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The Use of Vocabulary Learning Strategies among EFL Students (The Case of Third-Year Students at Belhadj Bouchaib University)

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Dedication

I would like to dedicate this modest work to the one who gave me life, love, and endless support, my loving mother, ZAHRA, who achieved the impossible for me and my success.

The woman who has been my guiding light, my pillar of strength, and my source of unconditional love. To the one person who has always believed in me, encouraged me, and stood by my side through thick and thin.

I also want to express my heartfelt appreciation to my dear friends who have stood by me throughout this academic endeavor. Your unwavering friendship, encouragement, and countless hours of discussions have been invaluable. I am grateful for the laughter, support, and shared moments of triumph and struggle.

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Dedication

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Abstract

Abstract

Developing one's vocabulary is a crucial and essential component of learning any language. In fact, the best resource we can provide children with is a broad and varied vocabulary, which will help them both academically and in life in general. Nonetheless, the majority of students struggle with speaking and interacting in English, as well as comprehending the relationships between the various sections of a text. This study focuses on how EFL students study new vocabulary to expand their knowledge by using various vocabulary learning methodologies. In order to improve their lexical competency, EFL students study English as a foreign language. The goal of this paper is to investigate the various vocabulary-learning techniques they employ. The following study's fundamental hypotheses are:

Higher levels of vocabulary acquisition are shown among EFL students who actively use learning tactics like memory tools and flashcards.

Learners with higher motivation levels, greater language proficiency, and a positive attitude towards the target language are more likely to employ a diverse range of vocabulary learning strategies.

For this study, the researchers used a mixed-methods, quantitative, and qualitative approach through questionnaires and interviews—one with teachers and one with students. Five teachers and a sample of seventy pupils responded to the interview.

 The findings revealed that EFL students employ vocabulary acquisition procedures to a moderate extent. The study found that vocabulary expansion is often achieved through media, particularly through communication with native speakers and listening to broadcasts. The researchers hypothesized that motivation, language skills, and cultural background

Abstract

significantly influence EFL students' vocabulary acquisition practices, emphasizing the importance of engaging with people and using language effectively.

Key words: language learning strategies, vocabulary learning strategies, vocabulary use, EFL students.

COG: Cognitive.

DET: Determination.

EFL: English as a Foreign Language.

L2: Second Language.

LLSs: language Learning Strategies.

MEM: Memorization.

MET: Metacognitive.

SOC: Social.

VLSQ: Vocabulary Learning Strategies Questionnaire.

VLSs: Vocabulary Learning Strategies.

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General Introduction

General Introduction

English is a worldwide language with multipolarization and economic globalization; it plays an increasingly essential role in the world and necessitates both qualified teachers and students with high English proficiency. Many variables contribute to Algerian EFL students four English language learning capacity. One of the most difficult aspects of failed English instruction in Algeria is that learners lack specific vocabulary knowledge, which can influence their reading. With their writing, listening, and speaking abilities, they have difficulty reading a text and understanding its message. When reading a text, students tend to identify their difficulties in terms of words they don't understand; hoping that if they learn more vocabulary, all their problems will be overcome.

Additionally, students have difficulties understanding the relationship between the different parts of the text; we think this is due to a lack of understanding of lexical mechanisms. Another issue is a lack of comprehension of vocabulary items and an inability to express themselves in English. To help them deal with this problem, we may employ several methods, such as guessing the meaning from the context, integrating the meaning through word analysis, and checking the meaning of the work in a dictionary.

Words are incredibly important. They are utilized in everyday conversations. Vocabulary is highly crucial in the field of language learning. To convey messages effectively, students need to acquire a rich vocabulary to better master language. One of the challenges students have during the language process is a lack of vocabulary knowledge, which affects both production and understanding, i.e., they are unable to express themselves correctly in English. It is suggested that this could be due to improperly chosen vocabulary learning strategies when they learn language.

General Introduction

Vocabulary learning strategies are a subset of language learning strategies that are considered a part of general learning strategies. Students require training in the most basic vocabulary learning strategies. The field of applied linguistics has gained attention for the study of VLS, contributing to a deeper understanding of learners' strategic behavior. Through assessing student's strengths and limitations, instructors have created effective teaching materials and tasks to meet the needs of individual students.

The purpose of the present work was to learn more about vocabulary learning strategies that EFL students use when studying English as a foreign language in order to improve their lexical proficiency. We want to know the most frequently employed vocabulary learning strategies by EFL learners in their third year at Belhadj Bouchaib University of Ain Temouchent. These characteristics were extensively investigated using data obtained via questionnaire and interview.

This study aims to answer the following questions:

1- What are the most effective vocabulary learning strategies for EFL learners?

2- Which factors influence the use of vocabulary learning strategies among EFL learners?

In order to answer the above questions, the following hypothesis are established:

1- Higher levels of vocabulary acquisition are shown among EFL students who actively use learning tactics like memory tools and flashcards.

2- The use of vocabulary learning strategies among EFL learners is influenced by multiple factors, including motivation, language proficiency, and cultural background.

This study addresses the use of vocabulary among EFL students. It consists of an introduction and three major chapters. The dissertation begins with introducing the topic, and then chapter one discusses the notions of vocabulary and language learning strategies. It's a definition of vocabulary, lexical competence, Language Learning Strategies, Vocabulary

General Introduction

Learning Strategies and their importance; they also include different classifications of different scholars. The second chapter consists of the methodology of the research and the research design, and its tools concern the last chapter, which is the practical part, which discusses the findings, or the data analysis obtained from the questionnaire and interview, which attempt to answer all the research questions. This work ends with a general conclusion was drawn from this research, along with some recommendations that we hope can be helpful for both teachers and students.

Chapter One: Literature Review

1.1 Introduction:

The objective of this chapter is to outline and investigate Language Learning Strategies (LLSs) in general, as well as Vocabulary Learning Strategies (VLSs) and their importance, including definitions, classifications of VLSs, and other concepts such as lexical competence.

1.2 Definition of Vocabulary:

Vocabulary is the basic of the language and building elements of communication, it shapes our thoughts, convey our ideas and links us to the worlds. Vocabulary can be defined as words, phrases, expressions and paragraphs that allows learners to communicate effectively being critical thinkers and enable learners to understand different perspectives, Vocabulary is defined differently by scholars as:

Vocabulary is one of the micro-skills that are essential for language development since words are the building blocks of language; without them, there is no language (Milton, 2009). According to the Online Dictionary" oxford dictionaries", the literature has a variety. of meanings of vocabulary. Vocabulary may be defined broadly as the words we teach in a foreign language. Wilkins (1972) states that vocabulary as a list of words with the data that has been saved into mind to clarify the meaning of such words.

Graves (2000 as cited in Taylor, 1990) describes vocabulary as the stack of words having a place in the branch of knowledge or recognized by individual, additionally he says that language's vocabulary which consists of both words and expressions that is lexicon. According to gardener (2009, as cited in Adger, 2002) vocabulary is not just the meaning of the words it also involves how language's vocabulary is organized, involving how words are used and how it connected with particular words, phrases and categories of words. The application of vocabulary learning techniques can vastly improve language acquisition,

allowing students and teachers to progress more successfully and work towards mastery.

Academic vocabulary is the language that is utilized by the teacher and the students for the

purpose of acquiring new insights and skills which includes learning new information,

describing abstracts ideas and developing students' conceptual comprehension. Vocabulary is

characterized by a wide and diverse range of words that allows for effective communication

and comprehension and enables learners to select words and phrases which refer to the body

of person language. Vocabulary can be evaluated through several ways such as vocabulary

assessment or observation of word usage in context, it determines person's level of language

ability and highlighting areas in requiring development.

1.3 What is Lexical Competence?

The term "lexical competence "was first utilized by Meara (1980) in relation to

language learning Lexical competence is the ability of an individual to effectively

comprehend, recognize, and use vocabulary (lexical components) in a language, according to

Meara and Fitzpatrick (2000) include not only learning words by heart but also having the

capacity to easily recall words and figure out their meanings from the context.

 Lexical competence includes understanding the meaning, forms, and suitable applications of

words in various situations. Lexical competence is crucial. For effective communication and

language proficiency. It is a vital aspect of language. Competency including grammatical

competence. Schmitt (2000) argued that it is not only about vocabulary quantity, but also

about mastering all elements of knowing each word (depth knowledge), especially to apply

them productively. Furthermore, this researcher argued that some parts of learning are

acquired before others, i.e., they learn in an increasing approach. Indeed, the initial stages of

learning are primarily concerned with connecting form and meaning before moving on to

other areas of study. According to Nation (2001), learners should be able to understand a word

when they hear it and then create it orally with proper pronunciation, accent, and intonation.

They must also be able to recognize written terms and spell them correctly. Finally, learners should be aware of the construction of expending their lexicon. He contended that when students concentrate on these elements, they will automatically learn any new word in any context.

1.4 Language Learning Strategies LLSs:

The term language learning strategies (LLS) represents an extensive selection of procedures, plans and activities that students frequently engaged in to speed up their acquisition of a foreign language. the definition provided by Cohen (1998) "The learners general approaches to language learning whichever the specific nature and the sequence of the task is and however the approaches are reached at".

Language Learning Strategies are techniques or approaches that help students learn a new language more successfully. These tactics can differ depending on personal preferences, learning methods, and the language being learned. Brown (2000) defines LLSs as the precise attacks we make on a particular problem. They are moment-to-moment approaches that we use to handle challenges caused by second language input and output (p.122). Chamot (1998) defines learning strategies as the thoughts and actions that students might take to help them comprehend, recall, produce, and manage their language learning (p.2). Chamot (2005) defines learning strategies as processes that support a learning task (p.112). According to Weaver and Cohen (1997; as cited in Chamot, 1999), language strategies are specific behaviors, steps, and actions taken to enhance one's own learning, through the storage, retention, and use of new information about the target language. They are conscious thoughts and actions used by learners with an explicit aim of improving their awareness and comprehension of a target language.

The specific technique that students employ in their studies are known as language learning strategies, these strategies can be separated into three main categories: The meta cognitive technique is considered as the most essential since it is central to language learning and it has been linked to the largest amount of previous researcher that is to say students are able to prepare, assess and manage their learning progress by utilizing the metacognitive category of strategies. The social effective category study areas of collaborative learning and learning methods this kind of strategy is used in interactive social setting for example students use language learning techniques in pairs or groups to discuss how to address a particular issue by developing and negotiating meaning. The third category which is the cognitive strategy which are methods of learning that make use of the brain capabilities which are more physical than intellectual when it comes to language learning. In contrast to meta cognitive and social strategies.

Language Learning Strategies are the methods that students apply in their studies it is crucial to accomplish both short- and long-term goals which are essential in LLS.

1.5 Vocabulary Learning Strategies VLSs:

Vocabulary Learning Strategies play a crucial role in language learning curricula and vocabulary instruction. These strategies encompass the unique methods employed by individuals, either consciously or unconsciously, to acquire and recall words, commonly referred to as vocabulary acquisition strategies.

To enhance and enrich one's vocabulary, various methods or procedures known as Vocabulary Learning Strategies (VLS) are utilized. These strategies can involve activities such as reading aloud, utilizing flashcards, and engaging in vocabulary drills. By employing these strategies, EFL (English as a Foreign Language) learners can improve their word

learning and memory. According to Cameron (2001), VLS can be defined as the methods students use to aid their comprehension and memorization of vocabulary. To identify the meaning of an unknown words, learners must consciously focus on it, pause during reading, and systematically apply the knowledge they have acquired, as stated by Nation (2002:271).

The concept of teaching and learning vocabulary is reflected in the four-component model, which encompasses words, approach, learners, and assignments. This model is designed to enhance vocabulary learning.

The first component, "words," emphasizes the importance of introducing new vocabulary items systematically and providing learners with a well-structured lexical repertoire. This includes selecting relevant words, organizing them into meaningful categories, and providing contextual examples to facilitate comprehension and retention.

The second component, "approach," emphasizes the strategies and techniques employed by teachers to present and teach vocabulary. This can involve various approaches such as explicit instruction, using visual aids, incorporating technology-based tools, and promoting active engagement through interactive activities.

The third component, "learners," recognizes the individual differences and preferences among learners when it comes to vocabulary learning. Learners have different strengths, weaknesses, and learning styles that should considered. It is important to create a supportive and inclusive learning environment that caters to the diverse needs of learners.

The fourth component, "assignments," focuses on the tasks and activities assigned to learners to reinforce vocabulary learning. These assignments should be meaningful, engaging, and aligned with the learners' proficiency levels and learning objectives. They can include exercises like vocabulary quizzes, games, creative writing tasks, and real-life language use opportunities.

By incorporating these four components into vocabulary instruction, educators can create a comprehensive and effective learning experience for students. Vocabulary Learning Strategies become an integral part of the curriculum, providing learners with the tools and techniques necessary to expand their lexical knowledge, improve their language skills, and enhance their overall communication abilities.

In conclusion, vocabulary learning strategies are essential for language learners. They encompass a range of methods and techniques that facilitate vocabulary acquisition and retention. By incorporating these strategies into the language learning curriculum, educators can empower learners to actively engage with words, comprehend their meanings, and apply them effectively in various contexts.

1.6 Importance of Vocabulary Learning Strategies:

Vocabulary holds a significant place in language teaching, and for language learners, acquiring a rich vocabulary is essential. Language instruction places a major emphasis on vocabulary building, recognizing its crucial role in achieving language proficiency. Successful language learners are often those who actively engage in their education and take ownership of their learning process.

The growth of vocabulary is a pivotal aspect of language acquisition, and its significance cannot be ignored when learning a new language. Recognizing this, educators and researchers have advocated for empowering students to take greater responsibility for their education, offering them more control over their own learning. By promoting learner autonomy, independence, and self-management, students are encouraged to become active participants in their language learning journey.

According to Nation (2001), vocabulary acquisition actions and learning strategies are beneficial for students at various language levels. These strategies not only assist learners in

acquiring a significant amount of vocabulary but also have the advantage of being easily transferrable across different contexts and learning situations. By equipping students with a range of effective learning strategies, educators enable them to select and apply the techniques that are most suitable for their individual needs, preferences, and learning styles.

Learner autonomy, particularly in vocabulary learning, has been emphasized by linguists for a long time. It emphasizes the importance of students taking a more personal and proactive role in their education, giving priority to their individual needs. By encouraging learner autonomy, educators foster a sense of ownership and motivation in students, allowing them to tailor their learning experiences to suit their specific requirements.

A recommended teaching strategy is to provide students with a variety of learning strategies, allowing them to choose the ones that are most relevant and effective for expanding their vocabulary knowledge. This approach recognizes that different learners have different preferences and strengths when it comes to vocabulary acquisition. By offering a toolbox of strategies, educators empower students to become active decision-makers in their learning process, enabling them to engage in self-directed learning and take charge of their linguistic development.

In conclusion, vocabulary building is a crucial aspect of language teaching, and learner autonomy plays a significant role in this process. By promoting learner autonomy, educators empower students to take control of their own learning, prioritize their individual needs, and select the learning strategies that work best for them. This approach facilitates a more personalized and effective language learning experience, enabling students to expand their vocabulary knowledge and ultimately enhance their overall language proficiency.

1.7 Classification of VLSs:

According to Cameron (2001), vocabulary learning strategies are defined as the actions learners takes to help themselves. This part will discuss the two important classification which are Schmitt (1997) classification and Nation (2001) classification.

1.7.1 Schmitt's (1997) Classification:

Figure 1.1: Schmitt's (1997) Classification

Schmitt presented a list of fifty-eight vocabulary learning strategies (VLSs) which are categorized into two main group: consolidation and discovery technique, the first one refers to the methods used to figure out a word meaning when you first come across it, the second kind indicates the tactics that helps students memorize the recently learnt terms. They are separated into five kinds further, discovery includes social (SOC) and determination (DET) consolidation include cognitive strategy (COG), meta cognitive strategies (MET), memory strategies (MEM) and social strategy (SOC), it is important to remember that social strategies includes and support consolidation and discovery the two strategies that were previously mentioned. The classification of strategies by Schmitt were divided into two categories, which are discovery strategies and consolidation strategies. The following figure shows them:
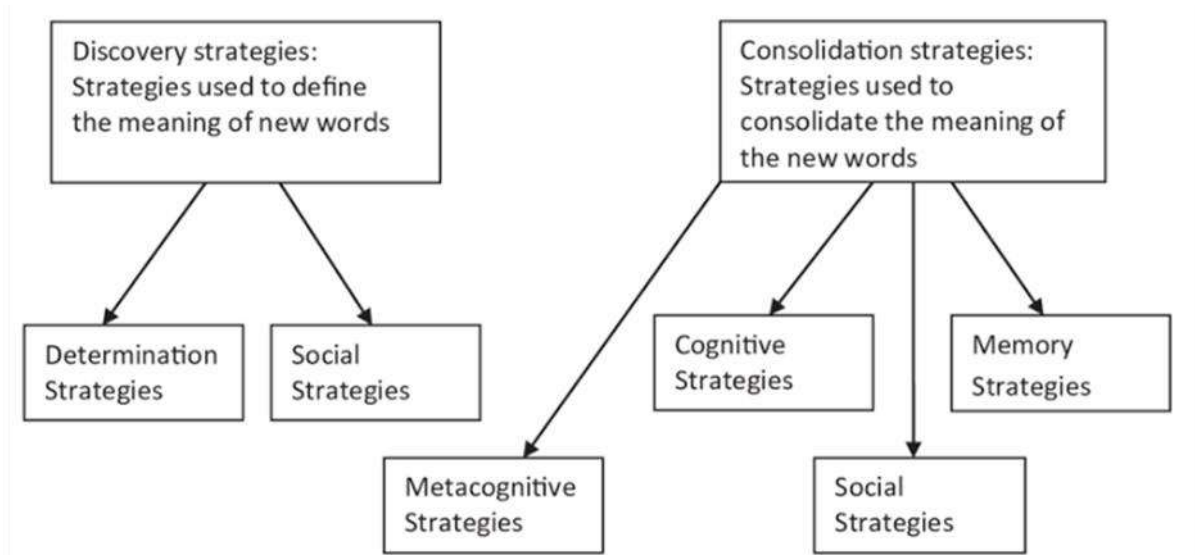
1.7.1.1 Discovery Strategies:

a- **DET Strategies:** these are ones that enable students to figure out a word's meaning on their own without the help of the others; one way to accomplish this is by making assumptions based on context (Schmitt, 2000).

b- **SOC Strategies**: interaction with others may contribute to improved language acquisition for example, if a student is having trouble comprehending a word, he or she can ask the teacher or other students for clarification or a translation (Schmitt, 2000).

1.7.1.2 Consolidation Strategies:

a- **SOC Strategies:** they help learners enhance their vocabulary by having chats with native speakers or studying in a group (Schmitt 2000).

b- **MEM Strategies**: Schmitt noted that MEM strategies involve connecting previously learned to aid in retain, focusing on the orthographic or phonological forms is one method to help with word remembering.

c- **COG Strategies:** Schmitt (2000, 1997) noted that while COG strategies resemble MEM strategies, they do not have a strong focus on deceptive mental processing. COG techniques include repetition for instance writing words several times, mechanical means such as pronouncing the new learnt word aloud repeatedly.

d- **MET Strategies:** these are the actions necessary to decide, to keep an eye on and to assess their own progress. Schmitt noted that MET strategies help students through offering them the ability to control and assess their own learning through reading books or viewing films one can promote the acquisition of the language.

1.7.2 Nation's (2001) Classification:

Table 1.1: Nation 's (2001) Classification

Nation developed the classification of vocabulary learning strategies VLSs based on three elements. The following table illustrates them:

General class of strategies	Types of strategies
Planning: choosing what to focus on and when to focus on it	Choosing words to focus on. Choosing aspects of word knowledge to focus on. Choosing appropriate strategies to use and when to switch to another strategy. Planning repetition (increasingly spaced repetition).
Sources: finding information about the words	Analyzing word parts. Using the context. Consulting a reference source in L1 and L2 (e.g. dictionaries, glosses, concordancers). Comparing similarities and differences in L1 and L2 words (e.g. cognate words).

Processes: establishing knowledge	Noticing (seeing a word as an item to be learnt, e.g. keeping a notebook, using word cards, written and verbal repetition).
	Retrieving (recall of previously learnt/met items, e.g. meeting a word in a new context, covering parts of a word recorded in a notebook).
	Generating (generation of word knowledge, e.g. using a word in new contexts across the 4 skills, speaking, reading, writing, or listening).

Nation (2001:218) developed the classification for L2 VLSs based on three elements of vocabulary used in L2:

(1)   Aspect of vocabulary knowledge, (2) sources of vocabulary knowledge, (3) learning processes. Nation's classification includes three different types of strategies; these are the tactics for organizing vocabulary: learning, collecting information about words (sources), and acquiring knowledge (processes).

1.7.2.1 Planning:

The first element includes "deciding on where to focus attention, how often to give attention, and how often to give attention to the item" (p.218).

This element deals with choosing words to focus on, choosing aspects of word knowledge to focus on, choosing appropriate strategies to use and when to switch to another strategy, and planning repetition.

 Selecting words entails determining the goal of language clearing and choosing the most efficient type of vocabulary that will help reach this goal the most efficiently. This strategy reveals effective language learners who gain dictionaries, academic vocabulary, list of common terms, etc. (GU and Johnson, 1996, cited in Nation, 2001).

When it comes to the strategy of choosing aspects of word knowledge to focus on, Nation states that L2 learners pay attention on word meaning, but they also need to take other word knowledge elements into account for both productive and receptive language use.

Choosing appropriate strategy to use is "selecting a strategy entail determining which of plenty of known possibilities is the best strategy of action, how to follow it, and when to change it" (p.219).

Lastly, the strategy of planning repetition consists of the use of revising word lists, word cards, old data, etc.

1.7.2.2 Sources:

The second element of strategies in Nation's classification is finding information about the word. Nation suggests four sources which are: (1) analyzing word parts, (2) using context, (3) consulting a reference source (dictionaries, glosses... etc.) and (4) drawing comparisons to other languages (example: cognate words).

- Analyzing Word Parts:

Analyzing word parts is an effective strategy for deciphering the meaning and structure of a word. By breaking down a word into its constituent morphemes, prefixes, suffixes, or roots, we can uncover valuable clues about its meaning and how it relates to other words in the language. For example, by recognizing the prefix "un-" in the word "unhappy," we can infer that the word conveys a negation of happiness. Analyzing word parts helps us identify familiar elements within unfamiliar words, facilitating comprehension and vocabulary expansion.

- Using Context:

Understanding a word in its context is crucial for grasping its intended meaning. Contextual cues, such as surrounding words, sentences, or paragraphs, provide valuable hints about the word's definition, usage, and connotation. For instance, if we encounter the word "crash" in a sentence that mentions a car and the sound of impact, we can infer that "crash" refers to a collision or accident. By considering the broader context, including the subject matter, tone, and purpose of the text, we can make informed interpretations of unfamiliar words.

- Consulting Reference Sources:

Reference sources, such as dictionaries, glossaries, and other language references, are indispensable tools for obtaining information about words. Dictionaries provide comprehensive definitions, word origins, example sentences, and sometimes even pronunciation guides. Glossaries and specialized references cater to specific fields, such as technical or academic domains, providing in-depth explanations of relevant vocabulary. Consulting these sources empowers language learners to clarify meanings, gain insights into usage, and expand their lexical knowledge.

- Drawing Comparisons to Other Languages:

Drawing comparisons to other languages, particularly through cognate words, can offer valuable insights into the meaning and usage of a word. Cognate words are words that share a common origin across different languages. By identifying cognates, we can recognize similarities and patterns that help us understand unfamiliar words. For example, the English word "mother" and the Spanish word "Madre" are cognates, both derived from the same ancestral language. Recognizing this connection allows us to make cross-linguistic associations, enriching our understanding of words and fostering language acquisition.

1.7.2.3 Processes:

The third element of strategies in Nation's classification is establishing vocabulary knowledge, revolves around remembering L2 words and making them useful. They consist of: (1) noticing, (2) retrieving, (3) generating.

- Noticing: to notice is to acknowledge the word as something that needs to be learned. This strategy includes using vocabulary notebook for unfamiliar words, word cards, word lists… etc.

- Retrieving: it is to recall of previously learnt items. (meeting a word in a new context, covering parts of a word recorded in a notebook). Nation states that retrieving may take place in any of the four language skills (receptive/productive, overt-covert, oral/visual, in context/decontextualized).

- Generating: about this element Nation (2001) in his word:

> **Attaching new aspects of knowledge to what is known through instantiation (visualizing examples of the wors), word analysis, semantic mapping, and using scales and grids. It also includes rule-based generation by creating contexts, collocations and sentences containing the word, mnemonic strategies like the key word technique, and meeting and using the word in new contexts across the four skills of listening, speaking, reading and writing. (p.222).**

1.8 Previous Study

Many researchers have conducted studies in the field of the use of Vocabulary Learning Strategies among EFL students; they have contributed to investigate this field of study.

Firstly, KAIDI, F., & KETTEB, D. (2017) conducted a research study in which they used both qualitative and quantitative methods, which were applied to first-year LMD students. Based on the study findings, it can be said that first-year students used both consolidation and discovery strategies to increase their vocabulary in English.

Secondly, Srimanee, J., & Laohawiriyanon, C. (2010) used individual interviews in his research to find out the most common methods for deciphering the meanings of the thirty target words. The two most common tactics used by the top performers, according to data translated from the oral interviews, were assuming word meaning from context and asking their peers to translate words into their native tongue (30% and 60%, respectively). The two strategies were adopted because they were thought to be practical and concrete techniques to use in the reading comprehension process. On the other hand, just 10% of people used other vocabulary tactics, such as acquiring words from product labels and TV shows.

Thirdly, Sadek, R., & MEBTOUCHE NEDJAI, F.Z. (2005) in his research study, employed an interview and classroom observation to investigate the use and usefulness of vocabulary learning strategies by English majors. At the end of his research, the results show that social tactics are thought to be highly helpful, whereas determination strategies are the most often employed. The survey also shows that most students are noticeably less systematic in their approaches, with very few having a common, organized method for handling lexis.

1.9 Conclusion:

Vocabulary learning is a challenging task for language learners, requiring them to acquire a wide range of words and their meanings. To overcome this, various Vocabulary Learning Strategies (VLSs) can be adopted. Rehearsal is a fundamental strategy, involving

reviewing and practicing newly acquired words to reinforce their retention in long-term memory. Grouping words based on meanings, themes, or other criteria helps establish connections and associations, making it easier to remember and retrieve words. Uttering words loudly engages multiple senses, improving phonetic awareness and pronunciation skills. Guessing the meaning of words from context encourages active engagement with the language, allowing learners to develop valuable skills in understanding unfamiliar vocabulary. Seeking assistance from teachers or classmates fosters a collaborative learning environment. Expanding children's vocabulary at a young age provides easier access to learned terms, enhances reading comprehension skills, and supports overall language development and academic success.

Chapter Two: Methodology

2.1 Introduction

This chapter is concerned with the research methodology to address the study, which is a survey on the attitude of master two students of English didactics and applied languages at Belhadj Bouchaib University towards the use of vocabulary learning strategies among EFL students, as stated in the general introduction at the focal point of this section. First, it outlines the methodologies we used in the present study and the environment of the study as well as the participants involved. Additionally, it outlines questionnaire-based data collection techniques; next, it describes the research, qualitative and quantitative, and the reasons behind it. Finally, this chapter focuses on the research design, the sample, and the tools used to conduct the research, as well as the data collection procedure and its analysis.

2.2 Research Design

In this study, data was gathered from two sources to confirm the validity of the hypotheses, as Parahoo (1997) describes a technique for collecting and analyzing data, including how, when, and where. After developing an appropriate study design, each researcher follows the techniques required to achieve the outcomes they want. In which one we were able to collect a significant amount of data for our research using a questionnaire addressed to students and an interview conducted with teachers, both methods were used to collect data that will be analyzed quantitatively and qualitatively later. This study is based on mixed research approaches since it offers a high degree of flexibility and credibility when presenting the results. According to Nau (1995), combining qualitative and quantitative research procedures can result in content that highlights the major contributions of both disciplines.

what is qualitative and quantitative research approaches?

Qualitative research approach often aims to address the "why" behind a phenomena, correlation, or behavior. In contrast, quantitative research data are subjected to numerical analysis in order to provide a statistical representation of a relationship or a trend.

2.3 Target Population

Trochim (2008) defines the sample as a subset of the target population that the researcher can access, known as the study population. This study was carried out with a sample of third-year English students at Belhadj Bouchaib University of Ain Temouchent in the academic year 2023-2024 who were selected using convenient selection. All the participants are native Arabic speakers who have been studying English as a foreign language for at least 10 years.

The reasons behind choosing L3 students in the English department are that those students are at the level where they are trying to develop fluency competence and perform the language in a real-life context.

Teachers were picked for the interview because of their long careers and the experience they have gained from years of teaching, which allows them to provide more feedback on their students' academic achievement in general. The bulk of them hold master's and doctoral degrees, with the other half having substantial experience teaching English at the university level.

2.4 Research Tools

The necessary data for this study was gathering data within the validity and reliability dimensions due to the instruments used, which are the questionnaire and the interview, to conceptualize our research.

2.4.1 Questionnaire

Questionnaires are the most effective sources of data in any research study. Brown (2001) defines a questionnaire as any written statement that presents participants with a series of questions or propositions to which they must react by either writing their responses or selecting from a list of existing answers.

The important data for this study was gathered using the Vocabulary Learning Strategies Questionnaire (VLSQ), which is an adaptation of Schmitt (1997) as it suits the purpose of the study. The VLSQ was employed to reveal the types of vocabulary learning strategies that the participants use as well as the frequency with which they use them. The questionnaire doesn't require biometric data; it includes direct questions devoted to agreeing and disagreeing with statements as well as supporting multi-choice. The student's questionnaire focuses on the usage of vocabulary learning strategies. Questions are structured to capture the wider picture of the problem by touching on every aspect of the question regarding vocabulary acquisition in an EFL context. Later, the responses will be analyzed using a Google Form to guarantee the validity of the questionnaire.

The table below will show the goals of each set of questions:

Table 2.1: Student's Questionnaire Objectives

Questions	Objectives
Q1	It tries to understand how often the students use any means of vocabulary acquisition, and was it helpful?

Q2	It tries to answer weather the students can accommodate new words in their daily language usage.
Q3	It asks for sources where students get most of their vocabularies.
Q4	It inquires about to what extent classroom activities help students develop the vocabularies they learn.
Q5	It concerned with how much technology tools help students to learn new words.
Q6	It asks whether the use of educational games and puzzles help to reinforce new vocabulary.
Q7	It is about retention and remembering of the new vocabulary.
Q8	It consists of the independent learning vocabulary, not in context because they learn individually.
Q9	It asks the students weather learning vocabulary strategies is effective or not.

2.4.2 Interview

We have implemented qualitative content analysis (QCA) to characterize, evaluate, and interpret the qualitative data gathered from the open-ended questions of the teachers' questionnaire. It was described as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes and patterns". By Hsieh and Shannon (2005: 1178)

In other words, an interview is a technique for textual meaning; actually, the traditional method forms the basis of the analysis of the open-ended questions, which allows the researcher to obtain data directly from the study sample.

The interview consists of five questions, and each question has a purpose; the table below shows the objective of each one.

Table 2.2: Teacher's Interview Objectives

Questions	Objectives
Q1	It includes which resources are most used when we learn English.
Q2	It asks for the tools that EFL learners used to learn vocabulary.
Q3	It inquires to what extent studying a new term motivates you.
Q4	The effectiveness of the strategies depends on the student's skills level.
Q5	It carries out the effective way that students pick up new vocabulary.

2.5 Data Collection Procedures

The results are the next step, which comes after selecting and using the appropriate research tools. Through two distinct methods—qualitative and quantitative—the researcher can obtain answers to questions through the data analysis approach.

Before starting data collection, the questionnaire was created based on a review of the literature and the requirements of the study. After the researcher designed it, the supervisor received it and made the necessary corrections. Following the rectification, a pilot study was conducted to evaluate the effectiveness and utility of the research instruments and determine whether the participants shared the investigators' devotion to the topic under investigation. Two randomly selected students participated in the pilot study to ensure that the questionnaire was clear. Following their response, it was revised once again and distributed to the sample population. It took a period of three weeks to finish. It was sent to 74 third-year English students, but only 46 students responded.

We created the interview as well, sending it to the supervisor for correction. Following clearance, we selected five instructors from a pool of 10. Two teachers were interviewed face-to-face during the period of two days. And three of them were emailed. It took two days for them to respond.

2.6 Data Analysis

The researcher's job is to analyze the data in order to accomplish the research aim and respond to the research question after choosing and using the research instrument. The survey was conducted online and created with Google Forms; the web-based tool automatically generates the results and stores the data. However, because the interview was done orally and the responses were transcribed as quotations, the analysis of the interview as quantitative data involved numerous procedures.

2.7 Conclusion

The steps that were conducted in this chapter are described to gather information. An outline of the study's methodology, sample population, data gathering tool, research instrument process, as well as data analysis. In addition to the data method analysis that will be applied to the data analysis and integration of the work's findings and outcomes, which will be seen in the following chapter.

Chapter Three: Results and Discussion

3.1 Introduction

This chapter intends to investigate students' and instructors' vocabulary acquisition methods at Ain Temouchent University, including the most and least utilized VLSs, as well as the tactics employed by third-year EFL students. This section of data analysis is regarded as the most important in this study, as data will be analyzed quantitatively and qualitatively, beginning with the students' questionnaire and moving through teacher interviews, to defend the hypotheses established, which are related to students' usage of VLSs. Furthermore, this chapter's discussion and interpretation of the main findings provide recommendations and suggestions to both instructors and students. The data analysis's findings are as follows:

3.2 Results of the Research Tools

3.2.1 Student's Questionnaire

This study used a questionnaire to gather information on EFL students' perceptions of vocabulary learning techniques for expanding their lexicon. The questionnaire was distributed to a group of 74 LMD students from the department of foreign languages at Belhadj Bouchaib University in Ain Temouchent. The student questionnaire took two weeks to get responses.

3.2.1.1 Analyses of Student's Questionnaire

The questionnaire employed in this research was distributed to 74 students in their third year at the department of English. The results of the questionnaire are as follow:

Figure 3.1: Most Popular Resources Used by EFL Students to Learn English Language

Please rate the following statements based on your agreement: 1- I regularly use flashcards or vacobulary lists to learn new words.
46 réponses

- highly agree
- agree
- highly disagree
- disagree

17,4%

71,7%
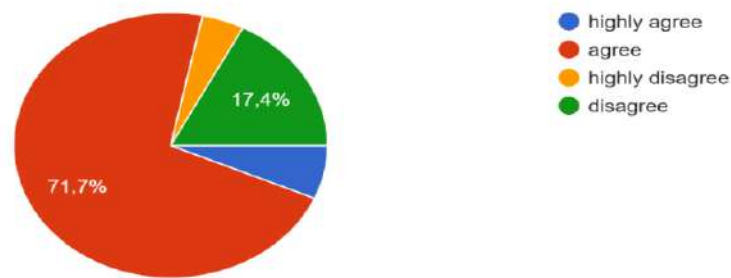
Figure 3.1 showed that nearly 71.7% of the participants agreed with the use of flashcards or vocabulary lists to learn new words, and a few of them strongly agreed with 6.5% with the statement. However, 17.4% of the participants disagreed with the use of flashcards or vocabulary lists to learn new vocabulary, while a few (4.3%) strongly disagreed with this statement.

The question was asked to understand how often the students use any means of vocabulary acquisition, and if it is helpful or not.

The second statement was set to answer whether the students can accommodate new words in their daily language usage. Results are shown in the following figure:

Figure 3.2: Student's Accommodation with New Words in Daily Language Usage

2- I make an effort to use new vocabulary words in my speaking and writing.

46 réponses
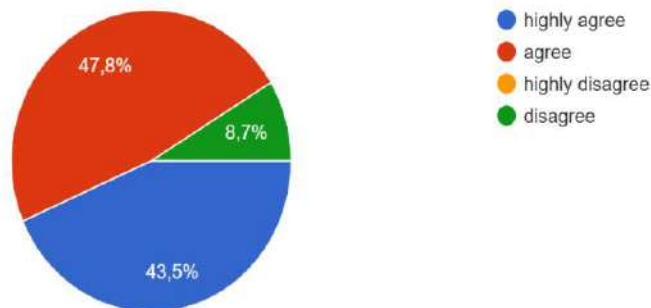
According to figure 3.2, the answers show that 47.8% of the participants agreed with making efforts to use new vocabulary words in their speaking and writing, while 43.5% of them strongly agreed with the statement. However, the remaining participants disagreed with 8.7% of the statement.

The third statement, the participants asked to know if they read books, articles, or other texts to expand their vocabulary. Results are shown in the following figure:

Figure 3.3 Expanding Vocabulary Through Reading Books, Articles or other English Texts

3- I read English books, articles, or other texts to expand my vocabulary.
46 réponses
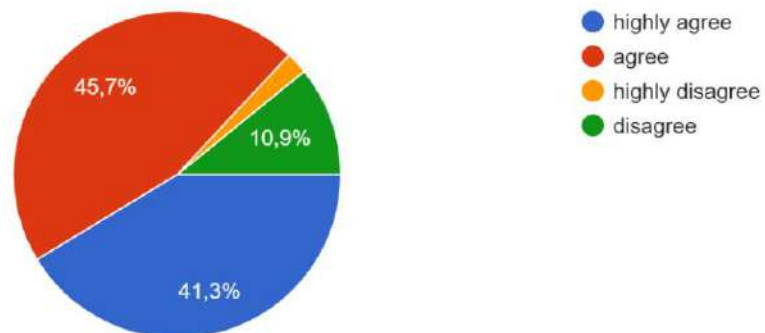
According to Figure 3.3, 45.7% of the participants agreed that reading English books, articles, and other texts increased their vocabulary, whereas 41.3% highly agreed with the statement, and nearly 10.9% negatively reacted or disagreed with the statement, whereas only 2.2% highly disagreed with it.

The next statement was posed to the participants to know if the classroom activities develop their vocabulary. Results are shown in the following figure:

Figure 3.4: Practicing Using Classroom Activities

4- I practice using new words in context through exercises or activities.

46 réponses
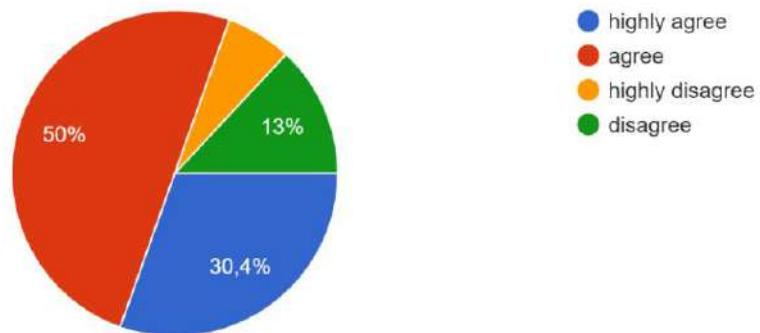
According to Figure 3.4, the responses of the participants to the statement revealed that half of the students (50%) agreed with the use of new words through activities, while 30.4% strongly agreed with the statement. However, some of them disagreed, with 13% disagreeing and 6.5% highly disagreeing with the statement. That indicates that the majority of the participants chose classroom activities such as tasks and exercises, and they were practical in acquiring new vocabulary.

The following statement was set to know how much technology tools help students to learn new words. Results are shown in the following figure:

Figure 3.5: The Use of Online Resources to Learn New Vocabulary

5- I use online resources such as vocabulary websites or apps, to learn new words.
46 réponses
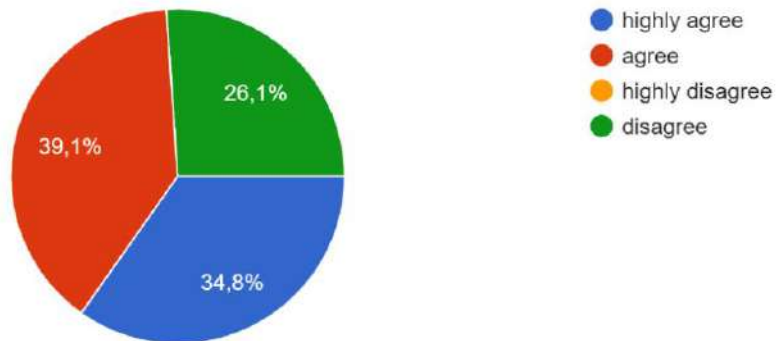
Figure 3.5 shows that the majority of participants agreed with the use of vocabulary websites and apps to learn new words (39.1%), while 34.8% strongly agreed with the statement. The rest of them, 26.1%, disagreed with the use of online tools to learn new words.

The next question was asked whether the use of educational games and puzzles help to reinforce new vocabulary. Results are shown in the following figure:

Figure 3.6: Practice and Reinforce New Vocabulary Through Games and Puzzles

6- Use word games or puzzles to practice and reinforce new vocabulary.
46 réponses
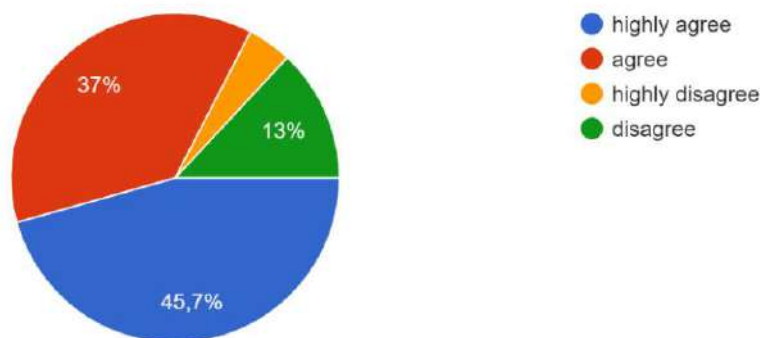
According to figure 3.6 above, 45.7% of participants strongly agreed with the use of word games and puzzles to practice and reinforce new vocabulary, whereas 37% agreed with the statement. On the other hand, 13% of the participants disagreed with the use of word games and puzzles to practice and reinforce the new vocabulary, while only 4.3% strongly disagreed with the statement.

The following question aimed at recognizing the retention and remembering of the new vocabulary. Results are shown in the following figure:

Figure3.7: Effective Tactics to Remember New Words
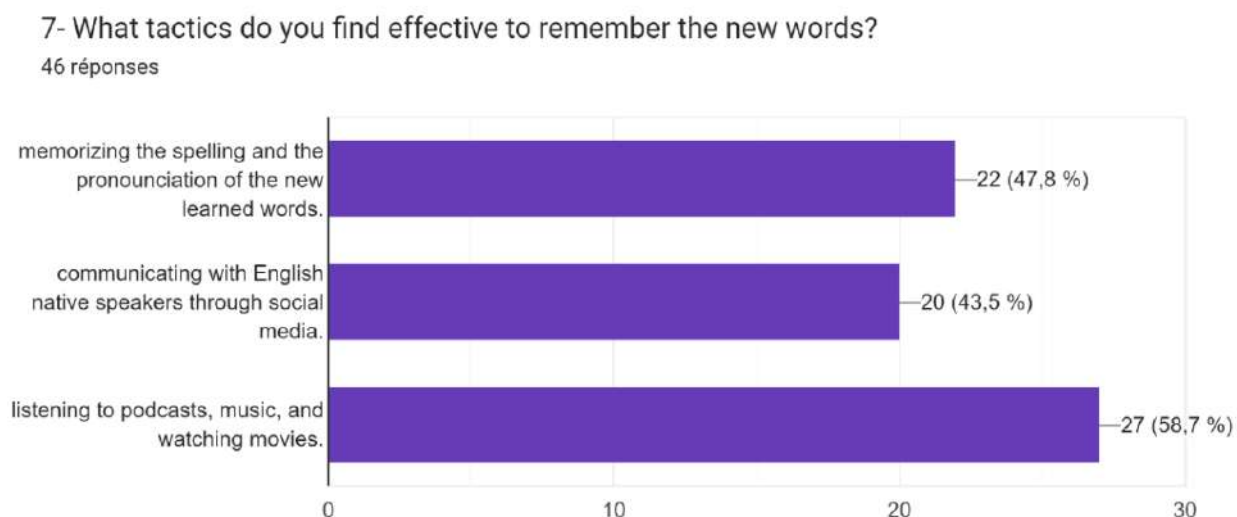
Figure 3.7 revealed that the majority of the participants (58.7%) found that listening to podcasts, listening to music, and watching movies were effective tactics to remember the new words, while 47.8% of them found that memorizing the spelling and pronunciation of the new words was the best tactic to remember the new words. However, the rest of them, 43.5%, found the third option suitable, which is communicating with native English speakers through social media.

The following statement aimed to gather knowledge about how often students prioritize vocabulary learning. Results are shown in the following figure:

Figure 3.8: Frequency of Vocabulary Learning

8- How often do you dedicate time specifically to vocabulary learning?
46 réponses
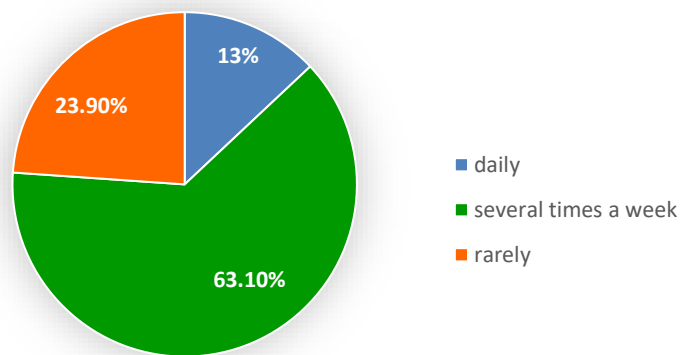
According to Figure 3.8, the responses of the participants to the statement showed that 63.1% of the participants expressed interest in learning new vocabulary several times a week, whereas 23.9% of the participants rarely dedicated time specifically to vocabulary learning. However, there are few of them, with 13% dedicating their daily time specifically to vocabulary learning.

The last question was asked to know if VLSs id effective for EFL learners or not. Results are shown in the following figure:

Figure 3.9: Enhancing English Proficiency Through Vocabulary Learning Strategies

9- Do you believe that using vocabulary learning strategies improved your English profeciency.
46 réponses
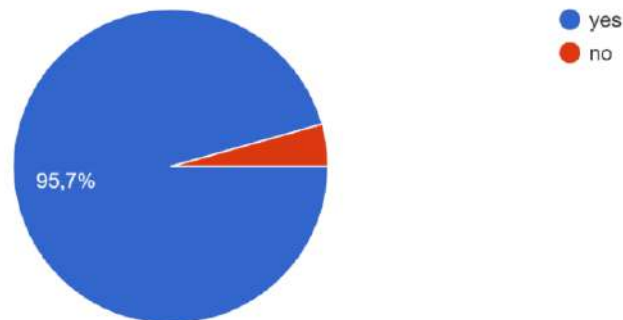
Figure 3.9 revealed that the majority of the participants, 95.7%, believed that using VLSs improved their English proficiency. However, a few of them (4.3%) did not believe the statement.

3.2.2 Teacher's Interview

To supplement the questionnaire data, a five-question interview was carried out with five experienced EFL teachers from Ain Temouchent University. The interview questions aim to provide teachers with their opinions on the usage of vocabulary learning tools as well as suggestions from teachers to help students improve their vocabulary repertoire.

3.2.2.1 Analyses of Teacher's Interview

Item One: How Do You Feel About Using Tools Like Memory Aids, Flashcards, Vocabulary Notebook, …etc, to Learn New English Words?

Table 3.1: Teacher's Responses Concerning the Use of Vocabulary Learning Tools

Teachers	Responses
Teacher 1	"As a teacher of English as a foreign language, I highly encourage the use of the tools like memory aids, flashcards, and vocabulary notebooks in the learning process. These resources can greatly support students in expanding their vocabulary and improving their language skills. They provide effective ways for students to practice and reinforce new words, leading to better retention and comprehension"
Teacher 2	I fully support the use of memory aids, flashcards, and vocabulary notebooks for learning new words. These tools help students engage with vocabulary in different ways, making learning more effective and enjoyable. They encourage active recall, repetition, and organization, leading to better retention and application of new vocabulary in speaking and writing.
Teacher 3	Everything is suitable for me in order to advance in something, especially in learning the three levels of language. And one of these major levels is vocabulary. Such instruments would facilitate the mission of any person who wants to learn about language.
Teacher 4	I think this is very useful if well used by the students. Teachers should teach how to use and reuse regularly these notebooks to remember the vocabulary.
Teacher 5	In my opinion, all these methods and tools are very effective in enriching

	vocabulary.

Based on these responses, the researcher can conclude that the majority of teachers support the idea of using memory aids and flashcards to learn new vocabulary by referring to their answers with the words "useful" and "helpful."

Item Two: Do You Teach EFL Students How to Use Memory Aids, Flashcards, Vocabulary Notebook or Other Tools? If Yes, Can You Share Some Simple Way to Help Them Understand These Techniques Better?

Table 3.2: Technique to Use Vocabulary Learning Strategies.

Teachers	Responses
Teacher 1	Yes, as an EFL teacher, I do teach students how to use memory aids, flashcards, vocabulary notebooks, and other tools effectively. Here are some simple ways to help them understand these techniques better: Demonstration, which shows students how to create and use these tools. Practice together, provide templates or guidelines for creating tools, incorporate games, and feedback and reflection by encouraging students to reflect on what techniques work best for them.
Teacher 2	I didn't specially teach vocabulary as its own module. In fact, there isn't module dedicated solely to teaching vocabulary.
Teacher 3	No, I didn't do it.
Teacher 4	Well, it is personally point of view, I think that no one can serve the student to learn vocabulary except himself. According to me, is for the student to develop his capabilities in vocabulary, it means that

Teacher 5	For oral expression, I am trying to use visual aids like videos, in order to learn vocabulary.

The purpose of this question is to provide techniques to help students remember. The researchers observed that three of them answered positively through their experience of teaching and providing simple ways to learn new vocabulary, and the rest of them answered negatively, saying "I didn't do it" or "it is not my specialty.".

Item Three: What Makes You Want to Learn New Words Using Different Strategies?

Table 3.3: The Desire for Acquiring New Vocabulary Using Different Strategies

Teachers	Responses
Teacher 1	Learning new words using different strategies keeps the process interesting and engaging. It helps me understand the words from various perspectives, making it easier to remember and use them effectively. Plus, diverse techniques like memory aids, flashcards and vocabulary notebooks allows me to tailor my learning to suit my preferences and learning style. Ultimately leading to better retention and mastery of the language.
Teacher 2	It is quite simply my specialty, and it is the very basis of this specialty (translation and translatology).
Teacher 3	The desire to expand my vocabulary using various strategies stems from the recognition that long proficiency opens the door to better communication, comprehension and expression. By continually, learning new words through diverse methods like reading and listening. I enhance my ability to articulate ideas and effectively understand complex texts and language in meaningful conversations.
Teacher 4	Well, without vocabulary we can't produce language. It is crucial for me to acquire the concept to produce language.
Teacher 5	We are working unit by unit; each unit has its own vocabulary, generally through exercising and practicing. So, we can introduce and learn new vocabulary.

The researchers ask their question to determine whether learning new words using different strategies motivates learners or teachers.

Many teachers shared the same answer to the question: that most of them are motivated to learn new words through exercise and practice (listening and reading).

Item Four: Do EFL Students at Different Language Levels Use Memory Aids, Vocabulary Lists, and Flashcards Differently? How Does Their Skill Level Affect How Well They Use of These Methods?

Table 3.4: The Impact of Language Proficiency on The Utilization of Vocabulary Tools Among EFL Students.

Teachers	Responses
Teacher 1	Yes, EFL students at different language levels may use memory aids, vocabulary lists, and flashcards differently and this skill level can affect how well they use these methods.
Teacher 2	Precisely, I suppose that the use of these methods is not systematic which directly affects the language handling.
Teacher 3	I do not know since those are personal strategies.
Teacher 4	The new generation have capability, because of availability to develop better.
Teacher 5	I don't know if they use it or not, for me I still use it.

The researchers ask this question to discover if EFL students at various levels use vocabulary tools. Most instructors claimed they may utilize it, but not all the time, and the rest of them reacted by saying, "I don't know, it is personal."

Item Five: How Does Your Background Influence How You Learn New Words?

Table 3.5: Examining the Impact of Background on Learning New Vocabulary

Teachers	Responses
Teacher 1	As a teacher, any background influences how I learn new words in several ways, like pedagogical techniques, professional development, classroom experience, and reflective practice. Overall, my background as a teacher influences how I approach new words by integrating them at all levels.
Teacher 2	My background plays a significant role in how I approach learning new words as an individual. Factors such as my previous exposure to different languages or cultures (standard Arabic and French), educational experiences, and personal interests all shape my learning process.
Teacher 3	My background helped me a lot. Learning new vocabulary in English after looking in dictionary and listening to the music.
Teacher 4	Positively of course. I learn something new, and I store it so, I behaved positively, I acquire a new challenge, I can use it in my speech and in my writing and why not in university when I meet colleges.
Teacher 5	Reading.

The researchers ask this question to understand the impact of background on learning new vocabulary. The responses highlight the impact of different backgrounds on language learning, emphasizing the importance of integrating instructional techniques, professional experience, practical strategies, language exposure, personal interests, resources like dictionaries and music, and the role of acquiring new words for communication and professional contacts. Reading is also mentioned as a means for acquiring new terms.

3.3 Analysis and Discussion

To design this research work, the researchers proposed a set of hypotheses. The researchers suggested that high levels of vocabulary are shown among EFL students who actively use learning tactics like memory tools and flash cards. Based on the data gathered from the student questionnaire and teacher interviews, the current study revealed that this vocabulary is common among EFL students who actively use learning tactics like memory tools and flash cards. Based on the data gathered from the student questionnaire and teacher interviews, the current study revealed that this hypothesis is correct because both teachers and students confirm that they support the use of memory aids and flash cards by agreeing to the questionnaire. According to Schmitt's (2000) claim, by connecting them to prior or existing knowledge memory methods, students acquire new words through mental processing. The study's findings indicated that people commonly use this method to acquire vocabulary. They agreed with using the consolidation strategy because it involved interaction with others, so students probably wanted to practice English vocabulary through media. Communication with native speakers and listening to podcasts encouraged students to learn new vocabulary because they noticed that most students tend to acquire more vocabulary through media. The researchers proposed the second hypothesis, which focuses on the factors that influence vocabulary learning strategies among EFL students. Among these factors, there is motivation, which is the essential part of pushing students to produce language. Language proficiency

plays an important role in helping students develop and use these methods to pick up new vocabularies, and cultural background is an important factor in how students learn new words in different ways in the classroom, educational development, and personal interests. This hypothesis was totally confirmed by examining teacher and student responses. We saw that there are several factors that influence learning new vocabulary, such as motivation that encourages students to learn more vocabulary, and that background plays a significant role in learning new words, such as personal interaction. The results of this study are consistent with the above-mentioned study; therefore, based on the data obtained from both qualitative and quantitative methods, this hypothesis is valid according to the study's results.

3.4 Comparison to Other Research Works:

The results of ATMA.S. & KHELFA.A. (2017), titled Investigating students 'strategies for learning vocabulary: the case of second year EFL students at Mila University Center, showed that in their discussion of the result, they sum up their research by According to the survey, women favor the DET pronunciation approach, while men are more interested in the MEM strategy. While females favored SOC, guys exhibited less preference for COG, MET, DET, and SOC tactics. All students agreed that vocabulary growth necessitates the use of Verbal Learning Strategies. So, it is different from our research result because since we use the consolidation strategy, we are dealing with SOC, MEM, COG, and MET strategies. For them, they use a discovery strategy.

The results of SADEK.R. & MEBTOUCHE NEDJAI.F. (2022), titled Vocabulary Learning Strategies: Use and Usefulness, found that determination tactics are the most popular vocabulary acquisition strategies, with the highest mean score of 4.14 % in the discovery group. In consolidation strategies, cognitive techniques have the highest mean score of 3.5%, whereas metacognitive methods are the least employed but considered the most

practical. So, we see that they focus more on the determination strategy but do not neglect consolidation, which is considered the practical one.

3.5 Recommendations

In terms of the importance of VLSs, some recommendations might be provided:

1.   Students must possess the knowledge of how to choose the most suitable VLSs that align with their individual learning style. Therefore, students should acknowledge the significance of all strategies and try to experiment with them in order to determine which strategies are most effective for their learning needs.

2.   It is crucial for them to recognize the significance of repetitively writing the word, as it aids in retaining its correct spelling.

3.   Certain tactics should be prioritized, such as maintaining a notepad to record new terms. This practice may greatly aid in remembering the words and facilitating their usage.

4.   Teachers need to educate their students on the value of VLSs and what they are for, as they should promote their usage and all that is effective in improving the vocabulary size, such as extensive reading, interacting with native speakers, and watching English series and movies.

5.   The teacher should help students assess and monitor their progress in vocabulary learning.

3.6 Limitation of the Study

In this work, we are facing several limitations that bridge our research, among them the responses of students. We gave the questionnaire to three groups in the third year, but it took many weeks for them to respond because they were not interested at all. And for the interview, we selected more than 5 teachers, some of whom didn't even answer, and one of them answered 3 questions because most of the teachers refused the idea of interviewing them

face-to-face; they said that they had no time to answer our questions. So, we decided to send the interview via email. There were a few of them who responded, and the rest did not.

3.7 Conclusion

This chapter specifically addresses the process of presenting the data obtained from the research instruments, namely a questionnaire and an interview. The data presentation includes detailed tables, charts, and narrative descriptions that encapsulate the responses and insights gained from the participants. Moreover, this section provides an in-depth analysis and explanation of the study hypothesis, examining the relationships between variables and testing the validity of the proposed assumptions. The analysis includes statistical tests and qualitative evaluations to ensure a comprehensive understanding of the findings.

Furthermore, the chapter provides valuable recommendations to enhance the application of vocabulary teaching methods for both instructors and students. These recommendations are based on the study's findings and are aimed at improving teaching strategies, incorporating effective vocabulary learning techniques, and addressing any identified gaps or challenges. Practical suggestions for classroom implementation, professional development for educators, and resources for students are also included to support the effective application of these vocabulary methods.

General Conclusion

General Conclusion

General Conclusion

Developing one's vocabulary is a crucial and essential component of learning any language. In fact, the best resource we can provide children with is a broad and varied vocabulary, which will help them both academically and in life in general. Nonetheless, the majority of students struggle with speaking and interacting in English, as well as comprehending the relationships between the various sections of a text. This study focuses on how EFL students study new vocabulary to expand their knowledge by using various vocabulary learning methodologies. To improve their lexical competency, EFL students study English as a foreign language. The goal of this paper is to investigate the various vocabulary-learning techniques they employ. The following study's fundamental hypothesis are: Higher levels of vocabulary acquisition are shown among EFL students who actively use learning tactics like memory tools and flashcards, and learners with higher motivation levels, greater language proficiency, and a positive attitude towards the target language are more likely to employ a diverse range of vocabulary learning strategies. For this study, the Department of Foreign Languages at Belhadj Bouchaib University of Ain Temouchent used a mixed-methods, quantitative, and qualitative approaches through questionnaire and interview, the first with students and the second with teachers. Five teachers and a sample of seventy students responded to the interview. The findings showed that vocabulary acquisition procedures are used to a medium degree by EFL students. The study found that vocabulary expansion is often achieved through media, particularly through communication with native speakers and listening to podcasts. The researchers hypothesized that motivation, language skills, and cultural background significantly influence EFL students' vocabulary acquisition practices, emphasizing the importance of engaging with people and using language effectively.

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Appendices

Appendix 1: Student's questionnaire
Appendix 2: Teacher's interview

Appendices

Appendix 1
Student's Questionnaire
The Use of Vocabulary Learning Strategies among EFL Students.

Please rate the following statements based on your agreement:

1- I regularly use flashcards or vocabulary lists to learn new words.
   - highly agree
   - agree
   - highly disagree
   - disagree

2- I make an effort to use new vocabulary words in my speaking and writing.
   - highly agree
   - agree
   - highly disagree
   - disagree

3- I read English books, articles, or other texts to expand my vocabulary.
   - highly agree
   - agree
   - highly disagree
   - disagree

4- I practice using new words in context through exercises or activities.
   - highly agree
   - agree
   - highly disagree
   - disagree

5- I use online resources such as vocabulary websites or apps, to learn new words.
   - highly agree
   - agree
   - highly disagree
   - disagree

6- Use word games or puzzles to practice and reinforce new vocabulary.
   - highly agree
   - agree
   - highly disagree
   - disagree

7- What tactics do you find effective to remember the new words?
   - memorizing the spelling and the pronunciations of the new learned words.
   - communicating with English native speakers through social media.
   - listening to podcasts, music, and watching movies.

8- How often do you dedicate time specifically to vocabulary learning?
   - Daily
   - Several times a week
   - Rarely

9- Do you believe that using vocabulary learning strategies improved your English proficiency.
   - Yes
   - No

Thank you for participating in this questionnaire

Appendices

Appendix 2
Teacher's Interview
The Use of Vocabulary Learning Strategies among EFL Students.

1. How do you feel about using tools like memory aids, flashcards, vocabulary
notebook…. etc., to learn new English words?
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2. Do you teach EFL students how to use memory aids, flashcards, vocabulary notebook
or other tools? If yes, can you share some simple ways to help them understand
these techniques better?
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3. What makes you want to learn new words using different strategies?
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4. Do EFL students at different language levels use memory aids, vocabulary lists,
flashcards differently? How does their skill level affect how well they use these
methods?
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5. How does your background influence how you learn new words?
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Summary

Vocabulary learning is actually one of the greatest tools we can provide to students in their education, but generally in their lives, with rich and diverse linguistic vocabulary as an integral part of language learning. However, most students face difficulties in understanding the different relationships between different parts of the text and speaking or communicating in English. In this study, we focus on vocabulary learning strategies used by English language learners while learning vocabulary to enrich their vocabulary knowledge. The purpose of this study is to explore the different strategies used by English as a foreign language student when studying vocabulary. The main hypothesis of this study is as follows: when students develop the strategies used to acquire vocabulary, vocabulary knowledge is increased and developed. In addition, we will try to answer the following questions: what are the most effective vocabulary learning strategies for EFL learners? And the second question: which factors influence the use of Vocabulary Learning Strategies among EFL learners? The method used in this study is a questionnaire, a quantitative data collection tool that consists of two types of questionnaires, initially presented to professors and other students in the Department of Foreign English at the University of Belhadj Bouchaib, and the selection was random: 46 students and five professors answered the questionnaire, and the results revealed that English language students use a moderate vocabulary learning strategy. Based on these results, some recommendations have been suggested to help students use different techniques in learning English vocabulary, and to assist them in reading, writing, speaking and listening. It provides students with a variety of strategies to help them learn more vocabulary and how to use it.

Résumé

En réalité, l'apprentissage du vocabulaire est l'un des plus puissants outils que nous puissions offrir aux étudiants dans leur éducation, mais aussi de manière générale dans leur vie. Un vocabulaire riche et varié est une partie essentielle et indissociable de l'apprentissage d'une langue. Cependant, la plupart des étudiants rencontrent des difficultés à comprendre les différentes relations entre les différentes parties du texte et à communiquer en anglais. Cette étude se concentre sur les stratégies d'apprentissage du vocabulaire utilisées par les apprenants de l'anglais langue étrangère pour enrichir leurs connaissances lexicales. L'objectif de cette étude est d'explorer les différentes stratégies utilisées par les étudiants d'anglais langue étrangère lors de l'étude du vocabulaire. L'hypothèse principale de cette étude est la suivante : lorsque les étudiants développent les stratégies utilisées pour acquérir le vocabulaire, leurs connaissances lexicales augmentent et se développent. De plus, nous essaierons de répondre aux questions suivantes : Quelles sont les stratégies les plus couramment utilisées par les étudiants d'anglais pour comprendre et découvrir de nouveaux mots ? Quels sont les facteurs qui influencent l'utilisation des stratégies d'apprentissage du vocabulaire chez les apprenants d'anglais langue étrangère ? La méthode utilisée dans cette étude est un questionnaire, un outil de collecte de données quantitatives composé de deux types de questionnaires, initialement administrés aux professeurs et à d'autres étudiants du département d'anglais langue étrangère de l'Université Belhadj Bouchaib. La sélection s'est faite de manière aléatoire : 46 étudiants et cinq professeurs ont répondu au questionnaire, révélant que les étudiants d'anglais utilisent des stratégies d'apprentissage du vocabulaire de niveau intermédiaire. Sur la base de ces résultats, quelques recommandations ont été proposées pour aider les étudiants à utiliser différentes techniques dans l'apprentissage du vocabulaire anglais, et les aider dans la lecture, l'écriture, la conversation et l'écoute. Cela fournira aux étudiants une variété de stratégies pour les aider à apprendre davantage de vocabulaire et à l'utiliser de manière appropriée.

الملخص

تعلم المفردات هو في الواقع واحدة من أعظم الأدوات التي يمكن أن نقدمها للطلاب في تعليمهم، ولكن بشكل عام في حياتهم، مع مفردات لغوية غنية ومتعددة هو جزء مهم لا يتجزأ من تعلم اللغة. ومع ذلك، يواجه معظم الطلاب صعوبات في فهم العلاقات المختلفة بين أجزاء مختلفة من النص والتحدث أو التواصل باللغة الإنجليزية. في هذه الدراسة، نركز على استراتيجيات تعلم المفردات التي يستخدمها متعلمو اللغة الإنجليزية أثناء تعلم المفردات لإثراء معرفتهم بالمفردات. الغرض من هذه الدراسة هو استكشاف الاستراتيجيات المختلفة التي يستخدمها طلاب اللغة الإنجليزية كلغة أجنبية عند دراسة المفردات. الفرضية الرئيسية لهذه الدراسة هي كما يلي: عندما يطور الطلاب الاستراتيجيات المستخدمة لاكتساب المفردات، يتم زيادة المعرفة بالمفردات وتطويرها. بالإضافة إلى ذلك، سنحاول الإجابة على الأسئلة التالية: ما هي الاستراتيجيات الأكثر شيوعا التي يستخدمها طلاب اللغة الإنجليزية في فهم واكتشاف المفردات الجديدة والأسئلة الثانية: ـ ما هي العوامل التي تؤثر على استخدام استراتيجيات تعلم المفردات لدى متعلمي اللغة الإنجليزية كلغة أجنبية؟ الطريقة المستخدمة في هذه الدراسة هي استبيان، أداة جمع البيانات الكمية التي هي نوعين من الاستبيانات، قدمت في البداية إلى الأساتذة والطلاب الآخرين في قسم اللغة الإنجليزية الأجنبية بجامعة بلحاج بوشعيب، وكان الاختيار عشوائيا: أجاب 46 طالبا وخمسة أساتذة على الاستبيان، وكشفت النتائج أن طلاب اللغة الإنجليزية يستخدمون استراتيجية تعلم المفردات المتوسطة .بناء على هذه النتائج، اقترحت بعض التوصيات مساعدة الطلاب على استخدام تقنيات مختلفة في تعلم مفردات اللغة الإنجليزية، ومساعدتهم في القراءة والكتابة والتحدث والاستماع. يوفر للطلاب مجموعة متنوعة من الاستراتيجيات لمساعدتهم على تعلم المزيد من عدد المفردات وكيفية استعمالها.