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**Investigating Memory Strategies Used by the First Level
(A.1.1) CEIL Learners to Enhance their Vocabulary**

The Case Study of the First Level (A.1.1) CEIL Learners Mohammed
Seddik Ben Yahia at Tassoust University-Jijel-

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Dedication

All my gratitude is to Allah the almighty

I lovingly dedicate this work to:

My mother "Noura" the dearest person to my heart and light of my eyes ,for her love, support and her devotion to my education;

my beloved father "Taher" for earning an honest living for me and my brothers, for his love and confidence in me;

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My sister-in-law "Samah";

My family members "uncles, aunts and cousins";

Best friends for their love and encouragement;

Everyone I love in my life

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Abstract

The present study attempts to investigate the use of memory strategies by a sample of the first level learners of the language center of university at the University of Mohammed Seddik Ben Yahia to enhance their vocabulary. In order to reach these aims, a questionnaire and a test were designed and administered to 24 out of 28 learners first level (A.1.1) learners at the language center of university. The questionnaire aimed at finding out the learners beliefs' and perceptions about their use of memory strategies. Whereas, the test aimed at investigating the role of memory strategies used by CEIL learners in acquiring new vocabulary. The results obtained have revealed that using memory strategies do help learners to memorize new vocabulary items. Thus, the hypothesis that if CEIL learners use memory strategies, their vocabulary can be enhanced and developed has been confirmed.

List of Abbreviations and Symbols

CEIL Centre d'Enseignement Intensif des Langues

LLS Language Learning Strategies

LS Learning Strategies

LTM Long Term Memory

SM Sensory Memory

STM Short Term Memory

VLS Vocabulary Learning Strategies

% Percentage

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Introduction

1. Background of the Study
2. Statement of the Problem
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7. Structure of the Study

Introduction

1. Background of the Study

Memory strategies are considered as one of the most effective strategies in the vocabulary learning process. Wenden & Rubin (1987) reported that, “the storage and retrieval process are the focus of attention in the case of memorization” (p.22). Memory strategies refer to a method of learning in which the individual acquires, stores, and recalls information. Memorization strategy has been defined as “the ability to understand spoken and written language, and to produce it in speaking and writing depends on the ability to recognize and retrieve information stored in memory” (ibid, 1987, p.43). While, Richards, Platt and Platt (1992, p. 226) reported that “memorizing is the process of establishing information in memory”. Memorization has to do with the conscious process; learners usually memorize their lessons, new vocabulary, or something else with a purpose. According to Oxford (1990), memory strategies involve the mental processes for storing new information in the memory and for retrieving them when needed i.e. learners are aware when they store novel data in order to recall and use it when they need it in the exact time and context. According to many researchers, learners use memory strategies for both acquiring and enhancing their vocabulary.

Vocabulary is generally considered as the basic communication tool for any language acquisition; no language learning can take place without the acquisition of lexis. Neuman & Dwyer (2009, p. 385) defined vocabulary as “words we must know to communicate effectively”. Wilkins (1972, pp. 111-112) wrote that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. When learners attempt to learn new words to improve their vocabulary, they cannot remember them nor understand them unless they memorize them. Some researchers such as Cohen & Aphek (1980) focused on the relationship between memory strategy and vocabulary in which they found that making association and keeping using them were helpful to recall vocabulary (as cited in Yang and

Dai, 2012, p. 208). So, memory strategies are very important for learning, acquiring, and improving vocabulary.

2. Statement of the Problem

In order to learn a foreign language, learners should acquire and enhance their vocabulary knowledge. Vocabulary is considered as the most important aspect which enables learners to be skillful and enable them to communicate in a foreign language fluently. Yet, most of the learners face difficulties when it comes to acquire new vocabulary.

These difficulties refer to two main reasons either teachers do not teach their learners how to use memory strategies or learners do not use memory strategies to acquire/ enhance vocabulary.

3. Aims of the Study

The aims of this study are:

1. To know whether or not CEIL learners use memory strategies to enhance their vocabulary.
2. To help CEIL learners to use memory strategies effectively.
3. To show the importance of using memory strategies to enhance CEIL learners vocabulary.

4. Research Questions

The current study addressed the following questions:

Q1: What are the first level CEIL learners attitudes towards the use of memory strategies in acquiring vocabulary?

Q2: Which types of memory strategies are used by the first level CEIL learners to enhance their vocabulary?

Q3: What is the role that memory strategies play in enhancing vocabulary of the first level CEIL learners?

5. Research Hypothesis

It is hypothesized that if the first level (A.1.1)CEIL learners use memory strategies, their vocabulary can be enhanced.

6. Research Means

Two data instruments have been used for the purpose of this study. A questionnaire and a test, both intended to first level CEIL learners (24 learners) at the University of Mohammad Seddik Ben Yahia. The questionnaire aimed at finding out the learners beliefs and perceptions about their use of memory strategies, while the test aimed at investigating the role of memory strategies used by CEIL learners in acquiring new vocabulary.

7. Structure of the Study

The present study is divided into three chapters. The first chapter is a theoretical one which deals with memory strategies. It provides some concepts about language learning strategies, their definitions, taxonomies, features, and their importance, as well as some concepts about memory.

The second chapter is also a theoretical one, it is about vocabulary learning. It aims at introducing some basic concepts about vocabulary, its definitions, description, importance, selection, and types. It also sheds light on some factors affecting vocabulary learning; moreover, some vocabulary learning strategies were introduced along with their taxonomies.

The third chapter is a practical one. It provides a description of the research tools used in this research, and the population concerned with. Moreover, this chapter discusses the results obtained from both the test and the questionnaire and suggests some pedagogical recommendations.

Chapter one: Memory Strategies

Introduction

1.1 Definitions of Language Learning Strategies

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Introduction

Learning vocabulary is considered as the heart of any language learning. It is the essential component of any language which helps learners to communicate with each other fluently, transmit their messages, express their ideas, and understand each other. Hence, vocabulary is not an easy subject to learn. Learners may face problems or difficulties in learning vocabulary such as pronunciation problems, spelling problems, the selection of the appropriate word, which word they need to remember...etc. In this case, learners should work to enhance and acquire new vocabulary through the selection of appropriate strategies.

Learners may use the language learning strategies (LLS) as a source of vocabulary improvement. To be more clear, LLS have a big importance as they are tools for self-directed involvement, promote and facilitate learning, build the learners autonomy, develop their self-confidence...etc. Memory strategies are a kind of LLS which are used a lot in enhancing vocabulary.

The aim of this chapter is to provide some concepts about LLS, their definitions, taxonomies, features, and their importance in learning. As well as introducing memory, its types and functions. Then shed light on memory strategies definitions, their features and importance.

1.1. Definitions of Language Learning Strategies

Strategy comes from the ancient Greek term *strategia* related to generalship or the art of war. In a more specific sense, strategy entails the optimal management of the troops, ships or aircrafts in a planned campaign. An easily confused term with strategy is tactics, which means are the tools to achieve the success of strategies. Both terms share some basic concepts: planning, competition, conscious manipulation and movement towards a goal. In nonmilitary contexts, the concept of strategy has been used for non-adversarial situations,

where it has to mean a plan, a step or an action is taking for achieving a specific objective (Oxford, 1990) (as cited in Dolores Corpas Arellano, 2017, p. 230).

The term learning strategies (LS) have various definitions according to different researchers. According to Scarcella & Oxford (1992, p. 63), LS are defined as “specific actions, behaviors, steps, or techniques (...) used by students to enhance their own learning”. This means that LS are important for learners to enhance their learning, in which LS are considered as a guide or a line that learners follow in order to develop their own learning. According to Oxford (1990, p. 8), LS are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. In other words, LS are the different behaviors used by the learners to make their learning appropriate and suitable to different situations.

O'Malley & Chamot (1990, p. 43) defined LS as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”. Cohen (1998, p. 4) reported that “strategies can be defined as those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of language, through the storage, retention, recall and application of information about that language”. This means that strategies are processes used by learners consciously to develop second language learning and use. Ellis (1994, p. 531) defined LLS as “a strategy consisted of a mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use”.

Actually, some researchers do not agree about the point that the term strategies have the same meaning with the term techniques as well as the term tactics. In this instance, according to Stern (1983) (as cited in Altunay, 2014, p.291), strategies are “the general and deliberate approaches to learning” whereas techniques are “the observable forms of language learning behavior in particular language learning areas (grammar and vocabulary)”. In other

words, strategies are broader than techniques while this later is too specific. Seliger (1984) also distinguished between “strategies” and “tactics”. For him, “strategies are basic abstract categories of processing by which information perceived in the outside world is organized and categorized into cognitive structures as part of the conceptual network and tactics are variable learning activities used by learners in order to organize a learning situation, or cope with input and output demands”(p. 4). To put it in other words, strategies are kinds of transferable processes of information from the outside world into the conceptual networks while tactics are different learning activities used by learners to make a learning situation appropriate.

1.2.Features of Language Learning Strategies

There are certain features of LLS that are declared by Oxford (1990, p. 9) in which she suggested that:

1. LLS contribute to the main goal, communicative competence. It aids learners participate, communicate (authentic communication), and motivate in which these three points represent the main aim of LLS.
2. LLS allow learners to become more self-directed. LLS help and enable learners to make their own decisions, choice, work...without any guidance from their own teachers or more knowledgeable person in which learners will gain more confidence.
3. LLS expand the role of the teacher. He give advice to learners, support and guide them either inside or outside the classroom, create appropriate circumstances that make them familiar with learning strategies that suit them.
4. LLS are problem-oriented. They are emphasizing on a design based on problems, in which these problems are solved by students using a problem-solving techniques.

5. LLS are specific actions taken by the learners. Particular operations, behaviors...used by learners to make their learning appropriate and suitable to different situations (Scarcella & Oxford, 1992).
6. LLS involve many aspects of the learner, not just cognitive. They do not include only cognitive aspects (thinking processes and mental procedures). But, also social and emotional aspects (social skill, motivation, managing feelings...) and others like communication...etc
7. LLS are not always observable. They can be actions, behaviors, thoughts... in which the latter are in the mind; we cannot observe them.
8. LLS are often conscious. They might be conscious as well as unconscious since they are not always observable to the human eye.
9. LLS can be taught. Learners can be trained in their managements i.e. “learner training”, “strategy training” these techniques are used by the teacher to enable the learners recognize their own strategies and train on them to improve them.
10. LLS are flexible. They can be changed easily.
11. LLS are influenced by a variety of factors. It is obvious that there are factors that influence them or the choice of them. Some of these factors: sex, age, stage of learning, personality traits...etc
12. LLS support learning both directly and indirectly. For instance, memory strategies contribute directly while affective strategies contribute indirectly.

1.3. Language Learning Strategies Taxonomies

Language learning strategies has been divided differently according to different researchers.

Two taxonomies were chosen in this study:

1.3.1. Stern's Classification

According to Stern (1992), there are five LLS in Second Language Acquisition (SLA) which are: management and planning strategies, cognitive strategies, interpersonal strategies, and affective strategies.

- **Management and Planning Strategies:** are the strategies which have relation with the learners' attention in order to direct his own learning. Here, the learner must be helped by his teacher in order to take charge of his own development.
- **Cognitive Strategies:** are the strategies used by learners to learn and to solve problems. These are: clarification, deductive reasoning, guessing, inductive inferencing, memorizing, practicing, and monitoring.
 - **Communication Strategies:** as stated by Stern (1992), are techniques which the learner used to keep a conversation going on such as asking the speaker for repetition, paraphrasing the speaker conversation, and gesturing.
- **Interpersonal Strategies:** are strategies in which learners must cooperate with native speakers and contact with them for the aim of becoming acquainted and familiar with the target culture.
- **Affective Strategies:** as Stern (1992) pointed out that good language learners use different strategies in an effective way. They may create positive effect towards the foreign language and its native speakers as well as the activities involved in their learning processes in order to avoid their negative feeling about native speakers of the second language.

1.3.2 Oxford's Classification

According to Oxford (1990), LLS are divided into two groups: direct strategies and indirect strategies. The former involves direct mental processing of the language. It contains three groups which are *memory strategies* used in storing and retrieving information, *cognitive*

strategies used when understanding and producing the language, and *compensation strategies* used in making up the lack of knowledge in the areas of grammar and vocabulary by using language despite the large gaps in knowledge.

While the latter means supporting and managing the language learning without directly involving the target language, it contains three groups which are *affective strategies* referring to emotions, attitudes, motivations, and values in which the affective side of learner has a big influence on language learning success or failure, *social strategies* refer to language and society which cannot be separated; there is no communication without language as well as no society without communication so the strategies that are used in communication by others are very important for the process of learning other languages, and *meta-cognitive strategies* referring to the different strategies that go beyond cognitive devices and provides the learners with a way to co-ordinate their learning process. In other words, they are the different strategies that guide and control the learners learning process. Figure 1 shows the Oxford's taxonomy of Language Learning Strategies.

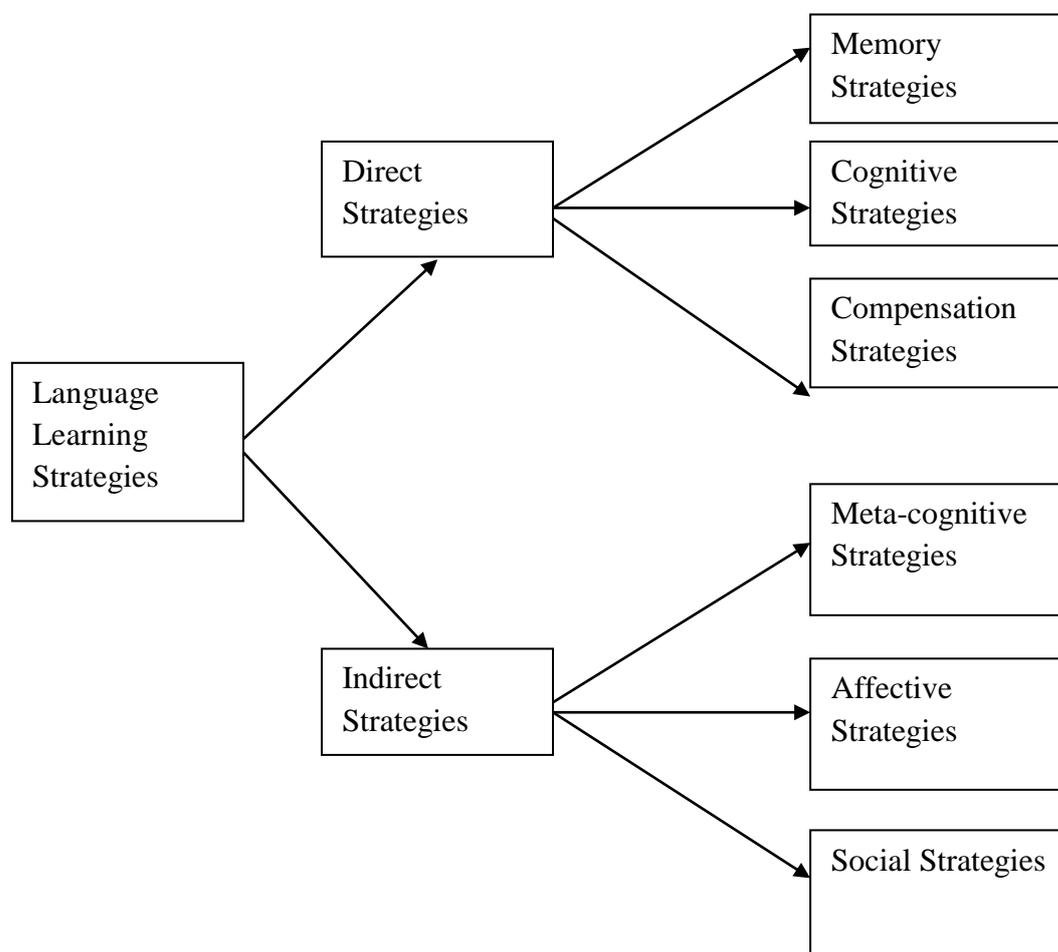


Figure 1.1: The Classification of Language Learning Strategies (Oxford, 1990, p. 16)

1.4. The Importance of Language Learning Strategies in Vocabulary Learning

Generally, LLS have an important role in learning a second language. They tend to facilitate, promote language learning and to affect the motivation of learners, their way of selection and organization of the learned knowledge. The goal of strategy according to Weinstein and Mayer (1986) is to “affect the learner’s motivational or affect state, or the way in which the learner selects, organizes or interacts new knowledge” (p. 315).

LLS are essential tools for learning, they are tools that help learners to enhance and develop their communicative ability. Oxford (1992) stated that learning strategies are important for learning because they are tools for active, self-directed involvement which is a necessity for developing communicative ability.

LLS are signs of how learners complete and fulfill tasks and difficulties facing them during the process of language learning. Strategies are problem solving, techniques or behaviors learners use to deal with complex process of learning. Deshler and Schumaker (1984) emphasized that LLS are techniques, principles, or rules that enable a student to learn, to solve problems, and to complete tasks. The use of LLS helps learners in improving their language skills in a better way.

LLS help in developing skills in three domains such as cognitive strategies aid learners in solving problems. Meta-cognitive strategies help learners in managing their time, monitoring and assessing themselves. Socio-affective strategies help learners in improving their pronunciation by asking and interacting with the native speakers and working in group to exchange information. That is to say, these three areas help learners developing and enhancing their independence and self-reliance.

1.5. Definitions of Memory

People deal with different information. Some of this information should be stored in mind for the aim of recalling and remembering them when necessary. This information are retained in and retrieved from memory. Memory is an essential part in learning without it no learning process will take place and the information we learned would be useless if we could not remember and retrieve it. (Higbee, 2001).

Memory is the process of maintaining and preserving information over time (Maltin, 2005). It is the means by which we draw on our past experiences in order to use this

information in the present (Sternberg, 1999). Eliasmit (2001) defined memory as “general ability, or faculty, which enables us to interpret the perceptual world to help organize responses to changes that take place in the world” (p. 1).

Memory is regarded as a tool to remember past experiences. Ashman & Conway (1997) stated that memory refers to the ability to retain and recall what has been learned and it is the place where information is retained.

1.6. The Processes of Memory

There are three processes (stages) of memory as mentioned by Al-Altoom, (2004) Memory is a scientific study of the processes of receiving information, encoding it, storing it, and retrieving it when needed. Higbee (2001), referred to them as the “three Rs of remembering”; Recoding which is alternatively called encoding, Retaining which is alternatively called storage, and Retrieving.

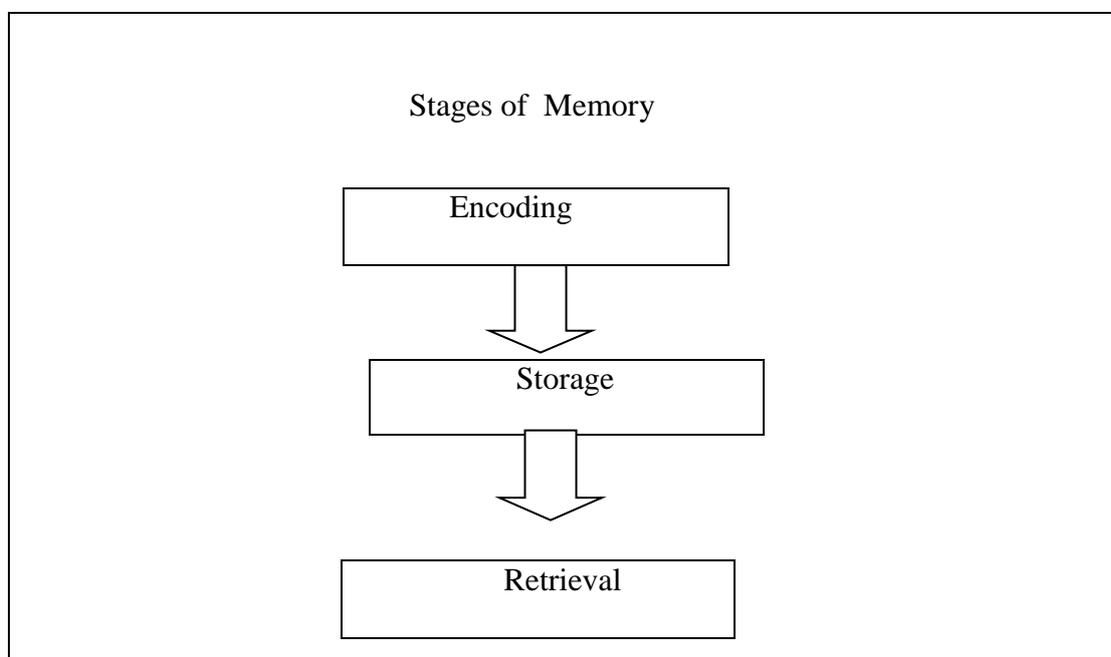


Figure 1.2: Representative Diagram of Memory Processes/Stages by Al-Atoom, 2004 (as cited in Mona Abdullah Bakheet Al-Zahrani, 2011, p. 66).

1.6.1. Memory Encoding

Memory encoding is the first stage of memory where information passes through in order to be remembered. If information is not encoded, it will be impossible to remember it. The information we acquire from our environment processed in three forms:

- 1. Acoustic Encoding:** when receiving information that must be remembered, the person can transfer it into sound. So, when that person hears the same sound several times the information will automatically be retrieved from memory.
- 2. Visual Encoding:** in this type of encoding, information is encoded in the form of images and visual information. That is to say, people may transfer the information acquired from their environment into images.
- 3. Semantic Encoding:** it is the process of encoding sensory information that has particular context, rather than deriving from a particular sense (Mastin, 2016). So, semantic encoding is related more to the meaning of the words.

1.6.2. Memory Storage

Storage is the second stage of memory in which information is got into the brain. Storage memory is concerned with the nature of memory, that is to say where information is stored, the duration of memory (how long information lasted), and how much can be stored at any time (Mc Leord, 2007).

1.6.3. Memory Retrieval

Memory retrieval is the stage where information is passed to long term memory (LTM). In this stage, the information is got out of memory. To put it in other words, it is the process in which information passed out from the subconscious LTM to make it reaches the conscious mind (ibid).

1.7. Memory Systems

Atkinson and Schiffrin (1998) proposed three storage memory models. This model is called "*Model of Memory*". This model of memory consists of three components: sensory model (SM), short term memory (STM), and long term memory (LTM).

1.7.1. Sensory Memory

Sensory memory is considered as the first system memory suggested by Richard and Schiffrin (1968). SM stores the incoming information in details to be transferred to STM. Randal (2007), defined SM as the place where essential information is elicited from the block of stimuli coming into the brain. Even though the capacity of SM is large, the information in it is unprocessed and meaningless. This model of memory stores information for a short time; only for an instant. The main types of SM are: iconic and echoic memory.

Iconic memory also called visual sensory memory (Neisser, 1967) (as cited in Ashcraft, 1994). Basically, iconic memory is responsible for receiving the real pictures and images as they are in reality (Mendonca, 2003) (as cited in Mona Abdullah, 2001). Echoic memory termed also as auditory memory system (Neisser, 1967), is defined as the sensory component that receives auditory stimulation from the outside environment. That is, all the stimuli or information that is hearable encoded into the auditory sensory memory (as cited in Ashcraft, 1994).

1.7.2. Short-Term Memory

Short term memory is the second system suggested by Richards Shiffrin (1968). It is also called working memory. It is viewed as the memory system that is responsible for the storage of the information. It is also considered as the capacity of the brain to hold and store a limited number of information for a short period of time. According to Miller (1956), STM

can store seven pieces of information plus or minus two items because it contains a certain number of “slots” in which items could be stored. In order to not forget, the information in STM should be repeated. Repeating or rehearsing the information in STM can facilitate and help the transformation of information to LTM to be hold for a long period of time. The more the item is rehearsed, the more likely is to be transferred to LTM (Atkinson & Shiffrin, 1968).

1.7.3. Long-Term Memory

Long Term Memory is the third memory system suggested by Atkinson and Shiffrin (1968) known as “Permanent Memory”. LTM can be defined as the memory system which is responsible for the storage of information on a relatively permanent basis (Ashcraft, 1994). LTM stores the information that are processed and repeated in STM, this information can be hold and retained in LTM during the whole a person’s life because LTM has almost an infinite capacity unlike the working memory which has a small capacity (STM). There are two main types of LTM: declarative (explicit) memory and procedural (implicit) memory.

1.7.3.1. Declarative Memory

Declarative memory is also known as explicit memory. It is a type LTM tended to involve “knowing what”. It is based on the conscious memories, the recalling of factual information, general knowledge and events (McLeod, 2010). It is divided into: episodic memory and semantic memory. The first one is a type declarative LTM system which is based on the storage of personal experiences and the events of the individual lives as well as on their conscious thoughts in which individuals are influenced by time, place, context, and organization (Yu, 2011). While, semantic memory is a type of declarative LTM system which stores information that is based on general facts and knowledge (May and Einstein, 2007). It involves also conscious thoughts of a particular individuals’ context, time, and place (Yu, 2011).

1.7.3.2. Procedural Memory

Procedural memory is known as implicit memory. It is a type of LTM which involves “knowing what”, it based on how to do things. That is to say, it involves skills, behaviors, and experiences. This kind of memory stores the information as productions or rules and this needs a lot of time and effort but later on it is remembered easily (Al-Atoom, 2004 and Al Zayyat, 2005).

According to Thornbury (2002), a number of principles should be followed in order to make sure that material moves into permanent LTM (as cited in Boubadja, Mebirouk, 2004, p. 17).

- a. **Retrieval:** when learners retrieve a word from memory this will help them to recall it again later. Using the new word in written sentences is an example of a retrieval act.
- b. **Pacing:** teachers should give learners opportunities to pace their own rehearsal activities because learners have different learning styles and they process information differently.
- c. **Spacing:** it means distributing memory work across a period of time and then massing it together in a single block.
- d. **Use:** it means putting words to use which is the best way to ensure that words are added to LTM.
- e. **Mnemonics:** they are “tricks” that help learners to retrieve items or rules stored in memory.
- f. **Attention:** when learners pay attention, their ability of recalling information will be improved.
- g. **Motivation:** it allows learners to spend more time on rehearsal and practice.

1.8. Definitions of Memory Strategies

In general, memory strategies refer to the process of storing and retrieving information. According to the Oxford Advanced Learner's Dictionary (2005), "memorizing is to learn something carefully, so that you can remember it exactly". In other words, it is the process of getting knowledge about something and paying attention to it in order to retrieve it correctly. Wenden and Rubin (1987, p. 43) defined memorization strategies as "the ability to understand spoken and written language, and to produce it in speaking and writing depending on the ability to recognize and retrieve information stored in memory". To be more clear, memory strategies is the capacity to comprehend both forms of language and to produce it in speaking and writing relying on the capacity to realize and recall data stocked in memory.

Memory strategies have also been defined by Richards, Platt, and Platt (1992) as the process of building or storing data in memory. When learners implement the memorization process this means that they are aware about it and they are remembering its processes. Oxford (1990) declared that "memory strategies traditionally known as mnemonics involve linking the word with some previously learned knowledge" (as cited in Mohammad Reza Ghorbani, 2011, p. 1223). She also defined memory strategies as "techniques used to remember more effectively, to retrieve and transfer information needed for future language use. Memorization strategies help students to store in memory important information gathered from their learning. When information is needed for use in the future, these strategies help the students to get information back"(as cited in Abdalmaujod A. Hardan, 2013, pp. 1721-1722).

1.9. Features of Memory Strategies

Oxford (1990) has identified some features of memory strategies which are:

- Memory strategies do not necessarily involve deep understanding (as cited in Marica Marttinen, 2008, p. 23). Because there are some techniques such as, visualization and

the use of memory tricks enable them memorize a lot of information quickly and easily.

- Memory strategies are one of the most effective strategies in the vocabulary learning process in which they are extremely powerful mental tools (as cited in Nazal Allahmoradi, M.A. 2018, pp. 23-24). They are one of the most efficient techniques in vocabulary learning process since they help learners a lot in acquiring and memorizing vocabulary.
- Sometimes refer to as mnemonics (ibid, p. 24). This latter are techniques that are used to help students in order to encode and recall important information.
- Memory strategies include activities for remembering and retrieving the new information such as acronyms, key words, images...etc (ibid). Memory strategies contain certain activities for recalling novel data.
- Memory strategies are ways of memorizing words and expressions, which help students store and retrieve information in communication (as cited in Kunti, 2017, p. 65).

1.10. Types of Memory Strategies

There are many types of memory strategies; in what followed some of them are mentioned:

1.10.1. Mnemonics Methods

Traditionally, memory strategies were known as mnemonics. Mnemonics are methods, procedures, or techniques used to improve the acquisition of new lexis items, store and retrieve them when necessary. Higbee (2001) stated that the word mnemonics is derived from *Mnemosyne*, which was the name of the ancient Greek goddess of memory and it defined as technique used to aid memory. Mastropieri & Scruggs (1998) defined mnemonics

strategies as systematic procedures used to enhance memory. Higbee (2001) & Hauptmann (2004) suggested some mnemonics methods.

- **Loci Method:** it is regarded as the oldest method in learning vocabulary list. Its origin goes back to the ancient Greek times. Learners can use this method in remembering lists of shopping, lists of things they should do, lists of names...etc. In this method, a learner can memorize a list of mental images of some locations he was familiar with either in natural or in logical order, then he will associate a visual image of the items to be remembered with a location in the list. For retrieving and remembering all the location, learners should go in order to not forget the listed items. Higbee (2007) mentioned that “Loci” is the Latin word for places. That is to say, loci method is more related to places and locations.
- **First Letter Method:** it consists of acronym and acrostic. Here learners used the first letter from the information that they wanted to remember and latter form an acronym word or acrostic sentence.
 - a. **Acronym:** it is a word which its letters stand for a word or a concept. For example, FYI which stand for: **F**or **Y**our **I**nformation and HOMES for **H**uron, **O**ntario, **M**ichigan, **E**rie, and **S**uperior stand for the five great lakes in the Midwestern United States. Acronym also used to represent associations, organizations, and government agencies like: NFL which stands for: **N**ational **F**ootball **L**eague.
 - b. **Acrostic:** they are words or phrases made up of the first letters of other words, e.g. the colors of the visible spectrum remembered as “**R**ichards **O**f **Y**ork **G**ave **B**attle **I**n**V**an”. These colors were:**Red, Orange, Yellow, Green, Blue, Indigo, and Violet.**
- **Key Word Method:** this term is first used by Richards and Atkinson (1975) in learning vocabulary of Russian language (as foreign language). Key word method was regarded by Hulstijn (1997) and Nation (2001) as a way that facilitates the link

between the form and the meaning of the new vocabulary (the word). It was defined by Gu & Johnson (1996, p. 644) as “a technique started by an acoustic link”. In other words, to find a key word in the first language (L1) that sounds similar to the foreign word and then link the key word and the foreign word by means of interactive image. For example, the word *shear* meaning in English “to cut the wool off a sheep”, and the second word (*shir*, شیر) as a Persian word which means in English “lion”.

- **Rhyming:** in order to remember or store information, learners use musical verses. For example, words such as *moon*, *spoon*, and *groom* have the same rhyme.
- **Peg Word Method:** in this method, numbers were presented by using rhyming words of concrete objects “peg word mnemonics refer to a set of rhyming words that are used to represent numbers” (Grin, 2005, p. 100). In this method, numbers were presented by using rhyming words of concrete objects. Grin (2005) defined peg word as a set of rhyming words that are used to represent numbers. According to Bakken & Simpson (1985, p. 82), “peg words can be used when numbered or ordered information needs to be remembered such as: one bun; two shoe; three tree; four door; etc. Peg words are substituted for the number to be remembered and associated with the other information”.

1.10.2. Rehearsal

From the theory of information process, rehearsing the learned information is a way that helps information to be easily processed in the STM. Rehearsal is an internal aid that is used to improve memory by repeating the information to be remembered. Craik & Watkins (1973) considered rehearsal as the conscious repetition of the information to be remembered. Moreover, it is the most used technique for encoding and memorizing information or material into LTM. It is the training of information in working memory by repeating it again and again (Banikowski, 1999) (as cited in Touran Ahour & Berinji, 2015). Thus, if you do not practice

and repeat the information well, it will not be able to be transferred into LTM and you will face difficulties in remembering it during the exam. Craik & Lockheart (1972) distinguished between two types of rehearsal: maintenance rehearsal and elaborative rehearsal. The former known also as “Rote Repeating” which based on the repetition of information in an attempt to keep it in the STM. It is a useful way for retaining something you decided to use. The latter based on making associations and connection between information that you try to remember with something you already know, with information from LTM (Woolfolk, 1998).

1.10.3. Association

To associate something is to create a mental connection between old words, concepts or with words, or concepts you studied before. According to Sameto (2003), in order to learn a foreign language, individuals must develop association as a means that allows them memorize words easily and brings full picture. Word (concept) association is a technique in which words are associated with each other in a way that influences the words learning and remembering (Richards et al, 1985).

1.10.3.1. Association with Words

Association with words is considered as a technique in which learners make an association between words or concepts they newly learned and words or concepts already stored in their memory. It is a helpful technique because it helps learners in strengthening their existing schemata and at the same time makes the new word more accessible (Oxford & Crookall, 1990).

1.10.3.2. Association with Pictures

Association with pictures permits for visual learners to associate or imagine what they see or learned, to make the word more memorable for them, and retrieve the word in an easiest way from their LTM into WM (Thornbury, 2004). Likewise, Arias (2003) stated that

association with pictures is a useful technique for those learners who are visually oriented. Picture association helps learners to recall words and increase their engagement with their learning in this regard Goll (2004) indicated that “the more strongly you imagine ... a situation, the more effectively it stick in your mind for later recall”(p. 30) (as cited in Pérez, L. & Alvira, 2017, p.10). Thus, pictures were considered as useful strategy that aid and help visual learners to create mental pictures about what they learned or saw in their memory. This creation or imagination helped learners to remember easily what they learned.

1.10.4. Note Taking

Note taking is a way of writing down the key words and concepts in abbreviated verbal, graphic, or numerical form for the aim of assisting performance of a language task (O’Malley and Chamott, 1995). It is a helpful external memory device which demonstrated its role as a systematic cue and aid for retention of information (Kiewra, 1989). A similar definition provided by Sharon Dewiit (2007) in which she defined note taking as an external memory aid that refers to writing a brief record of information to be remembered. That is to say, taking note is a memory process included writing or recording the main ideas of a lecture’s content that may helps students remembering their information letter on when they need them. It increases the degree to which a person attends to the text, noting which ideas need to be noted down, and which are better left unnoted.

1.11. The Importance of Memory Strategies

Memory strategies play a crucial role in developing vocabulary as they promote and facilitate vocabulary learning and acquisition. Cohen and Oxford (2003) stated that memorization has the power to increase attention that is an essential element for learning a language, develop rehearsal that allows linkage to be stronger, improve the encoding and the integrating of language material and enhance retrieval of information when students need them. Thus, memorization helps learners to store information they already learned to use them

when necessary. Memory strategies are very helpful for students with low proficiency level because these strategies “help learners link L2 item or concept with another but do not necessarily involve deep understanding” (Oxford, 2003, p. 13).

According to Oanh (2006), memorization helps learners to internalize information and apply it in their communication. Also, memorization gives students a feeling of accomplishment and success, security and familiarity, esthetic pleasure and a body of knowledge (Sivell, 1980). Strenger (2005) stated that memory is important for learning a language and mnemonics help to move what has just been learned from the short term memory to the long term memory. So, the learned items can be retrieved in the future. The use of mnemonic devices helps learners to learn faster and recall better information (Thompson, 1987). For instance, through the use of peg word method, unrelated items can be remembered easily by relating them with the previous memorizing items (Amiryousefi & Ketabi, 2011). The use of the loci method helps learners in remembering locations as well as items also the use of key word method helps learners in remembering foreign words (Keeley, 1999).

Conclusion

This chapter has dealt with a brief description of memory, its main processes, systems, functions as well as the description of memory as a learning strategy, its importance, features and its strategies. Memory is strongly related to the process of language learning. It is important because it helps learners to store and effectively remember the learned information. Actually, without memorizing the information, no effective language learning will take place. Thus, memory strategies are highly appropriate strategies through which learners can build up their independence, autonomy and enhance their vocabulary to an advanced level.

Chapter Two: Vocabulary Learning

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Introduction

Vocabulary plays an important role in learning, understanding, and communicating in a foreign language. It is considered as the back bone of all languages. Whether it is the first, the second or the foreign language, learners need to develop their vocabulary for the aim of communication and the effective use of the language. This chapter aims at introducing some basic concepts about vocabulary, its definition, description, importance, selection, and types. It also sheds light on some factors affecting vocabulary learning, vocabulary learning strategies, its definitions, and its taxonomies. Finally, this chapter puts in plain words some vocabulary teaching strategies.

2.1. Definition of Vocabulary

It is obvious that vocabulary has a great importance for communication as well as for language learning. Researchers have differently defined vocabulary. For instance, the Oxford Wordpower Dictionary (2006) defined vocabulary as “all the words that somebody knows or that are used in a particular book, subject, etc”. Similarly, Diamond & Gutlohn (2006) (as cited in Ahmed Azman Mokhtar et al, 2010, p. 72) defined vocabulary as “the knowledge of words and word meaning”.

On the one hand, Kiraf in Wisma (2008) defined vocabulary as a group of terms that are used in conversation with others. For Procter (1996), vocabulary is the amount of terms used by specific body or it is all the terms that can be found in specific language or subject. According to Neuman & Dwyer (2009), vocabulary is defined as lyrics we should recognize in order to interact efficiently; lyrics in both speaking and listening. Rupley, Logan, and Nichols (1999, p. 339) defined vocabulary as “the glue that holds stories, ideas, and content together”. While, Hornby (1995, p. 1331) determined that vocabulary is “(1)the total number of words in a language, (2) all the words known to a person or used in a particular book,

subject ,etc, (3) vocabulary is a list of words with their meaning”. Similarly, Ur (2003, p. 60) stated that:

“Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’.

Nunan (1991, p. 101) defined “vocabulary is more than lists of target language word”, Richards & Renandya (2002) stated that vocabulary is an essential element of the language proficiency and afford much of the basis about the learners’ manner in speaking, listening, and writing. Hubbard (1983) defined vocabulary as a “powerful carrier of the meaning”(as cited in Giti Rasouli, 2015, p. 247). According to Burns (1972), vocabulary is a list of terms which are stored and utilized by an individual, category, or occupation.

According to the previous definitions, vocabulary can be defined either as all the words that a person knows and uses in his/her conversations or as all the words that can be found in a dictionary.

2.2.Description of Vocabulary

There are two main branches of linguistics which are concerned with learning vocabulary. These are lexicology which is the science of words and lexicography which means the writing of words.

2.2.1. Lexicology

Lexicology is a branch of linguistics, which deals with the study of vocabulary of a language. Jackson and Zéamvela (2000) defined lexicology as the study of words in a given language and the analysis of lexis understood as the stock of words in a given language, i.e. their meaning, evolution, and its vocabulary. It deals not only with simple words but also with complex and compound words. Lexicology is concerned with how words are classified, formed, and defined.

2.2.1.1. Words Classification

Words are the essential components that make a sentence. Word class is regarded as a grammatical term used to describe words that belong to the same part of speech. Thornbury (2002, pp. 3-4) divided the English language into eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction.

A noun is a word that refers to a person as *Suzan, John*; a place as *school, park*; a thing as *box, window, door*, etc.

A pronoun is a word that replaces a noun, e.g. *He (Amine) reads the whole novel*.

An adjective is a word that is used to describe a noun such as *happy, beautiful, sad...*

A verb is a word that refers to an action, state, or event. Verbs are divided into regular and irregular such as *to eat, to write, to go...*

An adverb is a word that is used to describe a verb as in *I was there*, an adjective as in *you look very happy*, or another adverb as in *the exam was very difficult*.

A preposition is a word used to show a place as in *house*, a time as in *the movie starts at 20:30 pm*, a position as in *it locates besides the school*.

A **determiner** is a word which is used to qualify a noun. It can be; definite article (the), indefinite article (an, a), possessive adjective e.g. (my, your, her...), demonstrative adjective e.g. (this, those, that...), quantifiers e.g. (some, many...).

A **conjunction** is a word used to join a sentence e.g. (but, because, and...). Conjunctions are classified into: coordinating conjunctions that join two clauses and subordinating conjunction that join a main clause with a subordinate clause.

2.2.1.2. Word Formation

Word formation refers to the process of forming or building new words or new language items. According to Grains & Redman (1986), “word building” or “word formation” takes three main forms which are affixation, compounding, and conversion.

Affixation is the process of adding prefixes (ir + regular = irregular) and suffixes (hope + less = hopeless) to the base item. The meaning and the part of speech of the item can be changed through this operation.

Compounding is to combine two different words that have different meanings to form a new word that has a totally different meaning. For example, *washing* + *machine* = *washing machine*.

Conversion known also as zero affixation is the process by which an item may be used in different word classes but its form does not change. For example, I will send you an e-mail (noun) / I will e-mail you (verb).

2.2.1.3. Word Meaning

According to Carter (1998), the meaning of words and their relationships are understood and learned through the use of synonyms, antonyms, hyponyms, or polysemes.

- **Synonyms** are words which have a similar meaning such as *old* and *aged*, *house* and *home*. Palmer (1976) defined them as “the sameness of meaning” (p. 88).
- **Antonyms** are words that have an opposite meaning such as *happy* and *sad*, *new* and *old*. They are defined as “oppositeness of meaning” (ibid, p. 94).
- **Hyponyms** are words that belong to a more general category. Thus, it is a relationship that moves from one part to the whole. For example, a cat is a kind of animals.
- **Polysemes** are words that have more than one meaning; they overlap in their meaning. The precise meaning of the word is derived from the context in which it is used (Carter, 1998, pp.34-35). For example, the word *head* may refer to the upper part of the body or to a person at a top of a department or company.

2.2.2. Lexicography

According to Oxford Students Dictionary, lexicography is “the theory and practice of writing dictionaries”. Jackson and Zéamvela (2000) considered lexicography as a special technique of writing dictionaries. That is to say, it is the act of compiling, comparing, defining, and grouping lexical items in a dictionary. According to Carter (1998), the main objective of lexicography is to accomplish dictionaries, it also tries to synthesize different aspects of knowledge from etymology, lexicology, and semantics.

2.3. The Importance of Vocabulary

Vocabulary is one of the most important components in the learning and teaching processes. Different researchers proved the importance of vocabulary by giving different arguments. Production is one of the most important sides of vocabulary since if people want to express their own ideas, they should have a stock of terms which allow them to express their ideas fluently. Krashen (1989) has proved this stating that “they carry dictionaries with them, not grammar books” (p. 440). Lot of researchers proved that vocabulary is an essential

component that should be taught first because students can express their ideas and transmit their messages using vocabulary neither grammar nor something else. Wilkins (1972, pp. 110-111) assisted this talk saying that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Similarly, Dellar and Hocking in Thornbury (2002, p. 13) summed up the importance of vocabulary learning stating “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!” In the sense that, if students want to improve and ameliorate their English level, they should study lots of terms, expressions, and anything that has relation with vocabulary. But, if they pass their time reading grammar, they will achieve little or nothing since with grammar they cannot talk, express their ideas, transmit messages... while with vocabulary students can express themselves, communicate and interact fluently. Also, Lewis (1993, p. 89) stated that “lexis is the core or heart of language”. This means that if students acquire many words and expressions, understand them, and use them correctly (productive vocabulary), they will be able to interact with others and use the language fluently.

The importance of vocabulary is not limited by here, but it covered the four skills also. To be more clear, having a large amount of vocabulary makes the learners competent to the four skills which are writing, reading, listening, and speaking. Nation (1994) proved this talk saying that “vocabulary is not an end to itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform”(p. viii). In other terms, when learners use to learn vocabulary regularly, they can improve their four skills easily. If they cannot speak using a foreign language or cannot understand what others say i.e. they cannot neither communicate nor use the language. The same with reading and writing, if they do not have

the maximum amount of words they cannot neither read nor write. So, learners have to improve their vocabulary in order to be skillful.

2.4. The Selection of Vocabulary

In order to make the learning/ teaching processes easy, learners and teachers have to select the words they want to learn or teach. This selection may occur according to some criteria and principles. In what follows, some principles provided by Richards (2001).

- **Frequency:** it is the most important principle in vocabulary selection. This term means the whole quantity by which the word is repeated in a given language in different contexts. According to Nunan (1998), for building a functional vocabulary, it is better if teachers teach learners the most frequent words they are likely to meet. Yet, teaching the most frequent words is neither useful nor easy all times. Richards (2001) claimed that frequent words which are found in essays, journals, poems...are too different from other words which are found in fiction.
- **Coverage:** the term of coverage means the words that cover or include the meaning of other words. To be more clear, coverage means any term that has approximate meaning to other words i.e. any term that can remind us with other terms that are near in meaning. For example, when you hear the word "*drink*" you may remember *water, soda, milk...etc.*
- **Similarity of the L2 Word to its L1 Equivalent:** it is a factor of learnability (being easy to be learned). Some words might be chosen because they are alike or similar to other words in their mother tongue. For example, English and Arabic languages have many similar words such as: *algebra, alcohol, lemon, cake, camel, Jasmine...etc.*
- **Defining power:** there are some terms that could be chosen because they are useful and easy in articulating than other terms, even if they are not among the most used

terms in the language. For example, “*shining*” might be important because it can aid articulating *sun*, *moon*, and *lamp*.

- **Teachability:** it is another important criterion which means the ability to be taught. According to many scholars such as Richards (2001, p. 8), it is better if teachers start teaching the concrete vocabulary before the abstract one. For example, teachers teach learners the term *table* before *trust* because we can symbolize and explain the concrete one easily using pictures, images, drawing, model...etc while we cannot symbolize the abstract one. So, it is better if teachers start teaching by the easiest one “concrete vocabulary” using methods such as the direct method.

2.5. Types of Vocabulary

There are many types of vocabulary as:

2.5.1. Specialized Vocabulary

According to Nation (2001), specialized vocabulary is defined as words that are “recognizably specific to a particular topic or discipline” (p. 198). There are two kinds of specialized vocabulary: academic vocabulary and technical vocabulary.

2.5.1.1. Academic Vocabulary

According to Coxhead & Nation (2001), academic vocabulary is “a list of words or items which are reasonably frequent in a wide range of academic genres but relatively uncommon in other kinds of text”(as cited in Jamalzadeh & Chalak, 2019). Champion & Elley (1971) and Praninskas (1972) made the first two words lists which students may face during their academic studies. Likewise, Lynn (1973) and Ghadessy (1979) made lists of different words to help students who wanted to read academic text. The four lists of words are changed by Xue and Nation (1984) into one list which is called “The University Word List”. Later on,

this list is replaced by Coxhead (1998) into “The Academic Word List” with 570 word families (Jamalzadeh & Chalak, 2019).

According to Martin (1976, p. 92), the term “academic vocabulary, has in common a focus on research, analysis and evaluation”. So, Martin (1976) divided vocabulary into three main groups.

- **Research process:** the vocabulary of this group is mainly verbs and nouns and it discusses the steps of a research: formulating, investigating, analyzing, drawing conclusion, and reporting results.
- **The vocabulary of analysis:** “it includes high-frequency verbs and two-word verbs which (...) graduate students’ need in order to present information in an organized sequence such as, *consist, group, result from, derive, base on, and be noted for...*” (Martin, 1976, p. 93).
- **The vocabulary of evaluation:** it includes adjectives and adverbs. Thus, evaluative words occur in reviews, critiques, and some reports e.g. *exhausted, controversial, coherent, distinctive...etc.*

2.5.1.2. Technical Vocabulary

Technical vocabulary is very important for learners who have special aims in learning a language. It is subject related, occurs in a specialist domain, and it is part of a system of subject knowledge. Each of these features can provide a basis for the deliberate identification of terms. The meaning of technical terms is closely associated with a particular subject area.

2.5.2. Active and Passive Vocabulary

Vocabulary has been divided differently according to different experts. For instance, Harmer (1991) divided vocabulary into two types which are active vocabulary and passive

vocabulary. The former, refers to the words that learners have already knowledge about it. While the latter, refers to the terms that learners ignore and have no knowledge about, but later when they will learn or encounter them, they will know them and have knowledge about them; yet it is not certain that they will be capable of enouncing them.

2.5.3.Productive and Receptive Vocabulary

Hatch and Brown (1995) splits vocabulary into two types which are receptive vocabulary and productive vocabulary. The former is a list of words that students have knowledge, yet they do not apply them in communication (speaking) and production (writing). The latter; however, is concerned with those words the students comprehend, enounce well, and apply them correctly in communication and production.

So, productive vocabulary and active vocabulary have the same meaning they just differ in names since the students in both types are skillful in using vocabulary to the extent that they can talk and express their ideas using these types. Receptive vocabulary and passive vocabulary, learners; however, in both types are not skillful in using receptive and passive vocabulary.

2.6. Factors Affecting Vocabulary Learning

Sometimes, learners fail to communicate with others using a foreign language. The reason behind this is not because they do not have a rich vocabulary but there are other important reasons. To be more clear, students may face some difficulties in communicating and using the language fluently. Some factors that make learning vocabulary difficult were stated by Thornbury (2004)

- **Meaning:** When two words overlap in meaning, learners are likely to confuse them.

Make and *do* are a case in point: you *make breakfast* and *make an appointment*, but

you *do the housework* and *do a questionnaire*. f. Range, connotation and idiomaticity.(p,27)

- **Pronunciation:** the study proves that terms that are hard to enounce are harder to acquire. Sometimes, it is hard for non-native learners to pronounce some words since the English written form of words is different from the spoken one. For example, *same* /*seim*/.
- **Grammar:** it is also a problematic factor since in the English language every single word has its grammatical meaning and form, but learners fail in realizing them.
- **Spelling:** learners do usually fail in spelling complex or long words especially those words that contain silent letters; for instance, the letter *k* in the word *knife* is silent thus beginner learners use to pronounce it.

2.7. Definition of Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) were regarded as one part of LLS, and LLS were regarded as a subcategory of general learning strategies. According to Schmitt (1997), a VLS is “any strategy that results in the learning of vocabulary” (as cited in Ying, 2010, p. 14). Takas (2008) defined VLS as “the specific strategies utilized in the isolated task of learning vocabulary in the target language” (as cited in Doczi, 2001, p. 140).

Similarly, Gu (1994) stated that VLS are considered as particular strategies used by second language learners for the acquisition of new words in the second language. While, Cameron (2001) defined VLSs as “actions that learners take to help themselves to understand and remember vocabulary” (p. 92). In other words, VLS are viewed as steps or actions taken by the language learners in order to learn and acquire new English words. Catalan (2003) viewed VLS as “the students knowledge about the processes and strategies (the mechanisms) used to learn and the steps they take for: founding the meaning of the unknown words, storing

them in long term memory, recalling them and using them either in their oral or written mode”(p. 56).

In what follows, Brown and Payne (1994) identified five steps involved in VLS

1. To have sources in order to encounter new words.
2. To get a clear image (visual, auditory, or both of the new words' forms).
3. To learn the words' meaning.
4. To make a strong memory connection between the forms and the meaning of the words.
5. To use the words. (As cited in Hatch & Brown, 1995, p. 373).

2.8. Taxonomies of Vocabulary Learning Strategies

Vocabulary Learning Strategies were classified by many scholars and educators. Since it is impossible to conclude all the taxonomies of VLS the following taxonomies were chosen: Gu and Johnson's (1996) and Schmitt's (1997) taxonomies.

2.8.1. Gu and Johnson's Taxonomy

Gu and Johnson provided another classification of VLS based on the belief about vocabulary learning, meta-cognitive strategies/ regulation, and cognitive strategies.

Vocabulary learning beliefs	Vocabulary should be studied and used
	Vocabulary should be selected naturally
	Vocabulary should be memorized
Meta-cognitive strategies / regulation	Selective attention
	Self initiation
Cognitive strategies	Guessing strategies
	Note taking
	Memory rehearsal strategies
	Dictionary strategies
	Memory encoding strategies
	Activation strategies

Table 2.1: Taxonomy of Vocabulary Learning Strategies by Gu and Johnson's (1996).

2.8.2. Schmitt's Taxonomy

Schmitt (1997) provided another classification of VLS based on two main groups:

1. **Discovery Strategies:** they are strategies used by learners in order to discover and understand the meaning of the words. Discovery strategies were divided into:
 - **Determination Strategies:** are individual LS. Strategies used by individual in order to determine new words without the help of the others either learners or teachers.

- **Social Strategies:** are strategies in which learners can learn through interaction and communication with the others. They are strategies used by the learners to find the meaning of the unknown words through asking the others.

2. **Consolidation Strategies:** are strategies used by the learners to internalize and acquire words after they have been encountered or introduced. They are four strategies: memory strategies (MEM), cognitive strategies (COG), meta-cognitive strategies (MET), and social strategies (SOC).

- **Memory Strategies:** as Schmitt (2000) defined it “memory strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge”. (p. 135). They are strategies used by learners to store new information and later retrieve them.

- **Cognitive Strategies:** are strategies in which learners engaged in mechanical processing and not in mental processing (ibid, 1997). According to O’Malley and Chamott (1990), COG strategies are strategies which “operate directly with incoming information”. (As cited in Wald Vogel, 2013, p. 2010).

- **Meta-cognitive Strategies:** are strategies concerned with decision making, monitoring, and evaluating learners’ progress (Schmitt, 1997). According to Schmitt (2000), these strategies are:

- Use spaced word practice.
- Rely on English language media.
- Test the individual’s self with word tests.
- Study of the word over time.
- Pass new word.

Discovery strategies	Determination strategies
	Social strategies
Consolidation strategies	Social strategies
	Memory strategies
	Cognitive strategies
	Meta-cognitive strategies

Table 2.2: Vocabulary Learning Strategies as listed by Schmitt (1997) (as cited in Kerdoun and Guermat, 2015, p. 50).

Conclusion

As a conclusion, in the process of language learning, learners seek to understand, learn and produce a large amount of needed items. Vocabulary is considered as the most important aspect of language learning and especially foreign one. Hence, throughout this chapter, brief definitions of vocabulary were provided, its description and selection. It is also shed light on the types of vocabulary and how it is important in language learning. The chapter in hand put in plain words the different strategies of vocabulary learning.

Chapter Three: Practical Part

Introduction

3.1. Participants and Data Collection

3.1.1 The Learners Questionnaire

3.1.2 The Learners Test

3.2. Data Analysis

3.2.1 The Learners Questionnaire

3.2.2 The Learners Test

3.3 Discussion of the Results

3.4. Pedagogical Recommendations

Conclusion

Introduction

The previous two chapters were devoted to the theoretical framework of the research. Concerning this chapter, it is a practical one as it provides a description of the research tools used in this research which are a questionnaire and a test. Furthermore, the population concerned with this research is presented. Finally, this chapter discusses the results obtained from both the test and the questionnaire along with some pedagogical recommendations.

3.1. Participants and Data Collection

The population of this study is the first level (A.1.1) CEIL learners at Mohammed Seddik Ben Yahia University. The total number of the learners is 24 out of 28 learners. The learners are of both sexes; males and females, their ages ranged between 19 and 60 years old, and their levels differ from one learner to another.

In this research, the selected data tools collection were a questionnaire and a test, both are intended to the first level (A.1.1) CEIL learners. Generally, questionnaires are the most used research tools that help in providing systematic way of the collection of the information. Seliger and Shohamy (1989) regarded the questionnaire as one of the procedures of data collection that a researcher can use to provide her/ him with a good and expanded picture of the phenomenon she/ he is studying (Boudjaouil and Taleb, 2015, p. 47). Brown (2001, p. 6) stated that “questionnaires are many written instruments that present respondents with a series of questions and statements to which are to react either by writing out their answers or selecting from among existing answers”. The aim of the questionnaire is to know about the learners' beliefs and perceptions concerning their use of memory strategies and vocabulary learning. While the test aims at knowing if memory strategies help CEIL learners to enhance their vocabulary.

3.1.1. The Learners Questionnaire

The questionnaire used in this research was made up of 18 questions: 17 close-ended questions and 1 open-ended. The questionnaire was administered on the 9th, June 2019 to 24 learners at CEIL. The learners were asked to answer the questions by ticking the appropriate box. The questionnaire is divided into two parts: on the one hand, the first part provides background information about the learners, (Q1, Q2, and Q3), on the other hand, the second part is concerned with vocabulary learning and memory strategies (Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17, Q18).

With regard to the administration of the learners questionnaire, It was distributed to learners with the presence of their teacher, before the starting of the lecture. Learners were given the necessary time to read and answer the questions. Also, the questionnaire was translated into Arabic to avoid the problem of learners not understanding the questions as they are beginners.

3.1.2. The Learners Test

To collect data about the memory strategy used by CEIL learners when memorizing vocabulary, a test was administered to the first level (A.1.1) of CEIL learners at the university of Mohammed Seddik Ben Yahia. This test consists of two steps “a pre-test and a post-test”. The questions were the same in pre-test and the post-test; and they were held at a given period of time of two weeks (preparing the unfamiliar words, preparing the tasks). After presenting ourselves to the teacher, she decided to give us 15 minutes for the pre-test, 45 minutes introducing vocabulary items using three different strategies which are rehearsal, note taking, and association with pictures. Another 15 minutes were given for the post-test.

In the pre-test, a list of words was given to learners (30 words) selected from “Oxford Students’ Dictionary” (see table 1 appendix C). From this list 12 unfamiliar words were

chosen by the learners and it is this list of words which is going to be used in the test. After the selection of the unfamiliar words, those words were used in different activities (matching each word with its translation, filling the gaps with synonyms or contrasts, and naming each picture).

After the pre-test was done, the selected words were presented to learners using three different memory strategies. In the first strategy (rehearsal), learners were given four sentences which were written on the board. Each sentence contained one of the selected words. Sentences were translated into Arabic for the aim of making their meaning clear. The learners in this strategy were asked to repeat the unfamiliar words with their translation aloud until they memorize them. The table below presents the first strategy “rehearsal”.

Table 3.3: *The First Strategy “Rehearsal/Repetition”*

words in the context	Their translation	Selected words	Their translation
- He was shaking of fear after the accident	كان يرتعش خوفا بعد الحادث	Fear	الخوف
- the smoker coughs all day	ظل المدخن يسعل طوال اليوم	Coughs	يسعل
- The world is full of gossipers and liars	إن العالم ملئ بالتمامين والكذابين	Gossipers	نمامين
- Djawad takes a wise decision	اتخذ جواد قرارا حكيمًا	Wise	حكيم

In the second strategy (note taking), four sentences were presented to learners. Each sentence contains the selected word with its synonym or opposite. After explaining and translating the sentences into Arabic, the synonyms and the opposites were identified.

Learners were asked to write down the key words in the sentences (the underlined words) as much as they want and in the way they want using the symbols of synonyms (=) or opposites (\neq) until the words were memorized. Their notes were checked to see whether they have associated each word with its synonym or opposite as they were given in the sentences.

Table 3.4: The Second Strategy "Note Taking"

Words in the context	Their translation	Selected words and their synonyms/ opposites	Their translation
- Line is a <u>pretty</u> girl, she has a <u>beautiful</u> face	- لين فتاة <u>جميلة</u> لها وجه جميل	<u>Pretty</u> = <u>beautiful</u>	<u>جميلة</u>
- Maria is a <u>lovely</u> girl, she is <u>amiable</u> from all her friends	- ماريًا فتاة <u>محبوبة</u> لأنها محبوبة من طرف كل أصدقائها	<u>Lovely</u> = <u>amiable</u>	<u>محبوبة</u>
- Do not be a <u>silly</u> person, be an <u>intelligent</u> one	- لا تكن شخصا <u>غبيا</u> بل كن <u>ذكيا</u>	<u>Silly</u> \neq <u>intelligent</u>	<u>غبى</u> \neq <u>ذكى</u>
- I cannot live in a <u>noisy</u> town, I prefer a <u>calm</u> one	- لا استطيع العيش في مدينة مليئة بـ <u>الضجيج</u> بل أفضل مدينة <u>هادئة</u>	<u>Noisy</u> \neq <u>calm</u>	<u>ضجيج</u> \neq <u>هدوء</u>

The last four unfamiliar words were presented using pictures. Each word was presented aloud as much as it was necessary using its picture until it was memorized (a translation into Arabic was also provided).

Table 3.5: *The Third Strategy “Association with Pictures”*

The selected words	Their translation	Pictures
- Pinafore	منزر	
- Thief	لص	
- Eyebrow	حاجب	
- Veil	خمار	

In the post-test, after the learners have memorized the selected words using the three memory strategies, learners were given the same three activities as in the pre-test. The aim of the post-test was to test learners memorization in the short term memory.

3.2. Data Analysis

3.2.1. The Learners Questionnaire

Section One: Background Information

Question 1: Are you?

- a. Male

- b. Female

Table 3.6: *Gender of the Subjects*

Options	Subjects	Percentages %
A	20	83,33%
B	04	16,67%
Total	24	100%

The first question was addressed to learners to know about their gender. The table 3.6 presents the participants total number which is 24 learners: 20 learners of them were males (83,33%) while 4 learners of them were females (16,67%). This may be due to the fact that females do not have extra time to learn extra languages. Yet, males can specify extra time to learn foreign languages since they may need them for the field of their work, for instance, those people who want to work abroad.

Question 2: How old are you?

- a. 19-20
- b. 30-40
- c. 41-Over

Table 3.7: *Age of the Subjects*

Options	Subjects	Percentages%
A	09	37,50%
B	11	45,83%
C	04	16,67%
Total	24	100%

The second question was about the learners age. The above table shows that the majority of the learners (45,83%) are aged between 30-40 years old. This may be due to the fact that they are workers and that they need the English language for their work. Nine learners among twenty four (37,50%) are young and aged between 19-29 years old. The rest is four learners (16,67%) who are aged between 41-over years old.

Question 3:How many years have you been learning English language?

- a. 1-5 years
- b. 6-10 years
- c. More than 10 years

Table 3.8: *learners Years of Learning the English Language*

Options	Subjects	Percentages%
A	1	4,17%
B	23	95,83%
C	00	00%
Total	24	100%

The aim of the third question was to know about the numbers of the years the learners had spent in learning the English language. The table number3.8 reveals that the majority of the learners (95,83%) have been studying English between 6-10 years, while the minority of them (4,17%) have been studying English for a period between 1-5 years.

Section two: Vocabulary and Memory Strategies

Question 4: Is learning vocabulary important for you?

- a. Yes
- b. No

Table 3.9: *Learners Opinions about the Importance of Learning Vocabulary*

Options	Subjects	Percentages%
A	24	100%
B	00	00%
Total	24	100%

As far as the fourth question is concerned, it specifically aimed at knowing the learners opinions about the importance of learning vocabulary. It is clear from the table number 3.9 that all the learners (twenty four students) with the percentage of 100% considered that learning vocabulary is important for them. This indicates that they are aware of the importance of vocabulary in the process of language learning. Vocabulary plays a significant role in language learning as it is regarded as the back bone of all languages.

Question 5: Why learning vocabulary is important for you?

- a. To be able to express your ideas fluently
- b. To be able to perform in the other skills (speaking, listening, reading, writing)
- c. To receive a higher grades in English

Table 3.10: *Learners Reasons about the Importance of Vocabulary*

Options	Subjects	Percentages%
A	10	41,67%
B	11	45,83%
C	03	12,50%
Total	24	100%

In the fifth question, learners were asked to justify why learning vocabulary is important for them. The table number 3.10 showed that eleven among twenty four (45,83%) learners considered that learning vocabulary is important because it enables them to perform in the other skills. Ten among twenty four (41,67%) learners pointed out that learning vocabulary is important since it encourages them to express their ideas fluently. While, only three learners among twenty four (12,50%) said that learning vocabulary is important because it helps them to receive higher grades in English. This may be due to the fact that vocabulary

is the most important aspect of all languages since without it learners cannot do tasks, communicates with others, express their feelings or thoughts and write anything.

Question 6: In which situation(s) do you meet new vocabulary?

- a. In lectures
- b. When watching and listening to English language media
- c. When practicing extensive and intensive reading
- d. When using the internet
- e. When chatting with native speakers

Others.....

Table 3.11: *Learners Situation(s) when Meeting New Vocabulary*

Options	Subjects	Percentages%
A	02	8,33%
B	03	12,50%
C	00	00%
D	01	4,17%
E	03	12,50%
A+B	03	12,50%
A+D	05	20,83%
B+D	07	29,17%
Total	24	100%

The sixth question aimed at identifying the situation(s) in which learners meet new vocabulary. The result above showed that three among twenty four learners with a percentage

of 12,50% meet new vocabulary when watching and listening to English language media, this result revealed that learners have an exposure to English social media. Three learners out of 24 (12,50%) said that they meet new vocabulary items when they chat with native speakers. Meanwhile, two among twenty four (8,33%) learners declare that they meet new vocabulary in lectures. Only one learner (4,17%) among twenty four indicated that he meet new vocabulary when using the internet. Some learners (12,50%) tend to meet new vocabulary in more than one situation as for in lectures and when they are watching and listening to English language media. 20,83% of the learners (5 students) said that they meet new vocabulary both in lectures and when using the internet. The majority of them (29,17%) declare that they encounter new vocabulary when watching and listening to English language media and when using the internet.

Question 7: Which difficulties do you face when learning vocabulary?

- a. Pronunciation
- b. Spelling
- c. Meaning

Table 3.12: *The Difficulties that Learners Face When Learning Vocabulary*

Options	Subjects	Percentages%
A	12	50%
B	05	20,83%
C	07	29,17%
Total	24	100%

The seventh question was asked to learners in order to indicate the difficulties that they may face when learning vocabulary. It is observed from the above table that, interestingly, twelve learners (50%) considered pronunciation as the most difficult aspect of vocabulary learning which may refer to the fact that the spoken and written form of the language differ. The second dominant choice is meaning in which seven learners (29,17%) selected this option since many words in English have more than one meaning. Only five learners (20,83%) ticked spelling as the most difficult aspect of vocabulary learning maybe because learners may find difficulties in writing words that contain silent letters.

Question 8: Are you encouraged by your teachers to develop new vocabulary?

- a. Yes
- b. No

Table 3.13: *Teachers Encouragement for Using New Vocabulary*

Options	Subjects	Percentages%
A	24	100%
B	00	00%
Total	24	100%

The eight question requested learners to indicate whether they are encouraged by their teachers to develop new vocabulary or not. As can be seen in the above table 3.13 all of the learners reported that their teacher encourage them to develop new vocabulary. It is clearly shown from this result that teachers play a crucial role in motivating learners to develop their vocabulary.

Question 9: What kind of vocabulary do you want to learn?

- a. Academic vocabulary
- b. Technical vocabulary
- c. Vocabulary needed for daily life
- d. All of them

Table 3.14: *The Type of Vocabulary that Learners Prefer*

Options	Subjects	Percentages%
A	07	29,17%
B	14	58,33%
C	03	12,50%
D	00	00%
Total	24	100%

As shown in the table number 3.14, the majority of the learners (58,33%) reported that they want to learn technical vocabulary. This option refers to the fact that technical vocabulary is very important for learners who have a specific aim behind learning a language. Seven among twenty four (29,17%) learners reported that they need to learn academic vocabulary since it is more related to research processes, vocabulary analysis and vocabulary evaluation. Meanwhile, three learners (12,50%) said that they want to learn vocabulary needed for daily life.

Question 10: Which strategy do you use to enlarge your vocabulary knowledge?

- a. Note taking
- b. Dictionary use

c. Guessing

d. Memorizing

Others.....

Table 3.15: *Learners Strategy Used for Enlarging Their Vocabulary Knowledge*

Options	Subjects	Percentages%
A	06	25%
B	07	29,17%
C	00	00%
D	09	37,50%
Others	02	8,33%
Total	24	100%

As it clearly displayed in table number 3.15, 37,50% of the learners indicated that memorizing is the best strategy used to enlarge their vocabulary since memorization helps them in acquiring, storing and remembering the information easily. While, 29,17% of the learners stated that they use dictionaries to enlarge their vocabulary since the spread of technology, smart phones and online dictionaries make learning process easy and useful. 25% of the learning opted the first option which is note taking. Meanwhile, no one use guessing strategy to enlarge his/ her vocabulary knowledge. Two learners (8,33%) mentioned that they use pictures as well as writing key words as two important strategies in order to enlarge their vocabulary knowledge.

Question 11:What do you do when meeting new words?

- a. Asking help from your teacher
- b. Asking help from your classmates
- c. Checking the meaning of the word from the dictionary

Others.....

Table 3.16: *Learners Reaction When Meeting New Words*

Options	Subjects	Percentages%
A	06	25%
B	00	00%
C	11	45,83%
A+C	06	25%
Others	01	4,17%
Total	24	100%

As it is noticed from the table 3.16, about 45,83% of the learners said that they checking the meaning of the word in dictionaries when they meet new words because of the wide spread of dictionaries in cell phones. About 25% of the learners answered that they used to ask help from their teacher when they encounter new words because the teacher is one of the most important sources of vocabulary knowledge. Meanwhile, no one used to ask help from his/her classmates. Similarly, 25% of the learners reported that they ask help from the teacher and use dictionaries at the same time. Only one learner (4,17%) suggest the use of Google translator to explain new words.

Question 12: Do you memorize new vocabulary?

- a. Yes
- b. No

Table 3.17: *Learners Perception about Memorizing Vocabulary*

Options	Subjects	Percentages%
A	24	100%
B	00	00%
Total	24	100%

As the above result showed, all the participants reported that they used to memorize new vocabulary may be because memorization has the power to augment attention that is an important element for learning a language and the most important reason is by memorizing learners can retrieve and remember information when needed.

Question 13: Do you think that using memory strategies for learning new vocabulary is

- a. Very useful
- b. Useful
- c. Not useful at all

Table 3.18: *Learners Thought about the Use of Memory Strategies for Learning New Vocabulary*

Options	Subjects	Percentages%
A	14	58,33%
B	10	41,67%
C	00	00%
Total	24	100%

In the thirteenth question, learners were asked to show whether the use of memory strategies is very useful, useful, or not useful at all. 58,33% of the learners thought that memory strategies are very useful for learning new vocabulary. About 41,67% of the learners informed that memory strategies were useful in order to learn new vocabulary. Whereas, no one thought that memory strategies are not useful at all. From the result above, it can be noticed that the majority of the learners are aware of the importance of memory strategies in learning new vocabulary.

Question 14: Do your teacher teach you how to memorize new vocabulary?

- a. Yes
- b. No

Table 3.19: *Learners Perceptions about their Teacher Instructions of Memory Strategies in Class*

Options	Subjects	Percentages%
A	00	00%
B	24	100%
Total	24	100%

The findings showed that 100% of the learners said that their teacher do not use to teach them how to memorize new vocabulary. This is may be due to a lack of knowledge of memory strategies from the teacher. In fact, learners need to be trained about memory strategies and encouraged to apply them.

Question 15:How do you memorize new vocabulary?

- a. Repeating the word aloud
- b. Writing the word several times
- c. Creating mental pictures in my mind
- d. Using English synonyms and contrasts of the word
- e. Translating the word into Arabic/ French
- f. Taking notes
- g. Paying attention to word part (prefixes, roots, suffixes)
- h. Grouping words together according to subjects

Others.....

Table 3.20: *Learners Manners of Memorizing New Vocabulary*

Options	Subjects	Percentages%
A	05	20,83%
B	01	4,17%
C	06	25%
D	04	16,67%
E	05	20,83%
F	02	8,33%
G	00	00%
H	00	00%
A+C	01	4,17%
Total	24	100%

In the table above, 25% of the learners said that they use pictures to memorize new vocabulary because pictures help learners to imagine words or situations which lead them to better storing and recalling of the words. Surprisingly, about 20,83% of the learners said that they relied on repeating the word aloud when they tend to memorize new vocabulary. The same percentage (20,83%) of the learners prefer translating the word into Arabic/French as an effective memory strategy. Whereas, 16,67% of the learners opted the use of English synonyms and contrasts for memorizing new vocabulary. Concerning note taking strategy, only 8,33% of the learners relied on it. Yet, the minority of learners (4,17%) indicated that they write the word several times when seeking to memorize new vocabulary. A learner (4,17%) declared that he use two strategies together; repeating the word aloud and creating mental pictures in the mind for memorizing new vocabulary items.

Question 16: How often do you use these memory strategies?**Table 3.21:** *Learners Frequency of Using Memory Strategies*

Options	Never		Sometimes		Always		total	
	N	%	N	%	N	%	N	%
A	01	4,17%	06	25%	17	70,83%	24	100%
B	05	20,83%	15	62,50%	04	16,67%	24	100%
C	01	4,17%	03	12,50%	20	83,33%	24	100%
D	15	62,50%	07	29,17%	02	8,33%	24	100%
E	00	00%	07	29,17%	17	70,83%	24	100%
F	05	20,83%	06	25%	13	54,17%	24	100%
G	00	00%	00	00%	00	00%	00	00%
H	00	00%	00	00%	00	00%	00	00%

It was revealed from the table number 3.21 that the majority of the learners (83,33%) indicated that they always use to remember words by creating mental pictures in the mind. Meanwhile, 70,83% of the learners reported that they always repeat the word aloud because this strategy helps them a lot in remembering the words. Similarly, 70,83% of them pointed out that they always translate English words into Arabic/French since this technique aids them in memorizing new vocabulary easily. With regard to the use of English synonyms and

contrasts, 54,17% of the learners pointed out that they depend on this strategy when memorizing new vocabulary. 62,50% of the learners indicated that, they sometimes write the words several times with the aim of remembering it. surprisingly, the same percentage (62,50%) of the learners reported that they never gather words that have similar spelling as a strategy for remembering words.

Question 17:For which purpose(s) do you memorize vocabulary?

- a. To enlarge your vocabulary knowledge
- b. Memorizing can help you in storing information easily
- c. Memorizing can help you in recalling words easily
- d. Memorizing give you a feeling of accomplishment and success

Table 3.22: *The Purpose(s) Behind Memorizing Vocabulary*

Options	Subjects	Percentages%
A	05	20,83%
B	04	16,67%
C	09	37,50%
D	06	25%
Total	24	100%

In this question, participants were asked to indicate the purpose(s) behind memorizing vocabulary. The minority of the respondent 16,67% answered that memorizing can help them in storing information easily. About 20,83% of the learners said that memorizing aid them in enlarging their vocabulary. Six among twenty four (25%) learners tend to memorize because

it gives them a feeling of accomplishment and success. While, the majority of them (37,50%) pointed out that they memorize vocabulary because it help them in recalling words easily.

Question 18: Could you suggest other strategies that you use when trying to memorize English vocabulary.....

3.2.2. The Learners Test

The results obtained from the pre-test and post-test were compared and analyzed to know the memory strategy which has helped learnersto memorizetheir vocabulary.

Activity1: Match each word to its correct translation

The results in bold represent the correct answers

1. Fear
- الخوف
- الشجاعة
- الجرأة

Table.3.23: Answers to the Word "Fear"

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Fear	الخوف	4	16.67%	19	79.17%
	الجرأة	15	62.5%	5	20.83%
	الشجاعة	5	20.83%	0	00%
	Total	24	100%	24	100%

It is clear from the abovetable that the result in the pre-test and post-test were different. In the pre-test, nearly about (83.33%) of the learners failed in matching the word “fear” to its correct translation, (62.5%) thought that it is “الجرأة”, (20.83%) thought that is “الشجاعة”. Only (16.67%) of the learners matched “fear” to its correct translation “الخوف”. In the post-test, the majority(79.17%) of the learners rightly matched the word “fear ” to its right translation“الخوف ” However, (20.83%) of the learners did not succeed to match the word “ fear ” to its appropriate translation.

The increase of the right answer rises from (16.67%) to (79.17%). This is due to the fact that repetition helped learners in processing the information and improving their memory.

يعطس

2. Cough

يسعل

يتنأب

Table3.24:Answers to the Word “Cough”

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Cough	يعطس	24	100%	1	4.17%
	يسعل	0	00%	23	95.83%
	يتنأب		00%	0	00%
	Total	24	100%	24	100%

The result in the table 3.24showedthat all the learners in the pre-testdid not succeed in matching the word“cough” to its right translation as (100%) of the learnersthoughtthat is “ يعطس”; however, in the post-test (95.83%) matched the word to its correct translation,

only(4.17%) of the learners matched it to “يعطس”. It is clear from the table that translation and repetition helped learners to acquire the word cough and its translation.

صادقين

3. Gossipers

نمامين

كذابين

Table3.25: *Answers to the Word “Gossipers”*

Word	Answer	Pre-test		Post-test	
		N	%	N	%
Gossipers	صادقين	0	00%	0	00%
	نمامين	0	00%	24	100%
	كذابين	24	100%	0	00%
	Total	24	100%	24	100%

The table 3.25 illustrated that the whole sample (100%) in the pre-test incorrectly matched the word “Gossipers” to its translation “كذابين”. But in the post- test all the participants matched “Gossipers” to its equivalence in Arabic “نمامين”. This result showed that this strategy helped learners to comprehend and store the meaning of the unfamiliar word “Gossipers”.

ذكي

4. Wise

تافه

حكيم

Table 3.26 :Answers to the Word “Wise”

Word	Answer	Pre-test		Post-test	
		N	P	N	P
Wise	ذكي	17	70.83%	4	16.67%
	حكيم	4	16.67%	20	83.33%
	تافه	3	12.5%	0	00%
	Total	24	100%	24	100%

According to table 3.26, (70.83%) of the learners matched “wise” to “ذكي” and (12.5%) of them matched it “تافه”. While only (16.67%) of the learners matched it to the right translation “حكيم”. A big difference is noticed between scores in the pre-test and post-test. In the post-test approximately (83.33%) of the learners matched “wise” to “حكيم” which is the correct translation.

From the scores obtained from the pre-test and the post-test, it can be stated that repetition is an ineffective strategy that helps learners in improving their memory and successfully storing information in their brain.

Activity 2: filling gaps by using “noisy, silly, pretty, lovely”

1. She looks a..... girl, she wears a beautiful dress.

Tables 3.27: *Answers of the First Sentence*

Sentence	Answer	Pre-test		Post-test	
		N	%	N	%
1 st sentence	Noisy	4	16.67%	0	00%
	Silly	5	20.83%	0	00%
	Pretty	7	29.17%	24	100%
	Lovely	8	33.17%	0	00%
	Total	24	100%	24	100%

As shown in the table 3.27, the majority (33.17%) of the learners selected the option of “lovely”, seven among twenty four (29.17%) of the learners answered by “pretty”, which is the right answer. About (20.83%) of them selected “silly”. Whereas (16.67%) of the learners selected “noisy”. However, in the post-test all the learners selected “pretty” as being the correct answer. This means that giving the learners synonyms or opposites of the selected words and the use of note taking strategy by the learners have helped them to memorize the words easily.

2. This room is too....., I am going to read in a calm place.

Table 3.28: *Answers of the Second Sentence*

sentence	Answer	Pre-test		Post-test	
		N	%	N	%
2 nd sentence	Noisy	7	29.17%	20	83.33%
	Silly	0	00%	4	16.67%
	Pretty	17	70.83%	0	00%
	Lovely	0	00%	0	00%
	Total	24	100%	24	100%

Concerning the third sentence the majority (70.83%) of the learners in the pre-test selected the word “pretty” as being the right one. Only (29.17%) of them selected the word “noisy” which is the correct one. However, in the post-test the majority (83.33%) of the learners choose the correct answer which is “noisy” and only (16.67%) of them failed in selecting the right answer as they selected “silly”.

3. An intelligent boy like Ramy cannot talk to a person like you.

Table3.29: *Answers of the Third Sentence*

Sentence	Answer	Pre-test		Post-test	
		N	%	N	%
3 rd sentence	Noisy	0	00%	0	00%
	Silly	14	58.33%	24	100%
	Pretty	0	00%	0	00%
	Lovely	10	41.67%	0	00%
	Total	24	100%	24	100%

A quick look on the results indicated that the majority (53.33%) of the learners succeeded in finding the right answer and they selected “silly”. Meanwhile, (41.67%) of the learners failed in selecting the right answer. But in the post-test the results were improved as all the learners selected the right answer.

4. The singer hasvoice, she is amiable from all the audience.

Table3.30: *Answers to the Fourth Sentence.*

Sentence	Answer	Pre-test		Post-test	
		N	%	N	%
4 th sentence	Noisy	13	54.17%	0	00%
	Silly	5	20.83%	0	00%
	Pretty	0	00%	0	00%
	Lovely	6	25%	24	100%
	Total	24	100%	24	100%

Concerning the fourth question, the majority of the learners in the pre-test failed in choosing the appropriate word. (54.17%) of the learners selected “noisy”, (20.83%) selected “silly”, and only (25%) selected the right answer “lovely”. Whereas, in the post-test all the learners selected the correct answer “lovely”.

Activity 3: *put the right word under the right picture (veil, pinafore, eyebrow, thief)*

Table 3.31: *Answer of the First Picture*

Picture	Answer	Pre-test		Post-test	
		N	%	N	%
1 st Picture  Veil	Veil	3	12,5 %	24	100%
	Pinafore	21	87,5%	0	00%
	Eyebrow	0	0%	0	00%
	Thief	0	00%	0	0%
	Total	24	100%	24	100%

It is clear from the table that the majority (87,5%) of the learners in the pre-test thought that the picture represents a pinafore and not a veil, only (12, 5%) of the learners succeeded in finding the right answer. However, in the post- test all of them (100%) succeeded in finding the correct answer “veil”. This may be to the fact that using pictures help learners to remember the learned words

Table3.32:*Answers of the Second Picture*

Picture	Answer	Pre-test		Post-test	
		N	%	N	%
2 nd picture  Pinafore	Veil	3	12,5%	0	00%
	Pinafore	3	12,5%	24	100%
	Eyebrow	10	41,67%	0	00%
	Thief	8	33,33%	0	00%
	Total	24	100%	24	100%

The results in the table showed that the majority of the learners failed in finding the right answer. They thought that the picture represents an eyebrow (12, 5%), only three (12, 5%) among twenty four learners responded correctly pinafore. But in the post-test all the participants succeeded to get the right answer pinafore

Table3.33:*Answer of the Third Picture*

Picture	Answer	Pre-test		Post-test	
		N	%	N	%
3 rd picture  Eyebrow	Veil	7	29,17%	0	00%
	Pinafore	0	00%	0	00%
	Eyebrow	7	29,17%	24	100%
	Thief	10	41,66%	0	00%
	Total	24	100%	24	100%

A quick look in the results indicated that a high percentage (70, 83%) of the learners in the pre- test failed to get the correct answer. They consider that the picture represent a thief (10%), and a veil (7%). But in the post- test all the participants succeeded in finding the right answer

Table 3.34: Answer of the Fourth Sentence

Picture	Answer	Pre-test		Post -test	
		N	%	N	%
 <p>Thief</p>	Veil	11	45,	0	00%
	Pinafore	0	00%	0	00%
	Eyebrow	7	2	0	00%
	Thief	6	25%	24	100%
	Total	24	100	24	100%

The analysis of the fourth question revealed that all learners opted to the wrong answer in the pre test. But in the post test all the participants (100%) succeeded in finding the correct answer.

The results obtained from these analyses reveal that using pictures as a memory strategy helps learners to store and retain the learned words easily; it permits learners to imagine what they see or learn in order to make them more memorable for them.

3.3. Discussion of the Results

Teaching vocabulary is considered as the most important mechanisms of any educational context. Because of the importance of vocabulary in creating meaning, teachers should create efficient learning strategies for teaching vocabulary items. Memory strategies

are considered as one of the effective strategies used to recall and remember vocabulary in an easiest way.

Though the importance of memory strategies to enlarge learners vocabulary, teachers at CEIL do not teach learners these strategies while the results have revealed that learners are in need to learn these strategies to store and remember vocabulary items; this according to learners gave them a feeling of accomplishment and success. This learners positive attitude confirmed the importance of the use of memory strategies to enlarge their vocabulary knowledge.

Interestingly, the questionnaire and the test results hold some similarities about the importance of memory strategies in helping learners to memorize new vocabulary items. Three memory strategies were used in the test to check if the unfamiliar words presented to CEIL learners were memorized. The results indicated that when using memory strategies, learners succeeded to store words and recall them when needed to perform tasks in the post-test. The most effective memory strategy was association with pictures; this may be explained by the fact that learning with pictures is more enjoyable for beginner learners.

3.4. Pedagogical Recommendations

In the light of the results obtained from the learners questionnaire and the test and also from the analysis of both of them, the following recommendations are suggested

3.4.1. Teaching Learners Different Memory Strategies

Memory strategies need to be taught by teachers. In order to do so, teachers should first improve their theoretical knowledge about memory strategies to transmit their message to learners in a good manner. These strategies may include rehearsal, note taking, association with pictures, key word...

3.4.2. Developing Memory Strategies through the Use of Memory Activities

Teachers should not only teach memory strategies using theoretical knowledge; memory activities should also be implemented in order to encourage learners to apply these strategies. To be more clear, teachers on the one hand, should put learners under practice and provide them with different memory activities. Learners on the other hand, should work hard on their selves, search for extra information, and do extra activities.

3.4.3. Encouraging Learners to Practice Extensive Reading and Listening

According to Nuttal (1989), “the best to improve your knowledge of a foreign language is to go and live among its’ speakers. The next best way is to read extensively in it” (p. 168). When learners are encouraged to adopt an extensive reading habit, their vocabulary will be enriched and developed. Especially, when they use to note down the unfamiliar words since after time those words would be stored and remembered effectively. Moreover, teachers should help learners to enrich their vocabulary through listening to authentic discourse and tutorial videos of native speakers.

Conclusion

The results obtained from the analysis and discussion of both the learners’ questionnaire and the test addressed to the first level CEIL learners revealed that memory strategies provides learners with the opportunity to enhance their vocabulary knowledge. Therefore, the hypothesis of the present study if learners use memory strategies effectively, their vocabulary can be enhanced has been tested and confirmed to a large extent.

General Conclusion

Vocabulary is the largest component in learning a language, whether a foreign, a second or one's mother tongue. Memory strategies play a crucial and important role in developing vocabulary as they promote and facilitate vocabulary learning and acquisition. They help learners to store what they learned in their memory and remember them when doing tasks. Without the storage and the remembering of the learned information, the process of language learning will not take place and it would be useless.

The present study attempted to investigate the use of memory strategies to enhance vocabulary of the first level (A.1.1) CEIL learners. It was hypothesized that if learners use memory strategies, their vocabulary can be enhanced. In order to confirm our hypothesis, two research tools were used: a questionnaire and a test. The questionnaire has been designed to define the learners views and perceptions about the use of memory strategies; Whereas, the test has been set to point out the memory strategies used by the first level of CEIL learners to enhance their vocabulary.

The results obtained from the learners questionnaire revealed that learners have a positive attitude toward the use of memory strategies as they believe that they play a vital role and help them in enhancing their vocabulary. While the test showed that using memory strategies was an effective technique by which the first level of CEIL learners can store, remember, and acquire many unfamiliar words. This leads to say that the hypothesis of the current study has been confirmed.

In the light of the results obtained in this research, some pedagogical recommendations were suggested as the need to teach and develop learners memory strategies through the use of different memory activities. Also, learners should be encouraged by their

teachers to use memory strategies as well as practicing extensive and intensive reading to enrich their vocabulary.

It is hoped that the outcomes of this study will provide useful guidelines for the teachers to include memory strategies in their teaching content. It is also hoped that the results of this study will be used for further research to test the effectiveness of memory strategies in the long term memory.

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Appendices

Appendix A: The First Level (A.1.1) CEIL Learners Questionnaire

Appendix B: The First Level of CEIL Learners Questionnaire (translated into Arabic)

Appendix C: List of Unfamiliar Words Selected from “*Oxford Students’ Dictionary*”

Appendix D: The First Level CEIL Learners Test

Appendix A

The First Level (A.1.1) CEIL Learners Questionnaire

Dear learner,

This questionnaire is a part of a Master study. It aims at investigating memory strategies used by first level (A.1.1) CEIL learners at Mohammed Seddik Ben Yahia university to enhance their vocabulary. Therefore, we found it helpful to involve our first year LMD students of Mohamed Seddik Ben Yahia University in this study in order to include their opinions concerning our subject. We would be grateful if you could help us accomplishing our research. Would you, please, tick (X) in the appropriate box.

Thank you in advance.

Section one: Background Information

Q 1: are you?

- a. Male
- b. Female

Q2: how old are you?

- a. 19- 20
- b. 30-40
- c. 41- Over

Q3: how many years have you been learning English language?

- a. 1-5 years

b. 6-10 years

c. More than 10 years

Section Two: Vocabulary and Memory Strategies

Q4: Is learning vocabulary important for you?

a. Yes

b. No

Q5: Why learning vocabulary is important for you?

a. To be able to express your ideas fluently

b. To be able to perform in the other skills

(speaking, listening, reading, writing)

c. To receive a higher grades in English

Q 6: In which situation(s) do you meet new vocabulary?

a. In lectures

b. When watching and listening to English language media

c. When practicing extensive and intensive reading

d. When using the internet

e. When speaking with native speakers

Others

Q 7: Which difficulties do you face when learning vocabulary?

a. Pronunciation

b. Spelling

c. Meaning

Q 8: Are you encouraged by your teachers to learn new vocabulary?

a. Yes

b. No

Q 9: What kind of vocabulary do you want to learn?

a. Academic vocabulary

b. Technical vocabulary

c. Vocabulary needed for daily life

d. All of them

Q 10: Which strategy do you use to enlarge your vocabulary knowledge?

a. Note taking

b. Dictionary use

c. Guessing

d. Memorizing

Others

Q 11: What do you do when meeting new words?

a. Asking help from your teacher

b. Asking help from your classmates

c. Checking the meaning of the word in the dictionary

Others

Q12: Do you memorize new vocabulary?

a. Yes

b. No

Q13: Do you think that using memory strategies for learning new vocabulary is

a. Very useful

b. Useful

c. Not useful at all

Q14: Do your teachers teach you how to memorize new vocabulary?

a. Yes

b. No

Q15: How do you memorize new vocabulary (you can tick more than one item)

a. Repeating the word aloud

b. Writing the word several times

c. Paying attention to word part (suffixes, prefixes, roots)

d. Creating mental pictures in my mind

e. Using English definition

f. Translating the word into Arabic or / and French

g. note taking

h. Grouping words together according to subjects

Q16: How often do you use these memory strategies?

	Never	Sometimes	Always
You repeat the words aloud to help you remember them			
You write the words several times to help you remember them			
You remember words by creating mental pictures in your mind			
You remember words together that have similar spelling			
You pay attention to words parts (prefixes, suffixes, root)			
You remember words by grouping			

them together according to subjects			
You remember words by translating them into Arabic or French			
You remember words by using English synonyms or contrasts			

Q17: For which purpose(s) do you memorize vocabulary?

- a. To enlarge your vocabulary knowledge
- b. Memorizing can help you in storing information easily
- c. Memorizing can help you in recalling words easily
- d. Memorizing give you a feeling of accomplishment and success

Q18: Could you suggest other strategies that you use when trying to memorize English vocabulary?

.....

Appendix B

The First Level of CEIL Learners Questionnaire (translated into Arabic)

عزيزي الطالب

إن هذا الاستبيان هو جزء من دراسة الماجستير والذي بدوره يهدف الى البحث عن استراتيجيات الحفظ الأكثر استعمالا من قبل طلاب المستوى الأول للمركز المكثف للغات في جامعة محمد الصديق بن يحي تاسوست جيحل بهدف تحسين مفرداتهم بحيث استنتجنا انه من الأحسن تطبيق هذه الدراسة على طلاب المستوى الأول للمركز المكثف للغات في جامعة محمد الصديق بن يحي تاسوستجيحل وذلك بهدف اخذ آرائهم المتعلقة بموضوعنا بعين الاعتبار وفي الأخير سنكون مسرورين كثيرا لو استطعت مساعدتنا في انجاز بحثنا

شكرا لك مسبقا

القسم الاول:معلومات عامة

س1: هل أنت ؟

ا.ذكر

ب.أنثى

س 2: كم عمرك؟

ا. 19 - 20 .

ب. 30 - 40

ج.41- فما فوق؟

س3 : ما هو عدد السنين التي أمضيته في دراسة اللغة الإنجليزية؟

ا. 5- 11 سنوات

ب. 6- 10 سنوات

ج. أكثر من 10 سنوات

القسم الثاني: المفردات و استراتيجيات الحفظ

س4: هل دراسة المفردات مهم بالنسبة لك؟

ا. نعم

ب. لا

س5: لماذا تعتقد أن دراسة المفردات مهم بالنسبة لك؟

ا . لكي تكون قادرا على التعبير عن أفكارك بطلاقة

ب . لكي تكون متمكنا في مهارات اللغة الانجليزية

ج. لتتوصل على مستويات عالية في اللغة الانجليزية

س6: ماهي الحالات التي تصادف فيها مفردات جديدة؟

ا. من خلال الدروس

ب. عند المشاهدة و الاستماع إلى وسائل الإعلام باللغة الانجليزية

ج. عند استعمال الانترنت

د. عند التكلم مع الأجانب

ه. من خلال القراءة الشاملة و المكثفة

أخرى.....

س7: ماهي الصعوبات التي تواجهها عند دراسة المفردات؟

ا. النطق

ب. الكتابة

ج . المعنى

س8: هل يشجعك أستاذك على تطوير مفردات جديدة؟

ا. نعم

ب. لا

س9: ما نوع المفردات التي تريد دراستها؟

ا. مفردات أكاديمية

ب مفردات تقنية

ج . مفردات تحتاجها للحياة اليومية

د . جميعهم

س10: ماهي الإستراتيجية التي تستعملها لتوسع من مفرداتك؟

ا .أخذ رؤوس أقلام

ب. استعمال القاموس

ج . التخمين

د . الحفظ

.....أخرى.

س:11 ماذا تفعل عندما تصادف كلمات جديدة؟

ا .تطلب المساعدة من أستاذك

ب . تطلب المساعدة من زملائك في القسم

ج . تستعمل القاموس لشرح المعنى

.....أخرى.

س:12 هل تقوم بحفظ مصطلحات جديدة؟

ا. نعم

ب. لا

س:13 هل تعتقد بان استعمال استراتيجيات الحفظ لدراسة مصطلحات جديدة هو أمر

ا. مفيد جدا

ب. مفيد

ج . ليس مفيدا على الإطلاق

س:14 هل يقوم أستاذك بتعليمك كيفية حفظ مصطلحات جديدة؟

ا. نعم

ب. لا

س:15 كيف تقوم بحفظ المفردات الجديدة(يمكنك اختيار أكثر من عنصر)؟

ا. إعادة الكلمة بصوت عال

ب. كتابة الكلمة عدة مرات

ج . الانتباه لأجزاء الكلمة

د . خلق صور ذهنية في ذهنك

ه . استعمال معاني و أضداد باللغة الانجليزية

ن . ترجمة الكلمة للغة العربية أو و اللغة الفرنسية

و . تدوين الملاحظات على دفتر الملاحظات

ي . جمع الكلمات معا وفقا للنوع

.....أخرى.



د. لان الحفظ يجعلك تشعر بالانجاز والنجاح

س18: هل تستطيع اقتراح استراتيجيات أخرى تستعملها عند القيام بحفظ مفردات باللغة

الانجليزية.....

.....

Appendix C

Table 1:List of Unfamiliar Words Selected From “*Oxford Students’ Dictionary*”

List of the given words	List of the selected words
-Dwelling -Dull - Fear	- Fear - Cough
Enormous - Pear - Upbeat	- Gossipers -Wise
-Cough -Delighted- Gossipers	- Noisy -Silly
Quarrels -Scream - Thief	- Pretty -Lovely
- Passion - Wise -Trouble	- Veil -Pinafore
smooth -Noisy - Deprive	- Eyebrow -Thief
-Silly - Disappointed - Freeze	-
-Pretty -Deadline - Lovely	
-Smell - Veil -Pinafore	
- Anthem - Eyebrow - Awful	

Appendix D

The First Level of CEIL Learners Test

Activity 1: Match each word to its correct translation

- | | |
|--------------|---------|
| | الخوف |
| 1. Fear | الجرأة |
| | الشجاعة |
| | يعطس |
| 2. Cough | يتثاءب |
| | يسعل |
| | صادقين |
| 3. Gossipers | نمامين |
| | كذابين |
| | ذكي |
| 4. Wise | حكيم |
| | تافه |

Activity 2: read the sentences carefully then fill the gaps using the following words:

(noisy, silly, pretty, lovely)

1. Line is a.....girl, she has a beautiful face.
2. I cannot live in atown, I prefer a calm one.
3. Do not a person, be an intelligent one.
4. Maria is a.....girl, she is amiable from all the friends.

Activity 3: put the right word under the right picture (veil, pinafore, eyebrow, thief)



Veil



Pinafore



Eyebrow



Thief

1)..... 2)..... 3)..... 4).....

Résumé

La présente étude a pour but d'explorer le rôle des stratégies de mémorisation dans le développement de l'acquisition du vocabulaire d'anglais des étudiants du premier niveau (A.1.1) CEIL à l'université de Mohammed Seddik Ben Yahia de Jijel. Afin d'atteindre ce but, deux outils de recherche ont été utilisés : un questionnaire et un test. Le but du questionnaire était de connaître les attitudes des étudiants vis-à-vis des stratégies de mémorisation. Le test en revanche, était pour découvrir le rôle des stratégies de mémorisation, pour acquérir un nouveau vocabulaire. Les résultats obtenus confirment l'hypothèse suivante, si les étudiants utilisent les stratégies de mémorisation d'une manière appropriée, leur acquisition du vocabulaire sera enrichie et développée, tout en montrant que la majorité des étudiants ont acquis de nouveau vocabulaire après l'utilisation de ces stratégies qui contiennent ces mots. En se basant sur ces résultats, quelques recommandations pédagogiques sont suggérées pour l'enseignement de vocabulaire à travers l'application des stratégies de mémorisation.

ملخص

تهدف هذه الدراسة إلى معرفة دور استراتيجيات الحفظ في تطوير مفردات اللغة الانجليزية لتلاميذ المستوى الأول للمركز المكثف للغة الانجليزية على مستوى جامعة محمد الصديق بن يحيى تاسوست جيجل. ولأجل تحقيق هذا الغرض من الدراسة تم الاعتماد على وسيلتين هما استبيان و اختبار بحيث يهدف هذا الاستبيان لمعرفة آراءهم حول استراتيجيات الحفظ بينما يهدف الاختبار إلى اكتشاف دور هذه الاستراتيجيات من اجل اكتساب مفردات جديدة. اثبتت النتائج المتحصل عليها الفرضية التالية إذا تم استعمال استراتيجيات الحفظ بطريقة فعالة فان رصيدهم اللغوي سوف يثرى, مبنية على أساس ان اغلب الطلاب اكتسبوا مفردات لغوية جديدة بعد استعمال هذه الاستراتيجيات التي تضم وتحتوي على هذه المفردات معتمدين على النتائج المتحصل عليها ,تم تقديم بعض المقترحات لكيفية تطوير الاكتساب لمفردات اللغة الانجليزية من خلال تطبيق استراتيجيات الحفظ.