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Vocabulary Acquisition and its Role in Developing the Students’ Proficiency in English

The Case of Third year License Biology Students’ at Ouargla University (2014-2015)

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I dedicate this work to:

The light of my life My Mother and My Father;

ALLAH protect them in all their life

My Brother and My Sisters

To anyone who respects and loves me

MAROUA & NAIMA
First of all we praise ‘Allah’ who we would never reached to this level without his graces

Our deepest gratitude and our most sincere thanks go to:

Our supervisor Miss Bahri Fouzia for her patience and Assistance the highest expressions of gratefulness and respect are presented to her.

Our gratitude goes to the members of the jury who accepted to examine and evaluate our work

Our dearest friends

To all people who helped us to accomplish this work, especially teachers and students of Biology department at Kasdi Merbah University
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**Abstract**
General Introduction

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2. Aims of Study
3. Statement of Problem
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1. Overview of Study

Vocabulary plays an important role in language proficiency and academic achievement as Wilkins (1972) states that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (p.111). Therefore, Knowledge of vocabulary and terminology is regarded a prerequisite for students especially for those who learn for specific purposes to be able to solve problems in their respective disciplines and performative function as many studies have noted that “without an adequate knowledge of relevant vocabulary students have difficulty performing the task required to them in academic school”. (Harley, B, 1996: 53). But unfortunately vocabulary learning is regarded the most important challenges that students will face during the process of second language learning. Vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the students led to difficulties in comprehending language inputs, express their own ideas, conversational fluency and reading comprehension. Allen (1983) indicates that the 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).

Hence, the role of vocabulary acquisition is fundamental for all students because vocabulary placed in language as one of the means through which students’ meanings, ideas, and feelings can be conveyed in a language especially in accordance with the four language skills – listening, speaking, reading and writing. Thus, particularly students need to develop their vocabulary knowledge in order to increase their proficiency. It is essential for them to develop their own personal vocabulary strategies to acquire new English words. McCarthy states that (1992) “without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way.” (p. 50).

2. Aim of Study

The purpose of the present study is to investigate vocabulary acquisition and its role in developing students’ proficiency in English. We attempt to explore the strategies that are applied by third year (3rd) students’ license Biology, KMUO to increase their vocabulary knowledge and enhance their language use in English.

3. Statement of the Problem

Hence, the purpose of this study is to address the following research question. What are the strategies actively employed by third year students of Biology in acquiring new
vocabulary and raising their word knowledge in English language?

4. Hypothesis

This study is based on the following hypothesis:
If a consistent inquiry was carried out to involve the development of third year students (3rd) of Biology class UKMO – using various strategies for the acquisition of vocabulary, their English proficiency would eventually improve.

5. Population

This study is carried out on 50 third year LMD students registered at Department of Biology, Kasdi Merbah University, for the academic year 2014-2015.

6. Research Instrument

The instrument employed in this study for collecting data, are two means; questionnaire to collect quantitative data and interview to have qualitative data.

7. The Structure of the Dissertation

The present work is divided into three chapters. The first two ones are theoretical; whereas the last one is practical. The first Chapter is devoted to vocabulary acquisition. Chapter two provides the basic information about the nature of terminology and in Chapter three, we explain the approaches and methods used in conducting this study, as well as the discussions and pedagogical implementations.
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Introduction

Vocabulary acquisition is an essential part of second language learning. Students need to develop their vocabulary knowledge to succeed in basic skill areas. Thus, they should use strategies to develop their vocabulary knowledge and to facilitate their vocabulary acquisition.

In this regard, this chapter is devoted to vocabulary acquisition; we start by the definition of vocabulary, word knowledge, the importance and the categories of vocabulary, moving to vocabulary and language skills. After the process of vocabulary acquisition; also we have to deal with teaching vocabulary and vocabulary learning strategies.

2.1. Definition of Vocabulary

Schmitt (2000) defined “vocabulary is knowledge of words, including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning.” (p. 5).

Graves (2006) emphasized the fundamental and decisive role that vocabulary plays in schooling for all students including English language learners (ELL): “Learning English vocabulary is one of the most crucial tasks for English learners” (p. 13)

Todd (1987) illustrates that vocabulary in accordance with four aspects of words. The orthographic word indicates the spelling of the word while the morphological focuses on its form. However, the lexical word refers to the word form in relation distinguished identical morphological items to different meanings.

According to all the previous researches’ definitions, we can define vocabulary as all the words known and used by a particular person in order to communicate in particular situation.

2.2. Word Knowledge

Schmitt (2000) argues that to master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written and spoken form and frequency. All these properties are known as “word knowledge”

2.2.1. Mastering Word Meaning

To many learners, mastering the meaning of a word means to master the definition of the word in dictionaries. Schmitt says that “word meaning consists of the link of the word and its referent, and the latter means the person, thing, action, and situation. The meaning of a word in dictionaries is the basic meaning elements.” (ibid: 23). For example, the word ‘pet’, its basic meaning in a dictionary means “a domesticated animal kept for companionship or
amusement.” However, mastering the meaning of the word in dictionaries becomes useless as Kripke (1982) argued that any word has different meaning when put it in the context. According to his view, Second Language students have to guess the meaning of the word from given context to be best understood.

### 2.2.2. Register

A word can have different meanings in different contexts. This phenomenon involves the register. It is used in people’s daily life popularly, and it means the denotation of a word meaning from the basic meaning in different contexts. It is the relationship between the content, sender, receiver, situation and purpose. For example: the word ‘pet’ in informal situation it is used to address the person you like or love.

### 2.2.3. Association

It means that words are related to others in different ways and any word can belong to a certain word family.

### 2.2.4. Collocation

Schmitt (2000) says that collocation is “the tendency of two or more words to co-occur in discourse. There are two basic types of collocations: semantic collocations and grammatical collocations” (p.38).

A semantic collocation means that the type consists of two equal words both with meaning to produce a new meaning. For example, ‘air balloon’. The other ones refer to the type in which a core word goes with a functional word, for example: ‘in devote to’ devote is the core word, and to is the functional word having no meaning.

### 2.2.5. Grammatical Behavior

It refers to the pattern in which it typically occurs. Two of the most important aspects of lexis are word class and morphology (Schmitt, 2000).

- **Word Class:** It involves four major parts in word class noun, verb, adjective and adverb,
- **Morphology:** It involves affixes including prefix such as, un- and suffix such as –ment.

The morphology is also about how these affixes are attached to the basic forms of words.

### 2.2.6. Written Form, Spoken Form

According to Schmitt (1990) on the aspect form of a word, he states that there are two kinds of a word form. They are written form and spoken form. The written form of a word refers to the spelling and the spoken form means the sound or pronunciation.
2.2.7. Frequency

“Frequency of a word in a language means the number of occurrence of a linguistic item in a written or spoken form” (Richards et al., 2001:112). That means, frequency is the most frequent words we encounter in speech or in print.

2.3. The Importance of Vocabulary

Vocabulary is the building blocks in a language. By learning the lexical items we start to develop our knowledge of the target language. Based on our experience of being language learners, we seem to have no hesitation in recognizing the importance of vocabulary in L2 learning.

McCarthy (1990) summed up that “Vocabulary forms the biggest part of the meaning of any language, and vocabulary is the biggest problem for most learners. So I’ve always been interested in ways of helping learners in building up a big vocabulary as fast and as efficiently as possible.” (p.2)

Thornbury (2002) adopted the linguistic David Wilkins view in the importance of vocabulary: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. (p.13)

Graves (2007) emphasized the fundamental and decisive role that vocabulary plays in schooling for all students including English language learners (ELL) “Learning English vocabulary is one of the most crucial tasks for English learners.” (p. 13). In that, the teachers should enhance teaching and learning vocabulary in their classroom.

Learners should know that vocabulary plays a major role in their L2 acquisition and development. As Horwitz (1988) found that vocabulary acquisition was considered by learners to be the most crucial part of language learning.

2.4. Categories of Vocabulary

There are three categories of words that the learners need: general vocabulary, specialized vocabulary, and technical vocabulary. (Roe. B, et al. 2000)

2.4.1. General Vocabulary

General vocabulary consists of common words that have generally accepted meanings. These words appear in both content reading materials and general reading materials.

2.4.2. Specialized Vocabulary

Specialized vocabulary consists of words having both general and specialized
meaning. For example, in general use, mouth refers to facial feature. The word mouth also has a specialized meaning in social studies content, as in “mouth of a river”. Notion defines specialized vocabulary as words that are “recognizably specific to a particular topic, fields or discipline” (2001:198)

2.4.3. Technical Vocabulary

Technical vocabulary consists of words representing specific concepts that are applicable to specific content subjects. These are often low-frequency words, but they are important to understanding content materials. For examples, photosynthesis is a technical words used in scientific content.

2.5. Vocabulary and Language Skills

Vocabulary importance is mainly associated with the four language skills: listening, speaking, reading and writing as Richards and Renandya (2002) argue that “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.” (p. 225).

2.5.1. Vocabulary and Listening

Elley (1989) found that “Vocabulary learning from listening to stories was positively affected if the story was interesting, comprehensible, and involve repetition, and if the teacher drew attention to some words by quick providing a definition.” (Cited in Hinkel, 2005: 585).

Celce-Murcia and Olshtain (2000) state “Knowledge of vocabulary allows the listeners to recognize words within phrases.” (p.103). Thus, to learn vocabulary from listening; where the context in which the unknown words occur play an importance role for easiest understanding of the text.

2.5.2. Vocabulary and Speaking

The Vocabulary needed for listening and speaking tends to be smaller than the vocabulary needed for reading and writing (Nation, 2005: 586). This mean that the language used in listening and speaking is informal and colloquial language. The ability to speak fluency depends on knowledge of the amount numbers of sentences and phrases the persons should have. Thus, the lack of vocabulary may have a negative effect on their effective communication.
2.5.3. Vocabulary and Reading

Through reading, the learners acquire a large number of vocabulary and enable them to improve their words knowledge and to use them in their writing. Also, the richness of vocabulary the readers have helps them to comprehend the text, and comprehension of the text based on the knowledge of word meaning as Nation (2005) “Reading can be an opportunity for learning through meaning-focused use, deliberate vocabulary learning, and fluency development.” (p. 587).

2.5.4. Vocabulary and Writing

Using richness vocabulary helps the learners to write in an appropriate way. As Corson’s (1995) work on the lexical bar suggests that “it is important for learners to be able to display their knowledge of academic knowledge of academic vocabulary in writing to show that they are members of the academic community”. (cited in Hinkel, 2005: 589). Designing activities based on vocabulary can encourage the use of the vocabulary and develop the writing skills of the learners.

2.6. Process of Vocabulary Acquisition

2.6.1. The Field of Psychology

There have been two different perspective approaches about L2 vocabulary acquisition implicit vocabulary learning and explicit vocabulary learning, these two approaches generally focus on the absence and presence of conscious operation as a crucial distinguishing factors of acquiring vocabulary.

2.6.1.1. Implicit Vocabulary Learning

Implicit vocabulary is refers to acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations. The meaning of a new word is acquired totally unconsciously as a result of abstraction from repeated exposures in a range of contexts. Hunt and Beglar (2005: 67) showed that “Implicit instructions include the study of decontextualized lexis that is, independent word lists, and the use of dictionaries.”(cited in Jahagard, A, and Akbari, S. 2012).

2.6.1.2. Explicit Vocabulary Learning

Explicit vocabulary is a more conscious operation where the individual makes and tests hypotheses in a search for structure. The learners’ acquisition of new vocabulary can be
strongly facilitated by the use of a range of metacognitive strategies, such as: making attempts to infer the word from context (or acquiring the definition from consulting others or dictionaries or vocabularies). Hunt and Beglar (2005) showed that “Explicit instruction refers to building vocabulary size mostly through meaning-focused reading with some fluency-based task.” (p. 67)

2.6.2. The Field of Pedagogy

Vocabulary acquisition in the field of second language pedagogy learning is described Incidental vocabulary learning and intentional vocabulary learning, which superficially appears to correspond to the Implicit-Explicit debates. Hulstijn (2001) defined Incidental and intentional vocabulary learning as “incidental process is the learning vocabulary as the by-product of any activity not explicitly geared to vocabulary learning” and, intentional vocabulary learning “is any activity geared at committing lexical information to memory”. In other words, incidental learning occurs through indirect exposure to words or consciousness and intentionally through explicit instruction in school or formal setting.

2.7. Teaching Vocabulary

Vocabulary is one of the most fundamental elements in language learning and teaching, the task of teaching vocabulary usually falls to the role of the teachers, in order to help second language students to acquire and build a large number of vocabulary and succeed across the school study.

2.7.1. Purpose for Teaching Vocabulary

- One reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text that second language students will be assigned to read. If students do not know the meaning of many the words that they will encounter in a text, their comprehension of that selection is likely to be compromised.
- A second major reason for teaching the meaning of the word is to increase the number of the word that second language students know and can use in a variety of educational, social, and eventually work-related areas.
- Teaching vocabulary develops second language students’ English proficiency and their appropriate use of English.
2.7.2. What to Teach about Vocabulary

L2 teachers’ knowledge about how to learn English vocabulary mainly concerns the following three components; the components learning a word involves receptive and productive knowledge of a word and, the word selected for learning. (Schmitt, 2000)

2.7.2.1. Elements of Learning a Word

Students tended to maintain that knowing a word is associated with four components:

➢ Pronunciation
It refers to how to accurately pronounce different sound in word (stress, intonation).

➢ Form
It concerns with knowing how to spell a word is part of how to use the word productively (spelling and word formation).

➢ Meaning
Students should know the meaning that occurs in words itself and in context of word.

➢ Usage
That refer to how to use the word acquires appropriately (proper use of the word and its collocation).

2.7.2.2. Receptive and Productive Knowledge of a Word

It involves what to learn about English vocabulary that lies in participants’ understanding of receptive knowledge and productive knowledge of vocabulary. (See table: 2.1)

➢ Receptive Knowledge
Receptive knowledge of a word requires that the learner recognize the word and recall its meaning when encountered in listening or reading..

➢ Productive Knowledge
It refers to what the learner needs to know about the word in order to use it in speaking or writing.
| 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? |
|      | Form 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 referent | R: what is included in the concept?  
P: what items can the concept refer to? |
|      | Association | R: what other word does this make us think of?  
P: what other words could we use instead of this one? |
| Use | Grammatical function | R: in what a pattern does the word occurs?  
P: in what patterns must we use this word? |
|      | Collocation | R: what words or type of words occur with this one?  
P: what words or type of words must we use with this one? |
|      | Constraints on use | R: where, when, and how often would we expect to meet this word?  
P: where, when, and how often can we use this word, |

Table (2.1) knowing a word adapted by Nation (1990: 31) . Note: R= receptive knowledge, P: productive knowledge

2.7.2.3. The Word Selected for Learning

This is related to students’ understanding of what vocabulary to select for learning, and taught? In deciding which word to teach we have found it helpful to think about ‘level’ of vocabulary. Beck et al (2000) refer to as ‘Tiers’ of vocabulary.

Tiers (1) words, these words are sometimes referred to as ‘conversation speech’. Students who are learning English as a second will sometimes make progress with this level of vocabulary.

Tiers (2) words, these are words that are likely to be learned only through reading or through instruction. They have been referred to as ‘academic vocabulary’ or as ‘the vocabulary of educated persons. They are words that are necessary for general success in Academic study.
Tiers (3) these words are referring to as ‘domain-specific words’. Which, are words associated with a particular field of study or profession. These words make up the technical vocabulary. Just by their definition, it is wise for teacher to take time to identify the small selection of words that will have the most effect on the student L2 understanding, the next step after once words have been selected and, they have to determine the most effective ways and methods to teach the word.

2.7.3. Vocabulary Practice

Presenting a word in the class does not secure that it will be remembered for a long time. There are many practice activities that include repeating of the new vocabulary to fix the new words in the learners’ memory. The practice activities are divided into two main groups:

2.7.3.1. Receptive Practice

This includes the following types: (Thornbury, 2002, pp. 94-99)

- **Identifying**
  It means finding words in a text or listening. For example; underline specific words or expressions in the text, or tick, put in the correct column or list items that you hear.

- **Selecting**
  It means recognizing words and making choices among them. For example; circle the odd word in the line.

- **Matching**
  It includes recognizing words and then pairing them with their synonym, antonym, definition, or pictures to words. It can be intended to matching parts of lexical items to create collocations (there is a very popular memory game based on matching called Pelmanism).

- **Sorting**
  Putting the lexical items into different categories e.g. put these adjectives in two groups—positive and negative.

- **Ranking and Sequencing**
  Putting the lexical items in some kind of order. For example; ordering items chronologically, ranking items according to personal preference.
2.7.3.2. Productive Practice

The productive skills – writing or speaking – are incorporated in the vocabulary teaching includes these types completion and creation (ibid, p. 100).

- **Completion**: tasks often called gap-fills, are widely used not only in practice but also in revision stages. They include open gap-fills or closed gap-fills (multiple choice activities), crosswords.
- **Creation**: tasks: the learner use the word in a sentence or a story, in writing, speaking or both forms, use affixes to build new naming units from given words.

Vocabulary learning is related to communicative activities that encourage and require learners to speak with and listen to other and engage them in relevant tasks during the lesson. Tasks should be devised in a manner that learners gain autonomy and independence while learning.

2.8. Vocabulary Learning Strategies

According to Schmitt (1997) vocabulary learning strategy is any strategy that results in the learning of vocabulary, and recognized as an importance when learning a second or a foreign language. These strategies are steps taken by the language learners to acquire new English words and enable them to deal with thousand of low frequency words (Hinkel, 2005: 589).

Schmitt’s taxonomy (1997) is a comprehensive inventory of vocabulary learning strategies. He divides vocabulary learning strategies into two groups: discovery and consolidation strategies.

2.8.1. Discovery Strategies

Discovery Strategies are strategies used by learners to discover and determine a new word’s meaning for the first time through guessing from context, dictionary use, and word part analysis. He categorized discovery strategies into tow sub-strategies:

2.8.1.1. Determination Strategies

They are individual learning strategies that used when learners are faced with discovering a new word’s meaning without recourse to another person’s experience.
2.8.1.2. Social Strategies

Social strategy is another way to discover a new meaning through employing the social strategies (interaction with others) of asking someone for help with the unknown words.

2.8.2. Consolidation Strategies

This Strategy is used by learners to consolidate meaning to encounter words again. Consolidation strategy has categorized into four categories.

2.8.2.1. Metacognitive Strategies

Schmitt (1997) said that “Metacognitive Strategies involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best way to study.” (p.205). This mean, that these strategies used by learners to control and evaluate their own learning, it is an instance of metacognitive strategies which provides “input” to the effectiveness of one’s choice of learning strategies, and providing positive reinforcement that help students to develop their own way of study.

2.8.2.2. Cognitive Strategies

Rubin (1987) said that “The cognitive learning strategies refer to the steps or operations used in language learning or problem-solving that requires direct analysis, translation, or synthesis of learning materials.” (p.20), these strategies rely on mechanical means such as; repetitions, using word lists, and flash cards.

2.8.2.3. Memory Strategies

They are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words by using some form of imagery or grouping

2.8.2.4. Social Strategies

Rubin (1987) defined it as the activities that afford learners the opportunities to be exposed to the target language. These strategies enable learning through interaction and understand target culture since they include asking questions, asking for clarifications, and talking with native speakers.

2.9. Strategies to Increase Learners’ Vocabulary

Because vocabulary knowledge is critical to the four language skills, it is important for students to develop their ‘word bank’ through effective vocabulary learning strategies.
The following are several effective strategies that help students to learn new words and increase their vocabulary knowledge.

2.9.1. Word Card

The most usual strategy for students acquiring vocabulary is learning from word cards. According to Nation (2001) “learning from word cards is a good strategy, it is both useful for successful learners and students who find it difficult to learn vocabulary.” (p.297). As well as, Learning from word cards is a form of decontextualized learning, which means there is no context to help learners to understand the meaning and usage of the words. It helps learners with learning the written form of the word, learning the concept of the word and making connections between word form and meaning.

2.9.2. Using Word Part

A large number of English words have derivational forms by adding prefixes or suffixes to the word base. This strategy makes it worthwhile learning word parts from the point of view of cost/benefit analysis. Nation (2001) contends that:

“A knowledge of affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words or to known prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context.” (p.264)

2.9.3. Sound Patterns

Sound pattern is an important strategy of learning vocabulary. Since words may be stored based on their pronunciation, learners can learn the words with a similar pronunciations together. Nation states that “In Learning vocabulary in another language that there is evidence showing that listening to a story is helpful for learners to acquire vocabulary” (ibid:118). Listening to stories or songs may also be useful in learning vocabulary, which will make the learners feel interesting and easy to learn vocabulary.

2.9.4. Use of the Context

Learning from context is so important and a good strategy of learning new word and vocabulary. This strategy help the learners to engage with the context, and to guess the different meaning of words as Tharubury (2002) asserts “guessing from context is the most beneficial skill learners can acquire and apply either inside or outside the classroom” (p. 148). Thus, guessing from context is a useful strategy in vocabulary learning that provide the
learners with the basic information about the words as Nation (2001) points out that “there are many other kinds of information that can be learned from context which is important in the receptive and productive use of the word. The information can enrich learners’ knowledge of a word”. (p. 378).

2.9.5. Dictionary Use

Dictionary is always a good partner of language students and is a good resource of learning and developing vocabulary. When the learners see a new word, they can use a dictionary and get a proper definition and explanation of the unknown word including meaning, spelling, and pronunciation, as well as grammar, usage, synonym discrimination, and application of derivative affixes. As Bouchard (1979) view “the dictionary permits readers to obtain the meaning of a word as cannot be divided from the context or word form, as such it is an aid to vocabulary development” (Quoted in Boulmerka 2000: 131).

2.9.6. Note Taking

Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning. Malley and Chamot (1990) defines note-taking strategies “writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task.” (p.47). Students after getting information about a new word, they may take notes, in the form of vocabulary notebooks that regarded as a kind of personal dictionary; learners record the words they encounter, along with their meanings and any other aspects of the word such as part of speech, word forms, collocates, synonyms, and antonyms.

2.9.7. The Internet

Internet turned out to be the most popular source of new words, Students used the Internet for educational purposes. Since this type of training how to use internet and to do research would allow students to develop a group of vocabulary during e-learning sessions.

2.9.8. Reading

Reading is a critical strategy of vocabulary acquisition, particularly for second language students, and particularly in a foreign language context, it enhances word knowledge and gets a lot of exposure to the most frequent and useful words as Sternberg (1987) said that students who read extensively tend to have larger vocabularies. In that, the more students’ exposure to reading the more vocabulary they acquire.
2.9.9. Using Visual Aids

The use of pictures that regard as one of the most important visual elements in the lesson, also using maps, video tapes, flashcards, films and others visual aids those are very helpful for learners to acquire and learn new vocabulary as Thornbury (2002:102) states: “the more often a word is successfully retrieved from memory, the easier it becomes to recall it.” In that, it makes the learners to be more interested. However, using mine and gestures is helpful in teaching vocabulary; it makes the learners be more interest in their learning.

2.9.10. Giving Examples

The teacher gives his students a description, explanation, or example of the new term. To help them understand and use them appropriately. Depending to Thornbury (2002), the teacher provides his students with example sentences; each one is typically instance of the target word in context.

2.9.11. Using the Students’ Own Language

Using the mother tongue it seems a helpful way for second language students to get the meaning of a new words as Richards and Renandya (2002) argue that “Translation has a necessary and useful role in L2 learning, but it can hinder learners’ progress if it is used to the exclusion of L2-based techniques” (p. 260).

Conclusion

In this chapter presented the important role of vocabulary for second language students and how vocabularies integrate with the four language skills. The focus was in the knowledge of the word and in teaching vocabulary then the various strategies for the acquisition of vocabulary that students need in order to develop and activate what they have acquired to improve their English proficiency.
II. Chapter Two: Nature of Terminology

Introduction

1.1. Definition of Terminology

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   1.3.2. Definition
   1.3.3. Object
   1.3.4. Terms

1.4. Characteristics of Terms
   1.4.1. Precision
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1.5. Terminology Dimensions
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   1.5.2. Linguistic
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1.6. Terminology Formats
   1.6.1. Glossary
   1.6.2. Key Word Lists
   1.6.3. Taxonomies

1.7. Terminology Work

Conclusion
Introduction

Terminology is not a new field of study. Its precise definition and scope are, however, still not clearly defined. During the past several decades, the theory of terminology has been a subject of debates in various circles. Terminology should be put to the centre of 2L classroom in order to help the students achieve their goals. Thus many students simply have no idea at all of what it is. Therefore, in this chapter we are going to explore the nature of terminology, embedded definition of terminology, and domain specificity. As well as terminology structure, dimension and formats and finally terminology works.

1.1. Definition of Terminology

Cabré (1999) holds that Terminology as a science whose aim is to study terms, which are lexical elements used in specialized fields (subjects or their branches) and generated in such fields or modified from elements already existed in other fields, and, he assumed that terminology allows the compilation, description and presentation of term.

➢ **Compilation of Terms**: preparation of lists with terms belonging to a certain subject,

➢ **Description of Terms**: definition or definitions of each term (semantic focus) And description of the elements composing the term and, its generation Process (morphological focus)

➢ **Presentation of Terms**: preparation of dictionaries.

According to Felber (1984), the term terminology is ironically an ambiguous term, and can represent three separate concepts. Terminology can either refer to:

1) “Terminology science, [the] interdisciplinary field of knowledge dealing with concepts and their representations”, 2) an “Aggregate of terms which represent the system of concepts of an individual subject field”, or 3) a “publication in which the system of concepts of a subject field is represented by terms” (p. 1)

Sager (1990) states that “Terminology refers to a technical vocabulary, i.e. a collection of terms, which has certain coherence because the terms belong to a single subject area. It also refers to the compilation of systematic glossaries” (p.3)

Thus, we can say that Terminology can be described on a basic level as a vocabulary of words, terms and phrases that are used for a specific industry, organization, or field of study.
1.2. Domain Specificity

Terminology is always domain-specific. Some practical consequences of this are that a term may represent two different concepts in different domains. For example: the term “pipe” refers to different concepts in different domains. Terminology will only include the concept and definition relevant to one specific domain. (Ogden and Richards, 1972)

1.3. Terminological Structure

Ogden & Richards illustrate that, ‘The semiotic triangle, or the triangle of reference is a commonly the structure that used as model in linguistics, semantics and semiotics which describes how linguistic symbols e.g. words, are related to actual objects in the world, referents, and thoughts. In other word, it was used as a tool to discuss meaning as conveyed using language’ (ibid).

Suonuuti (2001) presents the structure ‘terminology pyramid’ (fig.1.1), in terminology as an extended version of the semiotic triangle which includes a fourth node.

![Terminology Pyramid Diagram](image)

**Figure (1) the terminology pyramid, adapted from Suonuuti (13)**

1.3.1. Concepts

In terminology, the thought at the top of the triangle of reference is replaced with concept. The relation between the objects and concepts can be described as an abstraction process which takes us from the properties of an object to characteristics of a concept.

1.3.2. Definitions

Suonuuti says that “The overall quality of terminology work mainly depends on the
quality of definitions.” (ibid: 19). Definition defines, represents or describes the concept. For example: ‘Tree’ is a tall plant with a hard self-supporting trunk and branches that lives for many years. The definition of tree also exemplifies how partitive relations of a concept system can be incorporated into a definition.

1.3.3. Objects

In common with the semiotic triangle, objects (terminology), or referents (semiotic triangle) are either concrete (e.g. apple, doll, and mountain) or abstract (e.g. entertainment, service) in the real world. In terminology, objects are described as having properties, in contrast to concepts, which are described as having characteristics.

1.3.4. Terms

In Terminology, the “term” or “terminological unit” is the meaning unit made up of one single word (simple term) or several words (complex term) and represents a concept in an univocal way in a specific semantic field (Alberts, 1990: 126). From this definition, we can understand that a term is a specialized word in relation to its meaning and the field in which it is used. It is considered in that way when used in a certain context in which it takes the function of a “term”. Terms can be more or less complex lexical units that are generated following several processes:

- The extension of the meaning of a word in the standard language. For instance: “Mouse” in computing terminology is a device that allows the user to interact with the computer.
- Generation of a phrase that functions as a whole with one specialized meaning. For example, ‘Superconducting magnet’
  - Symbolic expressions, as Chemical element symbols (Na : Latin Natrium ‘sodium’)
  - Abbreviations and acronyms (NATO, from North Atlantic Treaty Organization)
  - Names of post (Prime Minister), organizations or administrations (United Nations Prime)

1.4. Characteristics of Terms

It is important to know the characteristics of terms in a specialized language. According to Gutiérrez Rodilla (1998) “The characteristics of terms are precision, emotional neutrality and, stability over time” (p.88).
1.4.1. **Precision**

Precision terms are that, its communicative dimension is unchanging, it means, its meaning does not depend on the context, and the discourse in which it is inserted nor the sender of the message nor any other factor of a communicative event.

1.4.2. **Emotional Neutrality**

The use of terms has to be free of affective, personal or subjective components, which are observed in the standard register. They affect to the conceptual content of the transmitted information, which modifies the message and makes communication more difficult. Only when the sender and receiver know the emotional components used, can communication be kept correct.

1.4.3. **Stability**

Stability refers to the validity of a term (with its concept and referent associated) over time. This desired stability is not always achieved, as research goes on, the concepts are modified and, consequently, the meaning of terms hanges or is even erased.

1.5. **Terminology Dimension**

Term, as with any other word, is sign with a four triple dimension: cognitive, linguistic, ontological and communicative dimension. Sager (1990) puts four dimensions of terminology; Linguistic (the signifier), Cognitive (the meaning of the concept represented by a term), and Ontological (the referent, the object from reality to be named) and the communicative dimension.

1.5.1. **The Cognitive Dimension:** which relates the linguistic forms to their conceptual content, i.e. the referents (objects) in the real world.

1.5.2. **The Linguistic Dimension:** This examines the existing and potential forms of the representation of terminologies.

1.5.3. **Ontological Dimension:** It is referential aspect that the referent itself to be named and understood.

1.5.4. **The Communicative Dimension:** This looks at the use of terminologies and has to justify the human activity of terminology compilation and processing.

1.6. **Terminology Formats**

Methods for organizing terms based on areas of interest, usage, or concepts. Terms are organized in structured vocabularies, these include:
1.6.1. Glossaries

A glossary, also known as a vocabulary, or clavis, is an alphabetical list of terms in a particular domain of knowledge with the definitions for those terms.

Traditionally, a glossary was appeared at the end of a book and included terms within that book that are either newly introduced, uncommon, or specialized. In a general sense, a glossary contains explanations of concepts relevant to a certain field of study or action.

1.6.1.1. Core Glossary

It is a simple glossary or defining dictionary that enables definition of other concepts, especially for newcomers to a language or field of study. It contains a small working vocabulary and definitions for important or frequently encountered concepts, usually including idioms or metaphors useful in a culture. (ibid)

1.6.1.2. Bilingual Glossary

It is a list of terms in one language defined in a second language or glossed by synonyms (or at least near-synonyms) in another language. (ibid)

For Example (1): Glossary Term of Essay Writing

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account for</td>
<td>Give reasons for: explain why something happens.</td>
</tr>
<tr>
<td>Analyse</td>
<td>Examine something in very close detail and from a number of angles. Identify the important points and chief features, and understand their relationships.</td>
</tr>
<tr>
<td>Argue</td>
<td>Present a case for and against a proposal or statement and present your own opinion at the end.</td>
</tr>
</tbody>
</table>

Table (1.1) Glossary Term of Essay Writing Adapted from the Study Skills Handbook (2003:34)

For Example (2): Glossary of Writing Terms

All Rights: The publication owns all the rights to the work in all the media worldwide, but does not own the copyright.

1.6.2. Keyword Lists

It is a list of words in a subject category with or without definitions that are often used in drop down or pick lists. The words fall into several categories, which are nouns; verbs; adjectives; and adverbs, which provide very important information.

Example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>abstract</td>
<td>Abstract</td>
<td>Abstract</td>
<td>Abstract</td>
<td>abstractly</td>
</tr>
<tr>
<td>/ab•strict/</td>
<td>Abstractionist</td>
<td></td>
<td>Abstractionist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abstraction</td>
<td></td>
<td>Abstraction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>abstractedness</td>
<td></td>
<td>abstractedness</td>
<td></td>
</tr>
</tbody>
</table>

Table (1.2) Keyword Lists adapted from Oxford Word power press (2010: 1)

1.6.3. Taxonomies

It is a hierarchical term lists that contain synonyms and relationships between terms for Example: "Broader than""Narrower than" and "Use for”.

1.7. Terminology Work

Terminology work is defined as the activities in which a terminologist compiles and creates new terms or a full terminology. Cabré (1991) noted that terminology is a ‘polysemic’ word referring to three different works related to compilation, description, and presentation of term. Wright and Budin (1997) list the main activities in terminology work as follows: (P: 3)

- Identifying concepts and concept relations.
- Analyzing and modeling concept systems on the basis of identified concepts and concept relations.
- Establishing representations of concept systems through concept diagrams.
- Defining concepts.
- Attributing designations to each concept in one or more languages.
- Recording and presenting terminological data, e.g. in print and electronic media

Conclusion

Terminology plays an important role in education. Using the correct terminology by L2 students plays a major part in efficient communication. Terminology contains information on how the different concepts are related to each other. Thus, the awareness or the acquisition of the basic terminology or vocabulary becomes an important part of L2 students.
III. Chapter Three: Research Design and Pedagogical Implementation

Introduction

3.1. Participants

3.1.1. Students
3.1.2. Teachers

3.2. Data Collection Instruments

3.2.1. Students’ Questionnaire
3.2.2. Teachers’ Interview

3.3. Data Collection Procedure

3.4. Interpretations of the Results

3.4.1. Perceptions of Students
3.4.2. Perceptions of Teachers

3.5. Discussions of the Results

3.5.1. The Questionnaire Findings
3.5.2. The Interview Findings

Conclusion
Introduction

In the earlier two chapters we have explore the terminology and vocabulary acquisition. We have found essential to follow an explicit methodological design of the research work. In this respect, we will investigate in this chapter, the study population, data collection instruments, the process of data collection, as well as data analysis and its interpretations.

The descriptive method seems the appropriate model to apply in our research. This method may achieve an effective and valid outcome. According to Singh (2006) “the descriptive method aims to estimate the status of the phenomenon under study within the current situation” (p.126)

Our research mixed the qualitative and quantitative methods in order to explore the research question and to reach the objectives; we aim to ensure and test the reliability and validity of the finding. As well as, we have used two instruments: students’ questionnaire to report and examine their attitudes toward vocabulary learning and strategies for vocabulary acquisition and teachers’ structured interview to provide related information to the study.

Context of our Study
We have chosen the students of third year license Biology class UKMO to conduct our study.

3.1. Participants

3.1.1. Students

Fifty students in Biology third year license UKMO were chosen. They are all students from the same department. The selection of the participant in this study was through purposeful sampling.

3.1.2. Teachers

The teachers are concerned with this study in order to give us assumption and point of view about vocabulary acquisition in developing students’ English vocabulary knowledge and best strategies they used in classroom and outside to help students in acquiring vocabulary. Two teachers have been teaching English at University of Ouargla at Biology department.

3.2. Data Collection Instruments

After deciding our study population, we move to the next step of the study which concerns with the instrument for collecting data. We have chosen two means of collecting data: questionnaire to collect quantitative data and interview to have qualitative data.
3.2.1. Students’ Questionnaire

We opt to use questionnaire in our study as being a reliable tool for obtaining data. It was addressed to the students of third year Biology UKMO to investigate the role of vocabulary acquisition in developing students’ proficiency in English.

It was divided into three sections, the first section tackles the students’ view about learning English language and the second about students’ beliefs about vocabulary learning and the third section is about students’ strategies in vocabulary acquisition. The questionnaire consists of 18 questions, some rose in the form of open-ended questions and others are of closed-ended type.

3.2.2. Teachers’ Interview

A structured interview was designed to teachers of Biology at Kasdi Merbah to obtain useful information on our research topic. It aims to investigate the role of vocabulary acquisition in developing students’ proficiency in English. Therefore we opt to use the structured interview. As Cohen et al. (2007) claimed that “structured interview is therefore characterized by being a closed situation.” (p.355)

The teacher interview divided into two sections: background information about teachers and their view about students attitudes to vocabulary learning, and the methodology and strategies used in the classroom to encourage students acquiring new vocabulary.

3.3. Data Collection Procedure

In this section, we attempt to describe the data collection procedures. We arranged questionnaire for students that were hold in April 2015. Students were questioned in UKMO for 20-50 minutes. The objective of the questionnaire was explained and some remarks were illustrated to obtain valid data. Respondents were asked to choose their answers either by ticking the appropriate boxes or by making full statements whenever necessary.

At the other hand, structured interview was conducted by meeting each teacher separately. This meeting was hold in April 2015; the teachers were interviewed in UKMO. The duration of each interview was between (20 to 25 minutes), during the meeting we explained the purpose of the structured interview and all the interviews were carried out during the second semester.
3.4. Interpretation of the Results

3.4.1. Perceptions of the Students

The present section deals with the analysis of the results obtained from the questionnaire addressed to students in UKMO. The aim was to seek information about the strategies used for the acquisition of vocabulary. The questionnaire was distributed to fifty students. The current questionnaire consists of three sections and eighty questions each with definite purpose.

**Section One: Students’ view About Learning English Language**

**Question 01:** Do you consider English importance for your studies?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
</tr>
<tr>
<td>No</td>
<td>02</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Table (3.1): The Importance of English for Students’ Studies

Table (3.1) shows that (96 %) of the students indicate English is importance in their studies. because they need it for their future use.

**Question 02:** How long have you been studying English language?

Concerning the answer of students’ about the period they have been studying English. More than half of them said they have been for 8 year; considering middle school courses as a starting point. (4 years in middle school and 3 years in secondary school and one year at the university). The learning period may have an effect that the more students learn English the more vocabulary they acquire.

**Question 03:** Do you have a regular study habit of learning English?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Table (3.2): Students’ Regular Study Habit of Learning English
As can be mentioned from the table (3.2), (56%) of the students they have a regular study habit of learning English. Whereas (44%) of the students assert that they don’t have a regular study habit because the absence of the teacher most of the time this in one hand and their absence and their interest in this module in other hand, which may have an effect in their learning.

**Question 04:** Do you have a goal you want to achieve in learning English?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
</tr>
<tr>
<td>No</td>
<td>09</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

**Table (3.3): Students’ Goal in Learning English**

From the table (3.3) we can know that a majority (82%) of students are having a goal in learning English. It means that most of student has a motivated and a positive attitude on studying English. While (18 %) of theme they don’t have a goal in learning English, because they learn toward no interest in English.

Regarding to students answer about the goal they want to achieve through learning English, the surveyed reported that their goals are several i.e. they indicate that English is the dominate language in the world, so they need to be good communicators with others and fluent speakers.

**Question 05:** Do you feel that the target word is?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very difficult</td>
<td>03</td>
</tr>
<tr>
<td>Difficult</td>
<td>19</td>
</tr>
<tr>
<td>Moderate</td>
<td>21</td>
</tr>
<tr>
<td>Easy</td>
<td>07</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

**Table (3.4): Students’ View about the Target Word**

31
Table above illustrate that (42%) of the students think that the target word is moderate because most of the vocabulary are familiar to them. whereas, (38%) of the students see that the target word is difficult so that they feel very frustrate when learning English and their vocabulary are stranger and difficult for them. Thus, their current abilities of English are not rich.

**Section Two: Students’ Believes about Vocabulary Acquisition**

**Question 06:** The Best Way to Remember Words is to Memorize Word Lists.

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>28</td>
</tr>
<tr>
<td>Neutral</td>
<td>17</td>
</tr>
<tr>
<td>disagree</td>
<td>05</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

**Table (3.5): Students’ View about Word Card to Remember Word**

Table (3.5) reveals that (56%) of the students believed that the best way to remember word is to memorize word list which are a great deal way for learning vocabulary in short time. this mean that this strategy helps students with learning the written form of the word, learning the concept of the word and making connections between word form and meaning.

**Question (07):** Repetition is the best way to remember words

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>44</td>
</tr>
<tr>
<td>Neutral</td>
<td>05</td>
</tr>
<tr>
<td>Disagree</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

**Table (3.6): Repetition to Remember Words**

According to the table (3.6 ) the vast majority (88%) of the students are ‘agree ‘that repetition is the best way to remember words; this means, it’s the most commonly used strategy in order to avoid forgetting, learners repeat the new word to memorize it.
**Question (08):** Reading is the best way to identify the meaning of most words

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>34</td>
<td>68%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Disagree</td>
<td>05</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table (3.7): Reading to Identify the Meaning of Most Words*

From the table (3.7), the data reveals that (68%) of the students have chosen ‘agree’ that reading is the best way to acquire a large numbers of vocabulary and identify the meaning of the most of the words which help them to comprehend the text and to memory vocabulary. Hence, reading, it enhances students’ word knowledge and get a lot of exposure to the most frequent and useful words.

**Question (9):** guessing words in the context is one of the best ways to learn vocabulary

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>29</td>
<td>58%</td>
</tr>
<tr>
<td>Neutral</td>
<td>19</td>
<td>38%</td>
</tr>
<tr>
<td>Disagree</td>
<td>02</td>
<td>04%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table (3.8): Guessing Words in the Context*

The data above, shows that majority (58%) of the students have chosen “agree” into guessing of the meaning of words from the context is the best way to learn vocabulary. This part of the students feel that this strategy help them to comprehend unknown words, and to understand deeply about the usage and the meaning of the word from the context.

**Question 10:** I use the words that I have learned

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>18</td>
<td>36%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>29</td>
<td>58%</td>
</tr>
<tr>
<td>Never</td>
<td>03</td>
<td>06%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table (3.9): Students’ Words Use*
The table (3.9) reports that (58%) of the students ‘sometimes’ are put to use the words they have learned; unlike (36%) of them they indicate ‘always’ are pay attention to words’ meaning and how the words was appropriately used in various situation i.e. speaking and writing.

**Question 11:** what do you think about you progress in learning vocabulary?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>08</td>
</tr>
<tr>
<td>Good</td>
<td>29</td>
</tr>
<tr>
<td>Average</td>
<td>09</td>
</tr>
<tr>
<td>Poor</td>
<td>04</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

**Table (3.10): Students’ Progress in Learning English**

The result in table (3.10) reveals that (58%) of the students responded positively to thinking about their progress in vocabulary learning is good; they try to find out all new words that they have learned. Whereas, few of the students (6%) acknowledge that they are poor in their progress, this due to their lack of interest in learning vocabulary.

**Section Three: Students’ Strategies in Vocabulary Acquisition**

**Question 12:** When I read I skip words I don’t understand

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

**Table (3.11): Students’ Guessing Strategy**

The data above shows that a majority (54%) of the students skip difficult words they don’t understand when they read. Whereas (46%) of them they wouldn’t skip unknown words while reading but rather would attempt to guess the meaning of these words. furthermore, if they have failed to guess using a particular strategy, then they would attempt at it again by employing other strategies in guessing the meaning of the word.
**Question 13:** I make use of knowledge of the topic to guess the meaning of the word

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>Neutral</td>
<td>22</td>
<td>44%</td>
</tr>
<tr>
<td>Disagree</td>
<td>04</td>
<td>08%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table (3.12): Students’ use Background Knowledge to Guess the Meaning of the Word**

As mentioned in table (3.12) that, (48%) of the students ‘agree’ to the use of their background knowledge such experience to guess the meaning. This means that students link their prior knowledge to new knowledge to learn new words. While, (44%) of them have chosen ‘neutral’ and the minority of them (8%) are disagree with the use of their knowledge.

**Question 14:** I use an English dictionary

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>48</td>
<td>96%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Never</td>
<td>00</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table (3.13): Students’ Dictionary Strategy**

The table (3.13) clearly shows that a majority of students’ use a dictionary as a good recourse for learning news vocabulary, and to identify the meaning of word.
**Question 15:** I use the dictionary for?

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find out the Arabic translation of the words</td>
<td>yes 45</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>No 05</td>
<td>10%</td>
</tr>
<tr>
<td>To find out the pronunciation of the word</td>
<td>yes 23</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>No 27</td>
<td>54%</td>
</tr>
<tr>
<td>To find only the meaning of the word</td>
<td>Yes 39</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>No 11</td>
<td>22%</td>
</tr>
<tr>
<td>To look for the grammatical patterns of the word</td>
<td>Yes 19</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>No 31</td>
<td>62%</td>
</tr>
<tr>
<td>To find the appropriate usage of the words</td>
<td>Yes 31</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>No 19</td>
<td>38%</td>
</tr>
</tbody>
</table>

**Table (3.14): Students’ Use of Dictionary**

As shown in table (3.14), a majority (90%) of the students asserts that they use the dictionary to find the Arabic translation of the word. And (78%) to find only the meaning of the word; (62%) are used dictionary to find the appropriate usage of the words; (46%) to find out the pronunciation of word and (38%) to look for the grammatical patterns of the words.

**Question 16:** I have a vocabulary notebook to list down new word

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>52%</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table (3.15): Students’ Notebook Strategy**

As can be seen from the table above, (52%) of the students have a vocabulary notebook to list down every words involves synonym or antonym, translation, or usage of the word. this method is regarded as an effective tool to use and to record the words they encounter for.
Question 17: I make use of the words I learned

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In speaking and writing</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>In everyday situations</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (3.16): Students’ Word Use in

Most of students (70%) responded that they would employ the new word that they have learned in their speech and writing. This finding showed that these students have confidence and put their effort in using the words.

Question 18: I learn new words

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom from my teacher</td>
<td>40</td>
<td>80%</td>
</tr>
<tr>
<td>From reading English material</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>(e.g., news papers, novels)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In every day situation</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (3.17): Students’ Source to Acquire Vocabulary

The data above reveals that a majority (80%) of students their main source of reference for new vocabulary comes from their teacher in classroom, whereas (20%) are learning new words from reading English materials. However their main source of reference for new vocabulary comes from their teacher in classroom.

3.4.2. Perception of the Teachers

This part provides a clear description of the questions included in teachers’ interview as a data collection technique. The interview has revealed a compilation of data that we analyze qualitatively. The analysis of each question has been presented bellow as follows.
**Section One: General Information**

**Question 01: What type of teachers you are?**

The first teacher is English language teacher i.e. she graduated from ESP and applied linguistics domain, while the other teacher is subject specialist. From this we can say that the two teachers have a background about students’ specialist and they are aware of the students needs. The teachers assert that they teach English as an optional module this maybe because English is not a fundamental subject for students in scientific departments. Two teachers have taught English for three years. As a result, the period of teaching English may have an effect on the teachers to become more experienced and more aware of teaching vocabulary.

**Question 02: Why is teaching English important?**

The two interviewees gave common responses, claiming that teaching English is important for third year Biology students because most of publication and journals (scientific) are in English. Also they need it to write their abstract, read articles, and other tasks. Both teachers indicate that the students need English in their future as the English of the world.

**Question 03: What are the main teaching objectives of your classroom?**

The two teachers mentioned that their objectives to teach scientific terms to make the students able to understand subject related discussion and enable them to read and comprehend texts written in English in their field of study and assist students in writing scientific reports, articles, papers this in one hand. In the other hand, one of the teacher argued that their teaching objectives is to teach the students how to translate texts from English into Arabic. Also, she encourages their students to take the meaning of the words from the context and how to use them appropriately in different context.

**Question 04: Do you think that your students are interested in the English courses? Why?**

The first teacher claimed that most of the students are interest in English courses because they feel the need for it. While the other teacher, argue that not all the students are interesting because they thinks it is not important and they are not very motivated since it’s not an fundamental module.
Question 05: Could you give us an overall evaluation of the students’ English vocabulary level?

The two teachers evaluate the students’ English vocabulary as an average level. They declared that students face difficulties in their speaking and reading, but average to poor in communication and writing. This due to the numbers of vocabulary they have.

Section Two: Teachers’ Methods and Strategies

Question 06: Which methods or approaches do you use in the classroom?

Both of the teachers use communicative language teaching. Because they think that the students need to learn language in use and not merely an isolated item. Also, they based on comprehension of the texts and verbal expression to encourage students to read more which will develop their vocabulary faster and to encourage them to use the vocabulary they acquire.

Question 07: What are the strategies or activities have you used in the classroom to develop students’ vocabulary acquisition?

In fact, both of teachers answered that provides the students with certain activities to make them acquire new words such as, using pictures, video, playing and group work to make them more motivated in learning and acquiring the amount numbers of vocabulary especially the semi-technical vocabulary which are very important to their specialty. Also, other practices activities like; matching, missed word, gap-fills and provide them with explanation and examples.

Question 08: What are the main difficulties do you think your students face in learning English?

The two teachers answered that most of their students fail sometimes as they translate words into Arabic or French which have different meaning. Also the lack of vocabulary knowledge poses serious problems to theme which leads them to encounter difficulties in their learning. For example, in reading they misunderstanding of items may lead to miscomprehension of the text.

Question 09: At the end of the training programmes, how do you test your learners?

Both of them they emphasized the use of written test which are efficient to determine the effectiveness of the courses and the compatibility of its objectives with learners’ need especially to determine the correct use of the vocabulary they acquire.
3.5. Discussions of the Results

3.5.1. The Questionnaire Findings

Our participants’ answers about their attitudes concerning the role of vocabulary acquisition in developing students proficiency, thus, their responses are clarified some facts, assumptions, and strengthened our previous ideas that we tackled to in our research. In particular the importance to explore the effective vocabulary strategies that used by third year Biology students’ to acquire a large number of word knowledge. It allowed us to be somehow confident in the prediction of our hypothesis that using various strategies by the students for the acquisition of vocabulary, their English proficiency would eventually improve.

The first section is concerning with students’ view about learning English language, we noted that, (96%) of students are aware of the importance of having basic linguistic skills, thus, we can say that our samples of third year Biology are interest in learning English language in their studies. Beside they have a regular habit study of learning English, because they want to accomplish certain goals through learning English i.e. being good communicators, and fluent speakers. Hence, (42%) of the students think that the target word is moderate to learn because their vocabulary is familiar to them to some extent.

In the second section; we attempt to present some facts about students’ beliefs in vocabulary acquisition. As shown in tables (3.6) and (3.7), (56%) of students believed that word list are a good way to memorize and learning vocabulary in short time. And, they assert that repetition, reading, and guessing is the best way to learn most new vocabulary and identify its meaning. Beside that more half of students are trying to use the words they have learned; they pay attention to words’ meaning and how the word was appropriate used in various situation i.e. speaking and writing. As well as; they positively believing about their progress in vocabulary learning are good due to their effort to find out all new words that are unknown to them.

In the section three; the main points raised from students’ answers are that guess strategy; using a dictionary and notebook are the main strategies’ tools that they strongly agree with when they acquiring new vocabulary during their studies. Beside that the majority (70%) of students said that they using the word they have been learned when they interact with others and in writing case.
3.5.2. The Interview Findings

The results we get from interviewing teachers allow us to say that teachers are aware enough of the learners’ needs and have an experience in teaching English. Moreover, teachers are aware about the importance of teaching English which help them to decide the suitable methods and activities to be used in the classroom to satisfy the learner’ objectives and to encounter the difficulties they face in learning English. In order to make the students use vocabulary they acquire in their speaking and writing that to enable them to communicate effectively. Moreover, they emphasize on the need for practicing such activities in order to stimulate the teaching/learning process and develop their students’ vocabulary. So, it is the task of the teachers to support the learning process of the students and facilitating the acquisition of vocabulary.

Conclusion

The analysis of both students’ questionnaire and teachers’ interview allow us to confirm our hypotheses. In other words, the results of both the questionnaire and the interview reveal that the students use different strategies for the acquisition of vocabulary and to enhance their language use. Moreover, it is the role of the teachers to facilitate the acquisition of vocabulary by using different activities in the classroom which have a positive effect on the students. Additionally, the analyses of the gathered data reflect clearly the role of vocabulary acquisition in developing students’ proficiency in English.
General Conclusion and Recommendations
In this thesis we tried to investigate Vocabulary acquisition and its role in developing students’ proficiency in English. Its main concern is to investigate whether the use of different strategies by the Biology students improve their vocabulary acquisition and expand their word knowledge.

In this regard, questionnaire for students and interview for teachers at the department of Biology university of Ouargla were the methods used for data collection and analysis. The results that we have obtained are in accordance with our review of literature and our research hypothesis, that using various strategies for the acquisition of vocabulary can enhance students’ proficiency in English and be more motivated when learning language.

The results obtained from these two procedures show that using different strategies have an impact on fostering learners’ vocabulary acquisition. In addition to that, the results show that teachers have a dominant role in terms of using attractive methods and strategies in teaching vocabulary and allow chance for students to be autonomous by involving and motivating them.

To conclude, the present dissertation has defined the significance of using different strategies in promoting the acquisition of vocabulary this may be supported by further research for the sake of improving both learning and teaching processes.
Recommendations

Based on the findings of the study, it will be useful for the students to use different strategies to acquire the necessary stock of vocabulary and using different activities by the teachers to help their students to master the language. The results of the study can provide a useful guideline for both students and teachers as follows:

- The students should continue to improve their study habits to improve their vocabulary knowledge.
- The students should become more motivated because without motivation no learning will take place.
- The teachers should try to encourage their students to improve their interest in studying and to enrich their comprehension skills. Also, they need to be aware of the students’ skills and objectives in learning English.
- The teachers should try using more strategies in teaching vocabulary so that the students can easily understand the lesson and acquire a large number of vocabularies.
- The teachers should continue monitoring student’s performance to be able to become a proficiency in English.
- The teachers should still engage and improve certain activities and designing useful tasks and giving relevant assignments so that student’s comprehensions are improve.
Bibliography


The Acquisition of Vocabulary and its Role in Developing Students’ Proficiency in English

Questionnaire

The aim of this questionnaire is to investigate the role of vocabulary acquisition in developing students’ proficiency. Your assistance is required to reveal whether vocabulary acquisition and its strategies are compatible with the development of students’ English proficiency. It will take just a few minutes of your time, please answer the following questions as accurately as possible.

Section One: Students’ View about Learning English Language

1. Do you consider English important for your studies? Yes ☐ No ☐

2. How long have you been studying English language?

3. Do you have a regular study habit of learning English? Yes ☐ No ☐

4. Do you have a goal that you want to achieve in learning English? Yes ☐ No ☐

If you have a goal, we are asked to write it down:

5. Do you feel that the target word is

   Very difficult ☐ Difficult ☐ Moderate ☐ Easy ☐

Section Two: Students’ Beliefs about Vocabulary Acquisition

6. The best way to remember words is to memorize word lists

   Agree ☐ Neutral ☐ Disagree ☐

7. Repetition is the best way to remember words

   Agree ☐ Neutral ☐ Disagree ☐
8. Reading is the best way to identify the meaning of the words

Agree □ Neutral □ Disagree □

9. Guessing words in context is one of the best ways to learn vocabulary

Agree □ Neutral □ Disagree □

10. I use the words that I have learned

Always □ Sometimes □ Never □

11. What do you think about your progress in learning vocabulary?

Excellent □ Good □ Average □ Poor □

Section Three: Students’ Strategies in Vocabulary Acquisition

12. When I read I skip words I don’t understand

Yes □ No □

13. I make use of my knowledge of the topic to guess the meaning of the word

Agree □ Neutral □ Disagree □

14. I use an English dictionary

Always □ Sometimes □ Never □

15. I use the dictionary:

- To find out the Arabic translation of the words □
- To find out the pronunciation of the word □
- To find only the meaning of the word □
- To look for the grammatical patterns of the word □
- To find the appropriate usage of the words □

16. I have a vocabulary note book to list down new words

Yes □ No □

17. I make use of the words I learned:

- In speaking and writing □
- In everyday situations □

18. I learn new Word:

- In the class from my teacher □
- From reading English materials (e.g. newspaper, novels, etc.) □
- In every day situation □

If you have others source, we are asked to write it down

........................................................................................................................................
........................................................................................................................................

Thanks for your participation
Appendix (B): Teachers’ Interview

I would be grateful if you could answer these questions, you may skip any question that you feel uncomfortable answering

Section One: Background Information

1. What type of teacher are you?
2. Why is teaching English important?
3. What are the main teaching objectives of your classroom?
4. Do you think that your learners are interested in the English course? Why?
5. Could you give us an overall evaluation of the students’ English vocabulary level?

Section Two: Teachers’ Methods and Strategies

6. Which method or approach do you adopt in classroom? Why?
7. What are the strategies or activities have you used in the classroom to develop students’ vocabulary acquisition?
8. What are the main difficulties do you think your students face in learning English?
9. At the end of the training programmes, how do you test your learners?
This piece of research is entitled “Vocabulary Acquisition and its Role in Developing the Students’ Proficiency in English”. It consists of three chapters: the first chapter is vocabulary acquisition, the second is labeled the nature of terminology and the third one is a practical part which is designed to show the strategies used by the students for the acquisition of vocabulary and the teaching methods and activities used by the teachers to enhance the students’ proficiency in English. To do so, we have adapted the questionnaire and an interview as appropriate instruments to collect data. Our experiment took place at the department of Biology University Kasdi Merbah Ouargla UKMO. We have randomly chosen a group of fifty (50) students and two teachers to be our sample. The conclusion which is drawn after the data analysis and interpretation is that using various strategies for the acquisition of vocabulary have an effective role in enhancing the students’ proficiency in English.

Key Words:
Terminology, Vocabulary, Acquisition, Teaching, Learning, Strategies.

ملخص
تكون هذه الأطروحة المعنونة “اكتساب الفروضات ودورها في تطوير اللغة الإنجليزية للطلبة” من المحتوى الثلاثة التالية:

المحور الأول يدور حول اكتساب الفروضات، والثاني الذي يسلط الضوء على طبيعة المصطلحات، أما المحتوى الثالث فكان الجزء التطبيقي الذي يهدف لإظهار الاستراتيجيات المستخدمة من قبل الطلاب لأكتساب الفروضات وطرق التدريس وكذلك الأنشطة المستخدمة من قبل الأساتذة لتعزيز اكتساب المصطلحات. للقيام بذلك استعملنا أدوات البحث استبيان موجه للطلبة ومقابلات مع الأساتذة لجمع المعلومات المناسبة. أخذت التجربة مكاننا في قسم الدراسات العليا جامعة قاصدي مرباح ورقة. فقد اختيرنا عشوائياً عينة من خمسين (50) طالباً وطالبة واثنين من الأساتذة وأخبرنا تم تحليل النتائج لكل من الاستبيان والمقابلة من أجل تأكيد الفرضية المطروحة.

المصطلحات المفتاحية:
المصطلحات، الفروضات، تدريس، استراتيجيات اكتساب وتعليم