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**Faculty of Letters and Languages**

**Department of English Language and Letters**



**Dissertation**

**Domain :** Letters and Foreign Languages

**Major :** Linguistics

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**Title**

**Investigating The Effectiveness of Discourse Based Approach on Teaching Vocabulary:** The case of third year foreign languages of Mohammed El Eid Al Khalifa high school in Ouargla

**Dissertation submitted in partial Fulfillment of the requirements for the Master Degree in Linguistics**

Before The jury

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**Academic year: 2020/2021**

## *Dedication*

*I dedicate this humble work to my beloved mother and I wish her a long and healthy life. As well, I dedicate this work to my husband Dr: AllaouiAbdelfatah for his patience and support. To my children: DhiaaElhakk, Abdenour,Bouchra and Mostapha. I wish they had understood that nothing will stop them for the sake of knowledge. To all my dear teachers and my colleagues of second year master.*

*Nejma Haidjoul*

## *Dedication*

*This modest work is dedicated to my beloved parents who are always by my side, supporting me in every step in my life. It is my chance to say you are the reason, after Allah, for being who I am today. I also dedicate this humble research: To my brothers Nabil and Lazhar, and my sisters Samia, Sabah, Nadia, Nour and Ismahan. To all my teachers, my friends, my colleagues, and for all people I know and I may have forgotten.*

*Dalal Nasri*

## **Acknowledgements**

First and foremost, thanks to Allah who helped us in accomplishing this work and for his endless grace and mercy.

We would like to express our special thanks and appreciation to our supervisor **Dr. Farida SADOUNE** for all of her knowledge, efforts, supports, motivation and advice as well as her patience.

Second, we would like to express our sincere gratitude to the jury members who have accepted to examine this humble work.

Moreover, we would like to express our special estimation to the English teachers and pupils of third year foreign languages of Mohamed Laid Al-khalifa Secondary School with whom we have made our research.

We are grateful for all the teachers of the English Department at Kasdi Merbah University in Ouargla.

## Abstract

The aim of this study is to highlight the effectiveness of discourse approach in teaching vocabulary, and to raise the teachers and students awareness toward the importance of context in teaching vocabulary. This research hypothesizes that discourse approach facilitates teaching vocabulary, and most teachers and learners of high school are not aware enough of the effectiveness of discourse approach in teaching vocabulary. For testing this hypotheses, three instruments were applied, a T-test and Questionnaire for pupils of third year foreign languages at Mohammed Eleid Al Khalifa high school and interview for teachers from the same school. Furthermore, the study has adopted the experimental design, and data were analyzed quantitatively and qualitatively. Finally the findings proved that discourse approach is beneficial and effective in teaching vocabulary.

**Keywords:** Context, Discourse Analysis, vocabulary, Lexical Cohesion, Text, Use.

## الملخص:

تهدف هذه الدراسة إلى إظهار مدى فعالية مقارنة الخطاب في تدريس المفردات، و زيادة وعي التلاميذ و الأساتذة في تدريس المفردات ضمن سياقها المعين، و مفترض في هذا البحث أن الأساتذة و التلاميذ على حد سواء ليسوا على وعي كافٍ بفاعلية تدريس المفردات ضمن سياقها، و أن نظرية الخطاب تسهل تدريس و تعليم المفردات، و لقياس هذه الفرضيات قمنا بإجراء اختبار تجريبي لتلاميذ السنة الثالثة ثانوي لغات في ثانوية محمد العيد آل خليفة و أيضا توجيه استبيان لهم، بالإضافة إلى إجراء حوار مع ثلاثة أساتذة من نفس الثانوية. علاوة على ذلك تبنت الدراسة المنهج التجريبي، و تم تحليل البيانات من خلال أساليب كمية و نوعية. و قد خلص البحث إلى أن تدريس المفردات من خلال مقارنة الخطاب فعال و مفيد.

**الكلمات المفتاحية:** السياق، تحليل الخطاب، المفردات، الاتساق المعجمي، النص، الوظيفة.

## **List of Abbreviations**

**CLT: Communicative Language Teaching**

**DA: Discourse Analysis**

**DC: Discourse Competence**

**DOW: Discourse Organizing Words**

**EFL: English as a Foreign Language**

**ESL: English as a Second Language**

**LOW: Lexical Organizing Words**

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# **GENERAL INTRODUCTION**

## **Background of the Study**

English language has witnessed an overwhelming expansion all over the world for more than five decades. Therefore, many countries have begun to implement it whether as a second or as a foreign language in their teaching curricula and their communication aims. Algeria is no exception with a slight different experience. It has shown an increasing importance towards English for several practices particularly in teaching and working.

The most common elements in teaching any language are pronunciation, grammar and vocabulary. The latter is the crucial one since it provides more opportunities to use the language in its context and to express someone\*s thoughts and ideas, regardless if it is ungrammatical or mispronounced (MacCarthy, Ellis and Carter). Traditionally, teaching vocabulary was limited to translating words from English to the native language, memorizing and using them when needed, as in grammar translation Approach. However, in the recent years and due the emergence of communicative approach, teaching vocabulary becomes more effective since the context and discourse have been incorporated in teaching learning process. The vocabulary lesson will still have a place in discourse oriented syllabus; the challenge is to bring the discourse dimension into vocabulary teaching alongside traditional and recent, more communicative approach (Gains and Redman 1986).

## **Statement of the Problem**

According to our observation in the field of teaching as a teachers, we have noticed that most of the EFL teachers pay little attention to the discourse approach in their classroom. In addition to this, we have remarked that most of them misuse the context in teaching vocabulary. Our concern in this study is how to raise EFL learner's awareness of the importance of the appropriate vocabulary items in their pieces of writing. Also supply the EFL teachers with techniques and practices that enable them to teach vocabulary effectively involving the dichotomy coherence and cohesion.

## **Research Objectives**

The objectives of this study are to:

- raise the awareness of EFL teachers towards the importance of discourse approach in teaching vocabulary.
- highlight the importance of the context in teaching vocabulary.
- spotlight on the efforts of EFL teachers to improve their learner's level in learning vocabulary using context.
- show how the use of DA facilitates teaching vocabulary in context.
- raise the awareness of third year foreign languages learners concerning the involvement of context in learning vocabulary.

## **Research Questions**

In order to achieve the aims of this study, the following questions should be answered

- To what extent does Discourse Based Approach improve teaching vocabulary?
- How can the use of DA facilitate teaching vocabulary?
- Does the use of context help third year foreign languages learners to learn vocabulary?
- Do the EFL teachers practise DA in teaching vocabulary using the context?

## **Research Hypotheses**

- Discourse based approach improves teaching vocabulary.
- Most teachers of high school are not aware enough of the use of DA to facilitate learning vocabulary.
- High school learners are not aware enough of the importance of DA to facilitate learning vocabulary.

## **Research Methodology**

This study is mainly guided by quasi experimental design in which qualitative and quantitative approaches will be mixed. Our instruments are T-test, teacher's interview and students' questionnaire.

Quantitative data will be gathered from student's questionnaire concerning their difficulties in writing, our analysis procedures will be descriptive statistic. And T test through making pr-test and a completion test, then we analyze our data by inferential statistic. Moreover, and in order to get deep information, we will make an interview with some teachers to obtain qualitative data. Qualitative information from interview will be interpreted by identifying patterns and connections . The sample of the study is third year foreign language learners of high school.

## **Structure of the Dissertation**

This study is divided into three interrelated chapters. Chapter one tackles discourse Analysis approach to language teaching. The second chapter is an account for teaching vocabulary in context. The last chapter is the practical which presents data collection, analysis, and interpretation. Finally, a general conclusion is drawn.

## **Definition of the Key Terms**

**Approach:** a way of looking at teaching and learning. Underlying any language teaching is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.(Nunan,1993)

**Coherence:** the extent which discourse is perceived to (hang together) rather than being a set of unrelated sentences or utterance.(Ibid)

**Cohesion:** the formal links that mark various types of inter-clause and inter-sentence relationships within discourse.(Nunan,1993)

**Context:** there are two types of context linguistics and experiential. The linguistics environment refers to the words, utterances and sentences surrounding a piece of text. The experiential environment refers to the real world context in which the text occurs.(Ibid)

**Discourse:** the term discourse identifies and describes written and spoken communications (Ibid).

**Lexis:** is a complete group of words in a language, vocabulary, the total set of all words in a language, and all words that have meaning or function.(Ibid)

**Text:** the written record of a communicative event which conveys a complete message. Texts may vary from single words. (Ibid)

**Vocabulary:** is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a usual and fundamental tool for communication .



**CHAPTER ONE:**  
**DISCOURSE ANALYSIS:**  
**CONCEPTS AND APPROACH**

## **Introduction**

In this chapter we shall introduce discourse analysis as an approach to language teaching especially vocabulary. We attempt to demonstrate the importance of context in making sense and bringing meaning to words and how the meaning of a single word can change according to the surrounding words, situation, genre of text.....etc. We will examine some discourse related topics that can affect teaching vocabulary such as lexical cohesion and discourse organizing vocabulary and their application in language teaching. Discourse competence and its importance in teaching language in general is another aspect that better demonstrates the teaching and acquisition of vocabulary. Finally, an overview on approaches to teach vocabulary is afforded.

### **1-1- Definitions of Discourse**

(Nunan,1993,p.7) defines the term discourse as ‘the *interpretation* of the communicative events in context` the event maybe oral language for example a sermon, casual conversation.....or a written language, poem, wall poster, novel..... Discourse is a combination of a set of sentences to form a meaningful whole (Crystal,1992,p.25) States` discourse is a continuous stretch of especially spoken language larger than one sentence often constituting a coherent units such as sermon, argument, joke or narrative.` But this does not mean that there is no discourse that consists of only one sentence and even one word as ‘go` or `stop`, each conveys a coherent message and perceived to be unified, meaningful and have a purpose. Each discourse contains two main elements coherence and cohesion. Coherence means that discourse is unified and hangs together rather than unrelated sentences. Cohesion is the formal links between clauses and sentences, and it divides into grammatical cohesion and lexical cohesion which we will treat it in more details later.

### **1-2- Discourse, Text and Textuality**

In many sources text and discourse are used interchangeably, in fact discourse is broader than text, in other terms, discourse is a text in context. Context provides different interpretations to a given text so that to deliver a type of discourse. Cook defines the two terms:“Discourse is a stretch of language perceived to be meaningful, unified and purposive” (1989,p.15). Text is a stretch of language interpreted formally without context, so discourse brings together, language, the participants and the context in which language is used (Nunan,1993). Text is usually in a written form and without interaction. By contrast, discourse can be in spoken, written, Visual or audial form and interactive. In fact when we

make our interpretation every text convert into discourse. For instance, a set of political texts makes one type of discourse and not the opposite. Other scholars use the term agents that make the distinction between discourse and text, where the text does not specify the agent, from whom to whom and for what? Textuality, on the other hand, refers to the attributes that distinguish the text as an object of inquiry. According to (Rhiney,2010) the reading of text occurs through textuality, to be aware of the particular socio-cultural context that gave rise to this text. Neubert, A and Shreve, G.M define textuality as 'the complex set of features that text must have to be considered text, textuality is a property that complex linguistic object assumes when it reflects certain social and communicative constraints.' These features are: cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality which mean, that all texts are in some way related to each other. Our concern in this study is discourse and how to teach vocabulary within discourse.

### **1-3-Connotative Meaning Vs Denotative Meaning**

Denotative meaning is the precise literal definition of a word that might be found in a dictionary, whereas connotative meaning refers to the wide array of positive and negative associations that most words naturally carry with them, is the feeling invoked by a word. The former is objective, the later is subjective and differs from culture to culture and from person to person, one can find words that have positive meaning in one culture and negative in another culture. For example, the denotative meaning of the word white is a colour, but its connotative meaning is peace, in other culture and for another person it may have another meaning. EFL learners have to be aware of these issues in producing or conveying their meanings

### **1-4- Formal Meaning Vs Contextual Meaning**

Formal meaning is the meaning of word in isolation as in dictionary and this is the concern of semantics and it contrasts with pragmatics which focuses on the contextual meaning which gives meaning to word according to its context and situation in sentence. Here we distinguish between two types of context, linguistic context and non linguistic context. The linguistic context can be identified by three aspects, deictic, co-text and collocation and it refers to the linguistic environment of a word which are words surrounding it in a particular text that provide context and help to provide meaning example I buy a pen to my bird. From the word pen we understand that is not the pen used for writing. Non linguistic context; on the other hand, is defined as information outside of the text which help

reader to give meaning to the words in a given text, or the surrounding situation which a word is used. It includes our knowledge about the physical and social world, example, X is a snake. From our knowledge of the world we infer that X is a bad woman. Widdowson made an interesting distinction and produce this list of pairs, use/usage, form/function, text/ discourse, cohesion/coherence.....etc.

#### **1-4-1-Use Vs Usage**

Studying language in use is the main concern of discourse analysis, the use is the function of an utterance what the writer or the speaker want to do with his words. Whereas usage is more linked to cohesion, so is the form of an utterance how is structured including grammar, syntax.....This formal knowledge is important but not sufficient, it needs more understanding about language in use.

#### **1-4-2-Form Vs Function**

The form is the appearance of the text how is organised and structured, one form can represent many functions and one function can be represented by many forms. So, there is no one to one relationship between form and function. The function depends on context, participants and communicative purpose. This is applicable to words there is no one to one relationship between their forms and meaning; one word can have different meaning and one meaning can be expressed by many words.

#### **1-4-3-Cohesion Vs Coherence**

Cohesion is the formal links that exists between sentences to construct discourse, some are connected by means of anaphoric (backward referring),others by means of cataphoric (forward referring).Formal links reinforce the unity of discourse, but they are not enough in the creation of discourse, as (Cook,1989,p.21) said ' they are neither necessary nor sufficient to account for our sense of the unity of discourse'. On the other hand coherence is the extent to which discourse is perceived to hang together rather than being a set of unrelated sentences, so in creating a meaningful context and identifying the function of utterances, coherence is established (Nunan,1993), Widdowson in his argument of the importance of coherence gives this example A:That is the telephone .B:I am in the bath. A: OK .these utterances are coherence without being cohesive

### **1-5-Types of Discourse: Spoken Vs Written Discourse**

According to the medium or channel discourse can be categorized into spoken and written. Human being deals with spoken discourse first, and that is why the early studies in discourse were analyzing spoken corpora (eg, Birmingham School), and by the emergence of letters and symbols he begins to record his events and stories by writing. In fact, both channels perform similar functions, because they are used to get things done (public signs), to provide information (newspaper) and to entertain (poetry and drama) with differences of each in their context (Nunan,1993) this is their function but in their form they differ in: grammar, lexical density, and situation.

**a-** Grammar: In written language clauses tend to be long and complex, whereas, in spoken language the complexity is in the ways in which Clauses are joined together *ibid* (p.10).

**b-** Lexical density: Is the number of content or lexical words (noun and verb) per clause. The written discourse is more densely than spoken one.

**c-** Situation: there is no common situation in written discourse as in face-to-face interaction this leads the writer to convey his meaning explicitly with detail and without ambiguity, because the reader cannot signal for his misunderstanding. Both written and spoken discourse are highly context-dependent in the former the sign 'stop' will be interpreted only by those who drive cars to stop for a few minutes not for all people ,and not for a long-time. This shared knowledge facilitates the comprehension of discourse, the same is in the later where we find references impossible to decode without particular knowledge or without visual information on the use of deictic word such as: near you, this one, which can only be decoded in relation to the time and location of speaking McCarthy (1990).

Another division in discourse is formal planned and informal unplanned discourse, Where informal discourse is usually related to spoken discourse, that includes (casual conversations, songs, sermons, phone calls....) and formal discourse is tied to written discourse but it may includes spoken discourse based on written text as: articles, poems, lectures. EFL learners may find difficulties in dealing with informal discourse, they may fail to participate in authentic conversation with native speakers, despite having a high level in English language (Cook,1989)

## **1-6-Discourse Organizing Vocabulary**

There are different types of lexical relation between words in discourse (McCarthy,2006) divides them as follows: lexical cohesion, instantial lexical relation, discourse organizing words and modality.

### **1-6-1 Lexical Cohesion**

The semantic relation between two words in a text refers to lexical cohesion (Halliday and Hassan, 1776) mention two categories of lexical cohesion: reiteration and collocation.

#### **1-6-1-1 Reiteration**

When two items refer to the same entity this is reiteration and it includes synonymy, repetition, super ordinate, general world and antonyms.

##### **a- Repetition**

Is a kind of link that we use in discourse although it is considered bad style but in most time we use it to avoid ambiguity and to emphasis our thoughts example, I watch a film on the TV, the film was fantastic. if we use the pronoun it instead of the film it will be ambiguous if we mean by 'it' the film or the TV.

##### **b- Synonymy**

When two words have the same meaning and we can use them interchangeably we call them synonyms. In teaching we exploit it to understand the new world and use them according to their context, eg: The exam was hard and difficult.

##### **c- Super-ordinate**

Is the relationship between the whole and the parts .We can refer to all the parts by one inclusive word, example: cat, mouse, goat, cow..... all this words are under the super-ordinate 'animal'.

##### **d- General words**

Are words that have not an exact meaning but can refer back to another words, example: sometimes I buy sweets, but I don't like these things.

##### **e- Antonyms**

They are words that have an opposite meaning, eg: it is cold in winter and hot in summer.

### **1-6-1-2 Collocation**

Is an important element of cohesion most linguists admit that lexical collocation is a problem and assert that our ability to identify collocational relationships will depend on our backgrounds knowledge, and it will only be perceived by someone who know something about the subject matter (Nunan,1993), and words are related in one text may not be related in another, for example: green plants colour collocates with chlorophyll in scientific text and collocates with flowers and spring in a text about landscape. The word heart collocates with love in a romantic text, but in scientific text it collocates with blood and attack.

### **1-6-2 Instantial Lexical Relationship**

Is a kind of Lexical relation which is created by the writer for a particular text and we cannot use it in another context. Here is the role of the teacher to raise the Learners awareness and sensitivity to this kind of lexical relations and of course by reading.

### **1-6-3 Discourse Organizing Word**

According to (McCarthy,2006) who coined the term, discourse organizing words are words whose role is to organize and structure the argument rather than answer for their content or field, they include a list of words such as: issue, problem, kind.... etc. This list was selected by

( Winter ,1978) these words tell us nothing about the subject matter. The teachers task in this case is to make students sensitive to their many functions which include referring to other parts of the text and signalling stages in the discourse (Nation)cited in (McCarthy,2006). There are another nouns that used to refer back to chunks of the text (Francis, 1986) introduces a list of this words and call them anaphoric nouns, example: idea, opinion, picture, scenario..... English learners have to be aware of this kind of words because it presents about the half in academic writing (McCarthy, ibid).

### **1-6-4 Modality**

Modal verbs are parts of the English grammar but large number of words, nouns, adverbs, adjectives and verbs carry the same meaning to the modal verbs. The vocabulary of modality includes verbs such as: assume, Guess, suggest, and adverbs such as: certainly, obviously....etc. Modality is fundamental in the creation of discourse for this reason it has to be taught in its context because teachers focus only on the modal verbs. However, (Holmes,1988) states 'that the larger vocabulary of modal lexical items is often under-

represented in teaching materials and there does seem to be a need to redress the balance in light of what natural data shows’.

### **1-7 Discourse Competence**

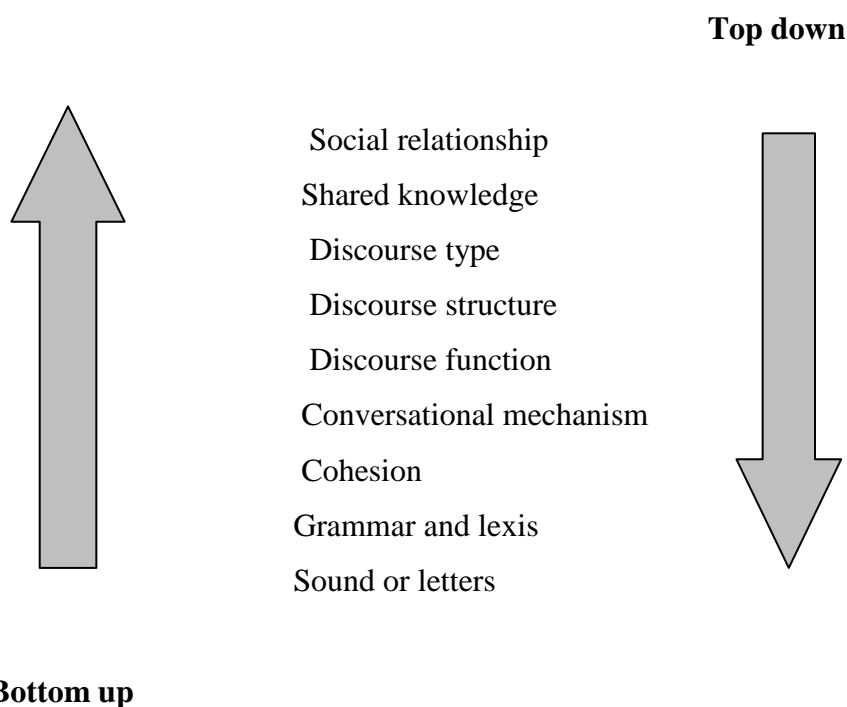
The main goal of foreign language learning is to achieve the communicative competence which consists of four elements: Linguistic competence, Sociolinguistic competence, Discourse competence and Strategic competence. Discourse competence seems to be a crucial, that is ‘the ability to use, produce and recognize a coherent and cohesive texts in an oral or written form (Bachman,1990,p.29). Competence emerges in early age, when Child makes conversation with his mother appropriately, where we can find negotiation of meaning, clarification request, turn taking. All these are aspects of discourse competence which continues to develop until the school years. Where the child begins to acquire the principles of writing and reading (Nunan, 1993) states that children need explicit instruction in comprehending and producing relationship in discourse until they achieve discourse competence. It is somehow the same when talking about foreign language learning. Learners will transfer their written/oral native language competence to the target language by taking into consideration some different aspects. discourse competence also refers to familiarity with genre (Connor and Mbaye ,2001) such as: conversations, interviews and reports, in other words a speaker or a writer who has a discourse competence is able to arrange words and sentences to form a text that is appropriate within a particular genre.

### **1-8 Discourse Application in Language Teaching**

In language teaching there are two well known models which are still using in ESL classroom. Some teachers select bottom up model others choose to apply top down model. Bottom up approach divides discourse into discrete levels ‘the smallest unit of language are identified first and these are chained together to form the next highest units’( Nunan,1994) continuing this process until the picture is completed .this model is fruitful, especially, in the initial teaching of reading its Weaknesses is that readers usually forget the beginning of a sentence before reaching the end. Another criticism is that we cannot make decision about how a word ought to sound until the meaning of a sentence complete. Also it focuses only on the formal language system neglecting the context, and vocabulary items are treated in isolation. On the other hand, a top down approach to language regards all levels of language as a whole working together where Learners use their background knowledge of the topic and the context it contains rather than decoding every symbol. In this model we can predict the



language at the level of words, Form and Function. It is mostly used by fluent reader and they used strategies which are identified by (Nunan, 1993) :- Using background knowledge - scanning –skimming- identify the genre of the text- discriminating between more and less important information. This model is more adequate to teach vocabulary in context, but it was criticized because of its restriction on fluent readers. The interactive processing is a result of the shortcoming of the two models it was proposed by Stanovich in 1980 he suggested that in comprehending discourse we use information from more than one level at the same time. Deficiencies at one level can be compensated for by any other levels (Nunan, *ibid*). For example deficiency in morphological level can be compensated for by proficiency in syntactic level.



**Figure 1. 01: Top down and Bottom up Process (Cook,1989,p.80)**

### **1- 9 Approaches to Vocabulary Teaching**

Historically, vocabulary got priority in language teaching methods because of its importance in the acquisition of language, but how to teach it this is the problem.

#### **a- Grammar Translation Method**

The first approach was the grammar translation method according to (Brown, 2001) it focuses on memorization of vocabulary and much vocabulary is taught in the form of lists of isolated words.

### **b- The Direct Method**

The second was the direct method it emphasises the oral communication skill, therefore, every day vocabulary and sentences were taught .and concrete vocabulary was taught through demonstration, objects and pictures. Abstract vocabulary was taught through association of ideas ( Brown, 2001).’It was one of the first methods to introduce the teaching of vocabulary through realia’ cited (sadoune, 2018)

### **c-The Audio Lingual Method**

The third method was audio lingual method because it was influenced by structuralism and behaviourism, learning process is still depended on repetition and substitution in the pattern drills. knowledge of sufficient vocabulary to use with grammar patterns are some prominent objectives of audio lingual method. The meaning of word can be learned only in linguistic and cultural context. At the same time Informant Method was emerged in this method ‘A native speaker of language was the model for teaching since there was not textbook, it was represented as a source of phrase and vocabulary’ cited in (Sadoune, 2018)

### **d- The Communicative Approach**

The last one was communicative language teaching CLT. For true communicative competence learners need more than grammar and vocabulary, they need to use authentic language in context. The previous methods failed to make learners communicate appropriately in a real life situation and in different social contexts which are the principles of CLT where vocabulary is taught in context through, role play, simulation, conversation...via authentic language. Recently some other methods have emerged have the same trend as task-based approach, content-based approach, proficiency based instruction (Brown,2001).

### **Conclusion**

To conclude, teaching language, especially, vocabulary within discourse is very beneficial for learners. It helps them to perceive the most appropriate meaning of words and produces accurate language according to its context .In addition to sentence meaning, language users have to develop the ability ’to interpret the meaning of utterances in the contexts in which they are made’ (Paltridge,2000,p.03) emphasises’ There is still, nonetheless, more ground that needs to be covered in order to provide a complete description of language use, as well as, to help us understand why we make particular language choices and what we mean by them. This is what discourse analysis is able to do for us’. This chapter

highlights the difference between formal and contextual meaning, use and usage, spoken and written discourse. We have seen how to organize vocabulary in discourse and the application of discourse in language teaching and finally the main approach to vocabulary teaching.

**CHAPTER TWO:**  
**TEACHING VOCABULARY IN**  
**EFL CONTEXT**

## **Introduction**

In this chapter, an ambition has been built to investigate teaching vocabulary through context in EFL classroom since vocabulary is considered crucial and extremely important in acquiring any language. At The beginning, the chapter is opened with multiple definitions of vocabulary. Then, vocabulary knowledge and communicative based approach are discussed under the title of the theory of vocabulary teaching and learning. After that, the chapter answers the question (what does it mean to know a word)? Moreover, it deals with the types of the vocabulary and the strategies which are used to teach vocabulary such as: Translation, realia...etc. Finally, teaching and learning vocabulary above sentence level is tackled. At the end, a conclusion is drawn.

### **2-1-Definitions of Vocabulary**

Thompson (1993) defines the vocabulary as a set of words used in a certain language. Ur (1996) comes to confirm Thompson's view when he determines vocabulary as the words which are taught in the foreign language. In addition, Ur (ibid) views items of vocabulary may be more than individual words, which means that vocabulary can be phrasal verbs, idiomatic expressions, and collocations such as break down, behind the scene and father-in-law that are formed to express one idea. Besides that, vocabulary can be multi-word idioms where the meaning of the phrase cannot be deduced from a single meaning of each item. Thus, he says: "A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'" (ibid, p.60).Meanwhile, Wallace(1982) mention that vocabulary is not an isolated skill, but it is the core of literacy of a language. Vocabulary does not merely refer to a single unit of word, but it may relate to lexicon or phrase of words which have one unique meaning. For this reason, learning vocabulary in EFL is better to be attained within context.

According to Schmitt (2000), vocabulary is the stock of words in a language which is known and used by an individual, and which is associated with particular activity. Also, Merrian (1998) claims that vocabulary is a list or collocation of words and phrases usually alphabetically arranged and explained or defined. Moreover, Nunan (1991) states that vocabulary is a part of language system, which is intimately related to grammar, so that they cannot be separated.

However, Hornby (1995) defines the vocabulary as the total number of words in a language; which is a list of words with their meanings. Hatch and Brown (1995) views the term vocabulary is referred to a set of words for a particular language, or a set of words that

individual speakers of a language might use. Besides that, Richard and Renandye (2002) point out that vocabulary is the core of language skill and proficiency since it reflects how well the learner is competent in the four skills. In other words, vocabulary is the supreme important to any language in general and EFL in particular. As a result, without skillful use of vocabulary, the learners may not be able to practice the different skills of language.

According to the previous definitions, it can be concluded that vocabulary is the total number of words that are needed to communicate and express ideas. Also, we can deduce that vocabulary is the crucial part in teaching and learning EFL since its influence can clearly appear in the other fields of language such as grammar, syntax...etc. Therefore, we can simply say that vocabulary is the beating heart the language, and without it the language cannot be mastered.

## **2-2-The Theory of Vocabulary Teaching and Learning**

Many theories are used in EFL teaching and learning vocabulary. A large number of educationists and linguists carry out researches in this field despite the fact that teaching vocabulary, to some extent, has suffered the neglect for a long time, especially in some theories such as Audiolingualism and Direct Method. Wilkins wrote in the early of 1970s : “Linguists have had remarkably little to say about vocabulary and one can find very few studies which could be of any practical interest for language teachers” (1972, cited in Tricia Hedge2002 .p.110).However, the recent years have witnessed a great awareness of teaching and learning vocabulary especially when Communicative Language Teaching has come to light.

### **2-2-1-Communicative Language Teaching and Vocabulary Teaching**

Communicative Language Teaching can be defined as a set of principles in which language teaching and learning is mainly concerned with the learners' ability to communicate in the target language. It also supposes that the content of a language course has to include semantic notions and social functions, not just linguistic structures. With CLT, learners often engage in role play to adjust their use of the target language to different contexts, and classroom activities are often authentic to reflect real life situations and demands. Indeed, CLT states that the main interest of language teaching should no longer be the knowledge an ideal speaker-hearer has about a language but the use of this knowledge in concrete situations to obtain a communicative goal.

The beginning of CLT was with the contributions of anthropological and Firthian linguists such as Hymes (1972) and Halliday (1973) who consider language, first, as a system of communication. This theory assumes that learning a second language requires the acquisition of the linguistic means to perform different kinds of functions. Hymes (1972 p. 281) views that the

person who acquires communicative competence is able to acquire both knowledge and ability for language use. He distinguishes between "linguistic competence" and "communicative competence" since the former refers to the unconscious knowledge of language structures and the latter to the knowledge of how to use language appropriately in a given social situation. His views have made a revolution in language learning and teaching in particular, and in applied linguistics in general.

Another figure whose works extremely contribute in language teaching and learning is Widdowson (1978) due to his view of the relationship between linguistic systems and the communicative values in discourse. His focus is on the communicative acts underlying the ability to use language for various purposes. Furthermore, Littlewood (1984) comes to support the views of the two previous linguists since he notes that CLT aims at providing meaningful tasks for practice to encourage natural learning and to create a context that supports learning. Thereafter, after the development which touches Communicative Language Teaching, many scholars such as Wallace (1982) encourages the teaching of vocabulary related to contexts, using learners' previous knowledge. Allen (1983) supports the introducing of the social and cultural components. Rivers (1983), and Gairns and Redman (1986) stress the importance to make learners learn by themselves. Consequently, vocabulary, which was disregarded in the teaching of foreign languages for a long time, has started to profit from theoretical advances in EFL linguistic studies.

### **2-2-2-Vocabulary Knowledge**

Vocabulary knowledge is defined as the ability of the EFL learner to use the word effectively in its context since it cannot be said that the learner has effective communication without sufficient vocabulary knowledge, regardless the degrees of his competence in grammar and pronunciation. Thus, vocabulary knowledge is the core for both communication competence and language acquisition. Furthermore, vocabulary knowledge is often seen as an obstacle for EFL learner because a limited vocabulary in EFL can disserve a successful communication. In this field of the language, Meara(1996) views that learner who possess

more vocabulary knowledge is more skillful in language use than the one who has less vocabulary knowledge.

Later on, Smittch (2000) argues that “lexical knowledge is central to communicative /competence and the acquisition of a second language” (p55). On the other side, Nation(2001) points out that there is a link between vocabulary knowledge and language use, and this link is complementary. That means, the learner is better in using language when he is well equipped with knowledge about words including their meaning and context. Thus, we can say that a successful communication in EFL requires, strongly, enough vocabulary knowledge.

### **2-2-3-The Importance of Vocabulary**

Needless to say that vocabulary is the most important corner in EFL teaching and learning, because it is considered the foundation stone of any language, and without it, the other levels of the language including: grammar, morphology, phonology...etc are useless. In addition, its lack can lead to a failure in the language communication. Simply, when the learner has a meaning or concept that he wishes to express, he needs to have a store of vocabulary so that he can choose to express that meaning or concept. Many researchers agree on the view above, Wilkins(1972), for instance, states that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ...While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”( p97). Krashen (1993) comes to support Wilkins ‘view when he argues:“when the students travel, they don’t carry grammar books, they carry dictionaries”(p25). Moreover, Folse (2004), also, argues that poor vocabulary knowledge leads to less effective communication. Besides that, the learners can express their ideas even without grammar, but they cannot express their purposeful concept without vocabulary.

On the other hand, vocabulary is always considered the greatest source of problem for EFL learner. This issue is due to the open endless of a vocabulary system that the learner should acquire. Another reason is that, unlike syntax, phonology and grammar, vocabulary has no rules which the learner can follow to acquire and develop his knowledge of vocabulary. In other words, it is not obvious in EFL vocabulary learning what rules apply and which vocabulary items has to be learnt first. Oxford (1990) also claims that vocabulary is the most sizeable and unmanageable part in learning any language, whether it is a foreign or mother language owing to the huge thousands of various meaning. In spite of these difficulties that language learner can face in EFL vocabulary, he still has to deal with it in his



examinations as Schim (1999) points out: “vocabulary has traditionally been one of the language components measured in language tests” (p 189).

Furthermore, many learners consider EFL, as essentially, a matter of learning vocabulary, and therefore they spend a great deal of time on memorising lists of EFL items relying on their bilingual dictionaries as a basic communicative resource. As a result, a great awareness has emerged by a huge number of language teachers and scholars recognizing the importance of vocabulary learning and each time, they try to explore different ways of improving it more effectively.

### **2-3-What Does it Mean to Know a Word**

There are a number of crucial items that the EFL teacher has to focus on when he teaches a new vocabulary to his learners, and this is what Ur (1996) mentions. Furthermore, Nation (2001) points out:”the words are not isolated systems and levels. Because of this, there are many things to know about any particular word and there are many degrees of knowing”. Thus, these items can be grouped into: The form, the aspects of meaning and the use, word grammar and word formation.

#### **2-3-1-The Form**

The first aspect that the teacher should provide his learner with when he presents a new vocabulary is the form, including its pronunciation and spelling. Ur (1996) points out that knowing the form of the words includes knowing the spelling; how the word is written and spelt, and knowing its pronunciation; how it is spoken and pronounced. Regarding the pronunciation, the learner should be equipped with some notions such as: the stress, the syllable, the intonation, the sounds which the word consists of, silent letters...etc. For instance, the intonation of YES/NO questions is always up, whereas it is down with WH questions. On the other hand, the EFL teachers should also provide their learners with spelling rules, for example, the last consonant has to be doubled when the suffixes ing /ed are added in one syllable verb ending in CVC (stop +ed →stopped).

Ur (ibid) states:”In teaching, we need to make sure that both these aspects are actually presented and learned” (p60).

### **2-3-2-The Meaning**

Ur (1996) points out that the meaning of the vocabulary can be divided into two aspects: the first aspect includes denotation, connotation and appropriateness, whereas the second aspect contains synonyms, hyponyms, co-hyponym, super-ordinate and translation.

#### **2-3-2-1-The First Aspects of Meaning**

##### **a- Denotation**

When the learner looks for the meaning of a new item, he is primarily exposed to look for the denotative meaning of that item. Ur (1996) defines the denotation that it is the meaning of the word when it is referred to in the real world, and usually refers to the meaning of the dictionary. Besides that, Hedge (2000) comes to confirm Ur's definition when she determines the denotative meaning that it is an item which has a physical indication in the real world this may refer to an object, action, or event in the physical world. Richards and Schmidt (2010) provides us with the following example to clarify the denotative meaning, they say that the denotation of the English word *bird* is a two legged, winged, egg-laying, warm-blood creature with a beak.

##### **b. Connotation**

Connotative meaning is the supplemental meaning that an item has beyond its central meaning. These meanings show people's feelings and attitudes towards what the item refers to. For example, the English word *cat* could be defined as a domestic animal, but there are other characteristics which different people link with cat, for instance: sweet, lovely, adorable, friendly, curious, nervous, and dangerous. Some connotations may be shared by a group of people of the same culture or society; others may be restricted to one or many individuals, depending on their experience. Hedge (2000) points out: "connotative meaning derives from a mix of cultural, political, social, and historical sources and learners will be aware of this phenomenon in their own language" (p113).

##### **c. Appropriateness**

In addition to provide the learner with the meaning and the reference of the new vocabulary, the EFL teachers must not neglect another aspect of knowing of the word which is appropriateness. Ur (1996) defines this latter as an aspect of meaning that the learner should learn in order to know whether a certain word is proper for a given context or not.

Furthermore, Stevick (1973) points out that the acquisition of the vocabulary will be easier if it is put in its right context rather than it is learnt in isolation. Thus, it is preferable to teach vocabulary through context.

#### **d. Polysemy**

A word is polysemous when it has two or more closely meanings. For example:

He hurt his foot

She stood at the foot of the stairs.

In the first sentence, the foot is the lowest part of human being, whereas in the second sentence it is the lowest part of the stairs. In fact, polysemy, semantically, puts the learner in confusion since it is hard to decide whether he is dealing with a single polysemous (like foot) or with two or more homonyms. On other hand, it is great challenge for EFL teachers to provide their learners with different meanings and usages of a vocabulary; so as to make them distinguish between meanings of an individual word in different contexts, which is polysemy. Thornbury (2002) argues that polysemy refers to words in English which have different but overlapping meaning.

### **2-3-2-2-The Second Aspects of Meaning (sense relationships)**

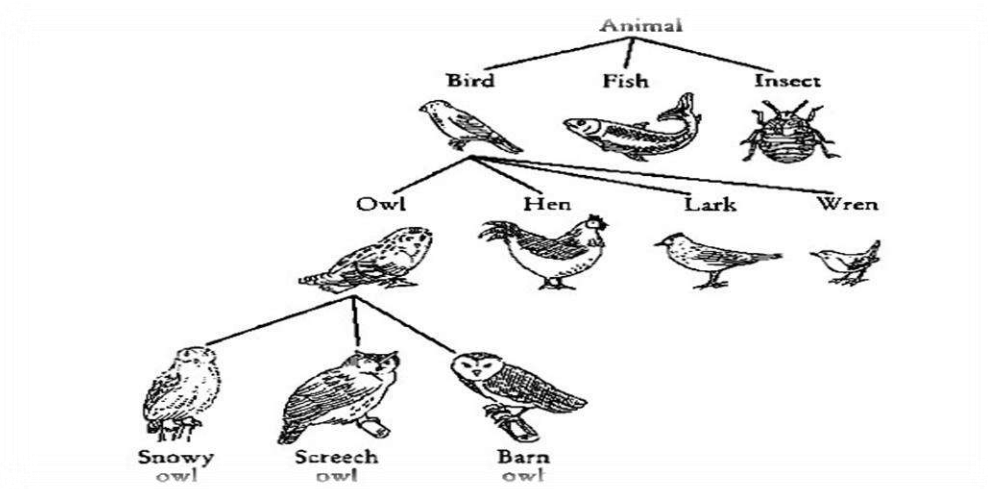
#### **a- Synonym and Antonym**

The dichotomy synonym and antonym are other aspects of meaning should the EFL teacher provides his learners with, so as to help them achieve the meaning of the new vocabulary. Hedge (2000) defines synonym as one item, in a given context, can be exchanged by another one without changing the meaning of the sentence or utterance. She (ibid) argues that it is so hard to find synonyms since the meaning depends on the context. Moreover, Thornbury (2002) comes to support Hedge 'view when he points out that synonyms are identical, but rarely to find them the same because there is always one item is more suitable than the other according to the context.

On the other side, Ur (1996) determines the item antonym that it is a word shows the opposite of meaning of a given word. For example, the word 'male' is the opposite meaning of the word 'female'. Depending on definitions above, synonym and antonym are of great importance in learning vocabulary, since they provide the learner with more opportunities to know more than a single vocabulary.

### b - Hyponym and Super-ordinate

Another pair of meaning which plays crucial role in teaching vocabulary and the EFL teachers should not neglect, they are hyponym and super-ordinate. Richards and Schmids (2010) state that “hyponym is a relationship between two words in which the meaning of one item includes the meaning of the other. Whereas, super-ordinate refers to a general concept which includes specific terms. For example, the word *animal* and *dog* refers to a type of animals, and animal is a general term that includes *dog* and other type of animals. The specific term *dog* is hyponym, and the general, is called super-ordinate.



**Figure 2. 01: Example of the vocabulary item ‘animal’(Aitchison, 1987)**

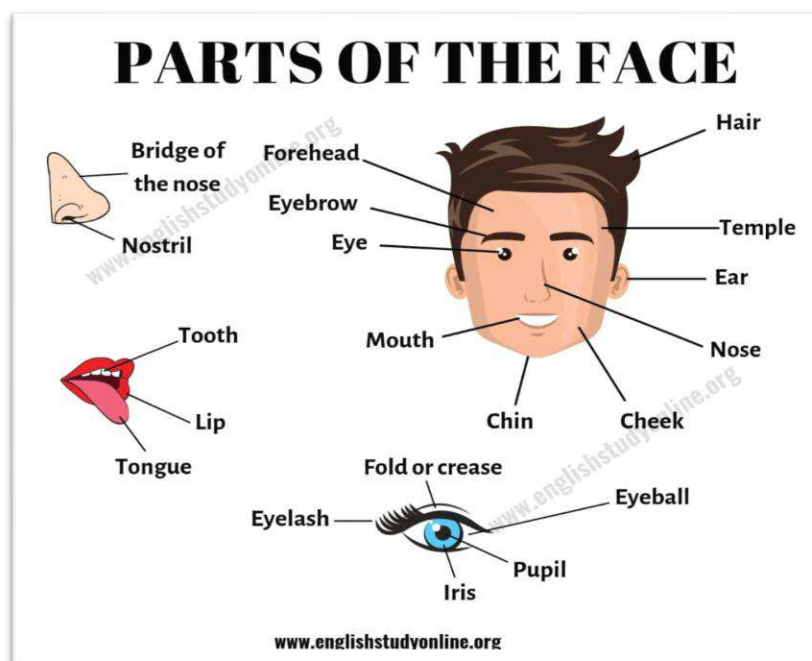
### c- Translation Equivalent

Translation equivalent is another aspect of meaning that helps the EFL learner to acquire more items since it relates the lexical items of English to the closest items in his mother language. Grains and Redman (1986) argues that, in some situations, translation equivalent is unavoidable in EFL learning and teaching .Moreover, Ur (1996) points out : “words and expressions in the learners ‘mother tongue that are (more or less) equivalent in meaning to the items being taught”(p62). For example, there are many words in Arabic language are, closely, found, in English such as:

- Alcohol.....الكحول
- Algebra.....الجبر
- Cotton.....القطن

### d-Part Whole Relation

There are other items of meaning which are less definable, but they should not be neglected in EFL teaching and learning, part whole relation is one among them. This later differs from the hyponym, as Grains and Redman (1986) argues, since a cow is a kind of animal whereas an eyebrow is not a kind is a part of the face.



**Figure 2. 02: Part Whole Relation: Parts of Face**

### 2-3-3- The Function

It is impossible to teach vocabulary without teaching its function, since the later is considered the backbone of knowing the word into the whole system of language. Thus, when the EFL learner is provided with the meaning of the item, he should be taught how he, in a convenient way, uses this item relating to the context, whether in spoken or written language. In this regard, Nation (2001) views that the learner should be provided with item relating to the whole system of language since it is not learnt in isolation. Besides that, EFL learner has to be able to use the meaning of the item in different contexts. Also, he can understand the meaning of the word wherever the level it is used at. In this situation, idioms and collocation are the best examples. For example, idioms couldn't be grasped if each item of them is explained in isolation, since the meaning of each word is not the same when they come together in idioms.

According to Nation (2001), the use of the word consists of three parts. First, Grammatical functions, which means knowing the word' the part of speech of and how it is

related to other parts of speech of the other items. For example, in English language, the noun comes before the verb in the clauses .The second part is collocation which refers to restrictions on how words can be used. For instance, in English language the verb (perform) is used with (operation), but not with (discussion). The last part is constraints on use, which means that some words are limited in their use with particular words such as, the use of the word ‘kith’ never occurs outside the phrase ‘kith and kin’.

Nation (ibid) provides us with the table below in which he explains the three main elements of the knowing the use the word, which are: grammatical functions, collocations and constraints on use. Besides that, the letters (R) and (P) in the second column refer to (Receptive) and (Productive) which are the types of vocabulary (there will be more details about them in the next title.

**Table 2. 01: The main constituents of knowledge of word use (Nation, 2001)**

Use	
<b>Grammatical functions</b>	R In what pattern does the word occur?
	P In what patterns must we use this word?
<b>Collocations</b>	R What words or types of words occur with this one?
	P What words or types of words must we use with this one?
<b>Constraints on use</b>	R Where, when and how often would we meet this word?
	P Where, when and how often can we use this word?

#### **2-3-4- Word Grammar**

Knowing the grammatical classification of the item is strongly important for better understanding and using of language. Milton (2009) defines word grammar as “knowing what part of speech a word is and how it will link with other words as a consequence” (p15). Moreover, Ur (1996) argues that it is important to provide the EFL learner with the information such as how the item may have incalculable change of form in particular context or may have some individualistic way of matching with other words in sentence.

For instance, in teaching a new noun, an ambition may be established to present its plural form, if it is irregular plural (child, children), or draw the attention of the learner that it has no plural. In addition, Thornbury (2002) classifies the words into two groups. The first group is called grammatical words (or function words) which contribute to grammatical structure of the sentence, and they are generally conjunctions and prepositions. Whereas the second group have fundamental role in the sentence, these are called content words such as verbs, nouns, adjectives and adverbs.

### **2-3-5-Word Formation**

Another aspect the EFL learner should be supplied with in knowing a word is the word formation or morphology of the studying word. Richards and Schmids (2010) define this latter as the study of the form of the word and its morphemes, and how these morphemes are combined to form new items. They (ibid) provide us with the following example: the word (unfriendly) is consisted of the word (friend), the adjective forming suffix (ly) and the negative prefix (un). In addition, Thornbury (2002) argues that word formation is a way to form new words from the old one. In this regard, he (ibid) categories word formation into five classes:

#### **2-3-5-1-Affixation**

Affixation is a process of adding affixes (prefix, infix or suffix) to words in order to form new ones which are different in meaning or function from the old. Inflection and derivation are both formed by the process of affixation.

##### **a- Inflection**

Thornbury (2002) identifies the inflection as a procedure of adding affixes (prefixes or suffixes) to a word in order to serve grammatical purposes .For instance, in English language, the verb (look) is inflected for the present simple (looks), the past simple (looked) and the continuous (looking) (ibid).

##### **b- Derivation**

Thornbury (2002) determines derivation as a type of a word formation in which affixes are added to roots to form new words that have different meaning from the root. For example, (player), (playful) and (replay) are derivation from the root (play) (ibid).

### **2-3-5-2- Blending**

It is sometimes called **portmanteau word**, Richards and Schmids (2010) define it as a relatively unproductive process of word formation in which new words are formed from the beginning (usually the first phoneme or syllable) of one word and the ending (or the rhyme) of another. For example, the word (brunch) is blended from the word (breakfast) and (lunch).

### **2-3-5-3- Compounding**

When two different words are combined to form a new one, this technique is called compounding. For instance, the compound noun (newspaper) is a combination of the nouns (news) and (paper).

### **2-3-5-4- Converse**

Another process of word formation is when a grammatical category of a word is changed from one class to another one without adding any affix, this process is called converse. For instance, it pains me to think of it (conversion of noun to verb).

### **2-3-5-5-Clipping**

It is defined as a procedure of word formation in which new word is coined by shortening a longer one. For example, the word (e-mail) from (electronic mail)

## **2- 4 -Types of Vocabulary**

Vocabulary can be classified into two types which are essentially important in language teaching and learning. These types are productive or active and receptive or passive. Grains and Redman (1986) clarify more the difference between these two aspects. They (ibid) argue that receptive vocabulary refers to language items that the learner is capable to realize when they meet with them through receptive skills(reading and listening), whereas they(ibid) see that productive vocabulary refers to language items that learners are able of recovering and using them appropriately in production skills(writing and speaking).Furthermore, Harmer(1991) differentiates between the two types since he sees production(active) of vocabulary refers to the one the learner is taught and that they are expected to be able to use, whereas the receptive (passive) refers to the words which the students recognize when they meet them, but they probably are not able to pronounce them.

Graves, August and Martinez (2013) point out that vocabulary can be grouped into receptive words, which are understood when others use them, and productive words which



we can use by ourselves. Therefore, each of learner has four vocabularies: words which the learner understands when he hears them (receptive/oral), words the learner can read them(receptive/written), words he uses in his speech( productive/oral),and words are used in the learners' writing( productive/written).These four vocabularies overlap but are not the same, and the relationship among them is changeable over time (ibid).On the other hand,Haixia and Zhahui (2015) argue that there are plenty of words which can be returned to be active when the learner has enough exposure to them. In other hand, learner will be familiar with using new words in productive skills(speaking/writing) after he only was able to recognize them from receptive skills (listening/reading).

In this regard, Hedge (2000) sees that EFL teachers usually differentiate between active and passive. The latter can refer to vocabulary that may be identified when met, in a text for instance, and the former refers to the one which can be used in writing or speaking. She(ibid)argues that vocabulary knowledge has to be considered as a scale running by the learner, starting from recognition of an item and arriving at automatic production through intermediate stages of making greater sense the of the item and how it could be used in different contexts. Besides that, Nation (2001) provides us with the following table to distinguish between knowing the words productively and receptively:

**Table 2. 02: What Is Involved in Knowing a Word. From I. S. P. Nation (2001,p.27)**

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

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

### **2-5-Strategies of Teaching Vocabulary**

Since vocabulary is considered the backbone of any language, and without it, any kind of communication is unachievable, so that, many scholars and educationists seek to find the appropriate strategies and techniques to teach vocabulary. Hedge (2000) points out that “it is useful for the teacher to be aware of the variety of methods used by learners to cope with words, to encourage learners in effective strategies, and to introduce some of these through teaching”. Here are some techniques of teaching vocabulary as stated by some scholars such as Thornbury, Grains , Redman, Graves, August and Martinez.

### **2-5-1 Using Objects**

Using this technique includes the use of realia, visual aids, and demonstration. They can perform to help learners in better remembering of vocabulary, since the memory for remembering objects and pictures is very active. In addition, Gairns and Redman (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used. Here is an example of teaching vocabulary using the real object:

The teacher: Touch your hair. Where is your hair?

The learners: (touch their hair)

The teacher: Good and now where is your nose? Touch your nose.

The learners: (touch their nose)

The Teacher: Excellent

The teacher asks them to touch all parts of their body, if one of his learner touches the wrong part, the teacher will correct it.

### **2-5-2- Drawing**

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

### **2-5-3-Using Mnemonics**

According to Thornbury (2002), the best known of mnemonics techniques is called **keyword technique**; this typically connects the pronunciation of second language word with the meaning of the first language word. For example, the English word (door) is slightly pronounced like the Arabic word (دور), In this case, the similarity in pronunciation between the two words will help the learner to acquire the word easily in English.

### **2-5-4- Using Pictures as a Guide to Meaning**

Another very practical strategy is using picture as a guide to meaning. Grains and Redman (1986) suggest the following example: Provide the learners with dictionaries and ask

them to work in pairs or small groups either give them a copy of diagram or draw it on the board. Point out the progression of them

### 2-5-5-Guessing From Context

Guessing the meaning of unknown word from its context is another very important word-important strategy. Graves (2016) points out that most words are learned from context, often in conjunction with word parts and dictionary. If we can increase learner's proficiency in learning from context even a small amount, we will greatly increase the number of words they learn. Moreover, Alqahtani (2015) believes that such a technique motivates learners in a way that makes them guess the meaning of words in their own way. As a result, learners will become more confident, so they try to understand the meaning of new words without any assistance.

### 2-5-6-Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". Alqahtani (2015) points out that some words are easy to be learnt by simply contrasting them with their opposite. Furthermore, he (ibid) defines the verb 'contrast' as showing difference, such as contrasting the 'before' and 'after' shots in measuring the weight someone lost. Gairns and Redman (1986) illustrate an example of contrast teaching technique which is as follows:

- 1 a) Julia is Martin's *wife*.
- b) Martin is Julia's *husband*.
- 2 a) The picture is *above* the fireplace.
- b) The fireplace is *below* the picture.

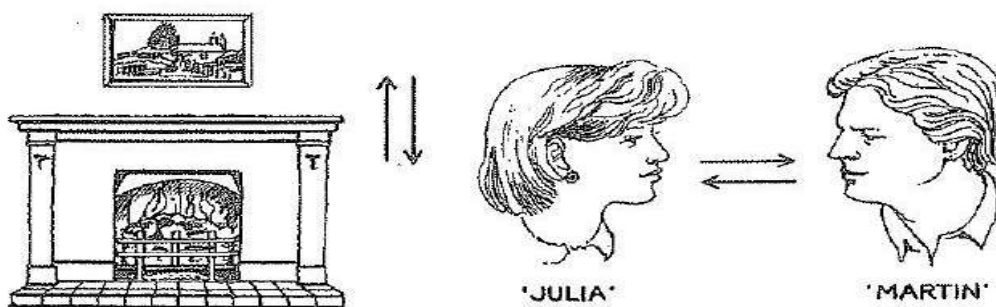


Figure 2. 03: Example of contrast (Gairns and Redman, 1986)

The figure above shows instances of the contrast strategy of. The term 'wife' is contrasted with the term 'husband', whereas the term 'above' is contrasted with the term 'below'.

### **2-5-7- Enumeration**

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes for instance, address, a skirt, trousers etc , and then the meaning of the word "clothes" will become clear. In this regard, Alqahtani (2005) states that “an enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning” (p28)

### **2-5-8-Mime and Gestures**

Several studies emphasize the role of mime and gestures in teaching. Teachers use gestures a lot to help their learners guessing the meaning of the vocabulary, especially when with young learners or beginners. It is widely known that “teaching using mime and gestures” capture the learner attention and make the lesson more dynamic. Graves, August and Martinez (2000) determine three main roles of teaching the language using mime and gestures:

- a- Management of the class (to start/end an activity, to question students, request silence)
- b- Evaluation (to show a mistake, to correct, to congratulate).
- c- Explanation to give indications on syntax, underline specific prosody, explain new vocabulary.

### **2-5-9-Translation**

In fact translation has been the most useful technique of teaching , and this is what Thornbury (2002) argues when he describes that in some situations, translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students’ comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors . There are always some words that need to be translated and this technique can save a lot of time vocabulary.

### **2-5-10-Using Words Parts**

Using word parts to infer the meanings of unknown words is very powerful strategy. Allwright and Baiey ( 1991) notice that more than 60% of the new words that the learner acquire have relatively transparent morphological structure that is they can be broken down

into parts so that learners can use their knowledge of word parts to attempt to infer their meaning if, of course, understand the root words.

## **2-6-Teaching and studying vocabulary above sentence level**

It is doubtless to say that studying vocabulary above sentence level facilitates acquiring more terms in EFL. There are some aspects should be taken into consideration to teach any skill above the level of sentence. Among these aspects, we can mention: the relationship between participants, the genre of discourse and the shared knowledge. This knowledge interacts with language to create a coherent discourse. “In recent year the role of knowledge in discourse has been significantly stimulated by finding in the field of artificial intelligence which, among other endeavors, attempts to programme computers to produce and understand discourse (Cook1989,p.68).Such knowledge is called schemata knowledge in which the mind stimulated by pictures, particular structure, keywords or by the context to make sense of the discourse without understanding the vocabulary of the text through implementing top-down technique. Widdowson (1978) (Cited in Sadoune 2018) argues that teaching vocabulary under discourse based model relied mainly on the instruction of supra-segmental features in a discourse based view to language teaching, i,e shift from bottom- up to top-down processing of language analysis.

## **Conclusion**

At least and not at last, in this chapter we have spotted light on the importance of teaching vocabulary through context in IFL classroom. We have mentioned how important is to know some aspects before involving in teaching vocabulary such as the types of vocabulary and the strategy which suits the learning and teacher styles. Thus, teaching vocabulary through context becomes such a needed strategy that it facilitates and enable the EFL learner to acquire and learn more vocabulary. In addition, involving the context in teaching vocabulary helps the teacher to present his item in persuasive way.

**CHAPTER THREE:**  
**METHODOLOGY, RESULTS**  
**AND DISCUSSION**

## **Introduction**

This chapter presents the practical part of the study. It aims to collect data, and analyze findings about the effectiveness of discourse based approach to teaching vocabulary. In order to answer the research questions foreign language pupils of Mohammed El Aid Al Khalifa high school were subjected to a T-test, and a questionnaire. On the other hand an interview was held with some teachers from the same school. This chapter is divided into three parts first research design, where we will define our research method, the sample of the study and our research instruments. Second, analysis and interpretation of data will be presented qualitatively and quantitatively. Third, the discussion of the results will be presented.

### **3-1- Research Design**

It is a plan of action and an overall framework of how to conduct our research. It includes the methodology, the samples and data collection tools.

#### **3-1-1- Research Method**

In order to achieve the objectives of the study, the research approach is both qualitative and quantitative. This research adopts the experimental design its aims is investigating the effectiveness of discourse approach in teaching vocabulary. The interview aims at collecting data about teachers perceptions and attitudes likewise their techniques, method and materials in teaching vocabulary. Furthermore learners have been subjected to a Pre-test, three training sessions, then a post test .In addition, a questionnaire was administered in order to obtain more information about their attitudes and opinions.

#### **3-1-2- Sample of the Study**

This study was conducted at Mohammed El-eid Al Khalifa high School in Ouargla. Among third year foreign languages twenty pupils have been randomly selected, adopting the method of simple random sampling in which all participants have an equal chance of being chosen. Our population, third year foreign languages, has been selected for a purpose. In general, they have an acceptable level at English language they are familiar with English text and story and they have the willingness in improving their vocabulary. Three teachers at High School have been selected randomly to be interviewed.



### **3-1-3-Data Collection Tools**

The research is mainly conducted following the mixed approach. For the quantitative method we opt for experimental study preceding with a pre-test, then three training sessions were designed followed by post-test. In addition, we administered questionnaire to obtain more information about learners. For the qualitative method a semi-structures interview with some teachers which have been interpreted by identifying patterns and connections.

#### **3-1-3-1-The Description of the T-Test**

The experimental study based on The T-test which is composed of three stages: pre-test, training sessions and post-test.

##### **a - The Pre-Test**

We select the well known story of *Snow White*, and our purpose was to examine how lexical cohesion and other discourse devices can help EFL learners to develop their vocabulary. For this reason, the subjects were asked to give answers to written exercises about the story to check their current level in those matters. The questions were about the lexical cohesion and discourse organizing words. They were questioned to describe the characters of the story, as well as to find out from the text the synonyms, antonyms, collocations and repeated words. These words can help in identifying the themes of the text. After the pre-test results, we have designed and made three training session based on the deficiencies found in the pre-test. All the questions of the pre-test are represented in the Appendix.

##### **b-The Training Sessions**

After the pre-test three training sessions were designed for our sample, our aim is to make learners able to use lexical cohesion, instantial lexical relations and discourse organizing words in analyzing a written or oral text. In the first two sessions we define and explain each of those elements mentioned above. Also, we mentioned the component of lexical cohesion: reiteration, repetition, synonymy, super-ordinate, antonyms, general words and collocation, by giving examples. The last session, we asked learners to read the story of *Cinderella*, and we exploit it to do the activities which were to pick out from the text synonyms repeated word antonyms....etc.

### **c-The Post-Test**

The last stage was the post-test we have repeated the previous test and we have observed how the training sessions were fruitful and helpful in the contribution of the Improvement of the learners.

#### **3-1-3-2-Description of the Pupils' Questionnaire**

The questionnaire contains eleven questions differ from open-ended question, closed-ended question and multiple choices question, and three sections are imbedded, background information, language proficiency and vocabulary learning.

##### **Section One: Background Information**

In these parts we have got an overview about the participants their gender and their opinion about English language as a foreign language.

##### **Section Two: Language Proficiency**

This part includes four questions about pupils' language proficiency. The first one is to know the learners level in English, then they were asked to rank the four skills according to their importance. The third question was to determine which skill they prefer. The last question was to discover which kind of difficulties they have in English Language by giving their justification.

##### **Section Three: Vocabulary Learning**

This part is about vocabulary learning, specifically. The first question was about the causes of the difficulties in vocabulary. The second question was to identify the learner's strategy in learning vocabulary. Then learners where inquired if the meaning of individual words changes according to its situation, and if they are more clear in text than in isolation. Finally, the participants were asked if their teachers give importance to vocabulary.

#### **3-1-3-3- The Description of the Interview**

Teachers' interview was conducted to gather information about teachers' experiences, attitudes and perceptions. A semi-structured interview give more openness and freedom to the teachers to answer questions about their methods and techniques in teaching vocabulary. As well as they were required to give their comments concerning the importance of

vocabulary and materials feasibility. The interview is a set of eight questions are presented in the Appendix.

### **3-2-Data Analysis and Interpretation**

Quantitative data will be analyzed by giving numbers, statistics and percentages. However, quantitative data will be analyzing by identifying patterns and similar themes.

#### **3-2-1-T-Test**

T-test is important to identify the current level of Learners by making pre-test, then the training sessions which were designed to reform the learners Weaknesses, followed by post-test to check the Learners outcomes through the use of discourse approach to promote the vocabulary in use. Our sample is twenty pupils of third year of foreign languages at Mohammed El Eid Al Khalifa High school in Ouargla.

#### **3-2-1-1-T-Test Analysis and Interpretation**

Question 1, 5 and 9 their answers were almost all true in the pre-test which implies that Learners have no problem in identifying: synonyms, antonyms, repetition and super-ordinate. Question 4 and 7 which were about discourse organizing words and how words and stages are related in the story, we notice that a few of the participants have the correct answers which required to focus more on this point in the training sessions. In question 2 the context is important to determine if the two words wicked and mean are synonyms, most students failed in giving the correct answers so training session has to supply pupils with words that have different meaning in different contexts and make Learners aware of this points. Question 6 and 10 which were about how the repeated word and lexical cohesion help in comprehending text and identifying its themes, the majority have failed in answering this question which imply that pupils are able to identify: synonyms, repeated words and antonyms but they faced difficulties in comprehending test and knowing how is organized and structured. Even after the training sessions learners are still unable to give the correct answer in the pos-test concerning these two question except a few of them. Our efforts will be in training session on these issues.

### 3-2-1-2-Comparison between Pre-Test and Post-Test

After three training sessions participants were tested for the second time the results were very significant and the marks were better. The table and the figure below State the results and the difference is shown clearly. Some results were very important for example participants number:3, 6, 11, 13,their marks were in pre-test:7, 2,5, 5,5, 3.And in post-test were 17,5 ,16,5. 17,75. 18 respectively.

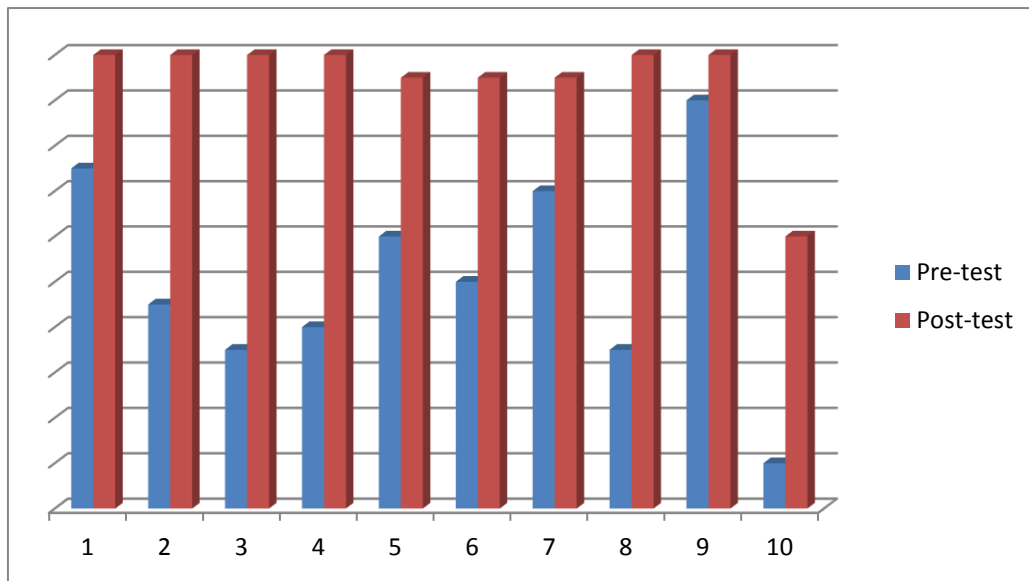
**Table 3. 01: Comparison between Pre-Test and Post-Test**

<b>Pupils</b>	<b>Pre test</b>	<b>Post test</b>	<b>The difference</b>
1	10.5	19	8,5
2	15.5	19	3.5
3	7	17.5	10.5
4	17.5	19.5	2
5	13	19	6
6	2.5	16.5	14
7	9	18.5	9.5
8	11	18	7
9	8.5	18.25	9.75
10	14	19	5
11	5.5	17.75	12.25
12	10	17	7
13	3	18	15
14	16.5	19	2.5
15	9.5	18	8.5
16	7	17	10
17	4	18	14
18	11	17.25	6.25
19	13.5	18	4.5
20	7	14.5	7.5
Total	195.5	358.75	163.25
Means	9.775	17.9375	8.1625

**Table 3. 02: Comparison between Pre-Test and Post-Test Questions**

Question	Pre-test	Post-test
1	75%	100%
2	45%	100%
3	35%	100%
4	40%	100%
5	60%	95%
6	50%	95%
7	70%	95%
8	35%	100%
9	90%	100%
10	10%	60%

**The Correct Answers**



**Figure 3. 01: Comparison between Pre-Test and Post-Test Questions**

### 3-2-2- Pupils' Questionnaire

In addition to the T-test and to get more information about students attitude and opinions and their strategies in learning vocabulary, a questionnaire was administered to twenty pupils of third year foreign languages at Muhammad El-eid Al Khalifa high School.

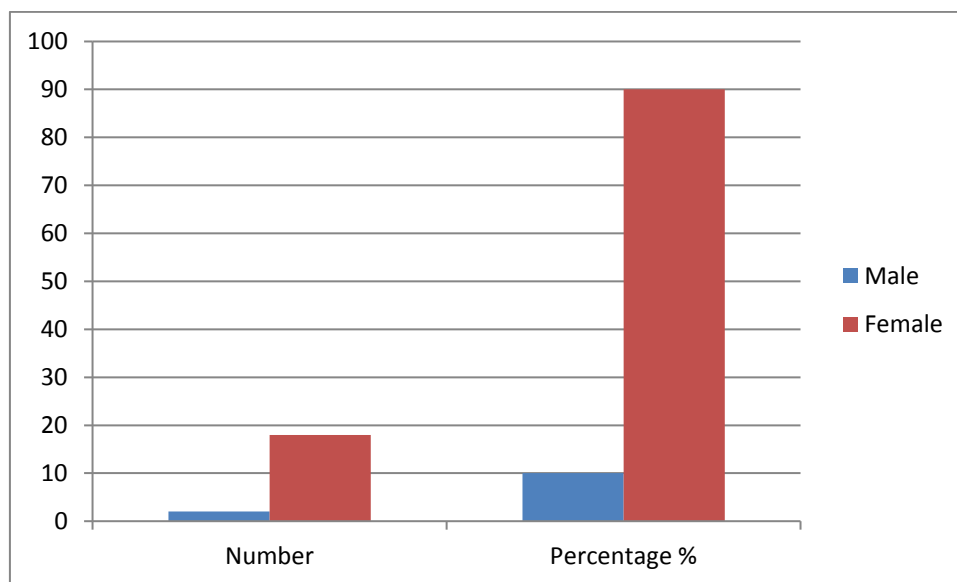
#### 3-2-2-1- Pupils' Questionnaire Analysis and Interpretation

##### Section one: Background Information

##### Question 01: Gender

**Table 3. 03: Pupils' Gender**

Gender	Number	Percentage %
Male	2	10
Female	18	90
Total	20	100



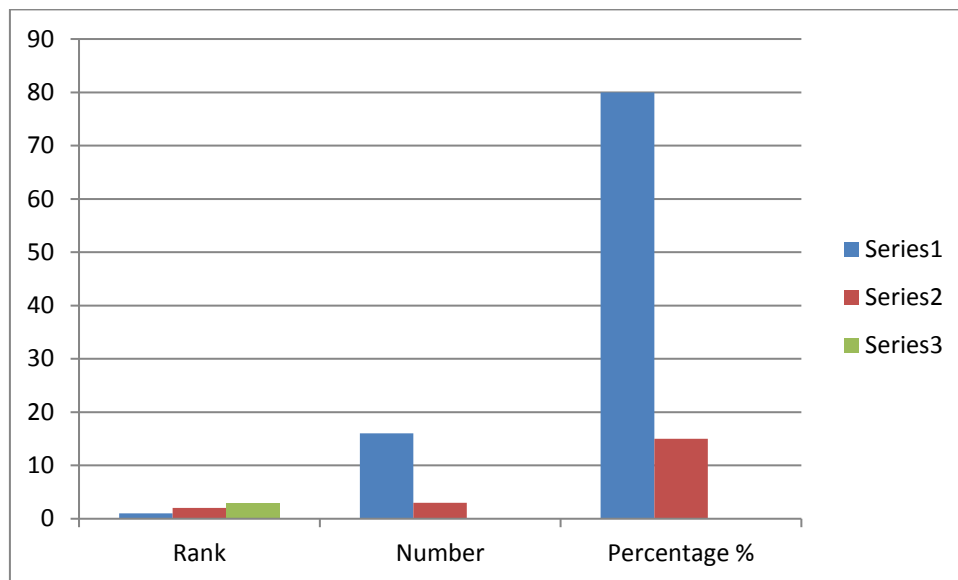
**Figure 3. 02: Pupil's Gender**

It may seem that this information is not important in our study, but from the above table we notice that out of 20 participants 10% are males and 90% are females. The majority of learners are female this may imply that girls are more eager to learn languages than boys?

**Question 02:** What is the rank of English Language among other languages, in your opinion?

**Table 3. 04: The Rank of English Language**

Rank	Number	Percentage %
1	17	85
2	3	15
3	0	0
Total	20	100



**Figure 3. 03: The Rank of English Language**

The results have shown that 85% rank English language first 15% in the second place. These results prove the importance of English language as a foreign language among learners.

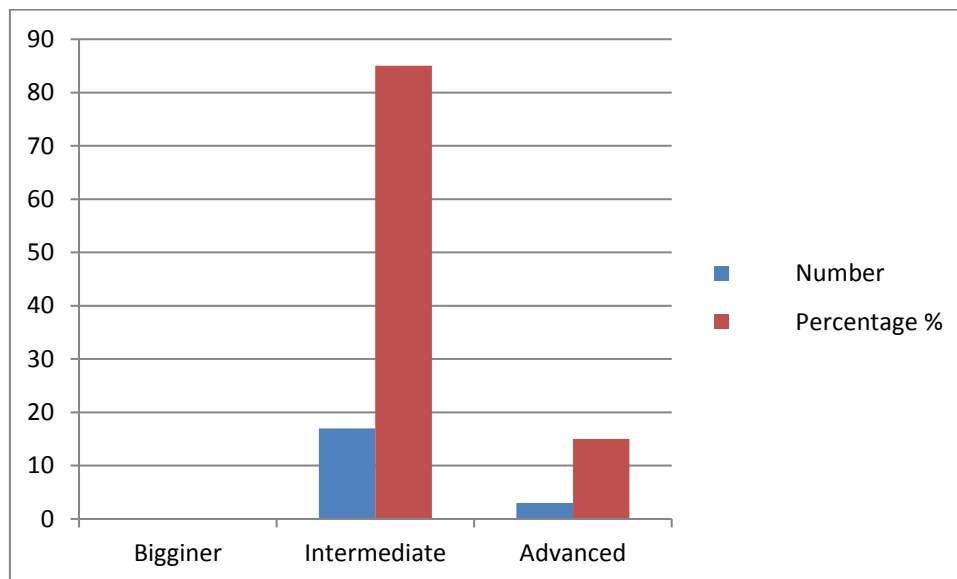
## Section two: Language proficiency

**Question 03:** Your English language level is:

a-Beginner    b-Intermediate    c-Advanced

**Table 3. 05: Pupils' level**

English level	Number	Percentage %
Beginner	0	0
Intermediate	17	85
Advanced	3	15
Total	20	100



**Figure 3. 04: Pupils' Level**

As it is presented in the table above, the majority of the participants 85% see themselves as intermediate in English language 15% see themselves as advanced learners while none of the participant 0% consider themselves as a beginner. This means that they have an acceptable level in English language and it may imply that they have a self-confidence, which have a positive impact in learning foreign language.

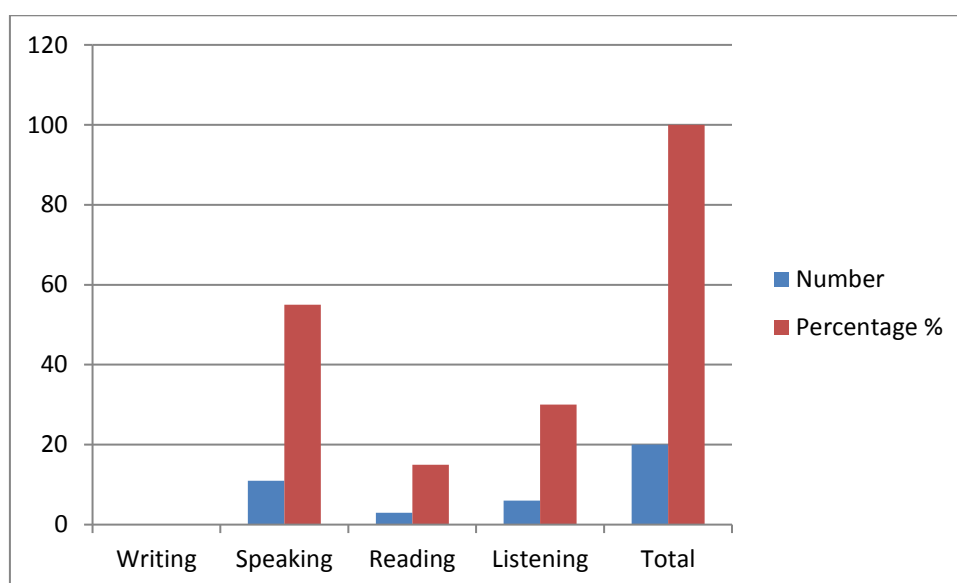


**Question 04:** Rank the four skills according to their importance?

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

**Table 3. 06: The order of the four skills (importance)**

Skill	Number	Percentage %
Writing	0	0
Speaking	11	55
Reading	3	15
Listening	6	30
Total	20	100



**Figure 3. 05: The Order of the Four Skills According to the Importance**

The table above reveals that 55% of the participants claim that speaking skill is the most important this is maybe because speaking is the strong mean of communication especially when we go abroad. 30% of the participants suggest that listening skill is the most important, this reflects the dependence of learners on listening in comprehending messages and making conversation both skills are interrelated, learners cannot communicate effectively without improving their speaking and listening skills. While 15% see the reading skill the most important though this percentage is not realistic, because learning any language depend greatly on reading, but it may reflect the awareness of the new generation from the reading instead they google it. The non-expected result was in writing skill 0% none of the

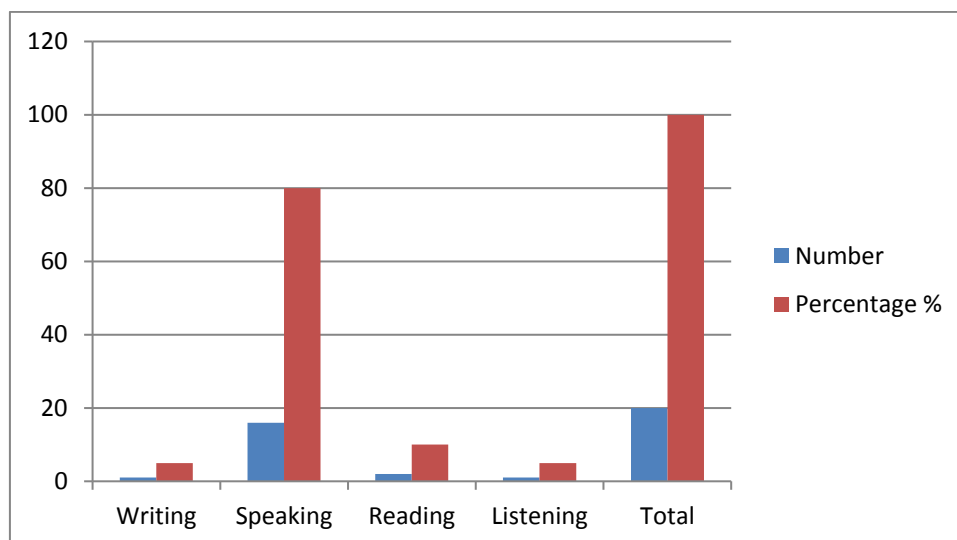
participants think that writing has an importance. Here we propose a several questions: why learners undermine writing? Are they afraid from writing? How can they answer in the exam without writing? What make them hate writing and exclude it? Is it because their deficiency in vocabulary?

**Question 05:** Which one do you prefer?

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

**Table 3. 07: The Order of the Four Skills According to the Preference**

Skill	Number	Percentage %
Writing	1	5
Speaking	16	80
Reading	2	10
Listening	1	5
Total	20	100



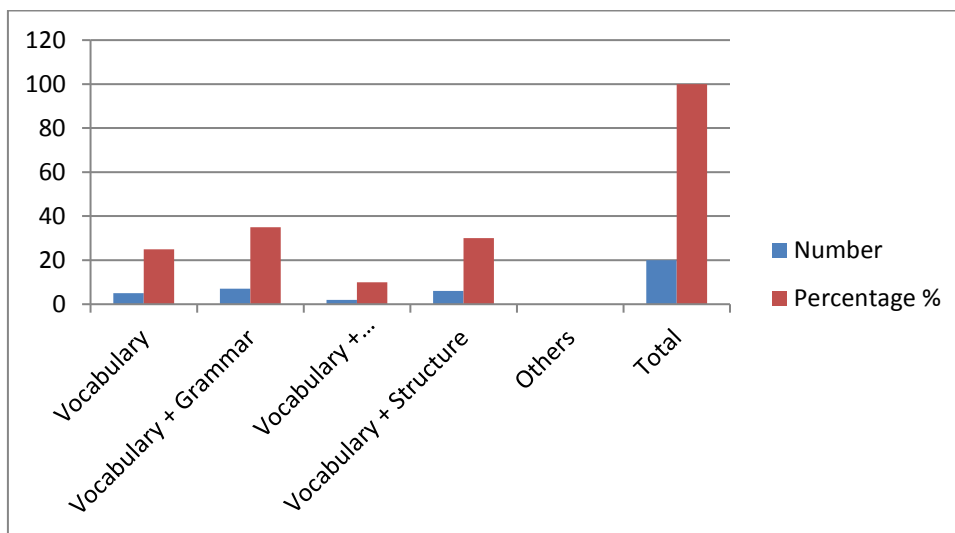
**Figure 3. 06: The Order of the Four Skills According to the Preference**

In this question we intend to pinpoint the learners' desire and which skill they prefer to practice. The majority of them 80% prefer the speaking skill they like expressing their selves and thought by speaking. 10% like reading while listening and writing get the minimal proportion ,consequently, we induce from the previous results that speaking is the most important and preferable among EFL learners.

**Question 06:** Which kind of difficulties do you have in English language, and why? You can choose more than one: a-grammar b- vocabulary c-pronunciation d-structure e-others

**Table 3. 08: English Language Difficulties**

Language difficulties	Number	Percentage %
Vocabulary	5	25
Vocabulary + Grammar	7	35
Vocabulary + Pronunciation	2	10
Vocabulary + Structure	6	30
Others	0	0
Total	20	100



**Figure 3. 07: English Language Difficulties**

Results denote that all participants 100% think that vocabulary is the source of difficulties in English language. 35% add grammar to vocabulary, 30% add structure to vocabulary, and 10% add pronunciation to vocabulary. Moreover, all the participants 100% confirm that they have not other difficulties, while 25% see that the difficulties is due vocabulary alone, and according to them this is because: - They have a lack in vocabulary.

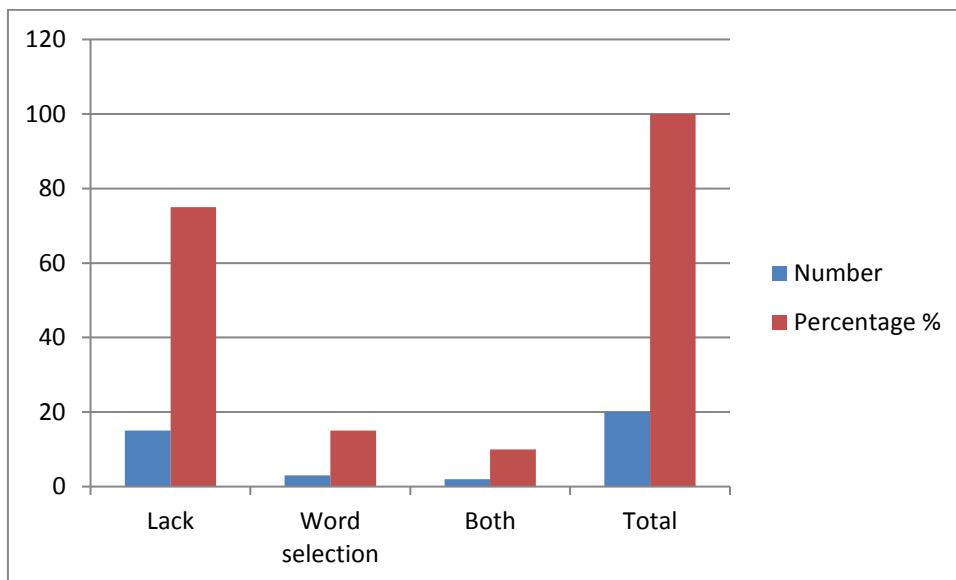
- Vocabulary is hard and difficult to memorize.
- They do not understand the meaning of words.
- Others mention some causes as the ignorance of the grammar rules. The miss pronunciation of the words and the spelling mistakes.

### Section Three: Vocabulary Learning

**Question 07:** In vocabulary the difficulties is due to: a-lack          b-word selection          c-both

**Table 3. 09: Vocabulary Difficulties**

Vocabulary difficulties	Number	Percentage %
Lack	15	75
Word selection	3	15
Both	2	10
Total	20	100



**Figure 3. 08: Vocabulary Difficulties**

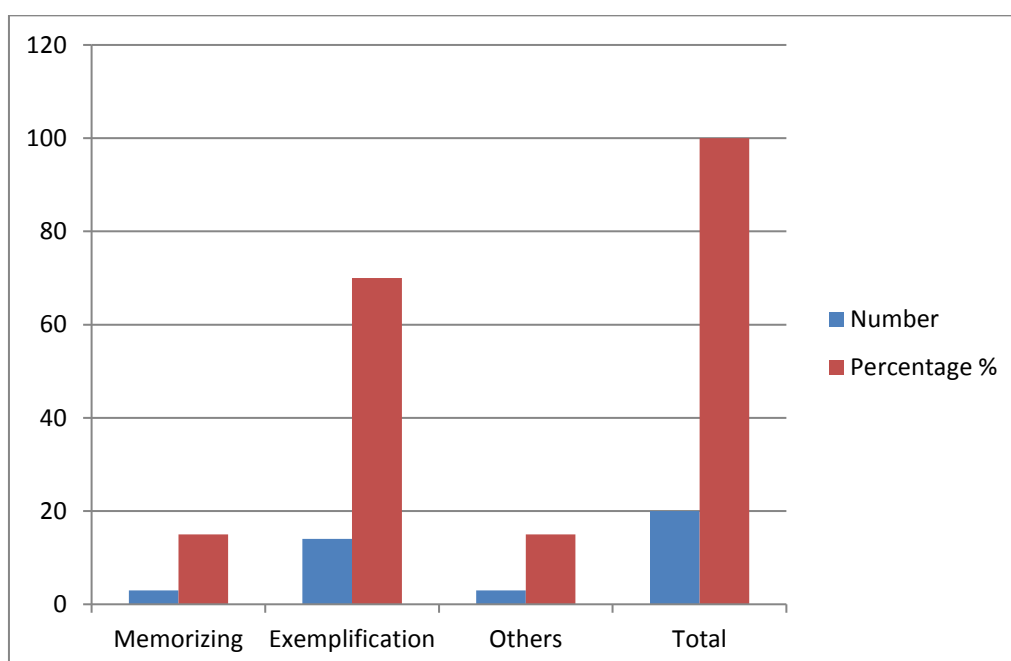
In this section our focus is on vocabulary learning. As it is found on the table above 75% of the participants see that the difficulties in vocabulary is due to the lack they do not have enough words to express them or they easily forget them. 15% of the participants they know the words but they find difficulties in choosing the appropriate one. 10% of the participants think that the difficulties are in both the lack and word selection.

**Question 08:** Your strategy in learning vocabulary is:

a-memorizing      b-exemplifying      c-others

**Table 3. 10: Learners Strategy**

Strategy	Number	Percentage %
Memorizing	3	15
Exemplification	14	70
Others	3	15
Total	20	100



**Figure 3. 09: Learners Strategy**

As we know, in language learning each one has their own strategy and the results demonstrate that 70% of the participants learn vocabulary by exemplification, the examples enhance their understanding of words. 15% of the participants memorize the words in their mind and use them when needed. The rest of them have other strategies. Also we notice that none 0% of the participants claim that they have another strategy.



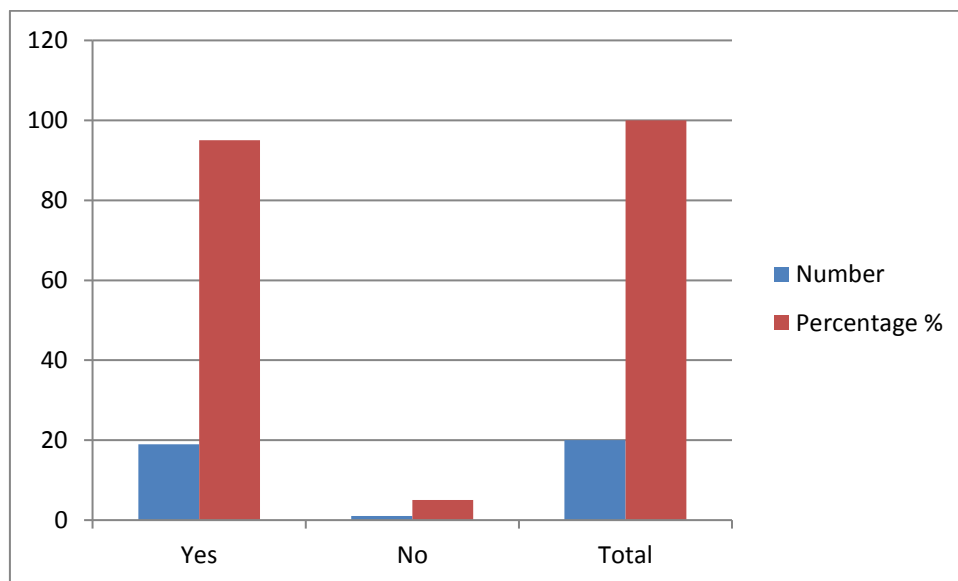
**Question 10:** Is the meaning of word clearer in text than in isolation?

a- Yes

b-No

**Table 3. 12: The Clear Meaning of Word**

Clear meaning	Number	Percentage %
Yes	19	95
No	1	5
Total	20	100



**Figure 3. 11: The Clear Meaning of Word**

The table above clearly shows that the overwhelming majority of participants 95% state that the meaning of word is clearer in text than in isolation. 5% see the opposite.

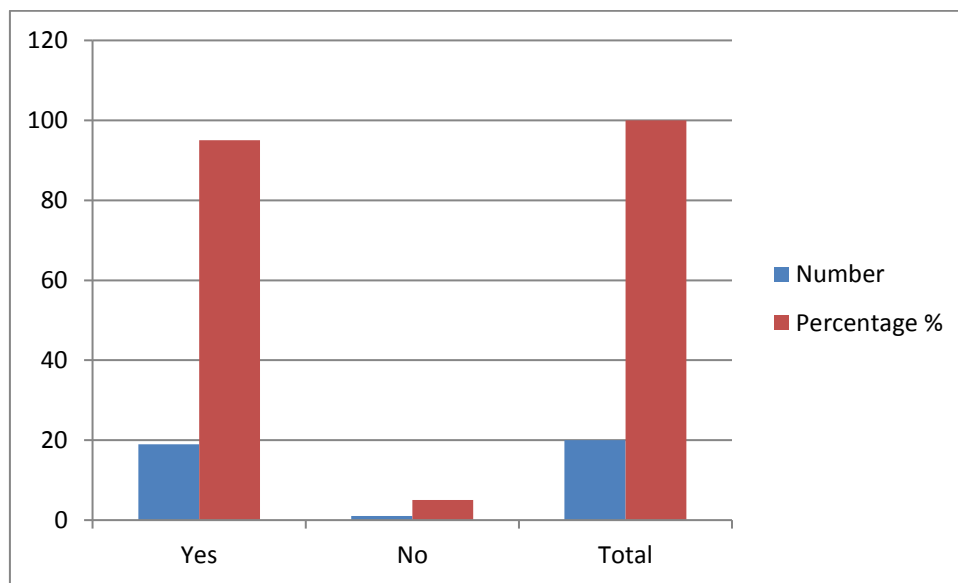
**Question 11:** Do your teachers give importance to vocabulary?

a-Yes

b-No

**Table 3. 13: The Importance of Vocabulary According to the Teachers**

Importance	Number	Percentage %
Yes	19	95
No	1	5
Total	20	100



**Figure 3. 12: The Importance of Vocabulary According to the Teachers**

As displayed in the table above 95% of the participants confirm that their teachers give importance to vocabulary. 5% have the opposite opinion. We infer from the results that vocabulary has the priority among teachers when designing courses.

### **3-2-3- Teachers Interview**

In addition to pupils' questionnaire and T-test, teachers interview has been conducted with three teachers of Mohammed El eid Al Khalifa high school. To get a qualitative data a semi-structured interview has been used in a written form.



### **3-2-3-1- Interview's Analysis and Interpretation**

**Question01:** Which stream do you teach?

**Teacher 01:** literature, science, languages.

**Teacher 02:** literature, science.

**Teacher 03:** Literature, science.

From the answers above we infer that the teachers have different experiences with different streams which may enrich our data.

**Question 02:** How long have you been teaching English?

**Teacher 01:** 20 years.

**Teacher 02:** 20 years.

**Teacher 03:** 09 years.

From these replies we deduce that the teachers have a long experience with teaching this will provide our research with a deep view and different opinions.

**Question 03:** After this long experience where do you think EFL learners face difficulties?

**Teacher 01:** Grammar, writing, and the misuse of the vocabulary in the right context.

**Teacher 02:** They face difficulties in writing because of the learners' lack of vocabulary.

All the teacher according to this answers mention that vocabulary is among the difficulties that face learners and make obstacles, especially, in writing.

**Teacher 03:** Most of them face difficulties in acquiring vocabulary to use them in writing.

According to these answers, all the teachers have mentioned that vocabulary is among the difficulties that face learners and make obstacles especially in writing

**Question 04:** To what extent do you consider teaching vocabulary important in EFL? Why?

**Teacher 01:** Vocabulary is the crucial material needed in acquiring any language, because vocabulary is the language.

**Teacher 02:** It is extremely important in teaching since vocabulary is the basis of any language.

**Teacher 03:** Vocabulary is the backbone of any language.

From the answers above, all the teachers agree on the importance of teaching vocabulary and they assert that vocabulary is the basis of any language.

**Question 05:** Did you adopt any method or technique to teach vocabulary?

**Teacher 01:** Yes, I did.

**Teacher 02:** Yes, I did.

**Teacher 03:** Yes, I did.

The three teachers confirm that they have adopted a particular method to teach vocabulary.

**Question 06:** Did you change your method as a result of its inappropriateness for some learners?

**Teacher 01:** No, I did not because my strategy in teaching vocabulary is based on contextualization and exemplification Either I give examples, make gestures, playing games.

**Teacher 02:** No, I did not since my strategy in teaching vocabulary suits the different type of many learners, the use of examples, context, gestures, pictures, games.

**Teacher 03:** No, because my strategy is suitable to my learners (exemplification, contextualization, using pictures and gestures)

We induce from the answers above that through many years teachers keep the same methods and technique: give examples, showing pictures, playing games in teaching vocabulary. This stability is considered as a negative aspect in teaching vocabulary, because the methods and techniques are in continuing development, the time change and what suits one generation does not necessary the same with other generations. The teacher's techniques have to be updated periodically.

**Question 07:** which strategies were more fruitful with your learners?

**Teacher 01:** The same strategy I have been using, which I mentioned in the previous questions.

**Teacher 02:** The strategy which has been mentioned above.

**Teacher 03:** The same strategies which have mentioned above.

The teachers assert that the previous strategies which are mentioned in question 6 are the most fruitful one. This is why they stick on it.

**Question 08:** Have you got any comment concerning material feasibility?

**Teacher 01:** No, I did not.

**Teacher 02:** No, I did not.

**Teacher 03:** No, I did not.

According to the teachers' answers, they have no comment concerning material feasibility Maybe they are satisfied on it and they have no things to add.

### **3-3- Discussion of the Results**

After the analysis of student questionnaire, T-test and interview results of the questionnaire clearly show that English language has an important place among high School learners maybe because of the media and globalization in which English has a crucial role as an international language, or as a result of the Algerian government attempt to improve the English language statues. Moreover, most pupils prove their good level in English and the majority of them prefer speaking skill and assert its importance, while they get away from other skills here we urge for the educational system and teachers to pay more attention on those skills by designing authentic materials and activities that motivate Learners to writing, reading and listening. Furthermore, most participants confirm that their difficulties in English language is due vocabulary, they have a lack and when they find the words they face difficulties in words selections in CLT approach we find the solutions to those issues. Task based approach and activities like role play can promote Learners vocabulary and their word choice according to its context, also authentic materials motivate the learners and increase their interest to the course. Otherwise learners show a great awareness about the variation of meaning of word according to its context and how this context make the meaning more clear. Almost all pupils confirm that their teachers give importance to vocabulary.

Finding from the T-test, on the other hand, indicates that a great proportion of pupils became able to recognize the lexical cohesion, instancial lexical relation, discourse organizing words and collocation according to its context. And how those techniques contribute in the comprehending of texts and facilitate the writing tasks.

In addition, teachers in their interview asserted that vocabulary has a sufficient time in the classroom. Their methods were giving examples showing the pictures..... etc and they have no comments about the materials. This imply many things, giving examples showing pictures are not enough in determining the exact meaning of words what we need more is authentic activities which make use of real life situation that necessitate communication and motivate learner. Concerning material we all know that textbook is not authentic enough, most texts are decontextualized and hard to understand which make teaching vocabulary very difficult, maybe our schools are not equipped enough by the required materials like a data-show, films, songs, documentaries that enhance vocabulary learning. But teachers can compensate by role-play, reading story, writing dairies, or involving their pupils in doing

tasks with each other in the classroom for example shifting the wardrobe, organizing a trip these authentic activities promote vocabulary learning. (Nunan,2004) notes that communicative goal proposes that language is used for maintaining interpersonal relationship and exchange information, opinions, attitudes, feelings and ideas to accomplish things.

### **Conclusion**

In this chapter we have dealt with the investigation of the effectiveness of DA on teaching vocabulary, by conducting T-test and questionnaire to third year foreign language pupils and interviewing some high school teachers. The result obtained from the questionnaire reveals that our participants have a great awareness about the context and how it affects the meanings of words. As well as the results of the T-test show that pupils benefit a lot from the training sessions. Furthermore in the interview, the teachers confirmed that pupils have difficulties in writing skill. Also, they asserted the importance of teaching vocabulary within context.

**GENERAL**

**CONCLUSION**

## **General Conclusion and Recommendations**

Our study attempts to highlight the effectiveness of discourse approach in teaching vocabulary and showing its usefulness for both teachers and learners. In the theoretical section, literature concerning discourse analysis and vocabulary teaching has been presented. We focus on the discourse as an approach to teach vocabulary. Therefore, to test our hypotheses three types of data-gathering instruments have been employed: a questionnaire, a T-test consist of pre-test-post-test and 3 training sessions has been designed to third year foreign languages at Muhammad El-Eid Al Khalifa in Ouargla, and interview with teachers of high school. Our findings were positive concerning the T-test. Moreover, data obtained from the questionnaire and interview were very beneficial in the sense it reveals the teachers and learners attitudes toward English language teaching and learning. In the part of the learners they express their interest in speaking skill and the difficulties they faced in learning English language, and their strategy in learning vocabulary. They also show awareness about the context and how it affects the meaning of words. In the part of the teachers, they still use the traditional method in teaching vocabulary they depend more on textbook which is away from authenticity. Likewise, the four skills have to be integrated in the classroom, reading text in and out the classroom is very important in improving our vocabulary, and it makes learners able to write. When they write, the new words stick in their memory. Thus they get rid of their fear from writing, (Nunan, 2003)proposes some principles for teaching reading among them building a strong vocabulary bases, luckily pupils and teachers are aware of the effectiveness of context, which may improve the teaching of vocabulary in high school, by using cohesive devices like lexical cohesion collocation and discourse organizing word.

Our suggestions and recommendations are summarized as follows:

- the integration of the four skills in the classroom by promoting writing and reading skill.
- teachers must encourage their pupils to write in different occasions by expressing their attitudes and perceptions by using modality, repetition, synonyms....etc.
- as well as, teachers have to encourage their pupils to read stories and authentic texts, then asking them to determine the lexical cohesion, low and other features that improve their vocabulary.

- teachers should up-date their methods and techniques periodically, because the attitude of the learners towards learning changes from generation to generation.
- the use of authentic materials enhance the vocabulary teaching, and authentic activities such as: role play and simulation facilitate vocabulary acquisition in real life communication.
- also we recommend that the teachers of efl have to be aware of the different strategies used in teaching vocabulary and to apply the suitable one for their learners.
- communicative competence is the ultimate goal of any efl learner, for these reason developing learners' discourse competence has to be at the same priority as developing grammar competence, which is the major theme in our curricula.
- teachers and course designers have to adapt and adopt an adequate method that prepares the efl learners to be proficient users of english in a variety of contexts.
- the ministry of education has to make reforms that meet the needs of efl learners and teachers by improving the conditions and providing the appropriate materials.



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# **APPENDICES**