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Teachers' Attitudes towards Teaching Vocabulary in English Foreign Language Classes.

Case Study of Third Year EFL Students at Biskra University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment for the Master's Degree in Sciences of Languages

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Dedication

In the name of Allah, Most Gracious, Most Merciful

I dedicate my humble work:

To my dear parents Mouloud and Nouara, thank you mum for your patience, love and encouragement. Thank

you dad for your prayers, patience, and finance.

To my sisters "Amina, Amel, Imane, Ikram"

To my unique brother "Imad Eddine"

To my future husband Mohamed

To my husband's parents " Abdalkader, Hassiba"

To my husband's sisters' daughters ''Nessrine, Siline"

To my sisters in law " Amel, Hamida"

To my husband's brothers ''Ali, Naser Eddine"

To my grandparents " Belhadj, Abdallah, Laalia, Tounse, Wannasa"

To my aunts and uncles "Akila, Djamila, Gamra, Laatra, Fatiha, Thaldja, Fouzia, Nessrine, Salma, Nassira,

Saaida, Tounse, Ikhlas, Abdalwahabe, Abdarrahmene, Ali, Mohamed.

To my uncle's wife " Samira''and her daughters ''Alaa Arrahmene, Nour Elyakine''

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To my friends " Nadjoua, Rahma, Souad, Souria, Sabrina, Soumia, Naaima, Hafidha, Hanane,

To the rest of my family.

SANA

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Abstract

The aim of this research is to investigate English Foreign Language teachers' attitudes towards teaching vocabulary, also the approaches and practices they use in their classes at Biskra University. This research work was conducted to find out to what extent English language teachers are aware and interested in teaching vocabulary. In other words, to investigate if teaching vocabulary is a part of teachers' instructional practices in the class. This study used a descriptive method. This latter comprised two main qualitative data gathering tools; semi-structured interview and classroom observation. According to the sampling, Five English language teachers were selected for the interview. Three of them were teachers of oral expression classes, however; the last two others were teachers of didactics and written expression modules. In addition, the classroom observation was conducted with third year LMD students. We have chosen randomly one class of the whole population to be observed. Finally, based on the analysis of the teachers' interview and classroom observation checklist, the results and findings of the research revealed that teachers were aware and conscious of vocabulary importance in their instructional practices in EFL classes of Biskra University. In other words, they teach vocabulary it inclusively within other language aspects such as reading and grammar. In addition, they use varied and effective techniques and approaches to teaching vocabulary

List of Abbreviations

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ESL: English as a Second Language.

FL: Foreign Language.

GTM: Grammar Translation Method.

L1: First Language, Native Language or Mother Tongue.

L2: Second Language.

TEFL: Teaching English as a Foreign Language.

TL: Target Language.

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General Introduction

English has been used in many areas such as politics, culture, technology, electronics, and science. In addition, English is considered as an international language and means of communication. However, to be communicatively competent, you should master the four language wheels and aspects. Therefore, teaching vocabulary has been considered one of the main language aspects. Also, it has a central role for students to be fluent in the English language skills. It is certainly not new that EFL teacher held different attitudes and views towards the nature of teaching profession in general, and teaching vocabulary in specific. It has been chosen to be studied due to its significant role in student language learning and acquisition.

Nowadays, teacher cognition has become a tradition in our educational research. It touches all the second language (L2) aspects. It is assumed that teachers' mental lives influence their instructional practices. Indeed, Teachers' views, conception, assumption, beliefs, ideas, and attitudes of their teaching profession will affect their classroom practices, and this latter leads to learners' reactions. In this context, Language teachers' cognition in respect of learning and teaching vocabulary play a critical role in mediating their instructional practices and strategies in the classroom. Since vocabulary teaching is the common core to teach and learn English as a second language (ESL), and it is a fundamental component to the language skills, this study tends to investigate EFL teachers' attitudes towards teaching vocabulary in EFL classes of Biskra University.

Recently, teaching EFL vocabulary became the main focus of the linguists and methodologists in English language teaching and learning. However, vocabulary is one of the most crucial and difficult language aspects in the teaching process. Vocabulary is more than conveying the meaning to the students and asking them to

learn items by heart. Since teachers view that vocabulary is important, they should use varied and effective techniques in teaching EFL vocabulary.

Furthermore, the majority of EFL teachers think that teaching vocabulary is essential to learn a foreign language (FL). For example, previous researches revealed that university teachers are knowledgeable about EFL vocabulary teaching, they also showed their attitudes towards how vocabulary should be taught and learned as well as the EFL teachers teach vocabulary is in line with their attitudes and beliefs. Indeed, vocabulary knowledge and English language proficiencyare approximately correlated. To be a successful language teacher, it should be to provide student with best classroom practicesin order to involve them in the vocabularyacquisition process.

1. Statement of the Problem

Vocabulary is a strong indicator of language competence success.Though teachers recognize the significance of EFL vocabulary in language teaching, English students at Biskra University have poor vocabulary knowledge. Inaddition,in English language learning, the main obstacle that all English students face is that theycannot understand the meaning of an unknown word,or may they need help with the spelling of words. Students often have an idea but they do not which meaning or spelling is correct. As a result, this latter will affectnegatively on students awarenessand knowledge about vocabulary and also this will lead to misunderstanding or poorcomprehension of English texts.Furthermore, they face other difficulties in vocabulary acquisition are: misuse of the right word appropriately (contextually) and mispronunciation of it.

Teaching vocabulary to adult learners has been forgotten as seemno appropriate techniques applied in classrooms.Normally, teachers of English in Biskra University teach vocabulary as a module.In addition, they do not present vocabulary

lessonsto their students.Thus, teachers have to create and implement effective techniques and methods in teaching vocabulary in their EFL classes in orderto raise students vocabulary knowledge and understanding.Concerning to the studywill be investigated we will try to describe the real world of teaching vocabulary in EFL classes of Biskra university.

2. Significance of the Study

The decision for conducting this study is based on the researcher's personal observation, in which students are nowadays losing interest in learning and grasping vocabulary. Thus, this research work will be beneficial for teachers to think ofeffective and suitable teaching techniques and practices of teaching vocabulary in their EFL classes in order to improve and solve students' difficulties in vocabulary acquisition. As well as to teach vocabulary as a skill or lesson because of the needs of students to use it in their speaking, writing, reading, and listening skill.

3. Aim of the Study

The purpose of this study is to investigate teachers' attitudes towards teaching vocabulary in EFL classes. Also, the researcher's main aim is knowing and describing the way vocabulary is taught at Biskra university. In addition, it is to argue that the study of teachers' attitudes and classroom practices is important in understating the way vocabulary should be taught. In addition, it was designed to describe the way vocabulary is taught in EFL classes of Biskra University.

4. Research Questions

This research attempts to answer the precise questions we would ask here as following:

1-What are the teachers' attitudes towards teaching vocabulary in EFL classes of Biskra University?

2- What are their current instructional practices in teaching vocabulary in EFL classes of Biskra University?

5. Research Hypothesis

It is hypothesized that:

- Teachers may be neglect the importance of vocabulary in their instructional practicesin EFL classes of Biskra University.

6. Research Methodology

To investigate teacher's attitudes towards teaching vocabulary, the researcher conducted a descriptive method. In addition, the data were collected from two main qualitative data gathering tools which are teachers' interview and classroom observation. With regard to teachers' sample, it was with five EFL teachers of oral and written expression at Biskra University. Whereas, the classroom observation was conducted with third year LMD students.

6.1. Choice of the method

In order to reach the objectives of our study and to answer our research questions, the method of this research was a descriptive study.Thismethod has been chosen because it is more appropriate in collecting and analyzing data. It tried to describe how teachers of Biskra University teach vocabulary to their students. In addition, it tends to investigate teachers' attitudes towards teaching vocabulary and their instructional practices in EFL classes at university of Biskra. Also the allocated time is insufficient to conduct an experimental study.

6.2. Population and Sampling

To give the research more credibility, the sample has been selected randomly. the students' sample was conducted withthird year LMD students of English atBiskra university. We have chosen randomly only one class of the whole population. This

sample has been chosen because it gives the opportunity to get more information about how teachers teach vocabulary at Biskra University, and also because of all students are supposed to learn and use vocabulary. With regard to the research tools, the classroom observation was conducted with oral expression class. Since it was more appropriate and related to this study, it was helpful to describe the real ways that teachers use in their EFL classes at Biskra University. However, teachers' sample was through a written interview. We have asked different types of questions to some teachers from English Department at Biskra University about their attitudes towards teaching vocabulary to give us their contributions and views.

7. Data Gathering Tools

Data collection methods consist of aninterview in which EFL teachers commented on their attitudes towards teaching vocabulary and to what extent it is important. It has been made with some teachers of English Department at Biskra University In addition, therewas a classroom observation in whichrecordings of the teachers' actual classroom practices were obtained. It was conducted with third year LMD class.,

Moreover, the teachers' interview aimed at gathering data on teachers' attitudes and perception, instructionalpractices as well as approaches to teaching vocabulary in EFL classes of Biskra University. In addition, it tended to gather valid and reliable data to prove the tentative research hypothesis. Moreover, the interview was considered the suitable tool to collect real and natural data about the teaching vocabulary situation in EFL classrooms. Whereas, the researcher's main objective of conducting the classroom observation was toinvestigate to what extent teachers are aware of vocabulary importance and the instructional practices and approaches they use in teaching vocabulary in EFL classes. In addition, to have direct perspectives

and to be in contact with teachers who are more concerned with our research. In order to gain and collect valid and reliable data, the researchers or the observers have to attend and observe many vocabulary lessons to record all what happens about the instructional practices that teachers use in teaching vocabulary to their students. In addition, the classroom observation has chosen as a main qualitative data gathering since it is suitable to answer the research question; what are teacher's instructional practices in teaching vocabulary in EFL classes of Biskra University. Also, it has been chosen in order to prove and support the research hypothesis.

8. Procedure for Analyzing Data

Data that will be collected from the classroom observation and teachers' interview will be analyzed through the same procedure. With regard to teachers' interview, each question was stated and analyzed separately going through all the teachers' responses. Then, the researcher has concluded the analysis with his own comments and it is the same with the other items. In addition, the classroom observation checklist was analyzed by the procedure of stating each item or statement solely and describing what the researcher has observed. In other words, through the use of anecdotes.

9. Limitation of the Study

There are several limitations to the present study. With regard to the classroom observation, during the second semester the time was too limited.Moreover, the time constraints of the second semester require much time to get the wanted results. In addition, during theclassroom observation we may find that teachers only use one technique or do not use at all. In the other hand, concerning teachers' interview, only five teachers were joined the written interview. However, to have more comprehensive view about teachers' attitudes towards teachingvocabulary and its

instructional practices in EFL classes, more teachers should have participated in this interview. Furthermore, the main limitation in conducting this research was the lack of sources and references in Biskra University.

10. Structure of the Study

This study comprised three main chapters. First of all, chapter one is devoted to introduce an overview about teaching vocabulary. It presented vocabulary in terms of its definitions, importance, and types. In addition, it introduced the vocabulary description element as a main component in chapter one. Vocabulary description implied two main fields are lexicography and lexicology. In addition, this latter implied word classification and word formation. This latter included affixation process, compounding, and word meaning. Finally, word meaning had four main components which are: polysemy, synonymy, antonymy, and hyponymy.

Whereas, the second chapter is titled "Approaches and Techniques in Teaching Vocabulary in EFL Classes". Firstly, It is devoted to introduce the most common methods to teaching vocabulary in English language teaching (ELT). Then, three subsection are introduced: techniques to teaching vocabulary (visual and verbal techniques), steps of teaching vocabulary, and strategies to teaching vocabulary in EFL classes.

However, the chapter three is devoted to investigate the research findings and results, and it deals with the analysis of data gathered and results will be obtained from teachers' interview, and the classroom observation with third year LMD students of English at Biskra University. Mainly, it based on provinghypothesis, analyzing results, and drawing conclusions about EFL teachers' attitudes towards teaching vocabulary as well as pedagogical implications and suggestions to improve vocabulary teaching and learning for both teachers and students.

Chapter One: An Overview of Teaching Vocabulary.

Chapter One: An Overview of Teaching Vocabulary

Introduction

  Teaching vocabulary was dominated in most fields of researches and the central element in second language learning and acquisition. However, the attitudes towards vocabulary teaching are different. That is, each teacher views vocabulary from different angle. Furthermore, mastering second language vocabularyis one of the most important aspects of successful second or foreign language learning. Therefore, effective vocabulary teaching needs to be emphasized in EFL classrooms. Most foreign language learners think that learning English is a matter of learning its vocabulary. Also, they face difficulties when communicate in English because they lack vocabulary. That is, vocabulary teaching is an important part of the curriculum at the language center. Though vocabulary teaching is important, English language teachers hold different attitudes towards it. Each teacher has his personal view about teaching vocabulary and the approaches he uses in the classroom. Since the focus of my study is teaching vocabulary this chapter is devoted to discuss vocabulary definitions, importance, types, and vocabulary description.

1.1. Vocabulary Definitions

  General speaking, language is words. For example, the origin of English as a second language is a word. In addition, Hatch and Brown (1995) argued that "vocabulary refers to a list or set of words that individual speakers of a language might use" (p. 1).That is, vocabulary may refer to a list of items and words that a language speaker use while his speaking and reading for a text or story.In addition, NTG's Super- Mini English Dictionary defined vocabulary as "The words that someone knows; the words that are parts of someone's language" (p. 563).This definition refers to that vocabulary is one of the most important aspects of English language that teachers and students should know and master.

It is assumed that all what is pronounced in any language is a word. For example, Hornby (1995) defined vocabulary as follows «vocabulary is the total number of words in a language". That is, vocabulary is only the amount of words and items in any language. According to Richards (2001):

> Vocabulary is one of the most obvious components of language and one of the first things that applied linguists turned their attention to. What words should be taught in a second language depend on the objectives of the course and the amount of time available for teaching. (pp. 4-5)

In other words, second language vocabulary still the main aspect of English language. The quality of words should be taught relies on the time and goals of the lesson.Moreover, Longman Dictionary of language teaching & applied linguistics(2010) defined vocabulary as "a set of lexemes, including single words, compound words and idioms" (p.629). In other words, vocabulary can be either isolated words or compound words in terms of collocation or phrasal verbs.

Additionally, as it is known a word has a written and spoken aspect. For example, Nation (2001) asserted that vocabulary knowledge implies knowing a word in the spoken form of the word and the written form can be recognized and understood in and out of context rather than guessed at. That is, knowing a word generally involves how it is written, pronounced, and understood. As a support to Nation, Thornbury (1997) asserted that vocabulary or lexis in English is frequently used interchangeably. He tends to explain that those concepts might replace each other, in other words, they have the same meaning and function. Furthermore, Hiebert and Kamil (2005) have distinguished between oral vocabulary and print one. Oral vocabulary is a group of words we know their meanings when speaking or reading, however print vocabulary refers to words which their meanings are known when we write or read. Also, print vocabulary has a larger role rather than oral vocabulary in literacy. That is, oral vocabulary can be recognizes and understood only when it was spoken or read, however, written vocabulary can be understood only if it was

written or read.

It is assumed that vocabulary is seen to be an integral part of comprehension. Also the National Reading Panel defined vocabulary as one of two aspects of comprehension instruction, the other being comprehension strategy instruction (Hiebert & Kamil,2005).In addition, according to Bussmann (1996), "vocabulary is a total set of words in a language at a particular point in time" (p. 1268). That is, vocabulary is no more than a list of words in a particular language. Knowing a word usually involves knowing its structure and meaning. According to Nation (2001) the receptive / productive aspects that are involved in knowing a word can be summarized in the following figure (1.1):

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

Note: In column 3, R= receptive knowledge, P=productive knowledge.

Table1.1:What is Involved in Knowing a Word (Nation, 2001, p. 27).

During the English language course, teachers provide students with large vocabulary knowledge. For example, Ur stated that vocabulary can basically be defined as "the words we teach in the foreign language which the teacher has to introduce and explain to the students" (cited in Flohr, 2008, p. 3).Ur meant that vocabulary comprises all the words that teachers of foreign languages introduce and present to their students. Vocabulary refers to a set of lexemes, including single words, compound words as well as idioms. Words can be categorized into two categories, content words and function words. Function words are those which have little meaning on their own but which show grammatical relationships in and between sentences. However, content words are like nouns, verbs, adjectives, and adverbs (Venkateswaran, 1995).That is to say, that vocabulary can take many forms and functions. It can be nouns, verbs, adjectives, adverbs as well as it has another function when it come in contexts. Also,it is assumed that vocabulary knowledge would involve knowing the meaning of the word and how to use it appropriately in different contexts (Ma, 2009).

In short, all the definitions above about vocabulary knowledge have a common fact that vocabulary knowledge requires a word meanings knowledge and the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Also, it can be oral and written.

1.2. The Importance of Vocabulary

Vocabulary has a significant role in teaching, learning, and acquiring English as a second language. For example, Thornburry (2002) affirmed that:

> If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. (p.114)

In addition,Wilkins argued that "without grammar very little can be conveyed, without

vocabulary nothing can be conveyed" (cited in Thornburry 2002, p.13).That is, vocabulary is the central of Englishas a second language. The enhancement of English is dependent on vocabulary rather than grammar. With vocabulary you will be able to communicate in English and convey meaning, but without vocabulary you will not be able to do.

Moreover, the main language component is really vocabulary. For example, McCarthy (1990) added that the majority of language teachers view that the single, biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of a foreign language are mastered. Without words to express a wide range of meanings, communication in a foreign language cannot happen in any meaningful way. Therefore, teaching vocabulary is an important domain which is worth investigating.In other words, most language teachers believe that the most important part of language course is not phonology or grammar, but it is vocabulary knowledge.

Actually, since language is means of communication and vocabulary is the main component of the language, so vocabulary is important in communicating and conveying meanings. According to Edge (1993), "when we want to say something, we need to know the words that express our meaning" (p. 27). It is very important to know much words in English as a second or foreign language. The more words you know, the better your chance of understanding.In other words, Edge tends to explain that knowing the words is mainly a means of expressing meanings, feelings, and communicating language. Also, when someone has enough vocabularies, he will be able to read and understand whatever has been written or spoken. In addition, Allen (1983) indicated that themain reason for the importance of vocabulary is that: "through research, the scholars are finding that lexical problems frequently interfere with communication; communication breaks down when

people do not use the right words" (p. 5). That is, there is a strong relationship between rich vocabulary knowledge and a successful communication.

Vocabulary is an essential part of second language acquisition and more words you learn more language you acquire. Pressley (2006) asserted thatvocabulary instruction is an integral facet of language acquisition. Most individuals have learned about 15,000 words by early adulthood in their native language with the vast majority of these words having been acquired incidentally through inferential meaning of words based on context. In addition, according to Mukalel (1998), "People who read more know more vocabulary which in turn makes reading easier" (p.63). By Mukalel saying, vocabulary knowledge help learners to read and understand texts fluently without difficulties. That is, reading comprehension is dependent on vocabulary knowledge. In other words, when someone often reads texts or stories, he will grasp o lot of vocabulary which will be familiar with him when he meets in another time. In addition, large second language vocabulary also helps you to overcome problems in speaking because, if there is a word you do not know, you have to access to other words which you can use in order to approximate your meaning (Mukalel, 1998).

Furthermore, vocabulary knowledge helps students to be fluent in learning English language. For example, Rider (1997) argued that:

> When students improve their vocabularies, they feel smarter. They find themselves understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are more powerful. (p. 5)

In other words, rich vocabulary knowledge makesthe understanding and reading process of any text too easy. Also, vocabulary is vital to reading comprehension in at least two ways. Oral vocabulary is the first key connection. when learning to read, learners learn to link printed words with words in his/her oral vocabulary through decoding process. So, oral vocabulary is the basis for meaningful reading. In addition, the second connection between

vocabulary and reading is an obvious one for all learners at any level: readers cannot understand what has been written unless they understand the meanings. For this reason, teachers have recognized the need to build vocabulary to allow readers to comprehend different materials(McShane, 2005).

Reading comprehension can be influenced by vocabulary knowledge. For example, Hiebert and Kamil (2005) assumed that the main goal of vocabulary instruction, therefore, is to improve learners' comprehension. The following figure (1.3) represents a diagram in which they explain the powerful relationship between vocabulary and reading comprehension:
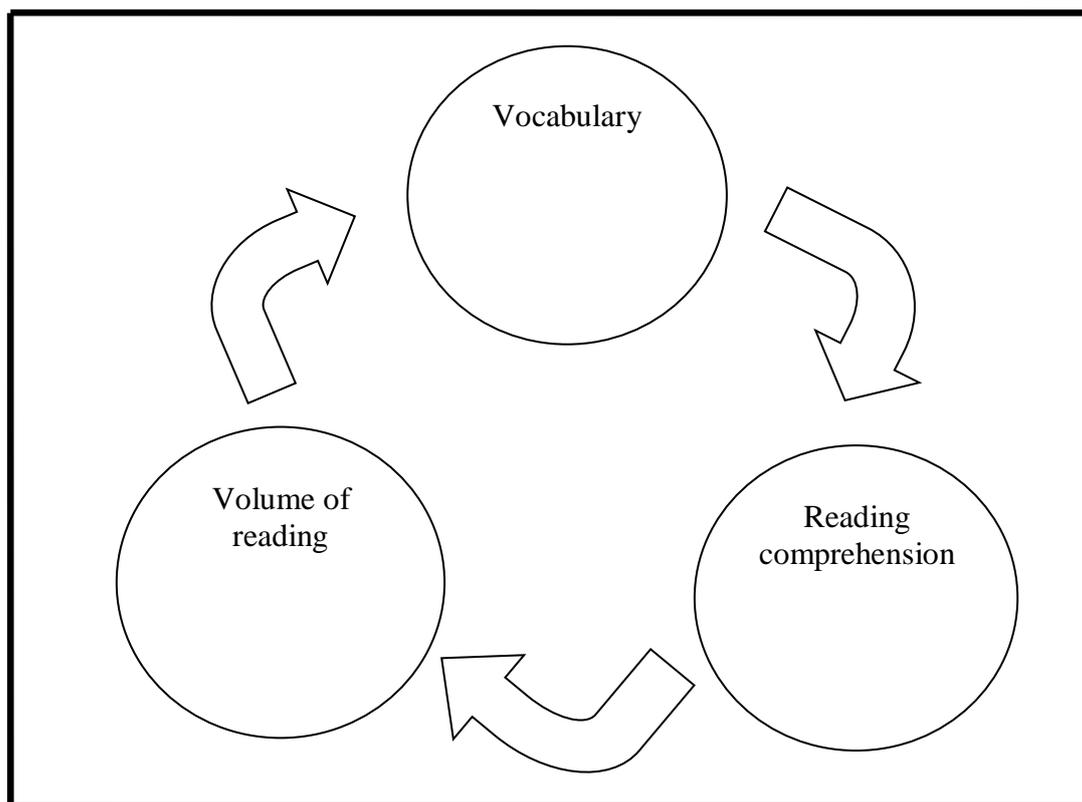
Figure1.1: A Reciprocal Model of Vocabulary and Reading Comprehension

(Hiebert & kamil, 2005, p. 34).

The previous figure illustrates a diagram in which they explain the powerful relationship between vocabulary and reading comprehension. Moreover, Shanahan (2006)

concluded theimportance of vocabulary knowledge has long beenrecognized in the development of reading skills. Asearly as 1924, researchers noted that growth inreading power relies on continuous growth in wordknowledge.Vocabulary instruction isbeneficial for all students, especially if it is tailored to individual needs. Thus, vocabulary instruction is critical to the enhancement of comprehension and written expression. In short, vocabulary is directly related to knowledge acquisition (Blachowics, Fisher, & Watts-Taffer, 2005).

1.3. Types of Vocabulary

1.3.1. Receptive Vs Productive Vocabulary

In the literature on vocabulary knowledge, the distinction between productive and receptive types of vocabulary should be focused. Palmer (1921) asserted that "receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it, productive that we produce language forms by speaking and writing to convey message to others" (p.118). Palmer wanted to clarify that receptive vocabulary can be grasped via what we hear and read, whereas productive one can be through what we speak and write to communicate with others.

It is important to differentiate between productive vocabulary and receptive one. The words that native speakers and foreign language learners understand and know are more than the words that they use. In other words, their passive/receptive vocabularies are larger than their active/productive ones. General speaking, foreign language learners and native speakers hear and read words in many contexts before they begin to use it in their minds and before they speak and write it. Often, an item goes from learners' receptive vocabulary to their productive one (Read, 2000). It has been argued that the most important point of the receptive and productivediscussion is that there are different ways to know a word. Receptive and productivevocabulary is considered as a continuum process of

knowing a word, thus the learner knowsthe word receptively and later productively, and learners can use new words after they gain more knowledge of their pronunciation, spelling, grammar, meaning, and range of use (Read, 2000).

In addition to the previous distinction has been made between receptive and productive vocabulary which are also referred to as passive and active vocabulary, Haycraft defined receptive vocabulary as "words that the student recognizes and understandswhen they occur in a context, but which he cannot produce correctly" and productivevocabulary as "words which the students understand, can pronounce correctly and useconstructively in speaking and writing" (cited in Hatch and Brown, 1995, p. 370). That is,receptive vocabulary refers to the words that can be understood but not produced. However, productive vocabulary refers to the words which students understand as well as use.

Receptive vocabulary refers to the language items which can be recognized and understood in the context of reading and listening materials (receptive skills). However, productive vocabulary refers to language items that the learner can recall and useappropriately in speech and writing (productive skills) (Gairns and Redman, 1986). Productive and receptive vocabulary are used interchangeably with active and passive vocabulary. Sometimes we face items easy to recognize and understand, but difficult to produce and use. Chall distinguished between two kinds of vocabulary required for reading: word recognition vocabulary and meaning vocabulary. Meaning vocabulary comprises words that a student can define appropriately. However, word recognition vocabulary includes the words that students pronounce when seen print (cited in Blachowics, Fisher, & Watts-Taffer, 2005).

In addition,Venkateswaran(1995) distinguished between active and passive vocabulary as:

> Active vocabulary refers to words which the students understand, can pronounce correctly, and use constructively very often in speaking and writing. However, passive vocabulary refers to words that the students recognize and understand when they occur in a content, but which cannot produce correctly by himself. (p. 138)

Moreover, Mondria and Wiersma stated that words should be learned both receptively and productively (cited in Bogaards & Laufer, 2004). All in all the two types of vocabulary are needed and essential in learning a second or foreign language. In other words, productive vocabulary is needed to use, produce, and understand. However, receptive vocabulary is needed to recognize and understand.

1.4. Vocabulary Description

Lexicography and lexicology are two main linguistic branches that study vocabulary, its different forms, as well as meaning and uses.

1.4.1. Lexicography

Lexicography is an independent discipline and part of information science. Indeed, Lexicographers are those people who writing dictionaries, but equally those people who writing about dictionaries (Jackson, 2013). That is lexicography refers to the process of writing and printing dictionaries. In addition, Jackson and ZéAmvela (2007) defined lexicography as a special technique of writing dictionaries.

1.4.2. Lexicology

Lexicology is the study of lexis; it does not deal only with simple words but with complex and compound words also. Lexicology relies on information derived from morphology and semantics. It is concerned with how words are classified, formed and their different meanings (Jackson, 2013).

1.4.2.1. Word Classification

In all languages there were words, these words can be classified into different forms and function. For example, Crystal (1995) explained that word classification comprises a group of words which, from a grammatical point of view, behave in the same

way. Traditional grammars of English agreed that there were eight parts of speech in English.he listed a set of definitions below:

1-**A noun** is a word used for naming a person or thing.

2-**A pronoun** is a word instead of a noun or noun-equivalent.

3-**An adjective** is a word used to qualify a noun by adding something to its meaning.

4**-A verb** is a word used for saying something about a person or thing.

5-**An adverb** is a word to qualify any part of speech except a noun or pronoun.

6-**A preposition** is a word placed before a noun or noun-equivalent to show in what relation the person or thing stands to something else.

7- **A conjunction** is a word used to link words or phrases together, or one clause to another clause.

8- **An interjection** is a word or sound thrown into a sentence to express some feelings of the mind such as Oh!, Bravo!.

In addition, Thornbury (2002), stated that a word has several aspects. Word description and classification can help learners to understand the decisions that teachers make in teaching vocabulary. It can be categorized into eight classes: pronouns, nouns, verbs, adjectives, adverbs, as well as prepositions and determiners. Since the origin of language is a word Thornbury also confirmed Crystal and Jackson and Zé Amvela' s point of views in terms of that a word generally has eight forms and functions. The English language is generally classified into eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs prepositions as well as conjunctions and determiners. In addition, according to Jackson and Zé Amvela (2007) they are as follows:

a-A noun: is a word that can be a person, place, or thing.

b-A pronoun: is a word which canreplace a noun.

c- A verb: is a word that refers to an action, state, or event.

d- An adjective: a word that can be used to describe a noun. It is usually used before a noun.

e- An adverb: is a word used to describe an adjective verb, or another adverb

f- A preposition: a word can be used to show a place, time, or position.

g- A conjunction: a word used to link units in a sentence. There are generally two types of conjunctions. Coordinating one that connect two main clauses and subordinating one that join a main clause with a subordinating one.

h- A determiner: is a word that can be used to qualify nouns. It can be an article, demonstrative and possessive adjectives.

1.4.2.2. Word Formation

Generally speaking, in English as a second language the word can be formulated or even changed completely. That is, a word may be formulated by adding suffixes or prefixes to its root or change it totally. In addition, word formation is a process through which word classes and meanings are changed. In this process there are two mains ways:

1.4.2.2.1. Affixation

Affixation includes two processes. When we add a letter or more to the beginning of words this is called prefixation process. However, when we add a letter or group of letters to the end of words this process is called suffixation. That is, affixation process involves addition and omission processes (Jackson and ZéAmvela, 2007). Also, affixation is when a new word is derived from another old word (Thornbury, 2002). In addition, it is assumed that "the affixation is a process of word formation in which the stem is expanded by the addition of an affix with regard to placement of the word-forming elements on the stem" (Bussmann, 1996, p. 25).

1.4.2.2.2. Compounding

Compounding process refers to the connectionbetween two words that have different meanings to give us a new word that have different meaning as in the case of **washing machine** and **word processer** (Jackson &ZéAmvela, 2007) .

1.4.2.2.3. Word Meaning

A word usually has different connection with another word. For example, it can be synonymous, antonymous to other word. That is, Word meaning refers to the relationship between words have different aspects and meanings. Forexample, polysemy,Antonymy, hyponymy, and synonymy.

1.4.2.2.3.1.Polysemy

Polysemy generally refers to when a single word has more than a meaning depends on the context. Therefore, Jackson and ZéAmvela (2007) defined polysemy as "It refers to the situation where the same word has two or more different words" (p. 58). For example, sometimes we find a word in the dictionary with different definitions, so this word is word is polysemic. In addition, polysemy refers to a single word form with different but closely related meaning. For example, we can speak about the *'head'* of a person, the head of a pin, or the head of an organization. Knowing that a single words refer to a specific group of things in one language is, but there is no guarantee that it will denote the same group of things in different language (Gairns & Redman, 1986).Furthermore, Bussmann (1996) explained that polysemy is when an expression has two or more definitions with some common features that are usually derivedfrom a single basic meaning (p. 918).

1.4.2.2.3.2. Synonymy

Synonymy generally refers to the words that have the same meaning. Sometimes some words are explained by their synonyms.According to Carter (1998), synonymy is defined as:

> This is essentially a bilateral or symmetrical sense relation in which more thanone linguistic form can be said to have the same conceptual or prepositional meaning. This does not mean that the words should be totally interchangeable in all contexts; but where synonyms are substituted changes in the prepositional meaning of the sentence as a whole do not occur. (p. 20)

In other words, synonyms comprise words that share a common meaning, For example, aged, old, and ancient are synonyms. They are similar and seldom as in case of the words taxi and car, but they are used depends in the context (Carter, 1998)."Synonymy is a group of words that share a common sense and do so may be interchangeable in a limited number of contexts" (Gairns & Redman, 1986, p. 15). It is assumed that synonymy is a quick and effective way of explaining unknown words. In addition to the above quotations, Bussmann (1996) defined Synonymy as "a semantic relation of sameness or similarity in meaning of two or more linguistic expression" (p. 1164).

To conclude, all the quotations and statements state that synonymy usually comprises that there is a relationship between two or more words that share the same meaning.

1.4.2.2.3.3.Antonymy

Antonymy generally refers to the oppositeness and contrast. It has a main role in structuring English vocabulary. It is usually occur among adjectives (Jackson & Zé Amvela, 2007). We usually explain the meanings of certain words by their oppositeness. Also, Thornbury (2002) defined antonyms as the words with contrast meanings like *far* and *near*. These two words are opposites. Furthermore, Carter (1998, p. 20) explained the notion of Antonymy as the contrast in meaning, but basic to Antonymy is a notion of semantic opposition or unrelatedness. Demarcations within antonymic sense relations can be made as follows:

1.4.2.2.3.3.1. Complmentarity

This is where the presence of one sense component excludes another. For example,

the relationship between '**alive'** and **'dead** is such that to use one logically entails the denial of the other.

1.4.2.2.3.3.2. Converseness

There are contrastive lexical relations where there is a measure of logical reciprocity such as**husband-wife**; the sentence **"he is her husband"**can be 'reversed' to produce the reciprocalcorrelate **"she is his wife".**Converseness contrasts with complementarity.

1.4.2.2.3.3.3. Incompatibility

This refers to relational contrasts between items in a semantic field (words which co-occur with reference to a familiar topic). It occurs in such sets as seasons, days of the week, cycles, generic types, and so on. For example, red, blue, and yellow are incompatibles. The house is blue excludes that it is any other color.

1.4.2.2.3.4. Hyponymy

Hyponymy generally comprises a part or portion from the whole. For example Carter (1998) affirmed that a hyponymy is a relationship existing between specific and general lexical items in that the meaning of the specific item is included in, and by, the meaning of the more general item. In short, hyponymy is a kind of asymmetrical synonymy; its basic organization is hierarchical. The followingfigure (1.3) illustratesa diagram may summarizesthe nature of this relationships:
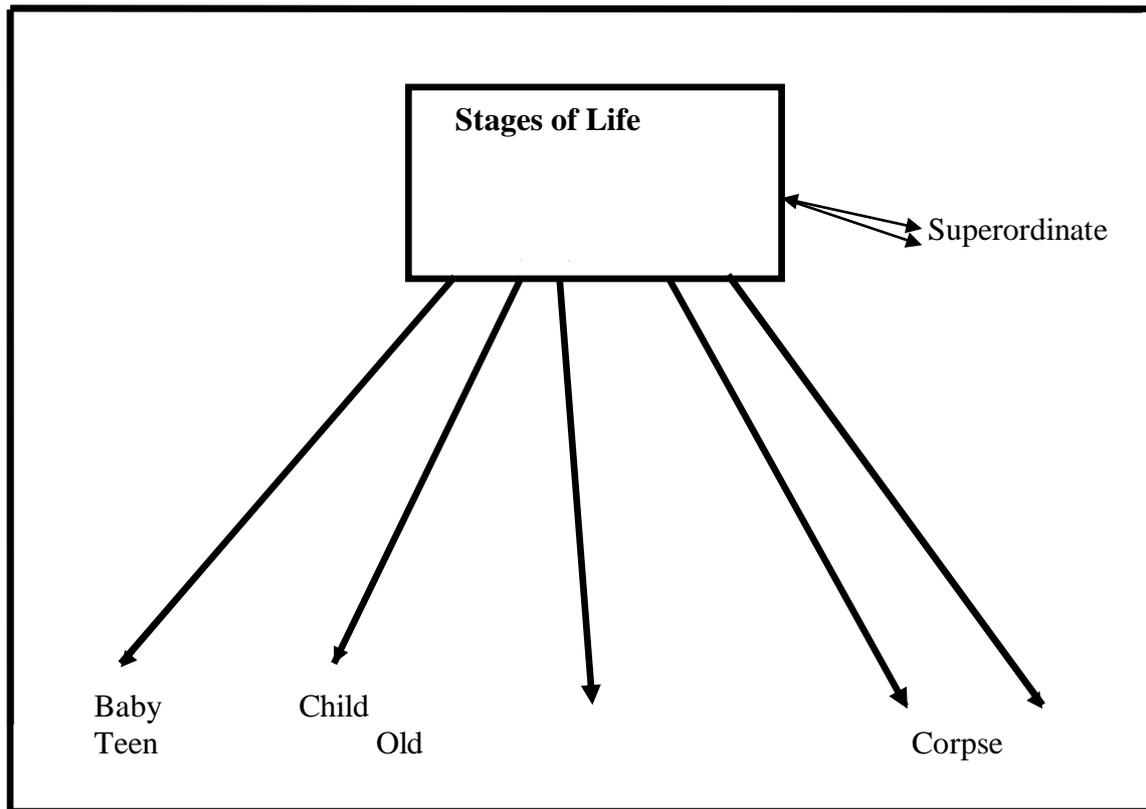
***Figure 1.2:*Hyponyms of the Superordinate of "Stages of Life" (Palmer, 1976: p. 96)**

Here, the figure includes the upper term which is called the superordinate, and the lower terms is called hyponyms. The relation between hyponyms is called co-hyponyms.Furthermore, Hyponymy refers to the inclusion of one word under the meaning of another one since they share the same features.In addition, hyponyms usually refer to the part from the whole. The following diagram illustrates these relations:
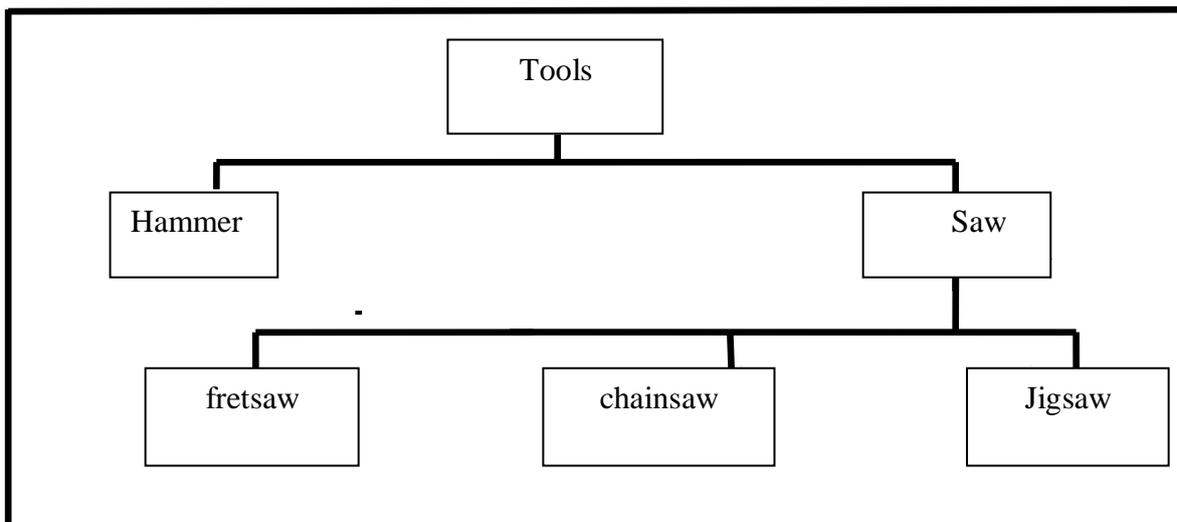
***Figure1.3*: A Diagram Illustrate Hyponyms Relation(Thornbury, 2002,p. 10)**

In other words, hyponym is a kind of relationship. for examplethis diagram simplified the concept of hyponym. That is a**hammer** is a kind of tools,

Conclusion

This chapter is devoted to introduce a general overview about vocabulary notion as an essential aspect of any second or foreign language, and its importance in learning English as a second language. The objective of vocabulary teaching must be more than covering a group of words on a word list. In other words, English language cannot be acquired or learned without knowing its vocabulary component. In addition, it has introduced the element of vocabulary description which includes lexicography and lexicology. This later includes word classification, word formation, and word meaning.In addition, the next chapter will tend to explain the status or position of vocabulary with each approach to language pedagogy. Also, the different classifications of vocabulary teaching techniques, steps and strategies.Although teaching vocabulary has a great importance, ancient methods and approaches gives a great importance to the language structures and grammar rather than vocabulary.

Chapter Two:Approaches and Techniques to Teaching Vocabulary in EFL Classes.

Chapter Two: Approaches and Techniques to Teaching Vocabulary in EFL Classes

Introduction

In recent years, second language vocabulary teaching has become an essential topic for language teachers, curriculum designers, theorists, as well as researchers. Vocabulary has a central role in language teaching and learning. It is taken from different angles with each of the famous trends in language pedagogy, including the Grammar Translation Approach, the Direct approach, theReading approach, the Audio-lingualism approach, the Oral Situational approach, and the Communicative approach. This chapter has provided a review of the previous literature on L2 vocabulary. Furthermore, it involved a detailed description of the approaches and techniques in English language vocabulary teaching. Also, we are going investigate how vocabulary is taught with the approaches, steps, and strategies that used in EFL classes. The structure of this chapter will be divided into four sections: vocabulary in language teaching approaches, classroom techniques, as well as steps and strategies of teaching vocabulary.

2.1. Approaches to Teaching Vocabulary

In language teaching, there are different and old approaches and methods. For example, Richards and Renandya (2002) stated "The notion of teaching method has had a long history in language teaching, as is witnessed by the rise and fall of a variety of methods throughout the recent history of language teaching"(p.5). The following approaches have treated vocabulary differently.

2.1.1. Grammar Translation Approach

Grammar Translation approach had its origin in Germany and was popular from the 1840s to the 1940s. That is, it is not new. The main language teaching approach from the nineteenth century was Grammar Translation. One of the most important principles in Grammar Translation approach is that vocabulary is taught through bilingual word lists in

terms of the use of dictionaries and memorization of words and their meanings. Also, this approach focuses on that the mother tongue of the learner is used to explain new items and make a comparison with their equivalents in the target language (Nagaraj, 1996).). That is, according to Nagaraj point of view the Grammar Translation approach emphasized the use of native language in explaining the meaning of words in the classroom.

Grammar Translation is not new approach. For example, Elizabeth (2004)has claimed that Grammar Translation approachis called the classical method. In teaching English as a foreign language, many teachers prefer to teach with this method. It usually includes teaching the target language by translating it in students native language. It is mainly based on the principle that by giving the meaning of a word or sentence in native language, the teacher can make the student understand. Also, it does not consume much time. It enable students to acquire many items of English by comparing them with their native language. In addition, the status accorded to vocabulary in the dominant language paradigmsof the recent past already signaled by the grammar translation approach. It focuses on morphology and syntax as well as to explicit attention to vocabulary in the form of text-linked glossaries as aids to translation from L1 to L2 (Boers &Lindstromberg, 2008). This implies that they tended to clarify that the main focus Of Grammar Translation approach is teaching vocabulary through the translation from L2tostudents' native language (L1).

Reading texts was a central focus of Grammar Translation approach. Forexample, Richards and Rodgers (1986)affirmed that the main principle of Grammar Translation approachis that vocabulary selection is based on the reading texts used, and words are taught through bilingual lists, as well as the use of dictionary and memorization. Moreover, Richards (2000) argued that Grammar Translation had focused on vocabulary teaching. It highlighted that students were expected to learn the essential vocabulary

through bilingual word lists. Also, it was thought that vocabulary would be acquired naturally through the interaction during lessons. However, the concrete vocabulary was explained through pictures or physical demonstration. That is, Richards tended to clarify that the main concern of Grammar Translation approach is teaching vocabulary to learn English as a second or foreign language.

It was thought that vocabulary should be taught through bilingual word lists and acquired through teacher and students interaction. Forexample, Shejbalovà (2006)asserted that the principal feature of the Grammar Translation approach is a focus on learning the grammar rules and their application in translating texts from one language into the other. Vocabulary is presented mainly through direct translation from the native language and memorization, and using bilingual word list (p. 5). Shejbalovà emphasized teaching vocabulary through direct translation from L2 to L1, bilingual word lists, and memorization of items. Furthermore, Krashen (1982) stated that the Grammar Translation approach consists of the principles that vocabulary is presented in the form of a bilingual list. Also, Exercises designed to provide practices on the grammar and vocabulary of the lesson. These exercises include translation from L1 to L2 and from L2 to L1. In other words, Krashen also tended to conclude what are the major principle of the Grammar Translation approach which is teaching vocabulary through the use of the native language, bilingual word list, and memorization.

To synthesize, the Grammar Translation approach generally based on the principles of the translation of words and texts from the target language into students' native language. Also, the memorization and drills of grammatical rules and vocabulary is introduced by using a bilingual lists. In other words, GTM emphasized the use of native language in English language classrooms rather than the use of target language and

vocabulary should be taught in the form of bilingual word lists since it is an effective way of learning vocabulary.

2.1.2. Direct Approach

The Direct approach is generally includes and concludes the general view that the meaning of a new word is directly explained in the target language. In other words, it totally neglects the use of learners' mother tongue in English language classrooms. Therefore, Verghese (1989) asserted that as a reaction to the Grammar Translation approach, there came the direct method. It was based on the belief that a maximum exposure of the learner to the target language without reference to the mother tongue, would enable the learner to learn the language. Furthermore,the Direct approach was advocated by F. Gouin in the mid of the ninetieth century after his observation to children' acquisition of their native language. He believed that the way in which children acquire their first language is similar to the process of second language learning. It is characterized by the principle of teaching just every day vocabulary and sentences (Richards and Rodgers, 1986, p.9).

The Direct approach in not new, when the purpose of the instruction became learning to use a foreign language to communication.This approachsupported the idea that students should learn to think in the target language as soon as possible. Also, vocabulary is acquired more if students use it in full sentences, rather than memorizing word lists. Then, students native language should not be used togive the meaning of wordsin the target language. However, using objects, realia or pictures, in the classroom environment can help students to understand the meaning ofwords (Larsen-Freeman, 2000).

Moreover, Elizabeth (2004)added that the Direct approach of teaching English comprises teaching English directly through English medium. It came as a reaction to the Grammar Translation approach. It is also called the natural method. In this approach,

English is taught through conversation, discussion, and reading. Also, it based on the idea that words are taught by pointing to objects or pictures.In addition, Diller argued that Direct approach"received its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids with no need to the students native language"(cited in Larsen-Freeman, 2000, p. 28).The Direct approach emphasized exposure to oral language and the direct use of the L2. Vocabulary was kept simple and familiar, and was assumed to be acquired naturally through the interaction during lessons and connected with reality as much as possible (Schmitt, 2000). That is, Diller and Schmitt agreed on the meaning of a such word must be explained and defined directly in the target language with no reference to students' native or first language.

Furthermore, Sauveur claimed that "foreign language could be taught without translation or the use of the learners' native tongue if meaning was conveyed directly through demonstration and action" (cited in Richards & Rodgers, 1986, p. 7).The other main principles that the Directapproach supports are the teachers are supposed to encourage direct and spontaneous of the foreign language in the classroom. Also, it is assumed that known words could be used to teach new vocabulary, using mime, demonstration, and pictures (Richards & Rodgers, 1986, p.7). Thatis, the Direct approach in teaching vocabulary emphasizes the use of demonstration, pictures, and actions. In the other hand, in neglects the of translation or learners' native language.

In addition, Frank wrote on the principles of direct association between forms and meanings in the target language. He also confirmed that language should be taught by using it actively in the classroom. Moreover, teachers must encourage direct and spontaneous use of the target language in the class and known words could be used to teach and learn new vocabulary, using mime, demonstration, and pictures (cited in Richards & Rodgers, 2014).

To synthesize, vocabulary in this approach should not be taught through translation from students native language to the target language, however it should be directly explained and defined in the target language.

2.1.3. Reading Approach

The Reading approach held sway in the United States until the late 1930s and early 1940s When the World War II broke out and made it imperative for the U.S. military force to quickly and efficiently learn foreign languages, the popularity of this approach waned. The deficient vocabulary knowledge gained through the Reading approach and its lack of emphasis on oral-aural skills gave rise to language learners who could not communicate in the target language (Celce-Murcia, 2001). Following the Coleman Report in 1929, reading became the goal of most foreign language programs in the United States and its popularity lasted until World War II (Richards & Rodgers, 2003)**.**

In addition, the reading approach emphasized that students have to concentrate on faster reading because it improves vocabulary comprehension and acquisition. In addition, the vocabulary used in the reading passages is controlled at beginning levels and is chosen according to their frequency and usefulness. The acquisition of vocabulary is considered to be more important than grammatical skills and is expanded as fast as possible through intensive and extensive reading. The translation of vocabulary items and sentences are permitted (Ketabi&Shahraki, 2011).

2.1.4. Audio-lingualismApproach

Richards and Rodgers (1986) stated that Audio-lingualism is also called: Army and Aural-Oral method. Its origins go back to the Second World War where the United Stated of America entered into the war against Japan. U.S.A government was obliged to teach Japanese language to soldiers. The focus was mainly to attain conversational proficiency in listening and speaking, without paying attention to other remaining skills reading and

writing because of time limit at that period. Here are the common characteristics of the Audio- Lingual approach: teaching grammatical points implicitly through dialogue and memorization of list of vocabulary and

> Audio-ligualism is known as a linguistic or structure-based approach to language teaching. this term is coined by Professor Nelson Brooks in 1964. He has transformed language teaching from an art to science, which would enable learners to achieve mastery of a foreign language effectively and efficiently.(Richards & Rodgers, 1986, p. 48)

Furthermore, Audio-lingual approach was dominating, language learning was believed to be a process of a habit formation. Systematic attentions were paid to pronunciation and oral drilling of sentence patterns. New words were then taught through drills, but only roughs to make the drills possible (Larsen-Freeman, 1986).This methodprioritizes fluency with accuracy. That is, it focuses on memorization of dialogues in the class or in a language lab, prolonged and intensive drilling. Generally, students are likely to acquire numbers of conventional multi-word expressions (Boers &Lindstromberg 2008). Furthermore, Rivers stated that:

The meaning that words of a language has for the native speakers can be learned only in a

> linguistic and cultural context and not in isolation. teaching a language involves teaching aspects of the cultural system of the people who speak the language. (cited in Richards & Rodgers, 1986, p. 51)

Audio-lingual language teaching comprises the idea that the lesson starts with a dialogue, which contains the structure and vocabulary of the lesson. The student is supposed to mimic the dialogue and memorize it. The goal of the Audio-lingualismapproach is to havethe students over-learn a variety of patterns to be used directly in performance (Krashen,1982).

2.1.5. Structural Oral-Situational Approach

Structural Oral Situational approach refers to an approach to language teaching

developed by British applied linguists from the 1930s to the 1960s.One of the first aspects of a foreign language teaching in Structural Oral Situational approach is the role of vocabulary. Vocabulary is seen as an essential component of reading proficiency. Furthermore, Palmer asserted that vocabulary was one of the most important aspects of foreign language learning (Richards & Rodgers, 1986).In addition, Nagaraj (1996) asserted that the Structural Oral Situational approach became very effective in teaching English as a foreign/second language in the late of 1940's and early of 1950's. He also suggested that any language item, whether it will be a structure or a word, should not be presented in isolation, but it has to be introduced in a context. SOS approach is based on the principles thatlanguage is primarily speech, selected structures and vocabulary are introduced and practiced orally. Forexample, the spoken form of our mother tongue is acquired and learned before the written form.

Furthermore, Pitman (cited in Nagaraj, 1996) suggested that "Almost all the vocabulary and structures taught in the first four or five years of learning English and even later can be placed in situations in which the meaning is quite clear" (p. 18).These situations are denoted by the use of concrete objects, pictures, and regalia which together with actions and gestures can be used to demonstrate the meaning of new language items.

2.1.6. Communicative Approach

The communicative approach was advocated to replace the structural approach that was dominated language teaching programs and curricula for many years ago. And it was an important and influential factor for the emergence of communicative language teaching in the late 1960s and 1970s to replace the previous approaches and methods to language teaching which is mainly the audio lingual method (Richards, 2001). The communicative approach deriving in the 80 's, once gave vocabulary a secondary status. Also it has focused more on the meanings, the appropriate use, and the communicative competence of

the L2, little explicit attention has been given to vocabulary in either theoretical or pedagogical publications (Zimmerman cited in Coady and Huckin, 1997).

This approach is characterized by Communicative Language Teaching activities such as: Information Gap activities, Jigsaw activities,(people discuss opinion), Task-Completion activities (puzzles, games, map-reading…etc), Information Gathering activities (surveys, interviews, research), Opinion-Sharing activities, Information-Transfer activities, Reasoning-Gap activities, Role play, Project Work, Pair and Group Work activities.

To synthesize, vocabulary teaching has been treated in line with the currently favored language pedagogy. In Grammar Translation approach, the main focus is on the as a reference. Whereas, the Audio-lingual approach neglects the teaching of vocabulary in order to teach grammar and pronunciation. The reading approach relies on the key words list as the core element of a language course. However, the communicative approach has been used on the idea that vocabulary will be acquired incidentally and explicit instruction is not essential. Although, it has been assumed that successful vocabulary teaching involves a mixture of various approaches (Jiang, 2013).

2.2. Techniques to Teaching Vocabulary in EFL Classes

In a normal teaching situation, the teacher uses different techniques in order to present an item and convey its meaning to their students. In other words, the teacher is the one who select the items that should be taught through these most means.Gairns& Redman (1986) discussed the most common ways in which an item is presented and a meaning is conveyed as the following:

2.2.1. Visual Techniques

Visual techniques usually comprise two main techniques came from the direct approach which are visuals and mime and gesture. They are as follows:

2.2.1.1. Visuals

These include flashcards, photographs, blackboard drawing, wall charts and realia (i.e. visual aids). Generally speaking, these techniques are used for conveying meaning but, in particular, they are useful for teaching touchable items of vocabularysuch as food or furniture, and other areas of vocabulary such as places, professions, descriptions of people, actions and activities. These visuals can be used as the basis for involving students interaction. In other words, the visuals or visual techniques refer to all what can be seen in the classroom

2.2.1.2. Mime and Gesture

These techniques are also used for conveying meaning but in different way of visuals. For example, when teaching an item such as 'to swerve', a teacher can build a situation and illustrate it in the blackboard , then he can use gestures to give a clear idea about the concept.

2.2.2. Verbal Techniques

2.2.2.1. Use of Illustrative Situations (Oral or Written)

This technique is particularly appropriate for teaching and presenting the abstract items. To make the concept understood and grasped by learners, teachers should illustrate the meaning through the use of different situations and contexts. For example the below figure is used to clarify one of the most effective techniques that can be used by EFL teachers in teaching vocabulary. Using pictures might help and encourage students to grasp, acquire, and memorize much of vocabulary:

2.2.2.2. Use of Synonymy and Definition

Synonymy technique is often used with low level students. To simplify students understanding and acquiring the right meaning, for example; the teacher directly tells students that the meaning of 'miserable' is synonym to 'very sad'.In addition, definition

technique is also a helpful means of conveying meaning through contextualized examples in order to clarify its limits.

2.2.2.3. Contrasts and Opposites

Contrasts and opposites is a technique through which students grasp the meaning of such item. For example, when they are searching for the meaning of such item, is easily illustrated by contrasting it. However, it is important to illustrate thecontexts in which these items are occurred.

2.2.2.4. Scales

Once students have learnt two contrasting or related items, they use them in a bilingual list. This can be usefulway of revising and feeding in new items.

2.2.3. Translation

The use of translation technique in EFL classrooms can be a very effective way of conveying meaning and message. According to Gairns and Redman (1986), it can save time that might others be spend on a tortuous and unsuccessful explanation in English. It can be a very quick way to dispose of how low frequency items that may worry the students but do not warrant significant attention. Translation is obviously one way to solve the problems of explaining the difficult items.

In addition to the previous mentioned techniques of teaching vocabulary, Allen (1983),stated that teachers use three ways to show the meanings of words: pictures, explanations in the student's own language, and definitions in simple English that isalready known by students. Also, Ur (1996) stated various techniques for teaching newvocabulary. She listed different techniques as follows:

1. Concise definition

2. Detailed description (of appearance, qualities...)

3. Examples (hyponyms)

4. Illustration (picture, object)

5. Demonstration (acting, mime)

6. Context (story or sentence in which the item occurs)

7. Synonym

8. Opposite (antonyms)

9. Translation

10. Associated ideas, collocations

According to all the different techniques of teaching vocabulary which have been stated by Ur are approximately similar to what Gairns & Redman stated. In addition, Venkateswaran (1995) claimed that explain difference or meaning technique is very effective one in teaching vocabulary items. That is, there is no need to for word by word translation, because there is no equivalent in a language for a word in another language. Also, it is helpful for students to explain the difference in meaning rather than the meaning its self.

Moreover, Thornbury (2002) discussed several techniques and procedures a teacher mightchoose to help learners acquire new vocabulary items. The underlying premise is thatsometimes there is a need for the instructor's direct intervention in the teaching of selectedvocabulary items. Thornbury advised teachers to consider important issues such as howmany words to present at a time, whether to present the meaning or the form of a word first,and whether to use translation, as opposed to using some type of visual or verbal illustration.This reflection will enable teachers to make appropriate choices. Headded that theprocedure a teacher follows to help learners become aware of how the grammar of a givenword works is very similar to the one learners use to understand collocations. The key is toprovide learners with rich data and to guide them to pay attention to patterns and to notice.He also claimed that to promote vocabularyacquisition. These activities included

word families and parts of speech relations,collocations, phrasal verbs, cognate awareness, and dictionary use. An effort was made toprovide multiple contexts for the words and multiple encounters with them.

2.3. Steps of Teaching Vocabulary in EFL Classes

It is important to decide what vocabulary will be selected for teaching, how it will be sequenced as well as how it will be presented (Newton & Nation, cited in Coady&Huckin, 1997).

2.3.1. Selection

The most researches have provided lists of the most frequent and widely used words of language, especially for the early stages of learning a language. Frequency and range have not been the only factors that have guided the selection of vocabulary, however other factors include the ability to combine with other words, the ability to help define other words, the ability to replace other words and other factors related to association and availability Some of these factors were used by West (1953) as frequency, range and replace ability in his book General Service List of English Words that consists of 2000 words. The most appropriate learning strategy here is "selective attention" i.e. the teacher should draw the learners" attention to the target word and he should ensure that he notices it. The teacher can do this through underlining, bold-facing and circling (cited in Coady. J, Huckin. T .1997: 239).

2.3.2. Sequencing

Generally there are twosequences: first, the sequence of levels of vocabulary, and second, the grouping and ordering of words within a set of lessons. The divisionfor the levels of vocabulary is shown in the following table adapted from Nation (1990):

levels	Number of words	Text coverage %
High-frequency words	2,000	87
Academic vocabulary	800	8
Technical vocabulary	2,000	3
Low-frequency vocabulary	123,200	100
Total	128,000	

Table 2. 2: Levels of acquiring vocabulary (in Coady&Huckin, 1997, p. 239)

It is not possible to use English in any normal way without high frequency words of English. These words consume considerable time and attention from the teacher and learners. Academic vocabulary lists includes 800 headwords that are frequent in a wide range of academic texts, both in secondary or senior high school and in university, and in newspapers. However, technical vocabulary has a very narrow range. It is used with a specific domain. That is, every domain has its technical vocabulary. The low frequency words are represented in the following words: bench, marble, brilliant, mess, circus.

Grouping items within a lesson is not established through learning items together that are synonyms, opposites, etc. It is easier to learn unrelated words than learning items that are near synonyms or opposites. For example, the learners mixed the forms and meaningsof words such as "hot" with the word "cold" if they have been taught at the same time. After the lesson, learners cannot be sure if "hot" means "hot" or "cold".Ordering is very important in teaching a foreign language. Different items should not be taught separately. In other words, there must be a kind of combination between thesewords for the sake of producing meaningful sentences.

2.3.3. Presentation

Academic and technical vocabulary lists can be used to make it easier for both

teachers and learners to treat these types of vocabulary. Therefore, high frequency vocabulary is taught through vocabulary exercise or individual learning because this type of vocabulary comprises few number of frequent words, also is essential for effective language use. However, low-frequency words are many in number,and can be guessed from context if the high-frequency words are known, and occur infrequently, each word does not deserve attention from the teacher. The strategies for coping with low frequencywords include guessing from context, using word parts to help remember word meanings, and using mnemonic and rote vocabulary learning strategies.In addition, Flohr (2008) claimed that the teacher needs to present the vocabulary in a way that students can easily understand how to use the new words.

2.4. Strategies to Teaching Vocabulary in EFL Classes

Vocabulary is generally taught through several strategies and techniques. That is, among those strategies there are planned and unplanned ones

2.4.1. Planned Strategies

As far as effective vocabulary instruction is concerned some recommendation are offered. Hatch and Brown (1995) referred to this technique as "intentional vocabulary instruction" (p. 415). That is, the strategies of teaching vocabulary are intended, prepared, and well planned by the instructor. Teaching techniques are never stop accumulating. Schmitt (2000)supposed that the mastery of the core vocabulary and a large sight vocabulary (i.e., words whose form and common meanings are recognized automatically, irrespective of contexts help learners to take off.

2.4.2. Unplanned Strategies

Seal (1991) classified vocabulary teaching strategies into twotypes as planned and unplanned activities in the classrooms. That is, unplanned strategies refer to when words may be learned incidentally and accidentally in class when learners ask specific meanings

of a word. Seal also proposed a three C's method, which maybegin from **conveying** meanings by giving synonyms, anecdotes, or using mime. Then, the teacher **checks** the meaning to ensure that students understand what has been conveyed. Finally, the meaning can be **consolidated** by practicing them in contexts (cited in Shen, 2003).

In addition, Hatch and Brown (1995) confirmed that unplanned vocabulary teaching strategies may be differ from a teacher to another, from a lesson to another. Nevertheless, unplanned vocabulary activities do not consume much time instead of planned vocabulary activities. This is because teachers normally would prepared teaching materials in advance, including a listing of the target words, and these words would consume much class teaching time.Hatch and BrownAlso supported Seal by adding the 4th C, **"connect"** the meaning and the form of a word together.To analyze teaching methods in details, Oxford and Crookall (1990) classified common techniques into four categories: (1) de-contextualizing: word lists, flashcards, and dictionary use; (2) semi-contextualizing: word grouping, association, visual imagery, aural imaginary, keyword, physical response, physical sensation, and semantic mapping; (3) fully contextualizing: reading, listening, speaking, and writing; (4) adaptable: structured reviewing. Based on their classification, and taking further the argument for a dynamic view, the following Figure (2.3) summarizes a dynamic continuum of different approaches.

Decontextual   **Contextual**

1. word list	1. word grouping	1. listening
2. flashcards	2. word/concept association	2. speaking
3. conventional use of dictionary	3. imagery: aural and visual	3. reading
	4. key word	4. writing
	5. physical response	
	6. physical sensation	
	7. semantic mapping	
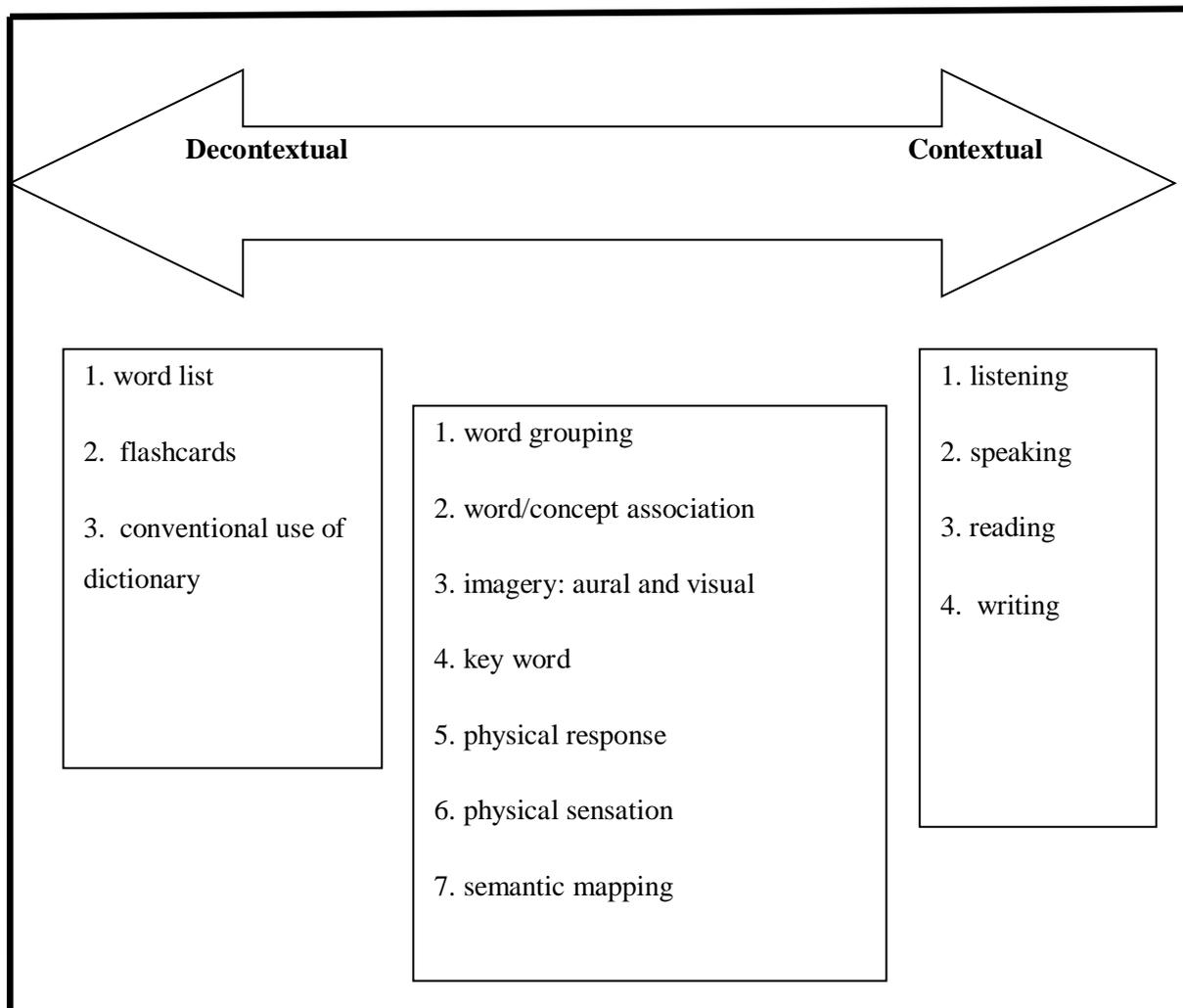
*Figure2.4:***Classification of common vocabulary teaching strategies (Oxford&Crookall, 1990).**

This figure explains that the more towards the left, the less a word is learned in contexts and in connection with other words, while the further to the right the greater the contextualization of the word. Therefore, it can be argued that contextual, semi-contextual and de-contextual strategies of teaching vocabulary are all needed to help learners to learn words.

2.5. Teacher Role in Teaching Vocabulary in EFL Classes

With regard to effective vocabulary instruction, teachers may draw students attention on a particular word by writing the new words on the blackboard. So, the learners may focus on the meaning of a word by providing a definition, synonym, or L1 equivalent

(Nation, 2001). In line with this, language teachers need to improve students' awareness of vocabulary learning strategies including active processing of the foreign language. Also, they need to make students aware of the importance of an independent and structured approach to language learning. One of the essential function of English language teacher is to encourage his students to find the easiest manner of conveying new information in the existing system of the mental lexicon. In addition, Ur (1996) talked about teachers' role in teaching vocabulary. For example, in Grammar Translation approach, the teacher explains rules and meaning of words in the learners' native language and organizes practices such as translation.

It was assumed that teaching vocabulary requires a considerable time. For example, Shanahan (2006) asserted that it is important that teachers allot time for the direct teaching of vocabulary, but they also should seek opportunities to enrich vocabulary knowledge with other activities. Teacher should introduce new vocabulary that students are about to confront in their reading. Also, since reading texts can influence students' vocabulary learning, teacher should show care in the selection of these materials to ensure that they introduce useful words with sufficient context and illustration.

Conclusion

Actually, this chapter has summarized the most common approaches and techniques to teaching vocabulary in English language classes. In addition, it tried to answer the research question: what are the teacher's instructional practices of teaching vocabulary in English foreign language classes. This chapter was also to provide a detailed description of the steps and strategies that EFL teachers use in the classroom.The next chapter of the practical work will tend to prove the hypothesis that was formulated which is as may be EFL teachers unaware of the importance of vocabulary in their classes. This chapter will be the main concern because we are going to investigate teachers attitudes

towards teaching vocabulary in their EFL classes. Thus, we are going to use two qualitative data gathering tools; a classroom observation for all LMD students of English; and a semi structured interview for teachers of oral and written classes. Finally, the last section will be suggestions and a general conclusion for the research study.

ChapterThree:

Description and Analysis of the Teachers' Interview and Classroom Observation Checklist.

Chapter Three: Description and Analysis of the Teachers' Interview and Classroom Observation Checklist.

Introduction

With regard to the field work chapter, we are mainly working on two main qualitative data gathering tools which are: Teachers' Interview and Classroom Observation Results and Analysis. It aims at investigating teachersperceptions and attitudes towards teaching vocabulary and also the instructionalpractices and the different approaches and methods they use in EFL classrooms.

With regard to teachers' interview, we are going to analyze teachers' attitudes towards teaching vocabularyand the approaches they use in EFL classes. This interview has been chosen as one of themain qualitative data gathering instruments because it provides us with valid and reliable information about our research work. It has been distributed to four teachers from the Department of English at Biskra University. One of them teaches Didactics; and three teachers teach written and oral expression to Master one Science of the Language.Indeed, teachers attitudes and views towards teaching vocabulary were effective and beneficial, because it describes the real world of teaching vocabulary in EFL classes of Biskra University.

However, the classroom observation has been made with all English students at Biskra University in order to get further information related to the research which is under the investigation. It has been chosen since it is suitable to the research methodology, also it leads to collect more real accurate information about what is happening in the classroom. We were engaged in a classroom observation in order to investigate the approaches and classroom practices and strategies that teachers used in to teach vocabulary to EFL students at Biskra University.

3.1. Description of the Interview

The type of the interview has been used in the research study is semi-structured interview. This type of interviews generally includes no more than ten questions, indeed, thesequestions should be open ended once. With regard to our case, the interview is comprised of nine questions. theywere usually open ended questions. The first question was a common and general question related to teachers' experience of teaching English as a second or foreign language. However the other eight questions are related to teachers views of teaching vocabulary, its importance, and the techniques and strategies that teachers use to teach vocabulary. With regard to teachers' answers analysis, after we have gained their responses we will analyze them in a way in which they will be stated one after the other. Then we try to comment on them.

3.2. Analysis of the interview

Interviewer:How long have you been teaching English as a foreign language?

Interviewee 1:"28 years"

Interviewee 2: "25 years"

Interviewee 3:"12 years".

Interviewee 4: "10 years".

Interviewee 5:"For just one year".

From the teachers' responses above, it has been noticed that the majority of teachers are more experiencedin teaching English as a foreign language. They have taught English for a long period of time at different levels.They taught English in middle, secondary, and high school. In other words, most of them have an experience of teaching English more than 10 years. However, there is a novice teacher who just has an experience of one year.

Interviewer: In your opinion, to what extent teaching vocabulary is important?

Interviewee 1:"Vocabulary is important since it helps the acquisition of the four skills"

Interviewee 2:"In my opinion, it is of utmost importance".

Interviewee 3: "Vocabulary acquisition is so significant in EFL learning".

Interviewee 4: "Very important".

Interviewee5: "It is a crucial course. Because without vocabulary, learners cannot discuss any topic or even express their own needs and preferences".

All teachers share the same point of views towards to what extent vocabulary is important.This question was really important since those interviewees have provided us with their final remarks and profound comments concerning the reality of teaching vocabulary in Biskra University. The five participants agree that vocabulary is very important and essential in language teaching and learning. Forexample, in case of learning, vocabulary helps students to acquire the four EFL skills. While, teaching English language as a second language cannot be accomplished without teaching vocabulary as a main component in English language learning. As a result, teaching vocabulary has considerable importance in EFL classes of Biskra University.

Interviewer: Is difficult to teach vocabulary in your class? If yes, why?

Interviewee1:"Yes, it is because we need first to know about the culture of the target language and also because of the L1 interference".

Interviewee2:"No, not really".

Interviewee 3: "Of course, because teachers have to follow certain strategies".

Interviewee 4: In some situations, it is difficult".

Interviewee 5:"Actually, no".

From the above results and responses, the researcher deduced that most EFL teachers share the common attitude or point of view that teaching vocabulary to their students in the classroom is utmost difficult. They have asserted that teaching vocabulary based on certain strategies and socio-cultural rules. However, only two teachers in this case

were disagreewith this point. They view that it is usually easy to teach vocabulary in the class since they use it frequently. From the researcher observation in oral expression class, he deduced that the teacher is primarily emphasized on vocabulary instruction. In addition, she focuses on to what extent students acquire, remember, and use in the classroom.

Interviewer: Is teaching vocabulary a part of your instructional practices?

Interviewee 1: "Yes".

Interviewee 2: "Yes, you cannot be an EFL teacher and fail to teach vocabulary".

Interviewee 3: "Yes".

Interviewee 4: "Yes".

Interviewee 5: "Yes".

The results and findings from this item show that all EFL teachers share the same point of view that teaching vocabulary is a part of their instructional practices. EFL teachers have to be successful in teaching vocabulary. That is, these data show that vocabulary teaching isemphasized and focused in EFL classes of BiskraUniversity. In other words, teachers are aware of vocabulary vocabulary importance in teaching and learning English as a second or foreign language (FL).

Interviewer: What approaches do you use to teach vocabulary in your class?

Interviewee 1: "The use of dictionaries, reading texts, guessing from context, word games and puzzles as well as pictures and dialogues. All of them work well. Also, we should vary the didactic materials to avoid boredom".

Interviewee2: "The use f dictionaries, reading texts, guessing from context, and dialogues. I am eclectic".

Interviewee 3: »The use of dictionaries, reading texts, and guessing from context".

Interviewee 4: "The use of dictionaries and dialogues".

Interviewee 5: "Reading texts, guessing from context, word games and puzzles, anddialogues".

Actually, after collecting the different teachers' answers and reactions it has been noticedthat allparticipants usually use the same and common approaches to teaching vocabularysince they are more effective and powerful. These common approaches comprising the use of dictionaries, reading texts, guessing from context, word games and puzzles as well as dialogues and pictures. Most of oral expression teachers and instructors believe that these approaches are effective and powerful to convey meanings to the students.

Interviewer: Does reading texts enhance vocabulary acquisition? If yes, please explainhow?

Interviewee 1: "Yes, the reading skill can be considered as the best skill to enhance the acquisition of new vocabulary items mainly for those who develop their own notebooks and collect new vocabulary items".

Interviewee 2: "All kinds of texts can be a real source of vocabulary learning and of course teaching. As English is not our language, we both teachers and students need authentic materials to get access to new vocabulary".

Interviewee 3: "Of course yes, because reading different materials is the first source of vocabulary acquisition".

Interviewee 4: "Not all texts enhance vocabulary learning because some texts are not adequate to students' level (may be too easy or difficult).

Interviewee5: "Indeed, any type of texts provides the students to learn some new vocabulary that is related to its relevant subject. This may extend the knowledge and the vocabulary wealth of the students".

After all, , it has been deduced that the majority of interviewees agreed that reading texts can improve students' vocabulary knowledge. It is assumed that reading comprehension is related to vocabulary knowledge. Moreover, it was assumed that when learners read more, they will learn and grasp more. However, one interviewee argued that not all types of texts enhance vocabulary acquisition. he asserted that these texts can be below or up the students' level of vocabulary knowledge.

Interviewer: How do you help students to remember new English words?

Interviewee 1: "By using them in activities and encouraging them to use them whenever possible".

Interviewee 2: "By using all kinds of activities (pictures, drawing, gestures, and mimicry, etc.).

Interviewee 3: "By asking them to use those words in their own sentences".

Interviewee 4: "Using them frequently in their oral or written discourse".

Interviewee 5: "Using useful but funny methods. I usually ask them to use those new wordsin useful and meaningful sentences. Also, giving them the definition and ask them to recallthese words and learn them by heart".

From the previous interviewees' responses, it has been assumed that to help students remember new English words there are different activities. For example, two interviewees have said by asking students to use the words in sentences by their own words. However, the others use activities such as showing pictures, drawing, giving definition, and gestures. In addition, two teachersreported that that they use repeating theword many times strategy.This strategy is favorable both by teachers and students since it is effective and enjoyable.

Interviewer: Do you think it is necessary to use students' native language in explaining English words?

Interviewee 1: "Yes, sometimes when it takes time to explain it in the target language and they do not understand. But the teacher should use classical Arabic not the dialect".

Interviewee 2: "Definitely, yes. The judicious use of L1 in vocabulary teaching (vocabulary acquisition/getting) is a necessity not a luxury

Interviewee 3: "Sometimes, yes".

Interviewee4: "If the situation necessitates, it is considerably possible to use L1 but without exaggeration".

Interviewee 5: "Actually, not necessary. You may explain any term in English in order to make your students familiar with the exact meaning/explanation in the target language(TL)".

As a result, we can deduce that teachers have a common view that it is necessary to use students' native language in explaining English words. Whereas, three teachers see that using L1 translation is important but only when the student cannot be able to grasp or understand the meaning in the target language. However, one interviewee completely refuses the use of L1 in the classroom.In order to make your students familiar with the exact meaning/explanation in the target language, the words have to be explained in English.

Interviewer: Do you agree or disagree with the following statement: "The lesson should mainly focus on vocabulary development"?

Interviewee 1: "No, to learn vocabulary may be very helpful to be fluent in the target language, but to know the other skills may help too".

Interviewee 2: "No, of course not unless the teachers' objectives in to teach new vocabulary. Otherwise, a lesson should be targeting various skills".

Interviewee 3: "No, because any lesson should be balanced between the four skills of learning".

Interviewee 4: "I do not completely agree. The lesson has always objectives that range from grammar, vocabulary tolanguage skills and culture. Therefore, developing students' vocabulary requires setting a clear objective with suitable objectives that focus on vocabulary building".

Interviewee 5:"I agree partially, because any course needs a content and at the same time language which translate this knowledge to your students. Thus, vocabulary is as importantas the knowledge/content which it presents".

From the mentioned interviewees' answers, it has been deduced that the majority disagreed with the statement of the lesson should mainly focus on vocabulary development. They argued that the lesson objectives should be balanced between language skills and components. Also, they claimed that vocabulary can help learners to get fluency in the target language but it cannot be the main focus or objective of the teacher.

3.3. Description of the Classroom Observation

The type of the classroom observationwas a structured one, since we have used a planned checklist. This lattercomprises twelve items or statements related the research topic. In addition, the classroom observation was conducted with thirdyear LMD students of English divisionat Biskra University with the same teacher of oral expression during the second semester of the academic year 2014/2015.. We have chosen the sample by taking only one groupof the whole population. Since the time was not enough, we have attended five sessions with a focus group in order to check if EFL teachers are aware of vocabulary importance and if they use different techniques and approaches in teaching vocabulary. The classroom observationwasbegan from 6thAprilto 21st April. The observedclass has one session during one and half hour per-week.to make the observation more planned we have discussed with the teacher certain points related to teaching vocabulary in EFL classes. He told us that vocabulary is usually taught implicitly through oral and written

expression classes and others courses.In order to have a well organized classroom observation, we have designed a checklist includes twelve items related to classroom vocabulary instruction.

3.4. Analysis of the Classroom Observation Checklist

From the classroom observation has been conducted with third year LMD, it has been noticed that the truth of teaching vocabulary in EFL classes of Biskra University is not clear. In other words, although teachers are aware of the significance of vocabulary in learning the four wheels of English language, they teach it implicitly within other language aspects.

ITEM ONE: Teachers use the native language in explaining a new item in the classroom:(rarely observed)

During the all previous sessions we have attended, it has been observed that the teacher did not always use the students' native language in explaining a new item in the classroom. In other words, the result that has come from the observed classconfirmed that he did not use native language in classroom. However, when it became difficult to convey the meaning in English language and this strategy takes much time, the teacher is sometimes obliged to use the students' native language to make the understanding process easy for the students.

ITEM TWO:Teachers teach vocabulary through bilingual list words: (not observed)

From the sessions we have attended with the observed class, in has been observed that the EFL teacher never used a bilingual words list in teaching vocabulary in the classroom. For example, one of the previous sessionsshe has introduced a new word during the course, she did not give its equivalent meaning in Arabic or French but in English.

ITEM THREE: Teacher uses pictures and other realia for his students to make connection between words and the associated objects: (observed)

During the first session we have attended, the teacher did not use pictures or any other realia for his students. However, during the last two sessions, it has been noticed that the teacher has used pictures, video, anddata show for his students to make connection between words and associated objects. In addition, she has showed that this teaching method is enjoyable and effective for learning vocabulary.

ITEM FOUR: Teacher directly explain the meaning of words in the target language: (observed)

During the fivesessions we have attended, it has been observed that explaining the meaning of new words in English as a second language became familiar and known with all EFL teachers. In addition, this teaching method is one of the most characteristics of the Direct Method in language teaching. For example, when a student asks the teacher to explain a difficult word, he directly provides him with a brief explanation in English language. Katayoon and Tahririan (2006) conducted a survey which reveals that 59% students blame their teachers for not encouraging them in speaking English in the class or outside of the class.

ITEM FIVE: Teacher give commands through one word along with gestures such as pointing which provides opportunities for initiating the interaction with students: (observed)

During the five session we have attended, we have observed that the teacher usually use his body languagelikegestures to illustrate the meaning of the word. So, this leads to the interaction between students in the classroom.

ITEM SIX: Teachers motivate students to read carefully as much as possible to find out difficult words: (observed)

As a result of what have been observed during the five sessions, it has been noticed that the teacher is mainly focus on motivating students to read carefully to find out the

difficult and ambiguous words in the given text. For example, during the first session we have attended, the teacher began her lesson with greeting, then she distributed handouts on the students which were in form of poem. Then, she asked them to read it for three times and underline the difficult words that will be discussed and explained later on.Therefore, this technique seems more effective and powerful in helping students to learn and acquire large vocabulary knowledge. Moreover, this teaching method is one of the main features of the Reading Method in language teaching.

ITEM SEVEN: In order to understand a new word, students check it in the bilingual dictionary: (observed)

From the previous sessions we have attended to, we have concluded that in order to understand a new word students usually check its meaning in a bilingual dictionary strategy is well observed in the classroom environment. For example, when we have attended in all sessions, we observed most students use electronic dictionaries in order to check the meanings of needed words more than five times during one session.

ITEM EIGHT: The teacher divides the word into parts and gives the meaning of the parts (word part strategy): (not observed)

During the session we have attended, the teacher did not use the word part strategy in explaining a meaning of a such word. However, she explained the whole meaning of a word in English without dividing it into parts (suffixes, prefixes, and, roots). It was assumed that the word part strategy is helpful for beginners not adults learners or high school students.

ITEM NINE: The teacher gives the word in context to show meaning: (rarely observed)

During the classroom observation period, it has been observed that the teacher not always use this strategy. She sometimes uses the difficult word in a simple sentence to

facilitate the meaning for the students. Usually she explains the meaning of a word by its synonym in the target language.

ITEM TEN: The teacher gives a chance to her students to communicate with him in English to develop their vocabulary: (observed)

After the observation the researcher discloses the fact thatthere is a communication and interaction between the teacher and her students. In other words, during the previous sessions we have attended, it has been observed that the teacher gives more than one chance to her students to communicate with her. For example, when we have attended to oral expression sessions, the teacher suggested a topic was"The first women in my life", then she asked them who is the first women in your life?, do you like to be a mother in the future?, how many children do you want to have in the future?...etc. Indeed, the this led to interaction, communication, and exchange of ideas between the teacher and students in the classroom.

ITEM ELEVEN: Students are asked to share what they already knowabout the meaning of new words: (observed)

During the sessions we have attended, it has been noticed that teacher is frequently use this strategy in the classroom. She always asks her students to share what they know about a specific word or phenomenon. For example, when when the researcher was attended, the teacher asked them the following questions: what do you know about the word "Taboos"?, who can give me an example of Taboos?, do you have an idea about the main British taboos?

ITEM TWELVE: The teacher uses synonymy-antonym strategy to determine the meaning: (observed)

As a result, during the previous sessions the researcher has attended, it has been observed that this strategy is frequently used by the teacher in teaching vocabulary to her

students in the classroom. She thinks that this strategy helps students to memorize and remember the meanings of words easily. It is used during the oral or written explanation. Usually, the teacher explains the meaning of a difficult word by introducing its synonym or antonym in English since students are learning it as a second or foreign language(ESL/EFL).

3.5. Discussion of Teachers' interview and classroom observation Checklist Results

The analysis of the teachers' interview rejected the research hypothesis that stated at the beginning. It neglected the tentative hypothesis that Teachers may be unaware of the importance of vocabulary in their instructional practicesin EFL classes of Biskra University. It revealed that EFL teachers are aware and conscious of vocabulary in English language teaching. They have argued that vocabulary is a main part of their instructional practices in the classroom. In addition, they have asserted that teaching and learning English language cannot achieved and realized without vocabulary mastery. The techniques and approaches they use to teach vocabulary including the use of dictionaries, reading texts, dialogues, pictures, and guessing words from context. However, they claimed that although the vocabulary importance, the lesson should be balanced between the language four skills (speaking, writing, reading, and listening) and language components (vocabulary, grammar, syntax, semantics, and phonology)

Furthermore, the analysis of the classroom observation checklist is similarly correlated with the teachers' interview results. In other words, from the teachers' interview and classroom observation we have concluded that the research hypothesis is completely rejected. It was argued that teaching vocabulary has a main part of the teachers instructional practices in EFL classes. Also, they are conscious of the function and role of vocabulary in teaching or learning the other language aspects. In addition,

the majority of strategies that have been stated in the checklist are used by the teacher in the classroom. They use different and effective techniques and strategies to convey the meanings of words to the students. These techniques include using synonymy-antonym strategy, explaining the meaning of words directly in the target language (TL), motivating students to read carefully to find out the difficult words, asking students to share what they already know about the meaning of certain words, giving a chance to the students to communicate with their teachers in order to develop their vocabulary knowledge, and using context strategy as an effective technique to help students remember the meaning of the word.

Conclusion

The results were gathered from the analysis of the classroom observation and teachers'interviews allowed us to draw upon the following conclusions. First of all, the classroom observation revealed that most of teachers give too much importance to vocabulary as a main language component. However, they teach it integrally within oral expression courses. Teachers merely use varied techniques and strategies for teaching vocabulary such as pictures and videos, role play, word games and puzzles, dictionary, guessing from context, and dialogues.

Moreover, similar results were founded after the semi-structured interview with some EFL teachers who reported that they are aware of the importance of teaching vocabulary in their classrooms. They informed us that they use simple tools such as dialogues, plays, translation, and reading texts…etc, and some they affirmed that they do not teach vocabulary explicitly but implicitly with other language aspects. Furthermore, the results obtained from the teachers' interview were nearly the same with those which gatheredfrom the classroom observation. In other words, what teachers view and think of vocabulary and it importance in students language learning and acquiring, it is nearly

similar to what they do in the classroom. From the analysis of both qualitative research tools, we have rejected the tentative research hypothesis which implies thatteachers may be unaware of the importance of vocabulary in their instructional practicesin EFL classes of Biskra University. In addition, they use different and effective instructional practices to teaching vocabulary in their EFL classes.

Suggestions and Recommendation

In this part of suggestions and recommendation, we intend to make only one main suggestion or recommendation that English language teachers, syllabus designers, and administrators may take in their accounts. This suggestion is strongly related to teaching English vocabulary in EFL classes at Biskra University. Teaching English vocabulary is not effective. First of all, because the majority of EFL students have difficulties in speaking or writing in English language. Also, though our experience of learning English during 5 years, till now we have poor vocabulary knowledge. As a result, in order to limit these problems we suggest:

At the level of teachers:

- Teachers should teach vocabulary has as a " vocabulary module".

- They should provide their students with varied and effective techniques and activities

- They should involve their student to use the new items frequently as an effective strategy to learn vocabulary.

- They also need to specify additional sessions for teaching vocabulary to EFL students at Biskra University.

At the level of Governmental Authorities:

- They should try to design a standard program for teaching vocabulary at the university level.

- They try to rethink about, the setting, the content, the teaching materials and time-allocated as key variables conditions for teaching vocabulary.

Consequently, by applying those suggestions, students' speaking and writing difficulties in English language may be solved. So, EFL students' level of vocabulary knowledge will be improved and developed. Finally, we hope these main suggestions will

be taken in the consideration by the English language teachers and administrators for effective way of vocabulary teaching and learning at Biskra University level.

General Conclusion

Our crucial concern throughout this research work is investigating and knowing EFL teachers' attitudes towards teaching vocabulary in the class at Biskra University. In other words, investigating to what extent teachers are aware of vocabulary importance in their instructional practices in EFL classrooms. Also, it tends to investigate the way vocabulary is taught and presented to EFL students in their classrooms.

With regard to the dissertation structure, we have introduced a theoretical overview about vocabulary teaching and the approaches and techniques that EFL teachers use to convey the meaning of words to their students in the classroom. We have divided the literature review part into two main chapters that were titled *"Vocabulary Teaching"*, and the second chapter was titled *"Approaches and Techniques to Teaching Vocabulary in EFL Classes"*.

However, the third chapter is considered the main part of the whole dissertation. It was based on two main qualitative data gathering tools which are teachers' interview an classroom observation. Concerning the teachers' interview, it sheds a light on EFL teachers views and attitudes towards teaching vocabulary and the approaches and techniques that they use to teach vocabulary. In addition, it sheds a light on to what extent vocabulary is important and if it is a part of their instructional practices in EFL classes. To sum up, the results from teachers' interview analysis, it has been deduced that teaching vocabulary is an essential role in teaching English as a second language (TEFL). In addition, EFL teachers viewed that students cannot be fluent in learning English without mastering vocabulary as main aspect of English language. The classroom observation that was conducted with third year LMD students was considered with instructional practices that EFL teachers use in teaching vocabulary to their students.

From the analysis of the classroom observation checklist, it has been noticed that teaching vocabulary is emphasized in EFL classes and the teachers use different techniques and strategies to convey the meaning to the students. And, learning vocabulary in foreign language classrooms is very important in learning and teaching a foreign language. Since it helps students to develop their communication ability. However, teaching vocabulary in EFL classes at Biskra University is taught implicitly within other language aspects not explicitly.

With regard to the field work, findings and results obtained revealed that teaching vocabulary is emphasized in EFL classes at Biskra University. Also, teachers view that vocabulary is important in teaching and learning English since students are learning foreign language. In addition, they teach vocabulary with different and effective techniques and approaches including reading texts, guessing from context, using dictionaries, as well as pictures and other realia. However, vocabulary knowledge will be better when it is taught as a lesson or module as grammar or phonetics.

Thus, we come now to reject the hypothesis that: "Teachers may be unaware of the importance of vocabulary in their instructional practices in EFL classes of Biskra University". Then, to find out solutions to this problem, we suggested some pedagogical implications for both teachers and students and the administration.

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APPENDICES

APPENDIX ONE

Teachers' Interview

Teachers' Attitudes towards Teaching Vocabulary in English Language Classes

Dear teachers,

The interview is a data collection tool on **"Teachers' Attitudes Towards Teaching Vocabulary in EFL Classes of Biskra University"**. This research work aims at the description and investigation of teachers' attitudes towards teaching vocabulary and the approaches they use. often we find most English students have difficulties to grasp and understand the vocabulary because of the ignorance of effective vocabulary teaching.

So, I shall be grateful if you can answer the following questions

1. How long have you been teaching English as a foreign language?

…………………………………………………………………………………….

………………………………………………………………………..................

2. In your opinion, to what extent teaching vocabulary is important?

…………………………………………………...

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3. Is it difficult to teach vocabulary in your class? If yes, why?

…………………………………………….………………………………..............

....

4. Is vocabulary teaching a part of your instructional practices? Please circle you answer.

Yes   ☐   No   ☐

…………………………………………………………………………………….

…………………………………………………………………………...............

5. What approaches do you use to teach vocabulary in your class? Explain how?

a. The use of dictionaries ☐

b. Reading texts ☐

c. Guessing from context ☐

d. Word games and puzzles ☐

e. Pictures ☐

f. Dialogues ☐

…………………………………………………………………………………..

…………………………………..

6. Does reading texts enhance vocabulary acquisition? If, yes please explain how?

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7. How do you help students to remember new English words?

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………………………………………………………………………...................

8. Do you think it is necessary to use students' native languages in explaining new

English words?

…………………………………………………………………………………..

...………………………………………………………………………...............

9. Do you agree or disagree with the following statement:

The lesson should focus mainly on vocabulary development. Clarify?

…………………………………………………………………………………..

....………………………………………………………………….............

Khelifi Sana

Master student

APPENDIX TWO

Classroom Observation Checklist

Name: ………………………..   **Date**: ………..

Observed class: ………………   **Time**: ……….

Vocabulary Instruction	**Scale**		
	Observed	Rarely observed	Not observed
1. The teacher uses the native language in explaining a new item in the classroom.			
2. The teachers teach vocabulary through a bilingual words list (dictionary).			
3. The teacher uses pictures and other realia for his students to make connection between words and the associated objects.			
4. The teacher directly explains the meanings of words in the target language.			
5. The teacher gives commands through one word along with gestures such as pointing which provides opportunities for initiating the interaction within students.			
6. The teacher motivates students to read carefully as much as possible to find out difficult words.			
7. In order to understand a new word, students check it in the bilingual dictionary.			

8. The teacher divides the word into parts and gives the meaning of the parts (word part strategy).			
9. The teacher gives the word in a context to show the meaning.			
10. The teacher gives a chance to his students to communicate with him in English to develop their vocabulary.			
11. Students are asked to share what they already know about the meanings of new words.			
12. The teacher used synonymy- Antonymy strategy to determine the meaning.			

ملخص

والهدف من هذه الدراسة هو التعرف و التحقيق في مواقف أساتذة اللغة الانجليزية تجاه تدريس المفردات ، وأيضا النهج والممارسات المستعملة في أقسام اللغة الانجليزية – جامعة محمد خيضر - بسكرة. أيضا أجري هذا البحث لمعرفة إلى أي مدى أساتذة اللغة الانجليزية واعين و مهتمين بتدريس المفردات الانجليزية. وبعبارة أخرى، للتحقيق إذ كان تدريس المفردات جزء من ممارساتهم في القسم. استخدمت هذه الدراسة المنهج الوصفي, هذا الأخير يضم اثنين من أهم أدوات جمع المعلومات هما حوار كتابي مع أساتذة اللغة الانجليزية والملاحظة الميدانية في القسم. ووفقا لأخذ العينات، تم اختيار خمسة أساتذة للغة الإنجليزية للحوار. وكان ثلاثة منهم أساتذة التعبير الشفوي، و اثنين آخرين أساتذة التعبير الكتابي. وبالإضافة إلى ذلك، تم إجراء ملاحظة ميدانية مع الطلاب السنة الثالثة ليسانس. ولقد اخترنا عشوائيا قسم واحد من مجموع طلبة اللغة الانجليزية ليتم ملاحظته. وأخيرا، استنادا إلى تحليل المقابلة الشفوية مع الأساتذة والملاحظة الميدانية للقسم، كشفت النتائج التي توصل إليها البحث أن أساتذة اللغة الانجليزية في جامعة محمد خيضر -بسكرة- كانوا على علم ووعي على أهمية المفردات في تعلم و تعليم اللغة الانجليزية بجامعة بسكرة. وبعبارة أخرى، هم يدرسون المفردات ضمنيا في جوانب اللغة الأخرى مثل القراءة وقواعد اللغة … الخ. وبالإضافة إلى ذلك، فإنهم يستخدمون تقنيات ونهج متنوعة وفعالة لتدريس المفردات.