Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Teachers and Learners' Views towards the Use of Learning Strategies to Develop Vocabulary

The Case Study of Third Year University Students

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By

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Hadjer's Dedication

In the name of Allah, the most merciful.

I dedicate this work, first and foremost, to my beloved parents without whom my studying

journey would not be completed. I would like to deeply thank them for their infinite love,

support, and tender through my whole life.

To the memory of my unique grandmother "Wanassa" who would have been very proud of who I am today.

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To my lovely sister "Hanan" who was beside me every time I need her.

To my sweet sister "Iman" for her endless encouragements.

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cooperative work.

Yasmine's Dedication

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Abstract

Nowadays, English is regarded as the most spoken and expanded language in the world as a whole. For that the number of people who desire to learn this language is always increasing. The first aspect of language that those people should acquire to master this global language is vocabulary. For that matter, vocabulary plays an essential role in the language learning process. In learning a new language, foreign language students should start learning the words before learning any other aspects. Therefore, learners may be able to learn the other aspects of the target language just through obtaining sufficient vocabulary. Foreign language learners can acquire words by using some strategies which they will mainly facilitate their learning process and make it faster. This research aims to investigate teachers and learners' perspectives toward language learning strategies use. Accordingly, in this study there are three research questions: (1) Do learners face difficulties in learning vocabulary? (2) Do learners hold positive perspectives toward using language learning strategies to improve their vocabulary repertoire? (3) Are learners and teachers aware of the importance of language learning strategies in boosting learners' vocabulary repertoire? To acquire the needed data, two questionnaires are administered to third year teachers and students of English in the Department of Foreign Languages at Mila University. The analysis of the answers show that learners face difficulties in learning the different types of vocabulary. Also, they confirm that both teachers and learners have positive perspectives toward the effectiveness of language learning strategies in developing vocabulary. Their positive perspectives indicate their awareness of the importance of language learning strategies in learning vocabulary.

Key words: vocabulary, language learning strategies, teachers' perceptions, learners' perceptions, foreign language learners.

List of Abbreviation

LLSs: Language Learning Strategies

MLSs: Metacognitive Learning Strategies

COSs: Communication Strategies

L2: Second Language

MSs: Memory Strategies

CGSs: Cognitive Strategies

CSs: Compensation Strategies

ASs: Affective Strategies

DLLSs: Direct Language Learning Strategies

ILLSs: Indirect Language Learning Strategies

CESs: Communicative Experiential Strategies

SSs: Social Strategies

MCSs: Metacognitive Strategies

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General Introduction

1. Statement of the Problem

Vocabulary is the basic element of the language. Through vocabulary, people can interact with each other, express themselves freely, and understand each other. Therefore, if they do not hold enough vocabulary, the message will never be received. Relying upon the importance of vocabulary in learning languages, learners need to acquire vocabulary permanently and constantly.

The first obstacle that foreign language learners confront during the learning process is the insufficiency of vocabulary. Students need to solve this problem since without sufficient words learners cannot use the four skills including writing, reading, speaking and listening appropriately. For that learners require to use language learning strategies (LLSs) for boosting their vocabulary repertoire. This research investigates the strategies that are used by learners to overcome their lack of vocabulary.

2. Aim of the Study

This research sheds light on the role played by LLSs in boosting learners' vocabulary repertoire. It aims to explore teachers and learners' perspectives toward the use of LLSs in ameliorating learners' vocabulary. Furthermore, we suppose that this research will aid third year students at, Mila University, in using learning strategies to improve vocabulary.

3. Research Questions

The current study seeks to find responses to the following questions:

- Do learners face difficulties in learning vocabulary?
- Do learners and teachers hold positive perspectives toward using LLSs to improve their vocabulary repertoire?

- Are learners and teachers aware of the importance of LLSs in boosting learners' vocabulary background?

4. Research Methodology

In order to answer the research questions and accomplish the aim of the research, teachers and students questionnaires are designed. The teachers' questionnaire is planned for third year teachers of English. It is prepared to investigate their perspectives toward the use of LLSs in learning vocabulary. For the students' questionnaire, it is designed for third year students of English to explore their views toward the use of LLSs to enlarge their vocabulary repertoire.

5. Structure of the Study

The current work is made up of two chapters. The first chapter is dedicated to the theoretical part of the study and the second one to its practical part. The first chapter consists of two sections: the first one sheds light on vocabulary; its definitions, word classes, teaching and learning vocabulary which includes types of vocabulary, vocabulary learning steps, approaches to vocabulary learning, the different methods that are used by teachers to teach vocabulary, difficulties in learning vocabulary and the importance of vocabulary. The second section focuses on LLSs; its definitions, taxonomy of LLSs, factors influencing the choice of LLSs, and its importance.

The second chapter deals with the practical part of this study. It provides a whole description of the research methodology and it analyses and discusses the gathered data from both questionnaires for the intention of answering the research questions and fulfilling the aim of the study. This chapter ends with pedagogical implication and recommendations which can be useful for both teachers and learners.

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Chapter One: Theoretical Part

 Introduction

Vocabulary is a crucial part of language. Through vocabulary, learners can express themselves and thoughts freely in both writing and speaking as learners' ideas and attitudes are shaped by words. Thus, it requires sufficient attention from both teachers and learners. LLSs play an important role in helping learners enlarge their vocabulary repertoire.

Chapter one is divided into two sections. The first section sheds light on vocabulary; it provides its definitions, word class, teaching and learning vocabulary which includes types of vocabulary, vocabulary learning steps, approaches to vocabulary learning, the different methods that are used by teachers to teach vocabulary, difficulties in learning vocabulary and the importance of vocabulary. The second section includes issues related to LLSs. It presents their definitions, classifications, factors influencing second language (L2) learning choice and the importance of LLSs.

 1.1. Section One: Vocabulary

 1.1.1. Definitions of Vocabulary

Scholars have defined the term vocabulary in various ways. Kamil and Hiebert (2005, p. 3) claimed that "vocabulary is the knowledge of meanings of words". That is to say that vocabulary focuses on the semantic and the competence sides of the language. According to Hatch and Brown (1995), the term vocabulary refers to all the words, which are used by people or speakers of any language. According to Ur (1998 as cited in Alqahtani, 2015), vocabulary refers to all the lexis which are taught by L2 teachers to their learners. In addition, vocabulary is a collection of words that can be comprised of one word, two words or idioms (Richards & Schmidt, 2010). For Neuman and Dwer (2009), vocabulary refers to the lexicon that should be recognized to communicate efficiently. Also, "vocabulary is a key element in any L2 class

because whereas grammar is important for meaning, without vocabulary no message is conveyed" (Leonardi, 2009, p. 148). In other words, speakers cannot transmit their thoughts without words.

From the mentioned definitions, it has been concluded that vocabulary is a vital part of language teaching and learning. Therefore, learners should always seek to extend their vocabulary by being exposed to the target language as much as possible.

1.1.2. Word Class

There have been two classes of words. Each class of them includes different types of words.

1.1.2.1. Function Words

Function words (close class or grammatical class) are defined as "words which have a more 'non-conceptual' meaning and fulfil an essentially 'grammatical' function; in a sense they are needed by the surface structure to glow the content words together, to indicate what goes with what and how" (Corver & Riemsdjik, 2001, p. 1). So, function words role is to link the content words with each other in order to build meaningful sentences. This class of vocabulary includes the following different types:

- **Pronoun:** It is a word class which is used to substitute a noun (Swick, 2011). For example, she, he, me, yourself, themselves and our.

- **Preposition:** It refers to the word which is used to indicate the relation between words (Ghizi & Sahlalah, 2010). Therefore, prepositions have an important role in sentences because they are the ones which link words with each other to produce significant utterances. For example, at, in, of and on.

- **Conjunction:** Conjunction refers to the word which relates words or sentences with each other (Rozakis, 2003, as cited in Rahma et al, n.d.). Moreover, conjunctions fulfil

many functions such as explanations, exceptions, consequences, and contrasts (Rahma et al, n.d.). For example, but, however, and, as a result, moreover and because.

- **Determiner:** It is the type of function words which "is used to describe the grammatical element that comes at the beginning of a noun phrase. A determiner is an obligatory element of … the noun itself " (Master, 2013, p. 34). In English, there are two types of articles that come before the noun which are the definite article 'the' and the indefinite article 'a' (Swick, 2010).

- **Interjections:** Interjections are verbal gestures that explain the speaker's reaction in a specific situation such as wow, oh, oops and ahh (Fradin 2003, as cited in Abdulla & Talib, 2009). Linguists argue that interjection is not a linguistic phenomenon (Wierzbicka, 1992, as cited in Abdulla & Talib, 2009), and it can be used in isolation without the accompaniment of any other linguistic element (Borchmann, 2019).

- **Auxiliary Verb:** Auxiliary verb serves as an aid to another verb of a different type. The latter is considered the main verb (Richards & Schmidt, 2010). To be, to do and to have are the English auxiliaries.

1.1.2.2. Content Words

They indicate the second category of words. "Content words are words which refer to a thing, quality, state or action and which have meaning (lexical meaning) when the words are used alone. Content words are mainly nouns, verbs, adjectives and adverbs" (Richards & Schmidt, 2010, p. 126).

- **Noun:** the word noun is used to indicate a person, a place, a thing or an idea (Swick, 2010). For example, Mila, Imade, Algeria and book.

- **Verb:** the word verb is used to express the action in the sentence. The verb is the word which completes the sentence (Richards & Schmidt, 2010). There are different types of verbs:

  - ✓ **Phrasal Verbs:** they refer to the verbs which are associated with other adverbs or prepositions (Swick, 2010). The meaning of the verb alone differs entirely from its meaning when it turns into a phrasal verb (Swick, 2010). For example: get up, switch on, switch off, bring up, come on and catch up.

  - ✓ **Reflexive Verbs:** they are verbs which require reflexive pronouns or direct objects beside them (Swick, 2010). Therefore, these verbs without reflexive pronouns or direct objects will be meaningless (Swick, 2010). For example, she killed herself.

  - ✓ **Linking Verbs:** they relate the subject with the other elements of the sentence including adjectives, pronouns or noun (Swick, 2010). The verb 'to be' is considered as one of the most frequent linking verbs (Swick, 2010). 'They are happy, she is a teacher, and it is me' are examples of this kind.

  - ✓ **Regular Verbs:** they take the same conjugation model, as they maintain their original part in conjugation (Richards & Schmidt, 2010). 'To walk, to visit, to practise, to play, to dance, to watch and to finish' are examples of regular verbs.

  - ✓ **Irregular Verbs:** they have different conjugation models. Therefore, they do not preserve their main part in conjugation (Richards & Schmidt, 2010) like 'to write, to do, to read, to be, to eat and to fight'.

  - ✓ **Transitive Verbs:** they are verbs which require an object to express a specific action (Fiktorius, 2019). For examples, 'Jasmine ate an apple'.

  - ✓ **Intransitive Verbs:** they do not need an object to express the action (Fiktorius, 2019). For instance, they walk.

- **Adjective:** it gives more explanation about the noun and describes it (Richards & Schmidt, 2010). For instance, 'the weather is beautiful'.

- **Adverb:** it provides additional information about place, time, manner, verb, adjective, phrase or another adverb (Richards & Schmidt, 2010). For example, 'she drives quickly'.

1.1.3. Teaching and Learning Vocabulary

1.1.3.1. Types of Vocabulary

There are two types of vocabulary: receptive vocabulary and productive vocabulary.

- **Receptive Vocabulary**

Receptive vocabulary refers to the words which can be understood by students, however, they are not obliged to use them (Tschirner, 2004 as cited in Ferreira, 2007). They involve two types which are:

    o **Listening Vocabulary**

The first type of receptive vocabulary refers to the lexicon that learners hear and perceive . The words which are created from listening begin to be part of vocabulary knowledge from infancy because babies hear sounds, words and receive them (Types of Vocabulary, n.d.).

    o **Reading Vocabulary**

This type of vocabulary refers to the words that learners find in reading texts. In the reading process, learners can recognize many words without using them (Types of Vocabulary, n.d.). Therefore, through reading learners can build a rich vocabulary background (Types of Vocabulary, n.d.).

- **Productive Vocabulary**

Productive or active vocabulary refers to "words that students use when they speak or write, that is, productive vocabulary includes speaking and writing skills" (Wesche & Paribkt, 1993 as cited in Ferreira, 2007, p. 15). The following are the two types of productive vocabulary:

o **Speaking Vocabulary**

This type of productive vocabulary refers to the spoken words. The words which learners use in speaking are less than listening words (Types of Vocabulary, n.d.). Many elements are related to speaking which may help students understand each other such as facial expressions, intonation and pitch (Types of Vocabulary, n.d.).

o **Writing Vocabulary**

The written vocabulary indicates the words used in written texts. The process of writing is more difficult than speaking in transforming the information and feelings because there are no intonations and facial expressions (Types of Vocabulary, n.d.). In writing, spelling is very important; if it is correct, you will be able to write accurately, and the message will be received by the reader easily (Types of Vocabulary, n.d.).

Productive vocabulary is seen more difficult in learning foreign languages than the receptive one (Ferreira, 2007). Waring (1996 as cited in Ferreira, 2007) realized that learners who learn the word receptively take short time in comparison to the others who learn them productively. That means words which are used by the teacher are learned and understood easily by learners than the other ones.

Moreover, vocabulary learning is an interrelated operation (Ferreira, 2007). French and Phillipson (1984, as cited in Ferreira, 2007) stated that vocabulary mastery cannot be achieved

without understanding the word meaning, and without your capacity to utilize it for productive objectives. Melka (1997, as cited in Ferreira, 2007, p. 16) claimed that "the distance between receptive and productive word knowledge is a line and it is a continuum of knowledge".

1.1.3.2. Vocabulary Learning Steps

Scholars have suggested different phases to acquire vocabulary. According to Henriksen (1996 as cited in Ferreira, 2007), learners pass through three stages during the acquisition of vocabulary. In the first stage, learners start to identify the vocabulary which is utilized by the teacher, but they cannot comprehend its meaning. In the second stage, the word starts to be understood and meaningful to learners, which leads them to be able to use it in some situational contexts. In the final stage, learners can comprehend words in various contexts. While Eicholz and Barbe (1996 as cited in Ferriera, 2007, P. 17) stated that learners pass through six stages during the learning of vocabulary. The six stages are presented below:

0 - A word is entirely strange.

1 - The word has been viewed or sounded by the learner.

2 - The learner is intended to interact with the word.

3 - The learner starts questioning about the word meaning.

4 - The word meaning is mysterious to the learner.

5 - The word is used easily by the learner since it is now considered as a part of the learner vocabulary background.

1.1.3.3. Approaches to Vocabulary Learning

Two main approaches have been developed to acquire vocabulary: explicit and incidental learning. The explicit approach concentrates directly on the data that the students

want to learn. It gives the learners a paramount opportunity to acquire that data, but it requires a long time (Schmitt, 2000). It occurs through the use of instructional activities including learning lists of words by heart (Sydow, 2015). This is considered as a very exhaustive process for the majority of learners (Schmitt, 2000). Schmitt (2000, p. 121) suggested that "certain important words make excellent targets for explicit attention, for example the most frequent words in a language".

The incidental approach focuses on an unsystematic process of vocabulary learning that takes place when the learners are engaged in tasks which have other purposes rather than learning vocabulary like reading texts and listening to music (Sydow, 2015). According to Nation (as cited in Schmitt, 2000), unfrequently used words are the ones which are learned incidentally. This approach is very beneficial since it helps students achieve the objectives of the tasks and acquire novel words simultaneously (Schmitt, 2000). Schmitt (2000) argued that the excessive exposure to the target language increases the chance of incidental learning.

1.1.3.4. Methods of Teaching Vocabulary

The vocabulary teaching process involves different methods.

- **Translation Method**

This method is considered as one of the most effective and useful methods in the field of vocabulary teaching. Nation (as cited in Folse, 2004) claimed that learners will quickly acquire L2 vocabulary if it is translated to the first language as it provides them with the exact meaning of the word (as cited in Al jabri, 2008).

This method is utilized by a large number of teachers. "Translation has been widely used method, by many teachers, of presenting a new item meaning in a monolingual classes; it is useful since it is a direct link between the target word and its equivalent in the L1"

(Shamiyeva, 2018, p. 42). Despite the fact that the translation method is considered vital in teaching vocabulary, it must be used as rational as possible.

- **Teaching Vocabulary through Guessing from Context**

Many specialists encourage learners to guess from context when they find uncommon or new words (Dubin, 1993 as cited in Alqahtani, 2015). According to Carthy (1990, as cited in Alizadeh, 2016), the words which are learned from a meaningful context are more likely to be remembered by learners. Therefore, learners who memorize words out of context or from lists, they will forget them immediately after using them in the exam (Oxford & Scarcella, 1994 as cited in Alizadeh, 2016). Researchers have agreed about the importance of learning vocabulary through guessing from context (Al Jabri, 2008). Thus, learning disconnected words may lead learners to shape incorrect comprehensions and assumptions about them.

- **Verbal Methods**

Verbal methods are essential in teaching vocabulary. They are manners of introducing words and identifying their senses. These methods involve using the language to clarify a specific word (Shamiyeva, 2018).

Different methods are regarded as verbal ones (Sanusi, 2009). More particularly, Marla, et al (1990 as cited in Sanusi, 2009) suggested three different methods definition and illustration, synonyms and antonyms and scale.

✓ **Definition and Illustration Sentences**: by using definition and illustration sentences, the teacher presents and explains the English lexis by using other sentences or phrases. For example, 'school is the place where students study'.

✓ **Synonyms and Antonyms:** synonyms refer to the words which hold the same meaning as the unfamiliar ones in a specific sentence such as terrifying and frightening, intelligent and clever, massive and enormous. Nevertheless, antonyms refer to words

which have the contrary meaning of the unfamiliar word in a particular sentence like thin and obese, wealthy and needy, high and low. Hence, through the use of these two verbal methods, learners will be able to realize novel words.

- ✓ **Scale:** this method refers to the presentation of the linked words on scales. Words which belong to the same series should be placed together on a scale throughout presenting them verbally and visually if it is possible. For instance, 'teacher, black board, table, book and pen belong to the same scale.

- **The Use of Dictionary**

It is considered as a substantial device in vocabulary teaching and learning. The use of dictionary helps learners figure out the meaning of uncommon words and phrases easily and directly (Gerald & Laura, 1989 as cited in Sanusi, 2009). Allen (1983, p. 83) said that "dictionaries are passports to independence". To conclude, dictionary use is beneficial for learners since it gives them the chance to understand the new words and helps them become autonomous.

- **Visual Methods**

These methods make the process of vocabulary teaching and learning easy. "Visual techniques are attractive and motivating methods that can be used for facilitating the task of learning vocabulary and using visual tools for introducing words can be more useful than using translation since it can help in word retention" (Shamiyeva, 2018, p. 42). By using these methods, learners are more likely to recall the new words by reminding their images. Visual methods include objects, pictures, mime and gestures (Shamiyeva, 2018).

- ✓ **Teaching Vocabulary Using Objects:** it is used to present the meaning of concrete vocabulary (Alqahtani, 2015). This method aids learners to recall words well since memory relies on visual methods including objects for remembering words (Susanto,

2017). Foreign language teachers can bring some authentic objects to use them in the classroom to teach new words (Susanto, 2017). However, they should not use them excessively (Wulandari, 2017). For instance, the teacher can bring some objects like dull, flower, juice, water or cake in order to introduce them to their learners.

✓ **Teaching Vocabulary Using Pictures:** it is a method of teaching and learning vocabulary especially nouns through visual aids (Susanto, 2017). In this method, a huge number of words can be presented through pictures which are awesome tools of making the meaning of unfamiliar words obvious (Susanto, 2017).

✓ **Teaching Vocabulary through Mime, Gestures and Facial Expressions:** mime, gestures and facial expressions are very beneficial methods, used in teaching and learning vocabulary in foreign languages, especially when they are used during communication (Alqahtani, 2015 as cited in Susanto, 2017). According to Tellier (2005),

> Gestures are what the learners rely on to understand what the teachers say. This means that the gestures need to convey enough to be understood alone (without verbal language), and have to help one to infer the meaning of the words they are associated with (p. 3).

Numerous types of words can be presented via gestures, mime and facial expressions including adjectives (Susanto, 2017). It is generally confirmed that teaching by using gestures and facial expressions catch the learners' attention and make the learning more practical and prosperous (Alqahtani, 2015 as cited in Susanto, 2017).

- **Teaching Vocabulary by Drilling and Active Involvement**

Drilling is one of the traditional methods used in teaching and learning vocabulary. By using drilling, learners are required to repeat the words many times during the learning process

to remember them (Ellis & Beaton, 1993 as cited in Susanto, 2017). It is utilized to make learners get used by the new word (Susanto, 2017).

Active involvement requires from the learner to clarify the meaning of vocabulary via explanation (Takač & Singleton, 2008 as cited in Susanto, 2017). According to Thornbury (2002 as cited in Susanto, 2017), explanation performs as a monitor to the learners' comprehension of the word and it increases their talking chance.

- **Word Formation**

Word formation is very helpful in the learning process. "The term refers to the whole process of morphological variation in the constitution of words, i.e. including the two main divisions of inflection and derivation" (Crystal, 2008, p. 523). In other words, it indicates the way how morphemes are combined with each other in order to form lexis. It is suggested that the two divisions of morphology are totally different from each other (Plag, 2002). Derivation is the process of constituting new words through affixation (Plag, 2002). For instance, divide/division, like/unlike and fit/fitness. On the other hand, inflection illustrates many grammatical functions including person, tense, plural and case (Plag, 2002). 'Shows, finished, friends and teacher's' are examples of this division. Hence, teachers should encourage their learners to increase and build their vocabulary knowledge by pushing them studying morphology (Wulandari, 2017).

1.1.3.5. Difficulties in Learning Vocabulary

Learners face many difficulties in learning vocabulary. There are some causes that make the process of vocabulary learning problematic:

- **Pronunciation**

The first problem that learners encounter when learning new words is pronunciation. Studies in the field of language learning demonstrate that words which learners find problems in saying them are the same words that learners find problems in learning them (Thornbury, 2002).

- **Spelling**

The second obstacle that learners confront while learning English vocabulary is spelling. It refers to the use of specific letters to symbolize particular lexis (Berninger & Fayol, 2008). Learners find problems in learning words, which their written forms do not correspond their spoken forms. Also, words which include silent letters (Thornbury, 2002). For example, knowledge, write, high, knife, right and listen are particularly presenting silent letters.

- **Length and Complexity**

The third difficulty that learners face during learning vocabulary is length and complexity. Complexity refers to the complication of words, while length refers to the distance of words (Webster, n.d.). "Long words seem to be no more difficult to learn than short ones. But, as a role of thumb, high frequency words tend to be short in English" (Thornbury, 2002, p. 27). This means, in English, high frequency words usually are short and less complicated, and they are often found by learners more than the complex and the long words.

- **Grammar**

The fourth obstacle that learners confront, while learning vocabulary is grammar. Grammar is a set of rules that reveals and makes up meaning in language (Eunson, 2016). The pattern of words in sentences is called syntax, whereas the essence of the word is called morphology (Eunson, 2016). Learners find problems in grammar linked with words particularly

if it is not similar to their first language (Thornbury, 2002). That is to say, if there is correspondence in grammar between the first language and the L2, learners will not face many problems in learning word structure.

- **Meaning**

The fifth difficulty that learners face during learning vocabulary is related to its meaning. It refers to the matter that the person wants to convey through the use of the language (Webster, n. d.). According to Thornbury (2002, p. 28), "when two words overlap in meaning, learners are likely to confuse them. "Make" and "do" are case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire".

- **Range, Connotation and Idiomaticity**

Range, connotation and idiomaticity cause many difficulties to learners. First, according to Cambridge Dictionary (n.d.), the term range refers to a series of words which belong to the same general class. Foreign language learners face problems in learning the range of words that do not appear frequently in contexts (Thornbury, 2002). The terms 'starved', 'greedy' and 'keen' are not used frequently in comparison to the term 'hungry'.

Second, according to Richards and Schmidt (2010, p. 118), connotation refers to "the additional meanings that a word or phrase has beyond its central meaning". In this respect, the different meanings which are suggested by a specific word lead learners to face difficulties in learning this vocabulary (Thornbury, 2002). The word blue is an example of connotation which means both blue as a color and sad.

Third, idiomaticity refers to words which their meanings cannot be understood literally (Richards & Schmidt, 2010). Hence, idiomatic expressions are harder in learning than other words and sentences which their meaning is clear (Thornbury, 2002). For instance, the

idiomatic expression 'Curiosity killed the cat' is utilized to describe a person who leads himself to danger due to his curiosity.

1.1.3.6. Importance of Learning Vocabulary

Learning vocabulary is considered very important in learning foreign languages. Language learners especially beginners must build up their vocabulary continuously because having sufficient vocabulary allows them to use the language appropriately in both speaking and writing (Cameron, 2001). Also, through enough lexicon, learners' listening and reading skills will be progressed and their knowledge will be developed (Cameron, 2001).

Moreover, "there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, pp. 110, 111). Therefore, by committing grammatical mistakes, the message can be conveyed, but when using inappropriate vocabulary, the message will not be conveyed. Learning both grammar and vocabulary in an equal way is better than learning them separately (Yokubjonova, 2020).

As a conclusion, through vocabulary, learners can express their thoughts and feelings freely. Thus, the more they know words, the more their ability to express themselves increases (Yokubjonova, 2020).

1.2. Section Two: Language Learning Strategies

1.2.1. Language Learning Strategies Definitions

Scholars have defined LLSs in different ways. LLSs are all the techniques that L2 learners and teachers use (Takač, 2008). Rigney (1978, p. 165) defined learning strategies as "steps taken by the learner to aid the acquisition, storage, and retrieval of information". That means the learner will never be able to bring back a particular data without the assistance of these learning strategies. According to O'Malley and Chamot (1990), LLSs are the behaviours that learners use to understand, learn or store information. Oxford (1990) considered LLSs as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situations" (p. 8). In other words, these learning strategies help learners to adapt with the different learning conditions. For Brown (2000), LLSs are "those specific attacks that we make on a given problem. They are the moment -by- moment techniques that we employ to solve problems posed by second language input and output" (p. 122). That is to say the learning strategies refer mainly to the systematic arrangement of actions which are utilized by the students for the sake of resolving all the learning hardships. Rubin (1975) saw LLSs as devices which are utilized by learners in order to obtain the L2 competence.

From the previous definitions, LLSs refer to techniques, steps, behaviours and mental activities that learners utilize to facilitate the foreign language learning process and make it successful.

1.2.2. Taxonomy of Language Learning Strategies

Many scholars have classified LLSs. However, all of these classifications reflect the same division without any revolutionary modification (Hardan, 2013). Rubin classification,

Oxford classification, O'Malley and Stern's classification are the taxonomies of LLSs which will be addressed in this research.

1.2.2.1. O'Malley Classification of Language Learning Strategies

Depending on the first taxonomy provided by O'Malley and Chamot (1990), three categories of LLSs are suggested: metacognitive strategies, cognitive strategies and socio-affective strategies.

- **Metacognitive Strategies (MCSs)**

MCSs are fundamental strategies for learners. Therefore, "students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments, and future learning directions" (O'Malley et al, 1985 as cited in O'Malley & Chamot, 1990, p. 99). According to O'Malley and Chamot (1990, p. 44), these strategies aim to:

- Assess learning at the end of the task.

- Actively directing learners' own attention on their learning task.

- Help learners to solve their learning problems.

- Monitor the learners' output or understanding.

- **Cognitive Strategies (CGSs)**

CGSs boost learners' independence. "Cognitive Strategies operate directly on uncommon information, manipulating it in ways that enhance learning" (O'Malley & Chamot, 1990, p. 44). Thus, these strategies help learners understand the anonymous information by themselves without relying on others, and that aid them to advance in their learning. According to O'Malley and Chamot (1990, p. 46), the most crucial and decisive CGSs are:

- Guessing the meaning of the anonymous word from the context.

- Elaboration: linking the recent learned data with the former one or ones.

- Utilizing pictures to get the meaning of anonymous words.

- Putting the words which have the same meaning in the same series.

- **Socio-Affective Strategies**

Socio-affective strategies give the learners the opportunity to be exposed to the target language. "Social affective strategies represent a broad grouping that involves ... interaction with another person … Generally they are considered applicable to a wide variety of tasks" (O'Malley & Chamot, 1990, p. 45). According to O'Malley and Chamot (1990, p. 45), the socio- affective strategies and their importance are presented in the following:

- Learners' cooperation with their classmates to resolve a specific problem.

- Question for illustration.

- Self talk to alleviate worry about a specific task.

1.2.2.2. Rubin Classification of Language Learning Strategies

Rubin (1987) stated that learners utilize three different strategies that participate directly or indirectly in learning. The strategies are: learning strategies, communication strategies and social strategies (as cited in Hardan, 2013).

- **Learning Strategies**

Learning strategies belong to the strategies that contribute directly to the improvement of the language system adopted by learners (Rubin, 1987 as cited in Hardan, 2013). Those learning strategies include: cognitive learning strategies and metacognitive learning strategies.

✓ **Cognitive Learning Strategies**

Cognitive learning strategies are the ones that contribute directly in the learning system. They "refer to the steps or operations used in learning or problem- solving that requires direct analyses, transformation, or synthesis of the learning materials" (Rubin, 1987 as cited in Hardan, 2013, p. 1719). 'Illustration/verification, guessing/inductive, inferencing, deductive, logical thinking, practice, learning by heart and checking the learning processes' are examples of the CGSs that contribute directly to language learning (Rubin, 1987 as cited in Hardan, 2013).

✓ **Metacognitive learning Strategies (MLSs)**

MLSs are used to monitor the language learning process. MLSs include several operations such as making a learning plan, setting priorities (arranging according to the significance), setting targets and self-management (Rubin, 1987 as cited in Hardan, 2013).

• **Communication Strategies (COSs)**

COSs contribute indirectly in the learning process. They do not have strong relations with language learning. Therefore, their concentration is on engaging learners in conversations rather than learning a specific aspect of the language (Rubin, 1987 as cited in Hardan, 2013).

• **Social Strategies (SSs)**

SSs contribute indirectly in the learning process. They refer to the social activities that provide learners with occasions to use their knowledge and to be acquainted with the target language (Hardan, 2013). "Although these strategies provide exposure to the target language, they do not lead directly to the obtaining, storing, retrieving, and using of language" (Rubin & Wenden, 1987, pp. 23, 27 as cited in Hardan, 2013, p. 1719).

1.2.2.3. Oxford Classification of Language Learning Strategies

The most inclusive classification is the one that is improved by Oxford. Oxford (1990) divided LLSs into two classes which are direct and indirect classes.

- **Direct Language Learning Strategies (DLLSs)**

DLLSs include the storage, or the recall of the target language elements involving: words, phrases or any other elements of the L2 (Oxford, 1990). The DLLSs class includes many strategies such as memory, cognitive and linguistic deficiency compensation strategies.

✓ **Memory Strategies (MSs)**

MSs help learners in memorizing the notions of the L2. Oxford (1990) claimed that

storage and retrieval of new information are the two key functions of memory strategies. These strategies help learners to store in the memory the important things they hear or read in the new language, thus enlarging their knowledge base. These strategies also enable learners to retrieve information from memory when they need to use it (p. 58).

According to Oxford (1990), the main MSs are: utilizing images, linking the similar concepts of the language with each other and revising the target information.

✓ **Cognitive Strategies**

CGSs are essential in learning novel elements of the target language. CGSs share the same function which is learners' manipulation or transformation of the target language in order to understand it (Oxford, 1990). CGSs involve various direct cognitive processes such as arranging L2 information to develop strong concepts about them, practising the language, reasoning, note taking, analysing expressions, summarizing, translating, and synthesizing (Oxford, 1990).

✓ **Compensation Strategies (CSs)**

CSs cover the learners' lack of competence. "Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire …, especially, of vocabulary" (Oxford, 1990, p. 47). These strategies include: contextual guessing of meaning, utilizing synonyms, paraphrasing or using gestures (Oxford, 1990). Through using CSs, the learner can write or speak without any problems even if she/he does not have enough vocabulary (Oxford, 1990).

• **Indirect Language Learning Strategies (ILLSs)**

ILLSs focus on arranging and administering learning through planning, needs assessment, and outcome evaluation (Oxford, 1990). They contain: metacognitive, affective and social strategies.

✓ **Metacognitive Strategies**

MCSs are considered as a crucial part of the ILLSs. "Metacognitive strategies allow learners to control their own cognition. That is, to coordinate the learning process" (Oxford, 1990, p. 135). In other words, these strategies are employed by learners to administer their whole language learning. Arranging L2 materials, arranging the learning place and assessing learning are considered as the main MCGSs (Oxford, 1990).

✓ **Affective Strategies (ASs)**

ASs deal with the learner's emotional needs (Oxford, 1990). Therefore, they are concerned with determining the learner's anxiety level, and they want to clarify the benefits behind the learner's reward to himself after making efforts (Oxford, 1990).

✓ **Social Strategies**

They refer to the social activities that the learner participates in in order to be exposed to the target language (Oxford, 1990). These strategies assist learners to practise L2 with other people through asking about clarification or more explanation and talking with native speakers (Oxford, 1990).

1.2.2.4. Stern's Classification of Language Learning Strategies

According to Stern (1992 as cited in Hardan, 2013), there are five LLSs including: management and planning strategies, cognitive strategies, interpersonal strategies and affective strategies.

- **Management and Planning Strategies**

Management and planning strategies are regarded as substantial strategies. "Management and planning strategies are related with the learner's intention to direct his own learning" (Stern 1992 as cited in Hardan, 2013, p. 1720). Thus, without a plan of studying, the learning process will be very difficult.

- **Cognitive Strategies**

CGSs refer to the learning operations used by learners during learning. They include transformation, direct analysis and synthesis of learning materials (Stern, 1992 as cited in Hardan, 2013).

- **Communicative Experiential Strategies (CESs)**

CESs cover the learners' inadequate amount of knowledge. "The purpose of using these techniques is to avoid interrupting the flow of communication" (Stern 1992 as cited in Hardan, 2013, p. 1721). Using gestures, paraphrasing or asking for repetition and explanation are the CESs (Stern, 1992 as cited in Hardan, 2013).

- **Affective Strategies**

They refer to the strategies used by learners to control their emotions when they face a hard activity (Stern 1992 as cited in Hardan, 2013). If the learner's emotions are not controlled by them, they will not be able to complete any complex tasks (Stern 1992 as cited in Hardan, 2013).

- **Interpersonal Strategies**

By using interpersonal Strategies, learners "monitor their own development and evaluate their own performance" (Stern, 1992 as cited in Hardan, 2013, p. 1721). Accordingly, interpersonal strategies seek to put learners in the right learning path. The interpersonal strategies which should be used by the learner are: talking with native speakers, collaborating with them and understanding their cultures (Stern 1992 as cited in Hardan, 2013).

1.2.3. Factors Influencing the Choice of Second Language Learning Strategies

The choice of what learning strategies are based by many factors. Motivation, gender, age and experience, type of task, attitudes and beliefs, cultural background, learning style, degree of awareness and tolerance of ambiguity are the ones to be discussed in this part.

1.2.3.1. Motivation

Motivation is one of the factors that affect learners' choice of strategies. According to Oxford and Nyikos (1989), motivation is associated with the goal behind learning. Learners who desire to learn a specific language in order to communicate with people throughout using that language will utilize various suitable strategies. However, learners who desire to learn a foreign language just to accomplish a graduation necessity will use less different suitable strategies (Oxford, 1990). That is to say, there is an interrelationship between motivation and strategy choice.

1.2.3.2. Gender

Gender influences the type of strategies used by people in different spheres due to the unequal division of power and labor (Oxford & Nyikos, 1989). In the domain of learning foreign languages, females utilize different scope of strategies in comparison to males (Oxford, 1990). Politzer (1983 as cited in Oxford, 1989) said that women utilize social strategies more than men, which indicates women's greater social orientation.

1.2.3.3. Age and Experience

Scholars in the domain of learning languages argued that experienced and old learners use different strategies from younger ones (Oxford, 1990). Oxford and Nyikos (1989) discovered that learners who have studied the language for more than five years are more likely to utilize COSs in a frequent manner than those who have studied the language for less than five years. In addition, they revealed also that learners who have studied a foreign language for more than four years are more likely to utilize elicitation strategies in many cases than the other learners. By making a comparison between adult learners (specified as 23 years old and more) and young university learners (specified as 22 years old and less), Devlin (1996) found that adult learners use MCSs more effectively than the younger ones.

Age and experience does not influence only the selection of strategies, but also the purposes behind using them. It is pointed out that "young learners tended to use social strategies more than other types of strategies, including discussing with and asking help from others … adult learners have shown high use of metacognitive strategies for planning, organizing, and evaluating their own L2 learning" (Lee, 2000; Wong Fillmore et all., 1985 as cited in Lee & Oxford, 2008, p. 9).

1.2.3.4. Type of Task

The kind of the task to be completed helps the learner decide on the appropriate strategy to be used (Oxford, 1989). Hence, the strategy that is employed by the learner in a specific task is not selected randomly, but it is selected in correspondence with the requirements of the task (Bialystok, 1981 as cited in Oxford, 1989).

1.2.3.5. Attitudes and Beliefs

Attitudes and beliefs influence the strategies that learners use. "Learners' attitude was highly influential in choice of language learning strategies more influential than language aptitude" (Bialystok, 1981 as cited in Oxford, 1989, p. 239). Wenden (1987 as cited in Oxford, 1989) claimed that if learners negative attitudes toward those strategies did not change, no amount of training in how they should be used can make the learner uses them appropriately. This means that the learner should modify his negative perspectives about some strategies to be able to use them effectively.

1.2.3.6. Cultural Background

Many studies have confirmed that national origin or ethnicity has an impact on the type of strategies utilized by learners (Oxford, 1989). Hispanics tend to utilize SSs more than the other ethnic groups. However, Asian learners use rote memorization rather than COSs (Politzer, undated; Politzer & McGroaty, 1985; Tyacke & Mendelaohn, 1986 as cited in Oxford, 1989).

1.2.3.7. Learning Style

Learning Style specifies the L2 learning strategies choice (Oxford, 1990). Analytic style learners often use strategies like contrastive analysis, analysing words and phrases (Oxford, 1990a as cited in Oxford, 1994). On the other hand, "global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words

(paraphrasing, gesturing)" (Oxford, 1990a as cited in Oxford, 1994, p. 3). Thus, the way in which the students realize the linguistic data has a great impact on LLSs choice (Martìnez, 1996).

1.2.3.8. Degree of Awareness

Metacognitive awareness has a strong impact on the selection of the learning strategy (Oxford, 1990a as cited in Oxford, 1994). It has to do with "what learners know about themselves and about their own learning process — for instance, kinds of language used, proficiency level, the outcomes of learning, …, feelings, aptitude, physical state, age, learning style, social rules" (Wenden, 1986 as cited in Oxford, 1989, p. 237). According to Oxford (1990), learners who have a metacognitive awareness are more likely to employ appropriate strategies.

1.2.3.9. Tolerance of Ambiguity

Tolerance of ambiguity affects the learner's strategy choice. "Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than did students who were less tolerant of ambiguity" (Oxford, 1990 as cited in Oxford, 1994, p. 3). That is to say, if learners accept an unclear learning situation as it is, their ability to use different strategies effectively will increase.

1.2.4. Importance of Language Learning Strategies

LLSs use is essential in the learning process. By obtaining different LLSs, learners can know how to treat the novel vocabulary (Zhang, 2011). Thus, foreign language teachers should not explain all the new words to their learners, but they should suggest to them some LLSs which will help them in building their independence (Allen, 1983, as cited in Zhang, 2011). In addition, the use of LLSs aid learners organizing their time, evaluating and monitoring themselves (Fedderholdt, 1998) and developing their proficiency and self-confidence (Oxford,

1990). For instance, the CGSs help them use the words that they know before to solve problems; socio-affective strategies help them work in groups or demand from native speakers to correct their mistakes; MSs help them control their vocabulary learning process (O'Malley & Chamot, 1990) and the use of COSs lead to the improvement of the communicative competence (Lessard-Clouston, 1997).

"When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies became a useful tool kit for active, conscious and purposeful self-regulation of learning" (Oxford, 2003, p. 2). Thus, learners must select LLSs that suit their learning style and their needs to achieve their learning objectives.

Conclusion

The prime element of language that learners require in the process of learning a foreign language is vocabulary. All skills including reading, writing, speaking and listening are depending on it. In this respect, teachers need to use different methods for teaching that crucial aspect of language.

LLSs are techniques used by learners to acquire successfully and easily L2 vocabulary. All language learners use these strategies in the learning process either consciously or unconsciously, but not all of them use the same strategies because there are many factors that may influence learners' choice such as motivation, gender, age, cultural background and personality.

Chapter Two: Practical Part

Introduction

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Conclusion

Chapter Two: Practical Part

Introduction

Unlike the first chapter, which deals with the theoretical part of this study, this chapter provides its practical part. It is mainly introduced to present and analyse the collected data to treat the problem, answer the research questions, and realize the aim of the study.

Teachers and learners' questionnaires attempt to investigate their perspectives toward the use of LLSs to learn vocabulary. Simultaneously, this research tries to discover whether they have positive perspectives toward the use of LLSs in developing vocabulary.

Each section starts by describing the basic elements of the study including the participants and the data collection tools. After that, it analyses, discusses and makes interpretations about the collected data.

2.1. Section One: Teachers' Questionnaire

2.1.1. Administration of the Questionnaire

This questionnaire has been planned to investigate teachers' perspectives toward the use of LLSs in learning vocabulary. It tries to demonstrate teachers' views toward the factors that may cause learners' difficulties in learning vocabulary and whether LLSs help them overcome these difficulties. It has been administered to 6 teachers who teach English or have already taught English to third year students at Mila University.

2.1.2. Description of the Questionnaire

The teachers' questionnaire consists of 11 questions divided into 4 sections containing closed and open ended questions.

Section 1 (1-2)

The first section involves general information about teachers' academic degree and experience in teaching English at university.

Section 2 (3-6)

This section is planned to investigate teachers' views about the importance of vocabulary and the difficulties that learners confront while learning this aspect.

Section 3 (7-10)

This section contains questions that tackle teachers' views concerning the prominence of learning strategies for building learners' vocabulary. It also includes their perspectives toward learners' awareness of LLSs.

Section 4 (11)

This section demands from teachers to provide additional information which they find relevant to the topic.

2.1.3. Analysis and Interpretations of the Results

Section One: General Information

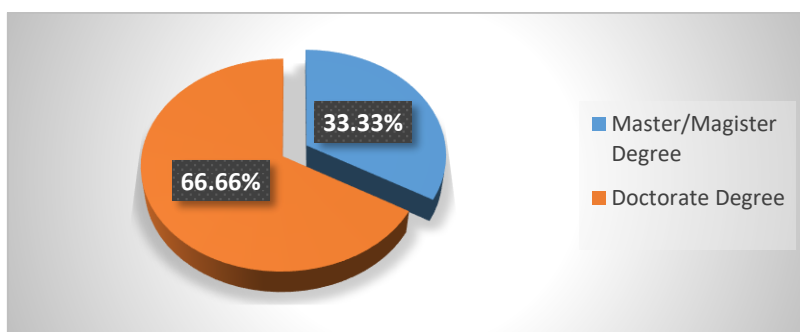**Q1. Which academic degree do you hold?**

Fig.1: Teachers' Academic Degree

The aim behind asking this question is to know the academic degree that the questioned teachers hold.

Figure 01 indicates that 66.66% of the respondents have a doctorate degree while 33.33% of them have a master/magister degree. The outcomes show that most of the teachers have a doctorate degree. That means that their responses are credible since they investigate their theoretical information as investigators with the application of their teaching methods.

Q2. How long have you been teaching English to third year students?

Legend:
- (1-3) Years
- (4-7) Years
- More

Values shown: 16.66%, 33.33%, 50%
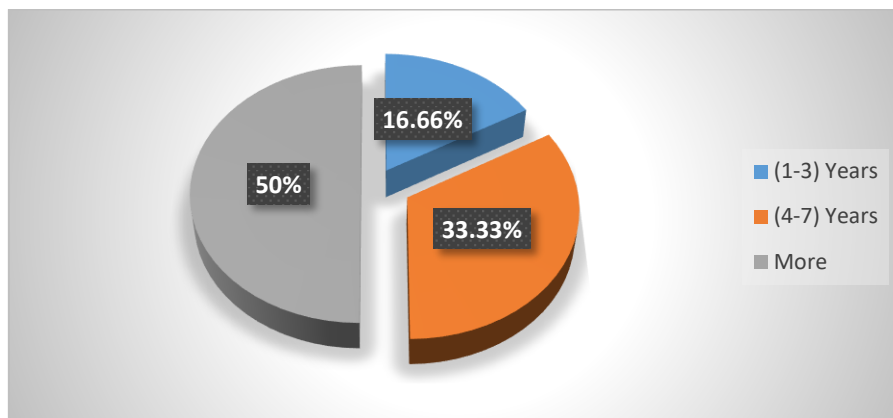
Fig.2: Teachers' Experiences

The question aims to figure out the teachers' experiences in teaching English to third year students at Mila University in order to assess the credibility of the provided information.

Concerning the results in figure 2, half of the participants have taught English to third year University students for more than 7 years and 33.33% of them have taught them from 4 to 7 years. Only 16.66% of the questioned teachers have taught English at University from 1 to 3 years. The results indicate that the majority of the questioned teachers are experienced, and that what allows them to provide us with accurate information to reach the aim of the research.

Section 02: Vocabulary

Q3. Do you consider vocabulary as a main aspect in learning English?
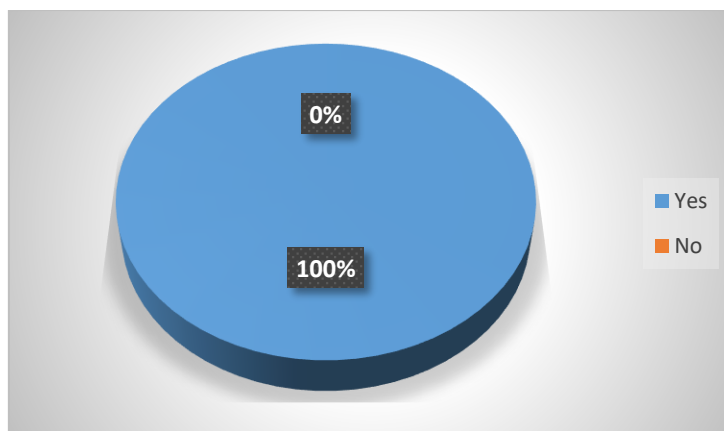
Fig.3: Teachers' Regard to Vocabulary

The aim of this question is to know teachers' opinions on the importance of vocabulary in learning foreign languages. Figure 03 demonstrates that 100% of the questioned teachers consider vocabulary as a main aspect in learning English. So, all the participants agreed on the prominence of vocabulary in learning English.

Q4. Do your third year learners face difficulties in learning vocabulary?

Fig.4: Difficulties in Learning Vocabulary

This question is asked to see whether vocabulary is considered a challenging aspect for third year students. From the results in figure 4, 83.33% of the participants said that third year

students face problems in learning vocabulary. However, only 16.66% of them declared the opposite. The outcomes demonstrate the need for finding effective solutions to this serious problem.

Q5. In your perspectives, what are the factors that cause learners' difficulties in learning vocabulary?
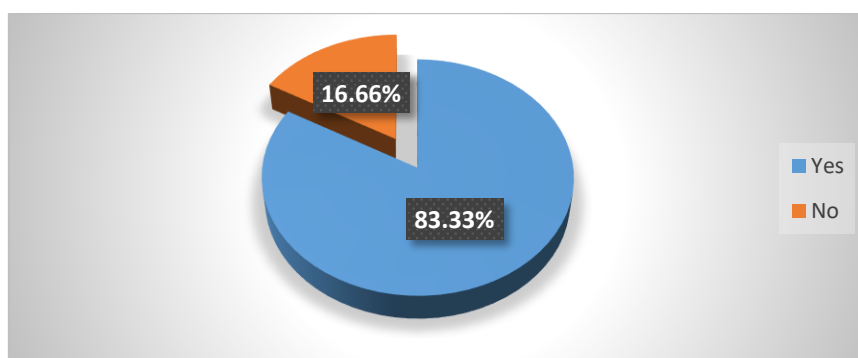
Question number five is asked to gather information about the problems that learners confront during the learning process according to the teachers.

The informants suggested many factors which are summarized in the following points:

- Lack of practising English.

-The absence of materials that may facilitate the acquisition of words.

-Learners dependence on their mother tongue when they want to explain meaning of a specific word.

-The limited reading materials and assignments used in classes. For example, during a whole semester in literature learners just deal with one or two works.

-Learners fail to memorize the different meanings of the word.

-Learners usually struggle to remember words because they do not use them in their spoken English.

-Learning vocabulary requires intensive exposure to the language whose lack is the main factor behind learners' difficulties. Students who have low rates of reading and listening are likely to encounter difficulties in their process of learning vocabulary.

The outcomes clarify that the lack of language practice and exposure are the responsible of the learners obstacles.

Q6. Do you think that lack of vocabulary may influence learners' performances (spoken and written)?
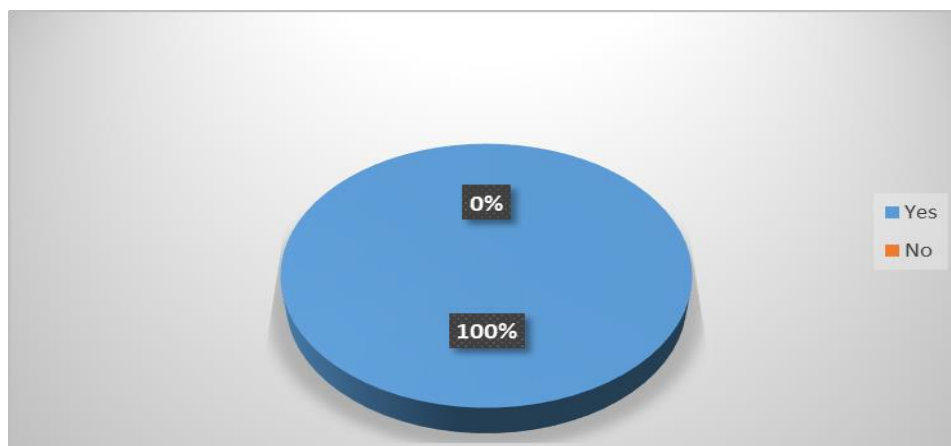
Fig.5: Teachers' Perspectives toward Lack of Vocabulary Influence

The aim of this question is to investigate the influence of the lack of vocabulary in learners' performances in both speaking and writing. The obtained results illustrate teachers' agreement about the negative impact that lack of vocabulary has on learners' spoken and written performances. The findings assert that the insufficient amount of vocabulary leads learners to struggle in producing their ideas in writing and speaking.

If yes, how does lack of vocabulary affect learners' performances?

Teachers explanations of how lack of vocabulary may affect learners ' performances are summarized as follows:

-Students who are equipped with a large amount of vocabulary express themselves effortlessly both in speaking and writing.

-Learners will not easily understand texts and speeches.

-They tend to use just short and simple sentences in communication.

The findings assure that there are many obstacles that learners who have insufficient amount of vocabulary may confront during their learning process.

Section 03: Language Learning Strategies

Q7. Are learning strategies important for building learners vocabulary?
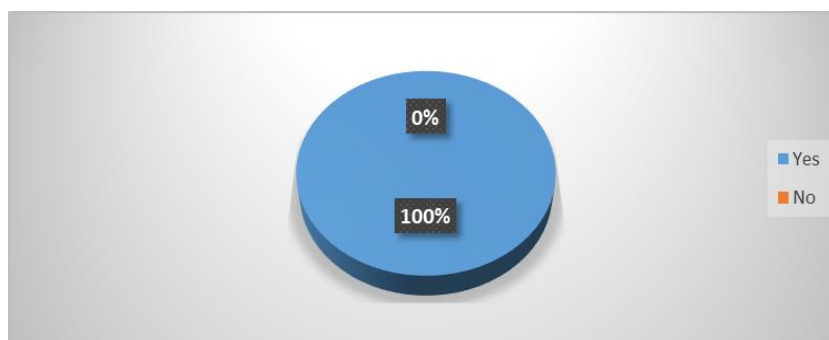
Fig.6: Teachers' Opinions about the Importance of Learning Strategies

The purpose behind asking this question is to know teachers' views on the significance of learning strategies for building vocabulary. The data in figure 6 confirm the crucial and positive role that is played by learning strategies in developing lexis.

Q8. Are your learners aware of the importance of using learning strategies to enlarge their vocabulary repertoire?
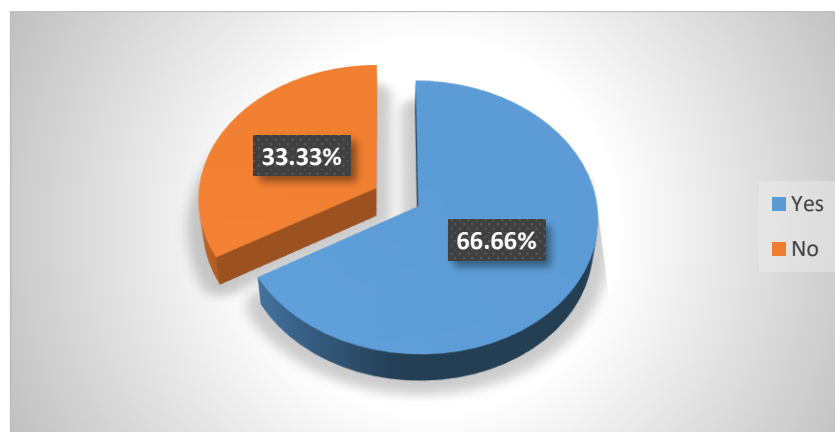

Fig.7: Learners Awareness about the Importance of Learning Strategies

The aim behind this question is to shed light on teachers' views toward learners' awareness of the importance of LLSs to enlarge their vocabulary repertoire. As it is presented in figure 7, 66.66% of the informants said that their learners are aware of the importance of LLSs to enlarge their vocabulary repertoire while 33.33% said the opposite. From these outcomes, we can assume that third year learners are conscious upon the prominence of LLSs.

Q9. Do you raise your learners' awareness about the importance of utilizing language learning strategies to improve vocabulary?
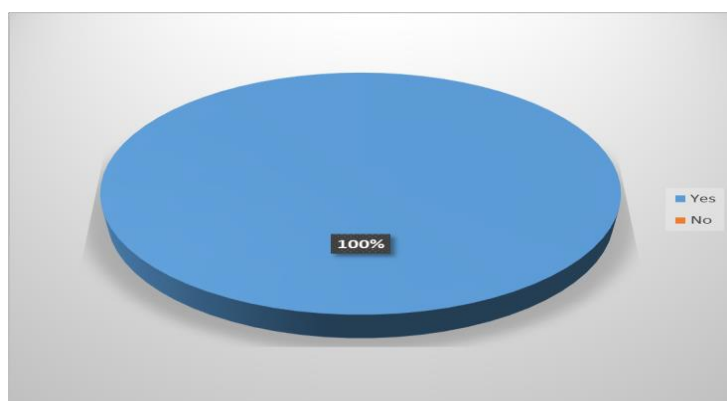
Fig.8: Teachers' Role for Raising Learners Awareness towards the Importance of Learning Strategies

Question 9 aims to see whether teachers raise their learners' awareness towards the efficiency of learning strategies to include new words. Based on the outcomes in figure 8, it is strongly remarked that all the respondents increase their learners' awareness about the highly value that learning strategies play in enlarging foreign language vocabulary repertoire. This implies that teachers are aware of the effectiveness of learning strategies in ameliorating the vocabulary background and facilitating the student's leaning process.

If yes, how often do you do so?
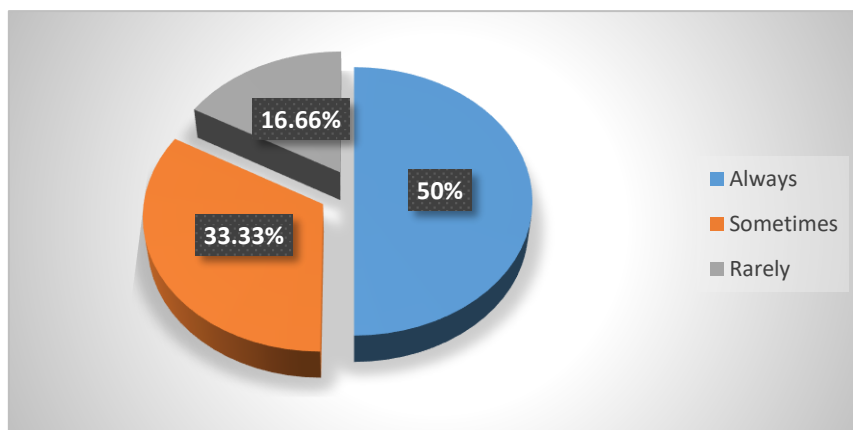
Fig.9: Teachers' Frequency of Raising Learners Awareness

The aim behind designing this question is to figure out how frequent teachers tend to raise learners awareness about the significance of learning strategies. Figure 9 identifies that half of the informants said that they always raise their learners' awareness upon the value of learning strategies while 33.33% of them said they sometimes do that and 16.66% said they rarely raise it. The outcomes indicate that most of the questioned teachers are conscious of the worth of raising learners' awareness constantly and permanently.

Section 04: Teachers' Suggestions

Q11. Please, add any information you see relevant to the topic.

This question aims to extend the area of this research and take advantages from teachers' experiences concerning learners' use of LLSs to build their vocabulary repertoire. Only one teacher answered this question by suggesting that strategies of learning vocabulary should be given more emphasis in the Algerian Universities.

2.1.4. Discussion of the Teachers' Questionnaire Results

The teachers' questionnaire is designed to investigate teachers' opinions about learning strategies and their influence on learning vocabulary. It aims at investigating teachers'

perspectives toward the factors that may cause learners ' difficulties in learning vocabulary. In addition, it tries to explore the impact of lack of vocabulary and the learning strategies on learners' performances. Also, this research seeks to figure out learners' awareness of the importance of using learning strategies to build their vocabulary.

The answers of this questionnaire indicate that all teachers regard vocabulary as a fundamental aspect in learning English as a foreign language. The majority of the questioned teachers agree that learners face difficulties in learning this aspect due to many factors. Besides, all teachers share the same idea upon the impact of lack of vocabulary on learners' performances in written and spoken language because without sufficient vocabulary learners will fail to express their ideas effortlessly.

Teachers come to an agreement about the importance of using LLSs for ameliorating vocabulary. Results based on teachers responses show that the majority of the learners are aware of the importance of LLSs to extend their vocabulary repertoire. In addition, most of the teachers tend to increase their learners awareness about the positive influence of using learning strategies to build their vocabulary knowledge constantly.

Thus, the formerly presented data show that third year University teachers of English have a positive perspective towards LLSs and their effectiveness in enhancing foreign language vocabulary.

2.2. Section Two: Students' Questionnaire

2.2.1. Participants

The present research is carried out at University of Mila, Institution of Letters and Languages, Department of Foreign Languages. The population of our research involves foreign language learners. They are third year students of English in the academic year 2021/2022. The population includes 211 students who are divided into 8 groups. 71 students is the sample of

this study. The reason behind selecting third year students is because they have more experience in learning English and more knowledge about the learning strategies.

2.2.2. Description of the Students' Questionnaire

The questionnaire consists of four sections. Each section includes questions, which treat the same issues. It contains 20 questions, 18 of them are close ended and 2 of them are open ended.

Section One (1-2)

Section one covers general information about the learners. It includes their choice of English and their level.

Section Two (3-7)

Section two is dedicated to vocabulary. It is concerned with the problems that learners face while learning vocabulary and how to deal with them.

Section Three (8-19)

This section represents students' perspectives toward the use of LLSs for learning vocabulary and which strategies third year students tend to use to expand their vocabulary repertoire.

Section Four (20)

In the last section, students are asked to add any information, which is considered relevant to the aim of the questionnaire.

2.2.3. Analysis and Interpretation of the Students' Questionnaire

Section One: General Information

Q1. Your choice of studying English was:
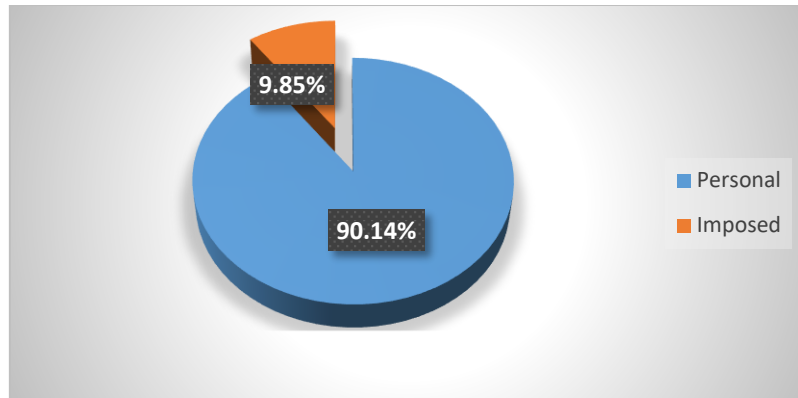
Fig.10: Students' Choice of Studying English

This question aims to figure out whether students selected to study English at University by themselves. Figure 10 shows that 90.14% of the students were personally selected to study English whilst only 9.85% of them were obliged to study it. The results demonstrate that the silent majority of the questioned students are interested to study English.

Q2. How do you consider your level in English?
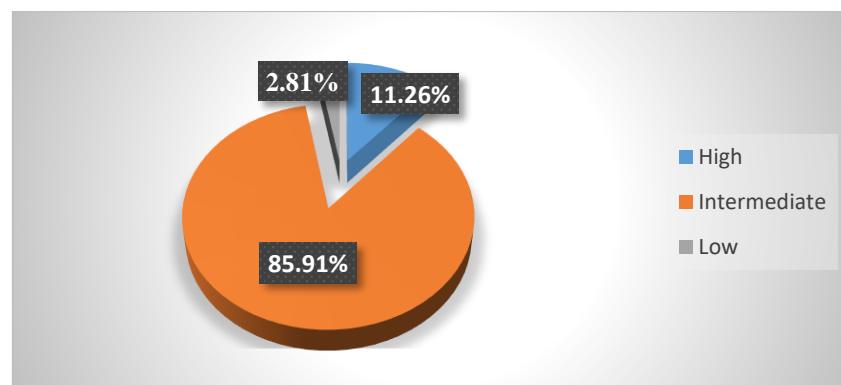
Fig.11: Students' Regard to their Level in English

This question aims to explore the students' assessment of their level in English. Figure 11 demonstrates that for about 86% of the students consider their level intermediate, 11.26% of them consider their level high and 2.81% of them consider their English level low. The results show that most of the students have an intermediate level. Thus, most of them have problems that needed to be solved through appropriate strategies.

Section Two: Vocabulary

Q3. Which aspect of language has proved to be the most problematic for you?
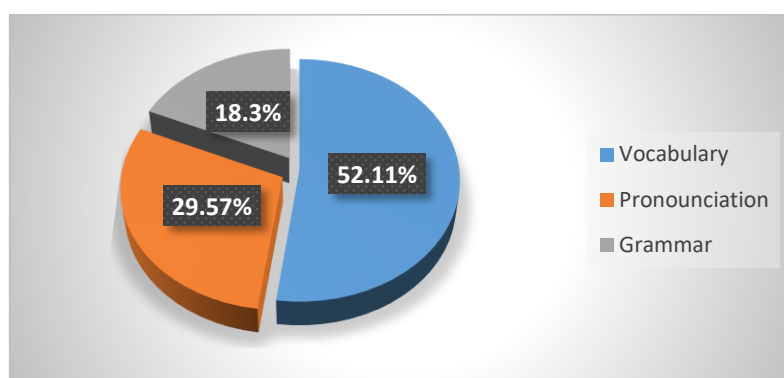
Fig.12: Students' most Problematic Aspect of Language

This question aims to discover the aspect of language that learners face difficulties in. Figure 12 shows that little higher than half of the participants have problems in vocabulary, 29.57% have problems in pronunciation and 18.3% of them have problems in grammar. The results confirm that third year University students face difficulties in vocabulary more than the other aspects of language (grammar and pronunciation). Therefore, students require leaning a large amount of words to be able to use the language correctly in different contexts.

Q4. Do you face problems in?
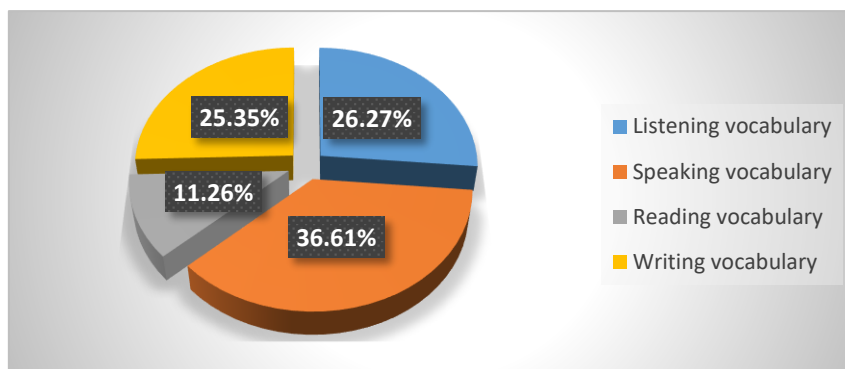
Fig.13: Students' Problems in Vocabulary Learning

This question is asked to know the type of vocabulary that students have problems in. Figure 13 shows that 36.61% of the learners have problems in speaking vocabulary, 26.27% of them have problems in listening vocabulary, 25.35% of them have problems in writing vocabulary whereas 11.26% of the questioned students have problems in reading vocabulary. The findings assure that speaking vocabulary is the most problematic type. Thus, students fail to speak like native speakers.

Q5. In learning vocabulary, do you rely on:
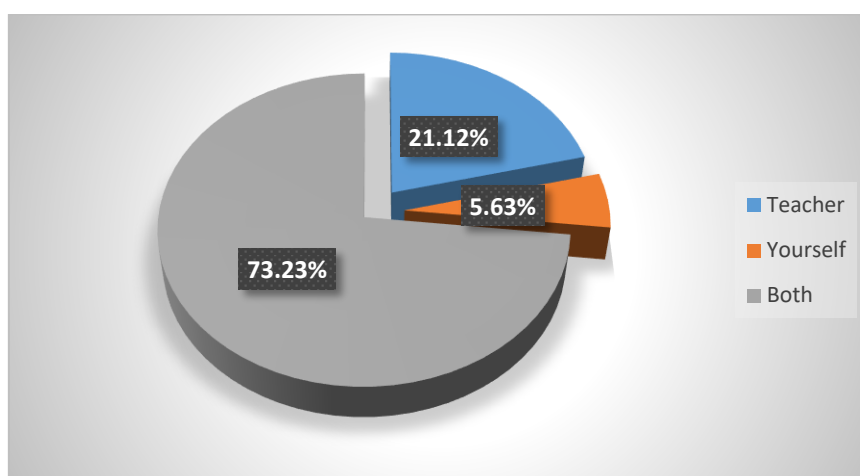
Fig.14: Students' Reliance in Learning Vocabulary

Question 5 is designed for the sake of knowing on whom the students depend when learning vocabulary. Figure 14 shows that most of the respondents (73.23%) declared that they rely on themselves and the teacher, 21.12% of them rely on the teacher while 5.63% rely only on themselves. The outcomes indicate that the majority of the questioned students want to develop their vocabulary in English since they use different sources to extend their vocabulary knowledge.

Q6. Do you think that using appropriate learning strategies is helpful in widening your vocabulary?
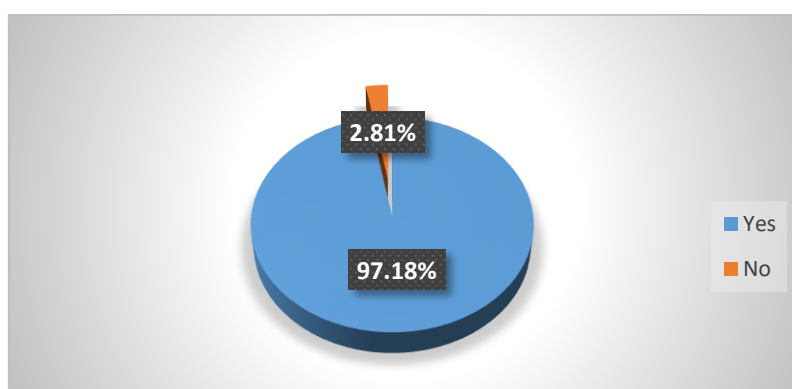
Fig.15: Students' Opinions about the Importance of Using Appropriate Language Learning Strategies in Developing Vocabulary

This question is mainly set to investigate the informants' views towards the efficiency of learning strategies in widening their vocabulary list. Figure 15 demonstrates that the overwhelming majority of the respondents (97.18%) agreed on the effectiveness of learning strategies in the development of foreign language vocabulary. The findings indicate that third year University learners of English have positive views about the role played by learning strategies in enhancing vocabulary. Hence, the students will learn successfully if they integrate and foster suitable learning strategies in their vocabulary learning process.

Q7. Do you use learning strategies to enrich your vocabulary?
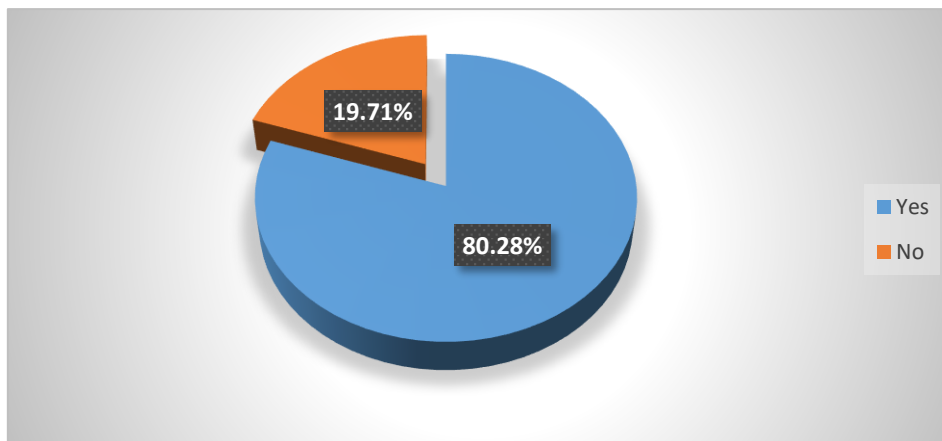
Fig.16: Students' Use of Language Learning Strategies in Learning Vocabulary

The aim behind question 7 is to check whether third year students use learning strategies to enrich their vocabulary. As it is demonstrated in figure 16, 80.28% of the students use learning strategies to enrich their vocabulary while 19.71% of them do not do. So, the results indicate that the majority of the students utilize learning strategies to develop their vocabulary knowledge. Accordingly, third year students of English are aware of the importance of using LLSs.

Section Three: Language Learning Strategies

Q8. Interaction with native speakers through social media helps you learn new vocabulary.
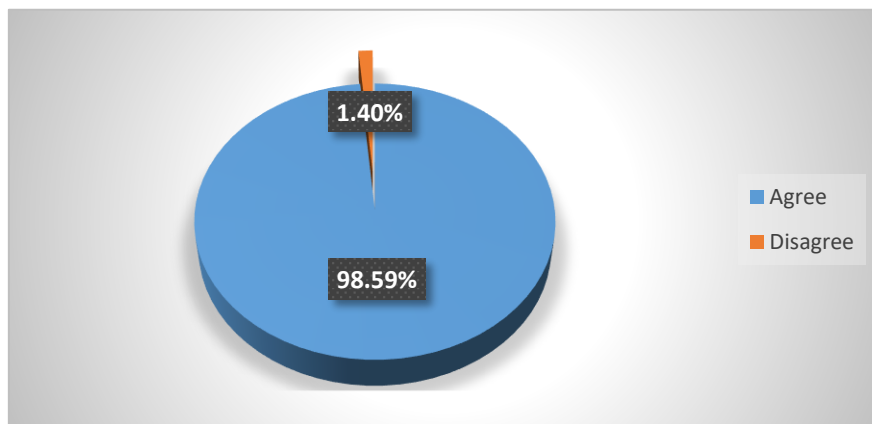
Fig.17: Students' Views about the Interaction with Native Speakers through Social Media in Learning New Vocabulary

This question is asked to know whether learners consider interaction with native speakers through social media a helpful strategy in vocabulary learning (social strategy). Concerning the findings in figure 17, for about 99% of the questioned students agreed on the effectiveness of this strategy in boosting their vocabulary. The presented data validates the fact that the use of social media in learning vocabulary through chatting with native speakers is an advantageous strategy for third year learners of English. Thus, learners will be excessively exposed to the language in authentic life situations.

Q9. In order to learn new vocabulary, you associate it with the acquired ones.
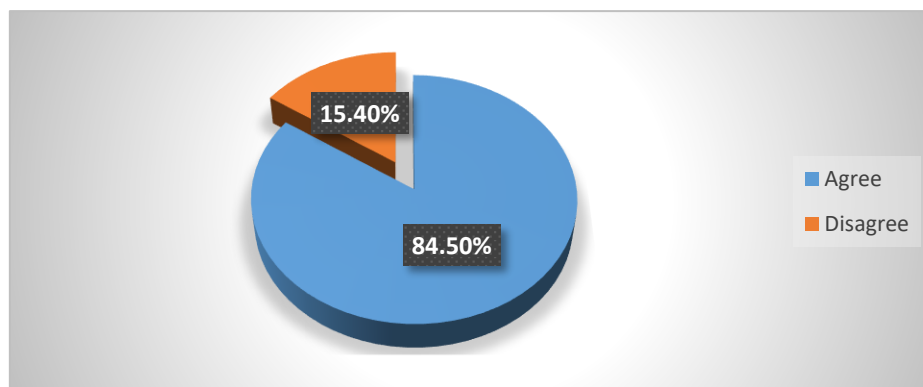
Fig.18: Students' Opinions of the Association of the New Vocabulary with the Acquired Ones Strategy

The aim behind asking this question is to investigate third year learners' views towards the use of 'association of the new vocabulary with the acquired one' strategy to memorize new lexis (memory strategy). The outcomes in figure 18 set that 84.50% of the participants have a positive view on the importance of this strategy to enlarge their vocabulary repertoire while 15.40% of them have a negative view. Hence, the findings reflect learners' positive opinions towards the value of this strategy to enhance vocabulary.

Q10. Translation of the word from the English language to your first language helps you learn vocabulary.
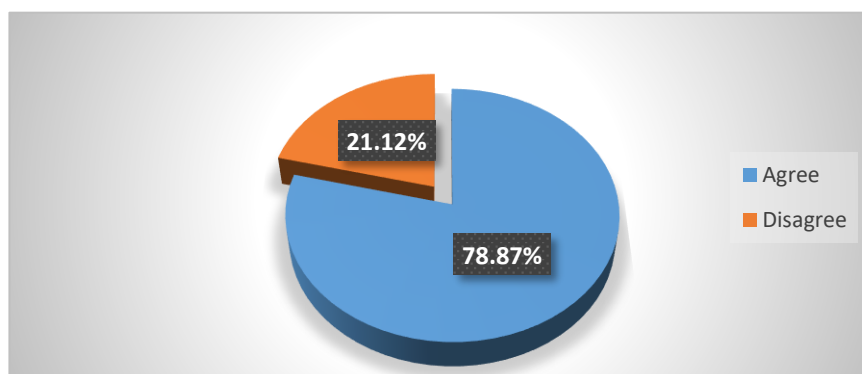
Fig.19: Students' Perspectives about the Efficiency of the Translation of the Word from English to the First Language Strategy in Learning Vocabulary

Question 10 is designed for the sake of knowing whether this strategy aids learners in learning vocabulary or not (cognitive strategy). Figure 19 shows that most of the respondents (78.87%) agreed on the effectiveness of the translation of the word from the English language to the first language strategy in learning vocabulary while 21.12% of them disagreed. The results indicate that most of the students consider translation as a helpful technique in learning new vocabulary.Thus, through translation students will understand the exact meaning of the word, so they will quickly acquire it.

Q11. The repetition of words many times to memorize them helps you in extending your vocabulary repertoire.
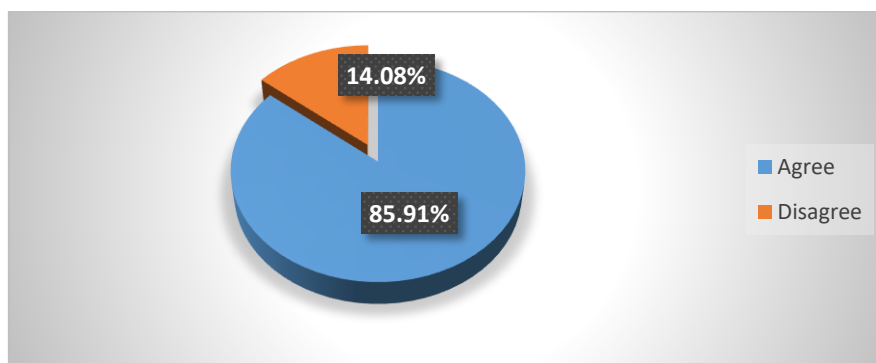
Fig.20: Students' Views about the Repetition of Words many Times Strategy in Extending Vocabulary

This question is asked to see whether learners are aware of the importance of using this strategy or not (memory strategy). From the results in figure 20, the overwhelming majority (85.91%) of the participants agreed that the repetition of words many times helps them in extending their vocabulary repertoire, but 14.08% of them disagreed. The results show that third year University learners have a positive view about the efficiency of the repetition-based strategy in enhancing vocabulary.

Q12. Writing words that you want to remember in a notebook helps you learn them.
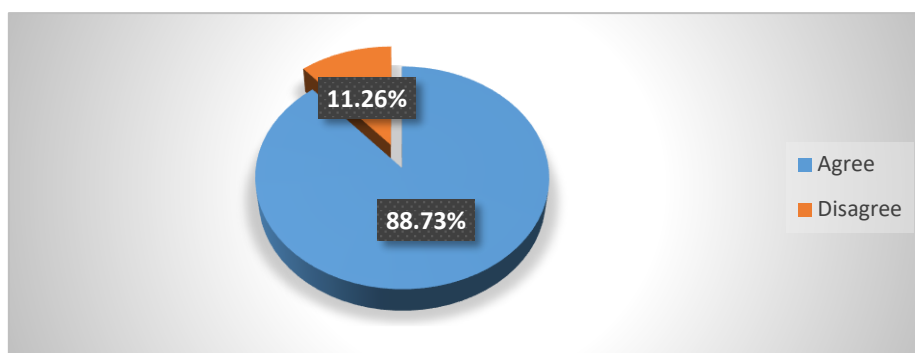
Fig.21: Students Points of View toward Writing Words in a Notebook in Learning Vocabulary

The aim behind the question above is to explore whether learners regard this strategy as a beneficial strategy in vocabulary learning (cognitive strategy). Figure 21 indicates that 88.73% of the students come to an agreement upon the advantage of writing the word in a notebook in learning vocabulary, but just 11.26% regard writing as insignificant. The outcomes clarify that third year learners consider this cognitive strategy useful in learning vocabulary. Hence, learners will go back to their notebooks when they feel that they forget these words in order to remember them.

Q13. Listening to native speakers helps you include new words in your vocabulary repertoire.
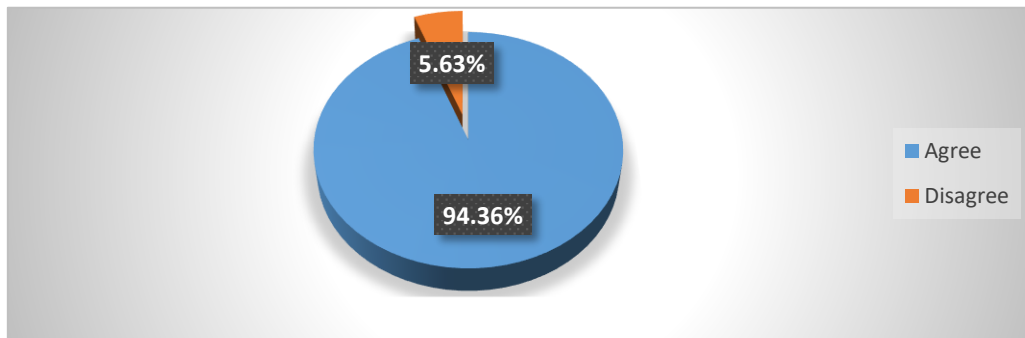
Fig.22: Students' Perspectives toward Listening to Native Speakers for Learning New Words

This question aims to investigate learners' opinions towards the effectiveness of this metacognitive strategy in learning vocabulary. Based on the data mentioned in figure 22, 94.36% of the students agreed that listening to native speakers helps them include new words in their repertoire. However, 5.63% of them disagreed. The outcomes suggest that most of the students are aware of the status of listening in acquiring new words. Thus, they believe that through utilizing this strategy, learners will be exposed to the target language, so they will surely obtain new words.

Q14. Reading books helps you learning new vocabulary.
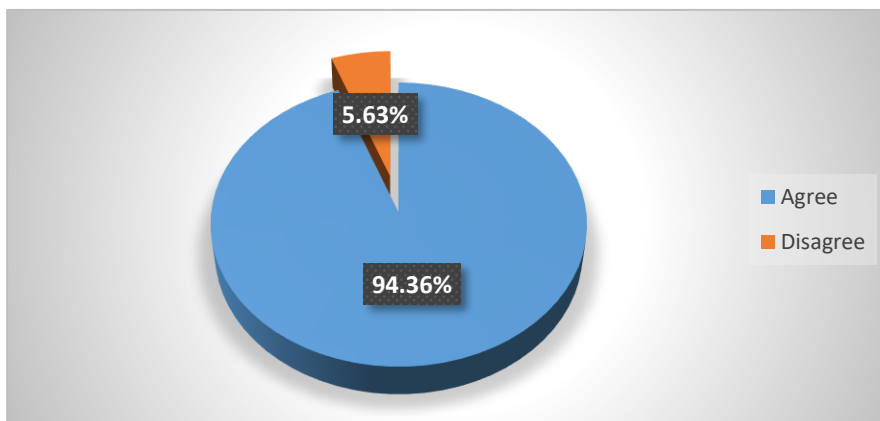
Fig.23: Students Opinions about Reading Books for Learning Vocabulary

This question is devoted to explore students' views about whether this strategy is valuable in vocabulary development (metacognitive strategy). Regarding the outcomes in figure 23, the vast majority (94.36%) of the students consider reading as a helpful tool in learning vocabulary while only 5.36% of them regard it as unhelpful. A large number of students have positive views toward reading since through this strategy learners will find strange words which they will search about their meaning.

Q15. Asking your teacher or your classmates to clarify the word, which you do not know, helps in the development of your vocabulary
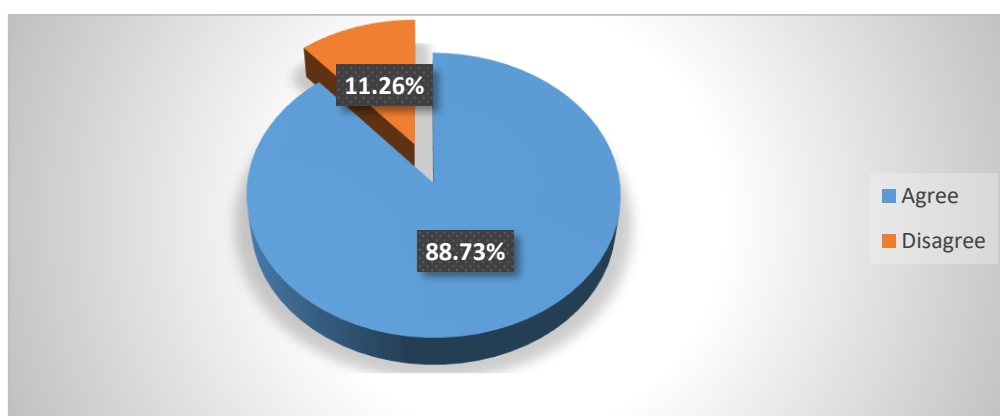
Fig.24: Student Views to Other People Clarification of Unknown Words

This question is designed to investigate third year University learners of English opinions towards the role of this strategy in building learners' vocabulary (social strategy). 88.73% of the respondents agreed on the positive effectiveness of this strategy in the development of their vocabulary whereas the minority (11.26 %) of them disagreed. The results identify that third year students are conscious of the importance of asking teachers and classmates to clarify the unknown words for them.

Q16. Rewarding yourself every time you learn specific number of words helps you to learn new vocabulary.
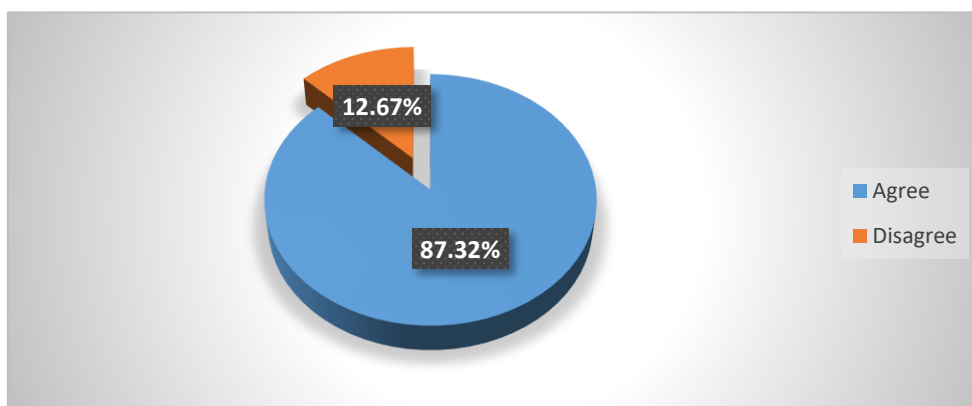
Fig.25: Students' Views about the Reward of themselves while Learning Vocabulary

This question aims to investigate learners' perceptions towards the helpfulness of the reward strategy in learning vocabulary. Upon analysis, the overwhelming majority of the respondents agreed on the usefulness of this affective strategy for learning new vocabulary whilst 12.67% of them disagree. The outcomes confirm learners' positive perception towards the importance of using this strategy in the process of vocabulary learning.

Q17. Guessing the word meaning from the context helps you in achieving it.
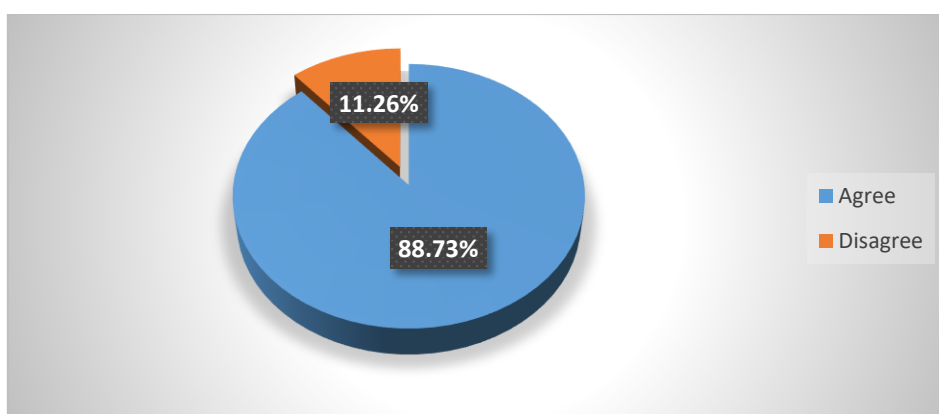
Fig.26: Students' Opinions about Guessing the Word Meaning from the Contexts to Achieve Vocabulary

The aim behind asking this question is to know whether learners are aware of the significance of compensation strategy in learning vocabulary. As demonstrated in figure 26, most of the informants (88.73%) hold a positive perspective toward this strategy, but just few of them (11.26%) have a negative view. The results assure learners' awareness towards the efficiency and dynamitic of guessing the word meaning from context to get it.

Q18. Researching about synonyms of the word that you want to learn helps you learn new vocabulary
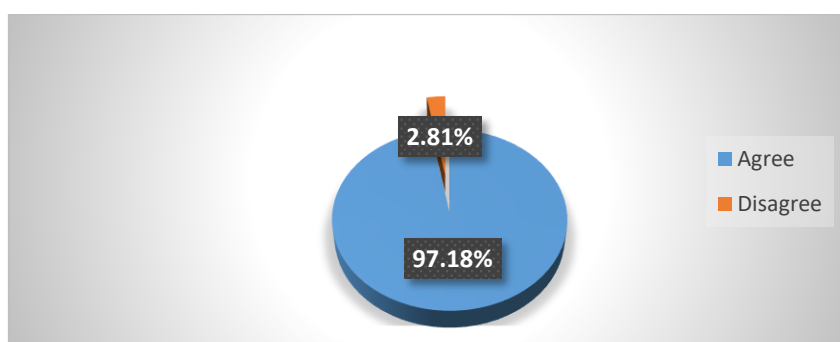
Fig.27: Students Points of View toward Researching about the Synonyms of the Word to Learn New Vocabulary

This question attempts to explore learners' perspectives toward the use of synonyms (compensation strategy). The above figure shows that the overwhelming plurality (97.18%) of the students concerned researching about the word's synonyms beneficial in learning new words, but just the minority of them (2.81%) concerned it insignificant. Almost all of the informants think that through searching for synonyms of a specific word, learners will discover other words.

Q19. Which of the mentioned strategies do you use often to enlarge your vocabulary repertoire?
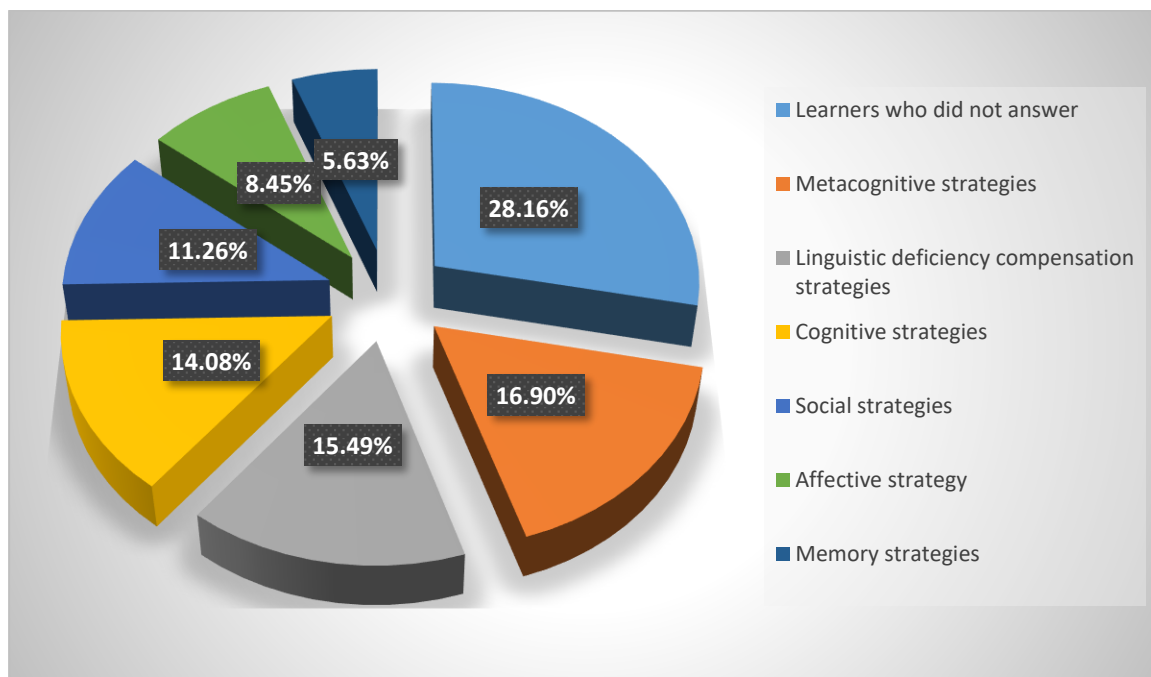
Fig.28: Students' Strategies for Learning Vocabulary

The aim behind asking this question is to figure out which learning strategies are utilized by learners in vocabulary learning. 28.16% of the respondents did not answer this question. The data stated in figure 28 demonstrate that among 71.84% of the students who answered the question, 16.90% of them listen to native speakers and read books (MCSs) , 15.49% of them guess the word meaning from its context and research about its synonyms (linguistic deficiency compensation strategies), 14.08% of them translate the strange word to their language and write the word in a note book (CGSs), 11.26% of them interact with native speakers through social media and ask for clarification (SSs), 8.45% of them reward themselves when they learn a specific number of words (ASs) and 5.63% of them repeat the words many times until they obtain them and associate them with the acquired ones (MSs).

As far as the results, the learners are aware of the usefulness of all the strategies, but each one of them selects the strategies that suit his/her learning style.

Section Four: Further Suggestions

Q20.Please, add any additional information you see relevant to the aim of the questionnaire.

This question is an open-ended question. It is mainly asked to extract students' additional suggestions concerning LLSs used by learners to learn vocabulary. The suggestions are summarized in the following points:

-Watching English movies and series.

-Playing games with native speakers.

-Using English applications.

2.2.4. Discussion of the Students' Questionnaire Results

Based on the findings of the students' questionnaire, many actualities are discovered. The results demonstrate that the majority of the questioned students were not imposed to study English which elucidates their desire to study English. The outcomes show that most of them regard their level in English as intermediate what clarifies the problems they have. Vocabulary has proved to portend problems for them in comparison to the other aspects of language (grammar and pronunciation) as they face problems in acquiring its different types.

In attempts to solve these problems, learners use different LLSs that correspond to their learning style. Interacting with native speakers through social media, taking notes, translation from the L2 to their mother language, repetition of words many times to memorize them, rewarding themselves every time they learn a specific number of words, asking teachers and classmates for clarification and researching about the synonyms are the strategies used by third year University students.

On the whole, the outcomes driven from this questionnaire show that the students bear positive views toward LLSs and they are aware of the importance of using them in learning vocabulary.

Conclusion

The current chapter was conducted to analyse teachers and students questionnaires. It investigates their perspectives toward the use of LLSs for learning vocabulary. The results allow us to conclude that learners face problems in the different types of vocabulary. Also, both teachers and students have positive opinions towards the usefulness of LLSs in developing foreign language vocabulary.

Pedagogical Implications and Recommendations

Pedagogical Implications

The result of this study can be utilized as an instructor for teachers and learners in order to explore teachers and learners' perspectives upon the employment of the learning strategies for improving their vocabulary knowledge. The main role of LLSs is to aid learners build their vocabulary repertoire by regulating their learning process and making it easier.

Recommendations

The outcome of this research indicates that students have positive perspectives toward LLSs use to enrich their vocabulary background. The following are some suggestions for both teachers and students about the employment of LLSs in the process of vocabulary learning:

1. Teachers should know their learners' weaknesses to determine which methods should be utilized by them in vocabulary teaching.

2. Teachers should encourage their learners to use LLSs while they are learning vocabulary.

3. Teachers should push their learners to read books in order to be exposed to the target vocabulary.

4. Learners should utilize various LLSs to learn new vocabulary.

5. Students should be trained on how to use LLSs effectively.

6. Students should take into consideration their learning style while they are selecting the LLSs in order to choose the most appropriate ones.

7. Learners need to focus on some important strategies which are neglected by them including rewarding themselves every time they learn a specific number of words.

8. Learners should interact with native speakers through social media in order to overcome their speaking problems and to enlarge their vocabulary repertoire.

General Conclusion

The current study attempts to investigate teachers and learners' perspectives toward the efficacy of LLSs. Our research consists of one theoretical part holding two sections; vocabulary and language learning strategies, besides a practical part in which we carried out a descriptive research study. We dealt with third year students at Mila University. We conducted two questionnaires one for third year teachers and the other one for third year students.

The information gathered from the analysis of the answers assure that learners face difficulties in learning vocabulary. Also, they confirm teachers and learners' positive perspectives toward the effectiveness of LLSs in developing vocabulary. Their positive perspectives indicate their awareness concerning the significance of those LLSs. Therefore, they aid them to take control of their learning process and make them more independent learners. Also, learners' choice of the LLSs is not random since every one chooses the strategies that fit his/her learning style.

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Appendices

Appendix A

Teacher's Questionnaire

This questionnaire investigates students' strategies for learning vocabulary. Please, answer about our questionnaire.

Section 01: General Information

01/ Which academic degree do you hold?

a/ master /magister degree ☐

 b/ doctorate degree ☐

02/ How long have you been teaching English to third year students?

a/ 1_3 years ☐

b/ 3_7 years ☐

C/ more ☐

Section 02: Vocabulary

03/ Do you consider vocabulary as a main aspect in learning English?

a/ Yes ☐   b/ No ☐

04/ Do third year learners face difficulties in learning vocabulary?

a/ Yes ☐   b/ No ☐

05/ In your perspective, what are the factors that cause learners difficulties in learning vocabulary?

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06/ Do you think that lack of vocabulary may influence learners' performance (spoken and written) in Language.

a/ Yes ☐   b/ No ☐

If yes, how does lack of vocabulary affect learners' performance?

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Section 03: Language Learning Strategies

07/Are learning strategies important for building learners' vocabulary?

a/ Yes ☐   b/ No ☐

08/Are your learners aware of the importance of using learning strategies to enlarge their vocabulary repertoire?

a/ Yes ☐   b/ No ☐

09/Do you raise your learners' awareness about the importance of utilizing vocabulary strategies to improve their learning?

a/ Yes ☐   b/ No ☐

If yes, how often do you do so?

Rarely ☐

Sometimes ☐

Always ☐

Section 04: Teachers' Suggestions

Please, add any information you see relevant to the topic.

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Thank you.

Appendix B

Students' Questionnaire

Dear Students,

This questionnaire is a part of a research work. It aims at investigating third year students' perspectives towards the use of language learning strategies to learn foreign language vocabulary.

Your help in completing them is greatly appreciated.

Section One: General Information.

01/ Your choice of studying English was:

a/ Personal ☐

b/ Imposed ☐

02/ How do you consider your level in English?

a/ High ☐

b/ Intermediate ☐

c/ Low ☐

Section Two: Vocabulary.

03/ Which aspect of language has proved to be the most problematic for you?

a/ Vocabulary ☐

b/ Pronunciation ☐

c/ Grammar □

04/ Do you face problems in: (you may choose more than an option).

a/ Listening vocabulary □

b/ Speaking vocabulary □

c/ Reading vocabulary □

d/ Writing vocabulary □

05/In learning vocabulary, do you rely on:

a/ Your teacher □

b/ Yourself □

c/ Both □

06/ Do you think that using appropriate learning strategies is helpful in widening your vocabulary?

a/ Yes □   b/ No □

07/ Do you use learning strategies to enrich your vocabulary?

a/ Yes □   b/ No □

Section Three: Language Learning Strategies.

08/ Interaction with native speakers through social media helps you learn new vocabulary.

a/ agree □   b/ disagree □

09/ In order to learn new vocabulary, you associate it to with the acquired ones.

a/ agree ☐   b/ disagree ☐

10/ Translation of the word from the English language to your first language helps you learn vocabulary.

a/ agree ☐   b/ disagree ☐

11/ The repetition of words many times to memorize them helps you in extending your vocabulary repertoire.

a/ agree ☐   b/ disagree ☐

12/ writing the words that you want to remember in a note book helps you learn them.

a/ agree ☐   b/ disagree ☐

13/ Listening to native speakers helps you include new words in your vocabulary repertoire.

a/ agree ☐   b/ disagree ☐

14/ Reading books helps you learning new vocabulary.

a/ agree ☐   b/ disagree ☐

15/ Asking your teacher or your classmates to clarify the word which you do not know helps in the development of your vocabulary.

a/ agree ☐   b/ disagree ☐

16/ Rewarding yourself every time you learn specific number of words helps you to learn new vocabulary.

a/ agree ☐   b/ disagree ☐

17/ Guessing the word meaning from the contexts helps you in achieving it.

a/ agree ☐   b/ disagree ☐

18/ Researching about the synonyms of the word that you want to learn helps you learn new vocabulary.

a/ agree ☐   b/ disagree ☐

19/ Which of the mentioned strategies you use often to enlarge your vocabulary repertoire? (you may add many)

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Section Four: Students' Suggestions

Please add any additional information you see relevant to the aim of the questionnaire

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Thank you.

ملخص

في الوقت الحاضر، تعتبر اللغة الإنجليزية اللغة الأكثر تحدثًا وتوسعًا في العالم ككل. لذلك يتزايد دائمًا عدد الأشخاص الذين يرغبون في تعلم هذه اللغة. الجانب الأول من اللغة الذي يجب أن يكتسبه هؤلاء الناس لإتقان هذه اللغة العالمية هو المفردات. في هذا الصدد، تلعب المفردات دورًا أساسيًا في عملية تعلم اللغة. عند تعلم لغة جديدة، يجب على الطلاب البدء في تعلم كلمات تلك اللغة قبل تعلم أي جوانب أخرى. لذلك، قد يتمكن المتعلمون من تعلم الجوانب الأخرى للغة المستهدفة فقط من خلال الحصول على مفردات كافية. يمكن للمتعلمين اكتساب الكلمات باستخدام بعض الاستراتيجيات التي سيسهلون بشكل أساسي عملية التعلم الخاصة بهم وجعلها أسرع. يهدف هذا البحث إلى التحقيق في وجهات نظر المعلمين والمتعلمين تجاه استراتيجيات تعلم اللغة المستخدمة. وفقًا لذلك، هناك ثلاثة أسئلة بحثية في هذه الدراسة: (1) هل يواجه المتعلمون صعوبات في تعلم المفردات ؟ (2) هل لدى المتعلمين وجهات نظر إيجابية تجاه استخدام استراتيجيات تعلم اللغة لتحسين ذخيرتهم من المفردات ؟ (3) هل يدرك المتعلمون والمعلمون أهمية استراتيجيات تعلم اللغة في تعزيز خلفية مفردات المتعلمين ؟ للحصول على البيانات المطلوبة، يتم إدارة استبيانين لمعلمي السنة الثالثة وطلاب اللغة الإنجليزية في قسم اللغات الأجنبية في جامعة ميلة. يُظهر تحليل الإجابات أن المتعلمين يواجهون صعوبات في تعلم أنواع مختلفة من المفردات. أيضًا، يؤكدون أن كلا من المعلمين والمتعلمين لديهم وجهات نظر إيجابية تجاه فعالية الاستراتيجيات في تطوير المفردات. وتشير وجهات نظرهم الإيجابية إلى إدراكهم لأهمية هذه الدراسات. وفي نهاية المطاف، يقدم العمل الحالي بعض التوصيات التربوية المتعلقة بأهمية استخدام استراتيجيات تعلم اللغة في تعلم المفردات.

Résumé

De nos jours, l'anglais est considéré comme la langue la plus parlée et la plus développée dans le monde entier. Pour cela, le nombre de personnes qui désirent apprendre cette langue est toujours en augmentation. Le premier aspect de la langue que ces gens devraient acquérir pour maîtriser cette langue globale est le vocabulaire. D'ailleurs, le vocabulaire joue un rôle essentiel dans le processus d'apprentissage des langues. En apprenant une nouvelle langue, les étudiants devraient commencer à apprendre les mots de cette langue avant d'apprendre tout autre aspect. Par conséquent, les apprenants peuvent être en mesure d'apprendre les autres aspects de la langue cible simplement en obtenant un vocabulaire suffisant. Les apprenants peuvent acquérir des mots en utilisant certaines stratégies qui faciliteront principalement leur processus d'apprentissage et le rendront plus rapide. Cette recherche examine les perspectives des étudiants et des enseignants à l'égard de l'utilisation des stratégies d'apprentissage des langues, on suppose que les étudiants de troisième année et les enseignants du Centre universitaire Mila ont des opinions positives à l'égard de l'utilisation des stratégies d'apprentissage des langues. Pour acquérir les données nécessaires deux questionnaires sont administrés aux enseignants de troisième année et aux étudiants de l'anglais au département des langues étrangères à l'Université de Mila.