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**Department of English**

**Exploring EFL Learners' Vocabulary Memorizing Strategies**  
**Case Study of Second Year EFL Students at Chadli Bendjedid**  
**University**

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements of the Master Degree in Didactics of English.

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## **Statement of Original Authorship**

We hereby certify that this research work entitled “Exploring EFL Learners’ Vocabulary Memorizing Strategies”. Supervised by Mr. Mohammed Amin Mdjabra in the academic year (2021-2022), and submitted to the department of English at Chadli Benjdid University, El –Taref, for the requirement of the award of this of the Master degree has not been previously submitted to meet requirement of an award of this study or any other higher education institution. To the best of our knowledge and belief, this dissertation contains no material previously published or written by another person. Hence, it is our own work, and any information used was properly cited in the reference list to avoid any act of plagiarism.

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## **Dedications**

*I dedicate this work to the beloved people who mean so much to me. I dedicate this work:*

*To my wonderful parents, **Nour Eddine** and **Akila**, for their endless love, support, and guidance.*

*To my dear brother **Hamza**, who stands beside me and always supported me. I also thank his wife, **Elisa**, for encouraging me.*

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*To all my friends with whom I shared the university life with its lights and shadows.*

*To all those who love me.*

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## **Dedications**

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## **List of abbreviations and Acronyms**

COG: Cognitive Strategies.

CLT: Communicative Language Teaching.

DET: Determination Strategies.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

i.e.,: It means.

L1: First Language.

L2: Second Language.

LMD: License- Master- Doctorate.

LLS: Language Learning Strategies.

LTM: Long-Term Memory.

MEM: Memory Strategies.

MET: Metacognitive Strategies.

P: Page.

Q : Question.

SLA: Second Language Acquisition.

STM: Short-Term Memory.

SOC: Social Strategies.

VLS: Vocabulary Learning Strategies.

%: Percentage.

## Abstract

Learning a new language entails various challenges. One of these is grasping the vocabulary of the language. The present study has been conducted in order to explore the efficient strategies used by the second-year English Foreign Language students at Chadli Bendjedid University in vocabulary learning. Furthermore, to investigate the main difficulties encountered by English-speaking foreign language students while learning vocabulary. The main hypothesis of the following study is that students who use effective vocabulary learning strategies would enrich and develop their vocabulary understanding. The main question of this study is: What are the vocabulary memorizing strategies most used by English Foreign Language students in learning and understanding new vocabulary? The method used in this study is a mixed approach, by combining both quantitative and qualitative methods. In order to collect the data needed for the study, questionnaires were administered to English Foreign Language students and teachers in the department of English. A sample of 46 students and eight (8) teachers answered the questionnaires. The results obtained revealed that English Foreign Language students who use vocabulary-learning strategies would enrich and develop their vocabulary understanding. On the basis of the obtained results, some recommendations have been proposed to help students use different techniques in learning vocabulary items, which contribute to their productivity. Those recommendations were suggested to the teachers, emphasizing their role in teaching vocabulary and how to provide their students with different strategies that help them learn more vocabulary items.

**Key words:** *EFL Learners, Vocabulary learning, Vocabulary teaching, vocabulary learning strategies.*

## ملخص

يتطلب تعلم لغة جديدة تحديات مختلفة، من بينها استيعاب مفردات اللغة. لقد أجريت هذه الدراسة من أجل تقصي الاستراتيجيات الفعالة المستخدمة من قبل طلاب السنة الثانية ل م د اللغة الإنجليزية الأجنبية في جامعة الشاذلي بن جديد بغرض تعلم المفردات. بالإضافة الى ذلك، استكشاف مختلف الصعوبات التي تواجه الطلاب في تعلم المفردات. الفرضية الرئيسية لهذا البحث هي كالتالي: الطلاب الذين يستخدمون استراتيجيات فعالة لتعلم المفردات سوف يطورون من فهمهم للمفردات. بالإضافة الى ذلك، السؤال الرئيسي لهذه الدراسة هو: ماهي استراتيجيات حفظ المفردات الأكثر استعمالاً من طرف طلاب اللغة الإنجليزية في فهم وتعلم المفردات الجديدة؟ الطريقة المستخدمة في هذه الدراسة هي نهج مختلط، من خلال الجمع بين الأساليب الكمية والنوعية. الوسيلة المستخدمة في هذه الدراسة هي أداة جمع البيانات والتي هي الاستبيان، الأول قدم للأساتذة والآخر للطلاب في كلية اللغات الأجنبية قسم اللغة الإنجليزية في جامعة الشاذلي بن جديد. العينة تتكون من 46 طالباً وثمانية (8) أساتذة كشفت النتائج التي تم الحصول عليها أن طلاب اللغة الإنجليزية الأجنبية الذين يستخدمون استراتيجيات تعلم المفردات سيثرون ويطورون فهمهم للمفردات. على أساس هذه النتائج التي تم التوصل إليها بعض التوصيات اقترحت لمساعدة الطلبة على استخدام تقنيات مختلفة في تعلم مفردات اللغة الإنجليزية. هذه التوصيات كانت موجهة للتأكيد على دور الأساتذة في تدريس المفردات وكيفية تزويد طلابهم باستراتيجيات مختلفة تساعدهم على تعلم أكثر عدد من المفردات.

*الكلمات الأساسية: متعلمي اللغة الإنجليزية كلغة أجنبية، تعلم المفردات، تدريس المفردات، استراتيجيات تعلم المفردات.*

## **Chapter one: Introductory Chapter**

### **Introduction**

Learning plays a significant role in our daily life. It is regarded as the basis for the development and improvement of human society. One of the most interesting and attractive aspects of human development is language learning. When learning a language, a crucial aspect that should be mastered is vocabulary. Vocabulary learning is a fundamental part for English foreign language learners, because without enough vocabulary, learners cannot understand others and communicate or express and share their thoughts in both oral and written form. Little can be conveyed if one does not know grammar, but nothing can be conveyed if one does not know any vocabulary (Wilkins, 1972). Lewis (1993) went further to argue that “Lexis is the core or heart of language” (p. 89).

Most students and teachers believe that vocabulary learning plays an important role in second language acquisition. In addition, vocabulary is a major component of language competency, and its development is an essential element for effective communication. In order to have a rich storage of vocabulary, learners use various language strategies to acquire vocabulary, such as using songs, word cards, and note-taking as a way to learn, enhance, and ameliorate their vocabulary. According to Nation (2001), a large vocabulary can be acquired with the help of vocabulary learning strategies that are beneficial for learners in all language proficiencies. To clarify, learning strategies refer to what learners do to achieve their learning tasks.

## **Statement of the Problem**

Vocabulary is one of the crucial and essential aspects in acquiring a language. Without vocabulary, there is no speech, interaction, and communication. EFL learners encounter multiple and serious obstacles and difficulties while learning different vocabulary, especially when it comes to comprehending and memorizing them.

As a matter of fact, EFL students spend more time and make extra efforts when they try to master and adopt new words and vocabularies to improve their level in order to help them understand the written and oral documents that have been presented to them as well as interpret and decipher the information provided in this input, so they will be able to interact and communicate effectively.

## **Aims of the Study**

The current study aims to explore the efficient strategies used by the second-year EFL students at Chadli Bendjedid University in vocabulary learning and to determine whether the strategies have a significant influence on students' vocabulary learning. Moreover, this research aims to examine vocabulary memorization strategies and to find out the most frequently used strategies by learners. Besides, the research is intended to investigate the difficulties encountered by students and to find effective strategies that could be used in teaching vocabulary to EFL students.

## **Significance of the Study**

EFL learners usually struggle to enrich their vocabulary to be able to communicate properly. This study will help learners to become conscious of their vocabulary memorizing strategies. Teachers will be able to decide about how to teach new words as this study will draw their attention to a wide range of vocabulary memorizing strategies and their frequency of use.

Moreover, this study will enable teachers to give proper instructions to their students on how to learn new vocabulary as it highlights the type of memorizing strategies used by the second-year EFL students at Chadli Bendjedid University in their vocabulary development.

Selecting the proper technique for learning vocabulary can be difficult for EFL students. Therefore, this study is devoted to find out better solutions for this particular difficulty.

## **Research Questions**

This study aims to find accurate answers to the following questions:

- What are the vocabulary memorizing strategies most used by EFL students in learning and understanding new vocabulary items?
- What are the difficulties encountered by second-year EFL students in memorizing vocabulary?
- What are the beliefs about the vocabulary learning and teaching process held by EFL learners and teachers?

## **Research Hypotheses**

Based on the above research questions, it is hypothesized that:

- Students who use effective vocabulary learning strategies would enrich and develop their vocabulary understanding.
- Second year EFL students encounter some difficulties when memorizing vocabulary.
- EFL learners and teachers develop negative beliefs about the vocabulary learning and teaching process

## **Research Methodology**

### **Research Design**

To conduct this study, the researchers relied on mixed method research, that is to say, the combination of both quantitative and qualitative methods for data collection and data analysis. The data were gathered using one main tool, which is the questionnaire. The questionnaires were addressed to second-year EFL students and teachers in the Department of English at Chadli Bendjedid University.

The descriptive approach is adopted to achieve the objectives of this study, which are to explore the efficient strategies for learning vocabulary used by the second-year EFL students and to determine whether the strategies have a significant influence on both students' and teachers' vocabulary learning and teaching process. This approach is the appropriate one to use in this study.

### **Participants**

The participants of the present study were second-year EFL students and EFL teachers from the Department of English at Chadli Bendjedid University. A sample of 46 students were chosen randomly out of a population of 69 students. In addition, a sample of eight (8) teachers,

were chosen in the Department of Letters and Foreign Languages, section of English at Chadli Benjedid University.

### **Data Gathering Tools and Procedures**

Questionnaires were designed and used to collect data from 46 students and eight (8) teachers. Questionnaires have a number of benefits over other forms of data collection: they are usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quickly analyzed once completed. In the present study, two questionnaires were administered to both students and teachers in the Department of English at Chadli Bendjedid University to test the stated hypotheses. The questionnaires used in this study consisted of numerous items varying from both close-ended and open-ended questions.

### **Limitations of the Study**

Although the research achieved the main objectives of this study, there were some inevitable limitations. There were many obstacles and limitations in the way of doing it. The most important obstacle was the Covid19. As a result, data collection was challenging, and neither students nor teachers were always available. Therefore, the number of participants was limited because some of them were absent, for both students and teachers. For that reason, it was necessary to use electronic questionnaires to distribute them to both students and teachers, but some of the questionnaires were distributed and answered in classes.

Accordingly, there was another obstacle, the majority of students did not respond. However, for those who answered, there were some more problems, like skipping questions and not giving full and accurate answers. These limitations should be taken into consideration because

they affect the general conclusion. Results might change if there were fewer obstacles and if the number of participants was larger.

## **Organization of the Dissertation**

This study explores EFL learners' vocabulary memorization strategies. The research consists of five chapters, the first chapter is an introduction to the study, It includes an introduction, the statement of the problem, the aims and significance of the study, the research questions and the hypotheses, as well as the research methodology, followed by the limitations and organization of the study and a conclusion.

The second chapter deals with the review of the literature; it is divided into two main parts. The first section introduces vocabulary, including the definition, significance, and types of vocabulary, as well as the importance of vocabulary in the EFL classroom. It presents vocabulary teaching with its approaches and vocabulary learning with its steps. The second section discusses the classifications of some of the language learning strategies and highlights the definition of vocabulary learning strategies and their classifications. Finally, it concludes with the difficulties faced by EFL learners when learning vocabulary.

The third chapter presents the research methodology, which offers a detailed description of how the study was designed to effectively address the research questions and how the data was analyzed and presented. The fourth chapter introduces the research findings where the gathered data from both learners' and teachers' questionnaires are going to be systematically analyzed and interpreted. The fifth chapter deals with the results of the study and provides a discussion of the

findings followed by the pedagogical implications of the study, recommendations for future research, and a conclusion.

## **Conclusion**

Vocabulary is considered one of the most important components of any language. It has a significant role in learning a foreign language. Without a range of vocabulary, learners will not be able to interact or engage with each other; they will struggle to speak fluently or to express their thoughts and ideas. Hence, teaching vocabulary is an essential part of learning any language. It is almost impossible to learn a language without learning its vocabulary. Therefore, knowing vocabulary-learning strategies is an effective way for EFL students to acquire new vocabulary more successfully.

## **Chapter two: Literature Review**

### **Introduction**

This chapter provides an overview about vocabulary learning strategies. The main interest of the present study is to find out the various strategies that are used by EFL learners and the beliefs held by teachers and students in learning and teaching vocabulary. Firstly, it discusses the definition of vocabulary provided by different scholars, the significance of vocabulary, types of vocabulary, and the significance of vocabulary in the EFL classroom. Moreover, it discusses vocabulary learning and its steps. Additionally, it highlights vocabulary teaching and its approaches. Furthermore, it provides an insight into the classifications of language learning strategies. Finally, this chapter will provide a review about vocabulary learning strategies followed by its different taxonomies and the main difficulties EFL learners encounter during learning vocabulary items, which are the subject matter of many researches in the context of foreign language and second language learning and teaching.

### **Section One: Vocabulary**

#### **Definition of Vocabulary**

Vocabulary serves as the basis of language development and as one of the most important aspects of the language system. Vocabulary is known as the building blocks of language, and no language learning can take place without the learning of vocabulary. Simply put, foreign language acquisition is often considered to be closely related to vocabulary study, and many scientists confirm that lexical deficiency constantly interferes with daily communication.

It is not easy to give a straightforward definition of vocabulary. There are many definitions that have been proposed by some teaching/learning language professors and experts.

Vocabulary has been defined by Procter (1995) as "all the words used by a particular person or all the words which exist in a particular language" (p.1628). In Longman Dictionary (1995), vocabulary is defined as all the words that someone knows, learns or uses. That is to say, the term "vocabulary" refers to all of the words that an individual understands, acquires, or employs in a specific language.

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". (Neuman & Dwyer, 2009, p. 385). Also, Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings" (p. 133). While Ur (1996) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language." However, a new item of vocabulary may be more than just a single word; for example, post office and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words" (p. 60). Vocabulary is seen as the words we introduce in the foreign language, but vocabulary can be used in items rather than just single words.

In addition, Burns (1972), as cited in Alqahtani (2015, p. 25), defines vocabulary as "the stock of words which is used by a person, class, or profession." Lessard-Clouston (2013) defined vocabulary as "the words of a language, including single items and phrases or chunks of several words, which convey a particular meaning, the way individual words do." (p. 2)

Furthermore, Diamond and Gutlohn (2006) stated, “Vocabulary is the knowledge of words and word meanings” (p.25). In other words, vocabulary is not just about the meaning of words but also how they are structured within a given language, how they are used, memorized, and learned by learners. National Institute of Child Health and Human Development (2000) identified vocabulary as one of five major components of reading. To clarify, vocabulary plays a principal role both in learning to read and in comprehending text: Readers cannot comprehend writing unless they are familiar with the meanings of the majority of the words. Moreover, Biemiller (2005), as cited in Liu & Zhang (2018, p.2) stated, “Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. However, lacking either adequate word identification skills or adequate vocabulary will ensure failure.”

From the definitions above, it can be concluded that vocabulary plays its role in developing a student's language proficiency. In addition, students with large and rich vocabulary are believed to improve their language skills and thinking abilities. That is the reason why it is important to learn vocabulary.

### **Significance of Vocabulary**

Vocabulary is widely recognized as one of the most crucial language skills in English learning because meaningful conversation is impossible without it. As Wilkins (1972) summed up the importance of vocabulary learning “... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111-112). Based on David Wilkins' quote, students increase their levels more when they learn more vocabulary rather than spend most of their time learning grammar.

In English learning and teaching, vocabulary always plays an important role because all learners need to acquire a certain number of words in order to communicate with others. Lewis (1993) went further to argue, "Lexis is the core or heart of language" (p. 89). Particularly, when learners aim to enhance their proficiency in English with greater fluency and accuracy, it is important that they get more effective vocabulary knowledge and improve their own vocabulary learning strategies. In the early 1980s, Meara raised a severe criticism of vocabulary research that is widely underestimated. The value of vocabulary in language pedagogy was not completely ignored, despite the lack of attention to study, even during the heydays of the development of Communicative Language Teaching (CLT). For example, Wilkins (1972, 1974), who is regarded as an early representative advocate of the Communicative Approach, clearly insisted on the equality in importance of both vocabulary and grammar. He believes that whether learners can apply collocations well will identify their native speaking levels.

Without such ability, even if there are no grammatical errors, users are unable to be classified as native speakers. Allen (1983) also stated that "lexical problems frequently interfere with communication; communication breaks down when people do not use the right words" (p. 5). This emphasizes the importance of vocabulary in classroom teaching, as without vocabulary, it will definitely hinder communication. One of the findings' implications about the significance of vocabulary is that "lexical competence is at the heart of communicative competence" (Meara, 1996, p. 35), and can be a "prediction of school success" (Verhallen and Schoonen, 1998, p. 452).

## **Types of Vocabulary**

Some scholars divided vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes two categories of vocabulary. **Active vocabulary** is the one that has been taught to the learners and that they are expected to be able to use. **Passive vocabulary** refers to terms that learners will recognize when they meet them but will most likely be unable to pronounce.

Haycraft, quoted by Hatch and Brown (1995), indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

### **a. Receptive Vocabulary**

Receptive vocabulary refers to words that students know and comprehend when they are used in context but which they cannot produce. It is vocabulary that students recognise when they see it or encounter it in a reading text but do not use when speaking or writing (Webb, 2009).

### **b. Productive Vocabulary**

Productive vocabulary refers to words that students understand, correctly pronounce, and use constructively in speaking and writing. It includes what is needed for receptive vocabulary as well as the ability to speak or write at the appropriate time. Hence, productive vocabulary can be addressed as an active process because the learners can produce the words to express their thoughts to others (Webb, 2005).

### **Significance of Vocabulary in EFL Classroom**

It has been recognized that successful students are those who ameliorate strategies and disciplines for learning vocabulary (McCarthy, 1988). In the light of providing opportunities for learners to be firstly introduced to the new words and their meanings and to be secondly placed in situations where they can retrieve, recall, and use the target vocabulary items across different settings and contexts, the operation of vocabulary development will emerge (Cook, 2008). To put it another way, when learners are given opportunities to learn new words and their meanings in various situations, settings, and contexts, they will ameliorate their vocabulary.

Nevertheless, according to new research, it is worth mentioning that vocabulary growth has a multi-faceted nature, which involves the knowledge of not only word meanings but also pronunciation, spelling, grammatical properties, connotations, morphological alternatives, as well as semantic associations of the words (Ghalebi et al., 2021). Being scaffolded and assisted, English learners can develop vocabulary successfully (Kayi-Aydar, 2018). In other words, what learners require from their teachers during the process of vocabulary development is direction and guidance in managing study time in order to maximize learning both inside and outside of the classroom (Rogers, 2018).

In all linguistic skills, vocabulary plays its role in boosting a student's language proficiency, as Taylor (1992) points out that "vocabulary permeates everything language learners or language teachers do in an English language class, whichever skill or language point is being practiced" (p. 30). Shortly, it is widely held that understanding any language without knowing its words, whether spoken or written, is difficult (Schmitt, 2000). Certainly, EFL learners with a wider vocabulary will have fewer difficulties in boosting their linguistic skills, as Smith (1998) point out

that learners with a large and rich vocabulary are thought to expand their language proficiency and thinking capacities. Other scholars, such as Richards (1980) and Krashen (1989), as cited in Rodríguez and Sadoski (2000), state many reasons for devoting attention to vocabulary. "First, a large vocabulary is essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem" (p. 386).

Eventually, the significance of vocabulary in EFL classrooms is an important aspect, an essential part, and a fundamental factor in foreign language learning and teaching.

### **Vocabulary Learning**

The significance of vocabulary is illustrated regularly in and out of school. In the classroom, the highest-achieving learners possess the sufficient vocabulary. Furthermore, vocabulary is regarded necessary for successful second/foreign language learning (Schmitt, 2000). Researchers such as Laufer and Nation (1999), Rodríguez and Sadoski (2000), Read (2000), Tellier (2008), and others have realized that vocabulary acquisition is critical for effective second language use and plays a key role in the production of entire spoken and written texts. Learning vocabulary items are essential for the four language skills (i.e. listening, speaking, reading, and writing) in English as a second language (ESL) and English as a foreign language (EFL). That is to say, without a huge vocabulary, learners will be unable to employ the structures and functions they have learned for effective communication.

Besides, many learners view second language acquisition (SLA) as primarily a matter of learning vocabulary, and therefore they devote a significant amount of time to memorizing lists of L2 words and depend on their bilingual dictionary as a main communicative resource (Susanto,

2017). As a result, language teachers and linguists are increasingly recognizing the importance of vocabulary learning and looking for new strategies to promote it.

### **Steps for Learning Vocabulary**

Brown and Payne's (1994) five-stage model is considered to offer the clearest account of the various aspects of vocabulary learning. The five steps of learning vocabulary are as follows:

**1. Encountering new words:** The literature suggests that "guessing strategies" are helpful for EFL learners here is This strategy involves guessing from contexts by recalling previous knowledge of parts of speech, parts of the sentence, predicates, and other grammatical features.

**2. Getting the word form:** The literature suggests that to learn the form of a new word, EFL students should use their dictionaries. It also suggests that repeating new words orally and in writing can help students learn how to pronounce and spell them.

**3. Getting the word meaning:** The two learning strategies recommended in the literature for this stage are "using monolingual dictionaries" and "using picture dictionaries."

**4. Consolidating word form and meaning in memory:** To help EFL learners remember the new words' forms and meaning, the literature proposes employing "memory strategies" and "verbal/written repetition in many different contexts" for the purpose of consolidating word form and meaning in memory.

**5. Using the word:** In the final of the vocabulary learning stages, the literature suggests that EFL students must employ the new word with all its possible collocations as often as possible.

## **Vocabulary Teaching**

Teaching vocabulary is a major aspect in learning a language, as languages are built on words (Alqahtani, 2015).

According to a recent study, teaching vocabulary can be difficult since many teachers are unsure of the best practices in vocabulary education and do not always know where to start when it comes to putting a focus on word learning in the classroom (Berne & Blachowicz, 2008). That is to say, that the field of teaching vocabulary to learners is not an easy task for teachers, as many things should be taken into consideration. Both teachers and learners agree that the acquisition of vocabulary is a fundamental factor in teaching a language (Walters, 2004).

Furthermore, teachers have issues with how to teach learners for the sake of achieving satisfying results. The teachers should be aware that teaching vocabulary could be different and new from the students' native language. The teacher should plan and explore appropriate techniques to use with the learners. A good teacher should prepare himself or herself with different and developed strategies. Teachers must be innovative and capable of mastering the information in order to be understood by learners and make them excited to learn. The teachers have to know the individual differences of his or her learners (Susanto, 2017).

## **Approaches of Vocabulary Teaching**

Until recently, vocabulary teaching received little attention compared with other language fields. However, in recent years, second language vocabulary acquisition has become an important topic for professors, researchers, and course designers.

## **Explicit Approach**

By the end of the nineteenth century, the explicit approach emerged as a response to the Grammar Translation Approach and its failure to develop the learners' ability to communicate in the foreign language.

The main goals of this approach were to teach learners how to communicate in the target language and how to pronounce words correctly. The explicit approach was founded on the idea that we learn languages by hearing, speaking, and engaging in conversation (Hubbard et al., 1983). In simple words, the students are expected to practice and imitate the target language until they become fluent and accurate speakers, and it is believed that they will learn to think in the target language, because there is no translation. In this approach, vocabulary learning is valued over grammar (Larsen-Freeman, 2000). Concrete words are presented through objects, pictures, and physical demonstrations, while abstract words are introduced via grouping words according to a topic or by associating ideas (Zimmerman, 1997).

### **Principles:**

Sökmen (1997, p. 241) suggested some principles of explicit vocabulary teaching:

- Build a large sight vocabulary.
- Integrate new words with old.
- Provide a number of encounters with a word.
- Promote a deep level of processing.
- Facilitate imaging.
- Make new words “real” by connecting them to the student's world in some way.

- Use a variety of techniques.
- Encourage independent learning strategies.

To clarify, these principles emphasize conscious, well-organized, and well-planned instruction, which can lead to efficient vocabulary development. In summary, according to Schmitt (2000), explicit teaching is necessary for the most commonly used words in a language as well as technical vocabulary essential for a certain field because they are obligatory for language usage.

### **Incidental Approach**

Implicit, indirect teaching is built on the idea that there are too many words in a language to be taught explicitly. Furthermore, direct instruction is more useful for beginners. Incidental learning is more successful once students acquire some basic vocabulary knowledge. Benyahia (2020). Many teachers and researchers believe that extensive reading is a superior way to achieve implicit teaching or incidental vocabulary development. This means that the more learners read, the more words they learn, and this definitely makes reading easier and motivates them to read more.

Incidental learning of vocabulary has some benefits over direct instruction, involving the following: (a) It is contextualized, providing the student a richer sense of a word's use and meaning than can be provided in traditional paired-associate exercises;(b) It is pedagogically efficient in that it allows two processes to take place at the same time: vocabulary acquisition and reading, and (c), because the vocabulary acquired depends on the learner's own selection of reading resources, it is more individualized and learner-centered (Huckin & Coady, 1999).

## **Communicative Approach**

The method which has dominated the last several decades of this century is the Communicative Approach, which is the result of the works of anthropological linguistics (e.g., Hymes, 1972) and Firthian linguists (e.g., Halliday, 1973), who view language first and foremost as a system for communication.

The significance of communicative competence and knowledge of language norms was highlighted in the 1970s (Hymes, 1972). As a result, the emphasis shifted from accuracy and linguistic forms to communication and fluency. Although there are various 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 to put it another way, it focuses on discourse level functions rather than sentence level forms. With its focus on encouraging learners to convey their ideas and intentions using the linguistic resources accessible to them, vocabulary was not a core concern of this technique and was given secondary status, being taught primarily as a support for functional language usage (Decarrico, 2001).

## **Section Two: Vocabulary Learning Strategies**

### **Classifications of Language Learning strategies (LLS)**

Language-learning strategies have been one of the most intriguing research topics in the field of second/foreign language teaching and learning in recent decades. Many scholars provided various definitions and classifications, such as Oxford (1990), O'Malley and Chamot's (1990).

#### **Oxford's Classification of LLS**

In 1990, Oxford synthesized language-learning strategies based on Rubin's work, and these were divided into two categories: **direct strategies** and **indirect strategies**, which helped the learner, learn the target language.

**Direct strategies**, which are separated into **memory**, **cognitive**, and **compensating strategies**, are specific strategies that require the use of language. While, **indirect strategies** are classified as **metacognitive**, **affective** and **social strategies**, they do not directly involve language use, but they do help language learning.

Oxford classified these strategies into six LLS categories that are explained in the following table:

**Table 2.1. Oxford's 1990 LLS Classification.**

<b>Direct Strategies</b>
<p><b>I) Memory Strategies:</b> Ways of remembering and retrieving new information, such as creating mental linkages, applying images and sounds, and reviewing well.</p> <p><b>II) Cognitive Strategies:</b> Used for understanding and producing the language, such as practicing, sending and receiving messages, analyzing and reasoning, and creating structure for input and output. These strategies are the only ones that have been found to affect performance for a group of proficient learners.</p> <p><b>III) Compensation Strategies:</b> Used for utilizing the language despite a possible lack of knowledge, such as guessing intelligently (i.e. taking into account the context) and overcoming limitations in speaking and writing (i.e. being able to paraphrase).</p>
<b>Indirect Strategies</b>
<p><b>I) Metacognitive Strategies:</b> Used to coordinate the learning process; such as centering the learning, arranging and planning, and evaluating the learning. These strategies require a certain level of self-awareness to be used.</p> <p><b>II) Affective Strategies:</b> Used to regulate emotions, and meant to provide stability and security in difficult situations. They include lowering the anxiety, words of encouragement, and taking the learner's emotional temperature.</p> <p><b>III) Social Strategies:</b> Used for learning with others. Contexts are different, but given the prevalence of school like learning environments, these strategies are clearly sound. These include asking questions, cooperating with others, and empathizing with others.</p>

Oxford's taxonomy is more comprehensive and precise than previous studies into language learning systems. Oxford created SILL, an instrument meant to assess ESL/EFL learners' strategy implementation, based on this list.

## **O'Malley and Chamot's (1990) Classification of LLS**

O'Malley and Chamot (1990) evolved three types of strategies, which are **metacognitive strategies**, **cognitive strategies**, and **social/affective strategies**.

- **Meta-cognitive Strategies** are functions and plans for monitoring and evaluating the accomplishment of a learning activity, e.g. self-management, self-monitoring, and self-evaluation of learning after completing the task (O'Malley & Chamot 1990).
- **Cognitive Strategies** are either cognitive manipulation or material conversion or tasks to improve comprehension, acquisition, or retention, e.g., repetition, key words, inferencing (O'Malley & Chamot 1990).
- **Social/Affective Strategies** are social interaction operated to support the comprehension or retention of information, as well as mental control over personal factors interfering with learning, e.g., cooperation, questioning for clarification, self-talk (O'Malley & Chamot 1990).

### **Definition of Vocabulary Learning Strategies (VLS)**

Despite extensive research on the subject in recent years, there is no clear definition of vocabulary learning strategies (VLS). Researchers define them just based on the definition of learning strategies.

According to Nation (2001), “vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies” (p. 217). Based on O'Malley and Chamot's (1990) definition of learning strategies, Schmitt (1997) claimed that learning is “the process by which information is obtained, stored, retrieved, and used. Therefore, vocabulary learning strategies could be any which affect this broadly defined process” (p. 203).

In other words, vocabulary learning strategies are specific ideas or behaviors that learners rely on to facilitate their understanding, learning or retention of new information.

Catalán (2003), in her study of gender differences in VLS, adopts a similar definition to Oxford's (1990) and Schmitt's (1997), stating that VLS corresponds to:

Knowledge about the mechanisms (processes, 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 (p. 56).

Vocabulary learning strategy is viewed as a tool that students use to obtain vocabulary. Learners may use various learning strategies that they believe to be a beneficial way of acquiring vocabulary. Ellis (1997) states, "successful learners use more strategies than unsuccessful learners" (p.77). In recent years, there has been a growing awareness of the importance of vocabulary in language learning. According to Noor and Amir (2009), stated that "this area of learning was previously neglected due to certain dominant teaching approaches in the 1940s until the 1960s" (p.313). Schmitt (1997) as cited in Goundar (2019, p. 178) makes a good point on recent studies and claims, "research has shown that many learners do use more strategies to learn vocabulary, especially when compared to such integrated tasks such as listening and speaking." However, they usually prefer to use basic vocabulary learning strategies. Thus, Ghazal (2007) concludes, "strategy instruction is an essential part of any foreign or second language program" (p.84).

## **Classifications of Vocabulary Learning Strategies**

If defining VLS was a complex process, then their classification is also controversial. Various scientists have suggested different classifications of vocabulary learning strategies based on their own criteria, which led Fan (2003) to conclude that “no classification is perfect and any individual strategy may fall into one category or another, depending on the aspect in focus” (p. 223).

### **Schmitt taxonomy**

Schmitt (2000) divides vocabulary-learning strategies into two main categories: discovery strategies and consolidation strategies.

#### **➤ 1 Discovery Strategies**

They are methods used by students to figure out the meaning of new words. This category is further split into two subcategories: determination and social strategies.

- **Determination Strategies (DET)**

Schmitt (2000) defines them as “strategies used by an individual when faced with discovering a new word’s meaning without recourse to another person’s expertise” (p.135). .i.e., they enable learners to independently determine and discover the meaning of a word when it is met for the first time. As a result, learners attempt to acquire the meaning of new words by guessing from context, consulting dictionaries, and guessing from L1 cognates.

- **Social Strategies (SOC)**

Schmitt (2000) classifies these strategies as both discovery and consolidation strategies since they can be used for both purposes. They entail asking teachers or classmates for the meaning of unknown phrases. In other words, they involve learning new words through interaction.

- **2 Consolidation Strategies**

They are strategies students use to memorize and remember the word once it has been taught or encountered. Social, memory, cognitive, and metacognitive strategies are all subcategories of this category (Schmitt, 2000).

- **Social Strategies (SOC)**

These social strategies engage learners by participating in-group work, asking teachers to verify their word lists or word cards for certainty, and interacting with native speakers to reinforce their vocabulary acquisition (Schmitt, 1997).

- **Memory Strategies (MEM)**

Memory strategies, frequently known as mnemonics, According to Schmitt (2000), they are strategies that entail connecting the new word to some previously personal experiences or learned knowledge. This relationship is significant to the memorizing process because it allows students to remember some types of imagery by learning new words with visuals of their meanings. Thus, Memory strategies include imagery, word association, grouping, keyword method, and collocation.

- **Cognitive Strategies (COG)**

They mostly refer to written and spoken repetition, as well as mechanical strategies for learning vocabulary (Schmitt, 1997). According to Hedge (2000), cognitive strategies can be “thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways” (p. 77). As a result, it involves repetition, note-taking, and inference.

- **Metacognitive Strategies (MET)**

They are defined by Schmitt (2000) as strategies that include a conscious overview of the learning process and make decisions about planning, monitoring, or evaluating the appropriate method to study. This includes improving access to input, deciding on the most efficient methods of study, review, and testing one-self to language improvement. It also includes deciding which words are worth one chooses to learn.

The following table illustrates the complete classification scheme proposed by Schmitt (2000).

**Table 2.2. Schmitt's 2000 VLS Classifications.**

<b>Discover Strategies</b>	<b>Determination Strategies (DET)</b>
	<b>Social Strategies (SOC)</b>
<b>Consolidation Strategies</b>	<b>Social Strategies (SOC)</b>
	<b>Memory Strategies (MEM)</b>
	<b>Cognitive Strategies (COG)</b>
	<b>Metacognitive Strategies (MET)</b>

## **Cohen (1990) VLS Taxonomy**

Cohen (1990) created a taxonomy for VLS that split it into three major categories: strategies for remembering words, semantic strategies, and vocabulary learning and practicing strategies.

### **Category 1: Strategies for Remembering Words**

- Using Rote-repetition by repeating the word and its meaning until it seems to have stuck.
  
- Using Mnemonic Associations:
  1. By linking the word to the sound of a word in the native language to the sound of a word in the language being learned, or to the sound of a word in another language.
  2. By attending to the meaning of a part or several parts of the word.
  3. By noting the structure of part or all of the word.
  4. By placing the word in the topic group to which it belongs.
  5. By visualizing the word in isolation or in a written context.
  6. By linking the word to the situation in which it appeared.
  7. By creating a mental image of the word.
  8. By associating some physical sensation to the word.
  9. By associating the word to a keyword.
  10. by using of mnemonic device in order to create a cognitive link between an unfamiliar foreign language word and its translation by means of a cognitive mediator.

### **Category 2: Semantic Strategies**

- Thinking of synonyms so as to build a network of interlinking concepts.
- Clustering words by topic group or type of word.
- Linking the word to the sentence in which it was found or to another sentence.

### **Category 3: Vocabulary Learning and Practicing Strategies**

- Word and Structure Analysis (analyze the word according to its roots, affixes, and inflections as a way to understand its meaning).
- The Learning of Cognates (words in two languages, which are from the same source).
- Using a Dictionary.
- The Use of Flash Cards.
- Grouping.
- Cumulative Vocabulary Study.

### **Rubin and Thompson (1994) VLS Taxonomy**

Rubin and Thompson (1994) divided three main VLS categories: **direct approach, mnemonics method, and indirect approach.**

#### **Category 1: Direct Approach**

- Put the words and their definitions on individual cards.
- Say the words aloud or write them over and over again as they study.

## *Exploring EFL Learners' Vocabulary Memorizing Strategies*

- Compose sentences with the words they are studying.
- Tape record the words and their definition, if they prefer to learn through the ear.
- Color-code words by parts of speech, if they prefer to learn through the eye.

### **Category 2: Use Mnemonics**

- Use rhyming.
- Use alliteration.
- Associate words with the physical world.
- Associate words with their functions.
- Use natural word associations, such as opposites.
- Learn classes of words.
- Learn related words.
- Group words by grammatical class.
- Associate words with context.

### **Category 3: Indirect Approach**

- Read a series of texts on a related topic.
- Guess the meaning of words from context.
- Break up the word into components.

L2 learners learn words in lists or by performing various vocabulary activities in a direct method. Mnemonics help students memorize words by grouping individual words into patterns and linking them together. In the indirect method, vocabulary is largely absorbed implicitly through exposure to understandable material like reading and listening.

### **Intaraprasert (2004) VLS Taxonomy**

Intaraprasert's (2004) English L2 VLS inventory was developed after collecting self-reports from 133 ESL students. This taxonomy is made up of 31 distinct VLS that are classified according to the aim that students are striving to achieve: new vocabulary items have their meanings discovered, the meaning of newly learnt words is retained, and vocabulary knowledge is expanded.

#### **The Discovery Category Consists of Ten Individual Strategies**

1. Use a Thai-English dictionary.
2. Use an English-Thai dictionary.
3. Use an English-English dictionary.
4. Guess the meaning from the context.
5. Ask one's classmate or friend.
6. Ask one's teacher.
7. Ask someone other than one's teacher, classmate or friend.
8. Look at the word roots, prefixes or suffixes.

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9. Use an on-line dictionary.

10. Use an electronic dictionary.

### **The Retention Category Comprises Eleven Strategies**

1. Memorize with or without a word list.

2. Keep a vocabulary notebook.

3. Group words based on the synonymity or antonymity.

4. Associate new words with the already-learned ones.

5. Use new words in writing.

6. Use new words to converse with peers.

7. Speak Thai with English loan-words.

8. Keep words as the computer background.

9. Keep word cards or word charts in one's bedroom.

10. Keep words as rhymes or songs.

11. Use pictures.

### **The Expansion Category Comprises Ten Individual Strategies**

1. Listen to a radio program in English especially the one for language learning.

2. Watch a television program in English especially the one for language learning.

3. Surf the Internet especially the websites for language learning.
4. Read different types of different English printed materials, e.g. leaflets, brochures, textbooks or newspapers.
5. Play games in English, e.g. crossword, or hangman.
6. Practice translating from Thai into English and vice versa.
7. Watch an English-speaking film with Thai-narrated scripts.
8. Attend classes of every module regularly.
9. Listen to English songs.
10. Do extra vocabulary exercises from different sources, e.g. book, or newspapers.

### **Winke and Abbuhl (2007) VLS Taxonomy**

Winke and Abbuhl (2007) identified three types of vocabulary acquisition strategies: Input-based strategies (i.e., extensive reading and asking for L1 translation), output-based strategies (i.e., taking notes and speaking with native speakers), and cognition-based strategies (i.e., mnemonics and contextual guessing).

These strategies, according to Winke and Abbuhl, all have a core characteristic; the student wants to be input in the target language. Output-based strategies, however, involve such strategies as taking notes, practicing pronunciation, speaking with native speakers, taking part in oral and written rehearsal or repetition, and making and keeping vocabulary journals. Output-based strategies According to Winke and Abbuhl, all share the feature that the L2 learner produces the

L2 either in written or spoken form. Finally, cognition-based strategies include such actions as using associations to remember word meanings (mnemonics), contextual guessing, planning one's course of study, monitoring one's progress, and self-testing, among others. Again, Winke and Abbuhl argue, cognition-based strategies all share the same characteristic; they all involve learner-internal cognitive activities.

### **Nation Taxonomy (2013) VLS Taxonomy**

Nation (2013) classifies various forms of VLS into three categories: **planning strategies, source strategies, and processing strategies**. A fourth dimension, skill in use, encompasses strategy use but is concerned with the use of vocabulary input and output for vocabulary expansion as well as the growth of the four skills reading, writing, speaking, and listening. Planning strategies are used to choose what to focus on and when to concentrate on it, for example, choosing words, aspects of word knowledge, and strategies. Source strategies are used to find information about words, such as, using a dictionary, guessing meaning from surrounding context, or using background knowledge to guess meaning. Processing strategies are used to reinforce acquired knowledge through the use of noticing, retrieval, and generation (productive activation). These VLS categories are regarded as fluid depending on the actual usage of a strategy in relation to the task, the environment in which it happens, and the individual employing the strategy.

## **Difficulties Faced by EFL Learners when Learning Vocabulary**

One might think that the acquisition and learning of vocabulary is a simple issue. However, in fact, it is a big and very complex one. There are many difficulties that learners encounter during this process. Thornbury (2002) tackled some of the problems that students face when learning vocabulary, which are as follows:

### **Pronunciation and Spelling**

Many studies show that the more difficult words to pronounce are the more difficult ones to learn. Thornbury (2002) stated that among the complex words there are the ones that contain consonant clusters, such as breakfast, crisps, and strength. A further difficulty that Thornbury has mentioned within spelling is words that contain silent letters, such as foreign, listen, honest.

### **Length and Complexity**

Thornbury (2002) claimed that, long words are not difficult to be learned. However, what makes them less memorized is that short words are more frequent and useful for learners, the factor that makes them more memorized than long ones.

### **Grammar**

The grammar associated with words is also a problem. For instance, a verb like love, hope, or enjoy is followed by an infinitive or an-ing form, such as (to run) or (running). In addition, the grammar of phrasal verbs is a particular problem since some phrasal verbs are attached whereas others are not. For example, she looked after her father / she looked it up (Thornbury, 2002).

## **Meaning**

Overlapping in words' meanings usually makes students get mixed up with them and get confused. As an example of the case is the verb "make" and "do": we can say you make the breakfast and make an appointment. However, we say you do the housework and do a questionnaire. Words that have multiple meanings can also be an issue for learners. Hence, learning one meaning of a term may prevent students from learning and accepting another (Thornbury, 2002).

## **Range of Connotation and Idiomaticity**

According to Thornbury (2002), words that are frequently used in a variety of situations are often thought to be simpler and easier to learn than their equivalents that are less frequently used. For instance, the verb 'put' is a wide-ranging verb, compared to 'impose' and 'place'. Similarly, 'thin' is a bet than 'skinny', 'slim' or 'slender'. Furthermore, another problem that students encounter while learning vocabulary are words that have style constraints as well as connotations, such as very informal words (chunk for throw, swap for exchange). Idioms or idiomatic expressions might be more difficult for learners to understand than words with clear meanings.

## **Conclusion**

In general, vocabulary learning is a key component of foreign or second language learning since any language requires learners to have sufficient knowledge of vocabulary to enable them to generate and comprehend meaningful sentences in that language. For this reason, many scholars and researchers focused more on the significance of vocabulary learning strategies. Researchers have established different taxonomies of VLS based on the classification of language learning strategies. These classifications have made significant contributions to the field of L2 vocabulary learning, such as Schmitt's taxonomy. It aimed to help learners achieve a large knowledge concerning vocabulary learning.

## **Chapter Three: Research Design and Methodology**

### **Introduction**

This chapter is devoted to the research methodology used in the present study. This section describes the research techniques used to investigate the effective strategies used by EFL students in learning and understanding vocabulary. This chapter provides information about the method, participants, data gathering tools and procedures, followed by the questionnaires.

Furthermore, it highlights the instruments used for the data collection, namely the "questionnaires" handed out to both teachers and students. This chapter also focuses on the methods of analysis, which are based on both qualitative and quantitative data.

### **The Method**

In order to conduct a deep investigation to the present study, to confirm the hypotheses of the research, and to obtain information from both teachers and students, a mixed approach has been used, by combining both quantitative and qualitative methods. Dornyei (2007) defines mixed methods research as follows: "A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (p.163).

In this study, the close-ended questions of the questionnaire were analyzed using a quantitative method, which allowed the collection of a significant amount of data related to the investigation. However, the open-ended questions of the questionnaire were analyzed using a qualitative method that helped the researchers to analyze and illustrate the gathered data.

Moreover, the descriptive method was adopted to find out about the difficulties encountered by EFL second-year students at Chadli Benjedid University when acquiring English vocabulary and to highlight the effective strategies used by these students to memorize vocabulary. The main reasons for using the mixed approach for the investigation were to expand and strengthen the study and to get a better understanding of the chosen research.

### **The Participants**

This present study was conducted in the Department of English at Chadli Bendjdid University in El-Taref. The participants of this study were male and female second-year EFL students of the department of English at Chadli Bendjedid University in El-Taref province who were asked to answer the questionnaire inside the classroom during the academic year 2021/2022. As well as, the teachers of the Department of English from the same University were asked to answer the questionnaire during their spare time.

### **Students' Sample**

In this research study, the researchers have chosen randomly selected sample of second-year EFL students at Chadli Bendjdid University. However, the researchers could not work with the whole population because some of them were absent and others did not want to answer the questionnaire for unknown reasons. Moreover, there were 46 participants who answered the questionnaire from 69 students as a sample for the research. There were eight (8) males and 38 females; their ages ranged between 18 and 26, so second-year EFL students would be mature enough to know about their needs and interests.

## **Teachers' Sample**

In this research study, the researchers have also randomly selected a sample of teachers of English at Chadli Benjdid University to answer the questionnaire. The sample consists of eight (8) teachers out of a total of 14 teachers of English. In fact, the researchers have only taken this sample because most of the teachers did not want to answer the questionnaire for unknown reasons. In addition, there were two (2) males and six (6) females; they almost have the same background and knowledge in terms of teaching experience, so they would be the most knowledgeable about their students' qualifications.

## **Data Gathering Tools and Procedures**

In order to collect the appropriate data for the present study, the research was based only on a questionnaire due to the pandemic crisis. The questionnaire was administered to second-year EFL students and EFL teachers in the Department of English as a suitable instrument to obtain the needed data and to ensure the validity of the intended results. After identifying the topic and the objective of the study, questionnaires were distributed to both students and teachers to fill them up during their spare time. The students have been very cooperative and collaborative and have supplied the researchers with their viewpoints and remarkable comments.

## **Students' Questionnaire**

The students' questionnaire was addressed to 46 EFL learners in the department of English and it aimed at investigating the vocabulary-memorization strategies used by EFL learners. The administration of the students' questionnaire took two days, in less than one hour we received the answers from the students, unlike the one of the teachers. The students' questionnaire consisted of

18 questions, which contained three sections. The first section concerned the personal information of the students, and then section two was about their beliefs about learning vocabulary.

Lastly, section three was devoted to vocabulary learning strategies employed by students and the difficulties that they encounter while learning vocabulary. The questionnaire contained close-ended questions, open-ended questions, and multiple-choice, in which respondents were asked to select the best answer out of the choices given, asking for frequency using: “always” “Often” “Sometimes” “Rarely” and “Never” and open-ended questions, where students were required to give their own views on vocabulary learning and freely express their ideas without relying on fixed options

### **Teachers' Questionnaire**

The questionnaire was addressed to eight (8) teachers in the Department of English. It began with a brief introduction, which aimed to illustrate the importance and aim of the study for the participants. It was made up of 17 questions, which were divided into three categories: close-ended questions, open-ended questions, and multiple-choice questions. It consisted of four sections: the first section was about collecting data about the background information of the teachers; experience and gender. The second section was concerned with teachers' beliefs about vocabulary learning and how they consider vocabulary in the EFL context. The third section was devoted to teaching vocabulary and how each teacher prefers to teach vocabulary. The last part was devoted to the VLS used by EFL learners and the difficulties that that they encounter with their students.

The questionnaire consists of various questions from Likert scale questions ranging from “totally agree” to “totally disagree”, close-ended questions requiring teachers to choose Yes or No. In the last section, teachers were asked to rate how frequently their students use vocabulary-

learning strategies using: “always”, “Often”, “Sometimes”, “Rarely” and “Never”. They were also asked to answer some open-ended questions by providing the opportunity to include any further remarks or ideas about vocabulary learning or to provide further comments and provide their opinions about the difficulties that students encounter when memorizing vocabulary. The administration of teachers' questionnaire took more than a week because most teachers refuse to either answer it or take a long time to hand it back. They claimed that it is due to the huge number of questionnaires they have received from other students.

### **Conclusion**

This chapter has presented the research design of the study. It explained how the research tools were chosen and employed to obtain the required data from the participants. First of all, it introduced the research method, which was the mixed method approach. In order to analyze the data, the researchers focused on both quantitative and qualitative data analysis. Furthermore, the chapter sheds light on the participants, who were a sample of EFL teachers and EFL students from the Department of English, and the data gathering tools, as well as the questionnaires.

## **Chapter Four: Results and Analysis**

### **Introduction**

This chapter provides a careful discussion of the findings and the analysis of the data obtained from both the students' and teachers' questionnaires. A questionnaire was addressed to 46 EFL second-year students, as well as another questionnaire was administered to eight (8) teachers at the Department of English at Chadli Bendjedid University in EL-Taref. The results are going to be interpreted and analyzed to confirm or disconfirm the hypotheses and to answer the research questions that were suggested in the first chapter. For the sake of organization, the results were presented in pie charts, bar graphs, and tables. This chapter is organized into two main sections. The first section presents the results obtained from the questionnaires distributed to students, whereas the second section is devoted to the questionnaire answered by teachers.

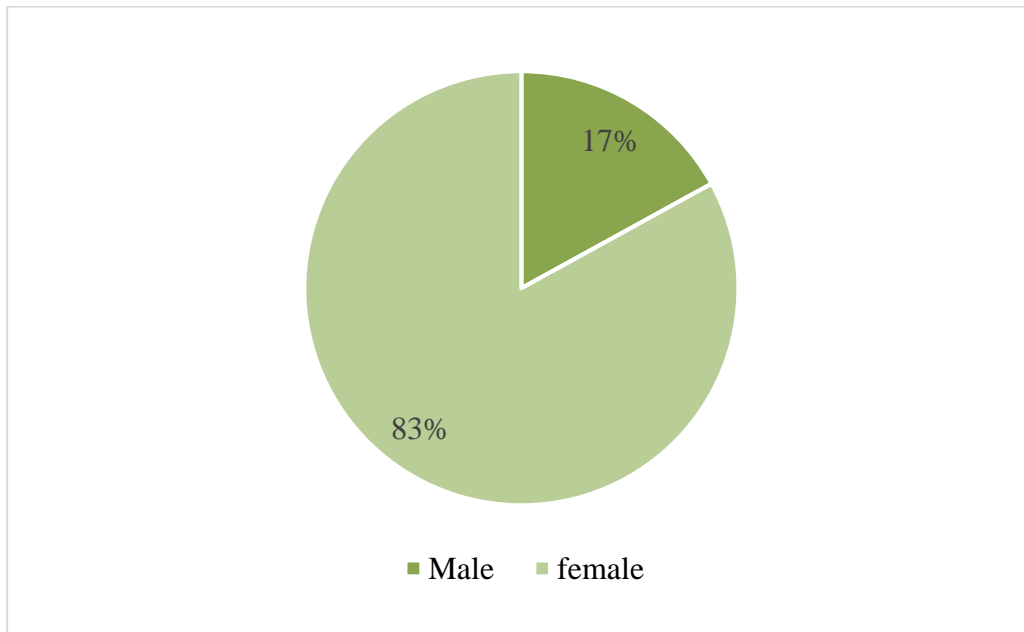
### **Students' Questionnaire**

This questionnaire was designed for EFL second-year students and aimed to elicit their beliefs about the effective vocabulary learning strategies they use, in order to increase their process of vocabulary knowledge. The questionnaire is divided into three sections. It includes open-ended questions and close-ended questions, as well as multiple-choice questions. Sections are structured as follows: general information, beliefs about vocabulary learning, and the third section is about vocabulary learning strategies.

## **Students' Questionnaire Analysis**

### **Part I : General information**

#### **Q1: Gender**



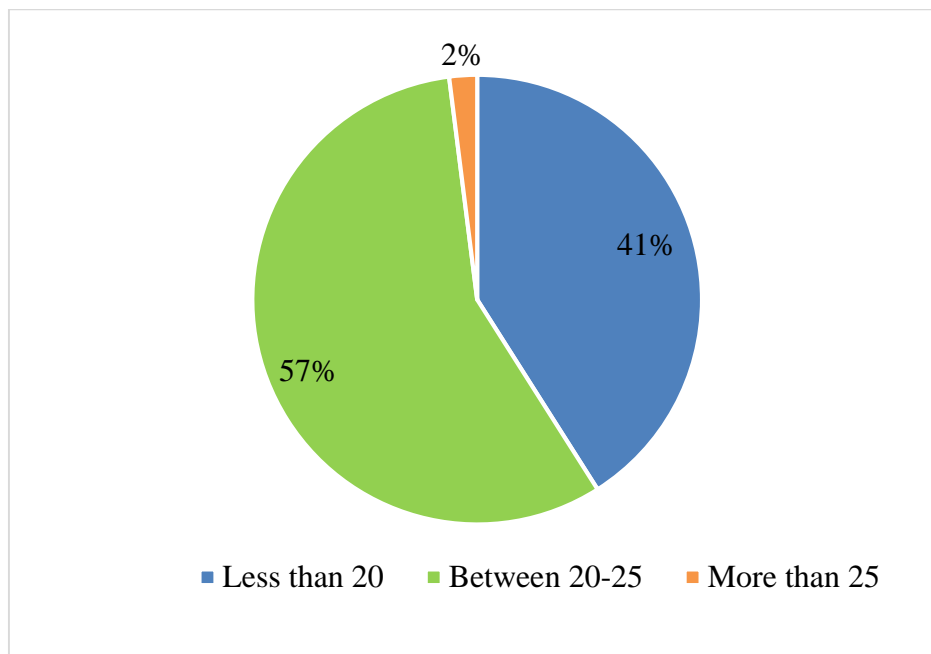
**Figure 4.1. Students' Gender.**

According to the pie chart (Figure 4.1), the 46 participants are divided into males and females. The majority of the students are females, who represent (83%) of the participants, while (17%) of the participants are males. This variety can give different beliefs and attitudes on the process of vocabulary learning, although the number of males was small, because most of them were absent and those who answered skipped many questions and did not take the questionnaire seriously.

**Q2: Age**

**Table 4.1. Students' Age.**

Age	Participants	Percentages%
Less than 20	19	41%
Between 20-25	26	57 %
More than 25	01	2 %
<b>Total</b>	<b>46</b>	<b>100%</b>



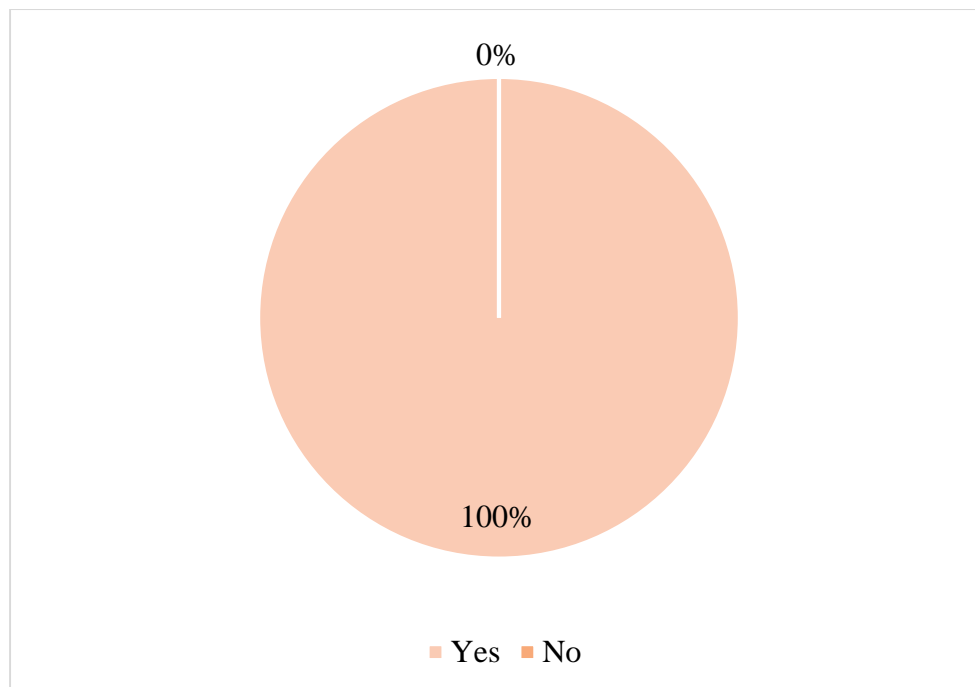
**Figure 4.2. Students' Age.**

This question tries to look at the different age groups of the students in order to know if they are mature enough to choose the effective strategies of VLS in the process of learning vocabulary. More than half of the students were between 20 and 25 years old, representing (57%) 26 students. In addition, students who are less than 20 were 19 representing (41%), whereas only

one (1) student is more than 25. Thus, it can be observed that most of them are mature and know their needs and interests in choosing the appropriate VLS.

## **Part II: Beliefs about Vocabulary Learning**

**Q1: Are you interested in learning new vocabularies?**



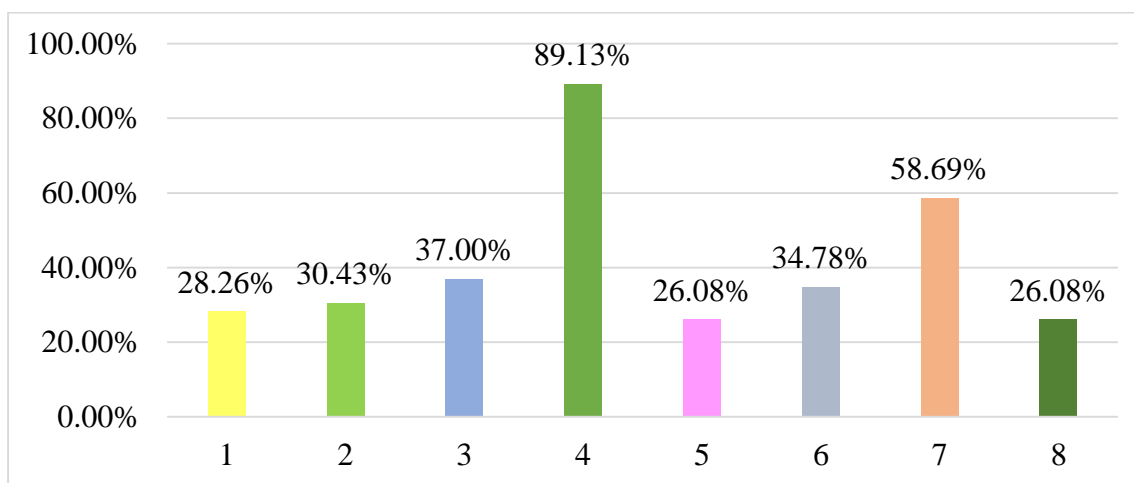
**Figure 4.3. Students' Interest in Learning English Vocabulary.**

As it is shown in the figure above, this question was asked to investigate the students' interest in learning vocabulary. (100%) of the students are interested in learning vocabulary. This means that all EFL second-year students like to learn and acquire new vocabulary because vocabulary learning is essential as it helps to expand their knowledge and improve their comprehension skills.

**Q2: Where do you usually find and face new vocabulary?**

**Table 4.2. Place of Finding and Facing New Words.**

Statements	Participants	Percentages%
1) In lectures and lessons.	13	28.26%
2) When reading texts for my courses.	14	30.43%
3) When reading texts outside the classroom.	17	37%
4) When listening to and watching English-language media (e.g. songs, TV, movies, newscasts...etc).	41	89.13%
5) When speaking with native speakers of English.	12	26.08%
6) When speaking with classmates or friends.	16	34.78%
7) When using the internet.	27	58.69%
8) When using a dictionary.	12	26.08%
<b>Total</b>	<b>46</b>	<b>100%</b>



**Figure 4.4. Place of Finding and Facing New Words.**

As it is represented in the table and figure above, 41 students, representing (89.13%), find and face new vocabulary “when listening to and watching English-language media”, because the majority of students are young, aged between 20 and 25 years old. They prefer listening to songs and watching movies, because they find that an easy and fun way to develop and comprehend their vocabulary. 27 students representing (58.69%) claimed that they find new vocabularies

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“when using the internet,” due to the availability of online and free materials such as Google Translate, Free E-books, online Games, and applications for practicing the language like Duolingo.

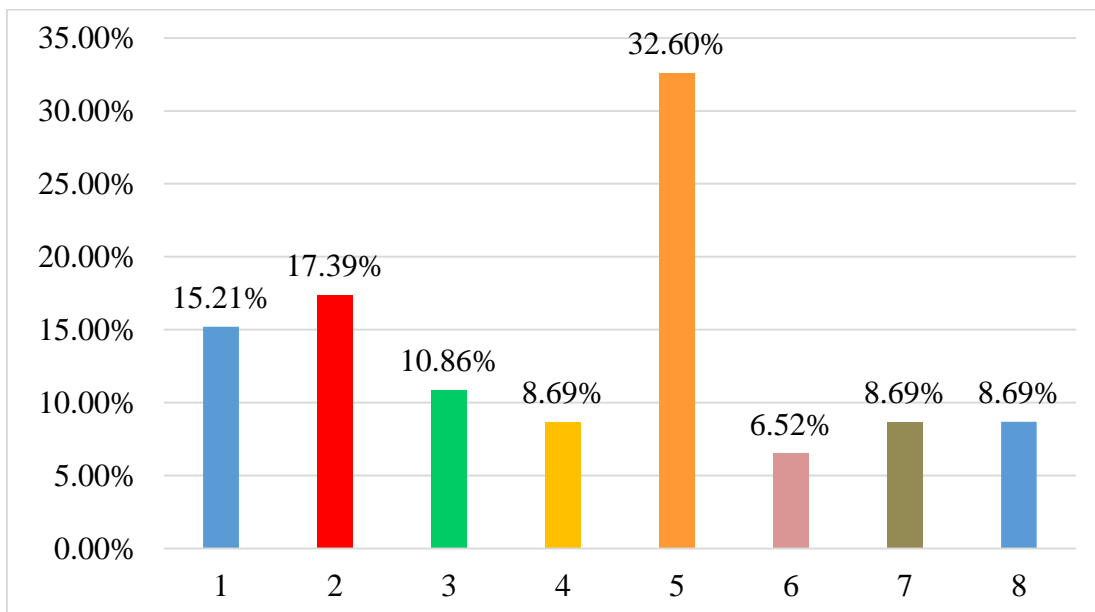
Moreover, 17 students, representing (37%), opted for “when reading texts outside the classroom,” because they feel free and comfortable to choose topics of their interest. Students gave approximative replies with "while reading books for my courses," which represented (30.43%), and “in lectures and lessons," which represented (28.26%). Learners can acquire vocabulary incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

16 students, representing (34.78%) opted for “when speaking with classmates or friends,” because most of the time they use their native language to understand the meaning of vocabulary. The last popular options received similar percentages; the option “when speaking with native speakers of English” and “when using a dictionary.” The former, 12 students, representing (26.08%), selected that as they are afraid of making mistakes and the latter, maybe they feel bored when using the dictionary. This shows that students do not practice speaking, especially with their classmates; perhaps they are not motivated to speak, and with natives since corresponding with them is not easy.

**Q3: In which of the above contexts does vocabulary cause a problem? (Write numbers)**

**Table 4.3. Places in Which Vocabulary Causes Problems.**

1	2	3	4	5	6	7	8	Total
7	8	5	4	15	3	4	4	<b>46</b>
15.21%	17.39%	10.86%	8.69%	32.60%	6.52%	8.69%	8.69%	<b>100%</b>



**Figure 4.5. Places in Which Vocabulary Causes Problems.**

As it appears in the figure above, students were inquired to identify the contexts (1–8) in which they encountered difficult vocabulary. As it can be seen in the table above, the results were not similar. The highest proportions were in option number five (5), “when speaking with natives.” 15 respondents, representing (32.60%) opted for that choice. It is obvious that natives have a much larger vocabulary than second language learners do. The second highest option was number two (2), “when reading texts for my courses.” Eight (8) students, representing (17.39%) selected that option, and this is because most of the time they study about unfamiliar topics.

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Furthermore, seven (7) respondents representing (15.21%), find problems with vocabulary “in lectures and lessons.” Just five (5) respondents, (10.86%), encounter difficulties with vocabulary “when reading texts outside the classroom.” Moreover, “when listening to and watching English-language media,” “when using the internet,” and “when using a dictionary”, received similar percentages, with four (4) students representing (8.69%). The least popular option was “when speaking with classmates or friends”, chosen only by three (3) students, representing (6.52%). This may be because they have anxiety and are shy when talking with others. This indicates that speaking with natives is a serious issue for them, whereas speaking with classmates or friends encourages them to use vocabulary regularly.

**Q4:** In which of the above contexts do you think you acquire more vocabulary?

**Table 4.4. Places in Which Students Acquire More Vocabulary.**

1	2	3	4	5	6	7	8	Total
3	2	1	20	5	4	7	4	46
6.52%	4.34%	2.17%	43.47%	10.86%	8.69%	15.21%	8.69%	100%

The table above shows that 20 respondents, representing (43.47%) of the whole sample, claimed that they acquire more vocabulary “when listening to and watching English-language media.” Option seven (7) with seven (7) respondents, referring to (15.21%) “When using the internet,” and option five (5) with five (5) respondents, representing (10.86%) “When speaking with native speakers of English.” Then option six (6) with four (4) students and option eight (8) with four (4) students received the same percentages, representing (8.69%). While option one (1), with three (3) respondents, referring to (6.52%), and option two (2), with two (2) respondents,

representing (4.34%), received approximative answers from students. The least preferred option was option three (3), with only one (1) student, representing (2.17%).

This indicates that students acquire vocabulary best when listening to music or watching movies, as it is an easy and fun way to learn.

**Q5: What do you do first when you meet new words?**

**Table 4.5. Frequency of What Students Do First When Meeting New Words.**

Frequency		a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1) Ask the one who speaks to explain.	N°	6	6	20	10	4	46
	%	13%	13%	43%	22%	9%	100%
2) Write them as notes and look for them afterwards.	N°	20	6	11	6	3	46
	%	43%	13%	24%	13%	7%	100%
3) check them in a bilingual dictionary (English /Arabic) or (English /French).	N°	15	8	10	8	5	46
	%	33%	17%	22%	17%	11%	100%
4) Check them in a monolingual dictionary (English / English).	N°	6	9	8	11	12	46
	%	13%	20%	17%	24%	26%	100%

As can be seen in the table above, question five (5) aims to know what students do first when they encounter new words and how often they use the above statements. The first statement was, "Ask the one who speaks to explain." Almost half of the students 20, representing (43%) answered "Sometimes." Ten (10) respondents, representing (22%), answered "Rarely". After that, "Always" and "Often" received similar scores of six (6) participants, referring to (13%); students hesitate to ask the speaker whether he is a teacher, a classmate, or someone else, perhaps because they are shy or embarrassed. Only four (4) respondents, representing (9%) answered "Never".

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In the second statement, "Write them as notes and look for them afterwards." The highest score was "Always" 20 students, representing (43%), then 11 students, representing (24%) use it "Sometimes"; students prefer to write down new words, especially in academic settings (classrooms, libraries, ...etc.) and look for their meanings as soon as they have time.

In addition, "Often" and "Rarely" have the same scores with six (6) respondents, representing (13%), and just three (3) respondents claimed that they "Never" take a word as a note. That may be because they are not interested in doing that.

In the third statement "Check words in a bilingual dictionary", the highest score was "Always", 15 respondents, representing (33%). Students preferred immediate search for word meanings. Then, ten (10) respondents, representing (22%), answered with "Sometimes". While "Often" and "Rarely" received similar scores, with eight (8) respondents (17%). Only five (5) respondents, representing (11%) stated that they "Never" do so. Hence, just a few students did not use bilingual dictionaries.

The fourth statement, "Check words in a monolingual dictionary", the highest scores were with "Never" and "Rarely", representing approximative answers of (26%) and (24%), maybe because it is difficult for them to understand the English explanation. Then, as well as, "Often" and "Sometimes" received approximative scores of (20%) and (17%). Finally, just six (6) students claimed that they "Always" use a monolingual dictionary.

### Part III: Vocabulary Learning Strategies

#### Q1: How do you determine the meaning of new vocabulary? (Determination strategies)

**Table 4.6. Frequency about Determining the Meaning of New Vocabulary.**

Frequency		a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1) Try to guess from context	N°	17	7	20	1	1	46
	%	<b>36.95%</b>	<b>15.21 %</b>	<b>43.47%</b>	<b>2.17%</b>	<b>2.17%</b>	<b>100%</b>
2) Use a bilingual dictionary	N°	8	9	12	14	3	46
	%	<b>17%</b>	<b>20%</b>	<b>26%</b>	<b>30%</b>	<b>7%</b>	<b>100%</b>
3) Use a monolingual dictionary	N°	7	11	8	15	5	46
	%	<b>15%</b>	<b>24%</b>	<b>17.39%</b>	<b>32.60%</b>	<b>11%</b>	<b>100%</b>
4) Use an electronic dictionary or translator	N°	31	8	5	1	1	46
	%	<b>67.39%</b>	<b>17.39%</b>	<b>10.86%</b>	<b>2.17%</b>	<b>2.17%</b>	<b>100%</b>

This question aims to know how EFL learners determine the meaning of new words, which contains four (4) statements required from them to state how often they use these strategies. The first statement is “Try to guess from context,” 20 respondents, representing (43.47%), claimed that they "Sometimes" try to guess from context in order to determine the meaning of a new word, which is a useful way to understand word meaning, 17 respondents, representing (36.95%), do this “Always.” Additionally, seven (7) respondents, referring to (15.21%), stated that they “Often” try to guess from context. The lowest scores received an equal percentage of only one (1) student, representing (2.17%) who answered with "Rarely" and "Never”, try to guess from context, perhaps they find it boring and useless; this is why they avoid using it. While statement two, “Use a

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bilingual dictionary”, had 14 respondents, who represent (30%) stated that they “Rarely” use a bilingual dictionary, maybe because they are not interested. Then, 12 participants, representing (26%), answered “Sometimes.”

Nevertheless, “Always”, and “Often” received approximative answers of (17%) and (20%). Only three (3) students, representing (7%), claimed that they “Never” used a bilingual dictionary. Maybe they preferred other kinds of dictionaries, or they are just too lazy to use them.

In the third statement “Use a monolingual dictionary”, 15 students, representing (32.60%), stated that they “Rarely” use a monolingual dictionary, as they find it difficult to understand the explanation. Moreover, 11 participants, representing (24%), answered that they “Often” do so. “Always” and “Sometimes” received nearly similar scores, with (15%) and (17.39%) students who answered that they use a monolingual dictionary. Maybe they prefer the English definition or meaning rather than Arabic or French. Finally, just five (5) students, representing (11%) “Never” use a monolingual dictionary because they are not able to understand the meaning of words. The fourth option, “Use an electronic dictionary or translator” 31 students, representing (67.39%), answered that they “Always” use an electronic dictionary or translator, since it is available for most of them and easy to use. Eight (8) respondents, representing (17.39%) answered that they “Often” use it. While five (5) participants, representing (10.86%) of the whole sample, claimed that, they “Sometimes” use an electronic dictionary or translator, “Rarely” and “Never” received an equal score of one (1) respondent, with (2.17%) indicating that they use an electronic dictionary or translator. Perhaps they do not prefer to use this kind of electronic dictionary.

**Q2: When you face an unfamiliar vocabulary, whom do you ask help from? (Social strategies)**

**Table 4.7. Frequency of Whom Students Ask Help From When They Face Unfamiliar Vocabulary.**

Frequency		a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1) Ask the teacher for the L1 translation of new word.	N <sup>o</sup>	4	4	16	10	12	46
	%	8.69%	8.69%	34.78%	21.73%	26.08%	100%
2) Ask classmate or someone else	N <sup>o</sup>	10	10	16	4	6	46
	%	21.73%	21.73%	34.78%	8.69%	13.04%	100%

This question aims at revealing students' social strategies while learning vocabulary; in other words, when students face new or unfamiliar words, whom do they ask for help from. Results are shown in the table above. In the first statement, the highest score was achieved by 16 students, representing (34.78%), who answered that they "Sometimes" ask the teacher for the L1 translation of a new word, as they prefer to get an accurate meaning from the teacher, and 12 participants, referring to (26.08%) stated that they "Never" ask the teacher for L1 translation.

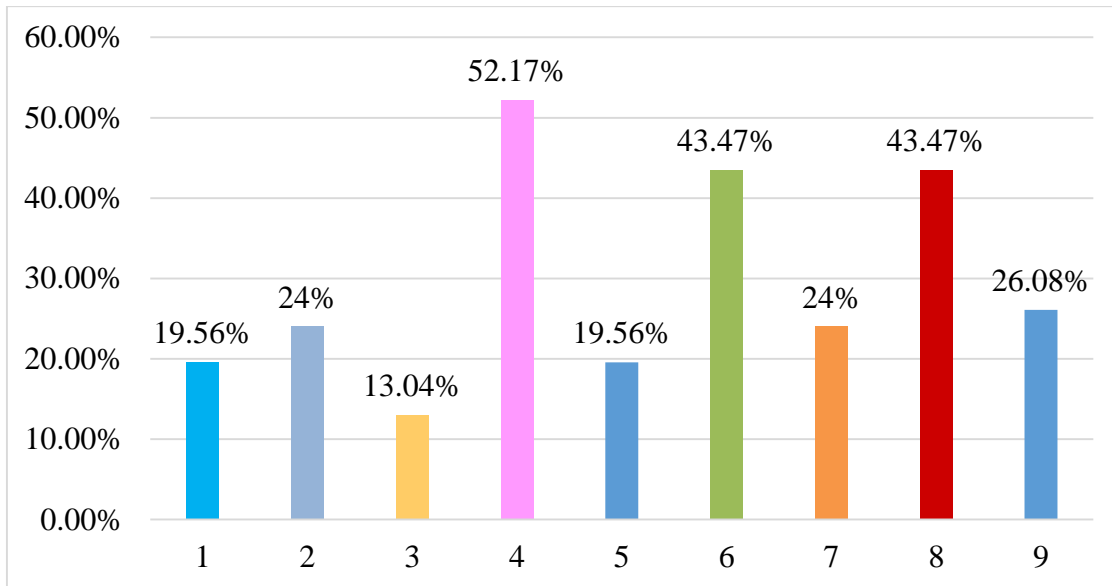
Moreover, ten (10) students, representing (21.73%), claimed that they "Rarely" do so. "Always" and "Often" received the same percentages. Four (4) students referring to (8.69%) answered that they "Often" and "Always" ask the teacher of L1 translation, because students hesitate to ask the teacher or they feel embarrassed. In the second statement, the highest score was 16 respondents, representing (34.78%), who answered that they "Sometimes" ask classmates or

someone else for the meaning of new words, because they feel comfortable with their classmates and can easily grasp the meaning of unfamiliar words. Ten (10) students, representing (21.73%), claimed that they “Always” and “Often” ask a classmate or someone else. In addition, six (6) participants, referring to (13.04%) stated that they “Never” asked their classmates, and just four (4) students, representing (8.69%) of the whole sample, claimed that they “Rarely” ask their classmates for the meaning of words, as some of them are introverted or shy and would prefer to ask someone close to them.

**Q3: How do you memorize new vocabulary? (Memory strategies)**

**Table 4.8. Memorizing New Words.**

<b>Statements</b>	<b>Participants</b>	<b>Percentages%</b>
1-Say the word aloud	9	19.56%
2-Study the word in a bilingual/monolingual dictionary	11	24%
3-When possible, associate it with a similar word in L1	6	13.04%
4-Make note of a new word on a notebook / underline	24	52.17%
5-Group words together to study them	9	19.56%
6-Put the words into sentences	20	43.47%
7-Memorise how it is spelt letter by letter	11	24%
8-Memorise how it is pronounced	20	43.47%
9-Connect the word with its synonyms or antonyms	12	26.08%
<b>Total</b>	<b>46</b>	<b>100%</b>



**Figure 4.6. Memorizing New Words.**

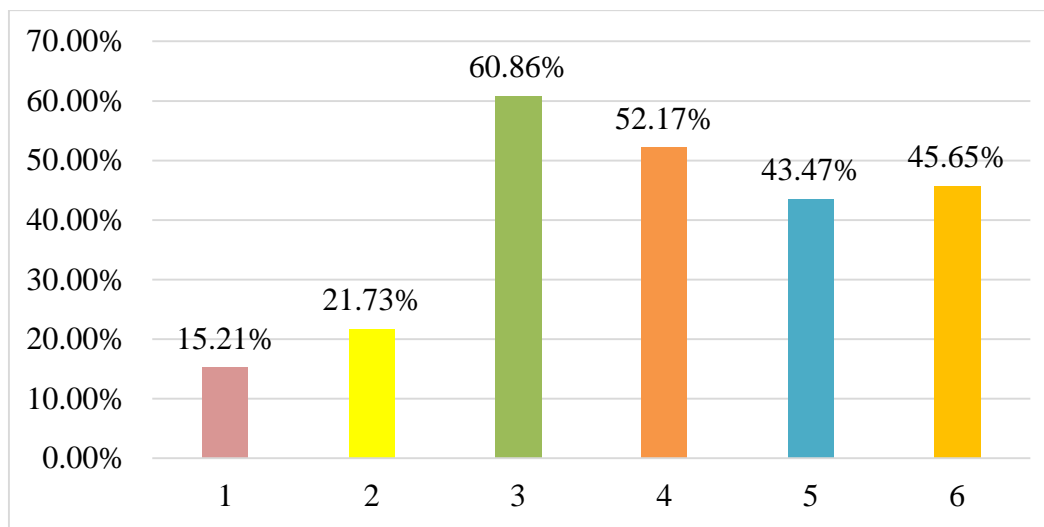
This question aimed to find out how students memorise new words. The results are shown in the figure and table above. Students were provided with nine (9) options. The highest score was 24 students, referring to (52.17%) answered that they “make a note of a new word in a notebook or underline it,” because this helps them to remember the words and stay active and engaged during the lectures. While options six (6) and eight (8) received the same scores, 20 respondents, referring to (43.47%) stated that they “memorise how the word is pronounced” and “use it in sentences”. Additionally, 12 students, representing (26.08%), stated that they “connect the word with its synonyms or antonyms” to make the memorization of new words easier. The options two (2) and seven (7) received the same scores, with 11 participants, referring to (24%) preferred to “memorise how the word is spelled letter by letter” and “check the word in a bilingual or monolingual dictionary”. Moreover, options one (1) and five (5) got similar scores, with nine (9) respondents, representing (19.56%) claimed that they preferred to “say the word aloud” and “group words

together to study them”, as they see it as a good strategy for memorizing vocabulary. Lastly, just six (6) respondents, referring to (13.04%), answered that they “associate the new vocabulary with a similar word in L1”, which seems to be not preferable for learners of English; perhaps it is boring for them to do that.

**Q4: How do you usually process the meaning of new vocabulary? (Cognitive strategies)**

**Table 4.9. Processing the Meaning of New Vocabulary.**

Answers	Participants	Percentages%
1-Repeat the word aloud	7	15.21%
2-Use word lists for revising	10	21.73%
3-Take notes in class	28	60.86%
4-Make an effort to use new vocabulary when speaking	24	52.17%
5-Make an effort to use new vocabulary in writing	20	43.47%
6-Use English-language media (e.g. songs, movies, newscasts)	21	45.65%
<b>Total</b>	<b>46</b>	<b>100%</b>



**Figure 4.7. Processing the Meaning of New Vocabulary.**

Question four (4) aims at finding the different cognitive strategies employed by EFL students, in other words, how to process or understand and produce the language. The highest score was “taking notes in a class” 28 students, referring to (60.86%). Perhaps this technique improves their organization skills and promotes active learning. While 24 participants, representing (52.17%) claimed that, they “make an effort to use new vocabulary when speaking”. Additionally, options five (5) and six (6) received approximative answers "make an effort to use new vocabulary in writing" and "use English-language media", the former with 20 respondents, referring to (43.47%) and the latter with 21 respondents, representing (45.65%). Furthermore, option two (2) with ten (10) students, referring to (21.37%) stated that they “use word lists for revising”, in order to make it easier and well organized for them. The least option was one (1) with seven (7) participants, representing (15.21%) claimed that they “repeat the words aloud”, because not all students have the ability to read and discuss the new vocabulary at the same time.

**Q5: What are the strategies that you use to expand your vocabulary knowledge?**

**(Metacognitive strategies related to how control learning processes and manage tasks by planning, monitoring, and evaluating).**

**Table 4.10. Strategies for Expanding Vocabulary Knowledge.**

<b>Answers</b>	<b>Participants</b>	<b>Percentages %</b>
1-Practice listening to English lectures, presentation, conversation records	28	60.86%
2-Listen to English songs	35	76%
3-Speak in English with classmates and friends	13	28.26%
4-Speak in English with teachers	10	21.73%
5-Communicate with native speakers	11	24%
6-Read English articles from different sources, such as texts, newspaper...etc	14	30.43%
7-Watch English shows, series or films on TV	29	63.04%
8-Search for information in English through the Internet	13	28.26%
9-Practice using a dictionary regularly	6	13.04%
<b>Total</b>	<b>46</b>	<b>100%</b>

In order to know what students do to expand their vocabulary knowledge, that is to say, how to coordinate and control the learning process (Metacognitive strategies).As presented in the table above, there are nine (9) options provided. The most popular strategy was "Listen to English songs." 35 respondents, representing (76%), because using songs can help learners improve their vocabulary knowledge and pronunciation through listening skills as it is a fun tool to use in learning. Then, options one (1) and seven (7) received nearly the same scores "practice listening

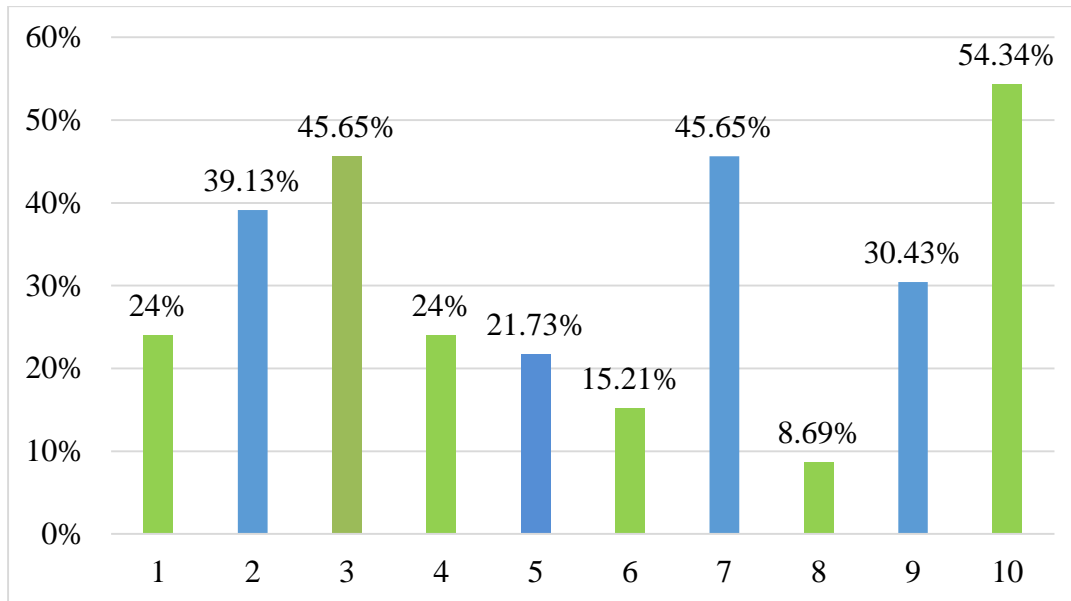
### *Exploring EFL Learners' Vocabulary Memorizing Strategies*

to English lectures, presentations, and conversation records" and "watch English shows, series, or films on TV," the former with 28 participants, referring to (60.86%) and the latter with 29 students, representing (63.04%), since students enjoy watching TV and listening to records as an effective way to enrich their vocabulary. As it appears, 14 respondents, representing (30.43%), claimed that they "read English articles from different sources, such as texts, newspapers, etc.," as they prefer to read from different sources rather than limit themselves to only academic sources. The options three (3) and eight (8) received similar scores: "Speak in English with classmates and friends" and "Search for information in English through the Internet" with 13 participants, referring to (28.26%). Moreover, options four (4) and five (5) received nearly the same scores: "Speak in English with teachers" and "Communicate with native speakers," the former with ten (10) students, representing (21.73%), and the latter with 11 students, referring to (24%). Only six (6) participants (13.04%) reported that they "practice using a dictionary regularly" because they find it boring. This indicates that they participate in classroom conversations and the teacher is considered as a useful source of vocabulary.

**Q6: Which of the following VLS you use to learn vocabulary? (You may tick (√) more than one).**

**Table 4.11. Most Used VLS to Learn Vocabulary.**

<b>Answers</b>	<b>Participants</b>	<b>Percentages%</b>
<b>1-Input-based strategies</b> (Extensive reading and asking for L1 translation)	11	24%
<b>2-Output-based strategies</b> (Taking notes and speaking with native speakers)	18	39.13%
<b>3-Strategies for Remembering Words</b> (By creating a mental image of the word, by noting the structure of part or all of the word, by linking the word to the situation in which it appeared.)	21	45.65%
<b>4-Semantic Strategies</b> (Thinking of synonyms to build a network of interlinking concepts.)	11	24%
<b>5-Vocabulary Learning and Practicing Strategies</b> (Word and structure analysis, the learning of cognates, using a dictionary.)	10	21.73%
<b>6-Planning strategies</b> (choosing words, aspects of word knowledge, and strategies)	7	15.21%
<b>7-Source strategies</b> (using a dictionary, guessing meaning from surrounding context)	21	45.65%
<b>8-Processing strategies</b> (used to reinforce acquired knowledge through the use of noticing, retrieval and generation)	4	8.69%
<b>9-The retention category</b> (Memorize with or without a word list, Keep a vocabulary notebook)	14	30.43%
<b>10-The expansion category</b> (Listen to a radio, watch television, surf the internet)	25	54.34%
<b>Total</b>	<b>46</b>	<b>100%</b>



**Figure 4.8. Most Used VLS to Learn Vocabulary.**

In order to know which vocabulary learning strategies that students use to learn vocabulary, this question was asked, which is provided with ten (10) options. The most popular strategy was “The expansion category,” with 25 participants, representing (54.34%), because it is considered as an effective technique to expand their vocabulary through tools such as listening to the radio, watching television, and surfing the internet. The second popular strategy received similar scores with 21 participants, referring to (45.65%) “Strategies for Remembering Words” simply put, students tend to use certain techniques to acquire vocabulary, such as creating a mental image of the word, noting the structure of part or all of the word, and linking the word to the situation in which it appeared, and for “Source strategies,” they prefer using a dictionary or guessing the meaning from the surrounding context.

Moreover, the third popular strategy was Output-based strategies with 18 students, representing (39.13%), because some of the students prefer to use such strategies in order to take

### *Exploring EFL Learners' Vocabulary Memorizing Strategies*

notes or speak with native speakers, and the fourth popular category was “the retention category” with 14 students, representing (30.43%). That is to say, they prefer to memorize with or without a word list and to keep a vocabulary notebook. While, the fifth popular strategy received the same scores with 11 participants, referring to (24%), they selected “Input-based strategies,” since students like to do an extensive reading and asking for L1 translation. However, they choose “Semantic Strategies” because thinking of synonyms help them build a network of interlinking concepts. Thus, they will ameliorate their vocabulary knowledge.

Then the sixth popular strategy was “Vocabulary Learning and Practicing Strategies” with ten (10) participants, representing (21.73%), as they prefer to use word and structure analysis, the learning of cognates, and using a dictionary. After that, the seventh most popular strategy was “Planning strategies”, with seven (7) participants, referring to (15.21%), because choosing words, aspects of word knowledge, and strategies help them develop their vocabulary. Finally, the least popular strategy was “Processing strategies” with only four (4) participants, representing (8.69%). Thus, students believe that reinforcing, noticing, and retrieving the words that they have already learned is a difficult aspect.

**Q7: Which of the following VLS categories do you mostly use?**

**Table 4.12. Mostly Used VLS Categories.**

Answers	Participants	Percentages%
<b>1-Use Direct Approach</b> ( learn vocabulary by writing or saying the new words over and over, define the words in an individual cards, use the new words in sentences, or highlight the new words according to the part of speech)	26	56.52%
<b>2-Use Mnemonics</b> (learn vocabulary by associating it with the physical world, associating words with their functions, or group words by their grammatical class)	8	17.39%
<b>3-Use Indirect Approach</b> (by reading stories, magazines etc. to increase vocabulary, or guessing the meaning of words from context)	31	67.39%
<b>Total</b>	<b>46</b>	<b>100%</b>

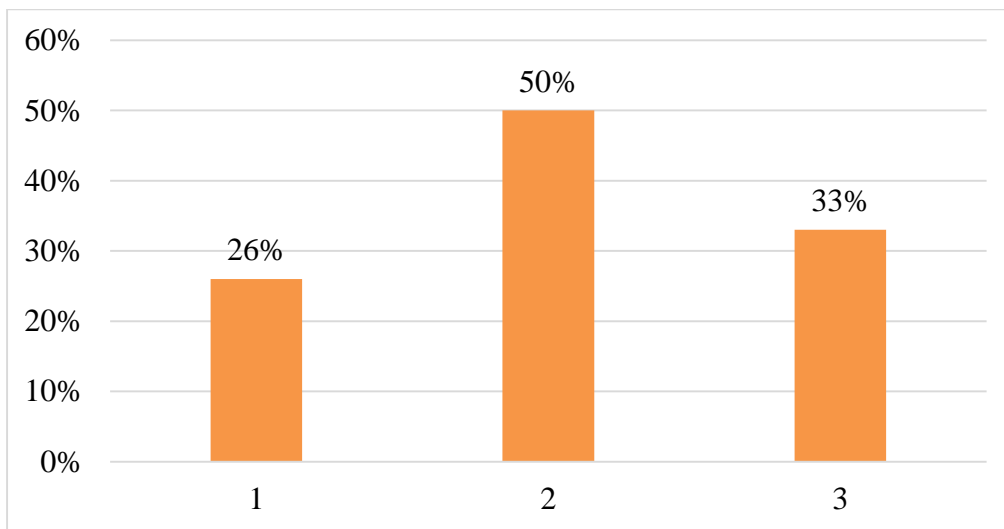
Question seven (7) aims at finding the most commonly used vocabulary-learning strategies by EFL learners. According to the table above, 31 respondents (67.39%) stated that they "Use Indirect Approach" because they prefer to read stories or magazines and guess the meaning from context in order to increase their vocabulary knowledge.

While 26 respondents, referring to (56.52%), stated that they "Use Direct Approach," because students like to learn vocabulary by writing or saying the new words repeatedly, defining the words in individual cards, using the new words in sentences, or highlighting the new words according to the part of speech. Furthermore, only eight (8) respondents, referring to (17.39%) answered that they "Use Mnemonics", since they prefer to learn vocabulary by associating it with the physical world, associating words with their functions, or grouping words by their grammatical class.

**Q8: Which of the following classification of language learning strategies you use the most?**

**Table 4.13. The Most Used Classification of Language Learning Strategies.**

Answers	Participants	Percentages%
<b>1-Meta-cognitive Strategies</b> (related to planning, monitoring and evaluating)	12	26%
<b>2-Cognitive Strategies</b> (it's about manipulating to improve comprehension)	23	50%
<b>3-Affective Strategies</b> (are social interaction operated to support the comprehension of information)	15	33%
<b>Total</b>	<b>46</b>	<b>100%</b>

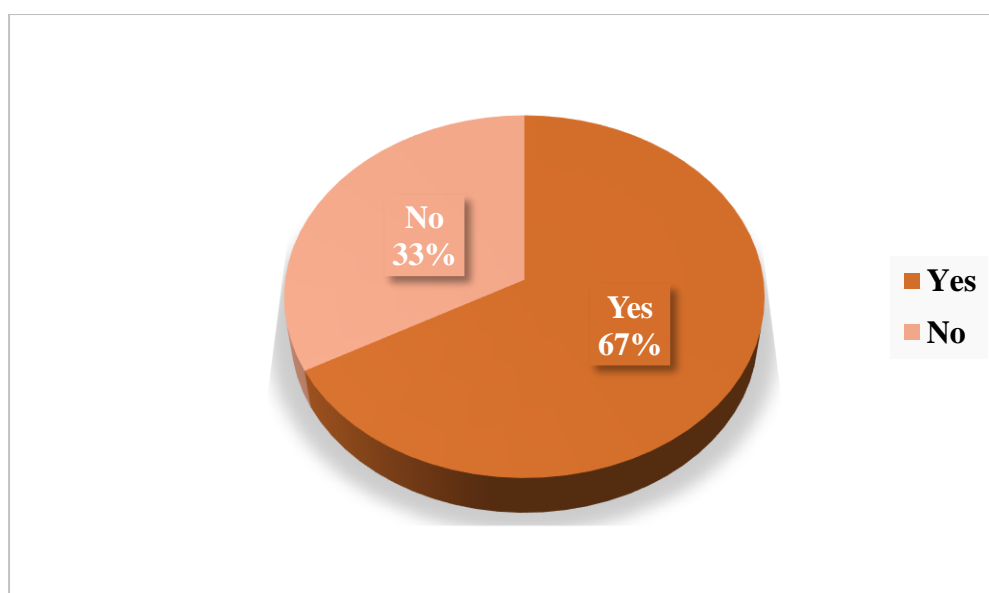


**Figure 4.9. The Most Used Classification of Language Learning Strategies**

In question eight (8), students were asked to state which of the “language learning strategies” they use the most. As it is illustrated in the figure and table above, 23 participants, representing (50%), claimed that they use “Cognitive Strategies,” here students prefer to produce the language, such as practicing or sending and receiving messages to improve comprehension. In

addition, 15 participants, representing (33%) stated that they use “Affective Strategies,” as they prefer social interaction, in order to support their comprehension of information. However, only 12 participants, referring to (26%), answered that they use “Meta-cognitive Strategies,” because they depend on planning, monitoring, and evaluating information, so this can be hard for them.

**Q9: Do you find learning vocabulary difficult?**



**Figure 4.10. The Difficulty of Learning Vocabulary**

The aim of this question is to find out whether students encounter difficulties when learning vocabulary or not. The results shown in the figure above, show that more than half of the students 31 representing (67%) considered learning vocabulary difficult. This may be due to many factors, such as difficulty in pronunciation and spelling, length, and complexity of words. Whereas, only 15 students, referring to (33%) of the population revealed that learning vocabulary is not difficult because there are numerous available resources and technological advancements that make the process easier.

## **Students' Responses to the Open Question.**

### **Explain why?**

The learners were asked to justify their answers to the question “Do you find learning vocabulary difficult?” . The following are some of the justifications, which were provided by the ones who answered “No,” representing (33%):

- The more you read the better you learn.
- It is easy because of the availability of the internet.
- When you practice you find memorizing easy.

From the above students' justifications, it can be concluded that students who are motivated to learn find memorizing vocabulary easy, because they acquire the knowledge of vocabulary through extensive reading and listening and they practice it through speaking and writing.

It is very important to note that the majority of student who responded by “Yes”, representing (67%) justified their answers as follows:

- It is hard to learn vocabulary because of the interference of other languages.
- Students have difficulties in memorizing vocabulary; they forget the meaning.
- Problems with pronunciation and spelling.
- Large repertoire of vocabulary.
- Takes time and efforts and needs patience.

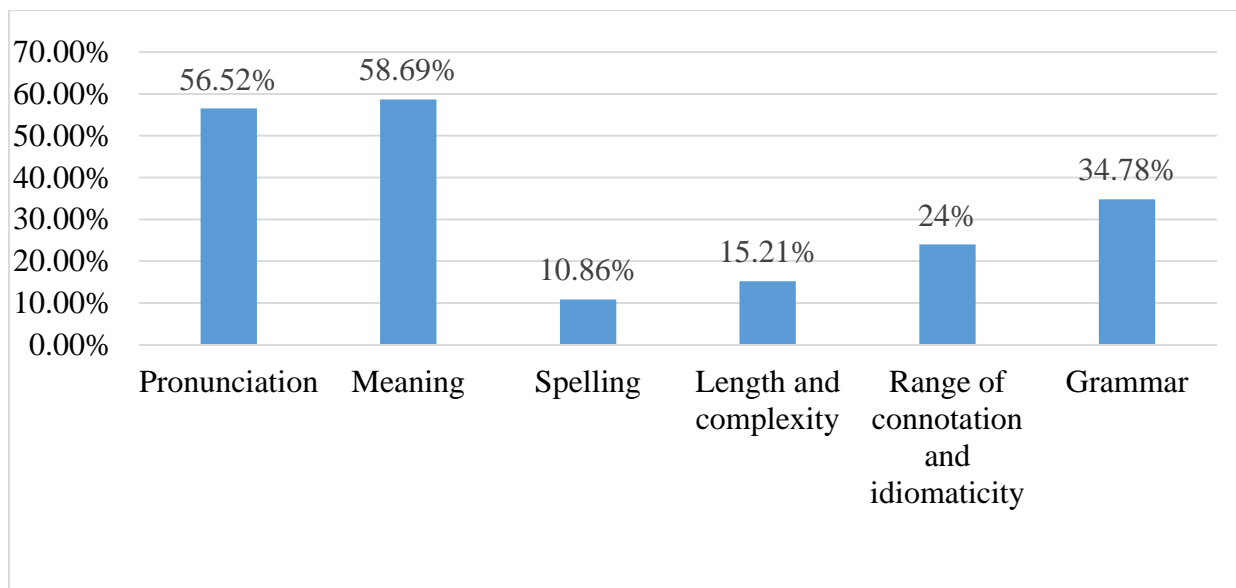
-Difficult and complex words.

From the above students' justifications, it can be concluded that learning vocabulary is difficult because of the problem of memorization. The majority of students claimed that they cannot memorize a huge number of words with their pronunciation, spelling, as well as their different uses.

**Q10: What kind of difficulties do you face when learning new vocabulary? (You can tick more than one answer).**

**Table 4.14. Students' Difficulties in Learning Vocabulary.**

<b>Answers</b>	<b>Participants</b>	<b>Percentages%</b>
1-Pronunciation	26	56.52%
2-Meaning	27	58.69%
3-Spelling	5	10.86%
4-Length and complexity	7	15.21%
5-Range of connotation and idiomaticity	11	24%
6-Grammar	16	34.78%
<b>Total</b>	<b>46</b>	<b>100%</b>

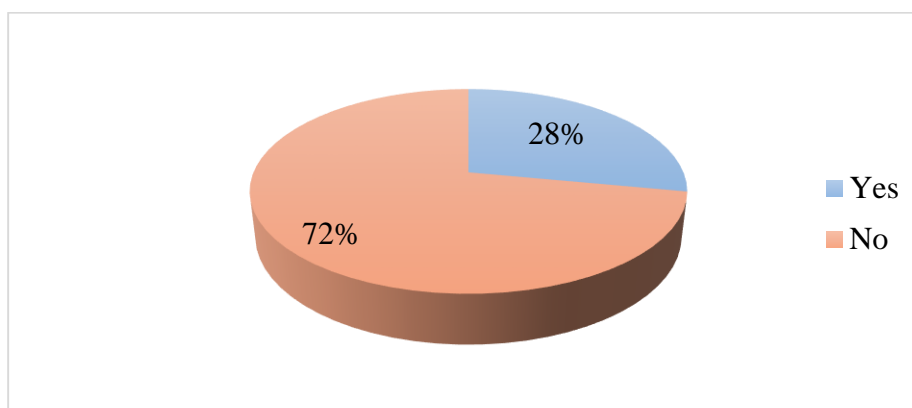


**Figure 4.11. Students' Difficulties in Learning Vocabulary.**

In this question, the students were asked to cite the difficulties they face when learning vocabulary. The results drawn from the table and the figure above revealed that the highest percentages were with “Meaning” and “Pronunciation”. The former, with 27 participants, representing (58.69%) and the latter, with 26 students, referring to (56.52%), because students have a limited background knowledge and cannot know the exact meaning of new words. However, for pronunciation, students pronounce some words incorrectly, because they mix English pronunciation with the French language. Moreover, 16 students, representing (34.78%), stated that they have difficulty learning vocabulary in "Grammar", because they are unfamiliar with all of the grammar rules. 11 students, referring to (24%) stated that they encountered difficulties with “Range of connotation and idiomaticity,” since there are simple and easier words to learn than their equivalents that are less used. Such as, the verb ‘put’ is a wide-ranging verb, compared to ‘impose’ and ‘place’. In addition, seven (7) students, representing (15.21%) answered

that they find difficulties in “Length and complexity,” because they prefer to learn short words, as they are more frequent and useful, which make them more easily memorized than long ones. Finally, only five students, representing (10.86%), assumed that they encountered difficulties when learning new vocabulary with “Spelling,” as they do not practice the spelling of new words.

**Q11: Do you think that the strategies used by the teachers are enough to develop your vocabulary acquisition?**



**Figure 4.12. Students' Opinions about Teachers' Strategies and Their Contribution in Developing Vocabulary Acquisition.**

This question aims to figure out if the strategies used by the teachers are enough to develop students' vocabulary acquisition. The figure above highlights that the majority of students 33, representing (72%), answered that the strategies used by their teachers are not enough for developing their vocabulary acquisition. Whereas, 13 students, referring to (28%) revealed that they are sufficient. To summarize, some students may have to work on their own if they want to develop their vocabulary package without relying only on what their teachers gave them.

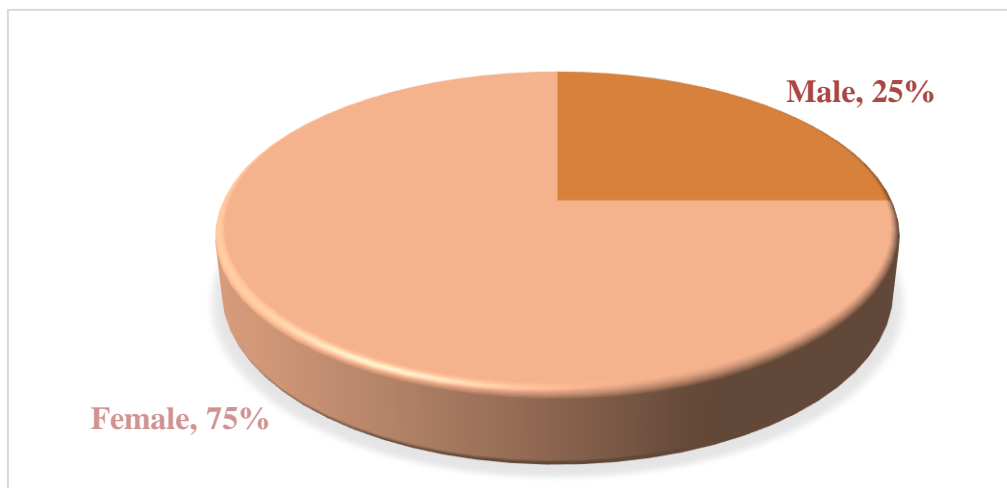
## **Teachers' Questionnaire**

The questionnaire was administered to eight (8) teachers at the Department of English at Chadli Bendjedid University in El Tarf, in order to explore teachers' attitudes toward vocabulary teaching and learning, as well as the important vocabulary learning strategies they use in the classroom. In addition, to provide a deeper understanding of teachers' perspectives towards the vocabulary learning difficulties encountered by their students. The questionnaire is divided into four sections; the first section was about background information. The second section was about learning EFL vocabulary. The third section was about teaching EFL vocabulary. The last part was about vocabulary learning strategies.

## **Analysis of Teachers' Questionnaire**

### **Part I: General information**

#### **Q1: Gender**



**Figure 4.13. Teachers' Gender**

This sample consists of two (2) male teachers who represent (25%) of the sample and six (6) female teachers, representing (75%). In fact, it is an unbalanced sample because in general, there are more females teaching English than males. It is noticed that females tend to give answers to such research tools more than males.

**Q2: How long have you been teaching English?**

**Table 4.15. Teachers' Teaching Experience.**

<b>Years</b>	<b>Participants</b>	<b>Percentages%</b>
<b>Less than 10</b>	3	37.5%
<b>Between 10-20</b>	5	62.5%
<b>Total</b>	8	100%

This question was asked to know if there is a difference between the most experienced teachers and the least experienced ones and their different beliefs on teaching and learning vocabulary. Participants were divided into two (2) groups according to their teaching experience, as shown in Table 4.15 above. The majority of teachers, five (5), who represent (62.5%) had experience of teaching between ten (10) and 20 years. Whereas, three (3) teachers representing (37.5%) had less than ten (10) years of teaching experience

## Part II: Learning EFL Vocabulary

**Q1: Please circle the answer that describes your opinion.**

**1. Learning a foreign language is essentially learning its vocabulary.**

**Table 4.16. Level of Agreement or Disagreement among the Participants about Statement**

**1.**

Totally Agree	Agree	Neither Agree nor Disagree	Disagree	Totally Disagree	Total
3	3	0	2	0	8
37.5%	37.5%	0%	25%	0%	100%

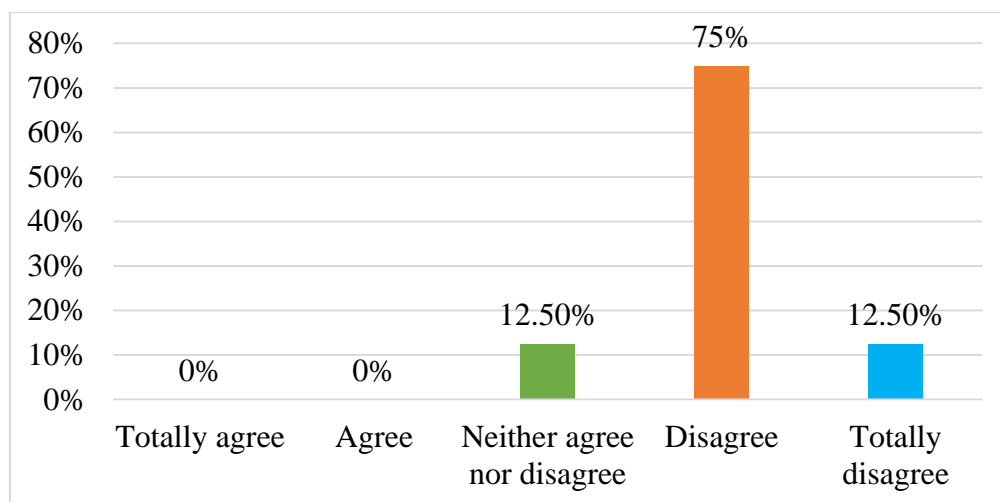
As can be seen in table 4.16, “Totally agree” and “Agree” received similar scores, with three (3) respondents, representing (37.5%), agree with the statement that learning a foreign language is essentially learning its vocabulary. Moreover, two (2) respondents, representing (25%) “Disagreed” with the statement, and no teacher answered with “Neither Agree nor Disagree” or “Totally Disagree”. This indicates that no one can learn a foreign language without learning its vocabulary.

**2. Vocabulary is less important than grammar in the process of learning English.**

**Table 4.17. Level of Agreement or Disagreement among the Participants about Statement**

**2.**

1.Totally Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Totally Disagree	Total
0	0	1	6	1	8
0%	0%	12.5%	75%	12.5%	100%



**Figure 4.14. Level of Agreement or Disagreement among the Participants about Statement**

**2.**

As it is presented in table 4.17 and figure 4.14, no teacher “Totally Agreed” or “Agreed” with the statement that vocabulary is less important than grammar in the process of learning English, just one (1) teacher, who represents (12.5%), had a neutral view about that, and only one (1) teacher, representing (12.5%), “Totally Disagreed” with this statement.

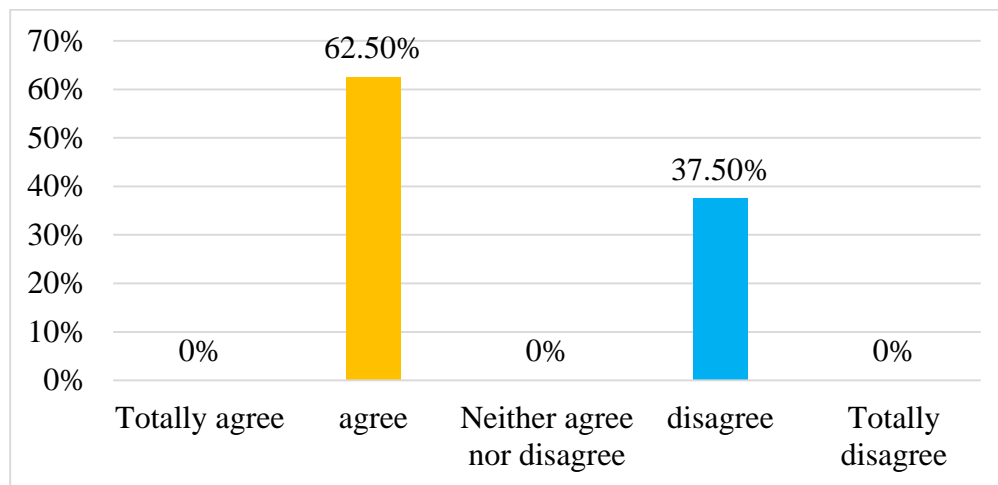
Nevertheless, the majority of respondents, six (6) representing (75%), “Disagreed” with that statement, because they believed that both vocabulary and grammar are important in the process of learning English.

**3. Vocabulary constitutes a structured framework easy to describe.**

**Table 4.18. Level of Agreement or Disagreement among the Participants about Statement**

**3.**

1.Totally Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Totally Disagree	Total
0	5	0	3	0	8
0%	62.5%	0%	37.5%	0%	100%



**Figure 4.15. Level of Agreement or Disagreement among the Participants about Statement**

**3.**

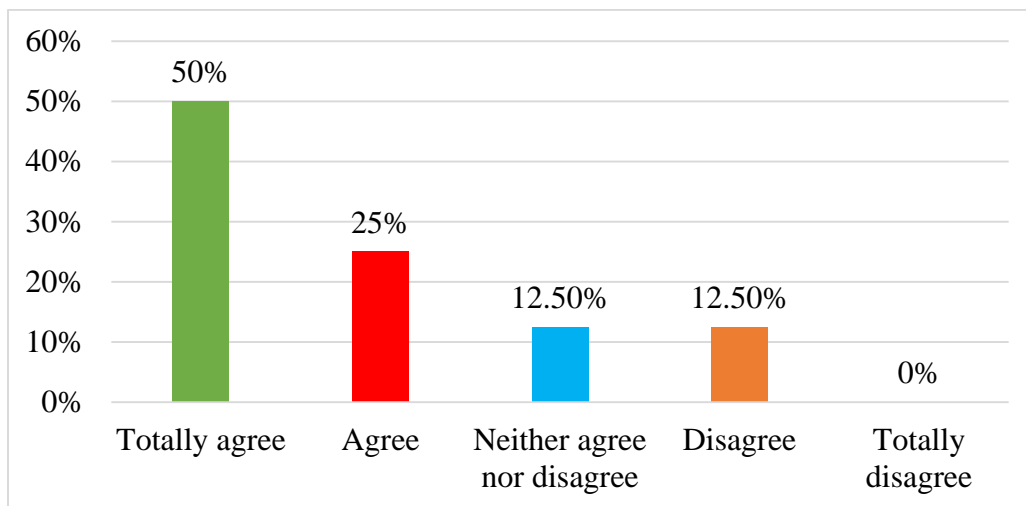
As it is shown in table 4.18 and figure 4.15 above, five (5) participants, representing (62.5%), “Agreed” with the statement that vocabulary constitutes a structured framework easy to describe. While, three (3) participants, who represented (37.5%) “Disagreed” with that statement. However, no teacher answered with “Totally Agree” or “Totally Disagree.” This means that, vocabulary is easy to understand and just needs organization and practice.

**4. The culture of a particular community is reflected by its vocabulary.**

**Table 4.19. Level of Agreement or Disagreement among the Participants about Statement**

**4.**

<b>1.Totally Agree</b>	<b>2.Agree</b>	<b>3.Neither Agree nor Disagree</b>	<b>4.Disagree</b>	<b>5.Totally Disagree</b>	<b>Total</b>
4	2	1	1	0	8
50%	25%	12.5%	12.5%	0%	100%



**Figure 4.16. Level of Agreement or Disagreement among the Participants about Statement**

**4.**

As it is shown in table 4.19 and figure 4.16 above, half of the teachers, four (4) of them, with the percentage of (50%) “Totally Agreed” and two (2) of them, representing (25%) “Agreed” that the culture of a particular community is reflected by its vocabulary. That is to say, knowing a community’s cultural values is essential, in order to understand and speak its language. Moreover, one (1) teacher, with a percentage of (12.5%), had a neutral view on this statement, and only one

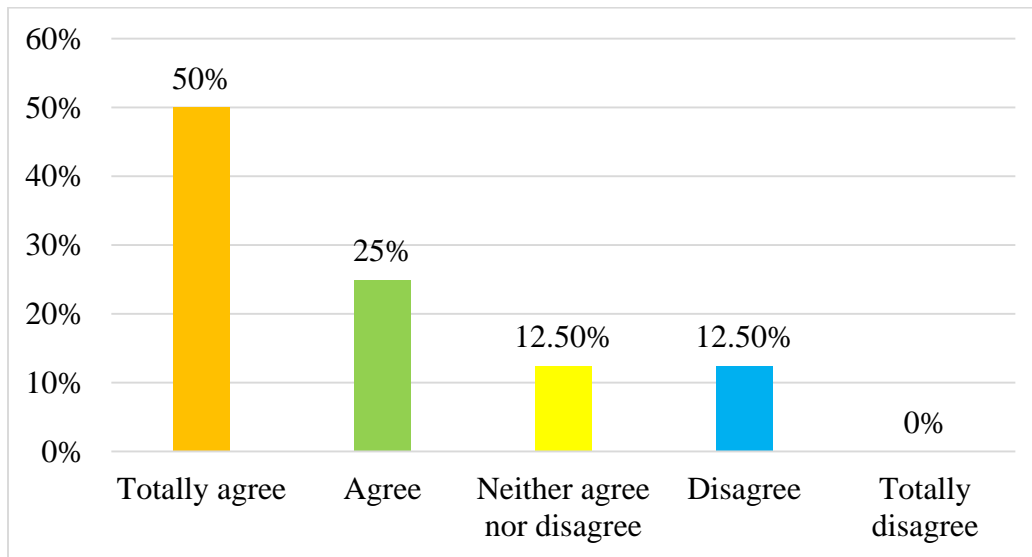
(1) teacher, representing (12.5%), “Disagreed” with this statement. There was no teacher who “Totally Disagreed” with that statement.

**5. Learning vocabulary is hard and needs great efforts**

**Table 4.20. Level of Agreement or Disagreement among the Participants about Statement**

5.

1.Totally Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Totally Disagree	Total
4	2	1	1	0	8
50%	25%	12.5%	12.5%	0%	100%



**Figure 4.17. Level of Agreement or Disagreement among the Participants about Statement**

5.

This question seeks to know if learning vocabulary is hard and takes great effort. Half of the whole sample of four (4) participants, representing (50%), “Totally Agreed” with the statement that learning vocabulary is hard and needs great effort, perhaps because of the nature of English,

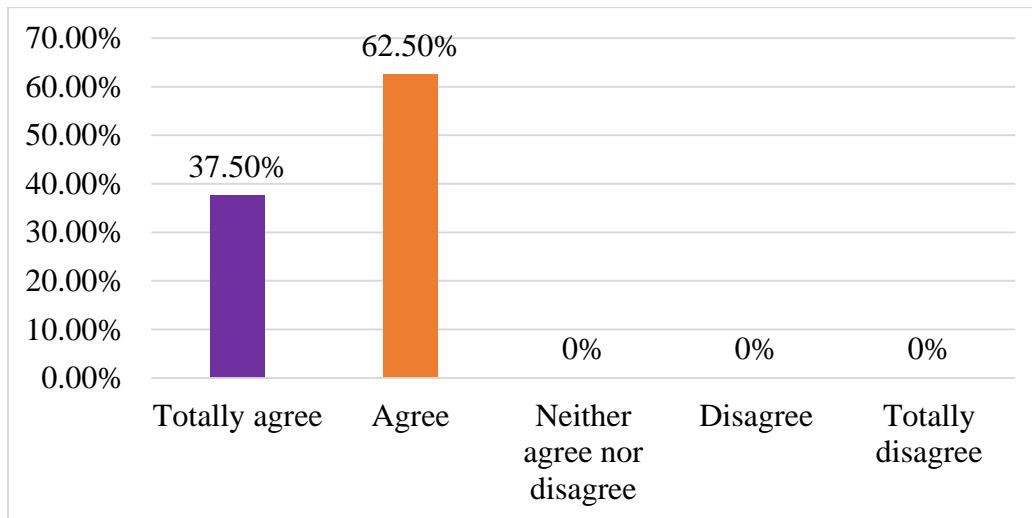
which is totally different from Arabic. Two (2) respondents, representing (25%) “Agreed” with that statement. While, “Neither agree nor disagree” and “Disagree” received similar scores, with one (1) respondent, who represented (12.5%), perhaps they see that learning vocabulary is not that difficult task. There is no teacher who answered with “Totally Disagree”.

**6. Anyone can expand his vocabulary simply through reading a lot.**

**Table 4.21. Level of Agreement or Disagreement among the Participants about Statement**

6.

1.Totally Agree	2.Agree	3.Neither Agree nor disagree	4.Disagree	5.Totally Disagree	Total
3	5	0	0	0	8
37.5%	62.5%	0%	0%	0%	100%



**Figure 4.18. Level of Agreement or Disagreement among the Participants about Statement**

6.

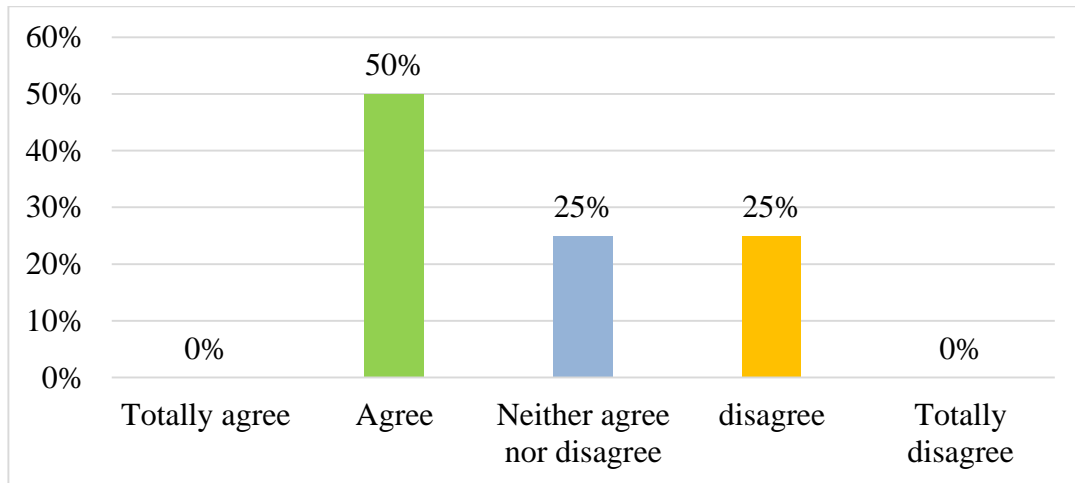
As it appears in the figure and table above, five (5) teachers, who represent (62.5%) “Agreed” on the statement that “Anyone can expand their vocabulary simply through reading a lot.” This means that reading regularly is an effective way to expand the vocabulary knowledge of learners. Three (3) participants, representing (37.5%), “Totally Agreed” on this statement. However, there were no teachers who answered with “Neither agree nor Disagree,” “Disagree” and “Totally Disagree.”

**7. Vocabulary must be completely learnt through self-learning.**

**Table 4.22. Level of Agreement or Disagreement among the Participants about Statement**

7.

1.Totally Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Totally Disagree	Total
0	4	2	2	0	8
0%	50%	25%	25%	0%	100%



**Figure 4.19. Level of Agreement or Disagreement among the Participants about Statement**

7.

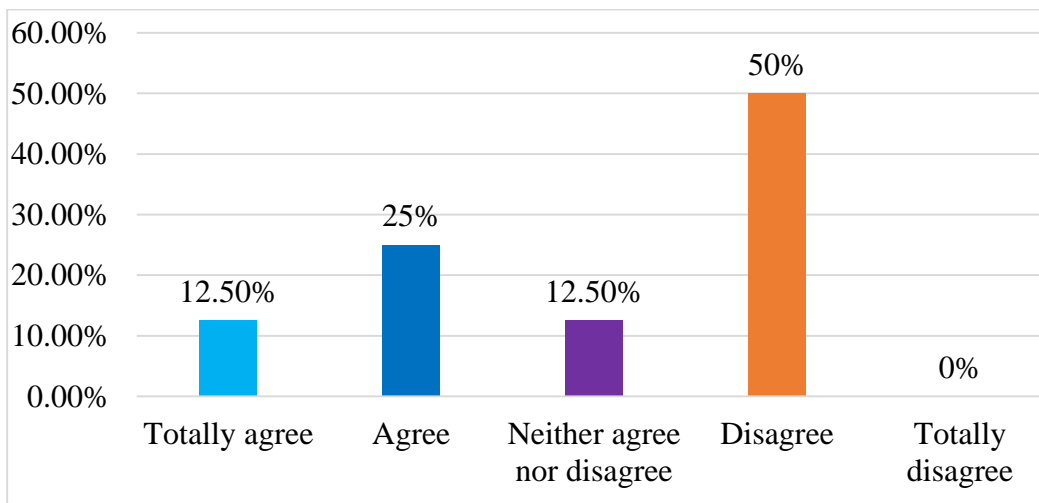
Half of the whole sample of four (4) teachers, representing (50%), “Agreed” that vocabulary must be learnt through self-learning. Perhaps they think that students should care about their own learning progress individually and that other aspects of language such as grammar and phonetics are worth teaching more than vocabulary. Two (2) teachers, who represent (25%), held a neutral view on this. Moreover, only two (2) teachers, representing (25%) “Disagreed” with this statement. While, no teacher answered with “Totally Agree” or “Totally Disagree”.

**8. Learning a big amount of vocabulary can only be obtained by memorizing individual words.**

**Table 4.23. Level of Agreement or Disagreement among the Participants about Statement**

8.

1.Totally Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Totally Disagree	Total
1	2	1	4	0	8
12.5%	25%	12.5%	50%	0%	100%



**Figure 4.20. Level of Agreement or Disagreement among the Participants about Statement**

8.

Half of the teachers four (4), representing (50%) “Disagreed” that learning a large amount of vocabulary can only be obtained by memorizing individual words. While, two (2) teachers, who represent (25%) “Agreed” on this statement. Only one (1) teacher, representing (12.5%) “Totally Agreed” with this statement. Just one (1) teacher with a percentage of (12.5%) held a neutral view on this. There was no teacher answered with “Totally Disagree”.

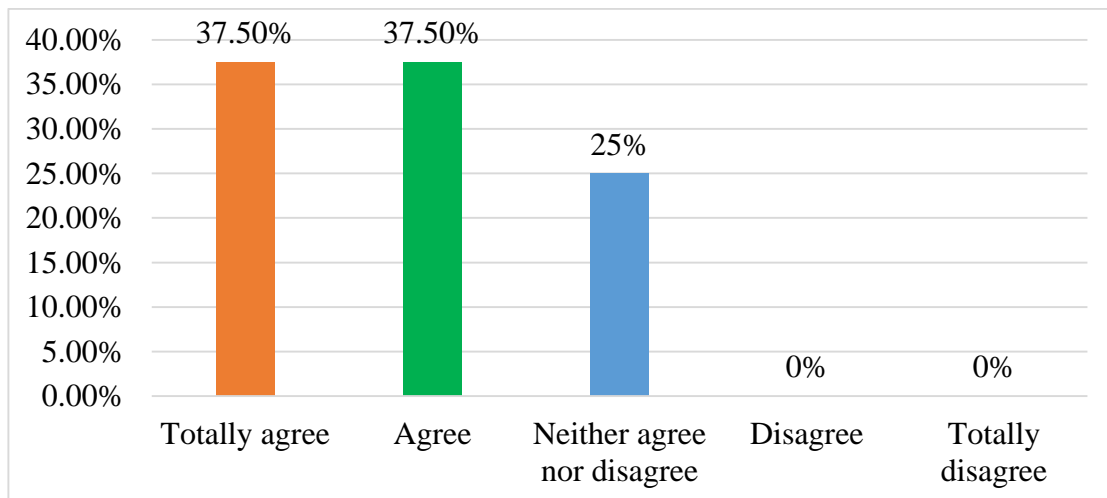
This indicates that memorizing individual words is not a useful way to expand one’s vocabulary knowledge, because students tend to forget new words very easily.

**9. Repetition is the best way to remember words.**

**Table 4.24. Level of Agreement or Disagreement among the Participants about Statement**

9.

1.Totally Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Totally Disagree	Total
3	3	2	0	0	8
37.5%	37.5%	25%	0%	0%	100%



**Figure 4.21. Level of Agreement or Disagreement among the Participants about Statement**

9.

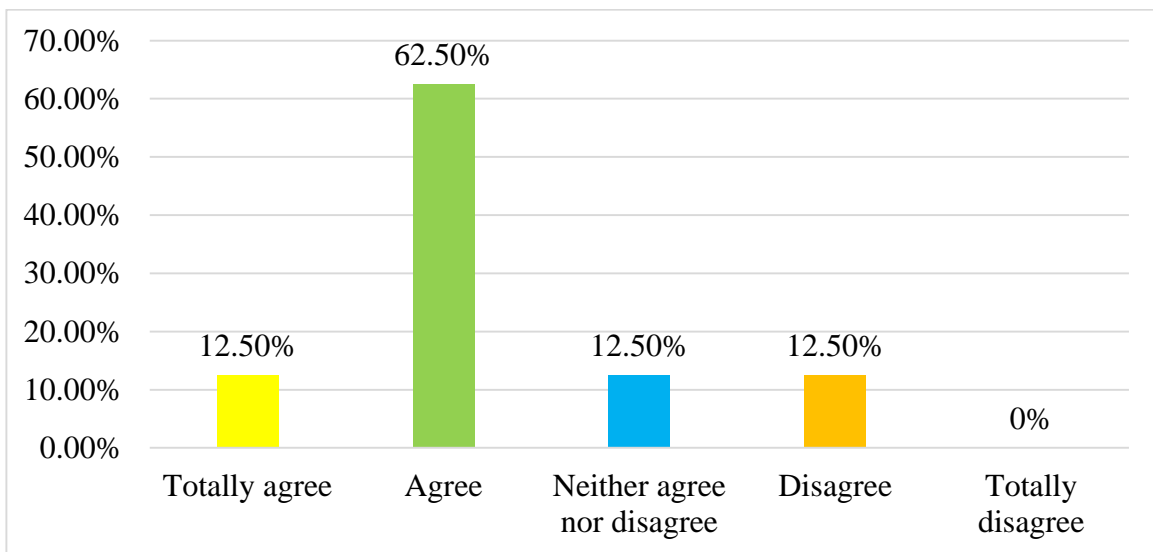
This question received an equal score of three (3) respondents, representing (37.5%) “Totally Agreed” that repetition is the best way to remember words, and also three (3) respondents “Agreed” with this statement. In addition, two (2) teachers, representing (25%), were not sure about that (neutral) and no teacher answered with “Disagree” or “Totally Disagree”. This means that repetition plays an important role in remembering words.

**10. Guessing the meaning of words in context is one of the best ways to learn vocabulary.**

**Table 4.25. Level of Agreement or Disagreement among the Participants about Statement**

**10.**

<b>1.Totally Agree</b>	<b>2.Agree</b>	<b>3.Neither Agree nor Disagree</b>	<b>4.Disagree</b>	<b>5.Totally Disagree</b>	<b>Total</b>
1	5	1	1	0	8
12.5%	62.5%	12.5%	12.5%	0%	100%



**Figure 4.22. Level of Agreement or Disagreement among the Participants about Statement 10.**

In this question, five (5) respondents, representing (62.5%), “Agreed” that guessing the meaning of words in context is one of the best ways to learn vocabulary, and one (1) teacher, representing (12.5%), “Totally Agreed” on this statement. Whereas, one (1) teacher, representing (12.5%), held a neutral view on this statement, only one (1) teacher, with a percentage of (12.5%) “Disagreed” on this and no teacher answered with “Totally Disagree”.

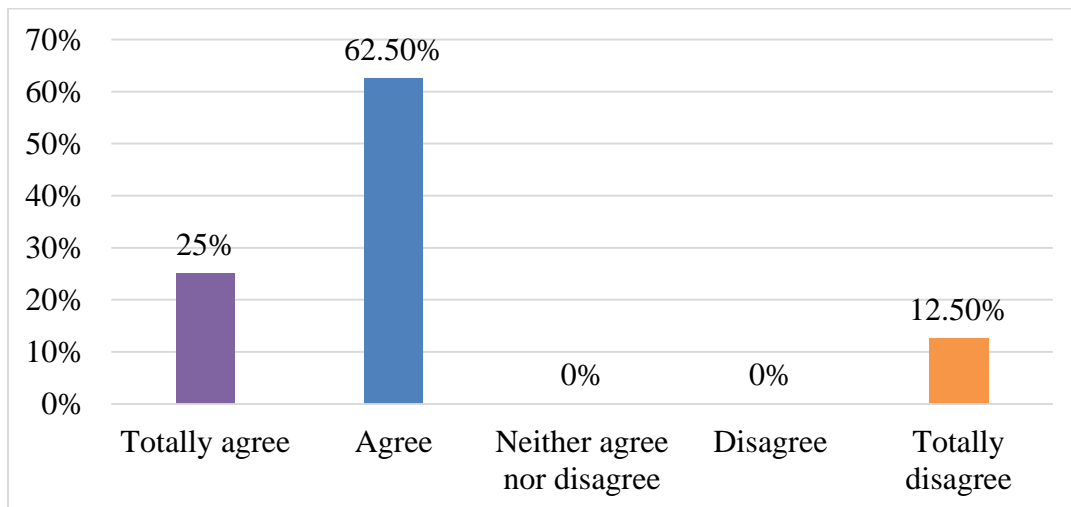
That is to say, guessing word meaning from context is a useful skill for students to infer the meaning of words easily.

**11. Words studied should be put to use before they are finally learnt.**

**Table 4.26. Level of Agreement or Disagreement among the Participants about Statement**

**11.**

<b>1.Totally Agree</b>	<b>2.Agree</b>	<b>3.Neither Agree nor Disagree</b>	<b>4.Disagree</b>	<b>5.Totally Disagree</b>	<b>Total</b>
2	5	0	0	1	8
25%	62.5%	0%	0%	12.5%	100%



**Figure 4.23. Level of Agreement or Disagreement among the Participants about Statement**

**11.**

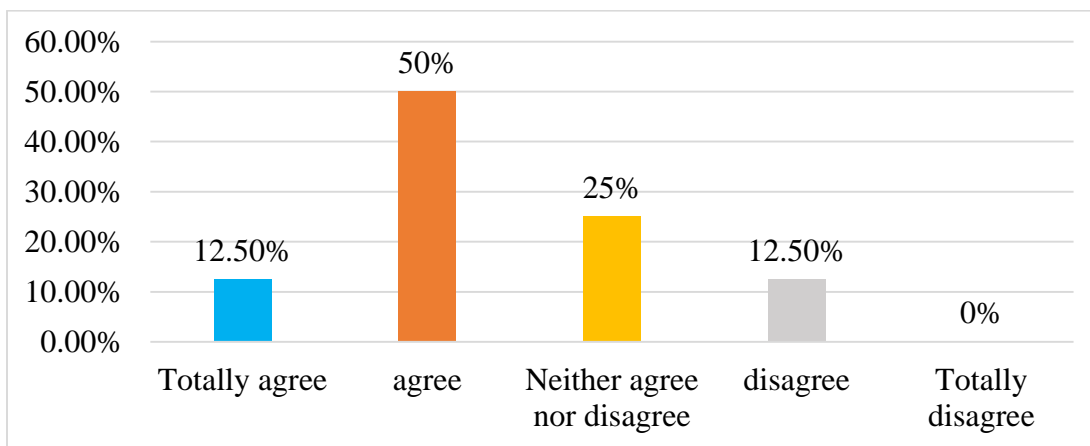
Five (5) teachers from the whole sample, who represent (62.5%) “Agreed” that words studied should be put to use before they are finally learnt, and two (2) teachers, representing (25%) “Totally Agreed” on that. While only one (1) teacher, who represents (12.5%) “Totally Disagreed” with this statement. There were no teachers answered with “Neither Agree nor Disagree” and “Disagree”. This implies that using the vocabulary, for example in writing or speaking, is a very effective technique to acquire the new vocabulary.

**12. Using a language (listening, speaking, reading and writing) is more important than memorizing words.**

**Table 4.27. Level of Agreement or Disagreement among the Participants about Statement**

**12.**

1.Totally Agree	2.Agree	3.Neither Agree nor Disagree	4.Disagree	5.Totally Disagree	Total
1	4	2	1	0	8
12.5%	50%	25%	12.5%	0%	100%



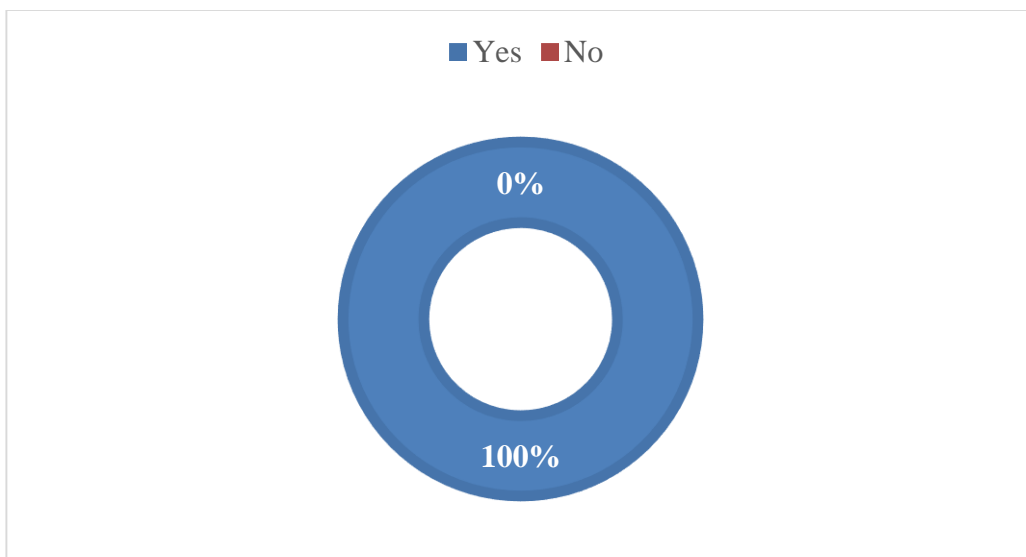
**Figure 4.24. Level of Agreement or Disagreement among the Participants about Statement**

**12.**

Half of the sample with four (4) respondents, representing (50%), “Agreed” that using a language is more important than memorizing words, and one (1) respondent, referring to (12.5%) “Agreed” on that statement, as they believe that even using a language without having an adequate amount of vocabulary is still an effective way in the learning process. In addition, two (2) teachers, representing (25%), held neutral views on that. While only one (1) teachers (12.5%), “Disagreed” on that, because language use requires words and many words are obtained by memorization.

**Q2: Please answer these questions.**

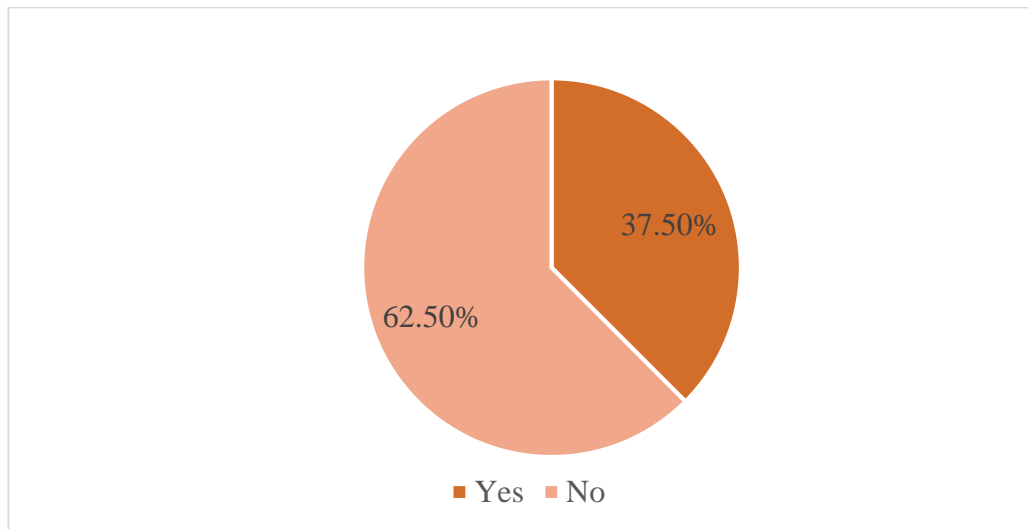
**1. Do you think that your students enjoy learning the vocabulary of English?**



**Figure 4.25. Students' Enjoyment in Learning English Vocabulary.**

The figure above presents teachers' opinions of whether their students enjoy learning the vocabulary of the English language or not. The whole teachers' eight (8), representing (100%), answered with “Yes.” Teachers believe that vocabulary helps students stay motivated and express their thoughts and ideas successfully, and also promotes their background knowledge.

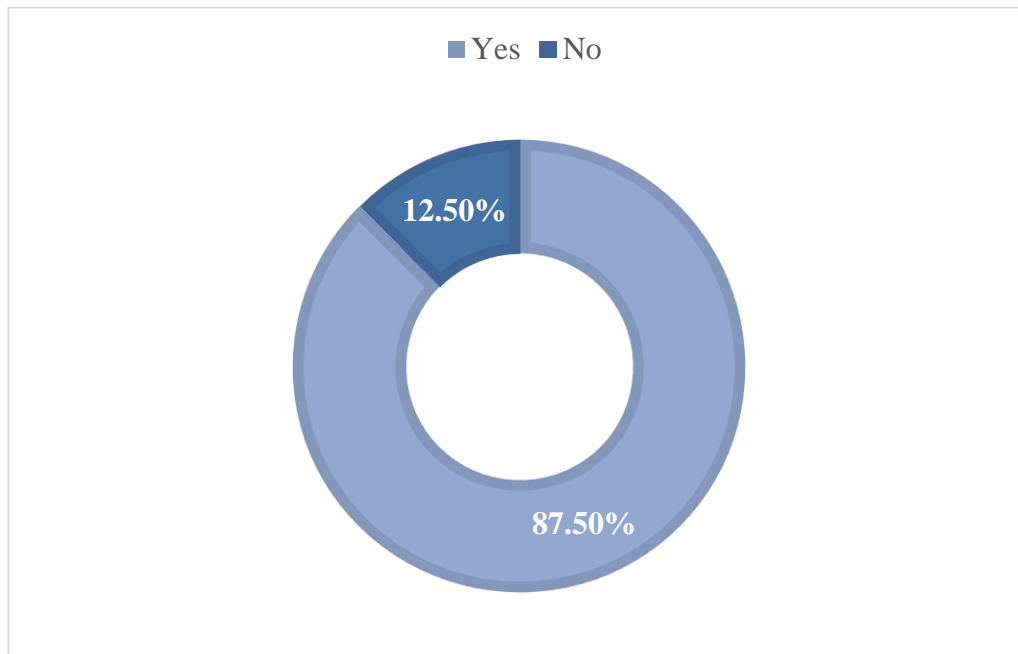
**2. Do you think that your students make use of the vocabulary they are learning outside classroom?**



**Figure 4.26. Students' Use of Vocabulary Outside the Classroom.**

This question aims to know teachers' opinions about whether their students use the learning vocabulary outside the classroom, at home, or with friends. Five (5) respondents, representing (62.5%), answered with "No". However, three (3) respondents, representing (37.5%), answered with "Yes," Teachers view that students forget or do not prefer to use the learnt vocabulary as soon as they leave the class.

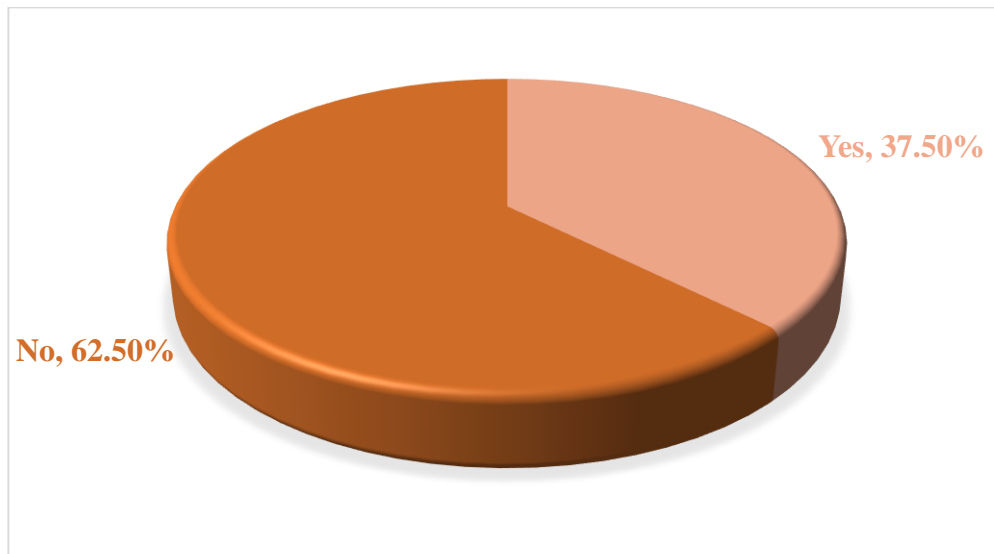
**3. Do you think that your students study English vocabulary mainly because they consider it very useful for the future?**



**Figure 4.27. Students Study English Vocabulary Because it is Useful for the Future.**

This question aims to know the teachers' opinions on students' reasons for studying English vocabulary. The majority of teachers seven (7), with a percentage of (87.5%) answered with "Yes" and only one (1) teacher, who represent (12.5%), answered with "No". Most teachers believe that their students study English vocabulary, because it is useful for the future, mainly for job purposes, scholarships, or living in a foreign country.

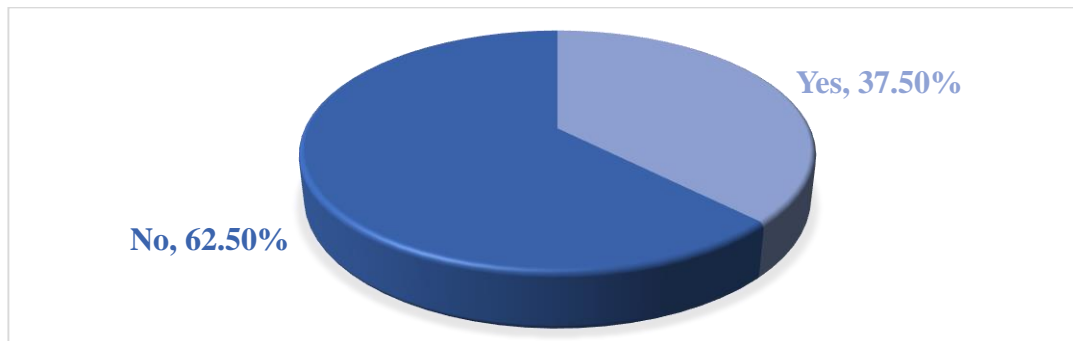
**4. Do you think that your students study English vocabulary mainly to understand movies, songs, videogames...etc.?**



**Figure 4.28. Students Study English Vocabulary Mainly to Understand Movies, Songs, Videogames...etc**

The figure 4.28, presents teachers' opinions of whether their students study English vocabulary mainly to understand movies, songs, videogames...etc. Three (3) participants, representing (37.5%), answered with "Yes" and five (5) participants, with a percentage of (62.5%), answered with "No". This implies that students learn English vocabulary for other purposes, not only to understand English media.

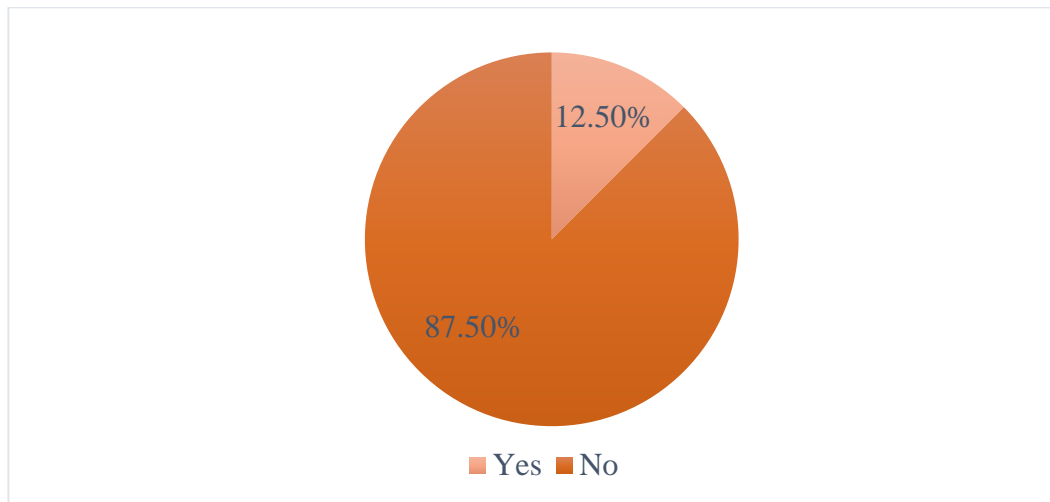
**5. Do you think that your students learn English vocabulary mainly to communicate with foreign friends or relatives?**



**Figure 4.29. Students Learn English Vocabulary to Communicate with Foreign Friends or Relatives.**

This question aims to reveal teachers' opinions on whether their students learn English vocabulary mainly to communicate with foreign friends or relatives. Three (3) respondents, representing (37.5%), answered with "Yes" and five (5) respondents, representing (62.5%), answered "No". This implies that perhaps students are demotivated or unwilling to speak in English, as they are not familiar with all the words.

**6. Do you think that your students consider that they know enough vocabulary when facing an exam?**



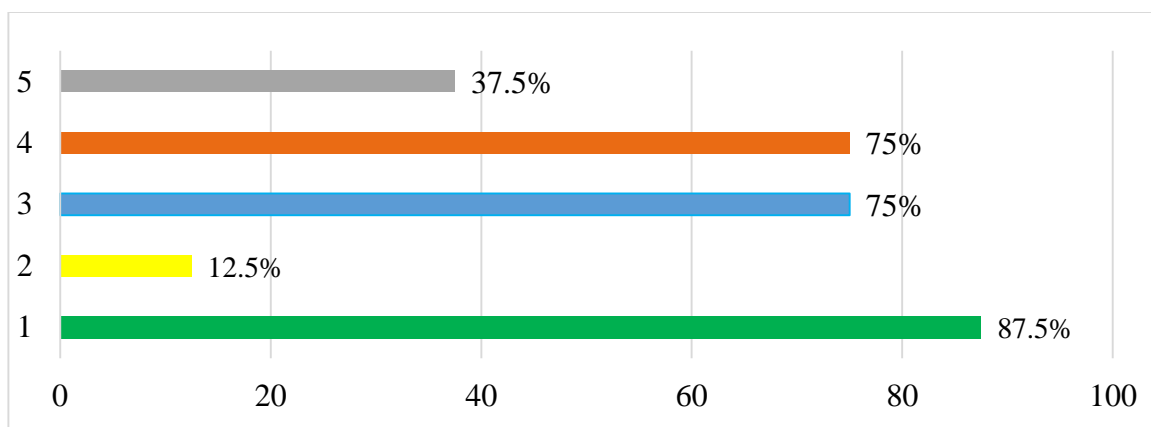
**Figure 4.30. Students Consider that they Know Enough Vocabulary When Facing an Exam.**

The figure 4.30 above presents teachers' opinions of whether their students know enough vocabulary when facing an exam or not. The majority of teachers, representing (87.5%), answered "No" and only one (1) teacher answered "Yes". This means that teachers noticed the poor vocabulary knowledge of their students, especially in exams.

**Q3: which of the following steps for learning vocabulary do you think your students use?**

**Table 4.28. Students' Steps for Learning Vocabulary.**

Answers	Participants	Percentages%
1-Guessing from contexts ( <b>Encountering new words</b> )	7	87.5%
2-Repeating new words orally ( <b>Getting the word form</b> )	1	12.5%
3-Using monolingual dictionaries (English / English) ( <b>Getting the word meaning</b> )	6	75%
4-Memorize and repeat words in different contexts ( <b>Consolidating word form and meaning in memory</b> )	6	75%
5-Using collocations ( <b>Using the word</b> )	3	37.5%
<b>Total</b>	<b>8</b>	<b>100%</b>



**Figure 4.31. Students' Steps for Learning Vocabulary**

The figure and table above, present teachers' opinions about the steps for learning vocabulary they think their students use. The highest score was seven (7) respondents, representing (87.5%) "Encountering new words." Similar scores for "Getting the word meaning" and "Consolidating word form and meaning in memory" with six (6) respondents, representing (75%). Furthermore, three (3) respondents, who represent (37.5%), answered with "Using the word". Only one (1) respondent, representing (12.5%) answered, "Getting the word form". That is to say,

teachers believe that students' most commonly used steps are guessing from contexts, using monolingual dictionaries, and memorizing and repeating words in different contexts.

### **Part III: Teaching EFL Vocabulary**

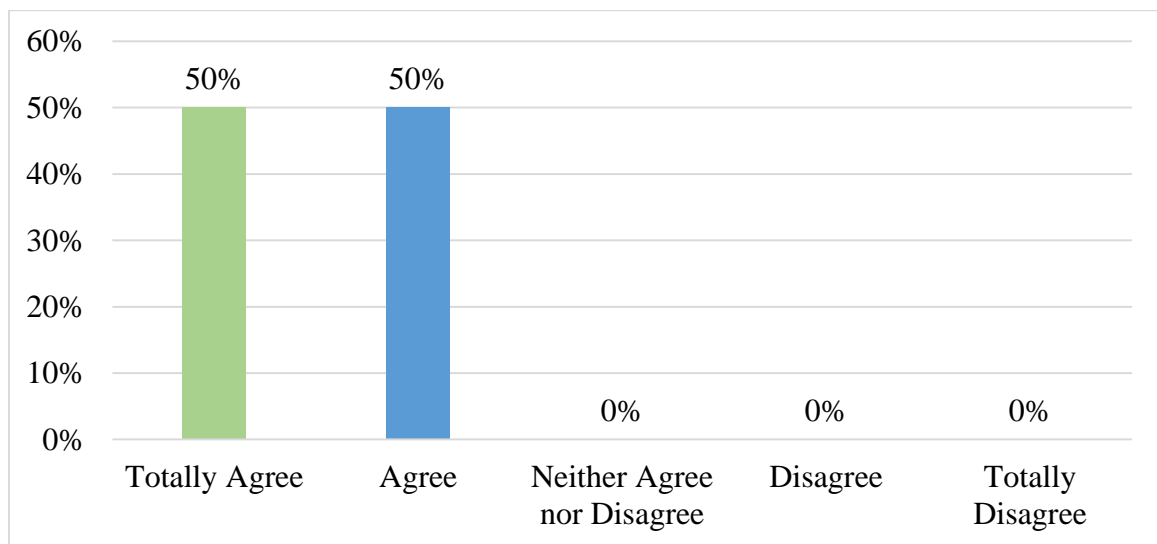
**Q1: Please circle the answer that describes your opinion.**

**1. Vocabulary requires a systematic teaching of forms and meanings.**

**Table 4.29. Level of Agreement or Disagreement among the Participants about Statement**

**1.**

<b>1.Totally Agree</b>	<b>2.Agree</b>	<b>3.Neither Agree nor Disagree</b>	<b>4.Disagree</b>	<b>5.Totally Disagree</b>	<b>Total</b>
4	4	0	0	0	8
50%	50%	0%	0%	0%	100%



**Figure 4.32. Level of Agreement or Disagreement among the Participants about Statement**

**1.**

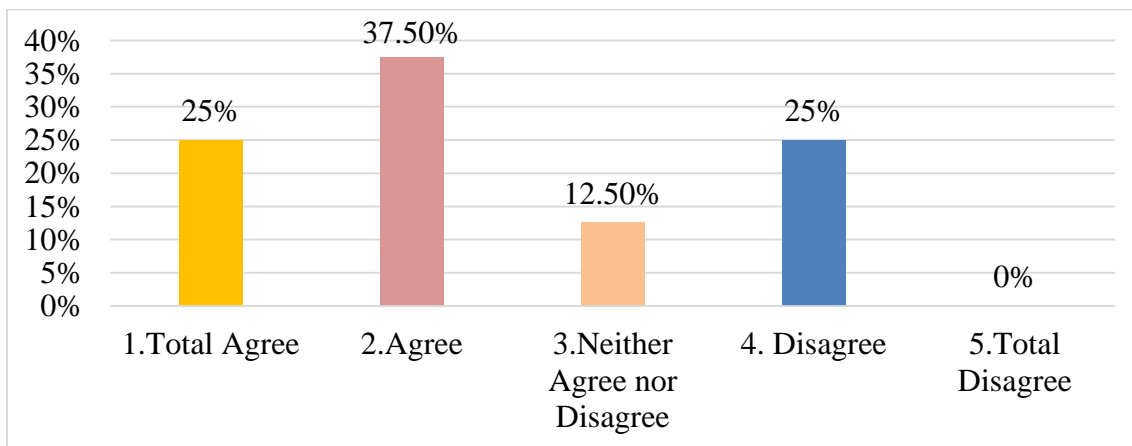
As it is shown in table 4.29 and the figure 4.32 above, an equal scores with four (4) respondents, representing (50%) “Totally Agreed” and “Agreed” with the statement “Vocabulary requires a systematic teaching of forms and meanings”. While, no teacher answered with “Neither Agree nor Disagree”, “Disagree”, and “Totally Disagree”. To conclude, students need well-structured and systematic vocabulary teaching consisting of word form and paying attention to the appropriate meaning.

**2. Words must not be presented in isolation but grouped (in nouns, verbs, word families, etc.).**

**Table 4.30. Level of Agreement or Disagreement among the Participants about Statement**

2.

1. Totally Agree	2. Agree	3. Neither Agree nor Disagree	4. Disagree	5. Totally Disagree	Total
2	3	1	2	0	8
25%	37.5%	12.5%	25%	0%	100%



**Figure 4.33. Level of Agreement or Disagreement among the Participants about Statement**

2.

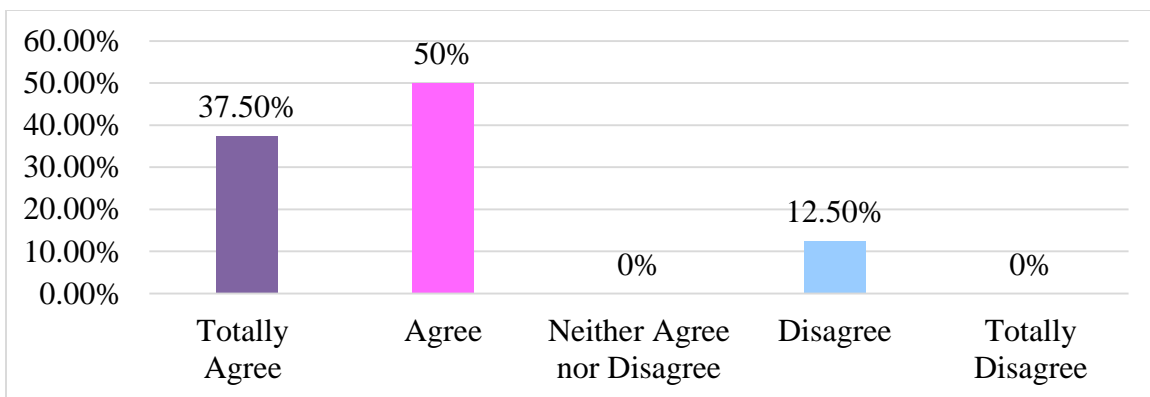
As it is represented in table 4.30 and the figure 4.33 above, three (3) respondents, who represent (37.5%) “Agreed” with the statement that “Words must not be presented in isolation but grouped (in nouns, verbs, word families, etc.)”, and two (2) respondents, representing (25%), “Totally Agreed” with that statement. Only one (1) teacher, representing (12.5%), held a neutral view on that statement. While, two (2) teachers, who represent (25%) “Disagreed” with the statement, no teacher answered with “Totally Disagree”. That is to say, teachers believe that teaching words grouped (in nouns, verbs, word families, etc.) is better than teaching words in isolation, because when doing so, they will enrich their vocabulary background knowledge.

**3. It is important to analyse word structure.**

**Table 4.31. Level of Agreement or Disagreement among the Participants about Statement**

3.

1. Totally Agree	2. Agree	3. Neither Agree nor Disagree	4. Disagree	5. Totally Disagree	Total
3	4	0	1	0	8
37.5%	50%	0%	12.5%	0%	100%



**Figure 4.34. Level of Agreement or Disagreement among the Participants about Statement**

3.

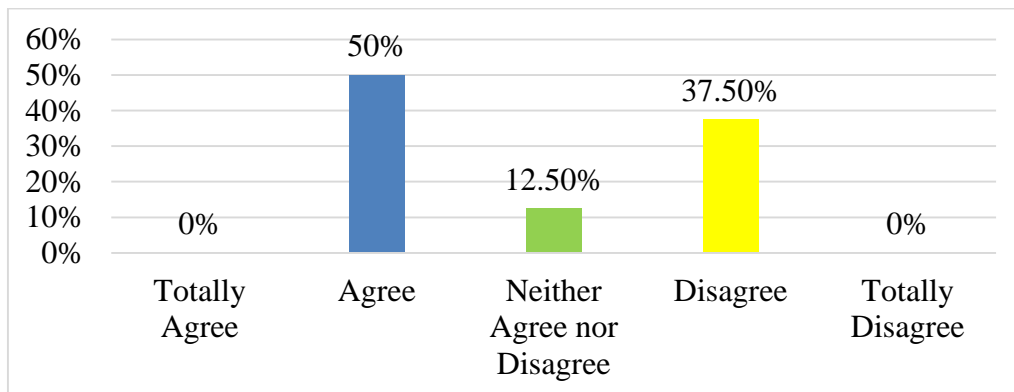
Half of the total sample “Agreed” with the statement that analyzing word structure is an important procedure when learning vocabulary; four (4) teachers, representing (50%) and three (3) teachers, representing (37.5%) “Totally Agreed” with that statement. Besides, only one (1) teacher, referring to (12.5%), “Disagreed” with the statement, and no teacher answered with “Neither agree nor Disagree” and “Totally Disagree”. In other words, it is important to pay attention to word structure (prefixes and suffixes) and learn to break apart unfamiliar words in order to understand their overall meanings.

**4. The teacher must select a certain amount of words to make a list so that learners can memorise them.**

**Table 4.32. Level of Agreement or Disagreement among the Participants about Statement**

4.

1. Totally Agree	2. Agree	3. Neither Agree nor Disagree	4. Disagree	5. Totally Disagree	Total
0	4	1	3	0	8
0%	50%	12.5%	37.5%	0%	100%



**Figure 4.35. Level of Agreement or Disagreement among the Participants about Statement**

4.

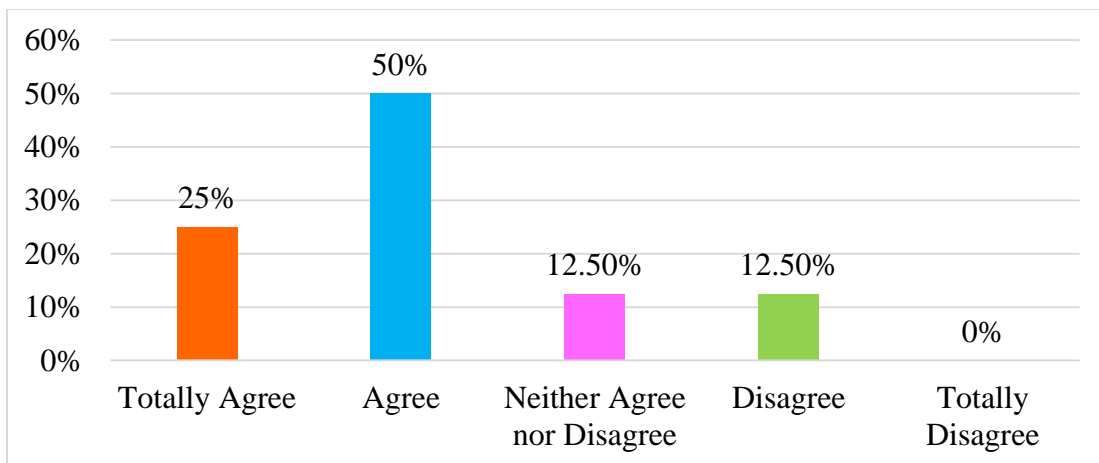
Half of the total sample “Agreed” that the teacher must select a certain number of words to make a list so that learners can memorize them; four (4) teachers, representing (50%). Only one (1) teacher, who represent (12.5%), held a neutral view on that statement. There were no answers for “Totally Agree” and “Totally Disagree”. Moreover, three (3) teachers, representing (37.5%), “Disagreed” with the statement. Perhaps some teachers are not aware of students’ needs, desires, and weaknesses, i.e., the exact vocabulary that they need to acquire.

**5. The role of the teacher consists mainly of explaining the meaning of a word in its context of occurrence.**

**Table 4.33. Level of Agreement or Disagreement among the Participants about Statement**

5.

1. Totally Agree	2. Agree	3. Neither Agree nor Disagree	4. Disagree	5. Totally Disagree	Total
2	4	1	1	0	8
25%	50%	12.5%	12.5%	0%	100%



**Figure 4.36. Level of Agreement or Disagreement among the Participants about Statement**

5.

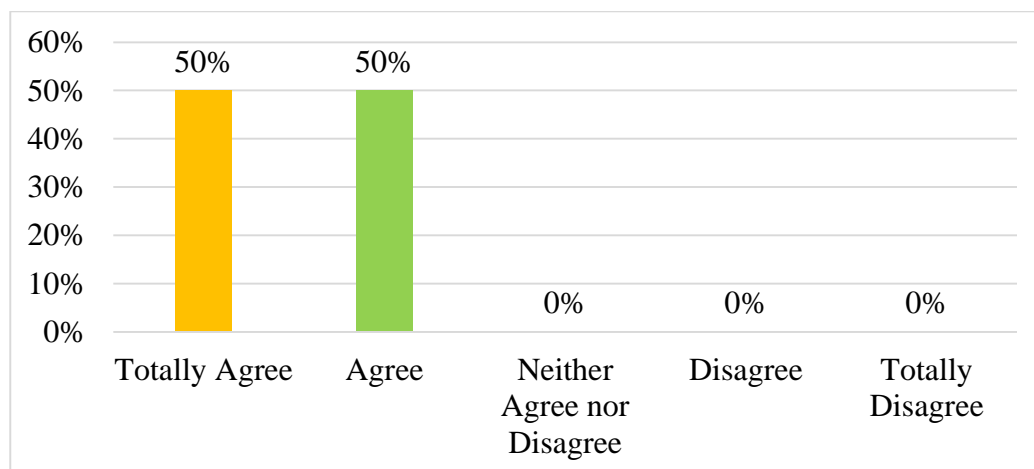
Half of the total sample “Agreed” that the role of the teacher consists mainly of explaining the meaning of a word in its context; four (4) teachers, representing (50%) and two (2) teachers, representing (25%) “Totally Agreed” on that statement. However, one (1) teacher, who represents (12.5%), held neutral view and only one (1) teacher, representing (12.5%), “Disagreed” with that statement. No teacher answered with “Totally Disagreed”. This implies that the role of the teacher is of critical importance when simplifying the meaning of complex words for the students.

**6. The role of the teacher is encouraging learners’ autonomy by providing them with strategies that help them work out word meaning and memorise it.**

**Table 4.34. Level of Agreement or Disagreement among the Participants about Statement**

6.

1. Totally Agree	2. Agree	3. Neither Agree nor Disagree	4. Disagree	5. Totally Disagree	Total
4	4	0	0	0	8
50%	50%	0%	0%	0%	100%



**Figure 4.37. Level of Agreement or Disagreement among the Participants about Statement**

6.

## *Exploring EFL Learners' Vocabulary Memorizing Strategies*

As it can be noticed from the table and figure above, similar scores with four (4) teachers, representing (50%) “Totally Agreed” and “Agreed” that the role of the teacher is to encourage learners' autonomy, by providing them with strategies that help them work out word meaning and memorize it. While no teacher answered with “Neither Agree nor Disagree”, “Disagree” and “Totally Disagree”. This indicates that teachers were fully aware of their important role in the promotion of their students' independence in the learning process by providing them with the appropriate learning strategies.

### **Teachers' Responses to the Open Question.**

#### **Q2: Could you mention any other strategies you think are useful for teaching vocabulary?**

The majority of teachers responded to this question; five (5) teachers (62.5%), while three (3) teachers (37.5%), did not. Teachers' opinions about the most effective strategies for teaching vocabulary are as follows:

**Teacher 1:** Reading and writing about different topics, implicit vocabulary teaching are the best techniques.

**Teacher 2:** Using realia (objects or activities used to relate classroom teaching to the real life).

**Teacher 3:** Educational games, semantic mapping, extensive reading.

**Teacher 4:** Pair work / group work, help learners to memorize vocabulary. Therefore, it is splitting learners into groups to explain meaning to each other.

**Teacher 5:** Read texts of different subject matters, solving puzzles.

From the above teachers' answers, it can be concluded that, reading about different topics, pair work / group work, using educational games such as puzzles, and implicit vocabulary teaching are useful techniques for teaching vocabulary.

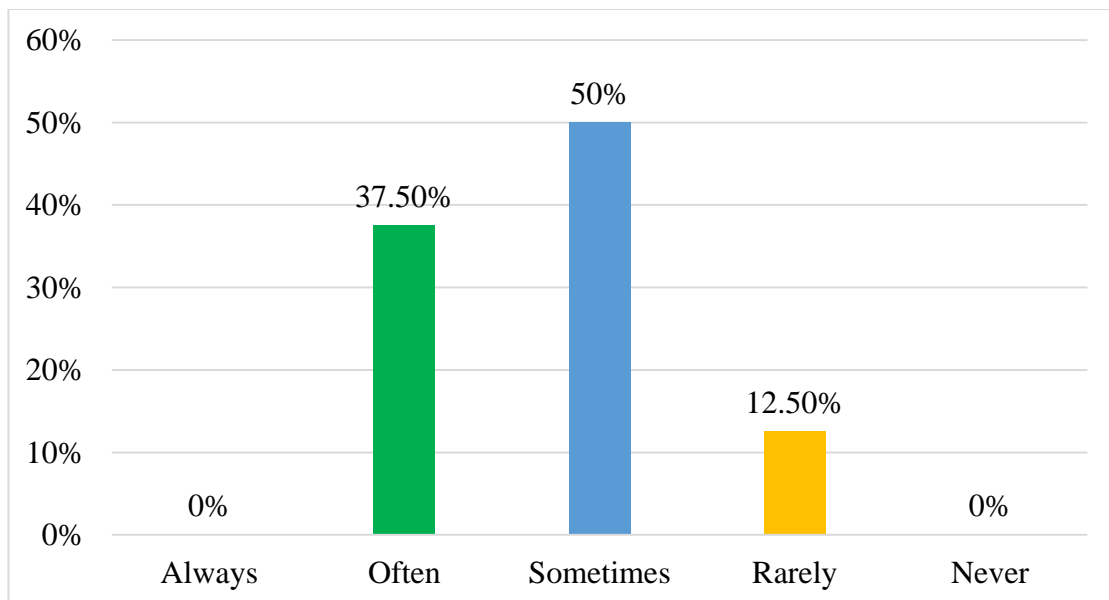
### **Part III: Vocabulary Learning Strategies**

**Q1: Please circle the answer that describes your opinion.**

**1. Students make use of vocabulary learning strategies to find out or understand the meaning of new vocabulary items they come across (Discovery strategies).**

**Table 4.35. Using VLS to Find Out the Meaning of Vocabulary.**

<b>a. Always</b>	<b>b. Often</b>	<b>c. Sometimes</b>	<b>d. Rarely</b>	<b>e. Never</b>	<b>Total</b>
0	3	4	1	0	8
0%	37.5%	50%	12.5%	0%	100%



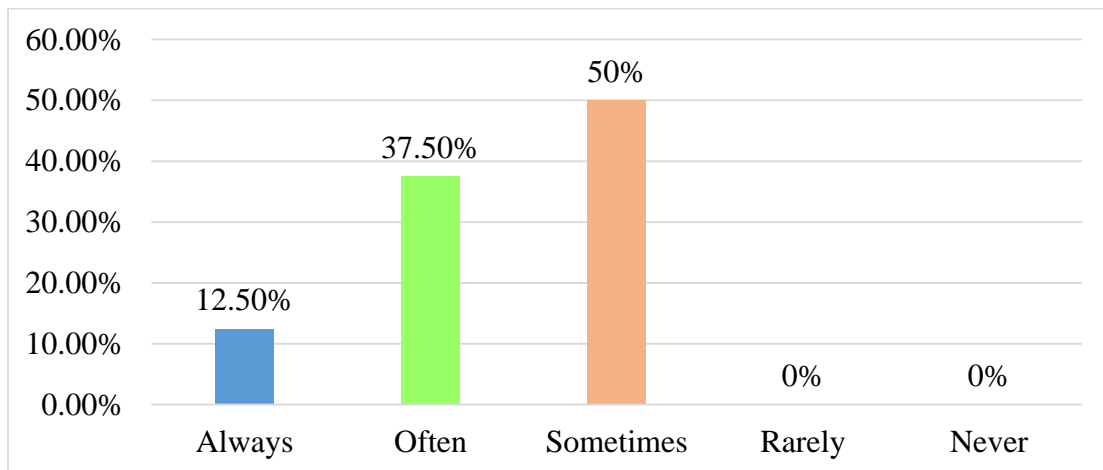
**Figure 4.38. Using VLS to Find out the Meaning of Vocabulary.**

As can be seen from the table and figure above, four (4) respondents, representing (50%), claimed that their students “Sometimes” use VLS to find out or understand the meaning of new vocabulary items they come across. Additionally, three (3) respondents, representing (37.5%) answered “Often” and only one (1) teacher, representing (12.5%), answered with “Rarely”. While, there was no teacher choose to answer with “Always” or “Never”. In other words, teachers who use the discovery strategy would help their students to figure out and understand the meaning of unknown words. Students may analyze the unknown word, and its constituent elements, or the surrounding context to conclude the meaning of new words.

**2. Students make use of vocabulary learning strategies to determine and discover the meaning of a word when it is met for the first time (Determination Strategies) .**

**Table 4.36. Using VLS to Determine the Meaning of Vocabulary.**

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1	3	4	0	0	8
12.5%	37.5%	50%	0%	0%	100%



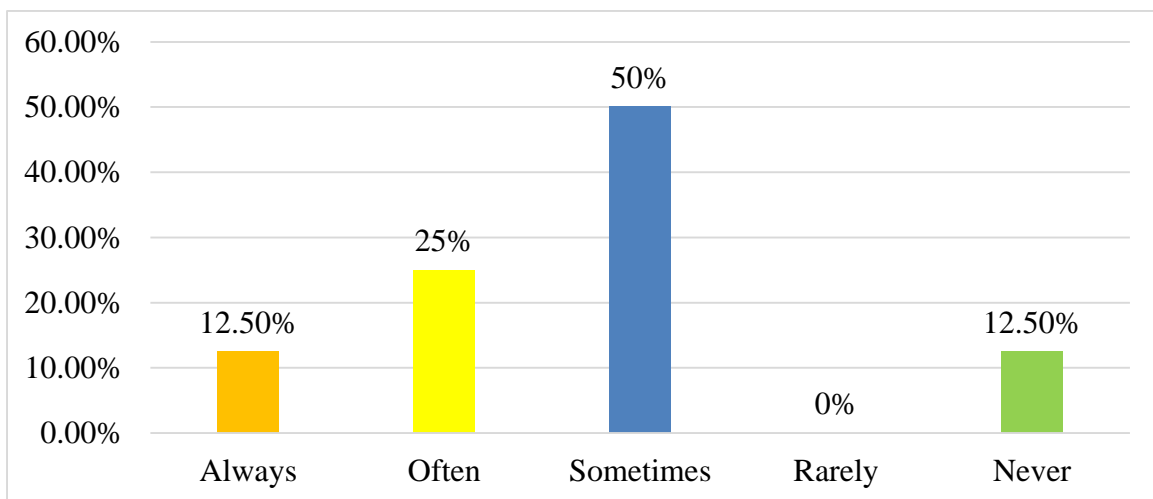
**Figure 4.39. Using VLS to Determine the Meaning of Vocabulary.**

Half of the total sample, four (4) teachers, representing (50%), declared that their students “Sometimes” make use of vocabulary learning strategies to determine and discover the meaning of a word when it is encountered for the first time (Determination Strategies). While (3) participants, representing (37.5%) answered with “Often”. Besides, only one (1) respondent, who represent (12.5%), answered “Always” and no teacher answered with “Rarely” and “Never.” This implies that teachers who use the determination strategy, help their students be able to independently determine and discover the meaning of a word when it is encountered for the first time.

**3. Students make use of vocabulary learning strategies to learn new words through interaction (Social Strategies).**

**Table 4.37. Using VLS to Learn Vocabulary Through Interaction.**

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1	2	4	0	1	8
12.5%	25%	50%	0%	12.5%	100%



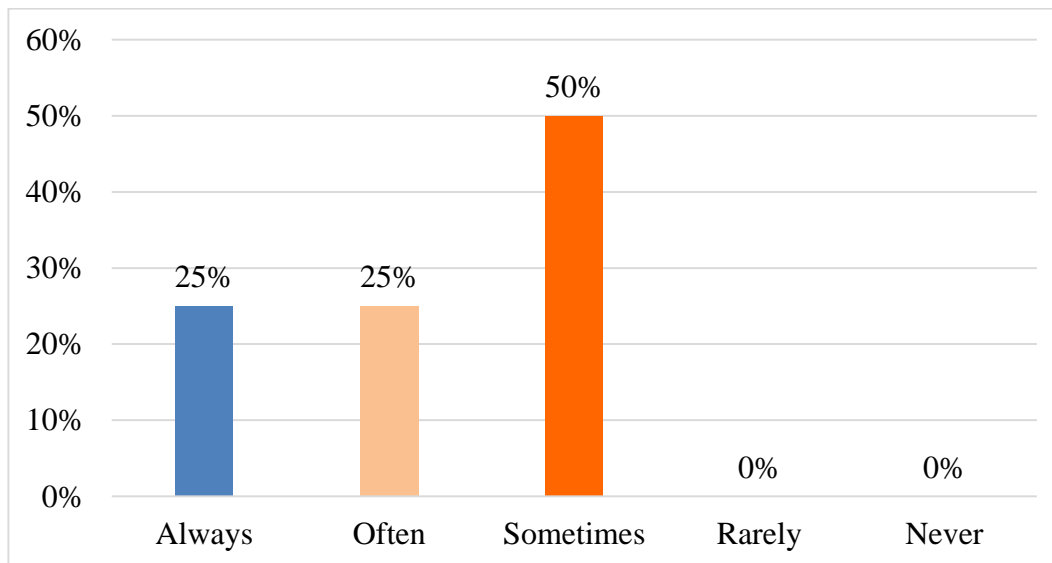
**Figure 4.40. Using VLS to Learn Vocabulary Through Interaction.**

As can be noticed from table 4.37 and figure 4.40 above, half of the sample; four (4) respondents, representing (50%), claimed that students, “Sometimes” make use of vocabulary learning strategies to learn new words through interaction, two (2) respondents, referring to (25%) answered with “Often”. In addition, one (1) respondent answered with “Always” and only one (1) participant, answered with “Never”. No teacher answered with “Rarely”. This indicates that “social strategies” facilitate the learning process for students that through asking questions, cooperating with others, and empathizing with others.

**4. Students make use of vocabulary learning strategies to memorize and remember the word once it has been taught or encountered (Consolidation Strategies).**

**Table 4.38. Using VLS to Memorize and Remember Vocabulary Once it Has Been Taught.**

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
2	2	4	0	0	8
25%	25%	50%	0%	0%	100%



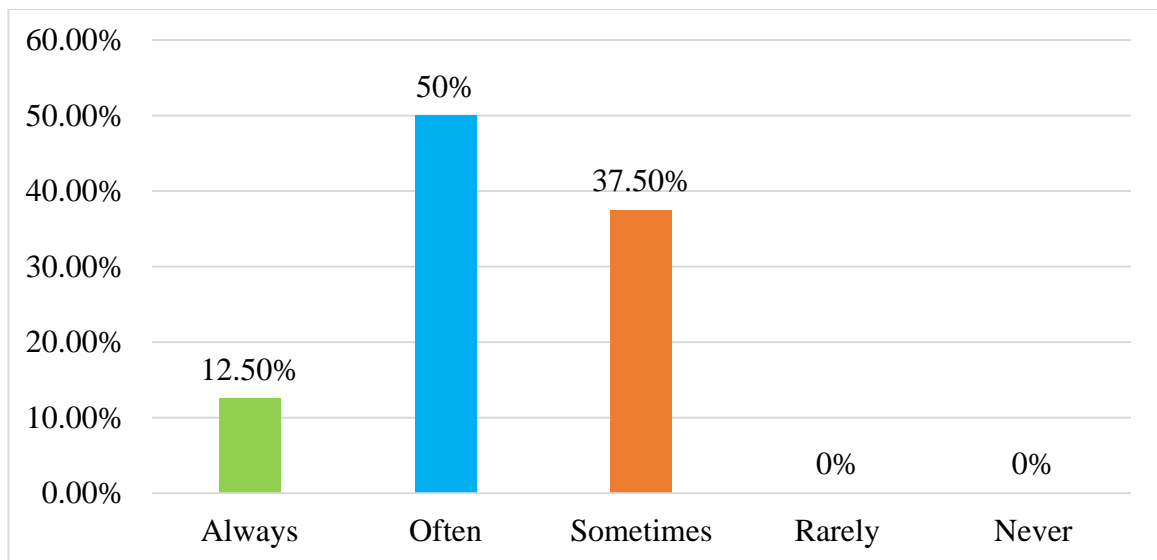
**Figure 4.41. Using VLS to Memorize and Remember Vocabulary Once it Has Been Taught.**

As it is presented in the table and figure above, half of the sample, four (4) teachers, representing (50%), stated that students “Sometimes” make use of vocabulary learning strategies to memorize and remember the word once it has been taught or encountered. Moreover, similar scores for “Always” and “Often” with two (2) respondents, referring to (25%), no teacher answered with “Rarely” or “Never”. This means that teachers who use the consolidation strategy would help their students integrate and synthesize key ideas and build understanding over time.

**5. Students make use of vocabulary learning strategies to store into memory those vocabulary items they come across (Memory strategies).**

**Table 4.39. Using VLS to Store Vocabulary into Memory.**

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1	4	3	0	0	8
12.5%	50%	37.5%	0%	0%	100%



**Figure 4.42. Using VLS to Store Vocabulary into Memory.**

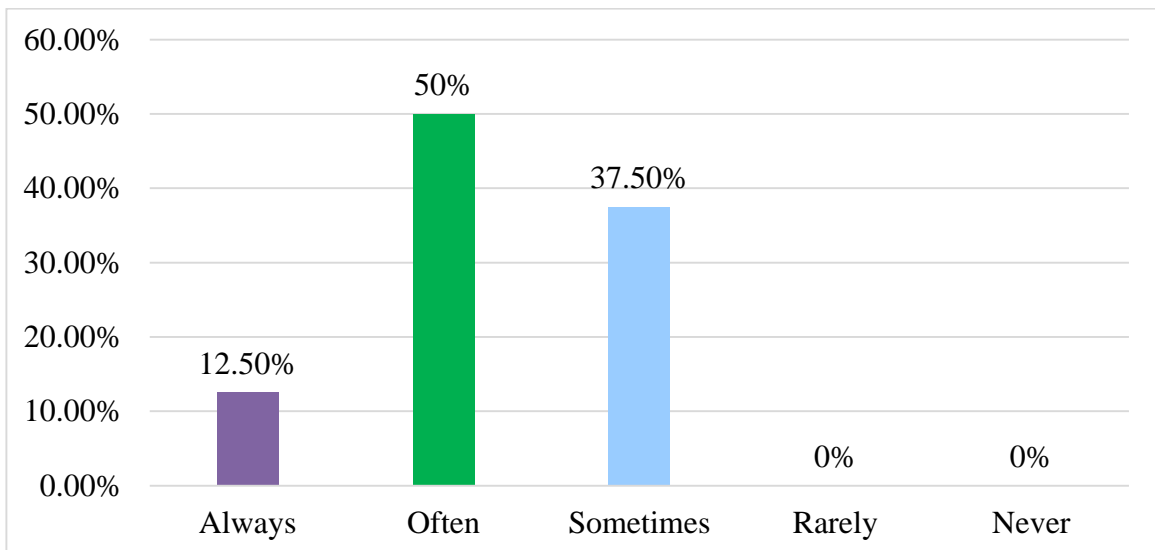
*Exploring EFL Learners' Vocabulary Memorizing Strategies*

Half of the sample, four (4) teachers, representing (50%), claimed that their students “Often” make use of vocabulary learning strategies to store into memory those vocabulary items they come across. Furthermore, three (3) teachers, representing (37.5%) stated that they “Sometimes” do that and only one (1) teacher, represents (12.5%) claimed that he/she “Always” do that. Nevertheless, no teacher answered with “Rarely” or “Never”. That is to say, teachers who apply “memory strategies” help students store and retrieve information such as creating a mental linkage, reviewing well, and employing an action.

**6. Students make use of vocabulary learning strategies to improve a learner's ability to process information more deeply (Cognitive Strategies).**

**Table 4.40. Using VLS to Process Information More Deeply.**

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
1	4	3	0	0	8
12.5%	50%	37.5%	0%	0%	100%



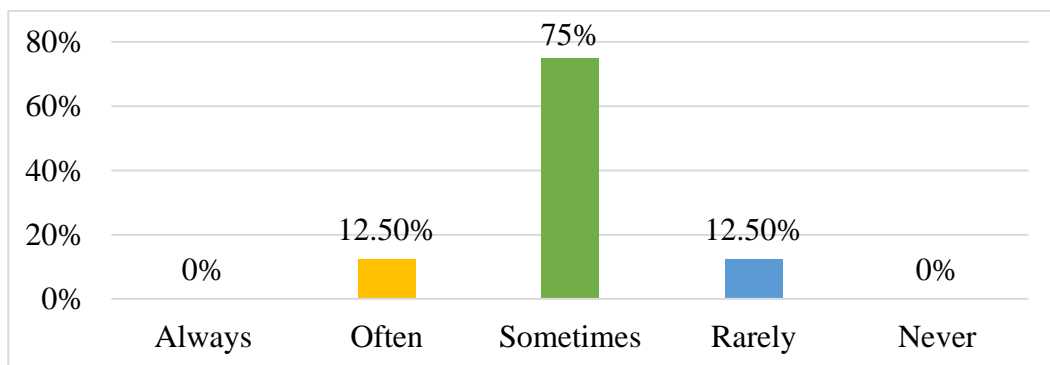
**Figure 4.43. Using VLS to Process Information More Deeply.**

As it is illustrated in the table and the figure above, four (4) participants, representing (50%), assumed that students “Often” make use of vocabulary learning strategies to improve their ability and process information more deeply. In addition, three (3) respondents, referring to (37.5%) claimed that students “Sometimes” do so, only one (1) teacher, who represented (12.5%) stated that students “Always” do that, and no teacher answered with “Rarely” or “Never”. Thus, teachers who apply “cognitive strategy” in their classroom will enhance the learning skills of students, this includes: summarizing meanings, imagery for memorization, organizing a new language, and repetition.

**7. Students make use of vocabulary learning strategies to make decisions about planning, monitoring, or evaluating the appropriate method to study (Metacognitive Strategies).**

**Table 4.41. Using VLS to Make Decisions about Planning, Monitoring, or Evaluating the Appropriate Method to Study.**

a. Always	b. Often	c. Sometimes	d. Rarely	e. Never	Total
0	1	6	1	0	8
0%	12.5%	75%	12.5%	0%	100%



**Figure 4.44. Using VLS to Make Decisions about Planning, Monitoring, or Evaluating the Appropriate Method to Study.**

### *Exploring EFL Learners' Vocabulary Memorizing Strategies*

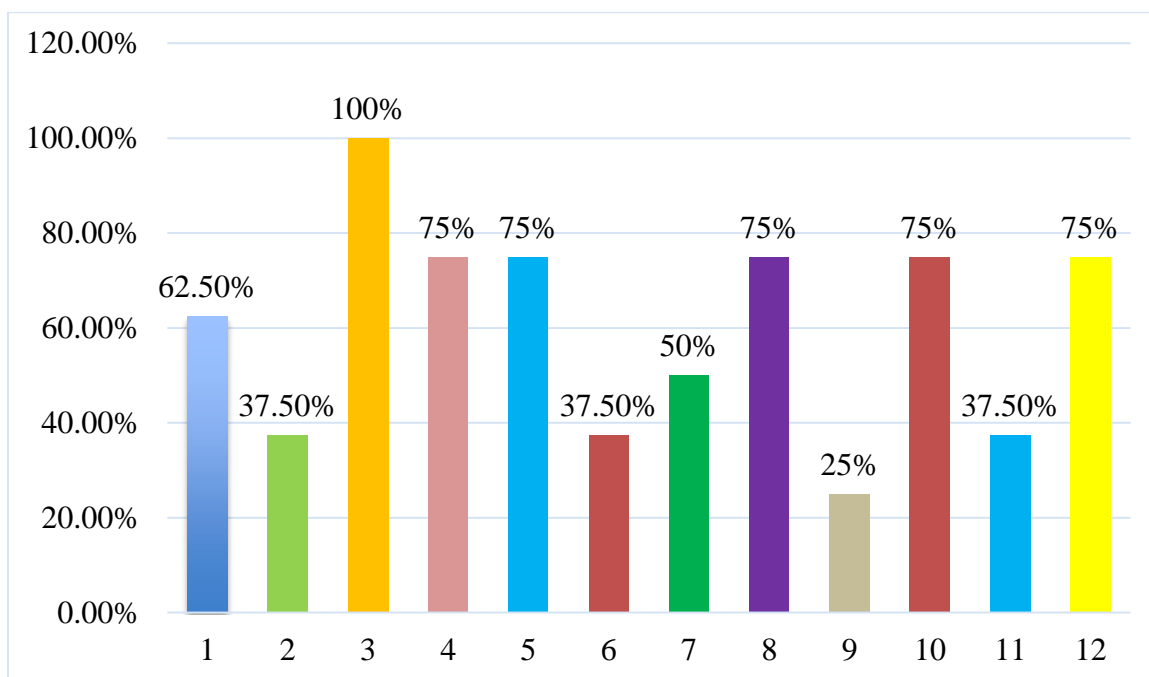
The majority of teachers, six (6) that represent (75%), reported that, students “Sometimes” make use of vocabulary learning strategies to make decisions about planning, monitoring, or evaluating the appropriate method to study. Moreover, just one teacher claimed that students “Often” do that, and only one teacher stated that students “Rarely” use that.

Finally, no teacher answered with “Always” or “Never”. To put it simply, teachers who use “Metacognitive Strategies” in their classroom, can positively influence students who have learning disabilities by helping them to develop an appropriate plan for learning information.

**Q2: Which VLS you think it is important to use in classroom? (You may tick (√) more than one).**

**Table 4.42. The Important VLS to Use in Classroom.**

<b>Answers</b>	<b>Participants</b>	<b>Percentages%</b>
<b>1)Input-based strategies</b> (Extensive reading and asking for L1 translation)	<b>5</b>	<b>62.5%</b>
<b>2)Output-based strategies</b> (Taking notes and speaking with native speakers)	<b>3</b>	<b>37.5%</b>
<b>3)Cognition-based strategies</b> (mnemonics and contextual guessing)	<b>8</b>	<b>100%</b>
<b>4) Strategies for Remembering Words</b> (By creating a mental image of the word, by noting the structure of part or all of the word, by linking the word to the situation in which it appeared.)	<b>6</b>	<b>75%</b>
<b>5) Semantic Strategies</b> (Thinking of synonyms to build a network of interlinking concepts.)	<b>6</b>	<b>75%</b>
<b>6) Vocabulary Learning and Practicing Strategies</b> (Word and structure analysis, the learning of cognates, using a dictionary.)	<b>3</b>	<b>37.5%</b>
<b>7)Planning strategies</b> (choosing words, aspects of word knowledge, and strategies)	<b>4</b>	<b>50%</b>
<b>8)Source strategies</b> (using a dictionary, guessing meaning from surrounding context)	<b>6</b>	<b>75%</b>
<b>9)Processing strategies</b> (used to reinforce acquired knowledge through the use of noticing, retrieval and generation)	<b>2</b>	<b>25%</b>
<b>10)The discovery category</b> (Ask one's classmate or friend, ask one's teacher, use dictionary)	<b>6</b>	<b>75%</b>
<b>11)The retention category</b> (Memorize with or without a word list, Keep a vocabulary notebook)	<b>3</b>	<b>37.5%</b>
<b>12)The expansion category</b> (Listen to a radio, watch television, surf the internet)	<b>6</b>	<b>75%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>



**Figure 4.45. The Important VLS to Use in Classroom.**

The figure and table above present teachers' opinions concerning the VLS; they think it is important to use them in the classroom. The highest strategy was "Cognition-based strategies" with eight (8) respondents, representing (100%). Teachers believe that this strategy is essential to use in the classroom since mnemonics help students keep words in the long-term memory and connect them to a visual or auditory item.

In addition, the following strategies received similar scores with six (6) respondents, representing (75%) "Strategies for Remembering Words" (perhaps they think creating a mental image of the word is an effective way for remembering), "Semantic Strategies" (maybe they believe that, using synonyms facilitate building new vocabulary) , "Source strategies" (teachers assume that using a dictionary is a successful way to acquire words), "The discovery category" (they consider asking one's classmate or friend, asking one's teacher is an efficient technique) and

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“The expansion category” ( they think that listening to the radio, watching television helps to expand their vocabulary).

Furthermore, “Input-based strategies” with five (5) respondents, referring to (62.5%) (teachers believe that extensive reading and asking for L1 translation, enhance vocabulary knowledge) and “Planning strategies” with four (4) respondents, representing (50%). (maybe they think that choosing and organizing words, help to develop their vocabulary). Moreover, the following strategies received the same scores with three (3) participants, who represent (37.5%), “Output-based strategies” (perhaps they think taking notes is a good technique), “Vocabulary Learning and Practicing Strategies” (teachers consider that word and structure analysis is an effective way to acquire new words) “The retention category” (they think that keeping a vocabulary notebook, helps ameliorating their level). Finally, the last chosen strategy was “Processing strategies” with two (2) participants representing (25%). This strategy was the least chosen one, maybe because they view reinforcing acquired knowledge through the use of noticing, retrieval and generation is a hard task to learners.

### **Teachers' Responses to the Open Question.**

**Q3: Could you mention any strategies or techniques that you think your students may use when trying to learn English vocabulary?**

Most teachers answered this question with five (5) teachers, representing (62.5%), whereas three (3) teachers, representing (37.5%) did not answer it. Teachers' suggestions about the techniques that students use when learning vocabulary are as follows:

**Teacher 1:** Listening to songs in the target language.

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**Teacher 2:** Play chess words, chat with natives.

**Teacher 3:** Reading novels, role-play, writing about new topics.

**Teacher 4:** Drilling and using the learned vocabulary in different contexts.

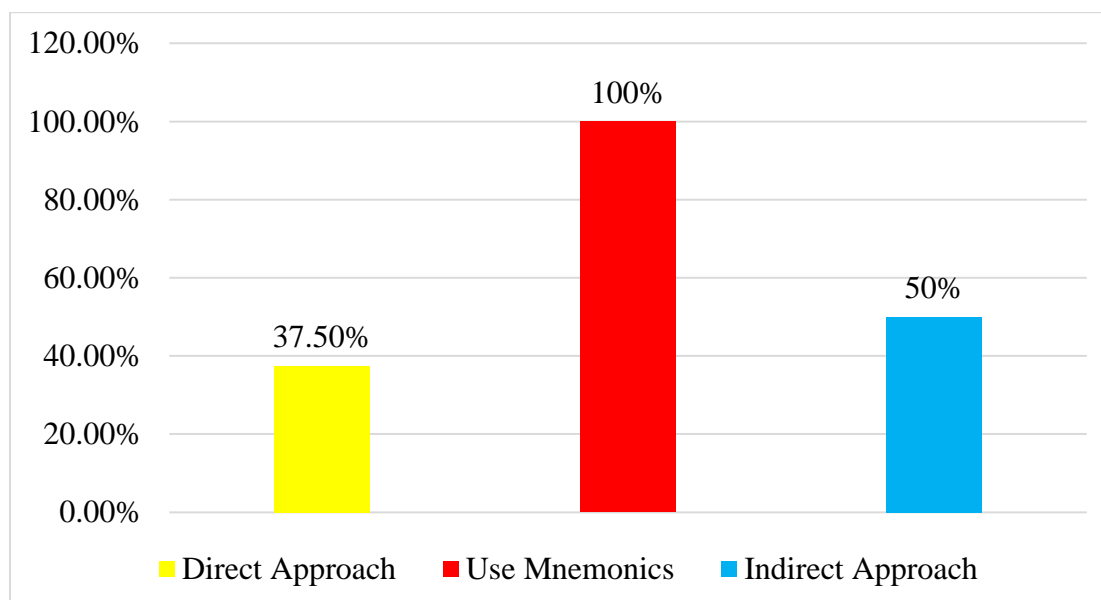
**Teacher 5:** Reading books or any type of information source, listening to native speakers speaking, word families, vocabulary wall.

From the above teachers' answers, it can be concluded that, communicating with native speakers, practicing the learned words, reading and writing, and listening to music are considered as a successful techniques to expand and develop students' package of words.

**Q4: Which VLS you use the most in your classroom?**

**Table 4.43. The Most Used VLS in Teachers' Classroom.**

<b>Answers</b>	<b>Participants</b>	<b>Percentages%</b>
<b>1. Direct Approach</b> (Put the words and their definitions on individual cards, say the words aloud or write them over and over again as they study)	<b>3</b>	<b>37.5%</b>
<b>2. Use Mnemonics</b> (Associate words with their functions, use natural word associations, such as opposites, associate words with context.)	<b>8</b>	<b>100%</b>
<b>3. Indirect Approach</b> (Read a series of texts on a related topic, guess the meaning of words from context.)	<b>4</b>	<b>50%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>



**Figure 4.46. The Most Used VLS in Teachers' Classroom.**

This question aims to identify the most commonly used VLS that teachers use in their classroom. It is clearly noticed from the figure and table above that the most used strategy was “Use Mnemonic” with eight (8) answers, representing (100%), since they think that associating words with their functions, using natural word associations, such as opposites, and associating words with context is an effective way in the learning process. While, the second chosen strategy was “Indirect Approach” with four (4) respondents, representing (50%), as they believe that providing students with a series of texts for reading on a related topic and guess the meaning of words from context is a good technique to teach vocabulary. Lastly, only three (3) teachers, referring to (37.5%) chosen “Direct Approach”. Perhaps teachers find that putting words and their definitions on individual cards, saying the words aloud or writing them repeatedly as they study, may take more time and great effort.

**Teachers' Responses to the Open Question.**

**Q5: In your opinion what are the difficulties encountered by students when memorizing new vocabulary?**

Seven (7) teachers, representing (87.5%) have answered this question. Teachers' opinions about the difficulties encountered by students when memorizing new vocabulary are as follows:

**Teacher 1:** How to write them in a correct way, spelling, lack of practice, which will impede the retention use of the given vocabulary.

**Teacher 2:** When students let their learnt vocabulary to be passive, they cannot use it and when they learn new words, they do not learn all of its parts of speech, so they may know the noun but not adjectives or its adverb, and may be its way of written form make it difficult to be memorized.

**Teacher 3:** When they come across many words in many modules they could be stagnate, students are facing a large repertoire of words and find themselves unable to make of use of new vocabulary.

**Teacher 4:** Get confused with words from second language or have mental image of a word without checking the correct meaning.

**Teacher 5:** Difficult words, problems of oblivion, students are less motivated.

This question attempts to analyze the different difficulties that students encounter when memorizing new vocabulary, among these difficulties; spelling and pronunciation, having a large repertoire of words, studying words in isolation, mixing words with second language, and forgetting words. Perhaps students are demotivated or they do not practice the words they learnt as a result, this will impede their learning process.

## **Conclusion**

This chapter has presented the analysis of data that was collected by using two questionnaires: a teachers' questionnaire administered to eight (8) teachers at the department of English and a students' questionnaire distributed to EFL second-year students at Chadli Benjedid University. The questionnaires are intended to gather different opinions from two different samples about the importance of vocabulary and the most commonly used strategies by both teachers and students. In addition, this chapter identifies the difficulties that EFL second-year students encounter while learning vocabulary. The results are discussed and interpreted in detail in the next chapter.

## **Chapter Five: Discussion and Recommendations**

### **Introduction**

This chapter is going to shed light on the obtained results of the study in relation to its research questions and previous studies that led to proving or disproving the previously stated hypotheses. In addition, this chapter presents the pedagogical implications of the research, proposes some recommendations, and suggests paths for future research.

### **Discussion of the Results in Relation to the Research Questions**

#### **Question One:**

The first research question was set to investigate the vocabulary-memorizing strategies most used by EFL students in learning and understanding new vocabulary. Based on students' and teachers' answers on the conducted questionnaires, it can be observed that students have knowledge about some of the VLS they use in their learning process. From the results, it is clear that the most common strategies used by EFL learners are as follows: "Determination strategies", students admitted that trying to guess from context and using an electronic dictionary are the most frequent ways where students determine the meaning of new words. Moreover, in "Social strategies", students acknowledged the role of their classmates in helping them to find words' meaning. For "Memory strategies", students prefer to make a note of a new word in a notebook to recall the vocabulary they have learnt. In addition, in "Cognitive strategies", students confirmed that they make an effort to use new vocabulary when speaking or writing and use English-language media (e.g. songs, movies, newscasts) because they are common ways for them to process new words; whereas, in "Metacognitive strategies", students asserted that listening to English songs and practicing listening to English lectures, presentations, conversation, and records help them to

control and manage the learning processes. In “Strategies for Remembering Words,” students acknowledged that creating a mental image of the word facilitates learning the meaning of new words. In the expansion category, learners revealed that listening to the radio or watching television is an interesting way to learn new vocabulary, while in the “Indirect approach,” they prefer reading stories, magazines, etc. as an effective tool for understanding the meaning of vocabulary.

Therefore, in an attempt to know the popular strategies that students use, teachers were asked about the most commonly used vocabulary learning strategies in their classroom. The obtained results from the teachers' questionnaire showed that “Cognition-based strategies” (mnemonics and contextual guessing), “Strategies for Remembering Words” (creating a mental image of the word), “Source strategies” (using a dictionary, guessing meaning from surrounding context), “The discovery category” (asking one's classmate or friend), “The expansion category” (listening to a radio, watching television), and “Use Mnemonics” (associate words with their functions) are the most used strategies in the teachers' classroom.

The researchers recognize that some of the students are aware of the VLS they use inside and outside the classroom. Students tend to learn vocabulary that suits their interests and needs, which comes mainly from the English media, the use of the dictionary, and taking notes. While teachers stated that they use guessing from context and associate words with their functions, which is different from the interests of the students. To summarize, the results obtained from the two questionnaires revealed that some EFL students (more than half) use vocabulary-learning strategies and consider them an effective tool to develop and expand their vocabulary knowledge. However, the other students were not aware of the different strategies that helped them in learn

new words because they were not instructed in using them, and most of them admitted that the strategies used by their teachers were not enough to develop their vocabulary acquisition. In addition, they were demotivated to learn the vocabulary of the English language. The revealed results confirmed that students who use effective vocabulary learning strategies would enrich and develop their vocabulary understanding. Thus, the first hypothesis is validated.

### **Question Two:**

The second question was set to explore the difficulties encountered by second-year EFL students when memorizing vocabulary. The results obtained from the students' questionnaire revealed that the majority of students (67%) demonstrate that they face difficulties when learning new vocabulary. This was clearly observed through students' answers to question nine (9). Among these difficulties are the aspects of "meaning", as well as that of "pronunciation." Because students have limited background knowledge, they cannot know the precise meaning of new words. While for pronunciation, students pronounce some words incorrectly because they mix English pronunciation with the French language. The results revealed from the teachers' questionnaire showed that the majority of teachers (87.5%) acknowledged that students face difficulties when learning vocabulary. Based on teachers' opinions to the open question five (5), they have mentioned some of the students' difficulties as follows: perhaps students are less motivated, they do not practice the new vocabulary, they get confused with words from the second language, they have problems of oblivion, and they face difficult words; that is to say, these are the major reasons behind their failure in acquiring vocabulary. Based on these, the findings indicate that the second hypothesis is validated.

### **Question Three:**

The third research question was set to investigate the beliefs about the vocabulary learning and teaching process held by EFL learners and teachers. The students' questionnaire demonstrated that (100%) of the number of students claimed that they are interested in learning vocabulary. This means that all EFL second-year students like to learn and acquire new vocabulary and ameliorate their level in the English language. The results revealed from the teachers' questionnaire present that (100%) of them admitted that their students enjoy learning the vocabulary of English, as teachers believe that vocabulary helps students to stay motivated and express their thoughts and ideas successfully. Moreover, the findings of the students' questionnaire showed that (89.13%) of the respondents find and face new vocabulary when listening to and watching English-language media (e.g. songs, TV, movies, newscasts...etc) and when using the internet. In addition, students claimed that they acquired more vocabulary through English media. However, (32.60%) of students stated that vocabulary causes problems for them when speaking with natives because they have a much larger vocabulary knowledge more than they do. Moreover, students claimed that the first thing they do when they meet new words is asking the one who speaks to explain, and they write them down as notes and look for them afterwards. As a result, they will achieve a better understanding of vocabulary.

According to the findings of the teachers' beliefs about vocabulary learning, (37.5%) of respondents totally agreed and (37.5%) agreed with the idea that learning a foreign language is essentially learning its vocabulary; they also believed that both vocabulary and grammar are important in the process of learning English. Furthermore, they were convinced that the vocabulary of a particular community inevitably reflects its own culture. The majority of the teachers admitted

that vocabulary is hard and needs great effort, as it requires a lot of practice. They acknowledged that learning vocabulary was really a matter of self-learning, maybe they think that students should care about their own learning progress individually and that there is a little a teacher can do to help them. In addition, the majority of teachers confirmed that repetition is the best way to remember words, while other teachers acknowledged that guessing word meaning from context is a useful skill for students to infer the meaning of words.

Concerning teaching English vocabulary, teachers agreed that vocabulary requires a systematic teaching of forms and meanings, and they confirmed that teaching words grouped (in nouns, verbs, word families, etc.) is better than teaching words in isolation. Furthermore, they admitted that it is important to pay attention to word structure; the awareness of prefixes and suffixes is very important in learning vocabulary; and also, they agreed that the teacher must select a certain number of words to make a list so that learners can memorise them, even if it is seen nowadays as an old-fashioned technique, it is supported by the participants. Moreover, the majority of teachers acknowledged that the role of the teacher consists mainly of explaining the meaning of a word in its context of occurrence in order to simplify the meaning of complex words for students. In the last statement, teachers emphasized that the role of the teacher is to encourage learners' autonomy by providing them with strategies that help them work out word meaning and memorise it. From the results above, it can be concluded that vocabulary learning and teaching play an important role and reflect positive beliefs about the vocabulary learning and teaching process for both students and teachers. The results obtained from the students' and teachers' questionnaires disconfirm the third hypothesis.

## **Discussion of the Results in Relation to Previous Researches**

The obtained results of the present work are all similar to the revealed results of the reviewed conducted studies, which dealt with the same subject matter that we have already mentioned in the second chapter of the present work. The current study revealed that students who use effective vocabulary learning strategies would enrich and develop their vocabulary understanding. The findings are similar to those obtained results by Ellis (1997), who stated that successful learners use different VLS strategies in order to enhance their vocabulary knowledge. In addition, learning vocabulary requires a set of strategies and techniques, as Schmitt (1997) makes a good point in recent studies and assumes that learners use various different strategies to acquire more vocabulary.

However, second-year EFL students encounter some difficulties when memorizing vocabulary. Hence, these difficulties are due to length and complexity, meaning, or pronunciation. The findings are similar to the obtained results tackled by Thornbury (2002), who claimed that students face some obstacles that hinder their vocabulary memorization.

Moreover, the results of the study showed that EFL students and teachers have a positive belief toward vocabulary learning and teaching, as it is also similar to the obtained results of research conducted by Schmitt (2000), which stated that the learning of vocabulary is an important part of foreign language learning. In addition, Alqahtani (2015) stated that teaching vocabulary is a major aspect of learning a language, as languages are built on words. In this light, the results of this research emphasized the importance of vocabulary memorizing strategies.

## **Implications of the Study**

The present work aims at exploring the efficient strategies used by the second-year EFL students at Chadli Benjedid University in vocabulary learning and determining whether the strategies have a significant influence on students' vocabulary learning. Based on the obtained results, here are some implications for the study:

- Mastering vocabulary-learning strategies enables learners to manage their own learning so that they can take more responsibility for their studies; these strategies also promote learners' autonomy and self-direction in learning a foreign language.
- Students show their total interest in learning new vocabulary, as learning a foreign language is essentially learning its vocabulary. However, teachers in the classroom used to implement some activities without paying much attention to supplementary tasks that serve students' gaps or shortage of vocabulary.
- Students encounter some difficulties in meaning and pronunciation when they face new words, and this is due to the lack of practice, they meet difficult words and they easily forget the word. Another serious difficulty they face is when talking with natives, as they have a limited knowledge of vocabulary.
- Students acknowledged the usefulness of using the English media (listening to songs, watching movies and shows) and taking notes as effective ways for discovering, consolidating and expanding their vocabulary knowledge, whereas the teachers preferred other strategies such as guessing the meaning from context and associating words with their functions.

- Students were not conscious of the various strategies that play a significant role in helping them develop their vocabulary package, because they were not instructed or even encouraged in using such strategies, or they were demotivated to acquire the vocabulary of English.
- The role of the teacher is to encourage learners' to be independent learners, provide explanations for the meaning of words once they occur in the context, and give them effective and appropriate instructions based on their interest of choosing the preferred strategy to enrich their vocabulary knowledge.

### **Suggestions and Recommendations**

Based on the findings and the outcomes of the present research, and in order to make the process of vocabulary teaching and learning more successful to develop the students' vocabulary acquisition, the following recommendations are proposed to the Ministry of Education, administrators at Chadli Benjedid University, EFL students, teachers of English, and further researches.

#### **Recommendations to the Ministry of Education**

- An explicit adaptation of the teaching curriculum to pay more attention to teach vocabulary within the written expression or oral expression module by designing a curriculum that suits the students' weaknesses and preferences.
- Curriculum designers and educational planners should publish teaching and learning sources and books that are mainly concerned with vocabulary learning strategies.

- Equip the universities with the necessary pedagogical materials, which have the potential to raise students' awareness toward the significance of learning vocabulary-learning strategies.
- Seminars, trainings, and workshops should be organized for teachers' training schemes that should be improved in the future and help them to deal with the vocabulary learning strategies and adopt them to their own way of teaching.

### **Recommendations for the Administrators at Chadli Benjedid University**

- The administrator in the English department is required to provide a laboratory for students in order to practice the VLS through visual aids, dashboards, use records, podcasts, ... etc., because it has the potential to make students grasp the knowledge better.
- The responsible of the English department has to provide the teachers with the needed technical assistance to make them able to use the various available materials.
- The administrator at the English department is required to provide an environment that supports the intellectual, social, and personal development of the students.
- Provide the opportunity for student feedback on the quality and nature of teaching provision and facilities and use this to inform future practice.
- Expand the time devoted to teaching vocabulary learning strategies.

### **Recommendations to EFL Students**

- Students should be oriented about how to assess their own learning progress and the teacher needs to periodically revise the materials employed to ensure that they are still suitable for the learning progress.

- Learners have to try to develop their vocabulary acquisition and work on themselves without relying on what teachers give them in the classroom, since the results of this study show that the majority of students claimed that the vocabulary teaching strategies used by teachers are not enough to develop their vocabulary acquisition.
- Students should interact with their classmates inside and outside the classroom using the new vocabulary they have learned.
- Students should be aware of the importance of social strategies, but they should not always depend on asking classmates because classmates may sometimes provide inaccurate meaning.
- Listening to native speakers is highly recommended if that is possible, otherwise, they should use alternatives, such as listening to news podcasts in English, watching movies, or joining English clubs.
- Repeating the new word many times by writing it (at least 5 times) is recommended, or repeating them new words by saying it aloud also helps remember the new items.
- Students have to focus on their vocabulary difficulties and try to solve them.

### **Recommendations to Teachers of English**

- Teachers need to make their students aware of the value of acquiring English vocabulary.
- Teachers need to explain word meaning in context and teach techniques that are based on the use of context for the presentation of new vocabulary.
- Teachers may need to teach vocabulary through new technologies and games; the use of audiovisual materials and new technologies (slides, films, songs ...etc.), and activities such as gap filling and matching words that may motivate students to learn new words.

- The following books are recommended for teachers, so that they can be closer to a variety of useful games:
  - Play Games with English 1: Teachers Resource Book, by Granger and Plumb (1993).
  - Vocabulary Games and Activities for Teachers, by Watcyn (1993).
  - Have Fun with Vocabulary: Quizzes for English Classes, by Barnes, Hines and Weldon (1996).

### **Suggestions for Further Researches**

This research can be a useful reference for future researchers. Hence, these are some suggestions for further investigations that can help students improve their vocabulary knowledge:

- More studies concerning the effective teaching techniques to memorize vocabulary that can be conducted in order to improve and enrich the students' vocabulary knowledge.
- Other studies should be carried out to identify constraints that prevent students from applying variety of vocabulary learning strategies in learning vocabulary.
- A similar study should be conducted in other colleges to find out more about students' beliefs about strategies used for learning vocabulary.
- There is a need for further researches (action research) to be held to investigate some solutions to the difficulties that EFL students encounter while memorizing vocabulary.

## **Conclusion**

This chapter tackled the hypotheses in relation to the results of the study. The first research question aimed at exploring the efficient strategies used by the second-year EFL students at Chadli Bendjedid University. From the obtained results, it was detected that the majority of them have knowledge about some of the VLS they use in their learning process. Moreover, the second question of this study is intended to explore the difficulties encountered by second-year EFL students. The obtained results revealed that most students face difficulties when learning vocabulary, which makes the process of learning vocabulary hard for them. Additionally, the third research question was set to investigate the beliefs about the vocabulary learning and teaching process held by EFL learners and teachers. The findings revealed that vocabulary learning and teaching play an important role and reflect a positive belief about the vocabulary learning and teaching process for both students and teachers.

Overall, the results of this study demonstrate that vocabulary is a very important element in learning languages and that EFL learners face a variety of difficulties during the process of acquiring vocabulary. The presented implications of the research attempt to raise awareness towards the significance of VLS in the process of acquiring vocabulary. Besides, a set of recommendations and suggestions for further research concerning the same subject of the study are highlighted.

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## Appendices

### Appendix 1

#### Questionnaire for Students

Dear students,

You are kindly invited to answer the following questions that aims at investigating the vocabulary learning of English as a foreign language and the different vocabulary learning strategies you use. We would be very grateful if you could answer the questions below. Please, mark (√) the appropriate box (es) or give full answer(s) whenever necessary. Your answers will be confidentially and anonymously treated.

#### Part I: General information

1. Gender: a) Male  b) Female
2. Age:

#### Part II: Beliefs about Vocabulary Learning

1. Are you interested in learning new vocabularies? a. Yes  b. No
2. Where do you usually find and face new vocabulary?
- 1) In lectures and lessons.
- 2) When reading texts for my courses.
- 3) When reading texts outside the classroom.
- 4) When listening to and watching English-language media (e.g. songs, TV, movies, newscasts...etc).
- 5) When speaking with native speakers of English.
- 6) When speaking with classmates or friends.

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7) When using the internet.

8) When using a dictionary.

3. In which of the above contexts does vocabulary cause a problem? (Write numbers)

.....

4. In which of the above contexts do you think you acquire more vocabulary?

.....

5. What do you do first when you meet new words? (Please circle the answer that describes your opinion)

1) Ask the one who speaks to explain.

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

2) Write them as notes and look for them afterwards.

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

3) check them in a bilingual dictionary (English /Arabic) or (English /French).

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

4) Check them in a monolingual dictionary (English / English).

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

### **Part III: Vocabulary Learning Strategies**

**Question 1:** How do you determine the meaning of new vocabulary? (Determination strategies).

1. Try to guess from context.

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

2. Use a bilingual dictionary.

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

3. Use a monolingual dictionary.

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

4. Use an electronic dictionary or translator.

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

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**Question 2:** When you face an unfamiliar vocabulary, whom you ask help from? (Social strategies).

1. Ask the teacher for the L1 translation of a new word.

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

2. Ask classmate or someone else.

**a. Always      b. Often      c. Sometimes      d. Rarely      e. Never**

**Question 3:** How do you memorize new vocabulary? (Memory strategies).

1. Say the word aloud.

2. Study the word in a bilingual/monolingual dictionary.

3. When possible, associate it with a similar word in L1.

4. Make note of a new word on a notebook / underline.

5. Group words together to study them.

6. Put the words into sentences.

7. Memorise how it is spelt letter by letter.

8. Memorise how it is pronounced.

9. Connect the word with its synonyms or antonyms.

**Question 4:** How do you usually process the meaning of new vocabulary (Cognitive strategies) ?

1. Repeat the word aloud.

2. Use word lists for revising.

3. Take notes in class.

4. Make an effort to use new vocabulary when speaking.

5. Make an effort to use new vocabulary in writing.

6. Use English-language media (e.g. songs, movies, newscasts).

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**Question 5:** What are the strategies that you use to expand your vocabulary knowledge? (Metacognitive strategies relate to how control learning processes and manage tasks by **'planning, monitoring, and evaluating'**)

1. Practice listening to English lectures, presentation, conversation records.
2. Listen to English songs.
3. Speak in English with classmates and friends.
4. Speak in English with teachers.
5. Communicate with native speakers.
6. Read English articles from different sources, such as texts, newspaper...etc.
7. Watch English shows, series or films on TV.
8. Search for information in English through the Internet.
9. Practice using a dictionary regularly.

**Question 6:** Which of the following VLS you use to learn vocabulary? (You may tick (√) more than one).

1. **Input-based strategies** (Extensive reading and asking for L1 translation)
2. **Output-based strategies** (Taking notes and speaking with native speakers)
3. **Strategies for Remembering Words** (By creating a mental image of the word, by noting the structure of part or all of the word, by linking the word to the situation in which it appeared.)
4. **Semantic Strategies** (Thinking of synonyms to build a network of interlinking concepts.)
5. **Vocabulary Learning and Practicing Strategies** (Word and structure analysis, the learning of cognates, using a dictionary.)
6. **Planning strategies** (choosing words, aspects of word knowledge, and strategies)
7. **Source strategies** (using a dictionary, guessing meaning from surrounding context)
8. **Processing strategies** (used to reinforce acquired knowledge through the use of noticing, retrieval and generation)
9. **The retention category** (Memorize with or without a word list, Keep a vocabulary notebook)
10. **The expansion category** (Listen to a radio, watch television, surf the internet)

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**Question 7:** Which of the following VLS categories do you mostly use?

**Use Direct Approach** ( learn vocabulary by writing or saying the new words over and over, define the words in an individual cards, use the new words in sentences, or highlight the new words according to the part of speech)

**Use Mnemonics** (learn vocabulary by associating it with the physical world, associating words with their functions, or group words by their grammatical class)

**Use Indirect Approach** (by reading stories, magazines etc. to increase vocabulary, or guessing the meaning of words from context)

**Question 8:** Which of the following classification of language learning strategies you use the most?

1) **Meta-cognitive Strategies** (related to planning, monitoring and evaluating)

2) **Cognitive Strategies** (it's about manipulating to improve comprehension)

3) **Affective Strategies** (are social interaction operated to support the comprehension of information)

**Question 9:** Do you find learning vocabulary difficult? a. Yes  b. No

Explain why.....

**Question 10:** What kind of difficulties do you face when learning new vocabulary? (You can tick more than one answer)

a. Pronunciation  b. Meaning  c. Spelling

d. Length and complexity  e. Range of connotation and idiomaticity  f. Grammar

**Question 11:** Do you think that the strategies used by the teachers are enough to develop your vocabulary acquisition? a. Yes  b. No

**Thank you for your cooperation**

## Appendix 2

### Questionnaire for Teachers

Dear teachers,

You are kindly invited to answer this questionnaire that aims at investigating the vocabulary learning of English as a foreign language and the different vocabulary learning strategies you really think your students use when they are learning English vocabulary. We would be very grateful if you could answer the questions below.

#### Part I: General information

1. Gender:

Male

Female

2. How long have you been teaching English?  years

#### Part II: Learning EFL Vocabulary

1) Please circle the option that best describes your opinion according to the following scale:

1.....Totally Agree

4.....Disagree

2.....Agree

5.....Totally Disagree

3.....Neither Agree nor Disagree

1. Learning a foreign language is essentially learning its vocabulary.

1                    2                    3                    4                    5

2. Vocabulary is less important than grammar in the process of learning English.

1                    2                    3                    4                    5

3. Vocabulary constitutes a structured framework easy to describe.

1                    2                    3                    4                    5

4. The culture of a particular community is reflected by its vocabulary.

1                    2                    3                    4                    5

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**5.** Learning vocabulary is hard and needs great efforts.

1                    2                    3                    4                    5

**6.** Anyone can expand his vocabulary simply through reading a lot.

1                    2                    3                    4                    5

**7.** Vocabulary must be completely learnt through self-learning.

1                    2                    3                    4                    5

**8.** Learning a big amount of vocabulary can only be obtained by memorizing individual words.

1                    2                    3                    4                    5

**9.** Repetition is the best way to remember words.

1                    2                    3                    4                    5

**10.** Guessing the meaning of words in context is one of the best ways to learn vocabulary.

1                    2                    3                    4                    5

**11.** Words studied should be put to use before they are finally learnt.

1                    2                    3                    4                    5

**12.** Using a language (listening, speaking, reading and writing) is more important than memorizing words.

1                    2                    3                    4                    5

**1) Please answer these questions:**

**1.** Do you think that your students enjoy learning the vocabulary of English?

Yes

No

**2.** Do you think that your students make use of the vocabulary they are learning outside classroom?

Yes

No

**3.** Do you think that your students study English vocabulary mainly because they consider it very useful for the future?

Yes

No

**4.** Do you think that your students study English vocabulary mainly to understand movies, songs, videogames...etc.?

Yes

No

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5. Do you think that your students learn English vocabulary mainly to communicate with foreign friends or relatives?

Yes

No

6. Do you think that your students consider that they know enough vocabulary when facing an exam?

Yes

No

2) Which of the following steps for learning vocabulary do you think your students use? (You may tick (√) more than one)

1. Guessing from contexts (Encountering new words)

1. Repeating new words orally (Getting the word form)

3. Using monolingual dictionaries (English / English) (Getting the word meaning)

4. Memorize and repeat words in different contexts (Consolidating word form and meaning in memory)

5. Using collocations (Using the word)

**Part III: Teaching EFL Vocabulary**

1) Please circle the option that best describes your opinion according to the following scale:

1.....Totally Agree

4.....Disagree

2.....Agree

5.....Totally Disagree

3.....Neither Agree nor Disagree

1. Vocabulary requires a systematic teaching of forms and meanings.

1                      2                      3                      4                      5

2. Words must not be presented in isolation but grouped (in nouns, verbs, word families, etc.).

1                      2                      3                      4                      5

3. It is important to analyse word structure.

1                      2                      3                      4                      5

4. The teacher must select a certain amount of words to make a list so that learners can memorise them.

1                      2                      3                      4                      5



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- a. Always      b. Often      c. Sometimes      d. Rarely      e. Never

7. Students make use of vocabulary learning strategies to make decisions about planning, monitoring, or evaluating the appropriate method to study. **(Metacognitive Strategies)**

- a. Always      b. Often      c. Sometimes      d. Rarely      e. Never

2) Which VLS you think it is important to use in classroom? (You may tick (✓) more than one).

- 1. **Input-based strategies** (Extensive reading and asking for L1 translation)
- 2. **Output-based strategies** (Taking notes and speaking with native speakers)
- 3. **Cognition-based strategies** (mnemonics and contextual guessing)
- 4. **Strategies for Remembering Words** (By creating a mental image of the word, by noting the structure of part or all of the word, by linking the word to the situation in which it appeared.)
- 5. **Semantic strategies** (Thinking of synonyms to build a network of interlinking concepts.)
- 6. **Vocabulary Learning and Practicing Strategies** (Word and structure analysis, the learning of cognates, using a dictionary.)
- 7. **Planning strategies** (choosing words, aspects of word knowledge, and strategies)
- 8. **Source strategies** (using a dictionary, guessing meaning from surrounding context)
- 9. **Processing strategies** (used to reinforce acquired knowledge through the use of noticing, retrieval and generation)
- 10. **The discovery category** (Ask one's classmate or friend, ask one's teacher, use dictionary)
- 11. **The retention category** (Memorize with or without a word list, Keep a vocabulary notebook)
- 12. **The expansion category** (Listen to a radio, watch television, surf the internet)

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

.....  
.....

4) Which VLS you use the most in your classroom? (You may tick (✓) more than one).

- 1. **Direct Approach** (Put the words and their definitions on individual cards, say the words aloud or write them over and over again as they study)
- 2. **Use Mnemonics** (Associate words with their functions, use natural word associations, such as opposites, associate words with context.)

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**3. Indirect Approach** (Read a series of texts on a related topic, guess the meaning of words from context.)

**5.** In your opinion what are the difficulties encountered by students when memorizing new vocabulary? .....

.....

**Thank you for your cooperation**