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**The Contribution of EFL Culture in Improving Students'
Vocabulary Knowledge**

The Case of 3rd Year (LMD) Students of English

University of Biskra

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Degree of Master in Sciences of Language**

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Dedication

To the soul of my brother

To my lovely and respectable parents

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ABSTRACT

The present study aims to investigate the contribution of EFL culture in improving students' vocabulary knowledge. Thus; it is hypothesized that if students learn vocabulary through the context of EFL culture, their vocabulary knowledge will be enriched. It is obvious that vocabulary plays a crucial role in learning English language. Therefore, this study contains three parts; two theoretical parts and the field work as the last one. In the first theoretical part we introduce the concept of culture from different perspectives; sociological, aesthetic, anthropological and psychological concepts. Then, we introduce the important methods and techniques of teaching culture as well as the importance of teaching EFL culture. The second theoretical part is concerned with an overview on vocabulary knowledge; we introduce the definition of vocabulary and the most useful strategies in teaching vocabulary in EFL classroom. And finally, to realize our aim, we relied on one means of research: Two questionnaires for teachers and for students. First, the teachers' questionnaire aims to gather data about the different strategies which the teacher adopt to introduce new words and to investigate their points of views about the utility of using EFL culture context in order to help students to improve their vocabulary knowledge. Second, the questionnaire for students seeks to consider the techniques that they use in order to enrich their vocabulary. The results obtained state that both teachers and students suggest that EFL culture is useful and should be incorporated in teaching.

List of Abbreviations

- (ALM)** Audio-lingual method
- (COG)** Cognitive Strategies
- (DET)** Determination Strategies
- (EFL)** English as a foreign language
- (FL)** Foreign language
- (GTM)** Grammar translation method
- (KW)** Key word
- (MEM)** Memory Strategies
- (MET)** Meta-cognitive Strategies
- (SOC)** Social Strategies

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General Introduction

Culture is the cornerstone of language. In the sense, that it is inseparable. Thus, culture is indispensable source for language teaching. Practitioners argue that there is a dire need to integrate cultural aspects in the teaching of the language. Language is, for them, much more than semantics, much more than what the written pages, or the spoken words can contain. It pervades all human life. Much of our communication depends on it. Henceforth, the acquisition of vocabulary is viewed as a crucial to language learning. Yet, many university students feel unpleasant when it comes to learn vocabulary. For instance, they encounter difficulties in remembering new words. Thus, teachers have to bear in minds the way (s) in which they can make their students be able to remember these new learnt words. Accordingly, the presentation of vocabulary should vary from one technique to another. For instance, teachers may rely on the context. By the context, here, we mean authentic situations where can students learn these vocabularies. Teachers should get rid of teaching words in isolation. For example, teachers would help their students if they teach them how to use speech acts in real –life situations.

Therefore, vocabulary knowledge is crucial element because simply it encompasses all the words learners must know to access their background knowledge, express their ideas and communicate appropriately and effectively. Therefore, culture contributes in learning English as a foreign or second language but how it participates in learning and acquiring new vocabularies and expressions? Thus, the main hypothesis of this paper is that using EFL culture is so fruitful in order to enrich students' vocabulary since it helps students to develop their understanding of the way of life of the target group.

As a matter of fact, culture in teaching English language has been subject of many researches. The reason for the use of a cultural content of in classroom is for supposition

that it will promote learner motivation (McKay, 2000, p. 7). Therefore, the current study is an attempt to look for the utility of EFL culture in enhancing the students' vocabulary. Thereon, the first chapter is concerned with the definition of culture, some techniques and approaches in teaching culture, some consideration will be also given to the culture and language teaching, finally we will highlight the role of EFL culture in classroom. The second chapter trace the second variable of this paper, we will introduce an overview on vocabulary knowledge; at the beginning we negotiate the definition of vocabulary, then we highlight the main strategies in teaching vocabulary items, at the end we will trace the techniques of teaching vocabulary.

1- Statement of the Problem

Students at university encounter so many problems in learning English as a foreign language. This is due to the lack of vocabulary and practice. It has been recorded that when learners quit from university, they immediately start using their mother tongue where they do have few possibilities to use what they have learnt. For this reason, teachers have to create plenty of opportunities to their learners to acquire vocabularies instead of pushing them to reel off lists of vocabulary. In addition to that, they should make them able to manipulate that language so that it supports their communicative needs. Thereupon, the current study seeks to look for the main contribution of EFL culture in improving students' vocabulary knowledge. More importantly, Is the EFL culture useful in improving students' vocabulary knowledge? Additionally, do EFL teachers use EFL culture to teach their students new words? Or do they introduce them only in a context of vocabulary learning strategies. Finally, do teachers find it necessary to teach language vocabularies in relation to EFL culture?

2- Significance of the Study

The concern of this study is to highlight the importance of EFL culture and its effects in improving student's vocabulary knowledge in 3rd year LMD students of English at University of Biskra to establish a fruitful academic vocabulary teaching and learning of English as a foreign language. Thus, the result of this study will benefit students, teachers and others who have an interest in teaching vocabulary through the EFL culture in Algeria.

3- Aims of the Study

The aim of this study is to investigate the contribution of EFL culture in teaching vocabulary in 3st year LMD English division. This study attempts to examine more specifically the impact of foreign culture on enriching students' vocabulary knowledge.

4 - Research Questions

The research questions can be stated as the following:

- a. What are the effects of the EFL culture content on teaching vocabulary?
- b. Does the EFL culture help students of English to enrich their lexis and facilitate the language acquisition?
- c- Which strategy is more appropriate at improving the student's vocabulary through the use of EFL culture?

5 - Research Hypothesis

We hypothesize that the EFL culture contributes and improve students' vocabulary knowledge. We expect that the culture of English as a foreign language has a fruitful impact in acquiring vocabulary through the use of appropriate strategies in 3rd year LMD English division.

6- Research Methodology

Since the aim of this current research is to investigate the contribution of EFL culture in improving the students' vocabulary knowledge. *The descriptive method* seems to be the appropriate one. This method will be useful in getting insight into the current ways.

The contribution of EFL culture in improving students' vocabulary knowledge through the different strategies of teaching vocabulary; as a result, the *qualitative approach* is useful in analysing data about the study under investigation.

7- Research Tools

The questionnaire will be administrated to students in order to examine the different strategies of acquiring vocabulary in their language instruction and how they enrich the quantity of their vocabulary knowledge .In *the questionnaire*, we are going to present many various *strategies* to examine which strategy they consider the most efficient in learning vocabulary, then, we will investigate their opinions about the impact of EFL culture in learning vocabulary.

A *questionnaire* will be used in the research to teachers in order to investigate their point of view about the use of EFL culture in teaching vocabulary .The questionnaire in this case seems to be useful, also it can be distributed to a large number of students and teachers.

8 - Research Limitation

The current study is namely concerned with investigation to the contribution of EFL culture in improving student' vocabulary knowledge in Teaching English as Foreign Language, in order to investigate both teachers' and students' point of views at University of BISKRA.

9 - Structure of the study

This current study will be divided into three main chapters:

a-Chapter One :

The first chapter is concerned with the definition of culture and the culture and language teaching, and then the importance of teaching culture, some consideration will also be given to the effects of teaching culture.

b- Chapter Two :

The second chapter focuses on the overview on vocabulary knowledge, the main tools and the appropriate techniques to teach vocabulary. Additionally, the current chapter will be analyzed the latest studies about the effective strategies to teach vocabulary.

c-Chapter Three :

The third chapter is the **Field work:**

- a. Teachers' questionnaire
- b. Students' questionnaire
- c. Data analysis
- d. Participants
- e. Findings and discussion
- f. Conclusion

Chapter One

The Importance of EFL Culture in Language Teaching

Introduction

EFL culture is a crucial element in teaching and learning English language; without culture, it will be difficult to understand and to perform the speech acts of the target group. In general, culture is defined as the way of life of group of people (Taylor, 1871, p. 01). That is, teachers should take into account in EFL classroom not only the morphological aspects of language; but they are also invited to make their learners aware the other non-linguistic parts of language which includes the cultural background of language.

This chapter is concerned with the exploration of the subject matter of the dissertation; it starts with the definition of the concepts ‘culture’ and presents various views of scholars and researchers about the matter. Then, it will investigate the different methods and techniques of teaching culture as well as the use of appropriate methods to teach foreign language through the use of cultural aspects of the target group. This chapter will also trace some practical consideration in teaching culture then it will be investigate the utility of teaching of EFL culture, finally, this chapter will trace the influence of culture on vocabulary.

1.1. Concept of Culture

It is clear that the concept of culture has the concern of many fields and studies, such as anthropology, sociology, linguistics, aesthetic, psychology and semantic. Moreover, the normative perspective introduces culture with small ‘c’ as the total way of life of group of people, and the culture with a big ‘C’ it refers to the products and contributions of society, (Chastain, 1988, p. 302). Furthermore, the most common definition is given by (Taylor, 1871,p. 01) who defines culture as follow: ‘culture is ‘ The complex whole which includes : knowledge , beliefs, art , morals, law , custom, and any other capabilities and habits acquired by a man as a member of society’ . From this general concept, we can

deduce that culture is a matter of human being and his different activities. Therefore; it is not concerned only with the material aspects of life. Taylor on the other hand, introduces culture as something acquired by man as member of society (ibid), that is to say, the culture affects the man as long as he is member of the human group.

From this point of view, we can argue that culture is namely humanistic matter. Thus, it captures 'cultural heritage' which includes the various components of arts, literature, customs, music and other collection of community masterpieces.

1.1.1. Anthropological Concept

The anthropologists cited the most common definition of culture from the book of Taylor (1871, p. 01) 'The Primitive Cultures' which define culture as 'the whole complex' of many aspects of human life, According to this point of view, culture is namely based on human activities and realizations and includes naturally overall way of life of community or group of people. Culture in the anthropological sense focuses on the groups' dominant and learned a set of habits (ibid).

1.1.2. Sociological Concept

On the other hand, sociologists as Stern (2010), focuses more on the theory which concentrates on the concept for analysis of social aspects of culture and schemes of classification. Moreover, the sociological point of view emphasizes namely the notion of social institution, role of group status, functions, social structures, social group, kinship group and satisfactions (Stern, 2010, p. 149). Furthermore, the role of social patterns of culture demonstrates that the later cannot be reached in isolation. In other words, the real meaning of culture takes place when the different social aspects of the individual life participate and impact on human life and personal choices.

In fact, the individual should aware of cultural norms which are different from one society to another according to their own background and attitudes, as well as culture itself

in general affects the way of life of individuals. Solar and Jorda (2007) claimed that 'Members of particular culture are constantly being influenced by their society's (and/or some of the society's cultural subgroups) public and cultural representations (with regards to values, norms, traditions etc.) That is to say, when people interact with each other through communication, the cultural awareness takes place.

It is evident that culture is social phenomena; it includes the language use and the different aspects of social norms. Thus, the members of community or social group do not only express their experiences but, as Kramersch (1993) has argued, they also create experiences through language. In other words, the interaction through language between individuals will enrich the cultural awareness of persons and groups.

To conclude, culture according to sociologists is namely the acquired knowledge which includes the social and paralinguistic skills which are necessary to integrate to the target culture.

1.1.3. Linguistic Concept

The linguistic perspective of culture is namely related to the language. The development of the notion of communication competence in the last few decades helps the users of the language of target group to understand not only the linguistic context, but also the speakers can decode the non-linguistic patterns outside the text, thus, the cultural awareness depends mainly on the correct comprehension and the appropriate use of linguistic patterns. So, culture cannot be introduced and understood independent to the language. Culture of FL is a crucial element in improving and facilitating the interaction with foreign speakers. (Solar and Jorda, 2007, p. 15) claimed that 'language as being naturally and inextricably intertwined with culture'. That is, culture affects the language and without language, culture cannot be taught.

1.1.4. Aesthetic Concept of Culture

The cultural aesthetic is as (Berleant, 2005, p. 109) cited is ‘the characteristic sensory, conceptual, and ideational matrix that constitutes the perceptual environment of a culture’. According to Berleant (2005) the aesthetic sense of culture includes the typical qualities and configuration of color, sound, texture, light, movement, smell, taste, perceptual pattern, space, temporal sensibility, and size in juxtaposition with the human body (ibid) . That is to say, cultural aesthetic emphasizes on the artistic activities of human being as a member of society.

Briefly, culture here is represented with capital letter ‘C’ including: cinema, literature, music and median. (As cited in Rahali, p. 08)

1.1.5. Psychological Concept of Culture

(Darrin R.Lehman et al,2004, p. 695), suggest that psychological process influences culture, and culture influence psychological process; according to Lehman(2004) , the thought and beliefs of human being affect certainly the cultural norms and patters and vice versa . In this sense, it is clear that the psychological meaning of culture is determined by interpretation of the thought of individuals or groups into cultural aspects.

1.2. The Importance of Teaching Foreign Culture

The contribution and incorporation of the teaching of culture into the foreign language classroom is necessary and fruitful in order to acquire appropriately the various elements of English language of the target group. Furthermore, the main question in this field is ‘why?’ and ‘how?’ to teach culture in EFL classroom. First, we should determine the importance of knowing the culture of language and then to find the appropriate tools which help us to present the cultural elements to the learners. Additionally, in classical teaching methods , the focus of teachers in classroom is generally on syntactic structures and learning systematically new vocabulary and expressions .Nevertheless, it is evident that

teaching of English as a foreign language should incorporate the English cultural elements and components .

As a matter of fact , (Kramsch,1993,p. 1) views culture and teaching –learning of language as follow : Culture in language learning is not an expandable fifth skill, tacked on, so to speak , to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitation of their hard-won communicative competence, challenging their ability to make sense of the world around them. Here, Kramsch (1993) focuses on the non-linguistic aspects of language, culture according to her is the capacity of learners to enhance the cultural background of the target group, it is obviously the communicative competence which helps learners to manipulate the language and understand the intentions of the speakers.

Certainly, language cannot exist without culture, there is a kind of transmission between language and culture the latter affects the former and vice versa, in this sense, as (Duranti, 1997, p.28, 29) said that: ‘to be part of a culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true given certain premises’.

Sapir (1970) on the other hand argued that ‘language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives’ (Sapir, 1970, p. 207). Sapir, as a matter of fact, views clearly the importance of teaching culture and he said that the language ‘ does not exist’ that is to say that culture is not only means of knowing the circumstances and attitudes of target group, but also it is an vital element in acquiring the language itself.

On the other hand , communication between parties is based on the cultural awareness , from the view of Thomasoulas Dimitious (2001) , which pointed out that ‘ Culture and

communication are inseparable because culture not only dictates who talks to whom, about what ,and how the communication proceeds, it also helps to determine how people encodes the messages, the meaning they have for messages and the conditions and circumstances under which various messages may or may not be sent, noticed or interpreted ... culture...is the foundation of communication'

Moreover , (Duranti,1997,p. 24) defined culture as ' something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and , of course, through linguistic interaction' . That is to say that languages play an important role in the field of the cultural transmission within individuals, at the same context , Duranti (1997) argued that culture is something learned , from this point of view we can deduce that the interaction between individuals develop the cultural awareness , the importance of teaching culture is not , on the other hand , a matter of linguistic aspects of language to be taught but also is the matter of how making learners be able to aware the external non-linguistic context which includes the culture and the environment of the language to be taught.

1.3. Teaching Foreign Culture Methods

In teaching foreign languages, culture still an important issue in language instruction, since the cultural environment of the language is something learned and shared; it is important, on the other hand, to focus on the role of teaching culture and namely how to teach it appropriately.

Accordingly, among the essential objectives of languages is to present the different cultural aspects of the target group, therefore, (Brooks, 1964, p.85 as cited in Kumaravadivelu,p 92) is one of the most famous researchers who focused on the importance of teaching culture for acquiring new languages, He argued that:

‘Language is most typical, the most representative, and the most central element in any culture. Language and culture are not separable; it is better to see the special characteristics of a language as cultural entities and recognize that language enters into the learning and use of nearly all other elements’.

That is to say, teachers have to take into account in teaching languages, all the cultural aspects through particular methods which are given as:

1.3.1. Grammar Translation Method (GTM)

The main objective of (GTM) is to learn how to understand the literature. The focus is namely on the reading comprehension and perfect written translation rather than on the oral production. It is an old method; it appeared in nineteenth and the early of twentieth century.

The (GTM) was used until 1960’s. The main tool for learning according to this method is through reading books. In the same context, Murcia (1979, as cited in Raymond.T,p 12-13) stated the key features of (GTM) in ‘Teaching English as a Second Foreign Language’ (1979, p.3), As follows:

- a) Classes are taught in the mother tongue, with little active use of the target language.
- b) Much vocabulary is taught in the form of lists of isolated words.
- c) Long elaborate explanations of the intricacies of grammar are given.
- d) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- e) Reading of difficult classical texts is begun early.
- f) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

- g) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- h) Little or no attention is given to pronunciation.

1.3.2. Audio-Lingual Method

Unlike the grammar translation method (**GTM**) mentioned above, the audio-lingual method sees language as a kind of human habit, as Yanhua Xia (2014, p561) cited, ‘it is the speech that is supposed to be spoken by language speakers rather than written out by them’.

(Murcia, 2001, p.07 as cited in Xia) summarized the key features of (**ALM**) as following:

- a) Lessons begin with dialogues.
- b) Pronunciation is stressed from beginning.
- c) Mimicry and memorization.
- d) Culture and communication.
- e) Aspects of everyday life.

In addition, teaching and learning the foreign language culture through ALM was often taught within the frame work of situation and adapted the memorization of dialogue and reproducing of the typical social roles. As a matter of fact, the essential objective of teaching culture is aware the different aspects of language. Thus, the focus is on the spoken language rather than the written one. Consequently, spoken language is more fruitful than translation or reading texts.

1.3.3. The Communicative Method:

Language and culture are interwoven according to this method. Learning culture is related to learning grammar. The essential goal of this method is to teach learners how to use the foreign language into appropriate cultural context (Murcia, 2001). That is to say, the main focus is on the culture of target group in order to learn language structurally and pragmatically correct. Therefore, the role of culture here is to compare between communities and groups and make the connections between them. According to (Murcia, 2001, p. 7) communicative method was an outgrowth of the anthropological linguistic. It is assumed that the goal of language teaching related to the learner ability to communicate in the target language, skills are integrated from the beginning. Hence, classroom materials and activities are often authentic to reflect real life situation. Students regularly work in groups or pairs to transfer meaning in situation and they often engaged in role play a dramatization to adjust their use of the target language to different social context, Murcia (2001).

1.3.4. The Schema Theory Method

Schema theory is namely concerned with the process by which learners should learn both linguistic and non linguistic context of the target language, in order to aware the structural aspect of this later and the whole cultural environment of the target group (As cited in Rahali, p. 13). (Anderson et al, 1977, p. 369) considered that 'every act of comprehension involves one's knowledge of the world as well' that is to say, those learners should use their own experiences about the world to comprehend the text. The target culture on the other hand, enriches the knowledge of learners or the different schemata/ background information which is divided into two main types: the formal schemata which involve the knowledge of the form of texts, and content schemata which is

concerned with non linguistic aspect such as the world and environment surrounding the text. Anderson (1977)

1.4. Techniques and Activities for Teaching Culture

There are many ways of teaching culture in classroom according to the nature of activity in order to ensure the motivation of learners and to enrich their cultural background through different activities. Obviously, it is difficult to select the appropriate technique for teaching culture, thus, the experts such as (Chastain,1988) and (Stern,1992) propose some techniques which are considered as the familiar ones to language teachers, they are stated as following:

1.4.1. Creating an Authentic Environment

This technique is adapted by (Chastain, 1988) and (Stern, 1992), it is also called ‘a setting for more memorable learning. It can be taught through: Displays, posters, bulletin boards, maps. Etc, this technique is used especially when the target culture is far from the mother group.

It is obvious that this technique is very fruitful to teach culture, it helps learners to discover the target culture from the authentic material.

1.4.2. Cultural Aside

It is an item of cultural information offered by the teacher when it arises in the text. It is often unplanned, brief culture comment (Stern, 1992, p. 224). This technique helps students to discover the external non-linguistic context, and invite learner to make mental association similar to those that native speakers make (Nostrand, 1974, p. 298 as cited in Dimitrios Thanasoulas).

This technique is, obviously crucial, it depends on the speech situation of learning and it helps learners to make further cultural discussion about the subject matter.

1.4.3. Culture Assimilator

It is a brief description of a critical incident of cross cultural interaction that may be misinterpreted by students (Chastain, 1988, p.310).

There are many advantages in this technique when student involves with the cultural information. (Seelye, 1993, p.163) argues: ‘They are fun to read and they involve the learner with cross-cultural problem’.

That is to say, the cultural assimilation helps student to motivate and discovers various dimensions of the culture of target group.

1.4.4. Culture Capsule

It is considered as the best established known technique to teach culture. It is based on the description of one aspect of the other culture and then students discuss the contrasts between their own with the other culture. Unlike the culture assimilator, in the capsule the teacher presents the information orally Stern, (1992). (Stern, 1992, p.240) points out that the main advantage in using culture capsule is in its ‘compactness and practical manageable quality’. Another advantage is that learners become involved in the discussion and can consider the basic characteristics of their culture (Chastain, 1988, p.310).

It is argued that this technique is very important, but the gap that exists between different cultures may lead learners to the cultural shock. It will be helpful if students aware that cultures are coexisted and not in conflict.

1.4.5. Mini-Drama / Miniskit

This technique is based on the plays and scenes about the circumstances and each play or scene must be followed by discussion. The teacher asks learners several questions about the scene, and the questions should be directed to the essential problem of the scene. Open-ended question should be rather used than yes/non question for opening the dialogue and

allow them to promote their knowledge and awareness. It works best if deal with highly emotional issue (Seelye, 1993, p. 71).

Mini-drama technique is useful because it illustrates through serious of skits and scenes culturally meaningful behaviour, in order to enrich the cultural awareness of learners.

1.4.6. Student Research

Obviously, it is one of the most powerful tools that can be used with more advanced students because it combines their interests with the classroom activities. For a start, the teacher might ask learners to search in the internet or library and find information of any aspect of the target culture that interest them. In the following class, learners explain to their group what they have found out and answer any question about it. This can lead to poster-sessions or longer project. For some learners, it can lead to a long- term interest in the target-culture, for example writing a course paper. Research techniques enable learners to find out things for themselves and ‘approach the new society with an open mind’ (Stern, 1992, p. 229).

This technique is a crucial to learners, it helps student to motivate himself and increase the sense of group-work between learners in order to aware the foreign culture.

1.5. The Role of Culture in Education

The main goal of teaching the culture of target language is to make learner aware of the non-linguistic context which includes the norms and beliefs and the whole environment of the language to be taught. Nevertheless, teaching foreign culture has some negative points such as the cultural shock or misunderstanding. Therefore, learners should aware the characteristics of the target culture. Teachers, on the other hand, should know how to present the EFL culture appropriately.

1.5.1. Acculturation

The origin word of acculturation is 'culture', to understand the word acculturation it is important to know the concept of culture; culture, briefly, is defined as the way of life of a group of people. Acculturation according to (Shumann, 1978, p.34) is seen as 'the second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target language-group will control the degree to which he acquires the second language.

The theory of acculturation is divided into different topics the most important are:

Language and immersion: Are the most important topics in the process of acculturation. (Shumann, 1978) proposed that language is largest factor in successfully acculturating. For example when an Algerian native move to United States he should learn English in order to integrate in the society and feel comfortable.

On the other hand, immersion is based essentially on the desire of someone to learn the culture of target group. Obviously, living in own culture is familiar but the challenge is to understand and to learn the foreign culture. (ibid)

1.5.2. Stereotyping

Stereotyping often has been defined as a prior assumption about a group or 'oversimplified' (Wikipedia), it is a result of incomplete or distorted information about individuals or groups. Stereotyping helps student to react immediately to the situation. (Kramsch, 1998, p. 131) defines stereotype as conventionalised ways of talking and thinking about other people and cultures. That is to say, stereotyping is namely over generalized belief about a group from prior judgement and concept. (Kramsch, 1998, p. 10) on the other hand, she stated that 'culture are fundamentally heterogeneous and changing ... and are a constant site of struggle for recognition and legitimating.

Stereotyping interprets the static situation of culture while culture is namely dynamic.

1.5.3. The Impact of Cultural Shock

The cultural shock is considered as a reaction, rejection or even the revolt against the new culture (ibid). Therefore, understanding the cultural shock is important element in teaching EFL culture. Students are culturally shocked because they are exposed to the culture which is totally different from their own (ibid). Thus, Problems such as different beliefs, generation gap, political systems, and technology gap affect on learning English. Obviously, teachers should help learners to break through this cultural barrier by understanding the importance of culture interaction and open-mindedness.

1.5.4. Prejudices

The main raison of prejudices is the absence of awareness and information about the target culture. (Klarke,1997) define it as ‘ aversion fuelled by ignorance, and although this is not the terminology used by Krashen, it is clearly cognate with those negative feeling on the part of learners toward a target language / culture which trigger, in Krashen’s model of second language performance, the raising of the effective filter and the consequent hindering of language learning / acquisition’ . Prejudice is a kind of stereotyping, and it may lead misunderstanding of the target culture. In classroom, teachers should help learners to be more open-mindedness, and they have to teach them to accept the people of target group as they are.

1.5.5. Misunderstanding

Cultural misunderstanding generally refers to lack of understanding the target culture in written or oral record. The main raison is the cultural differentiation between one’s own culture and the foreign culture. Thus, learners should aware the different aspects of culture and they have to understand social context of the target group to perform their speech acts.

(Anderson, 2002, p. 90) highlights this fact when he points out that ‘intercultural interactions are always problematic. Linguistic barriers in many intercultural interactions are compounded by differences in non verbal behaviour’. From this point of view, we can deduce that the linguistic awareness of the target culture is not sufficient, understanding the non verbal behaviour is obviously the main factor to integrate the target group.

1.5.6. Cultural awareness

Cultural awareness refers to the fact that the people are not from the same cultural background. As a matter of fact, people have various beliefs, ways of life, values, political opinions, briefly, and they have different opinions about life. Henceforth, learners should aware these differences and break through the cultural barriers by understanding the beliefs, attitudes, way of life of the target group. They have also to look outside of their own culture and environment. Moreover, (Tomalin and Stempleski,1993,p.5) view the cultural awareness as ‘sensitivity to the impact of culturally induced behaviour on language use and communication’, that is to say , the awareness of cultural behaviour is necessary in language use and interactions between individuals , simply , people should aware the target culture to understand the real context of English language .

1.5.7. Cultural Tolerance

(Byram, 1990, p. 23) as cited in Choudhury (2014) defined the cultural tolerance as ‘Language is inseparable from culture. Thus, as learners learn about language, they learn about culture and as they learn to use a new language, they learn to communicate with other individuals from a new culture ... one of the aims of cultural studies; teaching should produce changes of attitudes in pupils toward other cultures’.,

Obviously, learning of language and culture are parallel, students should learn not only the linguistic aspects of foreign languages but also the cultural aspects and non-linguistic context of the target group. Furthermore, the use of new culture among individuals in their

interactions will change effectively their attitude toward foreign group, this change appears namely on their view and stereotype of the target culture. In short, cultural tolerance is namely the changing of pupils' view toward the target group.

1.5.8. Cultural Understanding

Cultural understanding is the main goal of learning culture and teachers should use the appropriate authentic materials to present the culture of target language. Understanding foreign culture for EFL classes is mainly based on the use of foreign language within its culture.

Obviously, interaction between learners develops their cultural awareness and helps them to improve their understanding according to the rules of the target group. Besides, learners will be able through understanding the foreign culture, to know the different patterns of the foreign language and use them into appropriate context.

1.6. Language and Culture: Why should culture be taught?

The role of foreign culture in teaching languages is a crucial. Therefore, teaching of culture should be part of the English language curriculum. As a matter of fact, language is social phenomenon, and certainly, language cannot exist in vacuum. Consequently, teaching English must include the EFL culture.

Duranti (1997, p. 28, 29) points out that: 'To be part of culture means to share the propositional knowledge and the rules of inference necessary to understand whether certain propositions are true (given certain premises). To the propositional knowledge, one might add the procedural knowledge to carry out tasks such as cooking, weaving, farming, fishing, giving a formal speech, answering the phone, asking for favour, writing a letter for a job application'. That is to say, linguistic aspects of teaching languages is not sufficient, and to perform correctly the acts, learner must be a part of that culture; Duranti(1997) called the propositional knowledge and rules affects in integrating with

target group . Furthermore , Buttjes,(1990) findings about teaching culture and the roles of teachers in foreign classroom learners are certainly evident, Buttjes (1990,p. 55,56) notes ‘ language teachers need to go beyond monitoring linguistic production in classroom and become aware of complex and numerous process of intercultural mediation that any foreign language learning undergoes’. In brief, Buttjes (1990) argued that the role of teachers is important in order to introduce the foreign culture .Therefore; the main objective of teaching languages according to this point of view is to go beyond the limits of linguistic structure of the target language and focus also on the other non-linguistic elements which include the cultural aspect of language. Moreover, interaction through communication helps learners to aware the cultural environment of the target language. Thus, the main objective of communication is not only to determine who talks to whom and to identify the role of each participant in the discourse, but communication is used to understand in which way the foreign users encode messages. Furthermore, pragmatically, the main function of communication is to determine the real and hiding meaning according to the target culture usage. In fact, teaching foreign culture is based namely on language use through communication and dialogue.

In addition, (Duranti,1997,p. 24) defines culture as ‘ something learned, transmitted, passed down from one generation to the next, through human actions, often in the form of face-to-face interaction, and, of course, through linguistic communication’ . Here, Duranti (1997) , clearly, determines the role of communication in culture, without communication it is difficult to encode the messages of foreign languages, thus , teachers should , take into account when they teach foreign language, the practical usage through interaction and communication, cultural awareness certainly takes place .

1.7. The role of culture into EFL classroom

Some practical considerations

In teaching EFL, the essential matter that may be raised is how to incorporate the foreign culture teaching into foreign language curriculum and syllabus design, teachers in this field play an important role; they have to take into consideration in their task the interest of students in the target culture in order to establish it in the foreign language classroom 'not so much as a place where the language is taught, but as one where opportunities for learning of various kinds are provided through the interactions that take place between participants' (Ellis, 1992, p. 171, as cited in Kramsch, 1993, p. 245). That is, interaction between participants helps learners to practise the language and the language use according to the norms of target group. It is evident, on the other hand, that educators should take into consideration the importance of foreign culture to raise their student's awareness of their own culture, in order to provide them with the metalanguage aspect and to cultivate them for understanding the foreign culture (Straub, 1999). In this way, students will avoid the cultural shock and misunderstanding when they expose to the different elements of the target group.

Furthermore, teachers can allow various practical activities to teach foreign culture, (Tomalin and Stempleski, 1993, p. 16) introduce some insightful activities, for example, teacher divides the class into groups of three or four and have them draw up the lists of characteristics and traits that supposedly distinguish the home and the target cultures. According to Tomalin and Stempleski (1993) students can produce the following kind of lists: - music - race - crafts - national origin

- Geography - architecture - clothing - customs - arts and food.

Thus, teachers identify easily the variations and similarities between their own culture and the culture of the target group.

1.8. The role of culture in teaching English as a Foreign Language (EFL)

Language is means of communication. We need language in order to express our needs, feelings, thoughts etc. Moreover, language can be defined as verbal, physical, biologically innate (Choudhury, 2014, p.01). Culture on the other hand is considered as the way of life of particular group of people. It includes religion, habits, arts, literature and language. Thus, language is a part of culture, in other words, culture finds its expression in language (ibid).

1.8.1. Teachability of EFL culture

It is obvious that English language is considered as the most widely spoken language. Historically, the colonization period and the economic and political power of United States are the mains raisons of its spread. Consequently, people around the world continue to learn English and its culture in order to satisfy their different needs.

As a matter of fact, researchers such as (Byram, 1990; Kachru, 1985; Kramsch, 1996 and Mckay, 2003) have different opinions about the useful of EFL culture in teaching English language. Henceforth, there are four views regarding the matter. The first view introduced by (Byram, 1990) stated that target language culture should be taught along with English to acculturate language learners into the cultures of English speaking countries. (Byram, 1990 as cited in Choudhury, p.2). It is clear that teaching of EFL culture is a crucial because learners need to aware the non-linguistic aspects of language in order to enrich their knowledge.

The second view stated that there should not be any teaching of the ‘target language culture’ together with English in the countries where English is institutionalized variety (Kachru, 1985, 1986 and Nelson 1996 as cited in Choudhury, p.2). That is, English is taught independently from its culture. It is argued that teaching English in isolation without

the cultural background limits the awareness of learners about the environment of the language.

The other views considered English as '*lingua franca*' and it should be taught in a culture free context (Alptekin, 2005 as cited in Choudhury, p.2).

It is evident that EFL culture helps learners of English to improve their linguistic knowledge. However, there is controversy in teaching EFL as a local culture or in culture free context.

1.8.2 The influence of Culture on Vocabulary

Culture and vocabulary are the most important components of language. It is obvious that the cultural differences impact on vocabulary knowledge and the meaning of vocabulary reflects the cultural aspects of any language. Furthermore, (Choudhury,2014,p. 4) stated the following example : Take a colour as an example; in Chinese, white, denoting a colour, often associates with 'pure, noble and moral goodness' and the bride is dressed in white during the wedding in most western countries. In China the bride must wear red in the traditional wedding, definitely not white. Because red means 'happiness, good luck, flourishing and prosperous' in the future and people only wear white in funerals when one's family member or relative is dead. White in China is associated with 'pale, weak and without vitality.

According to this example we can deduce that the cultural differences affect vocabulary usage and the type of vocabulary reflects the local culture.

Conclusion

It is obvious from the above discussion that EFL culture and language are interwoven. Thus, it is important to take into account the cultural aspects in teaching English as foreign language. The techniques and methods of teaching culture are crucial in order to help students to acquire both language and its culture. In EFL classroom, students are invited to

The Importance of EFL Culture in Language Teaching

learn English associated with its culture in order to aware not only the linguistic items of language but also the non-linguistic items which include the cultural background. Both teachers and learners should keep in minds the crucial role of EFL culture to improve their awareness especially the vocabulary knowledge.

Chapter Two

An Overview on Vocabulary Knowledge

Introduction

Vocabulary acquisition is increasingly viewed as a crucial to language acquisition (Uberman, 1998, p. 20). It is evident that researchers focus constantly on the most appropriate ways in acquiring new vocabulary items, therefore, how to teach vocabulary is still the matter for all teachers of English who wish to develop their classroom skills in this crucial area. The current chapter reviews the essential elements of vocabulary; the concept of vocabulary, teaching vocabulary and teacher's difficulties, the main strategies of teaching vocabulary, some consideration will also be given to the main criteria in selecting vocabulary in classroom. Finally, we trace an overview to the role of foreign English culture as strategy in teaching vocabulary.

2.1. Definition of Vocabulary

Broadly defined, vocabulary is the knowledge of words including explanations of word meaning. Briefly, a word is described as a sound or a combination of sounds or its representation in writing or printing that symbolize or communicates a meaning. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency (Schmitt 2000, p. 05).

All these properties are known as 'word knowledge'. York (1999) defines it as 'all the words that are used by a person or group of persons'. That is, the main element of vocabulary is the 'word' in use. Another definition views that vocabulary can refer to idioms, Richards, Schmidt, (Kendrichs and Kim 2002,p. 580) regard vocabulary as ' a set of lexemes, including singles words; compound words and idioms'.

On the other hand, English as international language is an important domain in teaching foreign languages. Thus, the importance of English is recognized by more and

more Algerian people and learners. As a matter of fact, vocabulary is a crucial module in English language acquisition.

Moreover, vocabulary is not only the process of acquiring new words, (Ying He , 2010 p. 01) argued that ‘in the process of vocabulary learning it is essential not only to know the meaning of particular word, but all the aspects of word .

2.2. Vocabulary , Lexis and Grammar

It is clear that there is difference between two main items: vocabulary and lexis. (Thornbury, 2002, p. 06) mentions the term ‘lexeme’ which he defines it as ‘a word or group of words that function as a single meaning unit’. Scrivener (2005) argued that the term vocabulary refers mainly to single words and sometimes to linked two or three words combination; whereas the term lexis is bigger, it refers to the traditional single word vocabulary items, coming going together patterns of words and longer combination of words that are typically used together. That is to say, vocabulary refers to the subset of words that are used in a specific context, and familiar to the person e.g. I have to enrich my vocabulary, the vocabulary of this book etc. Thornbury (2002)

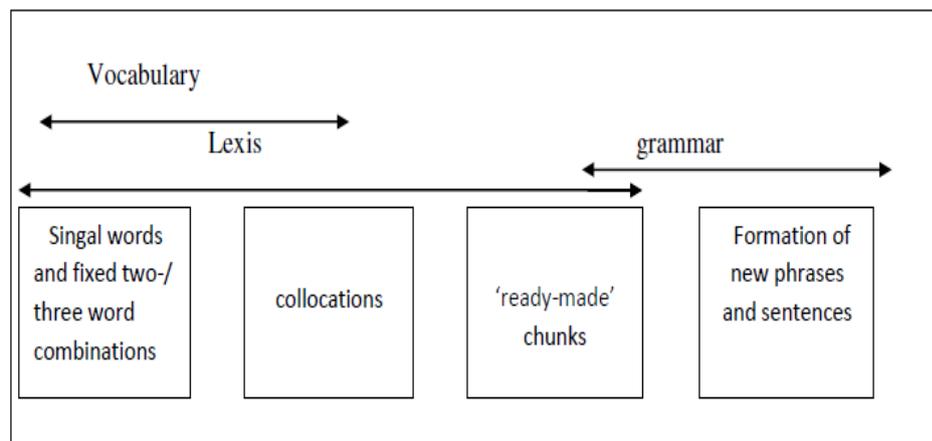


Figure 1: Co-relation between Vocabulary, lexis and grammar (Scrivener, 2005, p. 228)

2.3. The Lexical System of English Language

Vocabulary plays a crucial role in English language acquisition, especially for learners of EFL. To ensure the good acquisition of vocabulary, learners of English have to look at two main aspects of the meaning; the first aspect is denotative and connotative meaning and the second is relation among meanings, Hedge (2000).

2.3.1. Denotative and connotative meaning

According to Hedge (2000) there are two types of vocabulary meaning:

a- Denotative or referential meaning

This means that one word has a reference to:

An object, action or event in the physical world (Hedge, 2000, p. 112) i.e. pen, sea, house.

That is to say, the denotative meaning refers to the literal meaning of words

b- Connotative meaning

This term relates to attitudes or emotions of a language user in choosing a word and the influence of these on the listener or reader's interpretation of the word. It derives from a mix of cultural, political, social and historical sources as in wise, ambition, fun (ibid, p.112).

Accordingly, to understand the connotative meaning of words, the listener or the reader should aware contextual use of these items.

2.3.2. Meaning Relation among Words

These relations are divided in two axes: Hedge (2000)

a- The horizontal axis represents syntagmatic relation

Syntagmatic relations are those relations between items in sentences, words which co-occur with high frequency; it refers to 'collocations' (Hedge, 2000, p. 114). While Schmitt (2000, p. 76) claimed that 'collocation refers to the tendency of two or more words to co-occur in discourse. Moreover, McCarthy (1990, p. 12) stated that 'collocation is a marriage

contract between words and some words are more firmly married to each other than others'. In other words, words can co-occur with each other in some places and cannot occur in other places.

b- The vertical axis represents paradigmatic relation

It is the complex relation that exists between items in the whole lexical system, it includes: synonymy, antonym, hyponymy.

2.3.3. Other Factors That Affects Vocabulary Learning

There are many other factors that affects learners' vocabulary acquisition, such as the nature of syllabus design in order to know how and when of presenting the vocabulary course, the appropriate method adapted by teachers to teach vocabulary, and also the appropriate use of authentic material plays a crucial role in vocabulary acquisition. On the other hand, to facilitate the acquisition of vocabulary, students must be aware the following factors (McCarthy, 1990):

- a) **Polysemy:** most words of English have more than one meaning. (ibid)
- b) **Frequency:** A list from the Corpus of the most frequently use words can give us a lot of interesting information about the spoken language (McCarthy, 2007, p. 4)
- c) **Spelling:** The ability to encode words during writing or reading.(ibid)

2. 4. Word Meaning Theory

It is clear that there are difficulties in learning the meaning of words, thus student may face the ambiguity when he exposes to some words in some contexts. Aitcheson (2003) states that there are two main arguments about word meaning assumption: *The fixed meaning assumption and the fuzzy meaning assumption*, the fixed meaning assumption claims that for every word there exist a basic meaning, and when learners acquire the basic meaning of a word, the core of the word is acquired. Unlike the fixed meaning viewpoint,

the fuzzy meaning viewpoint argues that a word cannot have a fixed meaning. (Aitchinson, 2003, p. 41, 53, as cited in Ying He)

A word has a fuzzy meaning, means that a word may have different meanings in different contexts e.g. *skinny* in dictionary means ‘very thin’ when describing beauty’s skin body, however, it also means ‘son thin as to be unhealthy or unattractive’ when describing a starving old man (Scmitt,2000,p. 31 as cited in Ying He)

2.5. Types of Vocabulary

(Pikulski and Templrton, 2004, p. 01) stated four types of vocabulary.

-Receptive Vocabulary.

-Expressive Vocabulary.

-Literate / Written Vocabulary.

-Meaning / and Vocabulary.

Receptive vocabulary refers namely to listening and reading vocabulary, students acquire vocabulary and lexis through listening the language and reading; in other words, they will understand the meaning of words when they listen or read to a speech. Expressive vocabulary focuses on the use of words especially in speaking or writing, oral vocabulary ‘Listening comprehension’ words are understood when students use them through conversation to enrich their vocabulary. As a matter of fact, for students who study foreign languages, their meaning vocabulary (oral vocabulary) are larger than their literal vocabulary. Literal vocabulary or written vocabulary refers to the words that are used by learners when they write (Piculski et al, 2004).

The four types of acquiring vocabulary are fruitful and help learners to enrich and improve their English.

2.6. Sources of Vocabulary

There are many sources of acquiring vocabulary and lexis which include namely: books, teachers, student's interactions, textbooks and dictionaries.

Vocabulary books as Thornburg (2002, p. 44, 45) defines 'they are often thematically organized and usually a focus on word formation or compounding'. On the other hand, the role of teacher as (ibid,p. 49) claimed that ' the teacher is highly productive source of vocabulary input' that is to say, teacher play an important role in foreign language classroom, thus, learners can acquire and enrich their lexis through the interactions with teachers.

Learners also can improve their vocabulary when they interact and communicate with other learners inside or outside classroom. Moreover, some people consider that dictionary is both tool and source, it is clear that dictionary is an important tool in helping students to define words and enrich their vocabulary. Finally, the most important source of vocabulary is in fact *the reading*, reading books and texts help learners to enrich their vocabulary in English language.

2.7. Vocabulary Importance

According to Schmitt (2000) vocabulary is an important element to communicative competence and to acquire the second language. That is to say, vocabulary is viewed as an essential objective for second language learners. The lack of vocabulary in second language leads students to communicative failure. The importance of vocabulary is demonstrated in the need of students to understand and communicate the second language in and outside the classroom.

The importance of vocabulary in communication as (McCarthy, 1990, p. 08) stated is:

‘It is experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of a foreign language are mastered, without words to express a wide range of meaning, communication in a foreign language just cannot happen in any meaningful way.’

That is to say, teachers have to take into account the importance of the course of vocabulary. In other words, without vocabulary students cannot successfully interact with others by the foreign language. Regardless how well learners master the grammar and vocabulary still the essential element in communication and speaking.

Hedge (2000,p. 110) claimed that ‘ the neglect of vocabulary is also surprising in view of the fact that errors of vocabulary are potentially more misleading those of grammar’ that is, vocabulary is important tool to teach English as foreign language.

In addition, according to (Grauberg, 1997, p. 15 as cited in Rohmatillah) the process of learning vocabulary involves four stages :

a- Discrimination

It is considered as the basic step. It is based on the ability to distinguish sounds, letters from those next to them and from the sounds and letters of similar words in listening or reading. This stage helps learners to identify new vocabulary, thus the main source of vocabulary errors is the failure to discriminate. (Grauberg, 1997)

b- Understanding meaning

It consists of explaining the meaning of foreign word or phrase. There are several techniques to understand the meaning of word; the word can be related to its referent by direct association or by the equivalent word in English. (Ibid)

c- Remembering

Remembering is considered as essential step after introducing and explaining. When learners have found out the meaning of word there are obliged to use it in different contexts in order to remember it again. (ibid)

d- Consolidation and extension of meaning

This stage consist the presentation of words by using them in speaking and writing. The process is to manipulate the meaning of word in order to consolidate it and the word will integrate into the learner's personal stock of words. The main importance of this step consists in the ability of learner to use foreign words as the words he uses in his native language (Ibid).

As a matter of fact, the four stages introduced by Grauberg of learning vocabulary are essential because vocabulary is namely the association of symbols and meaning. Thus, the four above stages argue that learning of the different aspects of a word are very important.

2.8. Academic Vocabulary

The term academic vocabulary is difficult to define, the primary meaning that we can deduce according to its name is all words which introduce in the academic context or the vocabulary for academic purposes.

Martin (1976) classified academic vocabulary into **a) research process b) vocabulary analysis** and **c) vocabulary evaluation**. As cited in Nadarajan 2007.

That is, according to Martin, vocabulary is a process of research the meaning of academic words, and the systematic analysis and evaluation of words.

On the other hand, as (Nadarajan,2007,p. 88) stated “since the academic vocabulary is useful for both speaking and writing, learners would need the opportunity to use it in meaning focused academic context”. That is to say, the use of academic vocabulary is

necessary in academic context, it helps to use correctly the language for academic purposes.

Nadarajan (2001) argues in the same context that ‘productive use of academic vocabulary is important component of academic successes (ibid). In other words, the learner should acquire the academic words in order to use successfully the English language.

2.8.1. Content of Academic Vocabulary

According to (Nation, 2001 as cited in Natarajan) when learners have mastered the 2000-30000 words of general usefulness in English, it would be wise to direct vocabulary learning to academic vocabulary. According to this point of view, the maximum number words that must be acquired by learners is about 2000 usefulness English words to access to the academic learning of vocabulary.

On the other hand, (Anderson, 1980, p. 01) replaced the word ‘academic vocabulary’ by ‘sub- technical vocabulary’. According to him knowing the meaning of word is the main element especially in reading comprehension.

2.8.2. Context of Word Use

What is the context of word use? According to (Dash, 2005, p. 22) the term context refers to an immediate linguistic environment (rarely detached or isolated) in which a particular word occurs. That is, the context is the actual use of the word, according to this point of view; it is difficult to understand the meaning of word without knowing its context.

(Dash, 2005) argued that the difficulties about identifying the information relevant to the meaning of word from its content, lead us to take into consideration the whole topic in order to know the relevant meaning of words.

Thus, Miller and Leacock, 2000 as cited in Dash, have classified context into two types: **a) local context, and b) topical context.** The local context refers to one or two words immediately before or after the key word (KW) under investigation. The topical context refers to the topic of the text when the (KW) has been used.

On the other hand, (Dash, 2005) as a reaction to Miller et al theory, introduced four types of context which are:

- Local Context**
- Sentential Context**
- Topical Context, and**
- Global Context**

The local context refers to the immediate circle of the (KW), the sentential context refers to next circle immediately beyond the local context. The topical context refers to the wider circle beyond the sentence level, while the global context refers to the world at large (Dash, 2005, p. 22). The four types of word context are important in order to identify clearly the meaning of the key word.

In addition, these four types cited by Dash (figure 2) will help student to deal with the correct meaning of word and will effectively reduce the systematic errors.

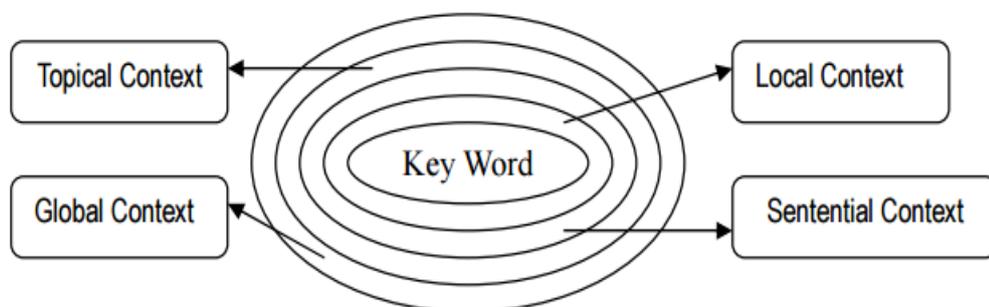


Figure 2: Conceptual layering of contexts of a word in a piece of text.

(Dash, 2005, p. 22)

2.9. Vocabulary Difficulties

In learning vocabulary, student may face some difficulties. Vocabulary is important and complex aspect of English as a foreign language. Thus, learners should focus on the most common and frequent vocabulary, and then they will enhance their vocabulary difficulties in four skills, reading, listening, writing and speaking.

The role of vocabulary knowledge in reading is very important. The learn ability affects also positively in enriching the vocabulary of readers. However, learners may face some difficulties in reading; (McCarthy, 1988, p. 98) stated that ‘vocabulary difficulties is estimated in various ways; the most usual are word frequency and/or familiarity and word length’. That is to say, the main problems of understanding the new words in reading texts are the frequency of words and unfamiliar words.

Furthermore, McCarthy (1988, p. 99) argued that ‘the effect of putting difficult vocabulary in important part of the text was not clear, but seemed to result in general drop in comprehension over the whole text’, that is, the place of the difficult word in the text plays an important role in the comprehension of the whole text, learner may face difficulties if the key word is unfamiliar and put in the essential part of the text.

2.10. Techniques in Teaching Vocabulary

Teachers of English language used several techniques in presenting meaning and form of vocabulary. However, teachers remember few things when they want to present new words to their learners. Techniques employed by teachers depend on some factors, such as the context, time, availability and its value for the learners (Takac, 2008 as cited in Alqahtani).

Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

a- Using Objects

This technique includes the use of realia, visual aids, and demonstration. They help student to remember words better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. (ibid)

As a matter of fact, the use of objects in teaching vocabulary is useful and important because of the nature of our memory.

b- Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts. If they are made with cards covered in plastic, they can help young learners easily understand and realize the main points that they have learned in classroom. (Brewster et al, 1992 as cited in Alqahtani)

In fact, this technique is helpful especially for young learners. Teachable cards help them psychologically to remember and remind words.

c-Using Illustration and pictures

Using pictures and illustrations help learners to control the prior knowledge and increase their vocabulary. Many words can be introduced by using pictures. They are very crucial means to make the unknown words very clear. Thus, there are many sources for teaching vocabulary through pictures; they are sets of colorful pictures, pictures cut out of newspapers and magazines. (ibid)

It is clear that pictures and illustrations in teaching vocabulary are very useful. They are, obviously, crucial tool to enrich and improve the vocabulary of learners.

d- Contrast

Teachers use the opposite word to explain another one; it is very easy and fruitful method to explain difficult vocabulary. For instance, the word 'good' contrasted with the word 'bad'. Furthermore, the verb 'contrast' means to show a difference; like photos that reveal how much weight someone lost by contrasting the 'before' and 'after' shots.

Moreover, learning about synonyms is also important, bilingual and mono-lingual dictionaries are useful tools in helping learners to improve their vocabulary. (ibid)

Contrast method is also important and fruitful in learning and improving learners' vocabulary. Thus, students should use dictionaries in order to enhance their knowledge.

e-Enumeration

An enumeration is a collection of items that is complete, ordered listing of all the items in the collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually; we can say 'clothes' and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc, and then the meaning of the word 'clothes' will become clear.(ibid)

This technique is useful, it may help learners to know further information about the word and improve the sense of intelligence of learners.

f- Mime, Expressions and Gestures

Klipper (1994) as cited in Alqahtani, (p. 28) implies that 'mime or gestures is useful if it emphasizes the importance of gestures and facial expression in communication.' That is, teacher should take into account the importance and the significance of gesture he want to explain difficult words.

Klipper (1994) as cited in Alqahtani, argued that gestures can not only be used to indicate the meaning of difficult words in the written text, but we can use gestures also in speaking activity or in communication. In addition, many words can be introduced through

mime, expressions or gesture. For example adjectives like ‘sad’ and ‘happy’.(Alqahtani, 2015, p. 28)

Gesture and mime are the most useful technique to explain unknown vocabulary, especially in primary school, teachers use often gestures in order to facilitate the language.

g- Guessing From Context

Nation & Coady (1988) claim that there are two types of context. The first type is the context within the text, which includes morphological, semantic and syntactic information in specific text, while the second one is the background knowledge of the reader has about the subject being read.

Williams (1985) as cited in Alqahtani, agrees with Nation and Coady in considering the specific context as ‘the other words and sentences that surround that word ...it follows that other words in the context of the unfamiliar word often ‘ throw light on’ its meaning.

According to this concept, the context plays an important role in helping student to identify the meaning of unknown word through the other familiar words in a specific context. Obviously, learners should manipulate the whole context in order to understand some difficult words and expressions.

h- Eliciting

This technique consists of giving pupils a list of words to learn them. (ibid, p. 29)

It seems that the technique is motivating and it helps learners to memorize many vocabulary items.

i- Translation

According to Thornbury, (2002) as cited in (Alqahtani, p. 29), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary.

It is clear that translation is an effective technique to facilitate and explain unknown vocabulary from the target language to the mother tongue. However, the wrong translation especially when learners want to translate sentences may lead them to make semantic errors.

2.11. Schmitt's Vocabulary Strategies

Vocabulary learning strategies (VLSs) are techniques used by teachers and learners to enhance the English vocabulary. Thus, researchers have introduced different strategies from various dimensions. The main learning vocabulary strategies have been introduced by Schmitt (1997).

He stated two main groups of strategies:

- 1- Discovery strategies:** Strategies that are used by learners to discover learning of words.
- 2- Consolidation strategies:** A word is consolidated once it has been encountered.

In addition, Schmitt (1997) classified vocabulary learning strategies into five sub-categories:

a-Determination strategies: They are individual learning strategies.

b-Social strategies: They are, learners learn new words through interaction with others.

c- Memory strategies: They are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.

d-Cognitive strategies: They are strategies that do not engage learners in mental processing but it more mechanical means.

e- Meta-cognitive strategies:

They are strategies related to the process involved in monitoring, decision-making and evaluation of one's progress.

As a matter of fact, Schmitt's five major strategies in ESL/EFL are important for both teachers and learners, they include different aspects for effective learning of vocabulary. Moreover, the emphasis on the environmental role in teaching/ learning vocabulary helps student to discover further ways in enriching his vocabulary.

Thus, (Schmitt, 1997) argued that the use of VLSs counts on a number of factors such as, proficiency, motivation, and culture. That is to say, the cultural environment plays an important role in acquiring vocabulary. He adds in the same context, 'this is because culture and environment can influence their exacting learning strategies.

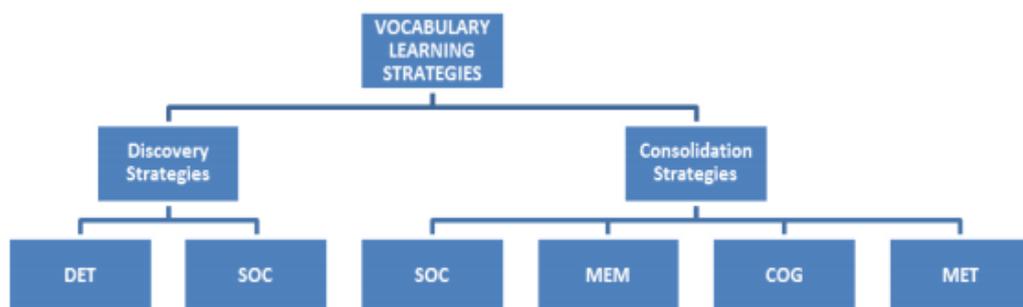


Figure 3: Schmitt's (1997) Taxonomy of Vocabulary Learning Strategies

DET: Determination Strategies; SOC: Social Strategies; MEM: Memory Strategies;
COG: Cognitive Strategies; MET: Meta-cognitive Strategies

2.12. The Main Criteria for Selection Vocabulary

Teaching vocabulary is crucial task and teachers need to choose the appropriate strategy according to different criteria. Thus, there are different dimensions to select the way of teaching new words to learners such as; usefulness, learnability and teachability.

Teachers should, therefore, take into consideration these criteria in order to select appropriately the type of vocabulary.

2.12.1. Usefulness

As a matter of fact, it is not possible for learners of EFL/ESL to acquire all the vocabulary of target language. Therefore, students should learn pragmatically the appropriate vocabulary. Thus, many factors control the type and the level of vocabulary in classroom; Richards (2001) states that there is difference between the native speakers amount of vocabulary and those of the second language learners; the native speakers are more knowledgeable. However, learners of English as foreign language need only the useful vocabulary. That is to say, teachers should select the more academic and appropriate words to facilitate the communication with their learners.

Furthermore, teachers should select the useful words; (Thornburg, 2002, p.34) defines useful words as ‘can be put in immediate context’ that is, the useful words are words which help student to communicate fluently and correctly. Therefore, usefulness of vocabulary is an important factor in teaching English as foreign language. Thus, teachers should take into account the appropriateness in order to ensure the proficiency.

2.12.2. Frequency

Frequency refers to the teaching of words that is frequently useful. Hedge (2002) points out that frequency in teaching are a crucial; it is essential criteria in designing the content of syllabus and material. Additionally, learners tend to use the most frequent word in their communicative acts. Accordingly, Thorunbury (2002) tells us it is helpful for teachers to use frequent vocabulary in order to understand/ assimilate the meaning of the target words.

To put it in a nutshell way, the frequent vocabulary is crucial for both teachers and learners; Nation (2003, p. 23) points out that teachers and learners should devote enough time for them and they can use different techniques.

2.12.3. Learnability

According to Thorunbury (2002, p. 35) “Learnable words are those words that can be easily understood”. That is, learners, in their learning process, usually encounter the so many various words that they have the ability to assimilate them and use them in their learning experience. Moreover, Thorunbury (2002) claims that the meaning of learnability is crucial part in the selection of appropriate vocabulary items in order to facilitate the task for designing and elaborating appropriate and effective syllabus.

2.12.4. Teachability

Teachability is regarded as another a crucial criteria in the introduction of vocabulary. By definition, teachability refers to being easy to be taught. Thorunbury (2002) stated that there are various techniques that can be used in the process of teaching vocabulary, such as using pictures and real objects. In addition to what is said, nouns are considered as most teachable words especially for beginner learners. To conclude, teachability is viewed by educationalists as an important step through which learners can acquire/ learn new items (vocabulary).

Both teachers and learners are in need to follow the criteria of acquiring vocabulary in order to build strong vocabulary knowledge for their students.

Conclusion

Teaching vocabulary is the most important challenge during the process of EFL learning. Vocabulary is considered as crucial to language use and the insufficient vocabulary knowledge may lead learners to various difficulties. Thus, teachers and learners should take into account the different strategies in learning vocabulary. In above discussion we have seen the most important strategies in teaching vocabulary; the focus was on Schmitt's taxonomy (1997) of various strategies to teach vocabulary and the importance of different criteria of teaching vocabulary such as frequency, teachability and learnability in the process of acquiring vocabulary. In the next chapter (The field work) we will investigate the contribution of EFL culture in improving students' vocabulary knowledge.

Chapter Three

Field Work

Findings and Discussions

Introduction

This chapter is designed to analyze the data retrieved from the sample. It aims to investigate the contribution of EFL culture in improving students' vocabulary knowledge. The main reason behind carrying out such work is to prove/ confirm the hypothesis stated in advance. In order to do so, a qualitative approach is selected. The method chosen is the descriptive method. According to Burns and Grove (2001) a descriptive design is used to identify problems in current practices with the aim to solve them (P. 248) as cited in Klopper. The fact that Students, in this study, are regarded as the independent variable, their views consequently are highly important. Henceforth, in order to gather the necessary data, as a researcher, I choose the questionnaire for both teachers and learners as a research tool because they are the most widely used for gathering information. For this reason, we have opted for two questionnaires. One (01) is handed to teachers who are hold in a very high self esteem and therefore provide us with a valuable and relevant data. (02) Students' questionnaire is designed for the third year LMD students at Biskra University to inquire data about their current situation. Due to time constraints, we were obliged to select a sample that consists of two groups to participate in this current study.

3.1. The teachers' Questionnaire

3.1.1. Description of the Teachers' Questionnaire

As far as we are concerned, the primary data gathering tool for this current investigation is the questionnaire. Teachers' questionnaire was given hand by hand and via internet mainly Yahoo in order to inquire information about teachers' knowledge and views about the Role of EFL Culture and the most appropriate teaching vocabulary strategies involved. The questionnaire, therefore, is divided into three parts. They are:

- I. Demographic information
- II. An Overview on Teaching Vocabulary
- III. Using Culture in Teaching Vocabulary

3.1.2. Aims of the Questionnaire

This questionnaire is submitted to eight (08) teachers from the English Division at Biskra University. It aims to explore and evaluate facts about the utility of EFL culture to students and its effectiveness about their impact on improving their vocabulary. Additionally, this study explores the strategies followed by teachers to accomplish their tasks.

3.1.3. The Analysis of Teachers' Questionnaire

Part One: Demographic information

Item One: Teachers' Gender

Table .1 Teachers' Gender

Gender	Number	Percentage
Male	04	50%
Female	04	50%
.Total	08	100%

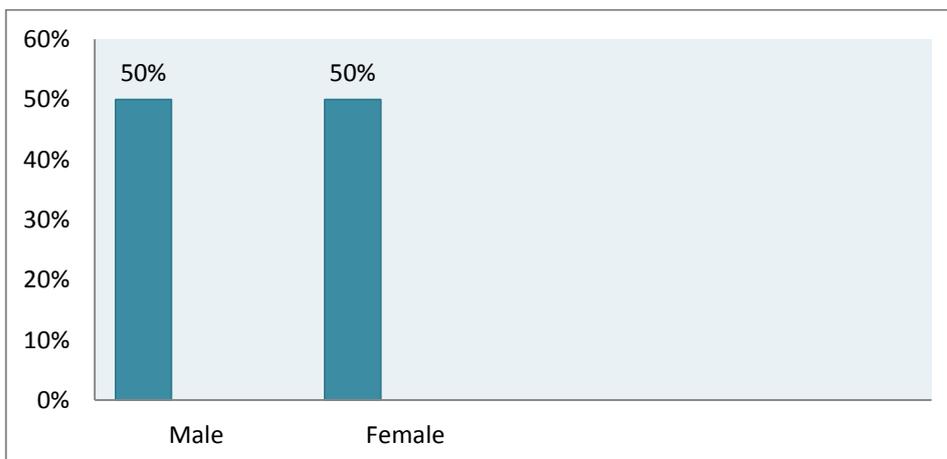


Figure 4: Teachers' Gender

Field Work: Findings and Discussions

The above table aimed to display the teachers' gender. The results show that there is an equal number between the two various genders; i.e., (50%) for males and females. An equal number of teachers in the English Division have been achieved. This, therefore, could indicate that there is a kind of progress in the number of teachers in this section which can lead to better learning.

Item Two: Teachers' Age

Table 2: Teachers' Age

Age	Number	Percentage
25- 30	01	12.5%
31- 35	03	37.5%
36- 40	03	37.5%
No answer	01	12.5%
Total Number	08	100%

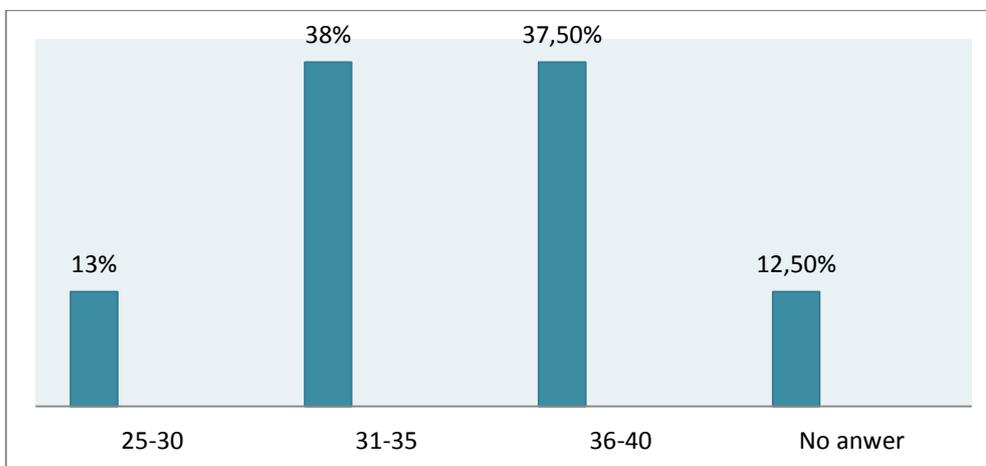


Figure 5: Teachers' Age

According to the results obtained from the above table reveal that the age of (12.50%) of the teachers is between 25- 30 years old. (37.50%) are between 31- 35 years old, and (37.50%) of the teachers age are between 36- 40. Surprisingly, one of the teachers

(12.50%) did not respond to this item. Consequently, teachers are different in terms of their ages. This can indicate that they have various experiences.

Item 3: Teaching experience

Table 3: Teaching experience

Option	Number	Percentage %
14 years	01	12.50%
12 years	01	12.50%
11 years	01	12.50%
8 years	02	25%
7 years	01	12.50%
6 years	02	25 %
Total	08	100%

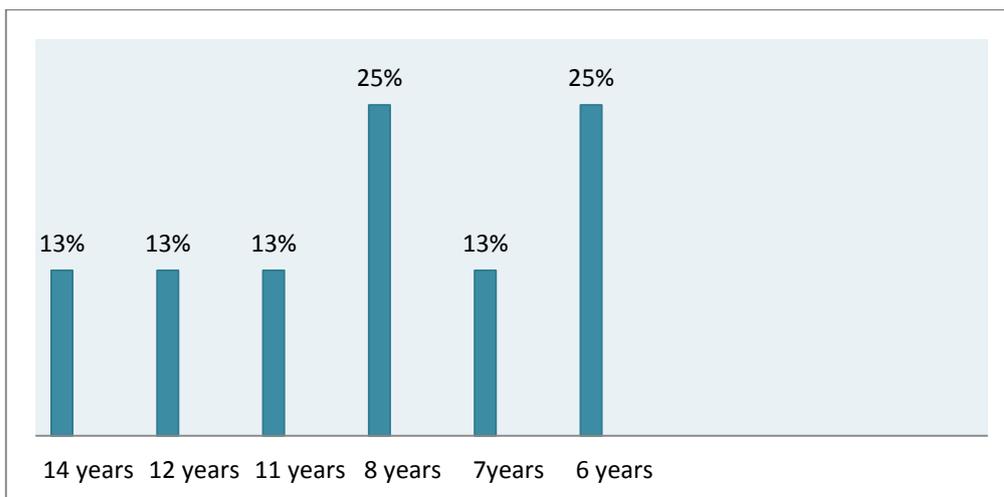


Figure 6: Teaching Experience

Teachers, here, are asked to state in numbers of how many years they have been teaching English i.e. their teaching experience. It is worthy to note that 06 of the teachers are full time teachers, whereas 02 are part- time teacher but with experience in the domain of teaching English at university. Thus, various answers were recorded. The most experienced have been teaching for 14 years (12.50%) We can notice that two teachers

(25%) have 08 years experience in the field of teaching. In addition to that, the results revealed that different teachers with different years have been obtained such as (25%) have 06 years of experience, (12.50%) have 07 years. Finally, (12.50%) is the percentage for teachers who have 11 years. We can deduce that all teachers are skilful and experienced.

Item 4: Degree Hold

Table: 4 Degree Hold

Option	Number	Percentage %
Doctorate	03	37.50%
Magister	03	37.50%
Master	01	12.50%
B- A	01	12.50%
Total Number	08	100%

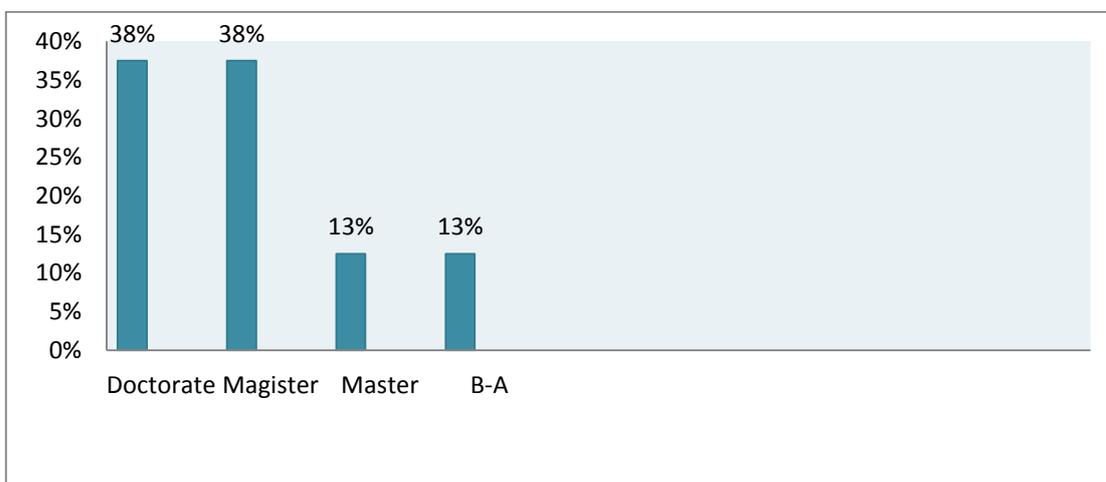


Figure 7: Degree Hold

As the above table indicates, the highest percentage is that of the teachers who have got a Doctorate and Magister (38%). Meanwhile, (13%) is for the teachers who have Master of Arts and Licence. As a result to these data obtained, we believe that this sample is representative.

Part Two: Teaching Vocabulary

In this part, the respondents are required to select the most appropriate answer by circling on one of the following: 1= usually. 2= sometimes. 3= rarely. 4= never.

Item one: Introducing Vocabulary Items to the students.

Q1. Do you introduce new words in each lesson?

Table 5: Introducing new words in each lesson

Option	Subject	Percentage %
Usually	06	75%
Sometimes	02	25%
Rarely	00	00%
Never	00	00%
Total	08	100%

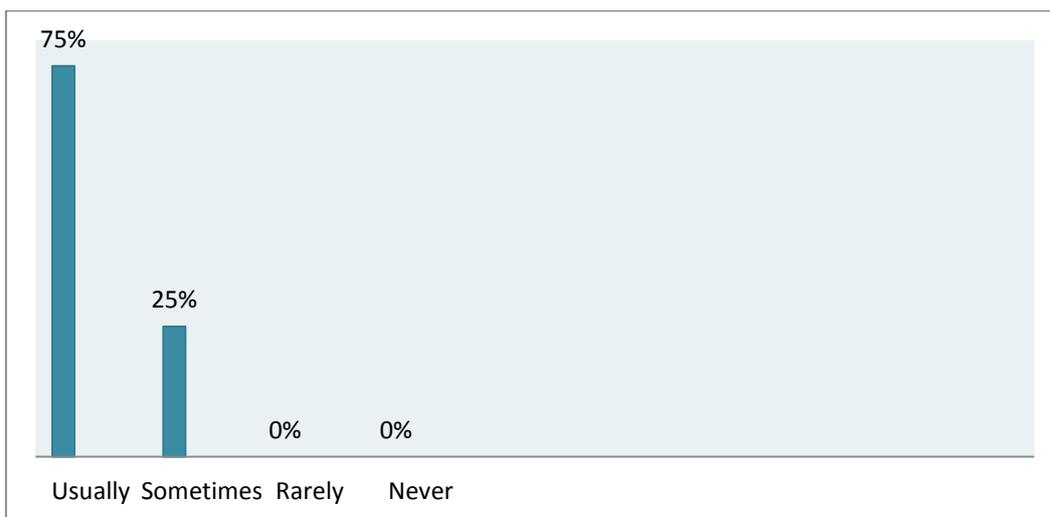


Figure 8: Introducing new words in each lesson.

This table reveals that (75%) Teachers do introduce new words in every session. Teachers believe that there is a dire need to introduce new words for their students in every lecture they present. (25% of the respondents have opted for sometimes. This result can indicate teachers' awareness about the importance of lexicon words (vocabularies) to improve and ameliorate their students' vocabulary knowledge in order to make them not only competent in the linguistic aspect of the language but also in the communicative one.

Q2. Do you use visual aids in presenting new words?

Table 6: Using visual aids in presenting new words

Option	Subject	Percentage %
Usually	01	12.50%
Sometimes	02	25%
Rarely	03	37.50%
Never	02	25 %
Total	08	100%

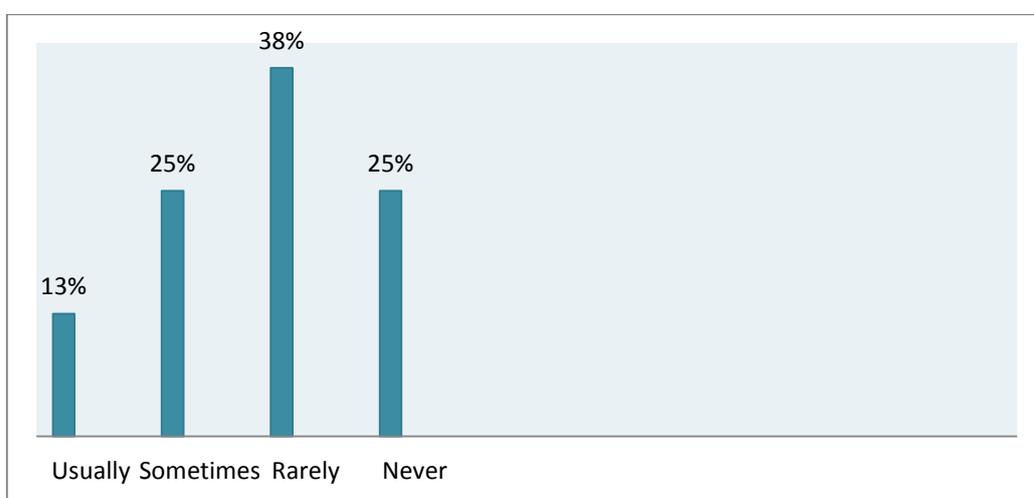


Figure 9: Using visual aids in presenting new words

The results from the first item in the questionnaire reveals that (37.50%) of sample participants show that teachers do not or rarely use visual aids in their classes. Some teachers then (25%) have opted for sometimes, a few number (12.50) preferred to choose usually. (25%) for sometimes and never. These results indicate that teachers are ready to use visual aids as teaching materials that may help them to present new words in motivating atmosphere. Thus, the enjoyment of new words (vocabularies) learning English increases because there is motivation that pushes students to learn and to do their best.

Q3. Do you define vocabulary when presenting them?

Table 7: defining vocabulary when presenting them

Option	Subject	Percentage %
Usually	03	37.50%
Sometimes	04	50%
Rarely	01	12.50%
Never	00	00%
Total	08	100%

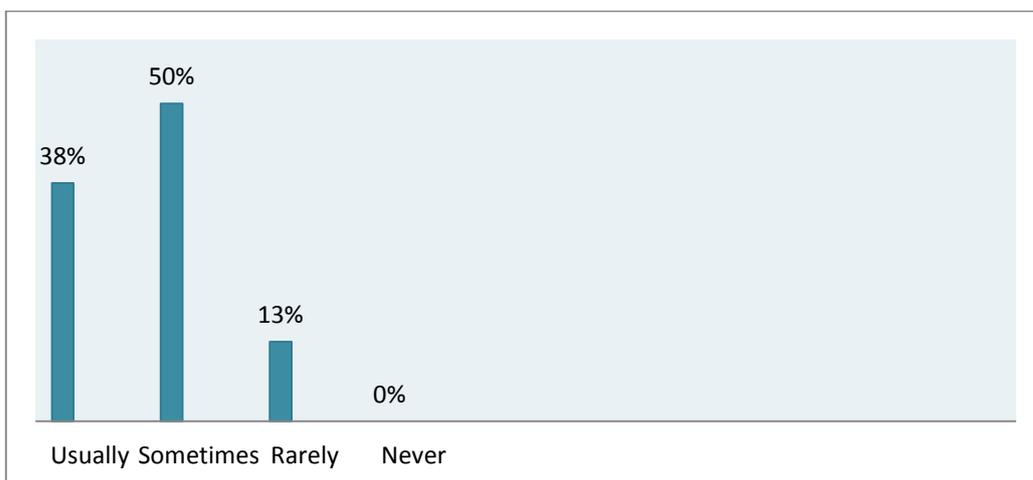


Figure 10: Defining vocabulary when presenting them.

A great majority of teachers (50%) have reacted to the item that states defining vocabularies when presenting them to the students. (37.50%) of teachers have claimed that it is usually that they define vocabularies for their learners. The table shows that only one teacher (12.50%) has answered rarely. Therefore, these results indicate that the majority of the teachers tend to define the new vocabularies when introducing them to their learners as a way of facilitating them to grasp the new learnt words

Q4. Do you provide your students with synonyms/antonyms?

Table 8: Providing students with synonyms/antonyms.

Option	Subject	Percentage %
Usually	04	50%
Sometimes	04	50%
Rarely	00	00%
Never	00	00%
Total	08	100%

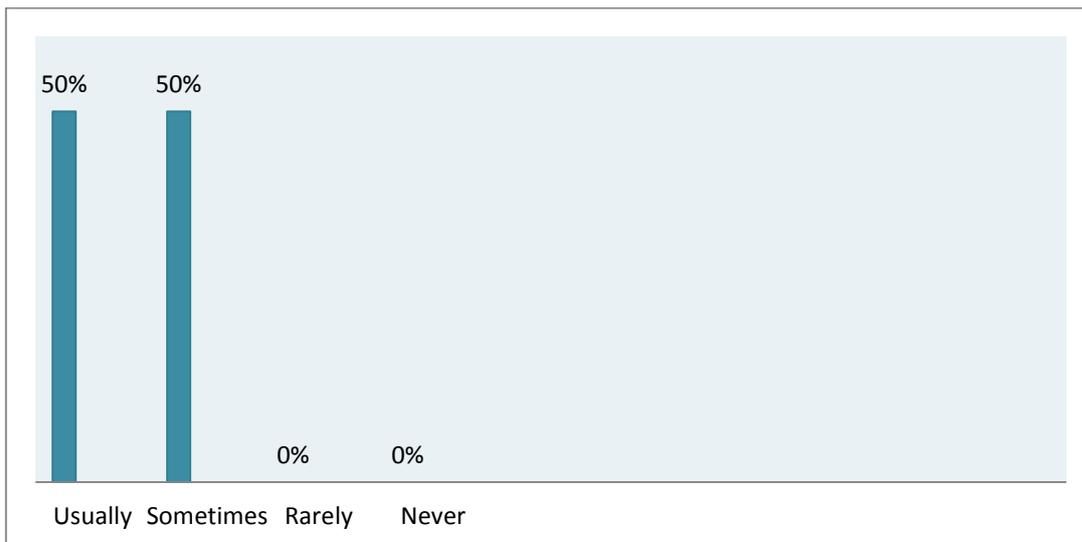


Figure 11: Providing students with synonyms/antonyms.

This item tries to identify teachers' views about providing students with synonyms and antonyms. Equal percentage (50%) in the way they teach/ present vocabularies. It, therefore, appears that providing students with synonyms and antonyms is widely used by teachers. Teachers claim that their students are able to remember the meanings of words if only they are equipped by synonyms and antonyms. For example, if students are provided by white and black, this could henceforth widen their knowledge and impact their learning process. To sum up, we believe that there is a need to create a better learning condition via helping learners to acquire and assimilate better.

Q5. Do you translate them?

Table 9: Translating them

Option	Subject	Percentage %
Usually	06	75%
Sometimes	02	25%
Rarely	00	00%
Never	00	00%
Total	08	100%

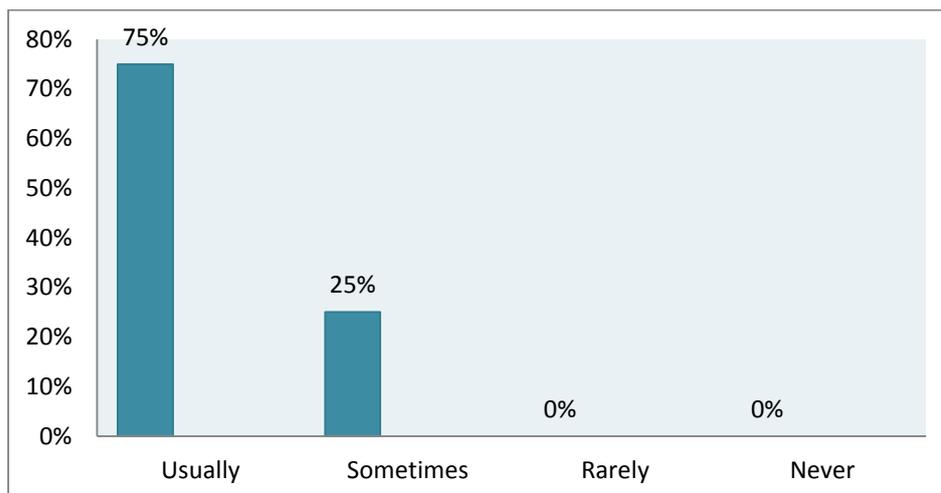


Figure12: Translating them

In case you use other strategies, would you please specify them?

There are several ways for teaching vocabularies. A great majority of teachers use translation when teaching vocabulary. Thus, they have opted for ‘usually’. Some other teachers (25%) have opted for ‘sometimes’. This indicates that English teachers do not appreciate the use of the mother tongue when it comes to teach foreign languages. In sum, teachers realize that it is important to help students to grasp vocabularies via using different strategies that would have a positive impact on the way they learn foreign languages.

Item Two: Do your students give importance to vocabulary in learning foreign language?

Table 10: the importance of vocabulary in learning foreign language

Option	subject	Percentage%
Very much	02	25%
Much	03	37.50%
Little	03	37.50%
Not at all	00	00%
Total	08	100%

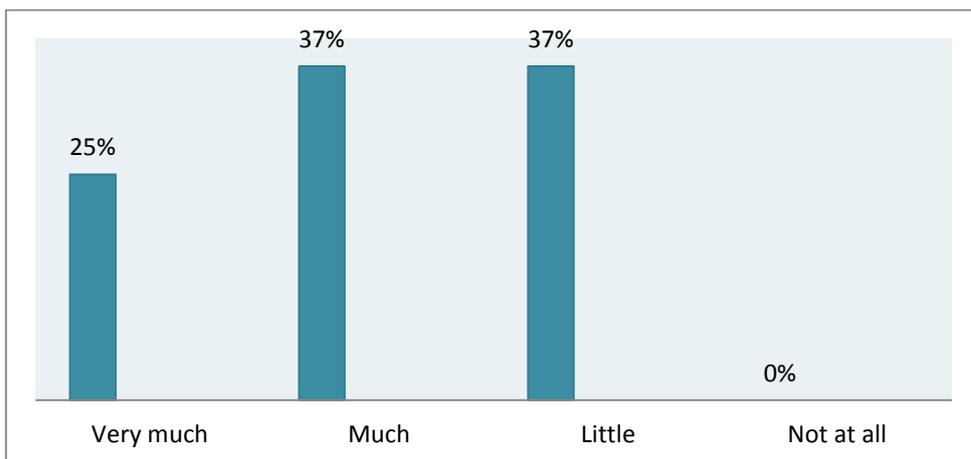


Figure 13: The importance of vocabulary in learning foreign language

This item assess whether or not students give importance to vocabulary. (37%) of the teachers have answered ‘much’ to learning vocabulary. (37.50%) show that there are learners who give a little importance to vocabulary learning. Whereas other teachers (25%) see that their students are fully aware and careful about the crucial role of vocabulary in learning foreign language. To put it in a nutshell way, learners who have the will to learn and develop their language will definitely give much more importance to the vocabulary of the language and try to enrich their minds. Some students seem that they tend to neglect vocabulary can be due to their small concern they give to language. In addition to that, it could be due to the negative attitudes they hold against their teacher.

Item Three: Do you your students encounter difficulties with the mastery of vocabulary?

Table 11: Difficulties with mastering vocabulary

option	Subject	Percentage%
Yes	08	100%
No	00	00%
Total	08	100%

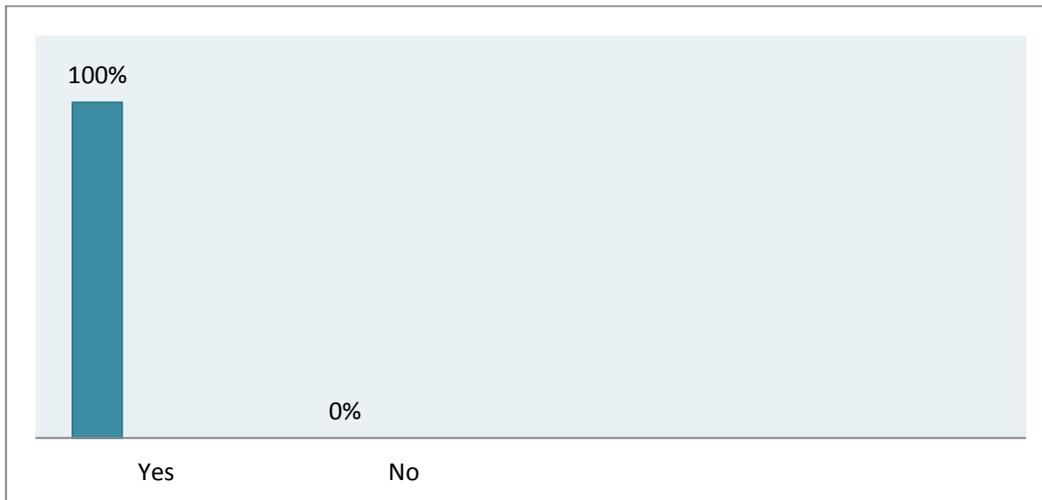


Figure 14: Difficulties with mastery of vocabulary.

The table above reveals that all teachers (100%) confirm that their learners encounter discrepancies. These difficulties are mainly due to the unfamiliarity with the foreign language and the lack of reading.

If yes, what are the major difficulties?

In addition to what has been stated before, teachers have also marked that their students encounter so many problems when comes to dealing with mastering vocabulary. To quote some of teachers have said that:

Teacher 1:

- They do not take notes.
- They do not memorize.

Teacher 2:

- They do not distinguish between their functions (a verb, a noun, adjective or adverb)
- They do not often use newly learnt items in their writing or speaking, i.e. they learn them in isolation.

Teacher 3:

- Vocabulary use and meaning.

Teacher 4:

- Especially when one word has many / different meanings according to a specific context.
- Difficulties to retain the spelling.
- Difficulties of pronunciation and stress.

Teacher 5:

- Memorizing; students pay little attention to newly thought vocabulary, hence, they forget it easily once they leave the classes.
- Pronunciation; the difficulty they encounter in pronouncing certain words persuade them to refuse learning or memorizing it.

Teacher 6:

- Lexical confusion.
- Interference (Mother tongue).
- Lack of motivation to use the target language.

Teacher 7:

- No answer.

Teacher 8:

- They are not aware of the content meaning.
- Having problems when it comes to use these vocabularies.

Item Four: how do you train your students to grasp the meaning of words?

Table 12: how do you train your students to grasp the meaning of words?

Options	Always		Sometimes		Rarely		Never		Total	
	Participant	Percentage	participant	percentage	Participant	Percentage	Participant	Percentage	Participants	Percentage
Asking teacher	02	25%	03	37%	02	25%	01	12.50	08	100%
Using Dictionary	04	50%	03	37.50%	01	12.50%	00	00%	08	100%
From the context	06	75%	02	25%	00	00%	00	00%	08	100%
Using all of them	02	33.33%	03	50%	01	16.66%	00	00%	06	99.99%

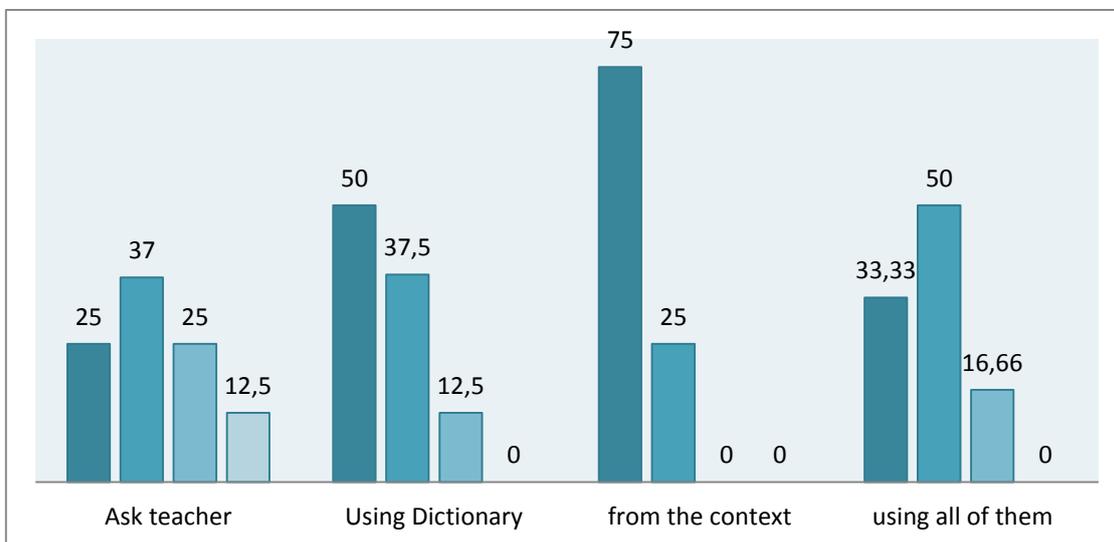


Figure 15: how do you train your students to grasp the meaning of words?

Teachers, in this item, are invited to express their views about the grasping and / or assimilating the content meaning of the new words learnt by their students. The highest percentage loaded is on teaching from the context (75%). That is, most of the teachers believe in the idea that language should not be detached from its context. The table shows

that using dictionary represent (50%). Moreover, most of the respondents show that all of them are rarely used. According to them teaching new words (vocabularies) should be represented in context. Other teachers (25%) argued that asking a teacher can be useful in expounding the meaning of words. However, some of them have explained by doing so, teachers may waste time in explaining the meaning of the new vocabularies.

Part three: Using EFL Culture in Teaching Vocabulary:

Item one: using cultural aspects in teaching vocabulary.

Table 13: Using cultural aspects in teaching vocabulary

Option	subject	Percentage%
Always	01	12.50%
Sometimes	07	87.50%
Rarely	00	00%
Never	00	00%
Total	08	100%

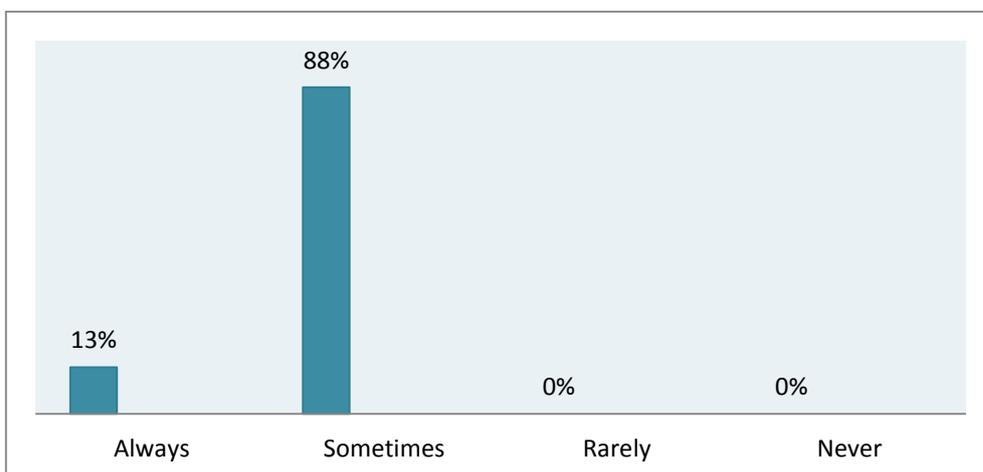


Figure 16: Using cultural aspects in teaching vocabulary.

The aim of this item is to investigate whether or not teachers help their students to learn a language via using some cultural cues in their programmes. As displayed in this table, a high proportion of teachers (87%) have answered that “sometimes” they use culture in

teaching language. One teacher (12.50) has opted for “usually”. This depends on the teachers’ way of teaching. Some teachers would prefer to teach the language in isolation without referring to the context where language is used. On the contrary, some teachers appreciate that to teach language, for example, grammar through using some videos, some short stories in order to explain better.

Item Two: Teaching language through the use of EFL culture increases Students’ Vocabulary?

Table 14: EFL culture and vocabulary

option	subject	Percentage%
Yes	08	100%
No	00	00%
Total	08	100%

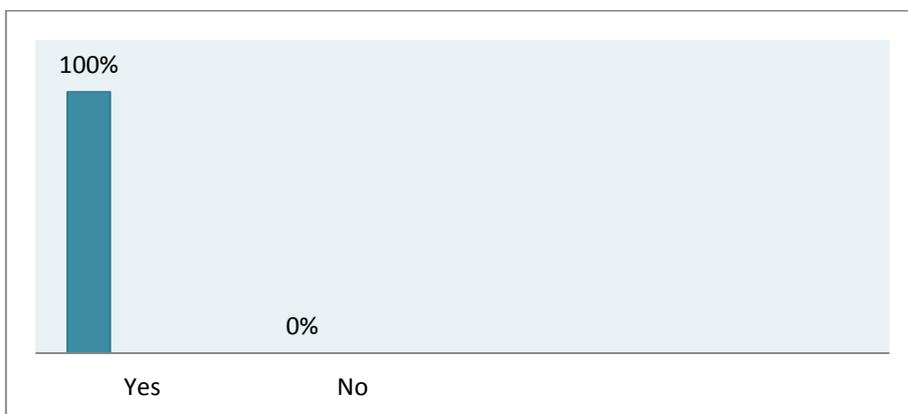


Figure 17: EFL culture and vocabulary

The above table displays that (100%) of teachers have confirmed that the idea of teaching language through the use of EFL culture increases students’ vocabulary. All of them have assured that culture is indispensable source for teaching language. Thus, to consider learners as competent in that foreign language, they have to master its culture, i.e. its history, literature, traditions and customs.

Item Three: As a teacher, teaching language through cultural aspect (such as history and civilization) can be useful and fruitful for your students?

In this question, teachers have reacted differently in the sense that some have confirmed the idea that foreign culture is an indispensable part of teaching language. It is; henceforth, very crucial in developing students' communicative competence via developing their vocabularies. To quote, some teachers said literally:

Teacher 1:

- Of course, it is so helpful to develop their vocabulary in the target language.

Teacher 2:

- 100% yes, when we give students the chance to know about the culture of the language, they study and present it in attractive manner. This will persuade them to get interest to learn and acquire new vocabulary.

Teacher 3:

- Yes very helpful because words cannot be well learnt, understood, and memorized if they are presented in isolation. Students should know how words and expressions are used in real life according to the native speakers traditions, customs, beliefs (culture) in order to achieve a good communication.

Teacher 4:

- Yes, it is useful as they come across new lexical items in a certain context.

Item Four: Using EFL culture improves students' vocabulary knowledge:

Table 15: EFL culture improves students' vocabulary knowledge.

Option	Subject	Percentage%
Yes	08	100%
No	00	00%
Total	08	100%

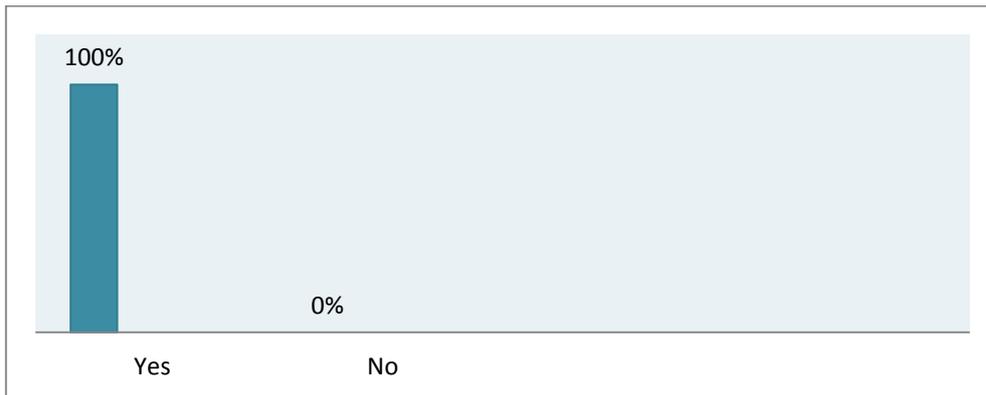


Figure 18: EFL culture improves students' vocabulary knowledge.

As shown in this table, (100%) of the teachers confirmed that EFL culture improves their student's vocabulary knowledge. This indicates that teachers give priority to the culture of the language. In sum, learning a language demands constant control from the teacher in order to avoid problems.

Item five: Teachers' comments and suggestions:

Teacher 1:

'The department of English language has already designed a module for teaching culture. 'Culture of the language', but, it did not achieve its purpose because they teach it as conference in theatres. Although, they study the culture, students still ignore many things related to the history of American/British culture. As recommendation point, you can tackle or refer to such problem in your dissertation and recommend a solution to such problem'

Teacher 2:

'Vocabulary teaching should be presented in a designed and independent course'

Teacher 3:

'It is a crucial to make students aware of the target language culture to see how language functions and how it differs/ change according to real life situations. Knowing

target language culture avoids misunderstanding, confusion and achieves effective communications.

Teacher 4:

Culture is inseparable from language; in the sense that they are interwoven. In order to teach language effectively, teachers should be aware about the crucial role as a source for teaching. The more teachers are aware of the importance of culture, the better their teaching will be.

3.2. Students' Questionnaire

As far as we are concerned, the main data gathering tool to get responses from the students is the questionnaire. Students are required to give their views about the topic of the study. Therefore, they are given a series of questions in which it evaluates their perception about the Contribution of EFL Culture in Improving Students' Vocabulary.

3.2.1. The description of the Students' Questionnaire

The students' questionnaire is divided into the following sections:

A) Section One: This section is first divided into: *Item one* is devoted to give us information about demographic information of the respondents. In the meanwhile, *item two* aims to provide us with information about learning vocabularies. Furthermore, Item three aims to provide us with information about the students' self initiation in learning vocabulary.

B) Section Two: This section seeks to provide us with data about cognitive strategies. It is, therefore, divided into items. *Item one* is about the guessing strategies, mainly the contextual guessing strategies. In addition to that, *Item two* aims to emphasize the memory strategies that are employed in learning vocabularies of the foreign language.

C) Section Three: section three consists of series of open ended questions that is targeted to gain knowledge about students' points of views about the crucial role of the EFL culture in learning vocabulary.

3.2.2. The Analysis of the Students' Questionnaire

The Aim of the Questionnaire

This questionnaire is divided to students of the 3rd year as a sample for this current study from the Department of Foreign Languages mainly the Division of English at Biskra University. This questionnaire thus aims to sort out and evaluate actual facts about the utility of the foreign culture and its implication in the third year classes and how it contributes to better learning the English language mainly the students' vocabulary.

Section One:

Item one: Demographic information

Table 16: Students' Gender

Option	Subject	Percentage %
Male	15	30%
Female	35	75%
Total	50	100%

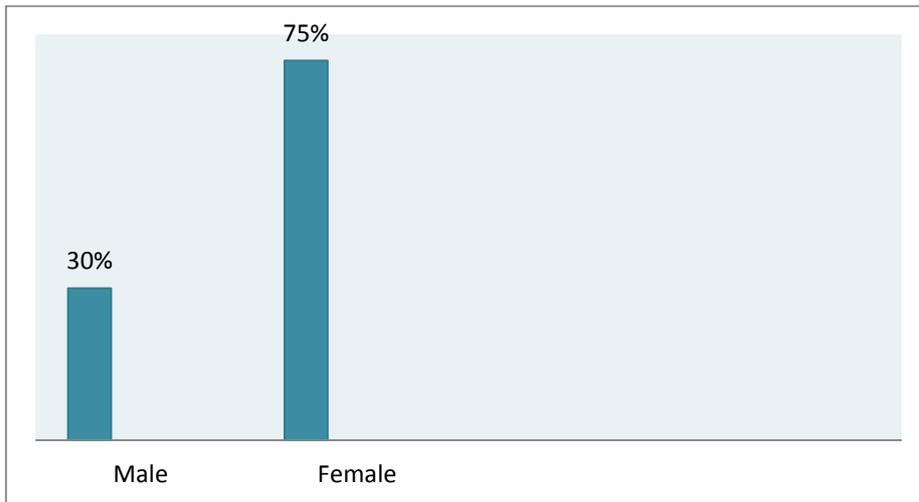


Figure 19: Students' Gender

The above table aimed to display the students' gender. The results show that the majority (75%) is females, and only (30%) are males. This, therefore indicate that females are more interested in learning English language at Biskra University.

Item Two: Students' Age

Table 17: Students' Age

Age	Subject	Percentage %
20- 22 years	36	72%
23- 25 years	13	26%
More than 26 years	01	2%
Total	50	100%

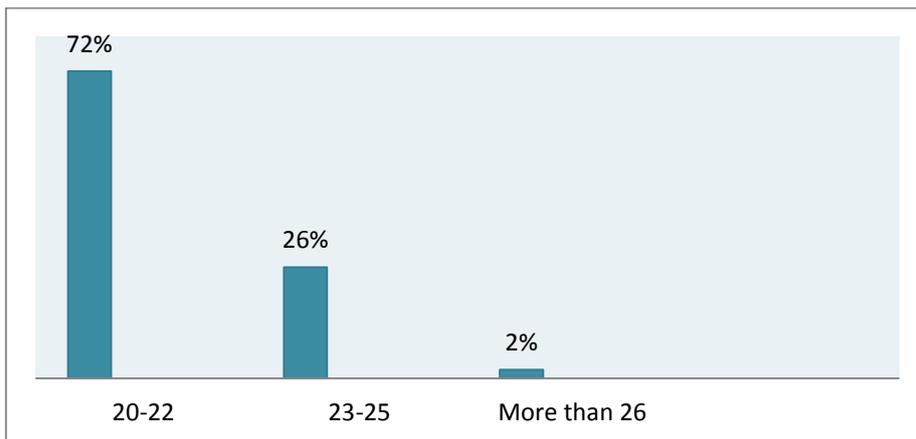


Figure 20: Student' Age

The following table states clearly the age of the English students at Biskra University. A great majority of the students (72%) of their ages ranged from 20- 22 years. A fewer number of other students (26%) are aged between 23- 25 years old. More than that, it has been found that one participant is aged more than 26 years old. As a result, students are different in terms of ages which could affect their learning career.

Item Three: Learning vocabulary

In this section, students are required to select one of the following items like **usually, sometimes, rarely, and never.**

Table 18: Learning vocabulary

Option	Usually		sometimes		Rarely		Never		Total	
	Participant	Percentage								
Learning Vocabs in every session	18	36%	22	44%	08	16%	2	4%	50	100%
Understanding the content of words	09	18%	36	72%	05	10%	00	00%	50	100%
Facing problems in memorizing words	08	16%	25	50%	12	24%	05	10%	50	100%

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Learning words in life situation	16	32%	25	50%	07	14%	02	04%	50	100%
Learning vocabs from EFL culture	20	40%	21	42%	07	14%	02	04%	50	100%
All of them	05	10%	19	38%	04	08%	01	02%	29	56%

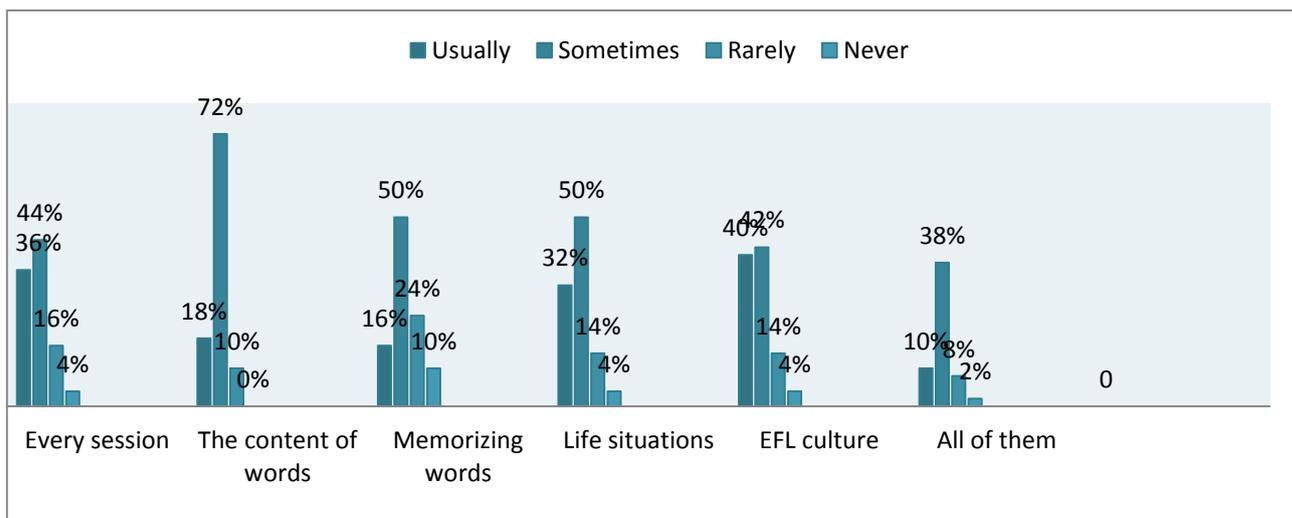


Figure 21: Learning vocabulary techniques

The first question tries to identify in which way students prefer to learn vocabulary. The results above show that the majority of students prefer to learn vocabulary items in every session. (36%) said usually and (44 %) of the responds state sometimes. This result indicates; therefore, the importance of vocabulary in learning English language. For the second question, (72%) of students said that they understand the meaning of new words, however, (10%) of them said “rarely”. This result indicates that the majority of students are motivated to learn English vocabulary items.

The third question aims to investigate the difficulties of students in memorizing new words. The results from the table and the figure above show that (50%) of them said ‘sometimes’ and (16%) state ‘usually’, this, therefore indicates the problem of remembering new words, especially the unfamiliar words. The question number four is aimed to investigate if students learn new words and enrich their vocabulary in daily life

Field Work: Findings and Discussions

situation and outside the academic classroom, the results in the table and figure above show that (50%) of them said ‘sometimes’ and (32%) said ‘usually’ this result indicates clearly that the majority of students are motivated to learn English vocabulary.

The question number six investigates students’ point of view about the use of English and American culture in order to improve their vocabulary. (42%) among responds said ‘sometimes’ and (40%) said ‘usually’. This shows, therefore, the importance of EFL culture in learning vocabularies.

Section Two: Vocabulary learning strategies

Item One: Meta-cognitive strategies

Table 19: Meta- cognitive Strategies

Option	Usually		Sometime s		Rarely		Never		Total	
	Participant	Percentage	Participant	Percentage	Participant	Percentage	participant	Percentage	Participant	Percentage
looking in interested words	23	46%	25	50%	02	04%	00	00%	50	100%
Knowing cues that should be used in guessing the meaning of particular word	11	22%	24	48%	13	26%	02	04%	50	100%
Making sense of crucial words	19	38%	18	36%	07	14%	06	12%	50	100%

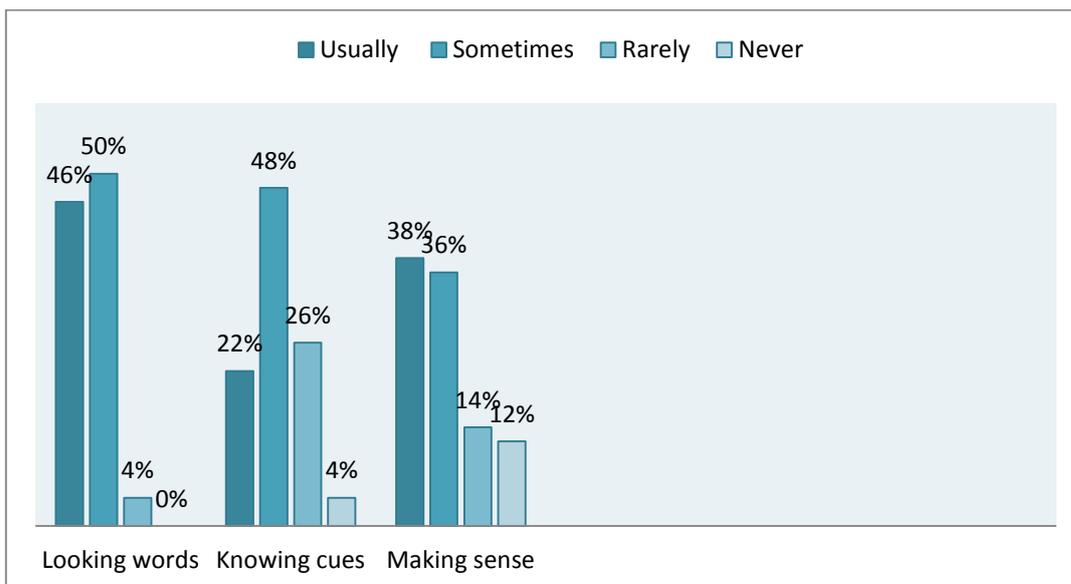


Figure 22: Meta-cognitive strategies

The section two of this questionnaire aims to investigate the vocabulary learning strategies. Thus, this section is concerned with five strategies: Meta-cognitive strategy, self-initiation strategy, cognitive strategy, dictionary strategy and memory strategy.

The item one is divided into three questions, the first question aims to investigate if the students look up only words that they are interested in. The results show that (50 %) of students said ‘sometimes’ and (46 %) of responds said usually. This reveals that students limit themselves only with their academic needs.

The second question is aimed to investigate if students know what cues they should use in guessing meaning of a particular word; the results above show that (48%) of responds said ‘sometimes’ and only (04%) said never , this indicates clearly that the majority of students know the appropriate strategies to guess the meaning of particular words.

The last question aims to know if students make a note of words that seem important to them. According to the table, the majority of students (38%) and (36%) said usually and sometimes. This result indicates that students are interested only in words that seem crucial to them.

Item Two: self- initiation strategies:

Table 20: Self- initiation strategies

Option	Usually		sometimes		Rarely		Never		Total	
	Participant	Percentage								
Looking for reading falling in my interesting	21	42%	22	44%	05	10%	02	04%	50	100%
Do not focus on related to exams	09	18%	14	28%	18	36%	09	18%	50	100%
Caring about vocabs giving by teachers	13	26%	18	36%	07	14%	12	24%	50	100%

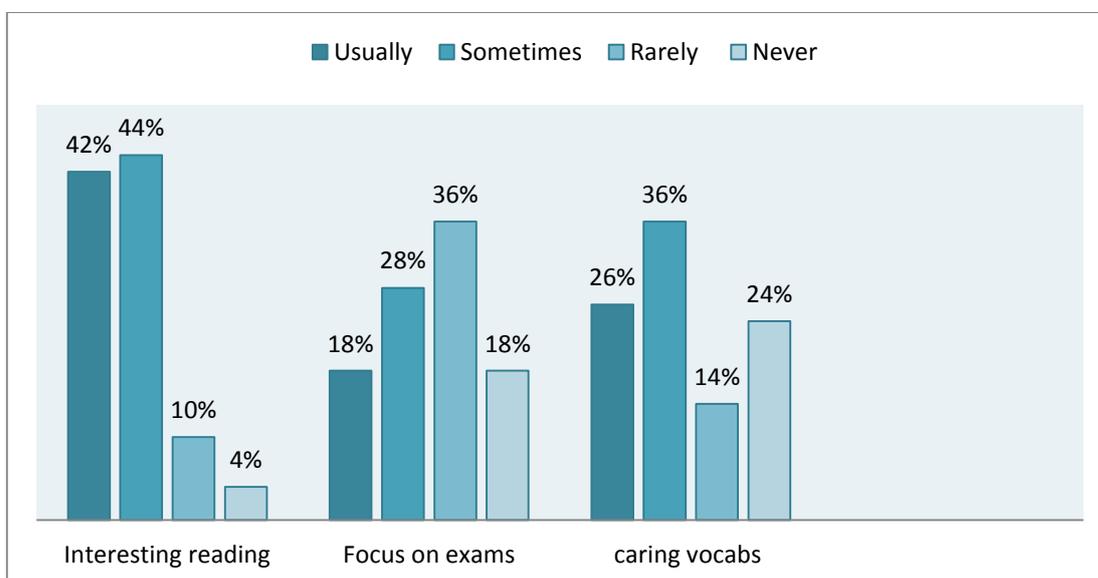


Figure 23: Self-initiation strategy

In the item two of second part of this questionnaire, we tend to investigate the self-initiation of student in learning vocabulary.

The first question is aimed to show the further reading of students to enrich their vocabulary knowledge. The results according to the table and the figure above show that

Field Work: Findings and Discussions

(44 %) of students tick ‘sometimes’ and (42%) of respondents tick ‘usually. This result indicates clearly the motivation of students in order to enrich their awareness outside the classroom.

The question aims to show if students are interested only on things that are directly related to exams. The results shows that (36%) of them said ‘rarely’ and only (18%) said ‘usually. That is to say, the majority of students want to learn English in order to improve their linguistic level.

The last question is aimed to ask students if they care about the vocabulary items that teacher does not expound in the classroom. The results of the question show that (36%) of responds said ‘sometimes’ and (26%) said ‘usually’ and only (14%) of them said ‘rarely’. This result, therefore, indicates that students aware of the importance learning language items not only inside the classroom but also outside the classroom.

Item Three: cognitive strategies

A) Guessing strategies

Table 21: Guessing strategies

Option	Usually		sometimes		Rarely		Never		Total	
	Participant	Percentage								
Making logical developments in context	08	16%	25	50%	15	30%	02	04%	50	100%
Making common sense in guessing words	18	36%	19	38%	11	22%	02	04%	50	100%
Looking for examples in a context	19	38%	22	44%	05	10%	04	08%	50	100%

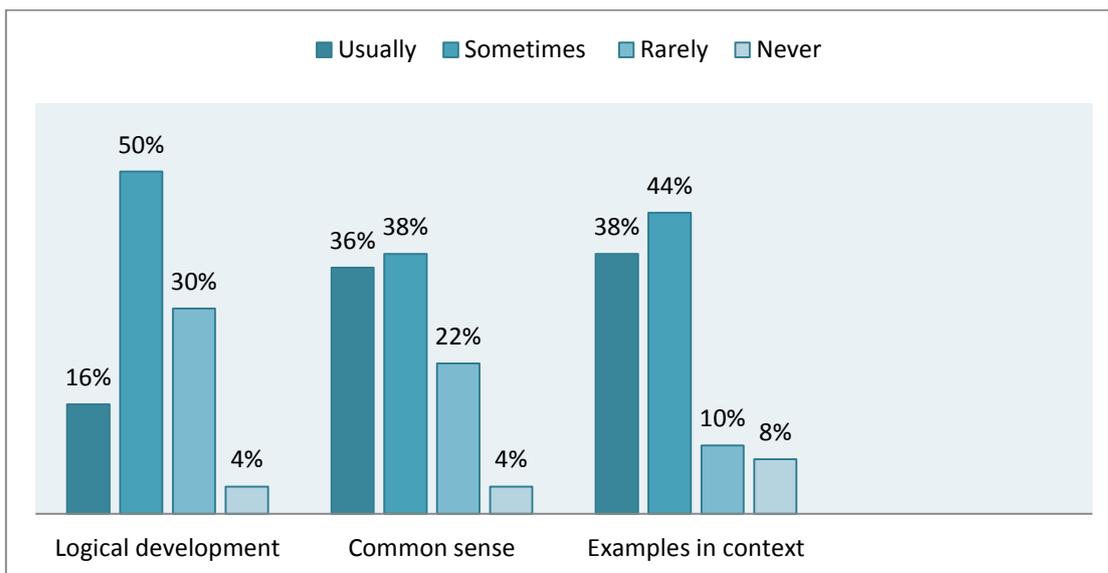


Figure 24: Guessing strategies

The aim of the third item is to know the point of view of learners about the guessing strategy. This item is sub-divided into three different questions. The first question is aimed to know if students use the logical development in context in order to identify the sense of words. The results mentioned above in the table show that the majority (50%) of them use the logical development and only (4%) said ‘never’. This result reveals the importance of the context in knowing the meaning of words.

The second question is aimed to know if students use their common sense in order to guess the meaning of new words. According to the questionnaire administrated to students and the results above we can deduce that (36%) respondents said ‘usually’ and (38%) said ‘sometimes’ while only (4%) tick ‘never’. This result indicates, obviously, the importance of students’ common sense in guessing the meaning of words.

The third question of this item is concerned with the importance of examples in the context when the student tends to guess the meaning of words; the result according to the table and the figure show clearly that the responds of students are between ‘usually’ (38%) and ‘sometimes’ (44%). The above results indicate that the examples play a crucial role in helping learners to guess the meaning of words.

B) Dictionary strategy

Table 22: Dictionary strategy

Option	Usually		sometimes		Rarely		Never		Total	
	Participant	Percentage								
Meeting unfamiliar words, do you look for their meaning in the dictionary?	30	60%	13	26%	06	12%	01	02%	50	100%
Unknown words, does it prevent you from understanding...	10	20%	25	50%	09	18%	06	12%	50	100%
When consulting the dictionary, do you read samples sentence....	16	32%	16	32%	13	26%	05	10%	50	100%

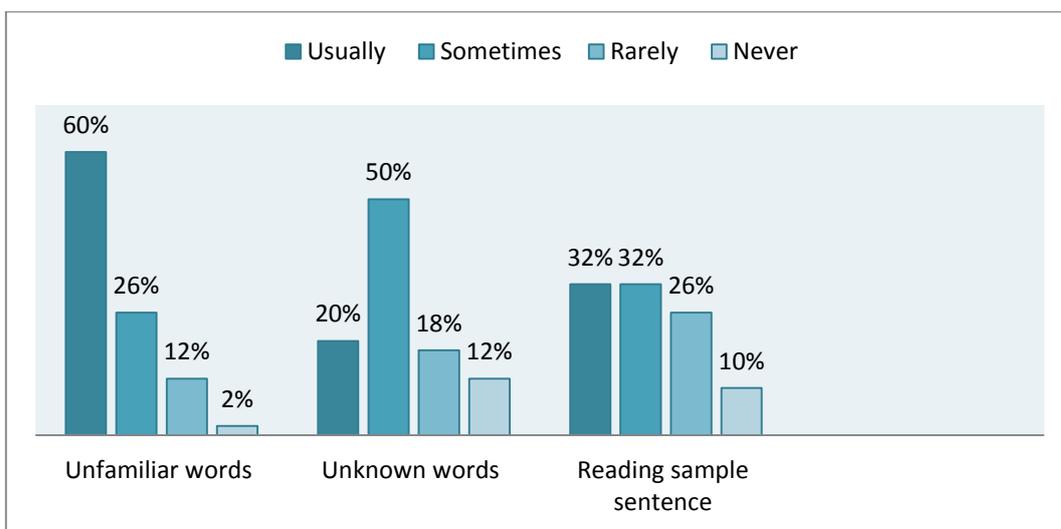


Figure 25: Dictionary strategy

This item is aimed to investigate the use of dictionary with unfamiliar words. (60%) of respondents of the first question said that when they meeting unfamiliar words repeatedly, they look for its meaning in dictionary. This result indicates the majority of students of English at University of Biskra use dictionary with unfamiliar words. Dictionary is considered as a useful means to define and identify the meaning of unfamiliar words. On the other hand, (50%) of the students argued that the unknown words prevent them from understanding the whole sentence or even a paragraph which lead them to look the dictionary. The result of the third question is equal, some of students (32%) tick ‘sometimes’ they read the sample sentence when they consult dictionary, others (26%) tick ‘rarely’.

According to the results of these items, we can deduce that dictionary is a crucial tool in improving students’ vocabulary.

C) Memory strategy

Table 23: Memory strategy

Options	Usually		Sometime s		Rarely		Never		Total	
	Participant	Percentage	Participant	Percentage	Participant	Percentage	participant	Percentage	Participant	Percentage
Repeating words loudly	16	32%	19	38%	07	14%	08	16%	50	100%
Writing words in Arabic to remember them	13	26%	26	52%	02	04%	09	18%	50	100%
Remembering words similar to other	17	34%	20	40%	10	20%	03	06%	50	100%

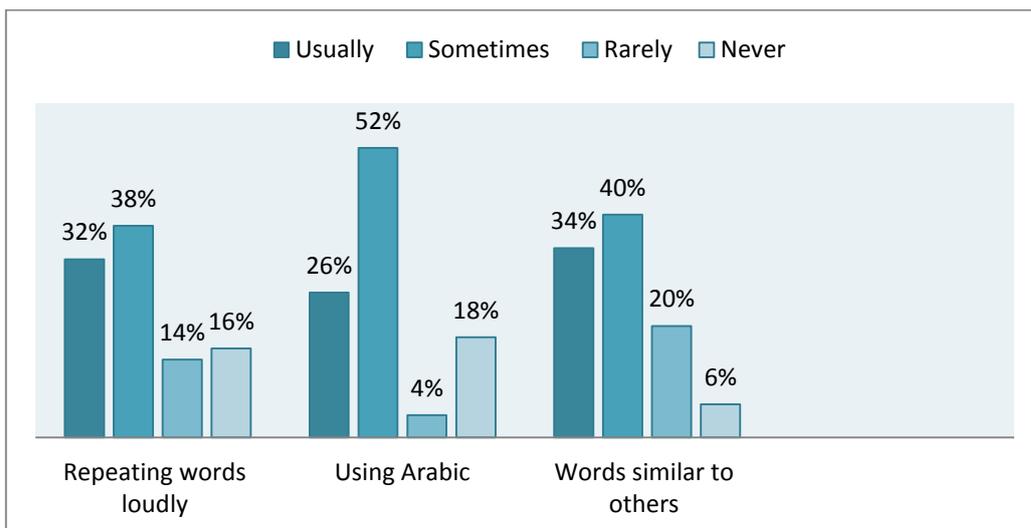


Figure 26: Memory strategy

The last item of this section is aimed to investigate the memory strategies. (38%) of respondents said that they ‘sometimes’ remember words when they repeat them loudly, while (14%) of participants tick ‘rarely’. This result reveals that this technique is useful for some students. The second question is concerned with the use of the Arabic equivalent of English words in order to remember them. (52%) of respondents said that they ‘sometimes’ use this strategy while (4%) tick ‘rarely’ and (18%) never. On the other hand (40%) of students argued that they can remember words that are similar in writing to others.

It seems that the memory strategy is very useful for students, and according to the table and the figure above, most of students use these strategies to facilitate learning vocabulary items.

Section Three: EFL Culture in Learning Vocabulary.

In this section, open ended questions are employed in order to gain some of the students’ views. Their responses respectively are as follows

Item one: this item deals the most efficient way (s) in learning vocabulary. So that, various answers were collected. Some students regard that the most useful way to learn and remember is through rote learning. That is learning vocabularies via memorization. Some

of them have added that by understanding the meaning of the new words can be beneficial to some extent.

Item two: this item states that if there is a relation that exists between vocabulary and culture. Various opinions have been obtained; some students opine that there is a deep relationship between the two variables. For them, culture and language are intricately interwoven so that one cannot separate them.

Item three: culture is an indispensable source for learning new words. Students stated different opinions about the matter. Some of them consider culture as a crucial area to enrich their vocabulary in target language; others see that students should learn vocabulary in independent courses.

Conclusion

The findings of the current chapter indicate that EFL culture has a crucial role in improving students' vocabulary knowledge. Both teachers and learners confirm the first hypothesis of this paper; the EFL culture contributes effectively in enriching students' vocabulary. Additionally, according to some teachers EFL culture is a crucial element in teaching English, because it makes students aware the target language context to see how language functions and how it differs/ change according to the real life situations. They argued, therefore, that knowing target language culture avoids misunderstanding, confusion and achieves effective communications. Henceforth, teachers in the department of English at Biskra University confirm that culture is inseparable from language, in the sense that they are interwoven in order to teach foreign language effectively.

Consequently, teachers assert that the more teachers are aware the EFL culture, the better their teaching will be. On the other hand, the findings that revealed from students' questionnaire indicate that EFL culture is so helpful and it is considered as a fruitful element in learning vocabulary. Furthermore, according to the results 38% and 44% of

students indicate that they usually understand the meaning of words according to their contexts, that is, the contextual aspects of language is important in guessing the meaning of words.

Additionally, students of English division at University of Biskra confirm the main hypothesis of the current study that culture is indispensable source for learning new words. Therefore, most of them consider culture as a crucial area in improving their vocabulary; others see that they should learn vocabulary in independent courses.

Finally, teachers and students of English division at University of Biskra have proved that the techniques of teaching vocabulary and culture need a good syllabus design. Despite that, they argued that culture of language is fruitful in acquiring and understanding the language vocabularies.

General Conclusion and Recommendations

As we arrive to the end, it is important to connote that culture and vocabulary are considered as the most important aspects of teaching English as a foreign language in the Algerian context. Therefore, teachers should take into account the cultural aspects of English language in teaching new vocabularies; likewise, learners should be aware of the importance of the culture of target language to understand vocabulary items.

Henceforth, the first chapter of the current study highlights the importance of teaching EFL culture. Moreover, we trace the methods and techniques that are employed in teaching. Additionally, this theoretical chapter ends with an overview on the teachability of EFL culture. Similarly, the second chapter aims to shed light on the vocabulary knowledge; it is concerned namely with the concept of vocabulary and the different strategies that are used in teaching vocabulary, then, we highlight some vocabulary difficulties.

The field work seeks to confirm the hypothesis of this study, the EFL culture contributes positively in enriching and enhancing students' vocabulary knowledge. Thus, we tried to answer the statement of the problem of the current study: Whether EFL culture improves students' vocabulary knowledge or not.

The teachers' questionnaire has given a fruitful data about the teachers' concern with the positive side of teaching vocabulary through using the cultural aspects of English. Thus, the results have shown that teachers confirm the utility of using EFL culture in improving students' vocabulary. Therefore, teachers argued that teaching vocabulary according to the target culture will be so beneficial.

On the other hand, the results of students' questionnaire confirm the hypothesis of this paper and indicate that the EFL culture is helpful in learning vocabulary. It is obvious that the culture of target language gives the students the opportunity to understand words in the

appropriate context. In the light of our analysis and findings, we can state the following recommendations:

- It is important to think about how to integrate the EFL culture in teaching language vocabulary.
- The teachers should focus on the different aspects of EFL culture in order to develop the cultural awareness of their students.
- The syllabus designers should give the importance to the target culture in planning the lessons and preparing the canvas.
- Teachers should help EFL students to develop their cultural connotations of words on the target language.
- Teachers should help students to become more aware of the target language vocabularies through different authentic materials.
- Teachers must focus on both appropriate syllabus and vocabulary content that enable students to assimilate the environment of the target group.

Both teachers and students should use as much as possible only the English language.

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Appendices

Appendix 1

Questionnaire for Teachers

Dear teacher,

The current questionnaire is a part of my dissertation that investigates '*The contribution of English as a Foreign Culture in Improving Students' Vocabulary Knowledge*'. To help us, please fill-in this questionnaire based on your own point of view. Your contribution and collaboration is highly appreciated.

Abdelhak Bouzidi

Part A: Demographic Information:

N. B

Please tick the most appropriate answer or provide written answers.

1) Gender

Male

Female

2) Age:

3) Teaching Experience

.....
4) Degree holds

A- Doctorate

B- Magister

C- Master

D- B.A

Part B: *An Overview on Teaching Vocabulary*

- Please circle the most appropriate answer by choosing the appropriate number
 1= usually, 2= sometimes, 3= rarely, 4= never

Q1. How do you introduce Vocabulary Items to your students?

	1	2	3	4
1. Do you introduce new words in each lesson?				
2. Do you use visual aids in presenting new words 'vocabulary'?				
3. In presenting vocabulary, do you define them?				
4. Do you provide your students with synonyms / Antonyms?				
5. Do you translate them?				

In case you use other strategies, would you please specify?

.....

.....

.....

.....

.....

Q2) Do your students give importance to vocabulary in learning foreign language?

Very much	Much	Little	Not at all

Q3) Do your students encounter difficulties with the mastery of vocabulary?

Yes	No

If yes, what are the major difficulties?

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

Q4) How do you train your students to grasp the meaning of words?

Options	Always	Sometimes	Rarely	Never
Asking teacher				
Using dictionary				
From the context				
Using all of them				

If others, mention them

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

Part C: *An Overview on using culture to teach Vocabulary*

Q1) How often do you use cultural aspects of language in teaching vocabulary?

Always	Sometimes	Rarely	Never

In case you reply by rarely or never, would you tell us why?

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

Q2) Do you think that teaching language through the use of EFL culture increases students' vocabulary?

Yes	No

Q3) As a teacher, teaching language through using cultural aspects (such as history or civilization) can be useful and fruitful for your students?

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

Appendix 2

Questionnaire for Students

Dear Students,

I am conducting a research for my Master's degree at the University of Mohamed Kheider of Biskra. I would like to know your opinions about *The Contribution of English language as a Foreign Culture in Improving Students' Vocabulary Knowledge*. To help us, please fill-in this questionnaire based on your own point of view. All your personal information will be anonymous and treated in the strictest confidence. Thank you very much.

Section 1: Demographic Information:

N. B

Please tick the most appropriate answer or provide written answers.

1) Gender

Male

Female

2) Age:

3) Learning Vocabulary :

- Please tick the most appropriate answer by choosing the appropriate number
1= usually, 2= sometimes, 3= rarely, 4= never

	1	2	3	4
1. Do you prefer to learn vocabulary items in every session?				
2. Do you understand/ comprehend the content meaning of the new words?				
3. Do you face/ encounter problems in memorizing new words (vocabularies)?				

4. Learning new words (vocabularies) in daily-life situations.				
5. Learning new vocabularies from the English/American culture.				
6. All of them				

Section 2: Vocabulary Learning Strategies

➤ Please tick the most appropriate answer by choosing the appropriate number

1 = Usually

2 = Sometimes

3 = Rarely

4 = Never

A/ Meta-cognitive Strategies

	1	2	3	4
1. I look up words that I'm interested in				
2. I know what cues I should use in guessing the meaning of a particular word.				
3. I make a note of words that seem crucial to me				

B/ Self- initiation

	1	2	3	4
1. Besides the classroom situation, I look for other reading that fall under my interesting.				
2. I do not focus on things that are directly related to exams.				
3. Do you care about vocabulary items that teacher does not expound inside class?				

C/Cognitive Strategies

1- Guessing Strategies :

	1	2	3	4
1. Do you make use of the logical development in the context?				
2. Do you make your common sense and knowledge of the world when you guess the meaning of a word?				
3. Do you look for examples in the context when you guess the meaning of a word?				

2- Dictionary strategy

	1	2	3	4
1. Meeting unfamiliar word repeatedly, do you look for its meaning in the dictionary?				
2. Unknown words, does it prevent you from understanding the whole sentence or even a paragraph, which leads you to look in the dictionary?				
4. When consulting the dictionary, do you read sample sentence illustrating different meanings of the word?				

3- Memory strategies

	1	2	3	4
1. To remember words, do you repeat them allowed?				
2. Do you write the new words and its equivalent in Arabic repeatedly in order to remember them?				
3. Do you remember the words that are similar in writing to others?				
4. Do you analyze word-formation rules in order to remember more words?				

Section 3: EFL culture in learning vocabulary

Learning or memorization by repetition, often without understanding of the reasoning or relationships involved in the material that is learned.

Q1: what is the most common feeling in your vocabulary learning? What are the occasions when it usually emerges?

.....

Q2: which way (s) do you consider the most efficient in learning vocabulary? i.e.: rote memorization, unintentional learning in the context.

.....

Q3: For you, is there any relation exists between vocabulary and culture?

.....

.....
.....

Q4: As an EFL learner, do you find culture an important source in learning new vocabularies?

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

Any Comments:

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

Thank you very much for your collaboration

ملخص

تهدف هذه الدراسة إلى التعرف على مدى مساهمة ثقافة اللغة الإنجليزية كلغة أجنبية في تحسين مستوى معرفة المفردات لدى الطلبة، وذلك من منطلق أن الطالب إذا تعلم المفردات من خلال السياق الثقافي للغة فان ذلك سيثري معرفته اللغوية. والأكيد أن معرفة المفردات هي أساس تعلم اللغة الإنجليزية. وعليه ، فان هذا البحث الوجيز يحتوي على ثلاثة فصول ، فصلان نظريان وفصل تطبيقي. في الجزء النظري الأول نقدم مفهوم الثقافة من وجهات نظر مختلفة، الاجتماعية، المنطقية، الجمالية، الأنثروبولوجية والنفسية. ثم نعرض الأساليب والتقنيات الهامة لتدريس الثقافة فضلا عن أهمية تدريس الثقافة الانجليزية . ويتعلق الجزء النظري الثاني بلمحة عامة عن مناهج معرفة المفردات. وفيه نقدم تعريف المفردات والاستراتيجيات الأكثر فائدة في تدريس المفردات في الفصول الدراسية، وفي الاخير وبغية الوصول لهدفنا من هذه الدراسة، اعتمدنا على احدى وسائل البحث الفعالة لجمع المعلومات المطلوبة ، استبيان خاص بالاساتذة و اخر للطلاب. أولاً، استبيان الاساتذة يهدف الى جمع البيانات حول الاستراتيجيات المختلفة التي يعتمدها الاستاذ لتقديم مصطلحات جديدة للطلبة ، ومعرفة وجهات نظرهم حول فائدة استخدام سياق الثقافة الانجليزية من أجل مساعدة الطلبة على تحسين معرفتهم بمفردات اللغة. ثانيا، استبيان موجه للطلبة للنظر في التقنيات التي يستخدمونها من أجل فهم مفردات اللغة الانجليزية و إثراء رصيدهم اللغوي . وتشير النتائج التي تم الحصول عليها إلى أن كلا من الاساتذة والطلبة قد أكدوا على أن الثقافة الانجليزية فعالة وينبغي أن تؤخذ بعين الاعتبار أثناء عملية التدريس.