

Explicit and Implicit Vocabulary Instruction in the Algerian EFL Context

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Abstract

This study investigates explicit and implicit methods of vocabulary instruction in an Algerian EFL context; namely L'ENS 'Assia Djebbar' of Constantine. Tools of data collection consist of an analysis of course curricula, in addition to a questionnaire administered to 14 teachers of English at the English department at l'ENSC. Results of the investigation reveal that vocabulary instruction follows both explicit and implicit approaches. The analysis of subject programs showed that vocabulary is implicitly involved in most subjects. Most analysed programs do not bear a direct relevance to vocabulary except for 'Reading Techniques' and TEFL (Teaching English as a Foreign Language) modules where vocabulary is overtly involved. In addition, teachers' answers to the questionnaire show that most of them follow both approaches to introduce their learners to new vocabulary. Whereas the explicit approach is manifested through the introduction of new vocabulary and the explanation and consolidation of their meaning through practice inside the classroom; the implicit method is implemented through extensive reading assignments which contribute to a large extent in extending learners' vocabulary store as a by product of getting further information about the subject matter.

Keywords: Explicit/Implicit Approaches; vocabulary instruction; Algerian EFL context.

Amel BENYAHIA

Ecole Normale Supérieure
Assia Djebbar
Department of Letters and
English, University of,
Constantin3, Algeria.

Résumé

Cette étude examine les méthodes explicites et implicites d'enseignement du vocabulaire à L'ENS «Assia Djebbar» de Constantine. L'enquête consiste en une analyse des programmes de cours, plus un questionnaire adressé à 14 enseignants d'Anglais au département d'anglais de l'ENSC. Les résultats de l'enquête ont révélé que l'enseignement du vocabulaire suivait à la fois des approches explicites et implicites. L'analyse des programmes enseignés a montré que le vocabulaire est implicitement impliqué dans la plupart des matières. La plupart des programmes analysés n'introduit pas le vocabulaire de manière direct, à l'exception des modules 'Techniques de lecture' et 'TEFL' dans lesquels le vocabulaire est ouvertement impliqué. De plus, les réponses des enseignants au questionnaire montrent que la plupart d'entre eux suivent les deux approches pour initier leurs apprenants à un nouveau vocabulaire. L'approche explicite se manifeste par l'introduction d'un nouveau vocabulaire et par l'explication et la consolidation de leur signification par la pratique en classe; tandis que la méthode indirecte consiste à fournir aux étudiants différents moyens de lecture qui contribuent de manière significative à l'expansion et à l'enrichissement de leur bagage linguistique, en plus d'approfondir leur compréhension du contenu des leçons données.

Mots clés: Vocabulaire ; Enseignement du vocabulaire; méthodes explicites et implicites.

ملخص

تبحث هذه الدراسة في الأساليب المباشرة والضمنية لتدريس مفردات اللغة الإنجليزية كلغة أجنبية في المدرسة العليا للأساتذة 'أسيا جبار' بقسنطينة. ولقد اعتمدت الدراسة على وسيلتي بحث أساسيتين هما: تحليل مضمون المناهج المقررة بالمدرسة العليا، بالإضافة إلى استبيان لـ 14 مدرساً للغة الإنجليزية في قسم الإنجليزية بالمدرسة العليا للأساتذة 'أسيا جبار' قسنطينة. فقد أظهر تحليل برامج المقاييس المدرسة أن معظم البرامج لا تحمل صلة مباشرة بتعليم المفردات باستثناء مقاييس TEFL (تعليمية اللغة الإنجليزية) و Reading Techniques (تقنيات القراءة) اللذان يتطرقان لموضوع تعلم المفردات بشكل مباشر. من جهة أخرى فقد أظهرت إجابات المدرسين على الاستبيان أن معظمهم يتبع كلا الطريقتين (صريحة وضمنية) لتدريس المفردات، حيث تتجلى الطريقة المباشرة في تقديم مفردات جديدة و شرحها للطلبة مع إجراء تطبيقات حولها داخل القسم؛ بينما يتجلى الأسلوب غير المباشر في تزويد الطلبة بنصوص قراءة مختلفة تسهم بشكل كبير في توسيع و إثراء مخزونهم اللغوي إضافة إلى تعميق فهم لمحتوى الدروس المقدمة.

الكلمات المفتاحية: تدريس مفردات اللغة الإنجليزية ؛ الأساليب المباشرة والضمنية لتدريس مفردات اللغة الإنجليزية

* Corresponding author, e-mail: mlbenyahia@gmail.com

I- Introduction

Until recently, vocabulary instruction received little interest compared with other language aspects (Bishop, Yopp & Yopp, 2009; O'Dell, 1997; Chacon-Beltran, Abello-Contesse & Torreblanca-Lopez, 2010). Two main reasons, according to Stahl and Nagy (2006, p. 7) have contributed to this negative attitude towards vocabulary teaching. First, the belief that there should be more focus on interpretation and critical thinking than on single vocabulary knowledge; second, vocabulary instruction has for a long been linked to the traditional, ineffective, methods of memorisation of vocabulary and practice in writing new sentences.

In recent years, however, second language vocabulary acquisition has become an interesting topic for teachers, researchers, and course designers (Coady & Huckin, 1997; Sokmen, 1997; Moir & Nation, 2008). The importance of vocabulary as a driving force in different language tasks has alerted subject specialists about the importance of making vocabulary an integral part of language teaching programs. Zimmerman (1997) argued: "Vocabulary is central to language and of critical importance to the typical language learner" (p.5, as cited in Kadubieck, 2009). Studies on vocabulary instruction have focused on the acquisition, selection, description and assessment of vocabulary for second and foreign language learners (Meara, 1980, 1997; Nation, 1990, 2001; Ellis, 1994; Coady & Huckin, 1997; Read, 2000; Schmitt, 2000; Bogaards & Laufer, 2004). In this respect, two main paradigms have dominated the teaching of vocabulary in an ESL/EFL context: explicit (direct, overt) approach and implicit, (indirect, covert) approach.

II. Explicit Teaching of vocabulary

Explicit or direct instruction is recognised as an effective way of vocabulary acquisition. From a psychological view point "the more one manipulates, thinks about, and uses mental information, the more likely it is that one will retain that information" (Schmitt 2000, p.121). Applying Schmitt's philosophy to vocabulary, learners have more chances to recall a new word if they actively engage in deep processing of the new information.

II. 1. Principles

Sokmen (1997, p. 241) provided some principles of explicit vocabulary teaching:

- Build a large sight vocabulary.
- Integrate new words with old.
- Provide a number of encounters with a word.
- Promote a deep level of processing.
- Facilitate imaging.
- Make new words "real" by connecting them to the student's world in some way.
- Use a variety of techniques.
- Encourage independent learning strategies.

These principles emphasise conscious, organised and planned instruction which may result in effective learning of vocabulary. Furthermore, the above principles reflect deep levels of processing and the use of a variety of teaching techniques and independent learning strategies. According to Schmitt (2000), explicit teaching is essential for the most frequent words of a language as well as technical vocabulary necessary for a particular area because they are prerequisites for language use. Less frequent words, however, may be best learned incidentally through extensive listening and/or reading.

III. Implicit Vocabulary Teaching

Implicit, indirect instruction is based on the argument that there are too many words in a language to be taught explicitly. Moreover, direct instruction is more fruitful at beginning levels. Once learners establish some basic vocabulary store, incidental

learning is more effective. For many teachers and researchers, implicit teaching or incidental learning of vocabulary is better achieved through wide reading. The more students read the more vocabulary items they acquire from context (Marzano, 2004). Moreover, vocabulary knowledge can be both a cause and a consequence of effective reading (Stanovich, 1986 as cited in Marzano, 2004). The more students read the more words they learn, and this in turn makes reading easier and encourages them to read more.

III.1. Words in Context

A major weakness with explicit approaches to vocabulary teaching/learning is that it is not possible to account for 'all' words in English. Cunningham (2005) argued: "even the most tailored and comprehensive instruction cannot shoulder all of the vocabulary learning that must take place in the school years and beyond" (p. 46). Though word lists such as the GSL (General Service List) attempt to provide information about the most frequent English vocabulary, it failed to cover some of the more recent vocabulary (Carter, 1998, p. 207). Moreover, word lists are recognised as useful tools at beginning stages, the more advanced the learner becomes, "the more 'inferential' or 'implicit' and learner-centred vocabulary learning strategies will have to become" (Carter, 1998, p. 209).

Learning words in context represents a more active and independent form of vocabulary learning. Very often, teachers encourage their learners to guess first before seeking help from external sources like the dictionary or another person. Brown (1980) emphasised the benefits learners get from learning words in context regardless to whether their guess is correct or wrong:

If a student guesses correctly when he does consult the dictionary, he has the satisfaction of thinking 'Ah yes, I was right!' This is a reward feeling and builds confidence to guess another time. If the guess was wrong, still an effort was made and that in itself is better than being passive in the learning process (p. 15)

IV- Methods and Materials

IV. 1. Background Information about L'ENSC EFL context

L' Ecole Normale Supérieure (ENS) 'Assia Djebar' of Constantine offers both an academic and practical training for future middle school and high School teachers from different parts of East Algeria. Along four years of study, for middle school teachers; and five years for high school teachers, ENS students receive instruction in different subjects which are all taught in English except for 'French' and 'computing' modules in the first two and three years respectively. The study cycle is crowned with a practical training which takes place at different middle and high schools of Constantine for a period of nine to eleven weeks.

The first three years represent the common core where all students have the same subjects. Starting from the fourth year, students are divided into B4 students, for middle school teacher (and which represents their final year) and B5 students, for high school teachers who are left with two years of study.

IV.2. Vocabulary in the Different Programs

An analysis of the different curricula reveals that vocabulary instruction takes place almost *implicitly*. Most programs present content knowledge about the different subjects without clear or direct reference to vocabulary. The only exceptions we could find are related to 'Reading Techniques' module (first year) and TEFL (Teaching English as a Foreign Language), in the fourth year; where vocabulary figures out explicitly in the program of study of the two modules.

- **Vocabulary and reading**

One of the many particularities of the academic training which l'ENSC presents to its students is that it is among the fewer higher education institutions where 'Reading' is taught as a separate subject. The 'Reading Techniques' module (RT) is taught in the first and second years of study with 90 hours overall (Three hours per week) for each level.

The first year 'RT' program (table below) is divided into two main parts: an Introduction to Reading (part one) where students are exposed to different issues about reading like the importance of reading, how to become a better reader, how to read faster, and how to think in English; and a second part about Reading Techniques which introduces the students to different reading strategies among which is the study of new words' meanings through guessing, word study skills, context clues, and using e-dictionaries. The estimated time allocated for the vocabulary part of the program is 15 hours, i.e., three weeks.

Items	Suggested Materials	Estimated Allocated time
<i>I/ Introduction to Reading</i>		
<ol style="list-style-type: none"> 1. Importance of reading 2. Types of reading (intensive/extensive) 3. How to become a better reader 4. How to read faster 5. How to think in English 	The Threads of reading Strategies for literacy development pp. 1-4. Reading Power pp. 1-8	3 HOURS
<i>II/ Reading Techniques</i>		
1. Previewing and Predicting authentic materials (newspapers /books)	'Developing Reading' pp. 8-13. 'Reading Power'	9 HOURS
2. Scanning - Scanning for information - Scanning as a reading skill - Using a dictionary	Free use of pictures, maps, tables, etc 'Test your Reading' 'Read better Remember more' p. 29 'Reading Power'	12 OURS
3. Skimming - Skimming for opinions - Skimming for ideas	'Reading Power'	12 OURS
4. Identifying the main idea - Main idea Vs Topic - Component of the main idea : Topic - Main idea Vs Supporting details	- 'Reading Power' - 'Read better Remember more', section 3	9 HOURS
5. Guessing new words' meanings - Word Study Skills - Context Clues - Using e-dictionaries (multiple meanings)	- 'Readers' Choice', unit 3 - 'Read better Remember More' - 'Developing Reading', pp. 34-39 - 'Reading Power'	15 OURS
6. Identifying Patterns and Signal Words - Skimming for patterns	'Reading Power' 'Read better Remember More'	12 OURS

7. Asking questions as you read - Making Inferences - Drawing Conclusions	'Readers' Choice' 'Developing Reading'	9 HOURS
8. Summarizing and Paraphrasing	'Reading Comprehension Skills and Strategies', Level 7	9 HOURS

Table 1: Explicit vocabulary Instruction in the first year 'RT' program (Bouguebs, Ghoualmi, & Benhamlaoui, 2017)

There is no doubt about the key role of vocabulary in reading. Nagy (2005) emphasised the reciprocal links between vocabulary knowledge and reading comprehension. He argued: "having a big vocabulary does contribute to being a better reader. But being a good reader also contributes to having a bigger vocabulary" (p. 34). Indeed, vocabulary is given a central place in reading as it acts as a bridge between word level processes (phonology) and the cognitive processes of comprehension (Hiebert & Kamil, 2007).

The fifth section in the second part about reading techniques explicitly introduces students to guessing new words' meanings from context which is among the most important forms of vocabulary acquisition. The importance of this part of the course is reflected in the highest amount of time which is devoted to its teaching; 15 hours. Stahl and Nagy (2006) emphasising the importance of contextual guessing in vocabulary acquisition argued that most students' vocabulary knowledge is acquired through context. Nation (2001) shared the same view explaining that "incidental learning via guessing from context is the most important of all sources of vocabulary learning" (p. 232).

- **Vocabulary in EFL Teaching**

Another example where vocabulary is explicitly referred to in the teaching programs at l'ENSC is the case of the 'Teaching English as a Foreign Language' (TEFL) module. Regarding the nature of the subject however; vocabulary is introduced from a teaching rather than learning perspective. The program tackles important issues related to the teaching of English as a foreign language such as the teaching of the four skills, teaching approaches and methods, teaching grammar, teaching vocabulary and teaching pronunciation. In addition, the course presents information about classroom management, language games, learning strategies, and teacher feedback. In relation to vocabulary, the program specifies the problems faced by students when learning vocabulary and suggests methods of presenting vocabulary in an EFL context such as ostensive, linguistic and audio presentations.

Teaching English as a Foreign Language (T.E.F.L):

The aim of the course is to explain thoroughly the basic foundation of classroom tasks and activities, the use of appropriate teaching /learning steps.

This course should be illustrated by practical extracts from Algerian English textbooks the trainees will use in the future. Each topic should be introduced with recall of third year issues and examined in detail.

At least two tutorials are required to illustrate practical matters.

1. Teaching foreign language skills

- Teaching the listening skill
- Teaching the speaking skill
- Teaching the reading skill
- Teaching the writing skill
- The integration of the skills.

2. Foreign language teaching approaches

A. A brief overview of some approaches

- Synthetic approaches: The Grammar Translation Approach, The Structural/ Situational Approach
- Analytical approaches: The Situational Approach, The audio-lingual approach
- Eclectic approaches: Notional - Functional Approach, Task-based Approach

B. The Competency Based Approach

C. Information processing activities

- Intake
- Rehearsing
- Transfer
- Problem solving

4. Teaching vocabulary

- Vocabulary learning problems
- Methods of presenting vocabulary
 - Ostensive presentation
 - Linguistic presentation
 - Audio presentation

5. Teaching grammar

- Explicit and implicit grammar teaching
- Error correction

6. Teaching Pronunciation

- pronunciation problems
- techniques and strategies for teaching stress and intonation

7. Language games

8. Learning styles and strategies

9. Classroom Management

10. Group division

11. Teacher feedback

IV.3. Investigating Teachers' Teaching and Testing Practices in Relation to Vocabulary

In order to further investigate the teaching methods of vocabulary instruction in the Algerian EFL context, a short questionnaire was administered to 14 teachers at the English department at l'ENS 'Assia Djebar', Constantine. The questionnaire is seen as a valuable means for collecting data about teachers' attitudes towards their learners' performance in English as well as their teaching practices in relation to vocabulary.

IV. 3.1. Description of the questionnaire

The questionnaire includes 17 questions divided into three main sections: (1) background information about the respondents, (2) teachers' opinion about their learners (3) teachers' teaching and testing methods in relation to vocabulary.

Section One: Background information

The opening section consists of three questions aiming at collecting basic information about the respondents:

- Their status as full/part time teachers at L' ENSC (Q1)
- Their teaching experience (Q2).
- The modules they were teaching when the questionnaire was administered (Q3).

Section Two: Teachers' opinion about their students

The elicited information concerns:

- Teachers' opinion about their students' level of proficiency (Q4)
- Their opinion about the challenges faced by learners (Q5).
- Teachers' point of view about the major factors which are responsible for students' difficulties (Q6).

Section three: Teachers' teaching and testing methods in relation to vocabulary

Questions in this section deal with:

- Teachers' main task in the classroom (Q7).
- Teachers' use of some pedagogical tools, namely handouts (Q8, 9).
- Teachers' implicit vocabulary instruction through the use of extensive reading (Q 10, 11, 12).
- Teachers' testing method (Q 13, 14, 15)
- Teachers' explicit vocabulary instruction (Q 16, 17)

IV. 3. 2. Results and analysis

The importance of Teachers' teaching experience

Teachers have a key role in any instructional situation. Their beliefs, background knowledge, and willingness to guide their learners throughout the different steps of learning all contribute to a large extent in the success of the teaching/learning process.

Section I: Background information	Questions	Answers	
	Teachers' status	Full time 10	Part time 04
Average Teaching Experience	10.23 years		
Subjects taught	Phon, PTES, WR/GR, OE, CAP, CL, Ling, RT, CIV, IP, TESD, WSRE,		

Table 3. Background Information about the respondents

The above table gives basic information about the population of the study. The latter consists of ten full time and four part time teachers. The average experience of these teachers is above ten years, and they present lessons in different modules, many of them are specific to L'ENS especially those with educational and pedagogical orientation. The different modules include: phonetics, Pedagogical Trends and

Educational Systems, Writing and Grammar, Oral Expression, Communication and Attitude Preoccupations, Culture and Language, Linguistics, Reading Techniques, American and British Civilisation, Introduction to Psychology, Textbook Evaluation and Syllabus Design, Writing a Scientific Report in Education.

Teachers’ Opinion about their Students

Teachers’ attitudes and opinion about their students may shape their method of instructing them. Moreover, teachers’ awareness about the difficulties which face their students in learning, make them at a better position in providing effective feedback when necessary. The aim of this section is to elicit information about teachers’ knowledge of their students’ level as well as the challenges they face in their learning process.

Questions	Options				
	Good (A) 00	Above Average (B) 05	Average (C) 06	Below Average (D) 03	Weak (E) 00
Students’ level in English					
Students’ difficulties	Writing (1)	Reading (2)	Speaking (3)	Listening (4)	--
Reasons of students’ difficulties	Lack of knowledge about writing techniques	Lack of vocabulary	Grammar deficiencies	Pronunciation	Lack of reading practice

Table 04. Teachers’ opinion about their students

Results in the above table show that for the fourth question about their opinion of their students’ level in English, four teachers opted for ‘B’ (above average), three teachers opted for ‘C’ (average), and three teachers ticked ‘D’ (below average). None of the teachers, however, opted for ‘A’ (good) and ‘E’ (weak). This reflects a moderate opinion since all teachers think that their students’ level of proficiency is around ‘average’.

As an answer to the fifth question about their students’ difficult areas of study, writing is classified as the most difficult followed by reading in the second place, speaking as the third most difficult, and listening as the least difficult. According to teachers’ answers to the sixth question, lack of knowledge about writing techniques is seen as the major reason for students’ problems, followed by lack of vocabulary accuracy, grammar deficiencies, and pronunciation. Furthermore, one of the teachers attributed students’ difficulty in learning English to the lack of reading practice which is the major source for incidental vocabulary acquisition.

Teachers' teaching and testing methods in relation to vocabulary

The third section in the questionnaire is the longest one because it represents the core of this paper. The elicited information concerns explicit and implicit vocabulary teaching according to subjects in the population of the study.

Questions	Options			
	A	B	C	D
	N°	N°	N°	N°
Teachers' main task in the classroom (Q7)	Give information 00	Assist learners 02	Both 12	Other 00
Use of handouts (Q8)	Yes 07	No 07	--	--
When handouts are used? (Q 09)	Before the lesson 01	After the lesson 06	--	--
Reading assignment (Q 10)	Yes 10	No 04	--	--
Evaluation of reading assignment (Q 11)	Yes 07	No 03	--	--
Method of evaluation of the reading assignment (Q 12)	Oral presentations followed by class discussion			
Aspects of testing (Q 13)	Form 00	Meaning 00	Both 14	
Balance between form and meaning (Q 14)	Yes 11	No 03	--	--
Form Vs Content (Q 15)	form 01	Content 02	--	--
Explicit presentation of vocabulary (Q 16)	Yes 14	No 00	--	--
Consolidating students' vocabulary knowledge (Q 17)	Repetition 01	Explanation 03	Practice through writing 03	Use it in context

Table 5: Teachers' teaching and testing practices in relation to vocabulary

Teachers' answers to this part can be summarised in the following points:

- The majority of teachers in the population of the study (12 teachers) believe that their main task in the classroom is not only to give information about the subject matter they're teaching but also to help their students improve their performance in English. In other words, teachers believe that their mission as teachers of a foreign language is to help learners speak, participate and use the language for many purposes (Q 7).
- As an answer to whether they give handouts about the lessons they present, seven teachers answered 'yes', and seven teachers answered 'no' (Q 8). Furthermore, most of those who confirmed their use of handouts asserted that they do this after the lesson to consolidate the given information and to provide learners with more details (Q 9). The purpose of this question is to investigate whether teachers provide their students with reading materials which would enable them learn new vocabulary or not.
- To further investigate implicit vocabulary teaching through extensive reading, teachers were asked whether they give reading assignments, other than the lectures they present (Q 10) teachers in the sample population (10 teachers) gave a positive answer to this question. This means that instructors are aware of the importance of wide reading in developing learners' proficiency in English. Moreover, these results show that most teachers do in fact use implicit vocabulary teaching.
- Among the ten teachers who give extensive reading assignments to their classes, seven teachers asserted that they check and evaluate the students' readings (Q 11). Most of the time, this is done in the form of oral presentations followed by group discussion (Q 12).
- The importance that teachers give to learners' vocabulary mastery is clear through their answers to the 13th questions. All teachers in the population of the study answered that both form and content are taken into consideration while examining students' answers in exams. Moreover, most teachers (11 teachers) confirmed that they give equal importance to form and content of the answer (Q 14). Of course, form does not only relate to vocabulary, but also to other elements, mainly grammatical and syntactic aspects.
- Explicit vocabulary teaching has also been investigated through the 16th and 17th questions. All teachers in the sample population asserted that they explicitly introduce their learners to new vocabulary (Q 16). Moreover, teachers seem not only concerned with teaching new words but also with helping their students memorize them. This is generally done through stimulating learners to use the new items in new contexts (Q 17).

In sum, teachers' answers to the questionnaire indicate that both explicit and implicit methods are employed in teaching English vocabulary. Whereas the former is implemented through direct introduction of new words and the explanation and consolidation of their meaning through intensive practice in the classroom; the latter is mainly achieved through the provision of extensive reading materials which reinforce the students' understanding of the lesson, and also present them with a rich source of vocabulary which can be learned through context.

V. Conclusion

Though explicit and implicit methods represent completely different views about vocabulary instruction, it is widely accepted that effective instruction results from the integration of both approaches. Nation (2001) argued that explicit and implicit approaches should not be regarded as opposite to each other, but as complementary activities which reinforce each other.

In the context of this study, results of course curricula analyses have shown that vocabulary is mostly taught implicitly with few occasions of explicit exposure to vocabulary teaching and learning. Furthermore, the majority of teachers in the sample population confirmed their use of both implicit and explicit approaches in vocabulary teaching. The implicit method consists of extensive reading assignments which students carry out as further consolidation of the information acquired in the classroom. On the other hand, the explicit method is implemented through the introduction of new vocabulary and explanation and consolidation of these new words' meanings through intensive practice in the classroom. These results are also true for assessment practices where most respondent teachers emphasised the equal importance they give to both form and content of students' responses to the given questions.

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Appendix: Teachers' Questionnaire

Teaching English Vocabulary to students of English as a foreign language Explicit and Implicit approaches

Dear respondent,

This questionnaire is part of an investigation on explicit (direct) and implicit (indirect) approaches to vocabulary instruction. Would you please help us by answering and returning the questionnaire. Please, be honest and open when giving your answers, and remember that we want to hear what you think not what you think we want to hear. Your answers will be treated confidentially, so do not sign your names.

Thank you in advance for your contribution.

Section one: Background Information

1. Are you a:
 - a. A permanent teacher at the ENSC?
 - b. A part-time teacher at the ENSC?
2. How long have you been teaching (in general)?
3. Which module(s) are you teaching this year? (Please mention the module and the level as well).
 1.
 2.
 3.

Section Two: Teachers' opinion about their students

4. How would you describe your learners' level in English?
 - a. good
 - b. above average
 - c. average
 - d. below average
 - e. weak
5. Which of these skills is most difficult for your learners? (please rank the skills from the most difficult '1' to the least difficult '4')
 - a. Speaking; participating, asking/answering questions, performing some oral presentations.
 - b. Reading; making further readings about the subject matter.
 - c. Writing.
 - d. Listening; (understanding your speech, instruction, etc)
6. Which of these areas is most responsible for learner's difficulties?
 - a. Pronunciation
 - b. Lexis (vocabulary).
 - c. Grammar.
 - d. Lack of writing techniques

- e. Other, please specify
.....

Section Three: teachers' teaching and testing methods in relation to vocabulary

7. In your opinion, what is your main task as a teacher?
a. Give information about the subject matter.
b. Help learners improve their performance in English.
c. both
d. Other, please specify
.....

8. Do you give handouts of the lessons you present in the classroom?
a. Yes
b. No

9. If your answer is yes, when do you generally give the handouts?
a. Before the lesson; they prepare them at home and you discuss them in the classroom.
b. After the lesson; you explain the major points of the lesson, then you give the handout for more details.

10. Do you give any reading assignments besides the set lessons? (further, extensive reading)
a. Yes
b. No

11. If your answer is yes, are these assignments checked, evaluated?
a. Yes
b. No

12. If your answer is yes, how do you evaluate them?
.....
.....
.....

13. When testing your learners, which of these aspects do you take into consideration?
a. Content of the answer.
b. Form of the answer.
c. both

14. Do you give equal importance to content and form?
a. yes
b. No

15. If no, which of the two aspects do you give more importance?
a. form
b. content

16. As a teacher of a foreign language, do you intend to introduce your learners to new vocabulary?

a. Yes

b. No

17. If yes, how do you help your learners memorize the word?

a. Repeat the word several times.

b. Give a thorough explanation of it.

c. Ask learners to write it.

d. Other, _____ please _____ specify

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