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**Teachers' and Students' Attitudes towards the Impact of Vocabulary  
Learning Strategies on Students' Speaking Proficiency**

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## ***DEDICATION***

To my beloved parents (Saadoune) and (Fatiha) for their love, support, and encouragement throughout my life, without you two, I will never be at this stage.

To my brothers and sisters who support me in every step in my life.

To all my lovely nephews and cute nieces.

To my fiancé for his encouragement throughout this work.

To all my dear friends

To all who knows and loves khadidja.

**Khadidja**

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To my sisters and brothers Salima, Moufida, Mina, Sara, Khaled, and Karim.

In loving memory of my dearly beloved brother (Salim) who passed away

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To my friends

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## ABSTRACT

Vocabulary store is highly important in language learning; thus scholars have classified a range of vocabulary learning strategies (VLSs) that help in enlarging FL students' lexical knowledge, then speaking enhancement. The current study is an attempt to investigate the influence of vocabulary learning strategies on EFL students' speaking proficiency. It mainly aims to know teachers' attitudes and students' awareness regarding the use of vocabulary learning strategies to enhance second year LMD students of English speaking proficiency at the institution of letters and foreign languages, at Mila University Center during the academic year 2018-2019. Based on this research concerns, it is hypothesized that if students use vocabulary learning strategies, then their speaking proficiency would be developed. To test this hypothesis, it was opted for a Teachers' Questionnaire and a Students' Questionnaire. The obtained results reveal that students use VLSs unconsciously to improve their speaking mastery. In addition, teachers agree that VLSs is a crucial aspect of developing proficiency in speaking. The study ends up with some fruitful recommendations for EFL learners to be taken into consideration in their learning process.

**Key words:** vocabulary learning strategies, vocabulary store, EFL, speaking proficiency.

## **List of Abbreviations**

**LLS:** Language Learning Strategies

**TL:** Target Language

**VLSs:** Vocabulary Learning Strategies

**EFL:** English as Foreign language

**ESP:** English for Specific Purposes

**LAD:** Language Acquisition Device

**UG:** Universal Grammar

**FL:** Foreign Language

**L2:** Second Language

**DET:** Determination Strategies

**SOC:** Social Strategies

**COG:** Cognitive Strategies

**MEM:** Memory Strategies

**MET:** Metacognitive Strategies

**OE:** Oral Expression

**Q:** Question

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# **General introduction**

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

Students of English as foreign language (EFL) find it difficult to communicate using the target language. They usually misuse the terminology needed in speaking, so they tend to use gestures to make the listener understands. All these problems are common to students who lack lexical competence. So, they most of the time fail to deliver the intended meaning behind their speech; this failure in communication may create a huge distance between the speaker and the listener since the main aim of the conversation, the message, is absent. Students' failure in acquiring vocabulary may originate from the lack of using the appropriate strategies and methods that facilitate the process of vocabulary acquisition. Consequently, it is recommended that learners be encouraged to use vocabulary learning strategies to develop their vocabulary, and hence enhance their speaking performance.

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

This study aims at investigating the correlation between the use of vocabulary learning strategies and students' speaking proficiency. More specifically, it attempts to explore the teachers' and learners' attitudes about the importance of implementing vocabulary learning strategies to enhance vocabulary acquisition and accordingly develop students' speaking ability.

## **3. Research Questions and Hypotheses**

The discussion of our study turns around three main questions:

- ❖ Is there a correlation between the use of vocabulary learning strategies and students' oral skills?

- ❖ Does the teacher's focus on vocabulary learning strategies increase students' vocabulary acquisition?
- ❖ Do learners use vocabulary learning strategies to enhance their speaking proficiency?

In consideration of the above questions, it is hypothesized that, if learners of English learn vocabulary using a selected range of vocabulary learning strategies, their vocabulary proficiency will be enhanced, and their speaking proficiency would be developed.

#### **4. Means of Research and Procedures**

To answer the research questions, two questionnaires have been administered to both teachers and students. A questionnaire was handed to 10 teachers of Oral Expression to get their attitudes towards vocabulary learning strategies, and their importance in the speaking class. The other questionnaire was administered to 2<sup>nd</sup> year students of English to investigate their difficulties in speaking, and their attitudes towards the use of vocabulary learning strategies.

#### **5. Structure of the Dissertation**

Our research paper is divided into three chapters. Two of which are theoretical; Chapter One, "The Speaking Skill," outlines aspects of speaking, definition of the speaking skill, ways and methods to teach speaking, strategies to enhance speaking proficiency of EFL students, and the importance of vocabulary enhancement in developing students' oral skills. The second chapter provides a literature on learning strategies, with a lot more focus on vocabulary teaching/learning techniques and strategies giving some definitions, types, approaches, and classifications with regard to the importance of vocabulary learning strategies in developing students' speaking proficiency. In addition, the chapter sheds light on the relation between vocabulary enhancement and the development of students' linguistic and communicative

competence. The third chapter entitled “A Qualitative Investigation of Teachers’ and Students’ Questionnaires” is devoted to data analysis and results. It will provide analysis of the results drawn from the questionnaires. At the end of the chapter, some suggestions and recommendations for both teachers and learners are provided.



# **Chapter One:**

## **The Speaking Skill**

### **Introduction**

Speaking is one of the four macro skills (Reading, writing, listening and speaking). It is necessary for communication in any language. It is one way to express one's thoughts, feelings and ideas. Thus, it is very important to give attention to the speaking skill in EFL classes. This chapter sheds light on the speaking skill, its definition, elements of speaking, and typology of speaking. It also includes the importance of the speaking skill in FL/L2 classes. In addition, this chapter highlights factors which affect students' oral performances. The chapter ends with some recommended activities to promote the speaking proficiency.

### **1.1. Definitions of the Speaking Skill**

Speaking is the skill that enables people to communicate with one another and convey messages in a thoughtful manner in order to achieve different communicative purposes. It is from the verb 'to speak' which means say something, talk or give speeches. Speaking is an act of making vocal sounds; we can say that speaking means to express one's thoughts and feelings verbally. Different definitions have been offered to this concept by many experts like Brown (2004, p 140), who states that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". In a slightly different definition, Nunan (2003, p 48) points out that "the speaking skill is the productive oral skill, it consists of constructing systematic verbal utterances to convey meanings", in other words, speaking is a way of delivering information orally. Additionally, speaking is the verbal side of the language; its form and meaning are dependent on the context in which the speech occurs, the participants and the purposes of speaking (Burns and Joyce, 1997).

Likewise, Suwandi (2009, as cited in Izountar, 2018, p. 7) states that “It is a form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal of communication” that is to say, speaking is a means of transforming information between a speaker and a listener in different communicative situations. In the same vein, Thornbury (2005, as cited in Borni, 2016, p.5) opines “speaking is so much part of daily life that we take it for granted. The average produces tens of thousands of words a day”. By this definition, speaking is considered as the core element in communication which is very important for humans to contact with each other.

### **1.2. Fluency, Proficiency and Accuracy in English:**

Second language learners should know what is meant by the three concepts “fluency, proficiency, and accuracy” and what are the distinguishing features of each one. Merriam-Webster defines fluency as “the quality or state of being fluent” (2019). In addition to this; Collins online dictionary mentions that being fluent means “the quality of being fluent, esp facility in speech or writing” (2019). As well as fluency; the term proficiency has been offered different definitions like that one in Lexico online dictionary “A high degree of skill; expertise” (2019), and the one mentioned in Merriam-Webster dictionary as “advancement in knowledge or skill: PROGRESS” (2019). Moreover, this online dictionary gives a definition to the term accuracy as “freedom from mistake or error: CORRECTNESS” (2019). Oxford online dictionaries like Lexico also provides a definition to accuracy which is “The quality or state of being correct or precise” (2019). Despite the fact that, proficiency equates with fluency, there are some distinguishing features between both of them. To be fluent in performing the language does not always requires from the learner to be highly proficient, as it is also possible to be highly proficient without being fluent.

### **1.3. Elements of Speaking**

Speaking is very complex system. It requires the simultaneous use of a huge range of abilities that differ from one person to another. According to Harmer (2001, p. 269 – 271), there are some necessary elements that speakers relatively use to suit the different communicative situations.

#### **1.3.1. Language Features**

Since language is essential for communication, people speak to express themselves. Language features refer to the analysis of language that helps speakers understand each other while speaking. The speaker usually uses different language techniques to convey his message successfully. Harmer introduces the following features:

##### **1.3.1.1. Connected Speech**

By connected speech, Harmer means that sounds may be modified (assimilation), omitted (elision), added (linking) or weakened (through contractions and stresses patterning). Connected speech can be illustrated in (e.g. I've done my work) instead of saying (e.g. I have done my work). Using connected speech facilitates the speaking task and makes the speakers more flexible in using the language.

##### **1.3.1.2. Expressive Devices**

Is the modification of the speed, the stress of utterances, and using some paralinguistic means while speaking. For instance shrugging the shoulders means that the person is not interested in what have been said. In addition the spoken utterances; expressive devices can fully help in conveying ideas in communication especially in face to face conversation.

##### **1.3.1.3. Lexis and Grammar**

The fact that students may be exposed to different communicative situations, where they are required to use specific language, necessitates that students should be provided with

certain lexical phrases in order to use them while interacting in specific communicative contexts. For example; the teacher introduces to his learners some lexical phrases suitable in a job interview.

#### **1.3.1.4. Negotiation Language**

Negotiation of language is the speaker's ability to check understanding during interaction by repeating or asking for clarification of other's talk using some phrases such as (I am sorry I didn't catch that, what exactly does this means). It is also possible to use negotiation language to structure or reformulate what is said using expressions like (what I mean is, the point I am trying to make is).

#### **1.3.2. Mental/Social Processing**

In his (2001) book, Harmer says; "If part a speaker's productive ability involves the knowledge of language skills...success is also dependent upon the rapid processing skills that talking necessitates". Thus, the effectiveness in speaking demands the following abilities.

##### **1.3.2.1. Language Processing**

Speakers need to process the language in their minds; so they use their memories to retrieve words and phrases, reproduce the language coherently in order to transform the intended meaning. It helps the students develop their rapidity in processing the language.

##### **1.3.2.2. Interacting with Others**

Interaction requires respecting turn- taking; speakers should know when to speak and when to give turn to others in order to succeed in conversations. For example, one way that speakers signal a finished turn is to drop the pitch or volume of their voice at the end of utterance or using some grammatical structures, expressions such as 'ah', 'mm' and 'you know'.

### **1.3.2.3. Information processing (On-the-spot)**

It is the ability to process information rapidly and to immediately respond to others' talks. It helps speakers to be more fluent and effective instant communicators. For instance in oral expression exams, the learners who have this ability can successfully answer the teacher's questions.

## **1.4. Situations of Speaking**

Another label of the typology of speaking is the speaking situations or speech situations which are defined in Merriam-Webster as follow, "an instance of communication having as prerequisites a speaker, an utterance, and a hearer who interprets the utterance". According to BenTayeb (2008, p.28), there are three kinds of speaking situations. The first one is the interactive speaking situation where speaking is based on direct communication with others, and it includes face-to-face conversation, phone calls. Participants listen and speak alternately during the conversation and interruption is allowed. The second is called partially interactive speaking situation, in here the listener cannot interrupt the speaker, like in giving a speech to a live audience. However, the speaker can judge the audience, from their facial expressions, whether or not he is being understood. The last one is non-interactive speaking situation, in this case the interaction between interlocutors is absent, as an example, recording a speech for a radio broadcast, reciting a poem and singing.

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

Language as a communicative system influences peoples' lives. It helps them express their feelings and desires. The fact that language is spoken before it takes any other form, ranks the speaking skill at the top of the four language skills taxonomy. The speaking skill is one of the productive skills that is necessary to be developed in both first and second language learning contexts. UR argues that:

Of all the four skills listening, speaking, reading and writing, speaking seems intuitively the most important: people who know a language are referred to as speakers of the language, as if speaking includes all other kinds of knowing. UR (2000 as cited in Kouicem, 2009, p. 21)

This quote proves that the person's knowledge in the language is demonstrated in his proficiency in speaking. Through speaking people communicate with one another, express their ideas and know other's ideas. Thus, it can be said that without speech there is no communication. Qureshi, (2008, p.3) says "without speech a language is reduced to a mere script». Speaking is very essential in educational settings, proficient speakers of the target language tend to be the more successful ones; they clearly speak, discuss and express themselves in front of others. Thus, they attract the teacher's attention, succeed in transforming information and gain self-confidence. That what Rivers ( 1968) supports " through talk students explore and come to understand ideas and concepts, identify and solve problems, organize their experience and knowledge, and express and clarify their thoughts, feelings and opinions". Moreover, skillful students can achieve successful career; they are always in great demand by companies and administrations That is, the mastery of speaking skill is important outside the classroom, it helps students not only in learning and communication, but also in various domains of life such as; business and trades, marketing, technology... etc. In this regard, Baker and west Rup (2003, as cited in Kouicem, 2009, p 24) state that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion".

### **1.6. Speaking Difficulties in FL Classes**

Foreign language learners face distinct difficulties in speaking English appropriately. There are situations where they find themselves unable to speak either because of linguistic

problems such as lack of vocabulary, mistakes of grammar and pronunciation, and the mother tongue interference, or because of psychological problems like anxiety, lack of confidence and motivation.

### **1.6.1. Linguistic Problems**

Linguistic problems can strongly impede the students' speaking performances. Students who lack vocabulary items face difficulty in finding appropriate and expressive words when they are communicating, thus, their limited vocabulary prevents them from participating in oral classes. Sedita (2005) opines:

Students with limited or no knowledge of English, those who do not use English outside school, and those who enter school with inadequate English vocabulary will certainly face problems in delivering verbal discourses or in engaging in oral communications. Sedita (2005 as cited in Izountar, 2018, p.17).

Knowledge of grammar rules is crucial in speaking a foreign language, but many EFL students fail to achieve and construct grammatically well-formed sentences. In this case, they cease to participate due to the fear of making grammatical mistakes in the presence of other classmates. Harmer (2001) states that "If grammar rules are too carelessly violated, communication may suffer" (p. 208). In short, communication succeeds if grammar rules are respected.

Difficulties in pronunciation are another problem students confront while speaking. Borni (2016, p 17) says "EFL students usually fall in miss pronunciation because of the difficulty of rules". FL learner's inability to correctly pronounce words, affect their performance in speaking; a mispronunciation of sounds may change the meaning of words. Therefore, students avoid speaking in order not to embarrass themselves. "A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from

another language community to understand. This can be very difficult in understanding and being understood by a native speaker” (Kelly, 2004, as cited in Kalra, 2010, p. 29).

The Interference of the mother tongue in FL speaking is an issue that FL learners encounter in oral performances. Learners find their mother tongue easier, so, they tend to use it instead of the foreign one (Alhousni, 2014).

### **1.6.2. Psychological Problems**

Many educationalists agree that there are various psychological problems that cause difficulties in speaking among FL learners.

UR (1996, as cited in Alhosni, 2014, p. 88) opines that there are factors that lead to difficulty in speaking. Learners are inhibited to participate in classroom because of their shyness and fear of making mistakes (Inhibition). Students are often unable to express their thoughts and share their opinions because they do not find words to say about the discussed topic; they are not interested in (nothing to say). In oral sessions, some students dominate the floor of speaking while others speak little, this happens in overcrowded classes (low or uneven participation). Additionally, other psychological factors clearly impede students' participation in class; some learners lack self- confidence, they cannot present their capacities orally in front of others, so they keep silent instead of expressing themselves. Moreover, the subject of communication affect students' speaking, they may find it uninterested. Thus, they lose motivation to take part in the discussion. That is to say, the choice of the topic is crucial in improving students' engagement and participation in the classroom discussion. Anxiety is another variable that hinder FL learners' speaking. Anxious students do not feel at ease while speaking; and most of time they stand lost and confused. Consequently, they try to avoid any oral contact in classroom.



## **1.7. Classroom Speaking Activities**

Learners encounter many speaking difficulties, especially when the target language is taught as a foreign language. Learners are exposed to the target language only in classroom settings. Thus, their oral proficiency may not be improved. Consequently, many activities were set by theorists to aid teachers promote students' fluency in speaking. Since the main aim of SL/FL learning is the mastery of speaking skill, these activities aim at creating atmosphere where FL students engage cosily in communicative tasks. "The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways". Scriverener (2005, as cited in Kouicem, 2009, p. 15).

### **1.7.1. Acting from a Script**

According to Harmer (2001), acting from a script is an activity where students are asked, in front of classmates, to act scenes from plays, course books or dialogues written by students themselves, taking into consideration students' shyness and motivation. The teacher may provide the students with relevant information and give them enough time to be ready for acting. He adds that "By giving students practice in these things before they give their final performances, we ensure that acting out is both a learning and a language producing activity" (p. 271). That is to say, acting from a script helps students to learn and produce the language simultaneously.

### **1.7.2. Role-play**

Role play is another activity to get students speak, the teacher puts students in different social roles, s/he provides them with the needed information about what to do and whom they are supposed to be. For example, the students are required to play the roles of a receptionist in a post office or the roles of a broadcaster and a famous personality.

### **1.7.3. Simulations**

It is similar to role- plays, but they are different in elaboration. Simulations are more elaborated than role-plays (Shrouf, 2004). Performances are more realistic in simulation. Thus, students can bring necessary items as if they are in real situation. To illustrate, if a student is acting as broadcaster; s/he brings a microphone, camera....etc.

Role-plays and simulations are extremely helpful in speaking development; these activities increase the students' motivation and bring joy and challenge in oral sessions. In addition, role-plays and simulations raise students' self- confidence, autonomy and fluency. In Harmer's (2001) words "simulation and role-play can be used to encourage general fluency" (p. 274).

### **1.7.4. Prepared Talks**

Students choose a topic and present it in front of classmates, thus, it is advisable that students speak and explain from notes rather than reading from scripts (Harmer, 2001). Prepared talks are useful speaking activities which give students chance to get rid of speaking obstacles they may confront.

### **1.7.5. Story Telling**

Story Telling is a beneficial activity in oral session, the teacher asks students to create brief stories in their own language or to summarize a tales they heard before, and tell their classmates. This activity raises students' creativity and widens their thinking as well as it improves their speaking abilities (Shrouf, 2004).

### **1.7.6. Interviews**

Interview is a practical classroom activity used in oral sessions. It is recommended that teacher helps students know the type of questions to be asked and follow a guidable path. After interview, each pair of students presents their findings to the class. Conducting

interviews either inside or outside the classroom socializes the students and gives them the chance to speak (Shrouf, 2004).

## **Conclusion**

This chapter has focused on the importance of speaking skill for EFL learners, since speaking is a crucial productive skill in the learning process. Additionally, the chapter highlights some speaking difficulties that students encounter when speaking. It is necessary for students to understand the various characteristics and elements of FL speaking to be able to produce language successfully. Moreover, we have tackled the main challenges that face EFL learners in speaking performances.

## **Chapter Two:**

### **Vocabulary Learning Strategies**

#### **Introduction**

Vocabulary knowledge or the lexical knowledge, according to Schmitt, is a central component to the communicative competence of second language (SL) and foreign language (FL) learners and for any communicative process to be successful. Foreign language learners should enlarge their vocabulary stocks in order to develop their speaking proficiency. This is one of the most cognitively challenging undertakings learners will go through in their learning process. However, the use of the various methods and strategies would make this challenge easier. Vocabulary learning strategies (VLSs) are one of the means that EFL students use to enhance their vocabulary knowledge then enhance their oral skills. This chapter provides an overview about vocabulary learning strategies considering the definition of learning strategies, language learning strategies, vocabulary, and vocabulary learning strategies. It also includes the ways vocabulary is learned according to different psychological and linguistic approaches of language learning. In addition, the chapter discusses the way vocabulary is taught to EFL students, and the importance of vocabulary learning strategies in the language class.

#### **2.1. Definition of Strategy**

Teaching and learning are one of the most challenging and complex processes that require dedicated teachers and hardworking students. As well, strategies and methods that facilitate and organize them. One of the definitions that have been offered to the term strategy is the etymology introduced by Rebecca Oxford in her book “*Language Learning Strategies*” ; that this term originally derives from the ancient Greek word “strategia” that means, “the generalship or the art of war” (p.7). Cambridge online dictionary (2019), defines the term strategy as “a detailed plan for achieving success in situations such as war, politics,

business, industry or sports, or the skill of planning for such situation”, or “ a long-range plan for achieving something or reaching a goal, or the skill of making such plans”. Strategy has also been defined by Merriam-Webster dictionary as “the science and the art of employing the political, economic, psychological and military forces of a nation or a group of nations to afford the maximum support to adopted policies in peace or war”(2019). So it can be deduced after having all these definitions of the term strategy that this word is borrowed originally from military and business, but its use has been broadened in many fields, and education is one of them where the term strategy entered the field of learning as “learning strategy” (LS).

## **2.2. Definition of Learning Strategies (LSs)**

Different definitions have been offered to the term learning strategy by many scholars, like (Riding &Rayner, 1998, as cited in Hewitt, 2008, p.19) who say that learning strategies are the procedures that a person uses to make the learning process easier. Also O'Malley and Chamot (1990) give a definition to learning strategies as “special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information” (p.1). Therefore, it can be said that learning strategies are the methods, techniques, procedures, or tactics that students use to assist in the learning process. These strategies turn around the use of self-generated actions, feelings or thoughts in which the learner becomes more autonomous and contribute in the success of the learning process.

## **2.3. Language learning strategies (LLSs) and its Classification**

A very important part of learning strategies is the “language Learning Strategies” (LLSs), and since they are central to language learning, many scholars have introduced different definitions to this concept. Hurd and Lewis (2008) see LLSs as “the operations or processes which are consciously selected and employed by the learners to learn the TL or facilitate a language task” (p. 9). Grenfell and Harris (1999) propose another definition where

they say that VLSs are “a theoretical understanding of how the languages are earned”. In addition to this Oxford (1990, as cited in Atma&Khelfa, 2018) sees them as “steps taken by students to enhance their own learning. Strategies are especially important for language learning, because they are tools for active self-directed involvement which is essential for developing communicative competence” (p.1). Rigney and Rubin both see LLSs as those steps and behaviors that are consciously used by language learners to enhance their acquisition and use of the new information. Moreover, the definition proposed by Brown (2000, p. 123) defines LLSs saying “If styles are general characteristics that differentiate one individual from another, then strategies are those specific “attacks” that we make on a given problem, and that vary considerably within each individual”; “they are moment-by-moment techniques we employ to solve “problems” posed by second language input and output”. For Chamot (2005, as cited in Brown, 2000), LLSs are “procedures that facilitate a learning task...strategies are most often conscious and goal driven” (p.123). Much more definitions were given to the concept of LLSs as the following table shows because of the considerable interest that scholars have devoted to the study of all the aspects and phenomenon that are related to language learning, since the 1970s.

<i>Source</i>	<i>Definition</i>
<b>Tarone (1981)</b>	An attempt to develop linguistic and sociolinguistic competence in the target language.
<b>Rubin (1987)</b>	What learners do to learn and do to regulate their learning.
<b>Chamot (1987)</b>	Techniques, approaches or deliberate actions that students take in order to facilitate learning, recall of both linguistic and content information.
<b>Wenden (1987)</b>	The term refers to language behaviours learners engage in to learn and regulate the learning of L2, to what learners know about the strategies they use (i.e. strategic knowledge), and to what learner know about

	aspects of L2 learning.
<b>Weinstein and Mayer (1986)</b>	Behaviours and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process.
<b>Oxford (1990)</b>	Behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable.
<b>Ellis (1995)</b>	Generally, a strategy is a mental or behavioural activity related to some specific stage in the process of language acquisition or language use.
<b>Ridley (1997)</b>	Broadly speaking, the term strategy denotes procedures which are sometimes conscious and sometimes unconscious used by a person as a way of reaching a goal.
<b>Cohen (1998)</b>	Processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a L2, through the storage, recall and application of information about that language.
<b>Purpura (1999)</b>	Conscious or unconscious techniques or activities that an individual involves in language learning, use or testing.

**Table 2.1 Definitions of language learning Strategies (Takac, 2008 p.51)**

What can be deduced from the above definitions is that LLSs can be seen from different perspectives, either behaviorist or cognitive views. Those different views have a common idea about LLSs, which is the fact that EFL learners use LLSs to facilitate and control the learning process; strategies are also used to motivate learners. These aims cannot be achieved without a considerable interest on students' preferences, understanding, learning styles, and all the individual differences that FL/L2 learners have. Hence, it is quite necessary to say that the learner is the soul of the learning process. LLSs are very important for L2 and

FL learners not only for the management of the learning process, but also for developing their learning autonomy. Learners become more independent, self-directed, resourceful, flexible, and effective in their learning. However, language learning is more than only being autonomous, as Anber (2010) says, "...language learning is a huge field of research, dealing with many topics, among them, the vocabulary size".

According to Oxford (1990), learning strategies are divided into two main categories, direct and indirect strategies. Under each of these two categories, Oxford sets a number of strategies. The cognitive, memory and compensation are considered as direct strategies, whereas metacognitive, affective, and social are indirect strategies.

### **2.3.1. Direct strategies**

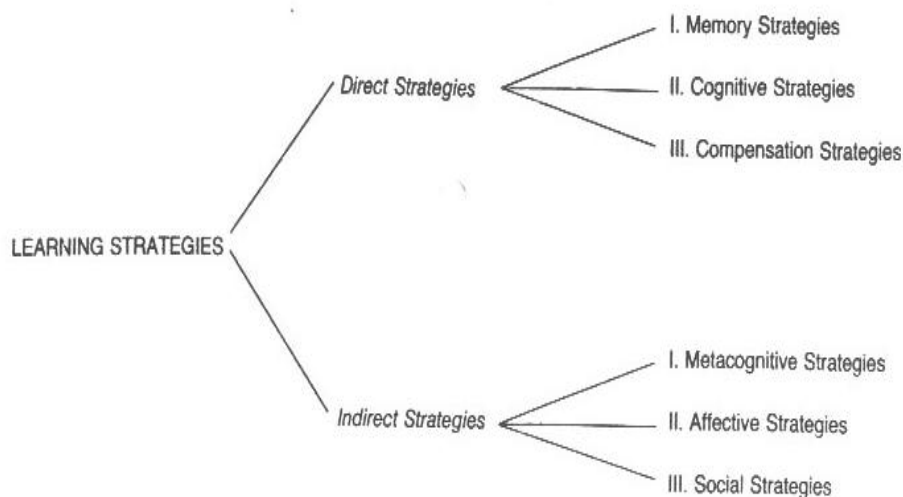
The direct strategies of language learning are defined as those language strategies that directly implicate the TL in the learning process, as stated in Oxford (1990), she says "language learning strategies that directly involve the target language are called direct strategies" (p.37). Direct strategies as mentioned above include three types of strategies (memory, cognitive and compensation) that process the information in different ways and objectives. According to Oxford (1990, p. 37), learners can use memory strategies to memorize and recall the new learned information. Cognitive strategies enable learners understand and produce different patterns of the language through reasoning and summarizing; whereas, the compensatory strategies are responsible for making learners flexible in using the language.

### **2.3.2. Indirect Strategies**

The indirect strategies according to Oxford; "...are called "indirect" because they support and manage language learning without (in many instances) directly involving the target language" (1990, p.135). This type of strategies is divided into three groups. The first



one is metacognitive strategies which help learners control their cognitive abilities by using different functions like, planning, centering, evaluating, and arranging. The second group is the affective strategies that are responsible for regulating the affective factors of the learners like motivation, attitudes...etc. The social strategies are also included in the indirect strategies; they develop the learner’s communicative skills through interaction with other. “Language learners, in turn have to employ these language learning strategies to be able to gain communicative competence” (Yocaman, Yildiz&Kamaz, 2018, p. 53,). The following diagram explains how those strategies are classified according to each category.



**Figure 2.1- Diagram of the Strategy System: Overview. (Oxford, 1990, p. 16)**

#### **2.4. Definition of Vocabulary**

Scholars like Norbert Schmitt has emphasized vocabulary teaching and learning in his works and put it at the center of applied linguistics. In this concern, many definitions have been offered to the term vocabulary; such as “Oxford dictionary” that defines it as all the words that a person knows or uses, all the words in a particular language, the words that people use when they are speaking, especially in a book for learning a foreign language. In addition to this, Oxford online dictionaries define vocabulary as the body of words used in a

particular language, or the body of words known to an individual person (Oxford online dictionaries, 2019). For Neuman and Dwyer (2009, P. 385), “vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Richard and Schmitt (2002) define vocabulary as “the set of lexemes, including single words, compound words, and idioms” (p. 580). For Ur (1998, as cited in AlQhtani, 2005) vocabulary can be defined as “the words we teach in the foreign language” (p.25). However, vocabulary items do not only exist as single words he says. Lexical items may be compound of more than only one word like idioms and phrasal verbs .Schmitt (2000) claims that the first idea that comes to any layperson’s mind about vocabulary the “words”; in contrast to people who are interested in investigating the lexical issues, the term “word” is too general as a concept than its real function and the different forms that vocabulary actually can have. However, vocabulary items are not just single words; they may be composed of more than lexical item. Schmitt (2000), illustrates this issue with the following example; “die, expire, pass away, bite the dust, kick the bucket, and give up the ghost”, these six lexical items are all synonyms of the verb “to die”, and they refer to the same idea which is death. He explains, the terms die and expire as single words, pass away as phrasal verb, whereas bite the dust, kick the bucket, and give up the ghost are idioms (p.1). According to “Merriam-Webster” online dictionary (2019); vocabulary means “the list or collection of words arranged and explained or defined LEXICON”. In addition to this, Cambridge online dictionary (2019) defines vocabulary as “all the words known and used by a particular person”.

From the above definitions, it can be deduced that vocabulary is the list of words that any learner knows in the target language (TL). This vocabulary may be heard or read, and it is tiered from the well-known to the barely known. The learner’s knowledge of vocabulary can be increased through the continuous use and exposure to the TL and the over generalized use

of language in different domain especially with the growth of the English for Specific Purposes (ESP).

## **2.5. Reasons for Neglecting Vocabulary Teaching**

Vocabulary teaching and learning have never given the same degree of attention as grammar competence do in the language class. Moreover, the fact that word meaning can only be learned through the continuous use makes teachers adequately incapable of teaching it in classrooms, this is in one hand. On the other hand, teachers were not really interested in teaching the contextual use of words by spending the time of one session explaining the new learned words, while the grammatical constructions should be taught and learned to make the learned vocabulary items familiar and possible to understand. In this regard, it can be said that the enhancement of learners' speaking proficiency is related to the correctness of the grammatical constructions rather than building a large vocabulary.

French Allen (1983) says "...students must learn grammar, which involves uses of words. It is true that in some classrooms sentences construction has been given too much attention..." (p. 4). So, knowing only the meaning of the new learned words is still considered not enough, i.e. if students cannot use words in speaking or writing in different contexts, it means they have not acquired it. Specialists and the followers of this view think that grammar helps students know and identify the different grammatical categories of those words and how to put them together in full meaningful sentences.

## **2.6. Vocabulary Acquisition**

Schmitt (2004, p.4) says that the mechanics of vocabulary learning are still something of mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adults second language learners. Rather, they are gradually learned over a period of time from numerous exposures. He sees vocabulary learning as a continuous process that develops through time of course from the exposure to the TL. Schmitt (2004) divides

vocabulary learning and understanding into two different ways: “the receptive knowledge” which is related to the language that the learner hears or reads, and the “productive knowledge” which is about the spoken and the written language. Thus, vocabulary acquisition can be defined as the process to which humans “understand” and “produce” utterances in the TL. for this reason, it can be said that vocabulary learning is central to language acquisition device (LAD) and the comprehension of language materials depends on the heaviness of vocabulary knowledge that includes two dimensions as stated in Teng (2015), “breadth vocabulary knowledge and depth of vocabulary size” (p.40). (breadth vocabulary knowledge refers to the size or the quantity of vocabulary, while depth vocabulary refers to the quality of word knowledge). For instance, knowing the meaning of the term “vocabulary” is not enough for the learner to say that he knows what vocabulary is, but he should recognize that there are other aspects that should be considered like; pronunciation, spelling, frequency, meaning, morphology, syntax.

Schmitt (2000, as cited in Atma&Khelfa, 2018) claims that “we do not have a global theory that can explain vocabulary acquisition...” (p. 27). So, all theories and approaches that deal with vocabulary acquisition are considered as insufficient when it comes to the description of vocabulary acquisition process because vocabulary knowledge is more than just knows the words, but also its morphology, syntactic and semantic properties should be taught and learned. Moreover, the linguistic features of lexical items have to be considered, since there is a problem with the definition of a word and the quotient that vocabulary equals words is too limited as Takac (2008) state “ this general view is reflected in the lexicographical theory this interpretation is far too simplistic and limited” (p.4). Hence, it can be said that the same problem of limitation and simplicity is raised with both vocabulary definition and vocabulary acquisition, and this is due to the complex nature of lexical items. So the mastery of vocabulary knowledge is mainly related to the continuous exposure to the TL.

### **2.6.1. Approaches to Language Acquisition**

Underpinning the discussion above, there was an increasing interest that had been devoted to vocabulary teaching and learning recently. Teachers became more careful about the ways learners receive the lexical knowledge; accordingly, linguists and psychologists have approached the language learning “Environmentalism, the Innatist and the Interactionist views of language learning serve as the background to language teaching theory” (Usó-Juan and Martínez-Flor, 2006, p. 4).

#### **2.6.1.1. The Environmental Approach (Behaviorism)**

According to Usó-Juan and Martínez-Flor (2006), the environmentalist perspective has dominated the language learning domain. This view was originated in both linguistic and psychological schools of language learning, and it is based on the assumption that language was originally oral before it has been written, this is according to structural linguistics. The aims of structuralism are to know how different elements of the language can be combined together in a linear way in order to form larger units of the language. Moreover, the rules that govern the combination of those different elements are necessary for a grammatically correct language to be produced. This theory was called “the general learning theory then dominant in main-stream psychology, behaviorism” (2006, p.5). On the other hand, Skinner (1957) introduced the concept of conditioning as a description of how learning happens. He sees that learning requires a chain of stimulus-response to occur in addition to reinforcement that strengthens the action of learning. Therefore, there are three main elements that contribute in the learning process, the stimulus, the response, and the reinforcement. This view of learning totally neglects the use of the mind for learning to occur.

According to the behaviorist theory, language learning occurs when the learner receives linguistic knowledge (e.g. new vocabulary items) from the environment as well as

reinforcement for the correct repetition of the received knowledge. Thus, the habit formation can be formed through the continuous imitation and practice until the vocabulary items become a part of the learner's own linguistic competence.

#### **2.6.1.2. The Innatist Approach (Innatism)**

This approach sees learning from a different angle that is totally contradicted with the behaviorist approach. Innatist view is mainly based on the assumptions of structural linguistics that deal with language as a system which has surface forms (surface structures) and abstract structures (deep structures). This theory was first introduced by Chomsky in his (1957) book *Syntactic Structures*. Chomsky has criticized the behaviorist theory of learning introducing two evidences: The first evidence is that in addition to their ability to imitate and practice the learned sentences and words, learners can understand and create new sentences that they have never heard before. This creativity, according to him, comes from the internalized system of rules that children have. This system called *language competence*. The second evidence is that the language is a complex system that contains many abstractions. Nevertheless, the child acquires his mother language in a very early stage of life, and performs complex tasks in the language without being corrected. Referring to what is said above; language learning is a mental process that is what Chomsky calls the *Language Acquisition Device* (LAD), where the language patterns are originated. This view assumes that all humans are born with some kind of innate abilities that enable them to acquire the language perfectly. Chomsky and his followers (Chomsky 1981, Cook 1988, White 1989) have changed the term LAD into *Universal Grammar* (UG), (Uso-Juan & Martinez-Flor, 2006, p.7). Furthermore, vocabulary learning is that process where the learner acquires new vocabulary items in accordance to the mental abilities that he is born with. These latter helps the child to further his learning and production of the language in which he produces new linguistic constructions he has not learn before.

### **2.6.1.3. The Interactionist Approach (Interactionism)**

The Interactionist perspective is mainly based on the functional analysis of language that is introduced by Halliday in his (1970, 1973, 1974, 1975) systematic grammar. According to him, the function of language determines the form of language, these functions are: instrumental, regulatory, interactional, personal, heuristic, imaginative, and presentational. Halliday perceives the environmental and contextual use of a word as the principal focus of his theory because, according to him, all the functions of language are about the use of language in different communicative situations. So, it can be concluded that vocabulary is acquired through the continuous interaction with others and the contextualized use of the new learned vocabulary items.

### **2.7. Incidental versus Explicit Vocabulary Learning**

The process of word knowledge does not always take place in the formal environment where the language learning usually occur (language classroom), but it also occur in different informal or formal communicative situations outside the classroom. Schmitt (2000) suggests two approaches to vocabulary acquisition. Explicit approach and the incidental approach (p. 120). According to him, the explicit learning requires a direct attention on the input (vocabulary knowledge); this can help more in acquiring new vocabulary items. Schmitt thinks that this is toilsome and requires time for acquisition to occur. The explicit (direct) learning of vocabulary usually takes place in the classroom through direct instruction. In intentional learning the aim of the learner is to learn vocabulary through planning for different activities like make up a chart to learn new words, and learning associated words. On the other hand, the incidental learning happens inattentively i.e. the learner acquire the vocabulary knowledge through communication. This according to him is gradual and takes less time, but it doesn't emphasize the presented knowledge. The incidental learning of vocabulary

according to Schmitt occur first through the spoken language before the learner starts reading and writing that actually require a kind of explicit instruction.

## **2.8. Vocabulary Learning Strategies**

Vocabulary learning strategies (VLSs) are approaches that facilitate vocabulary learning; they have been under investigation by many scholars in order to know to what extent they facilitate the language learning process. For Schmitt (2000), VLSs are defined as “(1) strategies that are useful for the initial discovery of word’s meaning, and (2) those useful for remembering that word once it has been introduced” (p.135). Cameron (2001), on the other hand, sees VLSs as “the actions that learners take to help themselves understand and remember vocabulary” (p. 92). Thus, vocabulary learning strategies are used in FL/2L in order to overcome problems and difficulties learner may face in the process of learning either in the formal environment (school) or in any communicative situation. VLSs have been categorized by many scholars; the following table shows taxonomy of VLSs introduced by Schmitt:

<b>Group</b>	<b>Strategy</b>
<b>Strategies for the discovery of a new word’s meaning</b>	
<b>DET</b>	<b>Analyze part of speech</b>
<b>DET</b>	<b>Analyze affixes and roots</b>
<b>DET</b>	<b>Check for L1 cognate</b>
<b>DET</b>	<b>Analyze any available pictures or gestures</b>
<b>DET</b>	<b>Guess meaning from textual context</b>
<b>DET</b>	<b>Use a dictionary (bilingual or monolingual)</b>



<b>SOC</b>	<b>Ask teacher for a synonym, paraphrase, or L1 translation of new word</b>
<b>SOC</b>	<b>Ask classmates for meaning</b>
<i>Strategies for consolidating a word once it has been encountered</i>	
<b>SOC</b>	<b>Study and practice meaning in a group</b>
<b>SOC</b>	<b>Interact with native speakers</b>
<b>MEM</b>	<b>Connect word to a previous personal experience</b>
<b>MEM</b>	<b>Associate the word with its coordinates</b>
<b>MEM</b>	<b>Connect the word to its synonyms and antonyms</b>
<b>MEM</b>	<b>Use of semantic maps</b>
<b>MEM</b>	<b>Image word form</b>
<b>MEM</b>	<b>Image word's meaning</b>
<b>MEM</b>	<b>Use Keyword Method</b>
<b>MEM</b>	<b>Group words together to study them</b>
<b>MEM</b>	<b>Study the spelling of a word</b>
<b>MEM</b>	<b>Say new word aloud when studying</b>
<b>MEM</b>	<b>Use physical action when learning a word</b>
<b>COG</b>	<b>Verbal repetition</b>
<b>COG</b>	<b>Written repetition</b>
<b>COG</b>	<b>Word lists</b>
<b>COG</b>	<b>Put English labels on physical objects</b>
<b>COG</b>	<b>Keep a vocabulary notebook</b>
<b>MET</b>	<b>Use English language media (songs, movies, newscasts, etc.)</b>
<b>MET</b>	<b>Use spaced word practice (expanding rehearsal)</b>

<b>MET</b>	<b>Test oneself with word tests</b>
<b>MET</b>	<b>Skip or pass new word</b>
<b>MET</b>	<b>Continue to study word over time</b>

**Table 2.2 Taxonomy of Vocabulary Learning Strategies (Schmitt, 1997, as cited in Schmitt 2000, p. 134)**

The table above shows a list of VLSs that Schmitt has divided into two major groups: the first groupings are strategies for discovering word's meaning that are responsible for the determination of the meaning of the new learned words. The second groupings are strategies for the consolidation of the word meaning in memory and its retrieval when needed. Under these divisions, the VLSs are further classified into five categories. The following is the detailed explanation of each category according to Schmitt's classification.

### **2.8.1. Determination Strategies (DET)**

Schmitt (2000) defines the determination Strategies as "...strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise..." (p. 135). Determining the meaning of the new learned word using these strategies requires the use of the already acquired knowledge of the language in addition to the possibility of guessing the meaning from the context or relying on the L1 cognates...etc.

### **2.8.2. Social Strategies (SOC)**

The social strategies, according to Schmitt's view, are based on the interaction that occurs between different speakers in order to improve the language learning (2000, p. 135). In this case, the learning of new vocabulary items takes place through teacher-student interaction, where the learner asks for the translation or the explanation of the new word's meaning, also through student-student interaction where the learners cooperate with one

another in order to understand the new learned knowledge. Furthermore, FL/L2 learners may acquire new lexis through the communication with other people outside the classroom (e.g., communication with native speakers through the social media or in the natural environment where the TL is performed).

### **2.8.3. Memory Strategies (MEM)**

Memory Strategies (MEM) or Mnemonics as they are traditionally called are concerned with the relation between the new learned words and the previously acquired knowledge. These strategies enable the learners memorize easily the learned words and associate them with their previous experiences, this can help them retrieve simply those words from long term memory. Schmitt says “A new word can be integrated into many kinds of existing knowledge (e.g., previous experiences or known words) or image can be custom-made for retrieval (e.g., image of the word’s form or meaning attributes)”. He thinks that people tend to group words into groups because groupings are very important to help for recall. There is also another kind of memory strategies that requires a deep emphasis on the orthographic or phonological form of the word to facilitate the recall task as well as the use of physical actions.

### **2.8.4. Cognitive Strategies (COG)**

The cognitive strategies, according to Schmitt, are similar to MEM strategies, but they do not focus only on the manipulative mental processing of the lexical knowledge, they involve rehearsal learning using mechanical means to study vocabulary.

### **2.8.5. Metacognitive Strategies (MET)**

The metacognitive strategies (MET) require a conscious processing of knowledge, these strategies are necessary for making decision and planning and evaluation. Schmitt says “this includes improving access into input, deciding on the most efficient methods of study/review, and testing oneself to gauge improvement. It also includes deciding which

words are worth studying and which are not, as well as persevering with the words one chooses to learn” (p. 136).

## **2.9. The Importance of Vocabulary Learning Strategies**

Nowadays, vocabulary teaching and learning is the area of emphasis for many scholars after its being totally neglected; teachers become more interested in the ways their students can effectively learn new vocabulary items. Vocabulary learning strategies play significant role in process of vocabulary learning in the sense that they make learners more independent, resourceful, self-directed and autonomous, and succeed in managing their learning. Furthermore, VLSs help the learners discover the different meanings of the new learned words so they become more flexible in using them in different contexts. In addition to this, they help the students express their opinions and feeling without any obstacles. VLSs develop EFL learners’ linguistic and communicative competence and make them more accurate and proficient in the language. Moreover, vocabulary learning strategies give a considerable importance to learners’ needs, individual differences, and learning preferences as well as their learning styles. Finally, it can be said that VLSs are very useful for the effective language learning to takes place.

### **Conclusion**

To conclude, vocabulary learning is a challenge for EFL learners. In addition, problems in vocabulary learning and teaching can have serious negative effects on learners’ success in learning a foreign language. Therefore, language teachers have to make their learners aware of vocabulary learning strategies which would organize and facilitate the process of vocabulary learning. Guessing meaning from the context, asking the translation of the new word from the teacher, using dictionary, using verbal actions and verbal repetition and many others are strategies that learners use to reinforce their vocabulary knowledge thus enhancing their speaking proficiency.

## **Chapter Three:**

### **A Qualitative Investigation of Teachers' and Students' Questionnaires**

#### **Introduction**

This chapter is devoted to describe and report the results of the data obtained from both teachers' and students' questionnaires. The data collected will be analyzed in order to determine teachers' and students' knowledge, and attitudes towards the influence of vocabulary learning strategies use on the speaking proficiency of second year students of English. Depending on their answers, we identify the difficulties that students usually face in the oral sessions. The information gained from this questionnaire help us to design new methods to vocabulary teaching and learning and provide better clarifications about vocabulary learning strategies.

#### **3.1. Teachers' Questionnaire**

##### **3.1.1-The sample**

The questionnaire was administrated to ten (10) teachers of "Oral Expression" at the Department of English, Abdelhafid Boussouf University center-Mila during the academic year 2018/2019. Our sample was selected on the basis of experience in teaching Oral Expression.

##### **3.1.2-Description of the Questionnaire**

The teachers' questionnaire contains fifteen questions divided into three sections that are strictly related to the issues that this research paper discusses. Different questions have been included in this questionnaire; numeric questions that require you to type in the number that answers. Open-ended questions that require answers about teachers' opinions and

attitudes towards the subject of the research and close-ended questions where teachers are required to answer by “yes” or “no” or to choose answers from the suggested ones. In addition to this; some questions may require a justification of the answer. This questionnaire is mainly divided into three sections:

**Section A:** Teaching Experience and Qualification. Starts from question number one to question five, it compiles information about teachers’ experience and qualification in teaching Oral Expression, and the different levels they teach.

**Section B:** Is entitled “*The Speaking Skill*”, and starts from question six to question eleven: it investigates teachers’ views and attitudes towards teaching speaking, their styles of teaching, and the main difficulties they encounter in teaching this skill

**Section C:** This section is entitled “*The Vocabulary Learning Strategies*” from question twelve to question fifteen: it deals with teachers’ perception of the significance and helpfulness of vocabulary learning strategies, in addition to the role of motivation and classroom practices to master the spoken proficiency.

### 3.1.3-The Analysis of Teachers’ Questionnaire

**Section A:** Teaching Experience and Qualification

1. Degree held:

1. BA
2. Master
3. Magister
4. PhD

<b>BA</b>	<b>Master</b>	<b>Magister</b>	<b>PhD</b>	<b>Total</b>
<b>00</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>10</b>
<b>00%</b>	<b>20%</b>	<b>20%</b>	<b>60</b>	<b>100%</b>

**Table 3.1-Teachers' Degree**

Most of respondents 60% have PhD, 20% are Master holders; 20% have magister degree.

**2. How many years have you been teaching Oral Expression?**

Year(s)

<b>Option</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>13</b>	<b>Total</b>
<b>Number</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>10</b>
<b>Percentage</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>10%</b>	<b>10%</b>	<b>100%</b>

**Table 3.2- Teachers' Experience in Teaching Oral Expression.**

Teachers' experience in teaching OE differ from one teacher to another, the above table shows that our sample's experience in teaching OE ranges from 1 to 13 years. 3 teachers have one year of experience with (30%), 2 teacher who present (20%) have 2 years of experience, and another two teachers (30%) have 3 years, while one teacher (10%) has one year and the last one with (10%) has 13 years of experience in teaching Oral Expression. From this we assume that the more the teachers are experienced the better their answers will help us to achieve our aim which is determining the correlation between vocabulary learning strategies and students' speaking proficiency.

## **Section B: The Speaking Skill**

### **3: Is your teaching?**

- a. Student-centred
- b. Teacher-centred

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Student-centred</b>	<b>3</b>	<b>30%</b>
<b>Teacher-centred</b>	<b>7</b>	<b>70%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.3- Teachers' Approach to Language**

Of the total respondents 70% asserted that they use teacher centred approach in teaching language, against 30% who follow the student-centred approach. These results reveal that the percentage of teacher-centred classes is really high and not encouraging because the teaching process has to be focused on the learners for better achievements, and successful learning.

### **4: What aspect of speaking do you emphasize most in your teaching?**

- a. Pronunciation
- b. Intonation
- c. Grammatical accuracy
- d. Fluency



<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a-c</b>	<b>2</b>	<b>20%</b>
<b>a-d</b>	<b>2</b>	<b>20%</b>
<b>a-c-d</b>	<b>3</b>	<b>30%</b>
<b>c-d</b>	<b>3</b>	<b>30%</b>

**Table 3.4- Language Aspects that OE Teachers Emphasize the Most in Teaching Speaking**

The above table shows that 2 (20%) teachers indicate that they focus on pronunciation and grammatical accuracy, 2 other teachers (20%) focus on pronunciation and fluency. (30%) which makes 3 out of 10 teachers emphasize pronunciation, grammatical accuracy and fluency; the rest 3 teachers which represent (30%) emphasize grammatical accuracy and fluency. From these answers, we notice that most of teachers have chosen grammatical accuracy as well as fluency. These two (fluency and accuracy) aspect are crucial in the OE classes, however, we don't have to ignore the other aspect.

**5- In Oral Expression session, do you give students the freedom to choose topics for discussion or you propose your own ones? Please, explain why?**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>a. The students propose the topics</b>	4	40%
<b>b. The teacher proposes the topics</b>	6	60%
<b>Total</b>	10	100%

**Table 3.5- The Choice of the Topics of Discussion**

According to the teachers' answer, it seems that most of them 6 (60%) of the claim that they themselves propose the topics to be discussed in OE sessions, while the rest 4 teachers (40%) say that they let the students suggest their own ones. The teachers' answers in this question prove the results of question 2 that most teachers adopt teacher-centred approach to language teaching. Thus, the teacher is the dominant in the classroom; the fact that make language learner more dependent and less autonomous.

**6- How do you generally correct your students' mistakes when they speak?**

- a.** To interrupt and correct on the spot.
- b.** To avoid interruptions, make notes, and correct when the conversation ends.
- c.** To give a hint, and provide them with the opportunity to spot the mistakes and correct it themselves.
- d.** Let students make mistakes.

<b>Options</b>	<b>Number</b>	<b>percentage</b>
<b>A</b>	<b>3</b>	<b>30%</b>
<b>B</b>	<b>2</b>	<b>20%</b>
<b>C</b>	<b>5</b>	<b>50%</b>
<b>D</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.6- Teachers' Ways to Correct Students' Mistakes**

It can be noticed from the above table that half of the respondents (50%) tend to give hints to students and provide them with the opportunity to spot the mistake and correct it themselves. 3 teachers (30%) prefer interruption and correction on the spot, while 2 teachers who present 20% avoid interruption till the conversation is ended. None of the teachers let the students make mistakes. What can be deduced from this is that students should be active in the classroom and be more self-dependent in detecting their mistakes without the teacher's interruption.

***Section B: Vocabulary Learning Strategies***

**7. What are the strategies that you use to teach vocabulary to FL students?**

- a. Determination strategies
- b. Memory strategies
- c. Metacognitive strategies
- d. Cognitive strategies

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a</b>	<b>0</b>	<b>0%</b>
<b>b</b>	<b>2</b>	<b>20%</b>
<b>c</b>	<b>1</b>	<b>10%</b>
<b>d</b>	<b>4</b>	<b>40%</b>
<b>a-b-c-d</b>	<b>3</b>	<b>30%</b>

**Table 3.7- Teachers' Strategies to Teach Vocabulary to FL Students**

The table above illustrates that 4 teachers out of the sample (40%) use cognitive strategies to teach vocabulary to FL learners. (20%) presented by 2 teachers use memory strategies, on the other hand one teacher (10%) apply metacognitive strategies, while 3 teachers (30%) consider all the strategies when they teach vocabulary.

**8- Do you vary the methods of teaching vocabulary in accordance with your students' learning styles?**

- a. Yes
- b. No

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>6</b>	<b>60%</b>
<b>No</b>	<b>4</b>	<b>40%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.8- Teachers' Variation of Methods in Accordance with Students' Learning Styles**

Of the total participants, 60% asserted that they vary their methods in accordance with students' styles of learning, against 40% who said no. In fact, it is hard to meet all the learners' styles and preferences; however, teachers have to try their best through using activities and tasks that fit the needs and styles of their learning.

**9-What is more effective in your opinion?**

- a. Planned teaching of vocabulary
- b. Unplanned teaching of vocabulary

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Planned teaching of vocabulary</b>	<b>4</b>	<b>40%</b>
<b>Unplanned teaching of vocabulary</b>	<b>6</b>	<b>60%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.9- Teachers' Views about the Planned Vs. Unplanned Vocabulary Teaching**

As shown in the above table, 60% of the respondents opt for unplanned vocabulary teaching, while 4 teachers (40%) prefer planned vocabulary teaching. This means, according to the questioned teachers, that the unplanned teaching of vocabulary is more effective because it requires only from learners to be present in the environment where the TL is spoken in contrast to the planned teaching of vocabulary, which requires the learners' direct attention and presence in the classroom in addition to the fact that it is toilsome and requires time. This is what is presented in Schmitt's approaches to vocabulary acquisition (Explicit and Incidental approaches).

**10- Do you consider learners' individual differences when using vocabulary learning strategies (VLSs)?**

- a. Yes
- b. No

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>5</b>	<b>50%</b>
<b>No</b>	<b>5</b>	<b>50%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.10- Teachers' Views Regarding Learners' Individual Differences when Using VLSs**

As shown in the above table, 50 % of the informants consider learners' individual differences when using VLSs, against the other half (50%) who do not take into consideration their students learning styles. We have to bear in mind that learners' individual differences are crucial part of the learning process especially when teaching vocabulary. Teachers who said that they consider their learners' styles of learning gave the coming explanations:

- ❖ I give the chance to all students to participants in the Oral Expression sessions.
- ❖ I vary the activities and tasks that suit students' preferences and levels.
- ❖ I focus on communicative tasks.

**11-What are the tools and materials that may help you in teaching vocabulary?**

- a. Broadcasts
- b. English songs
- c. Videos and audios
- d. Books and magazines
- e. Pictures

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a-b-c-d-e</b>	<b>5</b>	<b>50%</b>
<b>b-c-d-e</b>	<b>3</b>	<b>30%</b>
<b>c-d-e</b>	<b>1</b>	<b>10%</b>
<b>d-c</b>	<b>1</b>	<b>10%</b>

**Table 3.11- Tools and Materials Used in Teaching Vocabulary**

Half of the respondents (50%) claim that they use all the mentioned tools and materials in teaching vocabulary. 3 teachers (30%) exclude broadcasts and use the others; one teacher (10%) uses videos and audios, books and magazines, in addition to pictures. The remained teacher (10%) use books, magazines and pictures. The different obtained answers indicate that the teachers can vary the teaching methods as well as teaching materials.

**12- What are the difficulties that your students face when learning new vocabulary items?**

- a. Difficulty to memorize the new learned words.
- b. Difficulty to determine the meaning of the new learned words.
- c. Confusion about the category and the function of the new learned words.
- d. Difficulty to pronounce the new words.

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a-b</b>	<b>4</b>	<b>40%</b>
<b>b-d</b>	<b>3</b>	<b>30%</b>
<b>a-d</b>	<b>2</b>	<b>20%</b>
<b>a-b-c-d</b>	<b>1</b>	<b>10%</b>

**Table 3.12- Difficulties that Students Face when Learning New Vocabulary Items.**

Out of 10 teachers, 4 teachers (40%) declare that students face difficulties to memorize the new learned words and to determine its meanings; additionally, 3 teachers (30%) say that students find it difficult to determine the meaning and to pronounce the new words, while 2 teachers (20%) answer that students have difficulty in memorizing and pronouncing the new learned word. One teacher sees that students face all the previous mentioned problems.

**Section C: Teachers' Beliefs and Attitudes**

**13- There is a significant correlation between oral skills and vocabulary knowledge.**

- a. Agree
- b. Disagree

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Agree</b>	<b>10</b>	<b>100%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.13: The Correlation between Oral Skills and Vocabulary Knowledge**



The table above reveals that all the participants agree that there is a significant correlation between oral skills and vocabulary knowledge. This may be interpreted in the way that vocabulary learning strategies are crucial for the development of students' vocabulary knowledge then the mastery of speaking proficiency. These results are answers for the first research question.

**14- Vocabulary learning strategies only contribute to vocabulary size not to proficiency in speaking.**

- a. Agree
- b. Disagree

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Agree</b>	<b>1</b>	<b>10</b>
<b>Disagree</b>	<b>9</b>	<b>90%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.14- VLSs Contribution to Vocabulary Size/ Proficiency in Speaking**

In this table 90 % of the respondents said they disagree that vocabulary learning strategies contribute only in raising vocabulary size, and see that they also have a crucial role in developing students' speaking proficiency. The remained teacher (10%) thinks that VLSs contributes only to vocabulary size. As it is mention in chapter two, VLSs play a significant role in the process of vocabulary learning in the sense that they make the learners more independent, resourceful, self-directed and autonomous, and succeed in managing their learning. In addition to the fact that they help in discovering the meaning of new words and expressing ones ideas and thoughts; VLSs contributes in building autonomy in learners.

**15-There is a little time available to prepare students to use effectively VLSs**

- a. Agree
- b. Disagree

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Agree</b>	<b>10</b>	<b>100%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.14: The Availability of Time to Prepare Students to Effectively Use VLSs.**

There is a total agreement (100%) concerning the time that have to be available to prepare students to use VLSs. All the 10 participant teachers see that the provided time is not enough for them to present and effectively use vocabulary learning strategies. According to Schmitt the mechanics of vocabulary learning are not that simple, and words are not instantaneously acquired, but they are gradually learned over a period of time. He sees vocabulary learning as a continuous process that is developed by time of course through the exposure to the TL.

**16-Teachers should motivate their learners to participate in classroom activities by using extensive range of vocabulary to acquire mastery in spoken proficiency.**

- a. Agree
- b. Disagree

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Agree</b>	<b>10</b>	<b>100%</b>
<b>Disagree</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>10</b>	<b>100%</b>

**Table 3.16- Teachers Motivate Students to Participate in Classroom Activities**

According to the results shown in the table above, it appears that the all the teachers agree that they should motivate their learners to participate in the classroom activities through the use of extensive range of vocabulary learning strategies to develop their oral proficiency.

### **3.1.4-Discussion and Interpretation of the Questionnaire**

The questionnaire has tackled the issue of using vocabulary learning strategies in the speaking class to improve students' speaking proficiency. It has investigated teachers' views and opinions about learning and teaching speaking, and the use of vocabulary learning strategies in teaching vocabulary to boost students' speaking proficiency. The analysis and interpretation of the questionnaire yielded significant data. The analysis shows that most second year Oral Expression classes at Mila University Centre are mainly based on the teacher-centred approach where the teacher is the only source of information. Thus, teachers of OE have to try to make the learners more active in the speaking sessions since their answers assert that speaking is an important skill in language classes, so the ultimate aim is to improve students' oral proficiency. In the second part of the questionnaire, teachers were in favour for VLSs because they see them effective in enriching the vocabulary package of language learners. Teachers state that they relatively use the VLSs regarding the different

learning profiles and differences of their learners. On the other hand, teachers rely on some tools and materials to support their vocabulary teaching and also help students overcome the learning difficulties that they usually face when learning new vocabulary items, since most of teachers claim that there are always obstacles that hinder students' vocabulary development as well as their speaking proficiency. In the third section of the questionnaire teachers show a strong agreement on the fact that there is a significant correlation between students' oral skills and vocabulary knowledge, this is demonstrated in their answers to the question 12. In addition to this, teachers see that VLSs are of great importance in enlarging students' lexical knowledge and this in fact requires time more than it is actually provided. It is preferable for teachers to extend the use of lexis during the OE session to encourage students to take part in classroom activities.

### **3.2-Students' Questionnaire**

#### **3.2.1-The Sample**

For the sake of accomplishing this work, a questionnaire was handed to sixty (60) second year students of English at the Department of Foreign Languages, Abdelhafid Boussouf university center-Mila. The sample was randomly selected out of the whole population of about 242 students. The questionnaire was finished in class and collected immediately.

#### **3.2.2-Description of the Questionnaire**

The students' questionnaire consists of 16 questions assembled in three main sections. It contains different types of questions. These questions may be either open-ended questions that require explanations or justifications, closed questions where the students are requested to answer by "yes" or "no" or to pick up one or more of the suggested choices. The students' questionnaire is divided into two section:

❖ **Section A:** Its title is “The speaking Skill”, it starts from question 1 to question 9. This section is devoted to uncover the students’ opinions towards the English language and determine their gradual degrees of their interest in learning and speaking this language in different settings, in addition to the most common obstacles that EFL learners face when they speak the English language.

❖ **Section B:** It is entitled “Vocabulary Learning Strategies” starts from the question 10 and ends with question 16. It aims at discovering EFL learners’ knowledge about VLSs, their opinions about those strategies, and how do they use them to learn and determine the meanings of the new learned vocabulary items.

### 3.2.3-Analysis of the Questionnaire

#### Section A: The Speaking Skill

##### 1- Was English your first choice?

- a. Yes
- b. No

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>41</b>	<b>68,33%</b>
<b>No</b>	<b>19</b>	<b>31,66%</b>
<b>Total</b>	<b>60</b>	<b>100 %</b>

**Table 3.17: Students’ Choice to Study English**

This question aims at knowing whether learners did personally choose to study English. It is clearly noticed from the data above that English was the first choice for the majority of the students (68,33%), and this is considered as a motivating factor for them to learn English because learning any language is based on interest in that language. While 31,66% of the respondents didn't choose it because they are not interested in studying the English language.

**2. Among the four basic skills in language learning, which one is the most important in your opinion?**

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Options	Number	Percentage
Reading	14	23,33%
Writing	3	5%
Listening	10	16,66%
Speaking	27	45%
Reading and writing	2	3,33%
Listening and speaking	4	6,66%

**Table 3.18- Students' Preferred Language Skill**

This question is designed to discover students' thoughts about the four basic skills in language learning. The above table shows that 27 students making up (45%) from the whole

sample go for the speaking skill. 23 participants who present (23, 33%) prefer the reading skill. 10 students' make the equivalent of (16%) give more value to the listening skill. Moreover, only 3 students (5%) declare that they see the writing skill as the most important one; in addition, there are students who claim that the four language skills are equally important in the mastery of language.

**3- Do you enjoy the speaking session?**

- a. Yes
- b. No

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>48</b>	<b>80%</b>
<b>No</b>	<b>12</b>	<b>20%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.19- Students' Opinions about the Speaking Session**

According to the students answers, it seems that students enjoy the speaking sessions, and this is demonstrated in their answers where 48 students make up (80%) of the sample answer by “yes”; against 20 % of them who claim that they don't enjoy this session. The findings show that the majority of students like to speak; so they are motivated and interested to express their opinions freely regardless to their level in speaking. The rest of students dislike OE maybe because they face some difficulties when they speak.

#### 4- What Type of Activities do you most prefer in the Oral Sessions?

- a. Acting from a script
- b. Role-play
- c. Simulations
- d. Prepared talks
- e. Storytelling

Options	number	percentage
a	10	16,66%
b	17	28,33%
c	0	0%
d	21	35%
e	12	20%
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.20- Students' Preferred Speaking Activities**

The major aim of this study is to identify students' preferred activities in Oral Expression sessions. The table indicates that 21 students (35%) prefer prepared talks, 17 (28, 33%) go for role-play, 12 (20%) choose storytelling. Additionally, there are 10 students (16, 66%) who like acting from a script, while none of them (0%) choose simulations. These different preferences reveal students' various learning profiles regarding the activities used in OE session. From here, teachers should vary the methods, activities and tasks in order to meet all these learning preferences. These findings prove teachers' answers to Q 7 in the teachers' questionnaire.



### 5- How do you evaluate your level in speaking?

- a. Good
- b. Average
- c. Below average

Options	Number	Percentage
Good	14	23,33%
Average	41	68,33%
Below average	5	8,33%
Total	60	100%

**Table 3.21- Students' Evaluation of their Level in Speaking**

The figure above shows that 41 participants consider their level in speaking as average making up 68, 33% from the total sample. While 14 students (23, 33%) say that they are good speakers of the English language. The results demonstrate that most of EFL learners are highly interested in studying the English language and this can be noticed from their level of speaking. The rest 5 learners making up (8, 33%) see that their level is below average.

### 6. How often do you participate in Oral Expression sessions?

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

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Never</b>	<b>0</b>	<b>0%</b>
<b>Rarely</b>	<b>8</b>	<b>13,33%</b>
<b>Sometime</b>	<b>41</b>	<b>68,33%</b>
<b>Always</b>	<b>11</b>	<b>18,33%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.22- Students' Frequency of Participation in the Oral Session**

This table is designed to determine the extent to which EFL learners are active in the OE session. The data show that the majority of students (68, 33%) state that they sometimes participate in OE session. 11 students (18, 33%) state that they always participate, and 13, 33% mention that they rarely participate in OE class. We can conclude from the results that students' participation in the OE sessions is discouraging and that both teachers' and learners have to look for methods and ways to make students speak more in the OE classes.

**7- Are there any problems that hinder your speaking proficiency?**

a. Yes

b. No

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>35</b>	<b>58%</b>
<b>No</b>	<b>25</b>	<b>42%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.23- Students' Possibility to face Problems when Speaking**

This question is used to determine whether students face obstacles when they perform the language verbally. The results in the above figure demonstrate that the majority of learners (58%) do face difficulties when they speak. While the rest 25 students (42%) say that they don't face any obstacles when speaking.

**8- If yes, what are the problems you usually face?**

**1- Linguistic problems:**

- a. Limited vocabulary knowledge
- b. Problems in pronunciation
- c. The ignorance of grammatical rules
- d. The interference of the mother tongue

**2. Affective Problems**

- a. Anxiety
- b. Demotivation
- c. Lack of self-confidence
- d. Shyness

Options	Number	Percentage
<b>a</b>	<b>24</b>	<b>40%</b>
<b>b</b>	<b>5</b>	<b>8,33%</b>
<b>c</b>	<b>7</b>	<b>11,66%</b>
<b>d</b>	<b>10</b>	<b>16,66%</b>
<b>a-c</b>	<b>6</b>	<b>10%</b>
<b>a-b</b>	<b>3</b>	<b>5%</b>
<b>a-d</b>	<b>3</b>	<b>5%</b>
<b>b-c</b>	<b>2</b>	<b>3,33%</b>

**Table 3.24- Linguistic Problems Students' Usually Face when Speaking**

It is noticeable from the data in the table that EFL students face some linguistic problems that actually hinder their performance of the language. From the whole sample, there are 24 students (40%) who have limited lexical knowledge and this is an obstacle that prevents them from achieving fluency in speaking. 5 students (8,33%) say that they usually mispronounce the new learned vocabulary items. In addition to this, (11, 66%) presented by 7 learners who declare that they ignore the grammatical rules, hence, they cannot be accurate in the English language. Moreover, 10 students say that they suffer from the interference of the mother tongue; this makes the task of meaning-making difficult. The rest of the questioned students encounter more than one linguistic problem; 6 students (10%), 2 students (5%), 3 students (5%), and three other students with (5%), as the table (3.24) shows.

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a</b>	<b>11</b>	<b>18,33%</b>
<b>b</b>	<b>12</b>	<b>20%</b>
<b>c</b>	<b>7</b>	<b>11,66%</b>
<b>d</b>	<b>23</b>	<b>38,33%</b>
<b>c-d</b>	<b>4</b>	<b>6,66%</b>
<b>a-b</b>	<b>2</b>	<b>3,33%</b>
<b>b-d</b>	<b>1</b>	<b>1,66%</b>

**Table 3.24- Affective Problems Students' Usually face when Speaking**

In addition to the already mentioned problems, there are some affective problems that also severely hinder students' speaking proficiency. The above table displays the students' answers where 23 (38, 33%) of them claim that they feel anxious when they start speaking, 12 students (20%) feel demotivated when it comes to speaking. Moreover, we can encounter 11

learners who say they don't have that self-confidence that allow them to speak freely. Another group of students (11, 66%) indicate that they most of the time feel shy when they start speaking. The rest of the students say that they suffer from more than one problem of those which are mentioned above.

**9- Have you ever tried to develop your speaking proficiency?**

a. Yes

b. No

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>46</b>	<b>76,67%</b>
<b>No</b>	<b>14</b>	<b>23,33%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.25- Students' Attempt to Develop their Speaking Proficiency**

This question is an attempt to know whether EFL learners are interested in developing their speaking proficiency. The results obtained from the students' answers show that 46 students out of 60, say yes i.e. they are trying to enhance their oral skills. The rest of the students (23, 33%) claim that they are not interested in doing that. For students who say "yes", their explanations are as follow:

"We try to develop our speaking proficiency through listening to English songs, watching movies and interacting with native speakers".

## Section B: Vocabulary Learning Strategies (VLSs)

### 10- Have you ever heard about vocabulary learning strategies?

a. Yes

b. No

Options	Number	Percentage
Yes	20	33,33%
No	40	66,66%
Total	60	100%

**Table 3.26- Students' Knowledge about (VLSs)**

Since this section of the questionnaire is entitled “Vocabulary Learning Strategies”, we would like to make sure first that the questioned students know what do VLSs mean. As a result to this question, only 20 students (33,33%) of the sample’s members know the VLSs, while the majority of them, 40 students (66,66%), declare that they have never heard about VLSs.

Students’ answers do not mean that they don’t use the VLSs. In fact, they are exposed to them all the time and they use them, but unconsciously as in the case of vocabulary acquisition. According to Innatists, language as a whole system with different linguistic components (including vocabulary) can be unconsciously acquired, thanks to the LAD (go back to chapter 2) and learning the lexical knowledge can incidentally occur without the need to direct instruction or direct use of the VLSs. What have been said above, doesn’t neglect the

role and the importance of VLSs, but it just supports teachers' answers of Q8 about the planned and unplanned teaching of vocabulary.

**11. How do you determine the meaning of the new words?**

- a. I break down the new learned word into stem, suffixes, and prefixes
- b. I use English-English dictionary
- c. I use English-Arabic dictionary
- d. I try to guess the meaning from the context

Options	Number	Percentage
<b>A</b>	<b>6</b>	<b>10%</b>
<b>B</b>	<b>7</b>	<b>11,66%</b>
<b>C</b>	<b>16</b>	<b>26,66%</b>
<b>D</b>	<b>15</b>	<b>25%</b>
<b>c-d</b>	<b>8</b>	<b>13,33%</b>
<b>b-d</b>	<b>8</b>	<b>13,33%</b>

**Table 3.27-Students' Ways to know the Meaning of New Words**

Students in this question were given the choice to tick more than one option, according to their answers, 16 students (16,66%) say that they use English-Arabic dictionary to know the meaning of the new vocabulary items. 15 students (25%) try to guess the meaning from the context where the new lexis are used. On the other hand, we can note that 7 students (11, 66%) are used to check up the meaning using English-English dictionary. Moreover, 8 students (13, 33%) claim that they rely on both English-Arabic dictionary and context to determine the meaning, the same percentage of the students (13, 33%) say they rely on English-English dictionary and context as well.

**12- Do you usually ask others to tell you the meaning of the new words?**

a. Yes

b. No

Options	Number	Percentage
Yes	46	76,66%
No	14	23,33%
Total	60	100%

**Table 3.28- Students' Assistance with Others to Find the Meaning of the New Words**

In this question, we have asked the students whether they ask other people about the meaning of the difficult words. The majority of the questioned students (76%) say that they ask help from others, against 14 students (23, 33) who say they don't.

**13. If, "Yes" do you usually;**

a. I ask the teacher to translate to the mother tongue.

b. I try to have contact with native speakers.

c. I find the meaning through interaction with others.

d. I ask classmates to help with the exact meaning



<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a</b>	<b>12</b>	<b>20%</b>
<b>b</b>	<b>5</b>	<b>8,33%</b>
<b>c</b>	<b>10</b>	<b>16,66%</b>
<b>d</b>	<b>28</b>	<b>46,66%</b>
<b>b-d</b>	<b>5</b>	<b>8,33%</b>

**Table 3.29- Students' Explanations of Q12**

The majority of students (46,66%) prefer to ask their classmates about the meaning of the new word. 12 participants (20%) ask the teacher to translate it to the mother tongue. 10 students (16,66%) find the meaning through interaction with others. Additionally, 5 students make up 8,33% try to determine the meaning of the new word through getting in touch with native speakers. The rest 5 students with the same previous percentage have selected both options (b) and (d).

**14- What do you usually do to memorise the difficult words?**

- a.** I categorise the words (e.g. kitchen, spoon, pan, bowl... )
- b.** I say the new word loudly with repetition.
- c.** I write the new word many times
- d.** I use the new word in full different sentences

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>5</b>	<b>8,33%</b>
<b>B</b>	<b>12</b>	<b>20%</b>
<b>C</b>	<b>10</b>	<b>16,66%</b>
<b>D</b>	<b>24</b>	<b>40%</b>
<b>c-d</b>	<b>9</b>	<b>15%</b>

**Table 3.30- Students' Techniques to Memorise the Difficult Words**

The purpose behind this question is discovering the most effective techniques in students' perspectives, that help them memorise easily the new learned words. Regarding students' answers, 40 % tend to use the new learned words in full sentences in order to commit it to memory. 20 % note that students like the oral repetition of the new word to store it easily in the memory; while 16, 66% of the students opt for the written repetition of the words. In addition, 8, 33% of the students see that it is better to categorise the new words to facilitate its memorization. The remaining 9 students who represent (15%) have selected more than one option. These results exhibit the different learning preferences of EFL and this stresses on the idea of method differentiation and the consideration of learners' individual differences when teaching vocabulary.

**15- How do you support your language learning and comprehension of vocabulary items?**

- a. I listen to English songs, audio book, records...
- b. I watch movies
- c. I listen or read conversation of native speakers

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a</b>	<b>16</b>	<b>26,66%</b>
<b>b</b>	<b>11</b>	<b>18,33%</b>
<b>c</b>	<b>6</b>	<b>10%</b>
<b>a-b-c</b>	<b>13</b>	<b>21,66%</b>
<b>a-b</b>	<b>11</b>	<b>18,33%</b>
<b>b-c</b>	<b>3</b>	<b>5%</b>

**Table 3.31- Students' Preferred Way to Support Vocabulary Learning**

The above table illustrates that the majority of students (26, 66%) listen to English songs, audio books, records...etc. to enlarge the lexical knowledge; 18,33 % prefer to watch movies to support their vocabulary learning; while 6 students (10%) tend to have contact with native speakers in order to achieve a native like level. Furthermore, there are 13 students (18, 33%) who prefer to make a balance between all the options because they are complementary. 11 students (18,33%) have chosen both options (a) and (b), while the remaining 3 students (5%) go for options (b) and (c).

**16. Have you noticed any development in your speaking proficiency after using vocabulary learning strategies?**

**a. Yes**

**b. No**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>38</b>	<b>60%</b>
<b>No</b>	<b>12</b>	<b>16,66%</b>
<b>No answer</b>	<b>10</b>	<b>20%</b>
<b>Total</b>	<b>60</b>	<b>100%</b>

**Table 3.32- Students' Attitudes towards their Speaking Proficiency after using (VLSs)**

This question is designed to test students' opinions about the effectiveness of vocabulary learning strategies. The above table reveals that 38 students (60%) out of the sample say that there is a clear development in their speaking proficiency thanks to VLSs. 12 students with (16,66%) there is no improvement in their oral skills. The remaining 10 students haven't answer the question may be because they don't use VLSs.

### **3.2.4-Discussion and Interpretation of the Results**

In the first section which is entitled "the speaking skill", we notice that English is the first choice for the majority of second year students of English at the department of Letters and Foreign Languages. Despite the fact that they enjoy the OE session, EFL students face some psychological and linguistic problems that hinder their speaking proficiency. This is mainly due to their lack of vocabulary knowledge, shyness and anxiety. However, students try to overcome these difficulties and develop their speaking proficiency. Additionally, students claim that they better perform the English language when they are involved in some classroom speaking activities such as, prepared talks, role-play, storytelling and others.

The second section of the questionnaire is about vocabulary learning strategies, the collected data indicate that most students don't know what VLSs exactly stands for. The determination strategies that are frequently used by students to discover the meaning of the new words are guessing meaning from its context and using English-Arabic dictionary. Moreover, in social strategies, students recognize the role of their classmates in finding words' meanings. For memory strategies, students use the new word in the full different sentences and repeat it loudly to commit the word to memory. To sum up, the findings gathered from the students' questionnaire denote their positive attitudes toward the use of vocabulary learning strategies.

### **3.3-Limitations of the study**

Any academic work may be subjected to shortcomings and weaknesses either in content or in methodology even though it achieved prominent results. Thus, the research at hand also comprises some limitations. Our research is a case study, only 60 students and 10 teachers are asked to fill in the questionnaires; it could have been better if it had been conducted on large sample and population. So the findings may not be generalized to the whole population. In addition, continuous strikes in Mila University Center during the academic year 2018-2019 have prevented us from starting our practical work on time. Due to time limitations, we have used only one means of research which is the questionnaire. Moreover, some students do not always give objective answers; they just tick without giving justifications where needed.

### 3.4-Suggestions and Recommendations

Regarding the significance of VLSs in improving students' speaking proficiency, some suggestions can be offered:

- ❖ Students should be more aware of their language needs; thus, they tend to utilize VLSs that suit their needs and help them master the target language.
- ❖ Students should be trained on how to use VLSs since they help them be good speakers.
- ❖ Results obtained from the students questionnaire show that students face different speaking difficulties; it is highly recommended that teachers motivate the learners and reduce their shyness and anxiety by offering them enjoyable and interesting activities like role-play and prepared talks.
- ❖ Since practice makes perfect, EFL learners need to practice the language extensively not in classroom setting only, but outside it in order to achieve fluency in speaking.
- ❖ Teachers are required to, explicitly, instruct students about VLSs in order to aid them use these strategies effectively.
- ❖ Teachers should encourage students to participate in OE sessions and reinforce their lexis enlargement through using helpful materials in regard to students' individual differences.
- ❖ Vocabulary needs to be given more importance, similarly, to other aspects of the language.
- ❖ The English Department at Abdelhafid Boussouf University Center should devote a separate session in the program for teaching vocabulary in order to raise the awareness towards the use of VLSs.

## **General Conclusion**

Vocabulary knowledge plays an important role in language teaching and learning, generally, and in speaking improvement, specifically. The present study focuses on investigating the effectiveness of using vocabulary learning strategies on the development of students' speaking proficiency and identifying the different used strategies. The theoretical part is composed of two chapters in which we discussed two main scopes; the speaking skill and vocabulary learning strategies. Both chapters present different definitions, elements, classifications, and specific terminologies related to the subject of the study.

In the field work, the educational setting of this study is the Department of Foreign Language at Mila University Center, during the academic year 2018-2019. Teachers of Oral Expression and second year students have received two questionnaires and provided us with their answers that confirm the research hypothesis that using VLSs enhances students' oral skills. The results obtained from the two questionnaires reveal that second year EFL students unconsciously use VLSs because they were not instructed about its use to learn new vocabulary items. In addition, the majority of students are not aware neither of the strategies use nor their classifications.

The VLSs use extends the learners' vocabulary knowledge, then their speaking proficiency because it makes the students more autonomous and self-directed so that they can take responsibility for their studies.

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## Appendices

### Appendix one: Teachers' Questionnaire

Dear teachers,

The major aim of this study is to investigate whether and to what extent the teachers of Oral Expression at Abdelhafid Boussouf university center-Mila present vocabulary learning strategies and use them to help students develop their speaking proficiency, in addition to their views about including these strategies into the Oral Expression sessions.

Your answers will be valuable for the completion of this work.

#### ***Section A: Teaching Experience and Qualification***

##### **1. Degree held:**

- 1. BA
- 2. Master
- 3. Magister
- 4. PhD

##### **2. How many years have you been teaching Oral Expression?**

Year(s)

#### ***Section B: The Speaking Skill***

##### **3. Is your teaching:**

- a. Student-centred
- b. Teacher-centred

4. What aspects of speaking do you emphasize most in your teaching? Why?

- a. pronunciation
- b. Intonation
- c. grammatical accuracy
- d. fluency

.....

| .....

5. In Oral Expression sessions, do you give students the freedom to choose topics for discussion or you propose your own ones? Please, explain why?

.....

.....

.....

.....

6. How do you generally correct your students' mistakes when they speak?

- a. To interrupt and correct on the spot.
- b. To avoid interruptions, make notes, and correct when the conversation ends.
- c. To give a hint, and provide them with the opportunity to spot the mistake and correct it themselves.
- d. Let students make mistakes.

*Section C: Vocabulary Learning Strategies*

7. What are the strategies that you use to teach vocabulary to FL students?

- a. Determination strategies
- b. Memory strategies

c. Metacognitive strategies

d. Cognitive strategies

**8. Do you vary the methods of teaching vocabulary in accordance with your students learning styles?**

Yes

No

**9. What is more effective in your opinion?**

a. Planned teaching of vocabulary

b. Unplanned teaching of vocabulary

**10. Do you consider learners' individual differences when using vocabulary learning strategies (VLSs)?**

Yes

No

If 'Yes', how?

.....

.....

.....

**11. What are the tools and materials that may help you in teaching vocabulary?**

a. Broadcasts

b. English songs

c. Videos and audios

d. Books and magazines

e. Pictures

**12. What are the difficulties that your students face when learning new vocabulary items?**

- a. Difficulty to memorize the new learned words
- b. Difficulty to determine the meaning of the new learned words
- c. Confusion about the category and the function of the new learned words
- d. Difficulty to pronounce the new word

**Section D: Teachers' Beliefs and Attitudes**

**13. There is a significant correlation between oral skills and vocabulary knowledge**

- Agree
- Disagree

**14. Vocabulary learning strategies only contribute to vocabulary size; not to proficiency in speaking.**

- Agree
- Disagree

**15. There is little time available to prepare students to use effectively VLSs**

- Agree
- Disagree

**16. Teachers should motivate their learners to participate in classroom activities by using extensive range of vocabulary to acquire mastery in spoken proficiency.**

- Agree
- Disagree

*Thank you very much*

## Appendix Tow: Students' Questionnaire

Dear students,

We would be so grateful if you could answer the following questions concerning your attitudes toward vocabulary learning strategies and speaking proficiency. The answers will be helpful data for the study we are undertaking.

Please, put a tick (✓) in the box correspondent to your answer, and make full statements whenever necessary.



### *Section A: The speaking skill*

#### **1. Was English your first choice?**

Yes

No

#### **2. Among the four basic skills in language learning, which one is the most important in your opinion?**

a. Reading

b. Writing

c. Listening

d. Speaking

#### **3. Do you enjoy the speaking session?**

Yes

No

#### **4- What Type of Activities do you most prefer in the Oral Sessions?**

a. Acting from a script

b. Role-play

c. Simulations

d. Prepared talks

e. Storytelling

**5. How do you evaluate your level in speaking?**

a. Good

b. Average

c. Below average

**6. How often do you participate in Oral Expression sessions?**

1. Often

2. Sometimes

3. Rarely

4. Never

**7- Are there any problems that hinder your speaking proficiency?**

a. Yes

b. No

**8- If yes, what are the problems you usually face?**

**1- Linguistic problems:**

a. Limited vocabulary knowledge

b. Problems in pronunciation

c. The ignorance of grammatical rules

d. The interference of the mother tongue



## 2. Affective Problems

- a. Anxiety
- b. Demotivation
- c. Lack of self-confidence
- d. Shyness

### 9- Have you ever tried to develop your speaking proficiency?

- a. Yes
- b. No

## Section B: Vocabulary Learning Strategies (VLSs)

### 10- Have you ever heard about vocabulary learning strategies?

- a. Yes
- b. No

### 11. How do you determine the meaning of the new words?

- a. I break down the new learned word into stem, suffixes, and prefixes
- b. I use English-English dictionary
- c. I use English-Arabic dictionary
- d. I try to guess the meaning from the context

### 12- Do you usually ask others to tell you the meaning of the new words?

- a. Yes
- b. No

**13. If, “Yes” do you usually;**

- a. I ask the teacher to translate to the mother tongue.
- b. I try to have contact with native speakers.
- c. I find the meaning through interaction with others.
- d. I ask classmates to help with the exact meaning

**14- What do you usually do to memorise the difficult words?**

- a. I categorise the words (e.g. kitchen, spoon, pan, bowl...)
- b. I say the new word loudly with repetition.
- c. I write the new word many times
- d. I use the new word in full different sentences

**15- How do you support your language learning and comprehension of vocabulary items?**

- a. I listen to English songs, audio book, records...
- b. I watch movies
- c. I listen or read conversation of native speakers

**16. Have you noticed any development in your speaking proficiency after using vocabulary learning strategies?**

- a. Yes
- b. No

*Thank you for cooperation*

## المخلص

ان مخزون المفردات في غاية الأهمية في مجال تعلم اللغة. لقد صنف العلماء مجموعة من أساليب (استراتيجيات) تعلم مفردات اللغة والتي تساعد على توسيع المعرفة بحقل المفردات للطالب ومن ثم تحسين التكلم عنده. الدراسة الحالية هي محاولة للتحقق من فعالية استعمال استراتيجيات تعلم المفردات لتطوير فعالية التكلم عند المتعلم. أنها تهدف إلى معرفة سلوكيات الأساتذة وإدراك المتعلمين بخصوص استعمال أساليب تعليم المفردات لتحسين التحكم (السيطرة) في التكلم لدى طلبة تخصص الانجليزية السنة الثانية بالمركز الجامعي ميلة، السنة الدراسية 2018\_2019 . بناء على انشغالات (مقاصد) هذا البحث، تم الافتراض بأنه إذا استعمل الطلبة أساليب تعليم المفردات فإن فعاليتهم في التكلم سوف تتطور. و لاختبار هذه الفرضية تم اختيار (اللجوء) إلى قائمة أسئلة للأساتذة وقائمة أسئلة للطلبة كوسيلة للبحث. النتائج المتحصل عليها تظهر إن التطور في فعالية التكلم للطلبة يتحصل عليه من خلال الاستعمال الضمني بالإضافة إلى ذلك، يتفق الأساتذة على إن استخدام فعال ومفيد لتدعيم التحسن في التكلم عند طلبة السنة الثانية. تنتهي هذه الدراسة ببعض التوصيات المثمرة لمتعلمي ليأخذوها بعين الاعتبار في مشوارهم الدراسي (التعليمي).

## Résumé

La banque de vocabulaire est d'une importance capitale pour l'apprentissage des langues. Les spécialistes ont classé une gamme de stratégies d'apprentissage du vocabulaire (SAV) qui permettent d'élargir les connaissances lexicales des élèves des langues étrangères, puis d'améliorer leur vocabulaire. La présente étude tente d'évaluer l'efficacité de l'utilisation de stratégies d'apprentissage du vocabulaire pour développer la maîtrise de la parole des étudiants de la langue anglaise comme langue étrangère. Son objectif est de connaître les attitudes des enseignants et de sensibiliser les étudiants à l'utilisation de stratégies d'apprentissage du vocabulaire pour améliorer la maîtrise de la langue parlée par les étudiants de deuxième année en LMD anglais au sein de l'institution des lettres et des langues étrangères du Centre Universitaire de Mila au cours de l'année universitaire 2018-2019. Cette recherche concerne, il est supposé que si les étudiants utilisent des stratégies d'apprentissage de vocabulaire, alors leur maîtrise de la parole serait développée. Pour tester cette hypothèse, il a été opté pour un questionnaire des enseignants et un questionnaire des élèves. Les résultats obtenus révèlent que les étudiants utilisent inconsciemment les SAV pour améliorer leur maîtrise de la parole. De plus, les enseignants ont convenu que l'utilisation des SAV était efficace et bénéfique pour renforcer l'amélioration de la parole des étudiants anglais de deuxième année. L'étude aboutit à des recommandations fructueuses pour les apprenants d'anglais comme langue étrangère à prendre en compte dans leur processus d'apprentissage.

**Mots-clés:** stratégies d'apprentissage du vocabulaire, mémoire de vocabulaire, anglais langue étrangère, maîtrise de la parole.