, it is important for teachers to develop appropriate teaching methodology and strategies, to help learners and teach them how to reach the needed levels. So it is necessary to investigate the teachers' perception of vocabulary learning strategies and their classroom practice which could lead to learners' awareness about the vocabulary learning strategies that can impel them to higher levels in foreign language learning. When dealing with language learning, students and teachers are supposed to deal with all language skills and competencies. As we know competencies including grammar, vocabulary and pronunciation are difficult issues to learn and master. However, students lack strategies which are essential for them to overcome challenges in the classroom. Researchers believe that these strategies could be taught to ineffective language learners so that they can become more successful in language learning. As Oxford (1990 :1) states language learning strategies ' ...are

especially important for language learning because they are tools for active, self directed movement which is essential for developing communicative competence ‘. Therefore, teachers should consider teaching students effective metacognitive, cognitive and social/ affective strategies and show them how to utilize them to cope with various learning matters and challenges.

Vocabulary is one of the three essential competences of the linguistic competence which is the basic and the foundation of the communicative competence; however, without learning and developing vocabulary, learners will never be able to improve neither their skills nor build the pyramid of communicative competence including (linguistic, discourse, sociolinguistic, and strategic competences). Vocabulary is not introduced as a module in the curriculum of English in Algeria what makes it neglected and very difficult to deal with. Teachers do not have time to introduce whole vocabulary lessons in their language and content courses and students do not pay attention to this aspect of language because it is not a part of syllabi and assessment. Research into teachers’ knowledge, beliefs and awareness showed that teachers have their own beliefs, cognition and theories about teaching and learning which might have been influenced by their training, work experience and so on. Teachers are not passive recipients of theories but do construct their own theories, methods and techniques (Nga 2005:3).

For all of these reasons, it would be necessary to have an investigation into teachers and students’ perceptions about learning strategies because their beliefs, awareness and knowledge are the pillars and the starting point of their practice. Without having positive beliefs about the importance of learning strategies, teachers could not introduce them in their courses and students will not use them even if they are taught as a part of many modules. this reality led us to think about raising students and teachers awareness about the different taxonomies of learning strategies stressing the most used and effective one based on the view of Oxford, Chamot and O’Malley which is metacognitive, cognitive and social affective strategies which are main to train students techniques of awareness, management and planning on one hand and on the other cognitive to deal which each purpose in the learning process and each skill and the social affective to be able to interact and communicate with others.

### **3. Research Questions**

This study aims to answer the following questions:

- What are learning strategies and what are vocabulary learning strategies?
- What are teachers' perceptions about vocabulary learning strategies?
- What are learners' perceptions about vocabulary learning strategies?
- What should teachers do to raise the students' awareness and knowledge about vocabulary learning strategies?

#### **4. Hypotheses**

We hypothesize:

If learners' perceptions about vocabulary learning strategies are positive, they will improve their language skill as well as their communicative abilities.

If teachers beliefs about teaching learning strategies are positive, their practice will be effective.

#### **5. Research Methodology**

##### **5.1 The sample of study**

It was necessary to select a sample because of time feasibility and quality. There are about 754 students first year student of the department of foreign languages. So we tried to select a representative sample in an objective way. The method used is Random Sampling in which there is no scope for subjectivity or bias. Therefore, the sample consists of 50 students of first year students and 10 teachers taken from three different levels of qualification. Thirteen English teachers (only height questionnaires were given back) with a total of 13 copies of the questionnaire handed out to teachers, 08 of which were returned.

##### **5.2. Method and Tools**

This research was conducted through the descriptive method because the work designed to discover the importance of our learners' and their instructors' awareness of learning strategies in achieving success in FL learning. this method is the best that may tell us about what currently exists and can help us investigate the real actual situation and lights the practice of teachers' and students' of vocabulary learning strategies.

The data of the study was gathered through using two questionnaires one for the teachers that teach first year student and the other is designed for the first year students of the department of Foreign Languages at Mohamed khider University of Biskra. Teachers' feedback questionnaire purpose is to provide information about teachers' knowledge, awareness, beliefs, and their use of LS in their classroom practice. Students' feedback questionnaire aimed to collect information about their attitudes, knowledge, and awareness of the importance of LLS and their teachers practice in the classrooms.

## **6. Structure of the study**

This study is divided into two parts the theoretical part and practical part or the questionnaires analysis. The theoretical part is divided in two chapters. The first one is entitled learning strategies and vocabulary learning strategies. It deals with the definition of LLS, the different taxonomies, the importance of LLS in language learning and teaching. Then we move to VLS definition, vocabulary learning strategies taxonomies, and Schmitt's taxonomy.

The second chapter title is 'vocabulary and vocabulary learning and teaching'; it is devoted to: vocabulary definition, description of the vocabulary with the two linguistics branches lexicography and lexicology; that consists of word classification, word formation, and word meaning. Then we explore vocabulary learning; for this reason we focus on the importance of vocabulary in language learning; after that we present steps of learning vocabulary: encountering new words, getting the word form, getting the word meaning, consolidating word form and word meaning in memory, and finally using the word. Afterward we present vocabulary teaching with its: first techniques unplanned vocabulary teaching and planned vocabulary teaching by using dictionaries, glossary, translation and focusing on form. Second steps of teaching vocabulary when designing a course: selection, sequencing, and presentation. Chapter three deals with the questionnaires analysis both of them: questionnaire for teachers and questionnaire for students. For this reason we follow the same structure for the two questionnaires; we start the analysis with aim of questionnaire then its description and finally its analysis. After that we discuss the results of the two questionnaires.

As a conclusion of the research, we present a general conclusion and recommendations to stress the importance of vocabulary and language learning strategies and that both of them should be taught as separate module.

# Chapter One: Learning Strategies and Vocabulary Learning Strategies

## Introduction

Learning strategies are subject matter of many researches in the domain of foreign language and second language learning. It has emerged from studies trying to identify the characteristics of good language learners. In this chapter we deal with Language Learning Strategies, definition, its importance in Language learning and teaching, and different taxonomies. Then we move to vocabulary learning strategies different taxonomies and we focus on Schmitt's taxonomy of VLS.

### 1.1 Definition of Language Learning Strategies LLS

Many searchers in the field of teaching English as foreign languages propose different perceptions of language learning strategies. We have many views such the definition of Longman dictionary of language teaching and applied linguistics (2002:301) as "learning strategy: in general, the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning". This definition is too general, but we can locate more specific description of the term proposed by many scholars.

Rubin (1975:43) provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge" later (1987:22) he marked that learning strategies "are strategies which contribute to the development of the language system which the learner constructs and affect learning directly". In the same sphere, O'Malley and Chamot (1990:1) defined LS as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information". According to Stern (1992:261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." The two last researchers (O'Malley and Chamot and Stern) related learning strategies to conscious actions that good language learners adopt.

Based on work in her book for teachers (Oxford, 1992:18) she propose

...language learning strategies are defined as specific actions, behaviors, steps, or techniques that students (often

intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability

Later Oxford (2003:8) wrote:

... L2 learning strategies are specific behaviors or thought processes that students use to enhance their own L2 learning. The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal directedness remain in the modern version of the word (Oxford, 1990).

From these definitions, we can note that LLS are distinct from learning styles, which refer as (Oxford and Ehrman, 1990:311) “The term learning style indicates preferred or habitual patterns of mental functioning”

In most of the research on language learning strategies, the major concern has been on identifying the characteristics of good language learners while learning a second or foreign language.

## **1.2 Importance of Language Learning Strategies**

Research supports the effectiveness of using L2 learning strategies and has shown that successful language learners often use strategies in an orchestrated fashion. Some findings are listed below: Use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford et al., 1993; Thompson & Rubin, 1993).

Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task (Chamot & Kupper, 1989). These learners can easily explain the strategies they use and why they employ them (O'Malley & Chamot, 1990). Cognitive (e.g., translating, analyzing) and metacognitive (e.g., planning, organizing) strategies are often used together, supporting

each other (O'Malley & Chamot, 1990). Well tailored combinations of strategies often have more impact than single strategies.

Certain strategies or clusters of strategies are linked to particular language skills or tasks. For example, L2 writing, like L1 writing, benefits from the learning strategies of planning, self-monitoring, deduction, and substitution. L2 speaking demands strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension gains from strategies of elaboration, inferencing, selective attention, and self-monitoring, while reading comprehension uses strategies like reading aloud, guessing, deduction, and summarizing (Chamot & Kupper, 1989).

The powerful social and affective strategies are found less often in L2 research. This is, perhaps, because these behaviors are not studied frequently by L2 researchers, and because learners are not familiar with paying attention to their own feelings and social relationships as part of the L2 learning process (Oxford, 1990).

### **1.3 Taxonomies of Language Learning Strategies**

The search for learning strategies began with Rubin and Stern in 1975, when attention was drawn to what makes a person a good language learner. Research in this area deals with the assumptions that the difference between successful and unsuccessful language learners is the quality, quantity or combination of strategies that learners of each type use. Since the late seventies, a number of scholars try to identify all possible strategies used by L2 learners and classify them in systematic way. The results of these studies are summarized as follows:

#### **1.3.1 Rubin's (1987) Classification of Language Learning Strategies**

Based on the research on language learners' strategies, Rubin (1987) makes the distinction between three types of strategies used by learners that contribute directly or indirectly to language learning. The first type learning strategies consist of two main types contributing directly to the development of the language system constructed by the learner: Learning Strategies, Communication Strategies, and Social Strategies.

The first type, being directly contributing, learning strategies consists of two main types: Cognitive Learning Strategies and Metacognitive Learning Strategies. Cognitive Learning Strategies refer to the series of actions or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials.

Rubin propose six main cognitive learning strategies contributing directly to language learning: Clarification/ Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, and monitoring. Metacognitive Learning Strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-management.

The second type, Communication Strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker. The third type, Social Strategies, is activities learners use them as opportunities to be exposed to target language and practice their knowledge. They contribute indirectly to learning.

### **1.3.2 Oxford's (1990) Classification of Language Learning Strategies**

Oxford (1990) proposed “perhaps the most comprehensive classification of language learning strategies to date” (Ellis, 1994:539). Oxford’ taxonomy of language learning strategies is as follows:

Direct Strategies Involve directly and deal with the target language Memory strategies Techniques specially adapted to help learners to store new information and restore it later, e.g., grouping, imagery, rhyming, moving physically, etc. Cognitive Strategies Skills involve manipulation or transformation of the language material in direct ways, e.g., reasoning, analysis, note-taking, summarizing, and practicing.

Compensation strategies Behaviors used to compensate for missing knowledge of some kind like: guessing meaning from context and using synonyms and gestures to convey meaning. Indirect Strategies Support and manage language learning Metacognitive Strategies Behaviors used for centering, arranging, planning, and evaluating ones’ learning Social Strategies Actions involving other people in the language learning process like: questioning and cooperating with peers. Affective Strategies Techniques which help learners to gain better control over their emotions, motivation, and attitudes related to language learning, e.g., reducing anxiety, self-encouragement and self-reward.

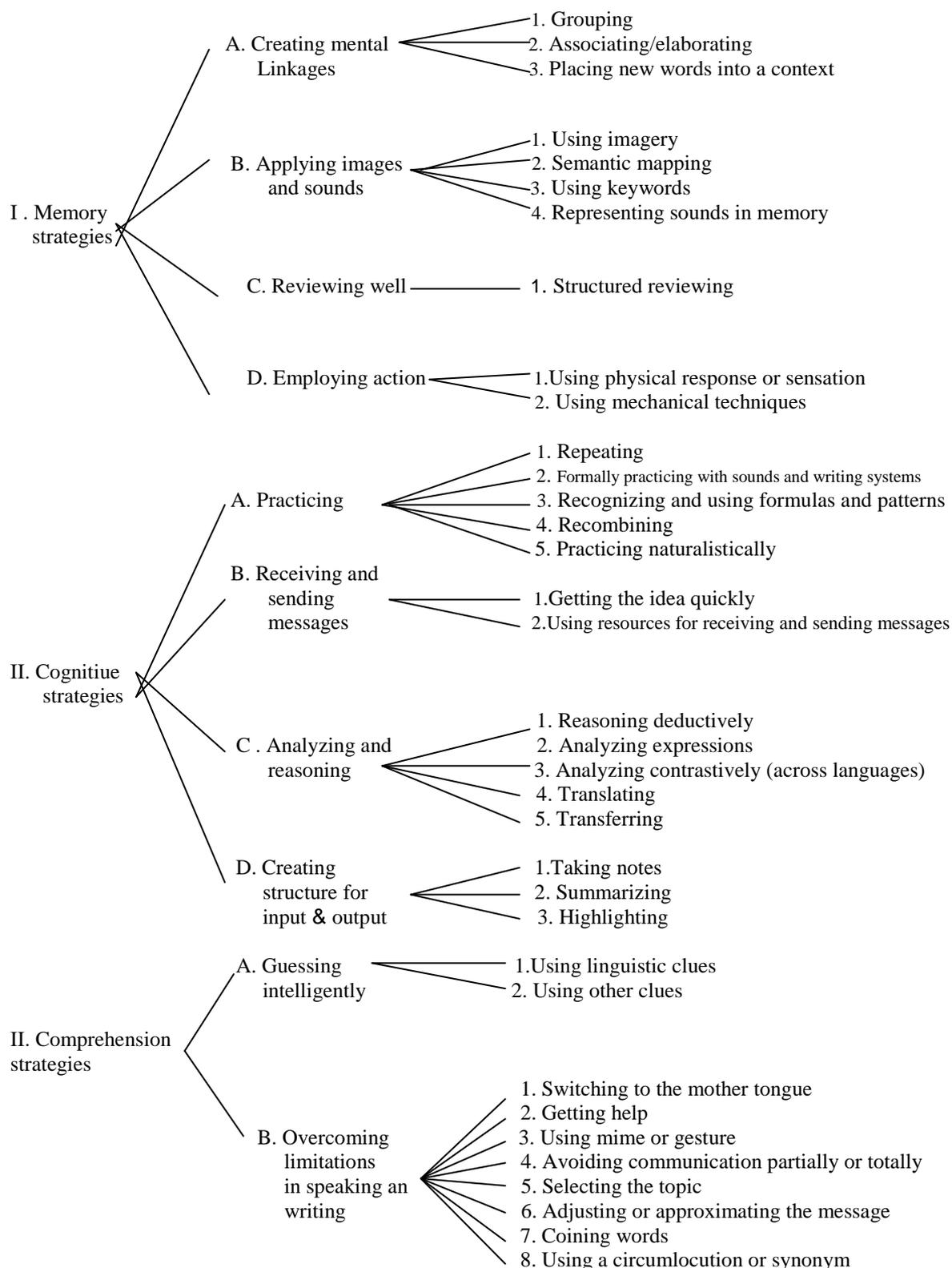


Figure 1: Oxford's Strategy Classification System  
 Direct Strategies:Memory,Cognitive, and Compensation Strategies (Oxford and Ehrman,1990:313)

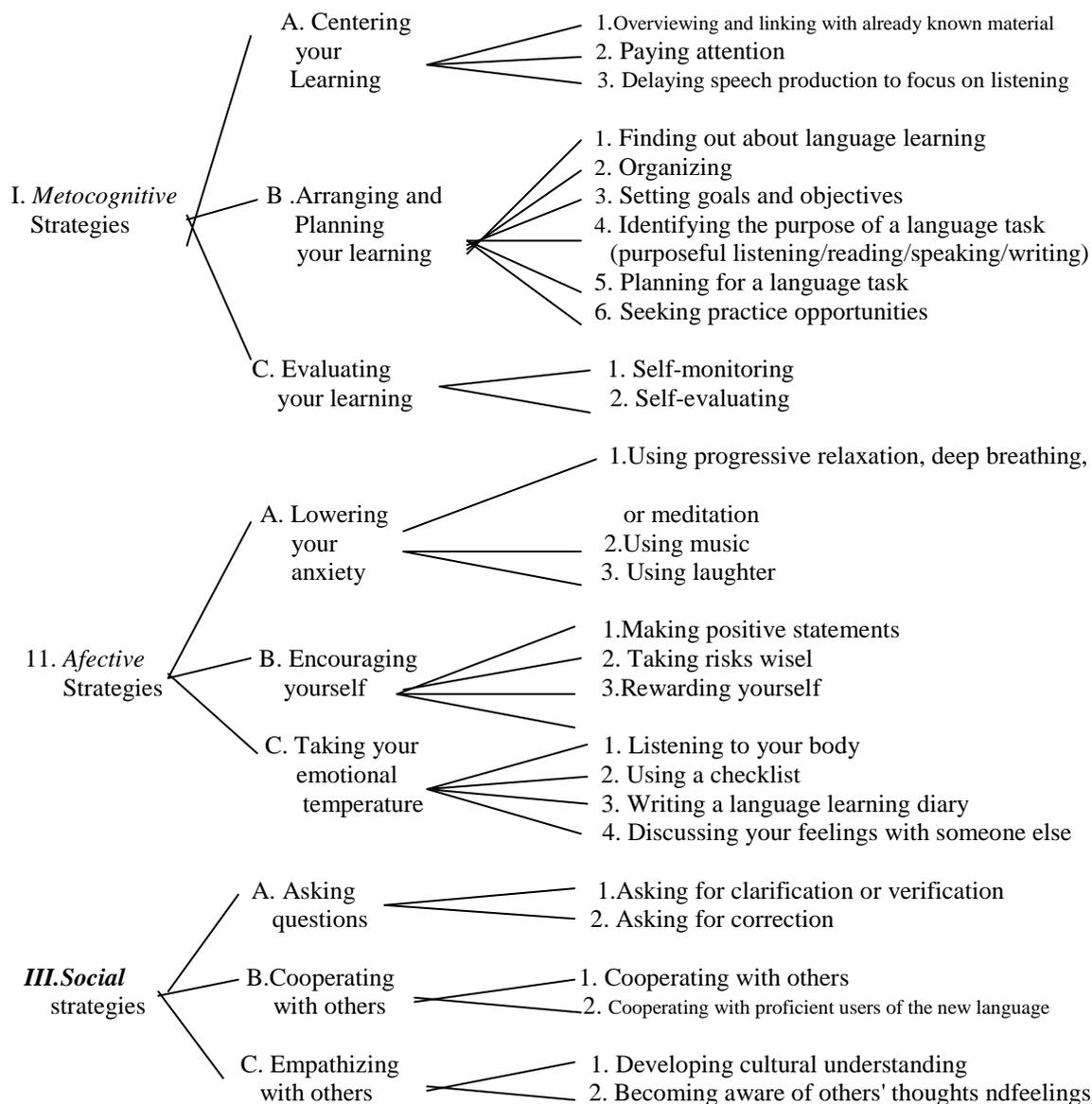


Figure 1 (continued)

Indirect Strategies: Metacognitive, Affective, and Social Strategies (Oxford and Ehrman, 1990:314)

### **1.3.3 O'Malley's (1985) Classification of Language Learning Strategies**

O'Malley proposed three-part strategy taxonomy: Meta-cognitive strategies are strategies which involve “knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity” (O'Malley 1985:422). Among the main meta-cognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. Cognitive strategies are more limited to specific learning tasks and involve the manipulation or transformation of the material to be learned. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

Socio-affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies (Brown 1987:93-94). O'Malley work was based on series of studies involving classroom observations, interview with students, and think-aloud protocols.

### **1.3.4 Stern's (1992) Classification of Language Learning Strategies**

According to Stern (1992) there are five main language learning strategies Management and Planning Strategies are associated with the learner's intention to direct his own learning. A learner can supervise the expansion of his own learning scheme guided by teacher, who plays a role of adviser and resource. That is to say that the learner must (Stern 1992:263): decide what commitment to make to language learning, set himself reasonable goals, decide on an appropriate methodology, select appropriate resources, and monitor progress, evaluate his achievement in the light of previously determined goals and expectations. Cognitive strategies are sets or operations in learning requiring synthesis of learning materials, direct analysis or transformations: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring. Communicative – Experiential strategies are techniques used by learners to sustain conversation and avoid interrupting the flow of communication. Stern subdivided Communicative Strategies into: circumlocution, gesturing, paraphrase, or asking for repetition and explanation.

The aim of using Interpersonal strategies is to monitor by students their development and evaluate performance by contact and cooperation with native speakers. Affective strategies has been evidenced that language learning can be frustrating in many ways and language learners are more or less conscious of these emotional problems. Good language learner should try to create associations of positive affect towards the foreign language and overcome emotional difficulties by drawing attention and pointing them out as they arise.

## **1.4 Vocabulary Learning Strategies VLS**

Vocabulary Learning Strategies (VLS) are language learning strategies used in learning vocabulary. We will deal with different taxonomies of vocabulary learning strategies then we move to Schmitt's taxonomy of vocabulary learning strategies.

### **1.4.1 Taxonomies of Vocabulary Learning Strategies**

An investigation of vocabulary learning strategies as a whole was conducted by Stoffer (1995), who developed a Vocabulary Learning Strategy Inventory (VLSI) containing slightly fewer items than Schmitt's taxonomy. Stoffer grouped Vocabulary Learning Strategies into nine categories: (1) strategies involving authentic language use, (2) strategies used for self-motivation, (3) strategies used for organize words, (4) strategies used to create mental linkages, (5) memory strategies, (6) strategies involving creative activities, (7) strategies involving physical action, (8) strategies used to overcome anxiety, (9) auditory strategies.

Other notable classification scheme has been proposed by Nation (2001:218). Presenting this division, he intended to separate the aspects of vocabulary knowledge from the sources of vocabulary knowledge and from learning processes. Nation (2001:218) categorized vocabulary learning strategies into three general classes: (1) Planning: choosing what to focus on and when to focus on it, choosing words, choosing the aspects of word knowledge, choosing strategies, and planning repetition. (2) Sources: finding information about words, analyzing the word, using context, consulting a reference source in L1 and L2, using parallels in L1 and L2. (3) Processes: establishing knowledge, noticing, retrieving, and generating.

Gu and Johnson (1996) created a taxonomy on the basis of the responses to their self-reporting questionnaire. The researchers identified six types of strategy (1996:650-651): (1) Guessing strategies: Using background knowledge/wider context, Using linguistic cues/immediate context. (2) Dictionary strategies: dictionary strategies for comprehension, extended dictionary strategies, and Looking-up strategies. (3) Note-taking strategies: meaning-oriented note-taking strategies, and usage-oriented note-taking strategies. (4) Rehearsal strategies: Using word lists, Oral repetition, and Visual repetition. (5) Encoding strategies: Association/Elaboration, Imagery, Visual encoding, Auditory encoding, Using word-structure, Semantic encoding, Contextual encoding. (6) Activation strategies: Memorizing lists of facts by linking them to familiar words or numbers by means of an image, Remembering lists by picturing them In specific locations, and Establishing an acoustic and image link between an L2 word to be learned and a word in L2 that sounds similar.

Schmitt (1997) first classification proposed was adopted from Oxford, who grouped strategies, as mentioned earlier, into six categories, namely: social (SOC), memory (MEM), cognitive (COG), meta-cognitive (MET), compensation (COM), and affective. Schmitt instituted another category (determination – DET), in order to answer for the case where definitions of new words are recognized without resorting to other’s people expertise -As we will see later on-. These additional strategies introduced by Schmitt seem to be approaching equivalent to the guessing intelligently in listening and reading, part of Oxford’s compensation strategies. The investigator identified the strategies which learners use to discover denotation of new words when they first encounter them (discovery strategies) from the ones they use to consolidate meanings when they confront the words again (consolidation strategies – CONS). The former group of strategies combines determination and social strategies, and the latter comprises social, memory, cognitive, and meta-cognitive strategies.

#### **1.4.2 Schmitt’s Taxonomy of Vocabulary Learning Strategies VLS**

A complete list of VLS will be helpful to related studies in the vocabulary learning. However, in that comprehensive list or taxonomy of strategies in this specific area is not present (Schmitt 1997). In order to tackle this gap, Schmitt (1997) attempted to propose as comprehensive a list of VLS as possible and classify them based on one of the current descriptive systems. He primarily referred to Oxford’s(1990) classification scheme and

adopted four strategy groups (Social, Memory, Cognitive, and Metacognitive) which seemed best able to demonstrate the wide variety of VLS. Social strategies involve learners using interaction with other people to facilitate their learning. Memory strategies consist of those approaches helping relate new materials to existing knowledge system. Skills which require “manipulation or transformation of the target language by the learner” (Oxford 1990:43) fall into the Cognitive strategies.

To end, Metacognitive strategies “involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best way to study” (Schmitt 1997, p.205). while Oxford’s system deals with LLS in general and as a result seems not to be capable to cover certain specific strategies used in vocabulary learning, Schmitt created a new category for those strategies learners employ when discovering a new word’s meaning without consulting other people, namely Determination Strategies. That is, in terms of the process involved in vocabulary learning, strategies may be divided into two groups: (a) those for the discovery of a new word’s meaning and (b) those for consolidating a word once it has been encountered.

The table below proposes Schmitt 1997 taxonomy of VLS:

Strategy Categories	Individual Strategies
Strategies for the discovery of a new word’s meaning	
Determination Strategies	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures and gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Word lists
DET	Flash cards
Social Strategies	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrase or synonyms of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmates for meaning

SOC	Discover new meaning through group work activity
Strategies for consolidating a word once it has been encountered	
Social Strategies	Study and practice meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native-speakers
Memory Strategies	Study word with a pictorial representation of its meaning
MEM	Image words' meaning
MEM	Connect word to personal experience
MEM	Associate the word with its coordinates
MEM	Connect word to its synonyms and antonyms
MEM	Use semantic map
MEM	Use 'scales' for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new word in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use Keyword Method
MEM	Affixes and roots (remembering)
MEM	Part of speeches (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognate in study

MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
Cognitive Strategies	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to the tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary note book
Metacognitive Strategies	Use English-language media (song, movies, newscasts, etc.)
MET	Testing oneself with word lists
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study over time

**Table1: Schmitt’s Taxonomy of Vocabulary Learning Strategies (1997, P207-208)**

Schmitt (1997: 207-208) categorized vocabulary learning strategies into six main groups with 58 individual strategies in total: (1) discovery determination Strategies: analyze part of speech, affixes and roots, check for L1 cognate, analyze pictures and gestures, guess from textual context, bilingual dictionary, monolingual dictionary, word lists, flash cards. (2) discovery social Strategies: ask teacher for L1 translation, ask teacher for paraphrase or synonym of new word, ask teacher for a sentence including new word, ask classmates for meaning, discover new meaning through group work activity. (3) Consolidating social strategies: study and practice meaning in a group, teacher checks students’ flashcards or word lists for accuracy, interact with native speakers.

Then, (4) Consolidating social strategies: study word with a pictorial representation of its meaning, image word’s meaning, connect word to a personal experience, associate

the word with its coordinates, connect the word to its synonyms and antonyms, use semantic maps, use 'scales' for gradable adjectives, pegword method, loci method, group words together: to study them spatially on page, use new word in sentences, group words together within a storyline, study word spelling, study sound of word, say word aloud, image of word form, underline initial letter, configuration, use keyword method, affixes and roots/parts of speech, paraphrase word meaning, use cognates in study, learn words of an idiom together, use physical action, use semantic feature grids.(5) Consolidating cognitive strategies: verbal/written repetition, word lists, flash cards, note-taking, use vocabulary section in textbooks, listen to tape of word lists, put L2 labels on physical objects, keep vocabulary notebook. (6) Consolidating metacognitive strategies use L2 media, testing oneself with word tests, use spaced word practice, skip/pass new word, and continue to study word over time.

### **1.4.3 The importance of Vocabulary Learning Strategies**

“Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed” (Wilkins 1972:111). “Vocabulary is central to language and of critical importance to the typical language learner” (Zimmerman 1997:5). Lack of vocabulary knowledge will result in lack of meaningful communication.

The main benefit that can be obtained from all learning strategies is autonomy, students can take charge of their own learning (Nation, 2001:222) and gain independence and self-direction. Nation (2001:222) believes that a large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels.

### **Conclusion**

In general, the classification systems of language learning strategies were constructed in a relatively diverse and incoherent way. The field of learner strategies is still in an early stage of development and the VLS is no exception. Many researchers emphasize the importance of learning strategies in foreign and second language learning. Different researchers used different criteria to classify language learning strategies. In the domain of vocabulary learning, Schmitt (1997) proposed a very comprehensive taxonomy of vocabulary strategies. The taxonomy consisted of 58 individual strategies.

# **Chapter two: Vocabulary and Vocabulary Learning and Teaching**

## **Introduction**

Due to the importance of vocabulary in language learning, it is fundamental to know words and to use them i.e., to know their classification in the part of speech, to know their formation i.e., affixation and compounding, and to know their meaning. In this part of research, we present vocabulary definition and describe its two branches lexicography and lexicology also, learning vocabulary, its importance, and Steps of Learning Vocabulary; then we will see teaching vocabulary, techniques for teaching vocabulary, and Steps of teaching vocabulary.

## **2.1 Definition of Vocabulary**

It is important for a good start to define vocabulary before going to its description. Thornbury (1997) states that vocabulary or lexis in English is frequently used interchangeably. The definition of vocabulary relates to various views about the nature and use made of. The Oxford Dictionary (2002) defines vocabulary as the body of words used in a particular language or in a particular sphere. Vocabulary in the Longman dictionary (1995); vocabulary is defined as all the words that someone knows, learns or uses. Todd (1987) argues that there is an orthographic, morphological, lexical and semantic aspect of the word. The orthographic word has a space on both sides of it. A morphological word considers the form only. A lexical word considers all the forms a word can take and which are clearly related by meaning. A semantic word considers the distinction between items that may be morphologically identical but differ in meaning.

## **2.2 Vocabulary description**

Vocabulary is described within two branches. The main linguistic branches that study vocabulary and its different forms, meanings and uses are lexicography and lexicology. Lexicography is the art of how dictionary is made while lexicography deals word classification, word formation, and word meaning.

### **2.2.1 Lexicography**

Lexicography or how words are orderly classified is defined by Longman dictionary of language teaching and applied linguistics (2002:307) as “the art of dictionary making”. Language as words: lexicography by definition is the practice of compiling dictionaries. Dictionaries are used for a wide range of purposes. They are a good source of information and can serve as an aid to learning. In dictionaries, we find the list of lexical items of a language put in an alphabetical order with information about the spelling, the pronunciation, the meaning, the usage. Generally, learners consult dictionaries to check spelling search the meaning of unfamiliar words and confirm the meaning of unknown words.

### **2.2.2 Lexicology**

Lexicology is one branch of linguistics that analyses the vocabulary items of a language. It is concerned with word classification (that describes part of speech), word formation (it has two main ways affixation and compounding), and word meaning (the relation between words concerning meaning as hyponymy, synonymy, antonymy and polysemy).

#### **2.2.2.1 Word Classification**

Words classification is based on their function. Word class is a grammatical term to describe words that belong to the same part of speech. Harmer (2007) believes that the English language is classified in eight “parts of speech”: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and determiners.

A noun is a word that refers to a person: Sarah, man, doctor, a place: university, Algeria. a thing: table, door. A verb is a word that refers to an action, state, or event. There are two types of verbs: regular and irregular. Regular verbs are verbs in which ‘ED’ is added to the present form in order to form the past or past participle: She cleans the house, she cleaned the house, she has cleaned the house. Irregular verbs are verbs that their forms change in the past and past participle. He writes the letter, He wrote the letter, He has written the text. An adjective is a word that is used to describe a noun. It may be used attributively i.e., before the noun e.g.: She is a beautiful girl; or predicatively, i.e., as a complement to the verb e.g.: You seem happy. An adverb is a word that is used to

describe: a verb: I was there. An adjective: You are very happy, or another adverb: I work very hard.

A pronoun is a word that can replace a noun. She (Sarah) reads the new book. A preposition is a word used to show: A place: She is in the house, a time: The English session starts at 10:30. a position: It locates between two streets. A conjunction is a word used to join units in a sentence. There are two kinds of conjunctions. Coordinating conjunctions that join two main clauses: They read the text and do the activities and subordinating conjunctions that join a main clause with a subordinating one: I will come when I receive your letter. A determiner is a word used to qualify nouns. It can be: An article: the, a, an. Demonstrative adjective: this, these, that, those. Possessive adjective: my, your, his, her, its, our, their.

#### **2.2.2.2 Word Formation**

Classes and meanings of words are changed through a process which is called word formation. Affixation and compounding are two main ways that contribute in this process.

Affixation is the process of adding a letter or group of letters to the beginning of words and it is called prefixation, or to the end of words and it is called suffixation.

Prefixation like: dis + like = dislike.

Suffixation success: success + ful = successful.

Prefixation + suffixation: 'rely' un + rely + able = unreliable.

Compounding is the process of combining two or more words that have different meanings to function as a single word that have another different meaning. Flower + shop: flower shop. Compound words are written either as a single word (e.g. *headache*), as hyphenated words (e.g. *self-government*), or as two words (e.g. *police station*).

#### **2.2.2.3 Word Meaning**

There are different relations concerning meanings that exist between words as hyponymy, synonymy, antonymy and polysemy. Antonymy is another sense relation that is described by Longman dictionary of language teaching and applied linguistics (2002:27) as

“a word which is opposite in meaning to another word”, and words which are opposites are antonyms such as wide / narrow. In many cases words are explained by their opposites.

Hyponymy is defined by Longman dictionary of language teaching and applied linguistics (2002:243) as “a relationship between two words, in which the meaning of one of the words includes the meaning of the other word. For example, in English the words *animal* and *dog* are related in such a way that *dog* refers to a type of *animal*, and *animal* is a general term that includes *dog* and other types of animal. The specific term, *dog*, is called a hyponym, and the general term, *animal*, is called a **superordinate**. A superordinate term can have many hyponyms.”

Synonymy is defined by Longman dictionary of language teaching and applied linguistics (2002: 533) as “a word which has the same, or nearly the same, meaning as another word. For example, in English *hide* and *conceal* in: *He hid the money under the bed. He concealed the money under the bed.* Often one word may be more appropriate than another in a particular situation, e.g. *conceal* is more formal than *hide*. Sometimes two words may be synonymous in certain sentences only. For example, in the sentences: *I must buy some more stamps at the post office. I must get some more stamps at the post office.* *Synonym buy* and *get* are synonyms, as it would usually be thought that *get* in the second sentence means *buy* and not *steal*.” Polysemy refers to the case in which one word may have different meanings. This word is polysemic. Thus, we may find a word in a dictionary with different definitions.

### 2.3 Learning Vocabulary

Learning vocabulary is not a simple task. The task of vocabulary learning is to see the distinction between knowing a word and using it. Learning vocabulary should focus on remembering words and using them easily in the right contexts. Evidence suggests that the knowledge aspect requires employment of conscious mechanisms of learning while the skill aspect involves implicit learning (Ellis, 1994). This is essential in selecting strategies for both using words as well as knowing them.

One can also view vocabulary learning strategies as a series of related sub-tasks. Learners are free to guess the meaning of a word heard for the first time and then use it in a context from available clues. The learner can resort to taking notes or using a dictionary, or

repeating the word a number of times, or trying to commit the word to memory. Some learners may even use the word actively. The use of each of these strategies will determine to what extent the learner will learn a new word.

### **2.3.2 Importance of Vocabulary**

Nowadays, teaching/learning vocabulary has such an importance in EFL classrooms, and should therefore be part of a syllabus and taught on regular basis. A view that meets Lewis, M. (1993:125) who argues that vocabulary should be at the centre of language teaching because language consists of “grammaticalized lexis not lexicalized grammar.”

Foreign language learners need to learn and expand their vocabulary. This is supported by Wilkins (1972) who states that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (quoted in Thornbury, 2002: 13). Beginners manage to communicate in English using individual words, and they can most of the time convey meaning without necessarily having acquired grammar. This is the evidence that in learning a language, grammar is not sufficient and, thus, more importance has to be given to vocabulary.

Wilkins (1972) states that “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”. A view that meets Krashen’s view (1993) who adopted the view that vocabulary is so crucial because usually when learners go abroad, they face some problems to communicate with the native speakers of the host country to convey their messages. This can be done through using only a word rather than grammar rules. Students take with them dictionaries while traveling not grammar books. Therefore, an ability to use grammatical structure does not have any potential for expressing meaning if words are not used.

### **2.3.3 Steps of Learning Vocabulary**

Language teachers must be more interested in how learners should acquire new vocabulary. Consequently, learners should be provided with a large range of vocabulary which enables them to discuss any topic. This can be done through five steps that seem

essential for learners in their vocabulary learning. These five steps are suggested by Brown and Payne (Cited in Hatch. E, Brown. C, 1995: 267).

### **2.3.3.1 Encountering New Words**

The first main step for vocabulary learning is encountering new words; which means finding sources. The learners' task is thus to read books, magazines, newspapers, stories, or to listen to radio and television, or even to songs. There are some factors which control the learners' acquisition of words. Interests and motivation lead learners to focus on learning some words rather than others. In addition to interest, learners' needs may take a difference in learning new words. They always desire to acquire words which satisfy their needs.

Another important factor is the work with interactive video materials. These words seem to be learnt more quickly than others in written form or exercises. Frequent words used by the teacher many times may increase the learners' acquisition. Similarly, single words are learnt easily in their appropriate context. This way of learning is called -accidental learning- where the vocabulary can be learnt unintentionally. It is the result of unplanned activities such as dialogues, reading passages and other materials without direct inclusion of memorization, that is to say, learning some vocabulary items incidentally. The learner tries to guess the meaning of new words through the clues available in the text. According to Schmitt (2000), incidental vocabulary learning is learning through exposure when ones' attention is focused on the use of language rather than on learning itself.

### **2.3.3.2 Getting the Word Form**

The second essential step for vocabulary learning is getting a clear image of the word form-spelling, pronunciation or both. According to Hatch and Brown (1995: 378) this can be done through many sub-steps: (1) associating new words that sound similar in my native language, (2) writing the sounds of words using sound symbols from my native language, (3) associating words that are similar to words in other language I have studied, (4) associating a word with similar sounding English word I know, and (5) seeing a word that looks like another word I already know. Getting the form of a word is considered very important, especially, when learners are asked to define words.

### **2.3.3.3 Getting the Word Meaning**

The third main step for vocabulary learning is getting the word meaning. It is based on some strategies such as asking the native speakers or people who know the learners' native language about the meaning of the word, relating new words with already made pictures in mind, and finally stating the meaning to someone in order to enable them to give the exact word. Word definition varies according to the requirements of the situation and the level of the learner. Advanced learners often need more specific definitions for the sake of differentiating between near synonyms. However, those learners assume that dictionaries are the main source of a word definition (meaning). Another way of getting definition is having a bilingual friend or teacher who will help the learner to get the word meaning through their clarification. Finally, one very popular way of learning word meaning is through contextualization or putting words in situation. The learner then will guess the meaning of new words easily. Although the depth of definition needed may vary and the sources from which the meaning can be extracted may be quite different. All learners must get the meaning of words in some manners, or the word can never be considered truly learnt.

### **2.3.3.4 Consolidating Word Form and Meaning in Memory**

The fourth necessary step is to emphasize the consolidation of form and meaning in memory. This method calls for learning word through their appropriate context in which learners can acquire the word meaning and form at the same time. The most useful drills in this step are matching exercises, and practicing crossword puzzles. Through which, the learner can decode the words' meaning from the context of the clue, and consolidate the words.

### **2.3.3.5 Using the Word**

The final step in learning vocabulary is using the words. If the learners' aim from knowing a word is not receptive but productive, word use is essential to test the learners' knowledge of collocations, syntactic restriction and register appropriateness. Conclusively, the learners need all these five steps in order to enrich their vocabulary and learn full knowledge of the words they want to learn. This can be done through a variety of activities, strategies, or techniques that the learners apply in each step.

## **2.4 Teaching Vocabulary**

Teaching vocabulary is an essential step in the process of teaching second/foreign language. For this reason there are several techniques and steps to be followed that we should examine in this research.

### **2.4.1 Techniques for Teaching Vocabulary**

Inside the classroom, the teachers' interference is necessary. Thus, teachers are supposed to adopt techniques to deal successfully with unfamiliar words. This includes unplanned and planned vocabulary teaching, and some techniques in teaching vocabulary.

#### **2.4.1.1 Unplanned Vocabulary Teaching**

Seal (1991: 298) defines this term as the “teaching of problem vocabulary that comes up without warning in the course of a lesson”. Sometimes students feel that they are in need of the meaning of a vocabulary item during a lesson and sometimes the teacher feels that it is necessary to make certain clarifications. In this, the teacher is going to improvise and explain. Seal (1991: 298), suggests three stages in the unplanned vocabulary teaching: the stage of conveying meaning, the stage of checking the meaning, and the stage of consolidation. In the first stage the teacher tries to convey the meaning of the target word using different ways as miming, giving synonyms or an anecdote, using opposites, or translation. In the second stage, he checks that the meaning of the unknown word is understood. This may be done through asking the learners questions, or clearly by doing some activities to guarantee or test their understanding, such as crossword puzzles. In the final stage of this kind of vocabulary teaching, the teacher tries to consolidate the information by urging students to use the word in other contexts.

#### **2.4.1.2 Planned Vocabulary Teaching**

Hatch and Brown (1995: 415) refers to this technique as “intentional vocabulary instruction”. Seal (1991: 298) defines it as “when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson”. He mentions two types of this kind of vocabulary teaching. In the first step the teacher predicts that certain vocabulary items will cause problems for students' comprehension. So, he prepares how to teach them i.e. through his

experience, he is able to provide students with what suits them. The second type of planned vocabulary teaching can be described as the vocabulary lesson. It can be taught as a separate module to develop the FL learner' stock of vocabulary, or it can be taught as a follow-up to other activities such as reading (Stories), listening (Songs), discussion, dialogues, or recording. There are several techniques to be followed in teaching vocabulary of a foreign language. We can use the dictionary, the glossary; or translation.

#### **2.4.1.2.1 Dictionaries**

The dictionary gives, in an alphabetical order, the meaning of words of a language. It includes a words' spelling, syllables, pronunciation, origin, meaning, etc. Using a dictionary strengthen the learners' use of words. It helps them to build their vocabulary. In addition, it is a comprehensive source of general information.

There are three categories of dictionaries which are used by learners to enhance a foreign language. First, there is the bilingual dictionary (BD) which is known also as translation dictionary. This kind of dictionary translates a word from a target language into the learners' mother tongue or vice versa. Second, the monolingual dictionary (MD) is another sort that helps the learner to enrich his vocabulary. This type of dictionary is usually directed for native language learners. The last one is the standard monolingual dictionary (SMD) which has been written with the native language learners in mind. These dictionaries are useful for learners' vocabulary acquisition. The dictionary helps the learner to acquire new words, to enlarge his culture about the language and to develop his skills.

#### **2.4.1.2.2 Glossary**

According to Oxford Advanced Learners' Dictionary, a glossary is a list of technical or special words, expressions, especially those in a particular text explaining its meaning. This list is usually found at the end of the reading passage. Students find that the glossary is one of the best ways of acquiring vocabulary particularly in literature.

#### **2.4.1.2.3 Translation**

Translation is the process of giving the equivalence of words in a target language from the mother tongue or another language. It is a source of acquiring vocabulary. It does

not require a lot of time, especially in explaining abstract conceptions such as wisdom, happiness, freedom, etc. However, this technique weakens the learners' capacities in making intelligent guesses.

#### **2.4.1.2.4 Focusing on Form**

The learner will meet a number of unfamiliar vocabularies when he starts reading. Most of these words are related in many ways to words he already knows. Consequently, a word is subject to change in its form, this leads to a change in words meaning and class. This is what we called "word formation" that is based on a set of regular relationship; affixation, compounding and conversion.

### **2.5 Steps of Teaching Vocabulary**

In designing a vocabulary course, Nation and Newton (In Coady. J, Huckin. 1997:239) proposed that the teachers must take into consideration not only the situation in which the course occurs but also how vocabulary should be selected for teaching. They also considered how it should be sequenced and how it should be presented.

#### **2.5.1 Selection**

Early researchers looked for the best vocabulary that can result to a best learning. They provided lists of the most widely used words in early stages of learning (estimated 2000 words). In addition, they took as a second variable of vocabulary selection the range of words used in spoken language. However, frequency and range are not the only two factors; there are also other factors such as combination, definition and substitution of words. The most appropriate learning step here is "selective attention" i.e. the teacher should draw the learners' attention to the target word and he should ensure that he notices it. The teacher can do this through underlining, bold-facing and circling. (In Coady. J, Huckin. T .1997: 239).

#### **2.5.2 Sequencing**

There are two main sequences in which teaching vocabulary is based on. The first one is levels of vocabulary; the second one is grouping and ordering of words. The table below is adapted from Nation (1990) shows the division of levels of vocabulary.

Levels	Number of Words	Text Coverage %
High frequency words	2.000	87
Academic vocabulary	800	8
Technical vocabulary	2.000	3
Low frequency words	123.200	2
Total	128.000	100

**Table2: Levels of Acquiring Vocabulary (In Coady. J, Huckin. T. 1997: 239)**

The use of English is based on 2000 high frequent words. When the learner acquires these words, he moves to the next level which is academic vocabulary. In other words, if the learner wants to continue his studies, she/he must learn some academic words. However, low frequency words can be read neither in academic texts nor in novels. They are learnt for the use of English for social purposes. Technical vocabulary has a very narrow range because each field has its own technical words. For instance, law, medicine, chemistry and mathematics have different vocabularies and terminologies.

Grouping items within a lesson is not established through learning items together that are synonyms, opposites, etc. It is easier to learn unrelated words than learning items that are near synonyms or opposites. For example, the learners mixed the forms and meanings of words such as “hot” with the word “cold” if they have been taught at the same time. After the lesson, learners cannot be sure if “hot” means “hot” or “cold”. Ordering is very important in teaching a foreign language. Different items should not be taught separately. In other words, there must be a kind of combination between these words for the sake of producing meaningful sentences.

### **2.5.3 Presentation**

Vocabulary lists can be used to make it easier for the teacher and learner. High frequency vocabulary is taught through vocabulary exercise or individual learning because this type of vocabulary includes few numbers of frequent words. However, low-frequency words are many in number. There are words that do not deserve the teachers’ attention.

They are rather guessed from the context. As Kelly (1990) has pointed out, guessing is not a substitute for systematic learning of lexis (adapted by Hatch. E, Brown. C, 1995: 240).

On the one hand, the teachers' main concern will be the effective development of some strategies. On the other hand, the learners will be mainly concerned with the particular piece of learning with the help of the strategies. There are several ways or general principles for dealing with high and low frequency vocabulary. They can be put into practice directly or indirectly. Both of these approaches require reflection and planning on the part of the teacher. In a direct approach to vocabulary teaching there will certainly be explicit vocabulary exercises, which may include word-building ones such as crossword puzzles activities, matching words with various types of definition, studying vocabulary in context, split information activities focusing on vocabulary. In an indirect approach to vocabulary teaching, the teachers' concern for vocabulary learning will not be so explicit. Vocabulary learning goes hand in hand with communicative activities like listening to stories, information gap activities, although vocabulary will not be the main goal of the activities.

## **Conclusion**

Learning a large number of words is an essential step for learning a second language/foreign language. In the past, vocabulary was given a little importance in the different teaching programs; it was believed that learners should master first the different grammatical rules. This view no longer exists nowadays since vocabulary is given a great importance and considered as a crucial element for mastering a second language. Thus, many strategies and techniques and taxonomies are developed to help learners achieve a large knowledge concerning it. Learning vocabulary can be done through five steps suggested by Brown and: encountering new word, getting the word form, getting the word meaning, consolidating word form and meaning in memory, and using word. While vocabulary teaching techniques are unplanned vocabulary teaching and planned vocabulary teaching. In designing a vocabulary course teachers must consider how vocabulary should be selected, how it should be sequenced, and how it should be presented.

## Chapter Three: Questionnaires' Analysis

### Introduction

The present research is designed to investigate the students' and teachers' perception and the awareness of vocabulary learning strategies. To serve the needs of the hypotheses, the field work will be sustained with evidence from two perspectives. On the one hand, the teachers' questionnaire serves as a guide-line to collect data about the knowledge of learning strategies and VLS; their perception, awareness and practice of using learning strategies in teaching vocabulary. On the other hand, student' questionnaire is an attempt to collect data vis-a-vis students' knowledge, perception, and awareness of learning strategies and its importance in foreign language learning. In this chapter we will see the analysis of both of the questionnaires: the questionnaire for Students and the questionnaire for teachers. We will explain each one, then we will describe each one alone with some details, and finally we will analyze them.

#### 3.1.1 Aim of the questionnaire of Students

The aim of the questionnaire to answer question: to what extent are 1<sup>st</sup> year English students in university of Biskra aware of learning strategies and vocabulary learning strategies? Do their teachers teach them vocabulary learning strategies?

#### 3.1.2 Description

The questionnaire is divided into three sections. The first section is designed to get personnel information on the students concerning gender and age; while the second section is about students' perception of learning strategies: question about motivation, knowledge of LLS, if their teachers teach them LLS, and if their teachers teach them how to learn different modules.

The third section is designed students' perception of vocabulary learning strategies it contains question similar to: their awareness of the importance of vocabulary, if their teachers teach introduce vocabulary items to them, which method teachers follow in teaching vocabulary and which kind of materials they use, if teachers help them to learn

vocabulary inside the classroom, if teachers help them to learn vocabulary outside the classroom, if teachers recommend you to use dictionary and if they design activities to train them how to use dictionary, how they organize their setting in class, through which activities they teach them vocabulary, and how they assess their student vocabulary whether self-evaluation or peer assessment .

The questionnaire has been administered at the Department of English of Mohamed Khider Biskra in the day May 13<sup>th</sup>, 2011. Students answer the questionnaire at the same session and return it.

### 3.1.3 Analysis

The answers collected from students' questionnaire have been counted and organized in tables in order to quantify the results which are presented below.

## SECTION ONE: PERSONNEL INFORMATION

### Question 01: Gender

Gender	N	%
Male	6	12 %
Female	44	88 %
Total	50	100 %

**Table 03: Students' Gender**

It is indicated in the table above that females are 44 in sample. They constitute 88 % of the whole population whereas males represent only 12 %. These rates indicate that English is the target foreign language for girls rather than boys. Based on Oxford (1989) and Erhman (1990) research, females reported greater general strategy use than males in many studies. Even if sometimes males surpassed females in the use of a particular strategy.

### Question 02: Age

Age	N	%
18	4	8 %
19	22	44 %
20	15	30 %
21	4	8 %
22	2	4 %
23	2	4 %
24	1	2 %
Total	50	100 %

**Table 04: Students' Age**

It is observed from the previous table that students' age is between 18 and 24 years. The majority of students in the sample are 19 years they constitute 44 % of the whole sample. In general, students' age varies from 18 to 24 years. They are adult learners which allow them to learn vocabulary faster and better than children because adults can use sophisticated strategies.

## SECTION TWO: STUDENTS' PERCEPTION OF LEARNING STRATEGIES

### Question 03: Are you motivated to learn the English language?

	N	%
1- Yes	48	96 %
2- No	2	4 %
Total	50	100 %

**Table 05: Students' motivation in learning English**

The majority of the population 96% has claimed that they are motivated to learn, which somehow indicates that students have a determination and a desire to learn the language.

The remain of the population is unmotivated and there reasons was; the first student assert that he did not choose the English branch, while the second, due his demotivation to the lack of time and he cannot pronounce many consonant very well.

**Question 04: Do you know learning strategies?**

	N	%
1- Yes	27	54 %
2- No	23	46 %
Total	50	100 %

**Table 06: Students’ knowledge of learning strategies**

More than half of the population (54.00 %) has claimed that they know LS, which indicates that they may use them. But in reality the majority 54% that says yes they in fact do not really know what they are talk about as we will see in question 2-3.

As we said above the majority of rate of 54% that choose the yes answers they ignore what are the LS because 17 student (62.96%) mention the language skills(writing, speaking, reading, and listening) as examples of LS; the 8 of the students left the space of the answer blank. Finally, only one student gives example “note taking strategy”. The last one claims that she knows different strategies from the methodology module. As a result, we can say that Sts do not know LS this due to teachers do not teach them LS only one who does.

**Question 05: When learning the English language, do you think that learning strategies is?**

	N	%
1- Very important	34	68%
2- Important	12	24%
3- Little important	3	6%
4- Not important	1	2%
Total	50	100

**Table 07: Students’ perception of the importance of LS**

Concerning the students' awareness of the importance of learning strategies, the majority (68%) of students has opted for the first choice (Very important) and the 24% claim that's important and only 6% and 2% say little important and not important. This may be explained that learners are aware about learning strategies and the potential help that can provide in achieving successes in L2 learning.

**Question 06: Do your teachers teach you learning strategies?**

	N	%
1- Yes	42	84%
2- No	8	16%
Total	50	100 %

**Table 08: Do teachers teach LS**

Table 06 shows that the majority of learners (84%) say that their teachers teach those learning strategies. In fact, the only teacher who does that is their teacher of methodology module.

**Question 07: Do your teachers teach you how to learn the different modules?**

	N	%
1- Yes	34	68%
2- No	16	32%
Total	50	100 %

**Table 09: Do teachers teach how to learn different modules**

Table 07 shows that the majority of learners (68%) say yes their teachers teach them how to learn different modules and 32% say no. While in fact, teachers teach the modules not how learn the modules.

### SECTION THREE: STUDENTS' PERCEPTION OF VOCABULARY LEARNING STRATEGIES

**Question 08: In your opinion how learning vocabulary is important to foreign language learners?**

	N	%
1- Very important	35	70%
2- Important	11	22%
3- Little important	1	2%
4- Not important	3	6%
Total	50	100%

**Table 10: Students' perception of the importance of vocabulary**

Concerning the students' awareness of the importance of vocabulary learning, the majority (70%) of students has opted for the first choice (Very important) and the 22% claim that is important and only 2% and 6% say little important and not important. This may be interpreted in the way that learners are aware that vocabulary learning is critical to the process of acquiring a new language.

**Question 09: Do your teachers introduce the vocabulary items to you?**

	N	%
1- Yes	38	76%
2- No	12	24%
Total	50	100 %

**Table 11: Do their teachers introduce vocabulary items to them**

Table 11 shows that the majority of learners (76%) say yes our teachers introduce vocabulary items to us. This means that learners are encountering new words during courses and teachers teach them vocabulary items.

**Question 10: Which method do your teachers follow in teaching vocabulary?**

	N	%
1- Give the word with its meaning in L1	4	8%
2- Give the word with its meaning in L2	14	28%
3- Let the student guess their meaning by they own	16	32%
4- Give the word and its synonyms	16	32%
Total	50	100%

**Table 12: teachers' method in teaching vocabulary**

The percentage of 32% chooses the 3<sup>rd</sup> choice; the same percentage goes to the 4<sup>th</sup> choice. The percentage of 28% chooses the 2<sup>nd</sup> choice; and only 8% goes to the 1<sup>st</sup> choice. We can see that tend the most teach vocabulary by two strategies, the first letting the students guess the meaning by they own, while the second strategy is to give the word and its synonyms. Beside The two above teachers give the word with its meaning in L2 strategy and they rarely give the word with its meaning in L1. That may be translated by the limitation of use of VLS.

**Question 11: Which kind of materials do your teachers use to support teaching vocabulary?**

	N	%
1- Word lists with English definition and word families	9	18%
2- Lists of prefix and suffix	3	6%
3- Lists of words related to the topics	29	58%
4- Tapes/CDs which record word lists	0	0%
5- Other materials	0	0%
6- No material	9	18%
Total	50	100%

**Table 13: kind of materials teachers use to support their teaching of vocabulary**

58 % of the sample has selected “lists of words related to the topics”. However, “Word lists with English definition and word families”, and “No material” are in the same rank with 18 %. “Lists of prefix and suffix” comes in the 3<sup>rd</sup> rank with a percentage of 6 %. Concerning “Tapes/CDs which record word lists” and “Other materials”, no have opted for it. We notice from the table results a big lack in using teaching materials.

**Question 12: Do your teachers help you to learn vocabulary inside the classroom?**

	N	%
1- Yes	27	54%
2- No	23	46%
Total	50	100 %

**Table 14: teachers’ help in learning vocabulary inside the classroom**

The majority (54%) of students have claimed that their teachers help them to learn vocabulary inside the classroom.

The majority of students who the yes answers left the space blank the others talk about activities inside the classroom.

Their teachers are aware of the importance of vocabulary in language learning and they help them to learn vocabulary inside the classroom.

**Question 13: Do your teachers help you to learn vocabulary outside the classroom?**

	N	%
1- Yes	8	16%
2- No	42	84%
Total	50	100 %

**Table 15: teachers’ help to learn vocabulary outside the classroom**

The majority (84%) of students have claimed that their teachers do not help them to learn vocabulary outside the classroom. Their teachers do help them to learn vocabulary inside the classroom i.e., they are not helping them to be autonomous learners.

**Question 14: Do your teachers recommend you to use the dictionary?**

	N	%
1- Yes	45	90%
2- No	5	10%
Total	50	100 %

**Table 16: Do teachers recommend the use of dictionary**

The majority (90%) of students have claimed that their teachers recommend them to use the dictionary. In fact, reference to a dictionary is an essential determination strategy in the taxonomy of VLS.

If yes?

	N	%
1- Bilingual dictionary	24	53.33%
2- Monolingual dictionary	14	31.11%
3- Others	7	15.56%
Total	45	100 %

**Table 17: teachers' choice of dictionary**

53 % of the population opted for Bilingual dictionary. However, 31.11 % of the population opted for Monolingual dictionary while only 15.56% choose other types. Learners are generally found to consult a bilingual dictionary more frequently.

**Question 15: Have ever your teachers design any activities to train you how to use a dictionary?**

	N	%
1- Yes	10	20%
2- No	40	80%
Total	50	100 %

**Table 18: Do teachers design activities to train St How to use dictionary**

Table 18 shows that the majority of learners (80%) say yes our teachers design activities to train them how to use a dictionary.

But none of them give examples of these activities which led us to the result that students are mixing up between activities that they need the use of dictionary and activities that train them how to use dictionary.

**Question 16: When learning vocabulary your teacher organizes your setting in class in which way?**

	N	%
1- He organizes you in pairs	10	20%
2- He organizes you in small groups	14	28%
3- He let you work individually	25	50%
4- Other ways	1	2%
Total	50	100 %

**Table 19: Students' organization of their setting in class when learning vocabulary**

Concerning the way teachers organize their setting in class when learning vocabulary half of the students has opted for the third choice and the other half is divided between the other choices. 20 %, 28%, and 2% chooses the 1<sup>st</sup>, the 2<sup>nd</sup>, and the 4<sup>th</sup> choices. We can extract from this results that teachers are not that encouraging interaction between learners. This may exclude the social dimension and communicative aspects.

**Question 17: In which activities your teacher teaches you vocabulary in class?**

	N	%
1- Through reading activities	14	28%
2- Through writing activities	9	18%
3- Through pronunciation drills	6	12%
4- Through oral discussion activities	21	42%
5- Through turn taking activities	0	0%
Total	50	100 %

**Table 20: Kinks of activities teachers use in class when teaching vocabulary**

Table 20 shows that the majority of learners (42%) say “Through oral discussion activities”; and 28% chooses “Through reading activities” while 18% and 12% for “Through writing activities” and “Through pronunciation drills”. “None chooses Through turn taking activities”

**Question 18: How do your teachers assess your vocabulary?**

	N	%
1- Orally	30	60%
2- Writing activities	20	40%
3- Other	00	0%
Total	50	100 %

**Table 21: Types of vocabulary assessment used by teachers**

The majority of learners (60%) say “Orally”; and 40% chooses “Writing activities”. None chooses Other. We notice that teachers focus only on one skill “oral skill” to assess learners level in vocabulary and they are neglecting the other skills.

**Question 19: Do your teachers encourage you to assess your level ‘self evaluation’?**

	N	%
1- Yes	17	34%
2- No	33	66%
Total	50	100 %

**Table 22: Rate of teachers’ encouragement to students self evaluation**

The majority of students (66%) have claimed that teachers encourage them to assess their level ‘self evaluation’; and only 34% who said no.

10 St let the space of examples blank and 03 of them mention that their teacher give them home works and correct their mistakes while 03students talk about teachers advice the last one talks about the appreciation of their level in English by the teacher of linguistics. By

not encouraging student self evaluation Teachers are not encouraging students taking more responsibility for their own learning.

**Question 20: Do your teachers apply peer assessment?**

	N	%
1- Yes	5	0%
2- No	45	100%
Total	50	100 %

**Table 23: Rate of teachers' application of peer assessment**

All the students (100%) say no our teachers do not apply peer assessment. None of them say yes.

By not encouraging student self evaluation and peer evaluation, teachers are not encouraging students to take more responsibility for their own learning. While the benefits may not initially be obvious to students, because this process- self evaluation and peer evaluation- offers a means to enhance the learning experience and developing key capabilities in students. When introducing this strategy, be sure that students become aware of the benefits for them.

### 3.2.1 Aim of the questionnaire of teachers

The aim of the questionnaire is to seek answers to the following questions: At what extent are 1<sup>st</sup> year English teachers at the Department of English in university of Biskra aware of learning strategies and vocabulary learning strategies? Do 1<sup>st</sup> year English teachers at the Department of English in university of Biskra teach vocabulary learning strategies? Why or why not?

### 3.2.2 Description

The questionnaire is divided into four sections. The first section is designed to get personnel information on the teacher concerning qualifications and experience, while the second section is about teachers' perception of learning strategies. The third section is designed teachers' perception of vocabulary learning strategies. The fourth section is about teachers' practice of vocabulary learning strategies.

The questionnaire has been administered at the Department of English of Mohamed Khider University Biskra during a fifteen-day period from May 2<sup>nd</sup> to May 16<sup>th</sup>, 2011. Teachers preferred to answer it at home and to return it days after. They took a lot of time and made my wait and postponed the submission for many reasons like they forgot, or they need to study about the subject first, or my subject is too difficult.

### 3.2.3 Analysis

The answers collected from teachers' questionnaire have been counted and organized in tables in order to quantify the results which are presented below.

## SECTION ONE: PERSONNEL INFORMATION

### Question 01: How many years have taught English at the University?

Years	N	%
1	2	25%
2	0	0%
3	0	0%

4	2	25%
5	0	0%
6	1	12.5%
7	0	0
8	2	25%
9	0	0%
10	1	12.5%
Total	8	100%

**Table24: Teachers' experience**

25% of population have 2 years teaching experience; the same percentage goes to the 4 years teaching experience; also the same percentage goes to the 8 years teaching experience; the rest 25% is divided in equal halves (of 12.5%) for 6 years teaching experience and 1 year teaching experience. Therefore, the majority of the teachers are experienced since they have 4 and more years teaching experience.

**Question 02: Degree or qualifications**

Degree or qualifications	N	%
1- Licence (BA)	4	50%
2- Master	0	0%
3- Magister	4	50%
4- Doctorat (PhD)	0	0%
Total	8	100%

**Table 25: Teachers' Degree or qualifications**

To know more about teachers' level, we have asked them about their degrees and qualifications. Half of the population (50%) has accomplished a Licence degree which equals a Bachelor of Arts degree. And the other half (50%) has accomplished a Magister degree. We can notice that half of the teachers have only BA. This can translate by lack of training in language teaching.

## **SECTION TWO: TEACHERS' PERCEPTION OF LEARNING STRATEGIES**

### **Question 03: Which learning strategies do you know?**

Teacher 1, teacher 2, teacher 3, and teacher 4, all of them left the space of the answer blank which means they do not know any learning strategies.

Teacher 5 states: “strategies for planning how to learn (for learning)”

Teacher 6 mention:

- Think-pair share strategies/ Grouping
- Focused listening/Brain storming
- Note check/Note taking
- Peer review/Inferencing

Teacher 7 mention:

- Memory strategies
- Cognitive strategies
- Compensation strategies
- Metacognitive strategies
- Affective strategies
- Social strategies

Teacher 8 states: “In fact, I used to deal with and teach all learning strategies from different taxonomies such as Stern, Oxford, O'Malley and I focus on cognitive metacognitive social affective as being the most important ones.”

As results, the majority of the population, 5 teachers (62.5%), does not know learning strategies. Only 2 teachers mention some strategies and exclusively one teacher seems to know what she is talking about. This fact is quite deceiving because teachers are supposed to more aware of learning strategies that can help them improving their practice in class .

### **Question 04: Which taxonomy do you know?**

Teacher 1, teacher 2, teacher 3, and teacher 4, all of them left the space of the answer blank which means they do not know any taxonomy.

Teacher 5 states: “A classification of organisms into groups”

Teacher 6 mention:

- Blooms' taxonomy

Teacher 7 mention:

- Blooms' taxonomy

Teacher 8 mention:

- Stern, Chamot, O'Malley, and Oxford.

As results, the majority of the population, 5 teachers (62.5%), does not know any learning strategies taxonomies. Only 3 teachers mention Blooms' taxonomy and exclusively one teacher really know different learning strategies taxonomies. That results show that teachers beliefs and awareness of LLS are not that positive.

#### **Question 05: What are the learning strategies do you teach to your students?**

Teacher 1, teacher 2, teacher 3, and teacher 4, all of them left the space of the answer blank

Teacher 5 mention: Directing attention/selective attention/self-evaluation

Teacher 6 mention: Brain storming Grouping Inferencing Peer review

Teacher 7 states: "We try to apply as much as we can some of these strategies."

Teacher 8 mention: Metacognitive, Affective, Social, and Cognitive

When we look closely teacher 5 uses few learning strategies; and only the teacher 8 uses great number of learning strategies. The two of them are minority. Teachers practice about teaching LLS is poore which can be explained by the lack of teachers training.

#### **Question 06: When you apply the learning strategies? In which courses? And how you apply them?**

Teacher 1, teacher 2, teacher 3, and teacher 4, all of them left the space of the answer blank

Teacher 5 mention: in oral expression

Teacher 6 mention: in both oral expression and written expression

Teacher 7 states: "since I am a new teacher -one year experience - , I try to answer as if I would apply them in the future on the course of written expression, oral expression, grammar, and I will add reading comprehension course." We notice

from her answer she is not applying any learning strategies. She is only speaking hypothetically.

Teacher 8 states: “I teach them as a part of the study skills, I teach general LS than I apply them to skills (reading, listening, and communication)

Teacher are applying LLS in general in oral expression courses which is good; but insufficient because LLS are not for oral skill but for all skills of language

**Question 07: What is the best way to motivate students to learn English? Do you follow a particular model of motivation?**

Teacher 1 states: “the best way is to know about their learning styles and how they like to be taught and to know about the different ways to involve all of them in the task”

Teacher 2 states: “via rewarding”

Teacher 3 states: “I try to deal with them as one of their friends to encourage them to work without hesitation”

Teacher 4 left the space of the answer blank

Teacher 5 states: “reward correct behavior and answers”

Teacher 6 states: “I personally do not follow any way”

Teacher 7 states: “This is a great and important question. While it all depends on what types of students you have”

Teacher 8 states: “yes, I do, I have my practice on Zoltan Docnyei framework 2001”

The above opinions show that all teachers (except one) are not aware that it is their job to motivate students. This implies that teachers of 1<sup>st</sup> year are not aware of the great role motivation plays in successful language learning, and that besides giving knowledge, teaching should be seen as considering both the linguistic and the psychological side of the learner.

**Question 08: In your opinion how learning strategies are important to foreign language learners?**

Teacher 1 states: “they have positive effect on the improvement of learning and on the amelioration of language proficiency”

Teacher 2 states: “it is crucial to find the best way to learn”

Teacher 3 states: “they are important because they facilitate the learning process”

Teacher 4 left the space of the answer blank

Teacher 5 states: “LLS are used by large learners to enhance the acquisition”

Teacher 6 states: “they will help FL learners in better assimilating and understanding his lessons. He can also play an active role in the learning process”

Teacher 7 states: “in my opinion LS are very important. Because FL learners need to follow particular ways and strategies to achieve the aim of both learners and teachers”

Teacher 8 states: “We usually ask students about the content and the (what) and we don’t ask them about the (how) and the way we learn the different subjects, so it is better to teach them how to learn before asking about learning outcomes”

From the above responses teachers’ awareness of the importance of LLS is positive so they can train learners to use LLS in order to make them autonomous learners.

**Question 09: In your opinion how learning vocabulary is important to foreign language learners?**

Teacher 1 states: “language is based on the acquisition of vocabulary and the rules that govern that vocabulary”

Teacher 2 states: “yes, to widen your knowledge”

Teacher 3 states: “It is very important to say that a learner has learned a foreign language”

Teacher 4 left the space of the answer blank

Teacher 5 states: “vocabulary aids expressions and communication. Acquiring an extensive vocabulary is one of the largest challenges in learning a FL”

Teacher 6 states: “It is very important since without vocabulary FL learners could neither speak nor write”

Teacher 7 states: “vocabulary is an essential component for successful communication in the second language classroom. While grammar is important, a lack of vocabulary may result in complete failure to convey a message”

Teacher 8 states: “vocabulary is one of the essential competencies that contribute in building communication competence and language proficiency. So without vocabulary we can never have this background”

From the above responses teachers’ awareness of the importance of vocabulary is positive so they can train learners to use LLS in order to make them autonomous learners.

### **SECTION THREE: TEACHERS' PERCEPTION OF VOCABULARY LEARNING STRATEGIES**

**Question 10: How do you introduce the vocabulary items to your students? Please explain.**

Teacher 1 states: "I introduce it within the context of the course and as isolated items"

Teacher 2 states: "In a challenging way. Word-they give me the meaning/synonym/express"

Teacher 3 left the space of the answer blank

Teacher 4 left the space of the answer blank

Teacher 5 states: "sometimes by a picture"

Teacher 6 states: "generally through activities like Quizzes/ Matching/ gap filling/ pictures/ Discussions. It depends on the topic/ time/ material available."

Teacher 7 states: "since learning vocabulary is very important part of learning language, we try to introduce them in different ways. For example, learn new items in context; using synonyms and antonyms"

Teacher 8 states: "In my module I introduce them in a form of glossaries or matching activities or multiple choice questions"

Till now we find that teachers are speaking hypothetically because in reality there no material is teaching in general and specifically in teaching vocabulary. In real situation, the majority of our teachers only teaches their module and explains the difficult or unfamiliar words to the learners.

**Question 11: Which method do you follow in teaching vocabulary?**

Teacher 1 left the space of the answer blank

Teacher 2 left the space of the answer blank

Teacher 3 left the space of the answer blank

Teacher 4 left the space of the answer blank

Teacher 5 states: "the keyword method"

Teacher 6 states: "No specific method"

Teacher 7 states: "In actuality, I keyword method since we are obliged to finish the program in its time. I use the context skills"

Teacher 8 left the space of the answer blank

Teachers practice in teaching vocabulary is so poor only due to their lack of experience and training.

**Question 12: Do you include vocabulary in your syllabus?**

	N	%
3- Yes	6	75%
4- No	2	25%
Total	8	100 %

**Table 26: Do teachers include vocabulary in their syllabus**

The majority of the population 75% has claimed that they include vocabulary in their syllabus, which somehow indicates that teachers are aware of the importance of vocabulary in language learning.

**Question 13: What kind of activities you use in teaching vocabulary?**

Teacher 1 left the space of the answer blank

Teacher 2 left the space of the answer blank

Teacher 3 left the space of the answer blank

Teacher 4 left the space of the answer blank

Teacher 5 states: “reading/ listening/ songs/ short stories/ poems/ mnemonic activities”

Teacher 6 states: “A lot as mentioned in question 08”

Teacher 7 states: “there are many. I wish to use for example, dividing the class into groups and make them compete to solve puzzles, cross words, naming animals, places, people, and the missing word.” This teacher is always talking about what she wishes to practice and in fact she is not doing this in real class situation.

Teacher 8 states: “MCQ, Matching, Discussion, Translation, word splash”

Through the analysis of this question, we can confirm that the majority of the teachers were speaking hypothetically not what is happening in real situation. Except the case of teacher 8 all the other teachers due their lack of experience (BA teachers) and lack of

training (Magister teachers) in LLs and motivation, are only teaching their modules and trying to finish their programs.

**Question 14: Which kind of materials you use to support teaching vocabulary?**

Teacher 1 left the space of the answer blank

Teacher 2 left the space of the answer blank

Teacher 3 left the space of the answer blank

Teacher 4 left the space of the answer blank

Teacher 5 left the space of the answer blank

Teacher 6 states: “pictures, charts, tapes/videos”

Teacher 7 states: “Pedagogical aids are very important to reach your aim in teaching. However, I wish to use data show, pictures, lab, tapes recorder...” This teacher is always talking about what she wishes to practice and in fact she is not doing this in real class situation.

Teacher 8 states: “Mind maps, Posters”

As results of the above feedback, we extract that there is a great luck in using vocabulary teaching materials in classrooms. The majority (05) teachers do not use materials to support their vocabulary teaching with that they are wasting a great source that can help them.

**Question 15: What do you do to help your student to learn vocabulary inside the classroom?**

Teacher 1 left the space of the answer blank

Teacher 2 left the space of the answer blank

Teacher 3 left the space of the answer blank

Teacher 4 states: “I encourage peer-evaluation and interaction and I ask them to look for meaning of new items in the dictionary/ ask for teachers’ help”

Teacher 5 states: “I ask them to use the dictionary”

Teacher 6 states: “Explaining difficult words/ I ask them to check/ write on the board”

Teacher 7 states: “as teachers normally we should encourage learners to learn vocabulary” This teacher is always talking about what should be.

Teacher 8 states: "I use discussion activities either they do them individually, in pairs or in groups if it is a poster"

We notice teachers are encouraging vocabulary inside the classrooms by a respectable number of strategies.

**Question 16: What do you do to help your student to learn vocabulary outside the classroom?**

Teacher 1 states: "a lot of reading"

Teacher 2 states: "to read a lot"

Teacher 3 states: "I ask them to watch interesting movies and to concentrate with the actors' language and the subtitles to learn both the pronunciation and the vocabulary"

Teacher 4 states: "I ask them to read a lot in English and to consult the dictionary to learn new vocabulary items."

Teacher 5 states: "I ask them to read a lot"

Teacher 6 states: "Give them assignment/ tell them about the topic so they can look for some words"

Teacher 7 states: "I try to encourage them to listen and to read in English"

Teacher 8 states: "I encourage them to read books and I usually give them (English vocabulary in use with 4series) to read and I guide them to use internet to improve their vocabulary"

The results reveal that the majority of teachers (except teacher 8 who encourage intentional vocabulary learning) encourage incidental vocabulary learning. Schmitt (1997:199) defines incidental vocabulary learning as "learning through exposure when one's attention is focused on the usage of language rather than on learning itself. Context then plays a very important role in assessing such learning". Krashen (1989) concluded that incidental vocabulary learning, or "acquisition", achieves better results than intentional vocabulary learning.

**SECTION FOR: TEACHERS' PRACTICE OF VOCABULARY LEARNING STRATEGIES**

**Question 17: When teaching vocabulary how do you manage your students?**

	<b>1- in pairs</b>	<b>2-small groups</b>	<b>3-individually</b>	<b>4-Other ways</b>	<b>Total</b>
Teacher 1	√	√	√	/	<b>3</b>
Teacher 2		√		/	<b>1</b>
Teacher 3			√	/	<b>1</b>
Teacher 4	√	√	√	/	<b>3</b>
Teacher 5	√	√	√	/	<b>3</b>
Teacher 6		√		/	<b>1</b>
Teacher 7		√		/	<b>1</b>
Teacher 8	√	√	√	/	<b>3</b>
<b>Total</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>16</b>

**Table 27: teachers' organization of the student**

We notice teachers are encouraging peer interaction by organizing student by pairs and small groups.

**Question 18: do you interact with your students?**

	<b>1- Yes</b>	<b>2-No</b>	<b>3-explanation</b>
Teacher 1	1		I check whether they get the meaning of the items and whether they use properly to faster their correct memorization
Teacher 2	1		No explanation
Teacher 3	1		No explanation
Teacher 4		1	No explanation
Teacher 5	1		No explanation
Teacher 6	1		They need feedback
Teacher 7	1		I try to correct their mistakes i.e., spelling, pronunciation, and the meaning

Teacher 8	1		In individual work I discuss with whole class. In group work I share with each group the discussion when I sit with each group 5 minutes in which I guide and control and explain difficult words.
total	7	1	
%	87.5%	12.5%	

**Table 28: teachers' interaction with the student**

Teachers are practicing interaction with the students and they give and take feedback in the two ways.

**Question 19: When teaching vocabulary do you use the university lab?**

	1- Yes	2-No	3-explanation
Teacher 1		1	There are no labs
Teacher 2		1	May God be with us
Teacher 3		1	It is not available
Teacher 4		1	No explanation
Teacher 5		1	Lack of management
Teacher 6		1	It is not available
Teacher 7		1	Frankly, I did not use it yet
Teacher 8		1	Because of large groups I teach 750 students
total	0	8	
%	0%	100%	

**Table 29: Do teachers use the university lab**

The table 29 above reveals that the university lab is not used at all in teaching first year student.

**Question 20: You introduce vocabulary items through which skill?**

	1- listening	2- reading	3- speaking	4- writing	5-explanation
<b>Teacher 1</b>	√	√	√	√	It depends on activities
<b>Teacher 2</b>			√	√	While explanation the lesson-writing in terms of handout
<b>Teacher 3</b>	√	√	√	√	The 4 skills work together
<b>Teacher 4</b>			√	√	No explanation
<b>Teacher 5</b>	√	√	√	√	No explanation
<b>Teacher 6</b>	√	√		√	No explanation
<b>Teacher 7</b>		√	√		Because they are too effective
<b>Teacher 8</b>	√	√	√	√	All of them integrated
<b>Total</b>	5	6	7	7	

**Table 30: teachers' selection of skill to introduce vocabulary items**

It appears from table 30 that the most selected skills are speaking and writing the second rank goes to reading; the last position is for listening. From the table above we can confirm that teachers introduce vocabulary items through speaking and writing this is due to the fact that vocabulary is not taught as separate module so teachers are obliged to introduce vocabulary during oral expression session and written expression session.

**Question 21: How do you introduce new vocabulary items to your learners?**

	1- give the word with its meaning in L1	2- Give the word with its meaning in L2	3- Let the student guess their meaning by they own	4- Give the word and its synonyms	5-explanation	6-other ways
Teacher 1			√	√	No explanation	/
Teacher 2		√	√	√	No explanation	/
Teacher 3		√	√	√	No explanation	/
Teacher 4		√	√	√	No explanation	/
Teacher 5		√	√	√	No explanation	/
Teacher 6		√	√	√	No explanation	/
Teacher 7		√	√	√	No explanation	/
Teacher 8	√	√	√	√	Depends on the task and purpose	I use all communication strategies such translation, coinage, code switch, message restricting, message reduction, appeal for help, fillers, verbal strategy markers ... they are 33str
<b>Total</b>	1	7	8	8		
<b>%</b>	12.5%	87.5%	100%	100%		

**Table 31: How teachers introduce new vocabulary items to their learners?**

It appears from table 31 that the most used strategies are giving the word and its synonyms and let the student guess the meaning by their own beside giving the word and its meaning in L2; and only one teacher uses the strategy of giving the word and its meaning in L1(translation).

**Question 22: Do you support your vocabulary teaching with?**

	1- Word lists with English definition and word families	2- Lists of prefix and suffix	3- Lists of words related to the topics	4-Tapes/ CDs which record word lists	5-explanation	6-other ways
Teacher 1	√	√	√	√	No explanation	/
Teacher 2			√		No explanation	/
Teacher 3	√		√	√	No explanation	/
Teacher 4					No explanation	/
Teacher 5			√		No explanation	/
Teacher 6			√	√	No explanation	/
Teacher 7			√		No explanation	/
Teacher 8			√	√	Because I deal with difficult topics and I give them DVD's containing books of vocabulary, games + idioms + phrasal verbs	/
<b>Total</b>	2	1	7	4		

**Table 32: what teachers support their vocabulary teaching with?**

The majority of the teachers use only Lists of words related to the topics and some of them claim that they use Tapes/ CDs which record word lists, while students denial that. We can extract that there is a lack in using teaching materials.

**Question 23: What types of dictionary do you recommend your student to use?**

	1- Bilingual dictionary	2- Monolingual dictionary	3- Others	4-explanation
Teacher 1	√	√		No explanation
Teacher 2		√		To prevent any kind of interference between L1 and L2
Teacher 3		√		No explanation
Teacher 4	√	√		No explanation

Teacher 5		√		With it they can learn fast
Teacher 6	√	√		I used to recommend a monolingual D, but the last years, Sts level is so poor, so I've noticed with such dictionary they do not participate that's why now I recommend both
Teacher 7	√	√		If meaning is not clear in L2 they can return to L1
Teacher 8		√		To train them to be familiar with language
<b>Total</b>	4	8	0	
<b>%</b>	<b>50%</b>	<b>100%</b>	<b>0%</b>	

**Table 33: teachers' choice of dictionary**

We notice that the most recommended dictionary by teachers is the monolingual one, because teachers think that since we deal with L2 the use of L1 is forbidden.

**Question 24: Have you ever designed any activities to train your students how to use a dictionary?**

	1- Yes	2-No	3-explanation
Teacher 1	1		No explanation
Teacher 2		1	No explanation
Teacher 3		1	I usually find them able to do so
Teacher 4		1	No explanation
Teacher 5	1		No explanation
Teacher 6		1	No explanation
Teacher 7		1	No explanation
Teacher 8	1		There are techniques to use the dictionary so we are needed to train our Sts to use them in different activities and for different purposes
total	3	5	
%	37.50%	62.50%	

**Table 34: teachers' design activities to train student use dictionary**

The majority (62.50%) of the teachers do not design activities to train student how to use dictionary. Because they assume that since student are adults they are able to use it.

## RESULTS

After having analyzed both questionnaire student and teachers, now an attempt is made to compare the obtained results from the two perspectives to see what teachers of first year at the department of English at Med khider university of Biskra do in class to teach vocabulary, and whether they incorporate learning strategies in teaching, and the students application of LS in learning in general and in vocabulary learning in particular.

To sum up, we can say that more than half of the students know some of learning strategies from the methodology module -their teacher of methodology is the first teacher ever talk the learning strategies issue and introduce it to the first year student- but they are not that aware of the huge progress that may learning strategies offer to them.

We find that Students are aware that learning strategies are important to achieving successes in L2 learning. The fact that their teachers do not teach them learning strategies (except the teacher of methodology module) is quite deceiving. In addition, we notice that the students are not guided in matter of how to learn.

When it comes to vocabulary learning, we find that both teachers and students are aware of the importance of vocabulary and vocabulary learning; but the majority of teachers, despite the fact they are experienced teachers, do not know learning strategies and as a result they do not know VLS. This is the fact of the majority of the teachers from different degree and qualification. In this the case they cannot teach to learners LS;

The results show that all teachers (except one) are not aware that it is their job to motivate students. This implies that teachers of 1<sup>st</sup> year are not that aware of the great role motivation plays in successful language learning, and that besides giving knowledge, teaching should be seen as considering both the linguistic and the psychological side of the learner. In other side, we find that learners are motivated to learn, which somehow indicates that students have a determination and a desire to learn the language and all what they need is guidance in matter of how to learn.

Concerning the way the teacher organize student setting in class when learning vocabulary, teachers claim that they organize them most in small groups; in the other side, the half of students say that their teachers let them work individually. We can extract that teachers are not that encouraging interaction between learners. This may under estimate the social dimension and communicative aspects which exclude the social strategies and their benefits in learning vocabulary.

The practice of teachers in matter of teaching vocabulary is so poor. This is due to the lack of training in how to teach, and the lack of full time teachers in the department of English. The results show that teachers present new words in lessons. This implies the importance that teachers of first year give to vocabulary teaching i.e. they are aware of the importance of it in teaching FL. But they use only very limited number of strategies even they are not aware they are. The most used strategies are giving synonyms, let students guess the meaning by their own, and give the meaning in L2. Only one teacher knows and uses 33 strategies; translation (give meaning in L1). This implies that teachers think that since they are teaching a FL, the use of the first language must be forbidden. All the teachers mentioned dictionary as another strategy that they mostly use when teaching vocabulary. This gives the learners the opportunity to look up the words in dictionary. By doing that, the learners' knowledge of words meaning, form, spelling, pronunciation, and word class can be increased.

## GENERAL CONCLUSION

The investigation carried out in this study has tried to confirm the hypotheses stated in the introduction, i.e., teacher' and students' perceptions are positive their practice will be more effective and they will success in L2 learning.

As a basic component of the English language, vocabulary is one important aspect that can be taught in various ways depending on the teacher training, and students' preferences. The first chapter deals with the definition of vocabulary and vocabulary description, and vocabulary learning strategies we have focus on Schmitt (1997) classification. In the second chapter, we have seen the importance of vocabulary beside steps of learning, as well as techniques and steps of teaching vocabulary. The third chapter was devoted to the field word the analysis of the two questionnaires. The questionnaire for students revealed that:

- Students are motivated to learn English language even teachers do not motivate them.
- Students are aware of the importance of learning strategies and vocabulary learning strategies, but they have not received academic teaching.
- There is no syllabus about vocabulary learning.
- Students have not received help in learning vocabulary outside the classroom.
- Students have not been introduced to vocabulary learning strategies by their teachers.

The questionnaire for teachers revealed that:

- Teachers know learning strategies and vocabulary learning strategies.
- Teachers are not that aware of the importance of vocabulary and vocabulary learning strategies.
- Teachers are not aware of the new findings in the field of education.
- Teachers are not motivated to be able to motivate.
- Teachers are not trained at all.
- A great lack of materials.

This research work does not propose a new way of teaching or new Language learning strategies. Strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of strategies, but even at this stage in our understanding we can state that teachers need to become more aware of learning strategies through appropriate teacher

training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies. We can only propose some academic implication extracted from this research results that in our opinion can help in the domain of vocabulary learning: recommend that both vocabulary and learning strategies should be introduced in the curriculum of English as a part of many modules such as oral expression and study skills, Teachers should be trained in the domain of motivation and learning strategies.

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## APPENDICES

### QUESTIONNAIRE FOR TEACHERS

Dear teachers,

This questionnaire is an attempt to gather information about how much English teachers of 1<sup>st</sup> year know about vocabulary learning strategies and in what ways they have made efforts to help students with vocabulary learning.

We would be grateful if you could answer the following questions about your perception concerning vocabulary learning strategies.

Your answer will be very helpful for the research project we are undertaking

#### SECTION ONE: PERSONNEL INFORMATION

- 1- How many years have taught English at the University?..... year(s)
- 2- Degree or qualifications
  - 1- Licence (BA)
  - 2- Master
  - 3- Magister
  - 4- Doctorat (PhD)

#### SECTION TWO: TEACHERS' PERCEPTION OF LEARNING STRATEGIES

- 1- Which learning strategies do you know?  
.....  
.....  
.....  
.....  
.....
- 2- Which taxonomy do you know?  
.....  
.....  
.....
- 3- What are the learning strategies do you teach to your students?

.....  
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.....

4- When you apply the learning strategies? In which courses? And how you apply them

.....  
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5- What is the best way to motivate students to learn English? Do you follow a particular model of motivation?

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6- In your opinion how learning strategies are important to foreign language learners?

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7- In your opinion how learning vocabulary is important to foreign language learners?

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.....

**SECTION THREE: TEACHERS' PERCEPTION OF VOCABULARY LEARNING STRATEGIES**

8- How do you introduce the vocabulary items to your students? Please explain.

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

9- Which method do you follow in teaching vocabulary?

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

10- Do you include vocabulary in your syllabus?

- 1- Yes
- 2- No

11- What kind of activities you use in teaching vocabulary?

.....  
.....

.....  
.....  
12- Which kind of materials you use to support teaching vocabulary?

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

13- What do you do to help your student to learn vocabulary inside the classroom?

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

14- What do you do to help your student to learn vocabulary outside the classroom?

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

**SECTION FOR: TEACHERS' PRACTICE OF VOCABULARY LEARNING STRATEGIES**

1- When teaching vocabulary how do you manage your students?

- 1- You organize them in pairs
- 2- You organize them in small groups
- 3- You let them work individually

4- If there are any other ways you use, please mention them:

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

2- When teaching vocabulary do you interact with your students?

- 1- Yes
-

2- No

3- In both cases, please explain why?

.....  
.....

3- When teaching vocabulary do you use the university lab?

1- Yes

2- No

3- In both cases, please explain why?

.....  
.....

4- You introduce vocabulary items through which skill?

1- Listening

2- Reading

3- Speaking

4- Writing

5- Please explain your choice(s)

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

5- How do you introduce new vocabulary items to your learners?

1- Give the word with its meaning in L1

2- Give the word with its meaning in L2

3- Let the student guess their meaning by they own

4- Give the word and its synonyms

5- Please explain more about your choice(s)

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

6- If you use other ways, please mention them with some details

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

6- Do you support your vocabulary teaching with

- 1- Word lists with English definition and word families
- 2- Lists of prefix and suffix
- 3- Lists of words related to the topics
- 4- Tapes/CDs which record word lists
- 5- Please explain more about your choice(s)

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

6- If you use other ways, please mention them with some details

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

7- What types of dictionary do you recommend your student to use?

- 1- Bilingual dictionary
- 2- Monolingual dictionary
- 3- Others
- 4- Please explain your choice(s)

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

8- Have ever designed any activities to train your students how to use a dictionary?

- 1- Yes
- 2- No
- 3- In both cases, please explain why?

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

**Thank you for your participation in this questionnaire**

## QUESTIONNAIRE FOR STUDENTS

Dear student,

This questionnaire is an attempt to gather information about how much English students of 1<sup>st</sup> year know about vocabulary learning strategies and in what ways they can help them with vocabulary learning.

We would be grateful if you could answer the following questions about your perception concerning vocabulary learning strategies.

Your answer will be very helpful for the research project we are undertaking

### SECTION ONE: PERSONNEL INFORMATION

3- Gender :

Male  Female

4- Age  years

### SECTION TWO: STUDENTS' PERCEPTION OF LEARNING STRATEGIES

Instruction: for each statement you put a tick (√).

1- Are you motivated to learn the English language?

1- Yes

2- No

3- If no why

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

2- Do you know learning strategies?

1- Yes

2- No

3- If no why

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

3- When learning the English language, do you think that learning strategies is

1- Very important

2- Important

3- Little important

4- Not important

4- Do your teachers teach you learning strategies?

1- Yes

2- No

5- Do your teachers teach you how to learn the different modules?

1- Yes

2- No

3- If yes which modules?

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

4- And how?

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

**SECTION THREE: STUDENTS' PERCEPTION OF VOCABULARY LEARNING STRATEGIES**

1- In your opinion how learning vocabulary is important to foreign language learners?

1- Very much important

2- Important

3- Little important

4- Not important

2- Do your teachers introduce the vocabulary items to you?

1- Yes

2- No

3- Which method do your teachers follow in teaching vocabulary?

1- Give the word with its meaning in L1

2- Give the word with its meaning in L2

3- Let the student guess their meaning by they own

4- Give the word and its synonyms

5- If you use other ways, please mention them

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

4- Which kind of materials do your teachers use to support teaching vocabulary?

7- Word lists with English definition and word families

8- Lists of prefix and suffix

9- Lists of words related to the topics

10- Tapes/CDs which record word lists

11- If there are other materials, please mention them

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

5- Do your teachers help you to learn vocabulary inside the classroom?

1- Yes

2- No

3- If yes, please explain how?

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

6- Do your teachers help you to learn vocabulary outside the classroom?

1- Yes

2- No

3- If yes, please explain how?

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

7- Do your teachers recommend you to use the dictionary?

1- Yes

2- No

3- If yes?

1- Bilingual dictionary

2- Monolingual dictionary

3- Others

8- Have ever your teachers design any activities to train you how to use a dictionary?

1- Yes

2- No

3- If yes, please give examples?

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

9- When learning vocabulary your teacher organizes your setting in class in which way?

5- He organizes you in pairs

6- He organizes you in small groups

7- He let you work individually

8- If there are any other ways you use, please mention them:

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

10- In which activities your teacher teaches you vocabulary in class?

1- Through reading activities

2- Through writing activities

3- Through pronunciation drills

4- Through oral discussion activities

5- Through turn taking activities

11- How do your teachers assess your vocabulary

1- Orally

2- writing activities

3- Other, specify.....

12- Do your teachers encourage you to assess your level 'self evaluation'?

1- Yes

2- No

3- If yes, please give examples?

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

13- Do your teachers apply peer assessment?

1- Yes

2- No

3- If yes, please explain how?

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

**Thank you for your participation in this questionnaire**

# General Introduction

1. Aim of the Study.....	1
2. Statement of the problem .....	1
3. Research Questions .....	2
4. Hypotheses .....	3
5. Research Methodology .....	3
5.1 Sample of study .....	3
5.2 Method and Tools .....	3
6. Structure of the study .....	3

## **Chapter One: Learning Strategies and Vocabulary Learning Strategies**

Introduction .....	5
1.1 Definition of Learning Strategies .....	5
1.2 Importance of Language Learning Strategies .....	6
1.3 Taxonomies of Language Learning Strategies .....	7
1.3.1 Rubin's (1987) Classification of Language Learning Strategies .....	7
1.3.2 Oxford's (1990) Classification of Language Learning Strategies .....	8
1.3.3 O'Malley's (1985) Classification of Language Learning Strategies .....	11
1.3.4 Stern's (1992) Classification of Language Learning Strategies .....	11
1.4 Vocabulary Learning Strategies .....	12
1.4.1 Taxonomies of vocabulary learning strategies .....	12
1.4.2 Schmitts' Taxonomies of vocabulary learning strategies .....	13
1.4.2 The importance of vocabulary learning strategies .....	13
Conclusion .....	17

## **Chapter two: Vocabulary and Vocabulary Learning and Teaching**

Introduction .....	18
2.1 Definition of vocabulary .....	18
2.2 Vocabulary description .....	18
2.2.1 Lexicography .....	19
2.2.2 Lexicology .....	19
2.2.2.1 Word Classification .....	19
2.2.2.2 Word Formation .....	20
2.2.2.3 Word Meaning .....	20
2.3 Learning Vocabulary .....	21
2.3.2 The Importance of Vocabulary .....	22
2.3.3 Steps of Learning Vocabulary .....	22
2.3.3.1 Encountering New Words .....	23
2.3.3.2 Getting the Word Form .....	23
2.3.3.3 Getting the Word Meaning .....	24
2.3.3.4 Consolidating Word Form and Meaning in Memory .....	24
2.3.3.5 Using the Word .....	24

2.4 Teaching Vocabulary .....	25
2.4.1. Techniques for Teaching Vocabulary .....	25
2.4.1.1 Unplanned Vocabulary Teaching .....	25
2.4.1.2 Planned Vocabulary Teaching .....	25
2.4.1.2.1 Dictionaries .....	26
2.4.1.2.2 Glossary .....	26
2.4.1.2.3 Translation .....	26
2.4.1.2.4 Focusing on Form .....	27
2.5 Steps of Teaching Vocabulary .....	27
2.5.1 Selection .....	27
2.5.2 Sequencing .....	27
2.5.3 Presentation .....	28
Conclusion .....	29

## Chapter Three: Questionnaires' Analysis

Introduction .....	30
Students' Questionnaire .....	30
Aim .....	30
Description .....	30
Analysis .....	31
Teachers' Questionnaire .....	42
Aim .....	42
Description .....	42
Analysis .....	42
Results .....	58
General Conclusion .....	60