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Incidental or Intentional Lexical Learning: The Frequency Use of

Vocabulary Learning Strategies Among University Students the east of

Algeria

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Dedication

In the Name of God, the Most Gracious, the Most Merciful, All the Praise is due to God alone, the Sustainer of all the worlds.

Firstly and foremost, I would give my undeniable and unforgettable thanks to the most graceful and most compassionate the almightily (Allah), that has provided me with a lot of blessings that can never be counted.

I dedicate this work :

To the apple of my eyes, to my heartbeat. To the only person with the exception of God nothing is more important: to you mom. To the best gift I have ever got, thank you mom for your love, encouragement and patience." I LOVE YOU MOM",

To the person whose absence brought pain to me, the person that I have never seen his face in my life. The person that I want to hear his voice calling me, to my dad , "I MISS YOU DAD",

To my lovely sisters: Nedjwa; Zahra and her husband; Fatima and her husband,

To my beloved brothers: Yaakoub and his wife; Mouloud and his fiancé. And Mohamed,

To my brothers in law: abdalaziz and abdarrachid,

To my nieces and nephews especially Ranya, Moussab and Hadjer,

To all my relatives and my best friends, to everyone I love in this life and to all people who know and love me,

Rabiha Bouledra

In the name of God the most merciful, the most compassionate

I dedicate this work to:

My beloved parts of me, to the moon and sun ever shiny, to the best dad and mom, the world ever knows surely,

My dearest brothers: Djalal, Amine, Abderrahim and abdeallah,

My adorable sisters: Bachira and her husband Ali; my twin Kamilia and her husband Halim,

My grandmother khadidja who thaught me how to give without waiting for reward,

My beautiful nieces: Fatima-zahra and issra,

My nephews: Ayoub and Mouayed-billah,

All my friends for their love and support,

Rofia Cheraitia

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Abstract

Vocabulary is essential in foreign language learning. Without having enough vocabulary knowledge learners cannot communicate in their FL. In fact, learners are always trying to expand their vocabulary using different ways. This dissertation investigates the different modes of learning vocabulary (incidental and intentional learning) as well as the different vocabulary learning strategies. In order to collect the needed information to accomplish this study two questionnaires were administered. One questionnaire was administered to 60 EFL students at three universities: Mohammed Saddik Ben Yahya University of Jijel; University of Contantine and Mila centre. The second was administered to ten teachers at Mohammed Saddik Ben Yahya Jijel University. The results obtained from the analysis of the questionnaire showed that: the majority of the learners use the intentional mode in learning their vocabulary, and use dictionary as the best strategy to find the meaning of new words. They showed that all teachers prefer to use both modes (incidental and intentional) in their classes. However, according to the majority of them intentional mode of learning vocabulary is the one that is more helpful.

List of Abbreviations

EFL   English as Foreign Language

FL   Foreign Language

L2   Second Language

LLS   Language Learning Strategies

LMD License Master Doctorate

Q   Question

SN   Students' Number

TN   Teachers' Number

VLS   Vocabulary Learning Strategies

%   Percentage

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General Introduction

Introduction

Before the mid -1980s, vocabulary learning was considered as a neglected area of second language learning and teaching (Maiguashca, 1993; meara, 1981).However, nowadays, learning a vocabulary of a language has become essential. A limited vocabulary is a serious obstacle that hampers students from learning a foreign language (as cited in Subekti & Lawson, 2007, p. 485). According to Gass (1999) in order to learn a second language, we should learn its vocabulary. Therefore, incidental and intentional learning are the main concern of the current study which attempts to investigate how advanced university students learn vocabulary, and what are the strategies that they use in order to facilitate their vocabulary learning.

1. The Review of the Literature

To date, no research has been done on incidental and intentional learning of vocabulary in Algerian universities particularly in the universities of Jijel, Mila and Constantine which are considered as samples of the present study. However, several studies have been made about this subject that serve many other purposes which are apparently different from the current one. To exemplify, a study was conducted in Iran by Alemi.M. & Tayebi. ; another one in Dubai by Kachoub. B. Also two other studies were conducted in China by Yali. G. & LI.Q. Finally, a study was done in Saudi Arabia by Ahmed. J.

According to Griffiths (2003) vocabulary is an important aspect of language proficiency which provides the basis for the performance of the learners in the other language skills. For instance, listening, reading, speaking and writing. Yet, there have been insufficient discussions about how vocabulary should be learned either

incidentally or intentionally. Or the strategies that are used by advanced university students.

According to Hulstijn (2003) the concepts of incidental and intentional learning are traced back to their origin in psychology. The increase of incidental and intentional learning is described in the era of stimulus-response psychology (p.350).

Hulstijn (2006 as cited in Alemi, 2008) distinguished between intentional and incidental learning, he stated that intentional learning refers to the learning mode in which participants are informed prior to their engagement in a learning task, that they will be tested afterward on their retention of a particular type of information. While, incidental learning refers to the mode in which participants are not forward of an upcoming retention test for a particular type of information.(p.83).

Similarly, Craik (1972) and Eysenck (1982) stated that, we can differentiate between incidental and intentional learning in terms of the use of pre-learning instructions that do or do not forewarn subjects about the existence of a subsequent retention test (as cited in LI, 2013, p.139). GU (1994 as cited in asgari, 2011, p. 84) pointed out that specific strategies are used by second language students for the acquisition of new items in the second language learning are called' Vocabulary learning strategies'. While according to Nation (2001 as cited in asgari, 2011) "Language learning strategies (LLSs) are sub-category of general learning strategies and vocabulary learning strategies (VLSs) are considered as a part of language learning strategies". (p. 84). In other words, vocabulary learning strategies are a subset of language learning strategies.

So several studies have produced several taxonomies of vocabulary learning strategies. One of these classifications was conducted by Fan (2003) who refined GU's classification(2003) , categorized vocabulary learning strategies into a "primary category" which includes dictionary and guessing strategies. Also, "remembering category" which integrates repetition, association, grouping, analysis and known words strategies.

In short, although the previously mentioned studies about incidental and intentional learning of vocabulary and the different strategies used to enhance student's vocabulary proficiency differ in their aim, they all provide a great contribution to the field of vocabulary in the second language learning.

2. Statement of the Problem

Vocabulary is an important component of language that students need to master in order to communicate effectively. Learning a language mainly refers to the learning of its vocabulary. Thus, in vocabulary learning there are usually references to distinguish between incidental and intentional modes of learning new words. Since vocabulary is so crucial to advanced university students in order to improve their foreign language proficiency, many researchers have set different strategies to help students improve their vocabulary level in a foreign language. Some of these researchers are Schmitt, Nation...

This study will investigate the different modes of learning vocabulary and different strategies used by advanced university students in the east of Algeria.

3. Aim of the Study

The present study is an attempt to broaden our knowledge of vocabulary learning by investigating the different modes of learning vocabulary in terms of incidental and intentional learning.

Thus, our aim is to determine how vocabulary should be learned either incidentally or intentionally. Moreover, to show the difference between them, and to shed light on the use of vocabulary learning strategies by advanced university students.

4. Research Questions

With regard to the nature and the purpose of this study, the following questions are posed:

1. How vocabulary should be learned incidentally or intentionally?

2. Are there any differences between the two modes of learning vocabulary?

3. Does intentional learning have any significant effect on students' vocabulary knowledge?

4. What are the different strategies that the learners use to improve their vocabulary proficiency?

5. Are those strategies really help students to enhance their vocabulary knowledge?

5. Hypotheses

If students learn vocabulary in order to improve their level in a foreign or a second language, and to communicate effectively and successfully they should learn it intentionally.

If advanced university students use different vocabulary learning strategies appropriately, they will enhance their vocabulary proficiency.

6. The Rationale of the Study

Learning English as a foreign language has been increased in the last few decades particularly in Algeria. In order for students to master it, they must pay attention to many aspects of this language mainly vocabulary, since it helps the

learners to better their comprehension. However, learners do not give much importance to vocabulary. Rather, they just focus on the memorization of courses to pass their exams. Moreover, the methods used by foreign language teachers in classroom lead to a failure in the learning of vocabulary. This made us look for the strategy that has a significant effect on learners' learning, and pushed us also to conduct this investigation.

7. Research Tool

In order 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, translation and process of acquisition classes in our department of English. Students' questionnaire was directed to first year LMD students. It was administered to 60 students and conducted in three universities which are: Mohammed Saddik Ben Yahia University of jijel, university of Mila, and Mentouri University of Constantine. These three universities are chosen in order to know whether different students from different universities learn vocabulary intentionally, and whether they use different vocabulary learning strategies or not.

8. Structure of the Study

This study is divided into two main chapters; one is theoretical and the other is practical. Chapter one is divided into two sections; one is about incidental and intentional vocabulary learning and the second is about vocabulary learning strategies. Chapter two deals with the analysis of the data obtained from the questionnaires given to teachers and to first year LMD students in the three universities.

Chapter one: Theoretical part

Section one: Vocabulary Issues, Incidental and Intentional learning

Introduction

Learning a second language is affected by many factors which lead to different levels of proficiency. These factors influence learning of all language components including vocabulary. Vocabulary is very important to foreign language learners to develop their vocabulary knowledge in order to improve their language proficiency. In fact, it is impossible for learners to communicate in a language without having enough vocabulary items that make them understand the conveyed message and be understood when conveying a message as well.

Basically, in L2 teaching and learning vocabulary, there are two instructional techniques: incidental learning and intentional learning (Yali, 2010).Thus, this section is an attempt to discuss some vocabulary issues with a reference to the two modes of learning vocabulary, incidental learning and intentional learning, as well as to investigate their origins.

1.1.1. Definitions of Vocabulary

Vocabulary was defined in Oxford Dictionary (2007) as the total number of words that make up a language. Longman Dictionary (1995) defined vocabulary as the words someone knows, learns or uses. It is vocabulary that leads learners to express themselves clearly and appropriately in a wide range of situations. Hatch and Brown (1995) consider vocabulary as a list or set of words of a particular language that individual speakers of a language might use. Vocabulary is defined in York English Dictionary for Students (1999) as all the words that are used by a person or group of persons.

Similarly, Graves (2000) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions (as cited in Taylor, 1990). Krashen (1998) extends Graves'definition further by stating that lexicon organizes the mental vocabulary in a speaker's mind (as cited in Herrel, 2004). He also, claims that, an individual's mental lexicon is that person's knowledge of vocabulary (as cited in Herrel, 2004). Miller (1999) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences, (as cited in Zimmerman, 2007).

A distinction is made between the items vocabulary and lexis. Scrivener (2005) argued that the term vocabulary refers mainly to single words and sometimes to linked two or three word combinations, whereas the term lexis is bigger; it refers to the traditional single word vocabulary items, common going-together patterns of words and longer combinations of words that are typically used together if they were a single item. However, most teachers still use the terms vocabulary and lexis interchangeably and even Oxford Students Dictionary (2007) considers them as synonyms and defines them as all words in a language. Lexicon also refers to a reference book containing an alphabetical list of words with information about them and can also refer to the mental faculty or power of vocal communication (McCarthy, 1990, as cited in Taylor, 1990).

According to Lehrer (2000) the term vocabulary refers to the knowledge of words and their meanings. However, this definition is too limited because words come into oral and print forms. Oral vocabulary refers to the words we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize in reading and writing. Word knowledge also comes into two kinds:

receptive and productive. By receptive vocabulary, we mean the words that we recognize when we hear or see them. Productive vocabulary includes the words that we use when we speak or write. Thus, according to Lehrer (2000) the term vocabulary is defined as the knowledge of words and their meaning in both oral and print language in receptive and productive forms.

1.1.1.1. The importance of vocabulary

Foreign language learners are always in need to learn and enlarge their vocabulary. This is supported by Wilkins (1972) who states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (as quoted in Thornbury, 2002, p. 13). Beginners often manage to communicate in English using individual words, and they can most of the time covey meaning without necessarily having acquired grammar. This is the evidence that in learning a language, grammar is not sufficient and, thus, more importance has to be given to vocabulary.

A golden role for learning a second language is that learners are exposed to the language, in writing and speech. Such language input can either be comprehensible or incomprehensible to the students. Since lexicon is a significant component in the learning processes, students across proficiency levels will come up with situations where they can comprehend and understand only part of the written language, or a phrase because of the fact that they do not comprehend all the words. Encountering some unfamiliar words could not impede the overall comprehension of a text, but if too many words or the most important ones are unfamiliar, then comprehension will suffer (Curties, 2006).

According to Rivers (1983) the acquisition of perfect vocabulary is vital for proficient second language users because without an adequate amount of

vocabulary, the student will not be able to produce the structures and functions he/she may have acquired for successful communication. Similarly, Anderson (1984) & Eskey (1973) relate the incapability for communicative competence in English to a poverty of vocabulary. This idea was expressed by Savington (1997) who regarded the inadequacy of vocabulary as an essential factor and said that: "this is a critical problem in speaking, reading and even writing. Grammar skill does not work Properly, unless you learn the vocabulary to communicate "(p.78). In other words, if the speaker or the learner of a given language does not have an enough amount of vocabulary, this will prevent him from speaking fluently, writing properly and prevent him also from understanding the general idea of a specific text.

1.1.1..2. Vocabulary description

The main linguistic branches that study vocabulary and its different forms, meanings and uses are lexicography and lexicology.

1.1.1.2.1. Lexicography

It is considered by Jackson and Zé Amvela (2000) as a special technique of writing dictionaries and defined also by Oxford Students Dictionary (2007) as "the theory and practice of writing dictionaries" (p. 412). In other words, it is the act of grouping lexical items in a dictionary with their meanings, functions and examples of their uses.

1.1.1.2.2. Lexicology

According to Jackson and Zé Amvela (2000), lexicology is the study of lexis; it does not deal only with simple words but with complex and compound words also. Lexicology relies on information derived from morphology and semantics. It is concerned with how words are classified, formed and their different meanings.

1.1.1.2.2.1. Word Classification

Words classification is based on their function. The English language is classified into eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and determiners. According to Thurnbury (2002).

A noun is a word that refers to

-A person: John, man, doctor.

-A place: school, Algeria.

-A thing: door, box.

A verb is a word that refers to an action, state, or a process.

-An action: the horses jumped all the fences.

-A state: she looks like her mother.

-A process: maple leaves has turned red.

There are two types of verbs: regular and irregular. And a verb form varies in terms of tense.

An adjective is a word that is used to describe a noun. It may be used attributively i.e., before the noun e.g.: She is a beautiful girl; or predicatively, i.e., as a complement to the verb e.g.: You seem happy.

An adverb is a word that is used to describe:

- A verb: I was there.

- An adjective: You are very happy.

- Or another adverb: She works very hard.

A pronoun is a word that can replaces a noun.

- She (Sonia) reads the new novel

A preposition is a word used to show:

- A place: She is in the house.

- A time: The English session starts at 9:30.

- A position: It locates between two streets.

A determiner is a word used to qualify nouns. It can be:

  - An article: the, a, an.

  - Demonstrative adjective: this, these, that, those.

  - Possessive adjective: my, your, his, her, its, our, their.

A conjunction is a word used to join units in a sentence. There are two kinds of conjunctions. Coordinating conjunctions that join two main clauses:

  - They read the text and do the activities.

and subordinating conjunctions that join a main clause with a subordinating one:

  - I will come when I receive your letter.

1.1.1.2.2.2. Word Formation

Classes and meanings of words are changed through a process which is called word formation or word building. It takes three main forms which are: affixation, compounding and conversion. According to(Gairns & Redman 1986).

Affixation is the process of adding prefixes and suffixes to the base item, so through this operation the items can be modified in meaning and changed from one part of speech to another.

  - Prefixation _ like _ dis + like _ dislike.

  - Suffixation _ success _ success + ful _ successful.

  - Prefixation + suffixation _ rely _ un + rely + able _ unreliable.

Compounding It is the process of combining two different words that have different meanings to form a new word that have another different meaning.

  -Washing + machine _ washing machine

Conversion also called zero affixation. It is the fact that different word classes may be used without changing the word form; for example, the word "book" is a noun "a book" or a verb "to book" .In some cases of conversion , the words have the same form but different pronunciation such as , "present" / preznt/ (noun or adjective) and "present"/prizent/ (verbs)

1.1.1.2.2.3. Word Meaning

There are different relations concerning meanings that exist between words as hyponymy, synonymy, antonymy and polysemy

Hyponymy

It is the inclusion of one word under the meaning of another word because they share common characteristics as including dog and bear in animals. The upper term, i.e., "animals" is the super-ordinate and the lower terms, i.e., dog and bear are hyponyms

Synonymy

It is defined by Palmer (1976) as the "sameness of meaning" (p. 88). That is to say, synonyms are words that have different forms but identical meanings. This does not mean that, the words are totally interchangeable in all situations, because if they were, it would be nonsense to have both words in the language as the terms die and pass away. Some words are collocationaly restricted, i.e., they occur only in conjunction with other words e.g.: rancid occurs with better and addled with eggs though they have the same meaning that is no longer god for eat. Besides, many synonyms cannot be used interchangeably in all situations such as deep and profound that can be used with sympathy but only deep with water.

Antonymy

It is another sense relation that is described by Palmer (1976) as "oppositeness of meaning", and words which are opposites are antonyms such as wide / narrow. In many cases words are explained by their opposites (p. 94).

Polysemy

It refers to the case in which one word may have different meanings. Both Leech (1974) & Lyons (1977) observe that the meaning of words is internal to thlanguage   to which they belong.

1.1.1.3. Frequency of words

Frequency of words is a very important distinction that has been made between high frequency words and low frequency words.Thus, some authors argue that there are a group of words in English that occur very frequently and if a learner knows these words, that learner will know a very large proportion of the running words in a written text or in a conversation. According to Schmith and McCarthy (1997) although a language makes use of a large number of words, not all of these words are useful. According to them one measure of usefulness is word frequency, that is, how often the word occurs in normal use of a language. From the point of view of word frequency "*the*" is a very useful word in English and so a high frequency word. In the same way, *at, on, in, for, of, a* and so on are also considered high frequency words. They occur so frequently that about 7 % of words in a page of written English text and the same proportion of the words in a conversation are repetitions of the word *the, at, on, for, of a.* So, this small group of high frequency words is important in English language because these words cover a very large proportion of words in spoken and written texts.

Nation (2001) states that an English speaker needs to know 3,000 or   so high frequency words of the English language. According to him, this is an immediate high priority and there is little sense in focusing on other vocabulary until these are well learned.

In contrast to high frequency words, there are other words that are less frequent in English. Low frequency words are a large group of words that occur infrequently in a spoken and written text and include all words that are not high frequency words. According to Nation (2001) low frequency words consist of technical words, proper names and words that students rarely meet in their use of English language. Also, Nation (2001), among others, said that there are some words that are simply low frequency words. That is to say that there are words that almost every language user rarely uses, for example, the word "plummet." Although is very important to know large number of word meanings students do not need this word to communicate to each other.

1.1.2. Incidental and Intentional Learning in the Psychological Literature

The concepts of incidental and intentional learning are traced back to their origins in psychology. The increase of incidental and intentional learning is described in the era of stimulus-response psychology (Hulstijn, 2003, p. 350).

1.1.2.1. Incidental and Intentional learning in Stimulus-response Psychology

For American psychologists of the early twentieth-century. For instance, James, Dewey, Watson and Thorndike learning is the forming by joining between sense impressions (stimuli-s) and impulses to action (responses-r). S-R psychologists differentiated many types of associative learning, ranging from elementary to complex (Gagné, 1965). But all involving the four basic notions of stimulus, response, feedback, and conditioning. The most elementary form of

learning is signal learning, requiring the making of a general, spread response to a stimulus (e. g. , producing tears at the sight of onions) (Hulstijn, 2003, pp. 350-355).

1.1.2.2. Incidental and Intentional Learning in Cognitive Psychology

With the arrival of cognitive psychology and the decline of S-R psychology in 1960s and 1970s, psychologists lost interest in the notion of set or intention as a main construct in the explanation of human learning and memory performance. This would have meant the death of the constructs of incidental and intentional learning had not the work of some cognitive psychologists in the 1970s saved them from being forgotten. Researchers of information processing and memory (the labels that replaced learning, which was felt to be associated too much with S-R psychology)in the 1970s brought to light the type of incidental learning design because it appeared to serve as an excellent means in the investigation of the effect of various types of information processing on long-term information retention.

In short, incidental and intentional learning refers to the absence or presence of an announcement to participants in a psychological experiment as to if they will be tested after the experiment task (Hulstijn, 2003, pp. 355-356).

1.1.3. Incidental and Intentional Learning in the L2 Learning Literature

It is not surprising that the concepts of incidental and intentional learning for the most part figure in the era of phonetics and phonology, by contrast, and only exceptionally in the era of grammar (morphology and syntax). The reason why the notion of "intentional learning" does figure in the vocabulary learning literature but, hardly in the literature of grammar learning, While "incidental learning" figures in both literatures is that "incidental" in principle, can apply to abstract as well as to

factual declarative knowledge whereas "intentional" appears to be practical to factual knowledge only (Hulstijn, 2003, p. 357).

1.1.3.1. Theoretical interpretations of Incidental Learning

Incidental learning was interpreted in common terms, and not firmly rooted in a specific theory, so it has various theoretical meaning. According to Schmidt (1994) "incidental learning is the learning of a stimulus aspect while paying attention to another stimulus aspect"(as cited in Hulstijn, 2003, p. 357).that is to say, learning one thing while focusing on another. Gass (1999) pointed out another meaning for incidental learning as the learning of structures of grammar without exposure to instances of these structures (as cited in Hulstijn, 2003, p. 358).

Recently, learners considered vocabulary learning as one of the most challenging aspects of the language. They do not know that when there is enough input they can learn a significant amount of vocabulary with less effort. This vocabulary is learned in an incidental way. This means that, the target vocabulary learning is informal and implicit and not formal and explicit (kachoub, 2013, p. 97).

Similarly, Gass (1999) maintained that learners with incidental learning do not do much effort to memorize a word in the memory as it is the case with intentional strategies of learning vocabulary (as cited in Mohamad, 2012, p. 30). Moreover, Schmitt (2000) defines incidental vocabulary learning as "learning through exposure when one's attention is focused on the use of language rather than on learning itself. Context, then, plays a very important role in assisting such learning" (as cited in Laraba, 2007, p. 174).In other words, incidental learning happens when the learners are focusing only on conveying their messages.

The majority of L2 learning researchers connect incidental learning with the learning of vocabulary through reading. It is believed that most people in educated

societies expand their vocabulary through reading, focusing on the meaning of words and texts, and not through the conscious intentional memorization of lists of words, forms, and their meanings (Hulstijn, 2033, p. 358).

To sum up, incidental learning is the process of learning new items or words without any prior plans for doing that i. e, without being aware and it takes place in informal setting.

1.1.3.1.1. How Does Incidental Learning Occur?

Knowledge about target language is essential before the occurrence of incidental learning. But, till the present days, scholars and researchers have not agreed upon the exact amount of language learners should have. According to Coady (1997) claims that, in order to guess and infer the meanings of words in a safe environment 3,000 word families need to be known. This view is still regarded as a hypothesis since no experimental studies have been conducted to back it up. Logically, 3,000 word families is a huge number of words that can be better presented by multiplying each word family by the number of the parts of speech derived from it.

The learner's mental processing becomes alert when facing an unfamiliar word in a discourse, in case the same word appears again (Nation, 2001). In detail, learners develop an encoding strategy, increase the quality of their attention and deepen the processing of the information in order to be able to understand and retain the meaning of the target word (Laufer, 2001). Nation (2001) provides a thorough set of aspects that play an important role in vocabulary guessing and learning, which are: a) the number of occurrences; b) proximity of reoccurrences; c) presence of relevant clues; d) proximity of relevant clues; e) number of relevant clues; f) explicitness of relevant clues; and g) the density of unknown words. While

Nation (2001) examined the aspects of the text and context as his subject of study, Hulstjin, Hollander and Greidanus (1996) looked at the characteristics of the learner, such as a) the depth of elaboration of the target word, b) the quality of the learner's verbal ability, c) the learner's use of the dictionary and d) the learner's use of glosses.

Laufer (2001) explains that how deep or shallow a word is processed, is very important and valuable; and the retention of words has nothing to do with long-term or short-term memory. For the sake of clarity, an example of depth of processing is simply the negotiation of meaning, which Laufer (2001) states is an effective tactic to use in order to remember words. Nation (2001) elaborates on Laufer's point and shows that words are better remembered when they are encountered in situations where it is difficult to interpret them. This requires more cognitive processing which helps in storing the target words in one's memory. Similarly, Gass and Selinker (2008) emphasize that negotiation is a key aspect for retention Learners rely also on the morphological and grammatical information of the word in addition to guessing and inferring (Gass & Selinker, 2008).

To conclude, incidental vocabulary learning can be improved if marginal glosses are provided, if dictionaries are efficiently used and if the words reappear in the text(Hulstjin, Hollander & Greidanus, 1996).

1.1.3.2. Intentional learning in the vocabulary learning   literature

In the vocabulary learning literature, the concept of "intentional learning" is commonly given a cognitive interpretation which is defined by Schmitt (1997) as the memorizing techniques appealed by students when they have the explicit intention of learning and retaining lexical information (as cited in Hulstjin, 2003, p. 359).

According to Osterman & Kottkamp, (2004)"Intentional learning is the learner response to intentional teaching"(p.163). that is to say, when we prepare the learners for a specific task in a specific period of time they will be ready for it . Vosniadou (2003) and Sinatra (2003), describe intentional learning as deliberate and purposeful learning under the learners' full conscious control. Intentional learning is achieved as it is a whole process – a process of reflection and self-discovery in itself. Like intentional teaching, intentional learning cannot be achieved if reflective practice is absent. In learning with intention, the learner plays a "self-initiated, goal-directed, purposive role in the learning process" as he or she needs to be constantly aware of what is happening, how and why (Sinatra, 2000, p.35). Such awareness empowers learners to select and use strategies with intention to make the learning process work for them.

Similarly Sinatra (2000) defines intentional learning as the kind of learning that is goal directed and deliberate, internally initiated rather than initiated by the environment, and under the conscious control of the learner who can initiate, redirect, or cease learning at will. In educational psychology the construct of intentional learning is related with the constructs of metacognition, self-regulation, engagement, and critical thinking.

For Bereiter & Scardamalia (1989) intentional learning refers to "those cognitive processes that have learning as a goal rather than an incidental outcome"(p. 363). This perception shows that intentional learning happens when the learners have an aim behind their learning. for example, preparing for a test.

According to the American Accounting Association (1995) intentional learning is "the persistent, continual process to acquire, understand and use a variety of strategies to improve one's ability to attain and apply knowledge".

Hulstijn (2006) claims that "Intentional learning refers to the learning mode in which participants are informed, prior to their engagement in a information…" in other words, intentional learning is the type of learning that requires teachers to inform their students that they will have a test of a specific part of language in order to be ready or to be equipped in advance for that test.

1.1.3.2.1. Intentional learner

According to Sinatra (2000) "the intentional learner is one who uses knowledge or belief in internally initiated, goal directed action in the service of knowledge and skill acquisition"(p. 15). This means that, intentional learner is a person who has an intrinsic motivation to learn and to obtain knowledge, and he is one who has an aim behind learning something under his full conscious control. Sinatra argues that, our views and conceptions of the students have changed over time from a passive receiver of information to an active constructor of knowledge, and more recently from an active constructor to that of an Intentional learner as well. She also claims that, researchers now realize that "learners have much more control over their learning than previously thought" (p. 29). And that "researchers in both cognitive and educational psychology now appreciate that learners play a self-initiated, goal-directed, purposive role in the learning process" (p. 35-36). That is to say, learners are aware and have an important role in directing their own learning processes.

The intentional learner is someone who:

-Is motivated to learn.

-Takes responsibility for learning.

-Actively engaged in strategies that facilitate learning.

 Although the intentional learner is self-directed, instructors can help create

environments better suited for intentional learning. An intentional learning environment is one which fosters activity and feedback, and creates a culture that fosters metacognition, i.e., one in which the learner becomes aware of his or her own learning process and can use the tools (mental or technological) to enhance this learning process .According to intentional learning theory, it's less important for the learner to pass a tests than it is for the learner to be able to organize and apply knowledge. (Bereiter & Scardamalia, 1989).

1.1.4. Incidental Vs Intentional Vocabulary Learning

In L2 lexical teaching and learning, there are two types of vocabulary learning: incidental learning and intentional learning. Incidental learning is defined as the type of learning that is a byproduct of doing or learning something else; whereas, intentional learning is defined as being designed, planned for, or intended by teacher or students. In terms of vocabulary learning, incidental learning always means the approach of learning vocabulary through texts, working on tasks or doing other activities that are not directly related to vocabulary. In contrast, the intentional learning always focuses on vocabulary itself, and combines with all kinds of conscious vocabulary learning strategies and means of memorizing words. Vocabulary form, collocation, parts of speech is mainly the results of incidental learning, while the sense of a word, meaning symbolizing and innuendo between words need intentional learning (Nation, 1990).

According to Nation (2001) there is a distinction between incidental and intentional vocabulary learning by arguing that the vocabulary learned incidentally refers to all the words that have been learned from a special context, while vocabulary that is learned intentionally is learned in another way. Nation considers the difference in the way in which the vocabulary is acquired, but Tode (2008)

states that there is a qualitative difference in what the learner does with the word. Laufer (2001) explains this point by stating that one has to differentiate between what is being done with the word, quality, and how often the word is being met, quantity. It is out of the question that the amount of the vocabulary learned incidentally through a particular context is smaller than the vocabulary taught intentionally and this is a fact that all vocabulary specialists, without any exception, support (Huckin & Coady, 1999; Hulstjin, Hollander & Greidanus, 1996; Nation, 2001; Read, 2004; Tode, 2008). Tode (2008) was the only researcher to observe the nature of incidental vocabulary learning.

To start with, incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to learn another (Richards & Schmidt, 2002). In terms of language acquisition, incidental learning is said to be an effective way of learning vocabulary from context (Day, Omura, & Hiramatsu, 1991; Jenkins, Stein, & Wysocki, 1984; Nagy, Herman, & Anderson, 1985; Saragi, Nation, & Meister, 1978).

Incidental Vocabulary Learning motivates learners for extensive reading. It involves learners' ability to guess the meaning of new words from the contextual clues. Incidental learning occurs more particularly through extensive reading in input-rich environments, albeit at a rather slow rate (Coady, J 2001).

Incidental Vocabulary promotes deeper mental processing and better retention. The learners get themselves fully involved in the process of guessing the meaning through the clues available in the text. They think and rethink about the new words involving cognitive process which helps the learners retain the words for a longer period of time. Cognitive process includes both receptive and productive aspects of vocabulary. Learners understand not only the meanings in the

given text but the related grammatical patterns, common lexical sets and typical association of the word with the context. Learners look at group of words rather than each individual word while reading. Hulstijn and Laufer (2001) were of view that the words that learners encounter in incidental vocabulary learning will be retained in the long term memory and could be used more confidently in different situations.

According to Nation (2001) explicit learning is "more conscious" (p. 341) than implicit learning. This does not mean that incidental vocabulary learning is totally unconscious; on the other hand, incidental learning is conscious especially when it comes to inferring meaning from a particular context, such as when reading newspaper, participating in a conversation, listening to the radio, or watching movies.

In contrast, intentional vocabulary learning based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context, is not so effective, because students have more tendency to rote learning .They crowd the meaning of the new words without undergoing cognitive process. A little number of words is learned through this method get transformed into active process. While reading new words and inferring the meaning through context will be more productive because it sharpens the ability for guessing. By practicing guessing the students can infer the general import and start to understand the meaning step by step. As a result, the process of guessing is of a great importance for vocabulary learning. Guessing is useful for both the proficient learners and low proficiency- level learners. While guessing, the learners' focus gets increased, and after guessing when the new words are learned by consulting dictionaries, they could be retained for a longer period of time. Hence the guess

should be tried out in the context first, then to see whether it makes sense or not, a dictionary may be consulted (Ahmad, 2012, pp. 72-73).

1.1.5. Balance between Incidental and Intentional Learning as an Ideal Approach

Since the time spent in formal settings such as the classroom is limited the explicit teaching of vocabulary is also very limited. DeCarrico (2001) says that "we have not been taught the majority of words that we know and that beyond a certain level of proficiency in a second language vocabulary [,] learning is more likely to be mainly implicit (incidental)" (as cited in Kachoub, 2013, p. 104). This means that, there is a need for implicit learning. She also suggests that the explicit teaching of vocabulary in programs must be strengthen, especially for the two or three thousand high-frequency words, and the materials should be well selected that will allow learners to learn more useful vocabulary through incidental learning. What is good about incidental learning is that it can occur anywhere, not necessarily via reading. Specialists have begun conducting research about the contribution of computer use as a medium in incidental learning. There are many functions that learners have to perform in Computer Assisted Language Learning (CALL) such as sending an email, submitting a comment on a blog, uploading and attaching files, sharing material and posting comments on Facebook. We call these computer activities where the student acquires vocabulary incidentally. Sometimes, using a computer in the L2 makes the learning of new vocabulary easier by associating the new words to L1 vocabulary (Kachoub, 2013, p. 104).

According to DeCarrico (2001) explicit instruction should be used until the student reaches the first 2,000 or 3,000 high frequency words. Later on low frequency words will be learned implicitly via listening or reading (as cited in

Kachoub, 2013, p. 105). Incidental learning cannot begin until a certain percentage of vocabulary is known in a text. This makes instructors wait until learners arrive at a certain level to decrease the explicit teaching of vocabulary. The percentage suggested by Nation is 95%. He claims that, if the student is familiar with the surrounding words, a very small amount of vocabulary needs to be known. Nation (2001) says that incidental learning and intentional learning are "complementary activities" (p. 232) as each facilitates the other. He also argues that for a language learning program to be successful it must afford an equilibrated chance for message-focused activities and direct teaching of language items, with direct instruction taking up 25% of the whole program(as cited in Kachoub, 2013, p. 105).

1.1.6. Implicit / Explicit Vocabulary Learning

In cognitive psychology and second language acquisition alike, the presence of awareness serves as a primary defining feature in terms of this implicit / explicit distinction. Schmidt (2001) shed lights on great length the role of awareness in implicit and explicit learning, the definition of the former being "learning without awareness" whereas the latter, "learning with awareness". The absolute weight that Schmidt (2001) has allocated to awareness (or attention/ consciousness) is not incidental. Winter and Reber (1994) believe that the spirit of implicit learning is mirrored in the notion that people can under some circumstances absorb knowledge or information from the environment without awareness of the learning process. Similar viewpoints are presented with reference to attention by Schmidt (2001), who considers explicit learning the allocation of attention directly on the information to be learned.

For Ellis (1994) also brings to the attention of the discussion on the implicit/explicit dimension the importance of conscious operations. He specifies

implicit learning as the "acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations" (p. 1). In other words, implicit learning happens without awareness. Explicit learning, on the contrary, refers to a more conscious operation where the individual makes and tests hypotheses in a search for structure. Put simply, knowledge attainment may be achieved either by abstraction of the structural nature of the stimulus via exposure to instances or by searching for information then forming and testing hypotheses or via assimilation of given rules. That is to say, explicit learning needs more attention and awareness.

Following a general definition of implicit and explicit learning comes the issue of the relative effectiveness of these two modes of learning, which sparks another debate in research on second language acquisition. In line with the consciousness issue advanced in cognitive psychology, explicit learning is generally viewed as facilitative, in that it promises the greatest chance for the acquisition of information by virtue of direct attention to it (Schmidt, 2001).

In spite of the fact that incidental and intentional learning might seem similar to implicit and explicit learning, respectively, these two dichotomies are not identical. Paradis (1994) points out, since implicit competence is incidentally acquired, it is stored implicitly and is used automatically, it means more than incidental learning (as cited in Hulstijn, 2003). Therefore, while incidental learning of vocabulary may be a useful way of acquiring vocabularies for most advanced learners, intentional/explicit instruction is essentialfor beginning learners whose reading ability is limited (Hunt & Beglar, 1998).

Conclusion

In second language vocabulary learning, there are many types of vocabulary learning. Namely, incidental and intentional; implicit and explicit, even though, they are different they all help advanced learners in acquiring new vocabulary.

Section two: vocabulary learning strategies

Introduction

Vocabulary learning strategies (VLS) are intuitively appealing to teachers and learners. It has also become a popular research topic among researchers in the last two decades.

Vocabulary knowledge is essential when learning a foreign language, since one is unable to communicate without words. Learners are usually aware of the importance of words in a language and they also realize the fact that learning strategies can help them in their vocabulary learning. Learners' autonomy can be enhanced by introducing the learner to different vocabulary learning strategies which can be used in developing the learning process. In addition, learning strategies help students to be more active and take more responsibility on their own learning.

The role of vocabulary learning has been recognized by researchers in the field. It has also been asserted that the vocabulary learning strategies students use have a great impact on the success of their vocabulary learning (Oxford,1990; Nation, 1990; Schmitt, 1997).

1.2.1. Definition of vocabulary learning strategies

Vocabulary learning strategies (VLSs) are steps taken by the language learners to acquire new words. A general definition of vocabulary learning strategies is given by Cameron (2001) who stated that vocabulary learning strategies are "actions that learners take to help themselves understand and remember vocabulary "(P.92). In other words, learners need to adopt a set of techniques that support their foreign vocabulary learning.

Brown and Payne (1994) identify five steps involved in vocabulary learning:

1)   Having sources for encountering new words.

2)   Getting a clear image, either visual or auditory or both, of the forms of the new words.

3)   Learning the meaning of the words.

4)   Making a strong memory connection between the forms and the meaning of the words.

5)   Using the words. (as cited in Hatch & Brown,1995, p.373).

Consequently, all strategies for learning L2 vocabulary are, to a certain degree, related to these steps (Fan, 2003, p. 223).Learner autonomy can be enhanced by introducing learners to different vocabulary learning strategies which can be used in developing the learning process. Schmitt (1997) states that many students use vocabulary learning strategies and they agree that vocabulary is an essential part of language (pp.200-201) .

According to Sokmen (1997) vocabulary learning strategies are basically actions made by the learners in order to help them understand the meaning of a word, learning them and remember them later (P.237). Jiménez Catalàn (2003) claims that there is a line separating language learning strategies from vocabulary learning strategies. The main goal of studies on vocabulary learning strategies is to discover how words are learnt and what parts are played by different processes (p. 57).

For O'Malley and Chamot (1990) training second language learners to use learning strategies concentrates mainly on learning vocabulary. They also point out that vocabulary learning strategies are used most frequently and are probably the most well-known type of language learning strategies (p. 7). Ellis (1985) mentions

that, in comparison with other aspects of language, such as grammar and pronunciation, vocabulary is the area of language that learners seem most conscious of (pp . 103-104).

1.2.2. Vocabulary Strategies as one Crucial Factor Affecting Vocabulary Acquisition

According to Oxford (1990) learning strategies are steps taken by students to enhance their own learning and their significance lies in that they are tools for active, self-directed involvement. she also believes that appropriate language learning strategies result in improved proficiency and greater self-confidence (p. 1).

The important benefit gained from all learning strategies, including strategies for vocabulary learning, is the fact that they enable learners to take more control of their own learning so that learners can take more responsibility for their studies (Nation, 2001, p. 222).

By acquiring various vocabulary learning strategies, students can decide how they would like to deal with new words. According to Schmitt (2000) many learners do use strategies for learning vocabulary, especially when compared to language tasks that integrate several linguistic skills, like oral presentation that involves composing the speech content, producing comprehensible pronunciation, fielding questions, and so on (p. 132).

Allen (1983) believes that teachers in advanced classes have two major aims. One is to prepare students for the kind of English used by and for native speakers. The other special aim is to help students become independent, responsible for their own learning. Advanced students have to count on their own efforts and habits of study for their further study. As the material which is read becomes increasingly difficult, there are many more new words to be explained. The teacher cannot, and

should not, help students learn all of them. Allen even lists the unfortunate results of spending too much time on explaining vocabulary at class, because, When the teacher spends an entire class period explaining vocabulary, there are three unfortunate results: 1) the students remain too dependent on the teacher; 2) opportunities for learning to use a dictionary are lost; and 3) no class time is left for the communicative use of the language. (p. 82).

As no one wants this kind of result happen, the effectiveness and use of vocabulary learning strategies becomes one crucial factor affecting the success of foreign vocabulary acquisition, especially for learners at advanced levels.

1.2.3. Ways of Teaching Vocabulary Strategies

There are several different ways to classify L2 vocabulary learning strategies.

According to Sökmen (1997) the main categories of vocabulary learning strategies are implicit and explicit teaching of words. Implicit teaching includes only word inferring from context. Explicit teaching consists of several elements such as building a large sight of vocabulary, integrating new words with the old ones, providing adequate amount of encounters with a word, promoting deep level processing, facilitating imaging and concreteness, using different techniques and encouraging independent learner strategies(pp. 237-257).

In recent years these explicit methods have attained sustainable position in vocabulary teaching. In addition, Sökmen (1997) also points out that in the 1970s and 1980s vocabulary learning was seen as an implicit and incidental and it was not seen as important as, for instance, grammar. However, currently the use of explicit vocabulary teaching is growing (p. 237).

Vocabulary learning strategies can also be divided into two groups the first being the group concentrating on understanding the meaning of words and the other including the strategies for acquiring words (Cook, 2001, pp. 66-68).

There are some strategies for understanding the meaning of words (Cook, 2001, pp. 66-67).

1. Guessing from the situation or context

2. Using a dictionary

3. Making deductions from the word form

4. Linking to cognates (finding similarities in words of two different languages)

There are some strategies for acquiring words (Cook, 2001, pp. 69-70)

1.   Repetition and rote learning

2.   Organizing words in the mind

3.   Linking to existing knowledge

Another classification of vocabulary learning strategies has been proposed by Nation (1990). In his earlier work he identifies three different vocabulary learning strategies: guessing word from context, using mnemonic techniques and using prefixes, roots and suffixes and word parts in general (pp. 159-176). However, in a later study, Nation (2005) includes learning words using dictionary being one of the most important vocabulary learning strategies (pp. 589-593).

According to Nation (1990) once learners have gained a vocabulary total of about two or three thousand words, they can use their reading skills in guessing the meanings of unfamiliar words based on the context (p. 160). Nation (1990) continues that clues, such as grammar, punctuation and the learner's experience and common sense are used to infer the meanings of unknown words (pp. 160-

161).Even though inferring meanings from the context is used often as a vocabulary learning strategy it has also been criticized. For example, Sökmen (1997) emphasizes that inferring word meaning from texts was considered to be the primary vocabulary skill, even though it is very low process. It is prone to errors and individuals even have different styles in learning. In addition, guessing words from context is not necessarily an effective way to learn words. Besides, learners' comprehension of the language may not be high enough to learn words efficiently merely by inferring them from context (pp. 237-255).

Another vocabulary learning strategy mentioned by Nation (1990) is using memory strategies which are also known as mnemonic techniques. Basically they consist of the process of making an effort to remember the word later made by the learner. The learners create associations between the word form and its meaning(p. 166). According to Nation (1990) finding a keyword from one's first language and associate it with the new word and its meaning is a very useful method(p. 167). Nation (1990) sums up that, studies have proved the keyword technique to be very effective and in addition, it is not restricted to adults or children and it can be used with all words (p. 167).

1.2.4. Vocabulary Learning Strategies

According to Oxford (1992) language learning strategies are specific actions, behaviors, steps, or techniques, which can facilitate the internalization, storage, retrieval, or use of the new language learners employ to develop their L2 skills. These strategies are tools for the self-directed involvement which is a necessity for developing communicative ability (p. 124).

The general organization of the strategies discussed in the subsections below is based on Ming Wei (2007), i.e. the names of the broad categories of the strategies

are derived from her classification. Fan (2003) believes that no classification is perfect and any individual strategy may fall into one category or another (p. 223). That is to say, rather than being used individually, multiple vocabulary learning strategies are often used concurrently.

1.2.4.1. Dictionary Use

Dictionary strategies are commonly used among learners in order to determine the meaning of unknown words. When learners come across a new word that they cannot infer from context, they can either ignore it, or consult a dictionary. Instructors following traditional grammar-translation methods have encouraged the extensive use of dictionaries. According to Nation (2001) using a dictionary is related to the intentional method of vocabulary learning as opposed to guessing, which is generally associated with incidental learning of vocabulary(p. 263).

Many studies have shown that using dictionaries could improve reading comprehension and could lead to lexical development. In Summers's (1988) three studies, English learners using a dictionary receive a higher score on both post reading comprehension and vocabulary tests. In another study involving 112 learners of Spanish, learners who have access to a dictionary score much higher on post reading comprehension and vocabulary tests. The difference in the comprehension scores of more proficient learners is not obvious. Similarly, Gu and Johnson (1996) find that Chinese students are very positive about dictionary use.

The findings of the studies on vocabulary learning strategies in general have proved the popularity of dictionary strategies, especially the use of bilingual dictionaries. Luppescu &Day (1993) find that the use of a dictionary largely improves vocabulary test. The result leads them to encourage the use of a bilingual dictionary, which may help students' learning (p. 271).

What kind of dictionary is the best for a learner, monolingual, bilingual or semi bilingual, has been debated for a long time. Both monolingual and bilingual dictionaries have their shortcomings. Monolingual dictionaries are not perfect in that users might be in trouble with looking up the right word and with understanding the definitions although they can provide the users with much more information (Thompson, 1987). Bilingual dictionaries' drawbacks lie in that they lack the information on how words are used and they encourage the use of translation which is harmful for the learners in a long-term perspective (Nation, 2001). That is why Bejoint and Moulin (1987) suggest using bilingual dictionaries for quick reference and employing monolingual dictionaries if a learner wants a more detailed overview of the word's system.

Employing modern technologies, such as pocket dictionary (including electronic dictionary) and online dictionaries may improve the efficiency of dictionary use. Referring to a new word through a pocket dictionary takes much less time and is easier to operate. According to another study (Koyama & Takeuchi, 2004), users of electronic dictionaries look up more words in less time than users of printed dictionaries.

1.2.4.2. Guessing

While using dictionary strategies is an intentional way of learning new words, inferencing or guessing strategies are closely related to the incidental learning of vocabulary. Inferencing is generally understood as using available information to guess the meaning of unknown words. It allows students to use all possible clues to guess meaning, to understand the overall meaning, and to find ways to get the message across.

Gu and Johnson (1996) distinguish between two types of guessing among cognitive strategies: guessing by using background knowledge or wider context, and guessing by using linguistic clues or immediate context (p. 650).

Unlike instructors following traditional grammar-translation methods, current communicative practices in the field focus on strategic reading and guessing the meaning of unknown words from context (Knight, 1994). Schmitt (1997) believes students can guess the meanings of words by analyzing the new word's part of speech or its root and affix, by thinking of a mother tongue cognate, and by guessing a new word's meaning from context (pp. 208-209).

Nation (2003) also believes that once learners know about two or three thousand words, they can use the reading skills they have developed to infer the meanings of unknown words that they come across. Once learners know 80 percent of the new words, then they can eventually get the main idea of the passage. At least, if one learner can find enough clues in a passage to guess 80 percent of the previously unknown words, then every learner can achieve a similar score with training. (p. 160).

For a successful guessing of words students should have three kinds of knowledge: linguistic, world, and strategic knowledge (Nagy, 1997, p. 76). As for linguistic knowledge, the higher the language level of students, the more effectively they are able to guess unknown words (Schmitt, 1997, p. 209). A large vocabulary size is the prerequisite for successful guessing (Nation, 2001, p. 233). World knowledge is a kind of prior knowledge of the topic or the situation in general. Nagy (1997) finds it much harder to learn a word about a new concept than to learn a new word for a known phenomenon (p.79). The final type of knowledge, strategic knowledge, has been defined by Nagy (1997) as "involving conscious control over

cognitive resources"(p. 65). This definition implies that students may become better guessers if they are taught how to guess. Nation (2003) even gives some specific pragmatic advices on promoting the success of guessing, like practicing various steps needed in the strategy, namely part of speech, immediate context, wider context, word parts, separately before combining them into a strategy (p. 164).

1.2.4.3. Perceptions

The strategies in this category involve deciding on where to focus attention, how to focus the attention, and how often to give attention to the item. More specifically, the strategies enable learners to plan, the best way of learning observe and assess vocabulary in order to achieve better results (Schmitt, 1997,p. 205).

In order to cope with new words when they occur and to learn unfamiliar words, learners have to be able to get information about the words. According to Levelt (1989) the lexicon can be divided into two parts, one that contains lemmas and one that contains forms. Learners need to be aware of both aspects of word knowledge. Generally speaking, the main concern of a vocabulary learner is to know the meaning of the word, but the need to use a word in speaking or writing requires attention to other aspects. Learners have to be able to know the word form itself, the context in which the word occurs, a reference source or analogies and connections with other languages (as cited in Nation, 2001, p. 38).

O'Malley and Chamot (1990) further divide these kinds of strategies into directed attention and selective attention. The former is defined as deciding in advance to attend in general to a learning task and to ignore other distractions, and remaining focused during task execution. The latter refers to deciding to attend to specific aspects of language input or situational details that assist in performance of

a task, attending to specific aspects of language input, which is also in advance (p. 137).

1.2.4.4. Encoding

Encoding involves various techniques for committing new words to memory, such as analysis, association and grouping. Analyzing target words into Latin roots and affixes can facilitate recall. It can be used to help the learning of unfamiliar words by relating these words to known words or to known affixes, and it also can be used as a way to check whether an unfamiliar word has been successfully guessed from context (Nation, 1990, p. 168). He also suggests three concrete skills involved in using these kinds of strategies. These skills are breaking new words into parts, knowing the meaning of each part and seeing a connection between the meaning of each part and the dictionary meaning of the new word. This strategy is similar to the keyword technique, which will be discussed later, in the association of form and meaning.

Association is important because a new word can be integrated into existing knowledge like previous experiences or known words, or images can be custom-made for retrieval, which can be helpful in memorizing a new word (Schmitt, 2000,p. 135).He also states that, Grouping can aid recall, and learners seem to organize words into groups naturally without prompting. If words are organized in some way before memorization, recall is improved.

The keyword method is also investigated as a part of this category. The keyword method is defined by(Gu & Johnson 1996) as a technique that starts with an acoustic link i.e., finding a keyword in L1 that sounds like the foreign word. Then links the keyword and the foreign word by means of an interactive image (p. 644).

According to Nation (1990) the keyword technique is an effective way to remember new words. Craik & Lockhart (1972) even believe that it is only one of several learning techniques that can be used to master foreign vocabulary. Their belief is based on the general principle of the "levels of processing" theory, which says that the more words are analyzed and enriched by association or images, the longer they will stay in the memory.

1.2.4.5. Activation

Activation is defined by Gall-Crail &Zerwekh (2002) as a cognitive strategy that reflects repeating, practicing with sounds and writing, practicing the new language in a variety of authentic situations, using reference, and so forth (p. 60).

Spreading activation, which is an effective vocabulary learning strategy, is the activation of one concept in the long-term memory that activates other concepts to which it is connected by meaning or use. The availability of connections in the long-term memory makes new information meaningful (O'Malley & Chamot, 1990,p. 232).They claim also that, Activation is a learned response that has been built up over a certain period of time. The importance of this Activation strategy lies in that associations are linked hierarchically to the initial concept, and are activated depending on their relationship in the propositional network to the initial concept.

1.2.4.6. Management

Management is a kind of metacognitive strategy defined as understanding the conditions that help one successfully accomplish language tasks, arranging for the presence of those conditions, and controlling one's language performance to maximize the use of what is already known (O'Malley & Chamot, 1990,p. 137). It equips the students with the ability to link words previously learned to new words,

to set goals, to make a plan, and what is more important, to learn from errors by reviewing (Gall-Crail & Zerwekh, 2002).

According to (Gu & Johnson 1996) the combination of strategies and their effect   on vocabulary learning is a more important research topic than the effect of one individual vocabulary learning strategy. Their research proves that the most successful learners are those who actively draw on a wide range of vocabulary learning strategies. Successful strategy users need a strategy for controlling their strategy use, which involves picking the most appropriate strategy from a range of known options and deciding how to pursue the strategy and when to turn to another strategy.

1.2.4.7. Sources

This category was established because the sources for encountering new words are of great importance in the process of learning (Fan, 2003, 226). Sources may include textbooks, radio programs, English movies and prior work.

Source strategies are cognitive strategies involving interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task (O'Malley & Chamot, 1990, 138). Two specific cognitive strategies are resourcing and note taking. Resourcing is defined as using any available reference sources of information about the target language. Note taking is defined as writing down key words and concepts to assist in performing a language task.

Contemporary language learning, especially its aspect of vocabulary acquisition, is inevitably linked with mass media. Mass media can include, but is not limited to, radio programs, the television, the computer, and the Internet. Mass media plays an important role in learners' lives because it provides them with rich

and natural language input.(Koostra & Beentjes, 1999) find that learners, especially children, benefit greatly from watching movies, subtitled or not.

1.2.5. Schmitt's taxonomy of vocabulary learning strategies

Schmitt's (1997) taxonomy of vocabulary learning strategies is based on Oxford's (1990) taxonomy of learning strategies (pp. 206-208). However, it has been revised in order to function as a useful tool especially when categorizing vocabulary learning strategies since initially Oxford (1990) has created it for describing learning strategies in general. Has been revised in order to function as a useful tool especially when categorizing vocabulary learning strategies since initially Oxford (1990) has created it for describing learning strategies in general.

According to Schmitt's (1997) taxonomy, there are two main groups of strategies: discovery strategies and consolidation strategies. Discovery strategies are the strategies which are used in discovering the meaning of a new word whereas consolidating strategies deal with the consolidation a word once it has been encountered. The former consists of determination strategies and social strategies whereas the latter includes social strategies, memory strategies, cognitive strategies and metacognitive strategies.

Schmitt's taxonomy includes vocabulary learning strategies divided into five sub-groups; determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. However, Schmitt(1990) notes that it is extremely difficult to draw the line between different strategies and their variations. For example, some strategies, such as interacting with native speakers, can be identified as a social strategy as well as metacognitive strategy if it is seen as a part of overall language learning.(p. 204).

When encountering an unfamiliar word, learners must discover the meaning of the new word. According to Schmitt (1997) determination strategies which are a part of discovery strategies, consist of strategies such as guessing the meaning based on structural knowledge, guessing from L1 cognate, guessing from context or using reference material. Also social strategies can function as discovery strategies since the learner can ask help from someone in finding out the meaning of a new word (pp. 208-209).

Consolidating strategies include several different strategy types. In Schmitt's(1997) taxonomy they include social strategies, which are essential in learning the language since input can be seen as a key element in language acquisition. For example, group learning promotes active processing as well as team working abilities and since there is less instructor intervention, the learners have more time for use the language in the classroom (p. 211).

He mentions also that memory strategies, traditionally known as mnemonics, are one type of consolidation strategies. Usually they involve relating the word to some previous knowledge, for example, using pictures of the meaning of it instead of definitions or linking it to some L2 words already familiar to the learner. Besides, using unrelated words or grouping the words according to some categories such as synonyms or common themes are examples of memory strategies (pp. 211-13).

In addition, word's orthographical of phonological form can used as a mnemonic strategy. One can study the spelling or pronunciation of the word in order to produce a lasting imprint of it into memory. Furthermore, using word's affixes, roots and word classes can prove to be useful in consolidating it meaning. (Schmitt, 1997, p. 214).

According to Schmitt (1997) cognitive strategies of his taxonomy are similar to memory strategies but they do not concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary. The traditional and popular examples of these are written and verbal repetition; writing or saying a word over and over again. Word lists flash cards and taking notes as well as using study aids such as language flash cards and taking notes as well as using study aids such as language textbooks are also classified as cognitive strategies (p. 215).

Schmitt (1997) mentions that effective metacognitive strategies are getting maximum exposure to L2, for example, by reading books, watching movies and interacting with native speakers. Also efficient use of time and knowing when to actively study a new word are useful metacognitive strategies (p. 216).

1.2.6. Gender differences and vocabulary learning strategies

Any research has examined sex or gender as a predictor of variation in the knowledge and use of language learning strategies. Nevertheless, Jiménez Catalán (2003) points out that some differences in the use of language learning strategies between male and female learners have been identified (p. 56). However, research has also provided evidence that language learning strategies may be associated with other individual factors such as types of memory, learning styles, motivation or even culture. More research is needed in order to accurately describe the sex differences in vocabulary learning strategy use.

According to a study by Jiménez Catalán (2003) male and female students normally use the same strategies and are more alike than different. Yet, studies have shown that females often use a wider range of language learning strategies

than males. Moreover, females usually employ social strategies which promote communicative competence whereas males do not use social strategies as actively.

A summary of studies on sex differences also shows that male students use translation strategies more often than female students. (pp. 56-57.) . Furthermore, Jiménez Catalan (2003) has identified that according to her study, males and females differ significantly with regard to the number of vocabulary strategies used females being the ones using more different strategies than males. In addition, female learners use vocabulary learning strategies more often to promote their language learning in comparison with male learners (p. 64). Besides, female learners use more formal rulestrategies, input elicitation strategies, rehearsal strategies and planning strategies whereas male learners use more image vocabulary strategies. The ten most frequently used vocabulary learning strategies (by Jiménez Catalán, 2003) can be seen in table 1.

Table 1.

Ten most frequently used vocabulary learning strategies

Males	Females
1.Bilingual dictionary	1. Bilingual dictionary
2.Taking notes in class	2. Taking notes in class
3.Guess from context	3. Guess from context
4.Ask teacher for L1 translation	4. Ask classmates for meaning
5.Ask classmates for meaning	5. Ask teacher for L1 translation
6.Analyse part of speech	6. Say word aloud
7.Connect the word to cognates	7. Connect words to cognates
8.Use English-language media	8. Analyse part of speech
9.Say word aloud	9. Use English-language media
10. Form image of word's meaning	10. Use vocabulary section in Textbook

To sum up, gender differences in the vocabulary learning strategy use is an interesting topic but it has not been studied widely. Despite the fact that, males and females are evident. More alike in vocabulary learning strategy use than expected, some differences can be seen and the need for further study is evident.

Conclusion

Vocabulary is viewed as one of the central aspects of second language learning, which is important to language learners. While in the process of vocabulary learning, the employment of vocabulary learning strategies can facilitate vocabulary learning .Therefore it becomes important to investigate useful learning strategies and introduce them to the learners.

Chapter two: Research Methodology and Data Analysis

Introduction

This chapter will be a discussion of the results obtained through two written questionnaires, one provided to first year LMD English students which was conducted in three universities (Jijel, Mila and Constantine). First, it begins with a description of the research sample, i. e, the participants who fill in the questionnaire. Second, it will describe the content of the questionnaire and its sections. Third, it will analyze each single question using tables. The other one was provided to English teachers in Jijel University. It begins also with a description of the research sample and its content, than it will analyze each question using tables. Finally, each questionnaire will contain a final discussion of the result in order to get a general conclusion.

2.1. The Choice of the Method

There is no best way of classifying research methods in the field of education. The choice of the research method is dictated by the nature of the subject to be treated. i.e. the topic, the aim of the research, the sample under investigation and the collected data, impose the use of a specific method. As long as our research is concerned, the most suitable method is quantitative data because of time constraints. So the questionnaire was chosen as a method for this research because it is easy to be scored and analyze, also different information can be gathered in a short period of time.

2.2. Students' Questionnaire

2.2.1. Aim of the Students' Questionnaire

The questionnaire aims to investigate first year English student's modes of learning vocabulary (incidental and intentional learning) as well as to investigate

the different vocabulary learning strategies used by English students to develop their vocabulary knowledge.

2.2.2. Description of the Students' Questionnaire

This study relies on the information collected through a written questionnaire given to sixty (60) English students in the above mentioned Universities twenty (20) students per each. All the participants handed back their questionnaires except four (04) students from Mila centre did not. Which made us distribute four other questionnaires in Jijel university in order to get the full number of participants we set before hand. It consists of three sections, and each section has a topic and a set of questions. The first section provides background information about the participants. The second one contains questions about vocabulary issues / incidental and intentional learning and the last section contains questions about vocabulary learning strategies.

The questionnaire consists of two types of questions closed questions and open ended questions. In the first type, students are asked to pick up the suitable answer from given choices. Whereas, the second type gives the opportunity to the participants to give their answers freely.

2.2.3. The Participants

The questionnaire was distributed to sixty (60) first year LMD English students at three Universities (Jijel, Mila and Constantine), in the second semester of the academic year 2014/2015. We have chosen first year LMD students because they are beginners and they are in need to look for different ways and strategies which will help them in enhancing their vocabulary knowledge as well as their level. They are randomly selected and both sexes are involved.

2.2.4. Results and Interpretations

This part will provide an analysis of the information obtained through the students' questionnaire. The questions are analyzed in tables.

Section one: Background Information

Five questions are included in this section, they are about participants' sex, whether they like English or not, if it is important, their language proficiency and how long they spend in learning English out of the classroom. The aim of this section is to get general information about the participants and their English language proficiency. The results are put in the tables below.

Q1.Sex

Table 2.

Student s' sex

Options	SN	Percentage
Male	11	18.33
Female	49	81.66
Total	60	100

The result of this question showed that female students are more than male.49 subjects out of 60 participants are females. Whereas, only 11 subjects are males. This may reflect the fact that the majority of the students learning English are females, perhaps the reason behind this fact is that females in Algeria are more interested and motivated to learn English than males.

Q2. Do you like English?

Table 3.

Students' attitudes towards English

Options	SN	%
Very much	46	76.66
Common	10	16.66
A little	4	6.66
No	00	00
Total	60	100

Participants involved in this study were asked to classify their feelings towards English on a scale. There are 46 subjects showed that they like English very much. While, 10 subjects said that they are not very interested in learning English language. And only 4 subjects confessed that they like English a little.

Q3. Do you think that learning English is:

Table 4.

Students' believes about learning English

Options	SN	%
Very important	43	71.66
Important	15	25
Common	2	3.33
Not important	00	00
Total	60	100

In this question, students were asked to show whether they consider learning English as "very important", "important", "common", or "not important". There are 43 students who thought that learning English is very important, and 15 students declared that learning English is important, whereas, only 2 students said that learning English is common, while no one has opted for being not important.

Q4. Your English language proficiency level is:

Table 5.

Students' believes about their English language proficiency level

Options	SN	%
Very high	4	6.66
Little above the average	16	26.66
Average	39	65
Very low	1	1.66
Total	60	100

Participants of this study classified their level of proficiency from "very high" to "very low".4 subjects consider their level as "very high", 16 subjects said that their level is little above the average, 39 students agreed that their level is average. While, only one student confessed that his level is very low. Since most respondents indicated that their level is average.

Q5. How long do you spend in learning English out of the classroom in autonomy every day?

Table 6.

Students' time spent in learning English out of the classroom

Options	SN	%
More than two hours	18	30
1-2 hours	20	33.33
About one hour	7	11.66
Less than hour	15	25
Total	60	100

The data in the above table represents the answers of the students to the question about the time spent in learning English outside the classroom. 18 subjects said that they spend more than two hours learning English. 20 subjects agreed that they spend from one to two hours learning English, while 7 subjects noted that they spend about one hour learning English. The rest of the students (15) said that they spend less than one hour learning English outside the classroom.

 Section two: Vocabulary issues/ Incidental and Intentional Learning

This section discusses the different modes of learning vocabulary used by advanced university students to learn English and enlarge their vocabulary knowledge and which one is going to be more used.

Q6: Do you think that learning vocabulary is:

Table 7.

The level of difficulty in vocabulary learning among advanced university students

Options	SN	%
Easy	20	33.33
Difficult	35	58.33
Very difficult	5	8.33
Total	60	100

The result of this table shows that the majority of students (35) think that vocabulary learning is a difficult task. While 20 students thought that learning vocabulary is easy, whereas the rest of the students (5) consider vocabulary learning as being very difficult.

Q7: Are you satisfied about your vocabulary knowledge?

Table 8.

Students' satisfaction of their vocabulary knowledge

Options	SN	%
Yes	12	20
Little	36	60
No	9	15
No idea	3	05
Total	60	100

The data in the above table represent students' answers to the question whether they are satisfied about their vocabulary knowledge or not. 36 students are little satisfied about their English vocabulary size, 12 of them said that they are really satisfied and 9 are not satisfied at all. While 3 students had no idea concerning this question.

Q8: When you encounter an unknown word do you:

Table 9.

Students' reaction when encountering an unknown word

Options	SN	%
Guess the meaning from the context	7	11.66
Ask your teacher or your classmates about its meaning	5	8.33
Check the meaning in the Dictionary	24	40
All of them	24	40
Total	60	100

In this question, students were asked to specify their reaction when they face an unknown word. The results from this table showed that 7 students out of 60 guess the meaning from the context, 5 of them ask their teachers and their classmates about the meaning of words. While 24 students prefer to check the meaning of new words in the dictionary, this result indicated that dictionary use can be classified as the most helpful means for the students. Also 24 students said that they use all these strategies.

Q9: Which method do you adopt in learning English vocabulary?

Table 10.

Methods adopted by students to learn English vocabulary

Options	SN	%
Taking notes from other English inputs outside the classroom, such as meeting with new words in English movies, stories, songs	36	60
Reciting from dictionary	15	25
Noticing activities in classroom	3	05
Under teachers' formal instruction	6	10
Total	60	100

The above table shows that most of the students use taking notes from other English inputs outside the classroom. For example, meeting with new words in English movies, stories and songs as a major method to learn vocabulary (36) . The second frequently used method is reciting from dictionary (15). The third one is under the teacher's formal instruction (6) students, and the last one is noticing activities in classroom.

Q10: Do you try to expand your vocabulary size outside the classroom?

Table 11.

The number of students who expand their vocabulary size outside the classroom

Options	SN	%
Very much	18	30
Often	26	43.33
A little	13	21.66
Never	3	05
Total	60	100

This table shows that 26 students often expand their vocabulary size outside the classroom, 18 of them expand it very much, also 13 students expand it a little, while only 3 students do not expand their vocabulary size at all.

Q11: How do you learn your English vocabulary?

Table 12.

Students' ways of learning English vocabulary

Options	SN	%
Incidentally	24	40
Intentionally	36	60
Total	60	100

The results of this question showed that the majority of students (36) learn their English vocabulary intentionally maybe because they are totally aware of what they are learning, whereas the rest of them (24) learn it incidentally.

Q12: Which one do you think is more used by advanced university students?

Table 13.

The most used mode of learning vocabulary among advanced university students

Options	SN	%
Intentional learning	43	71.66
Incidental learning	17	28.33
Total	60	100

The above table shows that (43) students said that the most used mode of learning vocabulary among advanced university students is the intentional one, perhaps because as it is interpreted in the previous table that the students are aware of what they are learning ,while (17) students said that it is incidental.

Q13: Which one do you think is more helpful to you in learning new vocabulary items?

Table 14.

Students' most helpful mode of learning new vocabulary items

Options	SN	%
Intentional learning	46	76.66
Incidental learning	14	23.33
Total	60	100

The table shows that the intentional mode of learning new vocabulary items is the most helpful one for the majority of the participants (46), while for the rest of them it is the incidental mode which is more helpful.

Q14: Are there any differences between incidental and intentional learning?

Table 15.

Students' opinion about the difference between incidental and intentional learning

Options	SN	%
Yes	45	75
No	15	25
Total	60	100

In this question students were asked to demonstrate the difference between incidental and intentional learning, and the above table showed that most of the students (45) agreed that there are differences between them; they said that incidental learning does not required any planning which is not the case with intentional learning. Whereas (15) students said that there is no difference between them.

Q15: Do you think that (implicit and incidental); (explicit and intentional) vocabulary learning are identical?

Table 16.

Students' opinion about if (implicit and incidental);(explicit and intentional) vocabulary learning are identical

Options	SN	%
Yes	20	33.33
No	40	66.66
Total	60	100

The result of this question showed that (40) participants are aware of the difference that exists between the above mentioned items, whereas only (20) of them do not believe in this difference. And they consider them as being similar.

Q16: Have your English teachers adopted some activities in class, such as presentation, retelling, pair work, group work, role play, discussion?

Table 17.

Students' opinions about teacher's adaptation of some activities in class

Options	SN	%
Yes	39	65
Sometimes	17	28.33
Rarely	4	6.66
No	0	00
Total	60	100

The above table indicates that the majority of the participants (39) said that their teachers adopt those activities in class, (17) participants demonstrated that their teachers adopt the activities sometimes, and only (4) participants said that their teacher rarely adopt such activities, while no one has opted for no.

Q17: What do you think of these activities for learning new English vocabulary?

Table18.

Students' believes about teacher's activities in class

Options	SN	%
Very efficient	40	66.66
Sometimes helpful	17	28.33
Usually invalid	00	00
Totally a waste of time	03	05
Total	60	100

The above table shows that most of the students (40) consider those activities as being very efficient, while (17) students said that they are sometimes helpful, only (3) of the students consider them as being totally a waste of time, while no one has opted for it as being usually invalid.

Section three: Vocabulary Learning Strategies

This section provides information about the use of vocabulary learning strategies among advanced university students to improve their vocabulary. Also it provides their points of view concerning the helpfulness of these strategies. This section consists of five questions.

Q18: Do you consider vocabulary learning strategies as:

Table 19.

Students' opinions about VLSs

Options	SN	%
Very important	39	65
Important	19	31.66
Has little importance	02	3.33
Not important	00	00
Total	60	100

The result obtained from the above table indicated that (39) students out of (60) of the population consider vocabulary learning strategies as being very important, (19) of them said that they are important, while (2) students thought that they are of a little importance, whereas no one of the students consider them as being not important.

Q19: Do you think that vocabulary learning strategies can help you learn more vocabulary items?

Table 20.

Students' opinions toward the helpfulness of VLSs in learning vocabulary items

Options	SN	%
Yes	58	96.66
No	02	3.33
Total	60	100

In this table, the majority of the participants (58) think that vocabulary learning strategies help them to acquire more vocabulary items. While only (02) of them said that VLSs does not help them to improve their vocabulary proficiency. This means that, the majority of the students are aware of the role of VLSs in developing their vocabulary knowledge.

Q20: What vocabulary strategy do you use when trying to understand the meaning of new words?

Table21.

Students' strategy to understand the meaning of words

Options	SN	%
Dictionary use	46	76.66
Guessing	07	11.66
Perception	01	1.66
Encoding	01	1.66
Activation	01	1.66
Management	00	00
Sources	04	6.66
Total	60	100

The results in the above table shows that most respondents (46) use the dictionary as the best strategy to understand the meaning of words, while (04) participants have opted for sources as their strategy to learn new words. Whereas, no one chose management strategy.

Q21: From the above mentioned strategies which one do you think is more helpful?

Table 22.

Students' opinions about the most helpful strategy

Options	SN	%
Dictionary use	36	60
Guessing	15	25
Perception	02	03.33
Encoding	00	00
Activation	03	05
Management	00	00
Sources	04	6.66
Total	60	100

The above table shows that (36) participants thought that dictionary use is the most helpful strategy for them, because according to them they can find the exact and the different meaning of words in a short period of time. (15) respondents said that they rely on guessing because they find that it is very efficient, while the rest of the participants have opted for the rest of the strategies.

Q22: Are there any gender differences in using vocabulary learning strategies?

Table 23.

Students' opinions about gender differences in using VLSs

Options	SN	%
Yes	34	56.66
No	26	43.33
Total	60	100

The result obtained from the above table shows that (34) students thought that there are gender differences in using vocabulary learning strategies, while (26) of them said that there are no gender differences.

2.2.5. Discussion of the Results of the Students' Questionnaire

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

The majority of the students express their awareness of the role as well as the importance of English language on their everyday life; they are not satisfying about their English language proficiency level. They argue that it is not an easy task to learn and develop their vocabulary. This is maybe because it is a continuous task that takes a long time to be accomplished. It is also difficult to memorize and remember all the new words, especially when they are not frequently used.

In fact, students cannot learn all the required words to communicate and develop their language level inside the classroom only; rather they try to expand their vocabulary size outside the classroom using the intentional mode and a variety of strategies.

Dictionary use is considered by students as the most used strategy when they encounter an unknown word, perhaps they find it easy as well as helpful.

Students adopt different methods in learning English vocabulary, some of them learn it under the teachers' formal instruction, others learn it by noticing activities in classroom, some others learn by reciting from dictionary and the majority of the students use taking notes from other English inputs outside the classroom, such as meeting with new words in English movies, stories, and songs as their best method.

They also use different modes of learning English vocabulary incidental and intentional learning. However, the majority of the participants learn their English vocabulary intentionally, and they think that it is the most helpful one, and it is the more used by advanced university students. May be because they are most of the time conscious and aware of what they are learning as well as they have the intention to learn. However, they express their needs for both perhaps because the two modes contribute in enhancing the students' vocabulary knowledge despite the differences exist between them.

Learners consider the activities adopted by their teachers in class as very efficient in learning vocabulary. Thus, teachers' role is to adopt such activities to encourage learners and therefore to improve their vocabulary learning.

Most of the students consider vocabulary learning strategies as being very important, since each time they use a strategy, they learn new words and for the majority of them the best strategy is dictionary use and it is the most helpful one to learn vocabulary, maybe because, as mentioned above, it is easy.

From the results obtained through the questionnaire and what is said in the discussion, we can say that the previously put hypothesis is confirmed, i. e, if

advanced university students use different vocabulary learning strategies, they will enhance their vocabulary proficiency easily through intentional mode of learning vocabulary.

2.3. Teachers' Questionnaire

2.3.1. Aims of the Questionnaire

The questionnaire was conducted to explore the teachers' opinions about the use of vocabulary modes (incidental and intentional approaches) and its helpfulness to students' vocabulary knowledge. It also aimed at investigating the teachers' opinions about the use of vocabulary learning strategies by their students.

2.3.2. Description of the Questionnaire

The questionnaire is made up of 11 questions, they are a mixture of closed questions where the teachers were asked to answer by "yes" or "no" or to pick up the answers from a number of choices, and an open ended question where the teachers were requested to give their opinions.

The first question concerns the teachers' perception about the current situation of our department. The second was put to know the teachers' opinion about the most important aspect(s) of the word need to be learned by their students. Q3 and Q4 were designed to ask teachers whether they use both modes when teaching vocabulary or they use only one of them and which one is more helpful for their learners. In Q5 and Q6 teachers were required to state if they use oral activities when presenting new vocabulary and which one they prefer. In Q7 and Q8 teachers were asked to state what vocabulary strategies their students use when trying to understand the meaning of a new word, as well as their opinions about the helpfulness of those strategies. Q9 and Q10 were asked to know whether teachers correct their students' mistakes and if they negotiate the meaning of words with

their students. Q11 was asked to know which kind of questions they tend to ask their students.

2.3.3.The Participants

The population of the questionnaire covered 10 teachers at Mohamed Seddik Ben Yahia University, Jijel, in the second semester of the academic year 2014/2015. Since it is impossible to handle questionnaires to all teachers, the number was reduced to only 10 teachers selected randomly. And because of time constraints we could not fill in the questionnaire in the two other universities (Mila and Constantine).the questionnaire was administered in different classrooms, some teachers were given a period of one hour and a half to answer to questionnaire, but some others took from one day to two because they were busy.

2.3.4. Results and Interpretations

This part provides an analysis of the information obtained through the teachers' questionnaire. The questions are analyzed in tables.

Q1: **What do you think of the current situation of English vocabulary teaching and learning in our department?**

Table 24.

Teachers' opinions about the current situation of English vocabulary teaching and learning

Options	TN	%
Very high	00	00
Average	08	80
Little above the average	00	00
Very low	02	20
Total	10	100

The table above shows that the majority of the teachers (80%) said that the current situation of English vocabulary teaching and learning in our department is average, while only (02) teachers said that it is very low.

Q2: Which aspect(s) of word are more important to be learned by your students?

Table 25.

Teachers' opinions about the most important aspects that are learned by their students

Options	TN	%
The meaning	03	30
The form	00	00
The pronunciation	00	00
The usage	00	00
The context	00	00
All these aspects	07	70
Total	10	100

Teachers in this question were required to give their opinions about the important aspects that are learned by their students. As shown in the table above, most teachers said that these aspects the meaning, the form, the pronunciation, the usage and the context are all important and just three (03) teachers said that the most important aspect is the meaning.

Q3: Which mode do you use when teaching vocabulary in your class?

Table26.

Teachers' strategy used in teaching vocabulary in class

Options	TN	%
Intentional approach	00	00
Incidental approach	00	00
Both of them	10	100
Total	10	100

In response to the third question, all respondents said that they use both approaches (intentional and incidental) in teaching vocabulary in their classes.

Q4: Which one do you think is more helpful?

Table 27.

Teachers' opinions about the helpfulness of these approaches

Options	TN	%
Intentional approach	07	70
Incidental approach	03	30
Total	10	100

Along with the above table, (70%) of the respondents indicated that the intentional approach is the one which is more helpful, whereas the rest said that it is the incidental one.

Q5: When you present new vocabulary used in oral activities do you use?

Table 28.

Teachers' ways of presenting new vocabulary used in oral activities

Options	TN	%
Translation	02	20
Definition	05	50
Word in context	02	20
Synonym/Opposite	01	10
Total	10	100

The result represented in the above table, shows that (50%) of the sample indicated that they present new vocabulary through definition. (10%) said that they rely on synonym and opposite to present the vocabulary used in oral activities, (20%) said that they rely on translation, also (20%) rely on the use of word in context.

Q6: What vocabulary learning activities do you prefer in class?

Table 29.

Teachers' preference of vocabulary learning strategies in class

Options	TN	%
Presentation	03	30
Discussion	03	30
Reading aloud	00	00
Pair work	01	10
Group work	02	20
Role play	01	10
Total	10	100

The above table shows that, teachers in their classes use different activities. three (03) of them prefer the use of presentation, (03) others indicated that they prefer to use discussion, (02) teachers prefer to use group work, (01) uses role play, another one uses pair work and no one has opted for reading aloud.

Q7: What vocabulary strategy do your students use when trying to understand the meaning of new words?

Table 30.

Teachers' opinion about their students' vocabulary strategies

Options	TN	%
Dictionary use	05	50
Guessing	04	40
Perception	00	00
Encoding	00	00
Activation	00	00
Management	01	10
Sources	00	00
Total	10	100

The results of this question showed that half of the sample, i. e, (50%) indicated that dictionary use is the most used strategy when students try to understand the meaning of new words.

Q8: Do you think that using vocabulary learning strategies can help students to improve their level?

Table 31.

Teachers' opinion about the helpfulness of vocabulary learning strategies

Options	TN	%
Yes	10	100
No	00	00
Total	10	100

The above table shows that, all teachers thought that using vocabulary learning strategies really help students to improve their level of vocabulary proficiency.

Q9: Do you often correct students' mistakes in vocabulary?

Table 32.

Teachers' correction of their students' mistakes

Options	TN	%
Yes	09	90
No	01	10
Total	10	100

The results obtained from the above table reveals that all teachers correct their students' mistakes in vocabulary under different circumstances accept one teacher.

Q10: Do you often negotiate the meaning of utterances and words with students?

Table 33.

Teachers' negotiation of the meaning of words and utterances with their students

Options	TN	**%**
Yes	09	90
No	01	10
Total	10	100

The above table shows that all teachers negotiate meaning of words and utterances with their students, except one teacher who does not.

Q11: Which kind of questions you tend to Ask your students?

Table 34.

Teachers' kind of questions they tend to ask their students

Options	TN	**%**
Genuine questions	00	00
Display questions	00	00
Both of them	10	100
Total	10	100

In this question teachers were requested to specify which kind of questions they tend to ask their students, (100%) of the sample use both kind of questions, i. e, genuine and display questions.

2.3.5. Discussion of the Results of the Teachers' Questionnaire

The analysis of the teachers' questionnaire shows the teachers' views and opinions about the use of the different approaches of vocabulary teaching and learning, as well as the use and the importance of vocabulary strategies.

When teachers are asked about the current situation of English vocabulary teaching and learning in our department, the majority of them confirmed that it is average. This means that both teachers and students are aware of the role and the importance of vocabulary teaching and learning.

The majority of the teachers confirmed that all these aspects of word "the meaning", "the form", "the pronunciation", "the usage", "the context" are important to be learned by their students. This implies that they recognize their students' needs in terms of developing vocabulary knowledge.

All teachers use both intentional and incidental modes when teaching vocabulary in their classes which means that they give their students the opportunity to recognize the difference between them. And the majority of them said that it is the intentional approach that is more helpful to their students.

Concerning the question where teachers are asked whether they use "translation", "definition", "word in context" or "synonyms/opposite" when presenting new vocabulary used in oral activities, the majority of them reported that they use "definition" to present new vocabulary items.

Half of the teachers stated that their students use dictionary as the best strategy when trying to understand the meaning of new words. Maybe because it is the easiest strategy for the students in which they can find the meaning of the word they are looking for. And for the majority of the teachers, vocabulary learning strategies can help students to improve their vocabulary proficiency.

All teachers often correct their students' mistakes in vocabulary under a variety of circumstances, except one teacher who does not. The majority of them correct the mistakes when the students use words in the wrong context, one teacher corrects the mistakes when their use does not enable the students to convey the appropriate message either because of the inapt selection of words or the mispronunciation, another teacher gives the opportunity to their classmates to correct them and, if they fail, the teacher corrects them by himself.

Finally, all teachers tend to use both kinds of questions "genuine" and "display" when they ask their students.

Limitations of the Study

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 60 students and 10 teachers. Moreover, it is difficult to generalize the obtained result. If we had enough time we would have used an experimental study that would enrich our results.

Questionnaires' Limitations

Even though questionnaires are the most used method of collecting data, they have some limitations. First of all, the participants or the respondents do not demonstrate their real opinions and attitudes. Second, some respondents do not give back their questionnaires that hinder the research.

Conclusion

The results obtained from the analysis and the discussion of the questionnaires administered to first year LMD students at Jijel, Mila and Constantine universities and teachers at Mohamed Seddik Ben Yahia university show that vocabulary learning strategies use help students to improve their vocabulary proficiency and

that intentional mode of learning vocabulary is the one which help students to communicate successfully. Therefore, the hypotheses of the present study "if advanced university students learn vocabulary to improve their level in a foreign language and to acquire vocabulary effectively and successfully they should learn it intentionally" and "if advanced university students use different vocabulary learning strategies frequently, they will enhance their vocabulary proficiency easily" have been confirmed.

Recommendations

The research findings showed that intentional mode of learning vocabulary has its impact on developing students' vocabulary proficiency. Moreover, the results obtained from the analysis and the discussion of the questionnaires show that vocabulary learning strategies help students to improve their vocabulary proficiency and that intentional mode of learning vocabulary is the one which helps students to better communicate successfully.

In order for the students to develop their vocabulary proficiency they should be aware of the positive impact of vocabulary learning strategies. In addition, teachers should be the ones who guide their students to adopt such strategies.

In the field of teaching and learning foreign languages, intentional learning and vocabulary learning strategies have proved to be an effective ways to enhance students' vocabulary. Therefore, students should take them into account to increase their vocabulary knowledge.

General Conclusion

Vocabulary is an important part in language learning. Without vocabulary, learners cannot communicate in L2. As such, English students always try to improve their vocabulary knowledge using a variety of strategies and modes.

The present study was conducted to investigate which mode of learning vocabulary students use, as well as the effectiveness of using vocabulary learning strategies. Through this study, it was hypothesized that if advanced university students learn vocabulary to improve their level in a foreign language and to communicate effectively and successfully they should learn it intentionally" and "if advanced university students use different vocabulary learning strategies appropriately, they will enhance their vocabulary proficiency easily".

This dissertation is composed of two main chapters, the first one dealt with a theoretical part which was divided into two sections. In the first section, we provided some definitions of vocabulary and its importance in addition to other important issues, also this section dealt with the two modes of learning vocabulary (incidental and intentional) and their differences. The second section dealt with vocabulary learning strategies, its importance and some of its classifications. The second chapter was devoted to the practical part investigation in which two questionnaires (students' and teachers' questionnaires) were used to find out which mode of learning vocabulary students use more, as well as the effectiveness of using vocabulary learning strategies.

In this research two main questions were raised; the first one is: which mode of learning vocabulary is more used by the learners? The second one is: what are the different strategies that the learners use to improve their vocabulary proficiency?

Through the analysis of the two questionnaires, it was proved that the majority of learners use intentional mode of learning vocabulary. Concerning the second question, students use dictionary as their best vocabulary strategy to find the meaning of new words. Also, all teachers use both incidental and intentional modes in their vocabulary teaching and the majority of them said that intentional mode is the one that is more helpful for their learners. And they said that dictionary is the most used strategy among their students.

All in all, the results of this dissertation confirms the hypotheses and demonstrated that using vocabulary learning strategies really help first year LMD students at the departments of English, Mohamed Seddik Ben Yahia university in Jijel; Mentouri university in Constantine; Abd elhafid Boussouf university in Mila, to improve and develop their vocabulary proficiency.

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Dear students,

We will be very grateful if you accept to fill in the following questionnaire. The information you will provide us with will serve as a basis for a study about university student's modes of learning English vocabulary and the strategies they use in learning those vocabularies. Please put a tick (√) in the box just in the front of each statement.

Section one: background information.

1- Sex: a)Male ☐   b) female ☐

2-Do you like English?

a)very much ☐   b)common ☐   c)a little ☐ d)no ☐

3-Do you think that learning English is?

a)very important ☐   b)important ☐   c)common ☐ d)no ☐

4-Your English language proficiency level is:

a) very high ☐   b)little above the average ☐

c) average ☐   d)very low ☐

5-How long do you spend in learning English out of the classroom in autonomy every day?

a) more than 2hours ☐   b)1-2 hours ☐   c)about 1 hour ☐ d)less than hour ☐

Section two: vocabulary issues incidental/intentional learning.

6-Do you think that learning vocabulary is:

a)easy ☐   b)difficult ☐   c)very difficult ☐

7-Are you satisfied with your vocabulary knowledge?

a) yes ☐   b)a little   ☐

c) no ☐   d) no idea   ☐

8-When you encounter an unknown word do you?

a-guess the meaning from the context.   ☐

b-ask your teacher or your classmates about its meaning.   ☐

c- Check its meaning on the dictionary.   ☐

d-All of them. ☐

9-which method do you adopt in learning English vocabulary?

a)taking notes from other English inputs outside the classroom, such as meeting with new

words in English movies, stories, songs.   ☐

b)reciting from dictionary   ☐

c)noticing activities in classroom   ☐

d)under teacher' formal instruction   ☐

10-Do you try to expand your vocabulary size outside the classroom?

a)very much ☐   b)often ☐c)a little ☐ d)never   ☐

11-,which one do you think is more used by advanced university students?

a)intentional learning   ☐   b) incidental learning   ☐

12-Which one do you adopt and think is more helpful to you in learning new vocabulary items ?

a) intentional learning ☐   b) incidental learning   ☐

13-Are there any differences between incidental and intentional learning?

a) yes ☐   b) no   ☐

If yes, state some of them?

………………………………………………………………………………………………………
…

………………………………………………………………………………………………………
…

14-Do you think that(implicit and incidental);(explicit and intentional) vocabulary learning are identical?

a) Yes ☐   b) no ☐

Please, justify your answer in either cases?

……………………………………………………………………………………………

……………………………………………………………………………………………

15-Have your English teachers adopted some activities in classes, such as presentation,

retelling, pair work, group work, role play, discussion?

a)yes ☐   b)sometimes ☐   c)rarely ☐d)no   ☐

16-What do you think of these activities for English vocabulary learning?

a)very efficient ☐   b)sometimes helpful   ☐

c)usually invalid ☐   d)totally a waste of time   ☐

Section three: Vocabulary learning strategies.

17-Do you consider vocabulary learning strategies as:

a) very important ☐   b)important   ☐

c) has little importance ☐   d) not important   ☐

18-Do you think that vocabulary learning strategies can help you learn more vocabulary items?

a)yes ☐   b) no   ☐

19-What vocabulary strategy do you use when trying to understand the meaning of words?

a- dictionary use. ☐

b- guessing ☐

c- perception ☐

d- encoding ☐

e- activation ☐

         ☐

f- management

g- sources ☐

20-According to you which one is more helpful?

21.Are there any gender differences in using vocabulary learning strategies?

a) yes ☐   b) no   ☐

If yes ,what are those differences?

……………………………………………………………………………………………………
…

Thank you for your Collaboration

Appendix B: Teacher's Questionnaire

Dear teachers,

We will be very grateful if you accept to fill in the following questionnaire. The information you will provide us with will serve as a basis for a study about university student's modes of learning English vocabulary and the strategies they use in learning those vocabularies. Please tick (√) the box just in the front of each statement.

1-What do you think of the current situation of English vocabulary teaching and acquisition in our department?

a) very high ☐   b)average ☐ c)little above average ☐ very low ☐

2-Which aspect(s) of word that are more important to be learned by your students?

a) the meaning ☐ b) the form ☐) the pronunciation ☐

d) the usage ☐   e) the context ☐) all these aspects ☐

3-Which strategy do you use when teaching vocabulary in your class?

a) intentional approach ☐   b)incidental approach ☐ both of them ☐

4-Which one do you think is more helpful to your students?

a) intentional approach ☐   b)incidental approach ☐

5- When you present new vocabulary used in oral activities do you use?

a) translation ☐   b)definition ☐ c)word in context ☐ synonym/opposite ☐

6- What vocabulary learning activities do you prefer in class?

a) presentation ☐   b)discussion ☐ c)reading aloud ☐

d) pair work ☐   e) group work ☐ role play ☐

7-What vocabulary strategy do your students use when trying to understand the meaning of new words?

a- dictionary use ☐

b- guessing ☐

c- perception ☐

d- encoding ☐

e- activation ☐

f- management ☐

g- sources ☐

8-Do you think that using vocabulary strategies can help students to improve their level?

   a) yes ☐   b)no   ☐

9-Do you often correct students' mistakes in vocabulary?

   a) yes ☐   b)no   ☐

   If yes, under what circumstances?

……………………………………………………………………………………..

…………………………………………………………………………………….....

10-Do you often negotiate the meaning of utterances and words with students?

   a) yes ☐   b)no   ☐

11-which kind of questions you tend to ask your students?

   a) genuine questions   ☐   b) display questions ☐both of them   ☐

Thank you for your Collaboration

Résumé

Le vocabulaire de la langue est parmi les facteurs qui aident à apprendre la langue étrangère. Cependant, plusieurs apprenants trouvent des difficultés à apprendre des nouveaux mots. Pour résoudre ce problème, les apprenants utilisent plusieurs stratégies à apprendre. Ce mémoire met on considération les styles utilisables par les apparents pour enrichir leur bagage linguistique (soit, consciemment ou inconsciemment). Aussi, cette étude met l'accent sur les différentes stratégies que les étudiants de la langue et littératures anglais d'apparent sur elles dans trois universités ; Mohamed Saddik Ben Yahia à Jijel, Mentouri de constantine et Abdelhafidh Boussouf de Mila dans l'apprentissage des mots en anglais. Cette étude s'appuie sur deux questionnaires dans la collecte des données, le premier est destiné à 60 étudiants dans le département de la langue anglaise dans trois universités citées du dessus. Le second est pour 10 enseignants de l'université de Jijel. L'analyse des résultats montre que la plupart des étudiants accèdent au style conscient pour apprendre l'utilisation des dictionnaires c'est la stratégie la plus utilisée par les apprenants. Aussi, les enseignants utilisent toutes les deux méthodes la consciente et l'inconsciente dans l'apprentissage de la langue anglaise et même pour eux, le style conscient est fréquent par les étudiants puisqu'il leur aide à enrichi leur vocabulaire.

ملخص

يعتبر إثراء الرصيد اللغوي من أهم العوامل المساعدة في تعلم اللغة الأجنبية لكن العديد من المتعلمين يواجهون صعوبات كثيرة في تعلم و اكتساب كلمات جديدة و من اجل هذا المشكل يلجا معظمهم إلى استخدام استراتيجيات عديدة لتحقيق ذلك. هذه المذكرة تنظر في الأساليب التي يستخدمها المتعلمون لإثراء رصيدهم اللغوي (المقصودة و الغير المقصودة) و أيضا تنظر في الاستراتيجيات المختلفة التي يعتمدها طلبة اللغة الانجليزية في ثلاث جامعات محمد الصديق بن يحيى بجيجل, منتوري بقسنطينة, و عبد الحفيظ بو الصوف بميلة, في تعلم واكتساب المفردات الانجليزية. وقد اعتمدت الدراسة في جمع المعلومات اللازمة على استمارتين, واحدة موجهة إلى 60 طالب في قسم اللغة الانجليزية بالجامعات المذكورة أعلاه, والأخرى موجهة إلى 10 أساتذة بجامعة جيجل. وقد اثبتت النتائج المستنبطة من تحليل الاستمارتين إلى أن اغلب المتعلمين يستعملون الأسلوب المقصود في تعلم و اكتساب كلمات أجنبية, كما اثبتت أن استعمال القاموس هي الإستراتيجية الأكثر استعمالا من طرف المتعلمين. كما اثبتت أن كل الأساتذة يستعملون الطريقتين معا في تعليم اللغة الانجليزية و بالنسبة إليهم الأسلوب المقصود هو الأكثر استعمالا من طرف الطلاب لأنه يساعدهم في اكتساب و تطوير رصيدهم اللغوي.