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**An Investigation on the Use of Vocabulary Learning Strategies on  
Developing the Speaking Fluency  
(Case Study :Second Year Students Department of English, Chadli  
Bendjdid University El Tarf)**

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Requirements of the Master degree in *Didactique de l'Anglais*.

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## Declaration

We , do *hereby solemnly declare* that this *present research work* was created on our own , and had not been submitted before to any other institution or university for any degree .

And we have faithfully cited all the sources used in this research work. In addition, we certify that no part of this work will, in the future, be used in a submission in our names, for any other degree or diploma in any university or other tertiary institution without the prior approval of Chadli Bendjdid University - El-Tarf.

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## **Dedication**

**We dedicate this dissertation to our parents,**

**brothers and sisters,**

**and friends.**

## Acknowledgements

First, before anything , we are thankful to *Allah* who *gave us* the *courage*, capability and opportunity to *complete this work* .

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## **Abstract**

The present work aims at investigating the effect of using vocabulary learning strategies (VLS) on developing foreign language learners' speaking fluency in order to improve their oral ability. This subject matter is opted for investigation because speaking is considered to be one of the most difficult skills to master. In fact, students' speaking skill may be improved if they use a set of strategies to enrich their vocabulary reservoir. In order for this speculation to be checked, a questionnaire is addressed to fifty second year LMD students of English at Chadli Bendjdid University - El Tarf- , in order to gather information about the effect of the use of VLS on developing the students' speaking skill. The analysis of the data reveals that the students use some strategies to boost their vocabulary in order to speak. In fact, the findings show that the majority of the students use dictionaries (bilingual / monolingual) as a primary tool to acquire new words. Furthermore, students showed preference in using English language media. On the basis of what have been discussed, a list of recommendations has been suggested to raise students' awareness towards the most effective strategies to promote their speaking.

## Résumé

Cette étude vise à dévoiler l'effet et l'importance de certaines stratégies d'apprentissage du vocabulaire sur le développement des compétences linguistiques chez les étudiants de la langue étrangère pour améliorer leurs capacités orale. Ce sujet a été choisi en raison de la difficulté qui entrave la maîtrise de la compétence évoquée. En effet, l'application d'une série de stratégies peut améliorer l'oral en enrichissant le bagage linguistique des apprenants.

Pour vérifier cette hypothèse, un questionnaire a été présenté aux étudiants de la deuxième année de langue anglaise LMD au niveau de l'université de Chadli BENDJEDIDd El-Tarf . Ce questionnaire sert à collecter des informations sur l'effet de l'utilisation de différentes stratégies d'apprentissage de vocabulaire pour le développement des compétences linguistiques des apprenants. Cinquante étudiants ont répondu à notre questionnaire. L'analyse des données nous a permis de prouver que les étudiants optent pour l'application de diverses stratégies qui renforcent leur vocabulaire réservé à l'oral. Les résultats prouvent également que la majorité des étudiants s'appuient sur des dictionnaires (bilingues, monolingues) comme première solution. En outre ils préfèrent les medias en langue anglaise.

Sur la base des résultats discutés, une batterie de propositions a été soumise afin de faire connaitre les stratégies les plus efficaces aux étudiants afin de les mieux orienter et de renforcer leur capacité de communiquer.

## المخلص

تهدف هذه الدراسة إلى استكشاف مدى تأثير استعمال استراتيجيات تعلم المفردات اللغوية على تطوير مهارة التحدث لدى طلاب اللغة الانجليزية كلغة أجنبية لتحسن قدرتهم على التحدث . اختير هذا الموضوع للدراسة لأن مهارة التحدث تعتبر من أصعب المهارات . حقيقة , مهارة التحدث لدى الطلاب يمكن تحسينها إذا استعمل الطلاب مجموعة من الإستراتيجيات لإثراء حوصلتهم اللغوية . و من أجل التحقق من صحة هذه الفرضية تم تقديم استبيان الى طلبة السنة الثانية لغة انجليزية بجامعة الشادلي بن جديد – الطارف- و ذلك لغرض جمع معلومات حول تأثير استعمال استراتيجيات تعلم المفردات اللغوية على تطوير مهاراتهم في التحدث . عينة من خمسون طالبا اجاب على الاستبيان .

كشفت النتائج ان الطلبة يستخدمون بعض الاستراتيجيات لتقوية مفرداتهم لغرض استعمالها في حديثهم .

على الرغم من ذلك , أثبتت النتائج ان اغلبية الطلاب يلجؤون الى استعمال القواميس – ثنائي اللغة و وحيد اللغة - كوسيلة أولية لتحصيل مفردات جديدة . علاوة على ذلك , اظهروا تفضيلا في استخدام وسائل الاعلام باللغة الانجليزية .

اعتمادا على النتائج التي تم مناقشتها , تم تقديم مجموعة من الاقتراحات لتوعية و توجيه الطلبة الى الاستراتيجيات الاكثر فعالية لتعزيز مهارة التحدث لديهم .

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## List of Abbreviations

<b>EFL</b>	English as a Foreign Language
<b>FL</b>	Foreign Language
<b>GTM</b>	Grammar Translation Method
<b>L1</b>	Mother Tongue
<b>L2</b>	Second Language
<b>LMD</b>	Licence Master Doctorat
<b>LS</b>	Learning Strategies
<b>VLS</b>	Vocabulary Learning Strategies

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## **General Introduction**

Speaking seems intuitively the most important skill to be acquired while learning second/foreign language ( SL /FL ) . The success is measured in terms of the ability to carry out conversation in an interactive process of constructing meaning that involves producing, receiving, and processing information. Since speaking is an expressive skill, it appears that to improve it, students need to develop a deep vocabulary repertoire which gives them the opportunity to express ideas and thoughts effectively and consequently become fluent speakers. However, many English as a foreign language ( EFL) students face some obstacles which inhibit them to speak , so one of the main factors that prevent them from attaining proficiency is the lack of vocabulary .

Generally, students employ different strategies for learning the new vocabulary they come across. Those strategies which are so called vocabulary learning strategies are part of language learning strategies (Nation, 2001). The focal concern of this research work is to highlight the role of vocabulary learning strategies used by EFL students in developing their speaking skill.

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

For many researchers in SL/FL ambits, the use of learning strategies is necessary for students to make headway in their learning. Moreover, we believe that the present issue is worth analysis because we noticed over the five years we spent in studying English that most EFL students' encounter difficulties in speaking mainly due to their limited vocabulary. Hence, it is suggested that having a deficient amount of vocabulary is owing to the fact that learners, in general, lack awareness of employing VLS.

## **2. Aims of the study**

The main purpose of this research is to investigate the kind of VLS second year students of English at Chadli Bendjedid University use to enlarge their vocabulary size. Moreover, this research aims at raising their awareness on the importance of VLS to expand their vocabulary knowledge , which in turn improves their speaking skill .

## **3. Research Questions**

This research work attempts to answer the following questions:

- 1- Do teachers of English at Chadli Bendjedid University teach VLS to help Students improve their ability to speak?
- 2- Do EFL students at Chadli Bendjedid University use VLS to improve their speaking skill?
- 3- What are the most appropriate VLS that can be used by EFL students to flourish their vocabulary bank?

## **4. Hypotheses**

In the light of what has been mentioned above, we hypothesize the following:

- Teachers at Chadli Bendjedid University do not have enough time to teach VLS.
- EFL students at Chadli Bendjedid University are not really aware of the importance of using VLS to improve their speaking skill.
- In foreign language learning, different VLS can be used to enrich students' vocabulary and enhance their speaking fluency.

## **5. Means of the Research**

The current research is quantitative in nature. Therefore, for the sake of gathering relevant data, a questionnaire is administered to a random sample which is composed of 50 students enrolled in the department of English at Chadli Bendjdid University -El Tarf- (Algeria). The aim of the students' questionnaire is finding out the kind of VLS used by foreign language learners. Students will be asked to answer close ended questions (yes/no, multiple choice and scaled questions), in addition to open ended questions.

## **6. Structure of the Study**

The dissertation will embody three chapters. The first chapter will involve three main parts. The first part covers a general overview of the speaking skill. The second part deals with vocabulary learning and teaching while the third part is devoted to VLS. The second chapter of the study involves the description, foundation, and analysis of the data collected from the questionnaire. The third chapter offers some suggestions and recommendations for both EFL teachers and students.

## **7. Limitations of the Study**

Although the research has reached its objectives, there were some inevitable limitations. The main limitation was primarily associated with time as we were unable to deal with all second year students of English because we thought that we could not analyze a large data in a limited time especially that we are novice researchers who had not conducted any quantitative study before. Another limitation is that we have deliberately limited our scope of study to one area of research which is directly related to the students' needs in the field of vocabulary learning which may gradually improve their speaking skill. Further studies may link vocabulary strategies to other language skills, viz. listening, reading and writing.

# *Chapter One*

## *General Overview of Speaking and Vocabulary*

## **Introduction**

Many language students intend to list fluency in speaking as one of their main objectives of study, however, they face many obstacles that make them unable to speak fluently; deficient vocabulary is one of those obstacles. The introductory part of this chapter highlights the concept of speaking in accordance with concepts advocating the target skills. Along with this, we shed light on some factors that may affect oral fluency and the difficulties EFL speakers often encounter when engaging in any communicative exchange. The second part deals with vocabulary in terms of definition, importance, types ...etc, while the third part is mainly devoted to VLS(s) and their classifications.

### **1.1. Definition of Speaking**

Giving a straightforward definition of speaking is not an easy task. There are many definitions that have been proposed by some experts in language teaching and learning. Speaking, as Karen (1994) defines it, is an expressive language skill in which the speaker uses verbal symbols to communicate. In other words, speaking is the process of sending and receiving messages through the use of language. Another definition is given by Hall (1995 ) speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating as cited in Fulcher (2003) .

Speaking is widely considered as a tool of communication. Accordingly, it is generally accomplished via interaction, for Brown (1994), Burns & Joyce (1997) , speaking is an interactive process of constructing meaning that involves producing ,receiving and

processing information . Being skillful in speaking means being able to decide about what to say in specific situations and how to say it clearly. Brown (2001, p. 267) cites that “when someone can speak a language it means that he can carry on a conversation reasonably competently”.

Moreover , Speaking is a multi-sensory skill because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury,2005,p.9) which have a great impact on the conversational flow. As maintained by Chaney et al. (1998, p. 13): “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.” In addition , Richards and Renandya (2002) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

So, the idea we draw from the previous definitions is that speaking itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people. Thus, to achieve the communicative goals, learners need to know how to make use of the linguistic competence such as: grammar, pronunciation, or vocabulary and also they need to understand when, why, and in what ways to produce language (sociolinguistic competence), and as maintained by Florez (1999):

Speaking requires that learners not only know how to produce specific points of language such as grammar , pronunciation , or vocabulary ... but also that they understand when , why , and in what ways to produce language .

Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic

competence, which reflect the use of the linguistic system and the functional aspects of communication as cited in Shumin (2002, p. 207-208)

- **Linguistic competence:** this area covers the knowledge of lexical items and of grammatical rules, semantics, and phonology.
- **Discourse competence:** It refers to the ability to connect sentences in stretches of discourse and to make meaningful utterances.
- **Sociolinguistic competence:** It refers to the knowledge of the socio-cultural rules of the language and of discourse and the ability to use language appropriately in various contexts.
- **Strategic competence:** It refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate it , and how to clear up communication breakdown as well as comprehension problems i.e. strategies to compensate for gaps in one's second/foreign language skills ( Shumin , 2002 )

## 1.2. Aspects of the Speaking Skill

With the current advance in foreign language learning and teaching, the aim has become to make EFL learners speak spontaneously in various academic and social contexts, express themselves openly with the minimum rates of anxiety and develop their oral skills. Brumfit and Johnson (1979) identify two aspects of language speaking which are fluency and accuracy.

### 1.2.1 Fluency

The widely accepted view regarding “someone is fluent” in a foreign language has inspired a great deal of study among language researchers and educators. According to Richards et al (1992,p. 204) ,fluency is “the features which give speech the qualities of being

natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” In other words, fluency is the ability to use language smoothly, spontaneously and confidently while communicating and talking without making a lot of stops to think about what to say and without worrying too much about errors. As pointed by Skehan (1996), fluency is the “capability to produce language in real time without undue pausing or hesitation.” ( cited in Thornbury , 2000). In the same vein, Tricia (2000,p. 54) adds: The term fluency relates to the production and it is normally reserved for speech. It is ability to link units of speech together with facility and without strain or in appropriate showiness.

That means that fluency is the ability to speak a language spontaneously and eloquently with no extensive pauses or repetition and responding coherently within the turns of the conversation, using linking words.

### **1.2.2 Accuracy**

In foreign language learning and teaching, accuracy refers to the ability to produce sentences that are grammatically correct (Richards et al , 1992, p. 204). However, Harmer (2001, p. 104) pointed that “accuracy involves the correct use of vocabulary, grammar and pronunciation”. He tends to say that to be accurate in oral production, learners should pay attention to correctness and completeness of the language form; they should master the use of grammar, vocabulary and pronunciation:

- ***Grammatical structures***: This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses...etc.

- **Vocabulary:** achieving accuracy in terms of vocabulary means being able to use words, utterances and expressions accurately. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances.
- **Correct pronunciation:** learners should be aware of the different sounds and their features :production of sounds, stress patterns, rhythmic structures and intonation of the language ( Florez ,1999). In addition to the ability to pronounce words correctly.

### **1.3. EFL Speaking Difficulties**

Learning how to speak seems to be the most difficult skill to master for the majority of EFL students. There are some studies which have investigated the speaking difficulties encountered by EFL learners communicating in the target language. Those difficulties may impede their learning. According to Ur (1996), there are many factors contributing in making speaking difficult, these are:

#### **1.3.1. Inhibition**

Ur (2000) says : “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of criticism as losing face or simply shy of attention that their speech attracts”. In fact, in that passage, he claims that students often get inhibited when they try to speak in front of others because they lack their self-confidence so they worry about making mistakes and they fear from others criticism. In addition, walls of inhibition are maintained by those whose self-esteem is weaker in order for weak self and fragile ego, or a lack for self-confidence in a situation or task, to be protected (Brown, 2007) .

### **1.3.2. Deficient Vocabulary**

One of the factors that represent a major difficulty for EFL learners is related to the insufficient English vocabulary repertoire. Students often complain that they have nothing to say. When speaking the English language or expressing themselves they struggle to pick up the appropriate words and this is usually due to the lack of exposure to the target language (TL), they have to choose from limited package of expression, in that ease, students are imposed to use simple language which makes them frustrated or uncomfortable. Hence, they will lose the willingness to speak again.

### **1.3.3. Low or Uneven Participation**

Another problem in speaking class is that participation is low or uneven. In large classes , students will have very little talking time because only one participant can talk at a time so that the others can hear. There is a tendency of some learners to dominate while others speak very little or not at all. Those who have only very little talking time are inhibited to use the language in the classroom and that decreases their opportunities to speak English.

### **1.3.4. Mother-tongue Use**

Students who share the same mother tongue tend to use it because it is easier and will make them feel less exposed if they are speaking their mother tongue. However, Harmer (2001) declares that if students are not using English, everyone is wasting their time.

## **1.4. Factors Affecting Learners Speaking Ability**

The speaking ability is considered to be one of the most important abilities to be acquired while learning a foreign language, because it requires the simultaneous use of a

number of abilities. For such, learners struggle reluctance when expressing ideas orally which is due to some factors that highly influence their learning process and hinder their improvement when speaking. A number of researchers, Krashen (1982), Mc Donough (2002)..etc , studied the identification of the affective factors that are related to foreign language speaking from many perspectives which can be summarized in the following elements.

#### **1.4.1. Age and Maturation Constraints**

Different needs, competencies, and cognitive skills are defined according to the age of people. Krashen, Long, and Scarcella (1982) argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults. It is believed that children are better than adults in mastering a second language and achieving a native-like accent. The reason behind this ability is the critical period hypothesis. When learners miss this period, they will not be able to learn a second language like children do, or they may face difficulties to reach the native speakers' level as Mc Donough states : “young children learn languages better because they are nearer the age at which they became native speakers of their mother tongue”. (2002, p.91) .

However, there are some researchers who disagree with this hypothesis; it has been argued that it is possible for adults to have an access to native-like proficiency in phonology. After specialized training, teachers could teach second language to adult learners to achieve native-like performance on certain tasks (Gass , 2013, p. 436).

Consequently, one can conclude that age plays an important role in affecting or limiting adult learners' ability to speak the target language fluently and to achieve a native-like control of the foreign language



### **1.4.2. Aural Medium**

The failure in comprehending what is uttered results in the failure of responding correctly because listening plays the role of feedback when it comes to the development of speaking abilities due to the fact that listening precedes speaking. According to Shumin (1997, p.8) , “the fleetingness of speech, together with the features of spoken English- loosely organized syntax, incomplete forms, false starts, and the use of fillers” are the main factors that hinder EFL students’ understanding and influence negatively the development of their speaking competences.

### **1.4.3. Socio-Cultural Factors**

Knowledge about the use of language in social contexts is necessary for speaking a language. Non-native speakers face difficulties when appropriate forms to some situations are to be chosen as long as their own cultural norms have an influence or interference. For example, in China, providing an answer negatively is the way for the compliment to be paid and modesty to be shown like (no, it is not so good). It is inappropriate and embarrassing to respond in such a way in North American culture (Shumin, 2002). Therefore, speaking a foreign language requires knowing the culture of the target language in addition to its linguistic and paralinguistic systems especially in particular social contexts.

### **1.4.4. Affective Factors**

According to Oxford (1990, p.140), “success or failure in language learning is extremely influenced by the affective side”. Such factors are “emotions, self-esteem, empathy, anxiety, attitude and motivation” (Shumin, 1997, p. 8). The ability to put the emotions and attitudes about learning under control is one of the characteristics of the good language learner. Progress can be hindered by these negative feelings for both good and poor language

learners. Moreover, there are other factors like speaking in front of other learners or the language class, the behavior of their peers, their standing in the competition with fellow learners, the process of taking test, and finally the native speakers' attitude of the foreign language (Johnson & Johnson, 1999). The foreign language learners get anxious when they have to speak in the presence of other people, least of all native speakers. Unexpected situations, learners face the inability to talk and the loss of words which makes them anxious. Owing to this, a general sense of failure and discouragement happen. The judgment of others is what concerns adult learners. When they speak, making errors is what they try to avoid, because this may show them as ignorant people. This, in some cultures, may lead to the problem of losing face (Shumin, 2002).

### **1.5. The Importance of Speaking**

Speaking in a foreign language has often been viewed as the most demanding and the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language (Ur, 1996). This indicates that using a language is more than just knowing about it. Besides, when someone asks about whether someone else knows a language he/she will ask about the ability to speak it rather than to write it, the question will be, for instance, “*do you speak English?*” Rather than “*do you write in English?*” when people hear someone speaking, they pay attention to what the speaker sounds like and they make tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native or non-native speaker. As pointed by Hedge (2000), speaking is a skill by which people are judged while first impressions are being formed. In addition, researchers regard speaking ability as the measure of knowing a language. Nunan (1991, p. 34) wrote “success is measured in terms of the ability to carry out a conversation in the language.”

## **1.6. Vocabulary Definition**

One of the main factors that hinder the improvement of EFL speaking skill is vocabulary; this later can be defined in various ways. Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. In addition, he states that the lexicon of a language is its vocabulary, which includes words and expressions. Similiarly, Hatch and Brown ( 1995) view vocabulary as a list of words of a particular language that individual speakers of a language might use. Furthermore, Jackson and Amuela (2000, p.11) state that vocabulary is the total of words in a language.

According to Richards and Renandya (2002, p. 255), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. That is to say vocabulary is a fundamental component of language proficiency . It is needed to communicate successfully in the second / foreign language .

Based on the definitions above, it can be assumed that vocabulary is all the words that compose a language which individuals know and use.

## **1.7. The Importance of Vocabulary**

Vocabulary is a crucial aspect in language teaching and learning . It plays a significant role in developing the four skills (listening, speaking , reading and writing ). Lessard-Clouston (1996, p. 27) supported this by saying “vocabulary - words, phrases, idioms, etc is at the heart of all language usage in the skill areas of listening, speaking, reading, and writing,

as well as culture". Without having a rich vocabulary repertoire learners will not be able to communicate successfully in the target language, and it would be impossible to master a second or foreign language without the vocabulary which compose it. This is how Wilkins (1972; cited in Thornbury, 2002,p.13) viewed the importance of vocabulary :

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!

Likewise, Hinkel (2006) argues that word knowledge plays an essential role in language acquisition and second language learners need to acquire a substantial vocabulary in order to achieve competency in all second language ( L2) skills.

### **1.8. Types of Vocabulary**

Heaton (1974,p.5) distinguishes two types of vocabulary knowledge :

**a- Active vocabulary :** refers to the number of words which learners use in speaking and writing.

**b- Passive vocabulary :** refers to the number of words which learners should be able to recognize and understand when they are listening to someone or when they are reading.

In addition , from the perspective that people have different ways in understanding words , Haycraft in Hatch and Brown (1995,p. 370) states that vocabulary mastery is divided into two kinds: receptive and productive vocabulary. Receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen while productive vocabulary

knowledge refers to the ability to pronounce correctly and use constructively in speaking and writing .

## 1.9. Vocabulary Description

There are two main branches in linguistics that study vocabulary form and uses : lexicography and lexicology .

### 1.9.1 Lexicography

It is the act of gathering lexical items in a dictionary with their meanings. As defined by Jackson and Zé Amvela (2000, p.412) : a special technique of writing dictionaries.

### 1.9.2 Lexicology

Jackson and Zé Amvela (2000) define lexicology as the study of lexis. It is mainly concerned with how words are formed , classified and defined .

#### 1.9.2.1. Word Classes

It is concerned with words and their functions. In English language , words are classed into eight categories ( parts of speech ) according to their uses : nouns , verbs , adjectives , adverbs , pronouns , determiners , prepositions and conjunctions .

- **Noun** : a word that defines a person ( Ahmed , Sara ) , a place ( Algeria , Canada ) , or a thing ( room , table ).
- **Verb** : a word which expresses an action ( to run , to play , to write )
- **Adverb** : is a word that describes a verb ( they run *quickly* ) or an adjective ( she was very happy ) .

- **Pronoun** : a word which replaces a noun ( Amel is a teacher- *she* is a teacher )
- **Adjective** : is word that describes a noun ( *old* lady , *blue* sky )
- **Determiner** : a word that introduces a noun ( a , an , the , that , those.. )
- **Preposition** : a word that indicates time , a place ( in , on , at .. etc )
- **Conjunction** : words used to connect sentences ( because , as , ... )

### 1.9.2.2. Word Formation

In linguistics , the process of creating new words is called ‘ word formation’ . This later contains many processes such as : affixation , blending , compounding , clipping , borrowing.

- **Affixation** : linguistically, affixation is the process of inflection or derivation, it refers to the process of adding a morpheme or (affix) to a word to form either a different form of a word e.g.: bird- birds, or to derive a new word with a different meaning e.g. : bird-birder. Affixes can be categorized into three types; prefixes, infixes and suffixes.

- a- Prefixes:** are bound morphemes that are added to the beginning of the word e.g. : *un-* in *unnoticed*, *a-* in *amoral*, *sub-* in *subway*, etc. Notice that prefixes are represented by the morphemes followed by a **hyphen** (-).
- b- Infixes:** are bound morphemes that are inserted within the words. There are no infixes in the English language, but in the languages such as Tagalog and Bontoc (in the Philippines), infixes are represented by the morphemes preceded and followed by a hyphen e.g : *-um-*.
- c- Suffixes:** are bound morphemes which are attached to the end of the word; e.g. : *-able* in *noticeable*, *-less* in *careless*, *-s* in *seeks*, *-en* in *shorten*, etc. Notice that suffixes are represented by the morphemes preceded by a hyphen.

- **Compounding:** It is defined as the combination of two or more (usually free) roots to form a new word, for example the words, blackboard, brother in –law are made up by joining free roots (black+ board=blackboard), another possibility of compounding is that they can combine words of different parts of speech such as: adjective-noun (hard drive) also verb-noun (pick-pocket).

- **Blending:** Similar to compounds, but in blending only parts of the words are combined, formation of words can be one of the following methods :

1. The beginning of one word is added to the beginning of the other. For example, *brunch* is a blend of *breakfast* and *lunch*.

2. The beginnings of two words are combined. For example, *cyborg* is a blend of *cybernetic* and *organism*.

3. Two words are blended around a common sequence of sounds. For example, the word *californication* is a blend of *California* and *fornication*, and the word motel is a blend of **motor** and **hotel**

4. Multiple sounds from two component words are blended, while mostly preserving the sounds' order. Poet Lewis Carroll was well known for these kinds of blends. An example of this is the word *slithy*, a blend of *lithe* and *slimy*.

- **Clipping:** Marchand (1969) defined clipping as: “the process which consists in the reduction of a word to one of its parts, clipping is also known as "truncation" or "shortening” . In other words, clipping is shortening a word by deleting one or more syllabus, for example: Facsimile- fax, Hamburger – burger.

- **Borrowing (loan words):** Adaptation of words from another languages, in fact English borrowed a lot from Latin and French, for example: cealc from Latin , Leak from Dutch Barbecue from Spanish ,Piano from Italian and Sofa Arabic.

### 1.10. The Place of Vocabulary in Language Teaching and Learning

The teaching and learning of vocabulary was undervalued in the field of foreign language .An attempt has been made to review these methods as below:

- **Grammar Translation Method ( GTM )** has dominated foreign language teaching from the 1840s to the 1940s, it is also known as the classical method, as it is one of the oldest methods of teaching English. Its first concern was in the teaching of Latin and Greek (dead languages) for several centuries. In its acclimatized form, the elemental goal of learning a foreign language in Grammar Translation Approach is the ability to read its literature. In order to do so, students are expected to learn the grammatical rules and vocabulary of the target language using bilingual word lists, its main emphasis was on the use of translation that is considered as a significant device to enhance foreign language proficiency, it has a facilitating avail in the comprehension of the foreign language. Hence, translation activities will supply students' clarity and they will have the opportunity to improve accuracy in the target language. When students can cover form and meaning, their language awareness will raise, and they will enhance their abilities to study independently (Fish, 2003). It was thought that memorizing vocabulary items, grammatical rules, and translation would provide language learners with useful mental exercise which would extremely enhance their intellectual growth.

Vocabulary in this approach typically exercised through translating lexical items or sentences from the TL into their mother tongue (L1) or vice versa using dictionaries. Moreover students will be provided with recital of words which they are required to find their antonyms or sometimes their synonyms in the reading passage they are studying or define the words that they encounter in the reading passage. Recognizing cognates is another task mainly given to students in this approach, which means they should identify

and learn the spelling or sound pattern that corresponds between the TL and L1 (Larsen-Freeman, 2000). Even though, the main objection was that GTM lacks realistic oral language use; as a consequence students will not be able to communicate language effectively.

- **The Direct Method** stressed the ability to use rather than analyze a language as the goal of language instruction. The idea behind the Direct Approach was that we learn languages by hearing them spoken and engaging in conversation (Hubbard, Jone, & Thornton 1983).the direct method has one very basic rule which is preparing students through imitation and practicing use of the target language communicatively; this means that students should learn to think in the TL, in that respect, a great deal of emphasis was in presenting vocabulary through context ,Concrete words are taught through objects, pictures, physical demonstration, and abstract words are taught by grouping words according to a topic or through association of ideas (Zimmerman, 1997). However, this method mandate a lot of effort from teachers to convey meaning in the foreign language, Brown (1973) describes his frustration in observing a teacher performing verbal gymnastics in an attempt to convey the meaning of Japanese words, when translation would have been a much more efficient technique which makes it difficult to make the meaning of words clear by sketches or gestures they would give explanations in the native language in fact this method succeeded with native speakers/ teachers .
- **Audio-lingual Method** (Army Method) was dominant in the United States during the 1940s, 1950s, and 1960s is known to be a major paradigm shift in foreign language teaching (Larsen-Freeman, 1986) Audiolingualism is structural linguistics in which its focal tenet is that speech is language, This approach adopts the behaviorist view as its theory of learning which claims that learning is a matter of "habit formation" (Decarrico,2001). The method trains students to use the target language automatically

without stopping to think. The main emphasis was on the oral/aural skills. Over all, vocabulary is presented through dialogues. Most of the drills and exercises that follow the dialogues are manipulative and pay no attention to content. In this approach, the major objective of language teaching is to acquire the grammatical and phonological structures of a language; thus, vocabulary learning is kept to a minimum (especially in the initial stages) and new words are introduced and selected according to their simplicity and familiarity to make the grammar practice possible (Zimmerman, 1997). Takefuta and Takefuta (1996) claim that one reason that vocabulary was "restricted" under this approach is that it only emphasized the phonological aspects of language learning.

- **Cognitive Approach** adopted the Chomsky's view, According to him , language is represented as a speaker's mental grammar, a set of abstract rules for generating grammatical sentences. In this approach, language learning is viewed as rule-acquisition, not habit-formation. Merely Vocabulary is important, especially at intermediate and advanced levels. According to Nation and Gu (2007), vocabulary learning requires memory, processing, storing, and using L2 words in productive ways (p.85). “ Rehearsal and elaboration are two ways to facilitate recall” (Baddeley 1997,p.116-19) .
- **The Reading Approach** main focus is that reading knowledge could be achieved through the gradual introduction of words and grammatical structures in simple reading texts. The acquisition of vocabulary is considered to be more important than the grammatical skills and it is expanded as fast as possible through intensive and extensive reading. The translation of vocabulary items and sentences is permitted. Nevertheless, this approach disapproved oral/aural skills that result in preventing communication.
- **Communicative Approach**, in the 1970's a spacious regard was drawn to the substance of communicative competence and knowledge of the rules of language use (Hymes, 1972), this led to a drifting from accuracy and the forms of language, to the emphasis on

communication and fluency. Although there are different interpretations of communicative language teaching, this approach to L2 interpretations typically focuses on functions of language use and a more authentic use of language in the L2 classroom or better to say instead of focusing on sentence levels forms it centers on discourse level functions, whereas, vocabulary has not been a primary concern of this methodology and was given secondary status, taught mainly as a support for functional language use (Decarrico, 2001). It was generally assumed that vocabulary would take care of itself; therefore, it is assumed that there is no real need for direct vocabulary instruction (Schmidt, 2000).

### **1.11. Techniques for Vocabulary Teaching**

Traditional vocabulary instruction for many teachers involves having students look words up in the dictionary, write definitions, and use words in sentences (Basurto, 2004). However, Nation ( 1990 ) accordingly appraises that teaching vocabulary should not only entail teaching specific words but equipping learners with vocal strategies to magnify their vocabulary knowledge. Cumulatively, Meara (2005) states that there are many techniques and procedures used by teachers in presenting vocabulary for optimal learning; therefore, the teachers have to vary these techniques and select what works best when presenting vocabulary items. Moreover, appropriate selection depends on different factors; on learners' level, their familiarity with the word, word difficulty, word teachability, and the purpose of teaching this word either for production or for recognition only. Moreover, Richards (1976) list the different things teaching need to know about a word before we can say that they have taught it. These include:

The meaning(s) of the word , its spoken and written forms , what “word parts” it has (e.g., any prefix, suffix, and “root” form) , its grammatical behavior (e.g., its word class,

typical grammatical patterns it occurs in) , its collocations , its register , what associations it has (e.g., words that are similar or opposite in meaning) , what connotations it has and its frequency . All in all, here are some techniques that can be implied, and that can be useful to broaden vocabulary acquisition.

### **1.11.1. Teaching Words in Context**

Vocabulary ought to be taught in context (Nilsen 1976; Chastain 1976; Rivers 1968). In order to grasp the full meaning of a word or a phrase, students must be aware of the linguistic environment in which the word or phrase appears; in fact it helps in both engaging the attention of the learners and naturally generating the target vocabulary. However, when selecting vocabulary the teacher must be sure that the words or phrases chosen can be immediately incorporated into the students' linguistic range. Stahl (2005) declared that vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition ,but also implies how that word fits into the world.

### **1.11.2. Visual techniques**

Thornbury (2002) defined this technique as a way of illustrating and presenting vocabulary items through the use of visual aids , this is supported by Gairns and Redman (1986) who claimed that using visual tools for introducing words can be more useful than using translation since it can help in word retention. Furthermore, It is a motivating factor that helps learners and contributes to remembering new learned words through remembering their representations .

**a. Showing actual objects and showing models (realia) :** the names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. The words like pen, chalk, table, chair, football, flowers, tomato... etc. can be taught in the classroom.

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

**b- Using demonstrations and showing pictures :** Meara (2005, p. 78) claims that “visual images work as a sort of temporary content; it fixes the physical form of the word, makes it more resistant to forgetting and provides a way of recalling the words via images when you need it” . Simply, many situations can be dramatized or demonstrated such as pictures of many types, colors can be used , and handmade drawing can show the meaning of the word successfully.

### **1.11.3. Verbal Techniques**

Verbal techniques are ways of presenting words and their meanings , it is another tool that is used for deriving the meaning and facilitating it, and which may include: providing an example situation, giving synonyms or subordinate terms, verbal explanations can be also carried out through definitions and translation. Allen (1983) states that teachers can use explanation in the students’ own language, definitions in simple English, and using vocabulary that students have already known to show the meaning.

**a. Defining words:** definitions in the target language can be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction , referring to authentic and reliable dictionaries can be helpful. Gonzalez (1999) found that dictionary work was laborious but necessary, and that ESL college students need to be taught practical use of the dictionary. Therefore, dictionary is seen as a crucial tool in the teaching/learning of vocabulary.

- b. Using morphological analysis of words** : morphology is the study of words in different terms, showing how words are broken down into smaller units, and how such units are recognized. i.e. , by using the analysis of morphemes of words, we can find out the meaning of some unfamiliar words. It is estimated that there are over 600,000 English words concerned with the roots and affixes. But the roots and affixes are limited in numbers and simple in meaning. And the most commonly used roots and affixes are only 600-800 in number. By using the analysis of roots, affixes and word structure, we can teach thousands of English words. For example :“ *hand/ handle/ handful/ handicap/ handsome/ beforehand...*” etc .
- c. Synonyms** : a synonym may be used to help understanding the different shades of meaning. Synonyms enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize.
- d. Antonyms** : sometimes students may know an opposite of a given word while they don't know its meaning , so an antonym can also be used to explain a word. For example, they don't know what does it mean the word 'rude' but when the teacher gives them the opposite of this later which is 'polite' they can understand it .
- e. Etymology** : every word has its origin and its story of how it gets its current meanings. Because of its physical and meaningful origin, the etymology of a word is often found much easier to be comprehended than the bare linguistic symbol and its present semantic meanings. So, whenever we teach an English word that is completely strange, we can ask students to look it up in a dictionary or other reference books, or surf on the internet to find its origin. The interesting stories behind a word's birth can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words.

**f. Collocation :** It is a widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently. Nattinger (1980) in Carter and MacCarthy (1988) claimed “It teaches students expectations about which sorts of words go with which ones. Students will not go about reconstructing the language each time they want to say something” The term collocation generally refers to the way in which two or more words are typically used together.

### **1.12. Historical Background on Vocabulary Learning Strategies [VLS]**

The field of language teaching/learning has evolved significantly over the last fifty years exposing to a gamut of VLS that learners apply to learn the target language. In the area of research, many researchers and specialists were interested in decoding the mastery of the second or foreign language.

In fact, vocabulary acquisition is seen as one of the important prerequisites for learners in order to function well in language, especially in relation with the other four skills: listening, speaking, reading and writing. However, vocabulary has been neglected for a long period (1945-1970). At that time, L2 vocabulary learning was based on a very simplistic approach including memorization of a collection of isolated words grouped into lists where form was considered more relevant than meaning or use. Fortunately, since the mid 1980's, researchers have started to draw their attention to the role of vocabulary in L2 acquisition, lexical storage, lexical retrieval, and use of vocabulary by L2 learners (Coady and Hucki 1996). Vocabulary learning involves vocabulary learning strategies and other behaviors which learners adopt consciously or unconsciously (Nation, 2001).

Notably, researchers have differing views on which strategy must be used by learners for successful vocabulary acquisition; they begun to take into account all strategies

and recognize their influence on vocabulary learning (Gu & Johnson 1996). A focal interest was on the actions taken by learners and that might affect their acquisition of language. (In this work, acquisition and learning will be used interchangeably).

In the beginning, the emphasis was on identifying beneficial language strategies. Stern (1975), for instance, developed a list of ten strategies based on introspection. but O'Malley and Chamot (1990), moreover, divide language learning strategies into three major types: meta-cognitive (strategies for over viewing the processes of language use and learning, and for taking steps to efficiently plan and regulate those processes), cognitive (strategies which involve the manipulation of information in an immediate task for the purpose of acquiring or retaining that information) and social/affective (strategies dealing with interpersonal relationships and those which deal with controlling one's emotional constraints). Each of these major categories describes a large number of strategies. Therefore, more detailed taxonomies are possible. Oxford (1990), has attempted one of the most comprehensive classification systems to date. It includes six major strategy categories, including memory, cognitive, compensation, metacognitive, affective and social, but in fact the current state of the area is typified by the lack of a comprehensive list or taxonomy of lexically-focused strategies. Schmitt's taxonomy (1997) is a comprehensive inventory of vocabulary learning strategies. He divides the strategies into five categories: determination strategies, social strategies, cognitive strategies, metacognitive strategies, memory strategies and social strategies.

As a matter of fact, it was claimed that most EFL learners do use strategies for learning vocabulary, especially when compared to more integrated tasks. Chamot (1987) found that high school of English as a second language (ESL) learners reported more strategy use for vocabulary learning than for any other language learning activity, including listening comprehension, oral presentation, and social communication. This might be due to the

relatively discrete nature of vocabulary learning compared to more integrated language activities, like giving oral presentations, making it easier to apply strategies effectively. It may also be due to the fact that classrooms tend to emphasize discrete activities over integrative ones.

On the other hand, the higher strategy use may be a result of learners' awareness of the importance of vocabulary. Similarly, Horwitz (1988) found that a substantial number of the ESL students completing her questionnaire (ranging between 25% and 39%) either agreed or strongly agreed that the most important part of learning a foreign language is learning vocabulary. Skehan (1989) states that the area of learners strategies is still in an embryonic state. He was referring to the general field, but the fact that his statement holds especially true for vocabulary learning strategies is strikingly illustrated by the lack of any comprehensive list or taxonomy of strategies in this specific area. One reason why vocabulary learning strategies have not been discussed much as a class is precisely because of this lack of an existing inventory of individual strategies. As Harmer (1991,p.153) says: “ if language structures make –up the skelton of language, it is vocabulary that provides the vital organs and the flesh”.

### **1.13. Defining VLS**

Recently, vocabulary learning strategies had been widely overlooked in ESL/EFL classrooms, it is only within the last few years that the concept of VLS was viewed as an important aspect in second language learning, even though there is not yet a clear definition of VLS ; researchers define them differently just basing on the definition of learning strategies.VLS are a subset of language learning strategies, when particular approaches are used by foreign language learners for the acquisition of new words, then they are called “vocabulary learning strategies”. According to Oxford (1993), the term learning strategies

(LS) refers to 'steps or actions taken by students to improve their own language learning' (p.67).

Expertly, successful foreign learners know that to learn the form and meaning of a large number of foreign language words is to be able to store them in their memory and recall them at will. Moreover, Sökmen (1997) argued that VLS are basically actions made by the learner in order to help them to understand the meaning of a word, learning it and to remember it later. In addition, Intaraprasert (2004, p. 9) defined vocabulary learning strategies as :

any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word , to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary.

As a matter of fact, VLS are the specific techniques used by learners in the process of learning vocabulary in the target language. Catalan(2003,p. 56) defines them as: "Knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and(d) to use them in oral or written mode"

Thus, it can be said that vocabulary learning strategies are the specific techniques, including many different categories used by learners in the process of learning vocabulary in the target language.

#### **1.14. Classification of VLS**

Defining VLS was a fussy procedure; similarly, their classification is controversial. As Fan (2003, p. 223) reflects: “no classification is perfect and any individual strategy may fall into one category or another, depending on the aspect in focus”. Several researchers have proposed different classifications of vocabulary learning strategies based on their own criteria.

#### **1.14.1. Cook’s Classification of VLS**

In cook’s classification (2008,p. 58-62), there are two types of strategies that can be applied: a: understanding the meaning of words, and b: acquisition of words.

##### **a. Strategies for understanding the meaning of words**

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

##### **b. Strategies for acquiring words**

- Repetition and rote Learning.
- Organizing words in the mind.
- Linking to existing knowledge.

The main emphasis was on providing two main categories; for understanding and using vocabulary which include strategies for getting meaning. And strategies for acquiring words. Foreign language learners can grasp meaning of vocabulary items by guessing the meaning from context, using a dictionary, making deduction from the word form, and linking vocabulary items to cognates as well as repetition of words and rote learning, organizing words in their mind, and linking words to existing knowledge help foreign language learners acquire healthy vocabularies .

### **1.14.2. Lawson and Hogben's Classification of VLS**

Lawson and Hogben (1996, p. 118-119) classified vocabulary learning strategies according to a procedure called the think-aloud and interviews conducted in 15 university students learning Italian in Australia. The individual vocabulary learning strategies were classified under four different categories:

#### **Category 1: Repetition**

- Reading the word
- Simple rehearsal
- Writing of word and meaning
- Cumulative rehearsal
- Testing

#### **Category 2: Word Feature Analysis**

- Spelling
- Word classification
- Suffix

#### **Category 3: Simple Elaboration**

- Sentence translation
- Simple use of context
- Appearance similarity
- Sound link

#### **Category 4: Complex Elaboration**

- Complex use of context
- Paraphrase
- Mnemonic

As cited above, the individual vocabulary learning strategies categorized by Lawson and Hogben (1996) reflect on four different categories. These contain repetition, word feature analysis, simple elaboration, and complex elaboration. The first category comprises five strategies, the second category three strategies, the third category four strategies, and the fourth category includes three strategies for learning vocabulary items. Repetition and complex elaboration strategies seem to be popular among EFL learners.

### **1.14.3. Schmitt's Classification of VLS**

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

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

#### **1.14.3.1. Discovery Strategies**

The first task a vocabulary learner must complete is that of understanding the meaning of unfamiliar lexical items they come across. Discovery strategies is the best way to do that, they consist of **determination strategies** and **social strategies**.

**a-Determination strategies:** Schmitt (1997, p. 205) defined determination strategies as those used “when faced with discovering a new word’s meaning without recourse to another person’s expertise”. This means that learners can either try to infer the meaning of unknown items or resort to reference materials (mainly a dictionary). Schmitt (2000) argued that guessing strategies is extremely important to find out what new terms mean. These strategies include guessing from structural knowledge of the language, guessing from a first language (L1) cognate and guessing from context. The analysis of specific parts of speech or word morphology may offer hints to infer word meaning, so many teachers provide their students with lists of common prefixes and suffixes with their meanings in order to guess meaning from a given affix in an unfamiliar term. A large number of English words have derivational forms by adding prefixes or suffixes to the word base. Moreover, students may find a cognate in their L1 that resembles the L2 term and, therefore, be able to infer its meaning. Schmitt (1997, p. 209) emphasized that “guessing meaning from context can be a major source of lexical acquisition but the learner has to possess an adequate level of vocabulary as well as sufficient background knowledge of the content for guessing to be effective. Moreover, if the context is not rich enough in clues, the learner will be in trouble”. Guessing from textual context, guessing word meaning from context is the most frequent way where learners discover the meaning of new words.

**b-Social Strategies** The so-called social strategies do not show the same popularity in all classifications of vocabulary learning strategies. This indicates that they are not really considered to have an important role in vocabulary acquisition according to many researchers. All in all, Schmitt (1997, p. 210) defines social strategies as “those employed to understand word meaning by asking someone who knows it”. However, not all the social strategies

involve meaning determination. There are some that can be used to consolidate knowledge, so this set of strategies can be regarded as having a double dimension.

When trying to discover the meaning of a word, the teacher is often the primary source of information by providing the equivalent term in the first language, a synonym, a definition or an example of use. In addition, classmates or friends may also help learners fill knowledge gaps and even group work activities. Siriwan (2007) appraised a variety of techniques that lead to practice new words in groups or in pairs, such as role-plays or interviews. Thus this can be very fruitful in lexical acquisition. In summary, social strategies are strategies that learners deploy in order to learn new words through interaction with others.

#### **1.14.3.2. Consolidation Strategies**

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

**a-Memory strategies** refer to those involving making connections between the to-be-learned word and some previously learned knowledge, using some form of imagery or grouping. It is held that “the kind of elaborative mental processing that the Depth of Processing Hypothesis ( Craik and Lockhart, 1972) suggests is necessary for long-term retention” (Schmitt 1997, p. 213) Thus, memory strategy plays an important role in helping learners to store new words into memory and in the whole process of vocabulary learning. Schmitt (2000) included twenty-seven memory strategies in his 58-item of vocabulary learning strategies taxonomy. Examples of memory strategies contain “study word with a pictorial representation of its meaning”, “associate the word with its coordinates”, “use semantic maps”, “group words together within a storyline”, “study the spelling of a word”, “use keyword method”, or “use

physical action when learning a word”... etc .Usually, memory strategies involve relating the word to some previous knowledge. According to Schmitt (1997, p. 215) “cognitive strategies are similar to memory strategies but they do not concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary”.

**b-Cognitive strategies** primarily refer to written and verbal repetition as well as some mechanical means involving vocabulary learning. It is popular among learners and may help them achieve high levels of proficiency. Other cognitive strategies involve using some kind of study aids, such as:

- word lists
- taking notes in class
- taping L2 labels onto their respective physical objects (*ibid*)

In all, learners use cognitive strategies to transform or manipulate the target language.

**c- Metacognitive strategies** are defined by Schmitt as “a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study”. According to him, meta-cognitive strategies include:

- Using English-language media, songs, movies, newscasts ...etc.
- Test one with word tests.
- Skip or pass new word.
- Continue to study word over time.

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

(*ibid*). We can say that meta-cognitive strategies are strategies used by the learners to control and evaluate their own learning.

### **1.15. Impact of VLS on Second/Foreign Language Learning**

VLS is seen as an essential step applied by foreign learners when learning a second language since words are the main way of conveying or receiving messages. In fact, VLS enable learners to take more control of their own learning so that students can take more responsibility for their studies (Nation, 2001). the strategies promote “learner autonomy, independence, and self-direction” (Oxford and Nyikos, 1989, p. 29). In addition, Nation (2001) believed that a large amount of vocabulary could be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels equipped with a range of different vocabulary learning strategies, students can decide upon how exactly they would like to deal with unknown words as confirmed by (Ranalli, 2003, p. 9)

A good knowledge of the strategies and the ability to apply them in suitable situation might considerably simplify the learning process of new vocabulary for students for instance, independence in selecting which words to study results in better recall of the words than when the words are chosen by someone else.

A variety of studies have shown that the time teachers spend on introducing different ways of vocabulary learning and practicing to students cannot be considered as wasted. Cameron (2001) believed that EFL learners may not implement vocabulary learning strategies

on their own and they should be trained to use the strategies. A number of linguists have long recognized the importance of learner independence in vocabulary acquisition. The view of Gairns and Redman (1986) is that EFL students should be more responsible for their learning and pay greater attention to their needs. The reason is that after, elementary level, it is difficult for teachers to select vocabulary equally useful to all students; thus they will waste much time in teaching. Schmitt (2000) saw the need to help learners acquire the strategies necessary to learn words on their own. Oxford and Scarcella (1994) advocated the provision of systematic vocabulary instruction to let EFL learners' master specific strategies to acquire words even outside their classes. For Nation (2001), the most important way to learn vocabulary is learners using strategies independently of a teacher. In his recent publication, strategy training is suggested to be part of a vocabulary development program. According to Schmitt and Schmitt (1997), the best teaching plan may be to introduce a variety of learning strategies to EFL students so that they can decide for themselves the ones they prefer. It is believed that having a large and varied vocabulary is the indicator of communicative competence and it is one of the important aspects of language learning (McCrostie, 2007). Research findings suggested that lexical problems frequently interfere with communication; communication breaks down when people do not use the right words in expressing the intended meaning (Allen, 1983). Studies in vocabulary learning are considered as a "promising area of inquiry" (Ellis, 1990, p. 214).

Actually, there is a need for expanding the body of experimental studies to address several key questions about the effectiveness of different strategies and techniques of L2 vocabulary instruction on learning and retention. In the research conducted by Scafaru and Tofan (2006), there was a use of over seven different strategies which included micro-strategies, macro-strategies, dictionary use, memorization, practice, preferred source of

information and note taking. Note taking is a strategy which a lot of learners use and it has been proved to be effective as some learners prefer to work on visual memory, which means since they have written a new vocabulary they are able to create an image in their mind about the word. Both papers of Scafaru and Tofan (2006) and Peter (2003) confirm that there is a similar pattern in note taking. Learners took notes in the margin, used vocabulary books, organized words by meaning, spelling formation, word derivation, grammatical information, or vocabulary cards. Research from the studies has also proven that dictionaries have a great impact in learning and one of the most common things that learners buy first is a dictionary and learners carry their dictionaries around, not grammar books (Krashen, 1989). Additionally, a research conducted by Akbary and Tahririan (2009) on vocabulary learning strategies shows learner preferences of using bilingual dictionaries. They investigated vocabulary learning strategies used for specialized and non-specialized learning vocabulary among ESP students in different fields of study (Kafipour, Yazdi, Soori & Shokrpour. 2011).

Moreover, an important finding which was revealed in the paper by Peter (2003) was the use of repeating aloud strategy. Empirical results on this issue are also relatively unanimous, that repeating words aloud helps retention far better than silent repetition. However, guessing is also a strategy which is used by learners and studies have shown that if guessing is used as a strategy it can be beneficial. Furthermore, the guessing strategy principally applies to reading text as confirmed in the study completed by Day, Komura and Hamamatsu (1991). The study was conducted in Japan with 181 high school and 397 university students whereby they had to read a short story for approximately 30 minutes and soon after reading the text they had to do a multiple choice test and it was found that both the high school and university groups performed well. In a longitudinal experiment, Cohen and Aphid (1981) found that students simply tried to memorize words that they did not know. O'Malley et al. (1983) found that repetition was the most commonly mentioned strategy, with

strategies involving deeper more involved manipulation of information (i.e. imagery, inferencing , keyword method) being much less frequent (Nielsen,2002). Yet, to Nation (2001) noticing involves seeing the word item to be learned. Strategies at this level include putting the word in a vocabulary notebook or list; putting the word onto a word card and orally and visually repeating the word. Nation points out that although these strategies are all of recording type; these are useful steps resulting in deeper processing of words.

## **Conclusion**

Knowing a large number of vocabularies is essential to improve fluency in foreign language speaking. Therefore, in order to achieve this goal, EFL students should be able to use vocabulary learning strategies to widen their lexical knowledge and consequently facilitate and optimize their learning. Throughout this chapter, we tried to cover some issues related to EFL speaking in general and to vocabulary learning and teaching in particular. Moreover, ample details were provided to VLS definition and classifications. Finally, the concluding element was devoted to the impact of VLS on second/foreign language learning.

# *Chapter Two*

## *Area of Investigation*

## **Introduction**

The second chapter is mainly concerned with the findings and analysis of the quantitative data that we piled up. In order to achieve the aim of this study, we relied on the questionnaire as a suitable tool to help us gather efficient information in order to discover the link when using VLS by EFL learners and its effect on improving and increasing their speaking capacity.

### **2.1. Questionnaire foundation**

Questionnaires are widely adopted in collecting information especially, in case of L2 research and as Dörnyei (2003, p.9) stated: “by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people”. The questionnaire for this research is designed for students and handed out to a randomly selected sample of fifty (50) 2<sup>nd</sup> year EFL students at the department of English (Chadli Bendjdid University - El Tarf). Out of a population of seventy eight (78) students, 19 males and 31 females.

This questionnaire is semi-structured, targeting EFL students to seek information about the influence of using vocabulary learning strategies in developing their speaking proficiency. It consists of eighteen (18) items arranged in four sections; opening the questionnaire with learners' personal background is the first section that consists of two questions about participants' gender and age, followed with section two that composes six questions about the speaking skill in general. Then, section three comprises six questions on vocabulary learning strategies implemented by students. Section four with four questions deal with the difficulties and reasons that cause learners' vocabulary deficiency in four questions. The type of questions employed in this questionnaire easy to answer make up of

two different categories: multi-choices questions where respondents are expected to select appropriate choices out of given selections by putting a tick, in some cases more than one answer is permitted. However, open-ended questions approve participants to express their own opinions without being restricted with choices.

## 2.2. Analysis of Students' Questionnaire

### Section one. Background Information

#### Item1: Gender

a- male

b- female

Gender	participants	percentage
Male	19	38%
Female	31	62%
Total	50	100%

Table 2.1: Students' Gender

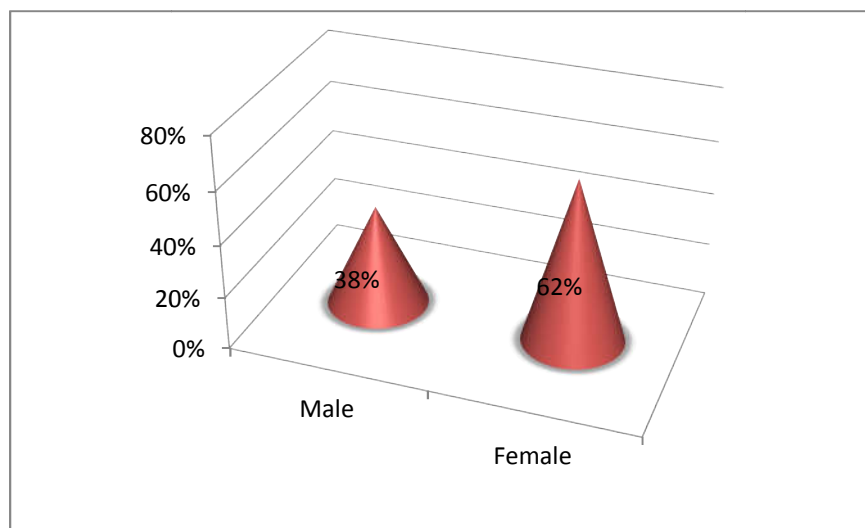


Figure.2.1: Students' Gender

As it is indicated in the table above, from 50 participants we observed that the majority of the target audiences are females (31): they constitute 62% of the whole population, in contrast males (19) compose 38%, and this provides a wide range of attitudes and views

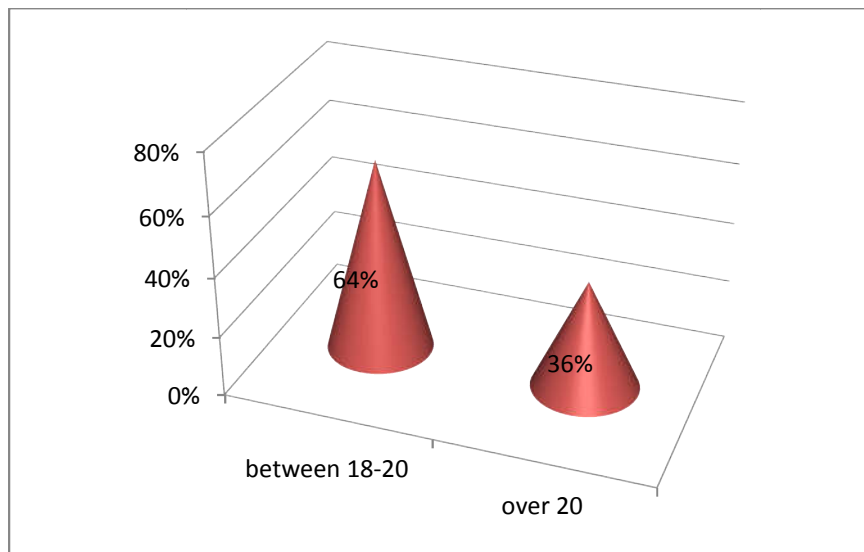
**Item2: Age**

a- 18-20

b- over 20

Age	participants	percentage
<b>between 18-20</b>	32	64%
<b>over 20</b>	18	36%
<b>Total</b>	50	100%

**Table 2.2: Students' Age**



**Figure 2.2: Students' Age**

As it is revealed in the above table, the age of 32 participants (64%) is between 18 and 20, where 18 (36%) participants are over 20. This feedback helps gathering banners about the cognitive strategies learners apply to learn or use vocabularies.

## Section2. Students' Speaking Skill

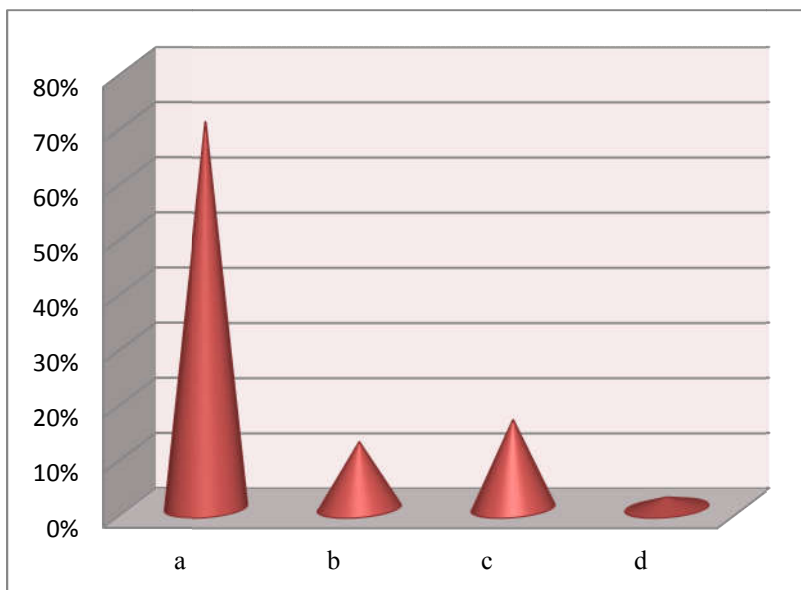
**Item3:** Do you find speaking in English?

a)-Easy    b)-very easy    c)-difficult    d)-very

<b>Responses</b>	<b>participants</b>	<b>percentage</b>
<b>a</b>	35	70%
<b>b</b>	6	12%
<b>c</b>	8	16%
<b>d</b>	1	2%
<b>Total</b>	50	100%

perception of the

**Table 2.3: Students' speaking skill**



**Figure 2.3: Students' Perception of the Speaking Skill**

The results obtained in the table above show that 35 students (70%) find it easy to speak English with the ability to express themselves effortlessly. However, this information does not show real fact that they are fluent speakers but it expresses their attitude toward the skill itself. Whereas, 8 students (16%) stated that they face difficulties when using the target language.

**Item4: Do you think that speaking is the most difficult skill to master (as compared to listening, reading, or writing)?**

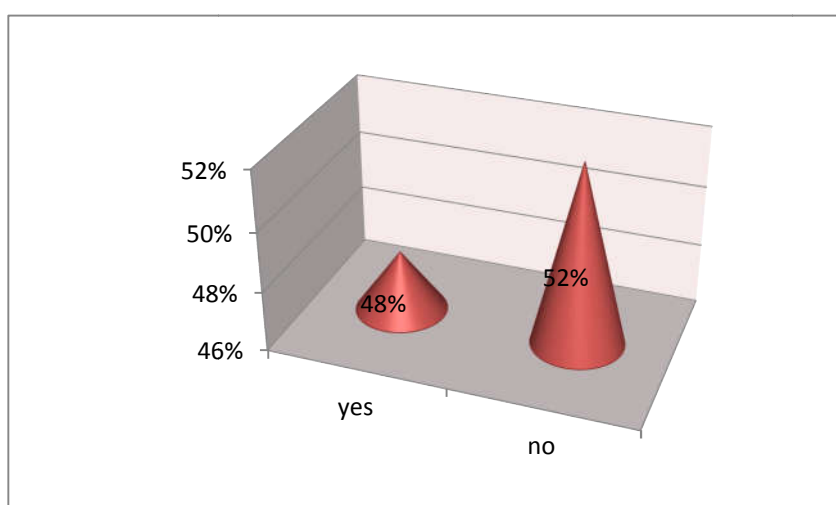
a -Yes

b- No

<b>Responses</b>	<b>participants</b>	<b>percentage</b>
<b>a</b>	24	48%
<b>b</b>	26	52%

<b>Total</b>	50	100
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**Table 2.4: Students' View about the most Difficult Skill**



**Figure 2.4: Students' View about the Most Difficult Skill**

Regarding this item, 26 students (52%) replied by 'No' for them speaking is not difficult in comparison to other skills, where 24 students (48%) expressed the opposite. However reasons were varied among students some said that writing and listening are the hardest skills. Others claimed that lack of practice, difficult pronunciations of words; anxiety when expressing themselves and poor vocabulary bank cause deficiency.

**Item5:** In your opinion is it adequate to:

a- be accurate

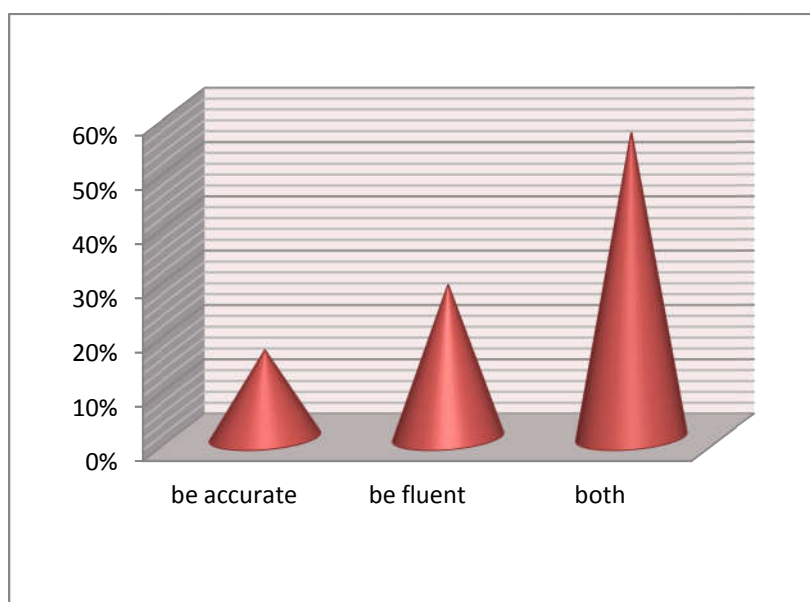
b- be fluent

c- both

**Students' opinion  
fluency/accuracy**

<b>Responses</b>	<b>Participants</b>	<b>percentage</b>
<b>a</b>	8	16%
<b>b</b>	14	28%
<b>c</b>	28	56%
<b>total</b>	50	100%

**Table 2.5:  
about**



**Figure 2.5: Students' Opinion about Fluency/Accuracy**

When asked about if it is adequate to be fluent or accurate, 28 learners (56%) responded that balancing between the two factors is crucial and complete each other to learn the language appropriately. Where 14 students (28%) opted fluency. in their opinions, verbal participation develops their mastery of the target language and communication with native speakers without struggles. Whereas, 8 students (16%) chose to be accurate.

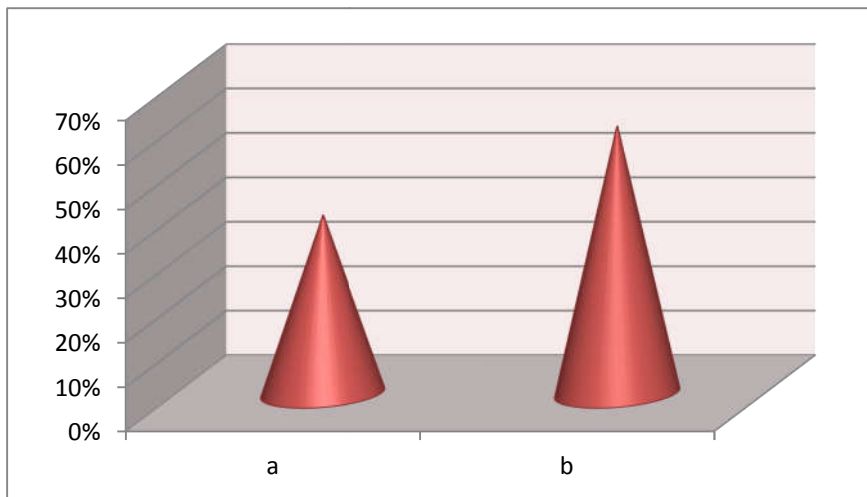
**Item6:** Do you feel afraid to talk?

a-Yes

b – No

<b>Responses</b>	<b>Participants</b>	<b>percentage</b>
<b>a</b>	20	40%
<b>b</b>	30	60%
<b>Total</b>	50	100%

**Table 2. 6 : Students' Feeling Toward Speaking**



**Figure 2.6: Students Feelings Toward Speaking**

This question aims at seeing if students feel frightened to talk or not, the statistics recorded that 30 students (60%) answered by ‘No’, while 20 students (40%) answered by yes saying that they do not find motivation to talk.

- **If “yes” is it because of :**

a. Fear of making grammatical mistakes?

b. Fear of making pronunciation mistakes that others may hear ?

c. Having deficient vocabulary?

d. Fear of teachers’ negative feedback?

e. Lack of self-confidence?

Reasons  
of  
Difficulties

Response	Participants	percentage
A	8	40%
B	2	10%
C	2	10%
D	3	15%
e	5	25%
<b>Total</b>	20	100%

Table 2.7:  
Speaking

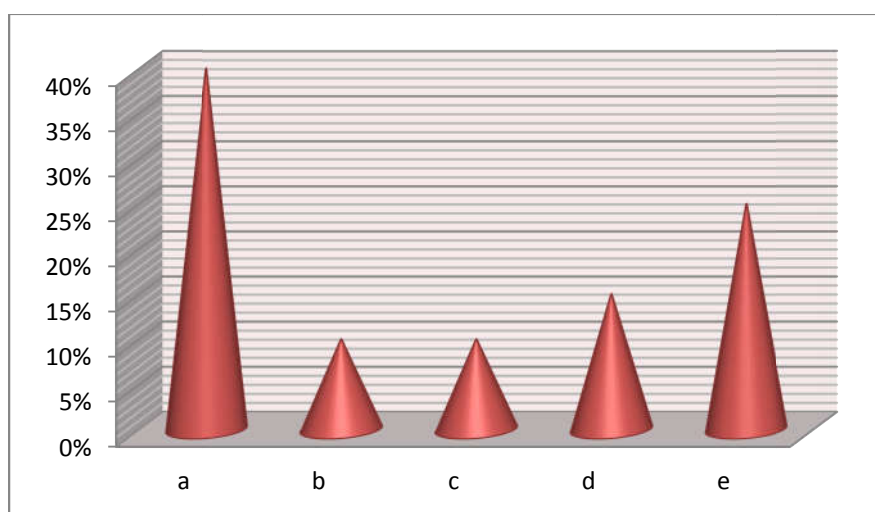


Figure 2.7: Reasons of Speaking Difficulties

In order to discover the reasons that prevent students from speaking this item aims to figure out which item they give more value. 8 participants (40%) are afraid to talk because of grammatical mistakes, producing incorrect forma of sentences and how to corporate

words and 5 students (25%) claimed that lacking self-confidence block them to speak, they afraid to make mistakes in front of others which cause them embarrassment, However, 3 students (15%) justified that deficient vocabulary hinders their communication also; two students (10%) said that they do not speak because of teachers' negative feedback.

**Item8:** Does your Teacher encourage you to speak?

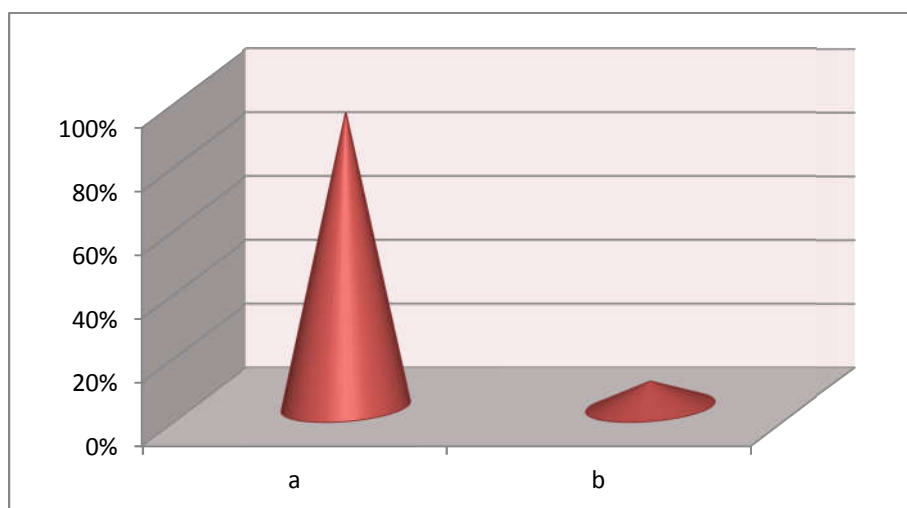
a- Yes

b- No

Responses	participants	percentage
<b>a</b>	43	86%
<b>b</b>	7	14%
<b>Total</b>	50	100

**Students' View  
on  
Encouragement**

**Table 2.8:  
on Teacher**



**Figure 2.8 : Students' View on Teacher Encouragement**

Setting up comfortable environment for students to speak demands teachers' roles to facilitate and encourage them to break barriers and speak, Students were asked to answer this question, 43 respondents (86%) reported that their teachers encourage them to speak, while 7 students(14%) reported the opposite.

### Section three. Vocabulary Learning Strategies

**Item9:** do you think that vocabulary knowledge influences successful learning?

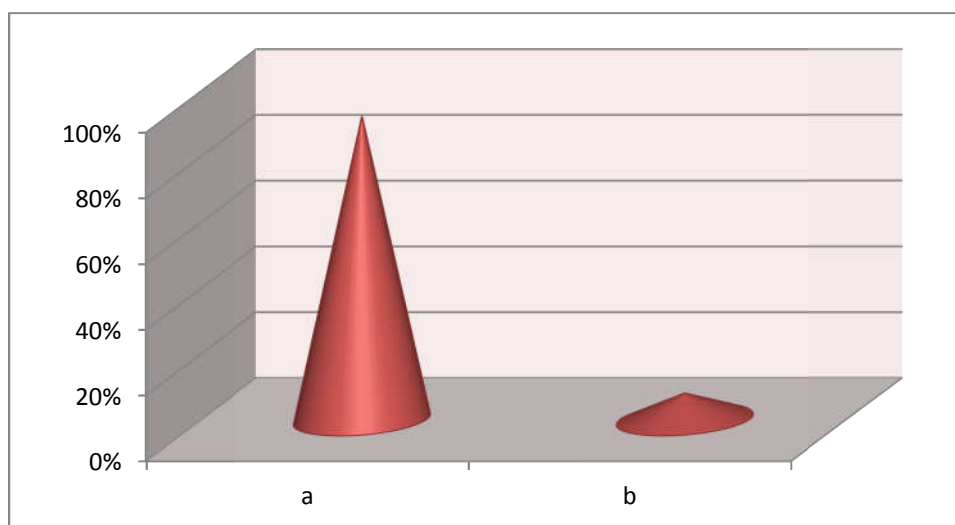
a- Agree

b- Disagree

Response	participants	percentage
<b>a</b>	46	92%
<b>b</b>	4	8%
<b>Total</b>	50	100

**Table 2.9:**

#### Students' View on Vocabulary Impact on Language



### Figure 2.9: Students' View on Vocabulary Impact on Language

This question is designed to investigate the students' agreement whether vocabulary storage affects their learning progress. We have recorded that 46 students (92%) agree. The reasons for this choice were nearly the same, According to them; vocabulary is a focal element in all productive skills that require a good command of an appropriate amount of vocabulary knowledge.

**Item10:** In your opinion, do you think your vocabulary reservoir is?

a- Yes

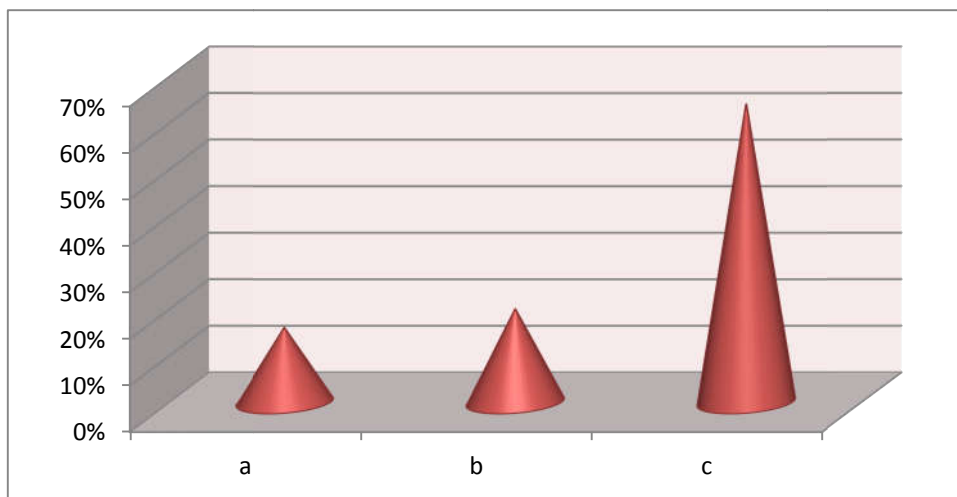
b- No

c- Average

<b>Response</b>	<b>participants</b>	<b>percentage</b>
<b>a</b>	8	16%
<b>b</b>	10	20%
<b>c</b>	32	64%
<b>Total</b>	50	100%

**Students'  
Reservoir**

**Table 2.10:  
Vocabulary**



**Figure 2.10: Students' Vocabulary Reservoir**

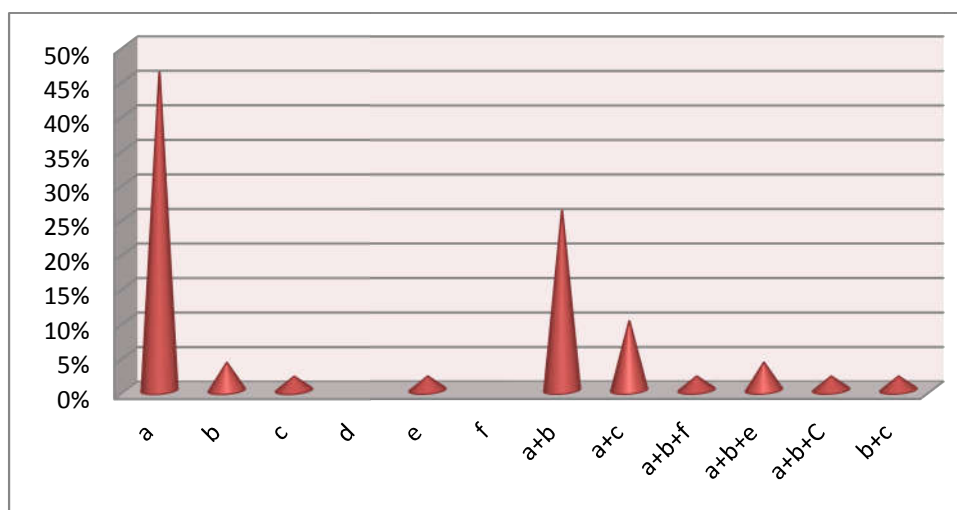
The results obtained above reveal that the majority of students(64%) have average vocabulary storage, whereas 10 respondents (20%) do not have a rich vocabulary glossary, this is due to the lack of practice, time management and the lack of reading. Therefore, 8 respondents said that they have extensive vocabulary amount because they consequently spend more time searching for new words to enrich their levels.

**Item11:** When you encounter unfamiliar words, do you:

- a- look them up in a dictionary
- b- ask teacher about its meaning
- c- Ask peer
- d- Ignore them
- e- Put it in sentences of your own
- f- Analyze word structure ( roots , affixes )

	<b>Responses</b>	<b>participants</b>	<b>percentage</b>
<b>Students</b>  <b>Technique</b>  <b>New Words</b>	<b>a</b>	23	46%
	<b>b</b>	2	4%
	<b>c</b>	1	2%
	<b>d</b>	0	/
	<b>e</b>	1	2%
	<b>f</b>	0	/
	<b>a+b</b>	13	26%
	<b>a+c</b>	5	10%
	<b>a+b+f</b>	1	2%
	<b>a+b+e</b>	2	4%
	<b>a+b+c</b>	1	2%
	<b>b+c</b>	1	2%
	<b>Total</b>	50	100%

**Table 2.11:**  
**Preferred**  
**to discover**



**Figure 2.11: Students Preferred Technique to Discover New Words**

As the study focuses mainly on the variety of learning strategies students implement to acquire new vocabulary, we asked the participants to choose the appropriate statement for their case. Apparently, most of students claimed that they use dictionary as their first mean to decode new words' meanings (a: 46%, a+b: 26%, a+c: 10%, a+b+e: 4% ), others preferred to ask their teachers for explanation ( b: 4%, a+b: 26%, a+b+f : 2%, a+b+c: 2%),this indicates that students prefer to provide words meanings from a confident sources.

In contrast, only 2 students showed that they analyze word structure or put the word in sentences of their own.

- **Others, specify please**

The goal of this question is to find out other strategies that students may apply for new words discovery, unfortunately only two students justified by saying they look for synonyms/antonyms or translate words into their mother tongue.

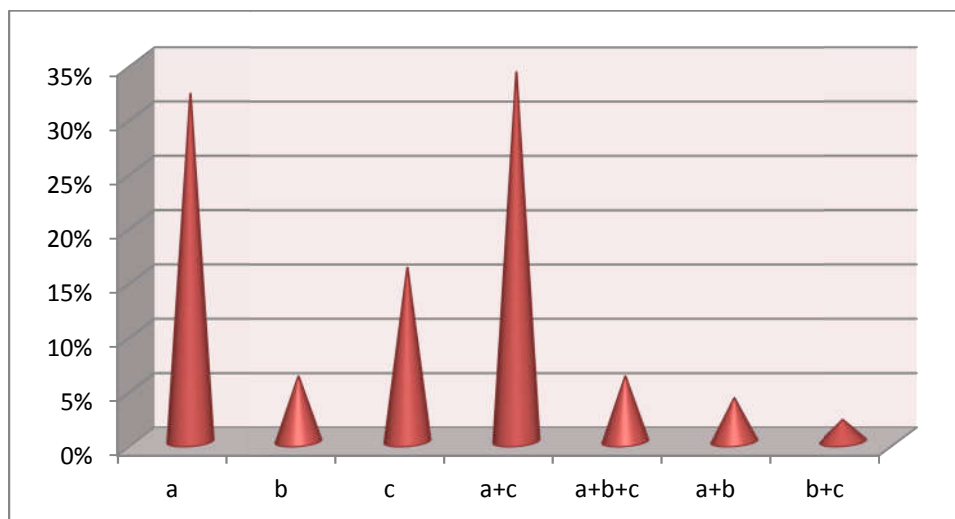
**Item12:** If you use a dictionary, is it?

- a- English-English dictionary
- b- English –Arabic dictionary
- c- English-French dictionary

<b>Responses</b>	<b>participants</b>	<b>percentage</b>
<b>A</b>	16	32%
<b>b</b>	3	6%
<b>c</b>	8	16%
<b>a +c</b>	17	34%
<b>a+b+c</b>	3	6%

<b>a+b</b>	2	4%
<b>b+c</b>	1	2%
<b>Total</b>	50	100%

**Table 2.12: Type of Dictionaries Students Use**



**Figure 2.12 : Type of Dictionaries Students Use**

It is generally well known that students use a dictionary that provides them with the meaning of an unfamiliar word, its grammatical patterns, and its appropriate usage (example sentence). As a result, this knowledge could be very helpful for learners who intend to use this learned word in their oral performance. The students questionnaire reveals that the most useful dictionary is rather a monolingual dictionary: English-English (a: 32%, a+c: 34%, a+b: 4%) since acquiring new words is the primary concern for most EFL learners as it is essential to become fluent. Others adopted an English-Arabic dictionary (c: 16%, a+c: 34%, b+c: 2%), this is due to the impact of their mother tongue on their language learning. As the data shows above, only 6% of the students opted for an English- French dictionary and 6% of them use all the three types of dictionary as a reference to simplify vocabularies

**Item13:** Where do you usually grasp wide number of vocabulary?

a- When reading

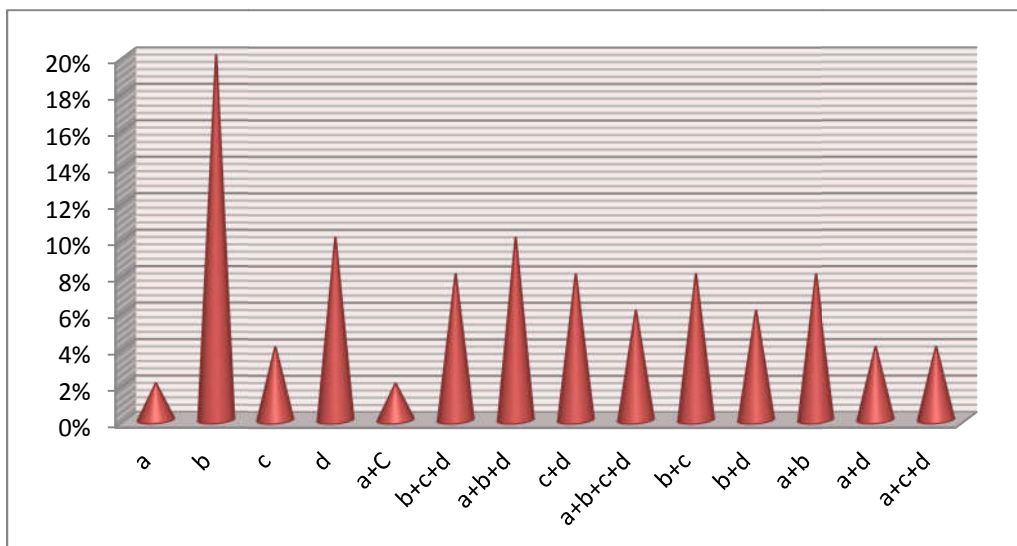
b- When listening / watching English language media (e.g.: songs, TV, movies...etc)

c-In the speaking classroom

d-The use of social media (chat)

<b>Statements</b>	<b>participants</b>	<b>percentage</b>
<b>a.</b>	1	2%
<b>b.</b>	10	20%
<b>c.</b>	2	4%
<b>d.</b>	5	10%
<b>a+c</b>	1	2%
<b>b+c+d</b>	4	8%
<b>a+b+d</b>	5	10%
<b>c+d</b>	4	8%
<b>a+b+c+d</b>	3	6%
<b>b+c</b>	4	8%
<b>b+d</b>	3	6%
<b>a+b</b>	4	8%
<b>a+d</b>	2	4%
<b>a+c+d</b>	2	4%
<b>Total</b>	50	100%

**Table2.13: Places Where Students' Grasp New Words**



**Figure 2.13: Places where Students' grasp New Words**

The target goal for this question is to determine approximately where learners unfold new words, so we provided them with a possible list of expectations; as a result we conducted that students acquire new words when listening to songs or watching movies with a rate of 20% (a+b+d: 10%, b+c+d: 8%, b+d: 6%) and as well as the use of social media(chat) with a rate of 10% (a+b+d: 10%, b+c+d: 8%, b+d: 6%, a+d: 4%). In fact, globalization and development in modern technology have enhanced the learning process. As globalization has made the world smaller, The media relates to all modes of transmission from internet, radio, television, video, audio and any other sources that has the ability to transmit information. Not all students prefer to read maybe it needs time to manage so students feel bored only 2% (a+c: 2%, a+b: 4%, a+c+d: 4%). Few percentage of students who grasp words in the speaking classroom(c: 4%, b+c+d: 8%, c+d:8%, a+c+d: 4%). But when asked to add others suggestions, students did not answer the question.

**Item 14:** Which learning strategy helps you better recall the learned words?

a- I repeat it aloud to my self

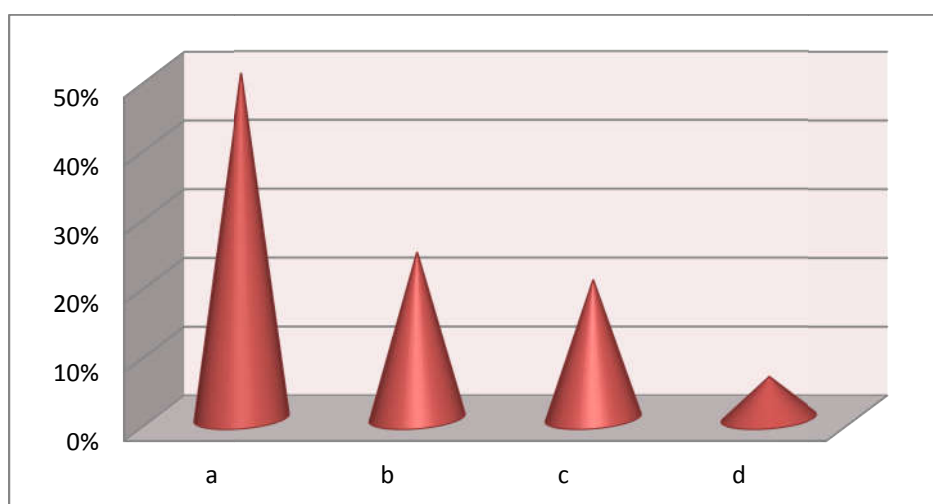
b- I write it repeatedly

c- I create a mental image of the new word to help me remember it

d- make a link between the familiar and unfamiliar words

Statements	participants	percentage
<b>a</b>	25	50%
<b>b</b>	12	24%
<b>c</b>	10	20%
<b>d</b>	3	6%
<b>Total</b>	50	100%

**Table 2.14: Learning Strategies Used to Store the Learned Words**



**Figure 2.14: Learning Strategies Used to Store the Learned Words**

The common shared strategy used among the participants (50%) is repeating the words aloud. While 12 students (24%) agreed on writing words repeatedly to reflect certain vocabulary meaning. Creating a mental image of the new words to help them recapture the

target words achieved a rate of 10 participants (20%), however 8% of them prefer to link between the familiar and unfamiliar words.

This evinces that repetition strategy helps students to better memorize a size vocabulary in their stored memory and recalls it when needed

#### Section four. Difficulties and Problems of Vocabulary's Paucity

**Item15:** What are, according to you, the most efficient tools you use to store new words

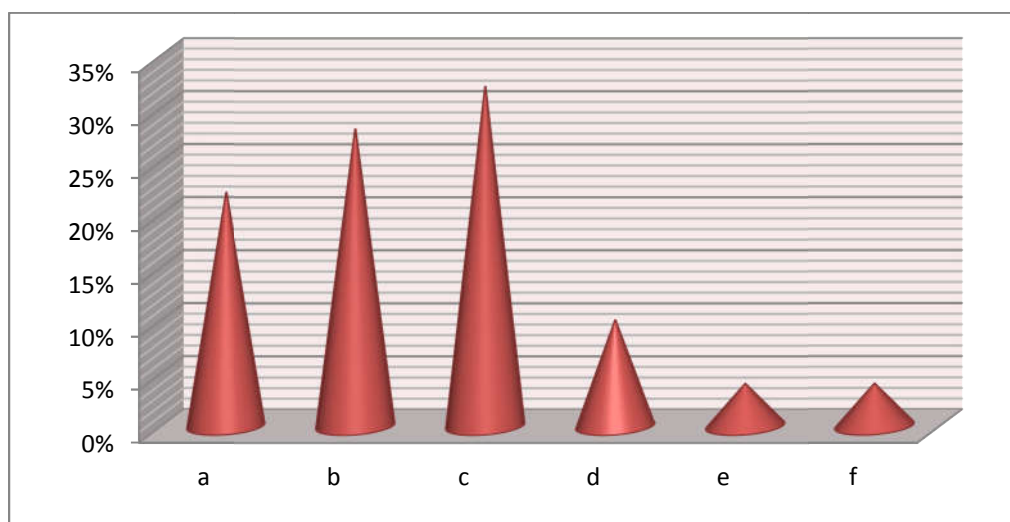
- a- L1 Translation
- b- word in context
- c- List of synonyms / antonyms
- d- Use the word in different examples
- e- Illustration ( pictures / drawing .. etc )
- f- Use a notebook

Responses	participants	percentage
<b>a</b>	11	22%
<b>b</b>	14	28%
<b>c</b>	16	32%
<b>d</b>	5	10%
<b>e</b>	2	4%
<b>f</b>	2	4%
<b>Total</b>	50	100%

Students'

**Table 2.15:**  
**Opinions**

## about the Efficient Tool to Store Words



**Figure 2.15: Students Opinion about the Efficient Tool to Store New Words**

As can be seen, in item14 we wanted to investigate what students usually do to store large supply of vocabulary that may help enhancing their speaking skill. From the collected data the most used techniques are; providing lists of synonyms/antonyms 16 participants (32%), collecting words in context used by 14 students (28%) and 11 students opted for first language translation. In fact, research has shown that switching between languages and translation happens instinctively to all language learners and the L1 is actually an important resource in second language (L2) learning (cook2001). However, only 10% of students use the word in different examples. 4% of them use illustration as their method to store words, and a percentage of 4% uses notebook. This implies that students prefer techniques that facilitate the process of storing easily and can be used any moment.

- **Others:** when asked students' about other tools they use to learn words, answers were not received.

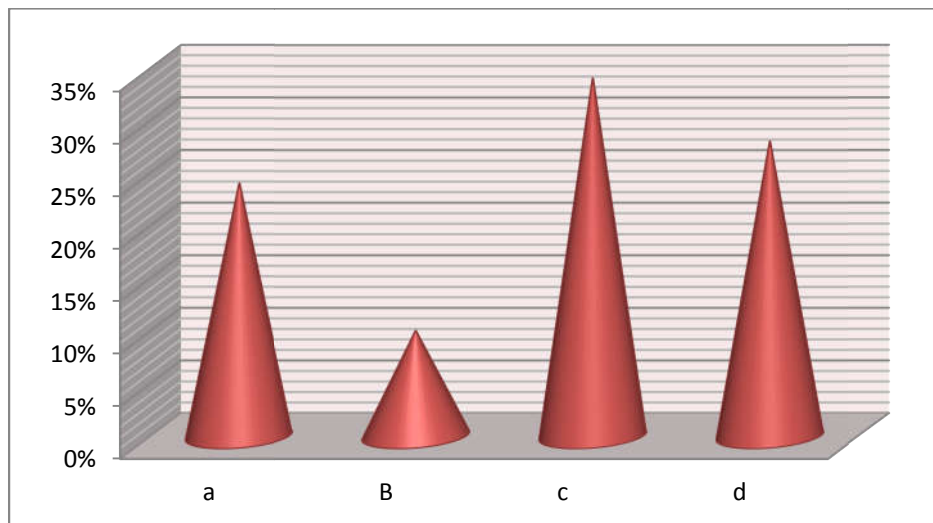
**Item16:** In which part of the following do you find more difficulty?

- a- Pronunciation
- b- Spelling
- c- use
- d- meaning

Responses	participants	percentage
<b>a</b>	12	24%
<b>b</b>	5	10%
<b>c</b>	17	34%
<b>d</b>	14	28%
<b>Total</b>	50	100%

Areas of

**Table 2.16:**  
**Difficulty**



**Figure 2.16: Areas of Difficulty**

When learning a foreign language, learners' face sorts of difficulty that might hinder their progression, this item focuses on discovering those obstacles. The majority of answers claim that 17 students (34%) face problems with the right use of words and word meaning with a rate of 28% (14 students), 12 students (24%) make pronunciations mistakes while speaking, researchers' show that words that are difficult to pronounce are more difficult to learn. A minority of students 10% said that they make mistakes when spelling form of words. We need to take into consideration that two students did not find it necessary to answer.

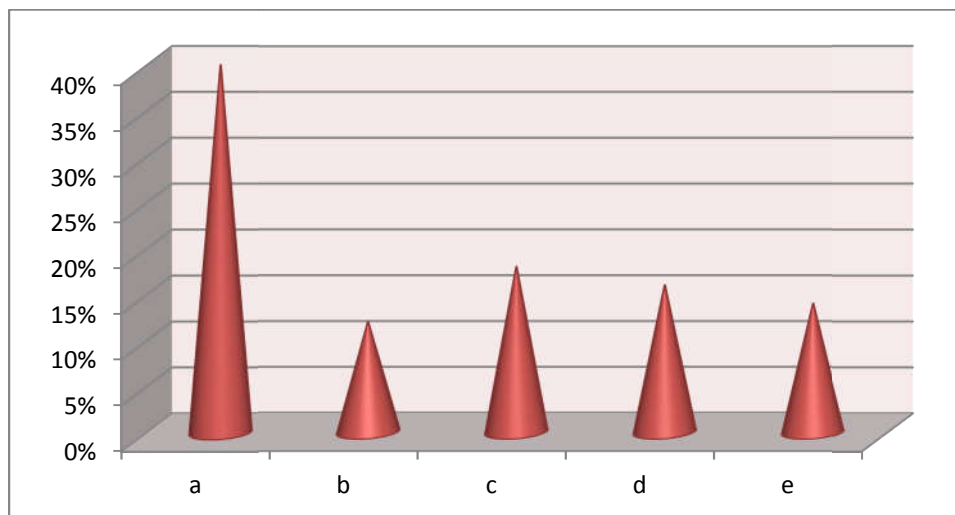
**Item17:** In your opinion, the difficulties you come across while learning new vocabularies are due to?

- a. Lack of practice
- b. Lack of motivation
- c. Lack of good approach to teaching
- d. Lack of reading
- e. Language transfer (Arabic/ English) or (French/ English)

<b>Statements</b>	<b>participants</b>	<b>percentage</b>
<b>a</b>	20	40%
<b>b</b>	6	12%
<b>c</b>	9	18%
<b>d</b>	8	16%
<b>e</b>	7	14%

<b>Total</b>	50	100%
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**Table 2.17: Factors hinders Vocabulary Development**



**Figure 2.17: Factors hindering Vocabulary Development**

From the findings, a great amount of students 40% referred that they do not practice more often when learning new words, this is due to laziness outside the class and not scheduling their time. 18% of the students said that approaches of teaching are not good the fact that reflects on their poor level and motivation. Besides that, using translation to their mother tongue also causes difficulties 16% of students adopted selection. However, over relying on their first language can significantly reduce students' opportunities to practice English and students fail to realize that using English in classroom activities is essential to improve their language skills. Translation also regularly creates the problem of oversimplification because many cultural and linguistic nuances cannot be directly translated (Harbord, 1992). However, 8 students (16%) answered "lack of reading" and 6 students (12%) answered 'lack of motivation' that causes difficulty to learn new words and enrich their lexeme.

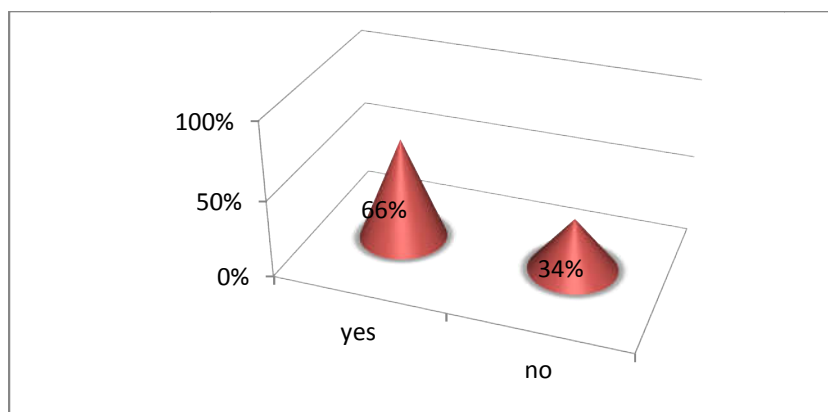
- **Please add any obstacles that hinder your vocabulary enrichment.**

When we asked learners to add other problems, only two students cited that, the absence of communication with native speakers and not speaking the language in their daily life influence their vocabulary enrichment.

**Item 18:** If you rely on using the learned words, do you find it easy to recall them when needed?                      a- Yes                      b- No

Responses	participants	percentage
<b>A</b>	33	66%
<b>B</b>	17	34%
<b>Total</b>	50	100%

**Table 18: Students’ Perception on Recalling the Learned Words**



**Figure 2.18: Students Perception on Recalling Words**

This question attempts to see whether students struggle when recalling the learned words or not. 33 students (66%) responded ‘yes’, however 17 students (34%) reported the opposite. When all students asked about the reasons, they did not respond.

## 2.2. Discussion and Results

After having analyzed the questionnaire addressed to second year students of English at the University of El-Tarf, we noted that the majority of the participants pointed the importance of mastering the speaking skills since they are learning a foreign language. Especially and purposefully being able to speak skillfully will reinforce the learning of other skills. Even though they claimed that they are capable to express their thoughts, opinions and feelings in a meaningful form of words, they are often inhibited about making grammatical mistakes or simply feel shy when they use English, and this may affect their performance.

In the second part, we focused on investigating the variety of vocabulary learning strategies that EFL learners implement when learning new words. As the data showed, students prefer to use monolingual and bilingual dictionaries to simplify unknown words or asking teachers for explanation. Hence, dictionaries are seen as primary tools that foreign language learners adopt for checking. Moreover, in consolidation strategies students claimed that they look for synonyms/antonyms of new words they meet. Besides that, students grasp wide number of vocabularies when they attend to English speaking media as radio or T.V., Hence, the use of social media is beneficial for them since they can practice the language with native speakers through chatting. In discovery strategies, encountering words from context showed a preference between students as well as asking their teachers for meaning and simplification. In cognitive strategies, verbal and written repetition of words has proved to be of great use by the students to recall the learned vocabularies.

As students come across new items, their most applied tools are: translation to mother tongue and using lists of synonyms/antonyms. However, students highlighted the impact of vocabulary knowledge on their speaking skills because they still have a lack in their English

vocabulary bank; students affirmed that lack of practicing, relying on translation to L1, and lack of practicing the language usually hinder their oral development especially in terms of words' pronunciations and use. As a result, this can be interpreted by their low consciousness about vocabulary learning strategies use.

It is evident from the questionnaire, that students' first techniques to use to learn or find words are: dictionaries, first language transfer and list of synonyms/antonyms.

## **Conclusion**

In the light of the results obtained from the students' questionnaires, we can infer that vocabulary is at the core of foreign language learning which is obtained by self instruction while teachers may play a major role to encourage and raise students' awareness and interests in vocabulary learning. According to both EFL teachers and students at Chadli Bendjedid University, vocabulary learning strategies are used to a medium extent the fact that answers one of the research questions which is: Do Second year EFL students at Chadli Bendjedid University use VLS to improve their speaking skill? Students tend to use some of the vocabulary learning strategies such as discovery, memory, social, meta-cognitive and consolidating strategies; the most popular strategy according to students was dictionary use and guessing from the context. In addition, students acknowledged the usefulness of using English media as well as speaking in English as effective ways for discovering, consolidating and expanding their lexical competences. Finally, students tend to learn vocabulary which suits their interests and needs, the vocabulary that they usually learn from English media and dictionaries.

# *Chapter Three*

## *Suggestions and Recommendations*

## **Introduction**

The present conducted study attempted to shed the light on the effects of vocabulary learning strategies and vocabulary knowledge in improving EFL students speaking skill. The results obtained from this research have supremely confirmed that students' oral performance can be devastatingly improved through the implementation of different learning strategies, the fact that makes it crucial while learning a second/foreign language. Therefore, depending on students' questionnaire, we mainly devoted this chapter to entail some implications and suggestions aiming at helping EFL learners and teachers to apply vocabulary learning strategies both in their learning and teaching processes.

### **3.1. Suggestions for Students**

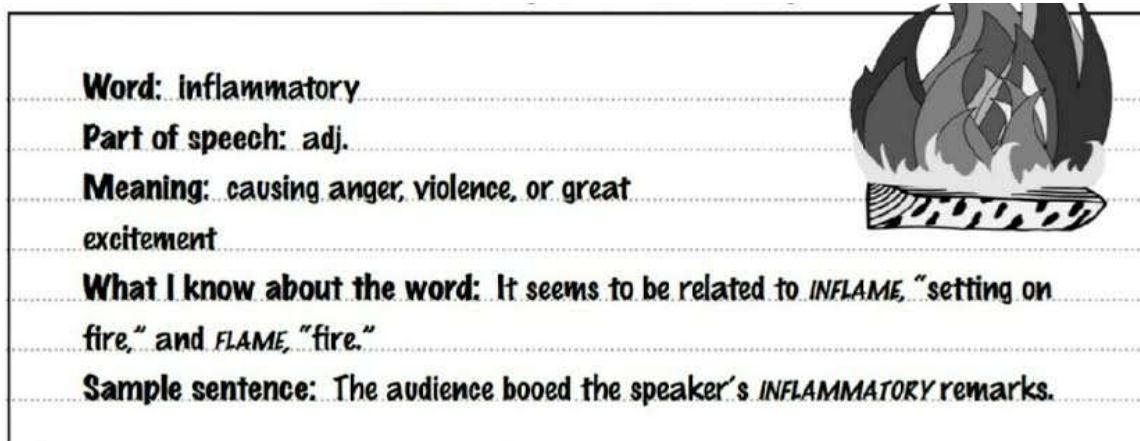
Vocabulary has long been recognized as a vital component and a good indicator of second/foreign language (L2/FL) performance and proficiency (e.g., Schmitt, 2010; Stæhr, 2009). It was strongly agreed that the nature of vocabulary knowledge contains various proposals on what exactly constitutes it (e.g., Meara, 2005; Schmitt, 2010), moreover, vocabulary knowledge involves the size and depth of vocabulary e.g., Qian (2002). Furthermore, it depends on how well a learner knows individual words or how well words are organized in the learners' mental lexicon (Stæhr, 2009, p. 579) and includes words knowledge to precise meaning, words frequency, affix knowledge, syntactic characteristics, and lexical network. In addition to size and depth, another lexical aspect that is incorporated into vocabulary frameworks is speed of processing i.e. how fast learners can recognize and retrieve knowledge stored in the mental lexicon (e.g., Meara, 2005). All in all, productive vocabulary framework enables EFL learners to produce more rapid, accurate, and syntactically complex oral performance. In order to expand their vocabulary stock and

improve their ability to speak second/foreign language, learners should take into account that to improve their speaking utterances, they need to boost their vocabulary knowledge. Hence, it is advisable to recommend the following implications to help them become more independent vocabulary learners.

- The most likely guarantee for students to develop their speaking skills is the frequent use of the target language. The more the students get used to the English language, the more natural it seems for them to think and transform their thoughts into spoken English.
- For students to possess strong oral language skills, they need to be able to use words and know what they mean.
- Learning new vocabulary in context is mostly important, it is the context that controls what vocabulary is appropriate; students should use context clues to determine the meaning of words by analyzing unfamiliar words and the sentences surrounding them.
- Students may look in the word for prefixes and suffixes, base word, and root words that might offer clues.
- Motivation is known as one of the influential factors in language learning, students should gain attitude to learn new words, and in fact they have to feel comfortable while they speak in English, and create a keen awareness of and a deep interest in language and words.
- The importance of wide reading in the growth of students' vocabulary is critical (Nagy and Anderson 1984) because it allows them to encounter large number of new words to use in their oral performances and, consequently develop their speaking skills, students with extensive vocabularies typically read a lot, Students

who develop a habit of reading at a young age, develop large vocabularies and have a greater ability to understand verbal communication.

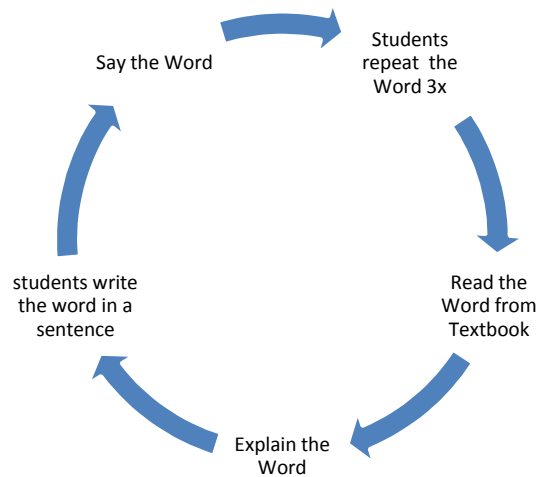
- Students should extend their learning vocabulary through implementing new technologies and games; the use of audiovisual materials and new technologies ( slides, films or songs ...etc) as well as using the English language media like listening to English songs and watching English shows, series, or films on TV.
- Using the language with native speakers allows students to provide accurate pronunciation models, use and meaning of words; also they can borrow new items to their mental storage.
- Students should keep a vocabulary notebook in which they jot down interesting words along with their definitions and an example sentence. In fact, there are several techniques students may apply to organize their notebook such as: the vocabulary journal entry as it is illustrated in the example below:



**Figure 3.1: Vocabulary Journal Entry** ( Taken from (Chin, 2004, p.61)

- Students should practice the new words over and over time so it can be easily stored.
- Look for opportunities to speak the language outside the classroom.

- Cooperative learning strategy can be beneficial and effective to promote learning new items and enhance students' speaking.
- Explicit instruction on vocabulary learning strategies may help students to become more proficient with a broad range of strategies they can use when learning new vocabulary (Atay & Ozabulgan, 2007). Learning these strategies can be facilitated through learning experiences involving physical movement, linking new vocabulary to prior knowledge and allowing time for students to reconstruct their new vocabulary, rather than simply reproducing it. This occurs when students work with words in different ways as they may
  - a- Produce synonyms/antonyms.
  - b- Identify examples of the word.
  - c- Use more than one new word in a sentence.
  - d- Rewrite words definition.
  - e- Compose questions based on the target language.
  - f- Activate the use of words outside the classroom.
- Associating new vocabulary with something already stored in brain makes it much easier for students' brain to recall the new word in future.
- One of the best ways to increase vocabulary is through repetition as it is illustrated in figure 01; repeating a word in order to embed it within the memory is beneficial for them. Also writing down a word multiple times on a piece of paper is a powerful strategy to improve memory, and enhance vocabulary.



**Figure 3.2: Repetition Cycle** (Taken from Sibold, 2011. p.26)

- Using these strategies will lead students to get a robust vocabulary which provides them with the right words to use at the right time when expressing in a foreign language.

### 3.2. Suggestions for Teachers

Developing students' speaking skill can be a crucial aspect in the process of teaching and learning English as a foreign language and the teachers' roles lies in providing the students with different learning strategies in general and vocabulary learning strategies in particular and eventually they will supply them with a variety of sources of knowledge and material that may enhance their speaking skill.

Teachers, in fact, should raise students' awareness of the value of acquiring a good amount of lexical competence. In accordance with the analysis of the present study which was about investigating the effect of vocabulary learning strategies in developing learners' speaking skill, and depending on students' questionnaire, we have highlighted some teaching

recommendations that may help EFL teachers/ learners to improve speaking skill through teaching or learning the vocabulary strategies.

- English Teachers may vary their teaching communicative methods to aid students overcome their fear of speaking and use the target language. Teachers, then, may select more purposeful approaches to use language in the classroom, they should not focus on one specific technique, but they can use a diversity of materials such as authentic materials, classroom discussions, and role – plays...etc, besides that, vocabulary needs to be given more importance, both direct and implicit vocabulary teaching could be adopted.
- The materials used in teaching should meet the needs and interests of learners and English lessons should become communicative enough to prevent their lack of motivation.
- Second year English Students should be encouraged to ask questions when new and interesting words are encountered. Motivating them to practice exercises within group works can also be beneficial, especially in case of games so they will learn in a entertaining atmosphere and at the same time they will feel comfortable exchanging information among partners, for example: crossword puzzles, available in newspapers and magazines, may serve this purpose.
- Teachers need to explain word meaning in context instead of using lists of words in class and provide students with guidance to practice using context as a strategy to figure out words meaning .They may also raise their awareness by explaining how, when and why to use context on their own.
- Modeling how to break words into affixes and roots will make more long words more manageable for students who may face difficulties simplify and store long words, however, teachers can further design activities for students with adding and removing

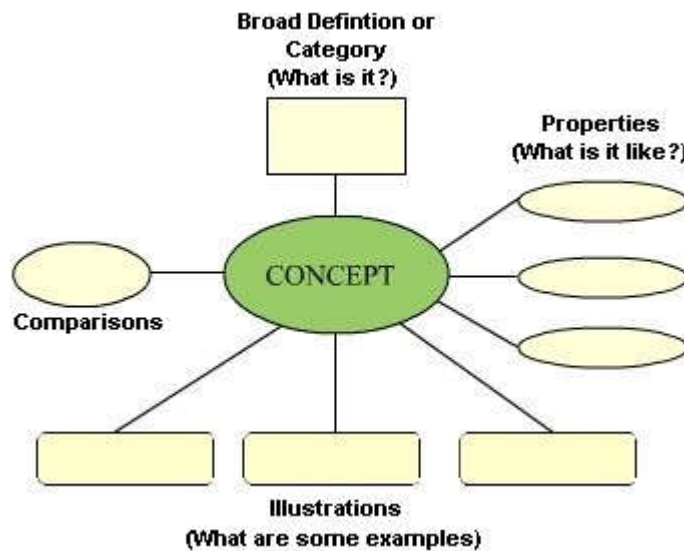
suffixes, prefixes and recognizing roots, in teaching word part the need to stress out how the parts function to affect word meaning. Below is a sample list that can be handed out to students so they become more knowledgeable about forms and words:

Rank	Prefix	% of All Prefixed Words	Suffix	% of All Suffixed Words
1.	un-	26	-s, -es	31
2.	re-	14	-ed	20
3.	in-, im-, il-, ir- (not)	11	-ing	14
4.	dis-	7	-ly	7
5.	en-, em-	4	-er, -or (agent)	4
6.	non-	4	-ion, -tion, -ation, -ition	4
7.	in-, im- (in)	3	-able, -ible	2
8.	over-	3	-al, -ial	1
9.	mis-	3	-y	1
10.	sub-	3	-ness	1
11.	pre-	3	-ity, -ty	1
12.	inter-	3	-ment	1
13.	fore-	3	-ic	1
14.	de-	2	-ous, -eous, -ious	1
15.	trans-	2	-en	1
16.	super-	1	-er (comparative)	1
17.	semi-	1	-ive, -ative, -tive	1
18.	anti-	1	-ful	1
19.	mid-	1	-less	1
20.	under- (too little)	1	-est	1
	All Others	3	All Others	1

**Table 3.1:** The Most Frequent Affixes in Printed School English

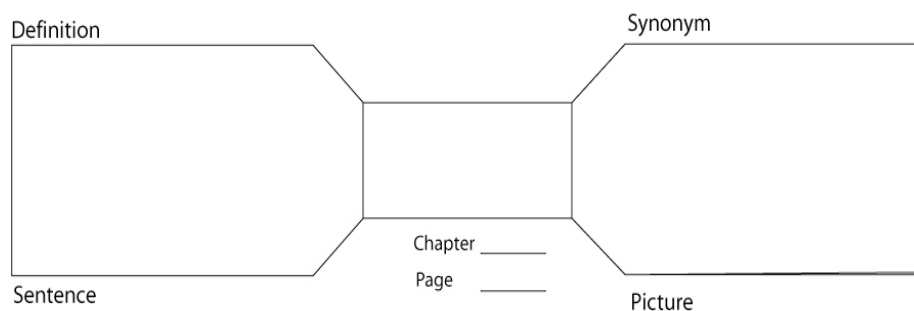
(Taken from Stahl, 1999, p 145 )

- Teachers may use a lot of activities to activate the learning of new words for example: presenting new terms in semantic fields instead of isolated lists, games of synonyms and antonyms, gap filling, role – plays and matching words. Moreover, they can select a reading passage and highlight the target words and ask students to locate the words in the passage and draw a word map as shown in figure 02, and try to figure out words meaning through using (context clues, synonyms and antonyms ...etc) and provide definitions in their own words.



**Figure 3.3: Semantic Map Sample** (Retrieved from:

<https://www.rit.edu/ntid/rate/sea/processes/readingwriting/incorporating/ideas> )



**Figure 3.4. Vocabulary Map Sample** (Retrieved from:

<http://www.cal.org/resources/digest/0102lexical.html>)

- Cycles of vocabulary reinforcement are helpful in solidifying meanings and preparing students to acquire new meanings that may build off current vocabulary. Whether through asking them to restate the description, explanation or use their original idea.
- Implement memory strategy by dedicating time for students to periodical review of previously learned words inside and outside the classroom.

- Using graphic organizers will provide students with more exposure to words they are acquiring and will help them solidify the knowledge they have gained. Diagrams can be used to teach words synonyms/antonyms as it is shown below in the sample for the word (feeling).

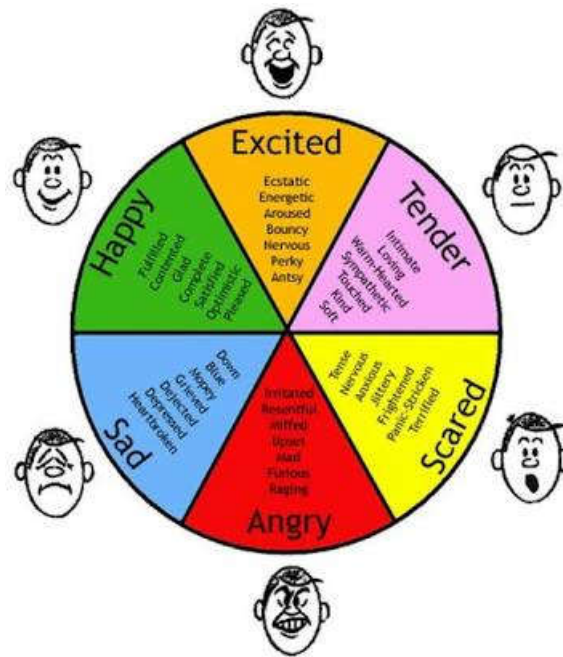
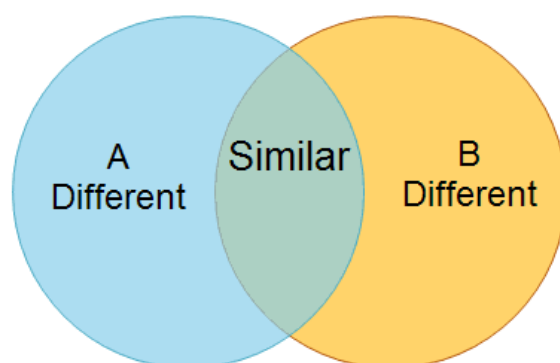


Figure 3. 5: Feeling Diagram (Retrieved from [https:// en.wikipedia.org/wiki/Feeling](https://en.wikipedia.org/wiki/Feeling) )

- Additionally, when teaching students comparing and contrasting words, Venn diagram is recommended as a good tool to simplify explanation and memorization of a large amount of items, this diagram helps clarify the similarities and differences between two related items.



**Figure 3.6: Venn Diagram** (Retrieved from [https://en.wikipedia.org/wiki/Venn\\_diagram](https://en.wikipedia.org/wiki/Venn_diagram))

Vocabulary growth is such a long process that requires drawing on a variety of approaches, strategies and devoting time, because some words need to be instructed in details than others. In fact, many students study vocabulary the same way they used to learn word lists, a checklist can be designed to raise awareness on the different vocabulary learning strategies to help them learn new items in a better way. A sample strategy checklist has been provided (see appendix B )

### **3.3. For Further Research**

The ultimate goal of this research is raising awareness and providing second year EFL students at El-Tarf University with different VLS(s) in order to enhance their speaking fluency. The resources that are suggested below will provide a means for that development and a suitable framework to conduct studies of the kind in other areas.

#### **3.3.1. Websites**

It is a common truth that online learning is on the rise nowadays. For the sake of providing EFL students with an equipped vocabulary learning process, we have collected a good variety of websites and books for further implications for students and teachers.

This article discusses what it means to learn vocabulary and also a few ways to promote vocabulary acquisition. The authors also talk about word consciousness.

[http://www.schoolsmovingup.net/cs/smu/download/rs/10061/BaumannCh12%20\(SchoolsMovingUp%20Showcase%201\).pdf?x-r=pcfile\\_d](http://www.schoolsmovingup.net/cs/smu/download/rs/10061/BaumannCh12%20(SchoolsMovingUp%20Showcase%201).pdf?x-r=pcfile_d)

Elfrieda Hiebert presentation on Strategic Vocabulary Selection: choosing words for narrative and informational texts. <http://www.textproject.org/presentations/summer-2008-strategic-vocabulary-selection>.

### **3.3.2. Books**

What follows is a list of books that we thought important to consult by both EFL teachers and learners who wish to achieve success and progress in vocabulary teaching and learning..

- Accelerated Vocabulary Instruction Strategies for Closing the Achievement Gap for all Students by Nancy Akhavan; Scholastic, 2007.
- Bringing Words to Life Robust Vocabulary Instruction by Isabel L. Beck, Margaret G. McKeown, & Linda Kucan; The Guilford Press, 2002.
- Rationale for teaching vocabulary, how to choose words to teach (Tier 1, Tier 2, Tier 3), how to teach vocabulary. Building Academic Vocabulary (Teacher's Manual) by Robert Marzano & Debra J. Pickering; ASCD, 2005.
- Building Background Knowledge for Academic Achievement Research on What Works in Schools by Robert Marzano; ASCD, 2004

### **Conclusion**

Regarding the main purpose of the study, students should have a great deal of vocabulary knowledge in order to overcome their difficulties in the different aspects of speaking, especially vocabulary mastery and paucity. However, the importance of creating

fun and enjoyable set of learning as well as maintaining a strong bond between teachers and students will increase their level of speaking proficiency and will motivate them during the learning process.

## General conclusion

Even though vocabulary is a focal and indispensable part of any language learning/teaching process, it has for long been neglected in the field of EFL. In fact, achieving communicative competence in FL may be enhanced by enriching its vocabulary which requires the implementation of a set of strategies and techniques. However, many EFL students find it difficult to express their thoughts, ideas ...etc, which is due to some factors that inhibit them to be fluent speakers such as : lack of motivation, lack of self-confidence, the fear of making errors and the most influential factor is probably that they do not have an adequate amount of lexical items. This research work has covered the issue of the different VLS employed by EFL students and its impact on promoting one of the productive skills which is : speaking, wherein, deficient vocabulary may affect its progression. Second year students of English at Chadli Bendjdid University – El Tarf – have answered the questionnaire, their answers confirm the research hypotheses that teachers do not raise awareness on the importance of using VLS in developing students speaking skill. Another fact is that if they use these strategies they can boost their vocabulary reservoir.

The results obtained from our study revealed that second year EFL students at Chadli Bendjdid University are medium users of VLS mainly because they were not instructed to use them or they were not aware of the different VLS that may help them increase their vocabulary. In addition, the majority use dictionaries (monolingual /bilingual) as their primary tool to encode the unfamiliar words, list of synonyms / antonyms and English media.

We conclude that, in order to achieve fluency in EFL, students need to be equipped with a different range of VLS which enable them to take more control of their learning.

Moreover, English teachers need to raise students' awareness on using VLS and to make them knowledgeable and able to decide upon how to use those strategies.

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# *Appendices*

## Students' Questionnaire

Dear students,

This questionnaire is designed to gather information about the influence of using vocabulary learning strategies in order to improve speaking proficiency.

We would be very grateful if you could take time to share us your experience, by answering the following questions.

- Please put a tick (✓) in the corresponding box. More than one answer is possible in some questions.

Thank you in advance.

### *Section one: personal information.*

1/ **Gender:** a- male

b- female

2/ **Age:** a- 18-20

b- over 20

3/ **Level :** a- 1<sup>st</sup> year

b- 2<sup>nd</sup>  c- 3<sup>rd</sup> year

### *Section two: Factors affecting students' speaking performance and speaking problems*

1/ Do you find speaking in English?

a- Very easy

c- Difficult

b- Easy

d- Very difficult

2/ Do you think that speaking is the most difficult skill to master (as compared to listening , reading or writing, for example) ?

a- Yes

b- No

Say why:

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

3/ in your opinion , is it adequate to :

a- be accurate  b- be fluent  c- both

Say why:

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

4/ Do you feel afraid to talk?

a- Yes  b – No

5/ If your answer is “yes”, is it because:

- a. Fear of making grammatical mistakes?
- b. Fear of making pronunciation mistakes that others may hear ?
- c. Having deficient vocabulary?
- d. Fear of teachers’ negative feedback?
- 
- e. Lack of self-confidence?

6/ Does your teacher encourage you to speak?

a- Yes

b- No

**Section three : Vocabulary learning strategies.**

1/ do you think that vocabulary knowledge influence successful learning?

a- Agree

b- Disagree

- Say  why  :

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

2/ In your opinion , do you think that you have a good vocabulary reservoir ?

a-Yes  b-No  c- Average

- Say  why  :

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

3/When you encounter unfamiliar words, do you :

g- look them up in a dictionary

h- ask teacher about its meaning

i- Ask peer

j- Ignore them

k- Put it in sentences of your own

l- Analyze word structure ( roots , affixes )

Others , specify please :

.....

.....

..... 4/ if you use a dictionary, is it:

e- English-English dictionary

f- English –Arabic dictionary

g- English-French dictionary

5/ Where do you usually grasp a wide number of vocabulary?

a- When reading

b- When listening / watching English language media (e.g.: songs, TV, movies...etc)

c-In the speaking classroom

d-The use of social media ( chat )

Others ,

specify

please

:

.....

.....

.....

6/ Which learning strategy helps you better recall the learned words ?

a- I repeat it aloud to my self

b- I write it repeatedly

c- I create a mental image of the new word to help me remember it

d- I make a link between the familiar and unfamiliar words

**Section four** : *Difficulties and problems of vocabulary's paucity*

1/ What are, according to you, the most efficient tools you may apply to store a new vocabulary:

g- L1 Translation

h- word in context

i- List of synonyms / antonyms

j- Use the word in different examples

k- Illustration ( pictures / drawing .. etc )

l- Use a notebook

Others , specify please :

.....

.....

.....

.....

2/ In which part of the following you find more difficulty:

e- Pronunciation

f- Spelling

g- use

h- meaning

If others, specify

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

3/In your opinion , the difficulties you come across while learning new vocabularies are due to :

- a. Lack of practice
- b. Lack of motivation
- c. Lack of good approach to teaching
- d. Lack of reading
- e. Language transfer (Arabic/ English) or (French/ English)

- Please add any obstacles that hinder your vocabulary enrichment.

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

4/ If you rely on using the learned words, do you find it easy to recall them when needed?

- a- Yes
- b- No

If no , say why :

.....

.....

.....

*Thank you for your  
collaboration*

## Vocabulary Learning Strategies Check-list

### 1- Recognition and meaning strategies

- Dictionary use
- Word parts
- Guessing words

**Note:** these strategies help students to recognize words from listening/reading, learning words pronunciation and spelling.

### 2- Memory strategies

- Word coordinates, word card
- Pictorial representation
- Semantic maps
- Storyline strategies

**Note:** memory strategies help you to learn and remember new words.

### 3- Planning/organization strategies

- Vocabulary notebooks

**Note:** these help students to control and manage their vocabulary learning, and decide which word to learn

### 4- Vocabulary use strategies

- Words activities
- Games ( use it or lose it)
- Role- plays

**Note:** these help you to use words more fluently when speaking

### 5- Testing and Evaluation Strategies

- Written work
- Memory games
- Students work samples
- Checklists

**Note:** this help students measure their progress and find better ways to learn.



