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**Difficulties Encountered by EFL Teachers when Developing Vocabulary. The Case study of
First Year at University of Lagouat.**

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Dedication

I have the honor to dedicate my effort to the most precious people of my life.

First of all.; to dearest one of my life my Mother who gave me his love, and who always prays Allah to success in my life.

Then; my lovely father who encourages me

To dearest brother " Ammar" ; and his wife "Souad" who were beside me to achieve every success.

To all my family members: Aicha, Fatima, Hayat, Souria, Khadra; Cheikh, Abdo,And Aymen.

To my future wife enchallah Dounia.

To all my nephews: Aridje, Hadj, Ayoub, Lina, Zineb, and Rihabe.

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Abstract

This work is an attempt to investigate the difficulties encountered by teachers when developing vocabulary of English as foreign language (EFL). Following many researches, and experts' observations, the difficulties generally refers to lack of specific diagnosing the learners disabilities . Therefore, if the teacher determines the type of weakness among his learners and apply various strategies and techniques , he will invest the time successfully in raising the level of terminology and vocabulary of his learners . To accomplish this study, an interview has been done with teachers of English at University of Lagouat and a questionnaire given to first year EFL students in the department. We find that the students base on the teachers explanation to understand unknown words , which may be difficult for the teacher to develop the students `vocabulary . However, the students find that their own efforts make them acquire and develop their vocabulary better than relying on the teachers `explanation . so this results have confirmed our hypothesis that if the teachers cooperate to develop the level of vocabulary by using different strategies and techniques; they will defeat a lot of difficulties and they help their learner not only to develop their vocabulary but they also make them learn alone and carrying out learning smoothly the other skills .

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General Introduction

It is usually said that the ability to use a language is called language skill; while the acquisition of vocabulary is considered the key and the fundamental element of any language that the learners need to communicate and learn the other skills of language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing (Frankfurt International School' site).

1. Statement of the Problem:

English in non-English speaking countries lacks frequent use compared to other languages such as French in Algeria. This may poses difficulties for the teachers of English to develop their students` vocabulary and make the students disable to use English as the other language in daily life. Unfortunately, the majority of EFL learners in Algeria face problems and difficulties in communicating or using English whether inside or outside the classroom. Besides, foreign language teachers have to use a variety of teaching techniques that may help their learners to improve their learning, different kinds of tasks and activities can raise their vocabulary. Many researchers have investigated the importance of vocabulary in providing the necessary opportunities to improve not only the learning process, but students` performance and oral proficiency.

2. Aim of the Study:

This work attempts to give a clear picture of the difficulties encountered by teachers when developing vocabulary in EFL class room with reference to some problems and difficulties faced by EFL teachers and First years LMD learners at Ammar Thelidji University.

3. Research Questions:

The present study endeavors to find answers to the following questions:

1. Why some teachers find difficulties when developing vocabulary?

2. To what extent can lack of vocabulary affect on teaching process?
3. Is there any principles or methods that can be used by the teachers when developing vocabulary?
4. What are the strategies used by University teachers to develop the level of their students in vocabulary. and make their students motivate?

4. Hypothesis:

From the above mentioned questions the following hypotheses have been formulated raised:

If teachers cooperate to develop vocabulary by using effective techniques and strategies to develop their learners vocabulary , undoubtedly ,they will defeat a lot of difficulties and they help their learner not only to develop their vocabulary but they also make them learn alone and carrying out learning smoothly the other skills .

5. Rationale:

We are interested in the topic of the difficulties encountered by the teachers when developing vocabulary for two main reasons. This issue is of a great importance because it sheds light on the building block of any language which is vocabulary. Second, this provides a significant perspective of language teaching which insists on teaching the foreign language effectively by limiting the difficulties that encounter EFL teachers.

6. Review of Literature:

According to Gairns & Redman (1986) Vocabulary in current years has not received the acceptance it deserves in the classroom. Not that it has been characterized by any neglect in terms of quantity. A vast amount of teaching time is consumed by explanation and definition, classroom blackboards are often littered with masses of new lexical items, and students compile page upon page of vocabulary word lists that rarely have the opportunity to practise.

While Neuman &Dwyer (2009, p. 385) in their research define vocabulary as: " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

Another research by Thornbury (2002) discussed teaching vocabulary which stated that "Teaching words is a crucial aspect in learning a language as languages are based on words".

The reasons for which we teach vocabulary to FL learners are varied. Pikulski and Templeton (2004: 5 online pages) mention some of them. One reason teachers are concerned about is to facilitate the comprehension of a text that students are assigned to read.

Many scholars and intellectuals have analyzed language in relation to vocabulary, others attempted to establish a learning mechanism based on different approaches to enhance the EFL student's acquisition of the target language and reduce the difficulties of teaching vocabulary such as Seal (1991), Hatch & Brown (1995), and Nuttal (1982).

This research attempts to identify what is vocabulary and the kinds of vocabulary. Also, we introduced the importance of vocabulary in general and in reading comprehension in particular. At the end; we enhanced this implementation by some techniques in order to make EFL teachers familiar with some techniques and strategies to defeat the difficulties.

7. Research methodology:

This research will be conducted through the analytical descriptive method since it is a suitable method for this research. The data gathering tool will be an interview, and questionnaire will be administered to teachers and students.

9. Research Structure:

This dissertation consists of three chapters. The first chapter divided into three parts represent the main theoretical aspects of learning L2 and vocabulary. In the first part which contains, second language learning, . The second part deals with Teaching English as foreign language. The third part processes vocabulary concept which begins with definition of vocabulary, types of vocabulary, and its importance in learning and teaching process.

The second chapter tackles details about techniques and strategies gathered from experts and researchers in developing vocabulary among the students.

The third chapter is the empirical phase of this study, in which data were collected through the use of two instruments of research; the questionnaire for EFL students and the interview for their teachers and then this data have been analyzed and discussed. The obtained results allowed the researcher to bring forward some suggestions and recommendations for both EFL teachers and learners that seem to be helpful for the development of vocabulary teaching and learning processes.

Chapter I: Overviews about L2 learning / teaching, and vocabulary concept study

Introduction :

Learning a second language is affected by many factors which lead to different levels of proficiency. These factors influence Teaching / Learning of all language components including vocabulary. Vocabulary is the spirit of any language since people can convey their messages through words even if they do not know their correct pronunciation and the different grammatical rules. But without words, communication cannot be achieved even if the different grammatical rules are known. Therefore, vocabulary is given a great importance in the different teaching methods in addition to a number of teaching and learning strategies.

On the basis of what has been stated before a second language learning will be introduced in this chapter which discusses the second language learning. Then, move on to teaching English as a second language . vocabulary is another important point which is dealt with in this chapter which include the definition of vocabulary , types and of vocabulary, and conclude by its importance.

I.1.1 Second Language Learning

Second language learning is considered one of the most crucial item in acquiring non- native speaking language. Despite of there are some linguists suggest to make a distinction between foreign and second language, but it is not a mother tongue of the learner as foreign language learning . Throughout their suggestion, second language remains the language that is used in the learner's country or environment, while foreign language is a language that has not frequent use in the surrounding-community. Christophersen (1973) states that a foreign language is used for the purpose of contacting with other nations cultures, whereas where it is learnt, whereas a 'Foreign' language is learnt primarily for contact outside one's own community" (p.2). Another hand, there are others see them equal such as Johnson (2008) and Yule (2006) consider that in each case, learners are trying to learn a new language rather than their mother tongue and that a second language can be used to describe both situations.

I.2 Teaching English as a Second language:

Language teaching has developed greatly since the beginning of the twentieth century, e

specially as far as teaching and learning communicative skills are concerned. However, teaching English as a second language `profession is not an easy task. Teacher of foreign language is considered as the main factor that helps the learner to develop the four skills of language and acquire communicative competence.

I.2.1 The role of Teacher in Classroom:

the teacher have to accumulate such features and roles in his class that we mention them as follow:

Controller:

The role of the teacher inside the classroom demands to be as controller to manage the class and organize drills. this feature gives the learner the opportunity to talk and working on their own in groups in classroom.

Organizer:

In EFL classroom is better for the teacher to organize various activities , form his students into s pairs and groups, and show them the techniques and materials to understand their lectures.

Assessor:

Teachers have to act as an assessor after the activities, or during learning process and in different ways to help the learner correct the wrong things and improve their levels throughout the assessment of their teacher.

Prompter:

Sometimes the learners forget such information during doing such activity or do not perform correctly. The teacher has to provide them with appropriate information, for example, they lose some expressions of what they are expected to say may be due to lack of vocabulary. In this case, the teacher can act as a helper and provide them with necessary words.

Participant:

Participant teachers always involve themselves within the groups to act as a student in order to make students feel comfortable with the activities used and make friendly atmosphere in the classroom.

Resource:

Without neglecting the importance role of the teacher, which is dealing with the student as a source of information and the teacher must be familiar with everything related with their lessons ,for example provide them with details about the multiple use of a such word in vocabulary. However, the students may still have need for their teacher as a resource.

Observer:

Teachers have to observe what students need and want throughout activities or during teaching process in order to improve their performance by give them individual feedback.

I.3. Vocabulary definition:

Vocabulary as a concept is considered as a list of terms that give a learner the ability to speak and understand the meaning of the whole utterance. According to Neuman&Dwyer they define vocabulary as "Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (2009, p. 385). While Burns (1972) defines vocabulary as " the stock of words which is used by a person, class or profession." It is almost impossible to learn a language without words; even communication between human beings is based on words. In addition Ur (1998) suggest to define vocabulary where he states that: "Vocabulary can be defined, roughly, as the words we teach in the foreign language From the definitions above, it can be concluded that vocabulary is set of words that are needed to build utterance and inter change the ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

1.3.1. Vocabulary in language teaching:

Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Anderson & Nagy (1993:3) attempt to present the importance of vocabulary in language teaching where they states that:

Every experienced teacher is aware that students who don't know many words are unlikely to be good readers or good students. Squaring with teachers' experience, one of the most consistent findings of educational research is that having a small vocabulary portends poor school performance and, conversely, that having a large vocabulary is associated with school success. Vocabulary knowledge is very highly correlated with scores on standardized achievement tests, and so highly correlated with IQ test scores that a wide-range vocabulary test can be used in place of a full IQ test. Moreover, some measure of vocabulary difficulty is always the major component of readability formulas used to grade the difficulty of textbooks.

From the quote above we can estimate that the vocabulary is a central factor in teaching a language which reflects the level of the learner in different tasks of learning. According to Berne & Blachowicz (2008) recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning. Moreover, Thornbury (2002) suggest that teaching words is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

The most of teachers have apprehensions from problems of how to teach students in order to gain satisfying results. The teachers have to know the characteristics of his\her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching. Teachers need to be able to master the material in order to be understood by students, and make them motivated in the teaching and learning process in the classroom. At the end, the crucial issue that the teachers must be taking in account that teaching vocabulary is something new and different from student's native language which sometimes need to the mother tongue explanation.

1.3.2 Types of Vocabulary:

Each type of vocabulary have a direct relation with one of this skills of language which are: speaking, reading, and comprehension. According to Hiebert and Kamil (2005: 3) who suggest that word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently. However, they also divide types of vocabulary as follows:

a. Productive vocabulary:

Productive vocabulary is the terms that a learner of language can use when writing or speaking. This words are words that learner can practise it well because are well-known, and familiar to him/her.

b. Receptive or recognition vocabulary:

Receptive or recognition vocabulary is words for which a learner can recognize their meanings when listening or reading. Receptive vocabulary remains considerably larger than the students' productive vocabulary, because simply the learners do not use when speak or write. While knowing a word is a matter of degrees of depth

1.3.3. The importance of vocabulary:

Vocabulary is one of the most unavoidable issues in both learning and teaching of any language. For that reason the teachers of foreign language must be aware about the importance of vocabulary during their sessions. According to Philips & Walters (1995) argues that vocabulary is more important than grammar for communication purposes , because sometimes we do not use much words but the listener can understand what speaker want. Also, many researchers suggest that "the crucial importance of vocabulary in communication and in language teaching ; it is believed that the more words we know, the more fluently we can communicate". (Schmitt 2000, Coady & Huckling 2000, Richards & Renandya 2002). Moreover, Allen (1983) states that both of grammar and vocabulary are best if they developed equally. This means, that the acquisition of language demands to develop both grammar and vocabulary during learning or teaching process. Then, comprehension is related to the knowledge of word meaning (Abdullah, 1993: 10). Also, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" Wilkins said (1972: 111).

Conclusion :

Learning a large number of words is an essential step for learning a second language. In the past, vocabulary was given a little importance in the different teaching programmes; it was believed that learners should master first the different grammatical rules. This view no longer exists nowadays since vocabulary is given a great importance and considered as a crucial element for mastering a second language. Thus, many strategies and techniques are developed to help learners achieve a large knowledge concerning it.

Chapter II : Theoretical Strategies

Introduction :

In terms commonly used by some in the field , difficulties of vocabulary is one of the problems that face teachers while they are teaching or may make an obstacles to their students ,especially when their learners suffers with unknown vocabulary items which are important words in the text and necessary for its comprehension. This section will tackles the techniques that lead to copying the problems of acquiring vocabulary . This will be seen through asserting of some suggestion of different views of many researchers such as Nattal , Gairns & Redman, and others. Based on current and innovative strategies by B.Anuthama. Then, carrying out with an experimental research done by Sebti Rahmani at University of Costatantine in Algeria whereas distinguishes and exposures teacher based strategies and learner based strategies.

II.Current Strategies and Innovative Strategies :

II.1. Current Strategies

According to B.Anuthama(2010:1-2online pages) vocabulary is not an easy issue due of some factors like linguistic,semantic, and psycho-cognitive aspect. So teacher should be aware about different ways of teaching vocabulary that include innovative and current methods that deals with vocabulary teaching .

Nattigger and Decarrico (1992) have observed that significant amount of the English language is made up of lexical phrases. This argues that teaching English vocabulary is not based on teaching only list of words or individual words.

On other hand, according to Journal of NETA .VOL15 No 1-2 December 2010. Which determines two studies to vocabulary instruction and learning which are current research and practice in teaching vocabulary ,and innovative research in teaching vocabulary.

The last journal present some facts which process the importance and the impact of the word for teaching vocabulary. The study tackles comparison between the importance of teaching the inflection and derivatives of the word such as (make, maker, made, making ,makes) which

simplify to the learner to learn them because they are closely related. While, the study shows that teaching words and its inflections are not enough for non native learner as Japanese learner because he does not familiar with many inflections. and derivative suffixes for verbs. The current strategies contain three approaches include:

II.1.1.1 Incidental approach:

Incidental approach relates to learning a second language and acquiring a new aspects indirectly for example acquisition of incidental vocabulary from listening or reading Pigada and Schmitt (2010) explored one participant s acquisition of word meaning ,spelling and grammatical characteristics from graded readers.

II.1.1.2 Explicit Instruction Strategy:

The importance of explicit instruction strategy is increasing the motivation, performance of the learner and also metacognitive strategies . Rasekh and Ranjbary (2003) examined the strategy in Iranian classroom and report a positive effect on vocabulary learning.

II.1.1.3 Independent Strategy Development :

Independent strategy development or self regulated strategy development is based on one of the the principles which is Guessing from the context principle John Haycarf (1978: 48) states that “the only way to teach the meaning of many abstract words is by creating a context or situation from which the students can they reduce the meaning.”

II.1.2 The Seven Teaching Principales:

According to B. Anauthama (2010:1-2 online pages) who summerized the current strategies and she presented it in seven teaching principales as follow:

Providing opportunities opportunities for the Incidental Learning of vocabulary. Nagy, Herman and Anderson (1985) observe that learning vocabulary from contexts is a gradual process. The Incidental Learning of vocabulary through extensive reading can benefit language curricula and learners at all levels. According to Coady (1997), the role of graded readers is to build up learners’ vocabulary and its related structures, until they can graduate to

more authentic materials. Low proficiency learners can benefit from graded readers because they will be repeatedly exposed to high frequency vocabulary.

Burrowing into the diagnosis of which of the 3,000 most common words learners need to study. This is discussed under the second approach Explicit Instruction. For second language learners entering university, Laufer (1992) found that knowing a minimum of about 3,000 words was required for effective reading at the university level, whereas knowing 5,000 words indicated academic success.

dealing with providing opportunities for the intentional learning of vocabulary. Intentional learning through instruction, significantly contributes to vocabulary development. Explicit Instruction is particularly essential for beginners whose lack of vocabulary limits their reading ability. Coady calls this the beginner's paradox. He wonders how beginners could learn enough words to learn vocabulary through extensive reading when they do not know enough words to read well. His solution is to have learners supplement their extensive reading with the study of the 3,000 most frequent words until the forms and meanings of words become automatically recognized, that is, "sight vocabulary" (words recognized immediately while reading.

providing opportunities for elaborating word knowledge. Nation (1990) identifies various aspects of word knowledge such as knowing related grammatical patterns, affixes, common lexical sets and typical associations and how to use the word receptively and productively. Receptive knowledge means being able to recognize one of the aspects of word knowledge through reading and listening Productive knowledge means being able to use words in speaking and writing.

providing opportunities for developing fluency with known vocabulary. Fluency partly depends on developing sight vocabulary through extensive reading and studying high frequency vocabulary. Fluency exercises include timed and paced readings. In timed readings, learners may try to increase their speed by sliding a 3x5 card or a piece of paper down the page to increase their speed while attempting to comprehend about 80% of a passage. In paced readings, the teacher determines the time and pushes learners to read faster.

guessing from context comes under Independent Strategy Development. To guess successfully from context, learners need to know about 19 out of every 20 words (95%) of a text,

which requires knowing the 3,000 most common words. However, even if one knows these words, Kelly (1990) concludes that unless the context is very constrained, which is a relatively rare occurrence or unless there is a relationship with a known word identifiable on the basis of form and supported by context, there is little chance of guessing the correct meaning. As guessing from context fails to direct attention to word form and meaning, relatively little learning occurs.

examining different types of dictionaries and teaches learners how to use them. Bilingual dictionaries which provide L1 synonyms have been found to aid vocabulary learning. Due to this factor, a bilingual dictionary helps lower proficiency learners in reading comprehension more because their lack of vocabulary is a significant factor in their inability to read (Knight, 1994). Bilingualized dictionaries essentially do the job of both a bilingual and a monolingual dictionary. Whereas bilingual dictionaries usually provide just an L1 synonym, bilingualized dictionaries include L2 definitions, L2 sentence examples as well as L1 synonyms. A further advantage is that, they can be used by all levels of learners. Advanced learners can concentrate on the English part of the entry and beginners can use the translation. Electronic dictionaries with multimedia annotations offer a further option for teachers and learners. Unfamiliar words are most efficiently learned when both pictures and text are available for learners.

II.2.1 Innovative Strategies for Teaching Vocabulary:

B.Anuthama (2010:2-3) gathered some suggestions about innovation strategies for teaching vocabulary, and she initiates her investigation by discussing " The Ripple Effect Strategy" ,then she tackles " Teaching Vocabulary in Colour", and concluding by "Word Wall Approach".

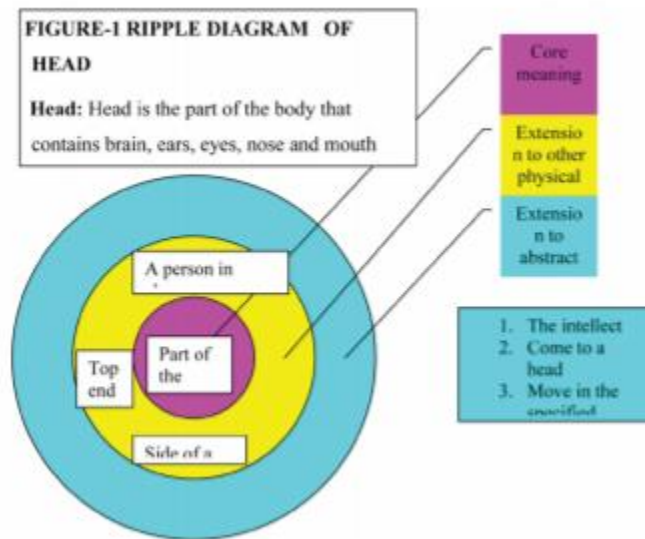
II.2.1.1 The Ripple Effect Strategy:

The ripple effect strategy is shedding light on the meaning of word to the rest of lines or sentences. According to B.Aunthama the strategy "The Ripple Effect." Presents that the meanings of a word often radiates from the centre along several lines by focusing on different features of the original object. While Swester (1990) stressed that the polysemous word has a core meaning and the coming meanings refers to it by means of metaphor as below:

Example (1): *draw a line; read a line; a line around eyes; a wash on a line; a line of bad decision....ect.*

The application of this strategy according to B. Aunthama can be applied fruitfully with the tertiary level learners. The teacher can let learners understand that the most of English words have not unique meaning. These meanings of a word are often related to each other. There is almost always a core meaning with all the other meanings coming from it and with the help of imagination and association the meanings can be linked together. To make the concept very clear throughout the Ripple diagram that has been done by Mu. Fengying as follows:

Figure 1 shows the core meaning of “head.” Head:



II.2.1.2 Teaching Vocabulary in Colour:

The importance of the strategy accumulates in a strong of influence on the memorization of the learner and acquisition of new vocabulary terms. According to B. Aunthama (2010, 4 online page) where she tackles the strategy of teaching in colour drawing on the expertise of Gnoinska (1998) who tested the strategy, as an English teacher working at the Teacher Training College in Sosnowiec, Poland. She used colour to teach vocabulary and gave fruitful results. The article published by her in the online journal “Forum” (Volume 36 No: 3, July-September 1998, page 12) focuses on this concept. Throughout her work, colours have a tremendous influence on human health and psyche. She confirmed that lack or overabundance of certain colours can cause physical or

emotional disorders. On the contrary, the exhibition to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains or even the colour of the teacher's clothes can either soothe or irritate learners. Colour is also an important tool in visual thinking. It separates ideas so that they can be seen more clearly. It stimulates creativity. Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps, cluster maps, mandalas and most expressive drawings are considerably more effective in colour (Williams, 1983).

II.2.1.3 The Word Wall Approach:

Word Wall approach (B.Aunthana 2010) has been done on vocabulary learning so far has focused on three findings. According to Grabe and Stoller (1997), vocabulary learning needs diverse exhibition to new lexical items in various contexts. This latter, lead to a large recognition vocabulary .Moreover, the learners use known words in new contexts and use new words with practical associations. This in turn allows for faster processing of words which are related semantically. According to Stahl, context can be a powerful influence on learners' vocabulary growth. But learning words from context is a long term process. By means of explicit instruction, language teachers can “compress that process so that students can learn more words in a shorter period of time” (Stahl, 1999 p.14).

The Word Wall Approach (Green 1993) in the beginning was designed to elaborate vocabulary learning skills and to incorporate new vocabulary items. Green in his research provides the learners set of word-filled wall panels, each word with a different background colour corresponding to a different curricular objective such as phonic elements, word form classes and grammatical forms and spelling patterns.

The benefits of the approach go far beyond teaching vocabulary. The learner can use it to prepare his lessons and can exploit it as thesaurus time to time to enhance his writing.

II.2 Teacher Based Strategies and Learner Based Strategy:

II.2.1 Teacher Based Strategies:

The role of the teacher is considered an important part in influencing the learning process, and sometimes his intervention in the classroom is an unavoidable especially in those related to vocabulary. According to experiment research done by Sebti at university of Costantine in Algeria .who exhibits the teacher based approach in his dissertation, includes unplanned and planned vocabulary teaching as follow:

II.2.1.1 Unplanned Vocabulary Teaching:

According to Sebti. Seal (1991: 298) who defines this term as the “teaching of problem vocabulary that comes up without warning in the course of a lesson” which means that the teacher frequently faces such as problems and sees that he has to explain the meaning of accurat words during the lesson to help their learners recognise the meaning and clarifying the ambigious things .however, the teacher in this case demands the inteference of th teacher . In the same page of Seal s book (1991 :298) , which discusses the three stages in the unplanned vocabulary teaching includes :

- **the stage of conveying meaning** : in this stage the teacher present the meaning of the word by using different ways such as miming,or providing synonyms .
- **the stage of checking the meaning** : in this stage the teacher may try to ask his learners questions to knows the meaning of unknown words.
- **the consolidation stage** : the teacher in this stage tries to consolidate the information by encouraging the students to use the word in other contexts.

However, unplanned vocabulary teaching has some disadvantages such as consuming much time , and sometimes, it may affects in the learners satisfaction needs when the learners do not get the full meaning.

II.2.1.2 Planned Vocabulary Teaching:

Planned Vocabulary Teaching is considered according to Hatch & Brown (1995: 415) as an intentional vocabulary instruction. While Seal (1991 :298) defines it as “when the teacher goes into the classroom with an item or a set of vocabulary items that s/he has decided beforehand will be taught during the course of the lesson”. However, he divides PVT to two types of this kind of vocabulary teaching. The first type is similar to unplanned vocabulary teaching where the teacher predicts that certain vocabulary items will cause problems for students’ comprehension. So, he prepares how to teach them. The second type of planned vocabulary teaching can be described as the vocabulary lesson. The latter can occur in isolation to develop the *F L learners’ stock of vocabulary, or it can be taught as a follow-up to other activities such as reading, listening, discussion and dialogues.

According to Gairns and Redman, Ur (1986: 64) states that there are some items need to be taught in teaching vocabulary as follows:

a. Form: pronunciation and spelling :

The teacher need to make sure that his/her learners are in familiar with these aspects ,especially, when the learner encounter the word for the first time , he has to know what it looks or its spelling and what word sounds or its pronunciation.

b. Grammar :

Teaching a grammar of new item will make learners perceive such changes that may happen in grammatical context or some idiosyncratic with other words in sentences. Also, in the same context the teacher has to show informations about the different basic forms of the word for example when teaching a new verb must give its past form, if it is irregular (bring, brought) or when teaching noun , the teacher must show its plural form, if it is irregular (foot , feet).....

c. Collocation :

The cognition of typical collocation of particular items are another factor that makes a particular combination becomes „right“ or „wrong“ in a given context. Collocation is word partners, for example make mistake not do mistake and do homework not make homework.

Therefore, this is also another information about a new item which may be worth teaching. In introducing words for example decision and conclusion, the teacher may not that he/she takes or makes one. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

d. Aspect of meaning:

The meaning of a word has two different aspects which are:

Denotation : refers to the literal meaning of a word, the dictionary definition. For example, the word snake in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions.

Connotation: refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word snake could include evil or danger. A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing than in speech, and generally it is less common.

e. meaning relationship

The combination between an item with others which have a relationship in their meaning can also be useful in teaching. There are various meaning relationships, for examples:

1) Synonyms: items that mean the same or nearly the same, for example bright, clever, and smart may serve as synonyms of intelligent.

2) Antonyms: items that mean the opposite, for example: rich is an antonym of poor.

3) Hyponyms: items that serve as specific examples of a general concept, for example: dog, lion, and mouse are hyponyms of animal.

4) Co-hyponyms or co-ordinated: other items that are the same kind of things, for examples: red, blue, green, and brown are co-ordinates.

5) Superordinates: general concepts that cover specific item, for example: animal is superordinate of dog, lion, and mouse.

6) Translation: words or expressions in the learner's mother tongue that are more or less equivalent in meaning to the item being taught.

7) Word formation Vocabulary items, whether one-word or multi-word, can often be broken down into their component. Word formation is the creation of a new word. The mechanisms of word formation are:

a) Agglutination: the process of forming new words from existing ones by adding affixes to them, like shame + less + ness → shamelessness

b) Back-formation: removing seeming affixes from existing words, like forming edit from editor.

C) Blending: a word formed by joining parts of two or more older words, like smog, which comes from smoke and fog. There are two mechanisms of word blending:

(1) Acronym: a word formed from initial letters of the words in a phrase, like English laser from light amplified by stimulated emission of radiation.

(2) Clipping: taking part of an existing word, like forming *ad* from *advertisement*.

d) Calque: borrowing a word or phrase from another language by literal, word-for-word or root-for-root translation; for example the English phrase *to lose face*, which is a calque from Chinese.

e) Compound: a word formed by stringing together older words, like earthquake.

f) Conversion: forming a new word from an existing identical one, like forming the verb green from the existing adjective.

g) Neologism: a completely new word, like quark.

II.2.2 Learner-Centered Strategies :

As we have seen in the previous strategies that the teacher is the main factor who is dealing with difficulties of vocabulary ; while in the learner-centered strategies(according to Sebti,2007) the main factor relies on the efforts of the learner when he/she deals alone with unknown lexis without the helpness of the teacher. However, some researchers as Grellet, 1981; Nuttall, 1982; Smith, 1985; Baudoin et al., 1997; Read, 2000; Langenberg et al., 2000; Rapport, online pages; Moras, online pages; Nation, 2005 and Hunt & Begler, 2005, online pages discuss this strategies that based on the learner. Thus, the learners deal with lexical difficulties depends on their abilities and their own limited knowledge, that why they use different strategies. These strategies are behaviours that individuals use to help them comprehend, learn or retain new information (O'Malley and Chamot, 1991: 1). So, it is important for teachers to foster their learners' independence so that they can deal with new lexis and expand their vocabulary after the course has finished. These researchers have suggested certain strategies to handle the question of unknown words. These include ignoring the unknown word, using different kinds of dictionaries, and guessing the meaning of unknown words using contextual clues.

II.2.2.1 word ignorance:

Word ignorance or the skipping from unfamiliar words' technique was adopted by Grellet (1981: 10) who says: " When we read, our eyes do not follow each word of the text one after the other at least in the case of efficient readers. On the contrary, many words or expressions are simply skipped: we go back to check something, or forward to confirm some of our hypotheses".

Following the idea of Grellet the learners are not supposed to ignore all unknown words; they just skip words whose meaning is not important to the comprehension of the text, but how do we determine that their meaning is vitally important to the purpose for reading text?

It is useful to supply strategies in order to determine if the meaning of a particular word is necessary to the overall meaning of the sentence is to read the sentence without that word and see if a general meaning is obtained. Another strategy is to examine the grammatical function of the word. If it is an adjective or an adverb, readers can probably get by without it. If, on the other hand, an unknown word appears several times and seems to be a key to the general idea, then that

word needs to be dealt with. Nouns and verbs are usually important enough to the basic meaning that readers cannot get a general idea without knowing what they mean.

Smith (1985: 94), “the most preferred and efficient strategies for proficient readers when they come across a word that is unfamiliar are to skip or to predict from context (...)”. So, instead of being frightened from unknown words, the reader just tries to skip them. This is considered as the first and basic word attack skill for students and the following procedure can be followed to train students to ignore words (Nuttall, 1982: 75-76).

In another hand, Nuttall suggests a five-step procedure for training students in the use of the strategy of skipping unknown words . The first step starts with the supplying of an incomplete text (words and phrases omitted). Then, students are asked to answer questions from the incomplete information. The second step is done with the same kind of exercise but this time with difficult words which are not essential for getting the gist of the message and answering the questions. If students do the task, it means that some words can safely be ignored. In the third step, the teacher tries to help students identify the words they must look up. Then, a short text which contains a number of new words is supplied, and students are given a number of simple questions aiming to test direct understanding. The task, then, is to find out the number of questions that can be answered without looking any words. The fourth stage is an extension of the above exercise; that is, a certain number of new words are included in a text and students look them up in order that the text could be comprehended well to answer the questions. In the end, ignoring certain unknown words is one of the best techniques for readers. Smith (2004: 169) says: It is not necessary for any reader, and especially not for beginners, to understand the meaning of every thing they attempt to read... They always have the liberty to skip passages and to ignore many small details, either because they are comprehensible or because they are not relevant to their interest or needs.

II.2.2.2. Usinig Dictionnary:

The dictionnary is considered one of the means and the strategies that could help the learner finding out the meaning of unkown words. Though, it may sometimes does not get the learner the exact meaning of the context, especially for learners reading for a special purpose (Nuttall, 1982: 78-79). Often, a dictionary is usually one of things a learner of a FL purchases ;and

learners carry and use their dictionaries with them instead of other books or at least they have an e-dictionary in their smart phones.

According to Sebti , learners usually see dictionaries to check spelling, pick up the meaning of new words and corroborate the meaning of unknown words. Whereas, students have to be coached and make them able to use dictionary effectively. Eventually, the learners become clever to distinguish and identify the part of speech of the unknown word as well as contextual clues, which are necessary for finding the most appropriate dictionary entry (Hunt & Begler, 2005 online pages). So, Baudoin et al stressed for the importance of exhibiting symbols and abbreviations for readers (1997: 6).

According to Sebti, who gathered different procedures for training learners in the use of dictionaries, throughout suggestions of Nuttall (1982: 79); Gu (2003: 6-8 online pages) and Graves et al., 2004; cited in Lehr et al. (Online pages) the following procedure for training learners in the use of dictionaries. At the beginning, learners need to decide which words they must look in a dictionary and limit the number to the minimum. The second step deals with the way to find this word. Many beginners take a long time to find a word in a dictionary, so, training them in using alphabetical order is needed together with the use of the guide words found at the top of each dictionary page. The third step is to make students practise selecting the relevant word meaning they are looking for. Of course, this can be done by giving them a text which includes unfamiliar words and asking them to choose the most appropriate definition from a suggested list. Constant training is very important to make them clever to use their dictionary.

Also, the categorizing of dictionaries for FL learners is divided into three categories include: The bilingual dictionary which provides a translation of target words in the first language and vice versa, the Learners' Monolingual Dictionary which is written only in the FL and appeals to all learners whatever their first language is, and the Standard Monolingual Dictionary which appeals mainly to native speakers.

At the end, without neglecting the most extended type of dictionaries used by readers which is electronic dictionaries as an fruitful option for teachers and learners. dictionaries provide both pictures and text; thus, the learning of unfamiliar words becomes more efficient (Chun and Plass, 1996; cited in Hunt & Begler, on-line pages).

Conclusion :

The numbers of strategies of learning / teaching vocabulary might be different from strategies to others; but all of them are converged and flowed into integrated hierarichical points. Current strategies is build and completed by innovative strategies. While innovative strategies is served by current strategies. On other hand, teacher based strategies could not be success if there won t be other strategies reinforce the learner interaction and so on.

Additionally, all strategies are very important since they help the teachers to improve the students' proficiency in the target language because vocabulary played crucial role criteria not only in acquiring any language , but also towards better academic position and greater educational success.

For EFL learners, the strong level in mastering vocabulary will be achieved by lot of practice and determination since no one is born with innate capacity to know everything.

Chapter III: Analysis of Data

This chapter is considered as an empirical phase in this study. It contains the field work . First, it begins with the description of the methodology used to conduct this research, and the aims behind this research. Moreover, it provides a clear description of the samples used in the methodology which is a questionnaire given to first year English Language students , and interview dealt with teachers at Laghouat University. Finally, the data have been gathered will be analysed in order to see evaluate the hypotheses of this thesis.

In this study we have used a quantitative research method, it is a very famous approach in the field of fundamental sciences. This approach goes along with the method of gathering data and analysing it, then by measuring it in empirical manner, so that we will be able to freely assess the already mentioned research hypotheses. This study is conducted by the use of a questionnaire that is designed to 40 students from first year and interview with five teachers at the English department. In fact, the questionnaire is a useful research instrument that allows a wider sampling, and helps us in collecting multiple and various responses to our questions, that will help to give evidence for the reached results. All in all, the questionnaire can be considered as an effective tool in this study because it enables the students to have enough time to think about the questions, so eventually they can freely exhibit their views and thoughts. Anotherhand, the interview simplify the research forward knowing the essential element that portrays the difficulties and expose manners to defeat that difficulties based on their experience.

3.1. Teachers' Interview:

Our participants in this interview consist of all teachers in the department of English at Laghouat University. The interview was devoted to (5) teachers. Their contributions have a great effect to diagnose our research.

3.1.1. Aims of the interview:

This interview is designed to describe and analyse teachers' attitudes toward the difficulties encountered by teachers when they developing vocabulary by investigating teachers' views of how problems being encountered with them in their teaching tasks.

3.1.2. Description of the Interview :

The whole interview consists of (11) questions focuses on a particular characteristics. Teachers' interview designed in different kinds of questions: independent and dependent variables. Closed questions require the teachers to answer 'yes' or 'no' or to choose the right answers from a set of variables and open-ended questions which require from them to give their personal views or background knowledge about matters.

Section 1: Independent Variables

This section includes one question concerning the teachers' experience in teaching EFL at university.

Section 2: Dependent Variables

This section includes questions concerning description and evaluating the level of students . In (Q2) and (Q3) teachers are asked about evaluating students interact or in speaking , and they are asked to evaluate their students` vocabulary . In the next (Q4) they are asked about how can the communication be helpful in enriching students` vocabulary based on their experience in EFL classrooms. (Q5) is designed to the teacher if they give an importance to vocabulary during their sessions. Then, in (Q6) teachers are asked if the level of students in writing and speaking reflect their ability to understand new words, and they are supposed to justify their answers. The question (Q7) is related to the activities that they use in teaching vocabulary. In the next (Q8) teachers are asked to declare what are the most common issues that students face while learning L2 . In (Q9) they are supposed to state yhe primary sources of such apprehensions. In the final, (Q10) is designed to figure out often the methods that they adopt to address the apprehensions in both at the individual and collective levels.

3.2.1. Analysis of Interview:

Section 1: Independent Variations

Q 3.1.1: How long have you been teaching English at university?

Table3.1.1 Experience of teachers

Responses	Number	Percentage
Five years	04	80%
Eight years	01	20%

From the table 3.1. 1 we notice that the five teachers have no more 10 years teaching at the university. Four teachers spent (5) years teaching English at university represent (80%). While, only one teacher have (8) years in teaching English at university (20%) .

Section 2: Dependent Variables

Q 3.1.2: How do you evaluate your students` level in speaking?

Table3.1.2. Evaluation speaking level of the learner.

Responses	Number	Percentage
Good	01	20%
Average	04	80%
Weak	00	00%

Throughout the figure 3.1.2 we can see that most teachers (80%) see that their students`level in speaking is average. While one teacher considers their students` level in speaking is good.

Q 3.1.3: How do you evaluate their vocabulary?

Table3.1.3 evaluation of the learner s vocabulary.

Responses	Number	Percentage
Good	00	00%
Average	05	100%
Weak	00	00%

The table 3.1.3 shows that all of teachers (100%) agree that their students` level in vocabulary is average.

Q3.1 4: Based on your experience , how can communication be helpful in enriching students` vocabulary ?

Table3.1.4. Evaluation communication level of the learner.

Responses	Number	Percentage
Enhancing the capacity to use terms frequently	02	40%
Makes them learn new pattern	01	20%
makes students active, interact, which led them acquire new words	02	40%

The table 3.1.4 present different views for teachers, where to teachers agree that communication can be helpful in enriching students` vocabulary in enhancing the capacity of using terms frequently. While one teacher sees that the communication allow the students learn new pattern. However, two other teacher consider that communication makes their students active , which led them acquire new words.

Q3.1 5: Do you give importance to vocabulary during your session?

Table3.1.5. The importance of vocabulary.

Responses	Number	Percentage
Yes	05	100%
No	00	00%

As it is shown in the figure 3.1.5 we can notice that (100%) of the teachers said that they give an importance to vocabulary during the session .

Q 3.1.6: Does the level of your students in speaking and writing reflect their ability to understand new words ? if yes,how?

Table3.1.6. Reflection of vocabulary over the other skills .

Responses	Number	Percentage
Yes	05	100%
No	00	00%

From the table 3.1.6 we see that all of the teachers (100%) see that the level of students in speaking and writing reflect their ability to understand new words, which means that the productive skills reflect the capacity of students in receptive skills. The second half of question one teacher responses that always, he meets poor performances when they act poorly we understand directly that they lack vocabulary.

Q3.1.7: What are the activities that you use to teach vocabulary?

Table 3.1.7. Means of teaching vocabulary.

Responses	Number	Percentage
Direct manners as: fill in the gaps, complete sentences, gamesect.	02	40%
Indirect manners as:telling storys, dialogues, reading text from different fieldsect.	03	60%

As it is shown in the table 3.1.7 the teachers who represent (40%) response that they different activities to teach vocabulary such as fill in the gaps, choose the appropriate terms, which we notice that it is direct way to teach vocabulary. while (60%) of the teachers use implicitly activities related to vocabulary which we notice that it is indirect way to teach vocabulary for instance telling storys, dialogues, reading text from different fieldsect.

Q3.1 8: What are the most common issues that students face while learning L2?

Table 3.1.8. L2 issues.

Responses	Number	Percentage
writing, grammar, and speaking	02	40%

Vocabulary , language interference , and mother tongue thinking.	03	60%
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The table 3.1.8 shows various views of teachers we classified them into two parts , the first part which present (40%) of teachers see that the most common issues that the students face while learning L2 are constituted in : writing , grammar , and speaking .While the majority of the teachers representing (60%) agree that the most common issues that students face while learning L2 are considered in : Vocabulary , language interference , and mother tongue thinking.

Q 3.1.9: what are the primary sources of such apprehensions?

Table3.1.9. Obstacles of acquiring L2.

Responses	Number	Percentage
Relying on the mother tongue in learning , negative transfer	04	80%
using informal language in learning such as <i>slang</i>	01	20%

From the above table we notice that teachers representing (80%) think that the primary sources of such apprehensions are accumulate in relying on the mother tongue in learning L2 . While one teacher who represent (20%) see that the wrong thing is learning second language through using informal language in learning as the primary sources of such apprehensions which make the student fall in mistakes .

Q 10: What are the teaching method that you adopt to to address these apprehensions both at the individual and collective levels ?

Table3.1.10.Overcoming of Apprehensions.

Responses	number	Percentage
-Every situation needs a particular method . -teaching methods are eclectic depending on the level of students.	02	40%
-Encourage the students to practice the target language.	01	20%
-shifting between deductive and inductive grammar teaching. -pretests and post tests , with continuous feedback and assessments.	02	40%

As the table 3.1.10 shows, two teachers who represent (40%) see that ‘the methods that they adopt to address these apprehensions both at the individual and collective levels are eclectic and depending on the level of students .One teacher who represent (20%) sees that the practice include communication , and advising the students to read as much as possible to develop their vocabulary . However, Other two teachers who represent (40%) prefer to use methods as shifting between deductive and inductive grammar teaching ,and use pretests and post test ,with continuous feedback and assessments.

3.1.4.Interpretation of the Result

The analysis obtained from teachers’ interview reveals teachers’ perception towards difficulties that they encountered when they develop vocabulary in EFL class room, and their attitude towards students’ level and classroom participation, as well as their perception of vocabulary and how can be promoted . In the first section which contains independent variations: teachers’ experience in teaching English at university. From the analysis obtained in this section, it is clear that teachers’ experience at university, from their answers we can notice that all of them have less than 10 years teaching English at university.

The second section which contains questions concerning independent variations that includes teachers' perception of developing vocabulary and learning foreign language . It indicates that most teachers agree that their students lack the enough capacity to understand and acquire new words , and they see that communication is a helpful way to make students interact with each other and learn new words every time. Most of the teachers affirm that they give importance to vocabulary during their session. Approximately, all of them suggest that 'the level of their students in speaking and writing reflect their ability to understand new words .In addition, they attempt to use different activities to teach vocabulary as riching dialogues and applying exercises in order to develop students` vocabulary. Then, the last three question relate to the issues and the problem that the student face while learning L2 and the view of teachers toward these issues .

3.2. Students` Questionnaire:

The questionnaire is composed of eleven questions distributed to thirty students. It is a combination of different kinds of questions; two choices questions and multiple choices questions. Also smoothly elicit information from our participants.The description of each is as follows:

The first question is for general information about the level of students in English language . The second four questions are for describe the students` experience through different elements that students dealing with, and about the ability of students in understanding and using English language . Then, the sixth question is designed to induct the most extended kind of vocabulary among the students either productive or receptive , this have be done through the question that is about knowing their ability to comprehend or practice English. The seventh question is for portraying the difficulties that students face during their learning through asking them the kind of mistakes that usually they make. The eighth ,the ninth , and the tenth questions are for knowing how the student deal with unknown words and the ways that make them understand them . The last question is for

knowing the activities that the students do outside class room to enhance their level in learning English.

3.2.1. Population :

The population of this study are the First Year Students from the Department of English at Laghouat University. The whole number of students is about 150 students.

3.2.2. Students' Sample :

The number of first year students in the Department English Language at Laghouat University, is about 150 students. We have randomly chosen 40 students as sample for our research. Our choice of the first year students is deliberate and due to multiple reasons. first year students have been studying English Language for one year which make us believe that they may have medium proficiency in using English, therefore their answers will be helpful to conduct our research.

3.2.3. Questionnaire Analysis

Q.2.1 How do you consider your level in English?

Table3.1.1. learner & English.

Responses	Number	Percentage
Good	21	52%
Average	17	42.5%
Weak	02	5%

This table depicts general view about the level of students in English language the sample responding to this questionnaire. The first question deals with an observation of the student's level . This questionnaire is answered by forty students. The percentage that represents good level is 52%, 42,5% for those who have the average, and 5% for weak students . As a result, This percentage shows that the feedback and results of the student's questionnaire will depend mostly on the perceptive of good and average students .

Q.2.2 how would you classify the following items of importance to your learning ?

Table3.1.2.Grammar; Phonetics, and vocabulary levels of the learner.

Responses	Number	Percentage
Grammar	11	27.5%
Phonetics	06	15%
Vocabulary	23	57,5%

Table 3.2.2 reveals the responses from the third question of section two and shows what students think about what are the skills that can help them to enhance their English performance. For both Grammar and phonetics items following 17 students for each think that these help in developing their level in English, however, 57.5% of students think that vocabulary is the basic item to enhance English level. This boosts the idea that a vocabulary is very important to learn any language.

Q3.2.3 does your level enable you to express yourself?

Table 3.2.3. Language control.

Responses	Number	Percentage
Yes	38	95%
No	02	05%

Table 3.2.3 illustrates the English enableness level of the students sample. Question three in the first section shows the numbers of students level, thirtyeight students believe that they have a good English level led them to communicate and express themselves, while two of them believe that that they have a poor English level. This result shows that most of the students in our sample believe of having a good English level, while the the rest of two students, seem to have no intention to study English language. All in all, while the majority have an a good English level we can trustfully consider their coming answers in this questionnaire.

Q.3.2.4. Do you suffer from understanding some unknown words? why?

Table 3.2.4. Unknown words.

Responses	Number	Percentage
Usually	20	50%
Rarely	19	47,5%
Never	1	02,5%

Table 3.2.4 portrays their experience in acquiring a new words. The sample shows us that 50% of students usually suffer from understanding some unkown words, most of them claim that the context use is the reason behind ignoring the accurate meaning. however, 49% of students saw that rarely suffer from understanding a new words which obsereve from their justification that they rellys on different means such as using dictionaries or asking the others. While, one student responded by never . This result proves that there are difficulties in understanding of unkown vocabulary which this research spot the light on it .

Q.3.2.5.Do you practice English outside the classroom ? if yes , where?

Table3.2.5. Language use.

Answer	Number	Percentage
Yes	26	65%
No	14	35%

Table 3.2.5 shows if our sample of EFL students devote time inside or out outside classroom in order to practice English . The results show that 65% of students said Yes ,and the most of them responded that they practice English through the net and the social media .whileother 35% of students said No, that means there are students who spend time for enhacig their level, as there are others who do not care about enhancing their level which reflects negatively to both the student and the teacher who waste time to clarify and explain .

Q3.2.6 how do you find comprehension and practice in English ?

Table3.2.6. Language comprehension and practice.

Responses		Number	Percentage
Comprehension	Easy	21	52,5%
	Difficult	00	00%
Practice	Easy	09	22,5%
	Difficult	02	05%
Comprehension & practice	Easy	08	20%
	Difficult	00	00%

Table 3.2.6 reveals the responses from the sixth question attempts to point the ability or disability in comprehension and practice. However, at the level of comprehension there are 21 students through their responses think that they do not suffer from understanding, in other words, it can consider that these students have the receptive vocabulary, which made them understand and comprehend but in other side those student disable to produce and practice.

While, 22% of students claim that practice is less difficult than comprehension which let us notice depending on their responses that those student have the ability to express and produce and they have productive vocabulary but lack the respective vocabulary.

Also, there are two students responses that they have difficulties in practice English which let us say that those students have disability of productive vocabulary.

Moreover, there are 20% of student think that they do not have difficulties neither comprehension nor practice. Those student have both productive and receptive vocabulary.

Q3.2.7. What kind of mistakes do you frequently make when speaking or writing ?

Table 3.2.7. kinds of mistakes.

Responses		Number	Percentage
Spelling	Speaking	/	/
	Writing	18	45%
Vocabulary	Speaking	13	32,5%
	Writing	16	40%
Grammar	Speaking	14	35%

	Writing	21	52,5%
Pronunciation	Speaking	14	35%
	Writing	/	/

Table 3.2.7 reveals the responses of the fourth question relate to two skills which are speaking and writing . The responses show frequent mistakes that obstacle students to improve their writing and speaking . 18 students of the sample are making mistakes in spelling which reflect negatively to their writing. Also, there are

13 students suffering from vocabulary at the level of speaking. Where other 16 students have claimed that they suffer from vocabulary at the level of writing . In this case it may consider that the majority of students lacks the practice more than reception of the information .

For the field of Grammar , the number of mistakes in both speaking and writing approximately different , where we find 14 students think that they make mistakes usually in their speaking and 21 students see that they make frequently mistakes in their writing .

However,14 students encounter difficulties in pronunciation .

This results reflects that most students lacks the experience of practice .

Q3.2.8. How do you find the teachers' explanation ?

Table3.2.8. Teacher explanation.

Responses	Number	Percentage
Enough	23	57,5%
Not enough	17	42,5%

Table 3.2.8 shows if the students of English language think that their teachers' explanation Of unknown words enough or not enough. 23 students of 40 think that teacher explanations of unknown words are enough. , however, 17 students who consider that the explanation of their teachers are not enough to acquire unknown words.

Q3.2.9. When you encounter some difficulties in the understanding of new words, which method do you prefer?

Table 3.2.9 Available means of understanding new words.

Responses	Number	Percentage
Using Dictionary	13	32.5%
Asking the others	10	25%
Guessing from the context	17	42,5%

Table 3.2.9 expose the answer to the ninth question which is about preferable means to understand a new words , 13 students choose to use dictionary, And 10 students prefer to ask the others include teacher, mates or others . While 17other students attempt to understand unknwn words through guessing from the context. . Which means that students are aware about studying the target language across their own acquired vocabulary , whereby using strategy of developing vocabulary which is guessing from the context.

Q3.2.10. in your opinion ,what is the most fulfilling way to develop your vocabulary? why ?

Table 3.2.10 .Preferred ways of understanding new words.

Responses	Number	Percentage
Teacher explanations	/	/
Your own effort, by guessing from the context	/	/
Use dictionary	/	/

Table 3.2.10 is about the question tenth in section one , it shows the answers of students to the question that; what is the most fulfilling way to develop your vocabulary. 09 students of fourty say that the explanation of teacher within the course is the most fulfilling way to develop their writing, depending to their responses of the second part of question, they consider the teacher as the principle source and they see that the teacher make them master

and combine between other words that they deals with them in the course. While 21 students response that their own efforts by guessing from the context is the best way for them to acquire new words, whereby it let them attempt to use their own stock of vocabulary to discover new ones. However, 10 students choose using dictionary as a simple way to use every time and every where.

Q.3.2.11 What extra-currilar activities do you use to enhance your level in Learning English ?

Following the question above the students responses differently, but through their responses we find that group of them based on social media and chat with natives. While others prefer to exploit their empty time in listening oudio-books and stories. However, some of them agree that they watch English movies which make them acquire new vocabulary and show English cultures.

3.2.4. Interpretation of the Result :

After having analysed the data collected concerning First Year LMD students'' responses to the questionnaire, we have reached the following interpretation :first, most of the First Year students are satisfied with their level of English Language despite of their short experience in learning English at university . Moreover, students are willing to develop their vocabulary , they also see that reading practices throughout communication is a very helping tool to the development of vocabulary level .Also, most of students attempt to practice English outside the class room to develop their skills , as well in particular to rich their vocabulary. Secondly, the majority of students find practice more difficult than comprehension which means that they lack productive vocabulary, this reflect negatively in accurate evaluating of the teachers toward their students `level. Therefore, students have problems in writing and speaking due to vocabulary poverty . In fact, the students based on the teachers explanation to understand unknown words , which may be difficult for the teacher to develop the students `vocabulary . However, the students find that their own efforts make them acquire and develop their vocabulary better than relying on the teachers `explanation , because following the students` responses we deduce that they may understand the meaning of the word through teachers` explanation but it is difficult for them to acquire and practice their vocabulary.

Conclusion:

This chapter is mainly concerned with data gathered from the teachers' and students' perception of teaching and learning English , as well in particular handling and developing vocabulary . After having analysed teachers' interview the results obtained show that the majority of teachers attempt to develop their students` vocabulary although there are difficulties . After analysing students' questionnaire, the results show that most of the students are interested in developing their skills starting with key of any language which is vocabulary. Finally , the collected answers from both teachers' and students' questionnaires show that there are difficulties in devolping vocabulary . These results proved that this study have confirmed its hypothesis.

General Conclusion

This study aims at identifying what are the difficulties encountered by teachers when developing vocabulary, and investigating the factors behind the difficulties and challenges that face the teachers of English during developing vocabulary, and seeking to apply different techniques and strategies gathered from experts and researchers to enhance the vocabulary level of first year English students at the Department of English at University of Laghouat.

The First chapter of this research is devoted to explain the second language learning and teaching English as a second language because each one of them completes the other. Also, it contains vocabulary definition and processes its concept. Then, it tackles the types of vocabulary. At the end, this chapter touches on importance of vocabulary.

Chapter two exposes facts about current and innovative strategies through go deeply the important factors. Also, it tackles facts about how to teach and learn new terms. It explains in details the different elements of teaching vocabulary in EFL classroom such as direct and indirect ways of developing vocabulary or in other words unplanned and planned vocabulary teaching. In addition, it attempts to shed the light on some items to teach vocabulary because each aspect of them has its function in conveying and understanding the meaning of new words. At the end it adds other techniques rely on the learner which include word ignorance, and using dictionary.

In the third chapter, we have analysed the data gathered in the interview and the questionnaire given to first year EFL teachers and students, which divides into two sections the first section concerns with interview that dealt with the teacher and the second section relates to questionnaire given to students. In the first section of the third chapter we found that most teachers agree that their students lack the enough capacity to understand and acquire new words, and they see that communication is a helpful way to make students interact with each other and learn new words every time, which indicates that the teachers encounter difficulties in developing vocabulary.

The second section which concerns with questionnaire given to students of first year, present that such results that obtained from it which we found that the lack of vocabulary is due of the short experience in learning English at university and lack of using English out side of class room which means that the students need more practices to enhance their level in vocabulary.

All in all, We have obtained the answer to our research question throughout knowing the causes behind the difficulties encountered by the teachers when developing vocabulary which are accumulates in lack of practice and communication among the students, the teachers neglects some techniques in developing vocabulary, and the community surrounding the students hardly uses English language continuously in everyday life .

The results of our study helped us to suggest some pedagogical recommendations; for example the learning any language relays on learning of vocabulary, and to learn and acquire vocabulary have to use the target language frequently and contentiously , and the teacher must use and update their way of teaching time to time. Moreover, we recommend EFL teacher to teach their students hardly and love them well.

APPENDIXES

Teachers' Interview

The present interview is an attempt to collect information about the teaching/learning process of vocabulary and to identify the problems encountered by teachers when they seek to develop vocabulary. The teachers are kindly requested to answer the following questions:

1. How long have you been teaching English at university?

.....

2. How do you evaluate your students' level in speaking?

a. Good

b. Average

c. Weak

3. How do you evaluate their vocabulary?

a. Good

b. Average

c. Weak

4. Based on your experience, how can communication be helpful in enriching students' vocabulary?

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

5. Do you give importance to vocabulary during your session?

a. Yes

b. No

7. Does the level of your students in speaking and writing reflect their ability to understand new words? If yes, how?

a. Yes

b. No

.....
.....

8. What are the activities that you use to teach vocabulary?

.....
.....

9. What are the most common issues that students face while learning L2?

.....
.....

10. What are the primary sources of such apprehensions?

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.....

11. What are the teaching methods that you adopt to address these apprehensions both at the individual and collective levels?

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

THANK YOU FOR YOUR COLLABORATION

Questionnaire

Dear students, you are kindly requested to answer the following questions concerning my research paper which is about the difficulties encountered by teachers when they seek to develop vocabulary in EFL classrooms.

1. How do you consider your level in English?

a. Good

b. Average

c. Weak

2. How would you classify the following items in terms of importance to your learning?

a. Grammar

b. Phonetics

c. Vocabulary

3. Does your level enable you to express yourself?

a. Yes

b. No

4. Do you suffer from understanding some unknown words ?why ?

a. usually

b. rarely

c. never

.....

.....

5. Do you practice English outside the classroom? If yes, where?

a. Yes

b. No

.....
.....

6. How do you find comprehension and practice in English?

	Comprehension	practice
Easy		
Difficult		

7. What kind of mistakes do you frequently make when speaking or writing?

	Speaking	writing
Spelling		
Vocabulary		
Grammar		
Pronunciation		

Other, specify.

.....
.....

8. How do you find the teachers' explanations of unknown?

a. Enough

b. Not enough

9. You encounter some difficulties in the understanding of new words when:

a. using Dictionary

b. asking the others

c. guessing from the context

Why?

.....
.....

10. In your opinion, what is the most fulfilling way to develop your vocabulary? Why ?

a. teacher ' explanations

b. your own efforts , by guessing from the context

c. use dictionary

.....
.....

11. What extra-curricular activities do you use to enhance your level in Learning English?

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Thank you

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ملخص

هذا العمل هو محاولة للتحقيق في الصعوبات التي يواجهها المعلمون عند تطوير مفردات اللغة الإنجليزية كلغة أجنبية (EFL). بعد العديد من الأبحاث وملاحظات الخبراء ، تشير الصعوبات بشكل عام إلى عدم وجود تشخيص محدد لإعاقات المتعلمين. لذلك ، إذا حدد المعلم نوع الضعف بين المتعلمين وطبق استراتيجيات وتقنيات مختلفة ، فسوف يستثمر الوقت بنجاح في رفع مستوى المصطلحات والمفردات لدى المتعلمين. لإنجاز هذه الدراسة ، تم إجراء مقابلة مع مدرسي اللغة الإنجليزية في جامعة الأغواط واستبيان لطلاب السنة الأولى EFL في القسم. نجد أن الطلاب يعتمدون على شرح المدرسين لفهم الكلمات غير المعروفة ، والتي قد يصعب على المعلم تطوير مفردات الطلاب. ومع ذلك ، يجد الطلاب أن جهودهم الخاصة تجعلهم يكتسبون مفرداتهم ويطورونها بشكل أفضل من الاعتماد على تفسير المعلمين. لذلك أكدت هذه النتائج فرضيتنا القائلة بأنه إذا تعاون المعلمون لتطوير مستوى المفردات باستخدام استراتيجيات وتقنيات مختلفة ؛ سوف يتغلبون على الكثير من الصعوبات ويساعدون المتعلم ليس فقط على تطوير مفرداتهم ولكنهم أيضًا يجعلونهم يتعلمون بمفردهم ويقومون بتعلم المهارات الأخرى بسلاسة.