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The Effect of Teaching the Connotative Meaning in Developing Students
Vocabulary Retention

A Case Study of First Year Master EFL Students at Mila University Centre

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Didactics of Foreign Languages

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Abstract

The issue raised in this research work at length below constitutes the field of inquiry into the effect of teaching the connotative meaning in developing students' vocabulary retention. More importantly, it was also concerned with the use of connotations as a pedagogical tool to develop learners' proficiency in foreign language learning. The basic hypothesis that was used in this study set out that students' attitudes towards the use of connotative meanings in foreign language classes would be a positive one. They may agree that connotative meanings help them to build new knowledge and expand their vocabulary. A descriptive method is opted for in the present study. That is to say, it attempts to describe two variables, the use of connotation as the independent variable and its role in enhancing students' vocabulary retention as the dependent variable. Moreover, the data were gathered through the use of two semi-structured questionnaires that administered and addressed to thirty-five first year of master EFL students and twenty EFL teachers at the Department of Foreign Languages at Mila University Centre. The research findings reveal that teachers' use of words that have implicit meanings in the educational learning process is of great importance. Accordingly, using connotative meaning in EFL classes helps learners to build up a set of word knowledge which in turns enables them to enhance their vocabulary retention. On the basis of this result, the hypothesis confirmed that students need to use connotation as an efficient tool to enrich their vocabulary.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

L1: The First Language (The Mother Tongue)

L2: Second Language

LLS: Language Learning Strategies

VLS: Vocabulary Learning Strategies

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General introduction

The importance of connotation in language acquisition goes uncontested. It is evident that connotative meaning is indispensable for successful (understanding and interacting) communication in any language. More than that, connotative meaning is considered to be an important pillar in the Teaching-Learning process; a key factor in facilitating the teaching-learning process which aims at success and excellence. Recently, scholars agree that using connotation in foreign language classes is beneficial since it expands students' L2 vocabulary. From this regard, applying connotative meaning in the field of foreign language teaching is mainly concerned with the development of vocabulary learning. This is the rationale, exactly behind the present research where connotation provides learners with the knowledge they need to expand their vocabulary retention. That is to say, vocabulary is needed for mastering the language and for communicating successfully. It is essential in both: the language understanding and eloquence. Therefore, developing a large linguistic repertoire and occupying an advanced communicative competence are both interrelated with vocabulary. A field of study vocabulary has been neglected in foreign language teaching and learning for the past decades. Consequently, learners face the issue of lack of vocabulary, and they identify vocabulary acquisition as well as vocabulary retention as a difficulty. Therefore, in order to deal with these obstacles, EFL learners need to be exposed to the foreign language vocabulary in multiple contexts through a vocabulary techniques and strategies (Schmitt, 2008). These vocabulary techniques, like guessing from the context, applying mnemonic techniques and other referential procedures, can assist EFL learners to cope with unfamiliar words, recall them promptly over long term, and apply the acquired words in communicative contexts correctly. In the same vein, denotation and connotation are inseparable. Each one is a side of the meaning coin. A full linguistic knowledge cannot take place with denotation standing alone; it unavoidably requires the appearance of connotation. Connotative meaning refers to

the wide range of associations with words. Leech (1974) advocates that connotative meaning is the cultural or situational association a word convey by virtue of what it refers to, beyond its conceptual meaning. Connotation lands above mere referent by attributing in the real world application. They vary according to culture, historical period and even an individual experience. Actually, not all speakers of a certain language speak their language based on the same conceptual sense. Each of them has an individual perception of terms in different fields such as politics, literature and advertising. Whereas denotative meaning is the precise, literal meaning of a word existing in dictionaries, Larson (1984) notes that denotative meaning is also referred to as primary meaning. It is the sense a word holds as its first meaning that is the meaning most familiar and more used among speakers. Depending on how a word is used, it can connote different things. What is sure, connotation; is one of the most critical things to consider when it comes to word choice in an academic context or conversations. Connotations set the tone when writing and speaking, and clarify one's intention; they can elicit certain emotions or help to provide distinct impressions. Arguably, one cannot deny that connotative meaning is a good procedure that engages students in careful study of different vocabulary items.

Perhaps the reasons that have drawn us to choose this topic are objective and subjective: The objective ones are as follows:

- Subject novelty, In particular, it deals with the effect of connotative meaning on improving the retrieval of items for students.
- The extent to which the teaching of the connotative meaning contributes to making the learner aware of a wide range of vocabulary items.

As for the subjective reasons, they are manifested in:

- The desire to search in the field of education, and we have chosen the university stage as the most eager to teach this concept as the main subject that needs be acquired.

1. Statement of the Problem

One of the most occurring obstacles in learning any foreign language is the lack of vocabulary. This deficiency maybe an outcome of memory issues that is why we focus on the process of vocabulary retention as a great part of vocabulary learning. Therefore, we think that if we want to enhance learners' vocabulary, we should try to initiate our learners to how they retain linguistic items through their connotative meanings. Since the intended meaning is words carrying more intense senses which permit longer and deeper storage of items, vocabulary would be effectively retrieved. Weak performances in EFL learners' retrieval may be due to learners' insufficient usage of connotative meanings. From another side, building vocabulary growth through intended meanings is a fruitful and complex process that needs understanding and more careful guidance. However, teachers do not devote enough time and focus on intended senses. An important question to consider, how can connotations contribute in the development of EFL learners' vocabulary retention?

2. Aims of the Study

This research work aims at investigating the effectiveness of connotations in increasing learners' vocabulary knowledge, and fosters their short and long-term word retention. This study seeks also to raise students' awareness of the issue at hand.

3. Significance of the Study

The study examines the effect of connotative meaning in enhancing students' vocabulary retention. Since no study has been conducted to report such performance and the relationship between connotations and vocabulary retention, this study contributes directly to teachers' as well as students' understanding of the nature of connotations in relation to vocabulary proficiency and retention. Consequently, among the previous studies that have approximately dealt with this topic, we mention: The Effect of Cultural Transfer of Connotative Meaning of Vocabularies on Iranian EFL Learners' Reading Comprehension,

prepared by Narjes Mabhoot, and Mitra Zeraatpishe. It is an article in *Theory and Practice in Language Studies*, this study focused on understanding a word's cultural connotation which is an absolutely necessary part of what Read (1993) calls "depth" of vocabulary knowledge (how well they know particular words). More importantly, the article further focused on Connotative meanings of vocabularies in rising EFL learners' reading comprehension which in turns could help only if the learner himself/herself has a widespread comprehensive knowledge and information relating to the subject which is dealt with. However, this study did not expand much in the field of what is the effect of using the connotative meaning in developing the students vocabulary mastery , and how this concept could be applied, so this research attempted to expand the topic further. On the other hand, many studies have been widely carried focusing on investigating vocabulary teaching and vocabulary learning strategies. Applying implicit and explicit vocabulary teaching strategies, Al-Darayseh (2014) investigated the impact of a combination of both vocabulary teaching strategies on developing EFL learners' vocabulary size and their reading whose findings revealed that the combination of explicit and implicit vocabulary strategies has proved to be effective in increasing students' vocabulary size and their reading skill. It can be inferred from the explanation above that perception on vocabulary teaching and vocabulary learning and strategies in teaching and learning vocabulary play crucial role for the improvement of vocabulary instruction and students' vocabulary mastery. However, very few extensive researches have tackled both of connotative meaning teaching and vocabulary acquisition and retention. Given these problems, the present thesis aims to present connotative meaning as an approach to foreign language vocabulary instruction. It seeks to investigate the effectiveness of this approach in improving students' vocabulary retention. Departing from the description above and as an attempt to fill the gap, the present study was conducted to answer the following research questions:

- What are the factors behind the lack of vocabulary acquisition of first year Master students of English at University of AbdElahfid Boussouf Mila?
- What strategies can teachers use for a better improvement of vocabulary retaining?
- How can connotations contribute in the development of EFL learners' vocabulary retention?

These questions can be combined into a single broad question:

- To what extent does the use of connotative meaning help EFL learners enrich their vocabulary retention?

Basically, corresponding hypothesis are suggest as well to respond to the stated questions, they are:

- Students' attitudes towards the use of connotative meanings in foreign language classes would be a positive one. They may agree that connotative meanings help them to build new knowledge and expand their vocabulary.
- We hypothesize that connotative meaning have a great contribution to the development of EFL learners' vocabulary retention.

There is no doubt that, if teachers continue to expose students to connotative meanings and ask them to answer related questions, and if no opportunity is given to students to experience only denotative meanings as a pleasurable activity they will hardly build a community of students who love vocabulary, practice it and retain it easily.

What is actually needed is an approach that helps students not only improves their vocabulary but also consolidate their knowledge of the language system. A relevant approach seems to be connotations as it focuses both on language and vocabulary skills, i.e., students use connotative meanings and enrich their vocabulary retention. It is therefore, hypothesized that implementing intended meanings in classrooms and giving it an important share in the curriculum may solve many of students' problems in learning and vocabulary in particular.

Connotation is neither presented as an alternative to denotation nor as an extra-supplementary activity but as a complementary approach that can be used hand in hand with denotative meaning.

4. Means of the Research

This study sets out to describe learners' attitudes towards connotation and investigates the reasons behind EFL learners' weaknesses in vocabulary retention. In addition, it seeks to explore learners' vocabulary learning, and finds a link between the strategies they use and their learning efficiency.

For the sake of gathering information, this research was conducted based on one successful method which the analytical method in which two questionnaires were sufficient to present clear results. Hence, we have realized that the appropriate tool to gather data about both students' and teachers' connotation awareness-raising to improve students' vocabulary proficiency and retention, is by questioning students as well as teachers about this issue . Students themselves, through their responses, help us to answer the research questions, investigate their knowledge and use of connotative meaning, and to collect data about their proficiency level. Teachers are more concerned with consciousness-raising of connotations than their students to urge them dealing with such concept in their classes. It is by questioning teachers to know whether or not are aware of the importance of using connotations, and to collect data about their ways of improving students' vocabulary proficiency. Thus, the students' questionnaire is administered to First year Master EFL learners of English at the Department of Foreign languages, Mila University Centre. The target population is 42 First year Master students, from whom 35 students were selected. The questionnaire aims to find out the difficulties encountered by the students of the foreign language department when learning English, with specific reference to connotation, and shedding the light on the several strategies used by these students to understand vocabulary. The teachers' questionnaire, on

the other hand, is conducted with twenty teachers of different modules; the purpose of the teachers' questionnaire is to see whether the connotation practices are exported to the students' classroom vocabulary, and how EFL teachers at AbdElahfid Boussouf dealt with connotative meaning in the learning/teaching operation.

5. Structure of the Study

In an attempt to answer the before mentioned research questions and to test the validity of our hypotheses, we proceed through three interrelated chapters, the content of which is described as follows:

Chapter one will present the denotative and connotative meanings background, the definition, types, description, and all the linguistic notions related to the connotative meaning like sense relations, collocations and phrasal verbs.

Concerning chapter two, it will reports and presents some key concepts about vocabulary. Firstly, it defines vocabulary as a set of words of language .Then; it shows the importance of vocabulary in learning language. This chapter reviews also the difficulties that face learners in the process of learning vocabulary. In addition, it highlights the strategies that learners use to learn and develop their vocabulary knowledge and retention. It will as well tackle memory and its types in relation to retention.

Chapter three, the investigative phase, which aims at finding illuminative data that, would guide the research. Tackles the research problem, addresses the raised questions, and attempts to achieve the aims of the research. It is devoted to the description of the research design, the analysis and discussion of the data collected through the students' and teachers' questionnaires along with an interpretation of the main findings. The chapter ends up with some pedagogical recommendations for both teachers and students to consider together with the limitations of the study.

Last but by no means least, we argue for the need of connotative meanings in our EFL classrooms as an instructional approach that improves students' vocabulary and language learning as we strongly recommend for this approach to be a formal part of the EFL curriculum.

CHAPTER ONE: Connotative Meaning

Introduction

A major consideration in this first chapter is put on the theoretical aspects of connotative meaning representing the core interest of our research work. Far from being recognized as one of the most critical things to consider when it comes to word choice, this chapter focuses on connotative meaning as an approach to EFL vocabulary development, which has to be carefully attended to.

Undoubtedly, language is subjective in nature, and it is able to arouse multiple psychological responses from different people. Arguably, the chosen words in a context can entirely shift the sentence meaning and the communication's aim. It is true; then, language learning is not simply a matter of acquiring words. It is a matter of correctly relating words to the things and for what they stand. It is the need of knowing how meanings of words vary from one cultural context to another. It is worthy to mention that words are not limited to one single meaning. In which, most of the words do not simply express a thought, but also express feelings beyond the word's literal meaning.

This chapter aims at reviewing the research studies and related literature concerned with the teachability of connotative meaning as an essential tool needed to ensure the development and retention of vocabulary. Therefore, a detailed definition of connotative meaning as an important aspect of every foreign language classroom is provided. A definition of denotative meaning is also provided being the level of meaning emphasized in our EFL classrooms. The chapter has also discussed the connotative meaning types, dimensions and related components. As aforementioned, knowing the connotation of a particular vocabulary item would be of great importance for those language learners who are studying at a more advanced level of English.

The chapter further exposes, by and large, an evident explanation about sense, reference and its related constituents that permit students to extend their knowledge in foreign language classrooms. Sense relations show the bound between words and their meanings. Becoming aware of lexical relations interference and association with meaning is such a practical method for acquiring vocabulary. Cohesion and coherence as well contribute to maintain a clear meaning. Essentially, having a good knowledge of collocations helps learners' enrich their vocabulary, thus it helps them to produce clear and accurate utterances and sentences. On the other hand, shortage of such knowledge may lead to mistakes and using words inappropriately which rise from arranging words in a wrong order. Eventually, phrasal verbs are very important because they form so many idiomatic expressions in the English language, in the sense that they make our speech more natural and fluid. Thus, students need to learn all the main notions/principles behind connotative meaning which are presented in this chapter, namely, 'sense relations', 'collocations', 'cohesion and coherence', 'and 'phrasal verbs' to have an intense clarification of what connotation is and how it functions.

1.1 Definition of Denotation and Connotation

It is arguable that all words have denotative and connotative meanings, and both give power to understand any word. In this sense, Jackson (1988) emphasizes the idea in the following terms: "...denotation and connotation meaning concern with the relation of a word to the world" (p. 58). From the above quote, it is crystal clear that, the terms denotation and connotation are particularly associated with each other because both contribute to build the specific meaning of a word.

McCarthy, O’Keeffe, and Walsh (2010) in the same concern attract our attention to the fact that “Denotative meaning is the core meaning of a word or phrase; it is the literal meaning” (p.18). The term denotation describes the basic meaning of a word. That is to say, it is the first idea that comes in the individuals’ mind. In other words, it is the first meaning or usage which is common to most people when the word is said in isolation.

It seems, however, expressing the first meaning of a word is not enough and it should be accompanied with connotative meaning. McCarthy, O’Keeffe, and Walsh (2010) explain:

Connotative meaning may be specific to each individual. For example, home means the place where you live. Home also has emotional meaning associated with it and these are often subjective. Home can mean a place of comfort and security, a warm and loving place with my family, and so on. (p.18)

In this respect, the authors provide an explanation and example of connotative meaning. For them, the connotative meaning of a word is associated with peoples’ feeling and opinion. It is changeable when it is combined with a certain word.

In addition, Brinton (2000, p. 132) said that “words have literal or referential meanings (denotation) but also evoke feelings, attitudes, or opinions (connotations)”. Yule (1985) said that “denotative or conceptual meaning covers basic, essential components of meaning which re conveyed by the literal use of a word” (p. 92).

In due course, connotative meaning is an additional sense implied or associated with the word. Connotative meaning is subjective and not shared in the same way by all speakers of a language. The degree of the connotative value is different for everyone since the way one perceives something in this universe, and his or her individual experience of language is different; it depends upon the culture, geographical area and historical period. It emerges as a result of affective or emotional feeling. For example, the words thin, lean, skinny, bony, slender and slim has a similar denotative meaning, but different connotations.

The words thin and lean are the most general and have a neutral connotative value. The words skinny (very thin, especially in an unappealing and unhealthy way) and bony (extremely thin and with prominent bones) have a negative connotation. One will feel disagreeable if he or she is said skinny or bony because these words implicitly express undernourishment or lack of nutrition. While the other two words slender (gracefully and attractively thin), and slim (pleasingly thin and well-proportioned) carry a positive connotation. Hence, one feels more comfortable if he or she is called slender or slim.

In another example, the word dog, as understood by most British people, has a positive connotation of friendship and loyalty; whereas the equivalent in Arabic is understood by most people in Arab countries has a negative association of dirt and inferiority (Ahmadin, 1996).

Based on the aforementioned examples, the connotative meaning can be divided into two types, namely positive connotative meaning and negative connotative meaning. Apart from these two types, there is neutral connotative meaning that most of them are jargon. Thus, the first type of connotation is the positive connotation often referred to as "the favorable connotation". In this type, a person feels good about the word or the word makes them happy. In this, the words are giving the positive impact to a person for example :using the word "challenging "instead of "difficult", and" childlike "instead of "childish" carries the positive impact and so these are the positive connotations. Moreover, the second connotation category

is often called the negative connotation "unfavorable connotation". Those terms are considered to be negative when the words describe the negative qualities, disabilities, or disrespect of a person. For example the use of the word "Buddha" for an old person always shows disrespect. Then, the third type of connotation is neutral connotation which is very common and widely used. In this type, the person neither develops a positive nor a negative connotation. This will be put straight forwardly in the table below:

Table 1.1

Examples of words with positive, neutral and negative connotations

<ul style="list-style-type: none"> ▪ Negative (unfavorable) connotation "Words that provoke a negative emotional response" 	<ul style="list-style-type: none"> ▪ Neutral connotation" Words that cause no emotional reaction at all" 	<ul style="list-style-type: none"> ▪ Positive(favorable)connotation "Words that make people feel good"
Shanty/shack		Cottage
Dirty underwear		Soiled linen
Cancer	Carcinoma	Lingering illness
Legal murder	Euthanasia	Mercy killing
Kick the bucket	Die	Pass away
Mad/crazy	Psychotic	Mentally unbalanced/disturbed
Skinny	Slim/slender	Svelte

Relatedly, these are just a few examples of connotations that come hand in hand. The first has a positive connotation, while the latter is negative.

Table 1.2

Some examples of connotation pairs

Positive	Negative
Statesman	Politician
Homeless	Bum
Confident	Cocky
Plagiarizer	Cheater
Inexpensive	Cheap
Invest	Speculate
Purchase	Buy

1.2 The basic sense relations

As stated in many linguists' findings and through valid pedagogic instructions, meaning is more than denotation and connotation. What a word means depends in part on its associations with other words, or as it is known the "relational aspect". To a very ideal extent, lexemes do not merely 'have' meanings; they contribute meanings to the utterances in which they occur, and which meanings they contribute depends on what other lexemes are associated with in these utterances. But still, more ideally, the meaning that a lexeme has because of these relationships is the sense of that lexeme. Part of this relationship is seen in the way words do, or do not, go together meaningfully. It makes sense to say "John walked" and it makes sense to say "an hour elapsed", but it doesn't make sense to say "an hour walked". Part of the meaning of elapse is that it goes with hour, second, minute, or day but not with John, and part of the meaning of the words hour, second, and minute is that these words can co-occur with elapse. (Kreidler, 1998).

So, the rationale behind any part of the relationship is seen in the way word meanings vary with context. A library is a collection of books (Professor Jones has a rather large

library), and it is also a building that holds a collection of books (The library is at the corner of Wilson and Adams Streets). A number of English verbs can be used in two different ways, different grammatical association, and then have slightly different meanings. We can say:

- A window broke.
- Tom broke a window. (Kreidler, 1998).

Here what happened to the window is the same, but in the first sentence broke is equivalent to ‘became broken’ and in the second it is equivalent to ‘caused to be broken.’ This means that adjectives, too, can have different senses. (Kreidler, 1998).

In addition, a lexeme does not merely ‘have’ meaning; it contributes to the meaning of a larger unit, a phrase or sentence. Take these phrases with the adjective happy. (Kreidler, 1998).

- ❖ A happy child, a happy family.
- ❖ A happy accident, a happy experience.
- ❖ A happy story, a happy report.

When happy combines with a word that has the feature [human], like child and family in the first line, it is roughly equivalent to ‘who enjoy(s) happiness’: a happy child is a child who has or enjoys happiness. In combination with words that have the feature [event] such as accident and experience, its contribution is roughly ‘that produces happiness.’ In combination with words that have the feature [discourse] like story, report its meaning is roughly: ‘containing a happy event or events.’ Each of these words has a range of meanings; each meaning is determined by its linguistic context, just as the meaning of door on any specific occasion is determined by the physical context in which it occurs. (Kreidler, 1998).

That is to say, the meaning of a lexeme is, in part, its relation to other lexemes of the language. Each lexeme is linked in some way to numerous other lexemes of the language.

We can notice two kinds of linkage (relations). First, there is the relation of the lexeme with other lexemes with which occurs in the same phrases or sentences, in the way that happy can co-occur with child or with accident, sit with chair, read with book or newspaper. These are syntagmatic relations or the mutual association of two or more words in a sequence (not necessarily right next to one another), so that the meaning of each is affected by the other(s), and together their meanings contribute to the meaning of the larger unit, the phrase or sentence. (Kreidler, 1998).

The second kind of relation is contrastive. Instead of saying ‘the judge was arbitrary’, for instance, we can say “the judge was cautious, careless, busy or irritable” and it is used with numerous other possible descriptors. This is a paradigmatic relation or relation of choice. We choose from a number of possible words that can fill the same blank: the words may be similar in meaning or have little in common but each is different from the others. (Kreidler, 1998).

As children, we learn vocabulary first through specific associations with specific things, actions, and characteristics (reference), and as we learn to recognize different instances of the ‘same’ thing, and the ‘same’ event we generalize (denotation). Slowly we learn from other members of our speech community and from our personal experiences which associations are favorable and which are not (connotation). Hence, we acquire an implicit knowledge of how lexemes are associated with other lexemes (sense relations). (Kreidler, 1998).

1.2.1 Definition of Sense Relations

According to Kreidler (1998) sense relations are “the relations of meaning between words, as expressed in synonymy, hyponymy, and antonymy” (p. 303). In other words, sense relations can be seen from the similarity of meaning as in synonymy, the inclusion of meaning as in hyponymy, and the oppositeness of meaning as in antonymy. In like manner, Cruse

(2004) classifies sense relations into two classes, i.e. those that express identity and inclusion between word meanings and those that express opposition and exclusion. Thus, simply, the first class discusses sense relations between words whose meanings are similar or included in other ones. Meanwhile, the second class discusses the sense relations between words whose meanings are opposite or excluded from other words.

1.2.2 Sense Relations of Inclusion and Identity

This class tackles word relations between lexis's that have similar meanings or included in other ones, it includes the notions of synonymy, homonymy, polysemy, and hyponym

1.2.2.1 Hyponymy

One of the most important structuring relations in the vocabulary of a language is hyponymy. As stated by Lyons (1968)

The term hyponymy is not part of the traditional stock-in-trade of the semanticist; it is of recent creation by analogy with synonymy and antonymy. Although the term may be new, the notion of hyponymy is traditional enough; and it has long been recognized as one of the constitutive principle in the organization of the vocabulary of all languages. It is frequently referred to as inclusion. (p. 85)

In the same line of thought, Richards and Schmidt, (2002) stated that hyponymy is “a relationship between two words, in which the meaning of one of the words includes the meaning of the other word.” (p.243). such a relation is often described as one of inclusion in the sense that (orchid), (tulip) and (rose) are included in (flower), and (lion) and (elephant) in (mammal). Similarly, (scarlet) is included in (red). Inclusion is thus a matter of class membership. The “upper” term is the superordinate and the “lower” term is the hyponym. Furthermore, Lyons (1977) explains that the difference between the term hyponymy and the term inclusion is that while the former is used in semantics, and the later is often used in

logic. So “hyponymy” is a relation of inclusion and a “hyponym” includes the meaning of a more general word. As far as we suggest the following examples to explain the term “hyponym”:

- ❖ Dog and cat are hyponyms of animals.
- ❖ Sister and mother are hyponyms of woman.

This means that a word can appear several times in hierarchy. For instance, the word “animal” can be used as a superordinate to itself and others to contrast with birds, fish and insects. Palmer’s figure illustrates this point clearly:

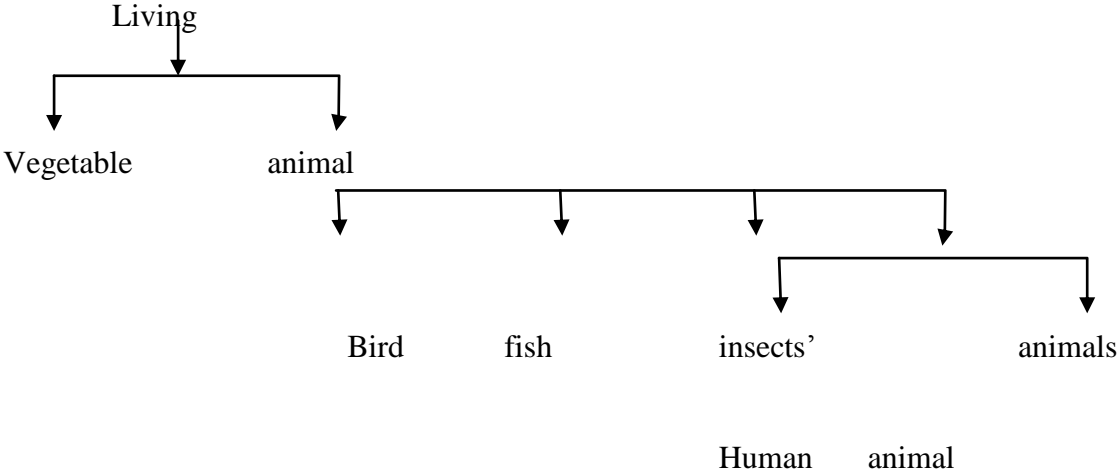


Figure 1.1 *Palmer’s figure of hyponymy relations (Palmer, 2000)*

In the same vein, Aitchison (2003, p. 95) asserts that “each entry has under it a list of hyponyms (i.e. lexical items subsumed under it)”. Its main drawback is that it does not distinguish between the stylistic or social variables which control the choice of synonyms). Additionally, hyponymy can be seen in the following diagram:

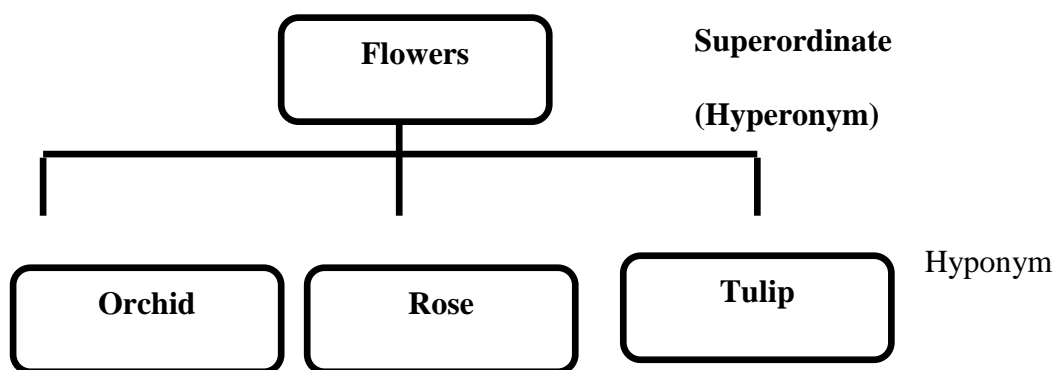


Figure 1.2 Model of Formation of Hyponymy Sense Relation between Words

Hence, it is clear from the above diagram that the flower is the general term which includes orchid and other types of flowers such as rose and tulip. **Co-hyponyms** are the kind of relationships that link subordinate elements like orchid, rose and tulip together.

1.2.2.2 Synonymy

True, synonymy is one of the characteristic features of the vocabulary of natural languages. English as a highly developed language is known for its copious stock of synonyms. As Palmer (1976) suggests, synonymy refers to the “sameness of meaning”, so we say for the set of words having the same meaning {synonymous}, or they are {synonyms} of one another. Hence, when we find two or more words with the same meaning as boy /lad, big / large, dislike / hate, we say they are synonyms.

Objectively stated, Saeed (1997) puts forward that “synonyms are different phonological words which have the same or very similar meanings”(p. 65).Some examples might be the pairs below: Couch / sofa, boy / lad, lawyer / attorney, toilet / lavatory.

Admittedly, different words can have one meaning as Hill (1969) states that “different lexemes may be connected to a single semantic unit” (p.47). This relationship is generally called synonymy.

In fact, English is very rich of synonyms because of borrowing ,it has often been suggested that “English is particularly rich in synonyms for the historical reason that its

vocabulary has come from two different sources, from Anglo- Saxon on the one hand and from French, Latin and Greek on the other”(Palmer ,1981, p. 88).

Therefore, we notice that many words have Latin origin synonyms as in: buy / purchase, world / universe, eye / ophthalmic, kingly / royal, etc. Although synonyms are defined as the “sameness of meaning” nonetheless, we find that some semanticists think that there cannot be real synonyms; Palmer (1981) states that “it can, however, be maintained that there are no real synonyms, that no two words with exactly the same meaning would both survive in a language”(p. 89).

1.2.2.3 Polysemy vs. Homonymy

Palmer (1976) in his distinction between polysemy and homonymy, argues that we can say that a given word is polysemous when this word has several meanings, and we can speak about homonymy when there are several words with the same shape or form. The dictionary has to decide whether a particular word is handled in terms of polysemy or homonymy, because a polysemous word is treated as a single entry in the dictionary, whereas the homonymous word has a separate entry for each of the homonyms. However, according to Palmer (1976), it cannot be decided whether a word is homonymous or polysemous by merely consulting the dictionary because of different reasons. First, we cannot make the same distinction in writing and speech. Second, the dictionaries base their decision up on etymology, and other reasons.

Richards and Schmidt (2002) define homonymy as “words which are written in the same way and sound alike but which have different meanings” (p. 241).They give the following examples in order to illustrate this type of ambiguity:

Our house is on the west bank of the river 1

I want to save my first salary in the bank 2

Bank in (1) and (2) are homonyms. They are written in the same way and sound alike, but their meanings are different. In (1) bank refers to ‘the side of a river and the land near it’, while in (2) it is ‘an organization that provides various financial services’. (Richards and Schmidt, 2002)

In the ball the prince invites Cinderella to dance 3

The boys like to play with the ball 4

In (3) and (4) ball are homonyms. They are spelled and pronounced in the same way but have different meanings. Ball in (3) means ‘a large formal party with dancing’, whereas in (4) it refers to ‘a round object used for throwing, hitting or kicking in games and sports’. (Richards and Schmidt, 2002) .

Here, the problem of meaning will be approached from the point of view of sense relation, taking polysemy as an example and contrasting it with homonymy in order to avoid the confusion between the two concepts.

The concept of polysemy is defined by Palmer (1976) who argues that not only different words have different meaning, but also the same word can be assigned different meanings. The phenomenon is known as “polysemy” and such a word is called “polysemous word”. In order to explain this definition, Palmer (1976) gives the following example in which the dictionary defines the word “flight” in at least the following ways:

1. Passing through the air. 2. Power of flying. 3. Air journey. 4. Unit of the air force. 5. Volley. 6. Digression. 7. Series of steps.

When considering these examples, the idea of metaphor starts to emerge once we are moving from one meaning to another, and the word appears to have both “literal” meaning and one or more “Transferred” meanings.

Ghazala (1995), in his turn, defines polysemy as a phenomenon when a word is assigned other meanings more than its common one which is the more popular and called “core meaning”. In such a way this word is called “Polysemous Word”.

Surely, questions arise as the notions of homonymy and polysemy sound close as shown above. So, if these notions have ever been different, then what was the difference? Hurford et al. (2007) conclude that the distinction between homonymy and polysemy deals with the closeness or relatedness of the senses between words. Thus, homonymy deals with different meanings, whereas polysemy deals with related meanings.

1.2.3 Sense Relations of Exclusions and Opposition

The relations of senses between words can be seen as well from their oppositeness or that the sense of a word is excluded from the sense of another.

1.2.3.1 Antonymy

Another way of putting the argument is to say that words or more particularly, the senses of words which define themselves against each other are antonymous. They do so, however, not only by being similar to each other, but also by being different. As a matter of fact, it is generally assumed that antonyms are those words which denote the direct or a word that is close to the opposite meaning of another word or words. While using antonyms, the opposite reaction or negative or positive reaction to these words can be expected. Accordingly, Justeson and Katz (1992, p. 176) assert that “antonymy is not only a semantic but also a lexical relation, specific to words rather than concepts”. In the same line of thought, Saeed (1997) describes antonyms as words which are opposite in meaning. Therefore, Jones (2002, p.1-2) defines “antonymy” as the term to mean all opposites.

1.3 Sense and reference

Various definitions concerning the notion of sense and reference are provided. Hence, the reference of a word is the relation between the linguistic expression and the entity in the real world to which it refers. In contrast to reference, sense is defined as its relations to other expressions in the language system. Thus, there are words that have a sense, but no referents in the real world. Other words may differ in sense, but not necessarily in reference, and vice versa.

The class of entities to which an expression can be applied is usually called its extension. Consequently, the referent of a word is always a member of the class of entities that constitutes its extension. The word's intension, on the other hand, is defined as the set of semantic properties which define it.

The term denotation (that is also frequently used in the sense of an extensional reference) refers to the constant, abstract, and basic meaning of a linguistic expression. Secondary meanings or associations, the expression evokes are called connotations. Ultimately, the terms reference, extension, and denotation relate to extra-linguistic reality, while the terms sense, intension, and connotation presuppose a language-internal definition of meaning. (Lyons, 1977)

1.3.1 Saussure linguistic sign theory

1.3.1.1 Signifier and signified

Ferdinand de Saussure defined a sign as being consisted of a signifier and a signified. For Saussure, both the sound pattern (signifier) and the concept (signified) were purely psychological. But signifier is now interpreted as the physical form of the sign (object). “Some people regard language, when reduced to its elements, as a naming that proves only a list of words, each corresponding to the thing that it names “ (Saussure, 1916, pp. 65- 66). This conception assumes that “readymade ideas exist before words and, it does not tell us whether

a name is vocal or psychological in nature. Finally, it makes us assume that the linking of a name and a thing is a very simple operation which is an assumption that is anything but true". It is this assumption that makes him regard language as "a system of signs in which the only essential thing is the union of meaning and sound-image, and in which both parts of the sign are psychological". The linguistic sign is a mental unit consisting of two sides which cannot be detached: a concept and an acoustic image. The linguistic sign for Saussure is the basic unit of communication; a unit within the language of the community. Signs came into existence after both concept and sound, which are not delimited in advance, are divided at the same time. These signs are arbitrarily related to other signs and value is emerged between them. As Saussure declares: "Every word in the language (langue) turns out to be related to other words, or rather does not exist except in relation to the others and in virtue of what there is adjacent to it. [...] The value of a word at any given moment exists only in relation to other similar units" (Saussure, 1993, p. 128).

1.3.2 Semiotic Triangle

Charles Ogden and Ivor Richards have presented their model of the linguistic sign as a criticism to Saussure's model of signified and signifier. It is known as the semiotic triangle which consists of three terms: symbol, thought or reference, and referent.

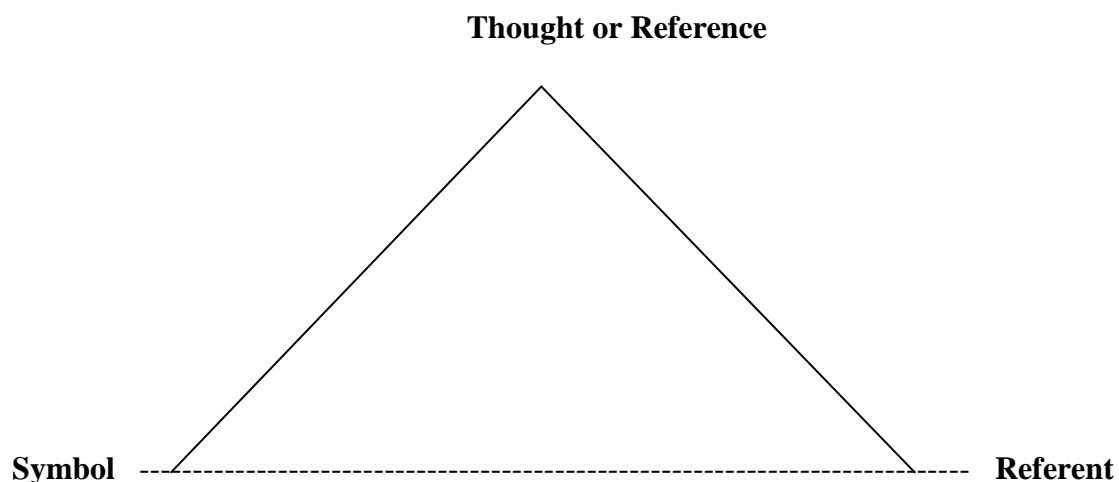


Figure 1.3 *Triangle of Reference (Ogden & Richard 1923, p. 11)*

Essentially, such a diagram visually shows that the broken line at the base of the triangle is intended to indicate that there is not inevitably any marked or direct relationship between the sign vehicle and the referent. For Saussure, the linguistic sign consists of a signifier and a signified; these are, more strictly, a sound image and a concept, and both linked by a psychological associative bond. On the other hand, Ogden and Richards viewed the relationship as a triangle. The symbol is of course, the linguistic element: word or sentence, and the referent is the object in the world while thought or reference is the concept. According to the theory, there is no straight association between symbol and referent (between language and the world) the relation is through the reference, the concept of the minds.

Statements of identity that would be mere tautologies from the point of view of the theory of reference are absolutely meaningful if one realizes diverse terms can have distinct senses. One can understand a statement like 'The Morning Star is The Evening Star' without knowing that they both refer to Venus. In fact, one may only know that 'Morning Star' refers to 'Venus'. By learning the 'Morning Star' and the 'Evening Star' are not separate senses, but a single sense; one is doing actual meaningful cognitive work by putting these two senses together. Russell and Kripke have attempted to banish the notion of sense and simply develop a theory of meaning from the concept of reference. Thus it is the concept of sense that should be given precedence over reference. This is not to deny the role of reference whatsoever, since. "to say that reference is not an ingredient in meaning is not to deny that reference is a consequence of meaning...it is only to say that understanding which speaker of a language has a word in that language...can never consist merely in his associating a certain thing with it as its referent; there must be some particular means by which this association is affected, the knowledge of which constitutes his grasp of its sense" (Dummett, 1973, p.88).

Objectively speaking, sense is definitely not an encoded referent, since the referent is distal from the sense. Instead, the sense of a sentence would naturally guide an agent to predict the referents of the sentence correctly. Sense is also not merely an encoded meaning, nor is strictly ‘in the head’ with no effect on meaningful behavior. As put by Wittgenstein (1953), “When I think in language, there aren’t ‘meanings’ going through my mind in addition to the verbal expressions: the language is itself the vehicle of thought”(p.107).Furthermore, it is a reality that sense is the fundamental upon which meaning is structured, and should be encoded in a language. In fact, according to Frege, sense can only be ascertained from a sentence in a language, and the sense of a sentence almost constantly demands an understanding of the other sentences in a given discourse. Without deciding from a number of possible senses a sentence may have, which sense the sentence does have, one cannot meaningfully act. Best of all, the need for reference in language is to form a coherent representation of discourse in the mind in which readers constantly need to relate reference by means of pronouns to previously existing nouns in the text. Writers cannot mention all the information in a text explicitly; they rely on the reader’s role to construct the necessary inferences. To comprehend a text, readers establish connections between the ideas, and express them in a different form. Briefly stated, Inferences are required to fill in the gaps since texts leave much implicit information. In more general terms, making inferences is an essential process of comprehension.

1.4 Cohesion and Coherence

Two of the greatest qualities in the writing skill are cohesion and coherence, which are considered as essential components or indicators of text comprehensibility. They are important in creating and constructing a well-organized and meaningful text. In addition, cohesion and coherence are two important and distinguished terms in each piece of writing, where all parts of the text are logically connected to form a whole. Indeed, cohesion is a basic

characteristic of coherence with regard to the linguistic features of the language, which give a sequence of sentences a coherent and logical texture. According to Tangkiengirisin (2010) “cohesion is the main source of coherence between sentences and it may also be a source of coherence within sentences” (p. 54). That is to say, cohesion creates coherence, they are linguistic terms used to describe the properties of written texts. Moreover, the concept of cohesion should not be confused with the term coherence. Coherence is about the unity of the ideas and cohesion is about the unity of structure elements. It is strongly believed that, they are two different interrelated concepts. Therefore, cohesion contributes in forming and facilitating coherence.

1.4.1 Defining Coherence

As aforementioned, coherence has long been confused with cohesion because of the traditional overemphasis on the linguistic description of texts. Consequently, the linguistic devices which signal underlying coherence relations were considered almost the only source of continuity in texts, and they were inseparable from the semantic relations they signal. Later, however, the distinction between the concepts of cohesion and coherence was made clear. The most important work that emphasized the purely linguistic description of coherence was Halliday and Hasan’s *Cohesion in English* (1976). Halliday and Hasan prefer the term ‘texture’ to coherence: “A text has texture, and this is what distinguishes it from something that is not a text (2)”. Unquestionably, putting a clear definition of coherence is not an easy task because it is a complex phenomenon that takes in a large number of constituents. Nevertheless, the Latin verb *cohere* means “stick together”. In particular, Coherence means sticking together logically. Oshima and Hogue (2006) proposed that “coherence is achieved when the sentences and ideas are connected and flow together smoothly. Each sentence should move from one sentence to the next one logically and smoothly. There must be no sudden jumps” (p. 21). This means that coherence promotes or allows the readers to move

easily from one idea to the next, from one sentence to the next, and from one paragraph to the next.

It could therefore be assumed that coherence involves the connection between parts of sentences, paragraphs, and even larger units will be clear to the reader. The writer should make the connection available to readers and the text meaningful to the readers.

Briefly speaking and as expressed by Kies (1995) quoted by Maghfiroh (2013), “any piece of writing can be coherent if the authors: 1. Know their subject well and 2. Have an eye on their audience and tailor their writing to what their readers probably know beforehand and are able to understand” (p. 20). It is meant that to create coherence, the writers should cut what is irrelevant, immaterial or unintelligible for the readers.

Based on what has already been explained, coherence is found to be a multidimensional concept. From a text-based perspective, it is a number of aspects which govern the organization of texts from the sentence level to the discourse level. Coherence is understood to be the product of collaboration between the writer and the reader. Moreover, the writer is supposed to use the textual elements of coherence respecting genre rules to help his readers understand the text with the least efforts possible. Necessarily, and most importantly, coherence is necessary if any successful interpretation of a text is to be achieved, Halliday and Hasan (1976) strongly state: “The continuity is not merely an interesting feature that is associated with text; it is a necessary element in the interpretation of text”(p. 300).

1.4.2 Defining Cohesion

Different definitions were given to the term cohesion, Halliday and Hasan (1976) state that “The concept of cohesion is a semantic one; it refers to relations of meaning that exist within the texts, and that defines it as a text”(p. 4). In other words, cohesion occurs when the interpretation of certain elements in the text depends on each other.

In the same line of thought, Brown and Yule (1983) point out that cohesion is about the lexical and grammatical linguistic mechanisms which internally link between both: the parts of the texts and the text and its context. They serve as signals that are available to the writer but not necessarily used by him. They add that they guide the reader towards interpreting the intended discourse.

Baker (1992) defines the function of cohesion as the network of lexical and grammatical relations, which brings different parts of the text together. Simply put, these relations and ties help in the creation and organization of the text by requiring the reader to interpret words and expression by reference to those in the surrounding context. Moreover, she claims that “Cohesion is a surface relation; it connects together the actual words and expressions that we can see or hear” (p. 180).

1.4.2.1 Types of Cohesion

As claimed by Halliday and Hassan (1976, p.9), cohesion is categorized into two general types: grammatical and lexical. Simply put, it is expressed either through grammar (grammatical type), or through vocabulary (lexical one). The first type is achieved by the use of devices such as: reference, ellipsis, substitution, and conjunction. Meanwhile, lexical cohesion is classified into two categories, namely reiteration and collocation.

1.4.2.1.1 Grammatical cohesion

It is worth mentioning that grammatical cohesion is one way to achieve clear connections between sentences. It refers to different grammatical devices, which can be used to link the different parts of texts and make relations among them more explicit. Grammatical features are woven together across sentence boundaries. This means that it aims to help the writer or the speaker to establish relationships across the boundaries of sentences or utterances and help to hold texts together. Moreover, this type is divided into-sub types. Halliday and Hasan (1976) provide us with specific components of grammatical cohesion by

classifying them into several categories which are references, substitution, ellipsis, and conjunctions.

1.4.2.1.1 Referencing

One of the most common subcategory of grammatical cohesion is "reference", which is concerned with what a word refers to in a discourse or a text that contributes to the coherence of the text. "In written text, referencing indicates how the writer introduces participants and keeps track of them throughout the text" (Eggins, 1994, p. 95). In addition, Witte and Faigly (1998) state that, "Reference cohesion occurs when one item in a text points to another element for its interpretation" (237). This means that it can be identified as a situation in which one element cannot be semantically interpreted unless it refers to another element in the text. In other words, reference features cannot be interpreted semantically without referring to some other feature in the text. It seems on the whole that the use of reference cohesion helps the writer to avoid repetition as Akindele (2011) points that "referring expressions help to unify the text and create economy because they save writers from unnecessary repetition"(p. 102). To illustrate, we take the following personal example: 'Iokman bought a car. It was expensive. In this example "It" refers to the car, so "It" expresses reference cohesion. In addition, references are characterized in two ways, they can be "**Exophora**" and "**Endophora**" as provided by Halliday and Hasan (1976) "reference may be exophoric or endophoric which the first one "is one does not name anything; it signals that reference must be made to the context or situation" (p. 31). On the other hand, endophoric reference refers to the text itself in its interpretation, and it has two subtypes, "**anaphora**" "refers to the presupposition of some elements that have been mentioned before, for instance Susan plays the piano. She likes music. However, "**cataphora**" refers to the presupposition of some elements that is to follow for example when he arrived home, John went to sleep. Halliday and Hasan (1976) summarized the types of reference in the following diagram.

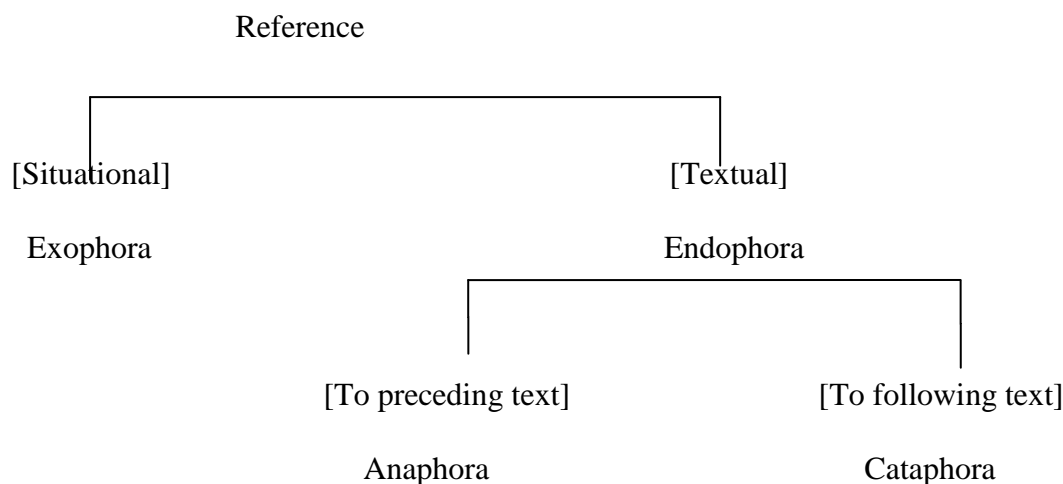


Figure 1.4 *Types of reference (Halliday & Hassan, 1976, p. 33)*

1.4.2.1.1.2 Substitution Devices

Another cohesive device relevant for the present investigation is substitution, that refers to one identical linguistic element is not repeated but is replaced by another item.

According to Mather and Jaff (2002) “a word is substituted for the referent that is not identical in meaning or carries some differentiate, but performs the same structural function” (p. 02).

Halliday and Hasan (1976) define substitution as “a relation between linguistic items, such as words and phrases, where the replacement of one item by another takes place” (p. 88).

This following example illustrates the notion of substitution:

- I left my pen at home. Do you have one? In this example, 'One' is replaced or substituted by the word 'pen'.

Sincerely speaking, it is important to notice that substitution and reference are different in terms of linguistic system, or in other words, they are not the same in what and where they operate. Halliday and Hasan (1976) argue that: “In terms of the linguistic system, reference is a relation on the systematic level, whereas substitution is a relation on the grammatical level, the level of grammar and vocabulary, or linguistic form” (p. 89). A widely accepted view is that, reference is concerned with relations related with meaning, while substitution is concerned with relations related with wording.

As such, substitution may function as **a noun, a verb, and a clause**. **Noun** is corresponded to 'nominal substitution' where the noun or nominal group can be replaced by another noun. "One"/ "ones" and "same" always function as a head of nominal group. For example: there are some new tennis balls in the bag. These ones have lost their bounce". In this example, "tennis balls" is replaced by the item "ones". In addition, '**verbal substitution**' is expressed by means of the verb 'do' that functions and operates as ahead of verbal group, which always takes place at the end. To exemplify: I advise you to win the game before I do. Here 'do' substitutes 'to win the game'. As far as '**clausal substitution**' is concerned, it refers to where the clause can take positive form "so" and negative one "no". For example, 'Is there going to be an earthquake? 'It says so' (Halliday&Hasan, 1976, p. 130). Here in this example 'so' substitutes the clause 'going to be an earthquake'.

1.4.2.1.1.3 Ellipsis

Another way to establish cohesion is the use of ellipsis. It is concerned with the delete of some elements in a text, without changing the meaning of that text. Harmer (2004) defines ellipsis "(...words are deliberately left out of sentence when the meaning is still clear". That is to say, it does not mean that what is unsaid is not understood, by contrast unsaid implies but understood. Furthermore, what is important in ellipsis is that some elements are omitted, but the meaning is still understood and clear. According to Nunan (1993) ellipsis is "when essential structural element is omitted from a sentence or clause and can be recovered by referring an element in the preceding text" (p. 25).

The relationship between ellipsis and substitution is very close. Thus, substitution is similar to ellipsis in some way. Ellipsis is entirely described as a form of substitution in which the constituent is replaced by zero (0). Likewise, in substitution, ellipsis can function as a noun, verb or clause. Kennedy (2003) argues that "Ellipsis is the process by which a noun phrase, verbal phrase, or clauses are omitted or "understood" when they are absent"(p. 324).

Briefly stated, **nominal ellipsis** refers to ellipsis within the nominal group, where it is omitted. To give an instance, 'My sisters like practicing sport, in fact both (0) enjoy swimming'. In this example in the second sentence, the nominal group 'my sisters' is omitted, but the meaning is still clear and understood.

Verbal ellipsis on the other hand involves the omission of the verb. To illustrate this, we advance this personal example:

A: have you been working?

B: yes, I have (0).

So here, in this example, the omission or the deletion of the verbal group depends on what is before and it is concerned with "been working".

In addition to **clausal ellipsis**, this is concerned with the omission of the whole clause. For example:

A: Have you spoken to the teacher?

B: (0) I have (0)

1.4.2.1.1.4 Conjunctions Devices

Conjunctions are the last type of grammatical cohesion that involves the use of formal tools to combine sentences, ideas and paragraphs logically. Halliday and Hasan (1976) advocate that "conjunction words are linking devices between sentences or clauses in a text" (p.320). Conjunctions express the logical semantic relation between sentences rather than between words and structures. In other words, conjunctions structure the text in the logical order that is meaningful to the reader or the listener. Hyland (2005) identifies them as "frame markers", such as first, second, and next which are used to arrange information within discourse. Conjunctions are divided into four (4) types according to Williams (1983) based on the work of Halliday and Hasan (1976). They are 'additive conjunction', which involves adding information by using (and, in addition, moreover...). Adversative conjunctions are

used to express contrasting, results, or opinions. Adversative conjunctions act to indicate “contrary to expectations” and they are signaled through (however whereas, while, yet, but...etc.). Furthermore, 'Causal conjunctions' which introduce “cause/effect” relationship, they are expressed through (so, thus, because, consequently, due to...etc.). The last type refers to 'temporal conjunctions' that involve expressing the time order of the text, they are signaled through (then, soon, finally...etc.). It should be mentioned in this respect that these all enhance the ability of a text to be successfully interpreted and understood.

1.4.2.1.2 Lexical Cohesion

Lexical cohesion is another important type of cohesive devices that is established through the structure of lexis and vocabulary. According to Bloor (2004), lexical cohesion involves meaningful connections in text that are created using lexical items and that do not intrinsically involve grammatical cohesive devices. It is divided by Halliday and Hasan (1976) into two main categories: reiteration and collocation.

1.4.2.1.2.1 Reiteration

It involves the repetition or the restatement of lexical items in order to emphasize them. Four means can be used: repetition, synonyms/near synonyms, subordinates, or general words.

1.4.2.1.2.2 Collocations

1.4.2.1.2.2.1 Defining Collocation

The word is not just a single element as it comprises a set of words. Most students in a foreign language need to learn various words for successful learning. McCarthy, O’Keeffe, & Walsh (2010) mention that:

Collocation is all about how likely it is that two words will occur next to each other, or very near each other. For example, it is likely that we will find that bright and light

will occur together, as will bitterly and cold. Bright light and bitterly cold are collocations. (p.28)

Collocation deals with the combination between words. It is principally described as a set of words which serve a particular meaning. When the words are combined to each other, they form collocation. Thus, it will aid students to figure out the meaning of different words. In the same line of thought, Crystal (1994) claims that: “The use of a right collocation depends on the mutual expectancy of words not a free combination”(p. 162). From Crystal’s point of view the lexical items that involve collocations are always linked to serve a specific meaning. According to Nesselhauf (2005), “The most important aspect of knowing a word for non-native learners is the collocation of new vocabulary” (p. 1). In other words, learning different collocations help the learners to know new words. Thus, it mainly increases vocabulary knowledge. In this respect, collocations are typically characterized by the following criteria:

Criterion 1: Collocations consist of two or more than two words which are habitual co-occurrences of words.

Criterion 2: Collocations have restricted semantic relation. That is why we can say strong tea but not powerful tea.

Criterion 3: Collocations do not have meaning transfer in their Combination like idioms.

1.4.2.1.2.2 The Nature of Collocation

Certainly, the vocabulary of a language is organized according to two main structuring tendencies: paradigmatic relations and syntagmatic relations. The former “reflects the semantic choices available at a particular structure point in a sentence”, whereas the latter “holds between items which occur in the same sentence, particularly those which stand in an intimate syntactic relationship” (Cruse 2000, p. 148). According to the classification of lexical

items, collocations constitute one type of syntagmatic relations. Chodkiewicz (2000) presents lexical organization as follows:

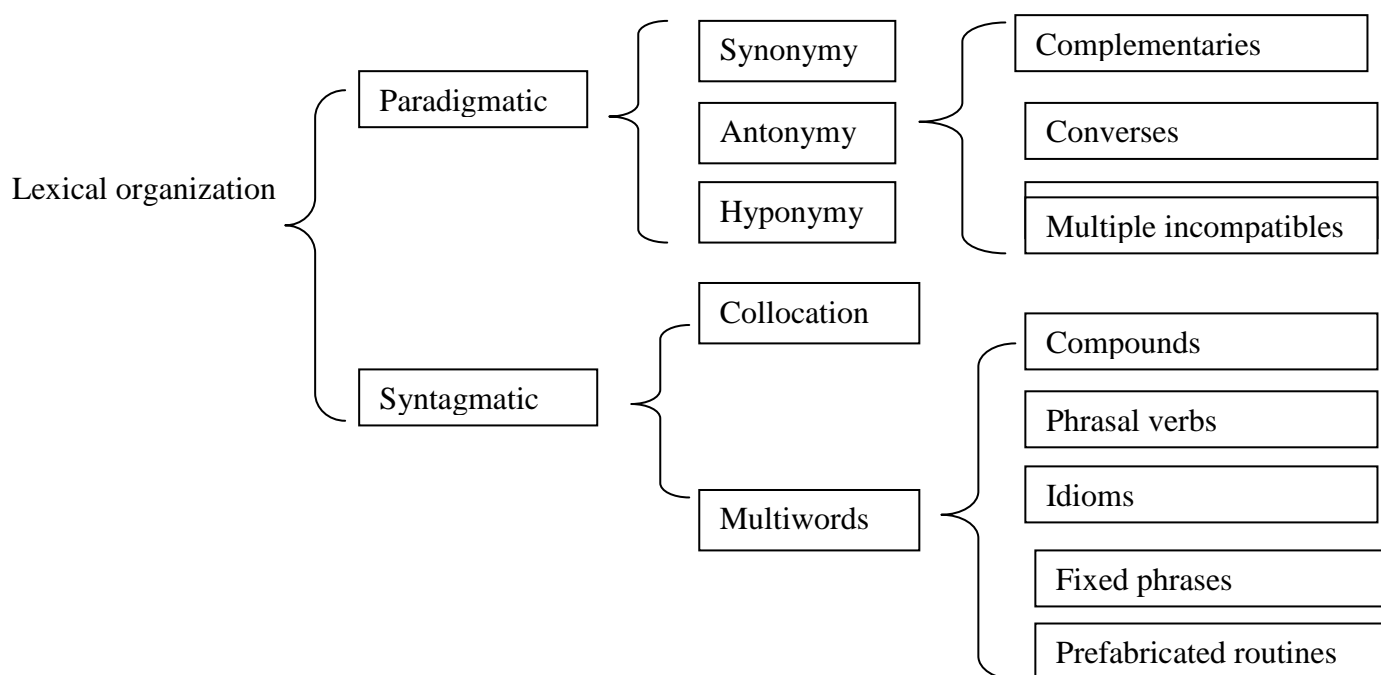


Figure 1.5 *Types of Lexical Organization (adopted from Arabski, J and Wojtaszek, A, 2010, p.127)*

However, Howarth (1998) presents his view on the nature of collocation in the form of a four-part model for collocation: free combinations, restricted collocations, figurative idioms and pure idioms. These combinations are overlapped as a result of the degree of fixedness, idiomaticity, lack of analysis and stylistic conventionality. Each category was further divisible into lexical composites or grammatical composites (Nesselhauf, 2005, pp. 15-16).

1.4.2.1.2.2.3 Vocabulary Teaching and Collocations

Surely, learners' vocabulary keeps increasing throughout their life path. Thus, Vocabulary, in fact, is a wide area. Nevertheless, it is not possible for an English language teacher to teach a large stock of vocabulary of English to the learners within a specific period of time. But, students can be taught some lexical collocations in such a time. When the L2 learners develop the ability to use the vocabulary of L2 making proper use of its collocations,

then we can say that they have developed the sense which the native speakers possess and which helps them in collocating different vocabulary items accurately.

Languages are full of strong collocational pairs and, therefore, the study of collocation is fundamental in the study of vocabulary as McCarthy (1990) mentioned “collocation is an important organizing principle in the vocabulary of any language” (p. 12). Therefore, vocabulary teaching with collocations is more important than grammar teaching, as it is also essential to identify the problems that learners have in dealing with collocations. However, little work has been undertaken on the use of collocation in the class. Thus, it is unclear how and which collocations should be taught rather than collocations are completely neglected.

1.4.2.1.2.2.4 The Importance of Collocations

As it has already been explained, collocations are word combinations which are made up of more than one word and are lexically or syntactically fixed to a certain degree (Nesselhauf, 2003). These combinations, which occur together habitually, are so beneficial for the enrichment of learners’ language knowledge. Sincerely speaking, collocations play crucial role for foreign language learners, in the sense that they help learners speak and write the target language in a more natural and accurate way. In addition, learning collocations will help learners increase target language vocabulary and also help them understand and express sentences at a much faster rate. According to Lewis (2000), it is crystal clear to state that “collocations are essential for learners to expand the proficiency of vocabulary in both spoken and written language”.

To summarize the above mentioned importance of collocations, we cited Benson; Benson and Ilson (2009) who highlights the importance of collocations as follows:

Learners of English as foreign or second language, like learners of any language, have traditionally devoted themselves to mastering words-their pronunciation, forms and meanings. However, if they wish to acquire active mastery of English, that is; if

they wish to be able to express themselves fluently and accurately in speech and writing, they must learn to cope with the combination of words into phrases, sentences and texts.(p. XIII)

1.5 Phrasal verbs

True, the phrasal verb, also referred to as the two-word verb, is considered as “the most active and creative pattern of word formation in the American language” (Meyer, 1975, p.3). Apart from the one-word literary verb which is more formal and more suited to written English, the phrasal verb is much more informal, and occurs primarily in spoken English as an idiomatic type of verb. Generally, phrasal verbs are verbs consisting of a verb and a particle. The most regular verbs that form phrasal verbs are break, bring, call, come, cut, get, go, keep, knock, look, make, make, pass, pick, pull, put, run, set, take and turn. Admittedly, particles are small words which are already known as prepositions or adverbs. These are the most common phrasal verb particles: about, around, at, away, back, down, for, in, into, off, on, out, over, through, to and up. It goes without saying that, a phrasal verb can often be replaced by a single verb with a close or the same meaning. Synonymy of the single-verb are often more formal. Phrasal verbs are typical of spoken English or informal writing as they have one-word equivalents or synonyms.

Conclusion

In the present paper it was argued that connotation and denotation play a vital and efficient role in language learning and comprehension. They both help EFL students become effective interlocutors who act appropriately in any context, and understand and distinguish their explicit and implicit meanings as well as their emotional feelings and ideas. Connotations can elicit certain emotions or aid to provide multiple impressions of things. In the contrary, choosing words with the wrong connotation can result to an undesired emotion, reaction or misunderstand one's intention. The meaning is a prior need for human beings. As a result, humans are able to set an agreement only based on verbal communication.

Last and not least, EFL students are hopefully advised to study the use of connotation and denotation in order to improve their vocabulary stock. More importantly, they have to learn how to distinguish between the two notions and to learn the concept or theory behind the terms since it is tremendously important and considered to be the only source of competence in vocabulary retention.

To this end, learning new vocabulary is a challenge for foreign language students, but they can overcome it by having access to words connotations. It has been suggested that one way to accelerate or speed up the vocabulary retention of a second or a foreign language is to teach learners how to use the connotative meaning of words efficiently.

In the chapter that follows, we will turn our attention to another aspect of meaning, namely vocabulary retention.

CHAPTER TWO: Vocabulary Retention

Introduction

English foreign language learners' essential goal is to communicate effectively in the target language. One of the reasons why EFL learners cannot communicate effectively is their lack of vocabulary knowledge. Learning a foreign language is a hard process that involves many elements that effects learning. Vocabulary is one of those elements that link the four skills which are listening, speaking, reading and writing. In order to communicate well in the target language, students should learn a certain amount of words. Furthermore, while learning vocabulary, foreign language learners encounter difficulties. For this reason, teachers must be concerned with adopting helpful and appropriate teaching methods and techniques that would facilitate the process of vocabulary learning and retention.

This chapter tackles the theoretical phase of the research; it presents a literature review of vocabulary learning strategies or vocabulary retention in general. At the outset, the chapter exposes, by and large the importance of vocabulary in foreign language learning and shows the role of the word(s) in conveying messages; it also, presents the different techniques used by the teacher to teach vocabulary. It also seeks to define language learning strategies (LLS) and vocabulary learning strategies (VLS) and to shed light on their importance in foreign language learning and on the role they play in guiding learners towards autonomy. In addition, it details the different types of VLS and attempts to uncover the factors that influence the selection of a strategy rather than another.

2.1 Vocabulary in EFL learning

Since the present work explores VLS, it has been thought worth describing and defining vocabulary as the central part of the transmission of messages. This section aims to introduce some definitions of vocabulary shedding lights on its importance in both foreign language and foreign language process learning.

2.1.1 Definition and central importance of vocabulary in EFL learning

It is almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can offer students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge.

Learning a new language cannot be separated from learning its vocabulary. This means that in learning a new language people have to know its vocabulary. Basically Vocabulary is one of the basic elements of language. People think of vocabulary as the words of language. There may be different definitions of vocabulary but they tend to be closely related to each other. According to Richards and Renandya (2000), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television. Thus, it is merely defined in Cambridge dictionary (1995) as: "all the words used by a particular person or all the words which exist in a particular language or subject". Approximately, the same definition is stated by Hatch and Brown (1995); they note that: "The term vocabulary refers to

a list or set of words for a particular language or a list or set of words that individual speakers of a language might use” (p. 1). Hatch and Brown also state that vocabulary is the only system involved of alphabetical order. (Hatch & Brown, 1995)

Ur (1996, p. 60) defines vocabulary as the words to be taught in the foreign language. In addition, Brown (2001) views vocabulary items as a boring list of words that must be defined and memorized by the students, lexical forms are seen in their central role in contextualized, meaningful language. Richard in Schmitt (1997) often notes that knowing a word meaning knowing how often it occurs, the company it keeps, its appropriateness in different situations, its syntactic behavior, its underlying form and derivations, its word associations, and its semantic features.

Vocabulary is central to second language (L2) acquisition. As McCarthy (1990) points out, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. Nation in Schmitt (2000) proposes a list of the different kinds of knowledge that a person must master in order to know a words: the meaning of word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the association of the word, and the frequency of the word.

On the basis of these statements, it can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains aspects such as meaning, use of word, form (pronunciation and spelling). The importance of vocabulary is not denied in learning any language, it is argued that: “vocabulary learning is central to language acquisition, whether the language is first, second or foreign” (Decaricco, 2001, p. 285). It is the teacher’s task to elicit the learners’ attention to the role vocabulary plays to enhance their foreign language learning. In so doing, they can comprehend and use the foreign language accurately and effectively.

Wilkins (1972) considers Vocabulary to be more important than grammar to transmit a message, he states that: “Without grammar little can be conveyed, without vocabulary nothing can be conveyed”(p. 111). It is clear from what he cites that words transmit and convey meaning more than grammar does. Rivers (1981) grants as well importance to learning words when learning a language, she sees that: “It would be impossible to learn a language without vocabulary-without words.” (p. 462). It is also clear that she gives importance to words, and besides, she does not mention anything about grammar. Scrivener (1998) also gives importance to vocabulary and somehow neglects grammar. He clearly states that grammar is less important to learning than the meaning that a word may carry. He illustrates with an example:

A student who says yesterday, go, disco, and friends, dancing, will certainly get much of his message over despite completely avoiding Grammar... I wonder if you could lend me your ... means little without a word to fill the gap, whereas the gapped word —calculator— on its Own could possibly communicate the desired message. (p. 73)

The importance of isolated words carrying meaning is, according to him, prior to a correct grammatical construction without a key-word. Furthermore, as much as a person enriches his vocabulary stock, as much as he becomes able to use the foreign language. Rasekh and Ranjbary (2003) note that knowledge of vocabulary plays an important role in the proficiency of a person in language learning. They posit that: “vocabulary knowledge is known to play a key role in the individual’s proficiency in both first and second language” (Rasekh and Ranjbary, 2003, p.). Hatch and Brown (1995) add that a person who has a large vocabulary store has the opportunity to produce the language in addition to his ability to choose the most appropriate words; they state that: “knowledge about words may include information that may cause learners to choose not to produce them.”(p. 371). Then, learners’ large and rich vocabulary repertoire allows them to choose suitable words both to convey the

desired message and, as the same authors write, to give the image they want others to have (Hatch & Brown, 1995).

2.1.2 Vocabulary types

When tackling vocabulary, a dichotomy can be used to refer to ‘intentional’ and ‘incidental’ vocabulary that distinguishes between two types of vocabulary learning (Nation, 1990).

The former, being intentional, is done through a choice and a plan on the part of the teacher or the learner. In other words, the teacher or the learner pre-programs the learning of this vocabulary, it is done for a purpose and it is planned and designed for aiming at a successful learning and use. Hatch and Brown (1995) define it as “being designed, planned for, or intended by teacher or student.” (p. 368). The latter, named incidental, as opposed to the first, is done without any intention, i.e. without any aim. It happens when learning something else especially reading. It is defined as: “the type of learning that is a byproduct of doing or learning something else” (Hatch & Brown, 1995, p. 368).

This means that learners are able to learn a number of vocabularies without having the intention of practicing a task. Researches have proved that few words are learned through direct instruction, i.e. intentional learning (Nagy and Anderson, 1984; Nagy and Herman, 1987; as cited in Hatch and Brown, 1995, p. 369). However, incidental learning from reading, particularly, seems to be more fruitful (Dupuy&Krashen, 1993, as cited in Hatch and Brown, 1995) because it offers the opportunity to learn a wide range of vocabulary items.

On the other hand, another dichotomy is ‘receptive vocabulary’ and ‘productive vocabulary’. Some researchers made a division between ‘passive’ and ‘active’ vocabulary but this was criticized by Belyayev (1963) (as cited in Hatch & Brown, 1995) arguing that reading and listening should not be considered as passive skills, thus, the vocabulary used and needed for these two skills could not be named active and passive. Therefore, the former

terms are taken into consideration by all applied linguists and the definitions put forward by Haycraft (1978) are the most referred to. Learners then meet words, recognize and understand them in their context, which may be referred to as receptive vocabulary as stated by Haycraft (1978, as cited in Hatch & Brown, 1995, p. 4) : “words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly,”. However, the productive vocabulary is the one that the learners know very well, in terms of meaning, pronunciation and part of speech, and they can use it accurately in context. Haycraft (1978) defines the term as: “words which the student understands can pronounce correctly and use constructively in speaking and writing.” (p. 06).

As a result, learners cross out different types of vocabulary. Then, in order for the receptive vocabulary to become productive and for the intentional and incidental learning of vocabulary to become fruitful, learners use a number of strategies that help them enhance vocabulary and retrieve it when necessary (Read, 2000).

Additionally, most of words that are used in languages have different meanings. As Palmer (1976) points out “... not only do different words have different meaning; it is also the case that the same word may have a set of different meaning” (p.65). The following part will attempt to discuss this issue.

2.2 Aspects of Knowing a Word/ Components of Word Knowledge

One of the most important issues in second-language vocabulary acquisition studies concerns the definition of what it is to know a word or what is involved in Knowing a Word? Knowing a word involves much more than knowing its structure, it is all about identifying its meaning in a specific context. So the concept of vocabulary knowledge is a complex concept. For example, a learner may be aware of the definition of a word, but may not be able to use it in a context, or may be able to use it in the same situations, but actually have a

misunderstanding of its meaning. Thus, a number of criteria have been set by researchers to identify what it means to know a word? Nation (1990)

In 1990 Paul Nation had described what it meant by truly knowing a word. He notes that, in order to know a word, one has to know:

- ❖ Spoken form
- ❖ Written form
- ❖ Grammatical patterns
- ❖ Collocations
- ❖ Frequency
- ❖ Appropriateness
- ❖ Meaning
- ❖ Association

However, in 2001, Nation developed a more updated model of the criteria for knowing a word.

Note. R = receptive, P = productive.

Table 2.1 *General Aspects of Word Knowledge (Nation, 2001, p. 27)*

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the Meaning?
Meaning	Form and meaning	P	What meaning does this word form signal?
		R	What word form can be used to express this Meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this One?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of words occur with this One?
		P	What words or type of words must we use With this one?
	constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this Word?

In this table, Nation describes what he believes to be the criteria for truly knowing a word. The table is divided into three parts: the form, the meaning, and the use (usage). Each part is also divided into three elements, each of which has a productive and receptive knowledge, or in Nation's terms, productive and receptive vocabulary use.

Receptive Vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves writing to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written form. (p. 37)

The table above provides a detailed description of knowing a word. Each aspect is associated with the productive and receptive vocabulary use, for example: the form and knowing one word form according to him, includes knowing the spoken form, written form, and word parts.

Knowing the spoken form of a word means being able to understand it when hearing it (receptive knowledge), as well as, being able to pronounce the word correctly and clearly and to be understood by others (productive knowledge). On the other hand, knowing the written form means being able to recognize the written form when reading (receptive knowledge). However, the productive knowledge of the written form means being able to spell the written form correctly.

From the table 2.1 above, Nation made it clear that learners need to know a lot more of a word rather than just a superficial understanding of its meaning. That is, in the phase of learning vocabulary, learners face a series of difficulties. Teachers need to be well aware of the complexity of knowing a word to help their students better understand and memorize it over the long term.

2.3 Difficulties in Vocabulary Learning

Learning vocabulary is a very important part of learning a language. The more words students know, the more students will be able to understand what they hear and read, and the more they will be able to say what they want to when speaking or writing. But, it is not easy; usually the first things they learn about a new English word are what it means and its translation in their own language. But there are other things they need to find out before they can say as like as a word native speaker does. For example, they have to learn: how it is spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, how it collocates (i.e. what other words are often used with it). Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do, especially when you have reached a certain level. Thornbury (2002), lists some factors affecting the difficulty of words, they are: pronunciation, spelling and grammar, complexity and length and meaning,

2.3.1 Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. And these words typically include sounds that are unfamiliar to certain learners. Therefore, for many learners “even words with clusters of consonants such as strength or crisps or breakfast are problematic” (Thornbury, 2002, p. 27). That is, some words are difficult to pronounce, as three consonants in the same word can confuse students with learning these kinds of words.

2.3.2 Spelling and Grammar

The spelling of many English words can cause problems for students who speak languages with very regular (standard) spelling system. Particular spelling patterns can also cause confusion when it comes to the pronunciation. In other words, two factors can lead to words difficulty in learning words, they are spelling and grammar (Thornbury, 2002).

Spelling a word confuses many students. Difficulties rise specifically in words that contain silent letters as: foreign, listen, headache, muscle (Thornbury, 2002). Learners often have trouble understanding words as they are linked to grammar. Grammatical forms are considered as a sort of confusion for many L2 learners. As an example for this, they usually face difficulties with certain verbs and the way in which they are used such as: the verb ‘concern’ and ‘to be concerned about’, or ‘to be concerned with something’. Moreover, research reveals that second- language learners often have troubles with phrasal verbs such as: put on clothes, but we cannot put off cloths (Hill, 2005). Schmitt (2008) also states:

Phrasal verbs can particularly lead to vocabulary learning difficulties for learners, because phrasal verbs mostly do not form consistent groups, and presenting several in related phrasal verbs together may even cause confusion. (p. 110)

2.3.3 Complexity and Length

It is known that length and complexity of words affect their learning. Many students find it hard to learn long words than short ones, “high frequency Words tend to be short in English, and therefore the learner is likely to meet them” (Thornbury 2002:27). That is, complex and long words are not frequent in English and they are avoided to be used by learners.

2.3.4 Meaning

Meaning of words is regarded as one of the difficulties that learners face in learning a new word. Thornbury (2002) says that students confuse between two words when they overlap in meaning; i.e. both are close to one meaning. The difficulty that arises in the difference between ‘make’ and ‘do’ is a case in point. For instance : you “make” breakfast, but you “do” homework. Words with different meanings can therefore become a problem. Another key point, sometimes students have only one meaning of a certain word and find it difficult to accept a second. This easily confuses them and makes learning of a second

meaning difficult. Furthermore, unfamiliar concepts also lead to word difficulty. These concepts can be related to specific cultural aspects, as most learners will find it difficult to use words and expressions associated with the same cricket (a sticky wicket). They are therefore aware of learning familiar and easy words (Thornbury2002).

In addition, teachers use a variety of techniques to present words to suit different learners. They are detailed in what follows.

2.4 EFL Vocabulary Teaching Techniques

Teaching vocabulary is one of the teachers' tasks in foreign language classes, and looking for the best way to successfully and effectively convey the meaning of the target items to learners is a constant matter in their minds. The teaching techniques used by teachers are varied and are intended to suit the different teaching/learning situations, the words (whether concrete or abstract), the learners' background and the learners' learning styles. The techniques described by Gairns and Redman (1986) are as follows "traditional approaches and techniques" that should be mastered by all **EFL** teachers and that without them the transmission of meaning would be handicapped. These techniques are grouped under three headings: visual techniques, verbal techniques and translation, each of which consists of a number of techniques (Gairns& Redman, 1986)

2.4.1 Visual Techniques

Visual techniques pertain to everything that teachers use and can be seen by the learners, including drawings, photographs, pictures, flashcards, wall charts and realia. These techniques "lend themselves well to presenting concrete items of vocabulary- nouns; many are also helpful in conveying meanings of verbs and adjectives". (Uberman, 1998, p. 20). They are therefore used to expose words such as tools and furniture and certain areas of vocabulary such as: places, professions, actions, activities and states. Learners can then associate the presented visuals with the corresponding vocabulary and they incorporate it into

their mental lexicon. Mimes and gestures are also included in the visual techniques, they are other ways of conveying meanings, and they also lend themselves to the presentation of concrete words and, in particular, to action verbs and, and they can be funny and memorable. Such techniques help to retain vocabulary for visual learners.

2.4.2 Verbal Techniques

Verbal techniques pertain to any verbal explanation introduced by the teacher in the classroom to convey the meaning of the new vocabulary or even to revise the already learned vocabulary. Teachers may use definitions, illustrations, synonyms, opposites, contrasts or scales. It is claimed by Tsui (1995) that:

Effective vocabulary explanation requires that the teacher be able to gauge accurately students' competence level....as well as the existing knowledge of the students, in order to relate new and old information, to highlight the essential features of the items to be explained and to actively involve students in processing the meaning of words.
(p. 37)

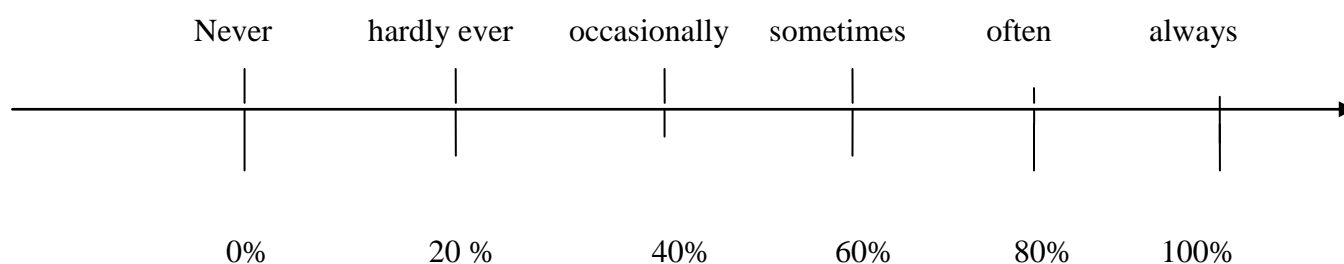
Teachers who know the level of proficiency of their learners' present material that is neither overwhelming nor boring, and to know the existing knowledge allows the introduction of a new language accordingly.

Teachers then use definitions hoping to clarify the meanings of items, and it is important to check whether the learners understand, for this reason, teachers generally provide contextualized examples where more clarification about the use and meaning of words are presented; for instance, the teacher can explain that 'breaking out' means 'starting out', but it is vital to clarify that 'the war breaks out' is correct, but 'race breaks out' is not correct in English.

The use of synonyms, contrasts and opposites is another technique used by teachers to convey the meanings of lexical items. Teachers rely on the learners' background to give the

synonyms or opposites so that they can effectively understand the meaning and, as a result, make the matter short and not complex. But, it is still necessary to contextualize the items. Gairns and Redman (1986) illustrate using the opposites ‘sweet’ and ‘sour’; however, it is vital to explain that: “sugar is sweet and lemons are sour, but the opposites of sweet wine isn’t sour wine, and the opposite of sweet tea isn’t sour tea.”(pp.74-75).

Scales can also be used to classify a set of lexical items, particularly to the related gradable items. This can be built on existing knowledge. If learners know two adverbs of frequency beforehand, the following can be cited on the axes from the least to the most frequent.



If the learners have already acquainted with ‘never’ and ‘sometimes’ , then the teacher can introduce ‘hardly ever’ using the scale as it is presented or the percentage as shown.

2.4.3 Translation

Another technique that teachers can use to present a new vocabulary is translation where the equivalent of the word in the mother tongue or L2 is presented. Opinions on the use of translation differ. Some scholars disagree completely with the use of L1 in a foreign language classroom arguing that the learners will lose some of the spirit of learning a foreign language (Harmer, 2001) and that they will be lazy to make efforts to use the language. However, others state that translation saves time and efforts and prevent the learners from being worried and frustrated when presented to long and unsuccessful explanations (Gairns& Redman, 1986); the technique is largely used to present low frequency items. It is worth

noting that translation is an effective technique to the presentation of new words and that it does not take time or effort demanding, but that it should not be over-used by teachers in order not to lose the atmosphere of a foreign language classroom. Moreover, the equivalent of the mother tongue should be attentively presented because it is argued that translation can't transmit the exact meanings of English words all the time (Lyons, 1981), in addition, they should be careful not to be in the trap of false cognates. Another danger that may be cited is that the learners relying most on translation do not develop **sense relations** that hold between synonymy, antonymy, hyponymy and others. Ur (1998) summarizes the cited techniques as follows:

- ❖ Concrete definition (as in a dictionary; often a superordinate with qualifications: for example, a cat is an animal which...)
- ❖ Detailed description (of appearance, qualities...)
- ❖ Examples (hyponyms)
- ❖ Illustration (picture, object)
- ❖ Demonstration (acting, mime)
- ❖ Context (story or sentence in which the item occurs)
- ❖ Synonyms/opposites (antonyms)
- ❖ Translation
- ❖ Associated ideas

Ur (1998, p. 63)

These are techniques that can be used by the EFL teacher to present, revise or consolidate the meaning of words in order to satisfy the learning styles of the different learners , but what is more important is to provide the learner with tools that will help them retain certain words and even uncover their meaning independently.

2.5 Definition of Language Learning Strategies

When studies were focused on learners, they have tried to explore the characteristics of effective learners. Researches, mainly led by Rubin (1975) and Naiman et al. (1978) about the good language learner and “what he could teach us” (to use Naiman’s words), uncovered and identified a number of strategies the learners use to carry out their learning process. Hence, studies of learning strategies have therefore led to investigations on cognitive psychology and second language acquisition. Much of the researches are done by Rubin (1975), Naiman et al. (1978), Oxford (1990) and O’Malley and Chamot (1990). Oxford (1990) and O’Malley and Chamot’s (1990) are the most frequently referred to. Oxford defines language learning strategies (LLS) as :“ specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford,1990, p. 8). Therefore, any action(s) taken by learners to make foreign language learning suits their needs and learning styles are considered strategies. She classifies LLS into two broad categories: direct and indirect. Direct strategies include cognitive, memory and compensation strategies. They are directly involved in the mental manipulation of learning. Indirect, on the other hand, draw on metacognitive, affective and social strategies. These are strategies that support language learning. They can be represented in the following diagram:

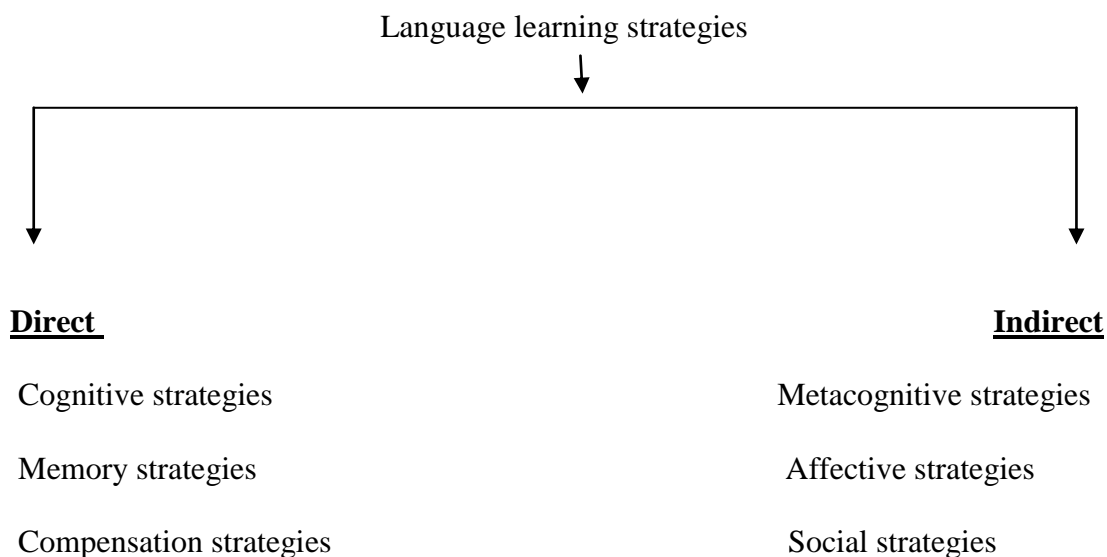


Figure 2.1 *Oxford's Language Learning Strategies (Oxford, 1990, p. 17)*

O'Malley and Chamot (1990, p. 1) define LLS as: "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information." LLS is then considered to be thoughts and behaviors rather than actions used by learners to grasp and understand language information, which is intended to be retained and memorized. They are divided into three categories: metacognitive, cognitive and social/affective strategies. They are also shown in a diagram:

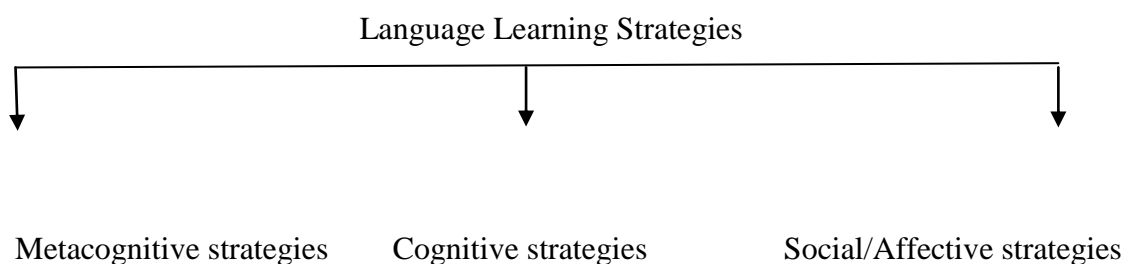


Figure 2.2 *O'Malley and Chamot's Language Learning Strategies (O'Malley & Chamot, 1990, p. 8)*

The strategies already mentioned, either their definitions or classifications, refer to Language learning in general. However, the aim of this study is to investigate vocabulary learning strategies. These strategies focus on learning vocabulary rather than foreign language as a whole.

2.6 Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) form a sub-category of LLS. They are strategies that only concern the learning of vocabulary. Many field studies have been conducted, notably by Ahmed (1989), Sanaoui (1995), Gu and Johnson (1996), Schmitt (1997), Nation (2001). But not many have tried to define or classify the term vocabulary learning strategies.

Ahmed's article (1989) is entitled Vocabulary Learning Strategies; however, he does not state clearly what he means by the term. In his opinion, it is possible to view VLS in terms of two levels: macro-strategies and micro-strategies. The former are related to the "general approaches to learning" (Ahmed, 1989, p. 4) whereas the latter refer to "more detailed specific learner behaviors" (Ahmed, p. 4). It can be noted that the definitions provided can be applied to language learning strategies in general, as VLS is not clearly defined. Brown and Payne (1994; cited in Hatch & Brown, 1995) state that the strategies used by learners to learn vocabulary fall within five essential steps: (1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for forms of the words, (3) having the meaning of the new words, (4) making a strong memory connection between the forms and meanings of the words, (5) using the words. These steps are shown in the figure bellow.

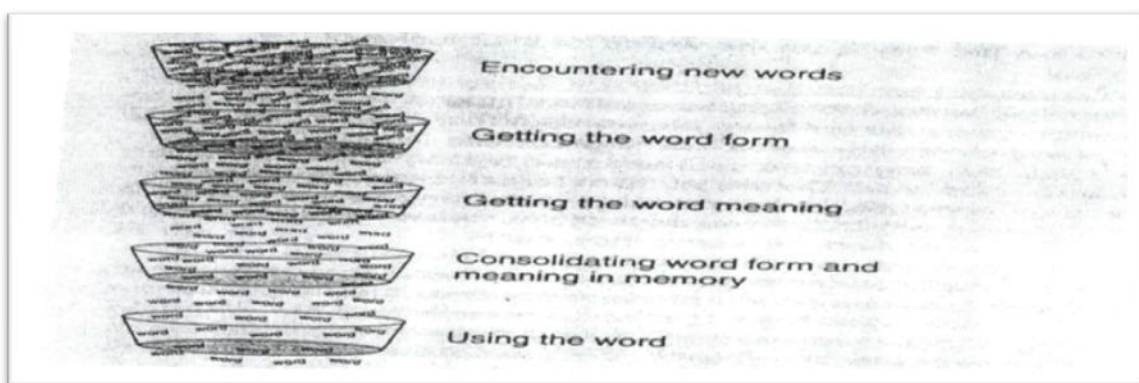


Figure 2.3 *Steps to Learning New Words (Hatch & Brown, 1995, p. 374)*

Hatch and Brown take the view that these steps represent what the learners have to do in order to get to the real understanding and memorization of words so that to be able to use

them, they note: “it appears to us that each represents something learners must do...to come to a full productive knowledge of words” (Hatch & Brown, 1995, p. 373). Schmitt (1997) defines VLS by referring to Rubin’s (1987) view of the learning process that sees language learning as “the process by which information is obtained, stored, retrieved and used” (Rubin, 1987, p.29). Schmitt (1997) cites the following: “VLS could be any which affect this rather broadly-defined process” (p. 203). Therefore, he defines VLS in relation to the learning process as to obtain, memorize, retrieve and produce the information the learners may get. Cameron (2001) gives a different definition where VLS is considered as “actions that learners take to help themselves understand and remember vocabulary” (p. 92). She defines VLS by referring to any actions that learners use to understand and remember the vocabulary they have received. Another definition is given by Catalan (2003), whose research on VLS is based on Rubin’s (1987), Oxford’s (1990), and Schmitt’s (1997) works. In the definition, Catalan (2003) refers to the metacognitive mechanisms that learners use to learn and produce vocabulary. She points out that:

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 the long-term memory, (c) To recall them at will and (d) to use them in oral or written mode. (p.56)

From the definitions mentioned above, VLS can be viewed as follows:

- ✓ Broadly speaking, VLS can be any action, behavior or thought that learners take to help them tackle and address (new) vocabulary items, i.e. to understand and memorize them.
- ✓ VLS can be linked to conscious actions of learners to learn new vocabulary. In order to be able to choose the one(s) that suits them to improve their vocabulary learning, learners should be made aware of good and efficient VLS. It is worth noting here that

a strategy can work well with a learner and partially or completely fail with another one. The reason for this may be the know-how that some learners have and others lack in the use of strategies. In fact, Vann and Abraham (1990; cited in Lessard-Clouston, 1997:3) suggest that both good and unsuccessful language learners can be active users of the same learning strategies but apparently unsuccessful learners lacked the metacognitive strategies that would enable them to achieve the task efficiently.

Most or some of the VLS are used by learners in their foreign language learning process, but what is important is that they should be aware of their importance in promoting their use. The following part sets out their importance.

2.6.1 Importance of Vocabulary Learning Strategies

The most important advantage gained from the use of language learning strategies in general is the independence and the autonomy that the ESL learners may reach and attain, so that they can take control of their learning. Skehan (1998) states that these strategies must be taken into consideration by language learners and used in order for them to be autonomous, i.e. to take charge of their learning and find a way to do things when they are in difficulty, he points out that: “Such strategies are tools which learners must have if they are to be ready to assume the autonomy that process syllabuses imply...without them, they are likely to flounder”. (Skehan, 1998, p. 265). Likewise, Oxford (1990) emphasizes on the importance of language learning strategies in general because they are the instruments which lead to an active and self-directed involvement which she describes essential for developing their competence in the language. Using these strategies helps learners to achieve the goal of being proficient or knowledgeable learners. Clouston confirms: “training students to use language learning strategies can help them become better language learners.” (Clouston, 1997, p. 3)

The same thing can be said about VLS since: (1) vocabulary is very important in the learning of a foreign language, without neglecting other aspects of language, (2) most of the

studies conducted on the use of LLS are found to be much more used for vocabulary tasks, Naiman (1978) states: “students reported using strategies primarily on vocabulary tasks but rarely on other tasks,” (Cited in O’Malley & Chamot, 1990, p.101). Thus, the importance of VLS lies in the fact that they help learners to improve their vocabulary stock and, more importantly, to ensure independence and autonomy in their learning process.

Rasekh and Ranjbar (2003) write that some researchers suggest that one of the areas where teachers can help their learners with learning strategies could be “to familiarize them with different lexical learning strategies, which would lead to more autonomy in students” (p. 7).

Vocabulary learning strategies should therefore be used by learners to enhance their vocabulary store and to tackle new words as well. Awareness of these strategies leads learners to learn how to learn, and thus to take control of their own learning process.

2.6.2 Vocabulary types Learning Strategies

A large number of VLS have been proposed differently by many scholars, in addition to many classifications of these strategies have been put forward. These classifications are that of O’Malley and Chamot (1990), Gu and Johnson (1996), Schmitt (1997). The first classification is Oxford (1990) which grouped language learning strategies into six groups: social, memory, cognitive, metacognitive, and affective and compensation. After which Nation (1990) also proposed a set of categories of strategies, he distinguishes between two types of strategies, mainly discovery and consolidation strategies. Schmitt (1997) combines the taxonomy of Oxford with the taxonomy of Nation; he distinguishes between strategies used by learners to discover words (discovery strategies) and social strategies. In addition, he classifies strategy to consolidate a word once it has been encountered. These include: memory strategies, social, metacognitive, dictionary use, note-taking, guessing, repetition, these four strategies are categorized as cognitive. The following strategies are those of Schmitt (1997).

2.6.2.1 Memory Strategies

These kinds of strategies are best known as mnemonics. They refer to strategies of retaining new words using some imagery and/or grouping (Schmitt, 2000). Thus, they help learners associate a new word with something already familiar to them (Oxford, 2001). They serve as memory aids. In Thompson's view, such "memory tricks" are based on the following principles "a retrieval plan is developed during encoding, and mental imagery, both visual and verbal, is used" (Thompson, 1987, p. 43). These strategies are also classified as general language learning strategies. O'Malley and Chamot (1990) include them among cognitive strategies, while Oxford (1990) classifies them as a sub-category of direct strategies.

According to Schmitt (1997), when the learners use memory strategies, they connect the word to a previous personal experience; for instance, associating the word with its coordinates; for example, it is more appropriate to say 'a handsome man' but, 'a pretty woman' when talking about attractiveness, a woman who is handsome is beautiful but not in a delicate way. Learners can also connect the word to its synonyms or antonyms, use the form and meaning of the image, use the keyword method, group the words together, study the word spelling, say the word aloud, use cognates, use affixes and roots, for instance, it is possible to form the opposite of the adjective 'cheerful' by substituting the suffix '-full' with '-less', resulting 'cheerless' but it is not possible with 'beautiful'. Thompson (1987) .

2.6.2.2 Cognitive Strategies

For cognitive strategies, a number of classifications of language learning strategies have been suggested. This latter appeared in particular in O'Malley and Chamot's (1990) and Oxford's (1990) LLS classification. O'Malley and Chamot (1990) state that: "cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning" (p. 44). Oxford (1990) defines them as "manipulation or transformation of the target

language by the learner” (p. 43). In other words, cognitive strategies are those that learners use to manipulate or transform all the information they get about the target language.

In addition, O’Malley and Chamot (1990) include under the cognitive strategies the following: rehearsal, organization, inferencing, summarizing, imagery, deduction, transfer and elaboration. Oxford (1990) includes: repetition, translation, taking notes. With regard to the classification of VLS, cognitive strategies appear as separate categories in both Schmitt (1997) and Gu and Johnson (1996) taxonomies. The use of cognitive strategies is therefore beneficial for learners to develop skills and academic success. They also contribute to increasing their confidence in their ability to learn.

2.6.2.3 Social Strategies

Social strategies refer to the strategies that learners use to interact and communicate with people in order to improve their language learning, by the use of this kind of strategies, learners can practice their vocabulary. This type of strategy has been mentioned in various taxonomies. Oxford’s (1990) classification of VLS includes a separate category of social strategies; Schmitt (1997) also mentions this strategy in his classification. However, Gu and Johnson (1996) do not cite social strategies. The absence of social strategies in some VLS classifications gives the impression that they do not play a vital role in vocabulary learning as others do.

Learners can employ social strategies either to discover the meaning of a new word or to practice or recycle vocabulary. Teachers are mostly those who provide information to the learners by providing synonyms, translation of mother tongue equivalents, and definitions, or by paraphrasing or using a word in a sentence. Information may also be obtained from classmates through pair work or group work activities (Schmitt, 1990).

2.6.2.4 Metacognitive Strategies

The broad meaning of metacognitive strategies is to “provide a way for learners to coordinate their own learning process” (Oxford, 1990, p. 136). Those strategies enable the learners to plan, to observe and assess the best way of learning vocabulary in order to achieve better results (Schmitt, 1997). Oxford (1990) classifies metacognitive strategies under the indirect language learning strategies. Schmitt (1997) classifies them in the broad category of consolidation strategies whereas Gu and Johnson (1996) use the term ‘metacognitive regulation’ instead of strategies, which involves the strategies of selective attention and self-initiation. Nation (2001) refers to ‘planning’ as a strategy where learners choose what to focus on and when to focus on it.

Schmitt (1997) points out that there are several ways in which learners can direct their vocabulary learning process. First, they can seek maximum exposure to foreign languages through various means, such as books, the internet, songs and films, as well as through communication with native speakers. Second, learners can test themselves, which in turn helps to evaluate the suitability and/or effectiveness of the VLS they use. Third, learners can use a variety of high-and low – frequency learning strategies. In this vein, Nation (2001) recommends that high-frequency words should receive as much attention as possible from both teachers and learners, and for low-frequency words, teachers should train learners to use appropriate strategies , (such as context-based guessing) to help the learners discover the meaning of those words.

Cook (2001) proposes six metacognitive strategies for language learning in general, to be used by good language learners and to be known to all vocabulary learners. They are: (1) to find a style of learning that suits you, (2) to engage yourself in the language learning process, (3) to develop an awareness of language both as a system and as a communication system, (4) to pay constant attention to the expansion of your language knowledge, (5) to

develop a second language as a separate system, (6) to take into account the demands of L2 learning. It is then the task of the teacher to strengthen these strategies.

Although metacognitive strategies are considered to be of great importance in language learning, VLS research has yielded conflicting results. Fan's (2003) study, for example, shows that learners consider 'management strategies' (named instead of metacognitive) to be relatively important, but nevertheless the category receives low scores.

2.7 Factors that influence the Selection of Strategies

There are factors that influence the choice of strategy rather than another. Ellis (1994) distinguishes between the following broad categories of factors. (1) Individual learner differences include: age, learning style, motivation, attitude and personality type. (2) Situational and social factors, such as the learning setting, the type of task, and gender. Therefore, only two factors will be dealt with: age, and gender.

2.7.1 Age

Age is one of the clear factors that affect the choice of a strategy (Ellis, 1994). Ahmed's (1989) study shows that the preferences of younger and older learners differ. Brown et al. (1983; as cited in O'Malley & Chamot, 1990, p. 105) note that younger learners use rehearsal which means rote-repetition (for them) whereas older use rehearsal, too, but it entails "active, systematic, elaborative procedures" (O'Malley and Chamot, 1990, p. 105). Chesfield (1985) state that beginner learners are inclined to employ basic strategies that have a relation with the receptive skills (Listening and reading), while mature learners use the strategies that require interaction or reflection of one's learning. Schmitt (1997) also draws the same conclusion while studying the use of VLS of different age groups: the younger the learners, the simpler the strategies used. Adult learners use strategies that require 'deeper' mental processing, such as the strategy of imaging the Word's meaning.

2.7.2 Gender

Learners' gender is a social factor, as classified by Ellis (1994). A number of studies on the subject have shown an interest in gender and the use of VLS. Overall, the Results of the LLS research show that females tend to use more strategies than males (Catalan, 2003; Oxford, 1990). As far as VLS are concerned, Gu (2002; as cited in Ranalli, 2003) notes that gender plays a key role in determining the use of VLS as well as success in learning English. His study reveals that females employ more frequently the VLS found to lead to successful learning. Catalan's study shows "clear differential patterns" (2003, p. 64) between the two sexes. She finds out that the number of VLS used by female learners is higher than the strategies used by male learners and that for some strategies males show higher rates of strategy use than females.

Conclusion

Foreign language teaching has shifted from teacher-centered to the learner-centered approach. It is therefore necessary to find tools to help learners learn foreign languages better. Learning strategies help them learn the language as a whole, and vocabulary learning strategies are more specific in the sense that they focus on vocabulary learning. But first of all, it is worth noting that vocabulary is crucial to the learning of any foreign language, because the heart of the message / communication is in the word and the words are placed in the right order and collocation through grammar. More specifically, vocabulary learning is considered to be a basic step towards mastering a foreign language. In any language skill, it is a basic element of comprehension, either in reading, listening, speaking or in writing. In other words, the development of vocabulary concerns all four skills. However, in reading and writing, for convenience, the printed word is more of a known quantity; that is why both teachers and students are more familiar with its practice in the written mode. This mirrors the local situation with our EFL learners, where official (valuable) tests and exams exhibit only reading and writing skills. Therefore, it goes without saying that vocabulary learning and teaching relate to both 'receptive' understanding of the language (via reading and listening) and 'productive' use of the language (via speaking and writing).

In the search for vocabulary expansion, an increasing number of researchers believe in the advancement of comprehension before production in any language teaching.

Teachers, however, use different techniques to present lexis, namely, visual, verbal and translation. Moreover, they may also guide learners to use the different VLS that help learners to guess, grasp, understand, memorize, retain and retrieve new words. VLS is broadly defined as any action, thought or behavior taken by learners to learn vocabulary. They are important for learners to improve their lexicon and, most of the time, to become autonomous. So, before launching students with blind autonomy and unlimited independence, teachers

should bring some help so as to train in and out of class through the use of strategies. They are divided into four types (according to Schmitt's taxonomy (1997), in particular: memory, cognitive, social and metacognitive strategies.

Research has shown that the use of VLS types is influenced by a number of factors, namely, age and gender. As for age, both the adults and the young opt, unconsciously, for the strategies that suits their age, this is due to their mental faculty. For gender, females use more strategies than males; however, some strategies are more commonly used by males than by females, i.e. males use them more often. Nevertheless, learning vocabulary is not such an easy task, EFL learners find some difficulties in learning a new word because of word structure, meaning and pronunciation.

It is worth noting that, above all, learners generally use different strategies according to the situation and each strategy should be seen as complementary to the other in vocabulary learning.

The following chapter, which is the field work, takes a step further; it examines whether these connotative meanings have found their way into the vocabulary retention of EFL students or not.

CHAPTER THREE: Field Work

Introduction

While the first and the second chapters have attempted to provide a theoretical background on the variables of the present research through a review of the literature, the third chapter takes a different orientation. The questionnaires of both teachers and students were a practical suggestion to investigate and check different opinions about improving vocabulary through connotation. The questionnaire aims at exploring students' weaknesses and finding out the main reasons for the lack of vocabulary they have. Also, to uncover the struggles they face when dealing with connotations, and their suggested solutions for these obstacles. The chapter is dedicated to address the problem, to answer the questions, and to achieve the aims of the study.

This chapter is devoted to the practical part of the research. It describes in details how we have designed two questionnaires as suitable means to collect data from our sample of interest. We will also provide the analysis to the results obtained and discuss the findings of the study for the purpose of investigating the effect of the connotative meaning on vocabulary retention; the presentation and the analysis of the data obtained through the implementation of the present research tools. The second step will be about the description, analysis, and the interpretation of the results, which will help us to prove or disapprove the hypothesis that has been set at the beginning.

3.1 The participants

Our population of interest is master one EFL students and EFL teachers from the Department of Foreign Languages, Institute of Letters and Languages, University of Mila in their academic year 2019/2020.

The research sample was randomly chosen. Simply, we randomly picked up 35 students from the EFL master one and we did not look for any particular characteristics for our sample. We have purposefully chosen to work with master one students' of English because they are most knowledgeable and familiar concerning the connotative meaning application since they have built larger vocabulary, in addition to an acceptable competence in the target language.

3.2 Data Collection Tools

The data collection process followed the qualitative approach which is used in analysing the data: a questionnaire was designed to obtain information about students' vocabulary learning and retaining strategies and to see whether these strategies are efficient in isolation from connotation.

Another questionnaire is the teachers' survey which was designed to emphasize on students' capability to grasp and implement connotations for the sake of learning and remembering words. Additionally, it seeks to detect teachers' contribution to motivate their learners' use of intended associations in order to enlarge their linguistic repertoire and enhance their vocabulary retention.

3.2.1 Students' Questionnaire

This empirical part of research is conducted by using the questionnaire. It is often regarded a useful instrument to collect valid data from the participants. A questionnaire is defined as a set of questions or/and statements printed or typed in a well-organized manner, they are designed to get specific information from respondents' answers (Kothari 2004). It is widely considered as the most commonly used means of collecting research data. This is particularly the case because it enjoys some merits. It is designed for the aim of translating the research objectives into specific questions and statements. The questionnaire, usually,

contains three types of questions: close-ended questions, open-ended questions and mixed questions.

The close ended questions involve two or more possibility from which the informants can choose. For example: How can you describe your vocabulary Retention?

- A- Very sufficient B- Sufficient C-Average D- Insufficient

Then, the open ended questions are those questions which allow the respondents to answer freely. This kind of questions seem to be have long answers, it provides qualitative data, for example: What is your opinion about words retention through connotation and denotation?.....

Finally, mixed questions which include both open and closed items, for instance:

In what way can the connotative meaning be helpful in language learning?

- A-It makes learning easier and enjoyable
B-The vocabulary stock can be enlarged quickly
C-Words can be better understood and learned
D-Words move quickly into Long Term Memory
E-Words are retained longer
Others.....

3.2.1.1 Description of the Students' Questionnaire

The Students' questionnaire aims at investigating the convenient strategies for learners to introduce adequate learning strategies for the development of vocabulary retention for first year master students of English. The students were informed that the questionnaire was anonymous and voluntary, and they were kindly requested to answer the questionnaire sincerely. Furthermore, they were promised that their responses would be used only for

research purposes. Also, they were asked to tick the appropriate answers and to give full explanations where necessary.

The items are a mixture of close-ended and multiple-choice questions and just a small number is open-ended. The questionnaire includes four sections: the first part is devoted to background information about the students, the second one is about connotative meaning, and denotative meaning. The third section is on vocabulary acquisition, in this section; we aim to shed light on how EFL students learn vocabulary and their awareness about the usefulness of vocabulary in language learning. The last one is about the relationship between connotative and denotative meaning and vocabulary acquisition. Learners are asked to answer on various questions by choosing the right response from different options.

The questionnaire consists of twenty five (25) items divided into four sections. The first section, entitled “Background Information”, comprises three questions which seek to get personal information about the sample’s experience in learning English, their opinions about the development of foreign language learning, whether it is more associated with the development of: phonology, grammar or vocabulary and the most preferable method for learning English. Generally speaking, it aims to check students’ personal information about the English language. Section two, “Connotative meaning and denotative meaning”, is the largest of the four sections; it contains ten items, and collects information on the respondents’ experience and their awareness of terms conveying two meanings. Besides, it attempts to capture their difficulties and weaknesses in understanding the teachers’ connotations, investigating the learners’ capacity to comprehend their teachers’ connotations production as well as, learners’ opinions about both types of meaning effectiveness as a teaching method. The third section, turns attention to another aspect of meaning, which is “Vocabulary acquisition” includes nine items, and collects information on the respondents’ perception about vocabulary learning and the significance of vocabulary in foreign language learning. It

tries to know whether first year master students use certain strategies for understanding the meaning of new words, as well as Strategies for retaining vocabulary, if the answer is positive, the participants are invited to tick the appropriate strategy for them and to give full explanations and reasons for their answers where necessary. It further inquires the reasons which put learners in the phase of lacking vocabulary. The fourth and last section, termed “The relationship between connotative and denotative meaning and vocabulary acquisition”, it contains three items. Therefore, the questionnaire ends up by trying to determine if there is a relation between the two aspects of meaning; whether connotative meanings or connotations in general have made their way into first year master EFL students’ vocabulary retention by devoting the last three questions to inquire about this issue.

Concerning the first section, it is composed of three questions about the students’ background information. The first question asks about the number of years they have been studying English. The second one seeks to know whether the development of foreign language learning is more associated with the development of: phonology, grammar or vocabulary. The third question aims at knowing students’ most preferable method for learning English.

Moving to the second section, it consists of ten questions about Connotative meaning and denotative meaning.

The first question asks the students if they know the fact that words can carry two meanings (connotative and denotative meaning). The second one aims to know their opinions about connotation, if it should be taught intentionally or accidentally. The next question highlights learners’ preference concerning their teachers’ use of meanings. Then, this sub-question is mainly related to the previous one and aims to identify reasons behind students’ preference of the denotative meanings as well as reasons behind Students’ preference of connotative Meanings. The forth question targets causes behind teachers’ preference of

connotative meaning use in lecturing. Question five asks about the reasons behind teachers' dependency on denotative meaning use. Besides, question six attempts to know and investigate whether students face any difficulties with words connotation comprehension produced by the teacher or not. The next sub-question is mainly related to the previous one and aims to identify the different difficulties faced by learners in understanding the teachers' connotations as well as learners' strengths which encounter the connotation comprehension Difficulties. Question seven is designed to know the necessity of using words that have connotative meanings, i.e., "connotative meaning use advantages". The eighth question highlights whether students are capable of understanding terms with multiple senses. Then, question nine investigates learners' choice among the dictionary and prior knowledge as meaning elicitation tools. Concerning question ten (The final question of this section), it dealt with students' views about context, in other words, whether context plays an important role in defining the different connotative meanings.

As for the third section, it is about vocabulary acquisition, whose aim being to investigate learners perception about vocabulary learning and the significance of vocabulary in foreign language learning as well as strategies for understanding the meaning of new words and strategies for retaining vocabulary, it consists of nine questions; the first item in this rubric was closed, seeks to know the students assessments of their vocabulary knowledge. The second item was a mixed one, asked the participants about the reasons of their lack of vocabulary. The third item tried to get information about the difficulties learners faced in learning vocabulary. Question four attempts to explore that vocabulary develops through knowing the meaning of words in various context, mediation on the part of teacher, or interaction between teacher and his students. Besides, the fifth item aimed at looking for strategies that are mostly used by students. Question sixth highlights students' description of vocabulary retention. The following item was a rating scale which required the students to

make evaluative judgments by making one of series of categories organized into a scale .the points in the scale indicated different degrees of frequency. These points were: always, often, sometimes and rarely .The subjects were to rate how often they remember a forgotten word. Question eight investigates students' strategies for remembering words. Finally, question nine is an attempt to know that the use of different collocations expand the students' vocabulary acquisition.

As for the fourth and last section, which is about the relationship between connotative and denotative meaning and vocabulary acquisition, whose aim being to investigate if there exists a relation between the two aspects of meaning; whether connotative meanings or connotations in general help students' expand/increase their vocabulary retention (the effectiveness of connotation on vocabulary retention). In short, this part explores the links between connotative meaning and the development of vocabulary proficiency. It consists of three questions; two of them are mixed-ended and the remaining one is open-ended in type.

The first question is an attempt to know in what way can the connotative meaning be helpful in language learning. The second one aims to know learners' experience in using connotation for acquiring vocabulary. The final question of this section addresses the learners' opinions about words retention through connotation and through denotation.

3.2.1.2 Administration of the Students' Questionnaire

The process of administrating and collecting the questionnaire had been managed online and took more than a week due to the shutdown of all universities and schools which lasted for four months causing a complete shutdown of all universities and schools as so there were no other possible means to be in contact with both teachers and students.

3.2.1.3 Analysis of the Students' Questionnaire

Students' questionnaire comprised twenty-five questions carefully selected and simplified according to student's level. Data gathered from the questionnaire were analyzed and interpreted and each question was dealt with separately. The obtained results are as follows:

Section 01: Background Information

Q1: How long have you been studying English?

Table 3.1 *Students' lasting period of time in learning English*

Options	Number	Percentage
From 4 to 6 years	18	51%
Over 10 years	17	49%
Total	35	100%

The aim of this question was to know how many years' students have spent studying English. A quick glance at table 3.1 revealed that the overwhelming majority of the respondents (51%), which was equivalent to 18 students out of a total of 35, have been learning English from 4 to 6 years, while (49%) i.e. seventeen students, have been studying English for more than ten years. They explain that they started counting from the middle school up to their Master's degree at university.

Q2: According to you, learning a foreign language is much more associated with the development of:

Table 3.2

Development of Foreign Language Learning

Options	Number	Percentage
A- Phonology	3	9%
B- Grammar	4	11%
C- Vocabulary	28	80%
Total	35	100%

Students were asked to answer whether learning a foreign language is associated with the development of phonology, grammar, or vocabulary. We figure out that the first choice was opted by only three students (9%). They did not give it much importance. Whereas, (11%) showed that learning a foreign language was related to the development of grammar. The majority of students (80%) state that vocabulary was part of foreign language development.

Justify your answer:

Students justified their answers. Some who said that learning a foreign language was related to the development of phonology agree that '*Phonological development refers to forming and using speech sounds to clearly communicate in the language. As more sounds of a language are acquired, language becomes clearer, and pronunciation, fluency, and intonation all improves.*' While those who said that learning a foreign language was associated with the development of grammar affirm that language was a set of rules. They could not use it without knowing its rules. However, the majority of students argued that, in order to master the language it was better to learn new words. Thus, this helped them to communicate successfully. It could be deduced that, students were interested in acquiring

vocabulary, since the majority confirmed that learning a foreign language was developed through learning new words.

Q3:What is the most effective way for you to learn English?

Table3.3

The Most Preferable Method for Learning English

Options	Number	Percentage
A-Formal classroom instructions	4	11%
B-Interaction with others	7	20%
C- Chatting and messaging online	1	3%
D-Music, movies or television shows	14	40%
A, B, C, D	2	6%
A, B, D	1	3%
A, B	1	3%
A, D	1	3%
B, C	1	3%
B, D	2	6%
C, D	1	3%
Total	35	100%

As the results in 3.3 table displayed, (40%) of students presented the major population have selected music, movies and TV shows as the most effective method for English learning. Interacting with others was selected by (20%) of respondents, whereas formal classroom instructions was preferred by (11%) of subjects representing a small group of four students. Only one student (3%) choosed chatting and messaging online. The remaining percentage was divided into other seven categories. Two students (6%) suggested that they used all of the above possibilities A, B, C, D. One respondent referred to three methods A, B, D which were formal classroom instructions, interacting with others and music, movies or TV shows. Another (3%) used A, B; classroom instructions and interaction with others. A, D; classroom instructions and music, movies or TV shows were used by one student (3%). B, C; interacting

with others and chatting and messaging as well were used by one single participant who showed that this particular student belonged to the “learning by doing” type of learners in which he preferred to be an active participant in the learning process. (6%) resembled two learners who assumed B,D; interacting with others and music, movies and TV shows were the most helpful. Last, music, shows and chatting: C, D were used by one learner (3%). The majority of participants are dependent self-learners who believed that exposure to native speakers of English was what made them effective producers of the English language (Successful English-language users).

Section 02: On connotative meaning and denotative meaning

Q1:Are you aware that words can carry two kinds of meanings : denotative and connotative meaning?

Table 3.4

Learners’ Awareness of Terms Conveying Two Meanings

Options	Number	Percentage
Yes	34	97%
No	1	3%
Total	35	100%

Thirty-four learners (97%) all agreed that they did know the fact that words could carry two meanings, while only one student (3%) did not know that. Findings obtained in the table above illustrate that the majority of respondents are therefore aware of both types and can clearly differentiate between denotative and connotative meanings.

Q2: Do you think that connotation should be taught intentionally or accidentally?

Upon analysis, twenty-three students believed that connotative meaning should be intentionally taught, while the other ten learners have seen teaching connotations as accidental. Only two of them opted for both intentional and accidental teaching. Most of participants believed that connotation should be taught explicitly. This meant that teaching connotative meaning explicitly had a positive influence on the students' development. Those who suggested the intentional way proposed several reasons to justify their selection, i.e. *“to maintain awareness about the contextual meaning and become familiar with it and its use”*. They stressed their need to study connotations and implemented them in academic writing and conversations. Learners believed that intentional teaching prevented them of getting confused whenever a word connotation occurred. To develop and retain vocabulary successfully was a very crucial issue according to students, as one student stated that: *“connotation should be taught intentionally to ameliorate the student's linguistic level and enhance student's capacities in varying his or her oral and written expressions, i.e. to help the student learn and know the meaning and the use of words in different contexts and situations”*. On the other hand, those who agreed with accidental vocabulary teaching declared that it could seem to be a more natural process. Since connotations held several interpretations, the teacher was less likely to mention all of them which could be confusing, as another student had stated that: *“every single person can define the 'term' the way he sees it.”* For example, the word 'red': connotative interpretation: for me it is love, grace, beauty, love, and purity, for another person it is violence/fire, and so on”. So, language meaning was continually shifting, and always contextual, “I know what you said, but what did you mean?” Another significant argument put forward by the learners is that *“accidental teaching/instruction refreshes the memory.”*

That is to say, connotation was the array of emotions and ideas suggested by a word in addition to its dictionary definition. Most words carried meanings, impressions, or associations apart from or beyond their literal meaning. For example, the words "child" and "kid" mean the same thing, but to call someone a "kid" has a slightly informal and disrespectful connotation. The nature of connotations was that they were not explicitly defined, so they can be used in both purposeful and accidental ways to convey subtle meaning or subtext: you might call someone a "kid" on purpose to imply some disrespect, or you might do so without realizing the connotation of your words.

Q3: Do you prefer when receiving a course and your teacher uses words that have connotative meanings or denotative meanings or you prefer that the teacher uses both of them ?

Table3.5

Learners' Preference Concerning Their Teachers' Use of Meanings

Options	Number	Percentage
A-The use of connotative meaning	2	6%
B-The use of denotative meaning	1	3%
C-The use of them interchangeably	32	91%
Total	35	100%

The results revealed that thirty-two participants (91%) recommend that their teachers use terms carrying both denotative and connotative meanings while lecturing. Two students (6%) set for the connotative meaning, while one student (3%) set for the denotative one. Learners were mindful of the significance of varying teaching methods to cover the needs of the widest possible scope of students in order to ensure, maintain and strengthen their comprehension.

❖ **If you have chosen the literal meaning (direct and explicit words) , is that**

because:

Table 3.6

Reasons behind Students' Preference of the Denotative Meanings

Options	Number	Percentage
A- It suits my intellectual capacities.	0	0%
B-It is easily understood and close to my mind	4	11%
C-I am familiar with it inside and outside the classroom	7	20%
D-It is a waist to exhaust my mind searching for ambiguous and complicated concepts or looking after the real meaning.	0	0%
A,B,C,D	16	46%
A,B	2	6%
B,C	1	3%
No Response	5	14%
Total	35	100%

The results of this item revealed that the highest proportion of respondents (46%) opted for all options of the literal meaning as their preference. Seven learners (20%) indicated that they were familiar with conceptual meaning both within and outside the classroom. Others (11%) declared that core meaning was easily understood and it was closer to their minds. (6%) opted for A,B; it suited my intellectual capacities and it is easily understood and close to my mind, and the B, C option: it is easily understood and it is familiar inside and outside the classroom was picked by one student (3%). The remained (14%) of learners represented those who had not answered this question. Generally speaking, learners found the literal meaning as easy and familiar.

❖ **If you prefer that your teacher uses implicit and indirect words in his course is that because :**

Table 3.7

Reasons behind Students' Preference of Connotative Meanings

Options	Number	Percentage
A -They suit your cognitive level	2	6%
B -You have a large vocabulary stock that allows you to comprehend all words said by the teacher	0	0%
C -You don't like easy and simple speech, so you prefer exerting efforts in order to understand and grasp the teacher's words connotations.	4	11%
D -You want to enrich your vocabulary with new words that have got unfamiliar connotative meanings	6	17%
E - You have got a big pleasure to acquire new words	3	9%
F -All of the above	8	23%
C,D	2	6%
D,E	4	11%
A,D,E	2	6%
B,C	1	3%
No Response	3	9%
Total	35	100%

Again, the most dominant view of participants represented by (23%) had selected all of the above options. six informants resembled by (17%) confessed that they wanted to enrich their vocabulary with new words that have got unfamiliar connotative meanings, while (11%) revealed that they did not like easy and simple speech or expressions. They preferred exerting efforts in order to understand and grasp the teachers' words connotations. Other three learners (9%) have had great pleasure to acquire new words, and two students (6%) considered contextual meaning suitable for their cognitive level. The remaining percentage belonged to other five categories. Four learners (11%) wanted to learn new words with great pleasure: D, E. C, D and A, D, E were both picked by (6%) of respondents who did not like simple speech. They wanted to enrich vocabulary with unfamiliar new and connotative words suitable for their cognitive level. Only one student (3%) choose the options B, and C: having a large vocabulary stock to comprehend all words said by the teacher, and not liking easy and simple speech, so he preferred exerting efforts in order to understand the teacher' connotative words .

Q4: In your perspective , why would some teachers prefer to use words carrying connotative meanings in lecturing?

Table3.8 *Causes behind Teachers' preference of Connotative Meaning use in lecturing*

Options	Number	Percentage
A- To show their capacities in manipulating the language	4	11%
B- To make their students pay more attention to their speech	2	6%
C- To ameliorate the linguistic level of students.	2	6%
D- To enhance the desire to always search for new vocabulary	1	3%
E- To create efficiency and get rid of the routine	1	3%
F- To enable and train the learners to vary their expressions and utterances in both spoken and written form.	2	6%
A,B,C,D,E,F	16	46%
C,D,F	3	9%
B,D,E	1	3%
B,C,F	1	3%
A,B	1	3%
D,F	1	3%
Total	35	100%

This question was dedicated to know learners' views about their teachers' use of connotative meaning in lectures. The majority of them (46%) opted for all options. Four learners (11%) represented the most suggested option that was to show their capacities in manipulating the language. C, D, F suggested by three students (9%); to ameliorate the linguistic level of students, to enhance the desire of searching for new vocabulary, and to enable learners to vary their expressions and utterances in both spoken and written form. Three options shared the same position with (6%) for each; to make their students pay more attention to their speech, to ameliorate the linguistic level of students, and to enable train the learners to vary their expressions and utterances in both spoken and written forms. The remained categories are selected by one student, and they share the percentage of (3%): to enhance the desire to always search for new vocabulary and to create efficiency and get rid of the routine. The option B, D, E that was to make students attentive, to enhance the desire for searching new terms and to create efficiency by getting rid of routine was opted by one participant (3%). Also the option B, C, F; making students attentive, developing their linguistic level and varying their expressions was selected by only one participant. The A, B option is as well opted by one respondent: showing their linguistic capacities and making learners more attentive. Plus, the option D, and F that is to always look for new vocabulary and to vary learners' expressions in spoken and written forms.

Q5: According to you, why do some teachers depend on using words with denotative meanings?

Table 3.9 *Reasons behind Teachers' Dependency on Denotative Meaning Use*

Options	Number	Percentage
A- To confirm the contemporary didactic studies view of explaining ideas with the simplest and direct ways to reach the learners mind.	3	9%
B- The awareness of learners' individual differences.	10	29%
C- The realization that students do not possess a full focus in the class, and the majority of them are busy minded with other issues and do not show interest in what do the teachers say.	1	3%
D- The awareness of the limited linguistics capacities of learners	4	11%
A,B,C,D	14	40%
A,B	1	3%
B,D	2	6%
Total	35	100%

Again, learners picked all the above options as the most suggested with (40%). (29%) of students believed that their teachers depend on words' denotative meaning as they took into account their learners' individual differences. Other (11%) of the participants declared that this was due to teachers' awareness of their limited linguistic capacities. To confirm contemporary didactic studies view of explaining ideas with the simplest and direct way to

reach the learners' mind was an alternative suggested by (9%) students. Two informants represented (6%) believed that both B, D: teachers' awareness of learners' individual differences and of their limited linguistic capacities was the reason behind teachers' dependence on literal meanings. The rest of the percentage was divided equally into two options; (3%) of students thought they did not possess a full focus in the class. The other (3%) choose A, and B assumed that teachers explained ideas in the simplest way plus being aware of their learners' differences.

Q6: Do you face any difficulties with words connotation comprehension produced by your teacher?

Table 3.10 *Investigating the Learners' Capacity to Comprehend their Teachers' Connotations Production*

Options	Number	Percentage
A- Yes	15	43%
B -No	20	57%
Total	35	100%

This question aimed at determining whether or not learners comprehended connotations produced by teachers. Twenty participants (57%) declared that they did not face any difficulties with absorbing words' connotations, whereas (43%) revealed that indeed it was difficult for them to grasp connotative meaning.

❖ **If yes, it is because:**

Table 3.11 *The different Difficulties faced by Learners in Understanding the Teachers' Connotations*

Options	Number	Percentage
A- It is a time consuming process	8	53%
B- The lack of my vocabulary background.	5	33%
C- I am used to familiar simple terms that have direct meanings.	2	13%
Total	15	100%

As indicated in the table above, (53%) students believed that understanding contextual meaning was a time-consuming process, whereas (33%) revealed that the obstacle was their lack of vocabulary background. Other students (13%) thought that they are only used to familiar terms with direct meanings. Connotations were sophisticated in multiple ways.

❖ **If not, it is because:**

Table3.12 *Learners' Strengths which encounter the Connotation Comprehension Difficulties*

Options	Number	Percentage
A- I am able to understand the meaning of these connotations by linking them to the context in which they are put	11	55%
B- I am familiar with teachers application of connotative meanings	1	5%
C- All connotations produced by the teacher are suitable for my intellectual level.	2	10%
D- My knowledge help me to deduce the meaning of these connotations	2	10%
A,B,C,D	3	15%
A,D	1	5%
Total	20	100%

As can be noticed from table 3.12, (55%) of informants believed that they can understand connotations meanings by linking them to their context, while (15%) of students have selected all of the above options. Two learners (10%) assumed that all connotations produced by their teachers were suitable for their intellectual level, whereas others (10%) think that their knowledge deduced meanings to connotations. (5%) one student declared that he/she was familiar with teachers application of connotative meaning while another student choosed the A,D option; he understood the meaning of connotations by linking them to their context, and his knowledge allowed him deduce the meaning of these connotations. As a consequence, the majority of participants relied on context in connotations comprehension.

Thus, context played an important role in helping users easily deduce connotative meanings. So, whenever we used language, whether we were speaking, listening, reading or writing, we did it in some kind of context. The situation we were in, the tone we wanted to express and the ways that others responded to us all affect the nature of the language choices that we made. Language without context lacked important reference points for meaning, and is simply not as effective in communicating what we wanted to say. This was something that we must bear in mind as future teachers, and something that our learners could use to their advantage in their study and use of English.

Q7:What is the necessity of using words that have connotative meanings ?

Table3.13 *Connotative Meaning Use Advantages*

Options	Number	Percentage
A -Refreshing your memory to retrain other stored meanings	2	6%
B -Acquiring new vocabulary	1	3%
C -Enriching your vocabulary	3	9%
D -All the above possibilities	26	74%
A,B	1	3%
A,C	1	3%
B,C	1	3%
Total	35	100%

The aim behind designing this item is to discover the necessities of using the intended meaning. Twenty six of students (74%) choose the option of all of the above. Three participants (9%) confirmed that connotative meaning enriched their vocabulary. Other (6%) respondents claimed that connotations refreshed their memory to retain other stored

meanings. The percentage left was equally divided for other four options; (3%) for each. Understanding new vocabulary was one advantage for contextual meaning use opted by one student. Both refreshing the memory for retaining stored meanings and understanding new vocabulary: A, and B was chosen by one student (3%) as well. Another learner selected A, and C; refreshing the memory and enrich vocabulary were the necessities of using the intended meaning. Last, B, and C were suggested by (3%) resembling one learner' view which was learning new terms and enrich vocabulary stock.

Q8:Are you capable of understanding terms with multiple senses?

Table3.14 *Investigating Students' ability of Understanding Words Multiple Senses*

Options	Number	Percentage
A-Yes	33	94%
B-No	2	6%
Total	35	100%

The dominant answer selected by (94%) of students was that they were able to comprehend words conveying multiple meanings. Those who did not grasp multiple meanings represented a minor group with (6%) of informants.

Having a low vocabulary package could lead to consequences like not being able to grasp meanings in a particular situation. Participants who have declared that they could understand a word with multiple meanings suggested “reading” in the target language or any other form of exposure to native speakers as the most efficient way since it developed both full vocabulary stock and cultural awareness growth. Indeed, reading familiarizes students with various literary genres as they dealt and responded to a variety of texts. They were exposed through reading to different real- life topics which made them gain information and ideas. More importantly, they became involved with rich language styles and trends such as

grammar and vocabulary. The major number of respondents was with the view of context being the factor that determined words meaning by activating their schemata: *“From the context and the surroundings of the word, and activating my prior knowledge”*.

Q9: When you are asked to find synonyms or antonyms to words, do you use a dictionary or you just depend on your prior knowledge ?

Table3.15 *Learners’ Choice among the Dictionary and Prior knowledge as Meaning Elicitation Tools*

Options	Number	Percentage
A-I prefer to use a dictionary	8	23%
B-I prefer to depend on my prior knowledge	27	77%
Total	35	100%

According to the results in the above table, (77%) of learners prefer to depend on their prior knowledge to guess concepts from their context because they believed that it was a natural capacity that was more accessible and effective. Whereas, (23%) of students preferred to use dictionaries to find synonyms or antonyms for words. Most dictionary users were checkers of their schemata for guessing the meaning.

Q10:Do you think that the context plays an important role in defining the different connotative meanings? why ?

According to students' responses to this question, all of the respondents answered with “yes”. Basically, any lexical item intended meaning was related to its context, therefore, to understand word connotation, it has to take place in a certain context. A large number of students agreed on being the context as a tool for guessing the meaning since context provides the right interpretation of the word. One of the informants state: *“Of course it is important,*

a word can have a meaning in a given context and a complete different one in another, so without the context you cannot guess the exact meaning.” Another learner adds: *“the context gives different clues about the meaning of the lexical item which help to disambiguate its meaning”*. Therefore, Studies in neurolinguistics showed us that setting a context effectively activates areas of the brain which related to learners’ experience in relevant areas, known as schema. If activated before new language was presented, a learner’s schemata does valuable preparation work, acting as a ‘landing pad’ for new language, and allowing it to join other, related forms in both short and long-term memory. As a result, when the target language was taken in, it was more likely to be remembered and used later on.

So, this approach could give learners more language options when they wanted to express a specific message, and increase their flexibility with language. For example, consider the following sentence: 'I _____ read that book.'

That is to say, without linguistic context (a preceding or following sentence, a time marker, or some other clues to meaning), it was difficult to be certain how to complete this sentence – the speaker could mean any number of things about reading the book. Unfortunately, however, this was exactly the type of question that students were asked the world over in exercises and language exams at school.

Now here is the same sentence with a slight change:

I _____ read that book. Is it good?

I _____ read that book again! It was terrible.

I _____ read that book. It’s just too long for me to finish!

Although there might be several different ways of completing these sentences, the possibilities were much fewer, as the intended message was clearer from context.

Section 03: On Vocabulary acquisition

Q1: How can you describe your vocabulary knowledge?

Table3.16 *Learner' Own Assessment to their Vocabulary Knowledge*

Options	Number	Percentage
A-Very sufficient	2	6%
B-Sufficient	12	34%
C-Average	18	51%
D-Insufficient	3	9%
Total	35	100%

This question asked the learners to assess their knowledge of vocabulary. Only two students out of 35 (6%) put themselves in a very good area and claimed to have a wide range of vocabulary repertoire. Students who admitted that they had insufficient vocabulary knowledge are (9%), while (34%) of students considered their knowledge of vocabulary to be sufficient and (51%) replied that it was average.

Q2: Do you think that you have a lack of vocabulary knowledge because of?

Table3.17 *Learners' Reasons of Lack of Vocabulary knowledge*

Options	Number	Percentage
A- Lack of reading	29	83%
B- Not aware about its importance	2	6%
C- Difficulties of the word itself	4	11%
Total	35	100%

The aim behind asking this question was to see the reasons which put learners in the phase of lacking vocabulary. The findings revealed that Twenty-nine out of thirty-five students had a lack of vocabulary because they do not read .While (11%) of students'

experience difficulties with the word itself, and this was considered as a problem for students who wanted to learn new lexicon. Others and only two students were not aware of the importance of learning vocabulary, which has prevented them from learning vocabulary. This question also asked the learners if they had other reasons for lack of vocabulary. Almost all students didn't answer this question except for four students. The first had a lack of vocabulary when writing, the second linked lack of vocabulary due to lack of time to learn, the third claimed that the amount of words that students needed to learn was extremely high, and the last mentioned 'complexity of word knowledge'. Knowing a word involves much more than knowing its dictionary definition.

Q3. According to you what is the most difficult to learn?

Table3.18 *The students' difficulties of learning a word*

Options	Number	Percentage
A- Long words	2	6%
B- Words which are complex	11	31%
C- Words which are ambiguous	14	40%
D- Words contain silent letters like: muscle	2	6%
E- Grammatical forms of words	1	3%
F/-Words which are difficult to pronounce	5	14%
Total	35	100%

From the table above, it was noted that most students (40%) found it difficult to learn words when they were ambiguous. Then, complex words seemed to present a difficulty for (31%) of students. It was obvious that words that were not easily pronounced, words that contain silent letters, long words, and grammatical forms of words, have not been chosen by many students.

Q4: Vocabulary learning is an active process that can be developed through:

Table3.19 *Vocabulary Development*

Options	Number	Percentage
A-Recognizing the meaning of words in different contexts.	16	46%
B-An active mediation on the part of the teacher.	2	6%
C-Interaction between students and the teacher.	9	26%
A,B,C	1	3%
A,C	7	20%
Total	35	100%

The analysis in table 3.19, showed that (46%) of students stated that vocabulary developed through knowing the meaning of words in different contexts. Whereas, (26%) point out that vocabulary learning developed through interaction between the teacher and his students. Seven respondents (20%) opted for the 'A, and C' option, i.e., 'knowing the meaning of words in different contexts' and through 'interaction between the teacher and his students' and the rest (6%) affirmed that it develops through an active mediation on the part of the teacher. Additionally, all options together, 'A, B, and C' i.e., 'Recognizing the meaning of words in different contexts', 'Active mediation on the part of the teacher' and 'Interaction between students and the teacher' represented (3%) of the students. From the above result, it could be deduced that the majority of students confirmed that vocabulary learning increased through knowledge of the meaning of words in different contexts. This process therefore gave learners the opportunity to communicate easily and extend their vocabulary knowledge.

Q5: If you have the choice to choose your strategy to understand the meaning of new words which one you select?

In this question the researcher proposed four different possibilities which sought to determine which strategy the learners used whenever they did not understand a word. The responses could be clearly defined as follow:

Table3.20 *Students' Strategies for Understanding the Meaning of New Words*

Options	Number	Percentage
A-Word guessing from context	22	63%
B-Translation of mother tongue equivalent	2	6%
C-Using a bilingual dictionary	9	26%
D-Using word parts (affixes, roots, suffixes)	2	6%
Total	35	100%

As it was indicated in table 3.20, (63%) pointed out that the preferable strategy was to understand the meaning from context (probably they were explicitly taught the strategy “guessing to be good guessers”). Whereas (26%) of participants confirmed that using a bilingual dictionary was the suitable strategy to understand the meaning of new words. Only (6%) affirmed that using word parts was a helpful strategy. The remaining students' (6%) relied on 'translation' to get the word meaning.

❖ Please, justify your answer:

Students were asked to justify and give reasons for their answers. Students who preferred to understand words from context, they stated that it was a valuable way to discover the meaning of new words since it provided them with better understanding.

While those who preferred the use of bilingual dictionaries said that using dictionaries was an easy process. As Read (2000) indicated, that students who utilized bilingual dictionaries gained more vocabulary knowledge than those who did not use it.

In addition, students who preferred to understand words through translation say that they could recall more than 50% of vocabulary when they learnt it from translation than from conceptual learning. Finally, the rest who favor using word parts affirmed that this strategy allowed them to be more familiar with the meaning of words. From the responses of participants, it was noticed that guessing from the context was the most favorable strategy to comprehend the meanings of new words. Thus, being capable to determine words senses through their contextual location was an essential learning skill that students should possess. The study found that cultural context can effectively facilitate vocabulary comprehension and enhance incidental vocabulary acquisition, suggesting that contextual guesses were more effective as a strategy of vocabulary learning than any dictionary since it enabled learners to be self reliant and autonomous learners. As a result, the significance of vocabulary learning was unquestionable. A useful strategy of vocabulary learning was through context. Learning from context has long been desirable by teachers and many teachers have found learning from context to be effective.

So, if we really which to teach students the meanings of words and how they were used, it was useful to present them in context and students are more likely to deduce the meaning from a context .Edwards (2009) stated that students will see how the new item (a new word) works grammatically and the context will help make the item more memorable and help retention.

Q6: How can you describe your vocabulary Retention?

Table3.21 *Students' Description of Vocabulary Retention*

Options	Number	Percentage
A-Very good	0	0%
B- Good	20	57%
C-Average	14	40%
D- Weak	1	3%
Total	35	100%

In regards to the description of students' vocabulary retention, the results indicated that all subjects described their retention of vocabulary with differing degrees. A high rate of students (57%) said that their level of vocabulary retention was good, while (40%) have selected the “average” option; “week” was an option which has recorded the lowest percentage (3%), whereas “Very good” has not been selected at all. The fact that “Good” and “Average” received the highest percentages reveals that students were truly in a position that allowed them to easily retain and recall new vocabulary.

Q7: How often do you remember a forgotten word?

Table3.22 *The Frequency of Retrieving Forgotten Words*

Options	Number	Percentage
A-Always	1	3%
B-Often	15	43%
C-Sometimes	18	51%
D-Rarely	1	3%
Total	35	100%

From the above table, one could clearly notice that the majority (51%) of learners sometimes remembered or retrieved a forgotten word. Forty-three percent of students (43%) choose the frequency Often, while the remaining students (only a small number of learners) who represented Six percent (6%) were divided into three percent (3%) who choose the item Always, the same for three percent (3%) who selected Rarely.

Q8: What strategies would you adopt to retain vocabulary?

Table 3.23 *Students' Strategy for Retaining Words*

Options	Number	Percentage
A-Word repetition	8	23%
B-Note taking	3	9%
C-Dictionary use	2	6%
A,B	3	9%
A,C	2	6%
B,C	3	9%
All of above	14	40%
Total	35	100%

Table 3.23 above represented the results obtained while inquiring about the strategies students used to remember words. The researcher suggested four choices in this question .The results showed that six percent of students (6%) said that they remembered vocabulary when using dictionaries, while Nine percent of students (9%) stated that they retained vocabulary when they took it in a notebook. Moreover, a percentage of thirty-two (32%) repeated the word several times to remember it. Additionally, all of the above options which means all options together i.e., “Word repetition”, “Note taking” and “Dictionary use” resembles (40%). Three respondents (9 %) opted for the option “A, and B” i.e., “Word repetition” and “Note taking ”. While, the “B, and C” options” i.e., the “Note taking” and the “Dictionary use”

option, represents the same result (9%). Additionally, a small number of participants (6%), i.e., two students, indicate that they used “Word repetition” and “Dictionary use” in order to store words in their memory and for longer retention.

Q9: According to you, the relationship between specific words (collocations) enlarges your vocabulary acquisition?

Table3.24 *Using Collocation*

Options	Number	Percentage
A-Yes	35	100%
B-No	0	0%
Total	35	100%

All students (100%) agreed that the relationship between words increases their vocabulary acquisition. Gairns and Redman (1986) emphasized that collocation described the association between specific words. It helped students increase their vocabulary acquisition. Thus, it was a valuable element in vocabulary learning.

❖ **Please, justify your answer:**

Students are asked to give reasons for their answers regarding the relationship between collocations and the development of vocabulary acquisition. Only One student justified his answer and agrees that: *“knowing a certain word with whom should collocates can optimize our vocabulary acquisition, for example 'look for' and 'look after', this small preposition leads to a complete change of meaning; so learning a large stock of collocations leads to a great deal of vocabulary acquisition”* . Thus, the notion of collocations according to McCarthy (1995) was fundamental in the study of vocabulary. J. R. Firth is often quoted having said *“you know a word by the company it keeps (Firth, 1957)*. Knowledge of appropriate collocations was part of the native speakers' competence. Collocation therefore

deserves to be a central part of vocabulary learning. Effective performance of EFL learners depended on their stock of conventional collocations, which were characterized by varying degrees of restrictedness.

Section 04: The relationship between connotative and denotative meaning and vocabulary acquisition

Q1: In what way can the connotative meaning be helpful in language learning?

Table3.25 *Connotative Meaning use Outcomes in Language Learning*

Options	Number	Percentage
A-It makes learning easier and enjoyable	4	11%
B-The vocabulary stock can be enlarged quickly	13	37%
C-Words can be better understood and learned	7	20%
D-Words move quickly into Long Term Memory	5	14%
E-Words are retained longer	1	3%
A,B,C,D,E	5	14%
Total	35	100%

This question was dedicated to learners to investigate why connotative meaning was crucial to them. (37%) of participants see that contextual sense enriches vocabulary stock quickly, while (20%) of the students seen that words could be better absorbed and learned by their connotations. (14%) participants have selected; words move quickly into long term memory option. Other (14%) respondents opted for all available options. According to (11%) of learners, connotative meaning made learning easier and enjoyable. Only one student (3%) thought that words could be retained longer through their connotations.

Learners had also suggested other benefits of connotations use in language learning. Raising motivation to learn vocabulary, activating learners' mental processes and excelling their both productive skills by implementing words connotatively were the most frequent reasons.

Q2: Have you ever tried to learn vocabulary through connotative definitions?

Table3.26 *Checking Learners' Experience in Using Connotation for Learning Vocabulary*

Options	Number	Percentage
A- Yes	23	66%
B-No	12	34%
Total	35	100%

Learners who have applied the use of connotations as a resource for vocabulary learning represented the major number of participants which was (66%), meanwhile other learners who did not use the contextual meaning as a means for their vocabulary enlargement resembled only (34%) of the students.

All learners who have implemented connotations for the sake of learning vocabulary had confirmed its validation for vocabulary retention as well in which a student declared: *“I think it is a fun way for learning vocabulary. Once you find something enjoyable, it gets stuck in your memory and it becomes easy for to be retrieved”*. Another adds: *“ I could remember the impression or the feeling that the linguistic item gives you when you learn it.”*

Respondents who depended on conceptual meaning and dictionaries in order to acquire terms have related their choice to factors like connotations sophistication and ambiguity; they get confused whenever they occur.

Q3: What is your opinion about words retention through connotation and through denotation?

Mostly, all respondents shed light on the significance of contextual meaning for language and vocabulary learning in general. Learners' answers for this question mainly focused on being a motive for them to be active in the class, and to enjoy learning vocabulary. Connotation was the best method to make vocabulary retentive according to

students whenever they faced a difficulty with retrieving an already learned word. We have received plenty of answers supporting the idea of the effectiveness of connotation on vocabulary retention. As this student stated: *“connotative meaning is a good method to attain new words.”* Another student had declared: *“It helps in remembering the words”* also: *“It is a good way to enhance the one's vocabulary.”* Connotations activated learners' schemata and boosted their cognitive processes: *“Connotations motivate and stimulate many mental skills among them retention.”* participants opinions on retention through denotation were responded with both positive and negative comments. In addition to precise and clear, denotative meaning is easily understood. Therefore, it was more suitable for beginners. Others accused the conceptual meaning of being limited to one sense and insufficient to cover all what a word could refer to :*“denotative meaning is not enough at all, teachers should increase the awareness of teaching the connotative meaning in their classes because denotation alone is not sufficient and it is a very traditional technique, we should bring motivation and innovative techniques or methods of teaching to make learners be autonomous and well aware of the words' hidden or implicit meaning”* .

3.2.2 The Teachers' Questionnaire

3.2.2.1 Aims of the Questionnaire

The questionnaire was designed for English teachers to obtain their opinions and attitudes towards the significant notion of connotative meaning for developing students' vocabulary retention. Also, the survey shed light on the importance of awareness about the latter, and how it provided an appropriate understanding of the major associated concepts of connotation being the best method to make vocabulary retentive.

3.2.2.2 Description of the Teachers' Questionnaire

The teachers' questionnaire contains twenty five questions and a provided space for personal suggestions or comments. It is composed of three sections: background information,

the notion of connotative meaning and denotative meaning, vocabulary acquisition and further suggestions. Each section investigates different issues, yet all of them have been designed to address one general issue.

- Section one: Background Information (Q1-Q2)

This section primarily inquires general information about the participants' educational qualifications (Q1), and teaching experience (Q2).

- Section two: The Notion of Connotative Meaning and Denotative Meaning (Q1-Q12)

In this section, we shed light on the notion of connotation and denotation, by investigating the teachers' perspectives and conceptualizations about the significance of such notion. Accordingly, the formulation of the first question (Q1) in this section tends to estimate the teachers' actual knowledge about the notion of connotation and denotation, by defining the two major concepts and synthesize their perspectives about meaning types. In (Q2) the focus is made even clearer by directly pointing to whether they depend in their interaction with learners during delivering their courses on the use of words that have simple and direct meanings, on those which have deep meanings, or on the use of them simultaneously. As a result, (Q3) the teachers are required to state their opinions about the most successful way for learners to understand content efficiently, thus, to what extent they think the learner can easily conceive the use of his/her connotative words. In (Q4), (Q5), the teachers are required to reflect on the notion of connotative meaning, by showing the effect of using connotative words in the learning /teaching process. (Q6) seeks the teachers' opinions concerning their learners' comprehension, and how they come to comprehend what is meant by his/her teacher. Throughout question (Q7), we seek to discover whether teachers take into account the differentiation in the learner's capacities while using connotative meanings in their courses. (Q8) requires the teachers to confirm the most efficient method for connotative meaning comprehension. (Q9), the teachers are addressed to pick which of the two tools is more

effective in text reading courses, i.e., schemata as a preferred method for word meaning guessing in text reading courses or Dictionary use. The tenth question (Q10) is an attempt to know their views on how to make equilibrium between the hypothesis that views that language is not static; it is always in case of progression and the referential of learner and teacher, i.e. how to relate language progression to learning and teaching. Finally, (Q11-Q12) directly seek the teachers to determine in which specialty connotative meaning is most frequently used; knowing that a space is left within (Q12) to explain the fact that connotative meaning is more available in one specialty compared to the other.

- Section three (Q1-Q11): Vocabulary Acquisition

As for the third section, the investigator intends to collect data about the teachers' perception about vocabulary learning and the significance of vocabulary in foreign language learning as well as strategies that their students use to learn vocabulary in their classrooms. Always the same case, we started this section by investigating the teachers' opinions on the state of vocabulary in language teaching (Q1). In addition, the second question (Q2) intends to identify students' areas of difficulty in learning vocabulary. The following third and fourth questions (Q3-Q4) on their part seek to identify whether EFL learners use VLS (Vocabulary Learning Strategies) effectively and what strategies that students use to learn vocabulary in their classrooms.

In addition, Question five (Q5), asked teachers to state their assessments of learners vocabulary knowledge. Thus, (Q6), the teachers are required to state if their students aware of the strategies they already use in learning vocabulary in L1 and L2.

After that, (Q7) the teachers are required to reflect on the type of vocabulary taught. i.e., (Intentionally, accidentally or both). In (Q8), we go further and ask the teachers' about their views concerning techniques of presenting (New) vocabulary. (Q9) seeks to determine the teachers' opinions about the necessity of acquiring vocabulary for EFL learners. Question ten (Q10) attempted to highlight teachers' guidelines concerning the improvement of students'

vocabulary acquisition. At last, the final question (Q11) is for the teachers to add any suggestions or comments concerning the subject of this study.

3.2.2.3 Administration of the Teachers' Questionnaire

The questionnaire was administered during the second semester of the academic year 2019-2020. It was handed to twenty five English teachers, yet the questionnaire was answered by only twenty of them.

3.2.2.4 Analysis of the Teachers' Questionnaire

This questionnaire consisted of twenty five questions of different types. It has in fact helped the researcher gather basic information concerning teachers' views about the role of teaching connotative meanings in enhancing vocabulary retention. In what follows, a detailed analysis of all the answers is carried out, so as to pinpoint the most relevant findings and offer reasonable interpretations.

Section1: Background Information

Q1- Educational qualification

Table3.27*EducationalQualification*

Options	Number	Percentage
A-Master	3	15%
B-Magister	5	25%
C-phD	12	60%
Total	20	100%

The results in the table above showed that the majority of teachers (60%) hold a PhD degree, (25%) held a Magister degree and only three (15%) held a Master's degree. Accordingly, all of them are highly educated.

Q2- Years of Teaching English Experience at University

Table 3.28 *Teachers' Work Experience*

Options	Number	Percentage
A-Less than two years	3	15%
B-From three to five years	4	20%
C-More than five years	13	65%
Total	20	100%

The results in the table above showed that (65%) of teachers have taught English at University for more than five years. (20%) of them taught English from three to five years. Finally, (15%) taught English less than two years and, thus, more than half of the teachers have had enough experience.

Section 02: On connotative meaning and denotative meaning

Q1: The two scholars C. K. Ogden and I. A. Richards assumed in their book, which is entitled “the meaning of meaning“ that a word can have two different meanings, such as “the denotative meaning“ and “the connotative meaning”, so how can you define the two concepts?

Respondents were requested to define both denotative and connotative meanings in order to synthesize their perspectives about meaning types. Successfully, all teachers have introduced proper complete descriptions by the statement of characteristics properties. These are some examples of teachers’ interpretations of denotative and connotative meanings:

“By denotative meaning, we are referring to the explicit or direct meaning. However, the connotative meaning refers to a secondary meaning that is culturally determined”.

“The connotative meaning is the social meaning, whereas the denotative meaning is the literary meaning or what may call the dictionary meaning.”

“Connotative meaning refers to the wide range of associations that most words carry with them, whereas denotation is the precise, literal meaning of a word that is usually found in dictionaries.”

Q2: Do you depend in your interaction with your learners during delivering your courses on the use of words that have simple direct meanings, or on those which have deep meanings?

Table3.29 *Connotative and Denotative Meaning Use in Teacher Learners Interaction*

Options	Number	Percentage
A- Words that have denotative meanings.	2	10%
B- Words that have connotative meanings	2	10%
C- Both of them.	16	80%
Total	20	100%

Statistics showed equilibrium in denotative and connotative use in teacher learner interaction in which (80%) of participating teachers used both of meanings in their courses delivery. Others (10%) selected only the denotative meaning while others (10%) choose the connotative meaning. So, we could understand that teachers were maintaining a reasonable balance among the two concepts in content delivery, and this was one way of their teaching methods and techniques variation.

Q3: In your opinion, what is the most successful way for learners to understand content efficiently?

Table3.30 *Content Teaching through the use of Denotative and Connotative Meanings*

Options	Number	Percentage
A-The use of connotative meaning	1	5%
B-The use of denotative meaning	1	5%
C-The use of them interchangeably	18	90%
Total	20	100%

Eighteen teachers (90%) came to an agreement that the use of both meanings was the most efficient way that could boost learners' content comprehension. Only one teacher (5%) selected the denotative meaning and another teacher (5%) selected the connotative meaning. This result resembled the teachers' emphasis on the effect of variation in teaching methods.

Q4: Does the learner conceive easily the use of your connotative words?

Table3.31 *Learners' Range of Connotative meaning understanding*

Options	Number	Percentage
A-Yes he does	3	15%
B- No he does not	5	25%
C- Most of the time	12	60%
Total	20	100%

As represented in the table, (60%) of informants believed that their students did absorb the connotative sense most of the time when uttered, which reveals their high capacities growth and their readiness/willingness to analyze sophisticated senses. (15%) of teachers

declared that learners have an absolute capability of grasping connotations. Other (25%) of informants represented one quarter of teachers participating in this questionnaire seen their students as unable to comprehend intended meanings.

Q5: What is the effect of using connotative words in the learning /teaching process?

Table3.32 *The Outcomes of Connotative meaning use in Teaching*

Options	Number	Percentage
A-Motivating the learner's memory to retain the stored information.	1	5%
B-Enriching his linguistic stock in order to enable him to have an enormous amount of linguistic vocabulary that he can use in a variety of contexts.	2	10%
C-Enables the learner to know different synonyms of the same word at the same time; a given word may have different semantic meanings.	0	0%
A,B,C	15	75%
B,C	2	10%
Total	20	100%

The largest proportion of respondents, 15 out of 20 representing (75%) opted for all possibilities for the effect of the connotations use. (10%) believed that connotative meaning was a tool to enrich learners linguistic stock in order to enable them to have an enormous amount of linguistic vocabulary that could be used in a variety of contexts, Whereas, only one participant (5%) picked the effect of connotative meaning as a motive for learners' memory to retain the stored information. None of the teachers (0%) saw that the intended meaning

enables learners to develop awareness of different words synonyms. The remaining percentage (10%) belonged to both answers B+C; enrich students' linguistic stock and enable them to know various synonyms of words. The connotative meaning affected the vocabulary stock growth, built knowledge of words different semantic meanings and retention.

Q6: How can a learner reach what is meant by his teacher?

At the level of this question, we wanted to discover teachers' opinions concerning their learners' comprehension, and how they came to comprehend. According to their responses, context was what clarifies the teacher' speech depending on thematic link to connect the ideas. Learners should ask clarification questions for filling in the gaps they had. It was essential as well if teachers implemented examples while presenting/delivering the lesson, since examples do support their explanation. A group of teachers believed that students should be self dependent (self-reliant) and check their dictionaries whenever they fail to grasp ideas. Also, being active and taking part in class discussions keep learners attentive. *“One of the teachers' answers was:” through context, gestures, facial expressions, intonation”. Body language and the tone of the speech attract learners' attention to maintain focus in the class”.*

Q7: Does the teacher take into account the differentiation in the learner's capacities while using connotative meanings in his courses?

Table3.33 *Individual Capacities Consideration in Connotative Meaning Teaching*

Options	Number	Percentage
A-Yes	16	80%
B-No	4	20%
Total	20	100%

From the table above, it was noticed that sixteen teachers (80%) revealed that they did not take into account all their students' capacities whenever they use connotation, and it covered both linguistic and cognitive capacities. While four of them (20%) declared that they did not consider such factors in their production of intended senses while lecturing. Most of the teachers in the department of English at Mila University paid attention to their learners' level and abilities, which resulted in better outcomes for content perception.

Q8: How can a learner acquire a linguistic richness that enables him to understand the connotative meaning of words?

More than half of the answers were dedicated to reading as a most efficient method for contextual meaning comprehension. There was no better than regular reading for understanding larger amount of meanings. Learners could acquire a linguistic richness by reading articles or books in the target language. Listening to natives' language via media like films or audio books was efficient as well, yet direct interaction could be more successful for intended meanings absorption. A teacher assumed: *"To attain that aim the learners' needs exposure to enough input and a sufficient amount of practice. So, he needs for example intensive/ extensive reading, listening and speaking (especially with and to native speakers)."* Another teacher reveals: *"Learner should read a lot, especially those references which address connotative meanings of words across different cultures. They are also recommended to interact with target language native speakers and discuss with them the connotative meaning of certain words."*

Q9: During delivering a typical course about a reading text. How do you expect the learners to guess the meaning of words?

✓ Please, justify your answer anyway.

Table3.34 *Meanings Recognition Tools in Text Reading Courses*

Options	Number	Percentage
A-You prefer they use a dictionary.	6	30%
B- It's better to depend on their schemata.	10	50%
C-Both of them	4	20%
Total	20	100%

Once teachers were asked to pick which of the two tools is more effective in text reading courses, (50%) half of the teachers selected the learners' schemata as the preferred method for guessing word meaning in text reading courses, and dictionary use has been chosen by (30%) of teachers. Whereas (20%) of informants opted for both: prior knowledge and dictionaries.

In explanation, teachers who stood for dictionary use justified their choice by stating these reasons:

- ❖ *“Dictionary use is practical.”*
- ❖ *“Dictionary assists storage and recall.”*
- ❖ *“Taking into account learners' individual differences since some students have weak capacities.”*
- ❖ *“Focusing on specific ideas comprehension in order to avoid confusion.”*
- ❖ *“Checking if your meaning guess of a word is true.”*

While teachers who picked the students' prior knowledge stated multiple justifications to defend their selection:

- ❖ *“Prior knowledge serves well reading comprehension sessions and familiar themes.”*
- ❖ *“Develop learning autonomy and cognitive abilities.”*
- ❖ *“Improve learners' connotative meaning use.”*
- ❖ *“Enhance vocabulary retention.”*
- ❖ *“Dictionaries are not equipped with intended meanings”.*
- ❖ *“Motivate students to guess meanings from the context of words.”*

Q10: 'Stephen Olman assumed that language is not static; it is always in case of progression, so how can we make equilibrium between this hypothesis and the referential of learner and teacher?

Two views were detected in teachers' responses to the question on how to relate language progression to learning and teaching. Being updated, updating concepts about word meaning and usage, updating teaching materials, and the consistent update of the innovative methods, techniques, and strategies, as described by this teacher: *“Both teacher and learner have to realize and acknowledge the fact that language is dynamic and it is always in a state of progression and change.* This very fact applies directly to the meanings of words. Thus, teachers and learners should rely on their referential, but at the same time; seek to update their knowledge about words meanings, so that they keep themselves aware of the latest development in language use and word meanings. In general, language development and linguistic repertoire achievement through reading, listening and interacting should be updated. Real life use of expressions make learners familiar with authentic language.

Q11: In which specialty do we use more the connotative meaning?

Table3.35 *Frequency of Connotative Meaning use in Different Specialties of English Teaching*

Options	Number	Percentage
A-Didactics of foreign languages	1	5%
B-Applied Linguistics	0	0%
C-Literature and Civilization	7	35%
D- Translation and Interpretation	4	20%
A,B,C,D	1	5%
B,C,D	1	5%
C,D	6	30%
Total	20	100%

Respondents were asked to determine in which specialty connotative meaning was most frequently used. Literature and civilization was the most suggested specialty with (35%), translation and interpretation comes in the second position with (20%) of answers. Didactics came in the third position with (5%) and it was selected by only one teacher, while six teachers resembling (30%) of participants opted for literature and civilization with translation and interpretation as their choice. The remaining percentage was divided into two between (5%) who have chosen all options A, B, C, and D, and (5%) who have chosen B, C, and D; applied linguistics, literature and civilization, translation and interpretation.

Q12: Explain the fact that the connotative meaning is more available in one specialty compared to the other.

It depends on the characteristics of the field in which a higher frequency of connotation is required, while another involves less connotations frequency. This participant explains it well: *"there are simply modules that are flat and static offering very objective factual content that does not need further linguistic creation, By contrast, modules like literature and translation, resort to the human psychological factor and so can be an open free space to connotative explorations"*. As literature which is related to human psychology in terms of interpreting humanistic conflicts. Teachers justified their selection of literary field because it is full of figurative language, so the connotative meaning is a way of producing creative language. Also, translation studies, all the possible meanings in different languages to formulate correct interpretation of a certain meaning. Here is a brief comparison by one of the teachers between fields of study requiring connotations as an essential component in which connotative sense use is secondary: *"Connotative meaning is more available in Translation and Interpretation than in Didactics of Foreign Languages"*. In the latter, almost all attention is drawn to issues of second language teaching and learning such as theories of language learning, fossilization, and grammar teaching techniques and approaches. In the former, it is a different story. The translator/interpreter deals with words, their deep meaning and interpretation. Quite often, the meanings of words under translation/interpretation process are connotative in nature. Therefore, the translator/interpreter finds himself in a need to learn and discover connotative meanings of words in both the source language and the target language."

Section 03: On Vocabulary acquisition

Q1: in your opinion, what is the position of vocabulary in language teaching?

In this issue, Teachers were asked to express their opinions on the position of vocabulary in language teaching. Twenty teachers (100%) responded positively, saying that “it is very important” they confirmed their answers:

-Teacher one: *“Vocabulary is the backbone of language teaching, it is positioned at the peak of the triangle”.*

-Teacher Two: *“Technically, choosing words for teaching goals is an incredibly difficult task to do”.*

-Teacher Three: *“There are huge numbers of words found in any language. And as learners of a foreign language seeking fluency and mastery, they would definitely want to broaden their vocabulary with far more words than we, their teachers, can teach them”.*

-Teacher Four: *“Vocabulary is the flesh with which we fill the skeleton of language”*

-Teacher Five: *“It is primordial, a must have above all”.*

Q2: Which of the following areas do you think contribute to your learners' difficulties in learning vocabulary?

Table 3.36 *Students' Areas of Difficulty*

Options	Number	Percentage
A- Meaning of new words	6	30%
B- Spelling of new words	1	5%
C- Words pronunciation	0	0%
D- Grammatical forms of new words	0	0%
E- Complexity of words	3	15%
A,B,C,D,E	1	5%
A,B,C,E	2	10%
A,B,E	2	10%
A,B,C	1	5%
B,D,E	1	5%
A,E	1	5%
A,B	1	5%
B,C	1	5%
Total	20	100%

As for the second question, which was aimed at exploring students' areas of difficulty in learning vocabulary. Clearly, the findings in the above table show that the participants listed more than one difficulty but "Meaning of new words" was the first difficulty for six (30%) of them. Three teachers (15%) mentioned "Complexity of words", while "spelling of new words" was mentioned by one teacher (5%). However "Words` pronunciation" and

“grammatical construction” as an isolated option was not mentioned by any teacher. Two respondents (10%) opted for the 'A, B, C, E' option, i.e., “Meaning of new words”, “spelling of new words”, “Words pronunciation” and “Complexity of words”. Two other teachers with the same percentage (10%) opted for the 'A, B, and E' options, i.e., “Meaning of new words”, “spelling of new words” and “Complexity of words”. Moreover, all options together 'A, B, C, D, and E', i.e., “Meaning of new words”, “spelling of new words”, “Words pronunciation” “grammatical construction” and “Complexity of words” option represent the result of (5%). Additionally, a small number of the participants (5%), i.e., one teacher, indicated that his/her students has difficulty with “A, B, and C”, i.e., “Meaning of new words”, “spelling of new words and “Words pronunciation”. Just one respondent (5 %) opted for the options ‘B, D, and E' i.e., “spelling of new words” ,“grammatical construction” and “Complexity of words”. In addition, 'A, and E' i.e., “Meaning of new words” and “Complexity of words” options are given the same percentage (5%) with just one teacher. While another teacher (5%) chooses ‘A, and B’ i.e., “Meaning of new words” and “spelling of new words”. Only one participant, representing (5%), opted for choice 'B, and C', i.e., “spelling of new words” and “Words pronunciation”. The results show that 'A, B, C, D, and E', 'A, B, and C', 'B, D, and E', 'A, and E', 'A, and B', and 'B, and C' options have approximately the same percentage in which they have earned the lowest percentages (5%) .This could mean that EFL students face difficulties in learning vocabulary at all areas, especially “Meaning of new words”.

Q3: Do you think EFL learners use VLS (Vocabulary Learning Strategies) effectively?

Why?

In response to this, all participating teachers stated that their students do not use vocabulary strategies effectively. In particular, all the participants agree on six to seven points. First “*EFL students don't even know what the strategies of learning vocabulary are*”, *in other words, they do not even know what they are*”.

Second, *“they are unconscious of using VLS to learn new vocabulary items, Although every EFL learner, often subconsciously, uses a range of strategies to acquire new vocabulary, he/she is not aware of all possible strategies that exist”*.

Third, *“To answer this question, certain criteria sprang to mind, among them fluency in communication, fluency in writing, accuracy in communication, accuracy in listening and; therefore, comprehension and accuracy in writing. These features can plainly display the effectiveness or not of VLS’s usage by the learners. And to be fair enough, I believe most of students misuse if I may say these learning strategies”*.

One of the informants answered stating the following: *“students really lack attention of learning vocabulary, in other words they don’t even try to use strategies to acquire new words. Another teacher said: “No, they do not. Students aren't even enable to use dictionaries appropriately let alone various VLS. Most of them rely on traditional ways or retaining vocabulary which is memorization and drilling”*. Another teacher commented stating that: *“students are not the only responsible about using VLS, as teachers we rarely tell them about the importance of using VLS” in the sense that they need training for that*. As the same teacher argued *“because they were not trained to do so in the first place. They need to have a module of vocabulary to instruct them how to do so”*. On the same vein one participant stated that *“they do not simply because not all of them are good learners”*.

Another reason behind the lack of using VLS is as one participant commented using the following words: *“It depends on the student’s level, readiness and motivation. Some students do use VLS; some others are reluctant due to motivation or it has more to do with lethargy”*.

Only one teacher among those who opted for YES commented stating in his words: *“Yes, to a large extent because they are aware of the importance to enrich and optimize their vocabulary.”*

Q4: Which of the following strategies you think EFL students use to learn Vocabulary in classroom?

Table 3.37 *Vocabulary Strategies Students' Use in the Classroom*

Options	Number	Percentage
A- Dictionary use	5	25,00%
B- Guessing the word from the context	3	15%
C- Taking notes	0	0%
D- Asking you about it	0	0%
A,B,C,D	1	5%
A,B,D	3	15%
A,C,D	1	5%
A,B	2	10%
A,D	3	15%
B,D	1	5%
C,D	1	5%
Total	20	100%

Answers differed from one teacher to another. In this question, the teachers did not concur on a single strategy as the most effective strategy for the learners, instead each strategy received different percentages. Five teachers (25%) referred to “Dictionary use” as the first strategy that their students tend to use. Three teachers (15%) have opted for guessing the meaning from the context. However, no teacher has selected taking notes (option C) or asking the teacher about the meaning (option D). Three respondents (15%) opted for the 'A, B, and D' choice, i.e., “Dictionary use”, “Guessing the word from the context” and “Asking you about it”. Three other teachers with the same percentage (15%) opted for 'A, and D' options, i.e., “Dictionary use” and “Asking you about it”. Only two respondents (10 %) opted for the 'A, and B' options, i.e., the “Dictionary use” and the “Guessing the word from the

context”. Moreover, all options together 'A, B, C, and D', i.e., “Dictionary use”, “Guessing the word from the context”, “Taking notes” and “Asking you about it” options represent the result of (5%). One respondent (5 %) opted for the option 'A, C, and D ', i.e., “Dictionary use”, “Taking notes” and “Asking you about it”. Followed by the 'B, and D' alternatives, i.e., “Guessing the word from the context” and “Asking you about it” with the same percentage (5%). Additionally, only one teacher, also representing (5%), opted for the 'C , and D' option, i.e., “Taking notes” and “Asking you about it”.

Q5: Are there any other strategies used by students in addition to the pervious strategies?

This question was clearly related with the previous one, teachers were asked to mention any other strategies used by their students to learn vocabulary in addition to VLS. Some teachers said that their students use no other strategies, while others stated that their students use in many times translation method, they translate words into other languages especially Arabic. Another teacher said that her students rely more on technological resources to learn vocabulary. She said *“I always see them holding their mobiles, pads to look either for meaning of words or doing something that has relation with learning words”*. The last teacher stated: *“I think they try to memorize them”*.

Q6: How do you assess your learners’ vocabulary knowledge? Please justify your option anyway.

Table3.38 Teachers’ Assessments of their Learners Vocabulary Knowledge

Options	Number	Percentage
A- Good	2	10%
B- Average	16	80%
C-Weak	2	10%
Total	20	100%

As regards to assessing students' knowledge of vocabulary, answers reflected divided opinions. Sixteen teachers (80%) said that students had an average knowledge of words, adding that they could assess their student's vocabulary knowledge according to activities used in classroom, for example listening activities. Two teachers (10%) consider their students' vocabulary knowledge insufficient (weak). For them, EFL students lack many words that they must know. One of them said *"sometimes they even write in French and Arabic"*. As opposed to the previous teachers, two other teachers (10%) pointed out that their students really have a large range of words. They said *"they have solid, valid and rich vocabulary repertoire"*.

Q7: Are they aware of the strategies they already use in learning vocabulary in L1 and L2?

Table3.39 *Learners' Awareness through L1 _ L2*

Options	Number	Percentage
A-Yes	5	25%
B-No	15	75%
Total	20	100%

Responses to this question were unfortunately negative, as almost all teachers (75%) answered that their learners were unaware of the strategies they already used to learn words in L1 and L2, just five teachers (25%) responded affirmatively.

Q8: Do you teach new vocabulary: intentionally, accidentally or both?

Table 3.40 *Types of Vocabulary Taught*

Options	Number	Percentage
A-Intentionally	4	20%
B-Accidentally	1	5%
C-Both	15	75%
Total	20	100%

In reaction to the Eighth question which inquired about the type of vocabulary taught, (75%) of teachers revealed that they taught vocabulary both intentionally and accidentally (They did it both intentionally and accidentally), while (20%) of teachers replied that they taught vocabulary intentionally. i.e. with a pre-plan. Only one teacher (5%) claimed that she taught vocabulary accidentally. Intentional vocabulary was favored over accidental, although literature proved the efficiency of the accidental vocabulary learning.

Q9: What are the techniques that you use to teach (new) vocabulary?

Table 3.41 *Techniques of Presenting New Vocabulary*

Options	Number	Percentage
A-Visuals	0	0%
B-verbal explanation	9	45%
C- translation	0	0%
A,B,C	4	20%
A,B	5	25%
B,C	2	10%
Total	20	100%

This question attempted to highlight teachers' views concerning techniques of presenting (New) vocabulary. Nine of them (45%) responded that they used the verbal technique. However, no teacher has listed "Visual techniques" and "use of translation" as an isolated option. Five respondents (25%) opted for the options "A, and B", i.e., "Visuals and Verbal explanation". Moreover, all the options together "A, B, and C", i.e., "Visuals ,Verbal explanation" and "Translation "option represented the result of (20%). Additionally, a small number of participants (10%), i.e., two Teachers, indicated that they used the 'B, and C' options, i.e., "Verbal explanation" and "Translation". These are supposed to be various ways to satisfy the different learners' learning styles and proficiency level.

Q10: How do you explain the necessity of acquiring vocabulary for EFL learners?

This question aimed at having an idea about teachers' opinions concerning the necessity of acquiring vocabulary for EFL learners. All teachers emphasize that acquiring new vocabulary is really an important aspect for an EFL learner which cannot be neglected. It is the core element in language learning. Vocabulary is a means to clarify thought and expressing ideas. It is also the basis for Successful communication. It was noticed that Teachers' answers to this question were equally shared between "*so important to carry on tasks*", "*For FL learners it is primordial*", all their answers were positive, Comments were numerous and long. Five teachers commented as follows:

-Teacher One: "*acquiring vocabulary is a must in learning a foreign language because through vocabulary one can construct his scaffolding to have the language pillars such grammar, vocabulary and the like*".

-Teacher Two: "*To function in our present complex social and economic world, it's of paramount importance to possess effective language skills and word knowledge. And, to*

stress the critical value of vocabulary for success in general, a load of vocabulary is indeed reflective and predictive of advanced levels of reading achievement.”

-Teacher Three: *“The effectiveness of communication depends primarily on the vocabulary knowledge and the contextual use of words and expressions. Improving linguistic skills cannot be achieved without an adequate vocabulary list. Lack of words can cause misinterpretation, semantic and grammar deviation and poor spoken and written language.”*

-Teacher Four: *“Words are the building blocks of language. If there are no words there will be no language”.*

-Teacher Five: *“Vocabulary is the platform on which language competences are built”.*

Q11: Which pieces of advice you give for your students to improve their Vocabulary acquisition?

This question attempted to highlight teachers’ guidelines concerning the improvement of students’ vocabulary acquisition. As it was expected, all the respondents strongly insisted on the importance of extensive reading in the daily life of all students. They noted that the main benefit of extensive reading is to aid students achieve autonomy in reading, build new vocabulary and reinforce the existing one.

Teachers commented as follows:

-Teacher One: *“The best advice is to make reading a habit”.*

-Teacher Two: *“Reading at first, communication/interaction with native and non-native, ...turning on their electronic devices to English ,playing crosswords, listening to native speakers such as journalists, sport commentators and many others...”.*

-Teacher Three: *“I advise them to read and listen more to the foreign language speakers, so that they can optimize both the spoken and the written form of the language besides developing new lexis”.*

-Teacher Four: *“Students can improve their vocabulary through engaging in rich oral-language experiences at social media platforms chatting with natives, at home, at school, social settings, listening to audio-books read aloud to them, and reading independently on their own”.*

-Teacher Five: *“Learners should: - Read anything in the target language(English) that they like and enjoy reading, such as short stories, poems, novels, articles..., and look up the meanings of unfamiliar words. -Familiarize themselves with the wide range of vocabulary learning strategies that exist and employ the ones that suit them. - Use newly-acquired terms in one's own utterances and sentences. -Watch/listen to anything in the target language (movies, songs, documentaries) to catch any unfamiliar word”.*

Q12: Feel free to give any further suggestions or comments.

The last question in the present questionnaire was an open one for the sake of giving teachers an opportunity to express themselves and suggest proposals they find helpful for the students to extend and improve their vocabulary knowledge. The subjects proposed some alternative suggestions concerning connotation, denotation and vocabulary retention. **(80%)** of the informants offered their suggestions, the rest **(20%)** did not make any; they are summarized and detailed in the following points:

- ✓ Relaxed atmosphere for the teaching/ learning process.
- ✓ Varied and interesting vocabulary, vocabulary activities and vocabulary learning strategies.
- ✓ Promoting reading in free time.
- ✓ Continuous revision and consolidation of the studied words (Vocabulary).
- ✓ Reading both extensively and intensively.
- ✓ Watching authentic videos, movies in English to obtain new words.

- ✓ Listening to videosetc in English without translation several times to make words fossilized.
- ✓ Learning vocabulary with pleasure to discover new words, this increases the learners' vocabulary repertoire.
- ✓ Vocabulary learning is indispensable for language learning; and without it we cannot talk about further aspects of the language.
- ✓ Vocabulary cannot be acquired in a couple of weeks. It takes much time and effort.
- ✓ Play vocabulary learning games that suit their ages. -Write in the target language.
When an EFL learner, for example, writes his ideas and emotions in English, he experiences the lack of certain words that serve expressing his ideas. As a result, EFL learner becomes eager to find the words they need. Once he finds them, he is more likely never to forget them in the future. -Interact with other speakers of the target language who are more knowledgeable than him/her.
- ✓ Let learners be autonomous / work in groups.
- ✓ Making a dictionary their friends.
- ✓ The well understanding of Connotative and denotative meanings of a word or a phrase depends on approaching the cultural heritage of the targeted people.
- ✓ Connotative words can help to create the proper mood in a story. A happy, depressing, lonely, spooky, eerie, or creepy mood can be conveyed with the correct word choice.
- ✓ It is a nice topic; however, it is hard to approach it from a broader scope. It would be easier if one refines the scope of the study to given modules. Like for instance, literature and its relation to building vocabulary.

Teachers' Suggestions

In sum, most of the teachers provided suggestions of a crucial importance to remedy the learners' problem of weak vocabulary stock. These are considered as proposals that should be taken into account by all EFL teachers in order to enable/allow their learners to enrich their lexicon. Most of the teachers made reference to the atmosphere inside the classroom, as they advised to lead the teaching/learning process in a relaxed atmosphere so as to lower the learners' affective filter. In addition, teachers believe that variety avoids boredom and raises interest, some of them suggested introducing different types of activities; some of them made allusion to language games that lead to effective results.

In addition, the informants suggested the introduction of different VLS so as to enable learners to learn how to learn vocabulary; and they referred mainly to the use of dictionaries where they found adequate information about the word and its use. The informants also advised the learners to practice the learned vocabulary in order not to forget it. Revision and consolidation are part of the suggestions, as well, it was argued that they helped learners remember and retrieve vocabulary from the long term memory.

Last and not least, a number of teachers alluded to reading in English in free time; they strongly urged/encouraged students to develop their reading autonomy by reading and reading a lot for the purpose of enriching their lexicons.

3.3 Discussion and Interpretation of the Main Findings

The purpose of the study is to find out to what extent the connotative meaning can improve EFL learners' vocabulary, the way to improve it, as well as the causes and the difficulties learners may encounter. Additionally, the study seeks for solutions that can overcome their lack of vocabulary. This section will state the main findings in relation to the research questions. Thus, the findings will approve or disapprove the hypothesis.

The results of the questionnaires reveal many facts about students' phases of vocabulary retrieval and the extent of their linguistic repertoire growth. Upon analysis of both questionnaires, we noticed a continuous agreement through the answers of multiple questions which prove the existence of shared view of teaching between teachers and students.

Based on the results obtained, we can conclude that students' lack of vocabulary is because of their lack of reading as a principal reason. Students also admit that recognizing a word's meaning in different contexts is what develops vocabulary learning. Such process of recognizing lexis contextual senses requires high innate capacities in using their prior knowledge, and activating their schemata. Therefore, strategies like word guessing from the context and using word parts (affixes, roots, suffixes) are the clues learners should use to figure out word meanings.

The results show that EFL students have a high level of awareness concerning connotations significance. They are applicators of the intended sense in which most of them see the core meaning as insufficient without contextual associations. They use contextual clues for figuring out words senses depending on their prior knowledge and schemata more than asking their teachers for clarification or checking their dictionaries. Teachers and learners see that connotations enrich learners' vocabulary, and strengthen their memory to retain stored meanings.

3.4 Pedagogical Recommendations

This study examines the role of teaching connotative meanings in enhancing vocabulary retention. The findings have confirmed that learners' vocabulary is related to its contextual sense as well as its denotative meaning. Relying on the analyses of the obtained results, some recommendations and suggestions for teachers and students are provided in this part.

3.4.1 Recommendations for Students

- ❖ Using the words that they have learned and mastered in context in order to improve their retrieval.
- ❖ Learners should be motivated to search for words meanings in every context.
- ❖ Students need to constantly enlarge their knowledge and deepen their understanding of the notions of English where meanings variations occur and that are worth developing like collocations and phrasal verbs.
- ❖ Learners ought to be exposed frequently for long periods to natives' speech in conversations and writings to be native like.

3.4.2 Recommendations for Teachers

To make the learning process successful, teachers need to:

- ❖ Teachers' role depends on their students' needs and level.
- ❖ Motivating learners to use more words connotations in their speech to activate their comprehension and retention.
- ❖ The students have to be provided with appropriate teaching strategies depending on learning style and learners' needs.
- ❖ Using exercises to review vocabulary items, such as the following tasks: fill in the gaps, cross words and analysing speech acts. These would help learners to guess meaning from context.
- ❖ Enabling learners to communicate in the second language in order to improve their proficiency in English vocabulary.
- ❖ Explaining the difficult words, also ask questions related to the context.
- ❖ Teachers should devote enough time and efforts to teach meanings that are hidden.

- ❖ Teachers should be aware of the importance of the connotative meanings in developing students' vocabulary retention.
- ❖ The connotative meaning is effective in developing the students' vocabulary and increasing its retention.
- ❖ Teaching connotation is recommended to be used as a framework for enhancing vocabulary development and retention.
- ❖ Using connotative meaning to teach English vocabulary to pupils with working memory disorders.
- ❖ Curriculum designers of English should conduct workshops that aim at familiarizing teachers with the use of connotative meaning.
- ❖ Training teachers on using the connotative meaning effectively.
- ❖ More attention should be given to vocabulary learning and how to teach it as it is the core of any language.

3.5 Limitations of the Study

As other research, this research had some limitations. One of the limitations in this work is concerned with the sample population being chosen that was not large enough to generalize the results obtained from the collected data.

Since students did not have classes due to quarantine lockdowns, we could not manage to conduct an experiment based on tests to affirm learners' capability to learn connotative meanings and retain words conveying those contextual concepts. We opted for other means in which we investigated their intended associations grasp and their words retrieval by questioning their teachers.

Conclusion

The main concern of this chapter was to approve or disapprove the research hypothesis and arrive at comprehensive answers for the questions we have raised at the beginning of the present research. As a first step, we presented our sample of interest and explained how we proceeded for randomisation. Then, we dealt with the tool we have chosen for data collection. We used two formal questionnaires one for teachers and the other for students as the more suitable means for our research situation. The results obtained from the analysis of the students' and the teachers' questionnaires revealed the major points that have been conducted in this research. It provided the necessary overviews about the research.

The students' questionnaire affirmed that the majority of master one students' of English at the University of Mila like to learn English through media and interaction with others. They prefer to learn from real life situations where more vocabulary occurred rather than classroom instructions. Concerning connotation use, we deduced that the students are conscious about the crucial role of the understanding concepts in each context, and its designed strategies. Also, they confirm that connotations help them gain much vocabulary meanings and uses.

The teachers' questionnaire, the participants have a good experience in teaching since they do vary their teaching methods, and take into consideration their learners' individual differences. This would be really helpful in encouraging the students to be active and proficient users of connotations to expand their vocabulary package. In order to ensure better comprehension and accurate use of words connotations, teachers ought to teach connotative meaning intentionally and more frequently. Thus, students' vocabulary stock would be enriched and they would retain successfully.

General Conclusion

Our study has been conducted to investigate the role of intended meanings on EFL learners' words retention. It allowed us to draw insights on how to overcome confusion between these two functions and hence ameliorate learners' achievements. On the other hand, we arrived at a better understanding of other aspects related to our research questions such as the strategies employed by students to learn vocabulary during the analysis.

The present research included three chapters, in each of them conclusions have been drawn. The first chapter dealt with theoretical foundations. In this chapter, we placed our topic of interest to the first variable, chapter one is a detailed presentation of the different components of language that have a relation to connotation as well as introducing their definitions, descriptions, importance and it also shows English language divisions. Vocabulary learning is not the ultimate goal in itself; it is done to help learners understand, use and retain words connotations however it is the most needed part in which it is considered the basic step to start learning any language. What could be concluded from this chapter is that to fully understand a word and use it correctly, you need to know both its denotation (the standard definition) and its connotation (the feelings associated with it). If you were not fully aware of a word's connotation, you may choose an inappropriate synonym in your writing, which could lead to confusion or even to your reader taking offense.

The second chapter also dealt with theoretical foundations. What could be concluded from chapter two is that first; vocabulary is primordial tool for becoming proficient in language. It is the heart of language learning and its central element (Laufer, 1997). Then, this chapter gave two types of vocabulary learning: intentional and incidental, the former is planned for and the latter is not programmed before. What is more, this chapter highlighted the difficulties that EFL learners faced in learning vocabulary like: pronunciation of words, their meanings, their grammatical constructions and complexity and length. At last, the

second chapter detailed vocabulary teaching techniques as well as vocabulary learning strategies, their types and their vital role in language learning. There are many classifications of VLS, for this study the researcher chose Schmitt classification (1997) of VLS that are classified as: memory strategies, cognitive and social.

The last chapter was the practical phase of this research. In this study, two structured questionnaires were prepared and addressed to first year of master EFL students and teachers at AbdElahfid Boussouf University (see appendices A and B). Both questionnaires consisted of carefully selected questions to help the researchers obtain a clear picture on the subjects' attitudes towards and opinions about vocabulary retrieval and their preferences and difficulties in the same area. Then, the collected data were analyzed quantitatively. The results obtained from the analysis of the students' and the teachers' questionnaires reveals many points that have been conducted in this research confirm the research hypothesis that vocabulary learning without connotative meanings is meaningless, and contextual sense comprehension depends on vocabulary knowledge.

Finally, this research gave information about the effects of teaching the connotative meaning in developing students' vocabulary retention and how EFL students and teachers at AbdElahfid Boussouf dealt with connotative meaning in the learning/teaching process. The present work is by no way exhaustive; it is hoped to be a fruitful contribution to the field of teaching and learning, it certainly needs much greater elaboration. Therefore, in relation to this research; future studies may tackle the following topics: The students' ability with connotative meaning. Thus, we can have a clearer and complete picture of EFL students' connotation knowledge. Future studies could also investigate the relationship between connotation competence and students' autonomy. It is also suggested to look into denotative and connotative meanings in the Holly Text i.e., analyze and identify the denotative and connotative meanings in Holly text for example" Surat Al-Baqara" by focusing on the lexical

meaning and associative meanings. Therefore, the researcher suggests also the following recommendations for further studies: Investigating the effectiveness of connotative meaning in enhancing English vocabulary acquisition in light of cognitive styles, as well as the effectiveness of connotations in developing different English language skills.

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Appendices

Appendix A

The Students' Questionnaire

Our honorable students ; for the sake of completing our dissertation, which is entitled " The effect of teaching connotative meaning "in developing the university students ' vocabulary retention. As a practical study at Mila university centre. We expose our questionnaire, which contains a set of questions that serve our research .we would like you to answer them because you are considered to be a crucial element in the learning /teaching operation .By putting (√) besides the option that you have chosen at the same time you can propose some solutions which are beneficial for treating the problematic issue of connotative meaning. We would like your answer to be objective and authentic, because these information will be used for scientific purposes.

Section 01: Background Information

1/-How long have you been studying English?.....

2/- According to you, learning a foreign language is much more associated with the development of:

A/-Phonology B/- Grammar C/- Vocabulary

3/- What was the most effective way for you to learn English?

A/-Formal classroom instructions B/-Interaction with others

C/- Chatting and messaging online D/-Music, movies or television shows

Others?

Section 02: On connotative meaning and denotative meaning

1/-Are you aware that words can carry two kinds of meanings : denotative and connotative meaning?

A/-Yes B/-No

2/- Do you think that connotation should be taught intentionally or accidentally?

Justify your option

.....

3/- Do you prefer when receiving a course that your teacher uses words that have connotative meanings or denotative meanings or you prefer that the teacher uses both of them ?

A/-The use of connotative meaning

B/-The use of denotative meaning

C/-The use of them interchangeably

❖ If you have chosen the literal meaning (direct and explicit words) , is that because:

A/- It suits my intellectual capacities.

B/-It is easily understood and close to the mind .

C/-I am familiar with it inside and outside the classroom .

D/-It exhausts my mind searching for ambiguous and complicated concepts or
looking after the real meaning .

E/-All of above

❖ If you prefer that your teacher uses implicit and indirect words in his course is that because :

A/-They suit your cognitive level .

B/-You have a large vocabulary stock that allows you comprehend all words said by the teacher.

C/-You do not like easy and simple speech,so you prefer exerting efforts in order to understand and grasp the teacher's words connotations.

D/-You want to enrich your vocabulary with new words that have got unfamiliar connotative meanings .

E/- You have got a big pleasure to acquire new words.

F/-All of the above .

4/- In your perspective , why would some teachers prefer to use words carrying connotative meanings in lecturing?

A/-To show thier capacities in manipulating the language .

B/- To make their students pay more attention to their speech.

C/- To ameliorate the linguistic level of students.

D/- To enhance the desire to always search for new vocabulary .

E/- To create efficiency and get rid of the routine .

F/- To enable and train the learners to vary their expressions and uttrances in both spoken and written form.

G/-All the above possibilities.

5/- According to you, why do some teachers depend on using words with denotative meanings?

A/- To confirm the contemporary didactic studies view of explaining ideas with the simplest and direct ways to reach the learners mind .

B/-The awareness of learners individual differences .

C/-The realisation that students do not possess a full focus in the class and the majority of them are busy minded with other issues and do not show interest in what do the teachers say.

D/- The awareness of the limited linguistics capacities of learners.

E/- All of them.

6/-Do you face any difficulties with words connotation comprehension produced by your teacher?

A/- Yes **B/-**No

❖ If yes, it is because:

A/-It is a time consuming process .

B/-The lack of my vocabulary background .

C/-I am used to familiar simple terms that have direct meanings .

D/-All the above possibilities .

❖ If not, it is because:

A/- I am able to understand the meaning of these connotations by linking them to the context in which they are put .

B/-I am familiar with teachers application of words connotations.

C/-All connotations produced by the teacher are suitable for my intellectual level.

D/-My specialty helps me to deduce the meaning of these connotations.

E/-All of them .

7/-what is the necessity of using words that have connotative meanings ?

A/-Refreching your memory to retrain other stored meanings .

B/-Understanding new vocabulary .

C/-Enriching your vocabulary.

D/-All the above possibilities.

8/-Are you capable to understand terms with multiple senses?

A/- Yes **B/-**No

How?.....

9/-When you are asked to find synonyms or antonyms to words ,do you use a language dictionay or you just depend on your prior knowledge ?

A/-I prefer to use a language dictionay **B/-**I prefer to depend on my prior knowledge

10/-Do you think that the context plays an important role in defining the different connotative meanings . Say why ?

.....

Section 03: On Vocabulary acquisition

1/-How can you describe your vocabulary knowledge?

A/-Very sufficient **B/-**Sufficient

C/-Average **D/-**Insufficient

2/- Do you think that you have a lack of vocabulary knowledge because of?

A/- Lack of reading **B/-** Not aware about its importance

C/- Difficulties of the word itself

Others.....

3/-According to you what is the most difficult to learn?

A/- Long words B/- Words which are complex

C/-Words which are ambiguous D/-Words that contain silent letters like: muscle

E/- Grammatical forms of words F/-Words which are difficult to pronounce

4/-Vocabulary learning is an active process that can be developed through:

A/-Recognizing the meaning of words in different contexts.

B/-An active mediation on the part of the teacher.

C/-Interaction between students and the teacher.

5/-What strategies would you adopt to learn vocabulary?

A/-Word guessing from context B/-Translation of mother tongue equivalents

C/-Using a bilingual dictionary D/-Using word parts (affixes, roots, suffixes)

E/-Asking the teacher for explanation F/-All of the above

6/-How can you describe your vocabulary Retention?

A/-Very good B/- Good C/-Average D/- Weak

7/-How often do you remember a forgotten word?

A/-Always B/-Often C/-Sometimes D/-Rarely Never

8/-What strategies would you adopt to retain vocabulary?

A/-Word repetition B/-Note taking C/-Dictionary use D/-All of above

10/-According to you, the relationship between specific words (collocation) enlarges your vocabulary acquisition?.....

Section 04: The relationship between connotative and denotative meaning and vocabulary acquisition

1/- In what way can the connotative meaning be helpful in language learning?

A- It makes learning easier and enjoyable

B/- The vocabulary stock can be enlarged quickly

C/- Words can be better understood and learned

D/- Words move quickly into Long Term Memory

E/- Words are retained longer

Others?

2/- Have you ever tried to learn vocabulary through connotative definitions?

A/- Yes

B/- No

- If yes, was it helpful for retrieving that linguistic item?

.....

If not, why?

3/- What is your opinion about words retention through connotation and through denotation?

.....

Thank you for your collaboration ☺

Appendix B

The Teachers' Questionnaire

Our honorable teachers; for the sake of completing our thesis, which is entitled " The effect of teaching connotative meaning "in developing the university students ' vocabulary retention. As a practical study at Mila university centre. We expose our questionnaire, which contains a set of questions that serve our research .we would like you to answer them because you are considered to be a crucial element in the learning /teaching process .By putting (√) besides the option that you have chosen at the same time you can propose some solutions which are beneficial for treating the problematic issue of connotative meaning. We would like your answer to be objective and authentic, because these information will be used for scientific purposes.

Section 01: Background Information

1- Educational Qualification:

A/-Master B/- Magister C/-PhD

2-Years of English teaching experience at university.

A/-Less than two years , B/-From three to five years, C/-More than five years

Section 02: On connotative meaning and denotative meaning

1- The two scholars C. K. Ogden and I. A. Richards assumed in their book, which is entitled "the meaning of meaning" that a word can have two different meanings, such as "the denotative meaning" and "the connotative meaning", so how can you define the two concepts?.....

2- Do you depend in your interaction with your learners during delivering your courses on the use of words that have simple direct meanings, or on those which have deep meanings?

1/. Words that have denotative meanings.

2. Words that have connotative meanings.

3. Both of them.

3- In your opinion, what is the most successful way for learners to understand content efficiently?

1/-The use of connotative meaning

2/-The use of denotative meaning

3/-The use of them interchangeably

4- Does the learner conceive easily the use of your connotative words?

1/- yes he does 2/- no he does not 3/- most of the time

5- What is the effect of using connotative words in the learning /teaching process?

1/- Motivating the learner's memory to retain the stored information.

2/-Enriching the learner's linguistic stock in order to enable him to have an enormous amount of linguistic vocabulary that he can use in a variety of contexts.

3/- Enables the learner to know different synonyms of the same word at the same time; a given word may have different semantic meanings.

4/-All of the previous possibilities.

6- How can a learner reach what is meant by his teacher?.....

8- Does the teacher take into account the differentiation in the learner's capacities while using connotative meanings in his courses? 1/-Yes 2/-No

9- How can a learner acquire a linguistic richness that enables him to understand the connotative meaning of words?.....

10- During delivering a typical course about a reading text. How do you expect the learners to guess the meaning of words?

1/-You prefer they use a dictionary.

2- It's better to depend on their schemata.

Please, justify your answer.

2-Which of the following areas do you think contribute to your learners difficulties in learning vocabulary?

A/- Meaning of new words B/- Spelling of new words C/-Words pronunciation

D/- Grammatical forms of new words E/- Complexity of words

3- Do you think EFL learners use VLS (Vocabulary Learning Strategies) effectively? Why?.....

4- Which of the following strategies you think EFL students use to learn Vocabulary in classroom?

A/- Dictionary use B/- Guessing the word from the context

C/- Taking notes D/- Asking you about it

5-How do you assess your learners' vocabulary knowledge?

A/- Good B/- average C/-weak

6-Are they aware of the strategies they already use in learning vocabulary in L1 and L2?

1/- Yes 2/-No

7. Do you teach new vocabulary: intentionally, accidentally or both?

8. What are the techniques that you use to teach (new) vocabulary?

1/-Visuals 2/-verbal explanation 3/- translation

9- How do you explain the necessity of acquiring vocabulary for EFL learners?

.....

10- Which pieces of advice you give for your students to improve their Vocabulary acquisition?

.....

11- Feel free to give any further suggestions or comments?

.....

Thank you so much for your cooperation and for the time you devoted to answer this questionnaire.

المخلص

يتناول موضوع بحثنا مسألة أثر تدريس المعنى الضمني في تنمية مفردات طلبة السنة أولى ماستر تخصص لغة إنجليزية في جامعة ميله ، حيث يهدف هذا البحث إلى مدى معرفة استعمال الأساتذة و الطلبة على حد سواء لهذه المعاني الضمنية في العملية التعليمية التعلمية ، إذ إن استعمال تلك المعاني الضمنية كوسيلة بيداغوجية يؤدي إلى تطوير الرصيد اللغوي للمتعلمين و بذلك يزيد من قدراتهم في تعلم اللغات الأجنبية ، و انطلاقا من هذا الطرح كانت الفرضية الأساسية لهذا البحث مصوغة على هذا النحو : إذا كان طلبة السنة أولى ماستر تخصص إنجليزية يوظفون المعاني الضمنية أثناء تعلمهم و يستوعبون المعاني الضمنية التي تستعمل من قبل معلمهم ، فإن هذا الأمر بالضرورة يؤدي إلى إثراء رصيدهم اللغوي ، و قد تطلب البحث اتباع المنهج الوصفي ، وهو الأنسب لذلك ، حيث تم تتبع ووصف متغيرين رئيسيين يستعملان المعاني الضمنية في الوقت نفسه ، و هما الأساتذة والطلبة ، فكلهما له دور في هذا المجال ، وبناء على ذلك فقد تم استعمال استبيانين وجه أحدهما للأساتذة و الآخر للطلبة ، و قد توصل البحث إلى مجموعة من النتائج ، أهمها : استعمال الأساتذة للمفردات التي تحمل معاني ضمنية خلال العملية التعليمية التعلمية كان له دور كبير في هذه العملية ، حيث يؤدي في نهاية المطاف إلى إثراء و إغناء الرصيد اللغوي للطلبة ، كما تصبح لديهم القدرة الكافية على امتلاك و استعمال مختلف المفردات في سياقات مختلفة ، و في الوقت نفسه معرفة مرادفات الكلمات و أضدادها و استعمال الكلمات في دلالات مختلفة ، و هي الفرضية التي حاول البحث تأكيدها ، فالأساتذة ينبغي عليهم استعمال المعاني الضمنية خلال العملية التعليمية التعلمية ، و الطلبة في حاجة ماسة للتعود على استعمال المعاني الضمنية و هي وسيلة فعالة لإثراء رصيدهم اللغوي .

Résumé

Le sujet de notre recherche aborde la question de l'effet de l'enseignement du sens connotatif dans le développement du vocabulaire des étudiants en première année Master, qui font leurs études à l'Université de Mila- spécialité anglais. Cette recherche vise à connaître l'utilisation de ces sens connotatifs par les enseignants et étudiants dans le processus d'enseignement-apprentissage, cela veut dire que l'utilisation de ces sens comme un moyen pédagogique conduit au développement de l'équilibre linguistique des apprenants et augmente ainsi leurs capacités dans l'apprentissage des langues étrangères, et à partir cette proposition l'hypothèse de cette recherche a été formulée comme suit : si les étudiants de première année de master anglais utilisent les sens connotatifs pendant leurs enseignements, et les comprennent pendant ses utilisations par leurs enseignants, cela conduit nécessairement à enrichir leur équilibre linguistique. Cette recherche s'est basée sur la méthode descriptive, on a étudié deux variables explicatives qui utilisent en même temps les sens connotatifs qui sont ; les enseignants et les étudiants, sur cette base on a utilisé deux types de questionnaire. L'un est destiné aux enseignants et l'autre aux étudiants. La recherche a atteint un ensemble de résultats, on représente les plus importants: l'utilisation du vocabulaire par les enseignants qui porte des sens connotatifs au cours du processus d'apprentissage a une grande efficacité dans le processus d'enseignement, il a conduit à l'enrichissement et l'équilibre linguistique des étudiants, puisque ils auront assez de capacité pour utiliser un vocabulaire différent dans des contextes aussi différents, et en même temps connaître les synonymes et les antonymes des mots , et utiliser des mots dans différentes connotations , l'hypothèse que nous avons formulé au début a confirmé ça. De ce fait les enseignants devraient être utilisé des sens connotatifs pendant le processus d'enseignement, et étudiants ont besoin de s'habituer à utiliser ces sens qui sont considérées comme un moyen efficace pour enrichir leur équilibre linguistique.