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INVESTIGATING THE REASONS OF VOCABULARY ATTRITION AMONG ALGERIAN EFL STUDENTS

**The Case of Second Year Students at Mohamed Kheider University of
Biskra**

**Dissertation submitted to the Department of Foreign Languages as partial fulfillment
of the requirement for the degree of Master in sciences of Languages.**

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Dedication

*As always, first thanks to **Allah** my source of inspiration, wisdom, knowledge and understanding and who has been the source of my strength throughout this research.*

I would like to dedicate this modest work:

*To **my mother** and **my father** who offered me support throughout all my life, for their endless love, care, sacrifice, patience, encouragements and prayers, the most precious persons to my heart. My Allah blesses them.*

*To my dear **sister** and **brother**.*

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Abstract

Attrition of Language Skill held at University of Pennsylvania opened the prelude to language attrition research, which then has been developed into a hot topic in the area of language research. Vocabulary as one of the skills that can be forgotten gained the interest of researchers aiming at finding the different factors that may affect its attrition. The recent decades witnessed the productive researches in this field abroad. However, the research domain in Algeria has received little attention. Therefore, this study conducted to learn about the reasons of second-year students' vocabulary attrition at the University of Biskra to give some useful implications for vocabulary teaching. By means of literature review, the studies as well as the theories in the field of vocabulary attrition have been collected, summarized and analyzed. In order to explore the phenomenon, two questionnaires were introduced for both students and teachers to collect data to learn about teachers and students' point of view and seek information, anew, about their motivation and attitude, vocabulary teaching and learning, vocabulary learning strategies and sources of learning. Another concern behind the use of this tool in the present study is to learn about the introduced materials, strategies of teaching and methodologies and causes of vocabulary attrition. The results obtained from this investigation confirmed our hypotheses and revealed that among the attrited lexis, there was a loss of what was studied. Moreover, the causes of forgetting revolved around low proficiency level, lack of engagement such as the limited use of the language and the new vocabulary, and linguistic factors related to word nature in addition to student engagement; the lack of the regular review of the studied lexis and the inadequate use of VLS. Coming with these findings, we have proposed some pedagogical implications for language teaching and learning.

Table of Content

Declaration of Originality.....	I
Dedications	II
Acknowledgements	III
Abstract	IV
Table of contents	V
List of tables	VII
List of figures	VX
List of Abbreviation.....	X

CHAPTER ONE: OVERVIEW OF VOCABULARY ATTRITION

Background of the Study.....	1
1. Introduction.....	8
1.1 Definition of Lexis	8
1.1.2 The Difference between Vocabulary and Lexis	9
1.1 Lexical Competence	10
1.1.1 The Concept of Lexical Competence	10
1.1.2 The Importance of Vocabulary/Lexical Knowledge and Frameworks.....	10
1.2 Language Attrition.....	11
1.2.1 Definition of Language Attrition.....	11
1.2.2 Types of Language Attrition	12
1.2.3 Classifications of Language Attrition.....	13
1.2.4 Hypotheses of Language Attrition.....	15
1.3 Definition of Vocabulary Attrition/Lexical Attrition	17
1.4 Nature of Vocabulary Knowledge.....	18
1.5 Vocabulary and Memory	19
1.5.1 Memory and Forgetting	19
1.6 Theories of Forgetting	20
1.6.1 Ebbinghaus's Forgetting Curve.....	20

1.7	Conclusion.....	21
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CHAPTER TWO: VARIBALES TACKLED IN THE STUDY

2	Introduction.....	23
2.1	Vocabulary Learning Strategies	23
2.1.1	Discovering the meaning of unknown words (DMV)	24
2.1.2	Social (asking) Strategies	25
2.1.3	Vocabulary Note Taking	26
2.1.4	Retention and Memorisation (MEM)	27
2.1.5	Use of cognates.....	29
2.1.6	The keyword Method	29
2.2	Learner’s Age.....	30
2.3	Learner's Motivation.....	31
2.4	Engagement	31
2.5	Foreign Language Proficiency Prior to the Attrition.....	32
2.6	The Length of the Period of Non-use (Disuse).....	32
2.6.1	Language Learning Environment	33
2.7	Vocabulary Teaching.....	33
2.7.1	Explicit Instruction	33
2.7.2	Incidental word learning.....	34
2.8	The Techniques of Teaching Vocabulary.....	35
2.9	Conclusion.....	37

CHAPTER THREE: INTERPRETATION OF THE RESULTS

3	Introduction.....	40
3.1	Methodology and Sampling	40
3.1.1	Choice of Method	40
3.1.2	Sample	40
3.1.3	Data Analysis Tools	42
3.1.4	Statistical Calculation and Interpretation	42

3.2	Teachers' Questionnaire	43
3.2.1	Aim of the questionnaire	43
3.2.2	Questionnaire Description	44
3.2.3	Questionnaire Analysis.....	44
3.2.4	Summary of the Teachers' Questionnaire	59
3.3	Students' Questionnaire.....	61
3.3.1	Aim of Students' Questionnaire	61
3.3.2	Questionnaire Description	61
3.3.3	Students' Questionnaire Analysis.....	63
3.3.4	Summary of the Students' Questionnaire	78
3.4	Discussion of the Research Questions and Hypotheses	80
3.5	Conclusion.....	81
3.6	Recommendations	82
3.6.1	Suggestions for Teachers.....	82
3.6.2	Suggestions for students	85
	General Conclusion	88
4	Bibliography	91
5	Appendices.....	96
	Appendix 1: Teachers' questionnaire.....	92
	Appendix 2: students' questionnaire	96
	Appendix 3: Abstract in Arabic.....	101

LIST OF TABLE

Table 1. Reference for the Results Obtained Teachers' Questionnaire.....	43
Table 2. Teachers' Qualification	45
Table 3. Teachers' Experience	45
Table 4. Teachers' Motivation	46
Table 5. Vocabulary Teaching Experience	47
Table 6. Teachers' Opinion on Students' Vocabulary Skills	48
Table 7. Teachers' Opinion about Students' Problems of Vocabulary Attrition	49
Tableau 8. Students' Proficiency level in relation to Attrition	49
Table 9. Teachers Opinion on the role of Vocabulary in Language Learning	50
Table 10. Teachers' Opinion on Teaching Vocabulary.....	51
Table 11. Teachers' perception of the Introduction of New Words in every Lesson.....	51
Table 12. Teachers' preferred Techniques in Presenting New Words	52
Table 13. Teachers' Ways of Training Students to get Meaning of New Words.....	53
Table 14. Teachers' preferred VLS for Students.....	54
Table 15. Teachers' Ways of Teaching Vocabulary	55
Table 16. Teachers' Opinion on Students Use of VLS	56
Table 17. The role of the Teacher in the Classroom	57

Tableau 18. Teachers' view the effect of VLS.....	58
Table 19. Students' Period of Studying English	63
Table 20. Students' Motivation.....	64
Table 21. Students' Attitude towards Learning English.....	65
Table 22. Students Vocabulary Knowledge	65
Tableau 23. Students Exposure to English Vocabulary	66
Table 24. Students Ways of Practicing New Vocabulary	67
Table 25. Students Review of Studied Vocabulary.....	68
Table 26. Students' Opinion on Teachers Methodologies	69
Table 27. Students' Use of Discovery Strategies	70
Table 28. Students' Use of Memory Strategies.....	72
Tableau 29. Students' Vocabulary Attrition.....	73
Tableau 30. Cause of Vocabulary Attrition.....	74
Table 31. Words Prone to Attrition.....	75

List of Figures

Figure 1. Teachers' Motivaton	46
Figure 2. Vocabulary Teaching Experience	47
Figure 3. Teachers' Opinion about Students' Problems of Vocabulary Attrition	49
Figure 4. Teachers' preferred Techniques in Presenting New Words	52
Figure 5. Teachers' Ways of Training Students to get Meaning of New Words	53
Figure 6 Teachers' Ways of Teaching Vocabulary	55
Figure 7 Students Review of Studied Vocabulary	68
Figure 8. Students' Use of Discovery Strategies.....	70
Figure 9 Students' Use of Memory Strategies	72
Figure 10. Students' Vocabulary Attrition	73
Figure 11. Causes of Vocabulary Attrition	74
Figure 12 Words Prone to Attrition.....	75

List of Abbreviation

FL Foreign Language

L1 First Language

L2 Second Language

VLS Vocabulary Learning Strategies

DMV Discovering the Meaning of Unknown words

MEM Retention and Memorization

LLS Language Learning Strategies

KWM Mnemonic Key Word Method

General

Introduction

General Introduction

Language attrition sprang out as a new field of research as regression in language performance in foreign language learners appeared. It was firstly used to describe a decline in the foreign language performance by individuals. Lambert and Freed (1982) noticed that the students learning an Indian language experienced a loss in language skills even with the large amount of time spent to learn it. This observation on the loss of language skills inspired the researchers to organize a national conference at the University of Pennsylvania in 1980 dedicated to the theoretical background of research in the field. This was the beginning of studies in this new field of research.

Statement of the Problem

Vocabulary is a fundamental element of language proficiency and its acquisition is a main factor of effective communicative skills. In their tertiary education, it is expected that EFL learners build up a much larger lexical repertoire not only to cope with English studies but also to learn and retain a large number of unfamiliar words in order to enrich their lexical store and reach a good proficiency level; however, developing a rich vocabulary is one of the most challenging tasks that any learner encounters while acquiring another language. Lexical competence of language learners is said to diminish if it is not used frequently. In such a case, we find second-year EFL learners suffer from vocabulary attrition. It has been noticed that newly encountered lexis is forgotten the already studied words (whether the words or their meanings).

Attrition may happen depending on the amount of exposure and practice s/he has through time and due to different factors such as disuse, but what is alarming is when the target subjects are still enrolled in their studies. Therefore what motivates the researcher is the

General Introduction

search for the factors causing the target students' lexical attrition. Thus, the factors tackled actually are: the initial proficiency level, engagement, the inadequate or limited use of vocabulary learning strategies, vocabulary teaching methodology, and motivation and attitude. In addition, Factors related to the linguistic 'nature' of a word, e.g., length, frequency, specialized use, polysemy and the part of speech, whether verbs, nouns or adjectives, more prone to attrition are also studied.

Unfortunately less of the studies that investigated lexical attrition dealt with the neglected aspect of the reasons why Algerian EFL students seemingly forget vocabulary and whether VLS prevents English as a Foreign Language (EFL) learners' attrition of vocabulary knowledge. Hansen (2001, p. 61) stated that, "One might ask what impels this interest in language forgetting. On the one hand, language attrition research supplies empirical foundations needed for practice in language planning and language education."

Aim of the Study

The present study aims to shed lights on the field of second language attrition and its importance which lies in finding the causes of vocabulary attrition in order to gain deeper understanding of the phenomenon. The findings may uncover considerable amount of information as regards vocabulary instruction and learning at the university level. It can elucidate the variables that may have an impact on vocabulary attrition. Besides, it aims at finding out the type of vocabulary and the part of speech more prone to be attrited. Knowledge about the causes of forgetting help EFL teachers use materials and teaching methodologies and techniques in favour of better retention of what is presented to their learners.

General Introduction

The present work aiming at investigating vocabulary attrition in second-year university students at the University of Biskra endeavours to answer the following research questions:

1. What do EFL learners think are the factors causing their lexical attrition?
2. Are there any significant effect of Vocabulary learning Strategies on the Algerian EFL learners' word attrition or retention score?
3. Which part(s) of speech is (are) more prone to attrition?

To these questions, the following hypotheses are suggested:

1. The use of memory vocabulary learning strategies leads EFL learners to better retention of the learnt vocabulary and help them promote their vocabulary knowledge and autonomous learning.
2. Students' vocabulary attrition may be due to: the lower initial proficiency level, the inadequate use of vocabulary learning strategies, language disuse, students' attitude and motivation, and vocabulary teaching methodologies.

Research Methodology

In order to conduct this study; we follow the quantitative research exactly the non-experimental correlation study in a form of questionnaire. We are conducting an investigation in the field of higher education; the historical method does not fit our work and the experimental one requires a long period. Therefore, in this research, we are going to follow the descriptive method since it is not time consuming and fit the nature of the subject. Many scholars agree that case study is neither a methodology nor a method but rather a research design. Gerring (2004) stated,

“Case study is a . . . research design best defined

as an intensive study of a single unit (a relatively

bounded phenomenon) where the scholar's aim

is to elucidate features of a larger class of similar”

Population and Sampling

As a sample for the study, we select randomly two groups of 2nd year English student at Biskra University, out of a population of ten (10) groups and then selected randomly forty students (40) for the study. The teachers were selected randomly as well. We deal with a sample of ten (15) teachers to check their background information as well their awareness of the role of vocabulary learning strategies used in the studied modules in order to expand 2nd year English students' vocabulary knowledge. Finally we expect to carry our work in sufficient time and obtain good results.

Data Collecting Tools

A questionnaire was constructed by an awareness created according to the relevant research methods literature (Dörnyei & Taguchi, 2010). Specifically, the authors' guidelines for the structure and essence derived from the objective of the current study were deemed appropriate for the relevant context. This instrument is popular in second language acquisition studies and even in language attrition studies (Bardovi-Harlig & Stringer, 2010). In fact, in most studies in language attrition.

Significance of the Study

Knowledge about the causes of forgetting help EFL teachers use materials and teaching methodologies and techniques in favour of better retention of what is presented to their learners. Syllabus designers can also plan their courses in such a way that vocabulary attrition can be avoided or minimised. In the context of memory and forgetting it is important to know that most forgetting occurs soon after the learning sessions end and then slows down,

so recycling and consolidating over repeated intervals is needed (Schmitt, 2000). Therefore, learning about the efficient way to present material and memorize it so that it is maintained for longer is a major concern of educators and why not autonomous learners taking in charge their own learning.

Structure of the Dissertation

The thesis consists of three interrelated chapters. The first chapter is twofold; the first part provides an overview on language attrition and its typology and the main hypotheses. The second tries to give a brief idea about vocabulary in relation to its knowledge, memorization and forgetting shedding light on theories of forgetting. The second chapter depicts the factors of vocabulary attrition talked in the present work, namely, the initial proficiency level, VLS, vocabulary teaching methodologies, disuse, attriters' motivation and attitude towards English, in addition to the types of vocabulary (receptive and productive). Some already conducted investigations are presented to be compared to the present study. At the end some methodological issues still rising in language attrition research are discussed. Concerning the last chapter, it is going to be divided into two major sections. The first section will tackle a description of the participants, the methods and the tools used in the study, while the second section is going to be devoted to the analysis of EFL learners' answers of the given questionnaire. After that we are going to provide general results and make conclusions according to what we find in our analysis. In addition, some suggestions and pedagogical implications based on the findings obtained from the analysis. They are hoped to provide some ideas that may help EFL teachers (and language teachers in general) and learners to better learn vocabulary and commit it to the long-term memory so that it undergoes lesser attrition.

CHAPTER ONE

OVERVIEW OF VOCABULARY

ATTRITION

1. Introduction

In the past, major emphasis was put on “what to learn?”, “how to learn?” and “what has been learned” in the field of foreign language acquisition. Little attention was paid to “what to do after the acquisition?” or “how to maintain the language proficiency once acquired?”. Students’ loss of the FL or aspects of it after the end of the instructional program became an important topic in the field of applied linguistics. Researches attempted to answer questions like “what is lost?”, “how is it lost?”, “what are the different factors that may affect the process of foreign language attrition” and how can it be beneficial in FL teaching and learning? This theoretical chapter deals with the literature review related to vocabulary attrition. It attempts first to provide an overview on language attrition, being the background of lexical attrition, shedding light on its types and main hypotheses. Second, it is thought necessary to have an idea on vocabulary and forgetting. Therefore, the nature of vocabulary knowledge, vocabulary storage into memory, which type of memory it is stored in, the relation between memory and forgetting and the theories of forgetting, is what is presented in the second part of the chapter. The factors in relation to lexical attrition dealt with in the present study are depicted in the third part.

1.1 Definition of Lexis

Barcroft, Sunderman, and Schmitt (2011) explain it as follows: The term lexis, from the ancient Greek for ‘word’, refers to all the words in a language, the entire vocabulary of a language. Plato and Aristotle spoke of lexis in terms of how the words of a language can be used effectively. (p. 571) Likewise, Jackson and Amvela (2000) suggest that vocabulary, lexis, and lexicon are synonymous. The idea is supported by Larsen-Freeman and Decarrico (2010) when they write that vocabulary/lexis includes “...not only syntax and morphology but

also phonetics, phonology, semantics and lexis (that is, vocabulary)” (p.18). Nonetheless, some others make a distinction between vocabulary and lexis. When people think of vocabulary, they usually relate it to words and meanings. Lexis, on the contrary, is not only associated with words, but expands to include other layers of lexical knowledge.

1.1.2 The Difference between Vocabulary and Lexis

Recently, the term lexis has been introduced and used interchangeably to mean vocabulary. Some online dictionaries such as the Merriam-Webster (2015) define vocabulary as “The words that make up a language; all of the words known and used by a person: words that are related to a particular subject.” Similarly, Cambridge (2016) describes it as “The words that are known or used by a particular person, or that are used in a language or subject.” Finally, Macmillan (2009-2016) also presents it as “All the words that a person knows; all the words in a particular language.” The above definitions are similar to the ones provided by some of the scholars in the field of linguistics and applied linguistics. For instance, Linse and Nunan (2005) stress that “Vocabulary is the collection of words that an individual knows.” (p. 121). Richards and Schmidt (2010) concur that “Vocabulary is a set of lexemes, including single words, compound words, and idioms” (p. 629). For their part, Kamil and Hiebert (2005) express that “Generically, vocabulary is the knowledge of meanings of words” (p. 3). In the framework of a systemic definition of lexical competence put forward, a matching systemic definition of lexis is required moving beyond the conventional idea of vocabulary (words and meanings), and helping to consolidate the size and depth of lexical knowledge in growing levels of complexity. Such an approach will help teachers gain awareness of the multilayered nature of lexis taking advantage of it to equip learners with the elements required to develop this competence.

1.1 Lexical Competence

1.1.1 The Concept of Lexical Competence

Prior to tackling the concept of lexical competence, it is worth defining what competence is and how it has been viewed so far. In Colombia, the Ministry of Education has defined competence as “the set of knowledge, skills, abilities and individual characteristics that allows a person to perform actions in a given context ...” (MEN, 2006, p. 11). This suggests an interrelation of the underlying aspects of competence for people to be able to succeed in their daily performance. In coherence with it, lexical competence deals with these components in relation to lexis, which has been embedded within the communicative competence and specifically in the linguistic one.

One of the definitions is the very general one provided by Marconi (1997) who views it “...as part of overall linguistic competence; more particularly, it is regarded as part of semantic competence, the knowledge and abilities that underlie a speaker's understanding of a language.” (p. 77). A simpler one is provided by The Council of Europe (2001) that defines it as “the knowledge of and ability to use the vocabulary of a language” (p.110).

Meara (1996a) acknowledges that the difficulty in having a thorough definition lies in the lack of a lexical competence framework which implies having “a complete model of semantics, and a complete specification of the syntactic and associational behavior of all the words in a speaker's lexicon. So far, this level of description seems far from being realised” (p. 14).

1.1.2 The Importance of Vocabulary/Lexical Knowledge and Frameworks

Within the framework of lexical competence, vocabulary knowledge also labeled as lexical knowledge is defined by Laufer and Goldstein (2004) as “the sum of interrelated subknowledges” or “...construed as a continuum consisting of several levels of knowledge, starting with superficial familiarity with the word and ending with the ability to use the word correctly in free production” (p. 400).

Vocabulary Attrition Overview

In Alqahtani's words (2015) "vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication" (p. 2). If learners are not exposed to systematic vocabulary knowledge learning opportunities, their vocabulary or lexical size does not expand. So, learners can have difficulty in comprehending the target language even if they are equipped with grammatical competence. To this regard, Wilkins (1972) states the following: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp.110-111).

In a more complex oriented perspective of word/lexical knowledge, Moghadam, Zainal and Ghaderpour (2012) mention some aspects that characterize this view of vocabulary/ lexical knowledge:

Researchers have taken notice of the multidimensionality and complication of word knowledge, suggesting that knowing a word completely should include various kinds of linguistic knowledge ranging from pronunciation, spelling, and morphology ... and ... to knowledge of the word's syntactic and semantic relationships with other words in the language, involving knowledge of antonym, synonymy, hyponym and collocational meanings... (pp. 556-557). As highlighted above, vocabulary or lexical knowledge is multilayered. Richards (1976) outlines a framework for knowing a lexical item: breadth of vocabulary, depth of vocabulary, context, syntactic behavior, underlying form, associations, semantic value and different meanings.

1.2 Language Attrition

1.2.1 Definition of Language Attrition

In the history of language attrition study, terms that once have been used are: Aphasia, Atrophy, Change, Death, Decay, Decline, Loss, etc. The conference "The Attrition of

Vocabulary Attrition Overview

Language Skills”, held at the University of Pennsylvania in 1980, provided a theoretical launching ground for the research in the field of language attrition. Lambert and Freed put forward a broad definition for language attrition “the loss of any language or any portion of a language by an individual or a speech community” (Lambert & Freed, 1982, p. 1). After the reference, various definitions are made by scholars.

Oxford claimed that “language loss” refers to loss or attrition of skill in one’s native language (L1) or a second or foreign language (L2) (Oxford, 1982, p. 66). In Schmid’s opinion, language attrition is “gradual loss of a language by an individual” (Schmid, 2002, p. 5). According to Hansen, language attrition is “the gradual forgetting of a language by individual attriters, who are experiencing attrition” (Hansen, 2001, p. 61). De Bot (2001) held that the term “attrition” was also used to refer to individual language loss and consequently took place within one generation. Kopke (2004) defines attrition as “non-pathological loss of a language in, usually, bilingual subjects”. Gardner, Lalonde and MacPherson (1985) presented a more specific definition of the term when they narrowed it down to the range of second language use. They claimed that second language attrition refers to “the loss of proficiency in a second language due to lack of use over time”. And this definition is specific to the present study.

1.2.2 Types of Language Attrition

There are four different types of language attrition and four situations in which language loss may occur. What is lost is either the first or second language and the environment in which it is lost is either the dominant L1 or L2 environment, (Kouritzin 1999, p. 12).

This taxonomical framework was the one provided by Van Els (1986, as cited in Kopke and Schimid, 2004) which was as following categories:

1. L1 loss in L1 environment: Dialect loss
2. L1 loss in L2 environment: Immigrant

3. L2 loss in L1 environment: Foreign language attrition

4. L2 loss in L2 environment: Language reversion in elderly people

Possible examples that tend to be the most common reasons for attrition of each of the above situations are as follows:

1.) First language loss by aging and elderly people.

2.) Loss of native languages by immigrants.

3.) Foreign language loss due to disuse.

4.) Second language loss by aging and elderly migrants.

The main phases reported in the field of language attrition are the above categories as the framework has divided the field of attrition into four simple and discrete categories. The present research is related to the third type which is the attrition of L2, notably, English as a foreign language, in an L1 environment, the Algerian context by EFL university students. The study is concerned with natural and intragenerational attrition in the sense that it investigates vocabulary attrition of EFL (non-pathological) students. All what is related to such studies is still hypothesised seeking for answers such as causes and rate of attrition.

1.2.3 Classifications of Language Attrition

Vocabulary acquisition is dynamic, and while we hope to improve vocabulary proficiency, there will inevitably be attrition as well. However, just as vocabulary acquisition is incremental, we might expect that vocabulary attrition would also be complex. Attrition can be divided into two categories by language researchers: short term attrition and long term attrition.

1.2.3.1 Short-term attrition

Short-term attrition is an important issue for second language acquisition and vocabulary in particular. The key issue is how long a memory trace from an exposure can endure, so that it can be subsequently built upon. If this period is exceeded, then the next

exposure will merely be starting over with no incremental gain. (Norbert Schmitt: 2009) There is little research to discuss this question, although the answer should drive most of pedagogy, at least that concerning the earliest learning stages.

For example, syllabuses should be designed so that vocabulary recycling occurs within the “retention period”. Another example is the incidental learning from reading. A learner must read enough so that a new lexical item will be met again before its memory trace disappears. The length of the retention period will dictate the maximum number of pages which can be read before the item needs to occur again. The high level language learners would benefit from this kind of information particularly. Thus, the retention period may vary in systematic ways. A related issue about which little is known is the number of exposures which are necessary to make vocabulary knowledge durable.

1.2.3.2 Long-term attrition

Long-term attrition and retention is of great interest to vocabulary researchers. Studies with this focus usually test people who learned a language previously in their life, but for whatever reason have not used it for a long time.

For example, Bahrick (1984) studied the loss of second language Spanish and found that some vocabulary knowledge was retained for more than 50 years. Moreover, recognition was less affected by attrition than production. Overall, Bahrick’s data suggests that vocabulary knowledge declines regularly from three to six years after instruction, but then remains steady for several decades, although with an additional decline in middle age. However, it appears that learners who achieved relatively high levels of proficiency are more resistant to the initial attrition, and maintain a steady stage before attrition begins (e.g. Hansen, Umeda, and McKinney, 2002).

1.2.4 Hypotheses of Language Attrition

To carry out research on the field of language attrition, many hypotheses have been posited to study L1 attrition, being the primary concern of language attrition studies. These yielded as “interpretations of findings rather than as hypotheses that frame investigations” (Bardovi-Harlig & Stringer, 2010, p. 15). The suggested hypotheses have been provided by Schmid (2002) and Köpke and Schmid (2004).

These are: the regression hypothesis, the threshold hypothesis, the inverse hypothesis, the markedness hypothesis, the simplification hypothesis, and the dormant language hypothesis. Researchers’ concern during the last three decades was not to test the hypotheses, even though many, if not all, were based on them (Cohen, 1974, 1975; Moorcraft and Gardner, 1987; Andersen, 1982; Berman and Olshtain, 1983; etc) but to uncover the nature of language attrition.

As for L2 attrition, most of the hypotheses have subsequently been used from L1 hypotheses, notably, the regression hypothesis, the critical threshold hypothesis, the inverse hypothesis, the interference hypothesis. Among these, the two most referred to are cited below.

1.2.4.1 Critical Threshold Hypothesis

The critical threshold hypothesis is developed from the inverse hypothesis. The Bahricks study tells us the foreign language proficiency after being reduced is related to the degree of foreign language attrition. Bahricks argues that part of students’ Spanish skills learned in classroom suffer attrition within the initial several years following formal training, and that the remained part resists to further attrition for at least 25 years whereas much of the knowledge is considered to be conserved for “50 years or longer” (Bahricks, 1984a, p. 111). On the basis of Bhricks’ research, the critical threshold hypothesis was advanced by Neisser (1984). He supposed that Bahricks’ findings could have passed a “critical threshold” during

Vocabulary Attrition Overview

the process of learning and the knowledge that reached this point would be retained. The learners' primary language proficiency will reach and exceed the level can endure the attrition. What's more, if the natives with basic command of foreign languages suffer the first six years of language attrition, they would have the same language level as those who had never trained. By contrast, if language attrition happens to be the proficient bilingual or multi-lingual learners, most of their language ability can be maintained. Later, researchers find those learners' who have different foreign languages levels before attrition can exert on the influences on their language attrition. When the foreign language learners reached the Critical Threshold Value, they will keep most of their language competence; otherwise, it will speed up their language attrition. Obviously, these theories mentioned above have already revealed the rules and features of language attrition.

1.2.4.2 The Regression Hypothesis

The regression hypothesis was the earliest one to be put forward among the language acquisition hypothesis, which indicates that language attrition has been viewed as the inverse process of language acquisition and can be described as mirror image. It was widely used to describe the process of language attrition. In early years, the famous linguists do some researches on the non-pathological and language attrition. There is a heated debate between the pathological and the non-pathological of the regression hypothesis.

It was widely acknowledged that the regression hypothesis has no influence on the aphasia. The Regression Hypothesis considers that sequence of language loss is a mirror image of the sequence of acquisition. Subsequently, hypothesis was verified in non-pathological instances of language attrition. However, it fails to delineate a clear picture. Andersen (1982) suggested that "those linguistic features that took the longest for an individual to acquire and master will be the hardest to maintain".

1.2.4.3 The Inverse Hypothesis

Another influential hypothesis of foreign language attrition study is the inverse hypothesis, which indicates the negative correlation between degree of foreign language attrition and foreign language proficiency before attrition. Kennedy (1932) found that the language proficiency prior to the language attrition was one of the most influential factors that influence the foreign language attrition. Later, Godsall-Myers (1981) found the attrition rate of learners in German and their final German proficiency was negatively correlated. Finally, Bahrick (1984) found the knowledge to be forgotten was relatively constant for learners at different levels of initial language proficiency during the first five years after language training. But the individuals with higher levels of initial language proficiency retained larger amount of their original language competence. Then this phenomenon was summarized by Vechter (1990) as “inverse hypothesis”.

1.3 Definition of Vocabulary Attrition/Lexical Attrition

A number of research was conducted on vocabulary attrition in which different aspects of vocabulary were investigated such as, the type of vocabulary (receptive vs productive), the frequency of words (low vs high frequent words), parts of speech being forgotten, to cite but a few. However, it seems that there is no overt definition of vocabulary attrition in the previous studies even though the core of the work was vocabulary forgetting. These researchers referred rather to vocabulary knowledge, i.e., to what should language learners know about words before reporting what is attrited.

Sands *et al.* (2007, qtd. in Abbasian & Khajavi 2011, p.196) draw attention to the characteristics of lexical attrition which is featured by “loss of vocabulary, loss of semantic distinction, and in reduced performance ability”. According to these authors, lexical attrition includes not only the form of the word but its meaning and appropriate use. This stresses the fact that vocabulary knowledge is so encompassing that makes “mastery of second language

vocabulary calls for knowledge of the form, position, meaning, and function of words” (Nation, 1988 qtd. in Cohen, 1989, p. 136). And as the mirror of vocabulary learning, vocabulary forgetting similarly “entails the temporary or permanent loss of knowledge in some or all of these areas” (p.136).

1.4 Nature of Vocabulary Knowledge

What is meant by vocabulary knowledge should clearly be explained prior to starting investigation in vocabulary attrition. Knowing vocabulary is closely related to the type of vocabulary whether it is for receptive or productive purposes.

Receptive knowledge of a word entails the ability to recognize it when it is heard or seen, in other words, while listening or reading, and being able to retrieve its meaning (Nation, 1990). Whereas productive word knowledge involves the ability to “express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.” (Nation, 2001, p. 25).

The dichotomy 'passive' vs 'active' is sometimes used instead of receptive and productive vocabulary; however, it is objected by some scholars arguing that listening and reading do not have features that can be attached to pervasiveness as there are productive features in the receptive skills when producing meaning for comprehension (Nation, 2001).

In addition to what has already been cited, word part, collocation, associations and appropriateness of words are needed for foreign language vocabulary knowledge in order to ensure mastery of vocabulary learning. A detailed range of word knowledge is described by Nation in which he classifies three major dimensions for word knowledge: form, meaning and use still in relation with receptive and productive words. Under each dimension, he listed what is involved in knowledge at the level of that dimension.

1.5 Vocabulary and Memory

Memory and learning are closely related to each other. How information is processed and where it is stored show the role memory plays in language learning, and particularly vocabulary learning. EFL teachers generally complain about their learners' loss of the learnt vocabulary. In fact, Schmitt (2000) find it natural in learning and stated that it must be recognized that "words are not necessarily learned in a linear manner, with only incremental advancement and no backsliding". Therefore, vocabulary learning occurs with learning and forgetting happening simultaneously as the ebb and flow until it is 'fixed' in the memory. This means that it is natural that part of what is learnt is forgotten but another share is maintained.

Indeed, Schmitt's (1998, qtd. in Schmitt, 2002) posited students improved their lexical knowledge (precisely meaning senses of target words) about 2.5 times more than they forgot knowledge (over the course of one year) and the most forgotten lexis was known receptively. What can be drawn from the investigation is that there is an amount of lexis mentally stored during and after learning and those receptive words are forgotten more than productive ones. The other conclusion is that more proficient learners lose less than low proficient learners. From Weltens's (1989) study showing that most attrition happens within the first two years and then levelled off, Schmitt (2000) concluded that most language loss occurs after the end of the learning session then the rate of forgetting decreases.

1.5.1 Memory and Forgetting

Research in language learning try to find the answer to the question 'why do we forget?' In fact, many studies strive to answer it. Psychological investigations attempt to study forgetting in the long-term memory but they rarely "cover the extended periods that we are interested in the context of language learning" (Weltens & Grendel, 1993, p. 136). The same authors think that, first, in the psychological literature, the periods over which forgetting is measured are

limited to days or weeks at best. The interest in language studies is to cover longer periods of attrition, mainly after periods of disuse of L1 or L2. Second, the psychological experiments studied retention for materials to which the principles or systematic features were hardly comparable to those of any natural language. The main referred to experiment, in this context is Ebbinghaus's (1885) who used non-sense syllables to investigate memory retention of language.

The main answers to the question of forgetting are: either (1) the information is no longer available or (2) it becomes inaccessible, i.e. it cannot be retrieved. From these answers, two theories of forgetting emerged in relation to long-term memory, these are: the interference theory and the retrieval failure theory.

1.6 Theories of Forgetting

1.6.1 Ebbinghaus's Forgetting Curve

Hermann Ebbinghaus was the first to lead an experiment on forgetting and studied memorisation and forgetting of 104 non-sense three letter words/syllables, also called trigram, such as 'zof', 'wid', 'laj' or 'kaf'. He used cards where the syllables were written individually. He learnt each series of 12 words alone with a pause of 15 seconds between each of them. He repeated the operation until he learnt the whole list of words. He repeatedly tested his retention over various time periods and jotted down the results and represented them in the well-known 'forgettingcurve' as represented below.

It is clear from the graph that attrition proceeds quickly during the first 20 minutes after learning and within an hour half of the learnt material is forgotten, and within a couple of days, retention drops sharply down to less than 30%. These results suggest that a certain percentage of knowledge tends to be forgotten over time apart from the proficiency level. Hedgcock (1991 qtd. In Weltens & Grendel, 1993: 139) thinks that this view is not given serious consideration in FL attrition studies because "it oversimplifies our understanding of

human memory and lacks the predictive power". Even though this view is criticised, Alharthi (2012) views that the experiment as a whole has a benefit on L2 vocabulary retention. The frequency of repetition or exposures in learning may lead to retention over longer periods of time.

The experiment is open to doubt. So, for the material used, would the result be the same if the selected items for the experiment were natural words? Moreover, before registering retention, Ebbinghaus was supposed to have learnt the words heart after repetition, so why were they forgotten so fast? One, then, wonders about the human mental capacity to retain information which is known to create mental network between previous and new knowledge during the learning process. The present investigation tries to probe the validity of the curve with lexical attrition of the population under study.

1.7 Conclusion

From the provided literature, vocabulary attrition can be defined as the deterioration in lexical knowledge of speakers of a foreign language, being the type of language attrition dealt with in the present work. We have tried to tackle the major important aspects that can help us in understanding the process of FL lexical attrition. Furthermore, it has included the main theories and hypotheses, put by experts in the field as an attempt to explain the process of lexical attrition. Some hypotheses have been suggested to describe the nature of the attrition process, notably, the regression hypothesis, the critical threshold hypothesis and the inverse hypothesis. These hypotheses seem to call for more laborious work in the field to be maintained or rejected.

CHAPTER TWO

FACTORS AFFECTING

VOCABULARY

ATTRITION

2 Introduction

Since vocabulary attrition is inevitably present during the learning process during any language learning, whether this learning is formal or informal, what are the factors that influence lexical attrition of second year students at the University of Biskra?

From the previous researches on the subject, the investigated factors are notably: disuse, initial proficiency level and the type of vocabulary more likely to be forgotten, engagement, attitude and motivation. Because of the paucity of studies on vocabulary attrition, the usefulness of the use of vocabulary learning strategies. In addition to these variables, the present work aims to probe the effect of the teachers' vocabulary teaching methodology on lexical attrition. These variables are presented below in relation to the already conducted studies.

2.1 Vocabulary Learning Strategies

The impact of the use of vocabulary learning strategies on attrition was tested up to now, to the researcher's knowledge, only by Alharthi (2012). He reported that subjects used much more guessing strategy to discover the meanings of new words and this was not claimed to be predictive of attrition. As for memory strategies, they used repetition and note-taking strategies. It seemed that note-taking was more beneficial than other strategies. Moreover, his learners used repetition strategies, mainly, repeating by writing or saying words with L1 (Arabic) translation which is reported to reduce vocabulary retention. He states that notetaking and repetition based on L1 Arabic translation do not reinforce word maintenance; consequently they gear towards lexical attrition; whereas those based on L2 help retention and reduce attrition.

The present investigation tries to find out the extent of use of these strategies by the students and whether they are effective to lessen attrition. The following part aims at taking a closer look at the strategies used by the target population in the present study. Schmitt's

taxonomy is the one referred to. In classifying his strategies, he makes a distinction between strategies the learners use to discover the meaning of new words ‘discovery strategies’, and strategies to consolidate a word once it has been encountered ‘consolidation strategies’.

2.1.1 Discovering the meaning of unknown words (DMV)

2.1.1.1 Guessing Strategies

Learners have generally been found to employ guessing strategies when they have no access to alternative resources, such as dictionaries, teachers, or peers. Schmitt (2005, p. 153) claims that such a strategy can be termed a “key” vocabulary strategy. Moreover, Carton (1966) claimed that guessing, or what he sometimes referred to as “inferencing”, is at the crux of the second language learning process.

O’Malley and Chamot (1990) suggested guessing is a cognitive strategy; demanding that learners manage their learning materials both mentally and physically when decoding target vocabulary. In contrast, Nattinger (1988) classified this strategy as ensuring information is understood. Highlighting the contextual clues that will help learners to understand the meaning of unknown words. However, the system of classification put forward in this study considers the guessing strategy under DMVs, as suggested by Schmitt (1997).

Carton (1971) argued that guessing in L2 is connected to the acquisition of inflectional, derivational morphemes, and to vocabulary absorption in the natural reading context. According to Haastrup (1987), guessing is a technique which “involves making informed guesses as to the meaning of (part of) an utterance in the light of all available linguistic cues in combination with the learner’s general knowledge of the world, her awareness of the situation and her relevant linguistic knowledge”. Later, Nassaji (2004) defined this strategy as “any cognitive or metacognitive activity that the learner turned to for help while trying to derive the meaning of an unknown word from context”.

2.1.2 Social (asking) Strategies

Social strategies include requesting assistance from teachers, classmates, native speakers or anyone who is available that might be able to provide it. It is common for learners to ask their teachers to explain things to them. However, social strategies can also be used to consolidate the meaning of new words, as Schmitt (1997) points out, “besides the initial discovery of a word, group work can be used to learn or practice vocabulary”.

According to Ahmed (1989), Al-Qahtani (2005) and Nakamura (2000), an L1 translation of unknown vocabulary was the information most frequently requested by their participants. For example, in Al-Qahtani’s (2005) results, the top five requests by frequency were: (1) asking for the Arabic meaning, (2) asking for an item’s English pronunciation and spelling, (3) asking for the English definition of a phrase, (4) asking for a word’s English synonyms/antonyms, and (5) asking for an example of a word in a sentence.

1.2.1.3 Dictionary use Strategy

L2 learners frequently use dictionaries to discover the meaning of lexical items. The use of a dictionary is viewed by researchers as “a complex process” (Luppescu & Day 1993, p. 274). A dictionary is defined as “a reference book or list of words (usually in alphabetical order) together with a guide to their meanings, pronunciation, spelling, or equivalents in other languages” (Hartmann, 1983, pp. 3-4); although today dictionaries also exist in electronic and web-based formats. Baxter (1980) argues that learners’ vocabulary behaviours can be affected by dictionary use, and that this can improve their L2 vocabulary repertoire. This refutes suggestions from researchers’ that guessing from context is more efficient and expands a learner’s lexicon more comprehensively than using a dictionary (Luppescu & Day, 1993). Generally speaking, Nation (2001) points out that using a dictionary is an intentional approach, in contrast with incidental vocabulary learning, which takes place through guessing.

Using a dictionary was included under different VLSs classifications. For example, Schmitt (1997) classifies dictionary use under determination strategies, which belong to the discovery category. Meanwhile others, such as Nation (2001) classify them according to two categories, based on whether they are oral (asking strategies), i.e. related to social strategies, or 2) written (dictionary based).

2.1.3 Vocabulary Note Taking (NTSs)

O'Malley and Chamot (1990) define note-taking more specifically as “writing down key words and concepts in abbreviated, verbal, graphic or numerical form”. Furthermore, Boch and Piolat (2005) explain it literally “as the rapid transcription of information by using a few condensing techniques, such as shortened words and substitution symbols, for the creation of an external memory whose only importance will be its later use”, defining the processes used in note-taking as well as its benefits.

There are two main functions of note-taking, in general. First, NTSs to help encode new words into the memory, and secondly, they function as external storage (Nakamura 2000). The former refers to the learner directing attention toward new material, known as attention theory. Meanwhile, learners work at a deeper level to process material, which is known as effort theory. Peper and Mayer (1978) argue about this function (i.e. encoding memory), stating that “note-taking encourages learners to actively integrate the new information within their own past experiences because subjects are required to paraphrase, organize and make sense out of the presented material”. The latter function (i.e. external storage), as cited in Nakamura (2000), was commented on as permitting reviews and later revisions, as needed.

These two functions also link to L2 vocabulary note-taking; Nakamura (2000) suggested that both functions, i.e. encoding memory and external storage, underpin L2 learners' behaviours when taking notes. For example, in relation to encoding the memory

function, learners' use of abbreviations might involve underlining and colour coding to assist with improving the focus of learners on L2 lexical items. Furthermore, regarding the external storage function, it appears likely that learners can organize information most effectively in note form. Nakamura (2000) said that such functions are "supplementary rather than strictly separate from each other". In other words, external storage (review) as a consequence of note-taking benefits from the first function, i.e. the encoding process itself.

Word cards can also be used in note-taking. There may have the foreign language word on one side and the mother tongue equivalent (and/or a definition) on the other side. Nation (2001) claims that the strategy has advantages and shortcomings, however, it is considered as a complement to other ways of learning vocabulary.

2.1.4 Retention and Memorisation (MEM)

MEM, also known as mnemonics, they have been recommended by a number of researchers, including Oxford (1990), who claimed that L2 learners retain L2 words best when using memorisation, as they need to learn the word carefully in order to recall it as necessary by using repetition. Memorising L2 items requires two phases, to help L2 learners to memorise and then retrieve words effectively when needed. The first phase, which involved selecting information to remember, can come either from the learners' own strategies, from the teachers' explanations or from textbooks. The second phase (described as consolidation, in the present study), memorisation, can be applied by L2 learners independently, or alternatively it can be teacher-driven (involving tasks and vocabulary exercises in the classroom).

Mnemonics is directly responsible for "aiding memory", because it includes physically transforming materials that are intended to be taught in a form that eases learning and facilitates memory (Levin, 1981). Hence, mnemonics is classified here as a MEM. MEM strategies have been included under different headings by VLS and LLS researchers (e.g.

O'Malley and Chamot, 1990; Oxford, 1990, Schmitt; 1997; Nation, 2001). For example, Oxford (1990) classified MEMs as direct strategies (2.4.3), unlike O'Malley and Chamot's LLS taxonomies (1990), which categorised them as cognitive strategies.

2.1.4.1 Repetition Strategies

Generally speaking, there are two interesting aspects here; 1) how repetition is done (i.e. verbal, written, visual, aural), and 2) the content of the information repeated by learners. Thus, this subsection was devoted to exploring the definition of repetition, and will look at two aspects: methods of repetition (e.g. verbal, written) and the types of information repeated by L2 learners (e.g. L2 word only, L2 with L1 equivalent, L2 synonym and antonym). O'Malley and Chamot (1990) defined repetition as: "repeating a chunk of language (a word or phrase) in the course of performing a language task". Oxford (1990) also defined this as "saying or doing something over and over: listening to something several times; rehearsing; imitating native speakers". It is noteworthy that repetition is employed with the purpose of assisting memory in relation to VLSs. Some LLS and VLS research studies have argued that repetition is one of the strategies most frequently reported by L2 learners (e.g. O'Malley et al, 1985; Chamot, 1987; Al-Qahtani, 2005, Marin, 2005). L2 learners see repetition as important as a tool to facilitate vocabulary acquisition (Lawson & Hogben, 1996). It is especially useful for beginner learners, as it requires minimal effort, unlike other more in-depth strategies (Cohen & Apeh, 1980).

2.1.4.2 Association strategies

In the field of second language learning, it is widely understood among researchers and L2 learners that retaining L2 words is difficult; therefore, it would be useful to apply some association strategies, along with other VLSs, to assist L2 learners to recall targeted words. Schmitt (1997) suggested several strategies L2 learners could use to retain words; i.e. repeating new lexical items, analysing the elements of words, such as affixes and inflections,

classifying words according to part of speech, using mnemonics, such as KWM, using semantic strategies, such as thinking of similar words (i.e. synonyms), and using encoding strategies, such as imagery and visual association. These strategies generally demand a high level of mental processing to ensure appropriate retention (Craik & Lockhart, 1972).

2.1.5 Use of Cognates

Cognates, commonly defined as ‘words in different languages which have descended from a common parent word’ (Schmitt 1997), may be found in most European languages such as ‘*transparent*’, ‘*general*’ and ‘*transparant*’, ‘*générale*’ in English and French respectively; this is the case of loan words which generally retain the same original meaning of the word. The idea that cognates play a role in foreign language learning has been recognized for at least a century. Already in 1899 Sweet (quoted in Odlin, 1989: 77-78) observed that ‘the higher vocabulary of science, art, and abstract thought hardly requires to be learnt at all; for it so consists either of Latin and Greek terms common to most European languages or of translations of them.’ Linguists working within the Contrastive Analysis framework searched for the ways in which L1 and L2 vocabulary can interfere. However, learners should also be careful when referring to cognates because false-cognates (or false-friends) can lead to a misinterpretation of the word. ‘*Pass an exam*’ means to succeed an exam whereas ‘*passer un examen*’ in French means to sit for the exam. The L2 of students under study is French which is supposed to offer a rich resource for vocabulary learning.

2.1.6 The Keyword Method

The keyword method, a mnemonic device developed by Atkinson (1975), is an efficient method to be used, especially in foreign language instruction. It is a mnemonic strategy created by using a visual cue explaining the meaning of the present information along with evocative information about a word. It is a systematic technique which reinforces the memory (Atkinson, 1975; Mastropieri and Scruggs, 1988). Mastropieri, Scruggs and Fulk

Factors Affecting Vocabulary Attrition

(1990) described the keyword method as acoustic clues. Hallahan and Kauffman (2006) stated that with the help of the keyword method, learners who find it difficult to recall lexical information are able to remember it easier. Duyar (2001) described the keyword method as a device which enables students to learn through their mental eyes.

In the keyword method, the new word in target language is matched with the homonym in native language supported by some visual devices. According to Atkinson (1975), this method consists of two components. One of these components is an acoustic relation created with the word and the other is a support with a visual material. Keywords used in this method must help recall the words to be learned, and the sentences created with keywords must be visualized. In this method, the use of eccentric, funny, strange and exaggerated images make the word easier to remember. For example, the word "ROUSSE," meaning red-headed in English, is coded with the word "RUS" in Turkish and can be visualized with a picture of red-headed person. A number of studies have proved the efficiency of the method at different ages and proficiency levels, mostly for the immediate recall of the word. Some researchers argue that it works well with abstract words while others claim that it proves to be efficient with only concrete words. Ellis and Beaton (1993; qtd in McDonough, 1999) find out that the key-word method works well for translating words into the mother tongue, while rote-repetition gives better results for translating into the foreign language. The best results in this experience are achieved with the combination of the two strategies.

2.2 Learner's Age

It is a commonsense that age affects the ability of foreign language acquisition to a large extent.

Hansen (1980) once concluded in his study that "the results of the current study show that the second language attrition of child language learners is faster than that of adults". Later,

Factors Affecting Vocabulary Attrition

Yoshida (1990) further suggested that the younger group tends to make more mistakes than the elder one. Hence, age is one factor leading to the foreign language attrition differences. There are two findings as follows: one is that the differences of second language attrition between child and adult language learners; the other is the differences of second language attrition between child language learners themselves. The results of the study demonstrate that second language attrition of child language learners is faster than that of adults (Hansen, 1980). The results also suggest that younger children are easier to be reduced than that of the elder children (Olshtain, 1986, pp. 187-204).

2.3 Learner's Motivation

Learning motivation is a kind of dynamic tendency of the students' learning behavior. It includes the learning needs and the learning expectation. Psychologists from different perspectives do research on this field as strengthening theory, attribution theory, the achievement motivation theory and self-value theory. Students' learning is influenced by many factors, which are mainly influenced by learning motivation, but also with the students' learning interest, learning needs, personal values and the students' attitudes. Edwards (1976, 1977) were analyzing the attrition of personnel in Washington government; he found that positive motivation could reduce vocabulary attrition. Altogether, learning motivation is a kind of internal power to promote students' learning directly, and it needs to be encouraged and to guide students to learn.

2.4 Engagement

Engagement is one of the important factors in vocabulary acquisition. It is a commonsense that the more a learner engages with a new word, the more likely he/she is to learn it. Craik and Lockhart's (1972) Depth/Levels of Processing Hypothesis states that the more attention given to a word, the more is involved with the word and the greater the chances it will be remembered. Laufer and Hulstijn (2001; Hulstijn; Laufer, 2001) guessed that the total involvement of vocabulary acquisition contains three components: need, search, and

evaluation. Need is the requirement for a linguistic feature in order to achieve some desired task. Search is the attempt to find the required information, e.g. looking up the meaning of that word in a dictionary. Evaluation refers to the information of a word or with the context of use.

2.5 Foreign Language Proficiency Prior to the Attrition

Foreign language proficiency prior to the attrition is one of the most influential factors resulting to the foreign language attrition. In 1932, Kennedy pointed that foreign language proficiency prior to the attrition is the most essential element affecting language attrition. Godsal-l Myers (1981) discovered that learners in higher level are more likely to maintain German proficiency after a time span. Foreign language proficiency has a significant influence on the maintenance of foreign language skills. Those who have higher language proficiency will keep a relatively stable language competence. When the foreign language learners stop learning, they will not be affected so much. Some prestigious scholars aboard do many researches in this field. Olshtain (1989, pp. 151-165) suggested that receptive skills have a significant correlation with language proficiency prior to attrition. Some domestic scholars also do researches in this field. For example, Liu Wei (2010, pp 74-80) indicated that initial proficiency is proved to be negatively related to the attrition of language skills.

2.6 The Length of the Period of Non-use (Disuse)

This concept refers to the length of the attrition process, which is a vital factor determining the degree of foreign language attrition. The length of the period of non-use can be divided into four periods, which are three months, one year to four years, twenty-five years to thirty-five years and fifty years (Ni Chuanbin & Yan Junrong, 2006, pp. 50-55). Let us further discuss these periods. First is the foreign language attrition over a period of three months studied by some researchers (Kennedy, 1932; Cohen, 1975; Geoghegan, 1950), because that is about the length of the summer recess in schools (Bert Weltens, 1987). The other lengths

Factors Affecting Vocabulary Attrition

are regarded as the periods of non-use for researches include one year to four years (Graham, 1990; Grendel, 1993), twenty to thirty-five years (Hansen, 1999), and the longest period fifty years (Bahrick, 1984). Altogether, the attrition is fast at the earlier stage, slow at the middle stage, and fast at the last stage.

2.6.1 Language Learning Environment

The degree of foreign language attrition is closely related to language environment. That is, if one stops learning and there is no language learning environment, then the foreign language learners will suffer foreign language attrition; If learners acquire foreign language at school, then a period of attrition in foreign language also can lead to attrition. In China, students learn English in classroom; therefore the period of non-use for some certain knowledge is more likely to suffer foreign language attrition. One way to solve the foreign language attrition is that "keeping a frequent contact of target language will effectively avoid the language attrition, and having a positive manual intervention may have beneficial effects on language maintenance" (Lowe, 1982).

2.7 Vocabulary Teaching

To the researchers' knowledge, the role of vocabulary teaching/instruction on vocabulary attrition is still unexplored. The present investigation considers the way of teaching vocabulary as a variable that may have an effect on lexical attrition. The techniques and the procedures teachers use to teach vocabulary differ from one classroom setting to another. The two approaches to teach vocabulary contrasts from the explicit to the incidental teaching. And within the explicit teaching, teachers can use verbal or visual techniques or even translation to teach words.

2.7.1 Explicit Instruction

Explicit teaching of vocabulary words involves direct instruction in both word meanings and word-learning strategies. Direct instruction in word meaning involves selecting

Factors Affecting Vocabulary Attrition

words that are central to a text or that are important for students to learn (e.g., academic vocabulary) and providing explicit instruction of each of these words using definitions, examples and nonexamples, and other activities to help students internalize the meaning of the word (Beck et al., 2013; Stahl & Nagy, 2006). Explicit teaching of vocabulary often involves preteaching words before students encounter them in text (Loftus & Coyne, 2013). Given the large number of words in the English language, direct instruction in specific words is not sufficient for students to develop a large vocabulary (Nagy, Herman, & Anderson, 1985). Students also need to be explicitly taught wordlearning strategies, such as using context clues, accessing knowledge of cognates, engaging in morphological problem solving, and using resources (e.g., dictionaries), that they can apply to unknown words they encounter as they read (Stahl & Nagy, 2006).

2.7.2 Incidental word learning

Incidental learning involves multiple exposures to words in a variety of contexts (Nagy et al., 1985; NICHD, 2000). Incidental word learning can be defined as “the incidental, as opposed to intentional, derivation and learning of new word meanings by subjects reading under reading circumstances that are familiar to them” (Swanborn & de Glopper, 1999, p. 262). Wide reading, or reading a variety of texts at an appropriate level of challenge, has been shown to be an important way for students to learn new vocabulary (Nagy et al., 1985; Swanborn & de Glopper, 1999). Although wide reading is a necessary component of incidental word learning, students must also be aware of new words as they read and have strategies for discovering the meanings of those new words, otherwise they may just skip unknown words and not learn them. Thus, in order for students to learn words incidentally, they may need explicit instruction in word-learning strategies and word consciousness.

2.8 The Techniques of Teaching Vocabulary

Commonly, there are several techniques concerning the teaching of Vocabulary. However, there are a few things that have to be remembered by the most English teachers if they want to present a new vocabulary or the lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting.

i. Visual Techniques

Concerning with the visual techniques, Gairns and Redman (1980) as cited by Marla, et al (1999) says that "there are three forms of visual techniques; "relia, pictures, and mime or gestures." Relia means using a variety of real-objects brought by the students in the classroom. It can be also applied to remember written material. Students can act out what they read, or associate physical sensation with specific words found in reading passages. Referring to ideas mentioned above, Klippel (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication.

ii. Verbal Techniques

This technique pertains to the use of illustrative situation, synonyms, opposites, scale, definition and categories. More specifically, Marla, et al (1990:3) divide verbal techniques into four parts, among those are: ~

a. Definition and illustration sentences, this technique the English teachers are expected to introduce a word in English through the use of other word in the same language.

b. Synonyms and antonyms; Synonyms and antonyms are especially important in building new vocabulary because learners are able to know vocabulary. Synonyms are words that have

the same meaning as the unknown in a given sentence. There may be signals that identify the presence of synonym for the readers.

They could be or, commas, dashes, and colons. Meanwhile, antonyms are words that have the opposite meaning of the unknown word in a given sentence. Signals which identify the presence of the antonyms for readers are instead, although, but, yet, and however.

c. Scale; This technique is the presentation of related words in scales that include the combination of both verbal and visual techniques, for example, in term 32° Celsius, the degree sign is the visual.

d. Explanation; this technique explains the meaning and the use of a foreign word in the foreign language itself.

iii. Translation

Translation, is a quick and easy way to present the meaning of words by providing the equivalent of the word in the mother tongue or L2. Thus, it can save time of the teaching and learning process. The use of mother tongue is helpful for both teachers and the students in acquiring the meaning of words. However, some scholars completely disagree with the use of L1 in a foreign language classroom arguing that the learners will lose some of the spirit of learning a foreign language (Harmer, 2001) and that they will be lazy to make efforts to use the language. However, others state that translation saves time and efforts and prevent the learners from being worried and frustrated when presented to long and unsuccessful explanations (Gairns & Redman, 1986); the technique is viewed to serve largely the presentation of low frequency items. It is worth noting that translation is an effective technique to the presentation of new words and it is not time consuming nor effort demanding, but it should not be over-used by the teachers in order not to lose the atmosphere of a foreign language classroom. Moreover, the mother tongue equivalent should be attentively presented because it can't transmit the exact meanings of English words all the

time, in addition, they should be careful not to be in the trap of false cognates. Another danger that may be cited is that the learners relying most on translation do not develop sense relations that hold between synonymy, antonymy, hyponymy and others.

2.9 Conclusion

Second Language Acquisition often creates a broadened perspective of the world. Not only does speaking another language open doors of communication with people from other lands, it also enhances one's own view and perception of the world. Learning to see the world through the eyes of a foreign language can be advantageous and very rewarding. However, learning to speak a second language can also simultaneously have an encroaching effect upon the span of the original tongue. The process of learning a second language often comes with a small price: loss of the first. The previous chapter attempts to probe some factors which have an impact on lexical attrition on the target population which are the initial proficiency level, the use of vocabulary learning strategies, be it discovery and memory strategies, the type of word knowledge, then, vocabulary teaching methodology, disuse, and attitude and motivation. These are going to be compared to findings of key studies already conducted.

Factors Affecting Vocabulary Attrition

CHAPTER THREE

DATA ANALYSIS AND

DISCUSSION OF THE

RESULTS

3 Introduction

The present chapter aims to collect the data needed in order to achieve the aims of the present study and respond to our research questions. It focuses on the methodology used, presenting the participants of the study, the instruments, and data analysis procedures in the current study. It is also devoted to the analysis of the teacher's/student's questionnaires. Analyzing and interpreting the findings allow the acceptance or rejection of the suggested hypotheses in relation to vocabulary attrition and helps the teacher develops new concepts and ways for teaching and promotes in the learners effective ways of learning, and the learners from their parts acquire better tools and techniques that help them enhance their learning.

3.1 Methodology and Sampling

In the forthcoming section, we are going to discuss the methodology we used in our study.

3.1.1 Choice of Method

Among the widely used tools to collect the required data that gear towards the searched answers is the questionnaire. This instrument is popular in second language acquisition studies and even in language attrition studies (Bardovi-Harlig & Stringer, 2010). In fact, in most studies in language attrition. In the present work, two questionnaires were introduced for both students and teachers to collect data to learn about teachers and students' point of view and seek information, anew, about their motivation and attitude, vocabulary teaching and learning, vocabulary learning strategies and sources of learning. Another concern behind the use of this tool in the present study is to learn about the introduced materials, strategies of teaching and methodologies and causes of vocabulary attrition.

3.1.2 Sample

Polit et.al (2001, p.234) defined sampling as:

Sampling involves selecting a group of people, events, behaviours, or other elements with which to conduct a study. When elements are persons, they are known as subjects who are selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible.

Teachers in our survey were chosen randomly from University of Biskra who have been teaching second year students; they count 15 teachers. As for students' questionnaire, in this survey, we have chosen randomly second year students from the Foreign Languages Stream.

3.2 Pilot Testing of the Questionnaires

The purpose of the pilot study was to find out to what extent the questions were clear and understandable to the students and teachers as well. As a result, after conducting the pilot testing, we revised many questions then rewrote them to increase their clarity and to facilitate the analysis of results, wherein we used the five-point Likert scale instead of yes/no questions. The feedback of the pilot study enabled us to enhance both of the questionnaires in the following:

1. Teachers' questionnaire:

- We reduced the number of the overall questions to 18 items.
- We reformulated most of the questions.
- We changed the open-ended questions from absolute 'yes/no' type to Likert five-point scale.

2. Students' questionnaire:

- Due to large number of unfinished questionnaires in the pilot study, wereformulated most of the questions into basic version in order to enable all the students fully understand the items and to get a representative and accurate answer.
- We reduced the number of the questions to 17 questions.
- We changed many questions from 'yes/no' type to a five-point Likert scale.

When discussing with the pupils and teachers the issue of questions clarity and length, we concluded that the cause of the low number of the questionnaires returned and mostly incomplete papers was caused by their unfamiliarity with the vocabulary used in those questions. Thus, we reformulated the entire questionnaire into a simple version rather than explaining each difficult word and question in Arabic on the board. We have reformulated several questions for the sake of a logical, concise, and free of bias survey, in which we give priority to the reliability and validity of the means of data collection.

3.1.4 Data Analysis Tools

The quantitative data collected throughout the study need to be analysed using some mathematical calculations referred to as statistics. The findings are in numerical mode represented by tables, bar graphs, and pie charts according to the nature of the question itself to make the results clearer and more explicit. The numbers represents mainly means and percentages. Moreover, the comments and suggestions will be summarised in tables showing the informants' views.

We applied the arithmetic mean in the calculation of the results, which is often referred to as the average of the sum of all the scores divided by the number of scores. As shown below:

$$\text{The arithmetic mean (M) = } \frac{\text{Sum of the values } (\Sigma X)}{\text{Number of subjects (N)}}$$

3.2.1 Statistical Calculation and Interpretation

An SPSS (Statistical Package for Social Sciences) version 25.0 was used to compute the data through descriptive statistics in addition to Microsoft Office Excel 2016. The SPSS calculations were applied to each question and per section for each group of question to calculate the statistic mean and the Standard Deviation for the questions of a five-point Likert

scale. The findings will demonstrate (1) whether the students under study suffer from lexical attrition and the factors having an impact on vocabulary attrition, (2) whether the use of VLS can reduce lexical attrition and (3) which type of words and part of speech is more attrited.

The results of the participants' views and evaluation of each question were interpreted according to the values represented in the following table:

<i>Estimation</i>	<i>Four-point Likert scale</i>	<i>Statistical Mean</i>		<i>Percentage Weight</i>	
		<i>From</i>	<i>To</i>	<i>From</i>	<i>To</i>
Very High	5- Strongly Agree	4.21	5	84.2 %	100 %
High	4- Agree	3.41	4.20	68.2 %	84 %
Neutral	3-Neutral	2.61	3.40	52.5 %	68 %
Low	2- Disagree	1.81	2.60	36.2 %	52 %
Very Low	1- Strongly Disagree	1	1.80	20 %	36%

Table1.Reference for the Results Obtained Teachers' Questionnaire

3.3 Teachers' Questionnaire

3.3.1 Aim of the questionnaire

The aim of the questionnaire for teachers is to investigate teachers' views on Learners' vocabulary problems, vocabulary teaching and different methodologies they use in teaching vocabulary. The questionnaire is, therefore, used as an important tool that help us verify one of our research questions *“Does the adequate use of vocabulary learning strategies helps memorization and reinforces vocabulary retention”* and particularly whether it could a solution to reduce EFL student vocabulary attrition.

3.3.2 Questionnaire Description

The researcher has designed the teachers' questionnaire with 18 items in simple, explicit, and specific questions to fit pertinently the research requirements and the pursued objectives. Through the use of open-ended questions using mainly a five-point Likert scale. In addition to one question with a possibility to write comments. The summary of the teachers' questionnaire sections is represented in the following:

The questionnaire is composed of 18 questions grouped into five sections. The first section requested personal information and teaching experience and the questions asked are three about English teaching diploma, teaching experience and motivation. In the second section, teachers were asked to evaluate '*learners' vocabulary problems*' and to rate their vocabulary skills to indicate whether they have trouble with vocabulary reservoir in relation to their proficiency level. Moreover, the third section put emphasis on '*Teachers' Views on Vocabulary Teaching*' and importance of vocabulary in language learning. As for the fourth section, focuses on '*Teachers' Views on Strategies of Teaching Vocabulary*' teachers were asked to identify the most used techniques in teaching new vocabulary items. The fifth section dealt with '*Teachers View on the use of Vocabulary Learning Strategies*'. As a concluding section, we insisted on teachers to express any suggestions for improving the vocabulary retention.

3.3.3 Questionnaire Analysis

In this descriptive analytical part, we are going to analyse the results of the questionnaires, and represent the mean values calculated in percentages which will be displayed in tables and graphs, then we will proceed in the interpretation of the results for each questions and section.

3.3.3.1 Section One: Personal Information and Teaching Experience

Q1. What is your qualification?

<i>Qualification</i>	<i>Frequency</i>	<i>Percentage</i>
a- MA (Master degree)	5	33 %
b-(Magister degree)	3	20 %
c- Dr (Doctoral degree)	7	47 %

Table2. Teachers' Qualification

The purpose of this question is to identify the qualification of the teaching staff in the university, as indicated in the table above, the majority of teachers hold Doctoral degree (60%) while the qualified teachers with Master degree represent (30%) which is about a third of the population whereas only 3 teachers (10%) have a Magister Degree. However, the teacher's level can be enhanced through experience and teaching training workshops for teacher development.

Q2. How many years have you taught so far?

<i>Years of experience</i>	<i>Frequency</i>	<i>Percentage</i>
1 to 5 years	3	20 %
6 to 10 years	5	33 %
More than 10 years	7	47 %

Table3. Teachers' Experience

In this question, we have classified the teachers' years of experience into three categories, each made up of 4-year period. The participants of the study represented all the categories. As far as the teaching experience is concerned, we can discern that the largest proportion of the surveyed participants are experienced teachers (47%) of them have more than 10 years of teaching experience. This displays that they are familiar with the English teaching and vocabulary teaching specifically. Therefore, they have been using different teaching strategies, which enables them to identify the strengths and the shortcomings of their learners. However, the novice teachers with less than 10 years of experience represent (33%)

of the overall teachers. Besides, there are three teachers (20%) with less than 5 years in ELT. The average mean of the whole population is 10 years of experience in teaching English.

Q3. Do you enjoy teaching English?

The question is inquired about teachers’ motivation in teaching the language to which the teachers answered on a five points Likert-scale. The ratings, then, were: strongly agree (=5), agree (=4), neutral (=3), disagree (=2), and strongly disagree (=1).

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Very much	7	47 %	4.26	0.79
4- Much	5	33 %		
3- Enough	2	20 %		
2- Little	0	0 %		
1- Not at all	0	0 %		
<i>Total</i>	15	100 %		

Table 4. Teachers’ Motivation

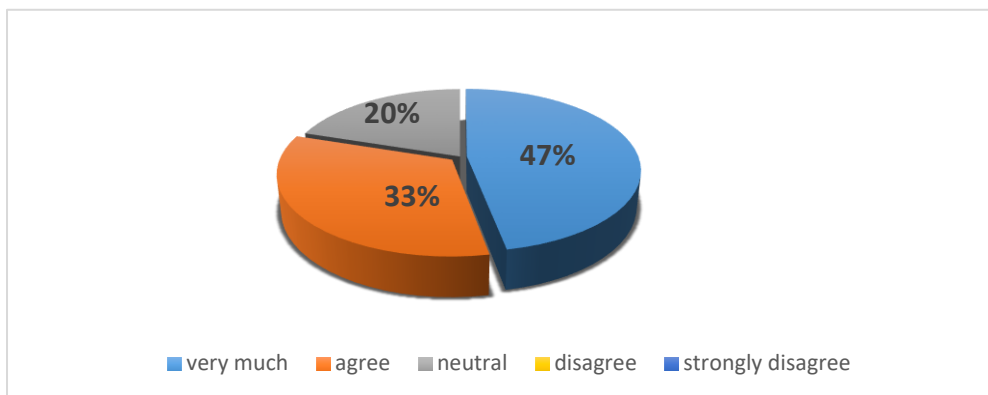


Figure 1. Teachers’ Motivaton

From the table (6) and graph (1), it is clear that most of the time they agreed and even many strongly agreed that they like teaching English with the exception of 2 teachers who answered with “enough”. However, none of them responded with “little” or “not at all” which indicates their high motivation and positive attitude towards their job and towards teaching en general.

Q4. Do you have experience in teaching vocabulary?

We asked teacher to rate their vocabulary experience on a five points Likert-scale. The ratings were as following: very much (=5), much (=4), enough (=3), little (=2), and very little (=1).

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Very much	0	0 %	2.86	0.74
4- Much	5	33 %		
3- Enough	7	47 %		
2- Little	3	20 %		
1- Not at all	0	0 %		
<i>Total</i>	<i>15</i>	<i>100 %</i>		

Table 5. Vocabulary Teaching Experience

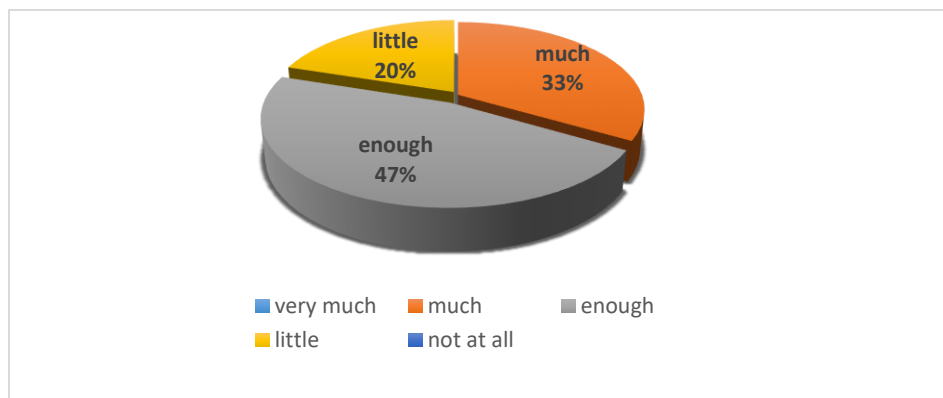


Figure 2. Vocabulary Teaching Experience

The above graph and table illustrated that most of the teachers which represent 47% had enough experience in teaching vocabulary. This indicates that the teachers have acquainted with the teaching process and they are aware of the importance of English vocabulary and used different vocabulary teaching techniques.

3.3.3.2 Section Two: Teachers’ Views on Learners’ Vocabulary Problems

Q5. How do you assess your students’ vocabulary knowledge?

The question is only one but 4 statements were listed below it to which the teachers answered on a five points Likert-scale. The ratings, then, were: excellent (=5), good (=4),

Data Analysis and Results

average (=3), fair (=2), and poor (=1). The calculated means varied from one item to the other. The highest mean was 3.00 or “average” to 2.30 or “fair”. The table below shows in details the students’ reported answers.

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. Pronouncing the words	15	1	4	2.60	0.91
b. Spelling and writing the words	15	1	3	2.30	0.81
d. Choosing the appropriate meaning of the words	15	2	4	2.70	0.70
c. Memorizing the words	15	2	4	3.00	0.70

Table 6. Teachers' Opinion on Students' Vocabulary Skills

The above table revealed that the teachers were not satisfied about their students’ vocabulary skills. According to their view, students have fair pronunciation and spelling skills rating between (2.60) and (2.30). In terms of choosing the right words and memorization, teachers rating was (2.70) and (3.00) or “average”. Broadly speaking, the teachers seemed not very satisfied about their students’ vocabulary skills.

Q6. Do you think that your students may forget amount of vocabulary they studied?

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly Agree	4	13 %	4.06	0.70
4- Agree	8	33 %		
3- Neutral	3	40 %		
2- Disagree	0	0 %		
1- Strongly Disagree	0	0 %		
<i>Total</i>	<i>15</i>	<i>100 %</i>		

Table 7. Teachers' Opinion about Students' Problems of Vocabulary Attrition

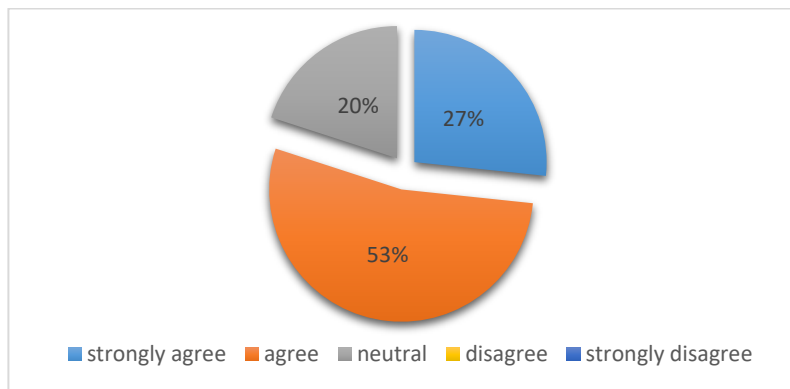


Figure 3. Teachers' Opinion about Students' Problems of Vocabulary Attrition

To this question, the teachers affirmed that their students forget vocabulary they study with “mean= “4.06” or “agree” with the exception of 3 teacher who were neutral. That indicates that teachers admitted that their students have problems with vocabulary paucity.

Q7. Students with Low proficiency level deal with more attrition than high proficient ones?

The case if this question is to know whether the teachers view that students’ proficiency level can be a factor influencing vocabulary attrition.

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly Agree	6	40 %	4.13	0.83
4- Agree	4	33.3 %		
3- Neutral	5	26.7 %		
2- Disagree	0	0 %		
1- Strongly Disagee	0	0 %		
<i>Total</i>	<i>15</i>	<i>100 %</i>		

Tableau 8. Students' Proficiency level in relation to Attrition

Results showed that 40% of the teachers strongly agreed and 33.3% agreed that low proficient students deal with more attrition than high proficient ones. Among them 5 teachers were neutral. However none of them disagreed on the statement which implies that teachers believe that proficiency level is a factor that could affect EFL student vocabulary attrition.

3.3.3.3 Section Three: Teachers' Views on Vocabulary Teaching

Q8. Vocabulary is learning a foreign language is essentially learning its vocabulary.

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly Agree	9	60 %	4.60	0.50
4- Agree	6	40 %		
3- Neutral	0	0 %		
2- Disagree	0	0 %		
1- Strongly Disagree	0	0 %		
<i>Total</i>	<i>15</i>	<i>100 %</i>		

Table 9. Teachers Opinion on the role of Vocabulary in Language Learning

As seen in the table above table, 60% strongly agreed with the statement that learning a foreign language is essentially learning its vocabulary among them 6 agreed and none of them disagreed with the statement. This indicate that teachers aware of the role of vocabulary and believe that learning a foreign language entails learning its vocabulary.

Q9. Teaching

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly Agree	6	40%	4.40	0.50
4- Agree	9	60 %		
3- Neutral	0	0 %		
2- Disagree	0	0 %		
1- Strongly Disagree	0	0 %		
<i>Total</i>	<i>15</i>	<i>100 %</i>		

vocabulary is essential in your courses?

Table 10. Teachers’ Opinion on Teaching Vocabulary

The results show that respondents either agreed 60% or strongly 40% agreed with the statement that teaching vocabulary is essential in their courses. This indicates that teachers aware of the necessity of vocabulary in language learning.

Q10. You appreciate introducing new words each lesson?

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly Agree	8	53.3 %	4.53	0.51
4- Agree	7	46.7 %		
3- Neutral	0	0 %		
2- Disagree	0	0 %		
1- Strongly Disagree	0	0 %		
<i>Total</i>	<i>15</i>	<i>100 %</i>		

Table 11. Teachers’ perception of the Introduction of New Words in every Lesson

The results revealed that all teachers approve of the necessity of introducing new vocabulary each lesson rating (mean =4.53) or “strongly agree”. This indicates that teachers are aware of the importance of vocabulary skill in academic setting and particularly in improving the process of learning English language.

3.3.3.4 Section Four: Teachers’ Views on Strategies of Teaching Vocabulary

Q11. Which technique do you prefer to use when presenting new vocabulary?

The question tries to identify the most used techniques in teaching new vocabulary items. Teachers were asked to rate their most used strategies in a 5 point Likert Scale ranging from “always” to “never” the result were as following:

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. Translation to L1	15	1	4	2.85	1.16
b. Definition	15	2	5	3.66	1.11
d. Synonym and antonym	14	3	5	3.86	0.74
c. Word in context	15	2	5	4.13	1.18

Table 12. Teachers' preferred Techniques in Presenting New Words

Presenting New Words

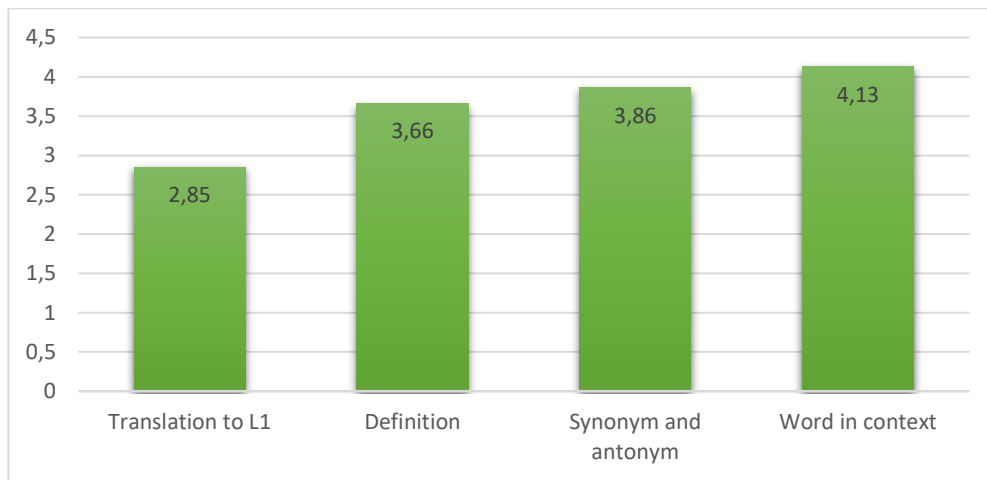


Figure 4. Teachers' preferred Techniques in Presenting New Words

It appeared from the above table that “word in context” is the widely used strategy with rate 4.01 or “often”. It also appears that there is another technique used often by the majority of teachers which is using synonyms and antonyms followed by definitions. However, respondents showed less preference for using translation rating (2.85) because most of the foreign language teachers do not appreciate the use of the mother tongue in the class unless it is necessary. The main significance of using synonyms/antonym is creating a relation and a linkage between familiar and unfamiliar words which contributes to their call of the new words easily whereas word in context requires grasping a word given in a context and by make certain association with the familiar word and the unfamiliar word. Also, definition is a good teaching technique since the teacher provides them with the meaning of the target words and

their characteristics. In the other hand, using all these techniques together may help learners to get a better understanding and may contribute to consolidating the new word's meaning.

Q12. How do you train your students to get the meaning of unfamiliar words?

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. Asking the teacher	14	1	4	2.50	0.91
b. Guessing from the context	15	4	5	4.53	0.81
d. Using dictionary	15	3	5	4.26	0.70

Table 13. Teachers' Ways of Training Students to get Meaning of New Words

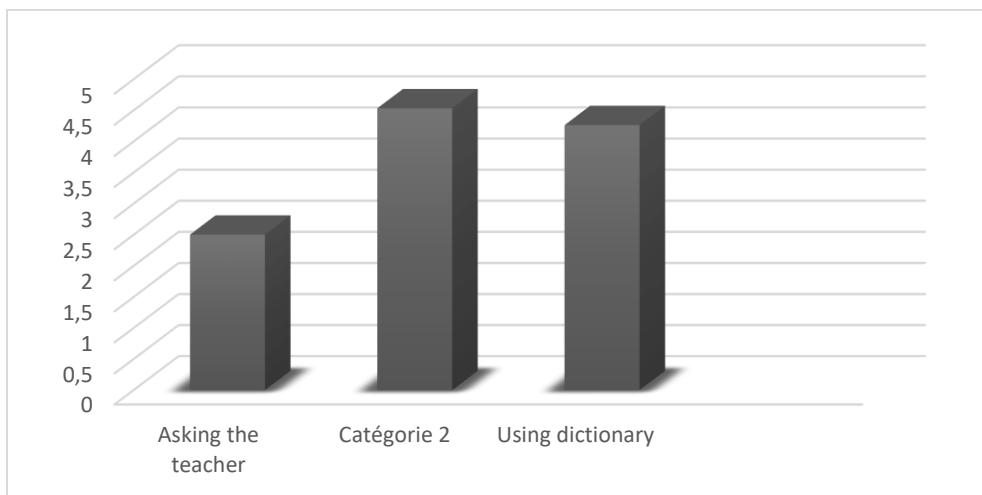


Figure 5. Teachers' Ways of Training Students to get Meaning of New Words

The above table and graph revealed that the majority of respondents strongly agreed that the best train their students is by guessing from context rating (4.53) or by using a dictionary rating (4.26). However, most respondents disagree with relying on the teacher in order to get the meaning of the new words rating (2.50) or “disagree”. This implies that teachers prefer their students to be independent and rely on themselves in learning process. It also, implies that using a dictionary and guessing from the context are useful strategies to be used by students as being exposed to new words in order to enlarge their repertoire. Therefore, training students to use all of these strategies is important because each word can be used in different positions, different forms, and of course with different meaning.

Data Analysis and Results

Therefore, sometimes words can be grasped only from their positions in the sentence, or through their forms, but others to be explained through using a dictionary.

Q13. Which vocabulary learning strategies do you support your student to use to memorize new vocabulary?

The question includes 7 statements which listed below to which the teachers answered on a five points Likert-scale. The ratings, then, were: extremely useful (=5), very useful (=4), useful (=3), quite useful (=2), not useful (=1). The calculated means varied from one item to the other.

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. Systematic repetition	15	4	5	4.20	0.77
b. Use imagery for word's meaning	15	2	5	3.46	1.12
c. Connecting words with synonym/antonym	15	3	5	4.00	0.65
d. using the key word method	14	3	5	3.85	0.77
e. using flash cards	15	2	4	3.06	0.98
f. using cognate (s)	15	2	4	2.86	0.74
j. reviewing word list	15	1	5	3.00	1.30

Table 14. Teachers' preferred VLS for Students

The table above showed that the most preferred strategies by teachers for student to use are systematic repetition, connecting words with synonym and antonym and the key word method rating from (4.21 to 3.85) or “very useful”. Followed by using imagery with rate (3.46) and flash cards and reviewing word list with rate (3.06) or “useful”. Using cognates and was not preferable by teachers as much as the other strategies rating (2.73). However, none of the strategies was rated “not useful” which indicate that the teachers improve of all the strategies despite ranking some of them higher than others.

Q14. How do you teach vocabulary in the studied modules?

Teachers’ answers for this question were rated from 3.20 or referred to “neutral” to 4.13 or “agree” as reported in the following table:

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. Provide them with texts that interested them.	15	2	4	3.20	0.77
b. Provide them with activities that help them understand the texts.	15	3	5	4.13	0.83
c. Provide them with vocabulary activities that help them understand the new words.	15	3	5	3.71	0.75
d. Provide them with activities that help them retain the studied words.	15	2	4	3.26	0.79
e. Provided them with activities that help them consolidate vocabulary previously studied.	15	3	4	3.57	0.53

Table 15. Teachers’ Ways of Teaching Vocabulary

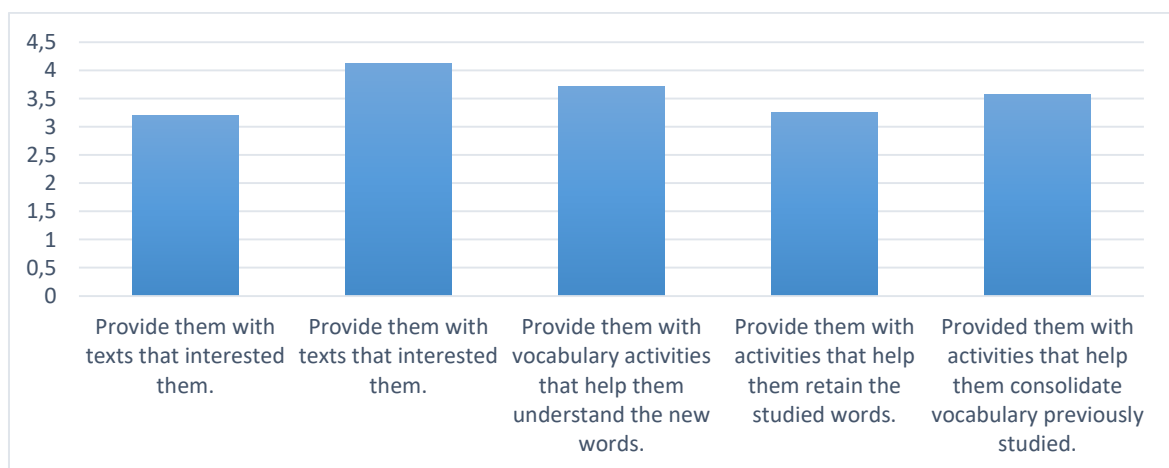


Figure 6 Teachers’ Ways of Teaching Vocabulary

It seemed that teachers preferred mostly to provide their students with activities that help them understand the texts. They also like to provide them with vocabulary activities that help them understand the new words and with consolidate vocabulary previously studied. As for providing students with texts that interested and help them retain the studied word them, teachers had a neutral view. Overall, it seemed that teachers rather provide their students with activities that can help them rather than activities that interest them; however, it is better to consider both types because incorporating student’s interests in their learning promotes choice and ownership and their learning and motivation increases.

3.3.3.5 Section Five: Teachers’ Views on The role VLS

Q.15 Students should make use of vocabulary learning strategies so as to store into memory those vocabulary items they come across.

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly Agree	6	40 %	4.13	0.83
4- Agree	4	33 %		
3- Neutral	5	27 %		
2- Disagree	0	0 %		
1- Strongly Disagree	0	0 %		
<i>Total</i>	<i>15</i>	<i>100 %</i>		

Table16. Teachers’ Opinion on Students Use of VLS

The above results revealed that most teachers 40% strongly agree and 33% agree that vocabulary learning strategies are useful in enriching students’ vocabulary stock among them 5 answered “neutral”. Which implies that students do use those strategies in order to learn new words, to memorize them, and also to recall them when they are needed. Hence, using those VLS will also develop students’ knowledge of vocabulary since they provide them with the different forms, meanings, and uses of the target words.

Q16. The role of the teacher is encouraging learners' autonomy by providing them with

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly Agree	6	40 %	4.13	0.83
4- Agree	4	33 %		
3- Neutral	5	27 %		
2- Disagree	0	0 %		
1- Strongly Disagree	0	0 %		
<i>Total</i>	<i>15</i>	<i>100 %</i>		

strategies that help them work out words' meaning?

Table 17. The role of the Teacher in the Classroom

The previous results showed that the majority of teachers 40% answered positively. They agreed that the role of the teacher is encouraging learners' autonomy by providing them with strategies that help them work out word meaning and memorize it. This indicates that teachers are willing to promote students' autonomy in the learning process by providing them with the appropriate leaning strategies.

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly Agree	7	47 %		
4- Agree	6	40 %		

Q17.	3- Neutral	2	13 %	4.33	0.72
	2- Disagree	0	0 %		
	1- Strongly Disagee	0	0 %		
	<i>Total</i>	<i>15</i>	<i>100 %</i>		

Positive attitude towards the language reduce vocabulary attrition when appropriate vocabulary learning strategies are used.

Tableau 18. Teachers’ view the effect of VLS

The table above show that the majority of the teachers agreed with rating (mean=4.33) that positive attitudes towards the language can reduce lexical attrition when appropriate vocabulary strategies are used. However 2 teachers were neutral and none of them disagreed which indicate that teachers approve of the positive effect of the use of vocabulary learning strategies.

3.3.3.6 Section Four: Further Suggestions

Q18. What do you suggest to your learners’ to retain their vocabulary knowledge and reduce lexical attrition?

The teachers’ answers gave us ideas about the problem, the response are provided in the following table:

- Teacher 1 Get exposed to the language as much as possible to learn words when they are used in context provide better understanding and make words less unfamiliar.
- Teacher 2 Practice all the time through using newly acquired words in different context whenever possible.

- Teacher 3 Read a lot and listen to native speakers (academic materials).
- Teacher 4 Practice the newly learned words.
- Teacher 5 Constant reading and practise in context. Constant use of learning strategies and memorization techniques. Writing and summarising texts.
- Teacher 6 Losing foreign language words due to lack of reading and rare use of technical words could result in vocabulary loss and Attrition.
- Teacher 7 Lack of reading /of practice/of listening/ passivity to use of any strategy of memorization.
- Teacher 8 They don't use the words in practice.
- Teacher 9 Lack of extensive reading.

3.3.4 Summary of the Teachers' Questionnaire

The teachers' questionnaire allowed us to be more acquainted with teaches' view on learners vocabulary problems with vocabulary forgetting and to gain more information about vocabulary learning strategies and their vocabulary teaching methods and techniques that could help students overcome vocabulary attrition in the findings of our study. We can, therefore, construe the following interpretations from the results:

- The participants surveyed by the researcher hold a university diploma, in which out of the total number of teachers (47%) hold a doctoral degree, and only (20%) of the teachers have magister degree whereas the rest of teachers (33%) hold the newly introduced Master degree in the LMD system.

- The evaluation of the '*learners' vocabulary skills*' revealed, more than half of teachers did not show a satisfaction towards learners' vocabulary skills especially in terms of pronunciation, spelling and writing the words, memorisation and choosing the right word. Moreover, Teachers' affirmed that their students forget vocabulary and have troubles with

Data Analysis and Results

vocabulary reservoir. However, they believe that students with high proficiency level underwent less attrition than low proficient ones.

- Concerning teachers' assumptions about learning English vocabulary, most teachers agreed on presenting new words each lesson, and supported the idea that learning vocabulary is very essential in learning a foreign language which implies that they are aware of the importance of vocabulary in the process of learning a foreign language. Moreover, the majority of teachers admitted presenting new words through giving their synonyms/antonyms and their definitions. Furthermore, a high percentage of teachers claimed they prefer to train students to get words' meaning by using a dictionary, guessing from context (discovery strategies), asking the teacher were not as much preferable which indicate that teachers prefer their students to be independent and autonomous learners which lead to the next point in the following section.

- Regarding teachers' assumptions about the role of vocabulary learning strategies, most teachers' views were positive. They affirmed that vocabulary learning strategies are useful in enriching students' vocabulary stock and agreed that the role of the teacher is encouraging learners' autonomy by providing them with strategies that help them work out word meaning and memorize it. They also agreed that positive attitude towards the language can reduce lexical and lessen attrition when appropriate vocabulary strategies are used. They approved of the positive effect of the use of vocabulary learning strategies.

In the fifth section, the teachers proposed many insightful suggestions regarding on how to reduce vocabulary attrition summed up in:

-Practice all the time through using newly acquired words in different context whenever possible.

-Read a lot and listen to native speakers (academic materials).

-Constant use of learning strategies and memorization techniques. Writing and summarising texts.

3.4 Students' Questionnaire

3.4.1 Aim of Students' Questionnaire

The goal behind the use of students' questionnaire was to learn about the students' background, their opinions about the introduced material in the classroom, their motivation and attitude towards studying English to know whether they have an impact on vocabulary attrition; in addition, it tries to have an idea about their sources of learning the language, hence vocabulary learning, and about the vocabulary learning strategies they use to know about their richness and their effectiveness to vocabulary retention. Finally, it aims to tap data about their opinions about the causes of vocabulary forgetting.

3.4.2 Questionnaire Description

The investigator opted for a structured questionnaire being described as having "high degree of explicitness" and considered "to be more efficient than open ones" (Seliger & Shohamy, 1989, 172-3). To build it up, closed questions were used to learn about the students' background; moreover, she used mainly the technique of Likert scale (Likert 1932) which "asks individuals to respond to a series of statements by indicating whether they 'strongly agree' (SA), 'agree' (A), 'are undecided' (U), 'disagree' (D), and 'strongly disagree' (SD) with each statement" (Seliger & Shohamy, 1989, p. 173). She tried to ensure explicitness in constructing the questions and the statements to avoid ambiguous answers. On the whole, 18 questions were included in the questionnaire divided into six sections. They are detailed as follows:

Section 1: from question 1 to 3.

It sought information about students' background, notably, their accumulated years of studying English, their motivation and subjects' attitude towards English language learning.

Section 2: from question 4 to 7.

In section two, which is concerned with “*Students’ level and exposure to new vocabularies*”. This section contains four questions. Q4 students were asked to rate their vocabulary knowledge from poor to excellent. Q5 with its 5 statements (from a. to e.). This question was ask to tap information about vocabulary sources used by students when meeting new English words. Q6 with 4 statement (from a. to d). Students’ opinion on teachers’ methodologies and techniques in introducing new words and Q7 is about students' ways of practicing new vocabularies.

Section 3: from question 8 to 10

The section is about “*Students’ view on the use of vocabulary learning strategies*”. Included Q8 with its 4 statements (from a. to d.) and Q9 with its 7 statements (from a. to g.). It sought information about students’ use of discovery and consolidation vocabulary learning strategies. It also included Q10 with its 4 statements (from a. to d.). The question aimed to learn about the “*Students’ frequency of reviewing the studies lexis*”.

Section 4: from question 11 to 13

It contains Q11 about vocabulary forgetting, and Q12 with its 8 statements (from a. to h.). The question looked mainly for the students’ opinions about the causes behind forgetting the studied vocabulary. In addition to Q13 in which students were asked to rate different type of words that are most likely to be forgotten.

*Section5:*from question 14 to 16

In this section we asked “*students about their opinion on the use of VLS*”. It started with Q14 which about students’ opinion on the role of VLS in promoting autonomous learning. Then, Q15 were about students’ opinion on the usefulness of (Discovery and Consolidation strategies) in enlarging students’ vocabulary reservoir. Finally, Q16 were about the positive effect of VLS on vocabulary retention.

Section 6: includes question 17 we have asked only one open-ended question (Q17) for pupils, in which they are encouraged to propose further suggestions and any comments that might be a solution for vocabulary attrition.

3.4.3 Students’ Questionnaire Analysis

The purpose of this section is to analyse the students’ questionnaire in order to learn about the students’ background, their motivation and attitude towards studying English to know whether they have an impact on vocabulary attrition; in addition, it tries to have an idea about their sources of learning the language, hence vocabulary learning, and about the vocabulary learning strategies they use to know about their richness and their effectiveness to vocabulary retention. Finally, it aims to tap data about their opinions about the causes of vocabulary forgetting. The result of this questionnaire serves as a principal basis of our data together with teacher’s questionnaire and the analysis in the former chapter.

3.4.3.1 Section One: Personal Information, Attitude and Motivation

Q1.

How long have you been studying English?

<i>Years</i>	<i>Frequency</i>	<i>Percentage</i>
9 years	34	80%
10 years	5	17.5%
11 years	1	2.5%
<i>Total</i>	<i>40</i>	<i>100 %</i>

of Studying English

Table19. Students’ Period

The table (21) illustrated that most of students had studied English for 9 years 80% which means 4 years at the middle school, 3 years at the secondary school, and 2 years at the university level). Eight of them have repeated the year.

Q2. Do you like studying English?

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Very much	19	47.5 %	4.20	0.91
4- Much	14	30 %		
3- Enough	4	10 %		
2- Little	3	7.5 %		
1- Not at all	0	0 %		
<i>Total</i>	<i>40</i>	<i>100 %</i>		

Table20. Students’ Motivation

Answers to the question that revealed the strong interest and motivation of the students the language. Most of them liked either “very much” 47.5% or “much” 30% (mean = 4.20) or “much”. Only for 3 students who answered with “little” and 4 were “neutral”. However, none of them responded with “not at all”.

Q3. Why do you like studying English?

The question contains 3 statements were listed below it to which the students answered on a five points Likert-scale. The ratings, then, were: strongly agree (=5), agree (=4), neutral (=3), disagree (=2), and strongly disagree (=1). The calculated means varied from one item to the other. The highest mean was 4.17 or “agree”. The table below shows in details the students’ reported answers.

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. English is fun	40	2	5	4.05	0.87
b. It is a universal language	40	1	5	4.12	1.06
c. It is a part of my future success	40	3	5	4.17	1.71

Table 21. Students’ Attitude towards Learning English

The students agreed that learning English is fun and that they enjoy learning it. They also agreed (mean = 4) that English is a universal language and it is a part of their future success. On the whole they seemed to have a positive attitude towards the language.

3.4.3.2 Section Two: Students’ Level and Exposure to New Vocabularies

Q4. How do you rate your vocabulary knowledge?

In this question, the students were asked to rate their vocabulary level on a five points Likert-scale. The ratings, then, were: Excellent (=5), Good (=4), average (=3), Fair (=2), and Poor (=1). The table below shows in details the students’ reported answers.

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Excellent	3	7.5 %	2.97	1.12
4- Good	9	22.5 %		
3- Average	18	45 %		
2- Fair	4	10 %		
1- Poor	6	15 %		
<i>Total</i>	<i>40</i>	<i>100 %</i>		

Table 22. Students Vocabulary Knowledge

According to the table above, the answer of the students varied, it is noticed that the majority of the students 45% answered that they have “average” vocabulary while 22.5% answered they have “good” vocabulary among them 3 students who answered that they have “excellent” vocabulary which indicates that they are very satisfied with their level. However, 4 students answered that their vocabulary level is “fair” and 6 students responded they have “poor”vocabulary. The calculated mean was (2.97) or “average” which implies that the majority of our respondents are not very satisfied with their vocabulary level.

Q5. How do you get in contact with English where you encounter new English words?

Data Analysis and Results

This question sought for students' exposure to English, from which a deduction to the sources of vocabulary learning. Students' had to rate their answers on a five-points Likert-

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. Reading texts for my courses or outside the classroom.	40	1	5	3.20	1.15
b. Listening and watching English language media (e.g.: songs, TV, movies...etc).	40	2	5	4.02	1.07
c. I chat with and write email messages to English language speakers in my spare time.	40	1	5	3.00	1.30
d. I talk in English with my friends/classmates.	40	1	5	3.05	1.35
e. I attend classes in private institutes to improve my English.	40	1	5	2.07	1.36

scale from 'never' to 'always'. Their replies are summarised in the table below.

Tableau 23. Students Exposure to English Vocabulary

From the students' responses, it is apparent that there is a weak exposure to the language. They listen songs and watch TV programs and films through English media often (rating 4.02). This may be due to their age as they are interested in films and music. Whereas, the other possible sources seem to be less used. Talking in English with friends or classmates, chatting and writing email messages to English language speakers, in addition to reading texts, books in English seem to be less frequent as it is reported with the rating 2 (from 3.00 to 3.20) or "sometimes". As regards attending private institutes to improve their English, the rating is 2.07 referring to 'rarely', it is clear that most of the students don't have supplementary lectures to the ones they have at the university, with the exception of some students who may attends another classes

Q6. How do you practice using new words?

Data Analysis and Results

The question contains 4 statements about students' ways of practicing new vocabularies to test their level of engagement in the process of learning new words. Students answered on a five points Likert-scale. The ratings were as following: always (=5), often (=4), sometimes (=3), rarely (=2), and never (=1). The table below shows in details the students' reported answers.

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. I look for opportunities to encounter new words in English.	40	1	5	3.27	1.19
b. I quiz myself or ask others to quiz me on new words.	40	1	5	2.32	1.18
c. I practice saying things in English by myself.	40	2	5	3.57	0.94
d. I use as many new words as possible in speaking or in writing.	40	2	5	3.34	0.93

Table 24. Students Ways of Practicing New Vocabulary

From the table above, it is seemed that none of the methods was used often expect for practicing saying things in English rating (3.57). They sometimes practice by looking for opportunities to encounter new words in English rating (3.27) or by using as many new words in speaking or in writing rating (3.40). That indicate that students do not practice enough new words. However they rarely quiz themselves or ask others to quiz them on new words rating (2.32) which indicate that students' engagement in the process of learning new vocabulary is quite low.

Q7. How do you review vocabulary you studied?

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. I review my studied vocabulary every day	40	1	5	2.64	1.03
b.I review my studied vocabulary occasionally	40	1	5	3.40	1.05
c. I review my studied vocabulary by the approach of a test or an exam.	40	2	5	3.62	1.03
d. I never review my studied vocabulary.	40	1	5	3.47	1.41

Table25. Students Review of Studied Vocabulary

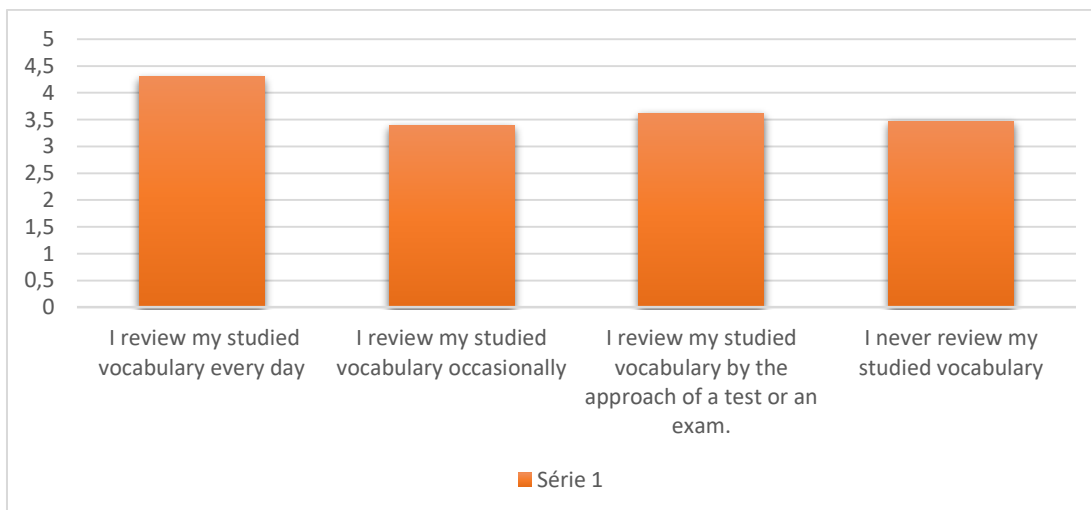


Figure 7. Students Review of Studied Vocabulary

As clearly demonstrated in the graph almost all the students agreed that they review the vocabulary they study by the approach of test or exams. This entails that they only revise the studies lexis out of the period of the exams. To whether they review the studied words

every week or every day, students' responses were a neutral but they seem to be more inclined towards the frequency 'occasionally' rather than 'every day'. This means that reviewing occurs occasionally. Most importantly, all the students disagreed with the idea of never reviewing their studied lexis. Mainly, few of the students review their studied lexis occasionally and the majority of them by the approach of the exams.

3.4.3.3 Section Three: Students' use of vocabulary learning strategies

Q8. When you meet a new word, what do you prefer as an answer to explain from the teacher?

The question contains 4 statements were listed below it to which the students answered on a five points Likert-scale. The ratings were from strongly agree to strongly disagree. The calculated means varied from one item to the other. The highest mean was 4.81

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. Translation to first language (L1)	40	1	5	3.27	1.43
b. Definition	40	1	5	3.82	1.21
c. Synonym/antonym	40	2	5	4.81	0.89
d. Word in context	40	3	5	4.15	0.81

or "strongly agree". The table below shows in details the students' reported answers.

Table 26. Students' Opinion on Teachers Methodologies

The previous table showed that using synonyms/antonym with a rating of (4.81) or "strongly agree" and word in context with rate(4.15) or "agree" are the most preferred techniques by the learners followed by definition (3.82). As for translation to L1, students were neutral with rate (3.27). This indicates that students would learn better a new vocabulary

item by synonym and antonym, grasping a word given in a context and definition technique which corresponded with teachers’ most used strategies to present new words.

Q9. How do you discover the meaning of the new words that you encounter?

The discovery strategies is used to find out the meaning of a word once encountered is important in the present investigation to know about the use of the strategies and their effect on attrition. The respondents answered again on a five-points Likert-scale from ‘never’ to ‘always’. They are represented in the table and bargrap below.

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. I guess the meaning of new words from the context.	40	2	5	4.02	0.84
b. I use dictionary to check the meaning of unknown words.	40	2	5	3.82	1.03
c. I request help from (colleague, friend, or teacher)	40	1	5	2.72	1.06
d. I ignore the unknown word.	40	1	3	1.72	0.78

Table 27. Students’ Use of Discovery Strategies

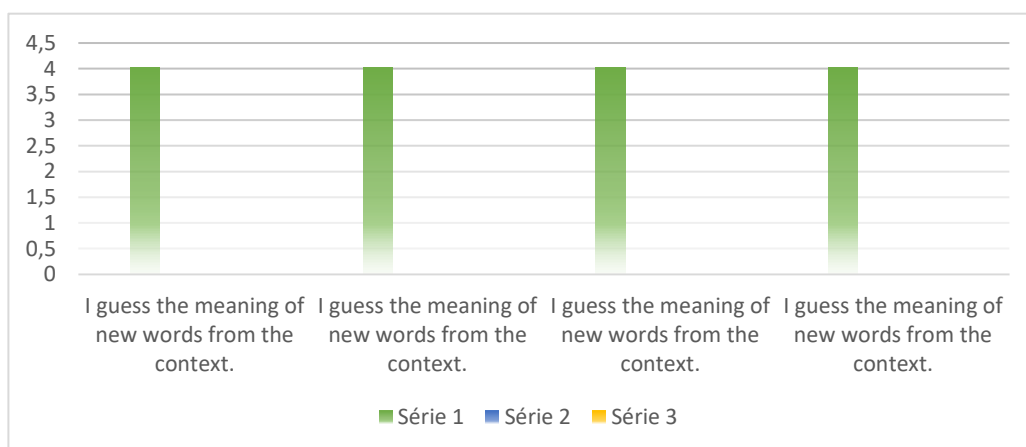


Figure8. Students’ Use of Discovery Strategies

Data Analysis and Results

From the results above, it can clearly be drawn that the mostly used strategy is ‘inferring the meaning of new words from context’ with rating almost 4.02 followed by ‘dictionary use’ with a rating of 3.82 or the frequency ‘often’. ‘Asking a classmate’ is also a discovery strategy which is sometimes used (2.72) while ‘ignoring the unknown word’ is rarely used which means that the students are interested most of the time to find out the meanings of the words they encounter.

Q10. What do you do to memorize a new vocabulary item?

The use of consolidation strategies or the strategies the subjects use to memorize the word or its meaning varied from ‘never’ to ‘sometimes’ as illustrated in the bar-graph below.

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. I repeat words many times	40	1	5	3.32	1.34
b. I use imagery for word’s meaning	40	1	5	3.17	1.48
c. I connect words with synonym and antonym	40	1	5	3.37	1.27
d. I use the key word method	40	1	5	3.15	1.40
e. I use flash cards	40	1	5	2.42	1.44
f. I use cognate (s)	40	1	5	2.47	1.03
j. I review my word list	40	1	5	2.50	1.31

Table 28. Students’ Use of Memory Strategies

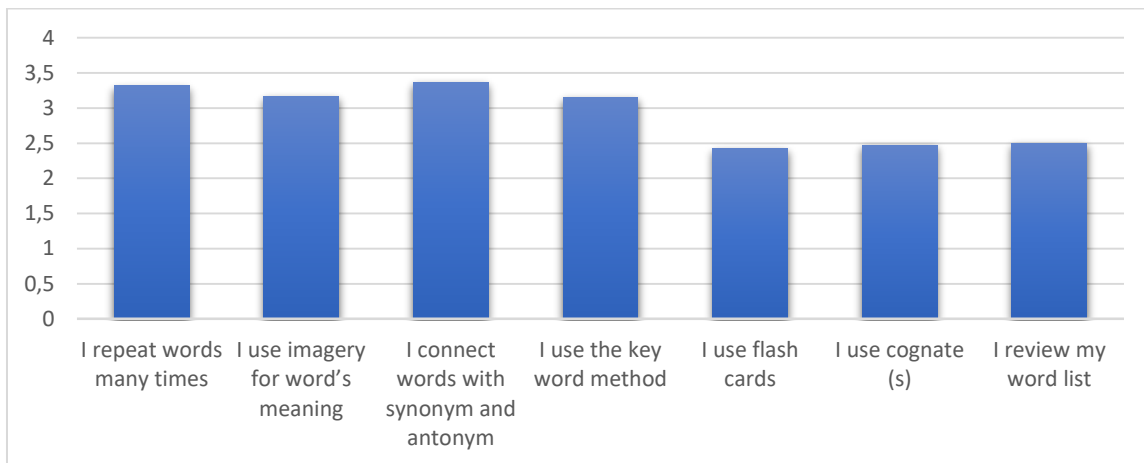


Figure 9 Students’ Use of Memory Strategies

None of the strategies is often used. The mostly used one is ‘connecting the word to its synonym(s) and opposite(s)’ under the frequency ‘sometimes’ followed by ‘repeating the meaning of a word many times’. ‘To image word’s meaning’ is also sometimes used. Likewise, the keyword method sometimes used. ‘The use of cognates’ don’t seem to be widely used by the students even though there are similar words between English and French. Similarly, it seems that the students don’t review their word lists.

3.4.3.4 Section Four: Students’ Vocabulary Attrition

Q11. Do you forget an amount of vocabulary you studied?

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly agree	10	15 %	4.07	0.72
4- Agree	25	50 %		
3- Neutral	3	22.5 %		
2- Disagree	2	10 %		
1- Strongly disagree	0	0 %		
<i>Total</i>	<i>40</i>	<i>100 %</i>		

Tableau 29. Students' Vocabulary Attrition

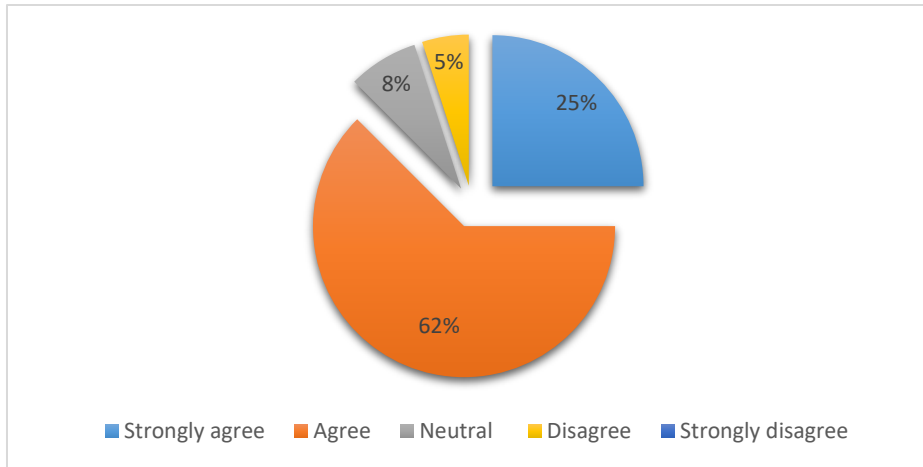


Figure 10. Students' Vocabulary Attrition

To this question, Most of students agreed that they forget vocabulary they study with rate (mean = 4.07) or “agree”. Subsequently, they were asked to tell their opinions about the causes of forgetting in the following question.

Q12. Why do you think that you may have forgotten some English vocabulary?

In fact, this was a statement and not a question where the informants had to mention why they thought they may have forgotten the studied lexis by selecting on a five-points Likert-scale from the suggested statements. The findings ranged from ‘strongly disagree’ to ‘strongly agree’ (or from 1 to 5) as drawn in the bar-graph below.

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. I don't go over tests or words that I studied regularly.	40	2	5	3.82	1.08
b. I didn't learn them initially the right way.	39	1	4	2.60	1.17
c. I don't use English very much outside classes.	40	1	5	2.40	1.35
d. I don't focus very much on new vocabulary when studying English.	40	2	5	3.20	1.45

e. I don't use enough vocabulary learning strategies	40	1	5	4.02	0.99
f. I use only a limited range of vocabulary when I write or speak English.	40	2	5	3.85	1.18
h. I think some words are very easy to forget.	40	1	5	3.75	1.14

Tableau 30. Cause of Vocabulary Attrition

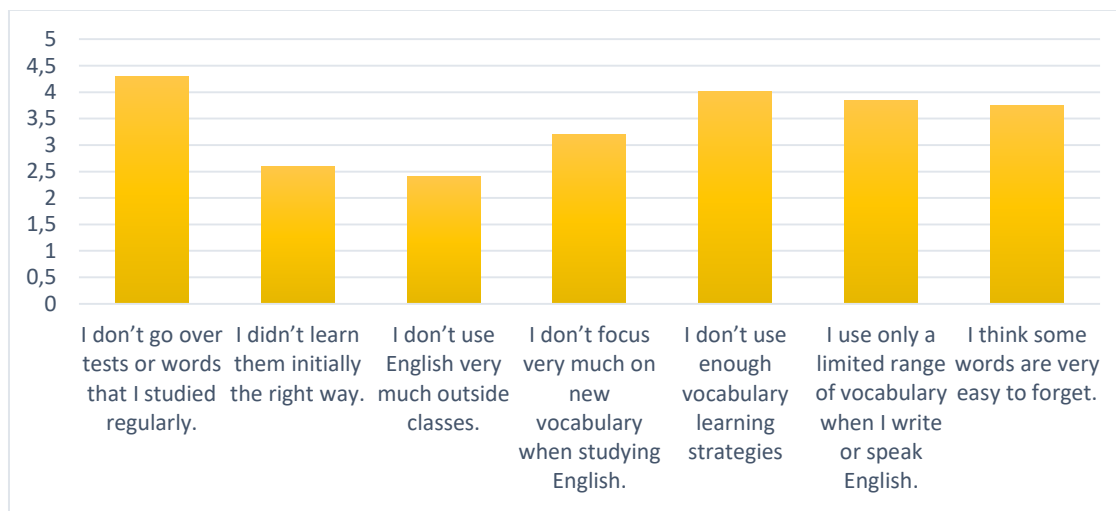


Figure 11. Causes of Vocabulary Attrition

The students agreed that they did not review the studied words regularly. They disagreed with the idea that they may have forgotten the studied lexis because they didn't learn them initially and they disagree with the lack of the use of English outside the classroom setting as well. Other causes of forgetting they agreed with were not enough use of vocabulary learning strategies, in addition they thought that they use a limited range of words when they use English. Moreover, the informants believed that some words are very easy to forget which means that they are very difficult to retain. To sum up, the causes of forgetting revolved around the limited use of the language and the new vocabulary, in addition to the lack of the regular review of the studied lexis and lack of using vocabulary learning strategies.

Q13. Which type of words and part speech are more likely to be forgotten?

<i>Statements</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>S.D</i>
a. Words that have more than one syllable.	15	2	4	3.26	0.79
b.Low frequent items that rarely used in everyday life.	15	4	5	4.33	0.48
c. Academic and specialized words.	15	4	5	4.44	0.50
d. Words which have multiple meanings	15	1	5	3.86	0.74
e. Parts of speech: Verbs Adjectives	15	1	5	2.80	0.77

Table31. Words Prone to Attrition

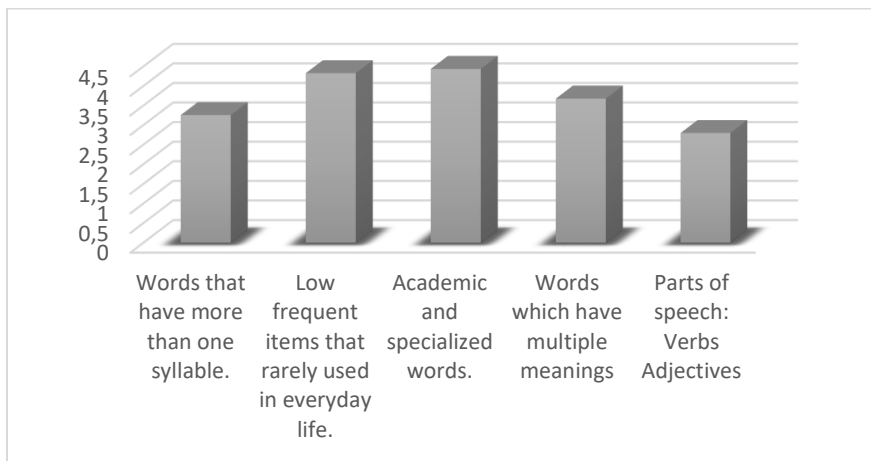


Figure 12 Words Prone to Attrition

The data showed that predominantly, participants responded that word frequency and subject-specific words are likely to be implicated in attrition. Further, words with a single form but several meanings were more likely to be forgotten. However our respondents were neutral towards word length and parts of speech were also implicated in lexical attrition.

3.4.3.5 Section Five: Students’ View on The use of VLS

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly agree	9	22.5 %		

4- Agree	27	67.5 %	4.12	0.60	<i>Q14. Vocabulary learning strategies help students promote their vocabulary</i>
3- Neutral	2	5 %			
2- Disagree	0	0 %			
1- Strongly disagree	0	0 %			
<i>Total</i>	<i>39</i>	<i>97.5 %</i>			

knowledge and autonomous learning.

Table 33. Student Opinion on the role of VLS in Autonomous Learning

The results showed that most students agreed (67.5%), among them 9 strongly agreed and 2 were neutral that vocabulary learning strategies help them promote their vocabulary knowledge and autonomous learning. Which implies that most student have a positive view on the use of VLS.

Q15. Vocabulary learning strategies (Discovery and Consolidation strategies) useful in enlarging

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>	<i>students' vocabulary reservoir.</i>
5- Strongly agree	13	32.5 %	4.17	0.74	
4- Agree	23	57.5 %			
3- Neutral	2	5 %			
2- Disagree	2	5 %			
1- Strongly disagree	0	0 %			
<i>Total</i>	<i>40</i>	<i>100 %</i>			

Table 34. Students' Opinion on Discovery and Consolidation Strategies

The table above revealed that the majority of our respondents 57.5% agreed that of that vocabulary learning strategies (Discovery and Consolidation strategies) useful in enlarging students' vocabulary reservoir while 32.5% strongly agreed on the statement and only 2 disagreed.

Q16. The adequate use of vocabulary learning strategies helps memorization and reinforces vocabulary retention.

<i>Scale options</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>S.D</i>
5- Strongly agree	14	35 %	4.17	0.78
4- Agree	21	52.5 %		
3- Neutral	3	7.5 %		
2- Disagree	2	5 %		
1- Strongly disagree	0	0%		
<i>Total</i>	<i>40</i>	<i>100 %</i>		

Table 35. The Effect of adequate use of VLS on vocabulary retention

More than half of the students agreed 52.5% that the adequate use of vocabulary learning strategies helps memorization and reinforces vocabulary retention. Only 2 disagreed on the statement and 3 were neutral which implies that students approve of the use of vocabulary learning strategies and its impact on vocabulary retention.

3.4.3.6 Section Six: Further Suggestions

Q17. What do you suggest as a solution to reduce vocabulary attrition and reinforce vocabulary retention?

I suggest using English in daily life as a solution for forgetting vocabulary.

I guess by reading all type of texts and practice more.

Speak a lot in many subjects.

Audio and visual learning.

When you learn new words, check their meaning from time to time to refresh your reservoir.

Reading all sorts of texts and being constant about it. Playing educational games; of memorization and vocabulary learning.

Daily practice.

The daily/regular use of it so we can build a good knowledge about the new ones.

One must surround himself in an English speaking environment.

New practice methods and a major focus in the early years of studying English LMD.

Learning a new vocabulary in English needs to practice those words in your daily life, not every day or in any contexts but at least not just to memorise them only for exams.

Include new module which focus mainly on vocabulary learning and teaching methods to retain them.

Reading and listening to natives while trying to remember new words.

I think reading books is the best way to learn new vocabulary, since books are enjoyable and differ in content so new vocabularies are introduced with every book you read.

3.4.4 Summary of the Students' Questionnaire

Based on the analysis of the collected data from students' questionnaire, a conclusion can be drawn as follows:

For section one, most of students had studied English for 9 years 80% except for eight of them have repeated the year. Students revealed that they like learning English and show the strong interest and motivation to study the language. Most of them were very motivated and have a positive attitude towards the language. They love to learn the language because they find learning English is fun and they enjoy learning it. They also like English because it is a universal language and it is a part of their future success.

-Concerning section two, the majority of students were not very satisfied with their vocabulary level. Most of them 45% rated their vocabulary average while the other rated it

poor or fair and few who rated good or excellent. Moreover, their exposure to the language was weak. They listen to songs and watch TV programs and films through English media mostly.

- Regarding section three, Students preferred their teacher present new words through the use of context words, (synonym/ antonym) and definitions to which it was similar to what the teachers answered. The mostly used discovery strategy is 'inferring the meaning of new words from context and dictionary use. 'Asking a classmate' is also a discovery strategy which is quite used by students. As for consolidation strategies, none of the strategies is often used. The mostly used one is 'connecting the word to its synonym(s) and opposite(s)' followed by 'repeating the meaning of a word many times', 'image word's meaning'. The use of 'cognates' was not widely used by students; likewise, the keyword method. Furthermore, Students were lacking engagement in practicing and reviewing the studied words. They revise the studied lexis by the approach of test or exams and rarely quiz method.

- As for section four, most of students affirmed that they forget vocabulary they studied with rate. To their opinion the causes revolved around the limited use of the language and the new vocabulary, in addition to the lack of the regular review of the studied lexis and lack of using vocabulary learning strategies.

- In section five, most students agree (67.5%), have a positive view towards the use of VLS and agree that vocabulary learning strategies help them promote their vocabulary knowledge and autonomous learning. 57.5% agreed that vocabulary learning strategies (Discovery and Consolidation strategies) useful in enlarging students' vocabulary reservoir. 32.5% strongly agreed. More than half of the students agree 52.5% that the adequate use of vocabulary learning strategies helps memorization and reinforces vocabulary retention.

Regarding section six, most of the suggestions provided by the students were mostly about regular practice of the language, reading, listening and speaking with natives and surrounding oneself with English speaking environment.

3.5 Discussion of the Research Questions and Hypotheses

The analysis of the collected data revealed a considerable amount of lexical attrition in the target students. According to the findings, students preferred the same strategies the teachers chose to provide to teach vocabulary therefore the vocabulary teaching methodology emerged as factors having no impact on vocabulary attrition in the present study.

In addition, it has been uncovered that lexical attrition raised from the inadequate use of the VLS and lack of reviewing the studied lexis, besides the paucity of exposure to the language, whether through reading, listening or communication.

The data collected from the target teaching / learning situation, were analysed and interpreted and then now are discussed to prove the validity or rejection of the hypotheses leading the investigation.

- Regarding the first hypothesis stating that second-year EFL learners suffer from attrition in some cases, results from questionnaire reported that is confirmed.
- As for the second hypothesis stipulating that causes of vocabulary attrition may be due to: factors related to foreign language proficiency, and factors related to engagement, eg., the limited use of the language and the new vocabulary, the lack of practice and the regular review of the studied lexis in addition to the inadequate use of vocabulary learning strategies.
- Concerning the use of VLS, the results showed that the adequate use of these strategies helps memorization and reinforces vocabulary retention. Therefore, it can be drawn that the inadequate use of vocabulary learning strategies has an impact on vocabulary attrition. This can be considered as a factor that could have an effect on the stability in their vocabulary attrition.

As for the third hypotheses, the data shows that word frequency and subject-specific words are likely to be implicated in attrition. Further, words with a single form but several meanings were more likely to be forgotten whereas adjectives and verbs were less likely to be forgotten.

To sum up, the causes of forgetting revolved around factors related to foreign language proficiency, and factors related to engagement, eg., the limited use of the language and the new vocabulary, the lack of practice and the regular review of the studied lexis in addition to the inadequate use of vocabulary learning strategies and other factors related to the linguistic 'nature' of a word, e.g., length, frequency, specialized use, polysemy and part of speech.

3.6 Conclusion

The results obtained from the analysis of the teachers' and the students' questionnaires reveals that the major points that have been conducted in this research.

The teachers' questionnaire evidenced that the majority of students have problems in their vocabulary skill concerning different aspects such as pronunciation, spelling and writing the words, memorisation and choosing the right word. Teachers' affirmed that their students forget vocabulary and have troubles with vocabulary reservoir. Moreover, our respondents have affirmed the role that vocabulary learning strategies play in enriching students' vocabulary stock because VLSs give learners the opportunity to lessen their vocabulary attrition and reinforce vocabulary retention. Hence, teachers should improve effective strategies for teaching vocabulary and as well they have to train learners to use the right strategies that would help them overcome their difficulties that are encountered when learning new vocabulary.

The students' questionnaire affirms that the majority of second-year English students like learning English and show a strong interest and motivation to study the language. Most of them were very motivated and have a positive attitude towards the language. They

love to learn the language because they find learning English is fun and they enjoy learning it. Students were not very satisfied with their vocabulary level due to their weak exposure to the language. Students were lacking engagement in practicing and reviewing the studied words. They revise the studied lexis by the approach of test or exams and rarely quiz themselves. This may be traced to learners' paucity of vocabulary amount and knowledge. However, to their opinion the causes revolved around the limited use of the language and the new vocabulary, in addition to the lack of the regular review of the studied lexis and lack of using vocabulary learning strategies. Despite of that, students have a positive view towards the use of VLS and agreed that vocabulary learning strategies help them promote their vocabulary knowledge and autonomous learning. They believed that vocabulary learning strategies helps in memorization and reinforces vocabulary retention. From these findings, the following will try to suggest some remedial practices that may reinforce vocabulary learning so that to wear off its attrition.

3.7 Suggestions

According to the analysis of the present study which was about investigating the causes of vocabulary EFL students' lexical attrition, several recommendations and suggestions can be provided for both students at the first place, and teachers as well. Depending on students' and teachers' questionnaires, we have highlighted some learning and teaching recommendations aiming at helping EFL learners to lessen vocabulary attrition through teaching and learning the vocabulary strategies.

3.7.1 Suggestions for Teachers

Students' Needs Analysis

Teachers strive hard to introduce material that is aimed to be useful and interesting to their learners. The task would be less effective without caring about their needs. Students'

needs arise from their lacks, necessities and wants. From this context, Nation (2001) suggests different types of needs and the tools that can be used to investigate these needs.

Vocabulary Activities with Reading Texts

On the premise of Paribakht and Wesche's (1997) findings, reading comprehension sessions accompanied by vocabulary activities aid vocabulary learning. They believe that if systematic development of L2 vocabulary is desired, it cannot be left to the students themselves, they should be guided for more beneficial reading exposure. Then, the role of the teacher in this case is to provide students with activities that urge them to use the target lexis. The same authors (1997: 183-4) offer a classification of exercises, approved by Nation (2001), which can be introduced along with reading texts. The classification of these activities is related to the conditions under which learning might occur. There are five categories in the classification, notably, selective attention, recognition, manipulation, in

a. Selective attention

Activities of this category draw learners' attention to the target words mainly to make them notice them. Different techniques can be used to highlight the words such as: boldfacing, italicizing, circling, underlying, colouring, glossing or any visual signalling in the reading passage. interpretation, production.

b. Recognition

Exercises calling for word recognition provide all the necessary elements and all what the learners have to do is to recognize the target words and their meanings where they use just the receptive knowledge of the words.

c. Manipulation

In exercises of this category, the learners rearrange and organize given elements to make words or phrases, drawing on students' knowledge of morphology and grammatical categories.

d. Interpretation

Interpretation involves analysis of meanings of words with respect to other words in given contexts (i.e. collocations, synonyms, and antonyms).

e. Production

In such exercises, the learners are required to produce the target word in appropriate contexts.

Promoting Reading

Even though reading can be a source to enhance vocabulary knowledge, it is considered to be a source of incidental vocabulary learning which offers a small amount of learning; it can improve provided that numerous repeated exposures from a great deal of reading occur (Nation, 2001; Schmitt, 2000). As for the reading material to be introduced to the learners, it is crucial that they “suit the various goals of learning vocabulary through reading, developing fluency in reading, reading with adequate comprehension and reading for pleasure”

Word recognition activities

Word recognition activities from their parts can be one of the concerns of EFL teachers (and language teachers in general) because practicing such activities reinforces learners’ knowledge of words and expands it. They develop in them as well guessing the meanings of words as it is the case with dividing the words into roots and affixes. Organizing words into selective lists can not only help in better organization but easier retrieval too. Referring to cognates helps finding out the meanings of unknown words with a careful attention to the false cognates.

Educational Technology

ICT’s can be effective tools as 21st century learners are heavily relying and influenced by technology. Thus, if they are engaged in their language learning process they can create more opportunities for learning. So being motivated to produce a video allows them to look for expressive words and well-constructed language. Moreover, interaction via online social

networking such as Facebook and the like provides opportunities to learn from each other by exchanging ideas about assignment for instance, knowledge and information about a particular topic in a cross-cultural environment. All this is accomplished in an entertaining way where the word is the most important element that carries any desired message and where the repeated exposure to the language, viz. the lexis helps better retention.

3.7.2 Suggestions for students

Reading

Reading is another means that enhances vocabulary learning, particularly incidental. In so doing they satisfy the pleasure of reading (if interested in reading of course) and simultaneously learn lexis about different topics. Being in constant contact with the language allows reviewing the already encountered words, thus repeated exposure helps the forgotten to be remembered, especially the highfrequency words, and allows as well expanding the semantic map in relation to a topic.

Enhancing VLS Use

In a recent study, Alharthi (2014) aimed at investigating VLS as a potential factor of lexical attrition/retention. His findings “revealed a new trend towards the use of rote learning and its impact on attrition in receptive word knowledge and the usefulness of note taking to maintain receptive and productive lexical knowledge” Alharthi (2014: 27). His subjects moderately use cognitive and metacognitive VLS, some of which seem to be easy and quick to use such as repetition and note taking strategies. However, other strategies like: integrating a word into a personal experience, interaction with friends and reading seem to be a bit difficult. He explained that a possible reason could be that simpler strategies did not require much effort (in processing), such as the keyword method and semantic mapping, and thus they are more favoured by learners.

In the present study, the results showed that the dictionary use strategy is the mostly used followed by word-guessing, and connecting the word with its synonym and/or opposite and image word's meaning strategies. As VLS use proved to be a predictor for better retention which in turn reduces vocabulary attrition, it would be wiser to promote the use of a larger number of strategies to suit the different students' learning styles and words.

Dictionary Use

The use of the dictionary is inevitable and crucial during the learning process. It not only serves the enrichment of the learner's lexicon but it also enhances the autonomy in him. It helps the learner to find out the meaning of words to which guessing from context was not successful. Besides, it aids in finding a word to which the foreign language word is unknown (case of the bilingual dictionary), and in revising and consolidating the already studied lexis, in finding collocations and connotations, and in just checking the spelling or the meaning of words.

Video Activities: Enjoyable and Educating Means

Videotapes have long been used as means to bring native speakers language into the classroom. Learners have the possibility to see the language-in-use not just to hear it; listening to the language and seeing it performed into scenes/actions makes them more interested in the language and develops a cross-cultural awareness in them (Harmer, 2001). A large number of videos is available via the use of YouTube and other internet sources.

Social Networking

Throughout the wide Internet world many other social networking sites appeared which satisfy different functions, purposes and interests. Besides the aforementioned site, Facebook, others emerge as tools that, thanks to them, social ties occur and simultaneously based on the theoretical perspectives, have promising potential for use in language class (Lomicka & Lord, 2015). It is not likely that youngest nowadays are nerdy as they spend most of their time

logged in to Facebook and the like. Most of them became avid users looking for what is sent to them and responding enthusiastically. It is known that they primarily use it to learn more about a person they have met; they send messages to friends and thus maintain social and emotional ties.

Advocating the sociocultural approach (based on work by Vygotsky, 1978), interaction from within a community of language learners, thus, language and social interaction play a role in human development and serve as cultural practices that can lead to the construction of knowledge shared by members of the community; in terms of how this might contribute to social networking, virtual connections with other learners and experts around the world can potentially offer a rich environment for socio-cultural language exchange (Harrison & Thomas, 2009).

4 General Conclusion

Language attrition sprang out as a new field of study independent from language learning to investigate the phenomenon of forgetting. It was firstly used to refer to the decline in individuals performing the foreign language then developed throughout the three and so last decades, starting from the 1980 Pennsylvania Conference, to explore the different language skills.

The present study was conducted to learn about second-year students' vocabulary attrition at the University of Biskra. The main objective was to find out the causes that may have an impact on students' vocabulary attrition in addition to type of words and part of speech more prone to be forgotten and whether the use of vocabulary strategies could help to lessen attrition.

The questions that may arise in the present context are whether vocabulary learning happens with the required effort or not, whether the appropriate tools are used throughout the learning process or not, whether it is committed to the long-term memory or not, whether opportunities to learn are created or not, whether (repeated) exposure to the language is ensured or not by the EFL learners. These questions have motivated the researcher to investigate mainly the factors that may have a direct effect on vocabulary attrition.

In order to explore the phenomenon, two questionnaires were introduced for both students and teachers to collect data to learn about teachers and students' point of view and seek information, anew, about their motivation and attitude, vocabulary teaching and learning, vocabulary learning strategies and sources of learning. Another concern behind the use of this tool in the present study is to learn about the introduced materials, strategies of teaching and methodologies and causes of vocabulary attrition.

It has been found out that among the attrited lexis, there was a loss of what was studied. Moreover, the learners' proficiency level directly linked with higher motivation and positive

attitude towards the language reduced vocabulary attrition when appropriate vocabulary learning

General Conclusion

strategies were used. The causes of forgetting revolved around low proficiency level, lack of engagement such as the limited use of the language and the new vocabulary, and linguistic factors related to word nature in addition to student engagement; the lack of the regular review of the studied lexis and the inadequate use of VLS.

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Appendices

6 Appendices

Appendix 1: Teachers' questionnaire.....93

Appendix 2: students' questionnaire.....96

Appendix 3: Abstract in Arabic.....101

Teachers' Questionnaire

Dear teachers,

This is a brief questionnaire designed to investigate the reasons of vocabulary EFL students' vocabulary attrition. Your contribution will be of great help to make the investigation achieve its objectives. You are kindly requested to answer the questions by circling your choices or by completing your own information and comments whenever necessary.

Q1. What is your qualification?

<i>Qualification</i>	
a- MA (Master degree)	
b- (Magister degree)	
c- Dr (Doctoral degree)	

<i>Q 2. How many years have you taught so far?</i>				
<i>Q3. Do your learners like teaching English?</i>	Not at all (1)	Little (2)	Enough (3)	Much (4)	Very much(5)
<i>Q4. Do you have experience in teaching vocabulary?</i>	Not at all (1)	Little (2)	Enough (3)	Much (4)	Very much(5)

Two: Teachers' Views on Learners' Vocabulary Problems

Q5. How do you rate your students' vocabulary skills?

a. Pronouncing the words	poor (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)
b. Spelling and writing the words	poor (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)
d. Choosing the appropriate meaning of the words	poor (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)
c. Memorizing the words	poor (1)	Fair (2)	Average (3)	Good (4)	Excellent (5)

Q6. Do you think that your students may forget amount of vocabulary they studied?

strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
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Q7. Students with Low proficiency level deal with attrition more than high proficient ones?

strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
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Section Three: Teachers' Views on Vocabulary Learning and Teaching

<i>Q9. Vocabulary is a necessary skill to develop?</i>	strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
<i>Q10. Teaching vocabulary is essential in your courses?</i>	strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
<i>Q11. You appreciate introducing new words each lesson?</i>	strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)

Section Four: Teachers' Views on Strategies of Teaching Vocabulary

Q12. Which technique do you prefer to use when presenting new vocabulary?

a. Translation to (L1)	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always	Q1 3. How w
b. Definition	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always	
d. Synonym/antonym	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always	
c. Word in context	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always	

do you train your students to get the meaning of unfamiliar words?

a. Asking the teacher	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always	Q1 4. Which voc
b. Guessing from context	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always	
d. Using a Dictionary	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always	

abulary learning strategies do you support your student to use to memorize new vocabulary?

Systematic repetition	(1) Not useful	(2) Quite useful	(3) Useful	(4) Very useful	(5) Extremely useful
Imagery for word's meaning	(1) Not useful	(2) Quite useful	(3) Useful	(4) Very useful	(5) Extremely useful
Connect words with synonym and antonym	(1) Not useful	(2) Quite useful	(3) Useful	(4) Very useful	(5) Extremely useful
Use the key word method	(1) Not useful	(2) Quite useful	(3) Useful	(4) Very useful	(5) Extremely useful
Use flash cards	(1) Not useful	(2) Quite useful	(3) Useful	(4) Very useful	(5) Extremely useful
Use cognate (s)	(1) Not useful	(2) Quite useful	(3) Useful	(4) Very useful	(5) Extremely useful

Group words together and study them	(1) Not useful	(2) Quite useful	(3) Useful	(4) Very useful	(5) Extremely useful
Review word list	(1) Not useful	(2) Quite useful	(3) Useful	(4) Very useful	(5) Extremely useful

/Q15. How do you teach vocabulary in the studied modules?

a. Provide them with texts that interested them.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
b. Provide them with activities that help them understand the texts.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
d. Provide them with vocabulary activities that help them understand the new words.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
c. Provide them with activities that help them retain the studied words.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
f. Provided them with activities that help them consolidate vocabulary previously studied.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always

Section Five: Teachers' Views on The role VLS

Q.16 Students should make use of vocabulary learning strategies so as to store into memory those vocabulary items they come across.

strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
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Q17. The role of the teacher is encouraging learners' autonomy by providing them with

strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
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strategies that help them work out words' meaning?

Q18. Positive attitude towards the language reduce vocabulary attrition when appropriate

strongly disagree (1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
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vocabulary learning strategies are used.

Section Four: Further Suggestions

Q19. What do you suggest to your learners' to retain their vocabulary knowledge and reduce lexical attrition?

.....

Thank you for your cooperation

Students' Questionnaire

Dear student,

This questionnaire is designed to investigate the reasons of EFL students' vocabulary attrition (forgetting). Your contribution will be of great help to make the investigation achieve its objectives. You are kindly requested to answer the questions by circling your choices or by completing your own information and comments whenever necessary.

Section One: Students' Background, motivation and attitude

Q1. How many years have you been studying English?

.....

Not at all (1)	Little (2)	Enough (3)	Much (4)	Very much (5)
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Q2. Do you like studying English?

3. Why do you like studying English?

a. English is fun	strongly disagree(1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
b. It is a universal language	strongly disagree(1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
c. It is a part of my future success	strongly disagree(1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)

Section Two: Students' Level and Exposure to New Vocabularies

Q4. How do you rate your vocabulary knowledge?

Not at all (1)	Little (2)	Enough (3)	Much (4)	Very much (5)
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Q5. How do you get in contact with English where you encounter new English words?

a. Reading texts for my courses or outside the classroom.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
b. Listening and watching English language media (e.g.: songs, TV, movies...etc)	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
c. I chat with and write email messages to English language speakers in my spare time.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
d. I talk in English with my friends/classmates.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
e. I attend classes in private institutes to improve my English.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always

Q6. How do you practice using new words?

ds?

I look for opportunities to encounter new words in English.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
I quiz myself or ask others to quiz me on new words.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
I practice saying things in English by myself.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
I use as many new words as possible in speaking or in writing.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always

Q7. When do you review your studied vocabulary?

a. I review my studied vocabulary every week.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
b. I review my studied vocabulary every day.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
c. I review my studied vocabulary by the approach of the exam.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
d. I never review my studied vocabulary.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)

Section Three: Students' View on vocabulary learning strategies

Q8. When you meet a new word, what do you prefer as an answer to explain from the teacher?

a. Translation to first language (L1)	strongly disagree(1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
b. Definition	strongly disagree(1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
d. Synonym/antonym	strongly disagree(1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)
c. Word in context	strongly disagree(1)	disagree (2)	neutral (3)	agree (4)	strongly agree (5)

A.
Use
of
disc
ove
ry

strategies

Q9. How do you discover the meaning of the new words that you encounter?

a. I guess the meaning of new words from the context.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
b. I use dictionary to check the meaning of unknown words.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
c. I request help from (colleague, friend, or teacher)	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
d. I ignore the unknown word.	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always

Q10
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Wh
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do
you
do
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me
mor
ize

a new vocabulary item?

B. Use of consolidating strategies

Systematic repetition	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
Imagery for word's meaning	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
I connect words with synonym and antonym	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
Use the key word method	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
Use flash cards	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
Use cognate (s)	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always
I group words	(1)	(2)	(3)	(4)	(5)

together and study them	Never	Rarely	Sometimes	Often	Always
I review my word list	(1) Never	(2) Rarely	(3) Sometimes	(4) Often	(5) Always

8. What do you do to memorize a new vocabulary item?

Section Four: Students' Vocabulary Attrition

Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
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Q11. Do you forget an amount of vocabulary you studied?

Q12. Why do you think that you may have forgotten some English vocabulary?

a. I don't go over tests or words that I studied regularly.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
b. I didn't learn them very well.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
c. I don't use English very much outside classes.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
d. I don't focus very much on new vocabulary when using English.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
e. I don't use enough vocabulary learning strategies	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
f. I use only a limited range of vocabulary when I use English.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
g. I think some words are very easy to forget.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)

Q13. Which type of words and part speech are more likely to be forgotten?

1. Words that have more than one syllable.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
2. Low frequent items that rarely used in everyday life.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
3. Academic and specialized words.	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
4. Words which have multiple meanings: “polysemy”	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
5. Parts of speech: Verbs Adjectives	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)

Section Five: Students’ View on The use of VLS

Q14. Vocabulary learning strategies help students promote their vocabulary knowledge and autonomous learning.

Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
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Q15. Vocabulary learning strategies (Discovery and Consolidation strategies) useful in enlarging students’ vocabulary reservoir.

Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
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Q16. The adequate use of vocabulary learning strategies helps memorization and reinforces vocabulary retention.

Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (1)
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Section Six: Further Suggestions

Q17. What do you suggest as a solution to reduce vocabulary attrition and reinforce vocabulary retention?

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Thank you for your cooperation

ملخص:

هذه الدراسة حول ظاهرة نسيان المفردات اللغة الانجليزية لطلاب السنة الثانية لغة انجليزية في جامعة بسكرة. الهدف الرئيسي هو معرفة الأسباب التي قد يكون لها تأثير على التناقص المعجمي للمفردات للطلاب بالإضافة إلى نوع الكلمات وجزء الكلام الأكثر عرضة للنسيان. تبين مما تم دراسته ان أسباب النسيان تتمثل في مستوى الكفاءة المنخفض للطلاب، والاستخدام المحدود للغة والمفردات الجديدة، والعوامل اللغوية المتعلقة بطبيعة الكلمات بالإضافة إلى اجتهاد ومشاركة الطلاب؛ عدم وجود مراجعة منتظمة للمفردات المدروسة والاستخدام غير الكافي لاستراتيجيات تعلم المفردات. حيث أثبتت استراتيجيات تعلم المفردات ذات الاستخدام المناسب، كمتغير آخر تم تناوله في البحث الحالي، ان لها تأثيرا إيجابيا على استنزاف المفردات.

