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Increasing the EFL Learners' Opportunities to Improve their Vocabulary

through Cooperative Learning

A Case of 2nd year LMD Students at the Department of English, Mohamed

Seddik Ben Yahia University - Jijel -

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Language Sciences

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Abstract

This study aimed at investigating the effectiveness of using cooperative learning as a teaching strategy to improve and maximize second year English students' vocabulary proficiency, and to determine whether students acquire more vocabulary knowledge when teachers use such a pedagogical strategy. The research methodology adopted in this study is a descriptive one. That is, it aimed to describe the relation between two main variables: cooperative learning as an independent variable and vocabulary proficiency as a dependent variable. To verify the validity of our hypothesis which stated that if second year teachers use cooperative learning effectively, they will help their students to improve their vocabulary proficiency; two questionnaires were administered to second year LMD students and to teachers who have taught oral expression, written expression and language for specific purposes (LSP) modules at the department of English, Mohamed Seddik Ben Yahia University, Jijel. The results obtained from this study showed that both teachers and learners consider cooperative learning as an effective pedagogical strategy to enhance students' vocabulary proficiency. On the basis of these results the hypothesis we put forward was confirmed.

Acknowledgements

Dedication

In the Name of God the Most Merciful, Most Compassionate

I dedicate this work to:

My **mother** and my **father** for their love and support;

My **fiancé** who has helped and encouraged me to achieve my dream;

My brothers and my sisters;

My beautiful nieces: **Anfal**, **Aya**, **Safa**, **Marwa**, **Doua** and **Wissal**;

My nephews: **Aymenne**, **Adam** and **Badrou**;

My friends: **Aicha**, **Mounira** and **Louza**.

Hayet Boubadja

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The most precious people to my heart: my dear **mother** and my beloved **father** who have guided me in every step, and provided me with their love, help and support.

My adorable sister, **Meriem**;

My dearest brothers, **Houssam Eddine** and **Ishak**;

All my aunts especially my lovely aunts **Fatima** and **Nawel**;

All my uncles, **Boualem**, **Rachid**, **Mohieddine**, **Abd El Halim**, **Abd El Wahab** and **Mokhtar**.

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Our friends: **Souaad**, **Rima**, **Mochira**, **Zineb** and **Meriem**.

List of Abbreviations

%   Percentage

2 nd   Second

CL   Cooperative learning

EFL   English as a foreign language

FL   Foreign language

L1   First language

L2   Second language

LMD License Master Doctorate

LSP   Language for specific purposes

P   Productive

Q   Question

R   Receptive

ZPD   Zone of proximal development

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Increasing the EFL Learners' Opportunities to Improve their Vocabulary through

Cooperative Learning

Learning a foreign/second language is a complex process that has received a great focus over the past several decades. Since the 1960s', many approaches and strategies have been suggested to assist learners in their language mastery, and each approach placed emphasis on certain aspects of learning.

One of the important issues that attracted researchers was vocabulary and how it can be developed. Wilkins (cited in Milton, 2009, p.03) shed light on vocabulary by emphasizing its importance in his famous quote "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Furthermore, Richards and Renandya (2002, p.255) indicated that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write", they added that "without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them". For that, vocabulary is one of the main challenges that needs an entire involvement of the learner and an appropriate strategy by the teacher to effectively deal with it.

Cooperative learning is one of the interactional strategies, which has been proved to be effective in learning foreign/second languages. It creates a supportive learning environment, and emphasizes learning through social interaction. According to Kampulainen and Wray (2002, p.03), learning is not only a constructive process that takes place in the mind of the learner, it is also a process of meaning making. In addition, Dewey (1940) asserted that through interaction, learners receive feedback on their activities, they learn socially appropriate behaviours and they understand what is involved in cooperating and working

together (cited in Gillies & Ashman, 2003, p.01). Moreover, Hill and Flyn (2006, p.56) stated that "cooperative learning groups foster language acquisition in ways that whole class interaction cannot".

1. Statement of the Problem

Vocabulary is an important part of language that learners need to master in order to communicate effectively. However, EFL learners face serious difficulties when it comes to learn and acquire more vocabulary knowledge. The problem is probably the traditional techniques teachers use when teaching new words. Therefore, there has been a trend to develop more self access materials and a desire to shift the focus away from the teacher and concentrate on more students' centered activities. This does not only make the student more responsible for his own learning, but it also permits greater attention to individual needs (Gairns & Redman, 1986, p.76).

Cooperative learning is one of the pedagogical strategies used recently by foreign language teachers to improve their students' vocabulary proficiency. Murphey and Arao pointed out that students feel more relaxed and learn more from peers since they see that making mistakes is acceptable, having goals is good, and learning English can be fun (cited in Mehring, 2005, p.05).

2. Research Questions

This research raised the following questions:

- Does cooperative learning have any significant effect on learners' vocabulary knowledge?
- Are foreign language teachers able to improve their students' vocabulary through cooperative learning activities?

3. Aims of the Study

This study aimed at highlighting the notion of cooperative learning to investigate how foreign language teachers use cooperative learning strategy to increase the EFL learners' opportunities to improve their vocabulary, and to determine whether or not cooperative learning strategy helps the learners to develop their vocabulary knowledge.

4. Hypothesis

This research was conducted to show the relationship between the use of cooperative learning and EFL students' vocabulary improvement and from this it was hypothesized that: If foreign language teachers at the department of English, Mohamed Seddik Ben Yahia University use cooperative learning strategy effectively, they will improve their learners' vocabulary proficiency.

5. Tools of the Research

In order to confirm or refute our hypothesis and to obtain the information required from the subjects, a descriptive methodology was used in our research. In this sense, two main questionnaires were directed: one to teachers who have been teaching oral expression, written expression and language for specific purposes (LSP) modules at the department of English. It aimed at investigating the teachers' evaluation of the use of cooperative learning as a pedagogical strategy to teach vocabulary. Students' questionnaire was directed to 2nd year LMD students at the department of English, Mohamed Seddik Ben Yahia University. It aimed at investigating their attitudes towards cooperative learning and their awareness of the effectiveness of such pedagogical strategy on developing their vocabulary knowledge.

6. Organization of the Research

The present study is divided into three main chapters. The first and second chapters reviewed the related literature while the third chapter was devoted to the practical part of the study. Chapter one dealt with general issues related to vocabulary learning/teaching. It provided a definition of the terms "vocabulary" and "word", then it discussed the following issues: how words are remembered, the three functions of memory, how can teachers decide about content of vocabulary teaching, the importance of vocabulary, common ways to present vocabulary, and the two approaches of teaching vocabulary. Chapter two represented a review of cooperative learning. It provided the definition of cooperative learning, the basic principles of cooperative learning, types of cooperative learning and some of its examples, followed by the theoretical perspectives underlying cooperative learning, comparing cooperative learning with traditional learning and finally giving its advantages and some examples of teaching and learning vocabulary through cooperative learning. The last chapter dealt with data analysis. It included a detailed analysis of the teachers' and the learners' questionnaires.

Chapter One: Vocabulary Issues

Introduction

Building vocabulary is extremely important in learning foreign and second languages. It is one of the main challenges that learners may face during the process of language learning. Vocabulary is a basic component of language proficiency which provides the basis for learners' performance. Whether the language is first, second or foreign, learners need to develop their vocabulary in order to communicate and to effectively use the language.

This chapter provided a definition of the terms "vocabulary" and "word", then it discussed important issues related to vocabulary learning and teaching such as: how words are remembered, the three functions of memory, how can teachers decide about content of vocabulary teaching, the importance of vocabulary, common ways to present vocabulary, and the two approaches of teaching vocabulary.

1.1. Vocabulary Definition

Vocabulary is obviously a very important part of language and it is impossible to learn a language without working with its vocabulary and its words. Vocabulary is defined in Oxford Learner's Pocket Dictionary (2005, p.320) as "all words that a person knows or uses". Cambridge Advanced Learner's Dictionary (2003, p.1423) defined vocabulary as "all words known and used by a particular person". Longman Dictionary (2010, p.629) defined vocabulary as "a set of lexemes, including single words, compound words and idioms".

Taka (2008, p.04) argued that vocabulary can be defined as a "dictionary" or a set of words. On his turn Ur (1991, p.60) stated that vocabulary is the words to be taught in a foreign language, including single items and phrases which express a particular meaning. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words".

Richards and Renandya (2002, p.255) held the view that vocabulary is "the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write". On the other hand, Kamil and Hiebert (2005, p. 03) stated that vocabulary is the knowledge of meanings of words.

1.2. Word Definition

Since vocabulary is a set of words, it is necessary to give a definition of the term "word". According to Milton (2009, p.03), "words are the building blocks of language and without them there is no language".

Oxford Learner's Pocket Dictionary (2005, p.331) defined "word" as "a written or a spoken unit of language". A word is also defined in Cambridge Advanced Learner's Dictionary (2003, p.1471) as "a single unit of language which has meaning and can be spoken or written".

Carter (1992) firstly stated that- according to the orthographic definition- a "word" is "any sequence of letters (and a limited number of other characteristics such as hyphen and apostrophe) bounded on either side by a space or punctuation mark". Secondly, based on semantics, a word can be defined as "the smallest meaningful unit" (cited in Taka , 2008, pp.04-05).

Škiljan (1994, cited in Taka , 2008, p.05) stated that Bloomfield defined word as "a minimal free form" that is to say "the smallest form that has a meaning when standing on its own". He added that a word is "a combination of morphemes that comprise a firm unit suitable for the formation of higher level units".

According to Thornbury (2002, p.15), to master a word is not only to know its meaning but also to know its association, collocation as well as its connotation including its register and its cultural accretions.

Carter (1992) held the view that the biggest problem of defining a word is the fact that words have different forms that would not be regarded as different words. Moreover, words can have the same form with completely different meanings. A neutral term "lexeme" or "lexical unit" has been introduced as a way of attempting to solve this problem. A lexical unit is "an abstract unit that includes various orthographic, phonological, grammatical and semantic features of a word" (cited in Taka , 2008, pp.05-06).

A "word" is described as being a spoken or a written unit that can be used in communication. Therefore, to master a word is not only to know its meaning and form but also to know its register, collocations, associations, grammatical behaviour, written form, spoken form, and frequency. All these kinds of knowledge are known as "word knowledge" (Nation, 1990 cited in Schmitt, 2000, p.05).

1.3. Word Knowledge

Languages first emerged as words. So, it is essential to have an extensive vocabulary that means knowing a lot of words of the language. According to Schmitt (2000, p.04), the mechanics of vocabulary learning are still difficult, but one thing to be sure of, is that words are not immediately acquired; they are gradually learned from different exposures. This important nature occurs in a number of ways. For Schmitt (2000), it is exposure that makes us able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. The understanding of a word is known as receptive knowledge and is related to listening and reading. The production of a word when speaking or writing is considered as productive knowledge.

Milton (2009, p.13) stated that there are various types of knowledge involved in being able to use a word professionally in a foreign language (FL). A useful convention is to divide word knowledge into receptive or passive knowledge and productive or active knowledge. It is assumed that the receptive knowledge refers to the words that are recognized when heard or read. Whereas, the productive knowledge is the words that can be used in speech or writing. Some educational ministers and materials designers make the distinction between words that can be known passively and those that can be known actively.

The receptive / productive distinction depends on its similarity to the distinction between the receptive skills of listening and reading, and the productive skills of speaking and writing (Palmer, 1921; West, 1938 & Crow, 1986 cited in Nation, 2000, p.37). The terms passive (for listening and reading) and active (for speaking and writing) are occasionally used as synonyms for receptive and productive (Meara, 1990; Corson, 1995 & Laufer, 1998 cited in Nation, ibid).

Corson (1995 cited in Nation, 2000, pp.38-39) used the terms active and passive to refer to productive and receptive vocabularies. According to him, "passive vocabulary includes the active vocabulary and three other kinds of vocabulary: words that are only partly known, low frequency words not readily available for use, and words that are avoided in active use". Corson's description of active and passive vocabulary is based on the idea of use and not only on degrees of knowledge. Some passive vocabulary may be very familiar but never used and therefore never active. From Corson's viewpoint, the terms active and passive are more suitable than receptive and productive (Nation, 2000, p.39).

Kamil & Hiebert (2005) defined productive/receptive vocabulary as follows:

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

Conversely, receptive, or recognition vocabulary is the set of words for which an

individual can assign meanings when listening or reading. (p.03)

Nation (2000, p.37) stated that "receptive carries the idea that we receive language input

from others through listening or reading and try to comprehend it". On the other hand,

"productive carries the idea that we produce language forms by speaking and writing to

convey messages to others".

Meara (1990) saw the distinction between active and passive vocabulary as a result of

different types of association between words. Active vocabulary can be activated through

associational links to other words. Passive vocabulary consists of items which can only be

activated by hearing or seeing their forms, but not through associational links to other words

(cited in Nation, 2000, p.38).

Nation (2000) presented nine aspects of what is involved in knowing a word to see what

each aspect includes. The terms receptive and productive are applied to vocabulary; they

cover all the aspects of what is involved in knowing a word. And the following table

illustrates these aspects.

Table 1

What is involved in knowing a word (Nation, 2000, pp.40-41)

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

- **Spoken Form**

Knowing the spoken form of a word includes being able to recognize the word when it is heard and at the other end of the receptive-productive level being able to construct the spoken form in order to convey a meaning (Nation, 2000, p.55). Producing the spoken form of an English word includes being capable to articulate the sounds in the word in addition to the degrees of stress of the suitable syllables of the word if it contains more than one syllable (Nation, 2000, p.56).

An important factor affecting learning is the pronunceability which depends on the resemblance between individual sounds and suprasegmentals like stress and tone (Rodgers, 1969; Higa, 1965; Ellis & Beaton, 1993 cited in Nation, 2000, p.56), the ways in which these sounds combine with each other and the relationship between the spelling and sound systems (Scholes, 1966 cited in Nation, ibid).

- **Written Form**

Nation (2000, p.61) stated that spelling is one of the most important aspects that help the learner to gain familiarity with the written form of the word. The way learners represent the phonological structure of the language is strongly influenced by the ability to spell. A lot of studies illustrate that there is an important relation between spelling and reading .Some models suggest that changes in spelling strategy are related to changes in reading strategy, that is to say skill at reading can influence skill at spelling.

- **Word Parts**

Nation (2000, p.63) pointed out that knowing a word can involve knowing that it is made up of affixes and a stem that can arise in other words. He also argued that using word parts is an important vocabulary learning strategy to deal with complex words which helps learners to remember the meaning of a word (Nation, 2000, p.64). This strategy requires learners to

know the most frequent and regular affixes well, to be able to recognise them in words, and to be able to re-express the meaning of the word using the meanings of its word parts (Nation, ibid).

- **Connecting Form and Meaning**

According to Nation (2000, p.64), learners think of knowing a word as knowing what the word sounds like or looks like, and its meaning. However, knowing the form of a word and its meaning is not sufficient for learners; they need to be able to connect the two. The power of the connection between the form and its meaning will decide how readily the learner can retrieve the meaning when seeing or hearing the word form, and retrieve the word form when wishing to express the meaning (Nation, ibid).

- **Concept and Referents**

An important feature of words that is remarkable when they are looked up in a dictionary is that they have a lot of different meanings, and this is mainly so for the high frequency words. When we look at the range of meanings which may be included for a single word, we may notice that some of the entries are quite different from each other (Nation, 2000, p.66).

The words which share the same form and part of speech are derived from different sources, words which have the same form but have completely unrelated meanings are called **homonyms**. These words should be learned as different words, if possible at different times (Nation, ibid).

- **Associations**

Miller and Fellbaum (1991cited in Nation, 2000, p.69) showed that it is necessary to differentiate between parts of speech to express the organisational structure of the lexicon. The most significant relationship is synonymy. However, nouns, adjectives and verbs each use preferred semantic relations and have their own kind of organization. Understanding

these relations is useful for explaining the meanings of words and for creating activities to improve learners understanding of words. Understanding how the lexicon might be organised is also valuable for the creation of limited vocabularies for defining words and for the simplification of text.

- **Grammatical Functions**

According to Nation (2000, p.73), in order to use a word it is vital to know what part of speech it is and what grammatical patterns it can fit into. Many linguists believe that the lexicon plays an important, if not central, role in grammar.

- **Collocations**

Nation (2000, p.74) stated that knowing a word involves knowing what words it generally occurs with. He also argued that collocation is only one of a wide range of relationships that is related to the suitable interpretation and productive use of vocabulary. Miller (1999 cited in Nation, ibid) showed that having a cognitive representation of the set of contexts is a very important aspect of knowing a word in which a particular word form can be used to express a particular meaning. This contextual knowledge can involve situational context, topical context and local context.

- **Constraints on Use**

Nation (2000, p.75) pointed out that "most words are not constrained in their use by sociolinguistic factors. The clues for constraints on use can come from the way the word is translated into the first language or from the context in which the word is used".

According Nation (2000):

Most constraints on use are best dealt with by discussion and explicit cross-cultural comparison. The frequency constraint is best dealt with by familiarity with the language,

although in the early stages of learning direct information about whether a word is commonly used or not is useful. (p. 76)

According to Taylor (1990 cited in Campilo1995, pp.37-38), knowledge of a word implies the acquisition of information of different types, which seem to be language universals. These kinds of knowledge are as follows:

- Knowledge of the frequency of occurrence of the word in a language;

- knowledge of style, register and dialect. Style refers to the level of formality as well as styles such as poetic and literary; register are varieties of language defined by the topic and context of use; whereas, dialect refers to differences in geographical variation;

- knowledge of collocation, both semantic and syntactic which means knowing the syntactic behaviour associated with the word as well as the network of association between that word and other words in a language;

- knowledge of morphology which means knowing the underlying form of word and its possible derivation;

- knowledge of semantics which means knowing what the word means or denotes as well as its connotation;

- knowledge of polysemy which means knowing the different meanings associated with a word;

- knowledge of equivalent of the word in the mother tongue, that is to say its translation.

1.4. Words' Remembering

Thornbury (2002, p.23) stated that the learner in addition to his need to learn a lot of words, he needs to remember them. He claimed that learning grammar is essentially a rule-

based system, but vocabulary knowledge is largely a question of accumulating individual items. The general rule seems to be a question of memory. So how does memory work?

He argued that researchers into the workings of memory distinguish between the following systems: short-term store, working memory, and long-term memory.

1.4.1. Short-Term Store

It is the brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that can be used to hold a telephone number in the mind for as long as a person is able to dial it or to repeat a word that he/she just heard the teacher modeling. But successful vocabulary learning clearly involves more than simply holding words in the mind for a few seconds. To integrate words into long-term memory they need to be subjected to different kinds of operations (Thornbury, ibid).

1.4.2. Working Memory

The function of this type of memory is to focus on words long enough to make operations on them. It can be thought of as a kind of work bench, where information is first placed, studied and moved about before being field away for later retrieval. The information that is being manipulated can come from external sources using the senses, or it can be downloaded from long-term memory or both (Thornbury, ibid).

This capacity is made possible by the existence of the articulatory loop, a process of subvocal repetition, a bit like a loop of audio tape going around and round and it enables the short-term store to be kept refreshed. The ability to learn languages is determined by the holding capacity of the articulatory loop; the longer the loop, the better the learner (Thornbury, ibid).

1.4.3. Long- Term Memory

According to Thornbury (2002, pp.24-26), long-term memory can be thought of as a kind of a filling system. Unlike working memory, which has a limited capacity and no permanent content, long-term memory has an enormous capacity, and its content is durable overtime. However, the fact that learners can retain new vocabulary items the length of a lesson (this means beyond the few seconds' duration of the short-term store) but have forgotten them by the next lesson suggest that long-term memory is not always as long-term as we would wish. Rather, it occupies a continuum from the "quickly forgotten" to the "never forgotten".

Thornbury argued that to make sure that material moves into permanent long-term memory, a number of principles need to be followed:

-**Repetition:** It has been estimated that, when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals.

-**Retrieval:** The act of retrieving a word from memory makes the learner more likely to recall it again later. An example of retrieval act is using the new word in written sentences. For example the new items presented in one lesson should be reviewed later.

-**Spacing:** It is better to distribute memory work across a period of time than to mass it together in a single block.

-**Pacing:** Learners have different learning styles and process data at different rates, so ideally they should be given the opportunity to pace their own rehearsal activities. This may mean that the teacher allowing time, during vocabulary learning, for learners to do memory work silently and individually.

-**Use:** Putting words to use, preferably in some interesting way, is the best way of ensuring that they are added to long-term memory. It is popularly known as "use it or lose it".

-**Cognitive Depth:** The more decisions the learner makes about a word, and the more cognitively demanding these decisions, the better the word is remembered.

-**Personal Organising:** The judgements that learners make about a word are most effective if they are personalized. Learners who read a sentence aloud containing new words will remember them better than others who only read it silently.

-**Imagining:** Easily visualized words are more memorable than words that don't immediately evoke a picture. It is also argued that even abstract words might help if learners associate them with some mental images.

-**Mnemonics:** These are "tricks" to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable.

-**Motivation:** Strong motivation makes the learners spend more time on rehearsal and practice, but even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.

-**Attention:** Learners cannot improve their vocabulary simply by listening to a tape; some degree of conscious attention is required. A very high degree of attention seems to correlate with improved recall.

-**Affective Depth:** It is very important for a learner to make affective judgements about words to help him storing and recalling them.

1.5. Functions of Memory

Anderson (1995 as cited in Marzano, 2004, p.21) pointed out that the distinction between short-term memory and long-term memory has been replaced with the theory that there is only one type of memory and it has different functions: sensory memory, permanent memory, and working memory and the following figure depicts their interaction.

```
┌─────────────────────────────────────────────────────────────────┐
│                    Three Functions of Memory                      │
├─────────────────────────────────────────────────────────────────┤
│                                                                   │
│   ┌──────────────┐        ┌──────────┐        ┌──────────┐       │
│   │              │ ◄───── │ Working  │ ◄───── │ Sensory  │       │
│   │  Permanent   │        │  memory  │        │  memory  │       │
│   │   memory     │ ─────► │          │        │          │       │
│   └──────────────┘        └──────────┘        └──────────┘       │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```
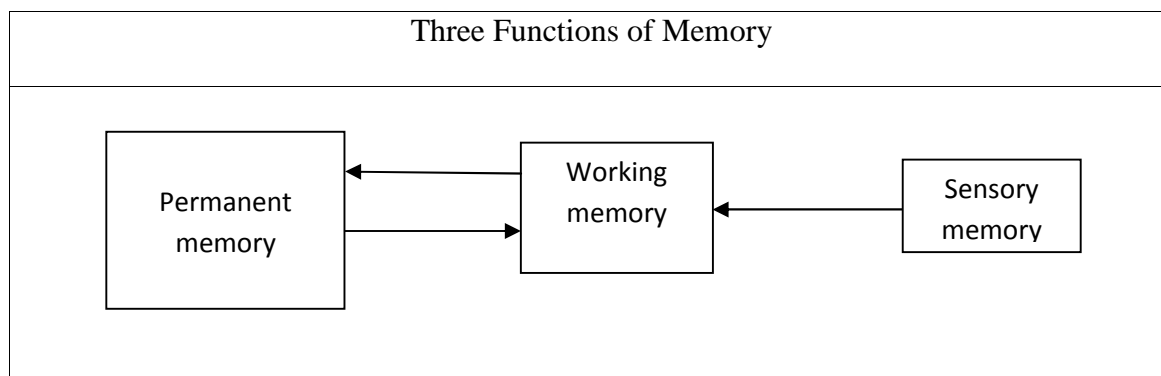
Figure 1. Three functions of memory

1.5.1. Sensory Memory

Anderson (1995) described sensory memory as follows:

Sensory memory is capable of storing more or less complete records of what has been

encountered for brief periods of time, during which people can note relationships among

the elements and encode the elements in a more permanent memory. If the information in

sensory memory is not encoded in the brief time before it decays, it is lost. What subjects

encode depends on what they are paying attention to. The environment typically offers

much more information at one time than we can attend to and encode. Therefore, much

of what enters our sensory system results in no permanent record. (cited in Marzano,

2004, p.22)

Marzano (2004, p.22) stated that sensory memory is a temporary repository for

information from our senses. But, we cannot process all of the information from the senses.

Rather, we pick and choose.

1.5.2. Permanent Memory

Marzano (2004) stated that permanent memory contains information that has been stored

in such a way that it is available to us. That is to say, all that we know and all that we

understand is stored in permanent memory. It is the stockroom of the background knowledge, academic and nonacademic. One notable aspect of permanent memory is that the information it contains is frequently activated even without our consciousness (Marzano, ibid). Anderson (1983) explained that memory packets in permanent memory are activated by any related item in working memory (cited in Marzano, ibid).

1.5.3. Working Memory

Marzano (2004, p.23) said that working memory can receive data from sensory memory, from permanent memory, or from both. The quantity of time data can live in working memory has no theoretical limit.

1.6. Reasons Behind Words' Forgetting

According to Thornbury (2002, pp.26-27), forgetting is quick at first, but gradually slows down and it is true in both the short-term and the long-term memory. Forgetting may be caused by interference from subsequent learning and by inadequate recycling. With regard to interference, most teachers will be familiar with symptoms of "overload" when the price for learning new language items is the forgetting of the old ones that is to say, the new words have the effect of "overwriting" the previously learned materials. On the other hand, research showed that spaced review of the learned material can reduce the rate of forgetting, but it's not enough simply to repeat words, or to re-encounter them in their original contexts. If learners see or use a word in a way different from the way they first met it, then better learning is achieved.

1.7. Decision about Content

When planning the lesson, it is very important for teachers to select the appropriate vocabulary and to decide which words to be presented in each lesson. Teachers should take into consideration some criteria which help them to choose what items learners need to

master the language, how many words to be taught in each lesson, and how they will group them.

1.7.1. Criteria for Selection

Gairns and Redman (1986, p.57) claimed that teachers have to concede that every teaching situation is different and so essential items in one context may be quite useless in another. On his turn, McCarthy (1990 cited in Campilo, 1995, p.39) argued that teachers should be concerned about the different criteria used when designing their syllabus and materials. The criteria which may be used to select vocabulary are the following:

-**Frequency:** Wallace (1988 cited in Campilo, 1995, p.40) stated that it is sensible to teach the most frequent words in any language before the more unusual ones are taught because they are likely to be the most useful ones for learners of that language. However, frequency is a more complex matter than it looks, and it is unlikely that any syllabus or course book would want to stick to frequency list alone.

According to Gairns and Redman (1986, p.58), the contents of frequency counts should not be accepted uncritically to dictate lexical grading. Their value must be judged against the source of the data and the criteria governing inclusion of the data, as this may very much affect their relevance to students.

Gairns and Redman (1986, pp.58-59) also argued that the high frequency of an item is no guarantee of usefulness. However, a low frequency item may be very important if it is the only word that expresses a particular semantic value, and cannot be paraphrased.

-**Range:** A word may be quite frequent. However, the majority of its occurrences might be in just one or two texts. In this case, although its frequency might look significant, its range might be quite small. The most useful words for the learner then are those which are frequent and occur across a wide variety of texts (Campilo, 1995, p.40).

Teachers who take their own texts into the classroom will often have to decide from experience, intuition or even the use of a dictionary, which words are likely to have the most useful range (Campilo, 1995, p.41).

-**Availability or Expediency:** "Words may be learnt or taught because they are seen to be of special relevance to particular situations in which the learner finds himself, or might find himself"(Wallace 1988 cited in Campilo, ibid).

The classroom will often dictate the need for certain vocabulary without which, students may fail to understand their teacher, their classmates, or the activity they are engaged in (Gairns & Redman, 1986, p.61).

According to Gairns and Redman (1986, p.64), expedient vocabulary teaching occurs when:

- The classroom activity demands it. For example, items that are not useful can be taught if they serve another function;

- the classroom activity engages the students' interest to such an extent that it seems worthwhile to include lexis that might otherwise be deemed irrelevant;

- when the student wants to know the meaning of a word, teachers have the freedom to decide whether the question is sufficiently relevant to take up classroom time. For students it is unsatisfying and demotivating to have information withheld, especially if they cannot express themselves and lack the necessary vocabulary;

- the course book dictates it.

-**Specific Need/Interest on the Learner's Part:** Gairns and Redman (1986, p.60) claimed that if the student does not perceive the vocabulary input to be useful, it will be difficult to engage his interest and so effective learning of everything else will also be reduced.

It is possible for students to feel they need, or to be interested in different words to those suggested by the teacher or course book, it is something that should be taken into account for the sake of motivation (Campilo, 1995, pp.41-42).

-**Level of the Students:** As a rule the lower the level the more common and neutral the vocabulary to be taught (Campilo, 1995, p.42).

-**Learnability:** According to McCarthy (1990 cited in Campilo, ibid), "the difficulty, or lack of difficulty, a word presents may override its frequency and/or range, and decisions to bring forward or postpone the teaching of an item may be based on learnability".

-**Cultural Factors:** One drawback of word-counts is that being based on the utterances of native speakers, they will obviously reflect the cultural interests of these speakers. However, such interests may not be shared by L1 learners, who may hope to express ideas and experiences outside those of a native speaker (Gairns & Redman, 1986, p.59).

1.7.2. The Number of Items to Be Taught

With regard to the number of items that should be taught in a lesson, Gairns and Redman (1986, p.66) stated that we need to focus on two basic questions: the optium vocabulary load for a lesson and the number of items that should be covered the duration of the course.

They consider that it is impossible to be dogmatic about the number of new lexical items that should be introduced in a lesson, they also suggest an average of eight to twelve production items as a logical input, the lower figure being more suitable for elementary students and the upper figure for more advanced students (Gairns & Redman, ibid).

They also argued that if this rate of input was sustained for the duration of the course, then low level students would achieve a productive vocabulary of approximately 1,000 items over 125 hours of study. So, while it may be reasonable to present eight items per a lesson, it is probably unrealistic to expect the majority of students to retain this number over the duration

of the course (Gairns & Redman, 1986, p.67). They added that the practice book can compensate for restricted classroom time, and to provide a source for lexical consolidation as well as an opportunity for learners to acquire vocabulary relevant to their own personal needs (Gairns & Redman, ibid).

1.7.3. Grouping the Items of Vocabulary

According to Gairns and Redman (1986, p.69), vocabulary consists of a series of systems, it is not just a random collection of items. So, lexical items should be presented in a systematised manner which will illustrate the organized nature of vocabulary and allow the learner to internalise the items in a coherent way. They argued that words are grouped into different types of semantic fields as well as phonological and grammatical sets. Some of these groupings are more appropriate at certain levels than at others.

According to Gairns and Redman (1986, pp.69-71), the possible groupings of words are:

1) **Items Related by Topic:** Is one of the most common and useful groupings for example articles of clothing.

2) **Items Grouped as an Activity or Process (Topic-Related):** The steps involved in doing something.

3) **Items which are Similar in Meaning:** This type of grouping needs to be handled very carefully; the items need to be contextualized properly, and it is vital to highlight to students the differences between items as clearly as possible.

4) **Items which Form "Pairs":** Like synonyms or antonyms.

5) **Items along a Scale or Claim, which Illustrate Differences of Degree:** For example, temperature and ages.

6) **Items within "Word Families" (Derivatives):** For example, psychology-psychologist-psychological or helpful-unhelpful.

7) **Items Grouped by Grammatical Similarity and Notional Similarity:** This can be particularly useful at lower levels when dealing with areas such as adverbs of frequency or prepositions.

8) **Items which Connect Discourse:** Such as discourse markers including: To begin with, in the second place, last of all, unless, otherwise and else. Or adverbs ending in "ly" like happily and surprisingly.

9) **Items Forming a Set of Idioms or Multi-Word Verbs:** Certain sets of multi-words verbs or idioms can form coherent groups, for example: to ring up, to call up, and to get through.

10) **Items Grouped by Spelling Difficulty or Phonological Difficulty:** This can be approached within a topic area, for example food vocabulary: menu, vegetable, and recipe.

11) **Items Grouped by Style:** This may be a useful way to distinguish between items which are neutral or colloquial like cigarette=cig. Similarly to deal with British and American English like petrol=gasoline, lorry=truck.

12) **An Item Explored in Terms of its Different Meanings:** For example, the word "sentence" can mean a grammatical unit consisting of clauses and/or phrase, but students need to learn that it also means a punishment given by a judge.

13) **Items Causing Particular Difficulty within One Nationality Group:** Like false cognates, but certain features of vocabulary such as collocation may be better to teach them as they arise.

1.8. The Importance of Vocabulary Learning

Vocabulary plays a crucial role in language teaching and learning, since without it students cannot understand each other or express their own ideas. Rivers (1983 cited in Nunan, 1991, p.117) argued that the acquisition of an adequate vocabulary is important for a

successful use of an L2 language because without vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication.

Wilkins (cited in Thornbury, 2002, p.13) stated that if learners spend most of their time on studying grammar, their English will not be improved very much. They will have great improvement if they focus on learning words and expressions that is to say, very little with grammar, but almost anything with words.

Willis (2008, p.80) demonstrated that with vocabulary students grow in skills of verbal fluency, writing and comprehension. He added that when learners build their vocabulary, they can more effectively communicate their ideas, knowledge, and voice.

Vocabulary knowledge is one of the best indicators of verbal ability (Sternberg, 1987 & Terman, 1916 cited in Graves, 2006, p.02).

Lack of vocabulary can be a crucial factor underlying the school failure of disadvantaged students (Backer, 1977 & Biemiller, 1999 cited in Graves, 2006, p.03).

Petty, Harold and Stoll (1967 cited in Farstrup & Samuels, 2008, p.57) pointed out that vocabulary is tremendously important to students' success.

McCarthy (1990 cited in Campilo 1995, p.36) indicated that "no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way".

Campilo (1995, p.36) stated that vocabulary is a very important element within a language as the overwhelming majority of meaning is carried lexically. Therefore, it is something that should be taken into consideration both in L2 and FL.

1.9. Ways of Discovering the Meaning

Gairns and Redman (1986, pp.73-76) stated that there are two most common ways to present vocabulary:

1) Traditional approaches and techniques.

2) Students-centred learning.

1.9.1. Traditional Approaches and Techniques

The means which are used in this approach tend to be associated with a more teacher-centred approach. Therefore, the items taught through these means are usually selected by the teacher rather than the learner. The teacher-centred approaches are divided into three main types: visual techniques, verbal techniques, and translation.

1.9.1.1. Visual Techniques

Visual techniques are widely used for conveying meaning and are mainly useful for teaching concrete items of vocabulary. Teachers should try to establish a connection between the words and the meaning by using one of the following means:

- Realia (objects in the class, including the students themselves);

- pictures, photos and flash cards;

- mime and gestures.

1.9.1.2. Verbal Techniques

Other techniques which can be used to present vocabulary are as follows:

1. Use of Illustrative Situation (Oral or Written): This technique can be most useful when items become more abstract, and teachers may use more than one situation to check that learners have grasped the concept.

2. Use of Synonymy and Definition: Teachers often use synonymy with low level students, where certainly they have to compromise and restrict the length and complexity of their

explanation. For Gairns and Redman, definition is not sufficient for conveying meaning, it is necessary to use examples to clarify the limits of the items.

3. Contrasts and Opposites: This is a technique which students themselves use to enhance their levels.

4. Scales: When students learnt related items, this technique can be a useful way of revising and feeding in new items.

5. Examples of the Type: It is a common procedure used by teachers to illustrate the meaning of words.

1.9.1.3. Translation

Translation can be a very effective way of conveying meaning, since it can save time and it can be a quick way to dispose of low frequency items that may worry the students. However, if teachers over use translation in presenting the lessons and deliver most explanations in the mother tongue, students will lose some of the essential spirit and atmosphere of being in a language learning classroom. Campilo (1995, p.46) stated that translation of vocabulary into the mother tongue should be kept under tight control.

1.9.2. Student-Centred Learning

Gairns and Redman (1986, pp.76-84) argued that this approach makes the student more responsible for his own learning and also permits greater attention to individual needs, it is very relevant to vocabulary teaching as it becomes difficult for teachers to choose the vocabulary items that will be useful for all the learners. Gairns and Redman also emphasized the importance of equipping students with the necessary strategies for dealing with skills activities. For them the learning of vocabulary involves:

- Asking others;
- using a dictionary;

- making use of context to deduce meaning and guessing from the items itself.

1.9.2.1. Asking Others

A student can ask the teacher or another student to explain the meaning of an item he has just encountered. Conversely, there are occasions when a student finds that he wants to use a particular item, but does not know how to say it in English.

1.9.2.2 Using a Dictionary

The dictionary can be used by the student to solve problems if there is no teacher or peer to ask. They also suggested that dictionary training should be an integral part of any syllabus since it provides a valuable learning tool which is the phonemic transcription and stress marking. Students who become proficient at recognizing these (phonemic transcription and stress marking) will be even more self-sufficient.

1.9.2.3. Contextual Guesswork

Contextual guesswork is an important strategy which does not require a lot of time. It involves the use of the context in which the word appears to get an idea of its meaning, or in some cases to guess from the word itself. The ability to guess from context is clearly a valuable skill and one that should play a part in textual exploitation in class.

1.10. Teaching Vocabulary

According to Schmitt (2000, p.142), there is no "right" or "best" way for teaching vocabulary. The best practice will depend on the type of student, the words that are targeted, the school system, curriculum, and other factors. Schmitt (2000, p.145) emphasized that in a well structured vocabulary program there should be a combination of explicit teaching and incidental learning approach. For beginners, it is necessary to explicitly teach all words until students have enough vocabulary which makes them able to use unknown words they meet in context. It is important to engage activities from which incidental learning can occur for two

reasons: meeting a word in different contexts expands what is known about it, and the additional exposures help consolidate it in memory (Schmitt, 2000, pp.145-146). An important view of vocabulary acquisition stated that such elaboration and consolidation are both important because explicit approaches to vocabulary learning can only provide some elements of lexical knowledge. Even lexical information such as meaning cannot be totally mastered by explicit study, since it is impossible to present and practice all of the creative uses of a word that a student might come across. Some kinds of word knowledge such as collocation, register constraints, and frequency, can be mastered through various exposures (Schmitt, 2000, p.146). Therefore, explicit and incidental approaches are both essential in the course of learning vocabulary.

1.10.1. Explicit Approach

Schmitt (2000, p.146) argued that the traditional approaches to vocabulary teaching have focused on the explicit study of vocabulary.

Explicit vocabulary teaching is examined by Sökmen (1997 cited in Schmitt, 2000, pp.146-147) and a number of key principles are highlighted:

- Build a large sight vocabulary;
- integrate new words with old;
- provide a number of encounters with a word;
- promote a deep level of processing;
- facilitate imaging;
- make new words "real" by connecting them to the student's world in some way;
- use a variety of techniques;
- encourage independent learning strategies.

Most of these principles are based on the understanding of how words are acquired and remembered. Sökmen emphasized the integration of new words with old, which means grouping similar words together. However, according to Schmitt (2000, p.147), if two or more similar words are taught together, it might actually make them more difficult to learn. Because students learn the word forms and the meanings, but they are not sure which goes with which (cross-association). Schmitt gave a concrete example about cross-association by mentioning that teachers make their students confused in a way by teaching "left" and "right" together in the same class. At the end of the class they ask their students to raise their left hands. They find that a large number always raise their right hand. The problem is that the two words are too similar, and have the same semantic features except "direction".

Nation (1990 cited in Schmitt, 2000, p.147) suggested that some similar words taught together are typically cross-associated. Antonyms are also prone to cross-association, because they come in pair (for example: rich/poor). But Synonyms and other words which are semantically closely related are also at risk (for example: days of the week, numbers, foods, and clothing). For that, Nation argued that the best way to avoid cross-association is to teach useful word of a pair first and after it is well established introduce its partner.

According to Schmitt (2000, pp.147-148), another principle is teaching the underlying meaning concept of a word, because many English words are polysemous. By defining the underlying meaning concept, the effect of teaching is maximized by enabling students to understand the word in different contexts. Vocabulary learning is also maximized by teaching word families instead of individual word forms. When introducing a new word it is necessary for teachers to mention the other members of its word family.

Schmitt (2000, p.148) stated that when teaching vocabulary, it is important to be aware of the different factors that may make words easy or difficult to learn.

1.10.2. Incidental Learning Approach

In contrast to explicit approaches to vocabulary teaching and learning, in the incidental learning approaches teachers should find ways to increase their students' exposure to L2. The key to an incidental learning approach is to make sure that learners get maximum exposure to language. The appropriate way to increase students' exposure to language is through extensive reading. Studies showed that reading increases learners' vocabularies. It is considered as a key means to vocabulary improvement. Reading can provide a good context for incidental learning. Guessing from context is an important way to improve vocabulary, but has limitations and may be more of a reading skill than of a vocabulary acquisition one (Schmitt, 2000, pp.150-153).

Vocabulary research has focused on reading, but vocabulary is obviously necessary for the other three skills as well. In the teaching of writing, many teachers focus on the grammatical well formed composition and neglect lexis. However, research showed that lexical errors may harm comprehension more than grammatical errors. Encouraging use of "productive" learner dictionaries is a good way for improving learners' vocabulary size. When dealing with verbal skills, lexis is somewhat easier because what is required for listening and speaking is less than what is required for reading and writing (Schmitt, 2000, pp.155-156).

Nation (1990 cited in Schmitt, 2000, pp.156-157) stated that reading stories aloud, glossing new words, and dictation exercises are good ways for improving listening vocabulary. For speaking, a number of activities is useful: pair work activities are used to encourage oral communicative practice, and these can be effective by giving key vocabulary to one of the partners, which then has to be negotiated with the other. Practice with paraphrasing can also help learners when they do not know a word, by making full use of the words they do know.

1.11. Steps of Teaching Vocabulary

The difficult nature of vocabulary affects its teaching and this led to the development of a variety of ways. Useful instruction can motivate students and stimulate interest about vocabulary. Marzano (2004, pp.91-102) defined a number of key steps of effective vocabulary instruction:

Step 1: The Teacher Provides a Description, Explanation, or Example of the New Term

During the first step, the teacher explains the target word. Definitions are not useful in the first stages of learning a word. However, conversational descriptions, explanations and examples are very useful in the initial stages of learning a word. The teacher's descriptions should contain all the elements which are important to an accurate understanding of the word. Blachowicz et al. (2006) stated that because of the difficulty of word knowledge, instruction needs to focus on helping students develop descriptions as opposed to definitions, and to develop word consciousness (cited in Irwin 2008, p.06).

Step2: Students Restate the Explanation of the New Term in their Own Words

Stahl (1999 cited in Marzano, 2004, p.94) noted that "the goal of vocabulary learning is to have students store the meanings of the words in their long-term memory …" Marzano pointed out that the storage of the word meanings begins in this step. What is important is that students should not use the teachers' explanation of a word; they should construct their own explanations based on what the teacher has presented.

Step 3: Students Create a Nonlinguistic Representation of the Term

Irwin (2008, p.06) stated that individuals differ in the ways in which they communicate, what they know, and what they are learning. He added that verbal descriptions and graphic representations can be used to help students enlarge their store of words as well as to communicate their meanings more successfully. For Marzano, it is important for students to

represent information nonlinguistically; this step is best completed after students have generated their own linguistic description of the word. Students create a nonlinguistic representation of the word through graphic organizers, pictures, or pictographs.

Step 4: Students Periodically Do Activities that Help them Add to their Knowledge of Vocabulary Terms

In this step, students should be engaged in activities that allow them to interact with vocabulary terms in a variety of ways. The following are examples of these activities:

- Comparing terms;
- classifying terms;
- generating metaphors using terms;
- generating analogies using terms;
- revising initial descriptions or nonlinguistic representations of terms;
- using understanding of roots and affixes to deepen knowledge of terms.

Step 5: Periodically Students Are Asked to Discuss the Terms with One Another

Marzano indicated that interaction plays a key role in the development of vocabulary. He stated that teachers should organize students into groups and ask them to discuss the new terms. According to Irwin (2008, p.07), talking about words –what they mean, how they are used, how they sound, why it is important to know how to use them- is a necessary feature of successful vocabulary teaching.

Step 6: Periodically Students Are Involved in Games that Allow them to Play with the Terms

Playing with new vocabulary items is one of the best ways to stimulate interest and enthusiasm about vocabulary, to help students to increase their level of understanding, as well as to provide multiple exposures to terms.

1.12. Testing Vocabulary

A good knowledge of vocabulary requires a regular practice from the learner so that he can master the language, it also requires a continuous assessment from the teacher. Teachers need to realize the importance of vocabulary as well as how their students' knowledge of vocabulary can be measured.

1.12.1. The Importance of Testing Vocabulary

According to Thornbury (2002, p.129), without testing, there is no reliable means of knowing how effective a teaching sequence has been. Testing provides a form of feedback, both for learners and teachers. It also motivates learners to renew vocabulary in preparation for a test.

Schmitt (2000, p.164) argued that vocabulary testing is important for many reasons. The most common one is to find out if students have learned the words that were taught, and to find where students' vocabularies have gaps, so that specific attention can be given to those areas.

Vocabulary tests can also be used to help place students in the correct class level. Another purpose for testing vocabulary is to obtain an estimate of the size of learners' vocabularies that is to say how many words they know (Schmit, ibid).

1.12.2. Vocabulary Knowledge Measurement

According to Milton (2009, p.20), there are two main issues to be considered in vocabulary test construction. One is which words are to be selected for measurement, examination or counting. The second is what method is to be used to check whether learners know or can use these words. Researchers are approaching something like an agreement in dealing with the first question, and vocabulary tests and other assessments make use of word

frequency data and test the most frequent vocabulary. There is a disagreement in answering the second question, because in order to test different aspects of word knowledge, different methods will be needed. A test of a learner's receptive vocabulary knowledge, for example, will oblige the test writer to select words that can be presented to the learner who may not need to productively use the FL at all. However, a test of productive knowledge will require a technique that can elicit vocabulary in the FL from the learner.

According to Thornbury (2002, p.135-136), an alternative approach is to evaluate the data quantitatively which means using objects and measurable criteria.

According to him, there are three aspects of vocabulary knowledge that are measurable quantitatively: lexical density, lexical variety, and lexical sophistication.

 ➢ **Lexical Density:** Is a measure of the proportion of content words in a text. Content words are words that carry a high information load, such as nouns, objectives and verbs.

 ➢ **Lexical Variety:** Is a measure of the different words in the text. A high proportion of the different words is an indicator of extensive vocabulary knowledge.

 ➢ **Lexical Sophistication:** Is assessed by encountering the number of relatively infrequent words in a text.

1.13. Factors Affecting Vocabulary Learning and Acquisition

According to Meara (1997 cited in Taka , 1997, p.04), a lot of studies have been conducted by linguists, psychologists, and theorists on vocabulary acquisition, but still there is no accepted theory regarding this field, and this can be considered as the result of the disagreement among experts. There are a lot of factors that influence vocabulary acquisition, and among these factors the following:

1.13.1. The Influence of First and Other Languages

Taka (1997, pp.08-09) stated that there is a significant difference between L1 and FL vocabulary acquisition. The role of L1 in the process of vocabulary learning and acquisition may facilitate the acquisition or use of FL lexical items. Whereas, in some cases it will create an obstacle. The L1 learner acquires his vocabulary from the environment he exposed to, while the L2 learner's vocabulary acquisition is limited to classroom context; through the four language skills and activities, and this is not enough for the development of vocabulary.

1.13.2. The Incremental nature of Vocabulary Acquisition

Taka (1997, p.10) said that knowledge of an L2 lexical item consists of several components. Generally, it is characterized by several dimensions of word knowledge (phonological and orthographic, morphological, syntactic and semantic), and by knowledge of conceptual foundations that determine the position of the lexical item in our conceptual system. All of these dimensions are necessary to be included in the knowledge of a lexical item in order to react as an educated native speaker.

According to some theoreticians, a distinction between receptive and productive knowledge exists. The initial degree of knowledge is related to the receptive knowledge of the lexical item, for example, recognizing a lexical item in a context does not mean the ability to produce it. However, higher degrees of knowledge are related to productive knowledge of the lexical item. Productive knowledge requires more information (the knowledge of multiple meanings of a polysemous lexical item or its collocations) that helps to use the lexical item in the appropriate context (Taka , ibid).

1.13.3. The Role of Memory in Vocabulary Learning and Acquisition

According to Taka , memory plays a crucial role in vocabulary learning and acquisition. He mentioned that lexical items that are stored in short term memory can be forgotten, while others that are stored in long term memory can be easily retrieved and used (Taka , 1997, p.10).

1.13.4. Individual Learner Differences

Individual variations and learning strategies play an important role in the process of vocabulary learning. Individuals - while learning vocabulary - are influenced by many factors such as motivation, attitudes towards vocabulary learning and fear of failure (Taka , 1997, p.17).

1.13.5. The Role of the Teacher and Vocabulary Teaching Strategies

Taka (1997, p.18) stated that teachers and vocabulary teaching strategies are among the great significant factors that influence vocabulary learning.

In vocabulary teaching, the teacher can apply different strategies and activities (Taka , 1997, p.19). According to Hatch and Brown (cited in Taka , ibid), teaching strategies refer to everything teachers do or should do in order to help their learners to learn. Lewis (2000 cited in Taka , 1997, p.18) described teaching as being linear and systematic, but it is wrong to conceive of learning as being the same.

Conclusion

There is no doubt that learning a foreign/second language involves the learning of its words, and that learners need to extend their vocabulary knowledge in order to communicate and to enhance their performance in speaking, reading, writing, and listening. Therefore, researchers give a great importance to vocabulary and the development of vocabulary learning strategies.

Chapter Two: Cooperative Learning

Introduction

Cooperative learning is not a new method of teaching and learning. However, in recent years there has been a great focus on using cooperative learning as an instruction method to improve students' learning, and to increase the construction of knowledge by making students work together to complete their learning tasks, and achieve their learning goals through creating a positive relationship among them. Cooperative learning provides students with the opportunity to improve their academic and social skills. When comparing cooperative learning with traditional learning or individualistic learning, many researchers agreed that students taught using cooperative learning have the opportunity to achieve higher critical thinking and developed social skills than those taught using traditional learning.

This chapter represented a review of related literature to cooperative learning. It provided the definition of cooperative learning, the basic principles of cooperative learning, types of cooperative learning and some of its examples, followed by the theoretical perspectives underlying cooperative learning and a comparison between cooperative learning and traditional learning. Finally, it gave advantages of CL and some examples of teaching and learning vocabulary through cooperative learning.

2.1. Definition of Cooperative Learning

Macpherson (2000, p.01) pointed out that cooperative learning is one of the teaching/learning techniques which requires students to work in groups, and interact with each other to extend their knowledge and to achieve their learning goals. It is much more than just putting students into groups. It is a very formal way of structuring activities in a learning environment that includes specific elements intended to enlarge the potential for rich and deep learning by the participants.

According to Richards and Rodgers (2001, p.192), "cooperative language learning is part of a more general instructional approach, it is also known as collaborative learning. It is an approach to teaching that makes maximum use of cooperative activities, involving pairs and small groups of learners in the classroom".

Olsen and Kagan (1992) stated that:

Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups, and in which each learner is held accountable for his/her own learning and is motivated to increase the learning of others. (cited in Richards & Rodgers, 2001, p.192)

Cohen (1994 cited in Gillies & Ashman, 2003, p.13) indicated that cooperative learning is a pedagogical practice that develops learning, higher level thinking, prosocial behaviour and a greater understanding of learners with different learning capacities diverse learning, social and adjustment needs. Johnson et al. (2000) suggested that there is no other pedagogical practice that concurrently accomplishes such varied outcomes (cited in Gillies & Ashman, ibid).

Kagan and Kagan (2009, p.11) pointed out that cooperative learning is an excellent vehicle for learning because it stresses the basic social skills (taking turns, expressing appreciation, and requesting) as well as skills necessary for academic achievement (listening, following directions, and staying on task).

Jacob (1999, p.01) stated that "cooperative learning is a powerful instructional innovation with an impressive body of theory and experimental research to support it". Johnson and

Johnson (1990c cited in Tran, 2013, p.101) defined cooperative learning as "the instructional use of small groups so that students work together to maximize their own and one another's learning".

According to Murdoch and Wilson (2004, p.04), "cooperative learning occurs when a group of students work together towards a shared goal. It involves students in high-level interaction with others; they work as a team, sharing resources, ideas, feedback and shared goal".

2.2. Basic Principles of Cooperative Learning

According to Johnson and Johnson (1999, pp.70-71), in order for an activity to be cooperative, five basic elements are essential and need to be included. The five essential elements are as follows:

2.2.1. Positive Interdependence

Positive interdependence means that the members of the group are required to work together; they are linked in a way which makes them responsible for the success or failure of each member in their group. In other words, the achievement of the group depends on that of each member. If one member of the group fails to complete his task, the entire group will suffer from this failure. Positive goal interdependence is achieved when each group member understands his personal goals, the other individual group member's goals, and the goals of the whole group. In order to promote positive interdependence, reward interdependence (if all members of the group score 90 percent correct or better on the test, each will receive five bonus points), resource interdependence (giving each group member a part of the total information required to complete an assignment) and role interdependence (reader, checker, encourager, and elaborator) should be assigned.

2.2.2. Individual Accountability

Individual accountability insists that the achievement of the whole group depends on the individual learning of all group members. In the individual accountability the performance of each individual student is assessed and the results are given back to the whole group and individual. The purpose of cooperative learning groups is to maximize the achievement of each individual student. Students learn together so that they can produce more as individuals.

To ensure that all group members master the material being studied, students are held individually accountable to complete their task. Individual accountability can be structured as follows:

a. Giving an individual test to each student;

b. randomly selecting one students' product to represent the entire group; or

c. having each student explain what they have learned to a classmate.

2.2.3. Face to Face Promotive Interaction

Occurs as individuals encourage and facilitate other group members' efforts to complete tasks and achieve the group's goals. Face to face interaction is characterized by students promoting each other's success by helping, assisting, supporting and encouraging each other. It is also characterized by students exchanging resources and opinions, providing each other with feedback and teaching one's knowledge to classmates and students who are also able to influence each other's reasoning and conclusions. In cooperative learning verbal and nonverbal responses are required because they allow students to exchange ideas, give explanations and to teach each other.

2.2.4. Social Skills

The success of CL requires students to know how to use interpersonal and small group skills. If socially unskilled individuals are involved in a group, group members cannot work effectively. Group members must be taught how to manage their groups, how to make decisions, how to communicate, and how to manage conflicts that arise among group members. Group members cannot work together effectively to complete their tasks unless they are taught to use all of these skills as academic skills.

2.2.5. Group Processing

The purpose of group processing is to discuss the effectiveness of all group members in the achievement of their group's goals. Group members need to provide an evaluation of helpful and unhelpful behaviors and what group members' behaviors should be continued or changed. Students must solve conflicts arose among them in order to work together effectively.

Chaudhari and Bayaskar (2013, p.303) summarized the basic principles of cooperative learning in the following figure:

```
┌─────────────────────────┐         ┌─────────────────────────┐
│ Positive interdependence │         │ Individual accountability │
└─────────────────────────┘         └─────────────────────────┘
              \                         /
               ┌──────────────────────┐
               │  Co-operative learning │
               │  Group processing      │
               └──────────────────────┘
              /                         \
┌─────────────────────────┐   ┌────────────────────────────────┐
│ Face to face interaction │   │ Positive social interaction    │
└─────────────────────────┘   │ behaviours and attitude         │
                              └────────────────────────────────┘
```
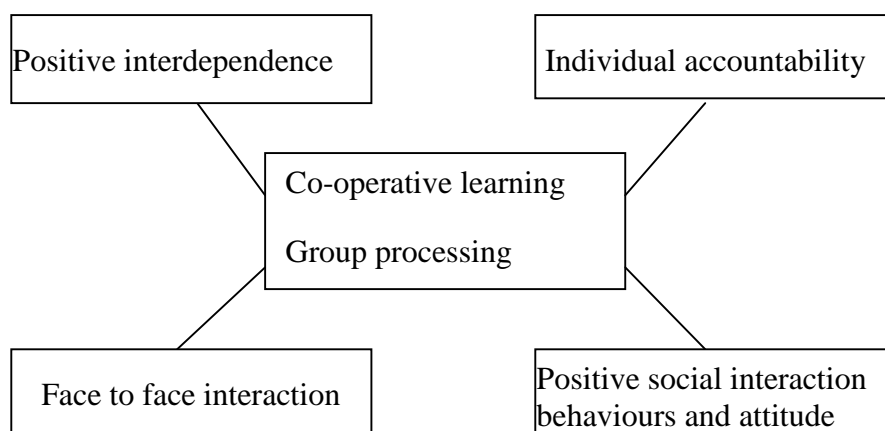
Figure 2. The essential elements of co-operative learning

2.3. Types of Cooperative Learning

There are three types of cooperative learning groups: cooperative base groups, formal cooperative learning groups and informal cooperative learning groups.

2.3.1. Cooperative Base Groups

According to Macpherson (2000, p.10), base groups are long-term cooperative learning groups with constant membership. Learners are chosen for base groups in a manner that will ensure a good mix of academic levels in the group. These groups are set up so that members provide support to each other so that all can succeed academically. The use of base groups tends to personalize the classroom, improve attendance and also improve the quality and quantity of learning.

Base groups should be set up so that they can remain together for at least a term and longer if possible. The more learners you have in a class and the more complex the subject matter, the more important it is to have base groups controlled (Macpherson, ibid).

Johnson et al. (1994 cited in Richards & Rodgers, 2001, p.196) stated that cooperative base groups last for at least a year and consist of heterogeneous learning group with constant membership whose main purpose is to allow members to give each other the support, help, encouragement, and assistance they require to succeed academically.

The teachers' role in using cooperative base groups is to: form heterogeneous groups of four (or three), schedule a time when they will regularly meet, create specific agendas with concrete tasks that provide a routine for base groups to follow when they meet, ensure the five basic elements of effective cooperative groups are implemented and have students periodically process the effectiveness of their base groups (Johnson & Johnson cited in Gillies, Ashman & Terwel, 2008, p.31).

2.3.2. Formal Cooperative Learning Groups

According to Macpherson (2000, p.10), formal cooperative groups may last from several minutes to several class sessions to complete a specific task (such as solving a set of problems, completing a unit of work, writing a report, conducting an experiment, or reading and comprehending a story, play, chapter or book).

Johnson et al. (1998 cited in Gillies, Ashman & Terwel, 2008, p.26) stated that formal cooperative learning consists of students working together, for one class period to several weeks, to achieve common learning goals.

In formal cooperative learning groups the teacher's role includes: making preinstructional decisions, explaining the instructional task and cooperative structure, monitoring students' learning and intervening to provide assistance in: completing the task successfully, or using the targeted interpersonal and group skills effectively, assessing students' learning and helping students process how well their groups functioned (Johnson et al., 1998 cited in Gillies, Ashman & Terwel, 2008, pp.26-29).

2.3.3. Informal Cooperative Learning Groups

Macpherson (2000, p.10) claimed that informal cooperative learning groups are temporary, ad-hoc groups that last for a few minutes, one discussion or class period. The group members are often chosen randomly and will rotate on a usual basis. Their purposes are to focus learner attention on the material to be learned, to create an expectation set and mood conducive to learning, as well as to help organize in advance the material to be covered in a class session. They can guarantee that learners cognitively process the material being taught and provide closure to an instructional session.

The teachers' role in using informal cooperative learning is to keep students more actively engaged in understanding what is being presented, and to listen to students' discussions which give them an insight into how well students understand the material being presented (Johnson et al. 1998 cited in Gillies, Ashman & Terwel, 2008, p.31).

2.4. Examples of Cooperative Learning Activities

Wichadee and Orawiwatnakul (2012, pp.95-96) stated that there are many types of cooperative learning activities and the following are some examples of these activities:

- Think-Pair-Share: Is developed to encourage students' participation in classrooms without stress. This activity encourages students to think individually and share their ideas with other students. Think-pair-share activity is characterized by three main steps. In the first step "think", the teacher asks students to think individually to answer a specific question. Students take few moments to think individually about the appropriate answers for this question. In the "pair" step, students work together discussing their answers with each other to decide which answer is appropriate for such a question. In the final step "share", students are asked to share their ideas with other groups and other members of the class.

- Peer Review: In this type of cooperative learning activities, students are required to read each others' drafts and give comments. Students involved in peer review activity have the opportunity to give and receive feedback. Peer feedback helps students to develop their critical thinking and to become active learners. Students learn to behave on the principles of how to give feedback and how to give correction for each other so they are trained to give comments easily. Before the lesson starts, it is necessary for students to learn how to follow the review steps and how to write up a comment. Peer review helps students to increase their motivation and to decrease their anxiety.

- Numbered Heads Together: Is another group work activity the teacher can employ. A group of four members is structured and numbers one, two, three and four are given to each

member of the group. Group members work together to answer orally the questions. The teacher calls out a number and that number in each group is asked to give the answer. This activity helps students to learn from each other. Students work together and everyone participates to understand and answer the question.

2.5. Cooperative Teams

Macpherson (2000, pp.06-07) pointed out that for a team to work effectively, there are steps that should be included, he added that the team task and interpersonal behaviors will change over time. Tuckman (cited in Macpherson, 2000, p.06) developed a model (as illustrated in figure 1 page 48) of how teams progress and exhibit behaviors around both the task being done and the interpersonal interactions.

Stage 1: Forming

This is the stage of organization and direction to tasks. The tasks and information about them will be identified. The question to be answered is "what is the task of this group and how will I be able to contribute to that task?" In the behavior area, the members will develop group guidelines, either by consensus or by informal testing of behaviors. Some members will look to others to either lead or follow.

Stage 2: Storming

In this stage there are individual emotional responses to the group. The demands of the task will trigger part of this response and the more difficult the task appears in relation to individual's self-perceived abilities, the greater the potential for a "storm". The question to be answered is "am I emotionally ready to deal with this task?" Varied understandings of task and roles are expressed or become apparent. Differences between members may be expressed in an unfriendly manner and members may wonder if they want to be part of the group.

Stage 3: Norming

In this stage, communication is opening up and developing. Information is being exchanged and ideas and opinions are shared. The focus is on the task and members are answering the question, "what do I have that will help us accomplish this task?" (workable guidelines are established). On the behavioral side, the individuals are becoming a group.

Stage 4: Performing

In the performing stage, everyone is focused on constructive action directed towards successful completion of the task. The interpersonal and task behaviors with shared understandings start to merge and functionality is the main idea. Problem solving will be primarily directed to the work and the product.

Stage 5: Adjourning

When teams have finished their tasks, they wrap up, and then go on to other teams in other places. It is important for the team to take the time to look at its process one last time. "What went well?" "What could we do better in another situation?" So that the loose ends are wrapped up on the task.

Task behaviours

achieving effective and
satisfying results.
members find solutions
to problems using
appropriate controls.

Performing

members work
collaboratively
members care about
each other
group establishes a
unique identity

members agree about
roles and processes for
problem solving

Norming

identifying power and
control issues
gaining skills in
communication
identifying resources

decisions are made
through negotiation and
consensus

Storming

*Interpersonal
behaviours*

establishing base level
expectations
identifying similarities
agreeing on common
goals

expressing differences
of ideas, feelings and
opinions
reacting to leadership
members independent/
counterdependent

Forming

making
contact/bonding
developing trust
members are dependent

Remember

- **Each step builds on the previous one**
- **Each step prepares for the performing stage**
- **Attempting to skip any affects performing negatively**
- **With every new challenge, the process repeats**

Figure .3 Tuckman's team development model (cited in Macpherson, 2000, p. 08)

2.6. Group Organization

According to Murdoch and Wilson (2004, p.04), the most obvious evidence of cooperative

learning in a classroom is where arrangements are made for students to meet and work

together in a variety of groupings. Tables are clustered together or larger tables are used

around which several students may sit.

According to Fink (cited in Michaelsen, Knight & Fink, 2002, p.14), cooperative learning proponents tend to recommend relatively small groups which means, four or fewer people for each group. He stated that groups of eight or more tend to be inefficient and ineffective.

Millis (2010, p.54) preferred groups of four even though cooperative learning practitioners and theorists disagreed about whether the appropriate group size should be three, four, five, or six.

Kagan (1992 cited in Richards & Renandya, 2002, p.53) suggested foursomes and used many cooperative learning techniques in which students first work in pairs, and then the two pairs of the foursomes interact with one another.

Fink (cited in Michaelsen, Knight & Fink, 2002, p.13) stated that changing the composition of the groups allows each student to get to know and work with more of the other students in the class. He added that working with other students who are significantly different from oneself can be an important learning achievement in itself. Also, students sometimes fall into predictable pattern in their relationships with one another. Changing students breaks up these patterns and allows the groups to be more dynamic and vital.

According to Jacobs and Hall (cited in Richards & Renandya, 2002, p .54), most experts on cooperative learning suggest that teacher-selected groups work best at least until students become proficient at collaboration. Teacher-selected groups aim to achieve a heterogeneous mix which promotes peer tutoring, helps to break barriers among different types of students, and encourages on-task behavior.

An effective way to set up mixed-proficiency groups is to band the learners' names into four proficiency clusters from high to low and then select randomly from within each band, so that groups will involve learners with a range of proficiencies. When students become

good at cooperative group work, they can group themselves by interests- for self-direct projects (Sharan & Sharan, 1992 cited in Richards & Renandya, 2002, p.54).

Murdoch and Wilson (2004, pp.05-06) stated that when cooperative learning is working effectively, the following features are evident:

- Groups are working on a shared task;

- everyone in the group is aware of his roles and their responsibilities and there is a high level of individual accountability;

- individuals feel valued and respected by the group and there is a high level of support and emotional safety in the classroom;

- tasks in which groups are engaged are worthwhile; they are a meaningful component of the teaching and learning program;

- students employ a range of skills such as: communication (active learning), thinking (reflecting) and social skills (giving constructive feedback) as they work with others;

- groups are formed in a range of ways of different purposes;

- Groups employ a range of targeted strategies to work towards their shared goals. Both teachers and students have a conscious repertoire of strategies they can use to help the process along;

- there are established and well understood protocols for how groups work together in the classroom. These protocols may be displayed and revisited on a regular basis;

- students regularly reflect on the way they work as part of a cooperative group;

- groups engaged in cooperative and individual reflection on the way they work together;

- cooperative skills are assessed by teachers and self assessed by students;

- students experience cooperative group work across a range of learning areas: they may work on visual, mathematical, kinesthetic and linguistic tasks or combinations of these;

- teachers and students value (through discussion and assessment) both the process they are using and the products they are working towards.

2.7. Theoretical Perspectives Underlying Cooperative Learning

There are a set of theories which support and stress the effectiveness of using cooperative learning. The following are some examples of these theories:

2.7.1. Social interdependence theory

According to Deutsch 1949a, 1962; Johnson, 1970, 2003; and Johnson and Johnson 1989, 2005 (cited in Gillies, Ashman & Terwel, 2008, p.11), social interdependence exists when the achievement of each individual's goals is affected by others' actions. This perspective holds that students help each other learn because they care about the group and its members, and come to derive self-identity benefits from group membership (Slavin, 2011cited in Tran, 2013, p.105). According to Johnson and Johnson (cited in Gillies, Ashman & Terwel, 2008, pp.11-12), there are two types of social interdependence, positive and negative. **Positive interdependence** results when the members of the group recognize that they can obtain their goals if and only if the other members with whom they cooperatively work also reach their goals (they promote each other's efforts to achieve the goals). So, positive interdependence occurs when individuals work together to reach shared goals. **Negative interdependence** exists when members of the group recognize that they can achieve their goals if and only if the other members with whom they competitively work fail to reach their goals (they obstruct each other's efforts to achieve the goals). Deutsch (1949 cited in Tran, 2013, p.105) pointed out that social interdependence may be negative when individuals compete to claim who attained the goals. No interdependence appears when individuals recognize that they can

reach their goal in spite of whether other individuals reach or do not reach their goals. Each type of interdependence results in certain psychological processes.

2.7.1.1. Psychological Processes

According to Deutsch (1949 cited in Gillies, Ashman & Terwel, 2008, p.12), positive interdependence creates the psychological processes of substitutability (the degree to which actions of one person substitute for the actions of another person), inducibility (openness to being influenced and to influencing others), and positive cathexis (investment of positive psychological energy in objects outside of oneself). These psychological processes explain how self-interest is extended to share- interest and how new goals are created in cooperative situations. The shift from self-interest to mutual- interest is one of the most important aspects of social interdependence theory. Self-interest becomes expanded to mutual interest through: (a) other people's actions substituting for one's own, (b) an emotional investment in achieving goals that benefits others as well as oneself and generalizes to caring and committed relationships with those who are working for the same purposes and goals, and (c) an openness to being influenced by and influencing others so that joint efforts are more effective (Johnson & Johnson cited in Gillies, Ashman & Terwel, 2008, p.12).

Negative interdependence creates the psychological processes of nonsubstitutability (the actions of one person do not substitute for the actions of another person), negative cathexis (investment of negative psychological energy in objects outside of oneself), and resistance to being influenced by others. As a result, self-interest, reasons to win and avoid losing are strengthened. No interdependence separates a person from others, thereby creating nonsubstitutability, cathexis only to one's own actions, and no inducibility or resistance. Thus, self-interest and the motive to succeed are maintained (cited in Gillies, Ashman & Terwel, ibid).

2.7.1.2. Interaction Patterns

According to Deutsch, 1949a, 1962; Johnson, 1970, 2003 and Johnson and Johnson 1974, 1989, 2005 (cited in Gillies, Ashman & Terwel, 2008, p.12), the way in which interdependence is structured determines how individuals interact and the interaction pattern determines the outcomes of the situation. Positive interdependence results in promotive interaction, negative interdependence results in oppositional interaction, and no interdependence results in the absence of interaction.

According to Johnson and Johnson promotive interaction can be defined as:

Individuals encouraging and facilitating each other's efforts to complete tasks, achieve, or produce in order to reach the group's goals. It consists of a number of variables, including mutual help and assistance, exchange of needed resources, effective communication, mutual influence, trust, and constructive management of conflict.(cited in Gillies, Ashman &Terwel, 2008 ,pp.12-13)

They added that oppositional interaction can be defined as:

Individuals discouraging and obstructing each other's efforts to complete tasks, achieve, or produce in order to reach their goals; individuals focus both on increasing their own productivity and on preventing any other person from producing more than they do. It consists of such variables as obstruction of each other's goal achievement efforts, tactics of threat and coercion, ineffective and misleading communication, distrust, and striving to win in conflicts. (cited in Gillies, Ashman &Terwel, p.13)

No interaction can be defined as " individuals acting independently without any interchange with each other while they work to achieve their goals; individuals focus only on increasing their own productivity and achievement and ignore as irrelevant the efforts of others" (Johnson & Johnson cited in Gillies, Ashman & Terwel, ibid).

Deutsch et al. (cited in Gillies, Ashman & Terwel, 2008, p.11) provided an overview of social interdependence theory in the following figure:
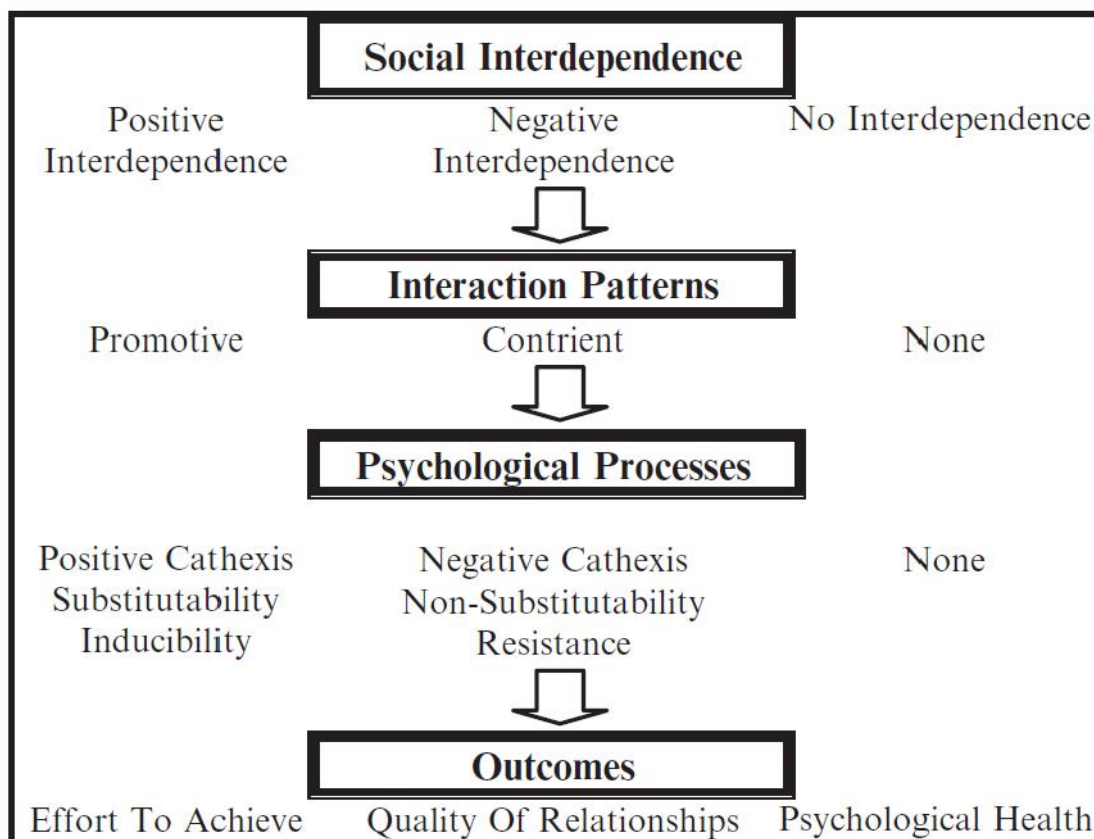
Figure 4. Overview of social interdependence theory

2.7.2. Cognitive Perspective

Cognitive theory explains how the process of thinking and learning occurs by considering the inside of the human mind. Cognitive perspectives held by researchers are that mutual interaction between students with "the mental processing of the information rather than with motivations" (Slavin, 1996 cited in Tran, 2013, p.106) will increase students' academic accomplishment (Tran, 2013, p.106).

The cognitive development perspective arose from the work of Piaget (1926) and Vygotsky (1978). According to Vygotsky and Piaget, reciprocal interaction among children

around appropriate academic tasks creates a development in the knowledge of concepts and critical skills (Slavin, 2011 cited in Tran, 2013, p.106).

2.7.2.1. Vygotsky's Views

Vygotsky (1978) emphasized the importance of cooperative learning and stated that the development of children is promoted by cooperative activities. He also claimed that "individual learners first learn through individual to individual social interaction and then knowledge is individually internalized" (cited in Tran, 2013, p.106).

On his turn, Slavin (2011) indicated that cooperative activities between children encourage growth because children of the same age work in one another's zone of proximal development (ZPD) and model behaviors, which is more efficient than children working individually. He added that in the process of learning, social interaction needs to be promoted because students may not achieve any joint goals if group interaction does not exist (cited in Tran, ibid) .

2.7.2.2. Piaget's Views

Piaget (1926) argued that knowledge, values, regulations, morals and systems of symbols may only be learned successfully through interaction among participants. Piaget's theory considered that cognitive development occurs from social interaction, and all contribute to learning and its results, it also emphasized the participation of learners in the learning and thinking process. Piaget (1926) claimed that an active discovery learning environment should be promoted to offer students opportunities for assimilation and accommodation (cited in Tran, 2013, p.106). Tran (2013, p.106-107) indicated that some Piagetians called for cooperative activities in schools because mutual interaction between learners on learning tasks brings more positive results in students' learning achievement. Heywood (1990 cited in Tran, 2013, p.107) argued that "schools should be, among other things, places where

important conversations can take place and that cooperative learning strategies help those conversations to happen in every classroom". In addition, Slavin (1996) believed that students cannot learn much from others if there is no social interaction in learning (cited in Tran, ibid).

2.7.3. Social Learning Theory

The social learning theory was first introduced by Bandura in 1971. Bandura (1977 cited in Tran, 2013, p.108) illustrated that learning takes place through observing, modeling and imitating models. According to Schunk (2007), in the social learning theory, learners can develop their knowledge and retention by observing and modeling the desired behaviours, attitudes and reactions of others (cited in Tran, 2013, p.108).

Bandura (1977) argued that "behaviour is learned symbolically through the central processing of response information before it is performed". He further stated that "most human behavior is learned observationally through modeling" and that from "observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action"(cited in Tran, ibid). According to the social learning theory, most learning occurs in a social environment, in which learners get knowledge, rules, skills, strategies, beliefs, and attitudes by observing others (Schunk, 2007 cited in Tran, 2013, p.108). Bandura (1977) suggested that the retention of modeled information requires several cognitive activities such as organization, rehearsal, coding, and transformation (cited in Tran, 2013, p. 109).

According to Johnson et al. (2010), the social learning theory relates to cognitive and behavior learning theories, which also stress the fundamental role of social learning by taking into consideration how imitable behaviors are affected by cognitive constructs, such as attention, retention, and motivation (cited in Tran, 2013, p.109).

2.7.4. Constructivist Learning Theory

Almala (2005) argued that cooperative learning is a student-centered learning method. Hence, it ties outcomes with the constructivist learning theory in which "learners are in control of constructing their own meaning in an active way" (cited in Tran, ibid). Dewey (1972) also saw education as a process of restructuring knowledge by reflecting thoughts through the development of the existing knowledge of learners. He believed that knowledge is constructed through the learners' interaction with the environment to create their own meaningful knowledge (cited in Tran, 2013, p.109). In the constructivist learning environment, students can approach a point at which information is meaningful to them, by researching, checking, discovering and analyzing learning issues (Huang, 2006 cited in Tran, 2013, p.110). Students' long-term retention of knowledge will be enhanced if they find their own answers, and discover solutions to problems (Dewey, 1972; Shachar & Sharan, 1994; Johnson & Johnson, 2008 cited in Tran, ibid).

2.8. Traditional Learning versus Cooperative Learning

Johnson and Johnson (1999) considered traditional or individualistic learning method as "working by oneself to ensure that one's own learning meets a present criterion independently from the effort of the other students" (cited in Alharbi, 2008, p.26). Individualistic learning uses the traditional method of instruction which requires students to work individually or competitively. Students work independently and there is no cooperation among them. Their goals are individualistic and everyone tries to ensure that he/she is better than the other (Alharbi, 2008, pp.26-27).

According to Saloman and Perkins (1993), the teacher in the traditional learning is "the major source of information, assistance, criticism and feedback" (cited in Alharbi, 2008, p.27). Whereas, Lord (2001) considered cooperative learning as "structuring classes around

small groups that work together in such a way that each group member's success is dependent

on the group's success" (cited in Alharbi, ibid). The teacher in cooperative learning is

considered as a facilitator and an advisor in the learning process (Alharbi, 2008, p.27).

Maihoff (1995 cited in Alharbi, 2008, pp.27-28) stated the differences between cooperative

learning and traditional learning as follows:

A Cooperative Learning Group has:

- Positive interdependence among group members;

- individual accountability;

- heterogeneous membership;

- shared leadership by all group members;

- group members are responsible for one another;

- task and process are emphasized;

- social skills are taught directly;

- instructor observes and facilitates;

- group processing occurs.

Traditional Learning has:

- No interdependence among group members;

- no individual accountability;

- homogenous membership;

- one appointed leader;

- each member is responsible for himself/herself;

- only the task is emphasized;

- social skills are assumed and ignored;

- instructor ignores the groups;

- no group processing occurs.

When comparing cooperative learning with traditional learning, Johnson (1998) stated that cooperative learning is more effective than individual learning. He found that CL is beneficial in having higher scores on tests, problem solving, critical thinking and accuracy of information learned (cited in Alharbi, 2008, p.28).

According to Slavin (1991), 61% of students taught using CL achieved higher scores on tests than those taught using individualistic or competitive learning (cited in Alharbi, ibid).

Johnson and Johnson (1989) stated that the learning process requires students to know that working with their classmates improves their own learning as well as their classmates learning. Both their classmates and their teacher play a crucial role to achieve the desired goals. They stated that individualistic learning may not help students to increase their construction of knowledge by isolating students, creating negative relationship with their classmates and their teacher (cited in Alharbi, 2008, p.29).

Zhang (2010 cited in Richards & Rodgers, 2014, pp.253-254) compared cooperative language learning and traditional language teaching as shown in the following table:

Table 2

Comparison of cooperative language learning and traditional language teaching

	Traditional language teaching	Cooperative language learning
Independence	None or negative	Positive
Learner roles	Passive receiver and performer	Active participator, autonomous learners
Teacher roles	The center of the classroom, controller of teaching pace and direction, judge of students' right or wrong, the major source of assistance, feedback, reinforcement and support.	Organizer and counselor of group work, facilitator of the communication tasks, intervener to teach collaborative skills.
Materials	Complete set of materials for each student.	Materials are arranged according to the purpose of the lesson. Usually one group shares a complete set of materials.
Types of activities	Knowledge recall and review, phrasal or sentence pattern practice, role play, translation, listening.	Any instructional activity, mainly group work to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction.
Interaction	Some talking among students, mainly teacher-student interaction.	Intense interaction among students, a few teacher-student interaction
Room arrangement	Separate desks or students placed in pairs.	Collaborative small groups
Student expectations	Take a major part in evaluating own progress and the quality of own efforts toward learning. Be a winner or loser.	All members in some way contribute to success of group. The one who makes progress is the winner.
Teacher-student relationship	Superior-inferior or equal	Cooperating and equal

2.9. Advantages of Cooperative Learning

According to Jolliffe (2007, p.06), cooperative learning is one of the most heavily researched areas of education. Studies have shown three main categories of advantages: achievement, interpersonal relationships, and psychological health and social competence. Improvements in learning have been shown through:

- Greater productivity;

- higher process gain (that is, more higher-level reasoning, more frequent generation of new ideas and solutions);

- greater transfer of learning from one situation to another;

- more time on task;

- greater problem-solving.

Improvements in interpersonal relationships have been shown through:

- Promoting the development of caring and committed relationships;

- establishing and maintaining friendships between peers;

- a greater sense of belonging and mutual support;

- improved morale.

Improvements in psychological health and social competence include:

- Higher self-esteem;

- improved self-worth;

- increased self-confidence;

- greater independence;

- supporting sharing of problems;

- increased resilience and ability to cope with adversity and stress.

According to Foote, et al. (cited in Cohen, Brody & Shevin, 2004, p.98), cooperative learning gives students an opportunity to explore their own knowledge in meaningful ways, and it provides the impetus for self-exploration and reflective practice.

According to Agarwal and Nagar (2011, pp.143-162), the benefits of cooperative learning can be organized into three categories: academic, social, and psychological.

➤ **Academic Benefits**

Cooperative learning promotes higher level thinking skills by:

- Stimulating critical thinking and helping students to clarify ideas through discussion and debate. Slavin (1992 cited in Agarwal & Nagar, 2011, p.143) emphasized that students learn from one another because while discussing the content, cognitive conflicts arise, inadequate reasoning is exposed, disequilibrium occurs and thus, higher quality of understanding emerges;

- enhancing skill building and practice;

- developing oral communication skills;

- fostering metacognition in students;

- improving students' retention and recall of the content.

Involves students actively in the learning process by:

- Creating an environment of active and exploratory learning;

- encouraging students' responsibility for learning;

- involving students in developing curriculum and class procedures;

- providing training in effective teaching strategies to the next generation teachers;

- helping students to wean themselves away from considering teachers the sole source of knowledge and understanding.

Models appropriate student problems solving techniques by:

- Improving performance of weaker students when they are grouped with higher achieving students;

- providing stronger students with the deeper understanding that comes only from teaching material;

- leading to the generation of more and better questions in class;

- enable students to explore alternate problems solutions in a safe environment.

Facilitates transfer of learning by:

- Providing a class set-up almost similar to the real professional world.

➢ **Social Benefits**

Cooperative learning develops a social support system for students by:

- Promoting student-faculty interaction and familiarity;

- developing social interaction skills;

- promoting positive societal responses to problems and fosters a supportive environment within which to manage conflict resolution;

- fostering and developing interpersonal relationships.

Develops learning communities by:

- Providing foundation within institutions and in courses;

- promoting social and academic relationships well beyond the classroom;

- helping teachers change their roles from being the focus of teaching process to becoming facilitators of the learning process.

➢ **Psychological Benefits**

Cooperative learning increases student self esteem by:

- Enhancing students' experience with the learning experience;

- promoting a mastery attribution pattern rather than helpless attribution pattern;

- encouraging students to seek help and accept tutoring from their peers;

- creating a more positive attitude towards teachers, principals and other personnel by students and creating a more positive attitude by teachers towards their students.

Reduces anxiety by:

- Significantly reducing classroom anxiety;

- significantly reducing test anxiety.

Enhancing overall psychological health by:

- Developing, maintaining and appropriately modifying interdependent relationships with others to succeed in achieving goals.

2.10. Examples of Teaching and Learning Vocabulary Through Cooperative Learning

Teaching vocabulary through cooperative learning has been proved to be effective in a number of studies. Among them, the study of Luan and Sappathy (2011) in which they investigated the impact of negotiated interaction on L2 vocabulary acquisition. They conducted an experiment on 48 participants divided into two groups. The first group was engaged in an information-gap two-way interactive task, while the other group was taught using traditional methods. The results show that learners engaged in two-way interaction gained higher scores on the vocabulary test (cited in Sadeghi & Safari, 2012, p.10). Another experiment was done by Newton (2001) in which he suggested learning vocabulary through communication tasks. In his study, learners were exposed to new words during interaction in a cooperative context. He found that through cooperative learning, not only rich language use was attained, but also the meanings of most words were retained for a long period of time (cited in Sadeghi & Safari, ibid).

In his research in Japan, Schmitt (2000, p. 145) indicated that most people are not aware of the advantages that many researchers have attributed to cooperative group learning; they

think that learning vocabulary is an individual pursuit. According to Dansereau (1988, cited in Schmitt, ibid), cooperative learning promotes active processing of information and can prepare the participants for "team activities" outside the classroom, and, because there is less instructor intervention, students have more time to actually use and manipulate language in class. Furthermore, Newton (1997) stated that students are generally able to negotiate unknown vocabulary successfully, and can be a useful vocabulary resource for one another. Thus teachers may well find it useful to set up vocabulary learning groups in which members work together and encourage each other (cited in Schmitt, 2000, p. 145).

According to Nuan and Schmidit (1989), Vocabulary can be acquired subconsciously while learners are engaged in a cooperative learning activity which provides an opportunity for learners to interact together (cited in Sadeghi & Safari, 2012, p.08). In the cooperative learning context, learners play the main role in their learning process and interact with each other in order to acquire the same goal, and the teacher's role is to facilitate their learning (Oxford, 1997 cited in Sadeghi & Safari, 2012, p.09).

Conclusion

Cooperative learning is different from other classroom instruction methods such as competitive learning or individualistic learning where students learning goals are individualistic and are not interrelated at all. In the classroom setting, cooperative learning helps students to develop their academic and social skills. It is considered as a key to students' development because it provides them with the opportunity to use the language and to develop positive relationships among them. Cooperative learning can be an effective strategy when it works in a certain number of principles: positive interdependence, individual accountability, face to face promotive interaction, social skills and group processing. Those principles make all the group members responsible for the failure or success of the group.

Chapter Three: Research Methodology and Data Analysis

Introduction

This study was designed to investigate the effectiveness of using cooperative learning as a pedagogical strategy to enhance EFL students' vocabulary knowledge. The previous two chapters presented a review of related literature to vocabulary and cooperative learning. Whereas, the last chapter was devoted to determine the impact of cooperative learning on vocabulary proficiency. Two questionnaires were administered to second year LMD students and to teachers of oral and written expression and LSP modules since their views and opinions are very important to test the research hypothesis. This chapter discussed the data obtained from the two questionnaires, clarified their aims, provided their description, and explained the way of administrating both of them. Furthermore, it analyzed the results of each question using tables to get a general conclusion.

3.1. Students' Questionnaire

3.1.1. Aims of the Questionnaire

The students' questionnaire aimed at investigating second year EFL students' attitudes towards cooperative learning, and finding out whether they value the importance of cooperative learning as a strategy to enhance their vocabulary proficiency.

3.1.2. Administration of the Questionnaire

Since working with the whole population and covering the entire groups would be such a difficult and a time consuming task, the questionnaire was administered to 80 second year EFL learners at Mohamed Seddik Ben Yahia University, jijel, in the second semester of the academic year 2013/2014. The sample was randomly selected from about 297 students.

3.1.3. Description of the Questionnaire

The questionnaire is composed of 15 questions. It consists of three main sections: background information, vocabulary learning and cooperative learning. Each section is composed of a set of questions which are closed questions. The learners were required to answer by "yes" /"no" or to pick up the appropriate answer from a number of choices.

Section One: Background Information (Q1-Q2)

The first section provided background information about the participants. Students were asked to specify their gender and to evaluate their level of English where five rating options were proposed and ranged from: very good, good, average, less than the average, and weak (see Appendix A).

Section Two: Learning Vocabulary (Q3-Q7)

This section involves five main questions concerning vocabulary learning. Q3, Q4, Q5 were asked to explore students' beliefs about vocabulary learning, and to specify their level of vocabulary knowledge. Whereas, Q6, Q7, Q7.1 were set to find out their attitudes towards difficult words in addition to their teachers' behaviors while dealing with such items (see Appendix A).

Section Three: Cooperative Learning (Q8-Q15)

This section aimed at collecting the necessary data about students' attitudes towards the use of cooperative learning as a pedagogical strategy to learn vocabulary. It contains eight questions, in Q8 and Q9 students were required to state their points of view about cooperative learning, Q10 was designed to know from the students how many times their teachers ask them to work cooperatively. Q11, Q12, Q13 investigated students' preferable ways of learning vocabulary, and also explored how confident they are when learning with their

classmates. The two last questions were devoted to determine students' attitudes towards the

effectiveness of cooperative learning as a strategy to improve students' vocabulary (see

Appendix A).

3.1.4. Results and Interpretations

Section One: Background Information

Q1. Gender:

Table 3

Gender of subjects

Gender	Subjects	%
a. Male	12	15
b. Female	68	85
Total	80	100%

The results of this question showed that female students are more than male. 68 subjects

out of 80 participants representing 85% are females. Whereas, only 12 subjects representing

15% are males. This may reflect the fact that the majority of students at the department of

English are females.

Q2. Do you consider your level of English:

Table 4

Students' beliefs about their level in English

Options	Subjects	%
a. Very good	02	2.5
b. Good	28	35
c. Average	47	58.75
d. Less than the average	00	00
e. Weak	03	3.75
Total	80	100%

Participants involved in this study were asked to classify their level on a scale from "very good" to "weak". It is noted that 2.5% of the students consider themselves very good students, 35% said that they are good, 58.75% agreed that their level is average, three participants representing 3.75% confessed that they are weak students. While no one has opted for being a less than the average student.

Section Two: Learning Vocabulary

Q3. When learning English, do you think that learning vocabulary is:

Table 5

Students' beliefs about the importance of vocabulary in learning English as a foreign language

Options	Subjects	%
a. Very important	67	83.75
b. Important	11	13.75
c. Has little importance	01	1.25
d. Not important	01	1.25
Total	80	100%

In this question, students were asked to show whether vocabulary is "very important", "important", "has little importance", or "not important". 67 students (83.75%) thought that vocabulary is very important in language learning, and 11 students (13.75%) informed that vocabulary is important in learning English as a foreign language, whereas, there is a similarity between the last two options in which one student implied that vocabulary has little importance and another one thought that it is not important.

As a result, it can be noticed that the majority of students' answers go to the first and second options which indicate that most students are aware of the importance of vocabulary in language learning.

Q4. Do you think that learning vocabulary is:

Table 6

Students' interest in vocabulary learning

Options	Subjects	%
a. Interesting	67	83.75
b. Boring	13	16.25
Total	80	100%

The data in the previous table represent the answers to the question whether vocabulary learning is interesting or boring. 67 students (83.75%) thought that vocabulary is interesting. Whereas, 13 students (16.25%) saw that vocabulary learning is boring which can be the result of being less interested in learning foreign languages.

Q5. Do you think your vocabulary level is:

Table 7

Students' beliefs about their vocabulary level

Options	Subjects	%
a. Excellent	00	00%
b. Good	35	43.75%
c. Average	41	51.25%
d. Low	04	05%
Total	80	100%

Along with the previous table, no student said that his vocabulary level is excellent, instead their answers varied between three other options: good, average, and low. 35 students (43.75%) thought that their level is good, 41 (51.25%) considered their level as average. Whereas, only four students (5%) admitted that their level is low. Since most respondents

indicated that their vocabulary level is average, this means that students find difficulties when it comes to extend their vocabulary knowledge.

Q6. When you encounter an unknown word, do you:

Table 8

Students' reactions when they encounter an unknown word

Options	Subjects	%
a. Guess the meaning from the context	23	28.75
b. Ask the teacher about its meaning	05	6.25
c. Ask your classmates	36	45
All of them	02	2.5
a+b	06	7.5
a+c	07	8.75
b+c	01	1.25
Total	80	100%

In this question, students were asked to specify their reactions when they encounter an unknown word. The results showed that 45% of the students prefer to ask their classmates. This result indicates that those students like to work cooperatively. While 6.25% of the students reported that they ask their teachers when they encounter difficult words. Besides, 28.75% of the participants stated that they guess the meaning of the unknown word from the context. However, the rest of the subjects' answers are divided between several choices (a+b+c; 2.5%) (a+b; 7.5%), (a+c; 8.75%), and (b+c; 1.25%).

Q7. Do your teachers create a good atmosphere to learn vocabulary?

Table 9

Students' opinions about teachers' creation of a good atmosphere

Options	Subjects	%
Yes	42	52.5
No	38	47.5
Total	80	100%

This question was directed to the subjects to find out whether their teachers create a suitable atmosphere when they learn vocabulary. Most students (52.5%) indicated that when learning vocabulary their teachers create a good atmosphere which may reflect the teachers' awareness of the significance of friendly atmosphere in developing their students' vocabulary. While the rest, demonstrated that their teachers do not create such an atmosphere.

Q7.1. If yes, what do your teachers do to create such an atmosphere:

Table 10

Students' answers about their teachers' ways of creating a good atmosphere

Options	Subjects	%
a. Allow students to discuss the meaning of the difficult word together	05	11.90
b. Allow students to use dictionaries to check the meaning of the difficult word	11	26.19
c. Help students to guess the meaning of the difficult word from the context	17	40.47
All of them	01	2.38
a+b	03	7.14
b+c	05	11.90
Total	42	100%

In this item, students were asked to demonstrate what their teachers do to create a good atmosphere. Most students (40%) reported that their teachers help them to guess the meaning of the difficult word from the context, 26.19% of the students confessed that their teachers allow them to use dictionaries to check the meaning of the words and only 11.90% said that their teachers allow them to discuss the meaning of the difficult word together. Besides the (a+b, 7.14%); (b+c, 11.90%) and (a+b+c, 2.38%) represent the rest number.

According to students' answers, teachers use a variety of ways to establish a good atmosphere while teaching vocabulary. This is due to the different tasks given in each lesson.

Section Three: Cooperative Learning

Q8. Have you ever heard about cooperative learning?

Table 11

Student's familiarity with cooperative learning

Options	Subjects	%
Yes	57	71.25
No	23	28.75
Total	80	100%

The results of this question showed that 57 students representing 71.25% of the sample

have heard about cooperative learning, whereas 23 students representing 28.25% have not.

This means that most students are familiar with cooperative learning.

Q9. Do you consider cooperative learning as:

Table 12

Student's attitudes towards cooperative learning

Options	Subjects	%
a. A very good strategy	23	28.75
b. A good strategy	44	55
c. Not a good strategy	13	16.25
Total	80	100%

The results of this question indicated that 23 students out of 80 of the sample representing

28.75% consider cooperative learning as a very good strategy, 44 students (55%) admitted

that it is good, while 13 students (16.25%) thought that it is not good.

This means that the majority of students have positive attitudes towards cooperative learning, and believe that this way of learning will affect their learning outcomes and it helps them to learn rapidly.

Q10. How often does your teacher ask you to work in pairs/groups?

Table 13

The frequency of using pair/group work

Options	Subjects	%
a. Always	03	3.75
b. Often	17	21.25
c. Sometimes	36	45
d. Rarely	20	25
e. Never	04	05
Total	80	100%

As shown in the table above, 3.75% of the students said that their teachers always ask them to work cooperatively, 21.25% of the students pointed out that their teachers often ask them to work cooperatively, 45% of the students reported that they are sometimes asked to work in groups besides 25% of the students indicated that they are rarely working cooperatively. However, only 5% admitted that their teachers never ask them to work together. The statistics of this question illustrate that teachers use cooperative learning in their classrooms with their students because they see it as a beneficial strategy.

Q11. Do you find working with your classmates in groups:

Table 14

Students' answers about the easiness/difficulty when working cooperatively

Options	Subjects	%
Easy	55	68.75
Difficult	25	31.25
Total	80	100%

The results of this question showed that 55 students (68.75%) indicated that it is easy to work with their classmates. This means that those students feel more secure and confident, and prefer to work cooperatively rather than competitively. Whereas, 25 respondents (31%) stated that it is difficult to work with their classmates, here, it can be said that these students are in favor for individual work.

Q12. When working in pair/group do you feel:

Table 15

Students' feelings when working together

Options	Subjects	%
a. More confident	39	48.75
b. Less confident	09	11.25
c. You are involved in learning rapidly	23	28.75
d. You are not good at all	03	3.75
a+c	05	6.25
b+c	01	1.25
Total	80	100%

This question was intended to examine the students' feeling when they work in groups. 39 students (48.75%) said that they feel more confident and 23 students (28.75%) reported that they are involved in learning rapidly. Whereas, only nine students stated that they are less confident, and three students (3.75%) informed that when working cooperatively they are not good at all. Besides (a+c, 25%) and (b+d, 1.25%) that represent the rest of the number.

This may have one possible interpretation that respondents are strongly interested in cooperative learning.

Q13. In learning vocabulary do you prefer:

Table 16

Students' preferences when learning vocabulary

Options	Subjects	%
a. Individual work	21	26.25%
b. Pair/group work	59	73.75%
Total	80	100%

In this item, subjects were intended to say whether they prefer individual work or group work. The majority of students (73.75%) indicated that they like to work cooperatively and only 21 students (26.25%) prefer individual work. For those who chose group work, this may mean that they are sociable learners, while the others who chose the first option which is individual work may probably have a higher level than their classmates so they do not like to work with them.

Q14. Do you think that cooperative learning can help you to acquire more vocabulary knowledge?

Table 17

Students' benefits from cooperative learning when learning vocabulary

Options	Subjects	%
Yes	72	90
No	08	10
Total	80	100%

In this question, participants were asked to indicate whether cooperative learning helps them to acquire more vocabulary knowledge or not. The minority of respondents (10%) thought that cooperative learning does not help them to improve their vocabulary proficiency. However, a high portion of the sample (90%) thought that this pedagogical strategy helps them to enhance their vocabulary knowledge. This means that the majority of students are aware of the role of cooperative learning in developing their vocabulary.

Q15. How much do you learn from pair/group work?

Table 18

Students' learning from cooperative learning

Options	Subjects	%
a. Very much	16	20
b. Much	37	46.25
c. Little	23	28.75
d. Nothing	04	05
Total	80	100%

The above item aimed at investigating how much do subjects learn from cooperative learning. 37 respondents (46.25%) said that they learn much from cooperative learning strategy, 16 respondents (20%) indicated that they learn very much. On the other hand, 23 participants (28.75%) agreed that cooperative learning makes them learn little and only four participants (5%) admitted that they learn nothing. Since the majority of students' answers go to options one and two, it can be interpreted that students recognize the benefits of cooperative learning in improving their vocabulary and also have positive attitudes towards this strategy.

3.1.5. Discussion of the Results of the Students' Questionnaire

From the analysis of the students' questionnaire, it can be concluded that:

1. In the answers to question one and two, the majority of students express their need to vocabulary knowledge and realize its importance in learning a foreign language.

2. When students encounter an unknown word, they show different preferences: whether asking their teachers, their classmates, or trying to guess the meaning from the context. Most of them prefer to ask their classmates and avoid asking their teachers as they find it easy to work with their mates.

3. In learning vocabulary, the majority of students feel more confident when they work cooperatively. Thus, teachers' role is to create a friendly atmosphere to encourage learners to work in groups and therefore enhance their learning of vocabulary, by allowing them to discuss the meaning of the difficult word together.

4. Concerning the answers to the ninth question, the majority of students consider cooperative learning as either a very good strategy or a good strategy. This means that students are interested in group work and have positive attitudes toward the use of cooperative learning in learning English as a foreign language. However, when it

comes to question ten, teachers seem not very much interested in using cooperative learning. In fact teachers need to value the importance of working cooperatively rather than competitively to achieve more successful learning.

5. Students' feelings when working cooperatively show that they are more confident and also involved in learning rapidly. So, teachers have to provide more opportunities for students to work in groups since it is beneficial.

6. Students' evaluation of cooperative work as a technique for teaching and learning vocabulary confirm the research hypothesis which states that using cooperative learning in teaching vocabulary helps learners to acquire more vocabulary knowledge.

3.2. Teachers' Questionnaire

3.2.1. Aims of the Questionnaire

The questionnaire was conducted to explore the teachers' opinions about the use of cooperative learning and its effectiveness in students' vocabulary knowledge. It also aimed at investigating the teachers' evaluation of cooperative learning when teaching vocabulary.

3.2.2. Administration of the Questionnaire

The sample of the questionnaire covered the oral and written expression, and LSP teachers at Mohamed Seddik Ben Yahia University, Jijel. Since it was impossible to deal with all teachers, the number was reduced to only 18 teachers selected randomly. The questionnaire was administered both in laboratories and in different classrooms, some teachers were given a period of one hour to answer the questions, but some of them took from one to three days simply because they did not have enough time. But, only 14 teachers handed back their questionnaires.

3.2.3. Description of the Questionnaire

The questionnaire is made up of 14 questions; it consists of three main sections, each section is composed of a set of questions which are a mixture of closed questions where the teachers were asked to answer by "yes" or "no" or to tick up the answers from a number of choices, and open ended questions where the teachers were requested to suggest other alternative answers when necessary.

Section One: Background Information (Q1-Q2)

The first section provided background information about the sample of teachers in which Q1 sought to collect data about the degrees held, while Q2 was devoted to investigate how many years they have been teaching English (see Appendix B).

Section Two: Teaching Vocabulary (Q3-Q7)

The second section involves five main questions concerning the teachers' perception about teaching vocabulary. Q3 and Q4 were put to know whether teachers present new words in their lesson, and on which basis they select the items. Q5 was designed to ask teachers whether their students find difficulties with vocabulary learning, and if yes the teachers were requested to pick one of the choices or suggest other problems. In Q6 teachers were required to give their opinions about their students' awareness of the importance of vocabulary learning. Finally, Q7 was asked to find out whether they create a good atmosphere when teaching vocabulary or not, and in case of positive answer they were required to choose from a set of options how(see Appendix B).

Section Three: Cooperative Leaning (Q8-Q14)

The aim of this section is to investigate the teachers' beliefs about cooperative learning. Q8 was asked to indicate whether teachers encourage their students to work in groups or not. In Q9 and Q10 teachers were required to state if they are using cooperative activities when presenting new words and to specify how often they use it. Followed by Q11 which aimed at investigating whether teachers find difficulties when using cooperative learning and if the answer is "yes" they were requested to say what are those difficulties by choosing one of the suggested options or proposing others. Finally, Q12, Q13 and Q14 were intended to know if teachers are insisting on using English when their students work together, how they group their students and finally their evaluation of cooperative learning as a technique for teaching vocabulary(see Appendix B).

3.2.4. Results and Interpretations

Section One: Background Information

Q1. Degree (s) held:

Table 19

Teachers' degree(s)

Degrees	Subjects	%
a. License	03	21.42
b. Master	02	14.28
c. Magister	08	57.14
d. Phd	01	7.14
Total	14	100%

As shown in table 19 the highest percentage goes to teachers who have got Magister

degree with 57.14%, at the second place, come teachers who have License degree with

21.42%, then teachers who have Master degree with 14.28%. Finally there is only one teacher

who has a Doctorate degree which represents 7.14% of the sample.

Q2. How long have you been teaching English?

Table 20

Teachers' experience

Options	Subjects	%
a. 3-6 years	08	57.14
b. 7 -9 years	03	21.42
c. +20 years	03	21.42
Total	14	100%

Teachers in this question were required to give the number of years they have been teaching English. As shown in table above, 57.14% of the participants represent teachers, who have an experience from three to six years, followed by teachers whose experience in teaching English is between seven and nine years with 21.42% which is also shared by teachers who have been teaching English for more than 20 years. From the experience of these teachers, it can be confirmed that they know how to evaluate their learners' achievement. Therefore they are in a good position to fill the questionnaire.

Section Two: Teaching Vocabulary

Q3. Do you teach new vocabulary items in your lessons?

Table 21

Teachers who present new words in their lessons

Options	Subjects	%
Yes	14	100
No	00	00
Total	14	100%

In response to the third question, all respondents said that they teach new vocabulary items in their lessons. This can be interpreted as the teachers' focus on learners' vocabulary building and the importance that they give to vocabulary teaching.

Q3.1. If yes how often?

Table 22

Frequency of teaching new vocabulary items

Options	Subjects	%
a. Always	03	21.42
b. Often	07	50
c. Sometimes	04	28.57
d. Rarely	00	00
e. Never	00	00
Total	14	100%

Along with the above table, 21.42% of the sample indicated that they always teach new vocabulary items, 50% stated that they often present new items while the rest of the sample admitted that they sometimes teach new words. This means that teachers are aware of the role of vocabulary in learning foreign languages.

Q4. On what basis do you select the items to be taught in each lesson?

Table 23

Teachers' basis when selecting vocabulary items

Options	Subjects	%
a. Frequency	01	7.14
b. Range	00	00
c. Availability or expediency	00	00
d. Interests of the students	01	7.14
e. Level of the students	03	21.42
f. Learnability	01	7.14
g. Cultural factors	01	7.14
a+c+e	01	7.14
a+e+g	01	7.14
a+c+d+g	01	7.14
a+d+e	01	7.14
c+d+e	01	7.14
a+g	01	7.14
f+g	01	7.14
Total	14	100%

This question was set to explore the teachers' basis when they select the items to be taught in each lesson. In this question seven rating options were suggested and the results of the table 23 showed that the percentage of 7.41% is shared between: frequency, interest of the students, learnability and cultural factors. Also the same percentage is shared between the options of (a+c+e),(a+e+g),(a+c+d+g),(a+d+e),(c+d+e),(a+g) and (f+g) which are mainly

chosen by teachers to encourage students to learn vocabulary and to reach the maximum

success.

Q5. Do students find difficulties with vocabulary learning?

Table 24

Teacher's answers about wether students find difficulties when learning vocabulary

Options	Subjects	%
Yes	12	85.71
No	02	14.28
Total	14	100%

The results of this question showed that the majority of teachers (85.71%) confirmed that

students face difficulties with vocabulary learning but two teachers indicated that their

students do not have difficulties with vocabulary mastery.

5.1. If yes what are these difficulties?

Table 25

Teachers' answers about students' possible difficulties when learning vocabulary

Option	Subjects	%
a. The complexity of the word	00	00
b. Memorizing the words	03	27.27
c. The Influence of other languages	00	00
d. Vocabulary teaching strategies	00	00
a+b	04	36.36
a+c	01	9.09
a+b+d	01	9.09
b+c	02	18.18
Total	11	100%

Teachers in this item were requested to describe the various difficulties that their students face when learning vocabulary. Three teachers representing (27.27%) agreed on the difficulty of memorizing the words. The remaining answers are divided between several options, 36.36% opted for (a+b), 18.18% represented by (b+c) while 9.09% opted for both (a+c) and (a+b+d). One teacher proposed an additional problem which states that students sometimes mix up the different meanings of one single word, and therefore they misuse it. Also, another teacher did not choose problems from the suggested options; instead, he put forward another difficulty which states that teaching students vocabulary items out of context complicates the understanding of those vocabulary items. From these results, it can be noticed that difficulties exist which may cause obstacles and prevent learners from enhancing their vocabulary knowledge.

Q6. To what extent do you think your students are aware of the importance of vocabulary in learning English as a foreign language?

Table 26

Teachers' perceptions about their students' awareness of the importance of vocabulary

Options	Subjects	%
a. Very much	06	42.85
b. Much	04	28.57
c. Little	03	21.42
d. Not aware	01	7.14
Total	14	100

The examination of this item revealed that six teachers corresponding to (42.85%) believed that their students value the importance of vocabulary in learning English as a foreign language to a very large extent, four teachers corresponding to (28.57%) thought that their students consider vocabulary important in learning EFL, and three teachers corresponding to (21.42%) reported that their students think that vocabulary is of little importance in learning English. Only one teacher (7.14%) believed that his students are not aware of the importance of vocabulary in learning English as a foreign language. That is to say that the majority of teachers believe that their students are aware of the importance of vocabulary in learning English.

Q7. Do you try to create a good atmosphere when teaching vocabulary?

Table 27

Rate of establishing a relaxed atmosphere

Options	Subjects	%
Yes	14	100
No	00	00
Total	14	100%

As it is shown in the table above, all teachers (100%) admitted that they try to create a good atmosphere for learning. This is due to their awareness of the importance of such good atmosphere while learning, and their recognition that such atmosphere helps students to develop their learning.

Q7.1. If yes what do you do to create a good atmosphere?

Table 28

Teachers' ways for establishing a good atmosphere while teaching/learning vocabulary

Options	Subjects	%
a. Allow students to ask questions	02	14.28
b. Try to establish a good relationship with your students	01	7.14
c. Give your students the chance to discuss the meaning of the difficult word together	02	14.28
a+b	02	14.28
a+c	03	21.42
b+c	01	7.14
a+b+c	03	21.42
Total	14	100%

This question was intended to ask teachers what they do to establish a good atmosphere when teaching vocabulary. As shown in the table above, 14.28% opted for both allowing students to ask question and giving them the chance to discuss the meaning of different words together. Similarly, 14.28% represented by (a+b). On the other hand, 21.42% agreed for both (a+c) and (a+b+c). Moreover, 7.14% is shared between trying to establish a good relationship with students and (b+c).

To conclude, the integration of these ways of creating a suitable atmosphere while learning vocabulary can help students to be engaged in learning rapidly.

Section Two: Cooperative Learning

Q8. Do you encourage your students to work cooperatively?

Table 29

Teachers' encouragement to work cooperatively

Options	Subjects	%
Yes	13	92.85
No	01	7.14
Total	14	100%

The results in the table above revealed that most teachers corresponding to (92.85%) encourage their students to work cooperatively, and only one teacher corresponding to (7.14%) does not. That is to say the majority of teachers believe that interaction and negotiation of word meaning between students are of great importance for successful vocabulary learning.

Q9. Do you use cooperative learning when presenting new words?

Table 30

Teachers' use of cooperative learning when presenting new words

Options	Subjects	%
Yes	10	71.42
No	04	28.57
Total	14	100%

As it is shown in the table above, the minority of teachers (28.57%) said that they do not use cooperative learning when teaching new words. This means that those teachers have little

or no knowledge about its implementation and they find problems when using cooperative

learning with their students. However, the rest (71.42%) use it. This indicates that they are

aware of its benefits and they are able to use this pedagogical practice with their students. To

sum up, although not all teachers use cooperative learning most of them do actually take it

into account when teaching vocabulary.

Q10. How often do you use cooperative learning?

Table 31

Frequency of using cooperative learning when teaching vocabulary

Options	Subjects	%
a. Always	00	00
b. Often	07	50
c. Sometimes	05	35.71
d. Rarely	02	14.28
e. Never	00	00
Total	14	100%

The statistics of this item showed that only two teachers (14.28%) reported that they rarely

use cooperative learning when teaching vocabulary, five teachers (35.71%) said sometimes,

while the others (50%) admitted that they often use cooperative learning, which means that

teachers give opportunities to their students to work cooperatively.

Q11. Do you find problems when using cooperative group work with your students?

Table 32

Teachers' answers about whether they find problems when using cooperative learning

Options	Subjects	%
Yes	06	42.85
No	08	57.14
Total	14	100%

As shown in the table above, this item is a closed question where teachers are supposed to answer by "yes" or "no". Eight teachers representing (57.14%) said that they do not find problems when using cooperative learning with their students and only six teachers representing (42.85%) seemed to encounter problems when their students work together. To sum up, cooperative learning demands an extended knowledge from the teacher in order to avoid problems and to implement this practice effectively.

Q11.1. If yes what are these problems?

Table 33

Teachers' possible problems when using cooperative learning

Options	Subjects	%
a. Students' resistance to work cooperatively	01	25
b. Lack of classroom management	01	25
c. Lack of understanding how to use this pedagogical practice in your classroom	01	25
b+c	01	25
Total	04	100%

This question was intended to specify the problems that teachers may face when using cooperative learning with their students. The statistics showed that their answers are varied. One teacher reported that he finds difficulties with his students especially those who resist to work cooperatively and prefer individual work. One finds difficulties in managing and controlling the class, while another one admitted that he does not understand how to use this pedagogical practice in his class, which means that he does not have the necessary skills to implement such practice. Followed by one who argued for both (b+c). The remaining teachers stated other problems; one suggested that having his students work cooperatively raises the problem of noisy classes and the use of the mother tongue when students are talking with each other. The last one suggested that he does not know how to mix up students in appropriate groups taking into consideration their differences in terms of level, and how to make all the group members work cooperatively to complete their tasks; he explained this by saying that one student is dominating and doing the work. To conclude, it is not easy to make students work cooperatively and most teachers face problems when using cooperative learning strategy in their classes.

Q12. Do you insist on using English when students are working with each other?

Table 34

Teachers' insistence on using English when their students working cooperatively

Options	Subjects	%
Yes	14	100
No	00	00
Total	14	100%

This question was intended to examine whether teachers insist on using English when students work cooperatively. All teachers (100%) informed that they insisted on using

English when their students are working together. This means that using English to exchange

ideas provides the students with the opportunity to develop their vocabulary proficiency.

Q13. Do you think that teaching vocabulary through cooperative learning is:

Table 35

Teachers' evaluation of the effectiveness of cooperative learning when teaching vocabulary

Options	Subjects	%
a. Very helpful	08	57.14
b. Helpful	06	42.85
c. Slightly helpful	00	00
d. Not helpful	00	00
Total	14	100%

The results of this item showed that eight teachers thought that cooperative group work is

very helpful to improve their students vocabulary, six teachers said that it is helpful but no

one has answered negatively. These results revealed teachers' recognition of the effectiveness

of such technique for improving students' vocabulary proficiency.

Q14. On the basis of what do you group your students?

Table 36

Teachers' ways of grouping their students

Options	Subjects	%
a. Students choose their partners	07	53.84
b. Students with the same level together	01	7.69
c. Students with different levels together	03	23.07
a+c	02	15.38
Total	13	100%

It appeared from the table above, that among the 13 teachers who encourage their students to work cooperatively, seven teachers representing (53.84%) said that they group their students on the basis of their choices, three other teachers (23.07%) indicated that they group them on the basis of their level differences, while only one teacher representing (7.69%) informed that he puts students with the same level together. Coming next, two teachers representing (14.28%) argued for both (a+c). To conclude, the way of forming the groups differ from one teacher to another.

3.2.5. Discussion of the Results of the Teachers' Questionnaire

The analysis of the teachers' questionnaire revealed the teachers' opinions and views about the teaching of vocabulary and their attitudes towards teaching vocabulary through cooperative group work strategy.

1. When teachers are asked whether they teach new vocabulary items in their lessons, all of them confirmed that they do. This implies that they recognize their students' needs in terms of developing vocabulary proficiency.

2. Although teachers' answers and suggestions are different, the majority of them report that there are possible problems or difficulties that their students may encounter when learning vocabulary.

3. Most of 2nd year teachers have positive perceptions about how much students value the importance of vocabulary in learning English as a foreign language. That is to say that students' awareness of the value of vocabulary in learning languages encourages them to learn it.

4. The answers and suggestions of teachers about how they create a relaxed atmosphere when teaching vocabulary are quite different, but in general all of them are aware that they should establish a good atmosphere in their classes because it gives their students the opportunity to develop their learning.

5. When asked about their use of cooperative learning, a significant number of teachers confirm that they encourage their students to work cooperatively, and that they use cooperative group work as a part of their instruction when they are teaching vocabulary.

6. Concerning the question where teachers are asked whether they find problems when using cooperative pair/group work with their students or not, some of them report that they encounter problems while using such technique. This is probably due to their lack of understanding how to use this pedagogical practice and their lack of the necessary skills to implement it.

7. Finally, teachers' evaluation of cooperative pair/group work as a technique for improving students' vocabulary proficiency revealed their recognition of the effectiveness of such technique.

Limitations of the Study

Although the results of this research confirmed the research hypothesis, which stated that using cooperative learning would increase students' vocabulary, this study has some limitations.

1. The Time Constraints

Since there was not enough time to deal with a large sample of the students and teachers, the number was reduced to cover only 80 students and 14 teachers. Therefore, it is difficult to generalize the obtained results. Longer time would give us a chance to conduct an experimental study that will enrich the research' results.

2. Questionnaires Limitations

Even though questionnaires are widely used, they have some limitations. The first one is that respondents do not always demonstrate their real attitudes. The second is about handing back the questionnaires; some respondents did not give back their questionnaires that diminished the research.

Pedagogical Recommendations

The research findings showed that cooperative learning as a pedagogical strategy has its impact on developing students' vocabulary proficiency. Moreover, the results obtained from the analysis of teachers' and students' questionnaires confirmed the research hypothesis which stated that if second year teachers use cooperative learning effectively, they will improve their students vocabulary proficiency. In order to use this pedagogical strategy effectively, teachers and foreign language learners should be aware of the positive impact of cooperative learning on developing language vocabulary, and they should give it the interest

it deserves in the teaching /learning process. In addition, teachers should have the necessary skills to implement such pedagogical strategy in their classes.

In the field of teaching foreign languages, cooperative learning has been proved to be an effective strategy to enhance students' vocabulary. Therefore, teachers should take it into account to increase their students' opportunities to acquire more vocabulary knowledge.

Conclusion

The results obtained from the analyses and discussions of the questionnaires administered to second year English students and teachers revealed that cooperative learning provides students with the opportunity to increase their vocabulary knowledge. Therefore, the hypothesis of the present study -if foreign language teachers at the department of English, Mohamed Seddik Ben Yahia University use cooperative learning effectively, they will improve their students' vocabulary proficiency- has been tested and confirmed to a large extent.

General Conclusion

This study was designed to investigate the impact of cooperative learning strategy on learners' vocabulary acquisition. Through this study, it was hypothesized that if English teachers at Mohamed seddik Ben Yahia University provided their second year LMD students with the opportunity to work cooperatively, they will improve their vocabulary acquisition. This research aimed to confirm that the more students work in groups the more they learn and acquire new words.

This dissertation is composed of three main chapters, the first two chapters dealt with a theoretical part of vocabulary and cooperative learning, while the last chapter was devoted to the practical part. The first chapter provided some definitions about vocabulary and words in addition to other important issues, among them: how words are remembered, functions of memory and the importance of vocabulary. The second chapter spotlit on cooperative learning by outlining its basic principles, types of cooperative learning, some examples of it, a comparison between cooperative learning and traditional language leaning as well as its advantages and some examples of teaching and learning vocabulary through cooperative learning. Whereas, the third chapter was devoted to the practical part in which two questionnaires (learners' and teachers' questionnaires) were used to find out whether teaching English as a foreign language through cooperative learning strategy helps students to enhance their vocabulary and to acquire more words.

In this research, two questions were raised; the first one is: does cooperative learning has any significant effect in learners' vocabulary knowledge? The second one is: are foreign language teachers able to improve their student's vocabulary through cooperative learning activities? Through the analysis of the two questionnaires, it was proved that learners through cooperative activities can develop their vocabulary knowledge and therefore, it has a positive effect on their vocabulary acquisition. Concerning the second question, most teachers agreed

that via cooperative learning, learners are able to extend their knowledge of words and develop their vocabulary proficiency.

All in all, the results of this dissertation confirmed the hypothesis and demonstrated that providing second year LMD students at the department of English, Mohamed Seddik Ben Yahia University in Jijel, with the opportunity to work cooperatively, gives them the chance to develop their vocabulary acquisition.

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Appendix A: Students' Questionnaire

Dear students,

We would be so grateful if you fill this questionnaire to express your opinions about the use of cooperative learning when learning vocabulary.

Your answers will be of great help for this research. We hope that you will answer with full attention and interest.

Please read the questions very carefully then put a tick (√) in the right box or complete sentences where necessary.

Thank you in advance

Section One: Background Information

1. Gender

Male ☐

Female ☐

2. Do you consider your level of English:

   a) Very good ☐

   b) Good ☐

   c) Average ☐

   d) Less than average ☐

   e) Weak ☐

Section Two: Learning Vocabulary

3. When learning English, do you think that learning vocabulary is:

   a) Very important ☐

b) Important ☐

c) Has little importance ☐

d) Not important ☐

4. Do you think that learning vocabulary is:

a) Interesting ☐   b) Boring ☐

5. Do you think your vocabulary level is:

a) Excellent ☐

b) Good ☐

c) Average ☐

d) Low ☐

6. When you encounter an unknown word, do you:

a) Guess the meaning from the context ☐

b) Ask the teacher about its meaning ☐

c) Ask your classmates ☐

d) All of them ☐

7. Do your teacher create a good atmosphere to learn vocabulary?

Yes ☐   No ☐

7.1. If yes, what your teachers do to create such an atmosphere?

a) Allows students to discuss the meaning of the difficult word together ☐

b) Allows students to use dictionaries to check the meaning of the difficult word ☐

c) Helps students to guess the meaning of the difficult word from the context ☐

a) All of them ☐

Section Three: Cooperative Learning

8. Have you ever heard about cooperative learning?

   Yes ☐   No ☐

9. Do you consider pair/group work (cooperative learning) as:

   a) A very good strategy ☐

   b) A good strategy ☐

   c) Not a good strategy ☐

10. How often do your teachers ask you to work in pairs/groups?

   a) Always ☐

   b) Often ☐

   c) Sometimes ☐

   d) Rarely ☐

   e) Never ☐

11. Do you find working with your classmates in groups?

   a) Easy ☐

   b) Difficult ☐

12. When working in pair/group do you feel:

   a) More confident ☐

   b) Less confident ☐

   c) You are involved in learning rapidly ☐

   d) You are not good at all ☐

13. In learning vocabulary do you prefer:

    a) Individual work ☐

    b) Pair/group work ☐

14. Do you think that cooperative learning can help you to acquire more vocabulary

knowledge?

Yes ☐   No ☐

15. How much do you learn from pair/group work?

    a) Very much ☐

    b) Much ☐

    c) Little ☐

    d) Nothing ☐

Thank you for your participation

Dear teachers,

   We would be so grateful if you fill this questionnaire to express your opinions about the use of cooperative learning when teaching vocabulary.

   Your answers will be of great help for this research. Would you please put a tick (√) in the box that represents your answer.

Thank you in advance

Section One: Background Information

1. Degree(s) held:

   a) License ☐

   b) Magister ☐

   c) Master ☐

   d) Phd ☐

2. How long have you been teaching English?

…………………………………………………..

Section Two: Teaching Vocabulary

3. Do you teach new vocabulary items in your lessons?

Yes ☐   No ☐

3.1. If yes how often

   a) Always ☐

   b) Often ☐

   c) Sometimes ☐

   d) Rarely ☐

   e) Never ☐

4. On what basis do you select the items to be taught in each lesson?

a) Frequency ☐

b) Range ☐

c) Availability or expediency ☐

d) Interests of the students ☐

e) Level of the students ☐

f) Learnability ☐

g) Cultural factors ☐

5. Do students find difficulties with vocabulary learning?

Yes ☐   No ☐

5.1. If yes what are these difficulties:

a) The complexity of word knowledge ☐

b) Memorizing the words ☐

c) The influence of other languages ☐

d) Vocabulary teaching strategies ☐

Others:………………………………………………………………………………………………

……

………………

6. To what extent do you think your students are aware of the importance of vocabulary in learning English as a foreign language?

a) Very much ☐

b) Much ☐

c) Little ☐

d) Not aware ☐

7. Do you try to create a good atmosphere when teaching vocabulary?

Yes ☐   No ☐

7.1. If yes what do you do to create a good atmosphere?

   a) Allow students to ask questions   ☐

   b) Try to establish a good relationship with your students   ☐

   c) Give your students the chance to discuss the meaning of the new vocabulary items

      with their classmates   ☐

Others:……………………………………………………………………………………
…………………………………………………………………………………………………
………………

Section Three: Cooperative Learning

8. Do you encourage your students to work cooperatively?

Yes ☐   No ☐

9. Do you use cooperative learning work when presenting new words:

Yes ☐   No ☐

10. How often do you use cooperative learning?

   a) Always   ☐

   b) often   ☐

   c) Sometimes   ☐

   d) Rarely   ☐

   e) Never   ☐

11. Do you find problems when using cooperative learning with your students?

Yes ☐   No ☐

11.1. If yes, what are these problems?

a) Students' resistance to work cooperatively ☐

b) Lack of classroom management ☐

c) Lack of understanding of how to use this pedagogical practice in your classroom ☐

Others:……………………………………………………………………………………

……………………………………………………………………………………………

12. Do you insist on using English when students are working with each other?

Yes ☐   No ☐

13. Do you think that teaching vocabulary through cooperative learning is:

a) Very helpful ☐

b) Helpful ☐

c) Slightly helpful ☐

d) Not helpful ☐

14. On the basis of what do you group your students?

a) Students choose their partners ☐

b) Students with the same level together ☐

c) Students with different levels together ☐

Others:……………………………………………………………………………………

……………………………………………………………………………………………

………………

Thank you

Résumé

La présente étude vise à étudier l'efficacité de l'utilisation de travail de group coopératif comme stratégie d'enseignement pour améliorer et maximiser le vocabulaire des élèves de deuxième année anglais. La méthodologie de recherche adoptée dans cette étude est descriptive. Autrement dit, il vise à décrire deux variables principales : le travail de group coopératif comme une variable indépendante et l'acquisition de vocabulaire comme variable dépendante .pour vérifier la validité de notre hypothèse ; deux questionnaires sont administrés aux élèves de deuxième année LMD et aux enseignants de l'expression orale, l'expression écrit et langue de spécialité (LDS) au département d'anglais, Mohamed Seddik Ben Yahia université, Jijel. Les résultats obtenus à partir de la présente étude ont monté que les élèves et les enseignants considèrent le travail du group coopératif comme une stratégie pédagogique efficace pour améliorer le vocabulaire des élèves. Donc l'hypothèse que nous avons présentée a été confirmée.

يهدف هذا البحث إلى دراسة فعالية استخدام العمل التعاوني لتحسين و إثراء الرصيد اللغوي لطلاب السنة الثانية انجليزية بجامعة جيجل و عما إذا كان الطلاب قادرين عل اكتساب المزيد من المفردات عند استخدام الأساتذة لهذه الإستراتيجية.

للتحقق من صحة الفرضية المعتمدة في هذه الدراسة قمنا بتقديم استبيانين موجه لطلبة السنة الثانية نظام . . أساتذة الانجليزية جامعة محمد الصديق بن يحي لسبر أرائهم حول تطبيق إستراتيجية العمل التعاوني لتطوير الرصيد اللغوي للطلبة.

أظهرت النتائج المتحصل عليها أن كلا من الطلبة و الأساتذة يعتبرون ا التعاوني إستراتيجية فعالة لتحسين و تطوير الرصيد اللغوي للطلبة. على هذا يتم تأكيد الفرضية المعتمدة في هذه الدراسة.