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*Implementing Vocabulary Self-Collection Strategy as a Catalyst in  
Fostering Students Vocabulary Learning  
A Case Study of First Year EFL Students at Chadli  
Bendjedid University –El Tarf-*

Dissertation submitted to the Department of English in Partial Fulfillment  
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## **Declaration**

We hereby certify that this research work, which we now submit for assessment of the program of study leading to the award of Master in *Didactique de l'Anglais* is entirely the result of our own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the context of our work.

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## **Dedication**

In the name of ALLAH, the Most Gracious, Most Merciful we would like to thank ALLAH for blessings given to us to complete this work This dissertation is dedicated to:

My dear family, precisely to our fathers “Hocine ” the source of wisdom and the principal of our lives for their continual guidance and advice. My beloved mothers “Nacira Brakchi” who upholds me in life through her blessing, prayers and instructions.

Brother Seif eddine, who was always near and ready for help. He was so supportive in this work.

Huge thanks to our sisters Isra for her support in our journey. Cousin “kader ” and his wife "Souad ”

All our lovely nephews and nieces Amar , Habiba, Aida , Ghalia, Nour ,Basma ,Abd El djalile ,Rahim ,Aman allah ,and the rest of the family.

All of my beloved friends Imen, Sara and Kenza

## **Dedication**

In the name of ALLAH, the Most Gracious, Most Merciful. I would like to thank ALLAH for blessings given to me to complete this work

This dissertation is dedicated to: My dear family, precisely to my father “Abid”, the source of wisdom and the principal of my life for his continual guidance and advice.

My beloved mother “Nacira Necib ” who upholds me in life through her blessing, prayers and instructions. Also, who was always near and ready for help. He was so supportive in this work.

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## **Abstract**

This study is mainly about fostering English as a Foreign Language (EFL) students' vocabulary knowledge through the implementation of vocabulary self-collection strategy (VSS) at Chadli Bendjedid University.. It can be declared that vocabulary self collection strategy will give the students the ability to use the learned words in different contexts and use them in writing and conversations. However, vocabulary self collection strategy is an important tool to build a course and promotes an interactive learning environment and will help the students to feel involved and enthusiastic when they complete the course. Through the implementation of VSS 30 first year undergraduate English students participated in this study .To determine the students' vocabulary knowledge improvement, a vocabulary post-test was employed as a final test conducted at the end of VSS instruction to elicit students' vocabulary growth; besides, a classroom observation was conducted while implementing the VSS to highlight students appreciations and their behaviors vis –a-vis this strategy in the classroom. The results indicated that the sample population under study improved short-term vocabulary retention, and they could retain vocabulary learned after VSS instruction. The observation showed that they mostly agreed that VSS instruction assisted them in learning new words, memorizing word meanings, having a chance to choose their own words to learn, sharing words with classmates, working in groups, and experiencing an enjoyable learning atmosphere. This research, hence, will help Chadli Bendjedid EFL students optimize their vocabulary learning and generate an innovative body of knowledge if VSS is entirely and adequately adopted in vocabulary instruction. Some recommendations were suggested for EFL teachers who want to implement VSS in their vocabulary instruction.

**Keywords:** Vocabulary instruction, vocabulary knowledge, vocabulary self-collection strategy (VSS), vocabulary retention, EFL undergraduate students.

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## **List of Acronyms and Abbreviations**

**EFL:** English as a foreign language

**L2:** Second language

**PR:** percentage

**SN:** Students number

**SRS:** students response score

**VSS:** Vocabulary self-collection strategy

**%:** percentage

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## **General Introduction**

Language is a system that is formed by many components logically patterned. In step with Santoso et al. (2014), language is a tool to interact and speak and conveying thoughts, ideas, concepts or feelings. Among the central aspects in any language is vocabulary which is the knowledge of words and word meaning.

Vocabulary is an element of language that is highly important and recommended to be mastered by students in learning a foreign language. Specifically in learning English, there are many kinds of specific vocabularies that should be mastered by students. So that, many researches proved that one of the best ways to help students in fostering their vocabulary learning is the vocabulary self-collection strategy.

The Vocabulary Self-Collection Strategy involves having students choose the words which they want to learn and seem difficult, chat about their rationale for selecting words, and agree upon words for a classroom collection (Ruddell & Shearer, 2002). Students' rationale for selecting certain words adds to their understanding of the process of learning; they can build their vocabulary knowledge through active participation in word discussion and activities related to word learning.

This strategy is an effective approach to help students understand the meaning of new words, retain them and use them in conversation and writing, and make their personal authentic tasks on a regular basis to attain better academic achievements. Vocabulary self-collection strategy, hence, would enhance students' motivation to broaden their vocabulary repertoires.

## **1. Statement of the Problem**

The lack of vocabulary knowledge amongst EFL students is seen as a frustrating problem not only in conducting conversations, but in reading comprehension and in writings as well. This state of affairs pushes for looking for solutions to help students overcome this issue; and 1 among the proposed keys is the implementation of vocabulary self-collection strategy in classrooms. Vocabulary self-collection strategy is an interactive-learning instructional strategy that shows the word consciousness. Several researchers conducted the effect of vocabulary self-collection in teaching languages and the results showed that this strategy is an effective way to help students in learning foreign languages and fostering their vocabulary load.

## **2. The Aims of the Study**

This study aims at investigating the effect of implementing vocabulary self-collection strategy in developing and fostering Chadli Bendjedid first year English students vocabulary learning and whether this strategy creates an interactive atmosphere in the foreign language classrooms.

## **3. Research Questions**

This research work raises the following questions:

- 1 - Does the implementation of the vocabulary self-collection strategy help in fostering Chadli Bendjedid first year EFL students' vocabulary learning?
- 2 -How can the use of vocabulary self-collection strategy improve those students ability to use the learned words in appropriate contexts?
- 3 -Can the implementation of vocabulary self-collection strategy create an interactive learning environment?

#### **4. Research Hypotheses**

- 1 - Vocabulary self-collection strategy will help first year EFL students fostering their vocabulary learning at Chadli Bendjedid-El Tarf University.
- 2 - Vocabulary self-collection strategy will give the students the ability to use the learned words in different contexts and use them in writing and conversations.
- 3 - Vocabulary self-collection strategy is an important tool to build a course that promotes an interactive learning environment and it will help the students to feel involved and enthusiastic when they complete the course.

#### **5. Significance of the Study**

This study aimed at discovering how effective is the implementation of vocabulary self collection strategy in fostering and enhancing EFL vocabulary learning at Chadli Bendjedid University. This research, hence, is purposed to raise students' awareness vis-à-vis the use of VSS and show the extent to which this strategy would motivate EFL students to learn many new words and optimize their vocabulary mastery in different themes.

#### **6. Research Design**

This study is focusing on obtaining reliable data about the effect of the implementation of vocabulary self-collection strategy in fostering EFL students' vocabulary learning. Researchers are conducting this study through the use one group only design method with first year English students enrolled in 2021/2022 academic year at Chadli Bendjedid -El Tarf University .Thus, this work is underlying the use of classroom observation post-test in order to analyze the data.

## **7. Structure of the Study**

This research work is divided into two chapters. The first chapter is devoted to the literature review related to the topic under investigation which includes the definition of the vocabulary self-collection strategy and its importance in enhancing students' vocabulary learning alongside the way of its implementation in classrooms. Chapter two deals with the research methodology adopted in this study. It provides the sample population and the research instruments that are used to gather the data. Then, it covers the analysis of the collected data, and finally, it discusses the findings and presents some recommendations about the subject area under study.

## **8. Limitations of the Study**

Although the efforts made in providing a better understanding of the subject matter under investigation and obtaining reliable results, there are a number of limitations in this study. Starting with the issue of sample representativeness and its size is a sensitive problem. In the context of the present study, the sample population of students was fairly small; it included only 30 participants out of 80 and, unfortunately, in conducting the post test only 15 participants could attend. Moreover, while conducting this research the main challenge we faced is the Covid-19 pandemic and its leftover since the students were enrolled in a batching system in which they had to study for two weeks and then take two weeks off, making it hard to conduct many sessions to apply the VSS adequately. Furthermore, this study focused on the effectiveness of vocabulary self-collection as a strategy to help students learn and retain new words and not on the use of those words in more developed written contexts or conversations after a long period.

## **Chapter One**

### **Review of Related Literature**

#### **Introduction**

This chapter describes the theoretical framework of this research which contains the definition of vocabulary, vocabulary knowledge, vocabulary learning strategies (VLS), vocabulary self-collection strategy (VSS), the importance of vocabulary self collection strategy; and related studies.

#### **1.1.Vocabulary**

There many researchers who focus on defining the word vocabulary in different ways one of them is Brown and Waring (2008) in which they declare that vocabulary is one of the linguistic components influencing the development of communicative competence and learners' language skills as well. Whereas, Richard, and Renandya (2002) argue that Vocabulary is the collection of words used by speakers of a language to communicate ideas or feelings. People use language to communicate their thoughts, feelings, and ideas in their society. Students need to master vocabulary to improve their English language, because vocabulary is basic language skill for how well students listen, speak, read, and write.

Thus Ur (1996), vocabulary can be defined roughly; as the words teachers teach in the foreign language'' (p. 60). From this definition the word vocabulary can be described as a collection of words that students need to know and focuses not only on memorizing the form but also understanding the meaning; it is not only limited to the meaning of the

words but also includes how vocabulary in language is structured, how people use the words, and how they learn words (Sutrisna 2012).

In effect, one of the most important components of learning foreign language is vocabulary. Oxford Dictionary (2018), defined the word vocabulary as “the body of words used in a particular language”.

Vocabulary refers to the language words that include single items and phrases or chunks which are used in order to convey a particular meaning (Lessard-Clouston, 2013). Thus, vocabulary is an important language element for creating a meaningful and structured sentence that is used by people to communicate effectively.

Furthermore, vocabulary is the stock of words used by people or by a particular class or person, a list of a collection of words of language, book, authors, branch of science or the like (International Dictionary of English Language, 2003).

Vocabulary items, according to Brown (2001), is “a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language”(p.377). Therefore, the word vocabulary refers to the list of words that help students to express their ideas in writing or oral communications. Sihombing (2010), argue that English learners have problems in learning and developing vocabulary, because sometimes they forget vocabulary that their teacher gave. Whereas there are many reasons for “devoting attention to vocabulary; first, a large vocabulary is of course essential for the mastery of any language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”. (Maximo, 2000, as cited in Alqahtani, 2015, p.23).

In the process of English teaching, students do not understand the meaning of vocabulary in which Leki and Carson (1994), argue that the “lack of vocabulary will affect the quality of writing as compared to other factors such as attitude, motivation, and preparation for the exam. Therefore, for students who learn a second language and a foreign language they should dominate the vocabulary of quantity and quality with the goal of understanding and expressing meaning in writing” (Milton, 2013, as cited in Maskor & Baharudin, 2016, p.262).

William (2012,) state that the more words you know, the more you will be able to understand what you hear and read and the better you will be able to say what to when speaking or writing.

## **1.2. Vocabulary Knowledge**

Vocabulary knowledge also known as depth and bridge vocabulary is an essential component of linguistic competence. Depth of vocabulary knowledge refers to the quality of knowing a word, which means that learners should know more than a superficial understanding of a word’s meaning. However, Pulido and Hambrick (2008), found that knowledge of vocabulary is an indicator of the quality of a person's vocabulary.

Teachers of English as a foreign language measure vocabulary knowledge by counting the number of words that students know as Sutrisna, (2012), said that vocabulary is a collection of words that students must know, not memorizing the form of words but also comprehending the meaning.

Furthermore, according to Qian (2002), “vocabulary knowledge also means students learn the words with deep meaning, including pronunciation, meaning, spelling,

frequency, sound structure, syntax and collocation according to context” (as cited in Maskor & Baharudin, 2016, p.261).

Vocabulary knowledge is the knowledge of spoken and written words that includes syntax, collocation, frequency of use, compatibility, meaning and concept and fluency (Nation, 1990). Therefore, vocabulary knowledge has a vital role in the process of learning/teaching languages and cannot be neglected in second or foreign language research (Nouri & Zerhouni, 2016).

Nagy (1987), argues that Vocabulary knowledge is fundamental to writing comprehension; one cannot understand text without knowing what most of the words mean... Increasing vocabulary knowledge is a basic part of the process of education, both as a mean and an end... At the same time, advance in knowledge will create an ever larger pool of concepts and words that a person must master to be literate and employable.”

(p.1)

Zimmerman (1997), declares that even the vocabulary acquired through direct teaching can improve the knowledge of the words, increase words memory and the ability to use the words later on especially in writing.

### **1.3. Vocabulary and Writing**

Writing is generally a group of letters or symbols written or marked on a surface as a means of communication (Collins, 2003). Brown (2001) defines the writing as “a complex activity which involves many skills. It includes deciding what wants to write, how best to say it, and how to put these ideas onto paper in a way that is intelligible to others” (p.81). According to Barli (1995), “to write means to try to produce or reproduce written message” (p3). In addition, he states that writing is an act of putting together of

words, and act of putting together sentences is surely the final objective of language learning.

Robbing as cited in Barli (1995), says that the acquisition of certain “mechanical abilities is the first-stage in writing skill, this includes the ability to put down on paper: words, phrases, clauses, and sentences, and also the ability to punctuate or capitalized the words correctly” (p.5). Writing is not a reproduction of speaking since it is thinking, drafting and revising, which requires an individual’s specialized skills (Brown, 2001). As writing is a language skill, a person must learn what and how to write and apply certain grammatical rules in writing. A person’s language capability is reinforced when thoughts or ideas are expressed through writing (Xia, 2011).

According to Richards (2002), the complex skills which are used in writing require EFL learners to not only focus on planning and organizing skills but also on spelling, punctuation, and word choice skills. Thus, the vocabulary acquired through direct teaching can improve the knowledge of the words, increase words memory and the ability to use the words, especially in writing (Zimmerman, 1997).

Brooks and Penn (1970), state that in writing, “we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation” (p.20).

Hirsh (2002), argues that vocabulary is a necessary component of EFL writing proficiency. Researchers as Read et al. (2000; 2004) and others have recognized that learning vocabulary is very crucial for successful foreign language use and plays an important role in developing comprehensive spoken and written text and, hence, the choice of words affects the quality of the speech or the written work.

It is agreed by Leki and Carson (1994), that the lack of vocabulary will affect the quality of writing as compared to other factors such as attitude, motivation, and preparation for the exam. Isacson (1988), said that writing vocabulary are the originality and neutrality of a student's choice of words. Therefore, for students who learn a second language, and a foreign language they should dominate the vocabulary of quantity and quality with the goal of understanding and expressing meaning in writing (Milton, 2013).

According to Richards (2002), vocabulary is one of the most important components of language and one of many things that are noticed and dealt with by many linguists. Schmitt (2014), for instance, claims that knowing the form-meaning link of a word is enough for the reception of it, whereas its production requires many more aspects of word knowledge such as word class, functions, or collocations. Learning new vocabulary can develop students' writing abilities so that Wilkins (1972), summed up the importance of vocabulary by writing, "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112).

#### **1.4. Vocabulary Learning Strategies**

Vocabulary learning strategies gained a lot of concern and interest of many linguists, and language researchers for a long time (Levenston, 1997). Cameron (2001), defined vocabulary learning strategies as "actions that learners take to help themselves understand and remember vocabulary" (p.92). As vocabulary learning strategies play an important role in the learning process, Oxford (1990), affirms that language learners must be encouraged to know and develop their use of strategies in their process of learning.

Knowing effective vocabulary learning strategies can help learners become more autonomous when it comes to learning new words; this helps them take more

responsibility for their own learning which leads them becoming more knowledgeable. To help them learn vocabulary effectively, EFL learners should use effective learning strategies as Taylor et al. (2009), stated that students need to improve their word knowledge through vocabulary strategies and that new knowledge can lead to better reading experiences. Therefore, Nation (2001), describes the correlation between vocabulary knowledge and language practice as complementary since the knowledge of vocabulary enables language use and, conversely, language use would enlarge vocabulary knowledge.

Subekti and Lawson (2007), declared that the effectiveness of the application of certain vocabulary learning strategies provide empirical evidence of the contribution of mastering new words to language learners. Oxford (2003) in more specific points stated that learning strategies are tools for active, self-directed involvement, which is essential for developing communicative competence.

The strategies enable learners “to plan, observe and assess the best way of learning vocabulary in order to achieve better results” (Schmitt, 1997, p. 205). Learning vocabulary strategies help students deciding the way to deal with new confronted words especially in oral presentation where they need to utilize strategies in order to produce comprehensible content that is practiced orally (Schmitt, 2000).

Oxford (1990), defines learning strategies as “steps taken by students to enhance their own learning and their significance lies in that they are tools for active, self-directed involvement” (p.1). He also declares that, the appropriate language learning strategies, to result in improved proficiency and greater self-confidence. Whereas Allen (1983), believes that teachers in advanced classes have two major aims. One is to prepare

students for the kind of English used by and for native speakers. The other special aim is to help students become independent, responsible for their own learning.

Many researchers in their studies have demonstrated and confirm the idea that if learners form groups and practice the use of new words to avoid keeping words isolated will allow them to notice new words for themselves and assume the meaning of the new words; and in this way, learners learn better and gain a good amount of vocabulary (Abdullah, et al., 2019).

According to Gazal (2007), independent learners became self-directed and capable of taking responsibilities for their own learning and building up their confidence, involvement and proficiency when they are well trained in learning vocabulary in its context by using specific strategies. Seemingly, Brown (2001), considers that explicit teaching of vocabulary learning strategies grows the level of independency in EFL/ESL learners; while, Nation (1990), views that knowing and using vocabulary learning strategies is the most important way for learning a language. One of those vocabulary learning strategies is Vocabulary Self Collection strategy

#### **1.4. 1. Vocabulary Self Collection Strategy**

Through words people can express their feelings, ideas and emotions and, hence, words are very important in learning any language. To this end, teachers are highly advised to involve creativity in teaching vocabulary to students to help them enjoying the lessons and developing an understanding of conceptual knowledge by selecting words from texts that they believe are important for the class to be studied carefully. This learning method refers to Vocabulary Self- Collection Strategy (VSS) that was presented by Haggard in 1986.

Harmon and Hedrick (2005), claimed that “struggling readers learn vocabulary when teachers encourage independent learning by allowing students to self-select terms to be studied” (p.275). They suggested vocabulary self selection strategy to students for selecting interesting words and words they want to learn.

According to Maghfuri (2017), Vocabulary Self-collection Strategy is an interactive learning instructional strategy that upholds word consciousness owing to the fact that students, within this strategy, are actively engaged in identifying the important words from their reading to share with their mates in the class. In the same vein, Ruddlle and Shearer (2002), said that Vocabulary Self-Collection Strategy is “an effective method both for increasing the depth and breadth of student’s vocabulary knowledge and for developing student’s ability to be strategic and independent words learners” (p.361). The Vocabulary Self-Collection Strategy entails choosing the words which students want to learn more, discussing their rationale for selecting the words, and finally agreeing upon specific words for a classroom collection (Ruddell & Shearer, 2002).

According to Brassell (2011, pp.116-117), to employ Vocabulary Self-Collection in the class specific procedures should be followed:

- a. Organize students into small groups of three to five.
- b. Ask students to reread or review a text and identify one word [ or more] that they believe should be studied. Each group should nominate [ their] word(s).
- c. Provide students with no more than 5 minutes to select a word, determine its definition from the text, and provide a rationale for learning the word.

- d. Ask a student representative from each group to nominate a word, describe where the group found the word, explain what the group believes the word means, and tell why the group chose the word.
- e. Write words on the chalkboard or on an overhead transparency one word at a time.
- f. Discuss each word as a whole class. Expand on each word's meaning by adding whatever personal knowledge or experience students have with the word.
- g. Focus on the definition of each word in context and compare and contrast that definition with meaning given from students' prior personal experiences.
- h. After the discussion is completed, finalize the word list by eliminating duplicate words, words that students already know, and/or words that students do not want to learn.
- i. Hand out VSS sheets to students so that they may individually record the final list words with their definitions. Use the final vocabulary list to facilitate follow-up activities like word sorts, crosswords, and so on.
- j. The performance of vocabulary self collection strategy is necessary for vocabulary acquisition as it is determined by some researches that what is going to be investigated and which measurement and instruments are going to be used is crucial for obtaining reliable results when applying VSS; for example, when we use this strategy by which we mean using the selected words in well written paragraph or text, we cannot test the ability to recognize meaning from student's written product on a multiple-choice test to measure the VSS.

The individual knowledge also is needed to produce an organized written product. The selected words can be familiar or unfamiliar for EFL learners. Dealing with those selected words if the students cannot use it in a sentence the words are not considered as familiar words to them. Therefore, students are engaged to use vocabulary self collection strategy

(VSS) to discover how to recognize the unfamiliar words or interested words to become familiar words that develop their vocabulary repertoire (Haggard, 1981).

**1.4.2. Procedure of vocabulary self collection strategy:**

The procedure of vocabulary self-collection strategy is described in the following table:

**Table 1.** *Procedures of Using VSS Strategy (Adopted from Antonacci & O’Callaghan, 2012)*

1	The researchers introduced the lesson to the students and asked them that they were expected to seek out new and interesting words from their readings.
2	The students were divided by the researchers into several groups. Each group consists of six students.
3	The researchers demonstrated the way to use context and other resources to find out the meaning of the words. And students used the context or they referred to the glossary, dictionary, diagram, or illustrations to unlock the meaning of the words.
4	The students were engaged with the researchers in the process of Vocabulary Self-collection Strategy. Students were guided by the teacher to identify a word they wished to select. The steps in the process for nominating one or two words to learn.
5	The students discussed the words the wished to nominate within their small groups .They talked about each word and they thought about the category should learn the word .

6	Students wrote the two words one chart, each group chose spoken person to present their words in front of the class. On a class chart, one member of the the group writes the word and its meaning.
7	In presenting the word, student can combine English with their first language if they cannot speak English fluently.
8	The teacher gave the clear definition about the word and added some information related to the word.
9	When each group already presented their words, teacher asked students to write the words into their own personal words list.
10	After that researchers asked students to use the word into short sentences individually and then their work.

### **1.4.3. The Importance of Vocabulary Self Collection Strategy**

Ruddel and Shearer (2002), affirm that Self Collection Strategy helps the students in identifying and learning terms that are the keys to a text or passage. Also they argue that the vocabulary self collection strategy is an effective method both for increasing the depth and breadth of a student's vocabulary knowledge and for developing student's ability to be strategic and independent words learners. Likewise & Ruddel (2005), declares that vocabulary self collection strategy can motivate students to learn new words by promoting a “long-term acquisition and development of the vocabulary academic disciplines with the goal of integrating new content words into students working vocabularies” (p.26).

Martin (2002), refers to VSS as an interactive-learning instructional strategy that promotes word awareness; it helps students to learn vocabulary words, and allows them to have an active role in their teaching and learning process.

Wagner and Quiun (2016), stated that the VSS is an effective approach to help students to understand the meaning of new words, use them in conversation and writing, and make personal connections with words while reading. Vocabulary self collection strategy helps students engage in their own learning in which they discover the unfamiliar words in the reading texts and develop their vocabulary knowledge. Whereas in the first place, Haggard (1982), stated that vocabulary self collection strategy is a structure that makes students independent over time.

Moreover, Sykisman (2013), said that vocabulary self collection strategy (VSS) is an alternative technique that motivate students to be more active in their learning and it help them to be more interested in learning English. The Vocabulary Self-Assembly Strategy (VSS) is one of the important strategies in the learning process that helps the teacher guide students in learning English and motivates students by engaging them in choosing a list of interesting words from their readings by using the context of a word to figure out its meaning as Coelho (2007) posits “the purpose of Vocabulary Self-Collection Vocabulary which students learn to gather information about a foreign word or concept based on context clues and reference guides” (p.20).

Ruddell and Shearer (2002), claim that VSS “had the potential not only to reduce the limitations of traditional word learning instruction concerning student choice and motivation, but also to increase students’ word awareness and strategic abilities for independent learning” ( p. 355) .

Readence, et al. (2001), declares that “the purpose of Vocabulary Self-Collection Strategy is to help students generate a list of words to be explored and learned. It will improve their own prior knowledge and enhance their vocabulary” (as cited in Idriani, n.d., p15).

### **1.5. Related Studies**

There were some previous related studies that discussed similarly the topic under investigation through which the researchers used them as reference in this study. Those researches are identified below:

The first study was the one conducted by the introducer of VSS Haggard (1986), who analyzed 42 American university students' written responses to questions posed after their word learning through VSS. The study showed that the strong motivation to learn new words was the key factor leading to improved word recognition and enjoyment in learning. The students came up with their own methods for learning new words, which ranged from systematic approaches to independent strategies.

The second study was a thesis by Mandasari (2013), in this study; the researcher used combining two strategies in teaching reading. Firstly, using vocabulary self-collection strategy and secondly, using possible sentence strategy. Possible sentence is a strategy that is used in learning vocabulary by asking students to make a prediction about vocabulary key and used it in sentences. The study showed that by using a strategy, students enjoyed the lesson and felt engaged during learning, which in turn helped them achieve satisfactory results. These strategies can be used to help students learn English in the classroom without feeling bored.

The third study is an article conducted by Ali et al. (2018), in which they implemented the vocabulary self-collection strategy on Indonesian University students to see whether those students improve their vocabulary knowledge or not. The study disclosed that students who were taught using VSS got better scores than those who were taught using traditional teaching methods. The study revealed also that using VSS as a learning strategy helps students to choose any words to learn in a more likely enthusiastic manner. The participants also thought that VSS improved their vocabulary knowledge, and they felt more interested in learning new words.

## **Conclusion**

This chapter was devoted to explain the theoretical framework of this research in which the definition of vocabulary, vocabulary knowledge, vocabulary learning strategies (VLS), vocabulary self-collection strategy (VSS), the importance of vocabulary self collection strategy (VSS); and related studies were all included in a logical order.

## **Chapter Two**

### **Discussion and Recommendations**

#### **Introduction**

This chapter covers the research methodology which consists of place and time, method and design, population and sample, research instruments and technique of data collection analysis. Besides, this chapter presents the research findings and its interpretations alongside some recommendations for both students and teachers.

#### **2.1. Research Design**

This research work is a quasi experimental research designed as One-group posttest only design which aims to see the effect of the implementation of vocabulary self-collection strategy (VSS) in fostering Chadli Bendjedid EFL students vocabulary learning through the use of a post test. Moreover, the researchers conducted a classroom observation during the sessions to evaluate EFL students' interaction and behavior while applying the VSS.

#### **2.2. Participants**

The participants of this study were 30 first-year English students enrolled in the academic year 2021/ 2022 at Chadli Bendjedid University in Algeria .To conduct the research, the researchers ensured that the population was in normal and homogeneity

distribution. The participants were composed of 24 females and 6 males and their ages ranged from 18 to 28.

### **2.3. The Research Instruments**

The instruments of this research were a post-test and a classroom observation. The post test was used to perceive first year EFL students' vocabulary enhancement after the application of vocabulary self-collection strategy. The first task vocabulary test was taken in the form of choosing the right word appropriate to the context of the different stated sentences with a total number of 20 sentences, and the second task was to make six (6) sentences of their own using different words than the ones used in task 1(See Appendix C); thus, this test was designed to check the first and second formulated hypotheses. Further, the classroom observation was conducted for the sake of checking the third formulated hypothesis that seeks to reveal whether the sample population of this study experienced an enjoyable interactive atmosphere while using the VSS.

### **2.4. Research Procedures**

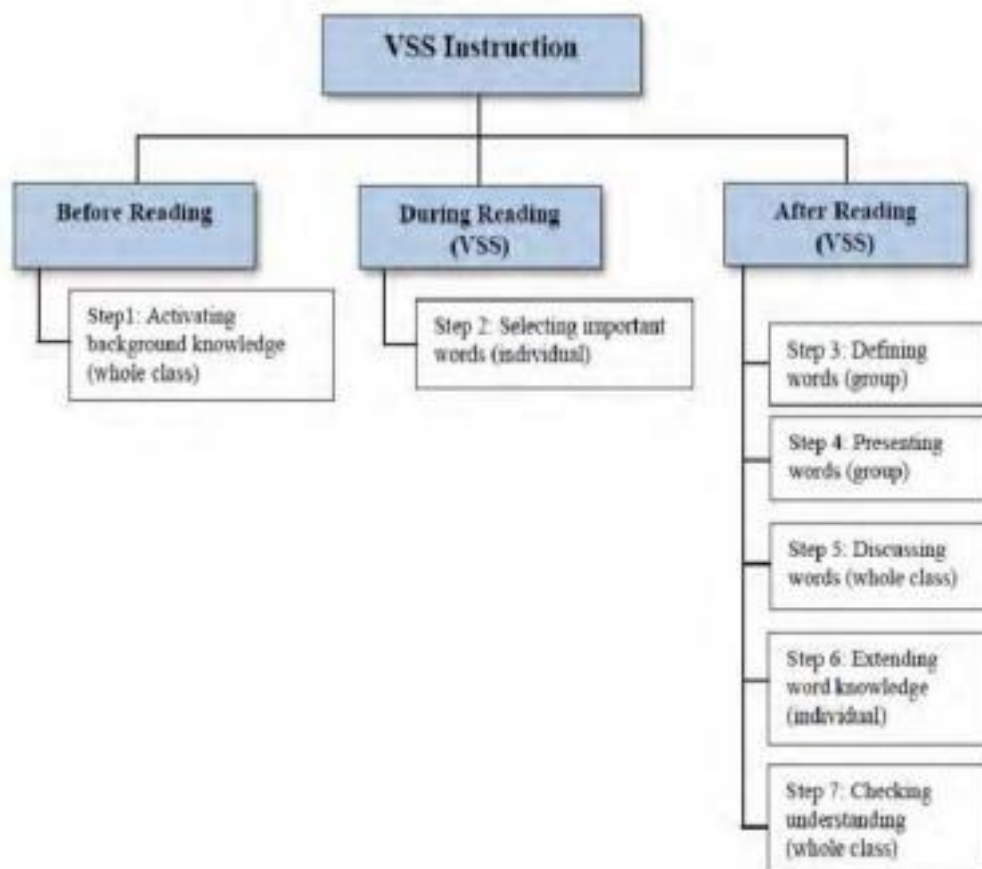
First of all, the researchers required permission from the teachers of first year level at Chadli Ben djedid University in order to attend some sessions with the sample population of this study.

After that, the students participating in this study were introduced to the VSS by giving them different reading passages in two separate sessions. After asking them to divide themselves into groups these groups will, then, work together .They were asked to read the passage carefully and try to highlight all the difficult words to do the VSS .Then, students present the words to the class. A person from each group will present the

nominated words and respond to question what do the group members think the word means? The team will decide on what the word means in the context in which it is used .They can use information from the surrounding context and may also consult reference resources such as dictionaries and so on. Finally, students will write down all the nominated words after explaining their meaning in their learning logs or notebooks in which they are going to review and study them later on.

Effectively, in conducting this study, there were 30 students in the class and they were divided into five groups, each group contains six members and each group has a leader whose main work is to read the text and identify the difficult words that the members choose. After that, all the difficult words for all the groups were collected and written on the board in which all the students of the class agreed about the choice of those words. Yet, the words were explained in English and even in Arabic so that the students remember them and use them later.

Accordingly, the participants took the vocabulary collected in the first week in which VSS instruction was implemented and the same thing was repeated in the second week .The total time of each lesson was 30 minutes. There were seven VSS instruction steps based on three phases of reading instruction, namely before reading, during reading, and after reading (See Figure1). The vocabulary posttest was administered in Week 3. Then, all participants were asked to complete the task to express perceptions towards the VSS instruction .The posttest was made to measure their vocabulary retention.



**Figure 1:** VSS Instruction Model (Adapted from Antonacci & O’Callaghan, 2010; Martin, 2002; Ruddell, 2005; Tierney & Readence, 2005)

➤ **The First and Second Sessions**

The first class started on Sunday, March 13<sup>th</sup> at 11:00 where the students entered the class and took their places. After the process of explaining how to implement the strategy, the students were divided into five groups and each group had six members. Then, each group leader started reading the text twice. The reading passage was about a rainy day (See Appendix A) and after that they highlighted the difficult words. This process took them about ten minutes in which the groups were completing their works and

started identifying the difficult words that was written on the board and started guessing the synonyms or definition of them. Finally, the students learned the meanings of these words in a period of 20 minutes.

The strategy will be repeated in another session with a new text about how depression feels like (See Appendix B). The class started on Wednesday, March 16<sup>th</sup> at 11:00, and the students took their places so that the vocabulary self-collection strategy was implemented as in the previous session. Therefore, the student can remember and use the new words and synonyms.

In both sessions, the students were active and they had fun during the session. Thus, they are competing about guessing the words' meaning and trying to use them in sentences.

### ➤ **The Post Test**

On Sunday, April 24th, 2022 the researchers dedicated half an hour for the post-test and asked the participants to answer the test's two tasks adequately. It should be noted that only 15 students out of 30 (the whole participants) attend and do the post test which is an additional limitation to this study. At the end of the session, the researchers collected the papers from the attendees and at home they started correcting them and making the necessary scores that fit the study.

### **2.5. Data Analysis**

In this research, the data were collected from the results of the post test conducted after the two sessions of implementing the vocabulary self-collection strategy. Thus, the responses of the participants who were only 15 were analyzed to

evaluate their vocabulary learning enhancement and retention after the VSS application and get measurable results to be discussed later on.

### **1/ Post Test Results**

After applying the VSS that tends to improve EFL students vocabulary learning, the results are displayed and explained as follows:

#### **Task 1**

After collecting the participants' answers of the vocabulary post test, the researchers calculated the percentage and counted the student's answer in which the item was multiplied with a hundred percent then the result was scored within the use of numbers of the students which had been multiplied with maximum score. The post test results were arranged based on a 4- point Likert Scale which was measured as the following:

i. Scores from 16 to 20 = 4

ii. Scores from 11 to 14 = 3

iii. Scores from 5 to 10 = 2

iv. Scores from 1 to 4 = 1

The score of student's response was calculated by using the following formula:

SRS

$$\%PR = \frac{\quad}{\quad} \times 100\%$$

SN

**Information:**

PR: percentage

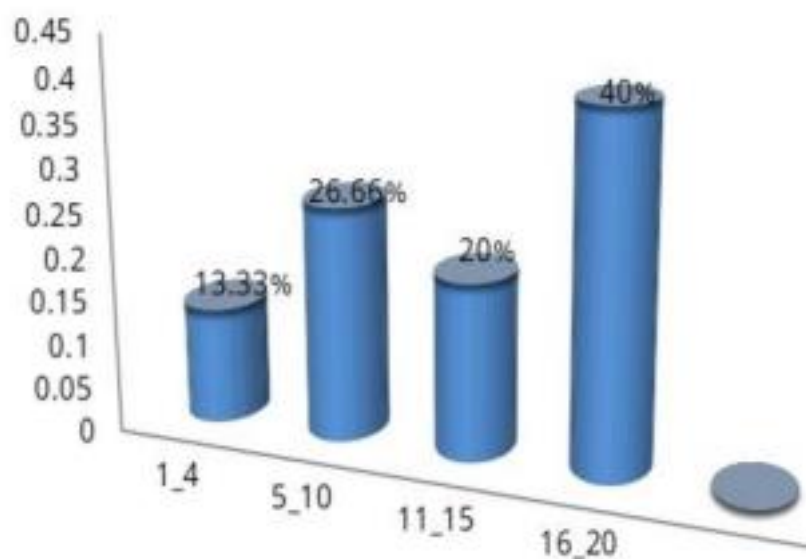
SRS: students response score

SN: Students number

And to determine the appreciation of participants' vocabulary improvement the following scale is adopted

- i. Scores from 16 to 20 = High
- ii. Scores from 11 to 14 = Medium
- iii. Scores from 5 to 10 = Low
- iv. Scores from 1 to 4 = Very low

After calculating the scores, the result showed, as it is displayed in the figure below, that 40% of the students took good marks in the first task and got the high level. Whereas 20% of the participants made only a few mistakes in filling in the blanks and got the medium position. However, 26, 66% of the participants made so many mistakes maybe due to the lack of comprehension of the sentences and got a low rank. Whereas 13, 33% of the students failed in the first task because of their limitation of vocabulary knowledge and, thus, were classified as very low.



**Figure 2:** Students' Post Test Scores (Task1)

**Task 2**

For task two, the student's score was calculated with the every single sentence and was looked for the number of using the new learned words as in the following:

**Table 2.**

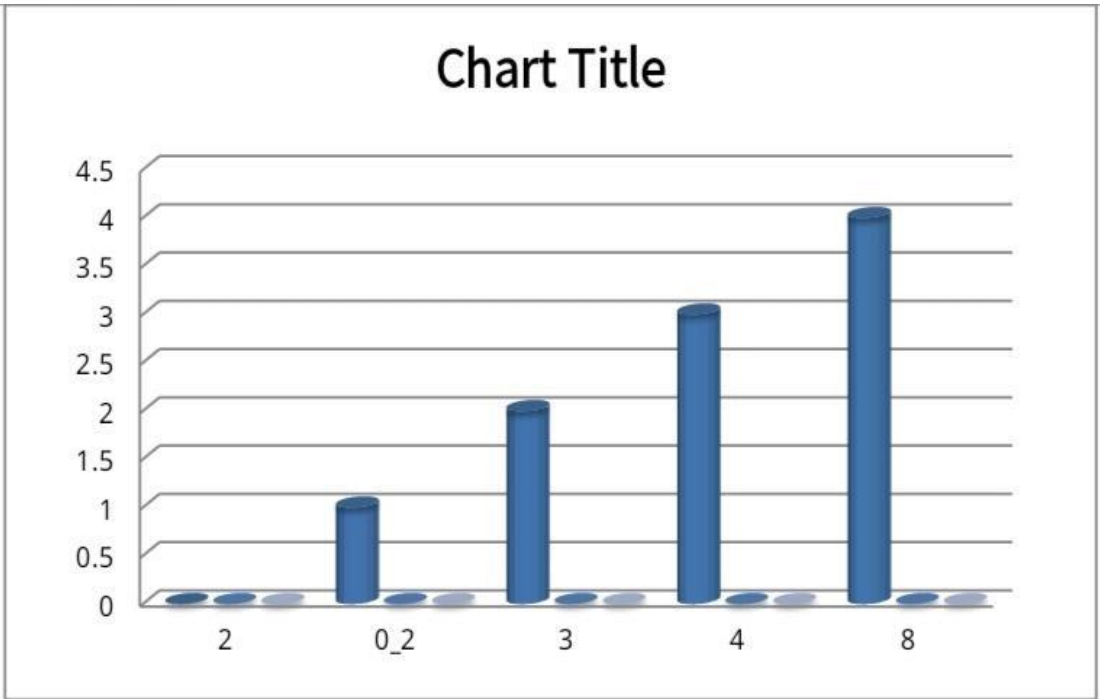
*The Students' Scores of Using the Learned Words in Sentences*

Students Number	Number of Sentences	Score/ Estimation
6	6	4/ High

4	4	3/ Medium
3	2	2 / Low
2	0	1 / Very low

The table above showed that two students got the lowest score; and a number of 10 students got the score between high and medium.

**Scale Grade**



**Figure 3:** Students' Post Test Scores (Task2)

The table and the figure above showed that six students were successful in using the learned words in six sentences because they were able to memorize

the learned words from the previous sessions. It can be noticed also that four students used the learned words in only four sentences. However, three participants made only two sentences and unfortunately two respondents did not write any sentences.

## **2/ Classroom Observation**

During the VSS implementation period which was conducted in two sessions, the researchers relied on recording some important notes. Hence, they observed that while starting the application of VSS, learners became more interactive and energetic and pay more of their intention to read the texts and find the difficult words. The majority of participants in both sessions tend to show positive attitudes towards VSS and say positive opinion about the classroom atmosphere. The following students' attitudes were highlighted during the classroom observation and divided into two attributes; affective and behavioral:

### **❖ Affective**

- The participants in this study felt enthusiastic when using Vocabulary self collection strategy.

- They enjoyed doing the task related to VSS and do not get anxious when they guess the meaning of different words.

### ❖ Behavioral

- During the sessions, students pay attention when the researchers explain the vocabulary self collection strategy.

-They liked to practice the presented tasks of vocabulary self collection strategy with eagerness.

-They do the post-test seriously and show their efforts to the maximum.

### **2.6. Discussion of the Research Findings**

The focus of this study is to scrutinize whether first year English students at Chadli Bendjedid University could improve their vocabulary knowledge after the implementation of the Vocabulary Self-Collection Strategy or not. Indeed, through the classroom observation, some points were planned to be checked to see the students' tendencies while applying the VSS. The technique used in gathering facts was a vocabulary post test directed to the sample population after implementing the VSS in two sessions. The researchers made two different tasks in order to see whether students memorized the learned words or not and could employ some of them in appropriate contexts.

From the first task, it revealed that most students can accomplish the minimum criteria score which is  $\geq 10$ . It means that the students can have an average level if they can achieve a score of at least 10. The fact, thus, shows that 60% of the students (40% & 20%) were successful in the test and get more than 10 as a score; i.e.: they could retain a good amount of the learned vocabulary. However, almost 40 % of the participants (13.33% & 26.66%) got low scores, that is, they could not retain good amounts of learned

vocabulary. Hence, it could be identified that the application of VSS brings slight improvement in learning the vocabulary among the EFL students under study; and, thus, the first formulated hypothesis is to some extent valid.

Based on the result of task 2, it can be noticed that most students could achieve the criteria of task accomplishment. Here, 10 students ranked in the high and medium level after completing the task appropriately; they could use the learned vocabulary and write them in coherent sentences (between 6 to 4 sentences). However, only a few students could write one or two sentences, and thus, they ranked very low. Accordingly, it can be stated that, to some extent, the Vocabulary Self-Collection Strategy (VSS) is helpful in fostering students vocabulary learning and using them in the appropriate contexts so that they communicate effectively and write and make personal connection with words they memorize with the class groups. To this end, we can state that the second made hypothesis is confirmed.

Through the implementation of the VSS, the students taking part in this study participated enthusiastically and presented their strength to apply the VSS in order to get advantage of it and facilitate their learning of vocabulary. Thus, it might be declared that the learning of vocabulary by using Vocabulary Self-Collection Strategy run well and showed the eagerness of student to promote their English vocabulary learning since they were more dynamic and they create an enjoyable and interactive atmosphere especially when they discuss and suggest the meaning of the selected words with more fun . Therefore, the third formulated hypothesis is also confirmed.

## **2.7. Recommendations**

Based on the research findings and discussing the results of this study, some recommendations are directed to EFL teachers and students to better apply the VSS, and other suggestions to future researchers who would conduct the same subject matter.

### **2.7.1. Recommendation for Teachers**

In teaching vocabulary EFL teachers could, first, analyze students' needs before applying the appropriate strategy that seemed more interactive and can be implemented to anticipate students' boredom in the class. One of the interactive strategies that can be used is vocabulary self-collection strategy.

Vocabulary self-collection strategy is one of the ways that is helpful for teachers in teaching the English vocabularies and how to make decisions about the meaning of concepts and how to use context to determine the meaning of words and promote long term language acquisition in a content area. By implementing the vocabulary self collection strategy students can enjoy the learning of the new vocabulary as long as the teacher is explaining the stages that the students will go through. So that teaching vocabulary via the application of VSS can be divided into three stages, they are namely:

#### **a. Presentation**

In this stage, the teachers should explain how to implement the strategy and provide the text for the students and divide them into groups.

#### b. Practice

Teaching vocabulary self collection strategy is a way of interacting between students and teacher. However, the teacher will ask group leaders to read the text and the other students should concentrate in order to engage in group discussion and highlight the difficult words. After that the teacher will write the words on the board and students will try to guess the words meaning.

#### c. Production

In this stage the students are expected to apply the new learned vocabulary through the speaking activities or writing activities.

Vocabulary self- collection strategy can be used for designing centered activity in which the students can use the learned words in writing passages or sentences and the teacher's role, here, can be facilitator and monitor at the same time. All in all, for teaching, vocabulary self-collection strategy is an effective way for encouraging students to learn new vocabulary and use them in appropriate context and creating an active atmosphere.

### **2.7.2. Recommendation for Students**

Students can apply the VSS as the strategy that can be practiced individually. They will be able to look for unfamiliar words and learn them deeply. After knowing the words, they should use the words in context in their daily activities.

Regarding the implementation of vocabulary self-collection strategy, it is so beneficial for enhancing the student's comprehension of the text. Vocabulary self-

collection can be advantageous because it can help students expand their vocabulary. To ensure students have a strong motivation and lasting achievement in learning new words and provide opportunities for them to use the words in meaningful contexts. The reasons why students select certain words to learn further helps them to understand the process of learning and memorize them.

Students can improve their vocabulary by participating in discussions and activities related to word learning. According to Fitria (2004) one benefit of vocabulary self-collection is that it can increase student's vocabulary and help them determine the purpose of reading in general. Therefore, it can be inferred that Vocabulary Self-Collection strategy is the strategy that concentrates on understanding the meaning of the word in the specific context.

Furthermore, a vocabulary self-collection approach can help students learn new words and improve self-confidence because it is used in a group. Vocabulary Self-collection strategy provides an interesting and enjoyable learning atmosphere that helps encourage students defining the new learned vocabulary. Even more, the students are involved in the learning process so that they will not get bored and they would be able to mastering the use of vocabulary in their learning process.

### **2.7.3. Recommendation for Creating a Motivated Atmosphere**

Vocabulary self-collection strategy can be described as the process of fostering students to learn new vocabularies. However, it is used by teachers in order to raise student's awareness about the process of learning and motivate them to use the learned vocabularies in their daily lives. Thus, vocabulary self-collection strategy is a vocabulary

learning strategy that is used to motivate students to select their own words and defining the selected words, guessing the words meaning and collaborating in group discussion. Whereas, students are engaged to work in a groups so that they acquire the new vocabulary easily and in an enjoyable and motivated atmosphere.

#### **2.7.4. Recommendations for Further Researches**

This research can give basic information related to vocabulary self-collection strategy in teaching students' vocabulary. Although this study needs to be completed, the researchers hope that it can be covered through the implementation of VSS with other skill or other variables and with different level of participants.

#### **Conclusion**

This last chapter covered the research design, population and sample, research instruments and technique of data collection analysis. Moreover, it introduced the research findings and its interpretations alongside some recommendations for both students and teachers.

## **General Conclusion**

This research study is conducted to scrutinize the effect of implementing vocabulary self-collection strategy in fostering Chadli Bendjedid first year EFL students' vocabulary learning. The aim of this investigation was to find out to what extent vocabulary self-collection strategy can ameliorate learners' vocabulary learning. In favor of providing trustworthy answers to the research questions, the researchers used two research tools: One group posttest only design, to investigate the effect of VSS in boosting EFL students' vocabulary capacity after its implementation; and a classroom observation, to inspect their attitude towards the interactivity of VSS in classroom.

After conducting the treatment and obtaining the result, it revealed that vocabulary self collection strategy is an effective way to improve and foster students' vocabulary learning. That is, vocabulary self-collection strategy is moderately effective for first year English students at Chadli Bendjedid University that help them in enhancing their vocabulary learning and this is supported by the gained scores of students in both tasks .Vocabulary self-collection strategy provides an interesting and enjoyable activity in acquiring the vocabulary. Even more, the students were fully engaged in the process of learning; so that they will not be bored in their learning journey. This strategy will also enable students to reach vocabulary mastery through broadening their knowledge of words and connecting them to different context. From the context delivered, students were involved in the process of selecting, defining, finalizing, and extending the selected words which nominated by their each group.

Some practical recommendations were provided for both teachers and students for the purpose of having upright and effective academic achievements while implementing vocabulary self-collection strategy. Well ahead, EFL teachers and students might hope having more time dedicated to applying this strategy either inside classrooms or outside. Thus, the results of this study were only limited to first year EFL students at Chadli Bendjedid University; thus, further studies about this subject area can be tackled from different angles and standpoints in the future.

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## **Appendices**

### **Appendix A : Text 1**

On a Rainy Day rainy day it rains all day long. A rainy day is dull and gloomy. The sky is overcast with thick clouds. This is not seen. The weather is foul. None can go out without an umbrella. Water stands on roads and they become muddy and slippery. Those who have offices and other businesses go out with umbrellas overhead. in hand and clothes folded up to the knees. Sometimes they slip and fall on the mud. A rainy day is a curse for a poor man. He can't go out for his daily works. He has to sit under his leaky roof. Most of the students can not go to school. Only a few can go to school but they get wet. The cattle keep standing in their sheds and bellow for fodder. A rainy day is amusing for the rich. They make the best use of the situation. A rainy day is most welcome to the idle students as they easily enjoy a holiday. A rainy day is a day when rain falls from the sky, drenching the earth beneath clean and freshwater. The earth and the life it sustains get a new lease of life with the arrival of a rainy day. Rain brings fertility and prosperity. It drenches the earth with water and fills the freshwater resources. Water is an essential resource and rain refills its reserve, giving new lease of life to humans and other species. Without rains, the water reserves of the planet will go dry causing the extinction of species of plants and animals. After all, it brings a sigh relief for everyone. No matter what the weather may be, a rainy day relaxes and soothes our soul. There is no age limit to enjoy rainy days people of almost every age enjoy it equally. Thus, rainy days are very important for a number of reasons. Similarly, for students, a rainy day means a break from school. It gives them a break from their monotonous routine as the school declares a holiday. The joy of going to school on a rainy day enjoying the weather and then

realizing the school is closed is one of a kind experience. If we look at rainy days from the perspective of a common man, we see how it brings them relief from the heat. It changes their mood and also their dull routine. In other words, rainy days give them a chance for rejuvenation amidst the stress. Rainy day gives us relief from the usually hot and humid climate. Rainy day is portrayed by a cool whisk, drizzle and the sweet smell of soil. The trees and vegetation around us get washed by rain and reveals its lush green color. The full view becomes enchanting with dark clouds all over the sky with periodic lightening. Water becomes abundance, and every pool or depression gets filled in the rainy season. Rain brings various reptilian and amphibian species out of their hiding like snakes and frogs. Sometimes during heavy rain, schools declare a holiday. Rainy day is the day when nature reveals all its hidden surprises to us.

## Appendix B: Text 2

### This is What Depression Feels Like

I am Julia Stewart just an ordinary women who is trying to end the battle between me and my depression that trapped me inside a cage .Every single day I feel like the light at the end of **the tunnel** is a **solitary** candle about to blow out at any moment. At the same time, I feel like the pain will never end. This has been happening as long for as I can remember.

About this time every year (and other times, too) I **sink** into a **pit** that's hard to scabble out of. The world seems **stark** and **hollow**. My friends feel out of reach. The smallest tasks seem **insurmountable**: paying a cell phone bill, **lining up** a household repair. Sometimes just taking a shower or **arranging** a play date feels like more than I can manage. My children's **squabbles** make me want to scratch the walls. I want **to claw** out of my own skin..Blame it on my brain chemistry. Blame it on my troubled childhood. My **lows** are doubtless the product of a combination of nature and **nurture**.I have spent years searching for an effective cocktail of anti-depressants and anti-anxiety medications to shave off **the edge** of my worst symptoms without making me **faint**, or jumpy, or **nauseated**. Discovering the roots of my depression remains the work of my therapy sessions. I hope that understanding the origins of my suffering will free me from its **grasp**. It's not so much what causes my depression that troubles me as how isolated it makes me feel and how hopeless the world becomes under its influence. I know each **dawn** when I face my demons that **prescriptions** and therapy will never ultimately be **sufficient**, that I will always, fundamentally, fight this battle on my own. At the same time, I realize how ridiculous all of this is. I **reside** in a **nest** of upper-middle-class white **privilege**. My children are healthy and **thriving**, despite my personal problems that have nothing to do with them — that entirely **predate** their birth. I have a **sturdy scaffold** of

support: a wise and enlightened husband, helpful in-laws, smart doctors and money to pay for the help I so badly need. I think, in a way, that is one of the aspects of depression that hurts the most. It robs me of my reason. I recall how, during a major depressive episode I suffered my freshman year of college, a psychiatrist advised me to grab hold of my rational side. But I just couldn't hang on. It was like one of those nightmares in which a monster is chasing you, but you can't make your legs move — a paradoxical combination of paralysis and panic — a death spiral in slow motion. Sometimes, my depression is a dull-witted sloth, batting at me with sloppy arms as I go about my business. Occasionally, my depression is a roaring monster, shredding me from the inside out, while I fight back with every ounce of my strength, at the same time still trying to get lunches packed, put on a brave face for the bus stop moms. We should band together and support one another. Those of us who feel strong enough should speak more freely about our experiences. Maybe that will help kill the stigma of our disease forever and make us realize we are not alone.

## Appendix C: Post test

**Task 1: fill in the blank with one of the words below according to its right context :**

**Rejuvenated -drizzle -sigh -dull - pit - whisk - solitary - sturdy - squabble -  
abundance - rational -The tunnel - enlightened - sink - stigma - nauseated -  
faint -soothe - monotonous - slippery –**

1-Frank's speeches are always **dull** and pointless.

2-The waiter tried to **soothe** the angry customer.

3-The road was wet and **slippery** after the rain.

4-As the breath leaves her body, her **sigh** was a mixture of contentment and relief.

5-There was a **drizzle** of snow on the high ridges, rain below, and mist everywhere.

6-The spa treatment **rejuvenated** me I feel so fresh.

7-Life took up its old **monotonous** routine.

8-In a separate bowl, **whisk** together the remaining sugar and the yolks.

9-Fruit and vegetables grew in **abundance** on the island.

10-Dig a **pit** and bury the garbage.

11-Polly and Susie were having a **squabble** about who was going to hold the dog's lead. 12-He spent eleven years in **solitary** confinement.

13-We need several **sturdy** men to push this car.

14-There is no **rational** explanation for his actions, no one with his mind would ever behave like that.

15- He felt **faint** for lack of food.

16-The smell **nauseated** him, as well as the slimy, mess under his feet.

17-The train whistled and shot into **the tunnel**.

18-Don't overload the boat or it will **sink**.

19-There is no longer any **stigma** attached to being divorced.

20-An **enlightened** paternalist, he was happier in his relations with the students and shaped the careers of many of them.

**Task 2: Using the words of the previous exercise ,Try to make at least 10 sentences  
of your own .**

1-.....

2-.....

3-.....

4-.....

5-.....

6-.....