

**Peoples' Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University 'Frères Mentouri', Constantine**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**

**The Effectiveness of Cognitive Vocabulary Strategy Instruction in  
Raising Learners' Metacognitive Awareness for Lexis Learning.  
The Case Study of Second Year Students at the University of  
'Frères Mentouri' Constantine**

**Thesis Submitted in Candidacy for the Degree of LMD Doctorate in  
'Didactique des Langues Etrangères'**

**By: Dib Nawal**

**Supervisor: Prof. Abderrahim Farida**

**Board of Examiners:**

**Chairman: Prof. Belouahem Riad, University "Frères Mentouri", Constantine**

**Supervisor: Prof. Abderrahim Fraida, University "Frères Mentouri", Constantine**

**Examiner: Prof. Ouskourt Mouhamed, University "El Amir Abdelkader", Constantine**

**Examiner: Prof. Nemouchi Abdelhak, University "Larbi Ben M'hidi", Oum El Bouaghi**

**Examiner: Dr. Merrouche Sarah, University "Larbi Ben M'hidi", Oum El Bouaghi**

**Examiner: Dr. Chelli Madjida, University "Frères Mentouri", Constantine**

**2017**

## **DEDICATION**

This study is dedicated to:

The soul of Prof. Laraba Samir

My pride in life, my parents Mourad and Habiba, for boosting my self-esteem to do my best until  
the end. You hold a special place in my heart.

My baby girl Naya, for providing the indispensable study breaks and the welcome disturbances I  
needed along the way

My precious sisters Malika and Amira, for having faith in me from the beginning, and for always  
being the rock I lean on in my life

My eminent fans, my nephews Malik, Noham, and my niece Melaise for looking at me as their  
hero

Last but not least, my husband Djaber for whispering the special encouraging words when I was  
slipping into a dark place.

## **ACKNOWLEDGEMENTS**

I would like to express my gratefulness to Prof. Laaraba Samir may he rest in peace and may his family find soothe knowing that he is now home. Words cannot express how agonized I am only picturing my Viva without his presence. I felt thriving and accomplished because of his support and confidence in me. He was certainly a special person and I am a better person for having known him.

There is not enough space to acknowledge all the sacrifice, motivation, guidance, and above all the time Prof. Abderahim Farida has offered me. Not only have I enjoyed working with her; I have also gained experience on how to become a future supervisor. I would like to thank her for agreeing to put me under her wing. If the world can have more people like her, indeed it would be a much better place.

I would like to extend my appreciation and gratitude to Prof. Belouahem Riad, Prof. Ouskourt Mohamed, Prof. Nemouchi Abdelhak, Dr. Merrouche Sarah, and Dr. Chelli Madjida. The members of the board of examiners for the time they dedicated for reading this study.

I want to give a special thank to Prof, Megharbi Nacer my spiritual father, for all the support and help he has provided. I would like to thank all the teachers and the students who participated in the completion of this work. These participants were highly motivated and cooperative in carrying out this research.

## **Abstract**

Teaching and learning a foreign language deals straightforwardly with vocabulary for the reason that, the latter is associated to all the language skills: speaking, writing, reading, and listening. As soon as the students are confronted with English input they should provide an English output that has to do with words. When the vocabulary store is weak the students' attempts to use the language will decrease. This paper reports on a study that investigates the value of learning vocabulary and the importance of intentionally instructing learners the techniques of vocabulary learning strategies. It examines a causal relationship between the direct instruction of vocabulary learning strategies and its impact on improving learners metacognitive strategies towards learning and retaining vocabulary. Our field work consists of a questionnaire designed in accordance and in reliance with Schmidt's inventory of vocabulary learning strategies. After gathering preliminary data from the questionnaire analysis; a test is designed to serve the aim of spotting the vocabulary learning strategies frequency use, and sum of strategies displayed. The test guides the construction of a step by step procedure to teach more elaborate strategies and enable learners become autonomous. In between the questionnaires and the test there is an instructional phase with the aim of teaching students vocabulary learning strategies through the use of cognitive strategy instruction. The results obtained have demonstrated an increase of the experimental performance. We have observed a considerable leap in the level of the experimental group participants. Without a doubt, cognitive vocabulary strategy instruction has confirmed its significance and positive impact on learners' metacognitive awareness in learning vocabulary. Consequently, based on the findings of our research, some pedagogical implications are recommended to make vocabulary teaching and learning an easier task.

**Key Words: Cognition, Metacognition, Vocabulary teaching, Vocabulary Learning, Vocabulary Learning Strategies, Cognitive Strategy Instruction**

## **List of Abbreviations**

**CG:** Control Group

**CSI:** Cognitive Strategy Instruction

**EXP. G:** Experimental Group

**L2:** Second Language

**LLS :** Language learning Strategies

**MM :** Mind map

**OE:** Oral Expression

**VLS:** vocabulary learning strategies

**WE:** Written Expression

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## **General Introduction**

- 1. Statement of the Problem**
- 2. Aims of the Study**
- 3. Research Questions and Hypotheses**
- 4. Means of Research**
- 5. Structure of the Thesis**

## **1. Statement of the Problem**

To express oneself, people need a mass of words to label entities, verbalize actions and express thoughts. Nevertheless, possessing a good vocabulary repertoire is not an easy task. In the process of learning a language, although vocabulary is considered as an essential element for a smooth communication, students struggle in understanding or memorizing it. English learners need a lexical repertoire to express themselves, and when the latter is weak communication is going to get difficult. The long-established method of teaching vocabulary might be the cause of this phenomenon, for the reason that teachers provide vocabulary explanations through translation and repetitive practices for a better retention. these ways are not effective for all students.

As far as my personal experience goes, as I was a university student, it seemed that I was doing a lot of efforts to learn and store new words which I forgot very quickly. Concerning my humble teaching experience, it is presumed that the students as well are suffering from the same problem which is vocabulary learning. Conversing in the classroom is considered as a burden because they lack vocabulary knowledge to convey their intended meaning. University learners are lost because of the huge amount of words they are encountered with but cannot learn.

## **2. Aims of the Study**

We assume that instead of just stockpiling new items, students need to learn certain vocabulary strategies to enrich their lexical pool. In this research, it is presumed that teachers hold responsibility of teaching students how to learn and how to retain lexical items; therefore, how to control their own learning. That is why, we attempt to detail an increasingly debatable and up-to-date topic the direct instruction approach to vocabulary learning strategies.

We first intend to explore the place of vocabulary in the course of teaching. Second, our study highlights the ways teachers approach the task of intentionally and cognitively lingering on vocabulary items, as well as attempting to expose the degree of awareness learners have about their own learning processes. It also sets to account for the place of vocabulary learning strategies in expanding learners' lexis repertoire. This study sets out to:

Highlight the methods of intentionally and cognitively teaching English foreign learners vocabulary learning strategies. It also explores the impact of these methods on how learners will hold the responsibility for expanding their vocabulary repertoire. Last but not least, it investigates the role, importance and effect of cognitive vocabulary strategy instruction and up to which degree this approach proves to be effective.

### **3. Research Questions and Hypotheses**

Our study will be guided by the following questions:

- Does cognitive strategy instruction of vocabulary learning strategies raise learners' metacognitive awareness in learning and expanding vocabulary or should vocabulary be left for incidental learning?
- If the cognitive strategy instruction of vocabulary learning strategies proves to be the way, then to what extent it is effective for learners expanding their vocabulary repertoire?

In the light of the previous research questions we put forward the following hypotheses:

- If teachers employ cognitive vocabulary strategy instruction this would raise learners' metacognitive awareness in learning vocabulary.



- If the cognitive vocabulary strategy instruction is applied, learners would manifest considerable improvement in expanding their vocabulary store for a long-term retention of vocabulary items.

#### **4. Means of Research**

To conduct our study, we constructed two tools of research: a teachers' and a students' questionnaire plus a students' test. The teachers' questionnaire aims at unveiling the teachers' attitudes about vocabulary teaching, their approach to fulfill this task and what ways they deploy to teach vocabulary learning strategies. As for the Students' questionnaire, it serves as the first tool of research to gather preliminary data, study the subjects' backgrounds about the ways they approach learning and how they strategize in vocabulary learning. Concerning this questionnaire, we relied on Oxford's (1990) checklist and Schmidt's (1997) taxonomy of vocabulary learning strategies.

The students' test is designed to explore learners' use of vocabulary learning strategies. What concerns the inventory of vocabulary learning strategies designed to the experiment group, we intended to conduct our main study in the training of various types of vocabulary learning strategies in a natural classroom environment. We mainly aim to see the effect of cognitive vocabulary strategy instruction on the learners' second language vocabulary retention and their attempts to expand their strategies for vocabulary learning. A post-test has been designed and administered to mark the impact of cognitive vocabulary strategy instruction on the performance of learners in strategizing in their self-regulating learning of vocabulary.

#### **5. Structure of the Thesis**

Our study is composed of five chapters. In chapter one, "Theories of Cognition/Metacognition", we explore the perceptible fine line between cognition and

metacognition. We survey the different ideas and structures of the theories pertaining to both cognition and metacognition. This chapter seeks out the notions of cognition and metacognition, their evolution and relation to each other throughout research. We supply the necessary theoretical background to associate the importance of learners' awareness of their learning process with maximizing their outcome from learning.

In the second chapter, "Vocabulary Learning Strategies", we provide an overview of learning styles. Then, we get a closer look at language learning strategies and the taxonomies associated to them. We also tackle vocabulary learning strategies, the different taxonomies related to them, and the factors influencing their effectiveness.

In chapter three, "Cognitive Vocabulary Instruction", we seek to join up our theoretical framework on the effect of learners' cognition of their learning process and its contribution to their learning outcomes with relevance to vocabulary. We present a literature of pros and cons of different approaches of vocabulary instruction including cognitive strategy instruction. Since mind mapping is one instance of cognitive strategy instruction, this chapter sheds light on the efficiency of the latter in foreign language teaching.

Concerning the field work, in Chapter Four, "The Teachers' and The Students' Attitudes towards Cognitive Strategy Instruction", it demonstrates the results and analysis obtained from both the teachers' and the students' questionnaires. Moreover, it offers a detailed description of the teachers' and students' sample. In this chapter, we uncover the teachers' attitudes towards teaching vocabulary in general and vocabulary learning strategies specifically. The results obtained from the analysis of this questionnaire show whether teachers are aware of the vocabulary learning strategies positive impact on the development of the vocabulary learning process. In addition to that, the findings unveil hindrances teachers encounter during the teaching process. Concerning the students, we check the way they tackle vocabulary learning and their awareness of vocabulary leaning strategies.

. In Chapter Five, “The Students’ Use of Cognitive Vocabulary Strategy”, we report the findings from both the pre and the post tests of both control and experimental groups. We provide the description of the students’ test and the instruction we followed to present the vocabulary learning strategies. The results obtained from the questionnaires’ analysis in Chapter Four with the ones gathered from the pre test will lay the ground for the administration of the research treatment

Concerning Chapter Six, “Pedagogical Implications”, it includes the theoretical and empirical implications of our work, in addition to some recommendations and a summary of the main findings concerning our study in relation to the research questions.

## **Chapter One**

### **Theories of Cognition/ Metacognition**

#### **Introduction**

#### **1.1.Cognition and Metacognition**

#### **1.2.Cognitive Monitoring: Boers, Bergestra and Kostnos (2012)**

##### **1.2.1. Metacognitive Knowledge**

##### **1.2.2. Metacognitive Experiences**

#### **1.3.Information Processing Theory of Learning**

##### **1.3.1. The Origin of Information Processing Theory**

##### **1.3.2. Principles of Information Processing Theory**

##### **1.3.3. The Stage Model of Information Processing Theory**

###### **1.3.3.1.The Sensory Memory**

###### **1.3.3.2.The Working Memory**

###### **1.3.3.3.The Long-Term Memory**

#### **1.4.Memory: The Multiple System Model**

##### **1.4.1. Declarative Memory**

##### **1.4.2. Non-Declarative Memory**

#### **1.5.Schema**

#### **1.6.Metacognition and Learning**

##### **1.6.1. Importance of Metacognition in Learning**

##### **1.6.2. Teachers' Implementation of Metacognition in Learning**

#### **Conclusion**

## **Introduction**

Teaching learners how to become independent from teachers and direct their own learning is one of the most important aims of education. These aims can be achieved through metacognition; however, one cannot deal with the latter without going through cognition. That is why, learners need to be aware of how information is processed to reflect on their own learning processes

### **1.1. Cognition and Metacognition**

As it has been stated by Gama (2004), distinguishing metacognition from cognition is commonly complicated to be done. It is frequently tricky to differentiate between what is meta and what is cognitive; this fact is a further major difficulty with the notion of metacognition. Though the following illustrations will probably look understandable, because of the exchangeability of cognitive and metacognitive purposes not everything is straightforward (Gama, 2004: 11):

the skill needed to read a text differs from the skill of monitoring one's understanding of the text. The first is an example of cognitive skill, the second of a metacognitive skill. The knowledge of computer programming is cognitive, the knowledge that you are better at reading than at implementing software is of metacognitive nature. These examples may seem clear, but not everything is so clear cut. Because of the interchangeability of cognitive and metacognitive functions, a particular activity can be seen as the strategy itself (e.g. looking for the main points in a text one is studying from), or as a monitoring function (which is a metacognitive activity), or even a reflection of the knowledge (also metacognitive) that it is an appropriate strategy to employ in a given situation.

Cognition was taken from Latin philosophers as 'cognito' which means knowledge (Pawlik and D'ydwalle, 2006). It is defined as "the mental process by which external or internal input is transformed, reduced, elaborated, stored, recovered, and used. As such, it involves a variety of functions such as perception, attention, memory coding, retention, recall,

decision making, reasoning, problem-solving, imaging, planning and executing actions.” (Pawlik and D’ydewalle, 2006: 3). On the other hand, Naznean (2009) stated that, the consciousness people have of their own cognitive developments is what we call metacognition, and this is what The Merriam-Webster online dictionary defines as “awareness analysis of one’s own learning or thinking processes” (cited in Naznean, 2009: 756)

Students construct knowledge by means of cognitive strategies, and they direct, control, and assess their knowledge via metacognitive strategies. Students develop into more self-directed learners and obtain self-assurance as they turn to be more proficient at employing metacognitive strategies and thus genuine knowledge takes place in consequence of this “thinking about thinking” (Scanlon, 2010).

Bruning, Shraw, and Norby (2010: 12) provide a perceptible fine line between metacognition and cognition by stating that: “Having knowledge is only part of effective learning. It also is important to use one’s knowledge strategically and to understand the strengths and limitations of one’s knowledge.” According to Lai (2011), when learners can regain and arrange a strategy that they have been tutored in a specific problem situation in a resembling but new situation, then we are talking about metacognition. The two terms are not detached but metacognition is a compartment of cognition. In other words, whenever we deal with the wide concept of cognition, metacognition is standing there (Carson, 2012). To differentiate between the two, Carson (2012: 27) stated that: “there is a general agreement that metacognition is second-order cognition, in which there is knowledge and awareness, monitoring and control of the flow of information occurring in cognitive processing.”

So, the term Cognition is acknowledged to be the range of approaches people reflect about what they are “seeing, hearing, studying, and learning, and the more specific things they do are often referred to as cognitive processes” (Nietfeld, 2016: 20). The specific skills

engaged in scrutinizing knowledge, transforming and directing it independently is what expresses the term metacognition. Metacognition is the process where people lead their own knowledge. It includes consciousness of the way we acquire information, an assessment of our learning necessities, procreating strategies fitting these necessities and so applying the strategies (Tam, 2016).

## **1.2. Cognitive Monitoring : Boers, Bergstra and Kostnos (2012)**

Iwai (2011) affirmed that people use the following two elements to supervise their cognitive development : mtacognitive knowledge and metacognitive experiences. Since ‘metacognition is the knowledge about cognition’ Boer, Bergstra, and Kostnos (2012) assumed that to examine cognitive activities someone has to deal with the activities and contacts between metacognitive knowledge including its subdivisions (person knowledge/ task knowledge/ strategy knowledge) and metacognitive experiences.

### **1.2.1 Metacognitive Knowledge**

According to Thamraska (2005), the awareness about the features that are in charge of cognitive knowledge refers to Metacognitive knowledge. Metacognitive knowledge consists of understanding the two levels (general and particular) someone’s mind works in (Louca, 2008). He explained that “The processes of planning, monitoring, and regulating thoughts are generally known as *executive processes*, which involve the interaction of two levels: At one level is the creative, associative, wandering mind and above it is the executive, trying to keep it on task.” (Louca, 2008: 2).

Scanlon (2010: 1) added that “metacognitive knowledge refers to what individuals know about themselves as cognitive processors, about different approaches that can be used

for learning and problem solving, and about the demands of a particular learning task". The internal and external features that possibly will act together to influence cognition should be taken into account when dealing with metacognitive knowledge which is described as the understanding of the individual's cognitive strong points and restraints (Lai, 2011). That is why, students who do not differentiate between what and when use learning strategies are said to be deficient in metacognitive knowledge because the latter is a precondition for autonomous use of learning strategies (Boer et al., 2012). Pariz, Parviz, and Majid (2014: 38) claimed that "metacognitive knowledge refers to the part of one's acquired word knowledge that has to do with cognition or perhaps better, psychological matters". Knowledge of person variables, task variables; and strategy variables are the sub categories of Metacognitive knowledge

Person knowledge is the conviction someone has about himself and others' thinking process. For example, you may believe that you are at your best by doing than by listening to courses, so it is how you view yourself as a thinker (Thamraska, 2005). Scanlon (2010) added that, while learning and processing information and you are capable of distinguishing your own strong and weak points, then you are dealing with the 'person variable'. Lai (2011: 5) reported that person knowledge "includes anything one believes about the nature of human beings as cognitive processors". In other words it is this awareness that someone has about his/her own way of tackling a cognitive activity. In sum, it is a person's consciousness of what they are capable of (Iwai, 2011).

As said by Thamraska (2005), task knowledge includes every piece of information about any task on hand. For the reason that those facts will help in the running of the task, and granting how successful it might be. Louca (2008) added that, a task variable has to do with the importance of knowing the nature of information met, as it displays the restraints how the proposed task should be managed. For instance, knowledge about the fact that



reading a passage from a novel will take less time to examine, understand and recollect than a technical article with the same length (Scanlon, 2010). On the whole, Lai (2011: 6) stated that task knowledge ‘includes knowledge about the demands of different task’.

On the word of Thamraska (2005), strategy knowledge consists of the restricted knowledge about the time and place it is suitable to use both cognitive and metacognitive strategies. Scanlon (2010) inserted that you are dealing with strategy knowledge when you want to effectively carry out a task by applying specific strategies in a stretchy mode. Scanlon (2010: 1) summed up an example of all three variables saying that: “I know that I (*person variable*) have difficulty with word problems (*task variable*), so I will answer the computational problems first and save the word problems for last (*strategy variable*).”

### **1.2.2. Metacognitive Experiences**

Thamraska (2005: 1) described metacognitive experiences as: “monitoring phenomena, which can control cognitive activities, and ensure that a cognitive goal has been achieved. These processes help to regulate and manage learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities.” Preparing, supervising, and comprehension strategies are some examples of the regulations learners add to their learning development and we refer to this as metacognitive experiences (Scanlon, 2010).

Iwai (2011) stated as an example when learners are aware of any cognitive or emotional experiences like letdown, accomplishment, doubt, or approval about things, thus; we are dealing with metacognitive experiences. In another situation, dealing with the metacognitive aspect is when you realize you are unable to answer questions about a concept of a passage because of a lack of comprehension after reading, and then you decide to reread in order to understand better. By doing the former processes you are adjusting and taking control of your learning process and thus you are engaged in metacognitive experiences.

Iwai (2011, 151), summed up the different views about metacognitive experiences as “any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise.” Boer, et al. (2012) attested that, the latter is indeed the awareness an individual has about the metacognitive knowledge.

### **1.3 Information Processing Theory of Learning**

As it has been initially stated by Flavel (1979), people’s awareness of their “cognitive activities” in the learning course is called metacognition. The term metacognition should not be confused with the one of learning; it is the planned and conscious control of the learning process (Louca, 2003). That is why, someone has to know how learning takes place so that it can be controlled and monitored. The latter can be achieved by undertaking information processing theory.

#### **1.3.1. The Origin of Information Processing Theory**

Information processing has emerged and exists since World War II epoch, when developed technologies like television, telephone, and computers had a huge impact in the war sweat and changed the labeling of passing on information to “communication channels”, “coding information”, and “dual processing” all over the world. Psychologists had to adapt to such a change by developing a new method to analyze how people transfer information. This method was to let go of the traditional theories in support of the cognitive ones by marking the parallelism between the computer and the human being way of processing information and thus information processing emerged.

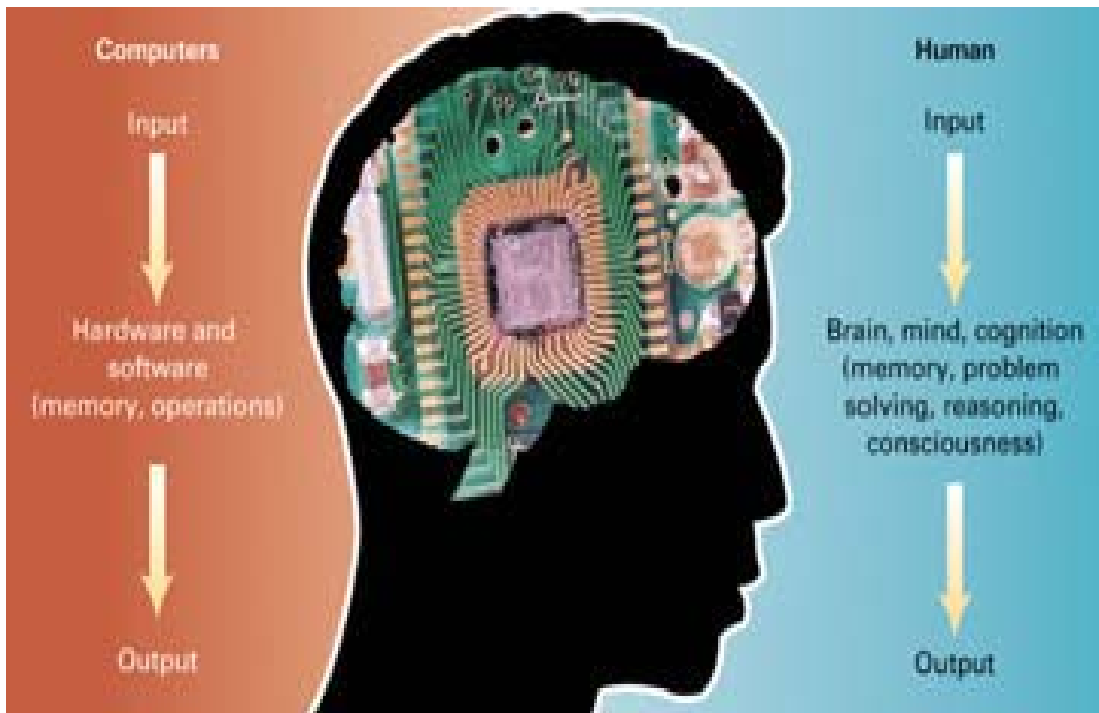
Since then psychologists started to question if learners gather, transform and stock new information like a computer (Mahoney, 1988). As it has been confirmed by Sammons (2015: 1) who stated that:

This is useful because minds and computers have some attractive similarities:

both have inputs, outputs, memory stores and a limited capacity for how much

information they can process at any time. Just as a computer's behavior is determined by what information it is given and how it has been programmed, so a person's behavior is determined by (1) the information available in their environment; (2) the ways they have learned to manipulate (process) information; and (3) the capacities for information processing inherent in the types of brain people have.

In the following figure we will present the main similarities between the human mind and computers



**Figure 1.1: Computers and Human Mind Information Processing**

(The McGraw-Hill Companies, Inc., 2007: 3)

### 1.3.2. Principles of Information Processing Theory

Cognitive psychologists have somehow a unified conformity concerning fundamental principles of information processing theory. First of all, they are in agreement with the fact

that there are restraints with regard to the quantity and speed of the new information being ‘encoded, stored and retrieved’. In other ways, they are in agreement on what they call the ‘assumption of a limited capacity’. Another principle is this existing power whenever there is a triggering stimuli. However, there is a sort of argument about in what manner and in which place the commands function (Lutz and Huitt, 2003).

Currently, it is presumed that the nervous system (the brain and the spinal cord) include diverse structures that symbolize its performance. Information-processing model deals with how the information moves in the learners’ central nervous system through these hypothetically diverse ‘internal structures. Because until now, it is assumed that there is no particular evidence to their position in the brain (Yahaya, 2008). Instructors aware of the basics of information processing theory tend to pick precise learning strategies that help in perking up both maintenance and retrieval of learning. For the reason that, according to information processing model learning takes place by the collection of information and its arrangement into mental representation (Kandarkis and Poulos, 2008).

Information processing theory has become one of the most prominent psychological theories that serve to describe the process of learning. According to cognitive psychologists, learning can be defined as a change in a person’s mental structures that creates the capacity to demonstrate different behaviors. Information Processing Theory looks closely at how, independent of the context, stimulation from the environment goes through the processes of attention, perception, and storage throughout a series of distinct memory stores (Moos, 2016). Another assumption is the bipartisan motion of information processing: bottom-up processing and top-down processing. In other words, bottom-up processing refers to the gathering of information by means of the senses. Top-down processing is that information laying in memory as we build significance and relations about our environment (Suthers, 2016).

### **1.3.3. The Stage Model of Information Processing Theory**

The Stage Model of Information Processing Theory is the commonly used model of information processing. There are two fundamental basics about this theory: it considers learning and memory as non continuous, and the new information being absorbed is directed before it is stored in memory. Lutz and Huitt (2003) identified three phases of memory: the sensory memory, the short-term or the working memory, and the long-term memory.

#### **1.3.3.1. The Sensory Memory**

Lutz and Huitt (2003) explained that, the preliminary phase is called the sensory memory through which the perception of the stimuli occurs. The sensory memory is directly related and influenced by attention which is also associated with understanding the development of information processing. However Braver (2006) stated that, the information received is just stored not coded. It is also put forward that not all perceived information can be recalled; only the one shifted to a higher level into memory can. That is why though the process of reception is constant, not all the sensed stimuli can be processed and be part of someone's memory store.

Kandarkis and Poulos (2008) asserted that if we do not vigorously comprehend and concentrate with the information it will die away rapidly in a unit of time. During this phase, we are asked to ponder by selection to the most momentous constituents in view of the fact that sensory stimuli is being poured in. At this stage, concentration is vital for the reason that it decides on the information which turns out to be accessible to memory. Indeed, attention is the process of selecting the most significant elements of the sensory stimuli.

Karpicke and Lehman (2014) affirmed that a lot of us fail to recall simple everyday incidents like "Where did I put my glasses?" or "Tell me *again* the name of the new teaching assistant!" and we relate this forgetting to poor memory or progress in age. As a matter of fact, this is an outcome of a breakdown in the process of attention due to distraction when the

event was happening; and thus, it will lead to unsuccessful encoding of the information. For instance, the cause of the distraction of the former example may be because you were trying to remember the name of the teacher and may be you were also distracted when they told you the name of the new teacher because you were stressed with exams.

Nietfeld (2016) attested that the sensory register is a memory constituent that encompasses a large capacity to embrace the information received (input) but a very short life of just a few seconds. The information is received through your senses i.e. anything you hear, see, or smell etc. Any received information in the sensory register will fade away if it is not attended. This is what makes the weight of attention, since it picks the information which becomes accessible to memory. Suthers (2016) stated that it is vital that the information is attended at this early phase in order to be transferred to the next one.

### **1.3.3.2. The Short Term Memory or the Working Memory**

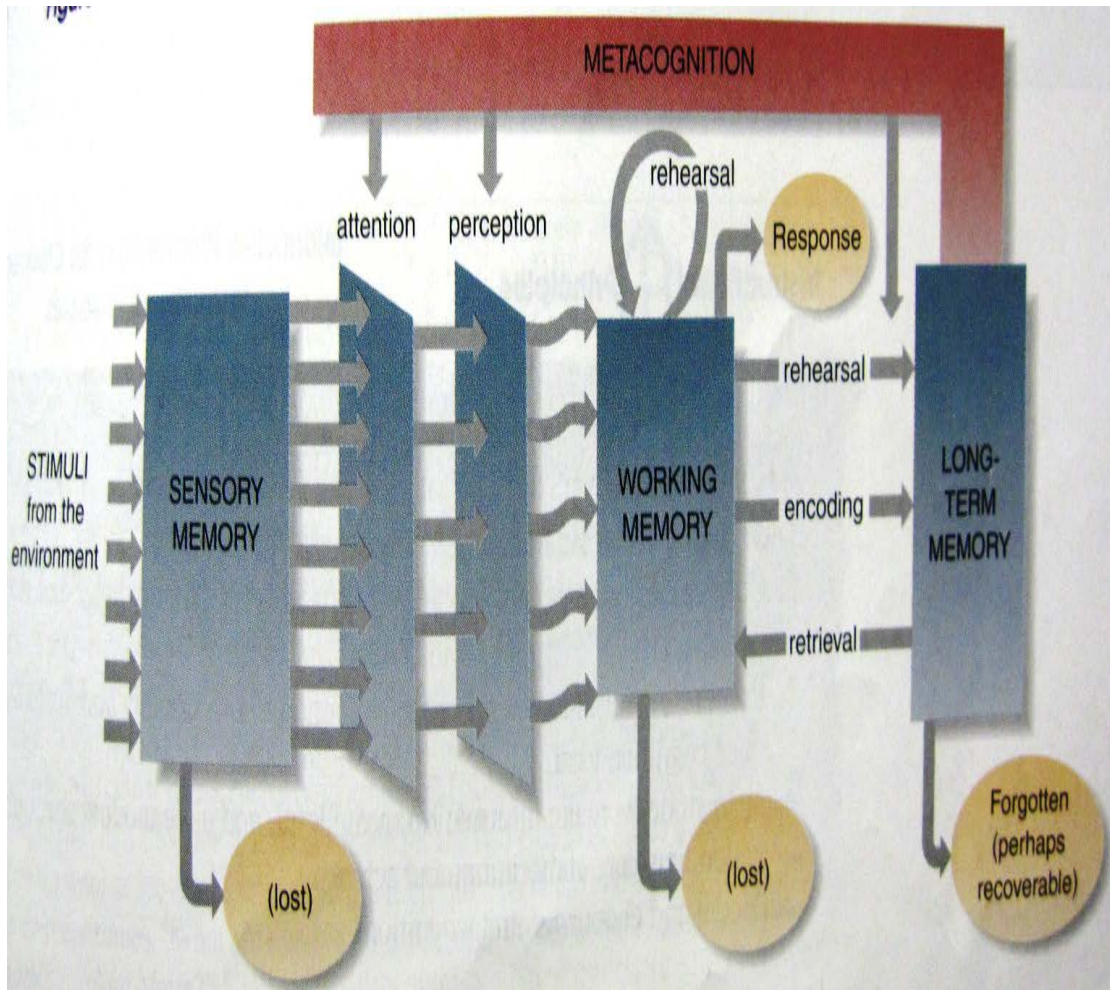
Lutz and Huitt (2003) said that so that the information is not lost, the learner should move it to the working memory. As the new information is being absorbed the working memory is being vigorously processed that is why this part of memory is considered active or conscious. According to Nietfeld (2016: 26) “Working memory is the component of memory where attended-to information stays for a short while so that we can make better sense of it. It is also where much of our thinking, or cognitive processing, occurs. It is where we think about the content of a lecture, understand a textbook passage, or solve a problem. Basically, this is the component that does most of the mental work of the memory system—hence its name *working* memory. Accordingly, it is sometimes called short-term memory”

Nietfeld (2016) confirmed that, rehearsal is an efficient method used for processing information in short- term memory. He suggested the following example, you check your phone repertoire to call a friend (we deduce that the number is in your working memory because it got your attention), but you find out that someone else is using the phone and you

do not have a pen to write it down so you keep on repeating it to yourself so that it stays in your memory until you call your friend; this is called rehearsal. Yet, as soon as you stop repeating the number it may vanish because you need more compound elaboration to transmit the information to long-term memory. According to Moos (2016), hence learners need to make associations between the new information and prior stored knowledge to ensure retention. It is assumed that the working memory can be enhanced through time and experience as students learn more, and accordingly more precise acuity of the information will take place.

### **1.3.3.3. The Long-Term Memory**

Lutz and Huitt (2003) argued that long-term memory and short-term memory must have an active communication to facilitate integrating new information into the memory system. Long-term memory is a stable system where information is motionless and unexploited until you retrieve it into working memory. Moos (2016) stated that when learners knowingly think about their knowledge before encoding it again into long-term memory they are making use of metacognition. The latter allows the knowledge to be more tangible and thus understanding the content is improved. As it is presented in the following figure:



**Figure 1.2: Stages of Information Processing System**

**(Moos, 2016: 3)**

According to Kandarakis and Poulos (2008) in terms of information processing model, learning represents the process of gathering information, and organizing it into mental schemata. As it is stated in Learning and Memory Handout (2014: 2), the information processing system spots how the new information is encoded (locate information in memory), stored (seize the encoded information in memory), and retrieved (place, take out, and employ information stored in memory). So, one has to understand what schemata and memory is exactly.



## **1.4. Memory: The Multiple System Model**

Memory recalls stored knowledge and renews information of past experiences whenever a change occurs. It is up to date with present experiences, and even future ones have their share because it constructs upcoming memories (Squire, 1992). Lutz and Huitt (2003) argued that there is a touchable structure that permits the way in of the stimuli into memory. Since it is founded on the principle that memory is a many-sided structure of associations and depictions that cover a lifetime's accretion of insights. May and Einstein (2013) affirmed that, the memory system includes various memory compounds that can work separately and does not depend on one 'neuro anatomical circuit'. It is divided into declarative and non declarative memory and both subdivided into other systems.

### **1.4.1. Declarative Memory**

Whether it is called explicit, relational, or declarative memory we are tackling this sort of memory which “depends on the integrity of brain structures and connections in the medial temporal lobe and the diencephalon that have been associated with memory functions and that, when damaged, cause amnesia” (Squire, 1992: 1). In addition, Declarative memory is characterized as being rapid and available to conscious recall. A specific characteristic of working memory is when the information is removed effortlessly, a new information start the process after a cognitive task has been achieved (Squire, 1992). Braver (2006: 240) stated that it is considered as “a mental blackboard—that is, as a workspace that provides a temporary holding store so that relevant information is highly accessible and available for inspection and computation.”. According to May and Einstein (2013), declarative memory is a deliberately controlled memory system with pliancy. Though it is decreased with age, mnemonic strategies can be utilized to revoke knowledge. May and Einstein (2013) assumed that through working memory earlier learned information can be handled and then retrieved to be taught and connected with new information. It generally holds up from 2 to 18 seconds, and used for

mental computation like ‘figuring a tip’ or maintaining information temporarily such as ‘dialing a phone number’. Declarative memory is divided into Episodic Memory and Semantic Memory.

Tulving and Donaldson (1972) stated that the episodic memory system is rather at risk of information change and loss. Information is retrieved and scrutinized to operate as a special input to episodic memory and consequently the contents of the episodic memory store will change because during the process of encoding it is periodically impacted by information in semantic memory. Yet, the semantic and episodic systems may function separately from one another. According to Martin-ordas and Call (2013), episodic memory is the memory of events because it conserves chronological information and sequential-spatial connections between these dated episodes and the already existing ones in the episodic memory store. It also preserves diverse features of this information and passes it on to other systems responsible for its conversion into conscious action.

Tulving and Donaldson (1972) argued that semantic memory is particular to language learning as it is considered a mental glossary of words, spoken representations, notions, and formulas to control the relationships between them. Indeed, any performance of retrieval within the semantic system comprises an input into episodic memory. Martin-ordas and Call (2013) added that unlike the episodic memory, semantic memory is less vulnerable to information change and loss. As a main difference between episodic and semantic memory the former records perceptible properties of inputs, whereas the latter registers referents of input signals. So, our record of all the knowledge about the world is our semantic memory.

#### **1.4.1.1.Non Declarative Memory**

As stated by Squire (1992), non declarative memory consists of information attained during skill learning and any knowledge expressed through doing something rather than just recalling information. Even the change that occurs in our behavior because of experience we

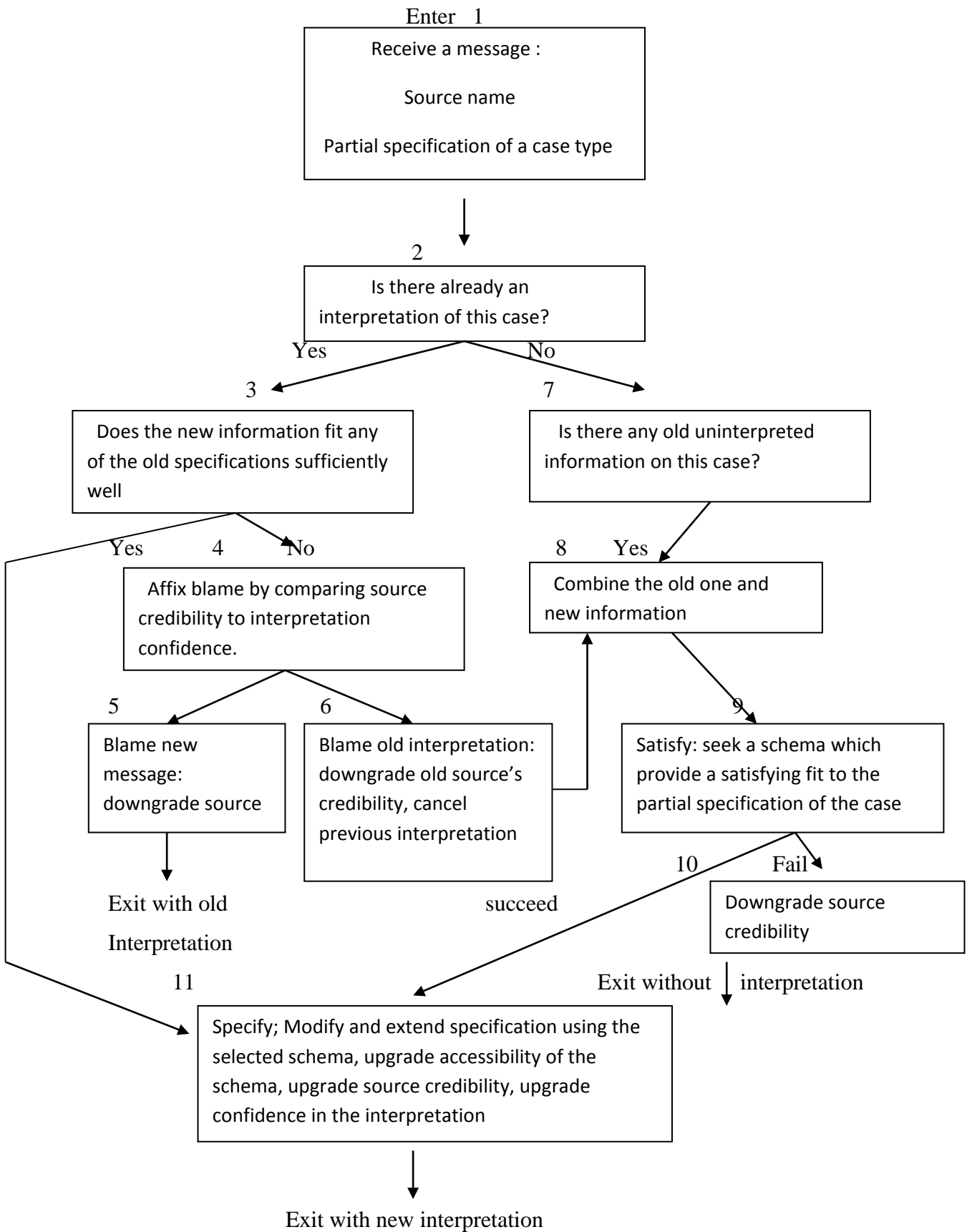
do not pay attention to it. May and Einstein (2013: 7) defined non declarative memory as: “a memory system that influences our current perceptions and behavior without our knowledge, awareness, or intention. Non declarative memory is not used intentionally and involves no effort. Examples of non declarative memory include riding a bike, driving a stick-shift car, using the same verbal patterns as friends (for example saying “like” repeatedly)”. Non declarative Memory is alienated into Priming and Classical Conditioning.

May and Einstein (2013) affirmed that priming is the mechanical process –gained through experience- that augments the pace and precision of a response. One main aim of priming is making the process of retrieval more resourceful and well-organized through activating association between memories. One instance of priming is the flow of the word ‘nurse’ when you have just read the word ‘doctor’.

On the other hand May and Einstein (2003) stated that considering Pavlov’s classic experiment with dogs to exemplify classical conditioning which he has later generalized with humans. Pavlov conditioned his dog to the sound of the bell ringing to associate it with food. Whenever he offered his dog food he rang the bell; consequently the dog linked the sound with eating and salivated with every sound of bell. Hence, classical conditioning is a memory system of connections between two incentives.

### **1.5. Schema**

Barlett (1932) was the first to introduce the term ‘schema’ in psychology defining it as “an active organization of past reactions of past experiences, which must always be supposed to be operation in any well-adapted organic response” (Cited in Brewer and Nakamura, 2007:3) as it is explained in the Figure 1.3 (Axelrod, 1973: 1251).



**Figure 1.3: Process Model for Schema**  
(Axelrod, 1973: 1252)

Axelrod (1973) explained that schema is the process of attempting to fit a new information on hand into the same prototype used for interpreting past information about the same situation. However, a distortion might occur if the new information does not fit as it should be

Derry (1996) stated that information that fits into a student's existing schema is more easily understood learned and retained than information that does not. According to Wills and Ellis (2008), the teacher's task is to ensure that the students have prior knowledge related to the concept and to provide a means for helping the students make connections between prior knowledge and new concepts. Graphic organizers make it easier to link new information to existing knowledge and help students build the schema they need to understand new concepts. If prior knowledge is activated, the schema will be able to provide a framework to which new information can be attached and learning and comprehension will be improved.

Then other definitions started to make surface as Wills and Ellis (2008) claimed that schema is responsible for the organization of information in a long-term memory. Schema can illustrate how particular information is systematized and stored in memory so that it can be retrieved and applied when it is required.. Because the ally of schema theory assume that memory is a cluster of a complex cognitive constructs called schemata (plural of schema) whose work is to smooth the progress of a mental procedure given that, a comprehensive clarification about the relationship linking entities, situations, and acts is designated through schemata (information stashed into units of knowledge).

Moreover, Wills and Ellis (2008) added that the better understood, learned, and memorized information is the one that corresponds into a student's existing schema. Prior knowledge has to be activated so that schema will be able to provide a structure to which new information is anchored to and therefore learning will progress. For that reason, the teacher's

duty is to facilitate the process of making connections between prior knowledge and new notions. Indeed, Graphic organizers are said to be helpful tools for easing the link between new information and existing knowledge; thus, help students build the schema they need to understand new concepts.

According to Davis (2013) every schema holds a subschema, and both are implanted in other schemata as it is shown in the Figure 1.4 about a person's schema of 'egg'.



**Figure 1.4: Schema of the concept “Egg”.**

**(Davis, 2013: 20)**

As Davis (2013) explained in Figure 1.4, schemata are unstable changing as data is received. The conceived connections between them are in a form of network rather than a hierarchy allowing an interconnection with many others. He assumed that earlier knowledge is crucial to learning a new notion and must be activated so connections can be made because to be committed to memory knowledge must be attached to a schema with many connections. That is why, teachers should use various instructional tools like music, role play, games, visual aids, audio presentations, pencil and paper practice, etc.

## **1.6 Metacognition and Learning**

As stated by Henter (2014), the connection between metacognition and learning has been under analysis through the use of different explanations of the notion of metacognition and its various models since 1987. Wenden (1987) was the first to introduce this massive significance of metacognition in language learning process. It is accepted that a learner who uses learning strategies as well as metacognitive ones and knows how to adapt them to new situations is said to be successful in language learning. That is why, teachers ought to take into consideration the significance of metacognition in learning in order to be applied in their everyday classes (Henter, 2014).

### **1.6.1 Importance of Metacognition in Learning**

Initially the effect of metacognition is crucial on learning. Students in command of a cluster of metacognitive competence will be capable of supervising and directing their own learning as it is presented in the Figure 1.5 (Louca, 2003).



**Figure 1.5: Components of the concept of metacognition**

**(Louca, 2003: 26)**



Notably as it is explained in the Figure 1.5, Louca (2003) clarified that metacognition is indeed significant to learning because it is considered as a tool of extensive application. In other words, it enables students to autonomous learning, further lasting knowledge, and motivation for learning and triumphant accomplishment.

What Louca (2003: 16) as well spotted the light on how metacognition is essential to education by stating that:

Investigators have recently concluded that metacognition plays an important role and facilitates oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing, language acquisition, attention, memory, problem-solving, social cognition and various types of self-control and self-instruction. There are also clear indications that ideas about metacognition are beginning to make contact with similar ideas in the areas of social learning theory, cognitive behavior modification, personality development and education.

As Willis (2007, 154) pointed out: “When students use metacognition to actively and consciously review their learning process, their confidence in their ability to learn grows. They begin to attribute outcomes to the presence or absence of their own efforts and to the selection and use of learning strategies”. Mahdavi (2014) attested that a key feature to differentiate between successful and unsuccessful students is the use of highly-developed metacognitive strategies because they are proved to be fundamental for triumphant language learning. In addition, metacognitive strategies are prone to be trained to boost aid for students to improve their command of cognitive strategies. Besides, the transition from knowledge to being in command of knowledge can be done through metacognitive awareness. To be precise, this entails turning into spectators of your personal achievement, assessing what you are accomplishing, and this is what is called “Going Meta”. In other words, by incorporating metacognition in the teaching process we can allow students to be self-confident and self-directed. To master metacognitive strategies one needs meticulous instruction of basic metacognitive skills and strategies because the former are not inborn nor are they acquired overnight.

## 1.6.2 Teachers' Implementation of Metacognition in Learning

Efklides (2008) stated that if learners are not enabled to transfer the rules they learn in the classroom in real situations then teaching is said to be worthless. The latter is partial because it disables students to become autonomous and be in charge of the learning process. Thus, teaching is not a matter of making students learn by heart but actually inserting the skill of problem-solving in the learning process. Furthermore, Scanlon (2010) stated that, those acquiring a large well-developed repertoire of metacognitive skills guarantee accomplishing their goals through adapting the attained metacognitive strategies to every situation as needed. They are said to be more efficient on exams and work as well, because they regularly reflect about their own thinking process, take ample time to consider and learn from their errors

Lawson (2011:2) provided the following steps to help students develop metacognition:

- Share and model self-monitoring processes. Show your students how you proofread and evaluate work, check to see how lessons are going, and so on. Take, for example, a piece of work and show students how you would analyze it to make it better. Ask them to track their thinking processes by asking themselves, “What could I do to improve?” “What help do I need?”
- Explain strategies that students can use. Think outloud how you would go about solving a problem, making a decision, studying for a particular test, or understanding challenging piece of reading material.
- Clarify why particular strategies are helpful and useful. There are three types of knowledge: declarative knowledge (knowing what), procedural knowledge (knowing how), and conditional knowledge (knowing when, what, and how). Help students to develop their conditional knowledge by letting them in on what works, when, and why.
- Clarify and model when particular strategies are appropriate. Modeling is the key. You teach the way you were taught; you learn the way you learned. Your methods might not suit all of your students' thinking styles, but it is a start. Show kids how you learn. Learn together. Model in your lessons good ways to manage the complex learning process. Make predictions or show students how to develop hypotheses. Describe

visual images that help you to remember. Share an analogy, which links prior information with new information. Verbalize confusing points.

Carson (2012) confirmed that teaching metacognitive strategies should be a permanent process. To construct enhanced learning skills in learning a foreign language, teachers can aid learners to reflect on what occurs in their learning process. According to Mahdavi (2014) Age, level of education or subject matter at any rate do not interfere with the use of fundamental metacognitive strategies. They just exceed teaching discipline and can be adjusted in comparable conditions.

## **Conclusion**

While cognition is considered as being the means that allow learners to take on various mental processes to understand what is going on in the external world, metacognition is responsible for the control of these cognitive processes. Therefore, cognition and metacognition cannot be separated since the latter is a subdivision of the former. Thus, they can often overlap because they are strongly interconnected. As a wrap up metacognition is considered as being the means learners use to outline and evaluate their own learning processes and is vital to language learning.

## **Chapter Two**

### **Vocabulary Learning Strategies**

#### **Introduction**

#### **2.1. Learning Styles**

**2.1.1. Sensory Preferences**

**2.1.2. Personality Types**

#### **2.2. Learning Strategies**

**2.2.1. Definition**

**2.2.2. Taxonomies of Language Learning Strategies**

**2.2.2.1. Rubin (1981)**

**2.2.2.2. O'malley (1989)**

**2.2.2.3. Oxford (1990)**

**2.2.2.4. Stern (1992)**

#### **2.3. Vocabulary Learning Strategies**

**2.3.1. Definition of Vocabulary Learning Strategies**

**2.3.2. Taxonomies of Vocabulary Learning Strategies**

**2.3.2.1. Gu and Johnson (1996)**

**2.3.2.2. Shmitt (1997)**

**2.3.2.3. Nation (2001)**

#### **2.4. Factors Influencing Vocabulary Learning Strategies**

#### **Conclusion**

## **Introduction**

It is generally accepted that language learning strategies are efficient teaching and learning tools in general and vocabulary learning strategies are efficient to vocabulary teaching and learning in particular. Taking a look at the basic terminology related to language learning strategies is highly advantageous to facilitate teaching and learning. Evidently, examining vocabulary learning strategies from a theoretical perspective is unavoidably related to learning styles and language learning strategies.

### **2.1. Learning Styles**

The same lesson may be dreadful for some students but amazing for others because of their own learning styles which may be defined as “the overall patterns that give general direction to learning behavior” (Oxford, 2003: 2). Learning styles can also be considered as being ways or approaches learners favor in learning. As it is stated by Sabatova (2008: 18) when defining learning styles as those “educational conditions under which a student is most likely to learn...the ways in which an individual characteristically acquires, retains and retrieves information.” Learning styles can be subdivided into Sensory Preferences and Personality Types.

#### **2.1.1. Sensory Preferences**

According to Oxford (2003) those corporal and perceptual learning means, with which the student is the most at ease with, are called sensory preferences. They are divided into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented). As Gilakjani (2012) stated, Visual learners use illustration to understand what is being presented.

They prefer the front seats in the classroom and use teachers' non-verbal cues for a better understanding. Jo (2015: 4) characterizes them as being:

- Learn best by seeing information
- Can easily recall printed information in the form of numbers, words, phrases, or sentences
- Can easily understand and recall information
- Have strong visualization skills and can look up (often up to the left) and “see” information
- Can make “movies in their minds” of information they are reading
- Have strong visual-spatial skills that involve sizes, shapes, textures, angles and dimensions
- Pay close attention and learn to interpret body language (facial expressions, eyes, and stance)
- Have keen awareness of aesthetics, the beauty of the physical environment, and visual media

In contrast Gilakjani (2012) explained that, auditory learners make use of listening to understand the information presented and they decipher information by drawing on the use of pitch, emphasis and speed. These learners might find difficulties in grasping written information and their knowledge is expanded through reading out loud. Some common characteristics are shown by Jo (2015: 4):

- Learn best by hearing information
- Can accurately remember details of information heard in conversations or lectures
- Have strong language skills that include well-developed vocabularies and appreciation of words
- Have strong oral communication skills that enable them to carry on conversations and be articulate
- Have “finely tuned ears” and may find learning a foreign language relatively easy
- Hear tones, rhythms, and notes of music and often have exceptional musical talents

What comes to kinesthetic (movement) and tactile (touch) learners Gilakjami (2012) affirmed that; they are the ones who understand better by body movement. Moreover, they may even get bored and lose concentration if they stay at one place doing nothing. They may be characterized as the following (Jo, 2015: 4):

- Learn best by using their hands (“Hands-on” learning) or by full body movement
- Learn best by doing
- Learn well in activities that involve performing (athletes, actors, dancers)
- Work well with their hands in areas such as repair work, sculpting, art, or working with tools
- Are well-coordinated with a strong sense of timing and body movements
- Often wiggle, tap their feet, or move their legs when they sit often were labeled as “hyperactive”

### **2.1.2. Personality Types:**

As said by Oxford (2003), personality types deal with major relationships between personality type and second language ability in learning a foreign language. It consists of six aspects: Extraverted vs Introverted, Sensing Sequential vs Intuitive Random, Thinking vs Feeling, Closure-Oriented/ Judging vs Open/ Perceiving, Desired Degree of Generality (Global/Holistic vs Analytic, and Biological Differences.

Sabatova (2008) said that the ones who focus on the outer world of people are called extraverts; however those who focus on the inner world of ideas are the introvert ones. Hamida (2012) affirmed that extravert learners prefer to have contacts with people while learning, nevertheless introvert learners would rather learn by their own. If there is teacher help, there will be a possibility for both (extravert and introvert) to work together.

As Sabatova (2008) stated, the sensing sequential is categorized as being concrete, practical, oriented towards facts and procedures. On the other hand, the intuitive random is meant to be conceptual, innovative, oriented towards theories as well as meanings. The best way to instruct the former two different kinds of learners is stated by Hamida (2012: 10) as the following “is to offer variety and choice; sometimes an organized structure for the sensing sequential students, but for intuitive random students is multiple options and enrichment activities.”

According to Oxford (2003), thinking learners are oriented toward the truth and may even hurt the others’ feelings. In contrast, feeling learners care about the others and value people. Hamida (2012) added that teachers can deal with both of them by assisting thinking learners to prove an open kindness to their feeling classmates, and can advise their feeling learners to moderate their emotional expression.

Oxford (2003) confirmed that the Closure-Oriented/Judging is characterized as being diligent learners who would rather get directly to conclusions and judgments. They favor specific tasks with time limits in the form of written information. Meantime, open learners understand the information better in a fun atmosphere with no deadlines; moreover, they are the type of learners who avoid hard work and opt for osmosis.

In the following tables some characteristics of both global and analytic ones are presented.



Wholist Learners	
strengths	weaknesses
1. Socially spontaneous Good at coping with a communicative situation 2. Energetic with drive 3. Rarely lost for words 4. Enjoys a stimulating lesson 5. Works well on reproductive task 6. Has a good overview	1. Seeing differences between nouns, verbs, adjectives 2. Looks only superficially at tasks For example resulting in weakness in comprehension of specifics 3. Finds it difficult to listen 4. Finds it hard to persevere 5. Finds it hard to understand unless material is clearly structured by the teacher 6. Cannot work from tables and tree diagrams

**Table 2.1: Wholist learners**

**(Banner and Rayner, 2000: 41)**

Analytic Learners	
strengths	weaknesses
1. Interpreting diagrammatic communicating of language	1. They have difficulty using set phrases in presentation
2. Can impose own organization	2. Tends to concentrate on one aspect of communication at the expense of the rest
3. Dependable can get on with a task	3. Needs to cultivate relationships
4. Good at getting a clear view of the important issues	4. Finds it hard to empathize with a foreigner
5. Reliable and dependable	5. unwilling to involve with others, too
6. Tends to be superior in comprehension Of specific detail	Self-reliant.
	6. Needs help to choose concrete analogies of abstract ideas

**Table 2.2: Analytic Learners**

**(Banner and Rayner, 2000: 41)**

In contrast with analytic learners Hamida (2012) attested that, the global ones like interactive and communicative tasks. Their enjoyment lies in understanding the conversation with no emphasis on grammar or vocabulary which is the contrary of the analytic ones whom the latter is their first concern.

Hamida (2012) identified three biological aspects. The first one is biorhythm which exposes the preferred times of the day when learners feel at ease to learn the language. The second aspect has to do with the need for food and drink during learning, such as snacks and soft beverages. The last one is location; as its name implies, it includes the nature of environment (temperature, lighting, sound and seat comfort).

That is why, finding out about the students' learning styles and what best teaching strategy fits them is a basic part in the teaching process. In relation to this Oxford (2003, 3) attested:

It is important to emphasize that learning styles and strategies of individual students can work together with- or conflict with- a given instructional methodology. If there is harmony between (a) the student (in terms of style and strategy preferences) and (b) the combination of instructional methodology, and materials, then the student is likely to perform well, feel confident, and experience low anxiety. If clashes occur between (a) and (b), the student often performs poorly, feels unconfident, and experiences significant anxiety.

Sabatova (2008: 32) confirmed that, latest research proposes that “learning style has a significant influence on students’ choice of learning strategies, and that both styles and strategies affected learning outcomes”.

## **2.2. Learning Strategies**

Thanks to the work done by Rubin (1975) consciousness about the significance of the strategies used by learners has been gradually rising in the language learning development. Various definitions of learning strategies have been suggested and some taxonomies of language learning developed.

### **2.2.1. Definition of Learning Strategies**

Rubin (1975; Cited in Griffiths, 2004: 2). was the first to define language learning strategies as “the techniques or devices which a learner may use to acquire knowledge”. Other researchers like (Bialystock and Frohlich, 1977. Naiman, Frohlich, Stern, and Todesco, 1978; cited in Yu-ling, 2005: 7) also published findings assisting Rubin’s reasoning.

Language learning strategies (LLS) are to some extent defined differently by researchers. Oxford’s version (1990) as it is stated in Lee (2010: 134) defined LLS as “specific actions taken by the learner to make leaning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.” Oxford (2003) added that learning strategies can allow students to become more independent, autonomous, lifelong learners. There has been awareness that language learning strategies are a powerful learning device. If students are conscious about the learning strategies, they are empowered to manage their own learning.

For instance, Griffiths (2004: 2) stated that:

There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategies, there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies...operations or stpes used by a learner that will facilitate the acquisition, storage, retrieval or use of information.

While Yu-ling (2005:16) perceived LLS as the ones “which contribute to the development of the language system which the learner constructs and affect learning directly...the special thought or behaviors that individuals use to help them comprehend, learn, or retain new information in the following table, we will observe the development of LLS’ definition through time.

Authors	What are LLS?	What are LLS for?
Rubin (1971)	Techniques or devices	To acquire knowledge
Stern (1975)	More general order higher approaches to learning	Govern the choice of specific techniques
Bialystock (1978)	Methods/conscious enterprises	For exploiting available information to improve competence in L2
Naiman et al. (1978)	General more or less deliberate approaches to learning	
Tarone (1983)	An attempt to develop linguistic and sociolinguistic competence in the target	To incorporate these into one’s interlanguage competence

	language	
Cohen (1984)	Mental operations	To accomplish learning tasks
Rubin (1987)	Set of operations, steps, plans, routines of what learners do	To facilitate the obtaining, storage, retrieval, and use of information to regulate learning
Wenden (1987)	Language learning behaviors learners actually engage in strategic knowledge about learning	To learn and regulate L2 learning
Chamot (1987)	Techniques, approaches, or deliberate actions	To facilitate the learning and recall of both linguistic and content area information
O'malley and Chamot (1990)	Special thoughts or behaviors	To help comprehend, learn, or retain new information
Oxford (1989)	Steps taken by the learner	To aid the acquisition, storage and retrieval of information

Oxford (1990)	Special actions	To make learning easier, faster, more enjoyable, more self-directed, more effective, more transferable to new situations
Oxford (1993)	Specific actions, behaviors, steps, or techniques that students (often intentionally) use	To improve their progress in developing second language skills
Mohamed Amin Embi	Plans and/or actions	To enhance learners' process of language learning

**Table 2.3: Defining language learning strategies**

**(Literature Review, 2015: 9)**

### **2.2.2. Taxonomies of Language Learning Strategies**

To better comprehend the procedure of learning and teaching, researchers provided us with taxonomies of language learning strategies. The most outstanding taxonomies of LLS are that of Rubin (1981), O'Malley (1987), Oxford (1990), and Stern (1992).

### **2.2.2.1. Rubin (1981)**

After extensive data collection, such as observations, interviews, analysis of self-reports, and daily journals of a group of students Rubin (1981; cited in Griffiths, 2004) recognized three types of strategies that affect directly or indirectly LLS: learning strategies, communication strategies, and social strategies.

According to Philip (2003), learning strategies are those which influence directly the improvement of the language learning process and they are two main points: Cognitive learning strategies and metacognitive learning strategies. The first ones refer to the stages or operations used in learning that need direct analysis, transformation, or combination of learning materials, they are divided into six major types (clarification/ verification, guessing/ inductive inferencing, deductive reasoning, practice, memorization and monitoring). What concerns Metacognitive learning strategies, they are the ones used to direct, control or self-direct learning. They engage a variety of procedures as planning, prioritizing, setting goals, and self-management. The second type is communication strategies. Their focal point is on the process of involving oneself in a conversation and explaining what the speaker meant and this is what makes them less directly connected to language learning. When the speakers' communication comes to an end or they misinterpret the co-speaker they will encounter some trouble; thus, will use the communication strategies. On the other hand Abdalmaujod (2013) stated that, social strategies do not directly relate to learning because they do not conduct directly to the obtaining, storing, retrieving, and use of language. Though, they are considered as great occasions for learners to obtain and practice knowledge.

### **2.2.2.2. O'Malley (1987)**

After classifying taxonomy of 26 strategies, O'malley (1987; cited in Griffiths, 2004) and his colleagues segregated LLS into three groupings: metacognitive, cognitive, and socio

affective strategies. The metacognitive and cognitive strategies match nearly with Rubin's indirect and direct strategies. Nevertheless, the adding of the third strategies was a significant tread in recognizing the importance of interactional strategies in the process of language learning.

Philip (2003) stated that along with the main metacognitive strategies, it is feasible to include advance organizers, directed attention, selective attention, self-management, functional planning, and self-evaluation. Since the expression metacognitive can be used to convey strategies which necessitate planning for learning, thinking about the learning process, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the most important cognitive strategies we have: repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing. Indeed, cognitive strategies are more bombarded with precise learning tasks and they engage more direct manipulation of the learning material. Collaboration and question for clarification are the major socio-affective strategies, as they are related with social-mediating activity and transacting with others.

#### **2.2.2.3. Oxford (1990)**

Oxford's (1990; cited in Lee, 2010) Strategy Inventory for Language Learning is considered to be the most dominant device in the area of LLS. Furthermore, Oxford (1990; cited in Abdalmaujod, 2013) designed the most in-depth hierarchy of learning strategies until now Oxford separated LLS into two major classes the direct strategies and the indirect strategies, which are further subdivided into three groups direct (memory, cognitive, and compensation strategies) and indirect ( metacognitive and affective strategies).

Concerning the direct strategies, Oxford (1990; cited in Samida, 2013) confirmed some of the straightforward principles on which memory strategies are founded: laying things



out, connecting and reviewing, and using images. Those principles are mostly used when learners encounter a vocabulary learning challenge. They also use sound, motion, or touch to connect words and phrases that will be piled up and retrieved later for communication. One simple example of word association for memory strategy is the following: “if a learner wants to remember the name Solange of a French person, it could be associated by saying Solange’s face is long”.

Oxford (2003) Attested that, it is thanks to cognitive strategies that the learner’s control of the language material will be in a direct manner. This can be done through reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally. Samida (2013: 3) added that practicing is very important in this group which can be accomplished by repeating, working with sounds and writing. When learners attempt to obtain the major idea by using skimming and scanning techniques, they employ the utensils of receiving and sending messages. Indeed, the learner is not obliged to verify each word. That is why, when learners would like to comprehend the meaning and expression of the target language or even create new expressions, they usually employ analyzing and reasoning. What follows is an example of a learner who practices with sounds of the words that have letters ough. The words through, though, tough, and trough contain ough but sound different. To understand them better the learner may make his/her own phonetic spelling: throo, tho, tuff, and troff.

Oxford (1990; cited in Oxford, 2003) had a confirmation that compensatory strategies are notably related to L2 proficiency. Example of guessing from context in listening and reading; using synonyms and talking around the missing word to assist speaking and writing and by means of gestures or pause words. When learners encounter a lack in grammar and

vocabulary of the foreign language, they make use of compensation strategies for a better understanding of the target language (Samida, 2013).

Indirect strategies, as mentioned by Oxford (1990; cited in Zare, 2012) suggested that the latter encircle the diverse strategies that help learners indirectly support their language learning, by using “focusing, arranging, evaluating, seeking opportunities, and lowering anxiety “(Zare, 2012: 165). Initially as stated by Oxford (1990; cited in Oxford, 2003: 12), metacognitive strategies had “a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion”. Indeed, these strategies become essential for successful language learning and that was confirmed by studies of foreign language learners done in various countries (e.g., in South Africa, Dreyer and Oxford, 1996; and in Turkey, Oxford, Judd, and Giesen, 1998; cited in Oxford, 2003: 13). It means that these metacognitive strategies allow learners to control their own cognition. According to Samida (2013), three sets of strategies belong to this group. The first one is centering learning for the sake of conducting learners’ attention in the direction of certain language activities or skills. The second one is arranging and planning learning which enables learners to be organized; consequently, they will possibly get highest benefits from their energy and effort. The last one is evaluating learning which is helpful when it comes to troubles like monitoring errors and evaluation of progress. What follows is an example of arranging and planning learning. For a learner who wants to listen to the news in the target language can plan the task by first determining what topics might be covered in the program. Most news programs have segments of politics and economics. The learner can look up the words related to the topics before listening to the news.

Oxford (2003) stated that identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self

talk is dealing with affective strategies. Zare (2012) said that affective strategies help students to handle and deal with their emotions, motivation, and attitudes related to learning. According to Samida (2013) confirmed that here the learner should bear in mind that negative feelings delay the learning progress. It is the teachers' job to create positive feeling in the classroom by giving students more responsibility, raising the amount of spontaneous communication, and teaching affective strategies. Anxiety often arises in the form of worry, frustration, insecurity, fear, and self-doubt. A common example is when learners are asked to perform before their classmates and are not prepared, to lower anxiety some would listen to music for few minutes before performing.

As stated by Oxford (2003), social strategies enable learners to practice and comprehend the target language and its culture by asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms. Samida (2013) stated that collaboration with peers reduces competition and instead creates atmosphere of group spirit empathy means to put oneself in someone else situation to understand that person's point of view and it is a vital tool in communication. A good example to practice listening and speaking skills is an everyday telephone conversation with a friend in the target language.

#### **2.2.2.4. Stern (1992)**

Stern (1992; as stated in Philip, 2003) categorized five main LLS. The first category management and planning strategies are related to the learners' intention to manage their own learning process. The second is cognitive strategies need direct examination, transformation, or synthesis of the learning materials. What follows are some of them: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring. The third category is communicative-experiential strategies which are the

learners' decision to be involved in learning experience. They are mainly used for the reason to keep up the flow of communication.

Concerning the fourth category as stated by Abdalmaujod (2013), interpersonal strategies learners must become familiar and up to date with the target culture. Moreover, they ought to have contact with native speakers for the reason that the learners are responsible for the advancement and evaluation of their learning process. The fifth category is affective strategies. A good language learner is someone who is aware of the following language emotional problems and uses distinctive affective strategies. For instance, the feeling of frustration or weirdness might be aroused by the foreign language. In addition, some learners may have enthusiastic sensation about native speakers of the foreign language they are learning. That is why, a good language learner will attempt to be surrounded by positive thoughts of the target language and its speakers; thus, the same constructive feelings toward the learning activities. In this way, the learning instruction is settled so that the students may conquer the emotional difficulties they are encountering.

### **2.3. Vocabulary Learning Strategies**

Shmitt (1997; cited in Hamzah, Kafipour, and Abdullah, 2009: 41) explained that learning is “the process by which information is obtained, stored, retrieved and used...therefore vocabulary learning could be any which affect this broadly defined process”. Various definitions and taxonomies about vocabulary learning strategies have been introduced.

#### **2.3.1. Definition of Vocabulary Learning Strategies**

Alavi (2006: 5) suggested that, “vocabulary learning strategies add to the acquisition of vocabulary through extensive reading; they lead to increased retentions of the new

vocabulary and increased availability of these items for active use”. Vocabulary learning strategies (VLS) are claimed to be a subset of LLS (Dóczy, 2011). Dóczy (2011: 140) explained that VLS are “specific strategies utilized in the isolated task of learning vocabulary in the target language”. According to Alavi (2006: 90) the importance of vocabulary learning strategies is that they “make learners more independent of the teacher and serve as useful tools that can be used both inside and outside of the class...vocabulary continues to be a major area for language learning”. However, as stated by Ghazal (2007) learners are mostly tending to use basic VLS and this is what makes the significance of strategy instruction an indispensable part of any foreign or second language program.

Hamzah et al. (2009) considered directing learners toward building up their own vocabulary learning strategies as “a powerful approach”, which can be founded by sensitizing them to the systems of vocabulary, fostering their dictionary skills and suggesting effective learning techniques. Accordingly, the strategies promote “learner autonomy, independence, and self-direction” (Hamzah, 2009: 42).

### **2.3.2. Taxonomies of Vocabulary Learning Strategies**

Researchers provided us with vocabulary taxonomies as a help to increase information about the process of vocabulary learning and teaching. the most important taxonomies of VLS are that of Gu and Johnson (1996), Schmidt (1997), and Nation (2001).

#### **2.3.2.1. Gu and Johnson (1996)**

Gu and Johnson (1996; cited in Ghazal, 2007), classified VLS as metacognitive, cognitive, memory and activation strategies. Metacognitive strategies can be subdivided into selective attention and self-initiation strategies. Learners who identify which words are important for them and are indispensable for sufficient understanding of a passage make use of selective attention strategies. So that learners make the meaning of vocabulary items clear they use self-initiation strategies. In Gu and Johnson’s taxonomy cognitive strategies include

guessing strategies, skillful use of dictionaries and not-taking strategies. What concerns memory strategies they are classified into rehearsal (word lists and repetition) and encoding categories (association, imagery, visual, auditory, semantic, and contextual encoding as well as a word structure by analyzing a word in terms of prefixes, stems, and suffixes) when learners put sentences using the words they have just learned here they are employing activation strategies which are regarded as being the learners' use of new words in different contexts

Nation (2001; cited in Yu-ling, 2005: 21) stated that Gu and Johnson's (1996) comprehensive study exposes some messages for teachers and learners, three of which are:

1. Some of the strongest correlations in the study involved learners making decisions about what vocabulary was important for them. Relating learning to personal needs and goals is at the centre of taking responsibility for learning.
2. Memorization is only useful if it is one of a wide range of actively used strategies. It should not be the major means of learning.
3. There is a wide range of strategy options to draw on, and learners draw on these with varied success and skill. Learners could benefit from being made aware of these strategies, how to use them well, and how to choose between them.

All of the previously suggested strategies can be summed up in a table as follows:

Strategies			
Metacognitive	Cognitive	Memory	Activation
* Selective Attention: Identifying essential words for comprehension * Self-initiation: Using a variety of means to make the meaning of words clear	* Guessing: Activating background knowledge, using linguistic items * Use of dictionaries * Note-taking	* Rehearsal: Word lists, repetition, etc. * Encoding: Association (imagery, visual, auditory, etc.)	* Using new words in different contexts

**Table 2.4: brief summary of the strategies**

**(Ghazal, 2007: 86)**

### **2.3.2.2. Schmitt (1997)**

Schmitt (1997; cited in Ghazal, 2007) differentiated the VLS into two groups: Those used to find out the meaning of new words when encountered for the first time (determination and social strategies), and others to consolidate meaning when encountered again (cognitive, metacognitive, memory and social strategies). According to Schmitt (1997, 205; cited in Ghazal, 2007: 86) determination strategies are used when “Learners are faced with discovering a new word’s meaning without recourse to another person’s experience”. Ghazal (2007) attested that was one way of identifying new words, for Schmitt there is another way

to find out about the meaning of words by using the social strategies and this can be done by asking someone's help. Thus, as stated by Noor and Amir (2009), this will foster learners' interaction with each other and learn from each other. Determination strategies are personal learning strategies that help learners to recognize the meaning of new words by themselves through using dictionaries, guessing the meaning from the context and identifying the parts of speech and constituent elements.

Ghazal (2007) claimed that memory strategies may be used for consolidating a word. When learners work in groups by practicing the meaning of new words; traditionally, known as mnemonics, through the use of imagery or grouping. Noor and Amir (2009) provided the example of the grouping of the word 'dog' under the category four-legged animal since the learner is aware of the image of these four-legged animals from its background knowledge. Memory strategies aid learners to acquire the new words by means of mental processing through linking their background knowledge to the new words.

Ghazal (2007) declared that quite similar to memory strategies, the cognitive ones in this taxonomy include repetition and using mechanical means such as word lists, flash cards, and vocabulary notebooks to study words. Noor and Amir (2009) maintained that it is true that cognitive strategies deal with mechanical aspects of learning vocabulary but they are not related to mental processing. This is what distinguishes between cognitive and memory strategies. Finally, metacognitive strategies are the ones learners use to control and evaluate their own learning. In other words, these strategies consist of monitoring, decision-making, and assessing one's progress. They can even help learners in being autonomous enough and decide which specific VLS fit them the best.

### **2.3.2.3. Nation (2001)**

In a more recent attempt, Nation's (2001) taxonomy is considered as being one of the recent attempts to VLS. In his taxonomy he made a division of three general classes of



'planning', 'source', and 'processes', each of which is alienated into a subdivision of key strategies. The former category (i.e. planning) involves deciding on the manner and the frequency of the concentration on the vocabulary item. Choosing aspects of word knowledge and choosing strategies as well as planning repetition are the strategies of this category. The second grouping engages getting information about the word whether from the word itself, the context, and reference source like dictionaries or even linking with other languages. What concerns the last category (processing) it has to do with setting up word knowledge throughout noticing, retrieving and generating strategies. Process is the last category in Nation's taxonomy of VLS. It includes establishing word knowledge throughout noticing (putting the word onto a word card and orally, visually repeating it), retrieving (recalling knowledge in the same way it was originally stored) and (generating strategies, creating context, collocations and sentences containing the new word) (Ghazal, 2007).

#### **2.4. Factors Influencing Vocabulary Learning Strategies**

As it has been shown by Dóczy (2011: 144) the following factors are said to influence vocabulary:

- Reading stands out as one of the most important sources of language input, perhaps because this is the most traditional way of expanding vocabulary and the most suitable activity for research purposes.
- Guessing from context is another technique often applied; however, there seems to be a contradiction regarding the usefulness of this strategy in the retention of vocabulary (as risk-taking proved to be counter-effective). The final conclusion, based on qualitative data, might be that the difference lies between how, when and where learners use this strategy. Thus, L2 inferencing is an area in need of further research because we could benefit greatly from ascertaining what it is that students actually infer from a given text.
- Dictionary use is closely linked to inferencing and, again, the way it is applied
- determines success in language retention but little has been done empirically to find out what dictionary strategies are applied by learners and whether and how these strategies influence learning outcomes.

- Memorization techniques are not as frequently used as one might expect. Apparently, there is a move away from rote-learning towards meaning-orientedness, although oral repetition was helpful in recalling new words
- Surprisingly, self-management strategies (such as planning, evaluation, study habits, social skills and affective control) had a strong direct effect on most of the learning strategy variables and showed the largest indirect effect upon students' general language proficiency.
- There is a gap between lexical competence and performance, which needs to be addressed in the future.

## **Conclusion**

Indeed, LLS smooth the progress of learning a foreign language. Learning strategies as well as VLS are said to be advantageous because they allow learners to be in command and consequently more conscientious about their learning processes. As a result, Learners would think of vocabulary learning as a simple process since they are equipped with the suitable luggage.

## **Chapter Three**

### **Cognitive Vocabulary Strategy Instruction**

#### **Introduction**

#### **3.1. Teaching Vocabulary**

##### **3.1.1. Importance of Vocabulary Teaching**

##### **3.1.2. Incidental Vocabulary Learning and Direct Vocabulary Instruction**

#### **3.2. Cognitive Strategy Instruction**

##### **3.2.1. The Significance of Cognitive Strategy Instruction**

##### **3.2.2. The Process of Cognitive Strategy Instruction**

##### **3.2.3. Mind Mapping as an Instance of Cognitive Strategy Instruction**

###### **3.2.3.1. Definition of Mind Mapping**

###### **3.2.3.2. Guidelines to Introduce Mind Mapping**

###### **3.2.3.3. Mind Mapping in Foreign Language Teaching**

#### **Conclusion**

## **Introduction**

While learning vocabulary, students have to muddle through many hindrances, mainly storing and recalling words. Teachers will possibly assist and facilitate this impeding process by using the right vocabulary instruction. Since vocabulary learning strategies are proved to play a crucial role in learning vocabulary, the instruction to be used has to enable learners to employ their vocabulary learning strategies. Cognitive vocabulary strategy instruction in general and mind mapping in particular is said to achieve the preceding goal.

### **3.1. Teaching Vocabulary**

According to Wharton (2011) most of the time, foreign language learners become conscious that their vocabulary repertoire is weak whenever they attempt to converse in an English class or in a foreign country. Generally, this happens when they reach a university level because when they are in junior or senior high school the teaching focus is more on learning grammatical structures. For that reason, it is advised “that a major feature of second language program should be a component of massive vocabulary expansion” (Wharton, 2011: 5). The importance of vocabulary teaching has been demonstrated with the distinction between what incidental vocabulary learning and direct vocabulary instruction are.

#### **3.1.1. Importance of Vocabulary Teaching**

As stated by Khareiji and Pazhuhesh (2006), vocabulary plays a vital role in learning a foreign language. Vocabulary has an impact on the four aspects of language learning. So, we cannot ignore how vital it is in learning and improving a language skill, and this can be

proved through the following quotations cited in: Zhi-Liang (2010: 2): Wilkins (1972: 9-10) stated that “without grammar little can be conveyed, without vocabulary nothing can be conveyed.” “No text comprehension is possible, either in one’s native language or in a foreign language, without understanding the text’s vocabulary” (Laufer, 1988:275). “no matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way” (McCarthy, 1990: 265). Some Chinese scholars also clearly indicated “it is absolutely necessary to master a great number of English words. It is the same as that building needs enough materials”.

Thuy (2010) declared that most of the time learners depend only on the teacher to explain vocabulary item or even on the glossary in their course book to understand the meaning of the new words they encounter. Then, when these words are understood learners take notes and learn them by heart. So, when they try to recall these new learnt words they find difficulties in remembering them; that is why, learners give up and find vocabulary learning a boring and hopeless task. From this we can deduce, the way students tackle vocabulary learning is one of the main reasons of their poor vocabulary repertoire. Thus, the main problem here is about the lack of vocabulary learning strategies which are not promoted in the classroom. Therefore, there is no opportunity to work with words in a profound practice which leads to boredom in the vocabulary learning process.

Thuan (2010: 105) attested that, vocabulary learning is vital in a language classroom for the reason that it facilitates communication; thus, the mastery of grammatical rules and pronunciation; “a good store of words is crucial for understanding and communication”. Thuy (2010, 630) believed that the main task of vocabulary in communication is that “one cannot speak, understand, read or write a foreign language without knowing a lot of words. Vocabulary learning is at the heart of mastering a foreign language”. According to Thuan

(2010), if learners do not remember a word or do not even have a vocabulary luggage, they will not risk communicating and humiliating themselves. As a consequence, they will not practice or improve their language from all aspects.

### **3.1.2 Incidental Vocabulary Learning and Direct Vocabulary Instruction**

As stated by Wharton (2011) the contact with the language throughout reading or listening leads to the acquisition of the greater part of someone's vocabulary repertoire. He assumes that this procedure is called incidental vocabulary learning through which, in short time, non-native speakers widen their vocabulary stock. If we concentrate on the term 'incidental' Wharton (2011: 5) stated: "the term incidental refers to the fact that vocabulary acquisition is not the primary pedagogical concern and the vocabulary that is learned is done so as a byproduct of the main activity". Wanzek (2014) added, all the occasions similar to – being engaged in spoken conversations, and extensive reading or listening – ensure coming across new vocabulary; thus, we are dealing with incidental vocabulary learning. Mahamat (2017) alleged, most of the learned information someone acquires in a lifetime is unconsciously attained. Implicit learning as he describes is a 'passive process' of basically being exposed to certain information that we acquire later on. He added, those actions that we know how to do, but cannot explain how they are done, relate directly to incidental learning.

Feldman and Kensella (2005) indicated, well-versed and deliberate scheduling is required to guarantee a thriving vocabulary instruction. Though, the latter is generally first and foremost, motivated through an exchange of question/answer in the classroom plus teachers' instinct. Moreover, over the past two decades various studies have shown the immeasurable impact explicit vocabulary instruction has on better and longer word retention. Wharton (2011: 12) defined direct vocabulary instruction as "the intentional teaching of a target word using techniques focusing on either the word's meaning or use, in hopes of leading

to the eventual acquisition of the target word”. This type of instruction needs particular practice from learners which teachers have to direct to make sure successful vocabulary learning occurs. For instance: “if an English speaker wants to learn the Japanese word for water, ‘mizu’ (meezoo), they may choose the keyword ‘zoo’ and the image of a watering hole at a zoo” (Wharton, 2011: 12). This technique is called the keyword and it proved great success when it comes to the pace of learning and long retention. Of course there are other techniques but the latter has proven to be of greater positive impact in learning second language vocabulary (Wharton, 2011)

Concerning direct vocabulary instruction Wanzek (2014) confirmed clear clarification of word meanings increases students’ acquired vocabulary stock whether through long or even short amount of direct vocabulary instruction. He added that the latter does not only enlarge students’ vocabulary repertoire; it also supplies chances to engage students in profound knowledge of the intended word by the teacher.

Wharton (2011) recommended a parallel use of implicit and explicit learning. He doubted the success of vocabulary instruction depending exclusively on incidental learning and advices to add explicit teaching instruction. Wharton (2011, 11) declared “guessing from context has serious limitations. He maintained that guessing is imperfect and slow, as it is unable to handle tricky lexical items (including multi-word items), the context needs to be clear, students need to employ effective reading strategies, and it often does not lead to acquisition. These problems seem to support a more direct focus on vocabulary instruction.” Mahamat (2017: 47) stated “connecting word form and meaning is best learned explicitly whereas the phonetic and phonological features and articulation of new words is best learned implicitly.” Explicit teaching is vital to implicit learning for the reason that it guides students by concentrating on the words that they will come across during the reading phase, consequently increasing chances for acquisition. Additionally, time restriction is one

inconvenience of incidental learning. In a foreign language setting, little time is devoted to English classes and there is almost no linguistic bathroom outside class time; thus, less chance to encounter new vocabulary. Therefore, the need for direct instruction is needed.

### 3.2 Cognitive Strategy Instruction

As stated by Feldman and Kinsella (2005), one of the main techniques that guarantee a successful vocabulary instruction is to provide students with ample word learning strategies and also boost ‘word consciousnesses. Direct strategy teaching discusses the significance and aim of the strategies to be taught in a direct manner. Since the teacher has to boost ‘word consciousness’ and instruct effective strategies for learning vocabulary rather than teaching merely words (Feldman and Kinsella, 2005). Then, we are dealing with the cognitive vocabulary strategy instruction which its process follows specific stages.

The following Table 3.1 offers several broad conclusions about what works in vocabulary instruction:

<b>Effective vocabulary instruction is more than just:</b>	<b>Vocabulary experts recommend:</b>
<ul style="list-style-type: none"> <li>• Looking up words in the dictionary</li> <li>• Using written context to figure out word meanings</li> <li>• Unplanned, extemporaneous vocabulary teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Wide reading of fiction and non-fiction texts</li> <li>• Direct teaching of important individual words</li> <li>• Teaching independent word learning strategies</li> <li>• Fostering “word consciousness”</li> </ul>

**Table 3.1: Effective Vocabulary Instruction**

**(Feldman and Kinsella, 2005: 1)**

Luke (2006) attested that since many years strategy instruction is said to be a successful learner-centered approach. A skilled teacher/ parent have a crucial role in



introducing and developing the needed strategies. Actually, this is what distinguishes between a good learner and a poor one i.e. a learner that has been taught a strategic approach has generally better successful outcomes than the one who did not have the chance to be introduced to strategy instruction.

### **3.2.1. The Significance of Cognitive Strategy Instruction**

According to Reid et al (1997) Learners who are exposed to cognitive strategy instruction (CSI) will be aware of their metacognitive knowledge of strategies. They will gain the skill of selecting the best strategy at the right moment. Dalziel et al (2008) defined CSI as an approach of boosting learners to reach their learning aims by putting them on the right track of learning. In other words CSI is “teaching students about strategies; teaching them how and when to use strategies, helping students identify personally effective strategies, and encouraging them to make strategic behaviors part of their learning schema” (Dalziel et al, 2008: 3). Deliberately, perfectly, conveniently and effortlessly the learner will call upon several strategies at any significant moments during the learning process (Dalziel et al, 2008).

The teachers who guarantee learning as stated by Thuan (2010), not only in the classroom but also in real life is said to be a winning one. Thanks them learners are more independent and in charge of their own learning. As he affirmed: “your success as a teacher is based entirely on their success as learners” (Thuan, 2010: 106). That is why Sherman (2011) stated that before familiarizing the students with learning strategies, teachers first need to initiate the term ‘Metacognition’. Strategy instruction entails directly teaching students how to autonomously use strategies that will improve their learning process. According to Chamot, Meloni, Gonglewski, and Bartoszesky (2011) students who have power over their own learning process are typified as successful learners.

Chamot et al, (2011) said that by tackling thinking and thinking about learning; introducing the learning strategies will be easier with no waste of time. As they added, “it would appear that enhancing language learners’ systematic use of strategies has an impact on their language learning. It also seems to be the case that explicit mention of the role that a given strategy plays in the given situation is beneficial in order to ensure that the learners might transfer the strategy to another situation where it could apply” (Chamot et al. 2011: 15)

Notably, according to Rohania (2012), teaching is considered as a means of regulating students’ learning process on the purpose of attaining certain learning goals. Krawec and Montague (2012: 1) declared that “CSI is an explicit instructional approach that teaches students specific and general cognitive strategies to improve learning and performance by facilitating information processing”. Thanks to CSI students will develop an essential skill for an educational triumph which is recognizing and exploiting efficient strategies. Unsuccessful and incompetent learners need CSI to become self-reliant and aware about how to plan their learning process. Therefore, this will aid students supervise and assess their comprehension (Krawec and Montague, 2012).

### **3.2.2 The Process of Cognitive Strategy Instruction**

Reid et al (1997) attested that CSI follows five stages in its process. A learner who does not master multiplication cannot be taught a long-division strategy. It means for students to utilize the strategy they need to build up ‘background knowledge and skills’. In other words the ‘pre-skills’ need to be mastered so that we can start the second stage. It should be bore in mind that stage one should not be disregarded, though it might be an evident step for most teachers.

Teachers should be susceptible and need to take into consideration their students’ affective and cognitive traits i.e. if the teacher notices that a learner is not comfortable with any side of the strategy, he should adjust it until it is understood (Reid et al, 1997). According

to Dalziel et al (2008), within stage two it is important for teachers to clarify the strategy, its aim, importance, function, and the way it can be used. Teachers should keep in mind that some amendments might arise during this stage and those that follow because CSI is introduced according to the students' needs.

Concerning stage three, it is considered as imperative because it “increases students' knowledge of the strategy steps, improves their metacognitive knowledge of the strategy through exposure to the way a skilled learner implements and regulates its use” (Reid et al., 1997: 98). In this stage students obtain an explanation and a modeling from their teachers on to hold on to the strategy (Dalziel et al, 2008).

A significant role of modeling is when teachers or other students express their reflection process as they model strategy performance and this is called the ‘Think Aloud’ process (Reid et al, 1997). For instance, “a teacher says the first step of the strategy and then tosses a ball to a student, who states the second step; This student then, tosses the ball to another student, who relates the next step” (Reid et al, 1997: 99). In memorizing the strategy the teacher offers backed practice time. He will supervise and offer feedback in a way in which the strategy will be used automatically by students i.e. learners will not be obliged to ‘think’ before using the strategy, it will be mechanic (Dalziel et al, 2008).

Regarding stage five, the teacher models the strategy in association with another student, but at the start it is the teacher who will model most of the strategy steps. Then, in further steps the learner will assume more responsibility -always with the teacher's guidance- until s/he performs all the steps individually (Reid et al, 1997: 99). In other words, learners are ready to use the strategy, direct and assess their own strategy use However, teachers should be aware that learners still do not have totally mastered the strategy use, even if they have already memorized the strategy steps. At this stage, students need extra support and this

can be provided by a technique called scaffolding which is mainly a gradual process (Dalziel et al, 2008). .

According to Reid et al (1997), inspection and monitoring of the learners’ strategy use are the major responsibilities of the teacher at the last stage. Of course if teachers spot that a high level of presentation is not reached or preserved the strategy needs to be taught again. Nevertheless, teachers are not asked to only focus on if learners are following the steps, but his/her presentation stays high so no re-teaching is needed. Dalziel et al (2008) confirms that the last stage at this point is to give confidence for learners to carry on using and even transform the strategy use into new situations.

To ensure success as well within CSI, the teacher needs to draw a distinction between teachers’ strategies and learners’ ones. Look at the table below for more clarification

<b>Strategy</b>	<b>Teacher</b>	<b>Learner</b>
Background Knowledge	Activate your students’ prior knowledge in order to build new material on what they already know.	Think about what you already know about a topic to help you learn more about it.
Personalize	Link new material to your students’ knowledge and experiences using guiding questions or other activities.	Think about how language constructions in the language you are studying compare with those of your native language and relate new information to your own ideas and experiences.
Use Imagery	Create a meaningful context for your students by accompanying new information with figures, illustrations, and photographs.	Associate new information with a mental or printed picture to help you learn it.

**Table 3.2: A comparison of teaching strategies and learning strategies**

**(Chamot et al. 2011 : 6)**

The following is an instance of how the teachers might replicate their own learning as it has been stated by (Chamot et al 2011: 14). “I am studying French. I am very frustrated because I cannot understand the radio broadcasts of the news. What can I do to improve my listening? What would help me understand these broadcasts better? I’ll use the learning strategy ‘Using Resources’. I know that the radio station has a website. I can go to the website and listen to the news program more than once. I can also find a transcript of the news program on the website. Using these resources will help me improve my understanding of the news programs”.

Besides Karawek and Montague (2012) added that within CSI learners and teachers need to be committed. First, learners need not only to be aware of the connection between a triumphant learning and strategy luggage but mainly to create this link. They need to be conscious how helpful this strategy can be and how can it be transformed into other situations. Along with, teachers are required to be cautious in the choice of strategies to be introduced, and above all should present how valuable each strategy is. CSI is an adaptable approach that might be used with individual learners, small groups, or wide-ranging classrooms. It is this versatility that makes CSI so effective for all types of learners.

According to Krawek and Montague (2012: 1) CSI follows this layout no matter what the domain is, teachers need to

- (a) develop and activate background knowledge of students
- (b) describe and discuss the strategy,
- (c) model application of the strategy,

- (d) have students memorize the strategy,
- (e) support students' use of the strategy,
- (f) move students toward independent use of the strategy

### **3.2.3. Mind Map as an Instance of Cognitive Strategy Instruction**

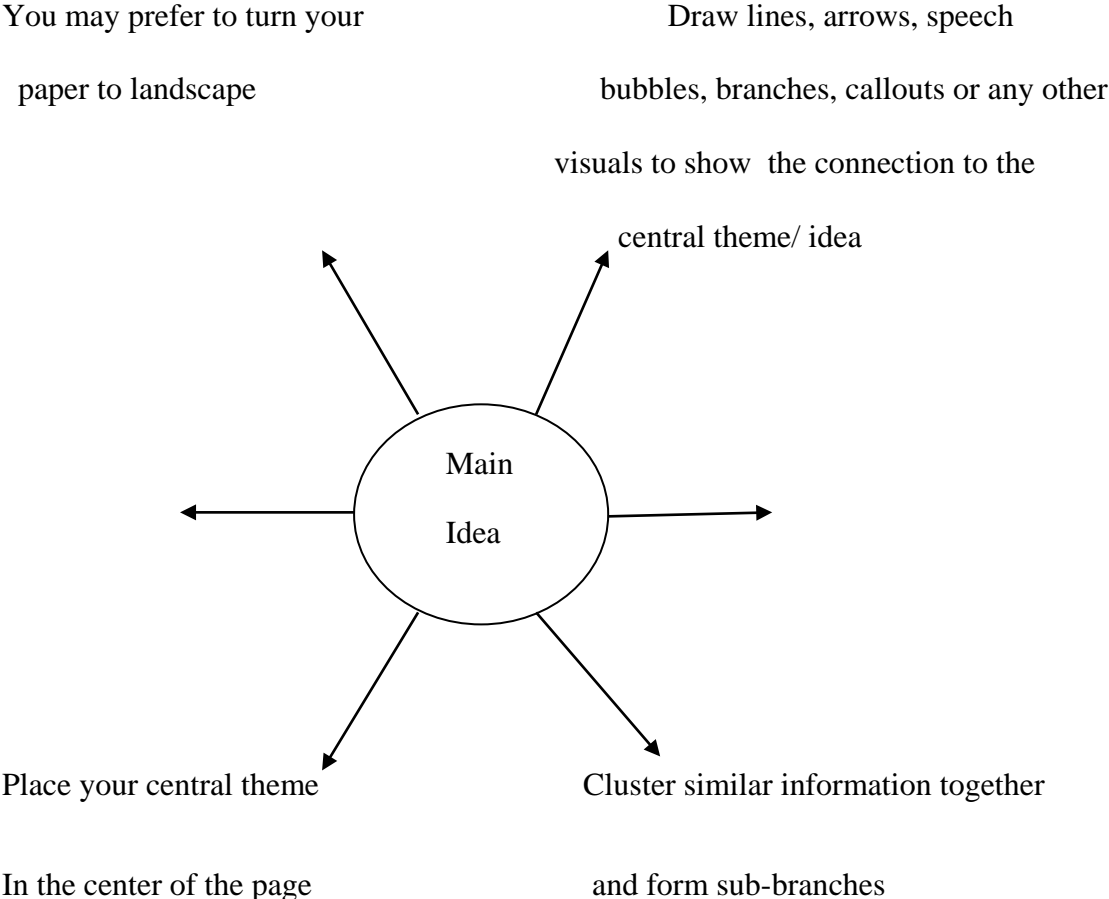
According to Lawson (2011: 19), “you can lead a horse to water, but you can’t make it drink. You can also set up wonderful learning activities, but you can’t make students think”. Because of the preceding reality, nearly all teachers would believe that they have indifferent students who do not participate the way they want them to, and this might be caused by the lack of learners’ thinking skills. So why do learners have poor thinking skills? Basically, they do so because they lack strategies -that should be provided by teachers- to help and facilitate dealing with the process and construction of knowledge. Graphic organizers like mind mapping are eminent productive tools to provide learners with learning strategies and put their thinking in order (Lawson, 2011). Definitions of mind mapping, guidelines on how to apply it, and how crucial it is to foreign language teaching have been demonstrated.

#### **3.2.3.1 Definition of Mind Mapping**

Buzan (1993; cited in Budd, 2003: 1) claimed that “mind maps (MMs) can unleash the mind’s potential because it mirrors the associative functioning of the brain which is radiant and holistic”. As said by Buzan (1996; cited in Casco, 2009: 1): “a Mind Map is an associative network of images and words which harnesses the full range of cortical skills: word, image, number, logic, rhythm, color, and spatial awareness in a single, uniquely powerful technique”. According to Thomas and Speller (2007: 4), compared with linear methods of taking notes and recording ideas MMs have the following advantages: “They allow a large number of complex ideas to be compressed into a single page. MMs are created in an organic and flexible way - links can be drawn between any items or sections. New ideas can be added in any direction, so they are good for brainstorming. Because it mirrors the way in

which the brain works and incorporates color, visual images and compressed ideas, a Mind Map is much easier to memorize and recall than a linear list”. In the late 60’s and for the purpose of taking notes efficiently as cited in Casco (2009), the British psychologist Tony Buzan initiated MMs. According to Velliaris (2009) it is the students themselves who write down and develop the ideas linked to the central idea; it will ensure a better understanding and information retention.

The following is an example of a standard MM:



**Figure 3.1: A Standard Mind Map**

(Velliaris, 2009: 2)

According to Thuan( 2010), though we usually write in a linear way, the creative part of the mind arises with ideas in a non-linear way by jumping from one topic to another. Martin (2010) mentioned that the brain's powers are ineffectively used because of the standard linear methods of note taking and ideas collection. As a consequence Thuan (2010) assumed that a visual 'free-association' diagram is required to meet students' needs which are mind mapping. Wickramasinghe et al (2011) claimed that any drawn illustration of words, ideas, tasks or other items related to a learning topic is considered an MM. These maps are practical instruments corresponding to a psychologically compatible figure of information construction of the human being. As stated by Al-jarf (2011) that this optical instrument is helpful in building up concepts, taking notes, and arranging thoughts. In an MM, there is a main idea from which other sub-ideas diverge in a form of larger branches. Riswanto and Pebri (2012) added that typically, most MMs are produced passing through 'a brainstorm session'. The latter is regarded as a useful instrument for arousing certain ideas interconnected within a central learning topic.

Beavers (2014) had the same opinion about mind mapping the 'nonlinear technique'. He suggested that, mind mapping is an efficient instrument to make teaching lively, appealing and student-centered. Those maps guarantee attracting students visually and engage them in a physical activity through making maps. It is the one that boosts learners' critical thinking because "active learning occurs when students are doing things and thinking about what they are doing, and meaningful learning happens when students integrate new information into what they already know" (Beavers, 2014: 1). Ingemann (2015) pointed out that most of the brain's work is mechanically founded on connections and subject associations. For the reason that humans' consciousness evaluates how things are linked together. Hence, as a replacement for compelling your brain to take different direction than its normal way help it work by its nature. Accordingly, your recompense will be more knowledge and better memorization.



### 3.2.3.2 Guidelines to Introduce Mind Mapping

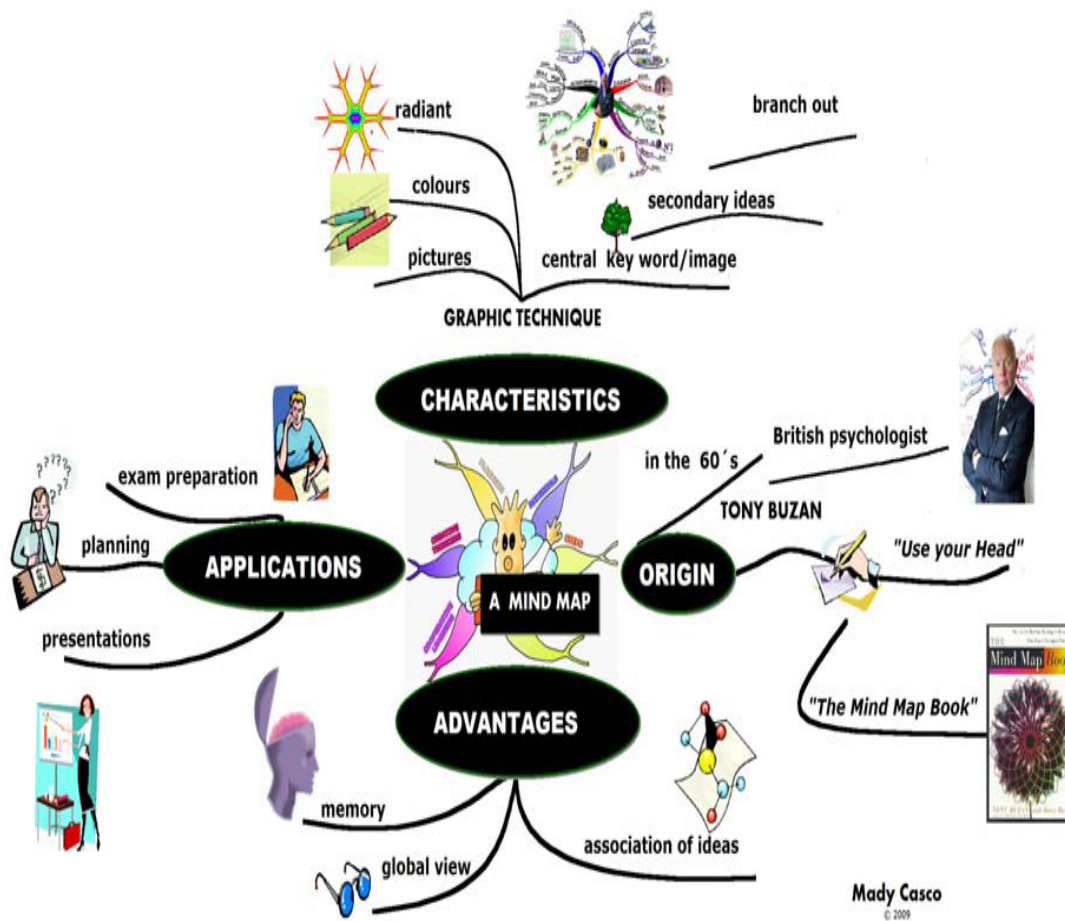
In addition to the previous point Stoyanov (2001) added, for a purposeful and practical MM some guidelines need to be followed. When you use dimensions in images, more than one color, variation of size, arrows for connection, and codes per color, variation of size, and codes per an MM it will add distinction and prominence between the central concept and sub-concepts. In addition, it would be better if you use hierarchy, numerical order, and just one keyword for each line for the purpose of clearness. Budd (2003) stated that MMs are valuable because they promote and facilitate precision, organization, and association of ideas. Moreover, they facilitate the learning process by retrieving information and thus improving students' memory.

Velliaris (2009: 2) proposed the following steps for creating a MM:

- Place the central theme/main idea or controlling point in the centre of your page. You may find it easier to place your page on the side, in landscape orientation, which is easier for drawing purposes.
- Use lines, arrows, speech bubbles, branches and different colours as ways of showing the connection between the central theme/main idea and your ideas stemming from that focus. The relationships are important, as they may form your essay paragraphs.
- Avoid creating an artistic masterpiece. You should draw quickly without major pauses or editing. Chances are, your first idea was fine and you placed that idea in the direction or on the branch you thought made the most sense. It is important in the initial stages of mind mapping to consider every possibility, even those you may not use.
- Choose different colors to symbolize different things e.g. you may choose blue for something you must incorporate in your paper, black for other good ideas, and red for the things you need to research or check with your tutor/lecturer. Your method is

entirely up to you, but try to remain consistent so that you can better reflect on your mind map at a later stage.

Casco (2009), provided the following MM about MM itself. Since MM is the theme, it has to be in the center encircled by the sub-topics. As it has been explained previously other branches derive from the sub-topics to get more associations to the main topic MM. As in this example: characteristic, origin, applications, and advantages have been derived from MM and each sub topic has a derivation too for more connections. Naturally, we can notice the use of bubbles, pictures, branches, and colors for a better distinction between words.



Graph 1  
Mind Map on "Mind Maps"

Figure 3.2: Mind Map on "Mind Maps"

(Casco, 2009: 2)

As explained by Thuan (2010), in the beginning, the teacher should sculpt an MM as a model with the students' assistance. However, in the next step the teacher should be a guide so that it is the learners who create the MM to finally become autonomous and create their own MMs separately. Also, since learners are the one who supervise their own learning process it will ensure better information retention Likewise, remember better when using MMs because they are the initiators "there is an old maxim in training: you remember 10% of what you read, 20% of what you hear, 30% of what you see and 90% of what you do" (Thuan, 2010: 109).The creation of MMs should be unique and personalized in order to mirror the individualized pattern of thoughts. If learners keep on personalizing their MMs, the brain will be able to classify with them the information and thus facilitate remembering (Thuan, 2010). Indeed, Martin (2010) added that MMs are said to develop creative thinking and foster brainstorming because there are no restrictions in the expansion of the ideas and association to the central idea. Thuan (2010) stated that it means that MM is characterized as being variable for the reason that there is always an open door for additional associations. For example, in the process of learning new words in English students will have the chance to acquire new vocabulary in a limitless and flexible way. The following is an instance of acquiring and storing word classes linked to one topic.



**Figure 3.3: Mind Mapping Word Classes**

**(Thuan, 2010, 109)**

According to Ingemann (2015), any human being is born with a capacity to discover and retain any experience he encounters in his life through what is called 'brain programs'. The latter permits you to memorize particular events, every part of this 'brain programs' has a special function as to remember pictures, structures, etc. In fact, MM deals directly by processing and filtering these 'brain programs'. Someone can benefit from MM to develop creativity and memory for the reason that MM optimizes the existing power in the human mind; those 'brain programs' are packed in your perception and thanks to MM people go beyond them and do not just stop there.

### **3.2.3.3.Mind Mapping in Foreign Language Teaching**

As stated by Budd (2003), the initial aim of using MMs was mainly to assist learners in classifying and evoking items of vocabulary by triggering already existing knowledge on a particular theme. The first time it was used in teaching foreign languages was in the 90's. By means of MMs vocabulary teaching will pass up vocabulary glossaries to actually creating MMs with the whole class. Obviously, your students should be familiar with the opening topic used to introduce MMs for the first time Different learning styles can be undertaken via the use of mind maps as a teaching tool in the classroom. It is assumed that unlike auditory learners, the visual and tactile ones do not benefit from conventional lessons. Since much and larger visual support is needed concerning visual learners, and actions to learn are needed for tactile learners. Thus, designing MMs is an advantageous tool for tactile and visual learners to be better served by lessons presented in the classroom.

Budd (2003) claimed that if as a teacher you desire to include some energetic and shared learning, MM is the right tool to do so. Since students while creating MMs, struggles together to find connections to the main idea then they are engaged in a vigorous learning. It is collaborative as well because the students and the teacher act as a team to design MMs, and

also students among themselves produce MMs in groups. As the teacher is considered to be a 'guide on the side'; in reality it is the students who create their own MM. Learners would feel more confident in learning the foreign language, if they are taught how to spot the best strategy in different situations. That is why, cognitive strategy instruction is said to ensure autonomous learning, since it empowers learners with different vocabulary learning strategies and the best time to be used. Moreover, learners are enthusiastically engaged in thinking about different word associations and how can they use the learnt word in different situations. Alcon (2004) suggested that teachers should create the right environment to tackle various learning styles to facilitate learning. It is believed that when students plan graphs and illustrations associated to notions, they are allowed to use different learning styles or multiple intelligences. Furthermore (Deveureux, James, and Grover (2015), considered MM as one of the few strategies that tolerate the use of both right and left sides of the brain to attain notions and recognize learning styles.

Abdelhamid (2017: 2) summarized the benefits of mind mapping as a learning tool as the following:

- it removes what is related to lengthy text
- it allows learning through synthesis
- it clarifies and better reorganizes ideas
- it assists in revisions
- it enhances visualization of the content learned prior to the student's final understanding of that information
- cooperation through group study permits mutual enrichment
- Mind maps submitted to a group results in a higher quality experience because more individuals are involved and this produces more ideas and more critical thinking.
- A mind map enables the student to better integrate information so that it is better organized. This results in the better recall of information

## **Conclusion**

Teachers using CSI for vocabulary instruction will provide learners with different vocabulary learning strategies and the best time to be used. Moreover, learners are enthusiastically engaged in thinking about different word associations and how they can use the learnt word in different contexts; since CSI empowers learners with different vigorous strategies.

## **Chapter Four**

### **The Teachers' and the Students'**

#### **Attitudes towards Cognitive Vocabulary Strategy Instruction**

##### **Introduction**

##### **4.1. The Teachers' Questionnaire**

###### **4.1.1. Description of the Teachers' Questionnaire**

###### **4.1.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire**

##### **4.2. The Students' Questionnaire**

###### **4.2.1. Description of the Students' Questionnaire**

###### **4.2.2. Analysis and Interpretation of the Results of the Students' Questionnaire**

##### **4.3. Overall Analysis of the Results of the Teachers' and the Students' Questionnaire**

##### **Conclusion**

## **Introduction**

Our main concern is the role teachers play in vocabulary instruction. We aim at unveiling teachers' attitudes about vocabulary teaching, their approach to fulfill this task and what ways they deploy to teach VLS if they do so. We administered the teachers' questionnaires to 19 teachers at the Department of Letters and English at the University "Frères Mentouri" Constantine 1 to get a better insight on whether or not they plan for intentional VLS instruction for their learners. The aim behind submitting a questionnaire to the teachers is to gather and have some insights on teachers' experiences, training, instructional practices and approaches to teaching vocabulary. For that, teachers hold the great responsibilities in intentional teaching.

With reference to the Students' Questionnaire, the spotlight is put on the participants. We endeavor to examine the manner learners approach language learning in general and vocabulary learning in particular. We inspect if our participants hold VLS, and if so to what extent are they aware of them. The population of our study is Second Year university students of the Department of Letters and English at the University "Frères Mentouri" Constantine1, during the academic year 2014-2015. The reason behind the choice of Second Year rather than other levels is because at this stage learners are in the way of becoming autonomous, especially when it comes to vocabulary learning. The sample consists of 96 students (48 each group).

### **4.1. The Teachers' Questionnaire**

#### **4.1.1. Description of the Teachers' Questionnaire**

The Teachers' Questionnaire is presented through twenty seven questions alienated into five sections. **Section One, Teachers' Profile** (Q1-Q6), aims to have insights on teachers' experience (Q1), and the courses they taught the most (Q2), the most difficult aspect to teach and why (Q3, Q4), the most difficult skill to teach and why (Q5, Q6). **Section Two** (Q7-Q13), **Teachers' Perception of Vocabulary Teaching**, seeks to collect teachers' opinion about the importance of VLS to the learning processes (Q7), to inspect our participants' self-reflection about whether or not they are skill shapers teachers (Q8), to know if vocabulary instruction is intentional or not (Q9), to seek out teachers' stratagem in teaching



new vocabulary items (Q10), to examine our participants' self-reflection on their efficiency of vocabulary teaching (Q11), to know what kind of approach our participants use in vocabulary teaching and why (Q12, Q13), **Section three (Q14-Q19), Awareness of Vocabulary Learning Strategies Significance**, aimed at collecting teachers' insights and perceptions on the relevance and importance of VLS to learners in their learning processes and why (Q14, Q15). Unveiling the ways our participants assist learners discover new or unknown words and why (Q16, Q17), and knowing if our participants help their learners remember newly learned words and why (Q18, Q19). **Section four (Q20-Q18), Teachers' Implementation of Vocabulary Learning Strategies**. Here, we attempted to discover if our teachers know VLS in the first place and if it is the case what are they (Q20, Q 21), the stretch our teachers take to extend the teaching of a word to beyond (Q22), to elicit a list of the strategies deployed by teachers in teaching vocabulary in class (Q23), to know if VLS training and instruction have a place in our teachers' agenda (Q24), and to know if our participants plan out and sequence activities to make learners conscious of VLS and how (Q25, Q26). **Section Five (Q27), Further Suggestions**. This question aimed at providing our participants with more space and freedom to add any comments or suggestions

#### 4.1.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire

##### Section One: Teachers' Profile

##### Q1. How long have you been teaching English?

- a. Less than five
- b. Five to eight
- c. Eight to twelve
- d. More

Options	N	%
a	07	37
b	06	32
c	04	21
d	02	10
Total	19	100

**Table 4.1: Teaching Experience**

As Table 4.1 shows that 4 teachers have a decade long teaching practice representing 21% plus 2 who exceeded that representing 10%, 6 of them taught for five to eight years representing 32% and 7 teachers taught for less than five years representing the highest proportion for 37%.

All of our sample teachers show high training and a modest one. This collected background info will shed light on the coming questions on how our teachers strategize in vocabulary teaching.

**Q2. What is/are the course(s) you taught the most?**

- a. Grammar**
- b. Culture**
- c. Linguistics**
- d. Methodology**
- e. Written Expression**
- f. Oral Expression**

For the coming question, it was set to get our teachers reveal what they taught over the years as courses.

Options	N	%
a	02	11
b	03	16
c	02	11
d	01	04
e	04	21
f	07	37
Total	19	100

**Table 4.2: Teaching Courses**

The results show that the majority of our teachers (58%) teach productive skills. Between ‘written expression and oral expression’ combined, teachers obviously expect a

loaded bank of vocabulary from their learners to express and reflect upon their ideas without falling short of words.

**Q3. What is the most difficult aspect of English to teach?**

- a. Grammar**
- b. Vocabulary**

The aim behind this question is to mine teachers' views and perspectives on what they perceive as language aspects concerned difficult to teach.

Options	N	%
a	11	58
b	08	42
Total	19	100

**Table 4.3: Most Difficult Aspect for Teaching**

As the table shows, our sample teachers narrowed their choices to two only 'grammar and vocabulary'. The majority perceived 'grammar' as the most difficult language aspect to teach; 11 teachers from N=19 representing 58%. As opposed to 42% of our teachers who chose 'vocabulary'. Though teachers are doing their best concerning the teaching of grammatical rules, students still struggle forming accurate sentences.

**Q4. Please, explain why.**

We formulated question four to unveil why our participants find specific aspects (Grammar and Vocabulary) difficult to teach. Our results were rather surprising as teachers see that 'form' and grammatical fixed variations are harder to teach than 'content' and explosive generation. Our participants explain their choice stating that students find grammar as a boring and difficult subject. Those who chose vocabulary as the most difficult aspect to teach explain that it is due to the fact that the outcome vocabulary production can be found hard to restrict and may lead to surpassing or losing sight of the lesson's objectives.

**Q5. What is the most difficult skill to teach?**

- a. Listening**
- b. Speaking**
- c. Reading**
- d. Writing**

We devised this questions for our teachers to find out what skill they find challenging to teach. For this question, we'll discover if the receptive skills are trickier than the productive ones.

Options	N	%
a	03	15
b	11	52
c	0	0
d	07	33
Total	21	100

**Table 4.4: Most Difficult Skill for Teaching**

As expected the productive skills took the largest proportions of (85%). From our sample participants 11 teachers gave the highest rate of difficulty to ‘speaking’ representing (52%). In general students make mistakes while writing and speaking, but they feel more at ease writing than speaking. Some reasons might be feeling shy, high level of anxiety, and fear of making mistakes in front of their classmates.

**Q6. Please, explain why.**

We formulated question six to uncover our participants’ choice about what skill is the most difficult to be taught. ‘Speaking’ took the highest percentile as the most difficult skill to teach due to the fact that it requires instant flow of words in a coherent manner to convey a message. As a result, learners who have a limited vocabulary repertoire will fall short of conveying an idea if certain vocabulary items do not surface instantly. Instead, learners will find themselves taking the longest route to communicate their thoughts at that instant moment. As opposed to ‘writing’ ranking second, it also demands a large vocabulary

repertoire, fixed and correct grammatical structures. But our teachers thought that ‘writers’ have the luxury of time that ‘speakers’ don’t have.

### **Section Two: Teachers’ Perception of Vocabulary Teaching:**

**Q7. What is the importance of vocabulary learning strategies in the teaching process?**

- a. Important**
- b. Very important**
- c. Central**

This question aimed at collecting teachers’ insights and perceptions on the relevance and importance of vocabulary teaching.

Options	N	%
a	03	16
b	13	68
c	03	16
Total	19	100

**Table 4.5: Vocabulary Importance**

As seen from Table 4.5, the results are highly positive. 13 out of our 19 participants (68%) think that vocabulary teaching is ‘very important’, 16% think it is ‘central’ and the last 16% say that vocabulary teaching is ‘important’. We can deduce that our participants do not underestimate the importance of vocabulary teaching due to their background knowledge.

**Q8. Should the teacher be the only source for helping students to learn new English words?**

**-Yes**

**-No**

This question stemmed from the urgent need to know the self-reflection of our teachers about themselves. It aimed at examining if our teachers are more of skill shapers. All of our participants disagree with the statement. 100% answered negatively. This shows that our

teachers focus on ‘skills’ not only on vocabulary. It seems that vocabulary instruction is embedded within skills teaching and more likely in productive ones.

**Q9. Is vocabulary teaching is part of your everyday class time?**

**-Yes**

**-No**

We asked our teachers if they devote some of the class-time to vocabulary instruction with the purpose in mind of knowing if this instruction was intentional or not.

Options	N	%
Yes	11	58
No	08	42
Total	19	100

**Table 4.6: Vocabulary as a Part of Everyday Teaching**

Table 4.6 shows that the majority of our teachers answered positively representing 58%. Whereas, 42% said that they don’t devote any time for vocabulary teaching. The results indicate that vocabulary teaching for most of our teachers is emphasized and intentional like pointing out to the process of affixation that would help out learners decode the meaning of the unfamiliar words. We can also deduce that our teachers recognize the importance of vocabulary as vital to progressing towards autonomy. As opposed to the other proportion, we can assume that vocabulary learning is left out for accidental contextualization and decoding.

**Q10. What knowledge you have learned is helpful for your vocabulary teaching?**

- a. Input**
- b. Context**
- c. Reading**
- d. Dictionary Use**

We devised this question to seek out teachers’ stratagem in teaching new vocabulary items. The question was left open-ended to get our participants share their ideas.

Options	N	%
a	01	05
b	03	16
c	03	16
d	12	63
Total	19	100

**Table 4.7: Personal Knowledge for Vocabulary Teaching**

As illustrated in Table 4.7, the highest in percentile is ‘dictionary use’ representing 63%. We can include ‘input and context’ within ‘reading’. It is due to the fact that through reading we can expose learners with maximum word variations, use and usage. Hence, ‘dictionary use’ becomes the only strategy teachers devise in instant vocabulary teaching.

**Q11. How do you feel your efficiency of vocabulary teaching is?**

- a. Very efficient**
- b. Adequate**
- c. Not efficient**

This question aimed at getting our participants reflect on their efficiency on their teaching especially when it comes to vocabulary.

Efficiency	N	%
Very Efficient	10	53
Not Efficient	06	32
Adequate	03	15
Total	19	100

**Table 4.8: Self-Efficiency in Vocabulary Teaching**

As seen in Table 4.8, the majority of our participants perceive themselves ‘very efficient’ in teaching vocabulary representing (53%). It is rather difficult to translate the findings as to on what grounds our participants perceive themselves ‘efficient or not’. Here, we can deduce that our teachers have an assessment grid for vocabulary items presented or developed throughout the lessons. In others words, our sample participants check learners’

vocabulary stock from time to time and see whether or not their learners have retained the items presented beforehand or not, and that is a sound way to measure their efficiency.

**Q12. What is your approach to vocabulary teaching?**

- a. Direct vocabulary teaching
- b. Indirect vocabulary teaching
- c. Other: Please, specify

This question was devised to know what kind of approach our participants use in teaching vocabulary in general.

Options	N	%
a	06	32
b	11	58
c	02	10
Total	19	100

**Table 4.9: Vocabulary Teaching Approach**

As shown in Table 4.9, 58% of our participants use the indirect approach in teaching vocabulary. This might be due to how our participants view vocabulary teaching i.e. they consider teaching new words from context. This contradicts our findings in Table 4.7 where most our participants 63% ticked ‘dictionary Use’ for vocabulary teaching.

**Q13. Please explain why.**

We devised question thirteen to reveal the teachers’ justification of their choices about what vocabulary teaching approach they follow. Teachers (32%) state that using the direct approach would lead to rather better and productive results with learners. Not only that, but our participants think that the direct approach is helpful and raises learners consciousness and awareness of vocabulary learning. On the other hand, teachers leaning on the indirect approach (58%) justify their choice due to time restraints. They attest that if a word is highly ambiguous even within a context, it may take a long time and effort to elicit its meaning indirectly. Those who chose “other” representing (10%) specified by this both the direct and indirect approach. They defend their choice by stating that it depends on the intricacy of the



words. Consequently, in such situation we conclude that these participants approach vocabulary teaching depending on the present situation.

### **Section Three: Awareness of Vocabulary Learning Strategies Significance**

**Q14. Is it important for learners to be aware of vocabulary learning strategies which would help them learn vocabulary more effectively?**

**-Yes**

**-No**

We sought to know our teachers' opinion about the worthiness of raising their learners' awareness of VLS. In other words, we wanted to know if our teachers think it is important for their learners to be informed and instructed about VLS. Our participants reported positively and unanimously on the statement (100%) that learners ought to be aware of VLS and how / when to use them.

**Q15. Please, explain why.**

We formulated question fifteen to let teachers explain their choice of question fourteen. Our teachers reflected on the statement saying that strategies in general make learning easier let alone VLS for the increase of vocabulary store. And since vocabulary does not thrive as a separate entity, learners will pick up readymade sentences to be used in different situations and would know about their limitations in use and idiomatic expressions they could encounter using dictionaries. So, our participants value raising learners' awareness about VLS for they eventually will lead to autonomy.

**Q16. When you show the meaning of the new/unknown words, how would you usually do that?**

- a. Context**
- b. Images**
- c. Definitions**
- d. Examples**
- e. Gestures**
- f. Dictionary Use**

With this question, we opted to know the ways our participants assist learners discover new or unknown words.

Options	N	%
a	7	37
b	0	0
c	2	10
d	2	10
e	0	0
f	8	43
Total	19	100

**Table 4.10: New Words Teaching Strategy**

Most of our teachers (43%) agreed on ‘dictionary use’ as an effective way to illustrate the meaning the unknown words presented or encountered. This might be due to the fact that ‘dictionary use’ is the easiest tool and is not time consuming.

**Q17. Please, explain why.**

We conclude that our participants devise some tools instantly to demonstrate and convey the meaning of the unknown vocabulary. From our table ‘dictionary’ is in an effective way to do that because our participants (43%) find it to be the easiest tool. Then, our participants rely on ‘context’ representing 37% as a second tool because they recognize that reading/listening enhance vocabulary learning as they reoccur over and over. Guessing words in context is a good strategy and when combined with other strategies like ‘exemplification’ it will be very effective.

**Q18. Do you recall new learned words in new situations?**

**-Yes**

**-No**

We opted for this question because retention strategies are primary. We wanted to know if our participants help their learners remember newly learned words.

Options	N	%
Yes	09	47
No	10	53
Total	19	100

**Table 4.11: Extra Vocabulary Recall**

As Table 4.11 shows, (53%) of our participants attest that they do not help their learners recall newly learned words (10 teachers out of N=19). The results show that almost half our participants do not use memory strategies to recall and memorize vocabulary items.

**Q19. Please explain why.**

We devised question nineteen to explain teachers' choice about whether or not they recall learned words in new situations. Those who ticked "Yes" representing (09%), justify their choice by stating that it strengthens the connection between old and new knowledge and it is a helpful way for better memorization. Our participants acknowledge the role of recalling words, they do that through 'repetition' and that is a widely used and common strategy or getting learners use those words in different sentences. This way words will be scrutinized in memory and easy to recall. On the other hand, teachers who indicated "No" as an answer (10%), defend their choice by stating that it is time consuming. Consequently, we can deduce from the table that our teachers disregard the important role of retention strategies.

**Section Four: Teachers' Implementation of Vocabulary Learning Strategies**

**Q20. Do you know what vocabulary learning strategies are?**

-Yes

-No

The following question aims at knowing whether or not our participants are aware of vocabulary learning strategies.

Options	N	%
Yes	07	37
No	12	63
Total	19	100

**Table 4.12: Teachers' Vocabulary Learning Strategies knowledge**

The results from Table 4.12 show that the majority of our participants ignore vocabulary learning strategies representing (63%). This means that our participants are not strategic vocabulary learners and consequently are not aware of VLS value.

**Q20. If “Yes”, please explain.**

We formulated question twenty to unveil if our participants know what VLS are exactly.

The results indicate that the majority of teachers ignore VLS as a label. From the collected answers and reflections in Table 4.10, teachers attest ‘use of context’, ‘use of dictionary’, ‘imagery’ and others. These are strategies organized methodically under VLS. So, our teachers are unaware of the concept but are familiar with its techniques.

**Q22. What word knowledge do you usually teach? (You may tick more than one option)**

- a. Form and meaning**
- b. Part of speech**
- c. Pronunciation**
- d. Derived forms (for example, education-educational)**
- e. Collocation**
- f. Other: Please, specify.....**

The following question aimed at discovering the stretch our teachers take to extend the teaching of a word to beyond. In other words, we intended to know if our participants take the encountered or presented vocabulary item, explain it and move on or take it as a separately to be studied as a whole entity during class-time.

Options	N	%
a	08	42
b	04	21
c	01	05
d	04	21
e	02	11
Total	19	100

**Table 4.13: Word-Knowledge Taught**

As we notice from Table 4.13, our participants cover a lot of ground around vocabulary items. 42% of our participants teach ‘form and meaning’, 21% of them refer to ‘parts of speech’, 05% point to ‘pronunciation’, 21% highlight ‘derived forms’ and finally 11% make reference to ‘collocations’. The results show that our participants use different strategies to teach vocabulary. This indicates that if our participants find learners aware of the ‘part of speech’ of the word then they would develop more on ‘meaning’, for instance. That is to say our participants then provide learners with more concrete contexts and example in order to use the words effectively.

**Q23. What are the strategies you consider useful when it comes to vocabulary learning?**

Our goal here is to elicit a list of the strategies deployed by teachers in teaching vocabulary in class.

Options	N	%
Text/Context	09	47
First Language Reference for Comprehension	07	37
Practice/Communicating	03	16
Total	19	100

**Table 4.14: Useful Vocabulary Learning Strategies**

From Table 4.14, our teachers use ‘context’ as the key strategy in vocabulary learning representing 47% of our population. The results of this question confirm the previous one. Teachers devise vocabulary teaching/learning strategies all the time and abundantly. Our participants emphasis ‘context’ where learners guess ‘intelligently’ and decode the meaning of that particular word. Our participants are also found to use the native language as a way to

save time; it is proven to be effective when others strategies fall short of that goal. At a last, our teachers are found to induce learners to practice the language ‘orally or in writing’ whereby they glue the words learned in long term memory.

**Q24. Do you devote some of class time to provide some training to vocabulary learning?**

**-Yes**

**-No**

We set up this question to get our participants reveal whether or not they dedicate time and guidance to VLS. In other words, we wanted to know if VLS training and instruction have a place in our teachers’ agenda.

Options	N	%
Yes	03	16
No	16	84
Total	19	100

**Table 4.15: Class-Time Devoted for Vocabulary Learning Strategies**

As Table 4.15 shows, the greater part of our participants reported that they do not devote any time for VLS instruction representing (84%) of our population. Based on the data obtained, we deduce that our participants make scarce efforts in enlightening their learners about VLS which would prove effective in heir learning process. Our teachers justified their attitude in that VLS instruction could take a lot of time overlapping with the heavy teaching program that is of a higher priority. Others said that it VLS instruction is not up to the teacher but a personal effort from the learners’ side to achieve autonomy.

**Q25. Have you ever designed or put together activities to train/make learners aware of the range of vocabulary learning strategies they could use/discover for vocabulary learning?**

**-Yes**

**-No**

We developed this question with the aim in mind of knowing whether or not our participants plan out and sequence activities to make learners conscious of VLS and the array of use of learning vocabulary.

Options	N	%
Yes	04	21
No	15	79
Total	19	100

**Table 4.16: Designed Vocabulary Learning Strategies Activities**

15 of our participants reported negatively as they do not prepare any activities with the objective of developing VLS, representing (79%). Once more, the results demonstrate that our participants are unaware of VLS value since they do not even design activities that help learners develop their VLS.

**Q26. Please explain how.**

As expected, and all of which go with the previous results, our teachers do not design such activities and decide on such plans because of time constraints and the pressure of covering the yearly syllabus. These activities take a lot of time to prepare for and a lot of time to apply so it is justifiable to overlook VLS so as not to drift from the subjects' end objectives. However, our teachers (79%) attest for the usefulness and effectiveness of these strategies though time-consuming.

**Section Five: Further Suggestions**

**Q27. Please, add any further comment or suggestions**

This question aimed at giving more freedom to teachers to provide more observations and proposals about VLS and teaching Vocabulary in general. Our participants did not offer any comments in this section.

## 4.2. The Students' Questionnaire

### 4.2.1. Description of the Students' Questionnaire

Concerning this questionnaire we relied on Oxfords' (1990) checklist and Schmitt's (1997) taxonomy of VLS. The reason behind the choice of both checklists is related to the fact that Schmitt extended his VLS checklist with reference to Oxford's language learning strategies. The rationale behind choosing Oxford's checklist is because it is more comprehensive and detailed at the same time in terms of the division of strategy groups; direct and indirect strategies. As for Schmitt's, he devised four of Oxford's strategies –memory, social, cognitive and Metacognitive- and classified them into two main headings; discovery strategies and consolidation strategies. So, with relation to our study the questionnaire joins up two parts; the exploration of how language learners' strategies is being deployed by learners to establish vocabulary learning strategies and the effect of that on their vocabulary repertoire.

The questionnaire is presented through forty one questions alienated into eight sections. **Section One, Personal Information (Question Q1-Q4)** attempts to obtain individual information about our participants, to be exact to examine their language ego Q1, to check their perception of English Q2, and reveal their perception of the most important aspect in learning the language and why (Q3, Q4). In the following sections, the researcher provides statements within which embedded VLS strategies are implanted and will try to check learners use and awareness of each strategy. **Section Two, Vocabulary Learning Strategies for Grouping (Q5-Q10)**. For Instance, grouping Plane with Planet because a plane flies in the sky and a planet floats in space so they look alike. **Section Three, Vocabulary Learning Strategies for Contextual Use (Q11-Q16)** for example, the sentence 'a long silk dress' dress is something people wear/ long= is length / so the student deduces that silk is the fabric used. **Section Four, Vocabulary Learning Strategies for Word Classification (Q17-Q20)**, as in the words happy and happiness they have the same meaning in core but one is an adjective and the other is a noun respectively. **Section Five, Vocabulary Learning Strategies for Imagery (Q21-Q25)**, take as an instance the sentence ' I'll crash at your house tonight' here the word 'crash at' means 'sleep over' to remember the meaning students should link it to the image of car crash. **Section Six, Vocabulary Learning Strategies for memorization (Q26-Q33)**, the word hectic is not much used so learners should write it down to remember the meaning and spelling. **Section Seven, Vocabulary**



**Learning Strategies for Avoidance and Evaluation (Q34-Q40)**, when students come across a word they do not know they just skip it and when the students as an instance learn the word happy they try to replace it by its synonyms or antonyms to check their vocabulary learning progress. **Section eight, Further Comments and Suggestions (Q41)** to give more space to students to express themselves concerning vocabulary learning.

#### 4.2.2. Analysis and Interpretation of the Results of the Students' Questionnaire

##### Section One: Personal Information

**Q1.** My level of proficiency in English is:

- a. Poor/Weak
- b. Moderate/Average
- c. Good/Excellent

Options	N	%
a	06	06
b	84	88
c	06	06
Total	96	100

**Table 4.17: Level of Proficiency**

The perceived level of proficiency for our research is a crucial element to uncover because it involves learners' perceived level of proficiency of learners and also it serves the purpose of gathering preliminary data about learners. Here the question deals with familiarity with the language and with what learners perceive themselves as apprentices.

As it is indicated in Table 4.17, six learners of our population see themselves as poor in the language, hence representing (6%). The other 84 learners believe that they have a moderate level which corresponds to (88%) of the population. Concerning the rest, only 6 learners judge their level to be good which stands for (6 %) of our population.

The perceived level of proficiency has a great impact on the methods whereby learners learn a certain language; the more perceived expertise the more they develop proficiency to acquaint with a certain new set of unknown areas to cover in learning the language. But

rather, this does not exclude the possibility of learners not being able to apply learn from scratch.

**Q2. You perceive English as:**

- a. Easy**
- b. Difficult**
- c. Useful**
- d. Interesting**

Options	N	%
a	02	03
b	16	17
c	12	11
d	66	69
Total	96	100

**Table 4.18: Perception of English**

This question actually unveils what from our sample learners think about the language in itself -English.

As we can notice in Table 4.18, only two learner from our sample (representing 3%) who think that English is an easy language against the proportion of learners who ranks it as ‘difficult’ (N= 12 / 11%), with 17% and 69% who think it is useful and interesting respectively. These results prove in line with what is reported about English as a language worldwide as it is widely used in business and the ‘small village’ concept of globalization. Here learners recognize the usefulness of English as it is the first spoken language in the world, and find it interesting because it tied to technologies and communication advocates

**Q3. You perceive English language learning as:**

- a. Grammar**
- b. Vocabulary**
- c. Other**

Options	N	%
a	10	10
b	76	80
c	10	10
Total	96	100

**Table 4.19: Perception of English Language learning**

The aim behind this question is to investigate learners' viewpoints on the process of English language teaching. We thought it was necessary to ask about that on the assumption (as well as from personal experience) that the focal points and the dimensions they take in learning English are fundamental.

As it is represented in Table 4.19, all of our sample learners reached a more or less consensus 80% that the English language learning is vocabulary and two proportions each 10% think that the English language learning is grammar or other building blocks. This might be attributed to the fact that learners assume a language, recognize it and reach self-satisfaction in learning it by storing / max up their stock with words.

**Q4. Please, explain why.**

Learners unanimously attest that 'vocabulary' is of a useful function to being able to communicate the English language; it is perceived so for the fact that learners merely see that lack of words is the problem once faced with a communicative breakup. Though it might not be the case, -from own experience- learners' given instructions are usually 'learn by heart' but what they should have been asked is 'reformulate' and 'improvise'.

**Section Two: Vocabulary Learning Strategies for Grouping**

**Q5. I group words that are similar in sound or spelling together (coat/ goat or plane/ planet).**

**-Yes**

**-No**

Options	N	%
Yes	16	17
No	80	83
Total	96	100

**Table 4.20: Words that are Similar in Sound or Spelling**

The aim of this question relates to whether or not learners are aware of basic tactics to initiate in learning English as such. In other words, if learners try to serve the purpose of autonomy in the sense of giving hints to themselves and about their own learning.

Once again, most of the learners made an almost unanimous agreement on the fact that 'No' they do not act on this move for unfamiliarity of this particular strategy 83% whereas 17% admit grouping words that are similar in sound or spelling as a strategy. Though at this stage it is not evident they are fully aware about name, use and transfer of this strategy (See Table 4.20).

The results highlight that the peripheral and marginal information is covered adequately. The available information speaks well of and gives a general introduction to lack of strategy knowledge and use. In other words, if learners really do use this strategy then they would surely drop the ball in transferring it to other situations; for example contextualizing them in learning some tongue twisters.

**Q6. If "No", please, justify.**

No one answered this question.

**Q7. I connect a new word with an experience (for example petrified= afraid from exams).**

**-Yes**

**-No**

Options	N	%
Yes	48	50
No	48	50
Total	96	100

**Table 4.21: Connect a new word with an experience**

The intended purpose of this question is to highlight the importance that awareness and knowledge of rather fundamental strategies have altogether to do with bringing learners' preliminary readiness to develop more strategies into life; applying them to real life situations.

As it can be noticed from Table 4.21, the agreement is a tie with the statement representing 50% for each. This might be due to lack of knowledge in relating the language to a real life experience. For example, remembering the word 'excruciating' because a member of the family suffered much from an accident injury. Here, anchoring individual free words floating with no schema attached to, could inevitably lead to forgetting the word. Hence, gathering it around one individual context, for example, could possibly preserve a fertile environment for those isolated vocabulary items to be embedded into long term retention.

**Q8. If "No", please, justify.**

No one answered this question

**Q9. I connect a word with its coordinates (banana = fruit = apple, etc.)**

-Yes

-No

Options	N	%
Yes	36	37
No	60	63
Total	96	100

**Table 4.22: Connect a Word with its Coordinates**

This question was asked for the prior knowledge that entails to have what appeals to learners' capacities of relating a certain set of learned strategies to a new learning situation and organizing them in a certain way for retention. Our sample learners answered as 63% 'no' and 37% 'yes' (See Table 4.22).

Drawing results from the previous table, learners seem to fail building on existing vocabulary items their coordinates for better linkage. This might be attributed to the fact that learners have the tendency to separate items to individual blocks rather than chunks within a certain block of coordinates.

**Q10. If “No”, please, justify.**

No one answered this question

**Section three: Vocabulary Learning Strategies for Context Use**

**Q11. In a text, I capture an unfamiliar word and sort out its meaning from the context.**

**-Yes**

**-No**

Options	N	%
Yes	88	92
No	08	08
Total	96	100

**Table 4.23: Capture an Unfamiliar Word and Sort out Meaning from Context**

The aim behind this question is to pinpoint the importance of the fallbacks in lack of vocabulary vis-a-vis context use.

The results deduced from Table 4.23 show that (92%) of our study population agrees on the fact that the meaning of unfamiliar words can be deduced from its contextual meaning. As opposed to 8% of the population who decline using context as a getaway or a strategy to sort out the meaning of unknown words.

To this question, learners’ agreeable responses reveal that this particular strategy is close in use to their strategy repertoire. Meaning, they are familiar with some strategies, and this happens to be the first that they seem to extensively use. Relying on context is the first strategy that seems to be apparent in name, and use to the learners.

**Q12. If “No”, please, explain why:**

No one answered this question

**Q13. When I do not fully get or digest the meaning of a word, I highlight it in a certain way to remember it or check it later on.**

**-Yes**

**-No**

Options	N	%
Yes	82	85
No	14	15
Total	96	100

**Table 4.24: When I cannot understand the meaning of a word  
I highlight it to check it later**

The aim behind this question is to attest for the level of defensiveness of learners against hardships vis-à-vis the difficulties faced in the language.

Drawing from the results shown in Table 4.24, 85% of the learners agree with the statement (82 from N= 96), as for the other proportion which is (15%) the learners here seem to be against the statement.

What can be deduced from these results is that learners attempt to reflect on their ways of learning by highlighting unfamiliar words in order to refer to them later on. And at the same time, a considerable group of learners avoid these break-ups and jump over, by disregarding that the word was even encountered.

What we can infer from the analysis of this question is that most learners reflected positively on the statement as they make some effort to highlight and come back to unfamiliar or misunderstood words. These words are beyond inference from the context available; and that is how they express the none-resistance to dealing with such difficulties with vocabulary as such.

**Q14. If “No”, explain, why.**

No one answered this question

**Q15. I always keep a dictionary nearby to check up words.**

**-Yes**

**-No**

Options	N	%
Yes	94	98
No	02	02
Total	96	100

**Table 4.25: I always keep a dictionary nearby to check up words**

The aim behind this question is to check out if learners carry around with them a dictionary especially monolingual dictionary to use continuously in their learning process.

Table 4.25 shows that four respondents answered negatively to the question thus representing 2% of the population. Whereas 98% responded that they do carry a dictionary around with them. The results show that learners are equipped with a tool to help them redeem a fallback in comprehension but it does not mean that it is used.

The results found in this question are the same found in Table 4.24; because learners cover their inadequacies by using the dictionary as a technique to learn/retain a new vocabulary.

As indicated above, the results for this category were mixed. Some strategies are metacognitively or cognitively present within the learners but they are not consistent with the array of use and transferability. Nevertheless, it is inferred that the learners are in a need to be taught the ‘how’ of the strategy rather than the ‘what’.

**Q16. If “No”, please, explain why**

No one answered this question

**Section four: Vocabulary Learning Strategies for Word Classification**

**Q17. I recognize the meaning of a word through roots and affixations.**

**-Yes**

**-No**



Options	N	%
Yes	56	58
No	40	42
Total	96	100

**Table 4.26: Recognize Meaning of a Word Through Roots and Affixations.**

It is extremely important to report on learners' viewpoints concerning the one-to-one mapping of the inference of meaning through syllabication. To serve this purpose, this question was asked.

Reporting on the results drawn from Table 4.26, 58% of our sample learners agreed with the statement, whereas the other 42% (20 from N= 96) did not.

Here the results expressed are close in percentage which raises the question of why is it so. The obtained results may uncover the discrepancy in opinions make us question that if the learners are methodical to self-learning then this spree of random answers must reflect that learners lack practice, guidance and coed instruction on what, how, and when to use certain approaches to certain pitfalls faced with the language in itself, as well as self-development in English as such.

**Q18. If “No”, explain, why:**

No one answered this question

**Q19. When I am confused about a word, I analyze its parts of speech (in terms of grammar).**

**-Yes**

**-No**

Options	N	%
Yes	20	21
No	76	79
Total	96	100

**Table 4.27: When I am confused about a word, I analyze its parts of speech**

This question was asked to seek out learners' view on whether the use of certain stratagem actually takes them to grasp and deduce meanings of words 'competently'. In other words, in order to see if learners would eventually seek this strategy on their own to indicate meanings on their own 'autonomy'.

Most learners deny the fact that they would dig out this particular strategy from their own imbedded repertoire and this represents 79% of the population. As opposed to 21% of our sample study who do refer to inflections to discover the meanings (Table 4.27).

As indicated clearly in the above outlined results, there is also this clear-cut discrepancy of viewpoints. These results are the clear consequence of the previous ones; these indicate that learners are not aware of their own strategies of learning and also are unaware of how to deploy another instead; moving from strategy A to B and thing about C are options rather distant to the learners' minds and can only be explained to lack of knowledge and practice.

**Q20.If "No", explain, why.**

No one answered this question.

#### **Section five: Vocabulary Learning Strategies for Imagery**

**Q21. I study a word (or memorize it) through drawing a picture rather than definition, for example "ladder".**

**-Yes**

**-No**

Options	N	%
Yes	20	21
No	76	79
Total	48	100

**Table 4.28: I study a word through drawing a picture rather than a definition**

It is important to report on the picturing visual aids where they are not available. In other words, what is the focus and the mapping, linking and anchoring the newly encountered words with familiar grounds that is most emphasized on in the learners' perception.

As it is shown in Table 4.28, the percentages reported 79% are against the statement whereas the rest is for it. This indicates that mostly learners are unfamiliar with this technique. These results are in line with the findings some of the previous questions to unveil the arsenal of learners' strategies. Learners are believed to deploy some improvisation in fetching new stratagem and to overcome the language learning difficulties.

Using imagery sometimes proves useful and serves as a powerful tool to carve words into minds. For example, learning anatomy barely holds on through descriptions, unless seen and learnt using visual aids. This way, not only doctors would learn about the anatomy but also enables other learners in other fields to use this stratagem as a learning technique.

**Q22. If "No", explain, why.**

No one answered this question

**Q23. I pay attention to the unfamiliar word and try to link it to an image or a form that resembles it (peculiar/ particular)**

**-Yes**

**-No**

Options	N	%
Yes	42	44
No	54	56
Total	96	100

**Table 4.29: I pay attention to the unfamiliar word link**

**it to an image that resembles it (for example: peculiar/particular)**

It is central to reflect upon the variety of ways and maneuvering taken, from the viewpoints of learners to put our assumptions to light. The aim here is to affirm what was dealt with in the previous questions; if learners use imagery at all.

A close difference appears in reporting learners' answers; as 44% do pay attention to how a word is written and the others do not (See Table 4.29).

These results confirm all of the above questions and consequently results. Though our findings may be challenged by a mere doubt about that if learners have those strategies embedded within their metacognition but yet are unaware of their application, or they do not know them at all. Here learners are found incompetent in using their visual arsenal to learn or overcome learning difficulties.

**Q24. If "No", explain, why.**

No one answered this question.

**Section Six: Memorization**

**Q25. In my mind, I organize a paraphrase to what I have read, seen or heard (from my surroundings or media) to get an idea of the word in order to remember it.**

**-Yes**

**-No**

Options	N	%
Yes	14	15
No	82	85
Total	96	100

**Table 4.30: In my mind, I organize what I read, saw or heard to get an idea of the word to remember it**

The aim behind this question is to seek out whether learners seek to provide themselves with the original context where they encountered the word and build up on the same context to internalize that particular word before stretching it to other new situations.

The results obtained from Table 4.30, show that seven learners (from N= 96) ticked ‘yes’ representing only 15% of the population, whereas the remaining 85% answered ‘no’.

The results obtained are similar to those found in Table 4.29. In the sense of what we can deduce is that since –according to learners- attempt to draw a picture for the words and at the same time they try to contextualize the newly encountered words, it only means that they do not use both strategies hand in hand to overcome that rupture in getting the meaning or internalizing it.

**Q26. If “No”, explain, why:**

No one answered this question.

**Q27. After checking the words up, I write them down on my vocabulary notebook.**

-Yes

-No

Options	N	%
Yes	30	31
No	66	69
Total	96	100

**Table 4.31: After checking the words up**

**I write them down on my vocabulary notebook.**

The aim behind this question is to sort out whether or not learners make some follow up tasks for retention. That is, learners are required in a way to rehearse what was recently learned in order to imprint into long term memory.

From the results deduced from Table 4.31, 30 respondents ticked ‘yes’ they do write the words down for the purpose of retention thus representing 31%. As opposed to 69% who do not copy down their checked up words. This affirms that learners make minimum efforts to send the new input into long term memory.

The analysis of this question revealed that there are a considerable proportion of learners who see little use in the rewriting of the new word. This shows that learners are less informed of what purpose the latter is made for and hardly perceive a use in it. This may be attributed to the fact that teachers scarcely instruct learners to refer to it as a strategy.

**Q28. If “No”, explain, why**

No one answered this question.

**Q29. I seek practicing the newly learned words by verbal or written repetition to memorize them.**

**-Yes**

**-No**

Options	N	%
Yes	56	58
No	40	42
Total	96	100

**Table 4.32: I seek practicing the newly learned words by verbal or written repetition to memorize them**

For this question, the aim was to report on learners’ maneuvers vis-à-vis retaining a new word.

Concerning this question, 58% of our learners ticked ‘yes’ -56 respondents-, whereas, 42% ticked ‘no’ (See Table 4.32).

The results to this question come in contradiction to those of Table 4.32. Learners then answered they do not write words/definitions down on their notebooks. But here, we find them rehearsing the newly learned words either verbally or in writing. Yet again, lack of explicit instruction leads to such inconsistencies. Learners are found aware of the strategy but fail to know ‘how’, ‘when’ and ‘where’ to apply it.

**Q30. If “No”, explain, why.**

No one answered this question.

**Q31. I seek practicing the newly retained words through repeating verbally or in writing sets of idioms and collocations.**

**-Yes**

**-No**

Options	N	%
Yes	28	29
No	68	71
Total	96	100

**Table 4.33: I seek practicing the new words through repeating verbally/writing idioms/collocations**

This question seeks out covering a facet of the factors that may hook learners' attention. Here, it is focused on daily life situations. Similarly, from Table 4.33 learners responded very much in the same way. Where 29% answered 'yes' as opposed to 'no' representing 71%.

**Q32. If "No", explain, why:**

No one answered this question

### **Section Seven: Avoidance and Evaluation**

**Q.33. I always skip words I don't know, and don't check them up later.**

**-Yes**

**-No**

Options	N	%
Yes	18	19
No	78	81
Total	96	100

**Table 4.34: I always skip words I don't know, and don't check them up later**

This question was meant to uncover that learners deploy their avoidance strategy once faced with a difficult item. These strategies set back learners to being less indicative and get them to avoid deploying their analytic thinking in guessing the meaning of the words.

The answers expressed in Table 4.34 demonstrate that the majority 81% of the respondents- answered they don't avoid unfamiliar words. Here, it is an indication that learners might be referring to the dictionary, for example. And 19% of the population thinks otherwise. These results affirm the previous ones, in the sense that learners have a certain level of defensiveness as well as avoidance to the difficulties encountered.

**Q34. If “No”, explain, why.**

No one answered this question.

**Q35. I overview my vocabulary tank by trying to replace one word instead of another one in different situations or contexts for the purpose of testing myself.**

-Yes

-No

Options	N	%
Yes	20	21
No	76	79
Total	96	100

**Table 4.35: I overview my vocabulary tank by trying to replace one word instead of another**

The aim of this question is to investigate the willingness of learners to strategize in their vocabulary learning by one-to-one mapping and replacement of one word instead of another. It attests for their readiness to their learning in their own hands without being instructed so.

As it is drawn from Table 4.35, the majority of learners responded negatively representing 79%. The other proportion answered 'yes' representing 21%.



The answers reflected put forward only one plausible suggestion; and that is learners are roughly satisfied with what they already have in their repertoire and do not attempt to rehearse or exhibit new words instead of the old ones. This can be justified in two ways; either that they reached self-satisfaction or are insecure of trying out a more complicated vocabulary items due to lack of strategy transfer and language inhibition.

This set clearly demonstrates a strong relation with the previous ones. Here, not only learners fail to rehearse but also they deprive themselves from authentic contextualization of words.

**Q36. If “No”, explain, why.**

No one answered this question.

**Q37. I always test my vocabulary repertoire.**

-Yes

-No

Options	N	%
Yes	56	58
No	40	42
Total	96	100

**Table 4.36: I always test my vocabulary repertoire**

What was meant from this question is to investigate learners’ attitudes towards monitoring their own learning. It is important to ask this question because it is directly linked to the principles of cognitive and metacognitive strategy instruction. In the sense of, investigating if learners attempt autonomy and self-reliance.

As seen in Table (4.36), 20 respondents do not feel the need to test their own vocabulary tank; these represent the proportion of 42%. As the other proportion 58% - representing 28 respondents answered ‘yes’.

The results yielded from this question refute results from Table 4.36. In the sense, learners cannot attest for their improvement in learning and do not monitor their progress if they do not attempt to do so in the first place.

**Q38. If “No”, explain, why.**

No one answered this question.

**Q39. I always evaluate my progress in learning vocabulary.**

**-Yes**

**-No**

Options	N	%
Yes	40	42
No	56	58
Total	96	100

**Table 4.37: I always evaluate my progress in learning vocabulary**

This question sets out to investigate learners’ perceptions of their own approach to self-evaluation; in vocabulary or strategies attached to it.

To this question, the results drawn from Table 4.37 show an approximation of opinions. The highest percentage is of 58% representing 56 respondents who ‘do not evaluate their learning’. Against 42% of the respondents ‘who do evaluate’. This step is crucial; as it assures that a learner is one step away from becoming autonomous. As it is indicated, our sample study is most probably doomed to reliance.

**Q40. If “No”, explain, why.**

No one answered this question.

### **Section Eight: Further Suggestions**

**Q41. Please, add any further comments or suggestions.**

This question aimed at giving more space to learners to provide more comments and suggestions about vocabulary learning. Unfortunately, our participants did not offer any comments in this section.

### **4.3. Overall Analysis of the Results of the Teachers' and the Students' Questionnaire**

From the analysis of the results of the teachers' and the students' questionnaire, we have uncovered several points for discussion:

Starting with the teachers' questionnaire the first discrepancy can be observed in **Section One; Teachers' Profiles**. We found out that 37% of our participants teach 'oral expression' (Table 4.2) and admit the fact that 'speaking' is the most difficult skill to teach (representing 52%: Table 4.4). These two results align together, however, the inconsistency was found in Table 4.3. Teachers attest that teaching 'grammar' was less difficult than teaching 'vocabulary'. It is surprising that our teachers think that, since 'oral expression' focuses more on fluency rather than accuracy.

The second part of the questionnaire was more focused on VLS. In this section we highlighted some discrepancies. Our teachers (Q8) unanimously agreed on the fact that teachers were not the only source for vocabulary representing 100%. Hence, they admit to the auto-effort learners should invest in to stock maximum vocabulary. Our teachers tag vocabulary learning strategies as 'very important' as seen in Table 4.5. So, they acknowledge the value of these strategies and the vital role they have in effectively speeding up the learning process that is if learners were aware of their existence in the first place. Consequently, learners may find themselves crippled when they are not guided and made familiar with the appropriate tools.

A point was highlighted between Tables 4.6 and 4.7. As shown in Table 4.6, teachers (58%) dedicate some time to teach vocabulary and their procedures are intentional. They rely on maximum exposure to the language (as seen in Table 4.7) for the learners to deduce the meaning of the unfamiliar words. Here, our teachers stress context where learners ought to intelligently portray the approximate and if not the exact meaning. 'Dictionary' was just a side tool to run to when it is too difficult to infer the significance. These results conflict directly with the ones found in Table 4.10. We opted for knowing the first move teachers make once encountered intentionally or accidentally with unknown vocabulary items. Teachers (40%) directly instruct learners to look-up the words on their dictionaries. On the other hand 30% of the teachers encourage learners to decode the meaning through the context. These findings indicate strong lack of organizational and intentional teaching techniques when it comes to vocabulary.

And in Table 4.13, our teachers emphasize many aspects of the word itself that we find very much consistent with their intentional use of the ‘dictionary entries’; as part of speech, form and meaning and pronunciation. This clearly shows that our teachers rely mostly on dictionary when it comes to vocabulary teaching. These results are backed-up with the ones found in table 4.9 where our teachers admit approaching vocabulary teaching in a direct and straight forward method.

The results obtained from Table 4.14 are inconsistent with the ones found in Table 4.5. As seen in Table 4.12 the majority of our sample teachers invalidated their knowledge of vocabulary learning strategies (63%) of the population whereas in table 4.5 they acknowledge their importance. We can only deduce that our teachers utilize vocabulary strategies but ignore that they exist under structured instructions or as a disciplined approach to teach vocabulary.

We discovered consistencies between Tables 4.15 and Q14. Results show that our teachers do not devote time to VLS and do not sequence activities to develop them representing (84%). From (Q14), our teachers (100%) recognize the importance of VLS but they state that they hardly ever design for VLS (Tables 4.15) because of time constraints and they might overlap with the syllabus lined up and hence discard them. VLS are presented at random depending on the present situation and in a non-methodical way.

Alternatively, from the analysis of the students’ questionnaire results, we have revealed a number of points for discussion:

Concerning Table 4.17, learners were found reflecting on themselves as proficient enough in English representing 88% for average level and 6% for good level. Furthermore, learners were found highly interested in the language itself representing 69% (Table 4.18). These results yield one thing which is; learners are highly motivated vis-à-vis learning the language for its widespread on the international level; as spoken and technological innovations and they perceive themselves as having a certain threshold that enables them to deal with the language. This category also yielded (Table 4.19) that learners specifically identify vocabulary as their major hindrance and difficulty in learning the language. Hence, we come to account for the favorable role of teachers as language facilitators since learners are already triggered off.

Concerning the VLS category; its analysis was dealt with under the following points:

✓ Grouping:

From the obtained results, learners fail to group words similar in spelling altogether for better internalization of the words (Table 4.20). We also found that, learners are unsure of ever relating a certain set of words with a certain experience (Table 4.21). This indicates that learners might abundantly disregard a huge number of learning vocabulary opportunities in reading a newspaper article for instance. Yet again, learners are lacking in strategy knowledge and use. Furthermore, the results from Table 4.20 were found in line with those found in Table 4.22; in that, learners barely demonstrate an effort to store words “looking alike” under a certain category. This clearly shows that learners do not even possess this particular strategy lying within their metacognition. Furthermore, we learn that learners learn related vocabulary items as isolated blocks. This shows their schemata and their readiness to lose whatever they have learned (Table 4.22).

✓ Context Use:

What was deduced from this category was altogether following the same line (Tables 4.23, 4.24, 4.25). Here learners exhibit some metacognitive strategies in the sense that once they are faced with an unknown vocabulary item they rely on the context first to attempt and learn it. If they fail doing so, they would highlight that particular item to return and deal with it later on. Last, learners seem to keep “Extra Tools” to assist themselves in learning by referring to a dictionary whenever they fail sorting out the meaning on their own.

✓ Word Classification:

Judging from Tables 4.26 and 4.27 respectively, learners’ answers were in contradiction. In that, learners affirm referring to affixations to assist their understanding of the word but do not analyze the parts of speech as an alternative method. Yet again, lack of knowledge in the ‘what/how’ strategies is dominant.

✓ Imagery:

What was inferred from this category was that learners do not rely on using mental images in order to get acquainted with, learn and internalize a word by drawing a mental image. This clearly shows that learners do not engage in such a course of action to take learning into their own hands (Table 4.28/ Table 4.29).

✓ Memorization:

Concerning this category, it is mixed up in the results yielded. From Tables 4.31, 4.32 and 4.33 respectively; learners do not refer to their notes taken about the unfamiliar words encountered but they seek drilling them to memorize them which raise the question of how is it possible? Moreover, if we consider them making those initiatives, then why would they deprive themselves from learning with authenticity through idioms and collocations? Learners, in this category were found randomly stumbling at the internalization level. No strategies are harvested here.

✓ Avoidance and evaluation

From Table 4.34, learners here are found determined not to ignore unfamiliar words they encounter. Most learners attested against the statement which only could mean that they are probably fetching for some ‘compensation’ strategies to fill in that lacuna. To this category, learners showed a major problem to their learning process. In that, learners revealed that they hardly ever make the effort of trying to replace one word by another –as a form of self-testing- (Table 4.35) and at the same time they attest that they do test their vocabulary repertoire (Table 4.36) and yet again, they do not evaluate their progress in vocabulary learning (Table 4.37). These show that learners hardly make the effort in taking their learning into their own hands and thus becoming lifelong depending ones.

## **Conclusion**

With reference to the gathered results from the teachers’ questionnaire, we conclude that teachers give little weight to vocabulary teaching in their classes. Moreover, they ignore the value of VLS in promoting students’ vocabulary repertoire. Though, they use some VLS but they are unaware of their benefits. Consequently, the teachers do not focus on the use of VLS within their teaching approach. From the obtained results, learners in brief revealed two things. One; they do have some strategies embedded within their metacognition but they do not know how to transfer. And two; they are seriously lacking in ‘what/how’ strategies that will drive them into becoming autonomous. In other words, learners possess some strategies; some of which they are conscious of and unconscious. However, learners demonstrated serious crack between knowing the strategy, applying it and transferring it to new situations. These demonstrate that learners barely create a shot in taking their learning into their own

responsibility and thus becoming autonomous. We conclude that our teachers do not give ample value and time to vocabulary teaching and VLS incorporation. Consequently, students do not have enough knowledge about VLS and are not even conscious about the fact that they can be self-reliant in vocabulary learning through VLS.

## **Chapter Five**

### **The Students' Use of Vocabulary Learning Strategies through Cognitive Strategy Instruction**

#### **Introduction**

#### **5.1. The Pre-test**

##### **5.1.1. Description of the Pre-test**

##### **5.1.2. Analysis and Interpretation of the Results of the Pre-test**

###### **5.1.2.1. The Control Group**

###### **5.1.2.2. The Experimental Group**

#### **5.2. Instruction of Vocabulary Learning Strategies through Cognitive Vocabulary Strategy Instruction**

#### **5.3. The Post-test**

##### **5.3.1. Analysis and Interpretation of the Results of the Post-test**

###### **5.3.1.1. The Control Group**

###### **5.3.1.2. The Experimental Group**

#### **5.4. Overall Analysis of the Results of the Pre-test and the Post-test**

##### **5.4.1. Comparison between the Results of the Pre-test and the Post-test**

##### **5.4.2. Statistical Analysis of the Results**

##### **5.4.3. Answers to the Research Questions**

#### **Conclusion**



## **Introduction**

In this part of the study we endeavor to test the validity of our research hypotheses: ‘If teachers present vocabulary strategies instruction explicitly, this would raise learners’ metacognitive awareness in learning vocabulary and expand their vocabulary repertoire’ and ‘if the explicit approach is applied, learners would manifest considerable improvement in long-term retention for vocabulary items.’ we will observe the contributory relationships between our independent variable (Teaching VLS through CSI) and the dependent variable (participants’ use and awareness of VLS).

We randomly selected two groups (each group consists of 48 students). The only difference in our sample is that the experimental group is the one that received treatment and the control group did not. At the beginning of the year, a pre test was administered to both groups at the same time, then the researcher directed a post test after the treatment sessions. The period between the pre-test and the post-test was devoted to the treatment phase, which lasted for three weeks. During the treatment phase, the students were taught vocabulary learning strategies through mind mapping. The pre-test and the post-test are the same in terms of division, questions, and categories, but only different in context. The reason behind this choice, is to avoid any probability of the students remembering some words from the pre-test; hence, to avoid biased results.

### **5.1. The Pre-test**

#### **5.1.1. Description of the Pre-test**

The pre-test is divided into three parts. **The First Part, Word Definition** consists of two activities. The first one deals with matching words with definitions with relative reference to the context; and the second one, deals with matching the first part of the definition with the rest of the definition with reliance on the context too. This part aims at exploring the learners’ use of contextual clues. **The Second Part, Word Association** consists of three sets of activities. This part aims at setting up a threshold of insight into the learners’ lexis size. The first set of activities – Word families-comprises three activities. They are concerned with sorting out the learners’ capacity of adding up and ruling out items to/from lists. The second and the third set of activities relate to Synonyms, comprises two activities and Antonyms, comprises one activity. This will give us a hint on learners’ lexis store and their ability to

generate words when given and deprived of choices. **The Third Part, Contextual Clues** consists of two activities. They explore whether or not the learners are able to determine what is wrong in sentences –misprints or captions- and their awareness of contextual clues.

### **5.1.2. Analysis and Interpretation of the Results of the Pre-Test**

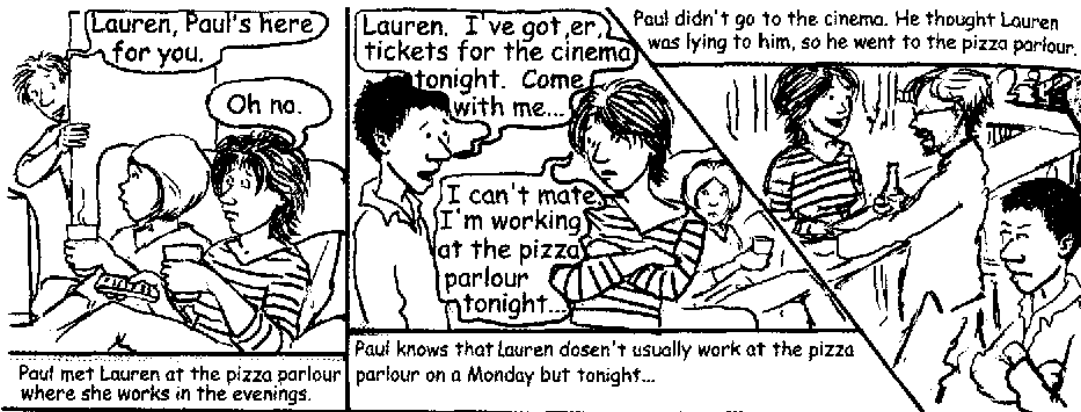
#### **5.1.2.1. The Control Group**

##### **Part One: Word Definition**

##### **Activity One**

Read the following comic story, and then match the words with their appropriate definitions.

\* In this comic story, Lauren, Steve, and Charlene are Australians in their teens, sharing a flat in Melbourne.



1	2	3	4	5	6

1. Mate: right answer (d) “Friend, it is common to Australian English when being friendly”

Mate	N	%
a	0	0
b	0	0
c	08	17
d	40	83
e	0	0
f	0	0
Total	48	100

**Table 5.1: Word Definition Matching-Mate**

As seen from Table 5.1, the majority of the students (83%) gave the right answer (d). They gave the right answer due to their reliance on the context. ‘Mate’ is used to refer to the person spoken to or faced. One of the choices provided was ‘friend’ with relation to the BD; learners were expected to make such connection. As opposed to the minority who matched with (c), they might have related “mate’ with ‘made’ like ‘Made in China’. Giving the fact that option (c) holds the notion of ‘shops’, then ‘made’ was closer to their associations.

2. Intense: right answer (f) “Too serious”

Intense	N	%
a	0	0
b	0	0
c	0	0
d	10	21
e	0	0
f	38	79
Total	48	100

**Table 5.2 Word Definition Matching-Intense**

Table 5.2, shows that 79% of the students gave the right answer. This shows that they have embedded the meaning of ‘intense’ in the context. However, there does not seem to be a logical answer to why 21% of the students ticked “d” (Friend, it is common to Australian English when being friendly).

3. Creep: right answer (e) “Disliking someone a great deal”

Creep	N	%
a	0	0
b	18	37
c	0	0
d	30	63
e	0	0
f	0	0
Total	48	100

**Table 5.3: Word Definition Matching-Creep**

Referring to Table 5.3, the third item provided was ‘Creep’. None of our sample population matched ‘Creep’ with the right definition. The other 37% of our learners matched it with (b) ‘show more of an emotion than necessary’ and the other 63% related it with (d). The participants who related with (d) ‘friend’ got the hidden meaning of person being referred to by nicknames once people close to each other. This is related to the socio-cultural strategies deployed after a certain exposure with the target language or even the native language.

4. Flat: right answer (a) “A set of rooms for living in, usually on one floor and part of a larger building”

Flat	N	%
a	47	98
b	0	0
c	01	02
d	0	0
e	0	0
f	0	0
Total	48	100

**Table 5.4: Word Definition Matching-Flat**

From Table 5.4, the vast majority of the students (98%) related to the correct answer (a) ‘a set of rooms for living in’. Hence, this proportion represents 47 participants out of N=48. Flat’ exists in the BD as ‘back at the flat’ which shows that it was a place. Hence, logically it is the only possible match available. On the other hand, there does not seem any rational explanation why one students chose c ‘Used with some types of shops which provide a service rather than a selling’.

5. Over-reacted: right answer (b) “Show more of an emotion than is necessary or appropriate”

Over-reacted	N	%
a	0	0
b	12	25
c	0	0
d	0	0
e	36	75
f	0	0
Total	48	100

**Table 5.5: Word Definition Matching-Over reacted**

From Table 5.5, we can see that only 25% of the students related to the correct answer (b) reflecting 75% related to (e) ‘disliking someone a great deal’. The learners could

have been misled with choice (e) due to the word ‘disliking’ which they directly linked it with ‘over’ as an abnormal reaction towards a situation.

6. Parlour: right answer (c) “Used with some types of shops which provide a service rather than a selling”

Parlour	N	%
a	02	04
b	0	0
c	46	96
d	0	0
e	0	0
f	0	0
Total	48	100

**Table 5.6 Word Definition Matching-Parlour**

From Table 5.6, we can see that 96% of the students’ related to the righteous answer which is (c) ‘a type of shop’ Our learners related to the correct answer because they checked with the BD, and the word existed as ‘Pizza Parlour’ i.e. a shop for ‘pizza’. Here learners were found strategizing with contextual clues.

## Activity Two

Read the cartoons and choose the correct sentence completion.

- 2.1. Teenage Monster is a cartoon about a green monster who shares a flat with three girls.



- 2.1.1. In the cartoon, a job is:

a. a career like teacher or lawyer.

b. something to do to help out in the house.

2.1.2. In the cartoon, hovering is:

a. cleaning the carpets with a Hoover.

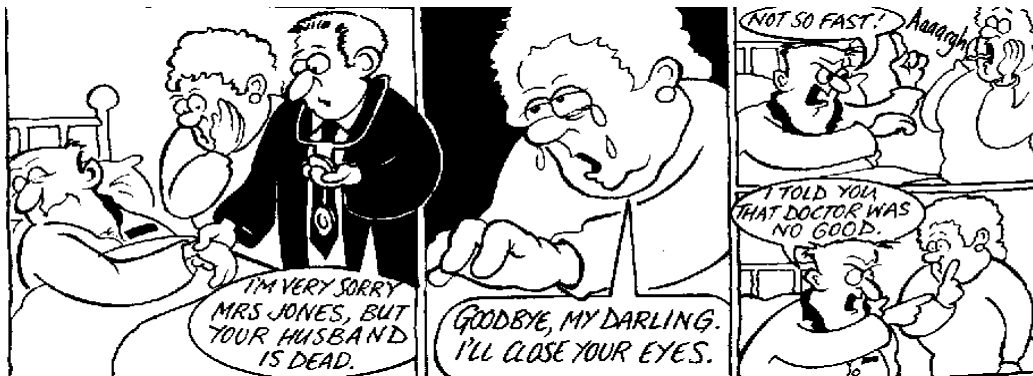
b. cleaning the windows with a Hoover.

2.1.3. In the cartoon, the joke is that:

a. the monster wants to help by making a mess

b. the girls want to clean and the monster want to make everything dirty.

2.2. County Doctor is a cartoon about a doctor who gets everything wrong.



2.2.1. In the cartoon, 'I'm very sorry' means:

a. the doctor made a mistake.

b. the doctor is unhappy.

2.2.2. In the cartoon, Mrs. Jones says goodbye because:

a. she thinks her husband is dead.

b. she wants to close his eyes.



2.2.3. In the cartoon, the joke is that Mr. Jones:

a. is not dead and the doctor said he was.	b. is dead and the doctor said he wasn't.
--	---

2.1. Teanage Monster is a cartoon about a green monster who shares a flat with three girls.

2.1.1. In the cartoon a job is: right answer (a) “a career like teacher or lawyer”

Job	N	%
a	04	08
b	44	92
Total	48	100

**Table 5.7: Word Definition: Job**

As we can notice in Table 5.7, 92% of our sample population ticked the correct answer. This can be explained as learners defined key words from the context provided. In the “Job” learners circled (b) as “something to do to help out in the house’ because the ‘flat’ was deployed.

2.1.2. In the cartoon, hovering is (a) “cleaning the carpets with a hover”

Hovering	N	%
a	35	73
b	13	27
Total	48	100

**Table 5.8: Word Definition: Hovering**

As for the word “Hovering”; 73% of our population circled the right answer, opposing to 27% who circled the wrong answer. In ‘Hoovering’ learners chose (a) as “cleaning the carpet with a hoover” because the word ‘stairs’ was used, hence excluding choice (a) that had ‘windows in it’. An explanation might be given to the learners who chose b “cleaning the windows with a hover” is that they did not understand the terms “carpet” and “hover”.

2.1.3. In the cartoon, the joke is (a) “The monster wants to help b y making a mess”

The Joke in the Flat	N	%
a	47	98
b	01	02
Total	48	100

**Table 5.9: Word Definition: The Joke in the Flat**

In the final question; learners were required to deduce the joke out of the BD. Again, learners chose the correct answer. Almost all of our sample population ticked the correct answer; representing 98% opposing to 2% who got it wrong. In “The Joke” again learners got it right (a) because the “Monster” used the expression “so you have” to refer to that moment and thus excluding the other choice. The one student who chose “b” might have not understood the joke.

2.2. County Doctor is a cartoon about a doctor who gets everything wrong.

2.2.1. In the cartoon “I’m very sorry” means (b) “she thinks her husband is dead”

All the students ticked the expression “I’m Sorry” right representing 100%. Learners related the word “sorry” with the state of mind of being ‘unhappy’ because in their mental associations and common applications of the use of the word “sorry” is with the description of ‘sadness’ more than it is with ‘regret’.

2.2.2. In the cartoon, Mrs. Jones says goodbye because (a) “She thinks her husband is dead”

As in the expression “Good Bye” all learners circled the correct answer representing 100%. In “goodbye” learners chose the correct answer once they related it to the immediate existing context and the expression “I’ll close your eyes”.

2.2.3. In the cartoon, the joke is that Mr. Jones is (a) “is not dead, and the doctor said he was”

Concerning the “Joke” to be deduced from the BD, all learners circled the correct answer representing 100%. The last question put forward was to reveal the joke embedded within the BD. Learners got it right due to the expression ‘no good’ to indicate that the doctor misdiagnosed the patient.

## Part two: Word Associations

### Activity1: Word Families

1.1. Which words can go with weather? Cross out the ones that do not.

Wet	High	Big	Dry	Warm	Happy	Cool	Rainy	Dark
-----	------	-----	-----	------	-------	------	-------	------

Wet	N	%
Cross out	12	25
Do not cross out	36	75
Total	48	100

**Table 5.10: Word Families: Wet**

As noticed from Table 5.10, learners reported on the word “wet” as relating to weather representing 75%.

Learners reported unanimously on the word ‘high’ as totally irrelevant representing 100% as seen

For the word “Big”, all learners representing 100% did not cross out’, which means that “Big” does not go with weather

Dry	N	%
Cross out	22	46
Do not cross out	26	54
Total	48	100

**Table 5.11: Word Families: Dry**

As for the word ‘dry’ learners responded in a more unbalanced way. 46% indicated ‘dry’ a word associated with ‘weather’ and the other 54% did not.

Warm	N	%
Cross out	10	21
Do not cross out	38	79
Total	48	100

**Table 5.12: Word Families: Warm**

Most learners did not cross out the word “warm” representing 79% as opposed to 21% who did.

Learners reported unanimously on the word ‘happy’ as totally irrelevant representing 100%.

Cool	N	%
Cross out	01	02
Do not cross out	47	48
Total	48	100

**Table 5.13: Word Families: Cool**

98% of the learners did not cross out the word ‘Cool’ as opposed to 2% who did.

Rainy	N	%
Cross out	10	21
Do not cross out	38	79
Total	48	100

**Table 5.14: Word Families: Rainy**

From table 5.14, learners reflected rather positively on the word ‘rainy’ representing 79%.

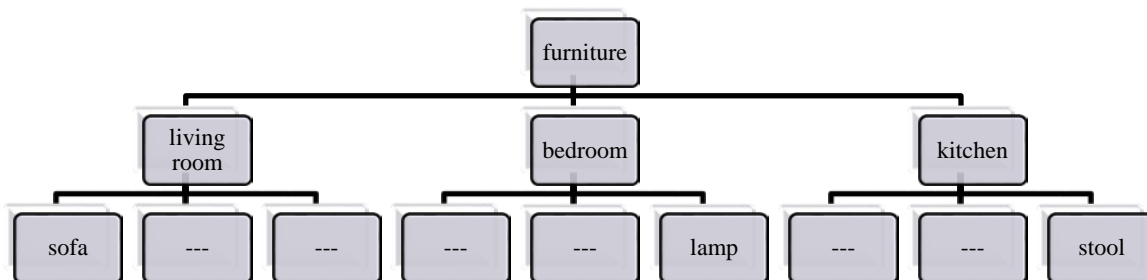
Dark	N	%
Cross out	44	92
Do not cross out	04	08
Total	48	100

**Table 5.15: Word Families: Dark**

As for ‘Dark’; learners reported that this particular word belongs to the description of weather, representing 92% whereas the others did not agree on it (08%).

In this activity, we registered some mixed answers. The only explanation that matches the mixed gathered results is that learners lack of vocabulary register when deprived of an illustrated context especially when asked about an abstract concept rarely deployed. That is to say, if learners were required to pick out the same set of vocabulary related to weather from a text or a BD, the results would be different.

1.2. Complete the following diagram



Living Room	N	%
Relevant	37	77
Irrelevant	11	23
Total	48	100

**Table 5.16: Word Families: Living room**

As for the ‘living room’ the majority of our sample population provided correct and relevant words representing 77%.

The deduced results for the word “bedroom” were highly positive. 100% of the learners provided relevant answers concerning ‘Bedroom’.

Learners got perfect scores in providing related vocabulary items for the kitchen representing 100%. We can deduce from this set of questions that; if learners are restricted to tangible items for everyday use or knowledge they exhibit a certain mastery of vocabulary items.

1.3. Underline the words on the right which are associated with or are part of the word on the left. See example 1.

1. Tree	Brim, <u>trunk</u> , car, <u>climb</u> , cabbage.
2. House	Laugh, attic, forest, tongue, brick.
3. Football	Mole, corner, umpire, hornet, penalty.
4. Wedding	Bride, storm, confetti, soap, blink.
5. War	Fight, cream, tank, apple, sincere.
6. School	Brown, examination, dinner, offer, lesson.
7. Sleep	Calm, nightmare, sheet, tongue, cushion.
8. Shoe	Snore, lace, heel, sit, height.
9. Book	Leaf, side, title, sheet, paperback.
10. Face	Heel, grin, writing, cheeks, ankle.
11. Telephone	Switch, lure, dial, ramble, receiver.
12. Office	Typewriter, lose, rabbit, file, perm.

House	N	%
Correct	19	40
Incorrect	29	60
Total	48	100

**Table 5.17: Word Families: House**

As it can be seen in table 5.17, for the word ‘House’ learners reported negatively representing 60%.

Learners reflected on ‘Football’ positively representing 100% .

Wedding	N	%
Correct	27	56
Incorrect	21	44
Total	48	100

**Table 5.18: Word Families: Wedding**

Learners reported correctly on the word ‘Wedding’ representing 56% as opposed to 44%.

War	N	%
Correct	46	96
Incorrect	02	04
Total	48	100

**Table 5.19: Word Families: War**

As seen from table 5.19, almost all learners reported correctly on the word ‘War’ representing 96%.

All learners reflected positively on the word ‘school’ positively representing 100%.

Sleep	N	%
Correct	15	31
Incorrect	33	69
Total	48	100

**Table 5.20: Word Families: Sleep**

As for the word ‘Sleep’ learners reported negatively representing 69% as it is shown in table 5.27.

Shoe	N	%
Correct	13	27
Incorrect	35	73
Total	48	100

**Table 5.21: Word Families: Shoe**

For the word ‘Shoe’ learners provided incorrect answers representing 73% as it is shown in table 5.28.

book	N	%
Correct	19	40
Incorrect	29	60
Total	48	100

**Table 5.22: Word Families: Book**

From table 5.22, learners reported negatively on the word ‘Book’ representing 60%.

face	N	%
Correct	21	44
Incorrect	27	56
Total	48	100

**Table 5.23: Word Families: Face**

Learners provided wrong answers for the word ‘face’ representing 56% as opposed to 44% (See Table 5.23).

Telephone	N	%
Correct	10	21
Incorrect	38	79
Total	48	100

**Table 5.24: Word Families: Telephone**

Most learners reported negatively on the word ‘Telephone’ representing 79% (see Table 5.24).

Office	N	%
Correct	37	77
Incorrect	11	23
Total	48	100

**Table 5.25: Word Families: Office**

Learners reflected positively on the word ‘Office’ representing 77% as it is shown in Table 5.25.

‘Football and School’ are the words most frequently used. In other words, ‘football’ is the center of people interests in playoff seasons and ‘school’ is the place learners still go to and live in. So, the two words are closer for daily use than any other words of the list. ‘War and office’ being the words to start up a debate over the quality of news or a future job also ranked high in correctness. Yet again, words close for daily use or encounter are memorized and practiced. As for ‘wedding’ the words provided in the lists are far from daily use or encounter, yet learners somehow reflected positively on it. This might be due to the fact that it is a social aspect and it is highly selected for little chit chats.



Surprisingly, ‘telephone’ fell into incorrectness category though it is highly used nowadays. The justification for this result is laid out to the fact that most of our population’s phones are smart ones and the options provided in the list are discarded or never used. That could be the key element for our population to trip on this one. As for “Shoe, sleep, house and face’, these are words rarely developed in details or elicited in a general talk environment.

**Activity Two: Synonyms**

2.1. Fill in the following sentences with the right answer.

2.1.1. When nothing is in the room, you can say that the room is ----- (untidy/ vacant).

2.2.2. When you want a small bit of something, you want ----- (wages/ a piece).

2.2.3. You may laugh when something is ----- (wrong/ funny).

2.2.4. You usually get this when you send someone a letter; ----- (a fantasy/ a response).

2.2.5. Someone who helps you learn something new is ----- (an instructor/ a visitor).

2.2.6. When you imagine something that is not really true, it is ----- (an answer/ a daydream).

2.2.7. You pay money when you ----- (purchase/ answer).

2.2.8. When your bedroom has cloths and toys and books all over the place and not in the proper place, then your room looks ----- (wrong/ untidy).

Untidy/Vacant	N	%
Correct	30	63
Incorrect	18	37
Total	48	100

**Table 5.26: Synonyms: Untidy/Vacant**

From table 5.26, we notice that learners responded correctly to the pair ‘Untidy/Vacant’ representing 63% as opposed to 37%.

All learners reflected positively to this pair ‘Wages/A piece’ representing 100%.

Wrong/Funny	N	%
Correct	45	94
Incorrect	03	06
Total	48	100

**Table 5.27: Synonyms: Wrong/Funny**

From table 5.27, we notice that almost all learners responded correctly to the pair ‘Wrong/Funny’ representing 94%.

Once again all learners reflected positively to this pair too ‘An Instructor/A visitor’ representing 100%.

Concerning this pair also ‘An answer/a daydream’, learners provided perfect scores representing 100%.

Purchase/Answer	N	%
Correct	44	92
Incorrect	04	08
Total	48	100

**Table 5.28: Synonyms: Purchase/Answer**

From table 5.28, we notice that almost all learners responded correctly to the pair ‘Purchase/Answer’ representing 92%.

Wrong/Untidy	N	%
Correct	36	75
Incorrect	12	25
Total	48	100

**Table 5.29: Synonyms: Wrong/Untidy**

As it is shown in table 5.43, learners reflected positively to the pair ‘Wrong/Untidy’ representing 75% as opposed to 25%.

Learners responded highly and positively in this activity. Learners ticked the correct answer once given the context to rely on. The results illustrated in this activity reveal that learners rely on contextual clues to sort out meaning and thus making the right decision. ‘Vacant’ is highly related to ‘nothing’, ‘a piece’ is linked to ‘ a small bit’, funny is tied to

'laugh', a 'response' stems from 'send', 'to learn' is the offspring of 'an instructor', 'unreality' shades in 'daydreams', 'purchase' is an act of 'to pay' and 'untidy' resides in 'chaotic order'.

2.2. Give a synonym for each of the words in brackets in the following sentences.

2.2.1. He was one of the most (good-looking) ----- men she had ever seen.

2.2.2. They were all watching the UFO when it suddenly (disappeared) -----.

2.2.3. He (stumbled) ----- and fell as he was leaving the church

2.2.4. The manuscript is basically good – but there are still parts of it that need to be (changed) -----.

2.2.5. I couldn't (remember) ----- where I had first met her.

2.2.6. You should have done it by now. You've had (sufficient) ----- time.

2.2.7. Alfred Hitchcock's film really (frightened) ----- me; especially the one he made attacking a lot of people.

2.2.8. You must go and see the new 'Monty Python' film- it's (very funny) -----.

2.2.9. Bad weather completely (ruined) ----- the Garden party

Good-looking	N	%
Correct	34	71
Incorrect	14	29
Total	48	100

**Table 5.30: Synonyms: Good-looking**

From Table 5.30, learners reflected positively on the word 'Good Looking' representing 71%.

Disappeared	N	%
Correct	05	10
Incorrect	43	90
Total	48	100

**Table 5.31: Synonyms: Disappeared**

Concerning the word ‘Disappeared’, only 10% of our population provided correct answers as opposed to 90%.

None of the students answered correctly concerning the word ‘Conceited’ representing 100%.

We notice that learners provided perfect scores concerning the word ‘Bought’.

Terrible	N	%
Correct	20	42
Incorrect	28	58
Total	48	100

**Table 5.32: Synonyms: Terrible**

As it is shown in Table 5.32, the learners provided correct answers representing 42%.

Concerning the word ‘stumbled’, we notice that 100% of our students provided wrong answers.

Peculiar	N	%
Correct	12	25
Incorrect	36	75
Total	48	100

**Table 5.33: Synonyms: Peculiar**

Concerning the word ‘Peculiar’, 75% of our population reflected negatively as opposed to 25%.

None of the students provided correct answers for the word ‘changed’ representing 100%.

Likewise, all learners reflected negatively on the word ‘Enthusiastic’ representing 100%.

Remember	N	%
Correct	03	06
Incorrect	45	94
Total	48	100

**Table 5.34: Synonyms: Remember**

As for the word ‘Remember’, 94% of the students reflected negatively.

Sufficient	N	%
Correct	40	83
Incorrect	08	17
Total	48	100

**Table 5.35: Synonyms: Sufficient**

Most learners provided correct answers concerning the word ‘Sufficient’ representing 83%.

Frightened	N	%
Correct	36	75
Incorrect	12	25
Total	48	100

**Table 5.36: Synonyms: Frightened**

The majority of learners reflected positively on the word ‘Frightened’ representing 75% (see Table 5.36).

Very funny	N	%
Correct	11	23
Incorrect	37	77
Total	48	100

**Table 5.37: Synonyms: Very funny**

As it is shown in table 5.37, only 23% of the population provided correct answers as opposed to 77%.

Concerning the word ‘Ruined’, 100% of the students answered incorrectly.

All learners reflected negatively on the word ‘Boasting’ too representing 100%.

Learners reported negatively for most of the questions asked. Learners were required to provide alternative vocabulary item in the gaps left out. The results yielded were not in favor of learners’ end. The results demonstrate and consolidate our initial thoughts. In the sense that learners lack knowledge of vocabulary items and strategize in their own learning processes and compensate for lack of words. This section clearly shows that once learners are deprived of choices to pick out from, they leave the spaces vacant.

### Activity Three: Antonyms

3.1. Fill in the blanks in each of the following sentences with the correct antonyms.

Sad/ cheerful	Allow/ refuse	Notice/ ignore	Kind/ cruel
Straight/ crooked	Past/ future	Part/ whole	Safe/ dangerous

3.1.1. I know I am supposed to be ----- on my birthday, but my pet hamster just died and I was feeling so -----.

3.1.2. I tried to pretend I didn’t ----- the teacher standing there, but then she said ‘hello’ and I couldn’t ----- her.

3.3.3. In my art lesson, I tried to make the road look ----- and narrow, but it came out winding and -----.

3.3.4. My dad did not ----- to buy expensive sports equipment, so I knew he would ----- to loan me the money when I asked.

3.3.5. If the original owner of the dog had been ----- instead of ----- to it, the dog would not be barking and snarling at everyone who tried to pet it.

3.3.6. My teacher says that we can learn from ----- history not to make the same mistakes in the -----.

3.3.7. I only finished ----- of my project last night since it was too late to complete the ----  
---- thing.

3.3.8. The roads were ----- to ride on because of all the rain, so we waited another day just  
to be -----.

Sad/Cheerful	N	%
Correct	46	96
Incorrect	02	04
Total	48	100

**Table 5.38: Antonyms: Sad/Cheerful**

From Table 5.38, most learners provided correct answers representing 96%.

all the learners reflected positively representing 100% on the pair Notice/Ignore.

Straight/Crooked	N	%
Correct	13	27
Incorrect	35	73
Total	48	100

**Table 5.39: Antonyms: Straight/Crooked**

As for 'Straight/Crooked' the majority of our learners provided negative answers.

Allow/Refuse	N	%
Correct	46	96
Incorrect	02	02
Total	48	100

**Table 5.40: Antonyms: Allow/Refuse**

Table 5.40 shows that most learners of our population reflected positively on  
'Allow/Refuse' representing 96%

As for 'Kind/Cruel' the learners provided perfect scores representing 100%

Past/Future	N	%
Correct	46	96
Incorrect	02	04
Total	48	100

**Table 5.41: Antonyms: Past/Future**

The learners provided highly correct answers to the pair ‘Past/Future’ representing 96%.

learners provided perfect score concerning ‘Part/Whole’ representing 100%.

Safe/Dangerous	N	%
Correct	13	27
Incorrect	35	73
Total	48	100

**Table 5.42: Antonyms: Safe/Dangerous**

As for ‘Safe/Dangerous’, learners reported negatively representing 73% as it is shown in table 5.42.

Learners’ responses were highly positive. Learners ought to circle the right answer from proposed choices. What we can learn from these activities is that learners rely a lot on context and they tend to like it when they are given the choice. In the first set; ‘Sad/Cheerful’ relate in context to ‘Death and birthday’ thus these lead to this particular pair and not any other. Then, ‘Notice/Ignore’ are related to ‘the act of pretending and ‘but/I couldn’t’ to guide to this set. After that, ‘Straight/Crooked’ scored low and it can be due to the oddness of the last word of the pair. Then, ‘Allow/Refuse’ when referred to the context was supposed to be easily detected as the notions of ‘dad’ and ‘loan’ do not correlate with allowance to do anything at all. And the same goes for the remaining sets.

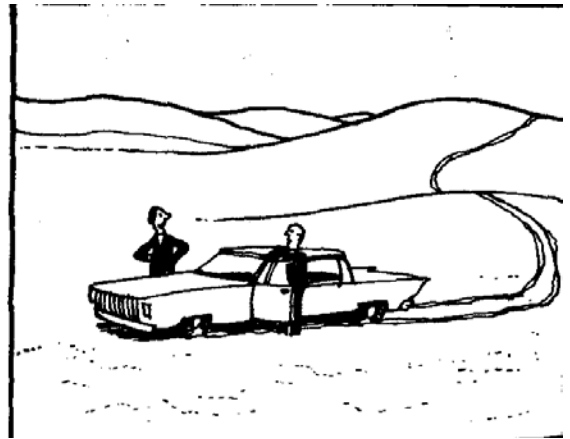
### **Part Three: Contextual Clues**

#### **Activity One: Correct Caption**

**\*[Captions are the words that go with the cartoon].**

1.1. In the following cartoons, the captions have been mixed up, so that each cartoon has been printed with the wrong caption under it. Work out the correct caption for each cartoon





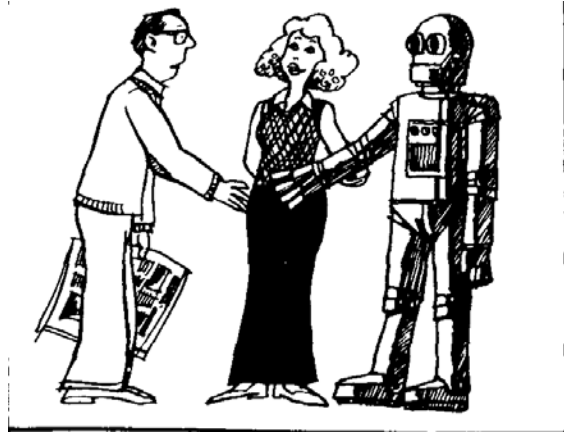
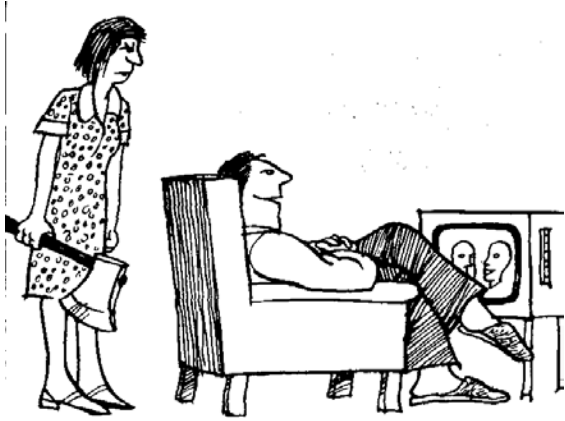
a- Dad, this is Tom, He works with computers.

b- Are you not still angry at me, are you darling?



c- Got a light, please?

d- But, what makes you think you've been watching too much TV. Mrs. Grey?



d- I still say we took a wrong turning somewhere.

e- Arthur's always been a bad loser.

1	2	3	4	5	6

1. Bad-loser: right answer (f) "Arthur's always been a bad loser."

We notice that learners provided perfect scores for the word 'Bad-loser' representing 100%.

2. Lost: right answer (e) "I still say we took a wrong turning somewhere."

Lost	N	%
a	13	27
b	0	0
c	11	23
d	04	08
e	20	42
f	0	0
Total	48	100

**Table 5.43: Contextual Clues: Lost**

As for the word ‘Lost’, 42% of the learners chose the correct answer ‘e’ as opposed to 27% and 23% who wrongly chose ‘a’ and ‘c’ respectively.

3. Lady TV: right answer (d) But, what makes you think you’ve been watching too much TV. Mrs. Grey?

Lady TV	N	%
a	0	0
b	18	38
c	0	0
d	13	27
e	17	35
f	0	0
Total	48	100

**Table 5.44: Contextual Clues: Lady TV**

As it is shown in Table 5.69, only 27% of the population chose the correct answer ‘d’ as opposed to 38% and 35% who chose ‘b’ and ‘e’ respectively.

4. Bomber: right answer (c) Got a light, please?

Bomber	N	%
a	01	02
b	0	0
c	47	98
d	0	0
e	0	0
f	0	0
Total	48	100

**Table 5.45: Contextual Clues: Bomber**

Almost all learners selected the correct answer ‘c’ representing 98%

5. Axe Lady: right answer (b) “Are you not still angry at me, are you darling?”

Axe Lady	N	%
a	0	0
b	12	25
c	0	0
d	0	0
e	36	75
f	0	0
Total	48	100

**Table 5.46 : Contextual Clues: Axe Lady**

As it is seen in Table 5.46 few students opted for the right answer ‘b’ to the word ‘Axe lady’ representing 25% as opposed to 75% who selected the wrong answer ‘e’.

6. Robot friend: right answer (a) “Dad, this is Tom, He works with computers.”

Robot Friend	N	%
a	46	96
b	0	0
c	02	04
d	0	0
e	0	0
f	0	0
Total	48	100

**Table 5.47: Contextual Clues: Robot Friend**

Almost all the population got the right answer ‘a’ for the word ‘Robot Friend’ representing 96%.

From the results, we can deduce that learners were misled in some of the captions. Like in “Axe Lady’ 75% chose (e): I still believe we took a wrong turn somewhere) this can be explained through the caption showing a woman angry at her partner and that she was trying to resolve the situation. Also ‘Lady TV’ the caption created confusion where it can

easily be thought of as the doctor breaking bad news to the patient (the leaning forward action).

### Activity Two: Texts

2.1. In each of the following sentences there exists a “misprint” i.e. a word that is unintentionally written in the wrong way. Find the words and suggest the correction.

- **Note: Use the spaces in brackets.**

2.1.1. A thief went into the changing room at Hastings’ United Football club. Honey was taken from the pockets of five players (Honey/ money).

2.1.2. The final practice for the children’s concert will be hell on Sunday afternoon between 2:00 and 2:30 (...../.....).

2.1.3. Woman wanted to share fat with another (...../.....).

2.1.4. A man was holding a gin as entered the bank (...../.....).

2.1.5. As well as the usual prizes, over 50 swimming certificates were presented. The school choir sank during the evening (...../.....).

2.1.6. Detectives kept a witch on the house for two weeks (...../.....).

2.1.7. All bridesmaids wore red noses (...../.....).

Hell/Held	N	%
Correct	09	19
Incorrect	39	81
Total	48	100

**Table 5.48: Texts: Hell/Held**

From Table 5.48 we notice that only 19% of the students got it right for the pair ‘Hell/Held’ as opposed to 81%.

The learners provided perfect scores concerning the pair ‘Fat/Flat’ representing 100%.

Gin/Gun	N	%
Correct	47	98
Incorrect	01	02
Total	48	100

**Table 5.49: Texts: Gin/Gun**

Most of the learners got the right answer for the pair ‘Gin/Gun’ representing 98% as it is presented in Table 5.49.

Sank/Sang	N	%
Correct	08	17
Incorrect	40	83
Total	48	100

**Table 5.50: Texts: Sank/Sang**

Few learners got the correct answer for ‘Sank/Sang’ representing 17% as opposed to 83% (see table 5.50)

Witch/Watch	N	%
Correct	07	15
Incorrect	41	85
Total	48	100

**Table 5.51: Texts: Witch/Watch**

Only 15% of the learners answered correctly for ‘Witch/Watch’ as opposed to 85%.

Noses/Roses	N	%
Correct	29	60
Incorrect	18	40
Total	48	100

**Table 5.52: Texts: Noses/Roses**

As for ‘Noses/Roses’ 60% of the students answered correctly as it is shown in Table 5.52.

From the previous results of this activity, learners were found hesitant. In the contexts provided, learners ought to depict misprints relying on context and strategizing in

their previous knowledge. 'Hell' was supposed to be detected due to the words 'practice and concert'. The second 'Fat' should be depicted through the word 'share'. The third item 'Gin' should be spotted through the words 'holding and bank'. The fourth item 'Sank' should have been detected through the word 'Choir'. The fifth 'Witch' altered by 'watch' due to 'detectives and house' and the last one 'noses' replaced by 'roses' because of bridesmaids.

**5.1.2.2. The Experimental Group**

**Part One: Word Definitions**

Read the following comic story, and then match the words with their appropriate definitions.\* In this comic story, Lauren, Steve, and Charlene are Australians in their teens, sharing a flat in Melbourne.



<b>1. Mate</b>	<b>a. A set of rooms for living in, usually on one floor and part of a larger building</b>
<b>2. Intense</b>	<b>b. Show more of an emotion than is necessary or appropriate</b>
<b>3. Creep</b>	<b>c. Used with some types of shops which provide a service rather than a selling</b>
<b>4. Flat</b>	<b>d. Friend, it is common to Australian English when being friendly</b>
<b>5. Over-reacted</b>	<b>e. Disliking someone a great deal</b>
<b>6. Parlour</b>	<b>f. Too serious</b>

1	2	3	4	5	6

1. Mate: right answer (d) "Friend, it is common to Australian English when being friendly"



Mate	N	%
a	0	0
b	0	0
c	6	12
d	42	88
e	0	0
f	0	0
g	0	0
Total	48	100

**Table 5.53: Word Definition Matching-Mate**

As seen from Table 5.53, most of the learners from ticked the right answer for the word ‘Mate’ (d) representing 88%. As opposed the others; they matched ‘Mate’ with (c) representing 12%. The majority related to the right answer due to their reliance on the context. ‘Mate’ is used to address the person present. As the other group, amongst the words provided was ‘friend’ in the drawing; learners related to that.

2. Intense: right answer (f) “Too serious”

Intense	N	%
a	0	0
b	0	0
c	0	0
d	0	0
e	12	25
f	36	75
g	0	0
Total	48	100

**Table 5.54: Word Definition Matching-Intense**

From Table 5.54, the percentile of learners ticking the correct answer for ‘Intense’ was 75%. And the others ticked the wrong answer representing 25% matched it with (e). All the learners got the choice (f) which was the correct one because they marked the obvious for

the hidden meaning of ‘possessiveness’ embedded in the context. The other proportion chose ‘e’ (disliking a person a great deal) for which they related to repulsiveness from certain types of people and that is why they thought it adequate for the context.

3. Creep: right answer (e) “Disliking someone a great deal”

Creep	N	%
a	0	0
b	18	37
c	0	0
d	0	0
e	30	63
f	0	0
g	0	0
Total	48	100

**Table 5.55: Word Definition Matching-Creep**

Referring to Table 5.55, the third item provided was ‘Creep’. 63% of the students matched ‘Creep’ with the correct answer (e). The other 37% of our learners matched it with (b) ‘show more of an emotion than necessary’. The students who related with the right answer ‘disliking someone a great deal’ got the hidden meaning of unappreciated person being referred to by nicknames. This is related to the socio-cultural strategies deployed after a certain exposure with the target language. The other share of participants related to (b) ‘showing an excess of an emotion’. They anchored its superficial meaning of vividly reacting to unpleasant people with an intense description.

4. Flat: right answer (a) “A set of rooms for living in, usually on one floor and part of a larger building”

Flat	N	%
a	47	98
b	0	0
c	0	0
d	01	02
e	0	0
f	0	0
Total	48	100

**Table 5.56: Word Definition Matching-Flat**

From the above Table 5.56, the fourth item was ‘Flat’. 98% of the learners related to the correct answer (a) ‘a set of rooms for living in’. Almost all of our participants reflected well on the item because they referred to the original context. ‘Flat’ was used with the expression ‘back at the flat’ which clearly indicates that the word ‘flat’ is a fixed place i.e. to always return to. There does not seem any logical explanation for the student’ choice ticking ‘d’.

5. Over-reacted: right answer (b) “Show more of an emotion than is necessary or appropriate”

Over-reacted	N	%
a	0	0
b	19	40
c	0	0
d	0	0
e	0	0
f	29	60
Total	48	100

**Table 5.57: Word Definition Matching-Over reacted**

“Over-Reacted” was the vocabulary item put forward just before last. From Table 5.57, learners reflected poorly on the choices provided. 40% the learners related to the correct answer (b) reflecting only 19 learners. And the other 60% related to (f) ‘too serious’. Learners could have been misled with choice (f) due to the word ‘too’ which they directly linked it with ‘over’ for the item provided.

6. Parlour: right answer (c) “Used with some types of shops which provide a service rather than a selling”

Parlour	N	%
a	02	04
b	0	0
c	46	96
d	0	0
e	0	0
f	0	0
Total	48	100

**Table 5.58 Word Definition Matching-Parlour**

‘Parlour’ was the last vocabulary item proposed. 96% of the students related to the right answer which is (c) ‘a type of shop’. The remaining 4% ticked (a) ‘a set of rooms for living in’. Our learners related to the correct answer because they checked with the BD, and the word existed as ‘Pizza Parlour’ i.e. a shop for ‘pizza’. Here learners were found strategizing with contextual clues.

### Activity Two

Read the cartoons and choose the correct sentence completion.

- 2.1. Teenage Monster is a cartoon about a green monster who shares a flat with three girls



- 2.1.1. In the cartoon, a job is:

a. a career like teacher or lawyer.

b. something to do to help out in the house.

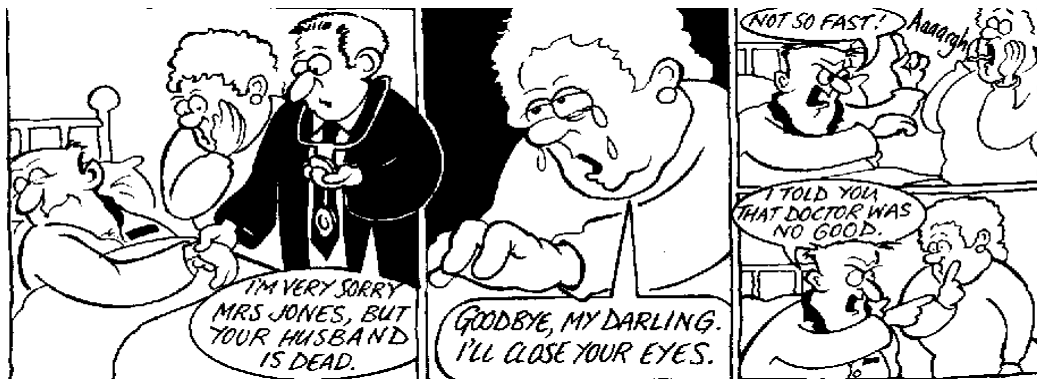
2.1.2. In the cartoon, Hovering is:

a. cleaning the carpets with a Hoover.	b. cleaning the windows with a Hoover.
--	--

2.1.3. In the cartoon, the joke is that:

a. the monster wants to help by making a mess	b. the girls want to clean and the monster want to make everything dirty.
---	---

2.2. County Doctor is a cartoon about a doctor who gets everything wrong.



2.2.1. In the cartoon, 'I'm very sorry' means:

a. the doctor made a mistake.	b. the doctor is unhappy.
-------------------------------	---------------------------

2.2.2. In the cartoon, Mrs. Jones says goodbye because:

a. she thinks her husband is dead.	b. she wants to close his eyes.
------------------------------------	---------------------------------

2.2.3. In the cartoon, the joke is that Mr. Jones:

a. is not dead and the doctor said he was.	b. is dead and the doctor said he wasn't.
--	---

2.1. Teenage Monster is a cartoon about a green monster who shares a flat with three girls.

2.1.1. In the cartoon a job is: right answer (a) “a career like teacher or lawyer”

Job	N	%
a	40	83
b	08	17
Total	48	100

**Table 5.59: Word Definition: Job**

As we can notice in Table 5.59, 83% of the students ticked the correct answer concerning the question related to “The Job”. On the contrary, 8 of sample learners chose the wrong answer. They represented the proportion of 17%.

2.1.2. In the cartoon, hovering is (a) “cleaning the carpets with a hover”

Hovering	N	%
a	32	67
b	16	33
Total	48	100

**Table 5.60: Word Definition: Hovering**

As for the word “Hoovering”; 67% of the students circled the right answer, opposing to 33% who got it wrong.

2.1.3. In the cartoon, the joke is (a) “The monster wants to help b y making a mess”

The Joke in the Flat	N	%
a	46	96
b	02	04
Total	48	100

**Table 5.61: Word Definition: The Joke in the Flat**

In the final question; learners were required to deduce the joke out of the BD. Again, learners chose the correct answer. Most of the learners ticked the correct answer; representing 96% opposing to 4% who got it wrong.

So far, learners' results were found positive and coherent. The reason for these results to exist is that our participants spotted key words from the context provided. In the "Job" learners circled (b) as "something to do to help out in the house" because the 'flat' was deployed. In 'Hoovering' learners chose (a) as "cleaning the carpet with a hoover" because the word 'stairs' was used, hence excluding choice (a) that had 'windows in it'. In "The Joke" again learners got it right (a) because the "Monster" used the expression "so you have" to refer to that moment and thus excluding the other choice.

2.2. County Doctor is a cartoon about a doctor who gets everything wrong.

2.2.1. In the cartoon "I'm very sorry" means (b) "she thinks her husband is dead"

I'm sorry	N	%
a	01	02
b	47	98
Total	48	100

**Table 5.62: Word Definition: I'm sorry**

From Table 5.62, only one participant got the expression "I'm Sorry" wrong representing 2% and the others circled the correct answer, thus representing 98%.

2.2.2. In the cartoon, Mrs. Jones says goodbye because (a) "She thinks her husband is dead"

As in the expression 'Goodbye' to be deduced from the BD, all learners circled the correct answer representing 100%.

2.2.3. In the cartoon, the joke is that Mr. Jones is (a) "is not dead, and the doctor said he was"

All the population opted for 'a' the correct answer representing 100% for the joke to be deduced.

The results were in line of logic. Learners associated the word "sorry" with being 'depressing' and 'unhappy'. In "goodbye" learners chose the correct answer once they related it to the immediate existing context and the expression "I'll close your eyes". The last question put forward was to reveal the joke embedded within the BD. Learners got it right due to the expression 'no good' to indicate that the doctor misdiagnosed the patient.

## Section Two: Word Associations

### Activity One: Word Families

1.1. Which words can go with weather? Cross out the ones that do not.

Wet	High	Big	Dry	Warm	Happy	Cool	Rainy	Dark
-----	------	-----	-----	------	-------	------	-------	------

Wet	N	%
Cross out	17	35
Do not cross out	31	65
Total	48	100

**Table 5.63: Word Families: Wet**

As noticed from Table 5.63, the learners reported on the word “wet” as relating to weather representing 65%.

Learners reported unanimously on the word ‘high’ as totally irrelevant representing 100%.

For the word “Big”, all learners representing 100% did not cross out’. This means that “Big” does not go with weather.

Dry	N	%
Cross out	23	48
Do not cross out	25	52
Total	48	100

**Table 5.64: Word Families: Dry**

As for the word ‘dry’ learners responded in a more unbalanced way. 48% indicated ‘dry’ a word associated with ‘weather’ and the other 52% did not.

Warm	N	%
Cross out	17	35
Do not cross out	31	65
Total	48	100

**Table 5.65: Word Families: Warm**



Most of the learners did not cross out the word “warm” representing 65% as opposed to 35% who did.

The learners reported unanimously on the word ‘happy’ as totally irrelevant representing 100%.

Cool	N	%
Cross out	01	02
Do not cross out	47	48
Total	48	100

**Table 5.66: Word Families: Cool**

98% of the learners did not cross out the word ‘Cool’ as opposed to 2% who did.

Rainy	N	%
Cross out	13	27
Do not cross out	35	73
Total	48	100

**Table 5.67: Word Families: Rainy**

From Table 5.67, learners reflected rather positively on the word ‘rainy’ representing 73%.

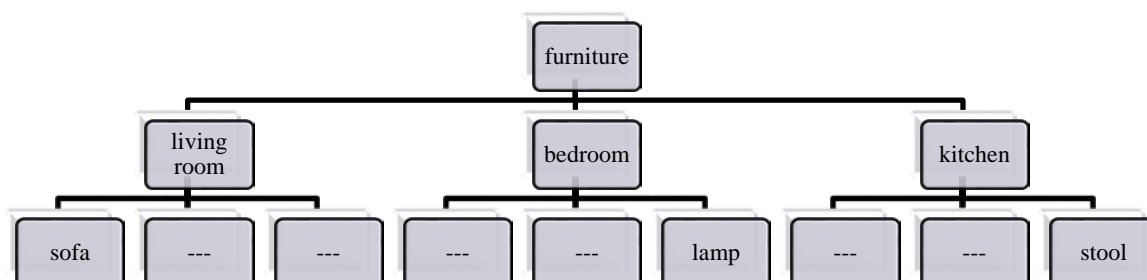
Dark	N	%
Cross out	40	83
Do not cross out	08	17
Total	48	100

**Table 5.68: Word Families: Dark**

As for ‘Dark’; learners reported that this particular word belongs to the description of weather, representing 83% whereas the others did not agree on it (17%).

When learners are deprived of context (examples, sentences, idioms, etc) then, the abstraction of words become difficult to contextualize. This is what we could conclude from this activity.

1.2. Complete the following diagram



Living Room	N	%
Relevant	39	81
Irrelevant	09	19
Total	48	100

**Table 5.69: Word Families: Living room**

As for the ‘living room’ the majority of our sample population provided correct and relevant words representing 81%.

The deduced results for the word ‘Bedroom’ were highly positive. 100% of the learners provided relevant answers concerning ‘Bedroom’.

The Learners got perfect scores in providing related vocabulary items for the kitchen representing 100%.

We can deduce from this set of questions that; when learners are limited to certain items for everyday use or knowledge they show a certain manipulation of vocabulary items.

1.3. Underline the words on the right which are associated with or are part of the word on the left. See example 1.

1- Tree	Brim, <u>trunk</u> , car, <u>climb</u> , cabbage.
2- House	Laugh, attic, forest, tongue, brick.
3- Football	Mole, corner, umpire, hornet, penalty.
4- Wedding	Bride, storm, confetti, soap, blink.
5- War	Fight, cream, tank, apple, sincere.
6- School	Brown, examination, dinner, offer, lesson.
7- Sleep	Calm, nightmare, sheet, tongue, cushion.
8- Shoe	Snore, lace, heel, sit, height.
9- Book	Leaf, side, title, sheet, paperback.
10- Face	Heel, grin, writing, cheeks, ankle.
11- Telephone	Switch, lure, dial, ramble, receiver.
12- Office	Typewriter, lose, rabbit, file, perm.

House	N	%
Correct	17	35
Incorrect	31	65
Total	48	100

**Table 5.70: Word Families: House**

As it can be seen in table 5.70, for the word ‘House’ learners reported negatively representing 65%.

Learners reflected on ‘Football’ positively representing 100%.

Wedding	N	%
Correct	26	54
Incorrect	22	46
Total	48	100

**Table 5.71: Word Families: Wedding**

Learners reported correctly on the word ‘Wedding’ representing 54% as opposed to 46%.

War	N	%
Correct	47	98
Incorrect	01	02
Total	48	100

**Table 5.72: Word Families: War**

As seen from Table 5.72, almost all learners reported correctly on the word ‘War’ representing 98%.

All the learners reflected positively on the word ‘school’ positively representing 100%.

Sleep	N	%
Correct	18	37
Incorrect	30	63
Total	48	100

**Table 5.73: Word Families: Sleep**

As for the word ‘Sleep’ the learners reported negatively representing 63% as it is shown in Table 5.73.

Shoe	N	%
Correct	15	31
Incorrect	33	69
Total	48	100

**Table 5.74: Word Families: Shoe**

For the word ‘Shoe’ the learners provided incorrect answers representing 69% as it is shown in Table 5.74.

book	N	%
Correct	19	40
Incorrect	29	60
Total	48	100

**Table 5.75: Word Families: Book**

From table 5.75, the learners reported negatively on the word ‘Book’ representing 60%.

Face	N	%
Correct	19	40
Incorrect	29	60
Total	48	100

**Table 5.76: Word Families: Face**

The learners reflected negatively on the word ‘face’ representing 60% as it is shown in table 5.76.

Telephone	N	%
Correct	06	12
Incorrect	42	88
Total	48	100

**Table 5.77: Word Families: Telephone**

Most of the learners reported negatively on the word ‘Telephone’ representing 88% (see Table 5.77).

Office	N	%
Correct	30	63
Incorrect	18	37
Total	48	100

**Table 5.78: Word Families: Office**

Learners reflected positively on the word ‘Office’ representing 63% as it is shown in Table 5.78.

‘Football and School’ are the words our participants are familiar with most. In other words, ‘football’ is a leisure pastime activity and ‘school’ is learners’ second home. So, the two words are closer to daily use than any other words from the list. ‘War, Book and office’ came second in rank due to the fact that they are concepts brought up in daily gathering around people.

Surprisingly, learners did not reflect well on the ‘telephone’ section even though it is the device we never leave home without. The justification for this result is laid out to the fact that most of our population’s phones are smart ones and the options provided in the list are discarded or never used. That could be the key element for our population to trip on this one. As for “Shoe, sleep, house, wedding and face’, these are words rarely developed in details or elicited in a casual everyday talk environment.

### Activity Two: Synonyms

2.1. Fill in the following sentences with the right answer.

2.1.1. When nothing is in the room, you can say that the room is ----- (untidy/ vacant).

2.2.2. When you want a small bit of something, you want ----- (wages/ a piece).

2.2.3. You may laugh when something is ----- (wrong/ funny).

2.2.4. You usually get this when you send someone a letter; ----- (a fantasy/ a response).

2.2.5. Someone who helps you learn something new is ----- (an instructor/ a visitor).

2.2.6. When you imagine something that is not really true, it is ----- (an answer/ a daydream).

2.2.7. You pay money when you ----- (purchase/ answer).

2.2.8. When your bedroom has cloths and toys and books all over the place and not in the proper place, then your room looks ----- (wrong/ untidy).

Untidy/Vacant	N	%
Correct	24	50
Incorrect	24	50
Total	48	100

**Table 5.79: Synonyms: Untidy/Vacant**

From Table 5.79, we notice that half of the learners responded correctly to the pair ‘Untidy/Vacant’ representing 50%.

Wages/A piece	N	%
Correct	47	98
Incorrect	01	02
Total	48	100

**Table 5.80: Synonyms: Wages/A piece**

Almost all learners reflected positively to this pair ‘Wages/A piece’ representing 98% (see table 5.80)

Wrong/Funny	N	%
Correct	47	98
Incorrect	01	02
Total	48	100

**Table 5.81: Synonyms: Wrong/Funny**

From table 5.81, we notice that almost all learners responded correctly to the pair ‘Wrong/Funny’ representing 98%.

A fantasy/A response	N	%
Correct	47	98
Incorrect	01	02
Total	48	100

**Table 5.82: Synonyms: A fantasy/A response**

Almost all learners reflected positively to this pair ‘Wrong/Funny’ representing 98% (see Table 5.82).

All learners reflected positively to this pair ‘An Instructor/A visitor’ representing 100%.

An answer/a daydream	N	%
Correct	47	98
Incorrect	01	02
Total	48	100

**Table 5.83: Synonyms: An answer/a daydream**

Concerning this pair also ‘An answer/a daydream’, learners provided perfect scores representing 98%.

Purchase/Answer	N	%
Correct	44	92
Incorrect	04	08
Total	48	100

**Table 5.84: Synonyms: Purchase/Answer**

From Table 5.84, we notice that almost all learners responded correctly to the pair ‘Purchase/Answer’ representing 92%.

Wrong/Untidy	N	%
Correct	29	60
Incorrect	19	40
Total	48	100

**Table 5.85: Synonyms: Wrong/Untidy**

As it is shown in Table 5.85, learners reflected positively to the pair ‘Wrong/Untidy’ representing 60% as opposed to 40%.

The results illustrated in this activity reveal that learners depend on context to form meanings. ‘Vacant’ is highly related to ‘nothing’, ‘a piece’ is linked to ‘a small bit’, funny is tied to ‘laugh’, a ‘response’ stems from ‘send’, ‘to learn’ is the offspring of ‘an instructor’, ‘unreality’ shades in ‘daydreams’, ‘purchase’ is an act of ‘to pay’ and ‘untidy’ resides in ‘chaotic order’.

Learners performed poorly with ‘vacant and untidy’. Learners got ‘untidy’ wrong due to the expression ‘not in the proper place’ it can be clean but not organized. As for ‘vacant’, learners got lost due to ‘nothing is in the room’ it can indicate that the room was cleared out for cleaning purposes.

2.2. Give a synonym for each of the words in brackets in the following sentences.

2.2.1. He was one of the most (good-looking) ----- men she had ever seen.

2.2.2. They were all watching the UFO when it suddenly (disappeared) -----.



2.2.3. He (stumbled) ----- and fell as he was leaving the church

2.2.4. The manuscript is basically good – but there are still parts of it that need to be (changed) -----.

2.2.5. I couldn't (remember) ----- where I had first met her.

2.2.6. You should have done it by now. You've had (sufficient) ----- time.

2.2.7. Alfred Hitchcock's film really (frightened) ----- me; especially the one he made attacking a lot of people.

2.2.8. You must go and see the new 'Monty Python' film- it's (very funny) -----.

2.2.9. Bad weather completely (ruined) ----- the Garden party

Good-looking	N	%
Correct	28	58
Incorrect	20	42
Total	48	100

**Table 5.86: Synonyms: Good-looking**

From table 5.86, the learners reflected positively on the word 'Good Looking' representing 58%.

Disappeared	N	%
Correct	02	04
Incorrect	46	96
Total	48	100

**Table 5.87: Synonyms: Disappeared**

Concerning the word 'Disappeared', only 4% of the learners provided correct answers as opposed to 90%.

None of the students answered correctly concerning the word ‘Conceited’.

Bought	N	%
Correct	47	98
Incorrect	01	02
Total	48	100

**Table 5.88: Synonyms: Bought**

From Table 5.88, we notice that the learners provided correct answers concerning the word ‘Bought’ representing 98%.

Terrible	N	%
Correct	15	31
Incorrect	33	69
Total	48	100

**Table 5.89: Synonyms: Terrible**

31% of learners provided correct answers as opposed to 69 % as it is shown in Table 5.89.

We notice that 100% of the learners provided wrong answers for the word ‘Stumble’.

Peculiar	N	%
Correct	09	19
Incorrect	39	81
Total	48	100

**Table 5.90: Synonyms: Peculiar**

Concerning the word ‘Peculiar’, 81% the learners reflected negatively as opposed to 19%.

No student provided correct answers for the word ‘changed’.

All the learners reflected negatively on the word ‘Enthusiastic’ representing 100%.

As for the word ‘Remember’, no student reflected positively too.

Sufficient	N	%
Correct	40	83
Incorrect	08	17
Total	48	100

**Table 5.91: Synonyms: Sufficient**

Most of the learners provided correct answers concerning the word ‘Sufficient’ representing 83%.

Frightened	N	%
Correct	08	17
Incorrect	40	83
Total	48	100

**Table 5.92: Synonyms: Frightened**

Only 17% of the learners reflected positively on the word ‘Frightened’ representing 17% as opposed to 83% (see Table 5.92).

Very funny	N	%
Correct	08	17
Incorrect	40	83
Total	48	100

**Table 5.93: Synonyms: Very funny**

As it is shown in Table 5.93, only 17% of the students provided correct answers as opposed to 83%.

Concerning the word ‘Ruined’, 100% of the students answered incorrectly.

All the learners reflected negatively on the word ‘Boasting’ representing 100%.

The results consolidate our initial beliefs. If learners are deprived of multiple choices they perform poorly. This activity clearly shows that learners do not strategize to compensate for the pitfalls of lack of vocabulary.

### **Activity Three: Antonyms**

3.1. Fill in the blanks in each of the following sentences with the correct antonyms.

Sad/ cheerful	Allow/ refuse	Notice/ ignore	Kind/ cruel
Straight/ crooked	Past/ future	Part/ whole	Safe/ dangerous

3.1.3. I know I am supposed to be ----- on my birthday, but my pet hamster just died and I was feeling so -----.

3.1.4. I tried to pretend I didn't ----- the teacher standing there, but then she said 'hello' and I couldn't ----- her.

3.3.3. In my art lesson, I tried to make the road look ----- and narrow, but it came out winding and -----.

3.3.4. My dad did not ----- to buy expensive sports equipment, so I knew he would ----- to loan me the money when I asked.

3.3.5. If the original owner of the dog had been ----- instead of ----- to it, the dog would not be barking and snarling at everyone who tried to pet it.

3.3.6. My teacher says that we can learn from ----- history not to make the same mistakes in the -----.

Sad/Cheerful	N	%
Correct	43	90
Incorrect	05	10
Total	48	100

**Table 5.94: Antonyms: Sad/Cheerful**

From Table 5.94, most of the learners provided correct answers representing 90%.

All the learners reflected positively representing 100% concerning the pair (Notice/Ignore).

Straight/Crooked	N	%
Correct	08	17
Incorrect	40	83
Total	48	100

**Table 5.95: Antonyms: Straight/Crooked**

As for ‘Straight/Crooked’ the majority of the learners provided negative answers representing 17%.

Allow/Refuse	N	%
Correct	46	96
Incorrect	02	02
Total	48	100

**Table 5.96: Antonyms: Allow/Refuse**

Table 5.96 shows that most of the learners reflected positively on ‘Allow/Refuse’ representing 96%

As for ‘Kind/Cruel’ the learners provided perfect scores representing 100%.

100% of the learners provided correct answers to the pair ‘Past/Future’.

Part/Whole	N	%
Correct	10	21
Incorrect	38	79
Total	48	100

**Table 5.97: Antonyms: Part/Whole**

From table 5.97, the learners provided correct scores concerning ‘Part/Whole’ representing 21% as opposed to 79%.

As for ‘Safe/Dangerous’, learners reflected positively representing 100%.

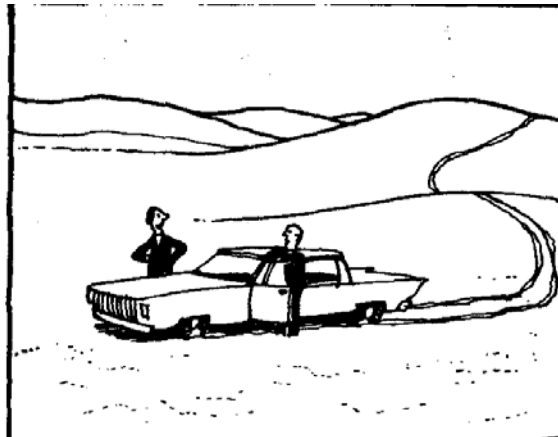
The conclusion that we could reach for this activity is that learners are found more responsive when they are given choices. Yet again, learners lack strategies for compensation.

**Part Three: Contextual Clues**

**Activity One: Correct Caption**

**\*[Captions are the words that go with the cartoon].**

In the following cartoons, the captions have got mixed up, so that each cartoon has been printed with the wrong caption under it. Work out the correct caption for each cartoon.



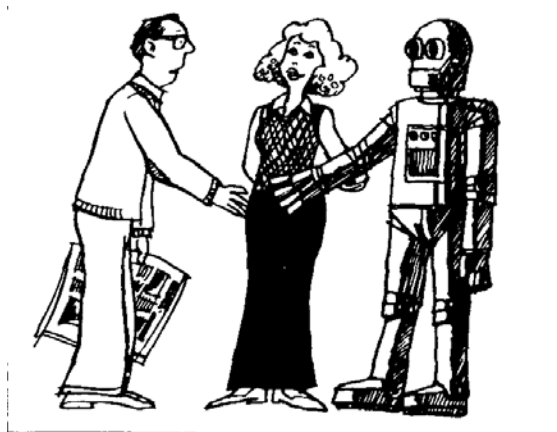
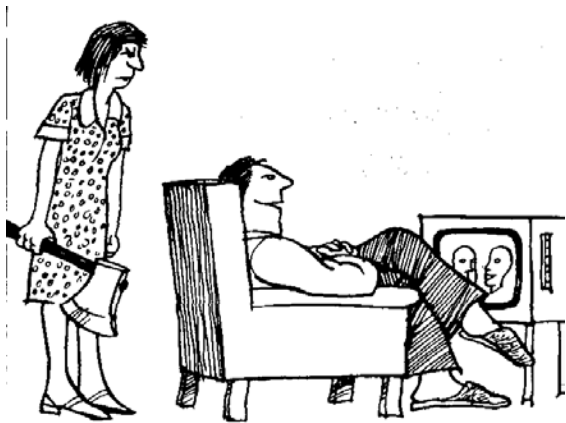
a- Dad, this is Tom, He works with computers.

b- Are you not still angry at me, are you darling?



c- Got a light, please?

d- But, what makes you think you've been watching too much TV. Mrs. Grey?



d- I still say we took a wrong turning somewhere.

e- Arthur's always been a bad loser.

1	2	3	4	5	6

1. Bad-loser: right answer (f) "Arthur's always been a bad loser."

We notice that learners provided perfect scores for the word 'Bad-loser' representing 100%.

2. Lost: right answer (e) "I still say we took a wrong turning somewhere."

Lost	N	%
a	08	17
b	11	23
c	05	10
d	0	0
e	24	50
f	0	0
Total	48	100

**Table 5.98: Contextual Clues: Lost**

As for the word ‘Lost’, 50% of the learners chose the correct answer ‘e’ as opposed to 17% , 23% , and 10% who wrongly chose ‘a’, ‘b’, and ‘c’ respectively.

3. Lady TV: right answer (d) But, what makes you think you’ve been watching too much TV. Mrs. Grey?

Lady TV	N	%
a	0	0
b	13	27
c	0	0
d	11	23
e	17	35
f	07	15
Total	48	100

**Table 5.99:Contextual Clues: Lady TV**

As it is shown in Table 5.99, only 23% of the learners chose the correct answer ‘d’ as opposed to 27% , 35% , and 15% who chose b, e and f respectively.

4. Bomber: right answer (c) Got a light, please?

Bomber	N	%
a	01	02
b	01	02
c	46	96
d	0	0
e	0	0
f	0	0
Total	48	100

**Table 5.100: Contextual Clues: Bomber**

Almost all the learners selected the correct answer ‘c’ representing 96% (see Table 5.100).



5. Axe Lady: right answer (b) “Are you not still angry at me, are you darling?”

Axe Lady	N	%
a	0	0
b	07	15
c	0	0
d	04	08
e	37	77
f	0	0
Total	48	100

**Table 5.101 : Contextual Clues: Axe Lady**

As it is seen in Table 5.101 few students opted for the right answer ‘b’ to the word ‘Axe lady’ representing 15% as opposed to 8% and 75% who selected the wrong answer ‘d’ and ‘e’ respectively.

6. Robot friend: right answer (a) “Dad, this is Tom, He works with computers.”

Robot Friend	N	%
a	46	96
b	0	0
c	02	04
d	0	0
e	0	0
f	0	0
Total	48	100

**Table 5.102: Contextual Clues: Robot Friend**

Almost all the learners got the right answer ‘a’ for the word ‘Robot Friend’ representing 96%.

From the results, we can deduce that learners were misled in some of the captions. Like in “Axe Lady’ 77% chose (e): I still believe we took a wrong turn somewhere) this can be explained through the caption showing a sort of a fight between a couple. Also ‘Lady TV’

the caption created confusion where it can easily be thought of as the doctor is about to tell the patient something unpleasant.

### Activity Two: Texts

2.1. In each of the following sentences there exists a “misprint” i.e. a word that is unintentionally written in the wrong way. Find the words and suggest the correction.

- **Note: Use the spaces in brackets.**

2.1.1. A thief went into the changing room at Hastings’ United Football club. Honey was taken from the pockets of five players (Honey/ money).

2.1.2. The final practice for the children’s concert will be hell on Sunday afternoon between 2:00 and 2:30 (...../.....).

2.1.3. Woman wanted to share fat with another (...../.....).

2.1.4. A man was holding a gin as entered the bank (...../.....).

2.1.5. As well as the usual prizes, over 50 swimming certificates were presented. The school choir sank during the evening (...../.....).

2.1.6. Detectives kept a witch on the house for two weeks (...../.....).

2.1.7. All bridesmaids wore red noses (...../.....).

Hell/Held	N	%
Correct	05	10
Incorrect	43	90
Total	48	100

**Table 5.103: Texts: Hell/Held**

From Table 5.103 we notice that only 10% of the students answered right for the pair ‘Hell/Held’ as opposed to 90%.

Fat/Flat	N	%
Correct	44	92
Incorrect	04	08
Total	48	100

**Table 5.104: Texts: Fat/Flat**

The learners provided correct answers concerning the pair ‘Fat/Flat’ representing 92% (see Table 5.104).

Gin/Gun	N	%
Correct	46	96
Incorrect	02	04
Total	48	100

**Table 5.105: Texts: Gin/Gun**

Most of the learners got the right answer for the pair ‘Gin/Gun’ representing 96% as it is presented in table 5.105.

None of the learners got the correct answer for ‘Sank/Sang’ representing 100%.

Witch/Watch	N	%
Correct	10	21
Incorrect	38	79
Total	48	100

**Table 5.106: Texts: Witch/Watch**

Only 21% of the learners answered correctly for ‘Witch/Watch’ as opposed to 79%.

Noses/Roses	N	%
Correct	28	58
Incorrect	20	42
Total	48	100

**Table 5.107: Texts: Noses/Roses**

As for ‘Noses/Roses’ 58% of the population answered correctly as it is shown in Table 5.107.

Learners demonstrated hesitant strategies. They tend to disregard clues to depict the misprint and resolve the misunderstanding.

## **5.2. Instruction of Vocabulary Learning Strategies through Cognitive Strategy Instruction**

In the department of Letters and English at the University of "Frères Mentouri" Constantine 1, Oral Expression (OE) is taught twice a week each session lasts an hour and a half. The control group (CG) was taught in a natural manner without explicitly emphasizing on VLS with the purpose of raising learners' VLS use and awareness. Concerning the experimental group (Exp.G), it was directly taught through CSI where the researcher spotlighted VLS. The teacher provides learners with texts and with his guidance he implements VLS as it is presented in the following lesson plan preceded by the text given to the participants and followed by a sample of a mind map used during the treatment phase. (the other lessons see appendix v)

### **TEXT**

#### *Antisocial Media: short fiction based on a true story*

"Come on. Absolutely everyone does it."

"If absolutely everyone jumped off a bridge does that mean I should too?"

" Maybe. If everyone came back from jumping off the bridge alive and uninjured and continued to jump off bridges, sometimes for hours, and they told you that jumping off bridges was a super fun way to stay connected to your friends, particularly for someone like you who never goes out."

"I go out."

"Going to work doesn't count."

She had no reply to that.

"You can always quit, but you should try it at least a little."

"Okay. Fine. I'll set up an account."

"Great."

"I'll delete it tomorrow."

"If you want."

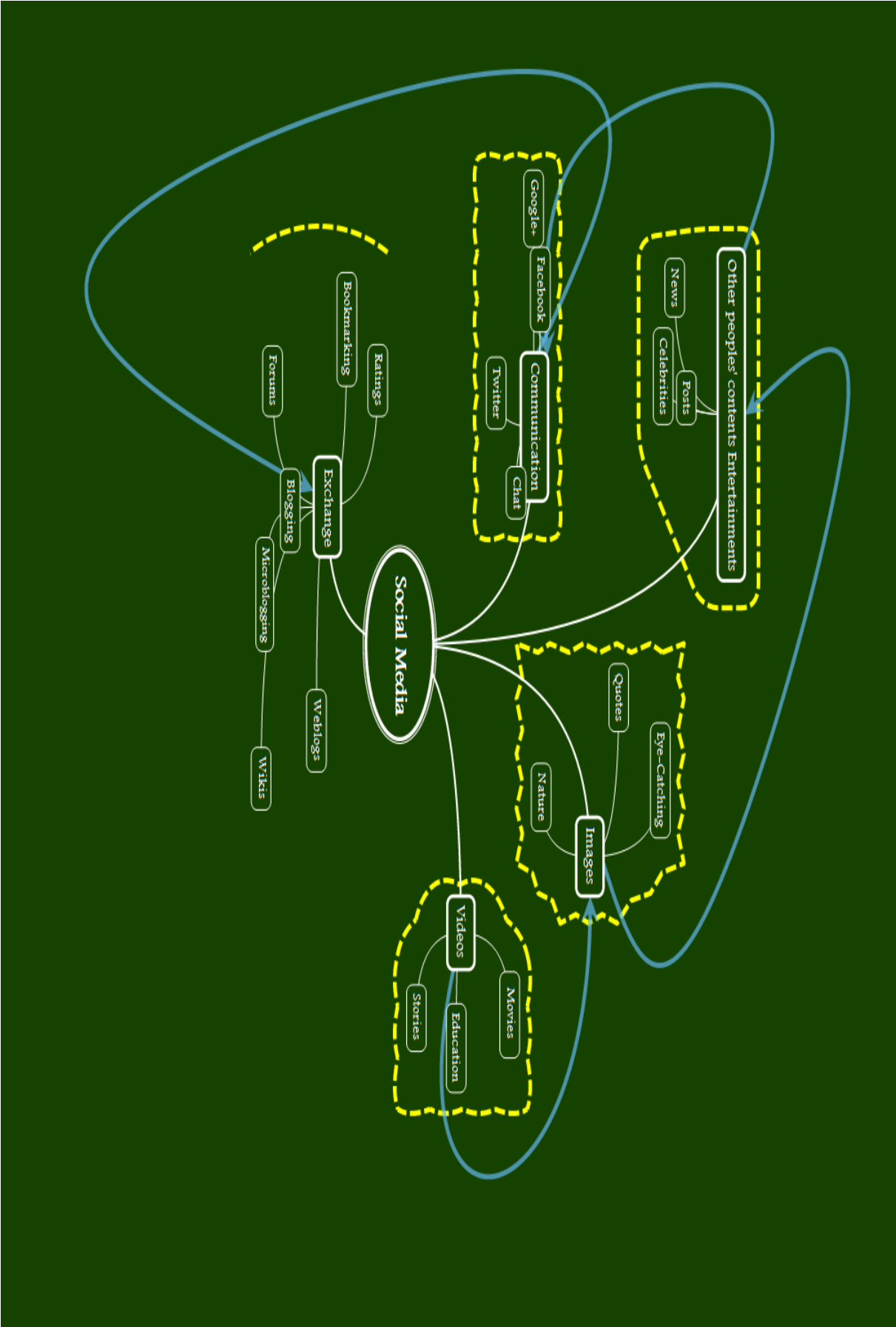
And that is how, after much persuasion from her best friend, she finally joined the newest social media fad. And she did not delete her account. Instead, she fell down the rabbit hole of obsessive refreshing and too little sleep, and dry eyes and constant headaches and meaningless comparisons and pointless envy and random laughter and occasional tears and hating everyone and wanting them all to love her and the overwhelming loneliness of having too many "friends." Then, she finally closed off her account.

**The Lesson Plan:**

<b>Mind Mapping as a Class.</b>	
<b>Activity One: Initiation</b>	
Learning Styles: <b>Visual, Auditory, Kinesthetic.</b>	<b>Title:</b> Antisocial Media
Mind Mapping Use: <b>Creating Mind Maps by Hand</b>	<b>Key Vocabulary:</b> Social Media
Supplementary Materials: <b>Large piece of paper, colored pens; pencils, and handouts.</b>	
<b>Objectives</b>	
<ul style="list-style-type: none"><li>○ To create a mind map of their impressions of social media.<ul style="list-style-type: none"><li>○ To participate in class about their impressions.</li><li>○ To work in groups in creating mind maps.</li></ul></li><li>○ To get learners decide on how to display their ideas.</li></ul>	
<b>Procedures</b>	
<ul style="list-style-type: none"><li>○ Explain what a mind map is.</li><li>○ Project an example of a hand drawn mind map explaining the advantages of mind maps.<ul style="list-style-type: none"><li>○ Break the class into groups of 5 to 6.</li><li>○ Hand out the title of the short anecdote for learners to reflect upon it.</li><li>○ Have learners present their findings and ideas to the class and discuss.<ul style="list-style-type: none"><li>○ Lead the class as they start creating the mind map.</li></ul></li></ul></li><li>○ Place a drawing/symbol on the main topic in the middle of the page representing social media like Fb, etc.</li></ul>	

<ul style="list-style-type: none"> <li>○ Instruct learners to make branches coming away from the central topic. Advise learners to start with four and use different colors for each branch. Ask learners to brainstorm main ideas around the topic. Advise them to draw or put keywords above the branches. Learners might write or draw representations of social media. <ul style="list-style-type: none"> <li>○ Instruct students to make smaller branches coming from large branches.</li> </ul> </li> <li>○ Get learners think of subtopics related to the branch keywords. Advise students to add drawings and words to the mind map. Then, present the anecdote. Get learners complete the mind map from the anecdote. <ul style="list-style-type: none"> <li>○ Advise learners to use emphasis and show connections between items. <ul style="list-style-type: none"> <li>○ Guide learners through it all.</li> <li>○ Assess the mind maps.</li> </ul> </li> </ul> </li> </ul>
<b>Display Learners' Work</b>
<ul style="list-style-type: none"> <li>○ Display learners' maps and conduct class debate.</li> <li>○ Use the black board and redo the mind map with the class to make a common one to the class.</li> </ul>
<b>Extension Activities</b>
<ul style="list-style-type: none"> <li>○ Advise learners to add more words/phrases/idiomatic expressions to the mind map to visualize it. <ul style="list-style-type: none"> <li>○ Ask learners to bring their updates back for further check up.</li> </ul> </li> </ul>

**The Mind Map:**



### **5.3. The Post-Test**

As it has been stated earlier, after the treatment phase that lasted for 3 weeks a post – test has been administered to both experimental and control group. Again, the post- test is exactly like the pre- test when it comes to divisions, questions, and categories. However, they differ in context in the purpose of being sure there will be no biased results (in case some students might remember some words from the pre-test).

#### **5.3.1. Analysis and Interpretation of the Results of the Post-Test**

##### **5.3.1.1. The Control Group**

###### **Part One: Word Definitions**

###### **Activity One**

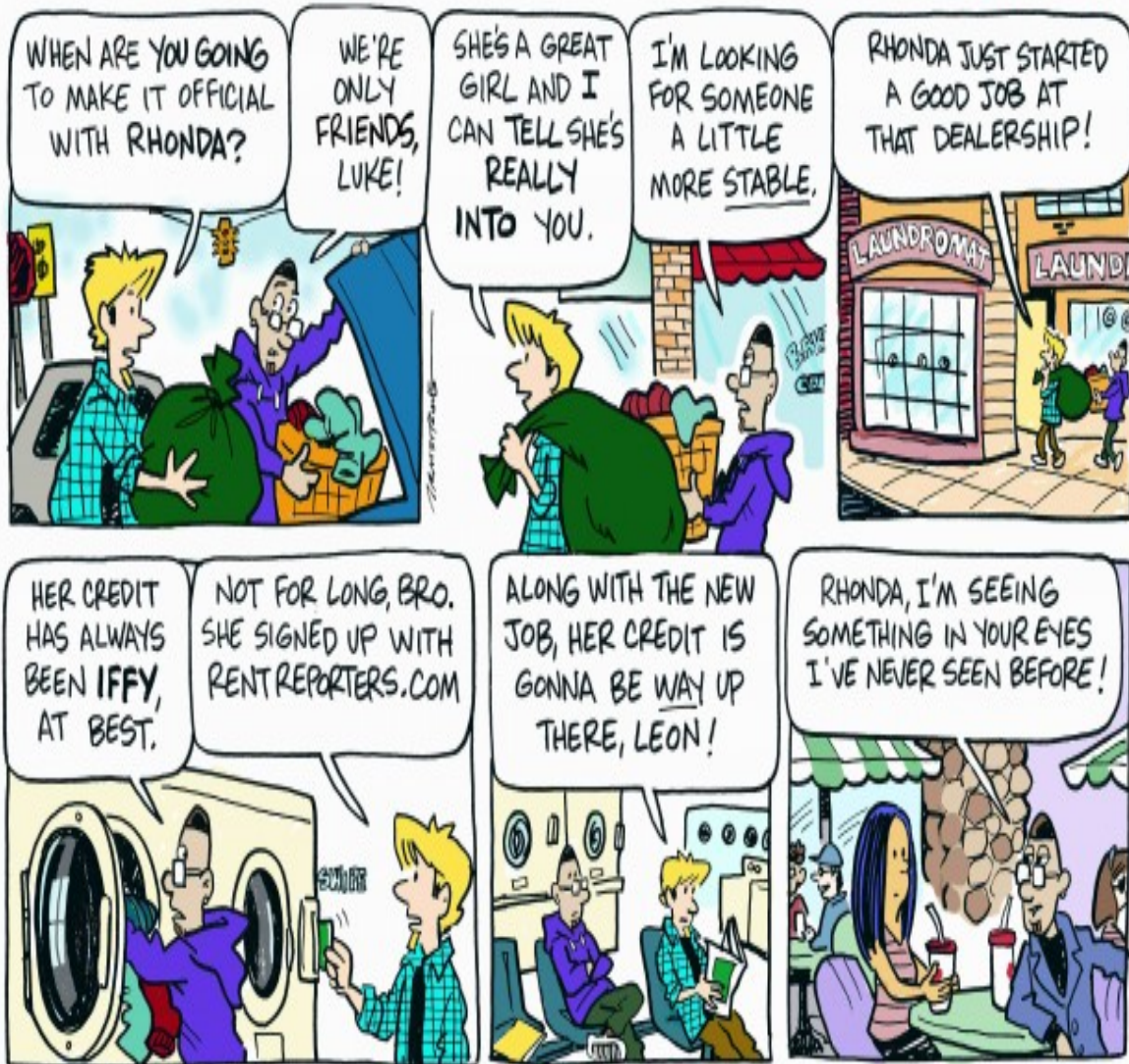
Read the following comic story, then match the words with their appropriate definitions.

\* In this comic story, Luke and Leon are best friends in their twenties; they have a mutual friend called Rhonda.



# First Of The Month

by RentReporters.com



produced by Robb Armstrong

1. Official	a. Full of uncertainty; doubtful
2. Stable	b. Not likely to change
3. dealership	c. Giving a serious title to a relationship
4. Sign up	d. An establishment authorized to sell and buy specific things
5. iffy	e. far up; very high up
6. Way up	f. Commit oneself to a period of employment

1	2	3	4	5	6

1. Official: right answer (c) "Giving a serious title to a relationship"

Official	N	%
a	02	04
b	0	0
c	40	84
d	02	04
e	02	04
f	02	04
Total	48	100

**Table 5.108: Word Definition Matching-Official**

As seen from Table 5.108, most of the learners ticked the right answer (c) “Official” representing 84%. As opposed the others; matched Mate with (a, d, e, f) representing 4% each.

2. Stable: right answer (b) “Not likely to change”

Stable	N	%
a	01	02
b	43	90
c	01	02
d	03	06
e	0	0
f	0	0
Total	48	100

**Table 5.109: Word Definition Matching-Stable**

From the same Table (5.109), the percentile of learners ticking the correct answer for ‘Stable’ (b) was 90%. And the others ticked the wrong answers as (d, c, a) representing 06%, 02% and 02% in that order.

3. Dealership: right answer (d) “An establishment authorized to sell and buy specific things”

Dealership	N	%
a	0	0
b	05	10
c	03	06
d	40	84
e	0	0
f	0	0
Total	48	100

**Table 5.110: Word Definition Matching-Dealership**

Most of the learners got the choice for “dealership” right representing 84% as (d). As for the other choices, percentiles were presented as 10% and 06% for (b and c) respectively.

4. Sign up: right answer (f) “Commit oneself to a period of employment”

Sign up	N	%
a	0	0
b	0	0
c	04	08
d	0	0
e	08	17
f	36	75
Total	48	100

**Table 5.111: Word Definition Matching-Sign-up**

Referring to table 5.111, the fourth item provided was ‘sign-up’. Most of our sample population matched ‘Credit’ with the right definition representing 75%. The other 17% of our learners matched it with (e) and the other 8% related it with (c).

5. Iffy: right answer (a) “Full of uncertainty; doubtful”

Iffy	N	%
a	16	33
b	02	04
c	30	63
d	0	0
e	0	0
f	0	0
Total	48	100

**Table 5.112: Word Definition Matching-Iffy**

From the above Table (5.112), the fifth item was ‘Iffy’. 33% of our sample population related to the correct answer (a). The remaining 63% group members ticked (c) and 4%. Chose (b).

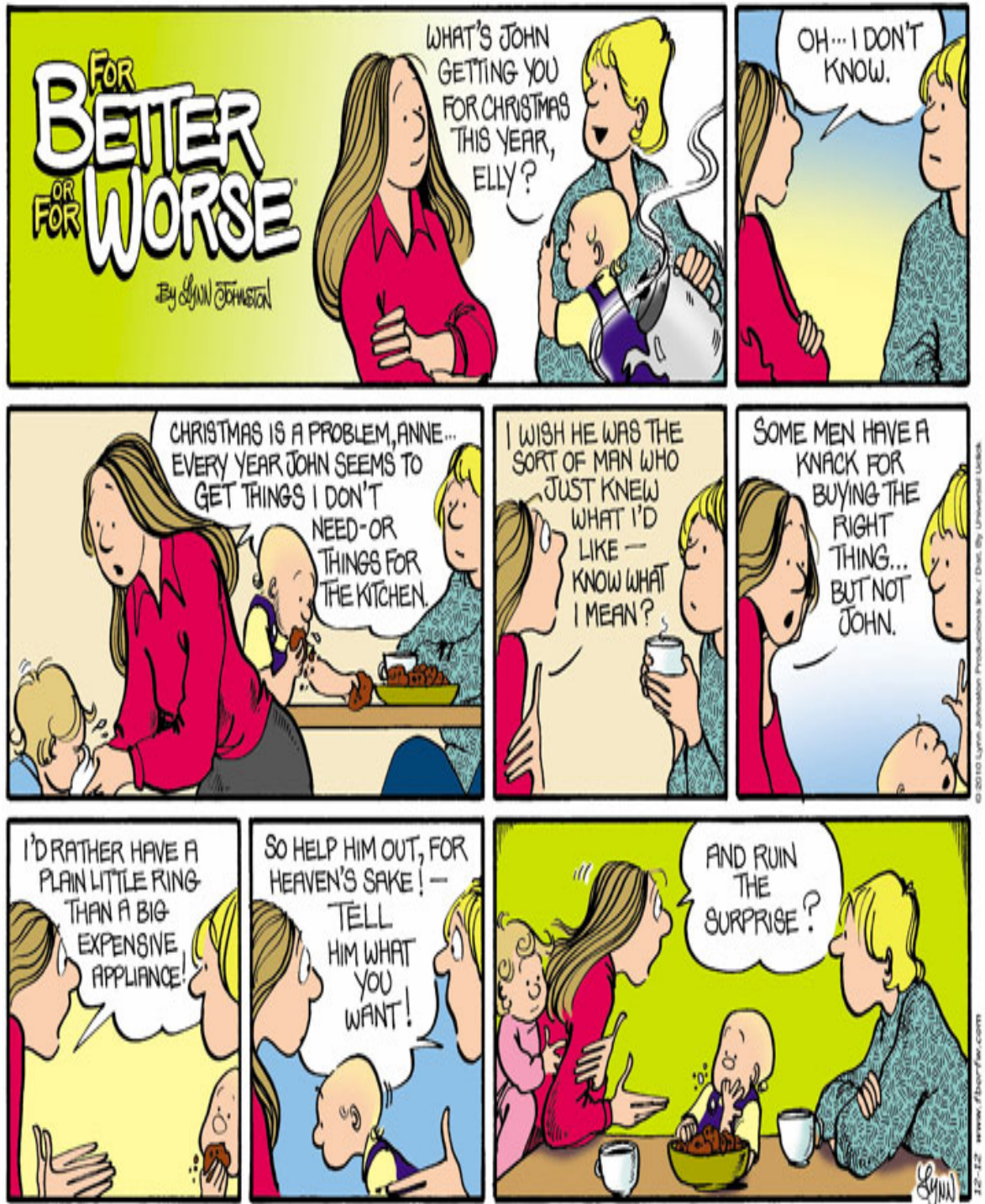
6. Way up: right answer (e) “far up; very high up”

“Way up” was the last vocabulary item put forward. From Table 5.160, all of our sample population ticked the correct answer (e) representing 100%.

**Activity Two.**

Read the cartoons and choose the correct sentence completion.

2.1. This cartoon is about the daily life of two housewives Elly and Ann



2.1.1. In the cartoon, Christmas is:

- |                                   |                             |
|-----------------------------------|-----------------------------|
| a. a special event or celebration | b. a convenient opportunity |
|-----------------------------------|-----------------------------|

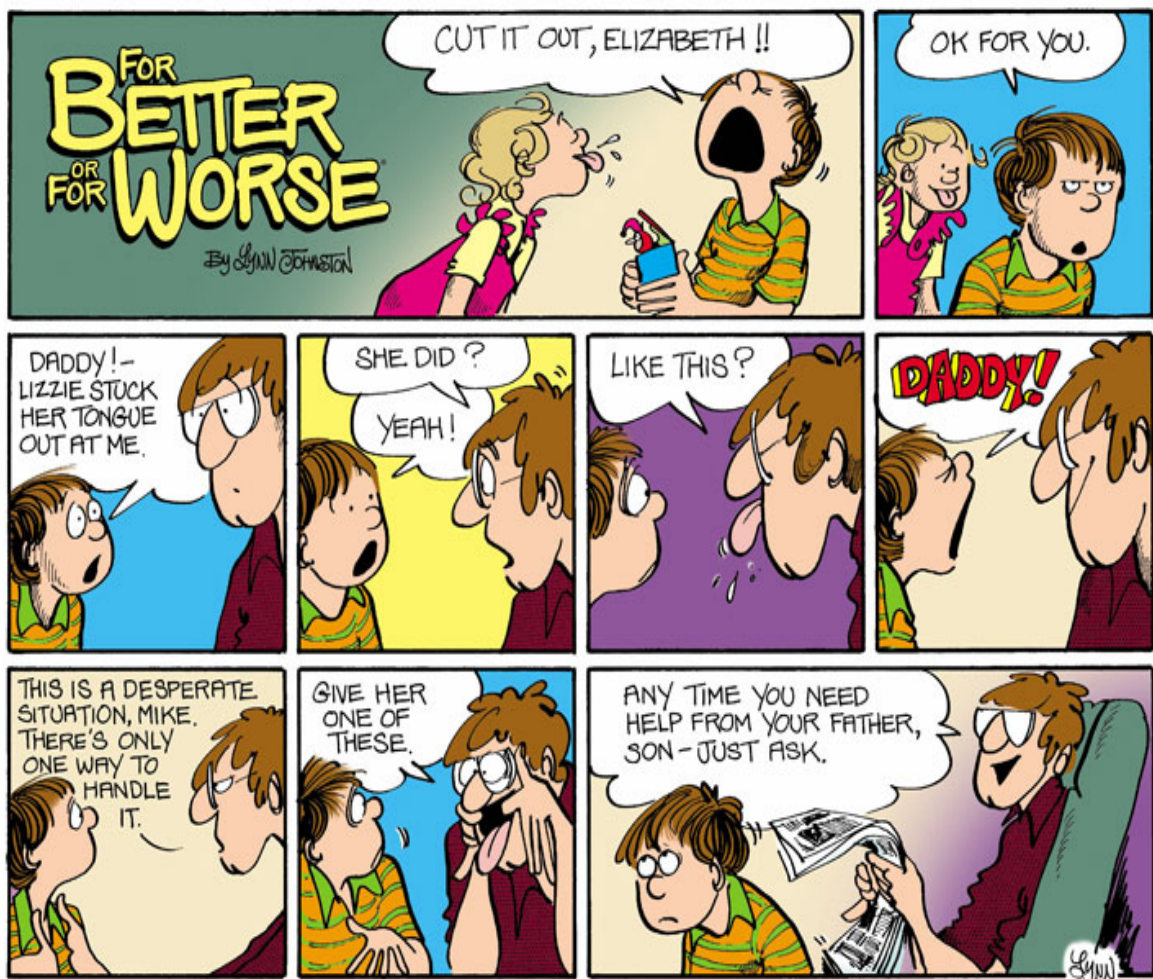
2.1.2. In the cartoon, knack is:

a. a natural skill at doing something	b. good at buying appliances
---------------------------------------	------------------------------

2.1.3. In the cartoon, the joke is that:

a. Elly wants kitchen appliances as a gift	b. Women are incomprehensible just like Elly
--	--

2.2. In this cartoon, Mike and Elizabeth are siblings who always fight



2.2.1. In the cartoon, 'cut it out' means:

a. Remove a piece by cutting	b. Stop doing something
------------------------------	-------------------------

2.2.2. In the cartoon, 'stuck her tongue ' means:

a. To move your tongue quickly out of your mouth as an insult	b. To remain persistently
---	---------------------------

2.2.3. In the cartoon, the joke is that:

a. Mike needed help but the father was more childish than Elizabeth	b. Mike cannot handle Elizabeth's behavior anymore
---	--

2.1. This cartoon is about the daily life of two housewives Elly and Ann

2.1.1. In the cartoon, Christmas is: (a) “a special event or celebration”

As we can notice for the word “Christmas”, 100% of the learners chose the correct answer concerning the question related to “Christmas”.

2.1.2. In the cartoon, knack is: (a) “a natural skill at doing something”

Knack	N	%
a	18	37
b	30	63
Total	48	100

**Table 5.113: Word Definition: Knack**

As for the word “Knack”; 63% of our population circled the wrong answer, opposing to 37% who circled the correct answer.

2.1.3. In the cartoon, the joke is: (b) “Women are incomprehensible just like Elly”

Last for “the joke”, all of the students ticked the correct answer representing 100%.

2.2. In this cartoon, Mike and Elizabeth are siblings who always fight

2.2.1. 2.2.1. In the cartoon, ‘cut it out’ means: (b) “Stop doing something”

For the expression “Cut it out”, all the students got the expression wrong representing 100%.

2.2.2. In the cartoon, ‘stuck her tongue ’ means: (a) “To move your tongue quickly out of your mouth as an insult”

As for the expression “Stuck her tongue” all the learners circled the correct answer representing 100%.

2.2.3. In the cartoon, the joke is: (a) “Mike needed help but the father was more childish than Elizabeth”

Concerning the “Joke” to be deduced from the BD, learners provided perfect scores representing 100%.

## Part Two: Word Associations

### Activity One: Word Families

1.1. Which words can go with soccer? Cross out the ones that do not.

referee	stairs	collar	penalty	corner	church	stadium	offside	pillow
---------	--------	--------	---------	--------	--------	---------	---------	--------

All the learners did not cross the word ‘Referee’, meaning that the latter is relevant to soccer.

Collar	N	%
Cross out	12	25
Do not cross out	36	75
Total	48	100

**Table 5.114: Word Families: Collar**

Concerning the third item “Collar”, a quarter of our sample population chose the correct answer representing 25% against 75% who chose the wrong choice.

Then “Penalty” was put forward, all the learners chose the correct answer representing 100%.

The learners unanimously ticked the correct answer concerning the word ‘Corner’ yet again reflecting 100%.

The same results were found with the word ‘Stadium’. The learners provided perfect scores representing 100%.



Offside	N	%
Cross out	15	31
Do not cross out	33	69
Total	48	100

**Table 5.115: Word Families: Offside**

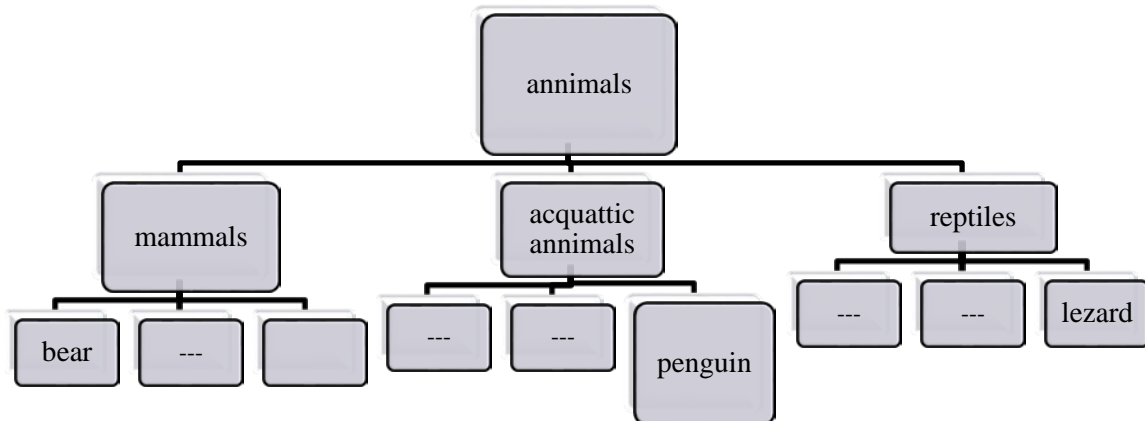
As for “Offside”, the learners reflected somehow positively since 69% answered correctly against 31% who did not.

Pillow	N	%
Cross out	08	17
Do not cross out	40	83
Total	48	100

**Table 5.116: Word Families: Pillow**

The last vocabulary item was “Pillow” where 83% of the students were wrong in their choice as opposed to 17% who reflected positively on this item.

1.2. Complete the following diagram.



Mammals	N	%
Relevant	39	81
Irrelevant	09	19
Total	48	100

**Table 5.117: Word Families: Mammals**

The Learners got the answer right when relating vocabulary items for the ‘Mammals’ representing 81% as opposed to 19% who provided the wrong answer.

Aquatic Animals	N	%
Relevant	39	81
Irrelevant	09	19
Total	48	100

**Table 5.118: Word Families: Aquatic Animals**

The same identical results were found for “Aquatic Animals” representing 81% relevant and 19% irrelevant.

Reptiles	N	%
Relevant	19	40
Irrelevant	29	60
Total	48	100

**Table 5.119: Word Families: Aquatic Reptiles**

However, under “Reptiles” the learners reflected negatively as 60% got the answer wrong.

1.3. Underline the words on the right which are associated with or are part of the word on the left. See example 1

1- baby	inpire, cot, dummy, creeping, barn
2- dentist	meat, toothache, skirt, denture, bore
3- 15 bed	headboard, ponytail, slim, blanket, maddness
4- sewing	pattern, stick, tug, stitch, saxophone
5- train	lucky, compartment, spare, luggage-rack, trap
6- 16 car	slip, tired, bonnet, deck, radiator
7- 17 cat	purr, swan, bark, paw, river
8- seaside	bath, stranded, beach, cough, deckchair
9- funeral	coffee, widow, bride, duster, cemetery
10- bird	pigeon, trunk, beak, nib, foxglove
11- tennis	like, net, offside, umpire, wembley
12- jacket	wear, rusty, lapel, smile, crooked

Learners reflected on 'Dentist' perfectly representing 100%.

Bed	N	%
Correct	23	48
Incorrect	25	52
Total	48	100

**Table 5.120: Word Families: Bed**

From Table 5.120, the learners reflected negatively concerning the word 'Bed' representing 52%.

Sewing	N	%
Correct	07	15
Incorrect	41	85
Total	48	100

**Table 5.121: Word Families: Sewing**

Concerning the word 'Sewing' only 15% of the students answered correctly as presented in Table 5.121.

Train	N	%
Correct	09	19
Incorrect	39	81
Total	48	100

**Table 5.122: Word Families: Train**

As for the word 'Train', 19% of the learners reflected positively as opposed to 81%.

Car	N	%
Correct	10	21
Incorrect	38	79
Total	48	100

**Table 5.123: Word Families: Car**

A small percentage got the right answer for the word 'Car' representing 21% as it is shown in Table 5.123.

Cat	N	%
Correct	12	25
Incorrect	36	75
Total	48	100

**Table 5.124: Word Families: Cat**

A quarter of the students answered correctly concerning the word 'Cat' as opposed to 75%.

Seaside	N	%
Correct	05	10
Incorrect	43	80
Total	48	100

**Table 5.125: Word Families: Seaside**

The majority of the learners answered wrong to the word 'seaside' representing 80%.

Funeral	N	%
Correct	36	75
Incorrect	12	25
Total	48	100

**Table 5.126: Word Families: Funeral**

From table 5.126, we notice that the learners reflected on the word ‘Funeral’ positively representing 75%.

Bird	N	%
Correct	17	35
Incorrect	31	65
Total	48	100

**Table 5.127: Word Families: Bird**

Concerning the word ‘Bird’ 35% of the students answered correctly as opposed to 65%.

Tennis	N	%
Correct	03	06
Incorrect	45	94
Total	48	100

**Table 5.128: Word Families: Tennis**

Almost all the learners got the answer to the word ‘Tennis’ wrong representing 94% as it is shown in Table 5.128.

Jacket	N	%
Correct	10	21
Incorrect	38	79
Total	48	100

**Table 5.129: Word Families: Jacket**

As for the word ‘Jacket’, most learners reflected negatively representing 79% (see Table 5.129).

## Activity Two: Synonyms

2.1. Fill in the following sentences with the right answer.

2.1.1. The pictures painted by famous artists that hang in museums are this (unused/ genuine)

2.2.2. Something that looks peculiar or out of the ordinary is (real/ odd)

2.2.3. When you do something over and over again this is (often/ rarely)

2.2.4. When you want to be exactly like someone else, you want to (agree, imitate)

2.2.5. Someone doing many different things in a day is called (cautious/ busy)

2.2.6. When you are afraid you are silent/ frightened

2.2.7. When you are not sur of something, you might say this (quiet/ perhaps)

2.2.8. If you want to be safe you should be this (cautious/ active)

Unused/Genuine	N	%
Correct	34	71
Incorrect	14	29
Total	48	100

**Table 5.130: Synonyms: Unused/Genuine**

From Table 5.130, we notice that learners reflected positively on the pair 'Unused/Genuine' representing 71%.

Real/Odd	N	%
Correct	39	81
Incorrect	09	19
Total	48	100

**Table 5.131: Synonyms: Real/Odd**

Concerning 'Real/Odd', 81% of the students answered correctly as opposed to 19%.

Often/Rarely	N	%
Correct	46	96
Incorrect	02	04
Total	48	100

**Table 5.132: Synonyms: Often/Rarely**

As it is shown in Table 5.132 almost all the learners got the right answer representing 96%.

Agree/Imitate	N	%
Correct	40	83
Incorrect	08	14
Total	48	100

**Table 5.133: Synonyms: Agree/Imitate**

The learners reflected positively on 'Agree/Imitate' representing 83% as it is presented in Table 5.133.

Cautious/Busy	N	%
Correct	44	92
Incorrect	04	08
Total	48	100

**Table 5.134: Synonyms: Cautious/Busy**

From Table 5.134, we notice that learners provided positive answers on 'Cautious/Busy' representing 92%.

The learners provided perfect scores for the pair 'Silent/Frightened' representing 100%.

All the learners too, reflected positively on the pair 'Perhaps/Quiet' representing 100%.

100% of the students as well, provided correct answers concerning the pair 'Cautious/Active'.

2.2. Give a synonym for each of the words in brackets in the following sentences

2.2.1. There is only one way of describing Hitler - he was completely ( insane )

2.2.2. I didn't mean to break it - it wasn't (deliberate)

2.2.3. That's the last time I go to a party with Simon! his behavior last night was absolutely (disgusting)

2.2.4. What do you mean you can't afford to buy me a drink? don't be so (mean) .....you've got a lot more money than I have!

2.2.5. I could eat a horse! I'm really (hungry)

2.2.6. Take those trousers off- you look (ridiculous) .....in them

2.2.7. Our new neighbors are very (talkative) ....., aren't they?

2.2.8. You're looking rather ( thoughtful)..... this morning, Jennifer what's up?

2.2.9. Charles has some really (peculiar) .....ideas sometimes, doesn't he?

Insane	N	%
Correct	37	77
Incorrect	11	23
Total	48	100

**Table 5.135: Synonyms: Insane**

From Table 5.135, we notice that the learners reflected positively on the word 'Insane' representing 77%.

Deliberate	N	%
Correct	14	29
Incorrect	34	71
Total	48	100

**Table 5.136: Synonyms: Deliberate**

As it is shown in Table 5.136, only 29% of the learners answered correctly concerning the word 'Deliberate' as opposed to 71%.

Disgusting	N	%
Correct	09	19
Incorrect	39	81
Total	48	100

**Table 5.137: Synonyms: Disgusting**



81% of the the learners answered negatively concerning the word ‘Disgusting’ as it is presented in Table 5.137.

Mean	N	%
Correct	09	19
Incorrect	39	81
Total	48	100

**Table 5.138: Synonyms: Mean**

The same results were found with the word ‘Mean’ representing 81% as incorrect and 19% as correct (see Table 5.138).

Hungry	N	%
Correct	18	37
Incorrect	30	63
Total	48	100

**Table 5.139: Synonyms: Hungry**

As for the word ‘Hungry’, 63% of the learners reflected negatively as it is shown in Table 5.139.

Ridiculous	N	%
Correct	45	94
Incorrect	03	06
Total	48	100

**Table 5.140: Synonyms: Ridiculous**

From Table 5.140, we notice that almost all the learners provided correct answers for the word ‘Ridiculous’ representing 94%.

Talkative	N	%
Correct	08	17
Incorrect	40	83
Total	48	100

**Table 5.141: Synonyms: Talkative**

Only 17% of the learners reflected positively on the word ‘Talkative’ as opposed to 83%

Thoughtful	N	%
Correct	01	02
Incorrect	47	98
Total	48	100

**Table 5.142: Synonyms: Thoughtful**

Almost all the learners reflected negatively on the word ‘Thoughtful’ representing 98% (see Table 5.142).

Peculiar	N	%
Correct	34	71
Incorrect	14	29
Total	48	100

**Table 5.143: Synonyms: Peculiar**

As for the word ‘Peculiar’, the learners reflected positively representing 71% as it is presented in Table 5.143.

**Activity Three: Antonyms**

3.1. Fill in the blanks in each of the sentences below with the correct antonyms.

many/ few	fat/ skinny	graceful/ awkward	trust/ doubt
easy/ difficult	unusual/ ordinary	silly/ serious	fresh/ stale

3.1.1. Even though the trick looked.....to do, the magician said it was.....to learn and took a lot of time

3.2.2. In the movie, the spaceman looked like an .....person, but then he began to speak in an.....language.

3.3.3. My mom said, ' I .....that you can do the job, but I.....that you can finish it before bedtime'

3.3. 4. It was a funny sight to see the .....clown try to squeeze through the narrow window, while the .....clown tried to pull him out

3.3.5. The air in the unused cabin smelled....., so we opened all the windows to let in some .....air

3.3.6. Whenever my sister has a.....problem in school, she acts .....and no one suspects she has a real problem

3.3.7. .people promised that they would show up for the rally, but only a .....actually came

3.3.8. I felt very.....and clumsy when my.....friend tried to teach me the new dance she learned

Easy/Difficult	N	%
Correct	46	96
Incorrect	02	04
Total	48	100

**Table 5.144: Antonyms: Easy/Difficult**

From Table 5.144, we notice that learners’ answers are highly positive to the pair ‘Easy/Difficult’ representing 96%.

Unusual/Ordinary	N	%
Correct	41	85
Incorrect	07	15
Total	48	100

**Table 5.145: Antonyms: Unusual/Ordinary**

85% of the population answered correctly concerning the pair ‘Unusual/Ordinary’ (see table 5.145).

The learners provided perfect scores for the pair ‘Trust/Doubt’ representing 100%.

Skinny/Fat	N	%
Correct	38	79
Incorrect	10	21
Total	48	100

**Table 5.146: Antonyms: Skinny/Fat**

As it is presented in Table 5.146, 79% of the students reflected positively on the pair ‘Skinny/Fat’.

Stale/Fresh	N	%
Correct	21	44
Incorrect	27	56
Total	48	100

**Table 5.147: Antonyms: Stale/Fresh**

As for the pair ‘Stale/Fresh’, we notice that 56% of the learners provided wrong answers (see Table 5.147).

Serious/Silly	N	%
Correct	40	83
Incorrect	08	17
Total	48	100

**Table 5.148: Antonyms: Serious/Silly**

Almost all learners reflected positively on the pair ‘Serious/Silly’ representing 83%.

Concerning the pair ‘Many/Few’, learners provided perfect scores.

Graceful/Awkward	N	%
Correct	14	29
Incorrect	34	71
Total	48	100

**Table 5.149: Antonyms: Graceful/Awkward**

As for ‘Graceful/Awkward’, 71% of the population provided wrong answers (see Table 5.149).

### **Part Three: Contextual Clues**

#### **Activity One: Correct Caption**

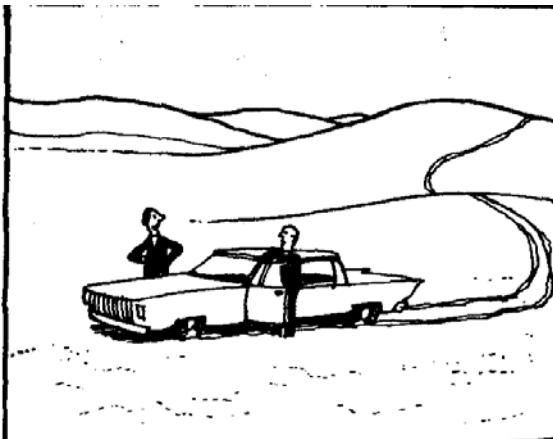
\*[Captions are the words that go with the cartoon].

1.1. In the following cartoons, the captions have been mixed up, so that each cartoon has been printed with the wrong caption under it. Work out the correct caption for each cartoon.

1



2



a- Dad, this is john, He is not rusty.

b- I am relaxing darling, have you prepared dinner?

3



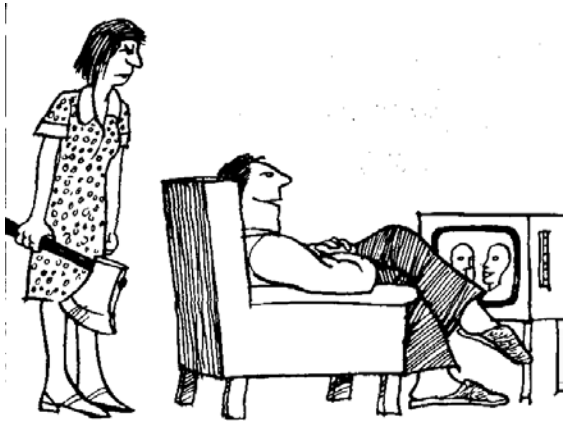
4



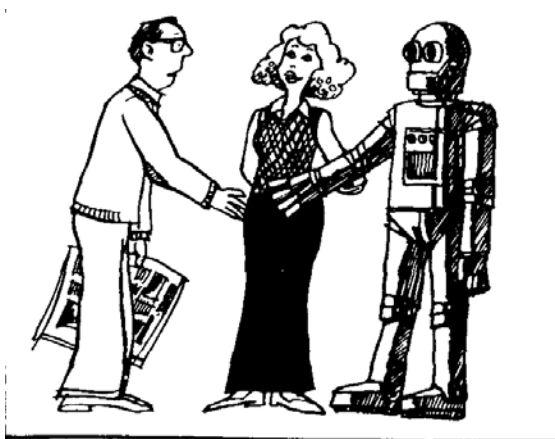
c- I think I found a ball with a tail?

d- But, what makes you think you are addicted to watching TV Mrs. Grey?

5



6



e- I still think we are lost

f- Arthur's always been quick-tempered

1	2	3	4	5	6

1. Quick-tempered: right answer (f) "Arthur's always been quick-tempered"

Quick-tempered	N	%
a	0	0
b	0	0
c	18	38
d	0	10
e	0	0
f	30	62
Total	48	100

**Table 5.150: Contextual Clues: Quick-tempered**

From Table 5.150, 62% of the students ticked the right answer 'f'.

2. Lost: right answer (e) "I still think we are lost"

Lost	N	%
a	0	0
b	0	0
c	18	37
d	0	0
e	30	63
f	0	0
Total	48	100

**Table 5.151: Contextual Clues: Lost**

63% of the students reflected positively as opposed to 37% as it is presented in Table 5.151.

3. Lady TV: right answer (d) “But, what makes you think you are addicted to watching TV Mrs. Grey?”

Lady TV	N	%
a	05	10
b	06	12
c	06	12
d	20	43
e	10	21
f	01	02
Total	48	100

**Table 5.152: Contextual Clues: Lady TV**

As for Table 5.152, 43% of the learners answered correctly ‘d’ as opposed to scattered wrong answers.

4. Ball : right answer (c) “I think I found a ball with a tail”

Ball	N	%
a	01	02
b	04	08
c	34	71
d	01	02
e	01	02
f	07	15
Total	48	100

**Table 5.153: Contextual Clues: Ball**

Most of the learners provided correct answers representing 71% as it is presented in Table 5.153.

5. Axe Lady: right answer (b) “I am relaxing darling, have you prepared dinner?”

Axe Lady	N	%
a	0	0
b	35	73
c	0	0
d	04	08
e	0	0
f	09	19
Total	48	100

**Table 5.154: Contextual Clues: Axe Lady**

As it is shown in Table 5.154, 73% of the students reflected positively on ‘Axe Lady’.

6. Robot friend: right answer (a) “Dad, this is john my friend, He is not rusty.”



Robot friend	N	%
a	21	44
b	06	12
c	09	19
d	04	08
e	08	17
f	0	0
Total	48	100

**Table 5.155: Contextual Clues: Robot Friend**

Concerning Table 5.155, 44% of the population provided correct answers.

### **Activity Two: Texts**

2.1. In each of the following sentences there exists a “misprint” i.e. a word that is unintentionally written in the wrong way. Find the words and suggest the correction.

**Note: Use the spaces in brackets.**

2.1.1. He's now being kept alive by an artificial respirator and huge doses and rugs (drugs/ rugs)

2.1.2. The route taken by the king and Queen was lined by clapping, cheering crows (..../.....)

2.1.3. Barry Jones was seriously burnt last weekend when he came in contact with a high voltage wife (..../.....)

2.1.4. Congratulations and best wishes to my daring fiancée on her 21st birthday (..../.....)

2.1.5. He was taken to hospital with heard injuries (..../.....)

2.1.6. The bank robbers tried to escape but were cornered by a polite dog (..../.....)

2.1.7. 1969 volvo. one owner. God. Low mileage (..../.....)

Crows/Rows	N	%
Correct	19	40
Incorrect	29	60
Total	48	100

**Table 5.156: Texts: Crows/Rows**

From Table 5.156, we notice that 60% of the learners reflected negatively on the pair Crows/Rows.

Wife/Wire	N	%
Correct	17	35
Incorrect	31	65
Total	48	100

**Table 5.157: Texts: Wife/Wire**

As for 'Wife/Wire', 35% of the learners provided correct answers as opposed to 65%.

Daring/Darling	N	%
Correct	28	58
Incorrect	20	42
Total	48	100

**Table 5.158: Texts: Daring/Darling**

As it is shown in Table 5.158, the learners reflected positively concerning 'Daring/Darling' representing 58%.

Heard/Head	N	%
Correct	40	83
Incorrect	08	17
Total	48	100

**Table 5.159: Texts: Heard/Head**

From Table 5.159, we notice that 83% of the learners provided correct answers.

Polite/Police	N	%
Correct	37	77
Incorrect	11	23
Total	48	100

**Table 5.160: Texts: Polite/Police**

As for 'Polite/Police', learners reflected positively concerning 77% as it is presented in Table 5.160.

God/Good	N	%
Correct	05	10
Incorrect	43	90
Total	48	100

**Table 5.161: Texts: God/Good**

As it is shown in Table 5.161, only 10% of the students answered correctly concerning the pair 'God/Good'.

### **5.3.1.2. The Experimental Group**

#### **Part One: Word Definitions**

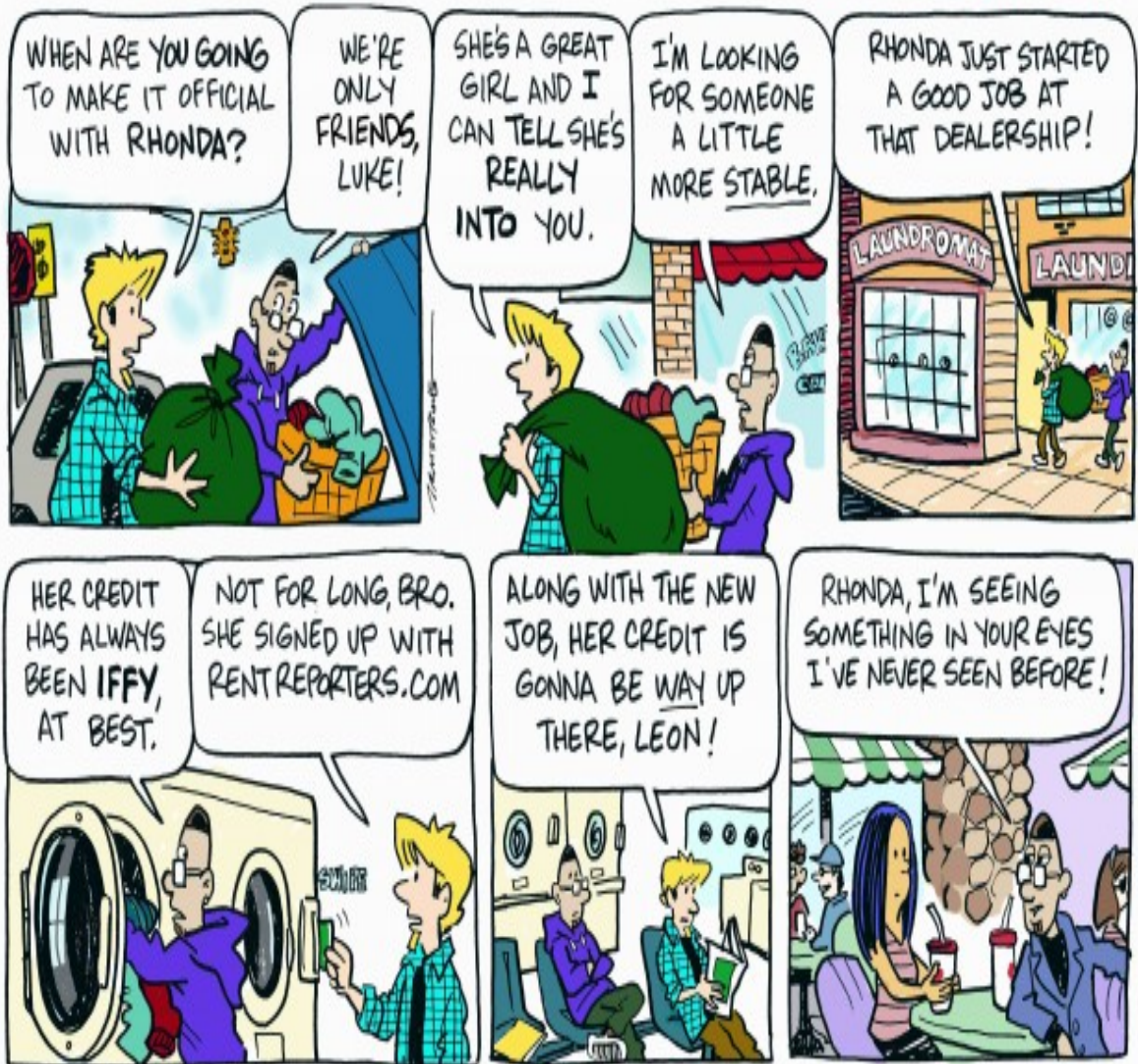
#### **Activity One**

Read the following comic story, and then match the words with their appropriate definitions.

\* In this comic story, Luke and Leon are best friends in their twenties, they have a mutual friend called Rhonda.

# First Of The Month

by RentReporters.com



produced by Robb Armstrong

1. Official	A. Full of uncertainty; doubtful
2. Stable	B. Not likely to change
3. dealership	C. Giving a serious title to a relationship
4. Sign up	D. An establishment authorized to sell and buy specific things
5. iffy	E. far up; very high up
6. Way up	F. Commit oneself to a period of employment

1	2	3	4	5	6

1. Official: right answer (c) “Giving a serious title to a relationship”

Official	N	%
a	0	0
b	0	0
c	47	98
d	0	0
e	0	0
f	01	02
Total	48	100

**Table 5.162: Word Definition Matching-Official**

As seen from Table 5.162, almost all the learners ticked the right answer for the word ‘Official’ (c) representing 98%. As opposed one learner matched it with (f) representing 2%.

2. Stable: right answer (b) ‘Not likely to change’

Stable	N	%
a	01	02
b	46	96
c	0	0
d	02	04
e	0	0
f	0	0
Total	48	100

**Table 5.163: Word Definition Matching-Stable**

The percentile of the learners ticking the correct answer for ‘Stable’ was 96%. And the others ticked the wrong answer representing 4% matched it with (d).

3. Dealership: right answer (d) ‘An establishment authorized to sell and buy specific things’

Dealership	N	%
a	0	0
b	06	13
c	0	0
d	40	83
e	02	04
f	0	0
Total	48	100

**Table 5.164: Word Definition Matching-Dealership**

Referring again to Table 5.164, the third item provided was ‘Dealership’. 83% of our sample population matched it with the correct answer (d). The other 13% and 4% of our learners matched it with (B and E) respectively.

4. Sign up: right answer (f) “Commit oneself to a period of employment”

Sign-up	N	%
a	0	0
b	0	0
c	10	20
d	0	0
e	0	0
f	38	80
Total	48	100

**Table 5.165: Word Definition Matching-Sign-up**

From the above Table 5.165, the fourth item was ‘sign-up’. 80% of our sample population related to the correct answer (f) and, 20% ticked ‘c’ as the correct answer.

5. Iffy: right answer (a) “Full of uncertainty; doubtful”

Iffy	N	%
a	24	50
b	04	08
c	10	21
d	03	06
e	06	13
f	01	02
Total	48	100

**Table 5.166: Word Definition Matching-Iffy**

From Table 5.166, the learners reflected modestly on the choices provided. Only 50% of our population related to the correct answer (a). And the others scattered their answers on the other choices.

6. Way up: right answer (e) “far up; very high up”

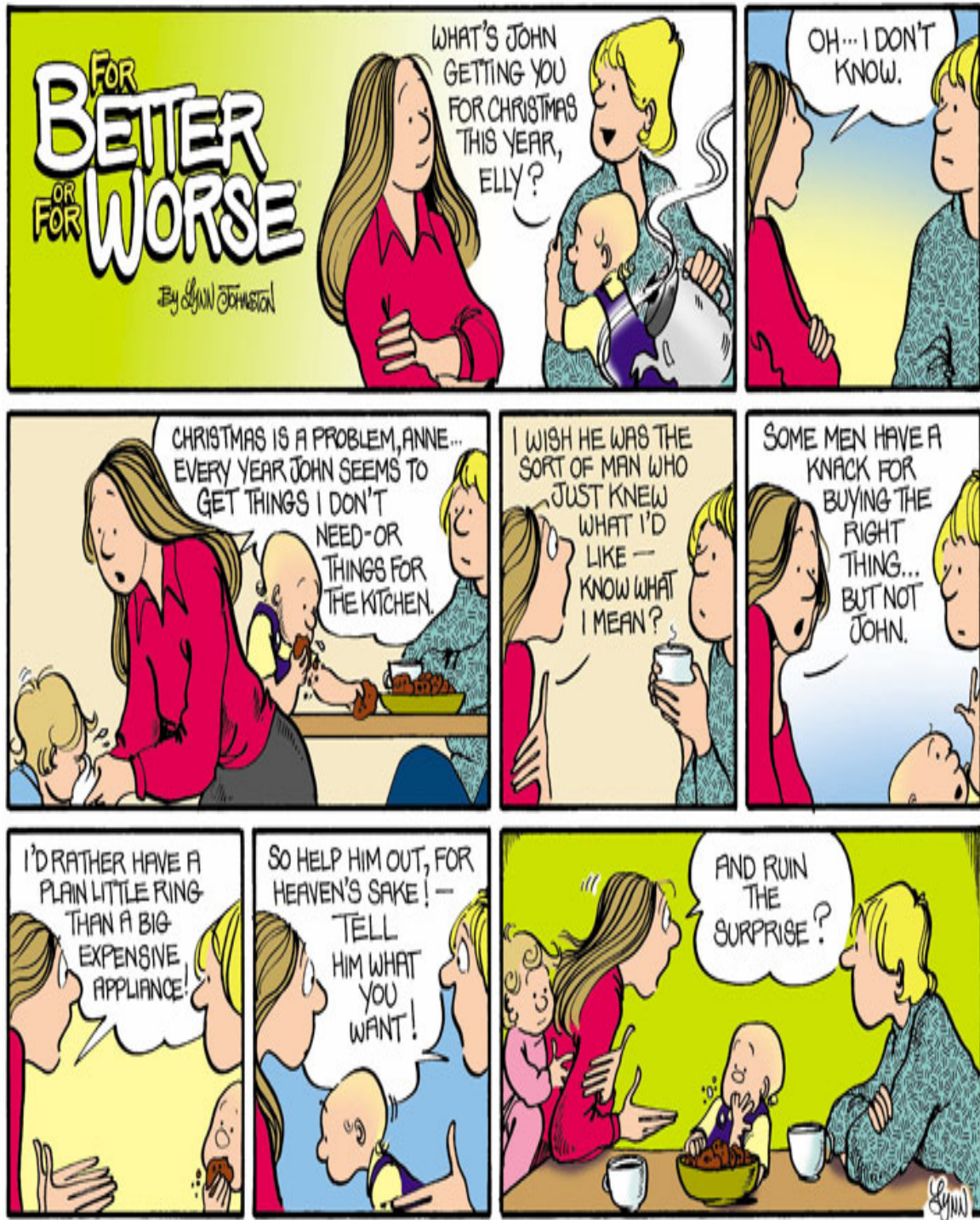
‘Way Up’ was the last vocabulary item proposed. 100% of the students ticked the correct answer (e).

## **Activity Two**

Read the cartoons and choose the correct sentence completion.

2.1. This cartoon is about the daily life of two housewives Elly and Ann





2.1.1. In the cartoon, Christmas is:

a. a special event or celebration	b. a convenient opportunity
-----------------------------------	-----------------------------

2.1.2. In the cartoon, knock is:

a. a natural skill at doing something	b. good at buying appliances
---------------------------------------	------------------------------

2.1.3. In the cartoon, the joke is that:

a. Elly wants kitchen appliances as a gift	b. Women are incomprehensible just like Elly
--	--

2.2. In this cartoon, Mike and Elizabeth are siblings who always fight



2.2.1. In the cartoon, 'cut it out' means:

a. Remove a piece by cutting	b. Stop doing something
------------------------------	-------------------------

2.2.2. In the cartoon, 'stuck her tongue' means:

a. To move your tongue quickly out of your mouth as an insult	b. To remain persistently
---	---------------------------

2.2.3. In the cartoon, the joke is that:

a. Mike needed help but the father was more childish than Elizabeth	b. Mike cannot handle Elizabeth's behavior anymore
---	--

2.1. This cartoon is about the daily life of two housewives Elly and Ann

2.1.1. In the cartoon, Christmas is: (a) “a special event or celebration”

As we can notice the answers for the word “Christmas”, 100% of our sample population chose the correct answer concerning the question related to “Christmas”.

2.1.2. In the cartoon, knack is: (a) “a natural skill at doing something”

Knack	N	%
a	36	75
b	12	25
Total	48	100

**Table 5.167: Word Definition: Knack**

As for the word “Knack”; 75% of the learners circled the correct answer, opposing to 25% who circled the wrong answer.

2.1.3. In the cartoon, the joke is: (b) “Women are incomprehensible just like Elly”

Last for “the joke”, all of our sample population ticked the correct answer representing 100%.

2.2. In this cartoon, Mike and Elizabeth are siblings who always fight

2.2.1 In the cartoon, ‘cut it out’ means: (b) “Stop doing something”

For the expression “Cut it out”, all of our sample population got the expression wrong representing 100%.

2.2.2. In the cartoon, ‘stuck her tongue ’ means: (a) “To move your tongue quickly out of your mouth as an insult”

As for the expression “Stuck her tongue” all learners circled the correct answer representing 100%.

2.2.3. In the cartoon, the joke is: (a) “Mike needed help but the father was more childish than Elizabeth”

Concerning the “Joke” to be deduced from the BD, learners provided perfect scores representing 100%.

## Part Two: Word Associations

### Activity One: Word Families

1.1. Which words can go with soccer? Cross out the ones that do not.

referee	stairs	collar	penalty	corner	church	stadium	offside	pillow
---------	--------	--------	---------	--------	--------	---------	---------	--------

All the students (100%) did not cross the word ‘Referee’ meaning that the latter is relevant to soccer.

Collar	N	%
Cross out	40	83
Do not cross out	08	17
Total	48	100

**Table 5.168: Word Families: Collar**

Concerning the third item “Collar”, almost all the learners chose the correct answer representing 83% against 17% who chose the wrong choice.

Then “Penalty” was put forward, all learners chose the correct answer representing 100%.

Learners unanimously ticked the correct answer concerning the word ‘Corner’ yet again reflecting 100%.

The same results were found with the word ‘Stadium’. Learners provided perfect scores representing 100%.

Offside	N	%
Cross out	19	40
Do not cross out	29	60
Total	48	100

**Table 5.169: Word Families: Offside**

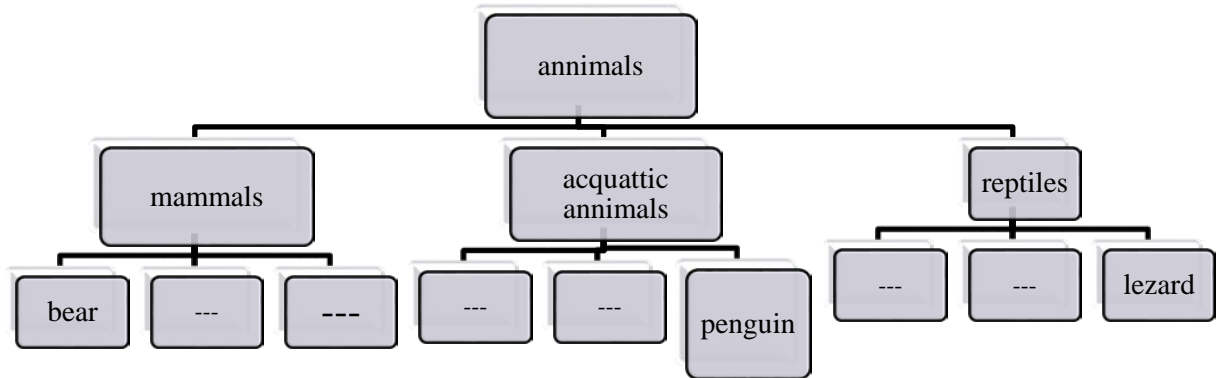
As for “Offside”, the learners reflected somehow positively since 60% answered correctly against 40% who did not.

Pillow	N	%
Cross out	46	96
Do not cross out	02	04
Total	48	100

**Table 5.170: Word Families: Pillow**

The last vocabulary item was “Pillow” where 96% of the learners answered correctly as opposed to 04% who reflected negatively on this item.

1.2. Complete the following diagram.



Mammals	N	%
Relevant	44	92
Irrelevant	04	08
Total	48	100

**Table 5.171: Word Families: Mammals**

The Learners ticked the answer right when relating vocabulary items for the ‘Mammals’ representing 92% as opposed to 8% who provided the wrong answer.

Aquatic Animals	N	%
Relevant	47	98
Irrelevant	01	02
Total	48	100

**Table 5.172: Word Families: Aquatic Animals**

The results for “Aquatic Animals” represent 98% relevant and 2% irrelevant.

Reptiles	N	%
Relevant	32	67
Irrelevant	16	33
Total	48	100

**Table 5.173: Word Families: Aquatic Reptiles**

Concerning “Reptiles”, learners reflected positively representing 67% of the population.

1.3. Underline the words on the right which are associated with or are part of the word on the left. See example 1

1- baby	inpire, cot, dummy, creeping, barn
2- dentist	meat, toothache, skirt, denture, bore
3- 15 bed	headboard, ponytail, slim, blanket, maddness
4- sewing	pattern, stick, tug, stitch, saxophone
5- train	lucky, compartment, spare, luggage-rack, trap
6- 16 car	slip, tired, bonnet, deck, radiator
7- 17 cat	purr, swan, bark, paw, river
8- seaside	bath, stranded, beach, cough, deckchair
9- funeral	coffee, widow, bride, duster, cemetery
10- bird	pigeon, trunk, beak, nib, foxglove
11- tennis	like, net, offside, umpire, wembley
12- jacket	wear, rusty, lapel, smile, crooked

Learners reflected on ‘Dentist’ perfectly representing 100%.

Bed	N	%
Correct	37	77
Incorrect	11	23
Total	48	100

**Table 5.174: Word Families: Bed**

From Table 5.174, learners reflected positively concerning the word ‘Bed’ representing 77%.

Sewing	N	%
Correct	21	44
Incorrect	27	56
Total	48	100

**Table 5.175: Word Families: Sewing**

Concerning the word ‘Sewing’ 44% of the learners answered correctly as presented in Table 5.175.

Train	N	%
Correct	27	56
Incorrect	21	44
Total	48	100

**Table 5.176: Word Families: Train**

As for the word ‘Train’, 56% of the learners reflected positively as opposed to 44%.

Car	N	%
Correct	18	37
Incorrect	30	63
Total	48	100

**Table 5.177: Word Families: Car**

A small percentage ticked the right answer for the word ‘Car’ representing 37% as it is shown in Table 5.177.

Cat	N	%
Correct	38	79
Incorrect	10	21
Total	48	100

**Table 5.178: Word Families: Cat**

79% of the learners answered correctly concerning the word ‘Cat’ as opposed to 21%.



Seaside	N	%
Correct	14	29
Incorrect	34	71
Total	48	100

**Table 5.179: Word Families: Seaside**

The majority of the learners answered wrong to the word ‘seaside’ representing 71%.

Funeral	N	%
Correct	45	94
Incorrect	03	06
Total	48	100

**Table 5.180: Word Families: Funeral**

From table 5.254, we notice that the learners reflected on the word ‘Funeral’ positively representing 94%.

Bird	N	%
Correct	11	23
Incorrect	37	77
Total	48	100

**Table 5.181: Word Families: Bird**

Concerning the word ‘Bird’ 23% of the students answered correctly as opposed to 77%.

Tennis	N	%
Correct	09	19
Incorrect	39	81
Total	48	100

**Table 5.182: Word Families: Tennis**

Almost all the learners ticked the answer to the word ‘Tennis’ wrong representing 81% as it is shown in Table 5.182.

Jacket	N	%
Correct	17	35
Incorrect	31	65
Total	48	100

**Table 5.183: Word Families: Jacket**

As for the word ‘Jacket’, most learners reflected negatively representing 65% (see Table 5.183).

### Activity Two: Synonyms

2.1. Fill in the following sentences with the right answer.

2.1. Fill in the following sentences with the right answer.

2.1.1. The pictures painted by famous artists that hang in museums are this (unused/ genuine)

2.2.2. Something that looks peculiar or out of the ordinary is (real/ odd)

2.2.3. When you do something over and over again this is (often/ rarely)

2.2.4. When you want to be exactly like someone else, you want to (agree, imitate)

2.2.5. Someone doing many different things in a day is called (cautious/ busy)

2.2.6. When you are afraid you are silent/ frightened

2.2.7. When you are not sur of something, you might say this (quiet/ perhaps)

2.2.8. If you want to be safe you should be this (cautious/ active)

Unused/Genuine	N	%
Correct	38	79
Incorrect	10	21
Total	48	100

**Table 5.184: Synonyms: Unused/Genuine**

From table 5.258, we notice that learners reflected positively on the pair ‘Unused/Genuine’ representing 79%.

Real/Odd	N	%
Correct	42	88
Incorrect	06	12
Total	48	100

**Table 5.185: Synonyms: Real/Odd**

Concerning 'Real/Odd', 88% of our population answered correctly as opposed to 12%.

All the learners ticked the right answer for the pair 'Often/Rarely' representing 100%

Agree/Imitate	N	%
Correct	42	88
Incorrect	06	12
Total	48	100

**Table 5.186: Synonyms: Agree/Imitate**

Learners reflected positively on 'Agree/Imitate' representing 88% as it is presented in table 5.186.

We notice that learners provided positive answers on 'Cautious/Busy' representing 100%.

Learners provided perfect score for the pair 'Silent/Frightened' too representing 100%.

All the learners reflected positively on the pair 'Perhaps/Quiet'.

100% of the learners provided correct answers concerning the pair 'Cautious/Active' 'Cautious/Active'.

2.2. Give a synonym for each of the words in brackets in the following sentences

2.2.1. There is only one way of describing Hitler - he was completely ( insane )

2.2.2. I didn't mean to break it - it wasn't (deliberate)

2.2.3. That's the last time I go to a party with Simon! his behavior last night was absolutely disgusting)

2.2.4. What do you mean you can't afford to buy me a drink? don't be so (mean) .....you've got a lot more money than I have!

2.2.5. I could eat a horse! I'm really (hungry)

2.2.6. Take those trousers off- you look (ridiculous) .....in them

2.2.7. Our new neighbors are very (talkative) ....., aren't they?

2.2.8. You're looking rather (thoughtful)..... this morning, Jennifer what's up?

2.2.9. Charles has some really (peculiar) .....ideas sometimes, doesn't he?

Insane	N	%
Correct	40	83
Incorrect	08	17
Total	48	100

**Table 5.187 Synonyms: Insane**

From Table 5.187, we notice that the learners reflected positively on the word 'Insane' representing 83%.

Deliberate	N	%
Correct	23	48
Incorrect	25	52
Total	48	100

**Table 5.188: Synonyms: Deliberate**

As it is shown in Table 5.188, only 48% of the students answered correctly concerning the word 'Deliberate' as opposed to 52%.

Disgusting	N	%
Correct	21	44
Incorrect	27	56
Total	48	100

**Table 5.189: Synonyms: Disgusting**

56% of the learners answered negatively concerning the word ‘Disgusting’ as it is presented in table 5.268.

Mean	N	%
Correct	20	42
Incorrect	28	58
Total	48	100

**Table 5.190: Synonyms: Mean**

The same results were found with the word ‘Mean’ representing 58% as incorrect and 42% as correct (see Table 5.190).

Hungry	N	%
Correct	25	52
Incorrect	23	48
Total	48	100

**Table 5.191: Synonyms: Hungry**

As for the word ‘Hungry’, 52% of the learners reflected positively as it is shown in table 5.270.

We notice that all the learners provided correct answers for the word ‘Ridiculous’ representing 100%.

Talkative	N	%
Correct	41	85
Incorrect	07	15
Total	48	100

**Table 5.192: Synonyms: Talkative**

85% of the population reflected positively on the word ‘Talkative’ as opposed to 15%.

Thoughtful	N	%
Correct	14	29
Incorrect	34	71
Total	48	100

**Table 5.193: Synonyms: Thoughtful**

Learners reflected negatively on the word ‘Thoughtful’ representing 71% (see Table 5.193).

Peculiar	N	%
Correct	39	81
Incorrect	09	19
Total	48	100

**Table 5.194: Synonyms: Peculiar**

As for the word ‘Peculiar’, learners reflected positively representing 81% as it is presented in Table 5.194.

**Activity Three: Antonyms**

3.2. Fill in the blanks in each of the sentences below with the correct antonyms.

many/ few	fat/ skinny	graceful/ awkward	trust/ doubt
easy/ difficult	unusual/ ordinary	silly/ serious	fresh/ stale

3.1.1. Even though the trick looked.....to do, the magician said it was.....to learn and took a lot of time

3.2.2. In the movie, the spaceman looked like an .....person, but then he began to speak in an.....language.

3.3.3. My mom said, ' I .....that you can do the job, but I.....that you can finish it before bedtime'

3.3. 4. It was a funny sight to see the .....clown try to squeeze through the narrow window, while the .....clown tried to pull him out

3.3.5. The air in the unused cabin smelled....., so we opened all the windows to let in some .....air

3.3.6. Whenever my sister has a.....problem in school, she acts .....and no one suspects she has a real problem

3.3.7. .people promised that they would show up for the rally, but only a .....actually came

3.3.8. I felt very.....and clumsy when my.....friend tried to teach me the new dance she learned

We notice that learners' answers are highly positive to the pair 'Easy/Difficult' representing 100%.

Unusual/Ordinary	N	%
Correct	44	92
Incorrect	04	08
Total	48	100

**Table 5.195: Antonyms: Unusual/Ordinary**

92% of the students answered correctly concerning the pair 'Unusual/Ordinary' (see Table 5.195).

The Learners provided perfect scores for the pair 'Trust/Doubt' representing 100%.

Skinny/Fat	N	%
Correct	44	92
Incorrect	04	08
Total	48	100

**Table 5.196: Antonyms: Skinny/Fat**

As it is presented in Table 5.196, 92% of the population reflected positively on the pair 'Skinny/Fat'.

Stale/Fresh	N	%
Correct	36	75
Incorrect	12	25
Total	48	100

**Table 5.197: Antonyms: Stale/Fresh**

As for the pair 'Stale/Fresh', we notice that 75% of the learners learners provided correct answers (see Table 5.197).

All the learners reflected positively on the pair ‘Serious/Silly’ representing 100%.

Concerning the pair ‘Many/Few’, learners provided perfect scores too.

Graceful/Awkward	N	%
Correct	28	58
Incorrect	20	42
Total	48	100

**Table 5.198: Antonyms: Graceful/Awkward**

As for ‘Graceful/Awkward’, 58% of the students provided right answers (see Table 5.198).

### **Part Three: Contextual Clues**

#### **Activity One: Correct Caption**

\*[Captions are the words that go with the cartoon].

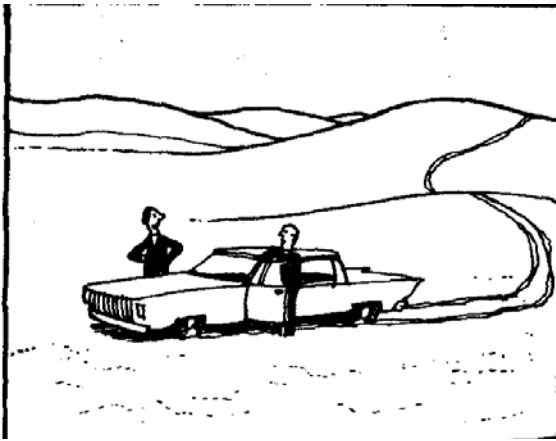
In the following cartoons, the captions have got mixed up, so that each cartoon has been printed with the wrong caption under it. Work out the correct caption for each cartoon.



1



2



a- Dad, this is john, He is not rusty.

b- I am relaxing darling, have you prepared dinner?

3



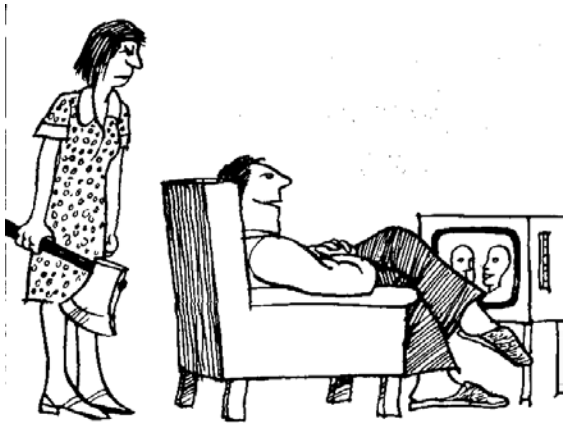
4



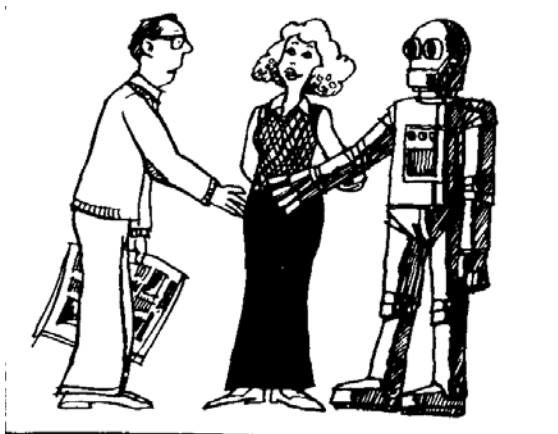
c- I think I found a ball with a tail?

d- But, what makes you think you are addicted to watching TV Mrs. Grey?

5



6



e- I still think we are lost	f- Arthur's always been quick-tempered
------------------------------	--

1	2	3	4	5	6

1. Quick-tempered: right answer (f) "Arthur's always been quick-tempered"

Quick-tempered	N	%
a	0	0
b	0	0
c	05	10
d	0	0
e	08	17
f	35	73
Total	48	100

**Table 5.199: Contextual Clues: Quick-tempered**

From Table 5.199, 73% of our population got the right answer 'f' representing 73%.

2. Lost: right answer (e) “I still think we are lost”

Lost	N	%
a	02	04
b	02	04
c	05	11
d	0	0
e	39	81
f	0	0
Total	48	100

**Table 5.200: Contextual Clues: Lost**

81% of the students reflected positively as it is presented in Table 5.200.

3. Lady TV: right answer (d) “But, what makes you think you are addicted to watching TV Mrs. Grey?”

Lady TV	N	%
a	0	09
b	01	02
c	0	0
d	37	77
e	10	21
f	0	0
Total	48	100

**Table 5.201: Contextual Clues: Lady TV**

As for Table 5.201, 77% of the students answered correctly ‘d’ as opposed to scattered wrong answers.

4. Ball : right answer (c) “I think I found a ball with a tail”

Ball	N	%
a	02	04
b	03	06
c	36	75
d	0	0
e	02	04
f	05	11
Total	48	100

**Table 5.202: Contextual Clues: Ball**

Most of the learners provided correct answers representing 75% as it is presented in Table 5.202

5. Axe Lady: right answer (b) “I am relaxing darling, have you prepared dinner?”

Axe Lady	N	%
a	05	10
b	40	84
c	0	0
d	01	02
e	02	04
f	0	0
Total	48	100

**Table 5.203: Contextual Clues: Axe Lady**

As it is shown in Table 5.203, 84% of the learners reflected positively on ‘Axe Lady’.

6. Robot friend: right answer (a) “Dad, this is john my friend, He is not rusty.”

Robot friend	N	%
a	24	50
b	02	04
c	06	12
d	08	18
e	06	12
f	02	04
Total	48	100

**Table 5.204: Contextual Clues: Robot Friend**

Concerning Table 5.204, 50% of the learners provided correct answers.

### Activity Two: Texts

2.1 In each of the following sentences there exists a “misprint” i.e. a word that is unintentionally written in the wrong way. Find the words and suggest the correction.

**Note: Use the spaces in brackets.**

2.1.1. He's now being kept alive by an artificial respirator and huge doses and rugs (drugs/ rugs)

2.1.2. The route taken by the king and Queen was lined by clapping, cheering crows (..../.....)

2.1.3. Barry Jones was seriously burnt last weekend when he came in contact with a high voltage wife (..../.....)

2.1.4. Congratulations and best wishes to my daring fiancée on her 21st birthday (..../.....)

2.1.5. He was taken to hospital with heard injuries (..../.....)

2.1.6. The bank robbers tried to escape but were cornered by a polite dog (..../.....)

2.1.7. 1969 volvo. one owner. God. Low mileage (..../.....)

Crows/Rows	N	%
Correct	17	36
Incorrect	31	64
Total	48	100

**Table 5.205: Texts: Crows/Rows**

From Table 5.205, we notice that 64% of the learners reflected negatively on the pair Crows/Rows.

Wife/Wire	N	%
Correct	20	42
Incorrect	28	58
Total	48	100

**Table 5.206: Texts: Wife/Wire**

As for 'Wife/Wire', 42% of the learners provided correct answers as opposed to 58%.

Daring/Darling	N	%
Correct	39	81
Incorrect	09	19
Total	48	100

**Table 5.207: Texts: Daring/Darling**

As it is shown in Table 5.207, the learners reflected positively concerning 'Daring/Darling' representing 81%.

Heard/Head	N	%
Correct	40	83
Incorrect	08	17
Total	48	100

**Table 5.208: Texts: Heard/Head**

From Table 5.208, we notice that 83% of the learners provided correct answers.

As for 'Polite/Police', the learners reflected positively representing 100%.

God/Good	N	%
Correct	19	40
Incorrect	29	60
Total	48	100

**Table 5.209: Texts: God/Good**

As it is shown in Table 5.209, only 40% of the students answered correctly concerning the pair ‘God/Good’.

#### **5.4. Overall Analysis of the Results of the Pre-test and Post-test**

The pretest results show that learners of both CG and Exp. G hold some VLS, but they are unaware of their use. The pretest results were approximate between both groups that when instruction takes place the difference in performance is noticeable.

##### **5.4.1. Comparison between the Results of the Pre-test and Post-test**

Identical responses were reported among CG and Exp. G in **Part One: Word Definitions**, Activity one and two concerning the pre-test. With reference to Activity one, the learners match words with definitions relying on the BD content whereas in Activity two (2.1. / 2.2.); learners pick the most suitable synonym from the list provided. It clearly shows that when learners are provided options or exposed with a context, they will make up intelligent guesses or choices even if the words are completely unknown. Learners respond well when imagery is available. Here, the learners relied on the BD context to extract the meaning and hence making the right choice. Also learners used the images which helped them cue the right answer. As a result, the learners strategized in their choices. When the learners are asked about vocabulary items they either depict the meaning from context or retrieve the most frequently used ones. The same observation can be made in **Part Three: Contextual Clues**, Activity one where the students were asked to match a picture to the correct caption

Close results also appeared in **Part Two: Word Associations** Activity (1.1 and 1.2). almost all the learners provided correct answers, since ‘Furniture’ and ‘weather’ happen to be items for everyday use and so learners performed positively and highly on these sets. Activity one (1.3). Here, learners performed poorly in most questions. We can only conclude that learners’ register in vocabulary is limited and that they cannot generate words related or relevant with a certain situation if they are denied concrete contexts or choices to depend on like in Activity three of the same part. The results also show that with words belonging to a single family, for instance, learners over generalize the appellation of an idea or item to their subsequent lexis. In other words, ‘shoe’ is a ‘shoe’ regardless of type, gender or any other names that might pertain to it. Concerning Activity Two: Synonyms (2.1) and Activity three: Antonyms (3.1), almost all the learners performed well because they have been given choices as opposed to Activity two: Synonyms (2.2.) where students were not provided with options.

**Part Three: Contextual Clues**, Activity Two: Texts. The students of both groups performed poorly in spotting the misprints.

We noticed that both CG and Exp. G performed similarly, have approximate levels and utilize similar strategies. The Exp. G has been receiving training in VLS using CSI. Then, both groups have undergone the post test to assert for the effect of instruction.

Both CG and Exp. G performed alike in **Part One: Word Definition** Activity one and two, where learners are to match words with their definition and pick the most suitable synonym from a list. We have already noticed in the pre-test that the students hold the strategy of using context and images to infer meaning which explains the close results we observe in the post-test. The same conclusion might be inferred from **Part Three: Contextual Clues** Activity One, since the learners were asked to match each picture with the correct caption. However, the CG gave more correct results than the Exp. G

However, as seen in **Part Two: Word Associations** Activity one (1.1 / 1.2 and 1.3) concerning word families activities where learners generate relevant nouns to the list and the other to cross out the odd ones, Exp. G learners performed highly well as opposed to the CG. Their responses were positive up to a point but not highly significant as the Exp. G was. The results indicate the positive impact of VLS instruction and the role of mind mapping technique that clearly positively influenced our group. **Part Two: Word Associations** activities two and three further illustrate the improvement of our learners not only to the CG but also as opposed to the performance of the Exp. G itself prior to instruction. Here, the Exp. G group showed noticeable upgrade with regard to their already existing knowledge and how they expanded beyond. At this point, learners do not rely on context much to generate related vocabulary items but retrieve the newly learnt or old ones they stored in.

**Part Three contextual Clues:** Activity Two: Texts, further reinforces the findings in **Part Two: Word Associations**. In the pretest the Exp. G showed mediocre results as opposed to the posttest. Here, learners matched the captions more carefully representing high percentiles than in the pre and detected the misprint more successfully than in the pre. Here the role of VLS training is not only evident but mind mapping also is. When using mind maps, it is not the visual element that only attracts but how ideas, or to our case words flow from one to another. And when they do, they carve the color of the branch a certain vocabulary item is drawn upon (image) and how it is spelled. All of these enabled the experimental group to perform better than the controlled group.



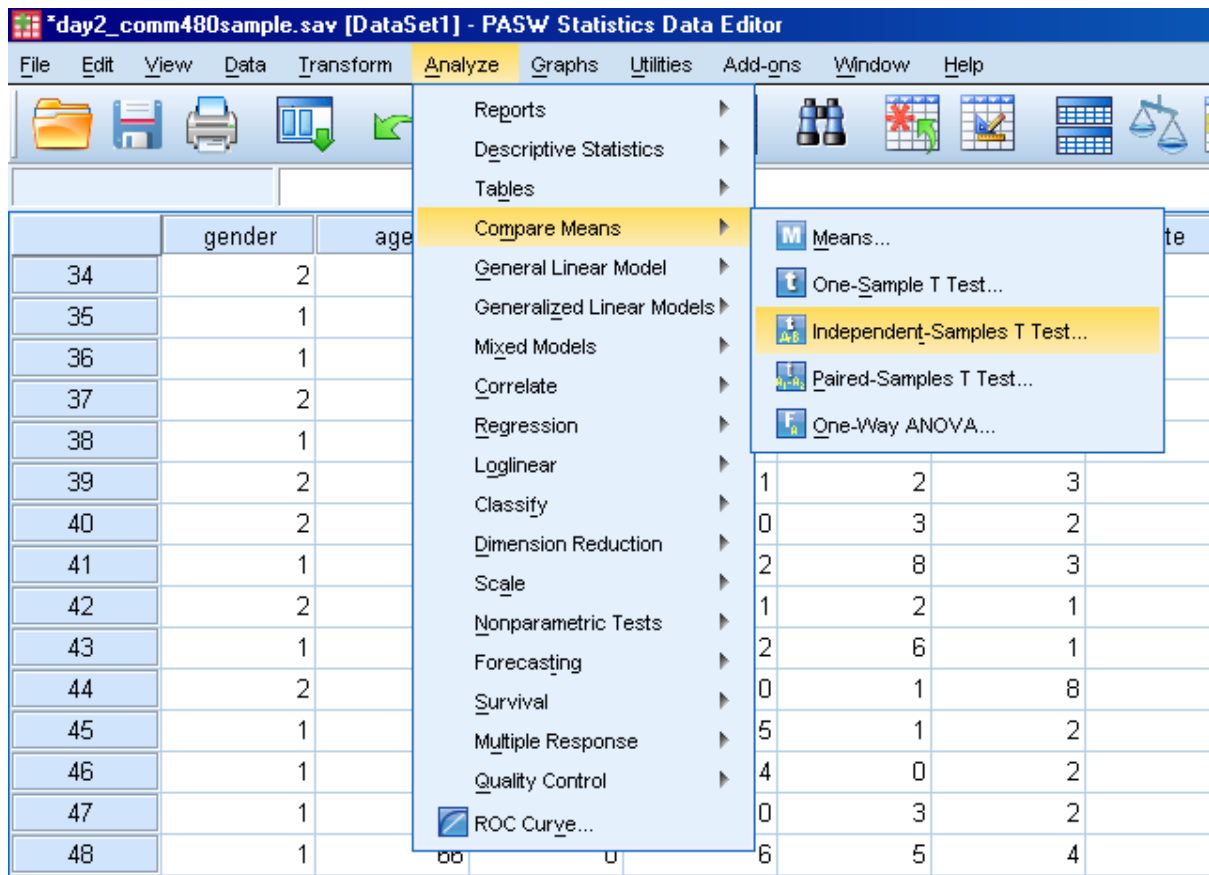
As the results of the pos-test show, the experimental group (treated group) demonstrated improvement due to instruction. VLS through CSI made learners more conscious about vocabulary learning strategies, retention and use. This shows that before the intervention, if learners are not given choices or context (visual or written) they struggle and hence perform poorly. From the analysis of the results, we concluded that the experimental group performed better than the controlled one.

#### **5.4.2 Statistical Analysis of the Results**

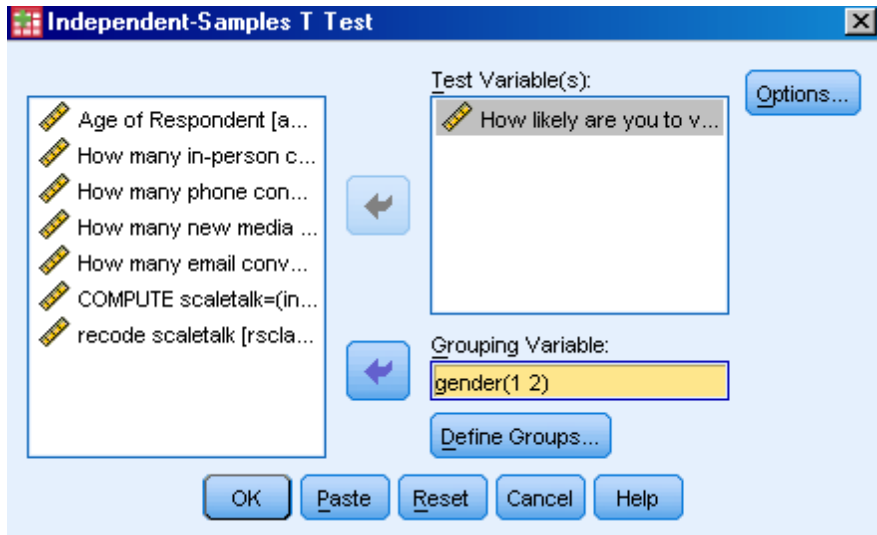
As it has been stated earlier we divided the subjects randomly into two groups: one called the Exp. G which received the research treatment and the other one is the Control Group which did not receive any treatment. In other ways, the Exp. G was taught through direct vocabulary strategy instruction while the teaching of vocabulary learning strategies for the CG was incidental; thus, the t-test used in this research is the one for independent group. Alternatively, in this study we expect a direction of the consequence that the treatment will possibly have a positive impact on the Exp.G by being conscious of vocabulary learning strategies. That is why we consider the test as a one-tailed one. In the current research we decided to use the software SPSS 20.0 to calculate the value of the observed t. Below are the steps to doing the T-Test Procedure in SPSS, as stated by Garczynski (2016: 1-2):

Click on the “Analyze” tab at the top of the page. Select “compare means” from the list. Select “Independent-Samples T Test. Select the variable for the test. Click on the “Define Groups” button and specify one group as “Group 1” and the other group as “Group 2”. Click on the “OK” button. Interpret The results as the following: “1) Look at the number under “Sig.” for “Levene’s Test for Equality of Variances”. If it is less than .05, then you will be looking at the t-value for the “Equal variances not assumed” row (the bottom row). If the sig is .05 or greater then you use the t-value for the “Equal variances assumed” row (the top row). Since the Sig. in our example is .037, we will use the bottom row. 2) Look under the “Sig. (2-tailed)” column at the appropriate number based on the Levene’s Test in step 1. If the Sig. is less than .05 then the statistic is considered to be significant (meaning that the researcher can be 95% confident that the difference between the means of the two groups is not due to chance).In this example, since the Sig. value is .853 (which is greater than .05), we can say that there

is not a significant difference between men and women on the likelihood to vote.”



**Figure 5.1: Analyze and Compare means**  
 (Garczynski, 2016: 1-2)



**Figure 5.2: Define Groups**

(Garczynski, 2016: 2)

Gender of Respondent	N	Mean	Std. Deviation	Std. Error Mean
Female	60	3.4500	2,37653	,30681
Male	60	3.4438	2,76046	,51139

### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4,475	,037	-.196	94	,000	.845	,79992	-6,46917	-3,07170
Equal variances not assumed			-.186	65.056	,000	.853	,79992	-6,46984	-3,09085

**Figure 5.3: Interpret Results**

**(Garczynski, 2016: 2)**

Concerning scoring we adopted a 70-point rating scale, a point for each correct answer. For **Part One: Word Definitions**. Activity One (6 points)/ Activity Two/ 2.1 (3points) and 2.2 (3points) **Part Two: Word Associations** Activity One 1.1 (5 points) / 1.2 (6points) / 1.3 (10points). Activity two 2.1 (8 points) / 2.2 (9 points). Activity Three 3.1 (8 points). **Section Three: Contextual Clues**. Activity One (6 points)/ Activity Two (6 points)

<i>Pre Test Scores</i>		<i>Post Test Scores</i>	
<b>Scores</b>	<b>Scores</b>	<b>Control Group</b>	<b>Experimental Group</b>
<b>29/70</b>	<b>24/70</b>	<b>34/70</b>	<b>36,50/70</b>
<b>46/70</b>	<b>37,5/70</b>	<b>41/70</b>	<b>41/70</b>
<b>46/70</b>	<b>37,50/70</b>	<b>41/70</b>	<b>41/70</b>
<b>46/70</b>	<b>37,50/70</b>	<b>41/70</b>	<b>45/70</b>
<b>47/70</b>	<b>40,50/70</b>	<b>41/70</b>	<b>45/70</b>
<b>47/70</b>	<b>40,50/70</b>	<b>41/70</b>	<b>45/70</b>
<b>47/70</b>	<b>40,50/70</b>	<b>41/70</b>	<b>45/70</b>
<b>47/70</b>	<b>40,50/70</b>	<b>46/70</b>	<b>45/70</b>
<b>47/70</b>	<b>40,50/70</b>	<b>46/70</b>	<b>45/70</b>
<b>47/70</b>	<b>40,50/70</b>	<b>46/70</b>	<b>45/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>46/70</b>	<b>45/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>45/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>44,50/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>58,50/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>

<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>45,50/70</b>	<b>60/70</b>
<b>49,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>47/70</b>	<b>47,50/70</b>	<b>60/70</b>
<b>52,50/70</b>	<b>50/70</b>	<b>47,50/70</b>	<b>60/70</b>

**Table 5.210: Students' Grades of the Pre-Test and the Post-Test**

*Statistics using the software SPSS*

,00 stands for the experimental group

1.0 stands for the controlled group

N stands for the number of students

**Group Statistics**

group	N	Mean	Std. Deviation	Std. Error Mean
,00	48	55,5313	7,09765	1,02446
1,00	48	45,2396	2,52433	,36436

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	51,724	,000	9,465	94	,000	10,29167	1,08732	8,13276	12,45057
Equal variances not assumed			9,465	58,703	,000	10,29167	1,08732	8,11571	12,46762

**Table 5.211: Post Experimental versus Post Control**

The required t is 1.98 at 0.05 level of significance and with 94 degree of freedom. The obtained t is 9.46 But we didn't want a two-tailed test; our hypothesis is one tailed and there is no option to specify a one-tailed test in SPSS we will divide the obtained T by 2;thus, it is

4.73. As the obtained t is 4.73 the results are significant, since 4.73 is higher than 1.98; hence, the hypothesis has been proved to be true.

### 5.4.3 Answers to the Research Questions

- Does conscious explicit instruction of vocabulary learning strategies raise learners' metacognitive awareness in learning and expanding vocabulary or vocabulary should be left for incidental learning?

At the outset, the findings obtained from the analysis of the students' questionnaire and the students' pre- test reveal an approximate level of VLS use and awareness among the students of both groups. For this reason, whichever alteration would be accredited to the treatment the teacher presented since both groups can be said to have approximately the same level of VLS use and awareness.

From the findings of the calculation of the means of the post test, we can conclude that there is a noteworthy distinction on the whole concerning the performance of both experimental and control group. Since the mean of the CG is '45, 2', and the one of the Exp. G is '55,5'. One explanation might be provided which answers the first research question. Indeed, conscious explicit instruction of vocabulary learning strategies raises learners' metacognitive awareness in learning and expanding vocabulary.(see Table 5.211) The treatment we applied on the experimental group had positive effects by raising learners' metacognitive awareness in learning vocabulary and therefore expand their vocabulary repertoire.

- If the cognitive conscious approach proves to be the way, then to what extent it is effective for learners expanding their vocabulary repertoire?

Comparing the results obtained from the pre-test and post-test of the Exp.G we observe a considerable improvement in learners' performance. Indeed, with reference to the parts where participants performed positively in both pre-test and post-test the percentage increased as it is demonstrated in the following. Initially, from Table 5.57 'over- reacted' was the word learners had the lowest percentage in with '40%' representing 19 learners in relation to the pre test. Concerning the post test word 'iffy' was the word learners had the lowest percentage in two with 50% representing 24



learners. From Tables (5.71 /5.72 5.78) as well the results obtained in the pre test show that participants answered right only for five words ‘wedding, war and office’ representing 54%, 47% and 63% respectively, and ‘football and school’ representing 100%. On the other hand, results obtained from Tables 5.174/5.176/5.178/5.180 in the post test reveal that learners answered right for five words two but with higher percentage ‘bed’ 77%, ‘train’ 56%, ‘cat’ 79%, ‘funeral’ 94% respectively and ‘dentist’ 100%,

**In Part Two: Word Association**, Activity two. The learners performed highly positively in both pre-test and post-test. However, the percentage increased in the participants performance related to the post test. The results obtained in the pre test were as follows: vacant 24%, a piece 98%, funny 98%, a response 100%, an instructor 100%, a daydream 98%, purchase 92% and untidy 29% respectively. On the other hand, we notice a considerable improvement from the results gathered in the post test: ‘Unused/Genuine’ 79%, ‘Real/Odd’ 88%, ‘Often/Rarely’ 100%, ‘Agree/Imitate’ 88%, ‘Cautious/Busy’ 100%, ‘Silent/Frightened’ 100%, ‘Perhaps/Quiet’ 100% and ‘Cautious/Active’ 100%. In Activity three, the percentage increased in the participants’ performance related to the post-test. In relation with results obtained in the pre-test the highest percentiles were found with three sets: ‘Notice/Ignore’, ‘Past/Future’, ‘Safe/Dangerous’, and kind/cruel representing 100% all. Then some decrease in rate was noticed in the following pairs ‘Sad/Cheerful’ and ‘Allow/Refuse’, the learners rated 90%, 96% respectively. Nonetheless, regarding results of the post-test, four perfect percentiles were found with four sets: ‘Easy/Difficult’, ‘Trust/Doubt’, ‘Serious/Silly’ and ‘any/Few’ representing 100% each. Then, with the other pairs, learners also scored well as follows: ‘Unusual/Ordinary’ 92%, ‘Skinny/Fat’ 92%, ‘Stale/Fresh’ 75%, and ‘Graceful/awkward’ 58%.

Furthermore, regarding the parts where participants (CG and Exp.G) in both pre-test and post-test found some difficulties we notice a substantial leap in the students’ performance of the Exp. G. From the results obtained in the pre-test **Part Two: Word Association**, Activity two (2.2), learners reported negatively for most of the questions asked. The results gathered for relevant/correct answers were as follows: ‘Bought’ 98% and ‘Sufficient’ 83%. As for irrelevant/left out answers, the answers gathered were as the following: ‘Good-Looking’ 58% ‘Disappeared’ 4%, ‘Conceited’ 0%, ‘Terrible’ 31%, ‘Stumbled’ 0%, ‘Peculiar’ 19%, ‘Changed’ 0%, ‘Enthusiastic’ 0%, ‘Remember’ 0%, ‘Frightened’

17% 'Very funny' 17%, 'Ruined' 0%, and 'Boasting' 0%. Nevertheless, learners reported positively for most of the questions in the post-test. The results gathered for relevant/correct answers were as follows: 'Insane' 83%, 'Hungry' 52%, 'Ridiculous' 100%, 'Talkative' 85%, 'Thoughtful' 71% and 'Peculiar' 81% for our sample population. As for the irrelevant answers, the answers gathered were as follows: 'Deliberate' 52% 'Disgusting' 56.25% and 'Mean' 58%.

Comparing the results obtained from the post-test regarding the CG and Exp.G we notice a change for the better when it comes to the level of the Exp.G. As in **Part Two: Word Associations**, Activity Two (2.1), concerning (CG) the learners' highly positive results were as follows: "Unused/Genuine" 71% is correct, "Real/Odd" 81%, "Often/Rarely" 96%, "Agree/Imitate" 83%, "Cautious/Busy" 92%, "Silent/Frightened" 100% as well as "Perhaps/Quiet". However, the Exp.G learners performed better than the CG did. The results yielded for the correct ticked pairs were as follow; 'Unused/Genuine' 79% , 'Real/Odd' 88%, 'Often/Rarely' 100%, 'Agree/Imitate' 87.5%, 'Cautious/Busy' 100%, 'Silent/Frightened' 100%, 'Perhaps/Quiet' 100% and 'Cautious/Active' 100%.

The same conclusion was induced from the results obtained **Part Two: Word Associations**, Activity Three (3.1). In relation to the results gathered from (CG) learners reflected well on the following sets: 'Easy/Difficult', 'Unusual/Ordinary', 'Trust/Doubt', 'Skinny/Fat', 'Serious/Silly' and 'Many/Few' representing the following percentiles 96%, 85%, 100%, 79%, 83%, and 100% respectively. But they did not reflect well on the following two sets: 'Stale/Fresh' and 'Graceful/Awkward'; learners rated 56% and 71% respectively. Though concerning the Exp. G, four perfect percentiles were found with four sets: 'Easy/Difficult', 'Trust/Doubt', 'Serious/Silly' and 'any/Few' representing 100% each. Then, with the other pairs, learners also scored well as follows: 'Unusual/Ordinary' 92%, 'Skinny/Fat' 92%, 'Stale/Fresh' 75%, and 'Graceful/Awkward' 58%.

In some parts, participants of the CG performed negatively in the post-test, whereas within the same activities participants of the Exp.G performed highly positively. In **Part Two: Word Associations**, Activity Two (2.2) concerning the CG the results gathered for relevant/correct answers were as follows: 'Insane' 77%, 'Ridiculous' 94% and 'Peculiar' 71% for our sample population. As for irrelevant/wrong responds, the answers gathered were as: 'Deliberate' 71%, 'Disgusting and Mean' 81% for both items, "Hungry" 63%, 'Talkative' 83%, 'Thoughtful' 98%, the results yielded were not

satisfactory. Nevertheless regarding the Exp. G, learners reported positively for most of the questions asked. The results gathered for relevant/correct answers were as follows: ‘Insane’ 83%, ‘Hungry’ 52%, ‘Ridiculous’ 100%, ‘Talkative’ 85%, ‘Thoughtful’ 71% and ‘Peculiar’ 81% for our sample population. As for the irrelevant answers, the answers gathered were as follows: ‘Deliberate’ 52% ‘Disgusting’ 56% and ‘Mean’ 58%. The results yielded were generally in favor of the learners’ end.

Similarly, from the results yielded in **Part Three: Contextual Clues**, Activity Two the CG learners were found hesitant. The learners scored well on three misprints ‘Head” representing 83%, ‘Police’ representing 77% and “Darling’ representing 58%. Then, the scores dropped noticeably in “God’ reporting with 90%, as for ‘Wire’ 65% and ‘Row’ 60% of negative answers. On the contrary the Exp. G learners were found strategic. The learners scored well on four misprints; ‘Row’ 64%, ‘Darling’ 81.25%, ‘Head’ 83% and ‘Police’ 100%. The learners were found hesitant in two words; ‘Wire’ 58% and ‘God’ 60%.

## **Conclusion**

The results of the Pre-test and the Post-test suggest that VLS training through CSI certainly has the strongest effect on improvement between pre-tests and post tests. According to the analysis and discussion, it can be said that VLS training leads to improvements regardless of prior competence, particularly learners’ ability in general English. CSI through MM certainly helped learners to become conscious of strategy use and selection for organizing prior register and build upon it.

In this study the research hypotheses were definitely confirmed. Our research has confirmed that learners’ instructed through cognitive strategy instruction showed up positive results with respect to vocabulary learning. Using CSI to familiarize and make students practice VLS was a successful way of allowing learners to accomplish better advancement in vocabulary learning.

## **Chapter Six**

### **Pedagogical Implications**

#### **Introduction**

#### **6.1. The Significance of Metacognition in Education**

#### **6.2. The Importance of Vocabulary Learning Strategies in Expanding Learners' Vocabulary Repertoire**

#### **6.3. The Significance of Cognitive Strategy Instruction**

#### **6.4. Limitations of the Study and Suggestions for Further Research**

#### **Conclusion**

## **Introduction**

Based on the findings of our research, some pedagogical implications are recommended to make vocabulary teaching and learning an easier task. The discussion is divided into theoretical and empirical implications. Initially, we shed light on the significant parts we have observed concerning the review of literature. Subsequently, we attempt to answer research questions, and then we will end the discussion with limitation of the study and suggestions for further research.

### **6.1. The Significance of Metacognition in Education**

Our theoretical part reflects optimistically on the use of metacognition in teaching. In chapter One, (Section 1.4.1.) we have presented how valuable it is to make your students aware of their learning process in the purpose of reaching self-directed learning level. We suggest that students are said to be metacognitive only if they are aware of their own knowledge and what must be done to gain new one. For that reason, metacognition is considered responsible for the endorsement of students' analytical thinking and problem-solving. Moreover, since metacognition facilitates learning and helps students struggling to succeed, then we take for granted its important role in boosting up students' self-worth. Accordingly, the students' high self esteem will lead to a victorious learning process because it promotes motivation to gain knowledge. In consequence, teachers should initiate the process of thinking about learning in their classes without thinking that it is a waste of time but rather it is worth it.

That is why we recommend, as teachers we ought to know how to teach your students how to gain knowledge, how to retain this knowledge, how to trigger themselves off to expand that knowledge and above all how to be in command of their own knowledge. To do so, teachers should first know what metacognition in education mean, its influence on the

promotion of learning, and how it can be put into practice. Alongside, it is essential that teachers are themselves metacognitive to have a better understanding of the concept in hand. Thus, the implementation of metacognition in the teaching process will take place effortlessly. Accordingly, teachers are supposed to figure out what is required to fruitfully teach students to turn out to be metacognitive. As a result, the teacher will not only pass on information but indeed manipulate and direct the thinking processes that students use to study.

## **6.2. The Importance of Vocabulary Learning Strategies in Expanding Learners' Vocabulary Repertoire**

Subsequently, vocabulary learning strategies proved to be noteworthy as well as it has been presented in Chapter Two (Section 2.3.1). VLS should be integrated in the teaching practice for their significance in smoothing the advancement of vocabulary learning. Learners will no longer feel overwhelmed while learning vocabulary, but rather will be able to take full advantage of VLS to increase their vocabulary repertoire. Since it has been demonstrated in Chapter Two (Section 2.3.1.) that indeed VLS are fundamental in learning vocabulary, so extensive consideration is needed from the part of both teachers and learners. For the reason that, it is not only the work of teachers to encourage vocabulary learning; however, learners should persist in learning vocabulary independently of the teacher and classroom. In other words, the teacher's duty is to be a facilitator and the ongoing work should be the responsibility of the learners.

From the literature review of Chapter Two (Section 2.3.1), we shed light on the worth of integrating VLS in the teaching process where we state "VLS make learners more independent of the teacher and serve as useful tools that can be used both inside and outside the class". In view of that, we believe in the necessity of shifting learners' level into the one of being first aware of VLS and their advantages as well. At this stage –with the teachers' help- students will acquire for discovering, memorizing, and consolidating new words. We

consider that learners will feel more comfortable with vocabulary learning by means of VLS presentation, discussion and modeling in the classroom. In addition, by incorporating VLS in language classes language learners will develop a conscious need to build up a self-governing and pre-arranged method to language learning and vocabulary learning as well.

### **6.3. The Significance of Cognitive Strategy Instruction**

Consequently, to make students metacognitive and strategic in vocabulary learning; cognitive vocabulary strategy instruction is the key to do so. As it has been confirmed in Chapter Three Section (3.3.2.) “CSI is teaching students about strategies, teaching them how and when to use strategies, helping students identify personally effective strategies, and encouraging them to make strategic behaviors part of their learning schema” and “Thanks to CSI students will develop an essential skill for an educational triumph which is recognizing and exploiting efficient strategies”. Via CSI students will no longer only gain vocabulary strategies, but also identifying what strategies are, the way they should be exploited, and even time, place and the rationale behind using them. When students are provided time to contemplate about their learning, we may say that this is another argument confirming that CSI plays a part in promoting learners’ metacognitive consciousness. Thus, CSI equally maintains the development of metacognition and VLS teaching.

As it has been demonstrated in Chapter Three (Section 3.3.1.), CSI is an explicit and direct strategy instruction that “entails directly teaching students how to autonomously use strategies that will improve their learning process”. Embedded instruction is found to be less helpful since learners are guided to utilize vocabulary strategies unconsciously. We believe that teachers using CSI will:

- Guarantee a successful outcome in the use of vocabulary learning strategies.
- Enhance learners’ motivation and determination to learn vocabulary, since they directly clarify how crucial it is to learn vocabulary learning strategies.

- Ensure a successful teacher/learner interaction and thus an interactive learning environment for active discussions.
- Prepare students to be autonomous in using the vocabulary learning strategies, since teachers' contribution in the strategy presentation is gradually reduces as students' engagement augments.

Within CSI we deduce that learners will:

- Be acquainted to already existing (but unaware of) strategies and new ones.
- Decide on what vocabulary strategy they should use in different situations.
- Detect their strong and weak used vocabulary strategies and how to empower the delicate ones.
- Become conscious of what facilitates their own vocabulary learning process
- Develop into analytical and reasoned learners.
- Self-assess and direct their own improvement in vocabulary learning.

Initially, we suggest bestowing supplementary occasions not only to integrate VLS but vocabulary teaching in general. Recently, Written Expression (WE) is being taught three hours per week while it was only one hour and a half. We would like to have a balance between both WE and Oral expression (OE) i.e. three hours per week for each module. We believe, this additional hour and a half would be helpful in increasing time to concentrate more on the amalgamation of VLS. Moreover, since students assumed their high motivation to learn English and expand their vocabulary store ;subsequently, this is another argument to lay the platform to providing teachers with more time to slot in VLS in their teaching routine as it has already been put forward. Indeed, we recommend this additional time for the sake of guiding students to become more self-reliant in learning vocabulary as they master VLS.



#### **6.4. Limitations of the Study and Suggestions for Further Research**

Undeniably, some inescapable limitations cropped up along the way; though our research has arrived at its intended aims. First, putting more emphasis on the use of mind mapping was kind of complicated because of time restrictions. Moreover, the period we administered for putting VLS into practice was short (five weeks), since it was carried out along with teaching the syllabus of the module Oral Expression. Hence, we consider extending the time for further research so as to generalize the results of the study. In addition, in view of the fact that mostly our participants were overloaded because of the pressure put on them from studying a lot of modules, we presume that it affected our results. In the sense that, participants did not have much time to review the VLS independently, and we could not add extra sessions because of the students' overloaded time table.

Since frequent training is required for the mastery of mind-mapping techniques, we suggest adding much time for its implementation for further research. Additionally, future researchers may scrutinize and shed light on the investigation of VLS through cognitive strategy instruction on students with different level of competence. Here, diverse learning strategies should be implemented to accommodate participants' dissimilarities in the classroom. Moreover, we believe that examining whether or not cognitive strategy instruction affects participants' motivation to learn vocabulary is an essential point to be raised for further study. We judge the investigation of the relationship between cognitive strategy instruction and vocabulary retention as a crucial topic as well to be inspected in the future.

#### **Conclusion**

Based on the findings from the review of literature and the results obtained from the practical part, it has been substantiated that cognitive strategy instruction raises learners' metacognitive awareness in learning vocabulary learning strategies. Therefore, it is worth

considering the implementation of vocabulary learning strategies as a regular teaching activity. Indeed, Cognitive strategy instruction is of constructive impact in productively teaching vocabulary learning strategies in particular and in EFL domain in general.

## **General Conclusion**

To communicate naturally, students need a good vocabulary store. Remembering the new words is strenuous though, that is why English learners find conversing in English exhausting. As a teacher, I have always noticed the weak vocabulary repertoire my students have. The latter might be attributable to the way vocabulary is being taught, since teachers generally focus on translation and repetition for retaining new words which are not helpful for everyone.

The central aim of the study is to investigate the role, importance and effect of cognitive vocabulary instruction and up to which degree this approach proves to be effective. We endeavored to scrutinize the correlation between students' awareness of their vocabulary learning strategies and their vocabulary learning process.

Initially, we handed Teachers' Questionnaires to inspect the teachers' position in vocabulary teaching. We meant to uncover teachers' attitudes about vocabulary teaching, their approach to accomplish this task and what ways they deploy to teach Vocabulary Learning Strategies if they do so. We supplied as well questionnaires to learners, with the intention of examining the participants' vocabulary learning strategies store. In other words, we intended to check if learners hold vocabulary learning strategies, if so what strategies do they hold, and are they consciously using them. The results obtained from the Learners' Questionnaires proved that the learners unconsciously hold few vocabulary learning strategies but they are unaware of their usage and value.

The second step was the administration of a pre-test to first confirm the results obtained from the questionnaires and lay the ground for the designing of the lessons intended for vocabulary learning strategies implementation through cognitive strategy instruction. The results gathered from the pre test arrived at the same conclusion of the learners questionnaires.

Again, a minority of vocabulary learning strategies is embraced by our participants and the latter are unaware of them.

Subsequently, the experimental group was placed under treatment. In this phase, we attempted to integrate vocabulary learning strategies explicitly through cognitive strategy instruction. After the strategies have been presented, we administered a post test for both groups at the same time. The results obtained have demonstrated an increase of the experimental performance. We have observed a considerable leap in the level of the experimental group participants. Without a doubt, direct vocabulary instruction has confirmed its significance and positive impact on learners' metacognitive awareness in learning vocabulary. Undeniably, cognitive strategy instruction has been helpful in supplementing and making learners' conscious of vocabulary learning strategies.

Consequently, the research hypotheses "If teachers employ cognitive vocabulary strategy instruction this would raise learners' metacognitive awareness in learning vocabulary" and "If the cognitive vocabulary strategy instruction is applied, learners would manifest considerable improvement in expanding their vocabulary store for a long-term retention of vocabulary items" were definitely confirmed. Our research has confirmed that learners' instructed through cognitive strategy instruction showed up positive results with respect to vocabulary learning. Using direct cognitive strategy instruction to familiarize and make students practice vocabulary learning strategies was a successful way of allowing learners to accomplish better advancement in vocabulary learning. Therefore, we believe learners reacted positively toward this instruction. For this reason, the results obtained from the practical part were consistent with the literature review. Cognitive Strategy Instruction does not only make learners aware of their unconsciously used strategies before the treatment, but it also allows students to distinguish their strengths and weaknesses. Implementing cognitive strategy instruction to teach vocabulary to foreign language learners, allows the

students to be equipped with a package of Vocabulary Learning Strategies that will facilitate acquiring and retaining new words effortlessly.

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## **Appendix I**

### **The Teachers' Questionnaire**

Dear teacher,

This questionnaire is part of a research work. It aims at investigating whether and to what extent cognitive vocabulary strategy instruction raises learners' metacognitive awareness in learning and expanding vocabulary.

You are kindly requested to answer the following questionnaire. Please, tick (√) the appropriate box or boxes and make full statements whenever necessary.

Your answers will be valuable for the completions of this work.

May we thank you in advance for your collaboration.

Mrs. Nawal DIB

Department of Letters and English

Faculty of Letters and Languages

University "Frères Mentouri", Constantine 1

**Section One: Teachers' Profile**

1. How long have you been teaching English?
  - a. Less than five years
  - b. Five to eight years
  - c. Eight to twelve years
  - d. More
  
2. What is/are the course(s) you taught the most?  
.....
  
3. What is the most difficult aspect of English to teach?
  - a. Grammar
  - b. Vocabulary
  
4. Please, explain why.  
.....  
.....
  
5. What is the most difficult skill to teach?
  - a. Reading
  - b. Writing
  - c. Listening
  - d. Speaking
  
6. Please, explain why.  
.....  
.....

**Section Two: Teachers' Perception of Vocabulary Teaching**

7. What is the importance of vocabulary learning strategies in the learning process?

.....  
.....  
8. Should the teacher be the only source for helping students to learn new English words?

-Yes

-No

9. Is vocabulary teaching is part of your everyday class time?

-Yes

-No

10. What knowledge you have learned is helpful for your vocabulary teaching?

.....  
.....

11. How do you feel your efficiency of vocabulary teaching is?

a. Very efficient

b. Adequate

c. Not efficient

12. What is your approach to vocabulary teaching?

a. Direct vocabulary teaching

b. Indirect vocabulary teaching

c. Other: Please, specify.....

13. Please, explain why.

.....  
.....

**Section Three: Awareness of Vocabulary Learning Strategies Significance**

14. Is it important for learners to be aware of vocabulary learning strategies which would help them learn vocabulary more effectively?

-Yes

-No

15. Please, explain why.

.....

.....

16. When you show the meaning of the new/unknown words, how would you usually do that?

17. Please, explain why.

.....

.....

18. Do you recall new learned words in new situations?

-Yes

-No

19. Please, explain why.

.....

.....

**Section Four: Teachers' vocabulary learning strategies implementation**

20. Do you know what vocabulary learning strategies are?

-Yes

-No

21. If "Yes", please explain.

22. What word knowledge do you usually teach? ( you may tick more than one option)

- a. Form and meaning
- b. Part of speech
- c. Pronunciation
- d. Derived forms (for example: education-educational)
- e. Collocation
- f. Other: Please, specify.....

23. What are the strategies you consider useful when it comes to vocabulary learning?

.....  
.....

24. Do you devote some of class time to provide some training to vocabulary learning?

- Yes
- No

25. Have you ever designed or put together activities to train/make learners aware of the range of vocabulary learning strategies they could use/discover for vocabulary learning?

- Yes
- No

26. Please, explain how.

.....  
.....

**Section Five: Further Suggestions**

27. Please, add any further comment or suggestions

.....

**Appendix II**  
**The Students' Questionnaire**

Dear students,

You are kindly requested to fill in this questionnaire to express your opinions and attitudes towards English learning in general, vocabulary learning in particular, and what vocabulary learning strategies you hold.

Your answers are very important for the validity of this research work. As such, we hope that you will give us your full attention and interest and provide straight and sincere answers that enable us to achieve reliable results.

You are kindly requested to answer the following questionnaire. Please, tick (✓) the appropriate box or boxes and make full statements whenever necessary.

May we thank you in advance for your collaboration.

Mrs. Nawal DIB

Department of Letters and English

Faculty of Letters and Languages

University "Frères Mentouri", Constantine 1



**Section One: Personal Information**

1. My level of proficiency in English is:

- a. Poor/Weak
- b. Moderate/Average
- c. Good/Excellent

2. You perceive English as:

- a. Easy
- b. Difficult
- c. Useful
- d. Interesting

3. You perceive English language learning as:

- a. Grammar
- b. Vocabulary
- c. Other

4. Please, justify

.....

.....

.....

**Section two: VLS for Grouping**

5. I group words that are similar in sound or spelling together (coat/ goat or plane/ planet).

-Yes

-No

6. If “No”, Please justify.

.....

.....

7. I connect a new word with an experience (for example petrified/ afraid from exams).

-Yes

-No

8. If “No”, Please justify.

.....

.....

9. I connect a word with its coordinates (banana / fruit /apple, etc.)

-Yes

-No

10. If “No”, please justify

.....

.....

.....

**Section Three: Vocabulary Learning Strategies for Context Use**

11. In a text, I capture an unfamiliar word and sort out its meaning from the context.

-Yes

-No

12. If “No”, please explain why.

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

13. When I cannot seem to fully get or digest the meaning of a word, I highlight it in a certain way to remember it or check it later on.

-Yes

-No

14. If “No”, explain why:

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

15. I always keep a dictionary nearby to check up words.

-Yes

-No

16. If “No”, please explain why

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

**Section Four: Vocabulary Learning Strategies for Word Classification**

17. I recognize the meaning of a word through roots and affixations.

-Yes

-No

18. If “No”, explain why:

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

19. When I am confused about a word, I analyze its parts of speech (in terms of grammar).

-Yes

-No

20. If “No”, explain why:

.....

.....

**Section Five: VLS for Imagery**

21. I study a word (or memorize it) through drawing a picture rather than a definition like ladder for example.

-Yes

-No

22. If “No”, explain why:

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

23. I pay attention to the unfamiliar word and try to link it to an image or a form that resembles it (peculiar\ particular)

-Yes

-No

24. If “No”, explain why:

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

**Section Six: VLS for Memorization**

25. In my mind, I organize a paraphrase to what I read, saw or heard (from my surroundings or media) to get an idea of the word in order to remember it.

-Yes

-No

26. If “No”, explain why:

.....  
.....

27. After checking the words up, I write them down on my vocabulary notebook.

-Yes

-No

28. If “No”, explain why:

.....  
.....

29. I seek practicing the newly learned words by verbal or written repetition to memorize them.

-Yes

-No

30. If “No” explain why:

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

31. I seek practicing the newly retained words through repeating verbally or in writing sets of idioms and collocations.

-Yes

-No

32. If “No” explain why:

.....  
.....

**Section seven: VLS for Avoidance and Evaluation**

33. I always skip words I don't know, and don't check them up later.

-Yes

-No

34. If “No”, explain why:

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

35. I overview my vocabulary tank by trying to replace one word instead of another in different situations or contexts for the purpose of testing myself.

-Yes

-No

36. If “No”, explain why:

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

37. I always test my vocabulary repertoire.

-Yes

-No

38. If “No”, explain why:

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

39. I always evaluate my progress in learning vocabulary.

-Yes

-No

40. If “No”, explain why:

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

**Section Eight: Further Suggestions**

41. Please, add any further comments or suggestions

.....  
.....



### Appendix III

### The Pre -Test

#### Part One: Word Definitions

Activity One: Dean, M. (2002). *Test Your Reading*. UK: Pearson Education. (1 Page 93).

Read the following comic story and match the words with their appropriate definitions.

\* In this comic story, Lauren, Steve, and Charlene are Australians in their teens,

shari  
ng a  
flat in  
Melb  
ourne



<b>1. Mate</b>	<b>a. A set of rooms for living in, usually on one floor and part of a larger building</b>
<b>2. Intense</b>	<b>b. Show more of an emotion than is necessary or appropriate</b>
<b>3. Creep</b>	<b>c. Used with some types of shops which provide a service rather than a selling</b>
<b>4. Flat</b>	<b>d. Friend, it is common to Australian English when being friendly</b>
<b>5. Over-reacted</b>	<b>e. Disliking someone a great deal</b>
<b>6. Parlour</b>	<b>f. Too serious</b>

1	2	3	4	5	6

**Activity two: Dean, M. (2002). *Test Your Reading*. UK: Pearson Education. (2 Page 92).**

Read the cartoons and choose the correct sentence completion to finish the following definitions.

2.1. Teenage Monster is a cartoon about a green monster who shares a flat with three girls.



2.1.1. In the cartoon, a job is:

a. a career like teacher or lawyer.

b. something to do to help out in the house.

2.1.2. In the cartoon, Hoovering is:

a. cleaning the carpets with a Hoover.

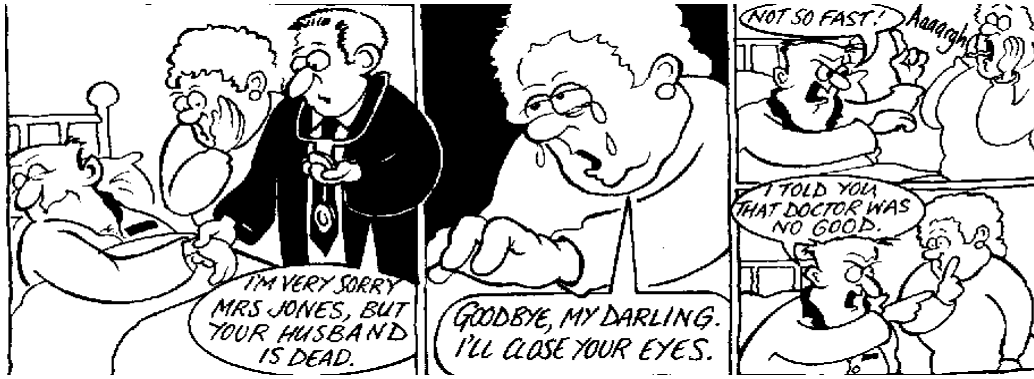
b. cleaning the windows with a Hoover.

2.1.3. In the cartoon, the joke is that:

a. the monster wants to help by making a mess

b. the girls want to clean and the monster want to make everything dirty.

2.2. County Doctor is a cartoon about a doctor who gets everything wrong.



2.2.1. In the cartoon, 'I'm very sorry' means:

a. the doctor made a mistake.	b. the doctor is unhappy.
-------------------------------	---------------------------

2.2.2. In the cartoon, Mrs. Jones says goodbye because:

a. she thinks her husband is dead.	b. she wants to close his eyes.
------------------------------------	---------------------------------

2.2.3. In the cartoon, the joke is that Mr. Jones:

a. is not dead and the doctor said he was.	b. is dead and the doctor said he wasn't.
--	---

## Part Two: Word Associations

### Activity One: Word Families

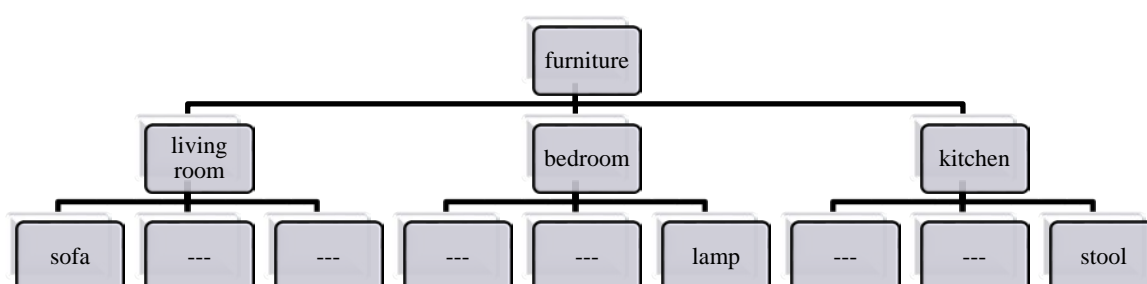
McCarthy, M. & O'Dell, F. (1999). *English Vocabulary in Use: Elementary*. UK: Cambridge University Press. (1/a Page 9).

1.1. Which words can go with weather? Cross out the ones that do not.

Wet	High	Big	Dry	Warm	Happy	Cool	Rainy	Dark
-----	------	-----	-----	------	-------	------	-------	------

McCarthy, M. & O'Dell, F. (1994). *English Vocabulary in Use: Upper Intermediate and Advanced*. : Cambridge University Press. (1/b Page 6).

1.2. Complete the following diagram



Jones, P. W. (2000). *Test Your Vocabulary: 1*. UK: Penguin Books Ltd. (1/c Page 31).

1.3. Underline the words on the right which are associated with or are part of the word on the left. See example 1.

1- Tree	Brim, <u>trunk</u> , car, <u>climb</u> , cabbage.
2- House	Laugh, attic, forest, tongue, brick.
3- Football	Mole, corner, umpire, hornet, penalty.
4- Wedding	Bride, storm, confetti, soap, blink.
5- War	Fight, cream, tank, apple, sincere.
6- School	Brown, examination, dinner, offer, lesson.
7- Sleep	Calm, nightmare, sheet, tongue, cushion.
8- Shoe	Snore, lace, heel, sit, height.
9- Book	Leaf, side, title, sheet, paperback.
10- Face	Heel, grin, writing, cheeks, ankle.
11- Telephone	Switch, lure, dial, ramble, receiver.

**Activity Two: Synonyms**

**Gordon, J. N. (1998). *Vocabulary Building with Synonyms, Antonyms, Homophones, and Homographs*. U.S.A: Super Duper Publications. (2/a Page 67).**

2.1. Fill in the following sentences with the right answer.

2.1.1. When nothing is in the room, you can say that the room is ----- (untidy/ vacant).

2.2.2. When you want a small bit of something, you want ----- (wages/ a piece).

2.2.3. You may laugh when something is ----- (wrong/ funny).

2.2.4. You usually get this when you send someone a letter; ----- (a fantasy/ a response).

2.2.5. Someone who helps you learn something new is ----- (an instructor/ a visitor).

2.2.6. When you imagine something that is not really true, it is ----- (an answer/ a daydream).

2.2.7. You pay money when you ----- (purchase/ answer).

2.2.8. When your bedroom has cloths and toys and books all over the place and not in the proper place, then your room looks ----- (wrong/ untidy).

**Jones, P. W. (2000). *Test Your Vocabulary: 2*. UK: Penguin Books Ltd. (2/b Pages 8-20).**

2.2. Give a synonym for each of the words in brackets in the following sentences.

2.2.1. He was one of the most (good-looking) ----- men she had ever seen.

2.2.2. They were all watching the UFO when it suddenly (disappeared) -----.

2.2.3. He (stumbled) ----- and fell as he was leaving the church

2.2.4. The manuscript is basically good – but there are still parts of it that need to be (changed) -----.

2.2.5. I couldn't (remember) ----- where I had first met her.

2.2.6. You should have done it by now. You've had (sufficient) ----- time.

2.2.7. Alfred Hitchcock's film really (frightened) ----- me; especially the one he made attacking a lot of people.

2.2.8. You must go and see the new 'Monty Python' film- it's (very funny) -----.

2.2.9. Bad weather completely (ruined) ----- the Garden party.

### Activity Three: Antonyms

**Gordon, J. N. (1998). *Vocabulary Building with Synonyms, Antonyms, Homophones, and Homographs*. U.S.A: Super Duper Publications. (3/a Page 34).**

3.1.Fill in the blanks in each of the following sentences below with the correct antonyms.

Sad/ cheerful	Allow/ refuse	Notice/ ignore	Kind/ cruel
Straight/ crooked	Past/ future	Part/ whole	Safe/ dangerous

3.1.1. I know I am supposed to be ----- on my birthday, but my pet hamster just died and I was feeling so -----.

3.1.2. I tried to pretend I didn't ----- the teacher standing there, but then she said 'hello' and I couldn't ----- her.

3.3.3. In my art lesson, I tried to make the road look ----- and narrow, but it came out winding and -----.

3.3.4. My dad did not ----- to buy expensive sports equipment, so I knew he would ----- to loan me the money when I asked.

3.3.5. If the original owner of the dog had been ----- instead of ----- to it, the dog would not be barking and snarling at everyone who tried to pet it.

3.3.6. My teacher says that we can learn from ----- history not to make the same mistakes in the -----.

3.3.7. I only finished ----- of my project last night since it was too late to complete the ----- thing.

3.3.8. The roads were ----- to ride on because of all the rain, so we waited another day just to be -----.

### Part Three: Contextual Clues

#### Activity One: Correct Caption

Jones, P. W. (2000). *Test Your Vocabulary: 2*. UK: Penguin Books Ltd. (1 Page 48).

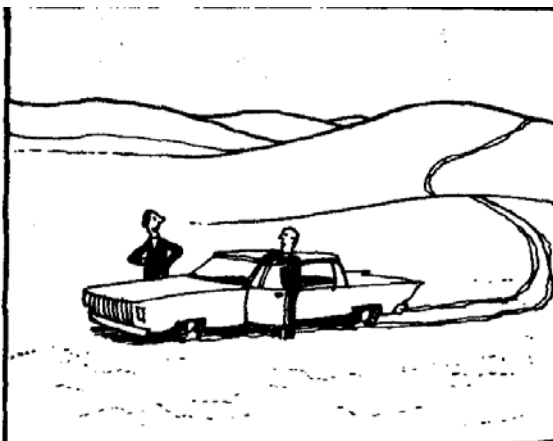
\*[Captions are the words that go with the cartoon].

1.1. In the following cartoons, the captions have been mixed up, so that each cartoon has been printed with the wrong caption under it. Work out the correct caption for each cartoon.

1



2



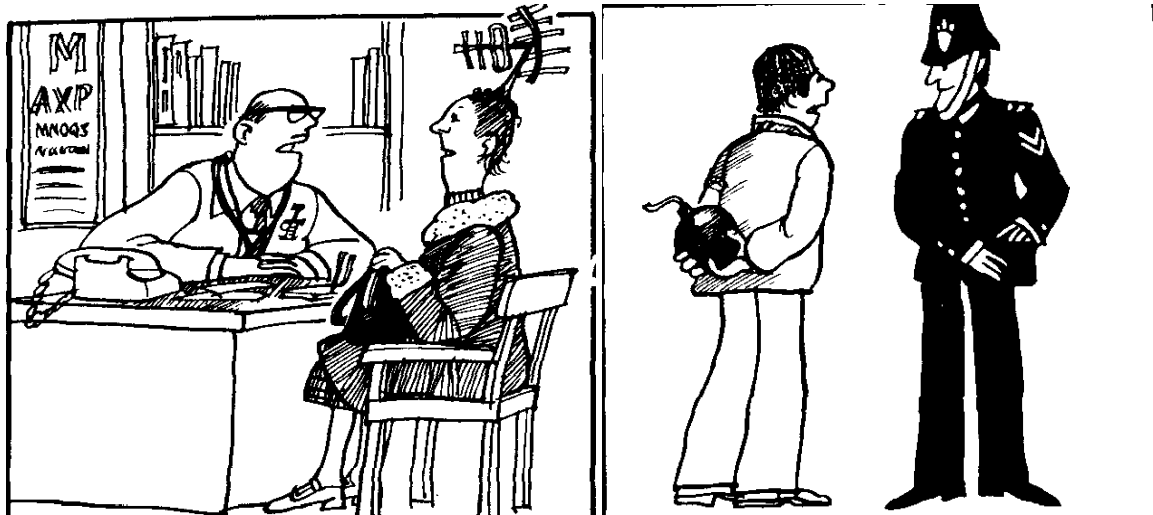
a- Dad, this is Tom, He works with computers.

b- Are you not still angry at me, are you darling?

3

4



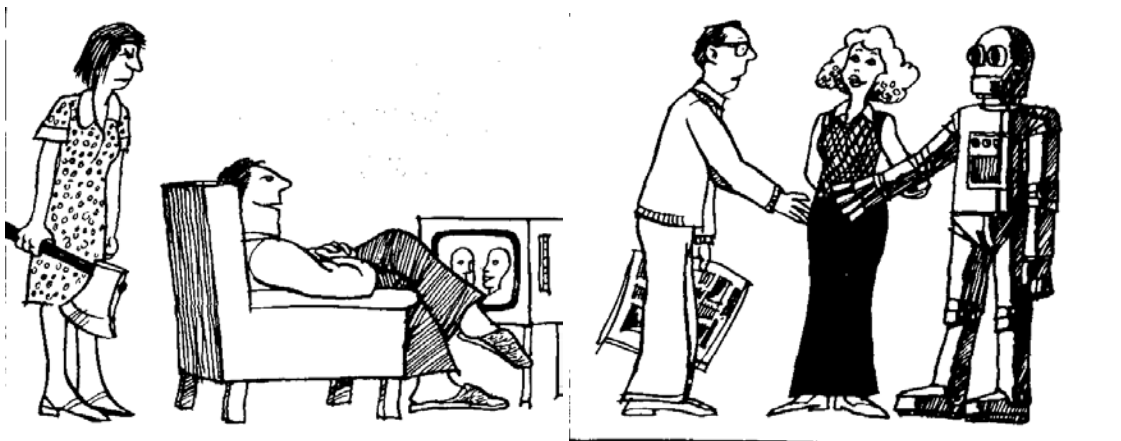


c- Got a light, please?

d- But, what makes you think you've been watching too much TV. Mrs. Grey?

5

6



e- I still say we took a wrong turning somewhere.

f- Arthur's always been a bad loser.

1	2	3	4	5	6

**Activity Two: Texts**

Jones, P. W. (2000). *Test Your Vocabulary: 2*. UK: Penguin Books Ltd. (2 Page 13).

2.1. In each of the following sentences, there exists a “misprint” i.e. a word that is unintentionally written in the wrong way. Find the words and suggest the correction.

- **Note: Use the spaces in brackets.**

2.1.1. A thief went into the changing room at Hastings’ United Football club. Honey was taken from the pockets of five players (Honey/ money).

2.1.2. The final practice for the children’s concert will be held on Sunday afternoon between 2:00 and 2:30 (...../.....).

2.1.3. Woman wanted to share fat with another (...../.....).

2.1.4. A man was holding a gin as entered the bank (...../.....).

2.1.5. As well as the usual prizes, over 50 swimming certificates were presented. The school choir sank during the evening (...../.....).

2.1.6. Detectives kept a witch on the house for two weeks (...../.....).

2.1.7. All bridesmaids wore red noses (...../.....).

## Appendix IV

### The Lesson Plans

#### Lesson Plan 01

<b>Mind Mapping as a Class.</b>	
Activity One: <b>Initiation</b>	
Learning Styles: <b>Visual, Auditory, Kinesthetic.</b>	<b>Title:</b> Antisocial Media
Mind Mapping Use: <b>Creating Mind Maps by Hand</b>	<b>Key Vocabulary:</b> Social Media
Supplementary Materials: <b>Large piece of paper, colored pens; pencils, and handouts.</b>	
<b>Objectives</b>	
<ul style="list-style-type: none"><li>○ To create a mind map of their impressions of social media.<ul style="list-style-type: none"><li>○ To participate in class about their impressions.</li><li>○ To work in groups in creating mind maps.</li></ul></li><li>○ To get learners decide on how to display their ideas.</li></ul>	
<b>Procedures</b>	
<ul style="list-style-type: none"><li>○ Explain what a mind map is.</li><li>○ Project an example of a hand drawn mind map explaining the advantages of mind maps.<ul style="list-style-type: none"><li>○ Break the class into groups of 5 to 6.</li><li>○ Hand out the title of the short anecdote for learners to reflect upon it.</li></ul></li><li>○ Have learners present their findings and ideas to the class and discuss.<ul style="list-style-type: none"><li>○ Lead the class as they start creating the mind map.</li></ul></li><li>○ Place a drawing/symbol on the main topic in the middle of the page representing social media like Fb, etc.</li><li>○ Instruct learners to make branches coming away from the central topic. Advise learners to start with four and use different colors for each branch. Ask learners to brainstorm main ideas around the topic. Advise them to draw or put keywords above the branches. Learners might write or draw representations of</li></ul>	

social media.

- Instruct students to make smaller branches coming from large branches.
- Get learners think of subtopics related to the branch keywords. Advise students to add drawings and words to the mind map. Then, present the anecdote. Get learners complete the mind map from the anecdote.
- Advise learners to use emphasis and show connections between items.
  - Guide learners through it all.
  - Assess the mind maps.

#### **Display Learners' Work**

- Display learners' maps and conduct class debate.
- Use the black board and redo the mind map with the class to make a common one to the class.

#### **Extension Activities**

- Advise learners to add more words/phrases/idiomatic expressions to the mind map to visualize it.
- Ask learners to bring their updates back for further check up.

#### **a. The Text**

##### *Antisocial Media: short fiction based on a true story*

"Come on. Absolutely everyone does it."

"If absolutely everyone jumped off a bridge does that mean I should too?"

"Maybe. If everyone came back from jumping off the bridge alive and uninjured and continued to jump off bridges, sometimes for hours, and they told you that jumping off bridges was a super fun way to stay connected to your friends, particularly for someone like you who never goes out."

"I go out."

"Going to work doesn't count."

She had no reply to that.

"You can always quit, but you should try it at least a little."

"Okay. Fine. I'll set up an account."

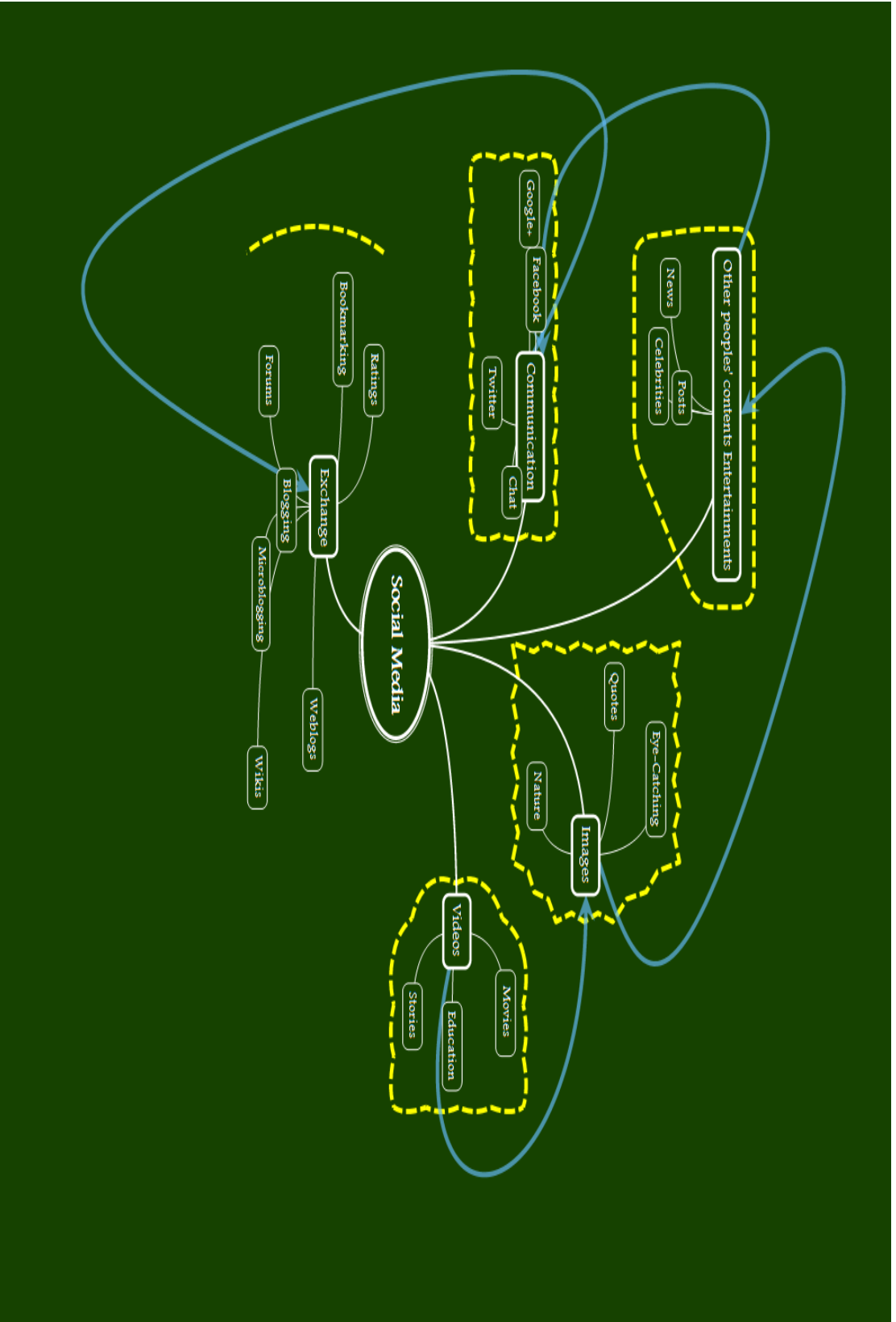
"Great."

"I'll delete it tomorrow."

"If you want."

And that is how, after much persuasion from her best friend, she finally joined the newest social media fad. And she did not delete her account. Instead, she fell down the rabbit hole of obsessive refreshing and too little sleep, and dry eyes and constant headaches and meaningless comparisons and pointless envy and random laughter and occasional tears and hating everyone and wanting them all to love her and the overwhelming loneliness of having too many "friends." Then, she finally closed off her account.

#### **b. The Mind Map**



## Lesson Plan 02

<b>Mind Mapping as Groups.</b>	
<b>Activity Two: Note Taking</b>	
Learning Styles: <b>Visual, Auditory, Kinesthetic.</b>	<b>Title:</b> Detective's Note Book. Cases One.
Mind Mapping Use: <b>Taking Notes through Mind Maps by Hand</b>	<b>Key Vocabulary:</b> Crime, Crime Solving, police, detective, etc.
Supplementary Materials: <b>Printed handouts.</b>	

---

### Objectives

- To take notes using a mind map.
- To process and understand concepts in the case and visualize events.
  - To produce a mind map in order to make a chronicle of the case.
  - To get learners debate on the ending of the case.

---

### Procedures

- Explain what a mind map is.
- Provide a printed mind map handout with enough spaces between branches.
  - Break the class into groups of 5 to 6.
  - Hand out the short case for learners to take notes from.
- Have learners present their findings and hypotheses to the class and discuss.
  - Lead the class as they start developing the mind map.
  - Use a drawing/symbol on the branches to visualize the concepts.
- Instruct learners to use this method on a regular basis for note taking.
  - Lead the learners as the wrap up the mind map.
- Advise learners to use emphasis and show connections between items.
  - Instruct the learners to review their maps.
- Get learners report on their maps and present facts without referring to their maps.

---

### **Display Learners' Work**

- Get learners conduct class debate as they debrief on the case.
- Get learners report back facts without reference to the map.

---

### **Extension Activities**

- Hand out the second case to learners and trying it out at home.
- Ask learners to bring their mind maps back on the following session.



## **a. The Text**

### **Detective's Notebook**

#### **File: Crime Solving**

##### **Case: 1**

"I came as fast as I could, sergeant," Officer Fred Dumpty stood panting in the doorway to Sergeant Rider's office.

Dumpty had been called to the office in the middle of a quick bite and sugar powder from a doughnut coated the front of his uniform.

"Close the door, Dumpty, and clean off your uniform," said Rider gruffly, from behind his desk. "I've told you to pay more attention to your appearance". Rider was furious; but Dumpty soon found out that it wasn't only because of Dumpty's uniform. In a low voice seething with anger, Rider said, "We managed to capture Bart Hargrove and brought him here until federal officers arrive."

"That's great!" cried Dumpty. "He's wanted in four states. The mayor will give you a commendation."

"No. you idiot, he'll probably fire me: Hargrove has just escaped. It'll cost me my badge." Though the sergeant often criticized Dumpty, he wasn't a bad guy and needed Dumpty's help. "Do we have any clues?" asked Dumpty.

"We have a report that a man fitting Hargrove's description stole a motorscooter and headed east not more than 20 minutes ago."

"He can't get very far," said Dumpty. "If he's headed east, I can overtake him. But what does he look like?"

Sergeant Rider handed him a wanted poster. "Too bad this isn't a clear picture. But since Hargrove is as bald as a honeydew melon and is wearing prison clothes, he should be easy to recognize."

Rider groaned "Not any more. He stole an officer's street clothes from his locker, then shoplifted another outfit from a clothing store. We don't know what he's wearing now." "Sounds bad, but I'm glad you have confidence in me to find him, Sarage."

"Don't call me Sarage," barked Rider, who did everything by the book," "And by the way, you're not finding anybody, I am –you're driving me."

In the police car, Dumpty told Rider that the motorscooter couldn't have traveled more than 10 miles. "The farthest he could have got is Dover City." Minutes later, they arrived at the outskirts of town. As he passed Walden's General Store, Dumpty put on the brakes. There was a motorscooter in the parking lot.

"Wait in the car while I check out the store," said Rider. "Maybe Hargrove stopped to buy food."

" Say, Sergeant, could you buy me a bag of potato chips while you're in there? I haven't eaten lunch yet."

"Do you ever stop thinking about food, Dumpt? Buy it yourself."

Dumpty happily followed Rider into the store. Inside, Rider spotted a suspicious looking man at the checkout counter. He was wearing a big hat pulled down tight over his head. He seemed to fit the description of Hargrove. "Dumpty," whispered Rider triumphantly from behind a display rack. "he must be Hargrove. He put on a hat to cover his bald head-why else would he be wearing a hat inside the store? I'm going to arrest him." He started to pull out his revolver.

"Buutseerg..."

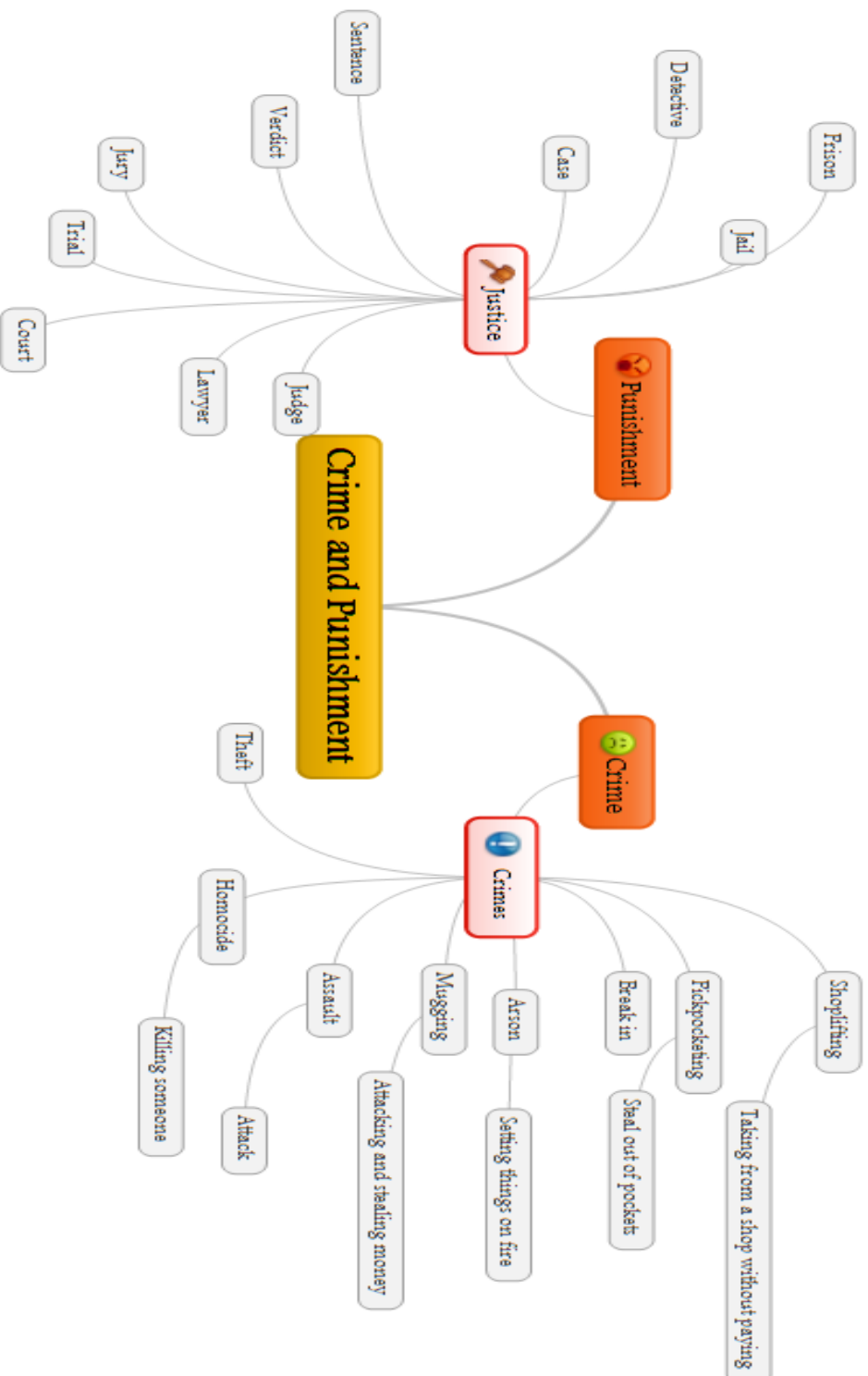
"What did you say, Dumpty?" Behind him, Dumpty swallowed the potato chips he had been eating he was going to pay for them at the counter.

"But Sarge, I think you're making a big mistake."

Rider's face turned red. "Who cares what you think? Look at you, potato chips all over your uniform. A cop who doesn't pay attention to appearances isn't much of a cop."

Dumpty simply smiled and whispered something into Rider's ear. "As much as I hate to admit it, I guess you're right, Dumpty. He's not our man. Let's continue into town before Bart Hargrove gets much farther."

**b. The Mind Map**



## Lesson Plan 3

<b>Mind Mapping as Individuals.</b>	
<b>Activity Three: Note Taking</b>	
Learning Styles: <b>Visual, Auditory, Kinesthetic.</b>	<b>Title:</b> Detective's Note Book. Cases Two.
Mind Mapping Use: <b>Taking Notes through Mind Maps by Hand</b>	<b>Key Vocabulary:</b> Crime, Crime Solving, police, detective, etc. Extended
Supplementary Materials: <b>Printed handouts.</b>	

---

### Objectives

- To take notes using a mind map.
- To develop and lay out concepts in the case and visualize events.
- To produce a mind map in order to make a chronicle of the second case.
  - To get learners debate on the ending of the case.

---

### Procedures

- The second case has already been handed out as well as the second case.
  - Break the class into groups of 5 to 6.
- Get learners compare their maps and debate around them at a smaller scale i.e. at the level of the group.
- Have learners discuss their hypotheses and conclusions to the group and then to the class and discuss.
  - Lead the class as they build on their classmates' works and findings.
  - Learners orchestrate different vocabulary items as they exchange.
  - Mates subsequently are using each others' words unconsciously.
- Instruct learners to add any new words to their mind maps and visualize them with symbols.
  - Lead the learners as the wrap up the up dated mind maps.
- Advise learners to use emphasis and show connections between items.

- Instruct the learners to review their maps.
- Get learners report on their updated maps and how they modified them.

---

### **Display Learners' Work**

- Get learners conduct class debate as they debrief on their case analyses.
  - Get learners report back facts without reference to the map.
- Get learners develop their maps depending on what they have learned from their friends.

---

### **Extension Activities**

- Ask learners to bring their mind maps as a final version on the following session.

**a. The Text:**

**Detective's Notebook**

**File: Crime Solving**

**Case: 2**

Cruising through town early one morning, Officer Fred Dumpty felt grumpy. He was on a diet. For breakfast, Dumpty usually ate bacon and pancakes with plenty of syrup, a glass of milk, sausages, buttered toast, some orange juice, and a corn muffin. All he had today was cereal with skim milk. "I ate 15 minutes ago and I'm hungry already. I'm never going to make it to lunch." Though he didn't do it on purpose, Dumpty soon found himself driving down Maple Street, toward an area of town that had a lot of restaurants. None of the restaurants were open yet and the sidewalks were empty. As he passed Pulski's Restaurant, Dumpty noticed something strange and stopped the car. Outside the locked front door of Pulski's was stacked the morning's bakery delivery. Dumpty observed that several pies and cakes had been removed from their boxes and that someone had taken big bites out of them. A large brown paper bag full of dinner rolls had been ripped apart and scattered across the pavement. On the sidewalk was a squashed lemon meringue pie. "Imagine ruining all this good food," Dumpty thought sadly. He grabbed his radio mike. "There's been some vandalism and theft at Pulski's. Better tell Mr. Pulski to come over quickly."

About 10 minutes later, the store owner arrived. "What a catastrophe!" he shouted. "Whoever did this should go to jail."

"Calm down, Mr. Pulski," said Dumpty. "I'm on the job, so you can be confident the case will be solved."

That statement did not seem to put Mr. Pulski's mind at ease. "This is the third incident this week," said the unhappy owner. "Monday someone squirted ketchup across the front window. Tuesday we kept getting take-out orders over the phone for addresses that didn't exist. And now today, this,"

Dumpty bent down and examined the squashed lemon meringue pie, A bicycle had ridden over it. One of its tires had left a short trail.

"I'll bet it's those Thomas kids," muttered Mr. Pulski. "I chased them away from the front of my restaurant a few days ago, but they kept riding by with their bikes and making noise, and they almost knocked down one of my customers." Mr. Pulski pointed in the direction of the tire track: "See. They live in that direction, a few miles down. Hey, Dumpty, you can get your nose out of the pie now and check on the kids... C'mon Dumpty, I'll give you a piece of cake if you're that hungry."

"No thanks," sighed the policeman, getting up, "I'm on a diet."

It wasn't long before Dumpty pulled up to the Thomas house. As he got out of the car, he heard noises coming from the open garage. There were Tim and Kim huddled over a bicycle. "Where have you kids been for the last hour?" asked Dumpty. Tim nudged his sister with his elbow. Kim straightened up. "We've been cleaning my bike."

"Yeah," said Tim, "we've been cleaning her bike. Is that against the law?"

"Someone broke into bags of food in front of a restaurant on Maple Street," said Dumpty, sternly. "Let me have a look at those tires."

"It wasn't us," said Tim. "We haven't been near Pulski's since Monday."

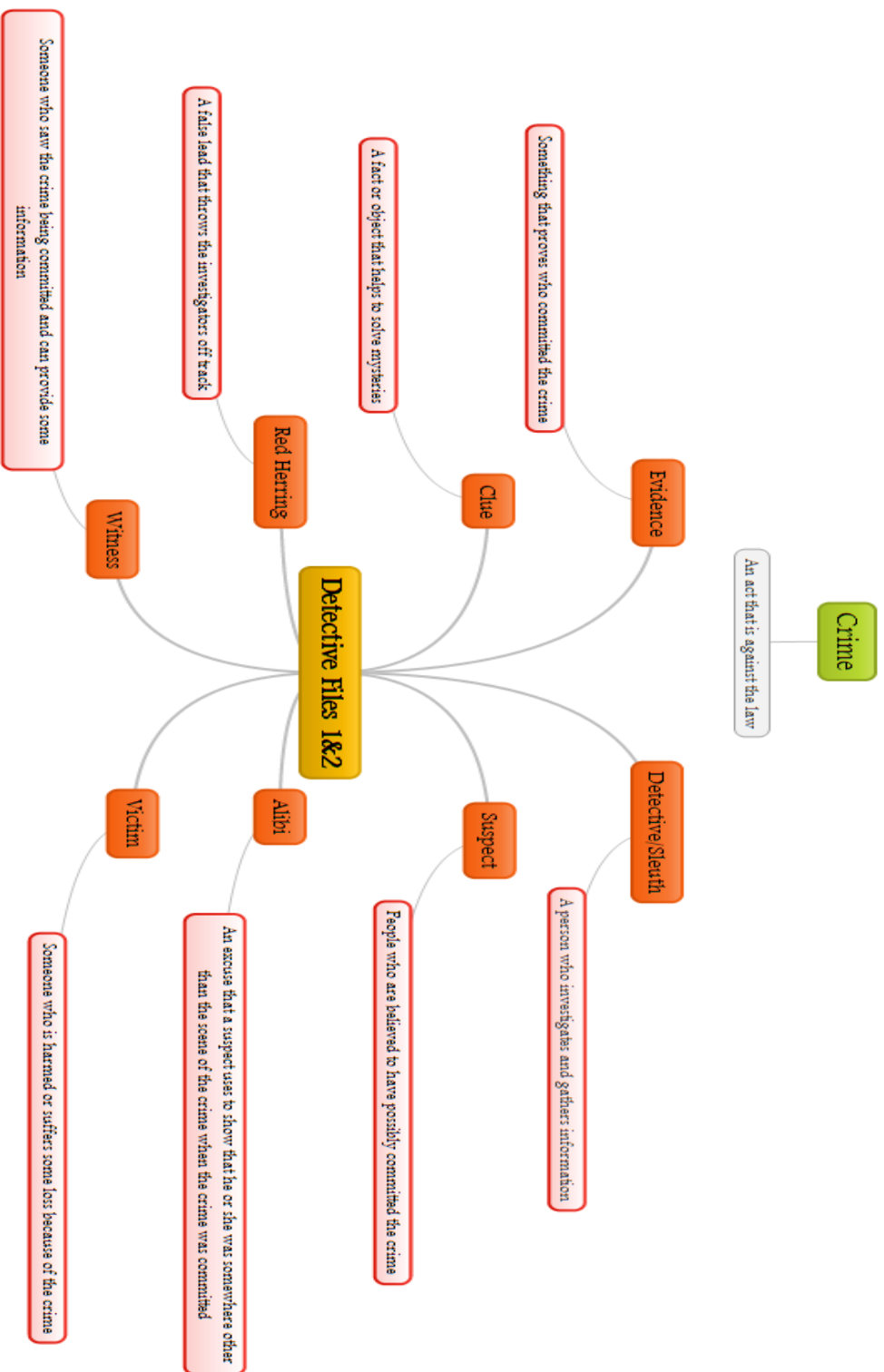
Dumpty examined the front and back whitewall tires. The rear tire looked as if it had just been washed. It was still wet. "How come you kids cleaned off just one of the tires?"

"Uhh, we were just about to do the front," said Tim.

"Uhh, we ran out of soap," said Kim at the same instant. "Well, I think both of you are lying," said Dumpty. "You were the ones who vandalized Pulski's restaurant. And you cleaned the rear tire because it was covered with lemon meringue."

## **b. The Mind Map**





## Lesson Plan 04

<b>Mind Mapping as Individuals.</b>	
Activity Four: <b>Extensive Vocabulary</b>	
Learning Styles: <b>Visual, Auditory, Kinesthetic.</b>	<b>Title:</b> My Best Friend is a Book and She is Dying Again.
Mind Mapping Use: <b>Generating Extensive Vocabulary.</b>	<b>Key Vocabulary:</b> Friends, relationships, hardware, software; etc.
Supplementary Materials: <b>Printed handouts from different software.</b>	

### Objectives

- To develop word/vocabulary mind map.
- To pave the way for later on recall/retaining.
- To make learners interested in the use of technology and mind maps.

### Procedures

- Explain how to use the software available on the internet. It is possible to download ready-made templates and complete them by hand.
  - Break the class into groups of 5 to 6.
  - Hand out the new anecdote to learners to read and study it.
- Encourage learners to make a vocabulary list about the anecdote.
  - Get learners mind map this list to have a record.
  - Lead the class to develop this list using symbols, phrases, etc.
    - Learners plan out different vocabulary mind maps.
- Instruct learners to add any new words to their mind maps and visualize them with symbols.
  - Lead the learners as they complete their own mind maps.
- Advise learners to use emphasis and show connections between items.
  - Instruct the learners to review their maps.
  - Get learners exchange their maps and study them.
- Instruct learners to get to their original mind maps and exchange contents.

---

### **Display Learners' Work**

- Get learners discuss and debrief on their mind maps.
- Get learners report back without reference to the map.

---

### **Extension Activities**

- Instruct learners to download the software and print out their productions.

## **a. Text**

### **My Best Friend is a Book and She's Dying Again**

"My best friends are books." It's the sort of thing a lonely person might have on a t-shirt. For me it's true. My best friend is a book.

Before she was a book my best friend was my wife. She was smart and funny and energetic and beautiful until she became ill. Then she was weak and fragile and listless and dying.

One day there was a guide on the table in her hospital room. The front said, "Preserve your loved one after death in a very special book." I assumed it was some sort of scrapbook maybe. Like a baby book for an adult full of pictures and facts and quotes that you provide. But I was wrong.

As I read the guide it talked about a device that would be attached to the patient's chest, just over her heart. At the moment of her death it would collect her soul. The company would then transfer the soul to a book, which would be delivered in 4-6 weeks after my loved one's passing.

I complained to the nurse about someone leaving joke literature in patient rooms. She assured me that wasn't a joke. Her voice cracked a bit when she said she wished it had been an option when her mom died.

Even with glowing reviews and the word of the nurse the book thing seemed like a scam, but as the weeks went on and my wife became more and more fragile I got desperate for any hope of holding on to her.

I stuck the machinery on her chest with some special tape. I asked the doctor if that would be a problem. I thought he'd laugh at me, but he was completely serious when he told me those things are getting pretty common.

The day my wife died I wasn't even thinking about the little thing on her heart that was supposed to capture her soul for the sake of a book until the nurse handed it to me. I almost didn't call to have it picked up. With my wife now gone a book seemed trivial. They called me.

When they came they asked if I wanted a hard copy of the book or an electronic one. I said electronic. My phone is always with me. If this book turned out to be all that was promised it seemed like something I would want to always have with me too.

I was warned that I would only get one book. No additional copies could ever be made. I was barely listening, just staring at the little thing that had been on my wife's heart, wondering what could be inside it, wondering what sort of book this would be.

When I got the book about the month later I started casually browsing but that quickly turned to intense reading. I read her every moment I could.

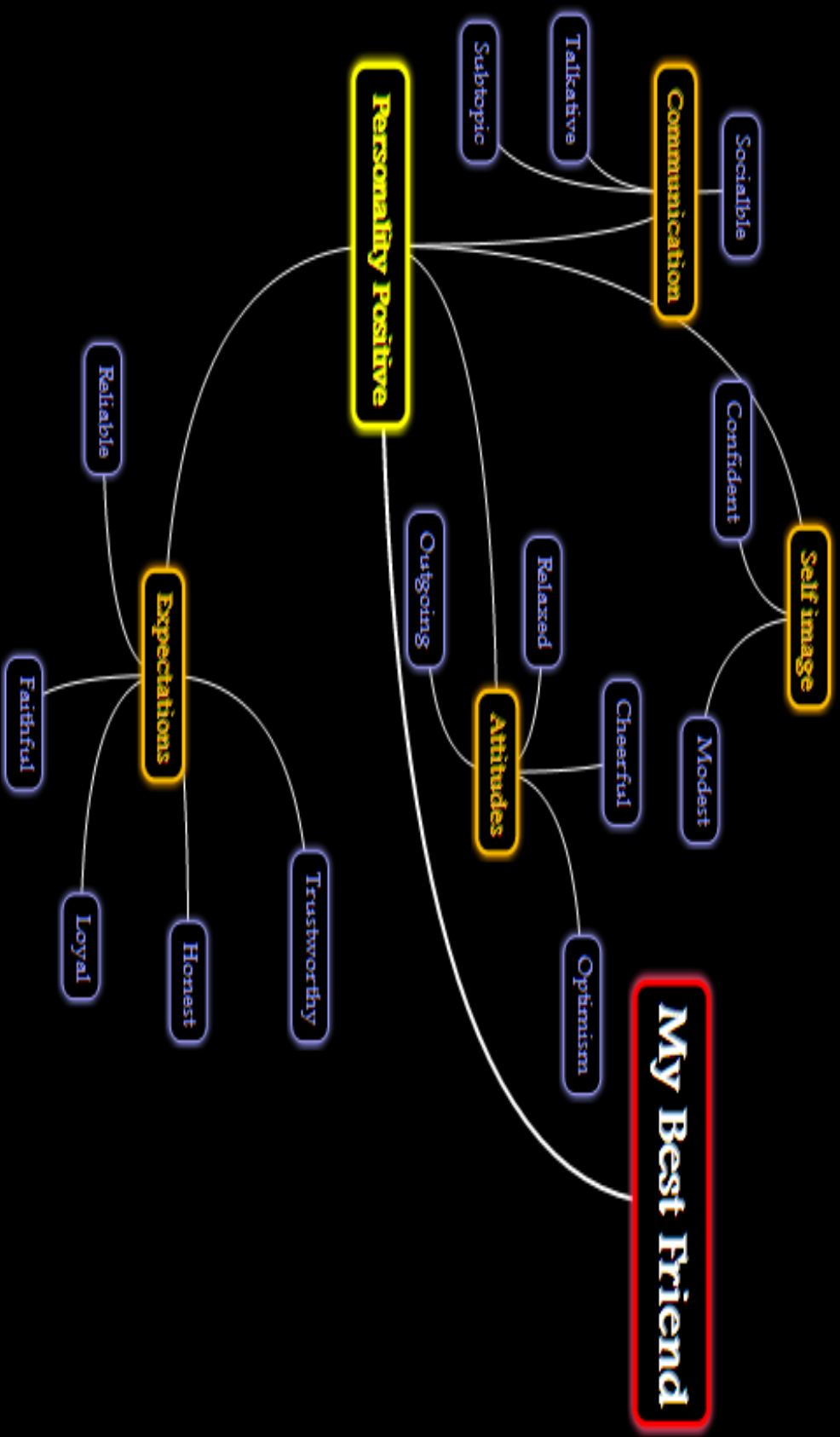
You know how when you read a really great book the characters start to feel real, almost like you know them, like what you are reading is really happening? The book is like that but more intense because I do know the character. She is my wife and reading this book that is not quite fiction, not quite fact is like watching her; it is like being with her.

The book brought my wife back to life. That was five years ago and now I see my folly.

I'm on my third phone since then. I can move the book from phone to phone, but there are no technical updates. Each new phone, each updated operating system puts the book at risk. It is already getting risky. It locks up or the screen goes dark. It takes longer and longer to open.

One of these days the book will no longer be readable. One of these days the spinning hourglass will just keep spinning. One of these days my wife, my best friend, will die again

## **b. The Mind Map**



## Lesson 05

### Mind Mapping as Individuals.

#### Activity Five: Extensive Vocabulary

Learning Styles: **Visual, Auditory, Kinesthetic.** Title: Peace.

Mind Mapping Use: **Generating Extensive Vocabulary.** Key Vocabulary: Peace.

Supplementary Materials: **Printed handouts from different software.**

#### Objectives

- To develop word/vocabulary mind map.
- To pave the way for later on recall/retaining.
- To make learners well-acquainted with the use of technology and mind maps.

#### Procedures

- Remind learners about the software.
- Break the class into groups of 5 to 6.
- Hand out the new anecdote to learners to read and study it.
- Encourage learners to make a vocabulary list about the anecdote.
  - Get learners mind map this list to have a record.
- Lead the class to develop this list using symbols, phrases, etc.
  - Learners plan out different vocabulary mind maps.
- Instruct learners to add any new words to their mind maps and visualize them with symbols.
  - Lead the learners as they complete their own mind maps.
- Advise learners to use emphasis and show connections between items.
  - Instruct the learners to review their maps.
  - Get learners exchange their maps and study them.
- Instruct learners to get to their original mind maps and exchange contents.

#### Display Learners' Work

- Get learners discuss and debrief on their mind maps.

- Get learners report back without reference to the map.

---

### **Extension Activities**

- Instruct learners to print out their productions.



## a. The Text

### *Peace*

Once the peaceful inhabitants from the Earth asked one very powerful wizard to stop all wars and bloodshed on the planet.

— It is simple, - he said. — I will destroy all weapons on the Earth, and nobody will be able to fight more.

-It would be fine! –people exclaimed.

The magic wand's wave - and this was done.

There was a peace on the planet for three days, while the majority of those who were prone to fight, sought and could not find a weapon.

And when they understood they've lost it forever, they contrived spears of young trees, and started to fight again.

When the wizard heard such bad news, he said:

- Do not worry. I will destroy all young trees, and these bullies will not be able to fight.

After two or three days of fruitless searching for young trees, suitable for making spears, rebellious people started to cut giant trees, make batons from them, and the bloodshed has started again. The Wizard destroyed all big trees. Then humans made knives and swords of metal. He destroyed all metal on the planet. People made sling and began to throw stones at each other. It was necessary to destroy the stones, too.

And then peacekeepers sounded the alarm: all trees have disappeared; there is no metal and stones. How to live, what to eat now? There will be no vegetation soon, and people will die without even fighting. No, this is a wrong solution of the problem.

The Wizard became confused:

— I do not know how to behave now. I would have destroyed all humanity, but, unfortunately, it is not in my power!

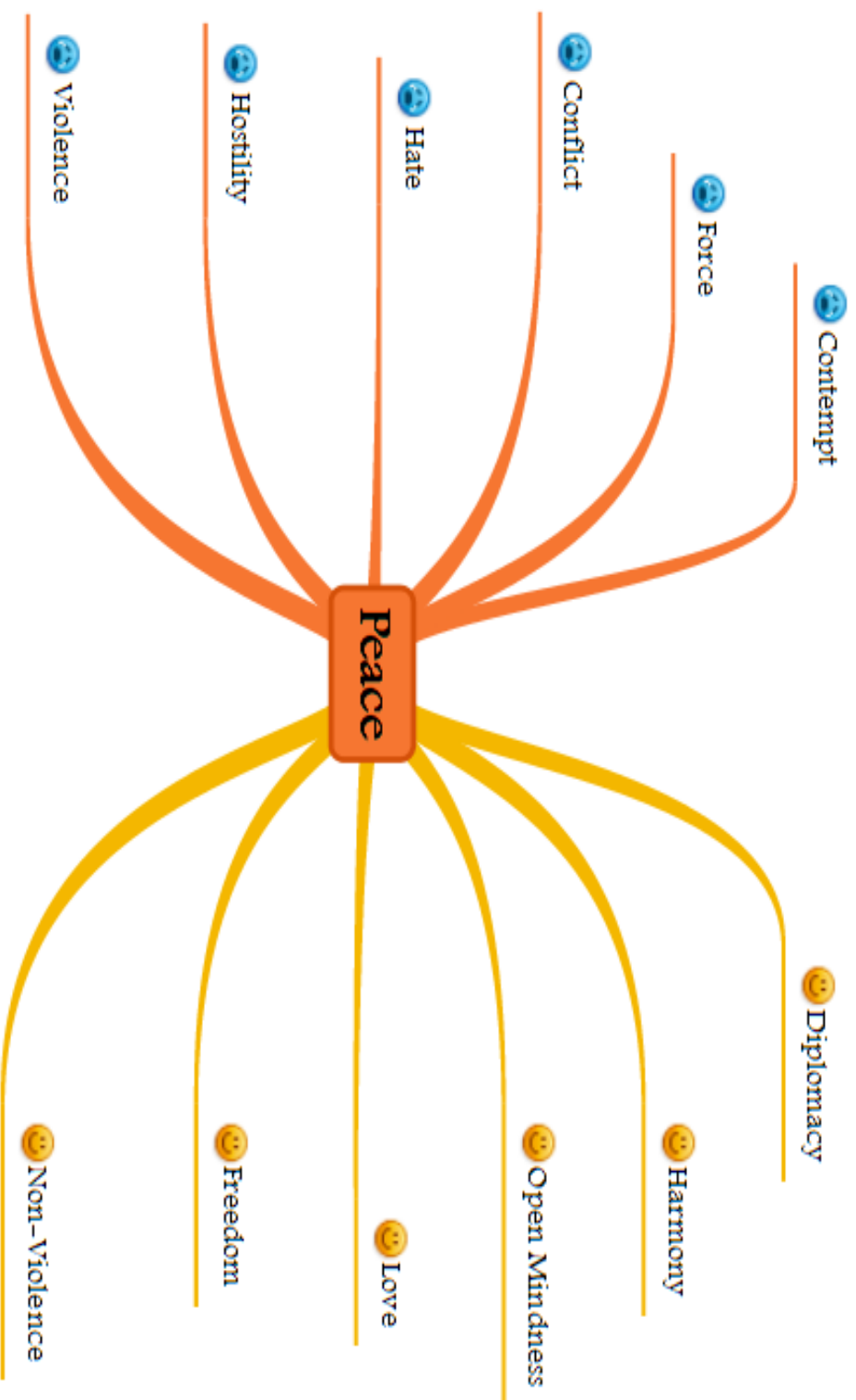
Peacekeepers fell into despair; they did not know what to do. And then one clever kid turned to the Wizard.

- I know what you should do. Let people feel, how others perceive their actions. If one person hurt someone, let him to feel the same pain, and if he brings joy to someone, let him to feel the same joy. So no one will hurt each other, because he will feel pain immediately, too, and would have to stop.

All people were inspired with the greatness of baby's thought, and the wizard embodied his idea exactly. He returned all trees, stones and metals, and even weapons that people have remade in tolls soon.

Since that day, no one on the planet did not try to hurt his neighbor, because he would have to feel the same pain, too. People began to help each other, because they liked the sense of joy they felt at this moment. And they began to live in harmony and joy.

**b. The Mind Map**





## Appendix V

### The Post -Test

#### Part One: Word Definitions

##### Activity One:

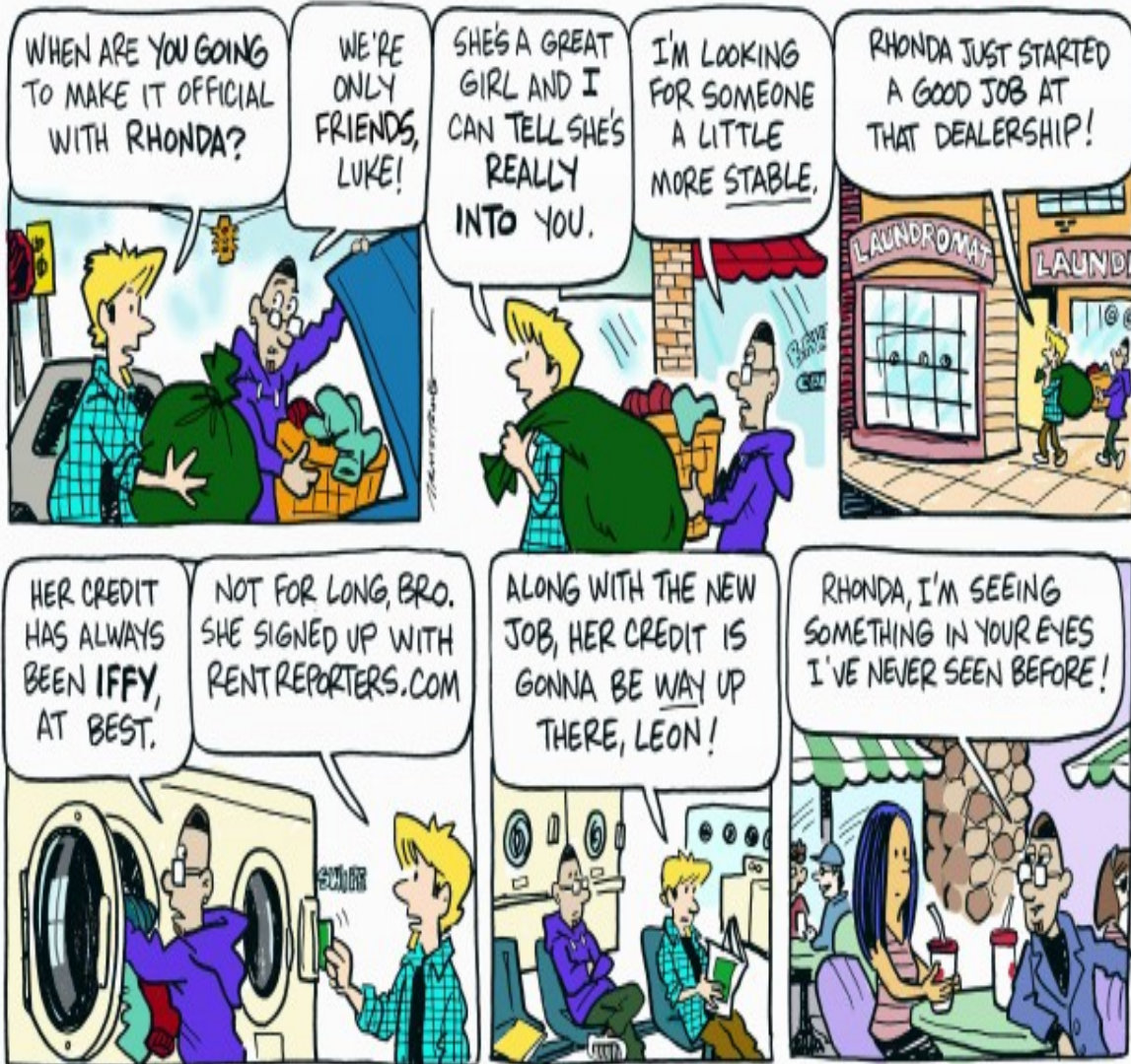
Read the following comic story, and match the words with their appropriate definitions.

\* In this comic story, Luke and Leon are best friends in their twenties, they have a mutual friend called Rhonda.

1. Official	a. Full of uncertainty; doubtful
2. Stable	b. Not likely to change
3. dealership	c. Giving a serious title to a relationship
4. Sign up	d. An establishment authorized to sell and buy specific things
5. iffy	e. far up; very high up
6. Way up	f. Commit oneself to a period of employment

# First Of The Month

by RentReporters.com



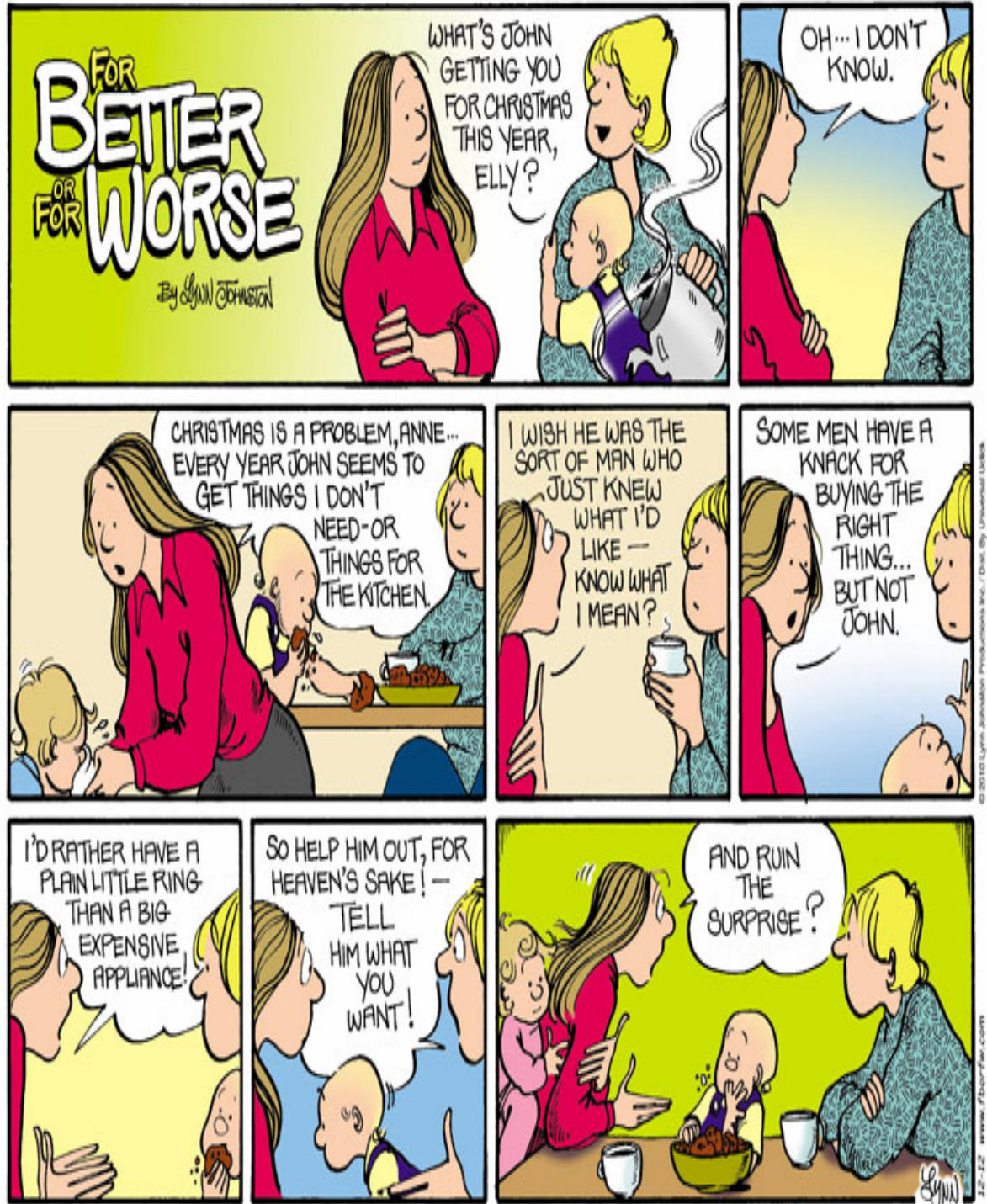
produced by Robb Armstrong

1	2	3	4	5	6

**Activity two:**

Read the cartoons and choose the correct sentence completion to finish the following definitions.

2.1. This cartoon is about the daily life of two housewives Elly and Ann



2.1.1. In the cartoon, Christmas is:

a. a special event or celebration	b. a convenient opportunity
-----------------------------------	-----------------------------

2.1.2. In the cartoon, knock is:

a. a natural skill at doing something	b. good at buying appliances
---------------------------------------	------------------------------

2.1.3. In the cartoon, the joke is that:

a. Elly wants kitchen appliances as a gift	b. Women are incomprehensible just like Elly
--	--

2.2. In this cartoon, Mike and Elizabeth are siblings who always fight



2.2.1. In the cartoon, 'cut it out' means:



a. Remove a piece by cutting	b. Stop doing something
------------------------------	-------------------------

2.2.2. In the cartoon, ‘stuck her tongue ’ means:

a. To move your tongue quickly out of your mouth as an insult	b. To remain persistently
---	---------------------------

2.2.3. In the cartoon, the joke is that:

a. Mike needed help but the father was more childish than Elizabeth	b. Mike cannot handle Elizabeth’s behavior anymore
---	--

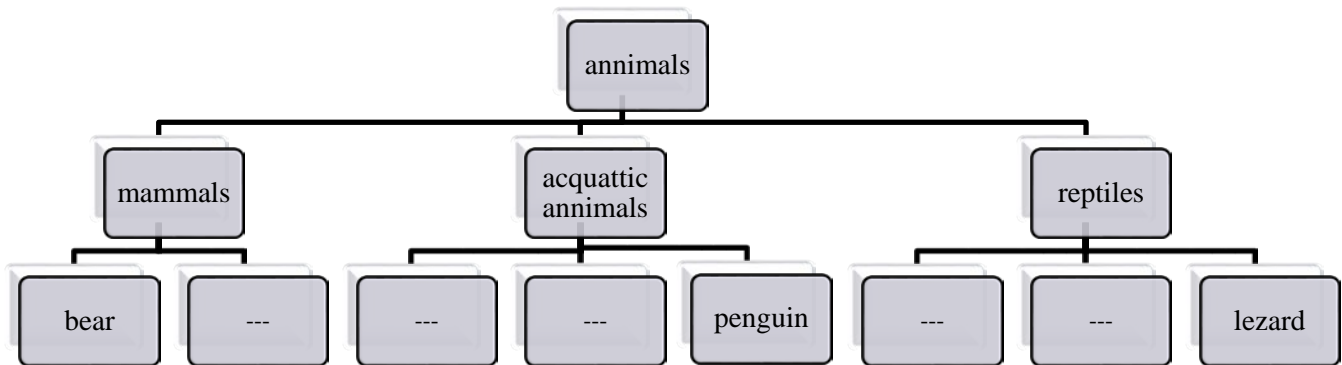
**Part two: Word Associations**

**Activity One: Word Families:**

1.1.Which words can go with soccer? Cross out the ones that do not.

referee	stairs	collar	penalty	corner	church	stadium	offside	pillow
---------	--------	--------	---------	--------	--------	---------	---------	--------

1.2.Complete the following diagram.



1.3. Underline the words on the right which are associated with or are part of the word on the left. See example 1

1- baby	inpire, cot, dummy, creeping, barn
2- dentist	meat, toothache, skirt, denture, bore
3- 15 bed	headboard, ponytail, slim, blanket, maddness
4- sewing	pattern, stick, tug, stitch, saxophone
5- train	lucky, compartment, spare, luggage-rack, trap
6- 16 car	slip, tired, bonnet, deck, radiator
7- 17 cat	purr, swan, bark, paw, river
8- seaside	bath, stranded, beach, cough, deckchair
9- funeral	coffee, widow, bride, duster, cemetery
10- bird	pigeon, trunk, beak, nib, foxglove
11- tennis	like, net, offside, umpire, wembley
12- jacket	wear, rusty, lapel, smile, crooked

## Activity Two: Synonyms

2.1. Fill in the following sentences with the right answer.

2.1.1. The pictures painted by famous artists that hang in museums are this (unused/ genuine)

2.2.2. Something that looks peculiar or out of the ordinary is (real/ odd)

2.2.3. When you do something over and over again this is (often/ rarely)

2.2.4. When you want to be exactly like someone else, you want to (agree, imitate)

2.2.5. Someone doing many different things in a day is called (cautious/ busy)

2.2.6. When you are afraid you are silent/ frightened

2.2.7. When you are not sure of something, you might say this (quiet/ perhaps)

2.2.8. If you want to be safe you should be this (cautious/ active)

2.2. Give a synonym for each of the words in brackets in the following sentences

2.2.1. There is only one way of describing Hitler - he was completely ( insane )

2.2.2. I didn't mean to break it - it wasn't (deliberate)

2.2.3. That's the last time I go to a party with Simon! his behavior last night was absolutely ( disgusting)

2.2.4. What do you mean you can't afford to buy me a drink? don't be so (mean) .....you've got a lot more money than I have!

2.2.5. I could eat a horse! I'm really (hungry)

2.2.6. Take those trousers off- you look (ridiculous) .....in them

2.2.7. Our new neighbors are very (talkative) ....., aren't they?

2.2.8. You're looking rather ( thoughtful)..... this morning, Jennifer what's up?

2.2.9. Charles has some really (peculiar) .....ideas sometimes, doesn't he?

## Activity Three : Antonyms

3.1.Fill in the blanks in each of the sentences below with the correct antonyms.

many/ few	fat/ skinny	graceful/ awkward	trust/ doubt
easy/ difficult	unusual/ ordinary	silly/ serious	fresh/ stale

3.1.1. Even though the trick looked.....to do, the magician said it was.....to learn and took a lot of time

3.2.2. In the movie, the spaceman looked like an .....person, but then he began to speak in an.....language.

3.3.3. My mom said, ' I .....that you can do the job, but I.....that you can finish it before bedtime'

3.3. 4. It was a funny sight to see the .....clown try to squeeze through the narrow window, while the .....clown tried to pull him out

3.3.5. The air in the unused cabin smelled....., so we opened all the windows to let in some .....air

3.3.6. Whenever my sister has a.....problem in school, she acts .....and no one suspects she has a real problem

3.3.7. .people promised that they would show up for the rally, but only a .....actually came

3.3.8. I felt very.....and clumsy when my.....friend tried to teach me the new dance she learned

### **Part Three: Contextual Clues**

#### **Activity One: Correct Caption**

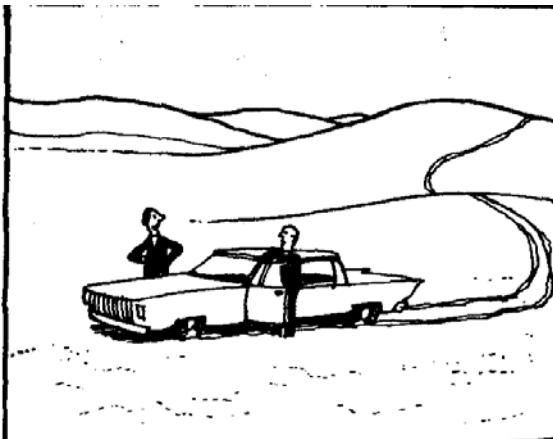
\*[Captions are the words that go with the cartoon].

1.1. In the following cartoons, the captions have been mixed up, so that each cartoon has been printed with the wrong caption under it. Work out the correct caption for each cartoon.

1



2



a- Dad, this is john my friend, He is not rusty.

b- I am relaxing darling, have you prepared dinner?

3

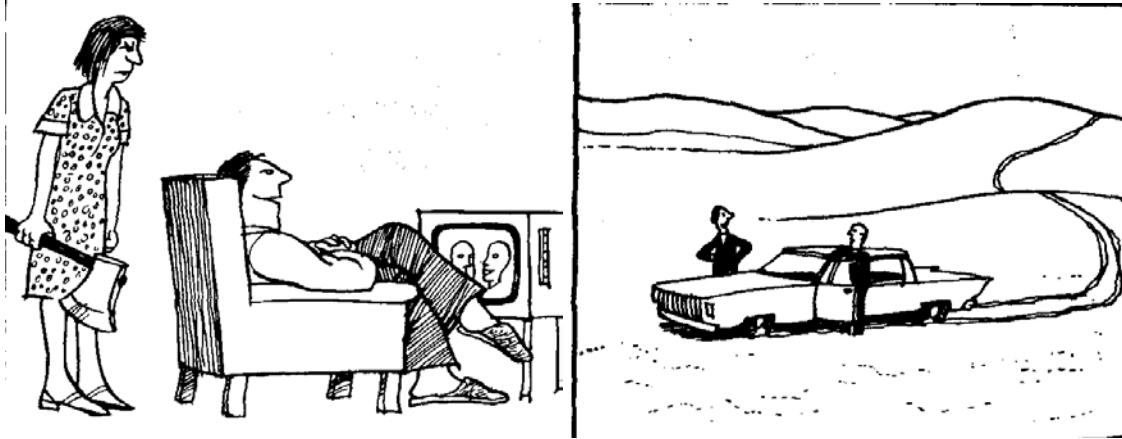


4



c- I think I found a ball with a tail

d- But, what makes you think you are addicted to watching TV Mrs. Grey?



e- I still think we are lost	f- Arthur's always been quick-tempered
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1	2	3	4	5	6

### Activity Two : Texts

2.1. In each of the following sentences there exists a “misprint” i.e. a word that is unintentionally written in the wrong way. Find the words and suggest the correction.

- **Note: Use the spaces in brackets.**

2.1.1. He's now being kept alive by an artificial respirator and huge doses and rugs (drugs/ rugs)

2.1.2. The route taken by the king and Queen was lined by clapping, cheering crows (..../.....)

2.1.3. Barry Jones was seriously burnt last weekend when he came in contact with a high vottage wife (..../.....)

2.1.4. Congratulations and best wishes to my daring fiancée on her 21st birthday (..../.....)

2.1.5. He was taken to hospital with heard injuries (..../.....)

2.1.6. The bank robbers tried to escape but were cornered by a polite dog (..../.....)

2.1.7. 1969 volvo. one owner. God. Low mileage (..../.....)

## Résumé

Enseigner et apprendre une langue étrangère traite directement avec le vocabulaire pour la raison que, ce dernier est associé à toutes les compétences linguistiques: parler, écrire, lire et écouter. Dès que les étudiants sont confrontés à la contribution de l'anglais, ils devraient fournir une sorte d'expression en anglais qui a à voir avec les mots. Lorsque le répertoire du vocabulaire est faible, les tentatives des élèves d'utiliser la langue diminuent. Cet article rend compte d'une étude qui étudie la valeur du vocabulaire d'apprentissage et l'importance d'enseigner intentionnellement aux apprenants les techniques de stratégies d'apprentissage du vocabulaire. Il examine une relation causale entre l'instruction directe des stratégies d'apprentissage du vocabulaire et son impact sur l'amélioration des stratégies métacognitives des apprenants pour l'apprentissage et la rétention du vocabulaire. Notre travail de terrain consiste en un questionnaire conçu en accord avec l'inventaire des stratégies d'apprentissage du vocabulaire de Schmidt. Après avoir recueilli les données préliminaires de l'analyse du questionnaire; un test est conçu pour servir l'objectif de repérer les stratégies d'apprentissage du vocabulaire, l'utilisation fréquentielle et la somme des stratégies affichées. Le test guide la construction d'une procédure étape par étape pour enseigner des stratégies plus élaborées et permettre aux apprenants de devenir autonomes. Entre les questionnaires et le test, il y a une phase d'instruction dans le but d'enseigner aux élèves les stratégies d'apprentissage du vocabulaire à travers l'utilisation de l'enseignement de la stratégie cognitive. Les résultats obtenus ont démontré une augmentation de la performance expérimentale. Nous avons observé un bond considérable dans le niveau des participants du groupe expérimental. Sans aucun doute, l'enseignement de la stratégie de vocabulaire cognitif a confirmé sa signification et son impact positif sur la conscience métacognitive des apprenants dans l'apprentissage du vocabulaire. Par conséquent, sur la base des résultats de notre recherche, certaines implications pédagogiques sont recommandées pour faciliter l'enseignement et l'apprentissage du vocabulaire.

**Mots clés: cognition, métacognition, enseignement du vocabulaire, apprentissage du vocabulaire, stratégies d'apprentissage du vocabulaire, instruction de stratégie cognitive**



## ملخص

تدريس وتعلم لغة أجنبية يتعامل مباشرة مع المفردات لسبب أنه يرتبط مع جميع المهارات اللغوية: التحدث والكتابة والقراءة والاستماع. حالما يواجه الطلاب التعبير باللغة الإنجليزية، وخاصة عندما تكون مجموعة المفردات ضعيفة، فإن محاولات الطلاب لاستخدام اللغة تتضاءل. تقدم هذه المقالة تقريراً عن دراسة تحقق في قيمة تعلم المفردات وأهمية تعلم الطلاب بوعي تقنيات استراتيجيات تعلم المفردات. وهي تدرس العلاقة السببية بين التعليم المباشر لاستراتيجيات تعلم المفردات وأثرها على تحسين استراتيجيات المتعلم المعرفية للتعلم والاحتفاظ بالمفردات. يتكون عملنا الميداني من استبيان صمم وفقاً لمجموعة شملت من استراتيجيات تعلم المفردات. بعد جمع البيانات الأولية من تحليل الاستبيان؛ تم تصميم اختبار لخدمة الغرض من تحديد استراتيجيات تعلم المفردات، واستخدام التردد ومجموع الاستراتيجيات المعروضة. يوجه الاختبار بناء إجراء خطوة بخطوة لتدريس استراتيجيات أكثر تفصيلاً وتمكين المتعلمين من أن يصبحوا مستقلين. بين الاستبيانات والاختبار، هناك مرحلة تعليمية لتعليم الطلاب حول استراتيجيات تعلم المفردات من خلال استخدام تعليم الاستراتيجيات المعرفية. وأظهرت النتائج التي تم الحصول عليها زيادة في الأداء التجريبي. لاحظنا قفزة كبيرة في مستوى المشاركين في المجموعة التجريبية. ومما لا شك فيه أن تعليم إستراتيجية المفردات المعرفية قد أكد معناها وتأثيرها الإيجابي على الوعي المعرفي لدى المتعلمين في تعلم المفردات. لذلك، استناداً إلى نتائج أبحاثنا، فعلاً تدريس إستراتيجية تعلم المفردات يسهل إستيعاب وتثبيت المفردات

الكلمات الرئيسية: الإدراك، تعليمات، تعلم المفردات، استراتيجيات تعلم المفردات، تعليمات الاستراتيجيات المعرفية لتعلم

المفردات