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***Assessing the strategies of vocabulary learning adopted
by EFL Learners***

تقييم استراتيجيات تعلم المفردات التي يتبناها دارسي الإنجليزية لغة أجنبية

A case study: Basic schools teachers in Khartoum State

A Thesis Submitted in Partial Fulfillment of the Requirements
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الاستهلال

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿..رَبَّنَا آتِنَا مِنْ لَدُنْكَ رَحْمَةً وَهَيِّئْ لَنَا مِنْ أَمْرِنَا رَشَدًا﴾

صدق الله العظيم

﴿١٠﴾ سورة الكهف

Dedication

To

the soul of my father,
(mercy be upon him) ,

Mother,

brothers and sisters with love and respect

Acknowledgements

I would like to express my sincere gratitude to my supervisor Dr. Ayman HamadElneel for his patience, invaluable guidance and advice. He encouraged me greatly to accomplish this study. My thank are extended to the staff of the library at Sudan University of Science and Technology for providing a good environment and facilities to complete this research. Finally, great thanks to staff members of English language department.

Abstract

This study investigates on the (Assessing the strategies of vocabulary learning adopted by EFL Learners).in Basic schools at Khartoum state. It attempts to find out whether they enhance or hinder the process of English as foreign language learners. It aims at measuring and identifying students' assessing the strategies of vocabulary towards learning English as a foreign language. To examine these hypotheses, the researcher used a questionnaire for teachers, taking into his consideration the assessing strategies of vocabulary learning English as a foreign language. The samples of the study are fifty teachers of Khartoum state in basic schools. The data that obtained from the subject were processed and analyzed by using statistical software called (SPSS) and the results were critically described and discussed. The findings of the study confirmed that using games increase pupils' motivation in learning vocabulary. There is a relationship between the strategies used by teachers and students to learn vocabulary awareness.

In the light of the findings of the study, firstly, the researcher recommended that class libraries are very important each class must have a small library, with different short stories, newspapers and magazines. Secondly, the researcher teachers should encourage students to use new vocabulary. Finally, the researcher recommended that students should be provided with suitable learning materials and adequate practices to promote their abilities of using vocabulary.

المستخلص

تتقضي هذه الدراسة إلى تقييم إستراتيجيات تعلم المفردات التي يتبناها دارسي الإنجليزية لغة أجنبية في مدارس الأساس في ولاية الخرطوم. محاولة لمعرفة ما إذا كانت تعزز أو تعيق عملية تقييم دارسي اللغة الإنجليزية لغة أجنبية، وتهدف إلى قياس وتحديد الطلبة و تقييم إستراتيجيات المفردات نحو تعلم اللغة الإنجليزية لغة أجنبية.

كانت عينة الدراسة خمسين معلماً من ولاية الخرطوم في مدارس الأساس ، البيانات التي جمعت من الأشخاص تمت معالجتها وتحليلها بإستخدام برنامج إحصائي يسمى الحزمة الإحصائية للعلوم الإجتماعية شرحت هذه النتائج و نوقشت بطريقة نقدية.

وأكدت نتائج الدراسة أن إستخدام الألعاب تحفز التلاميذ على تعلم مفردات الكلمات، أظهرت الدراسة أن هناك علاقة بين الاستراتيجيات المستخدمة من قبل المعلمين والطلاب لوعيمهم لتعلم المفردات، على ضوء النتائج التي توصلت إليها الدراسة، يوصي الباحث بأن مكنتات الفصول مهمة جدا لكل فصل يجب أن يكون هنالك مكتبة صغيرة، مع قصص قصيرة مختلفة من الصحف والمجلات، ثانيا، يجب على المعلمين أن يشجعوا الطلاب على إستخدام مفردات جديدة، وأخيراً، يجب بأن توفر للطلاب المواد التعليمية المناسبة والملائمة لممارسة وتعزيز قدراتهم في استخدام المفردات.

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Chapter One

Introduction

Chapter One

Introduction

1.0 Background of the study:

Vocabulary is very important for communication. Therefore, teachers need to give it a adequate attention. This involves knowing more about the vocabulary items needed and the skills to pass them. “some authors argue that vocabulary should be the central part of learning any language”. Paul Divies: . Teachers' need to seek suitable ways to deal with the pronunciations of the new word used in oral communication, their correct spelling and grammatical usage in writing.

When communicating in English, students make a variety of mistakes, these mistakes are more apparent in their use of new vocabulary items, and language teachers' should treated it sympathetically and systematically to diagnose the weakness area of using vocabulary in communication (Whether this weakness in using the correct meanings or pronunciations of the words).

In this research the researcher will try to identify the assessing the strategies of vocabulary learning adopted by EFL learners in order to find suggested solutions for them.

1.1 Statement of the Problem

This research is an attempt to assess the strategies of vocabulary learning adopted by *EFL* learners. These learners have generally been observed to achieve limited success in mastering the word of the foreign language. This has in most cases been reflected in the various aspect of misunderstanding. In *EFL* learners speech production and speech

perception abilities have great impact on their learning of English vocabulary. Most learners of English as foreign language confront the assessment of producing and perceiving some suitable ways of English learning vocabulary.

1.2 Significance of the study

This study tries to assessing the strategies of vocabulary learning adopted by English Foreign language learners. Thus the benefit of this study will go firstly to the strategies that help students in learn vocabulary, also it will help them to know the weakness of students in learning vocabulary.

1.3 The Objectives of the study

The researcher intends to investigate area of assessing of the strategies learning adopted by *EFL* learners in basic school stage. This study is expected to contribute to the identification of prominent obstacles in learning vocabulary. The researcher also tries to recommend the best possible solutions therefore, the objectives of this study includes the following:

- 1- To identify the main assessments of Basic school students in learning vocabulary.
- 2- To identify some factors that causes these problems for basic school students.
- 3- To find out whether *SPINE* provides learners with the suitable ways of learning vocabulary.

1.4 Research questions

- 1- To what extent do *EFL* learners use different strategies in learning vocabulary?
- 2- To what extent do English language teachers use different methods in teaching vocabulary?
- 3- Do the strategies of teaching vocabulary used at Basic schools develop their abilities?

1.5 Hypotheses of the study

- 1- There are some strategies that *EFL* learners used in learning vocabulary.
- 2- English teachers use different methods in teaching vocabulary for students.
- 3- The strategies use in teaching vocabulary are not sufficient to satisfy student's needs.

1.6 Methodology of the study

The researcher will use the descriptive analytic method. Teachers' questionnaire will be used as a tool for data collection.

1.7 Limits of the study

This research will be limited to basic school teachers in Khartoum state.

1-8 Definition of the Terms

FL:

“A language which is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language” Longman Dictionary of Language Teaching & Applied Linguistics, (2007: 269).

Second Language Acquisition

According to Longman Dictionary of Language Teaching & Applied Linguistics (2007: 364) The learning and development of a person's language. The learning of a native or first language acquisition, of a second or foreign language, language acquisition. The term “acquisition” is often preferred to “learning” because the latter term is sometimes linked to a behaviorist theory of learning.

Chapter Two

Literature Review and Previous Studies

Chapter two

Literature Review& Previous Studies

2.0 Introduction

The main purpose of this chapter is to review of the relevant literature to the subject of the study and previous studies.

2.1 Historical Background of Vocabulary:

Vocabulary and background knowledge are widely discussed as critical factors in learning Fisher & Frey,(2009). Kamil et al.,(2008). Vocabulary is one indicator of a learner's background knowledge. If a learner understands a word, he or she probably has an under-standing of the concepts related to the word. A study of reading comprehension found that background knowledge and vocabulary were the strongest predictors of comprehension and indirectly influenced whether a student would apply problem-solving strategies when meaning breaks down Cromley&Azevedo, (2007). In other words, vocabulary and background knowledge do not simply sit dormant until needed; they mediate the extent to which other reading comprehension behaviors are utilized. Instruction of comprehension strategies is likely to be less effective when background knowledge is overlooked. The demand placed on vocabulary and background knowledge accelerates as students get older. Students are required to activate and apply previously learned concepts in new ways. The discipline-specific literacy required increases as well, as students encounter teachers and texts using unfamiliar academic language and structures Shanahan & Shanahan, (2008). Stu-dents must read, discuss, and write about subjects that are conceptually more difficult, often drawing from background knowledge learned in other subject areas.

2.2 The Relationship between Vocabulary and Background Knowledge:

Vocabulary is the means by which learning is articulated. In both writing and discussion, the ability to use vocabulary accurately and incisively is a marker of one's command of the topic. In fact, vocabulary is often used as a proxy to measure how learned a person is. Hart and Risley's (1995) landmark study of vocabulary knowledge at school entry age showed that the level of vocabulary comprehension predicts later achievement. Similarly, Stahl and Fairbanks, (1986) found that vocabulary knowledge correlated to grades and standardized test scores. Deep vocabulary meaning is built through a growing bank of background knowledge that is continually reorganized and expanded. This deep bank is known as schema, a network of related knowledge that forms a mental structure to understand complex systems. As new knowledge is learned, the schema for the vocabulary becomes more sophisticated. For example, a learner's understanding of the term revolution could move from the definition of a single event to being applied to detect the commonalities between the Glorious, American, and French Revolutions. Background knowledge about these events leads to a deeper understanding of a new event.

2.3 The Social Dimension of Vocabulary use as:

Describes is, the third limitation of current work on vocabulary assessment is the relative lack of attention to social and natural factors in second language vocabulary acquisition. It is generally assumed in measures' of vocabulary size that simple frequency in the language is a good guide to the likelihood that a word will be known. In addition, vocabulary knowledge and use are typically thought of in psycholinguistic terms, which minimizes of social variation among learners. John Read, (1980)

Researches on bilingualism have long used vocabulary measure as evidence of pattern of language acquisition domain is obviously on area of major concern, especially when there is evidence that learner from particular social background lack need for academic study.

2.4 The Nature of Vocabulary :

The test vocabulary it is necessary first to explore the nature of what we want to assess. Our everyday concept of vocabulary is dominated by the dictionary. We tend to think of individual words, with their associated meaning. This view is shared by many second language learners, who see the task of vocabulary learning as a matter of memorizing long list on L₂ words, and their immediate reaction when they encounter an unknown word is to reach for a bilingual dictionary. Vocabulary knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – type definition or an equivalent word in their own language .John M-Saslow F-Mongillo,(1985)

2.5 The concept of vocabulary:

Many authors have similar definitions about vocabulary. According to Hubbard (1983) vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speak, write, pronounce the word well, she/he has the knowledge and meaning of that word.

When we talk about learning vocabulary in another language, we immediately envision a list of words. Upon more careful inspection of our imaginary list, we would probably see that, for the most part, our list is composed of single unit words such as dozen, awkward, and feedback. However, vocabulary (or “vocabularies,” as our students mistakenly call it when they assume that vocabulary is a count noun, as in “Teacher, I learned 10 vocabularies last night.”) can be much more than just a single unit word. There are in fact many different kinds of vocabulary items or “words.” This is especially true when nonnative learners eye their target language as linguistic outsiders. One simple way to look at vocabulary for second language learners is single words, set phrases, variable phrases, phrasal verbs, and idioms.

Most language teachers and language learners are convinced of the centrality of vocabulary knowledge in various pedagogical tasks, and know that learning English involves acquiring and remembering a large number of words Nation, (2001), Schmitt, (1997; 2010). However, it is very challenging for a learner to acquire a wide vocabulary in the classroom, and so researchers have been looking for effective techniques to achieve that goal. McCarthy (1984) argues that vocabulary learning should involve both the developmental stages through which language learners go from the situation in which they encounter a new word to the level where they can effectively and automatically employ it in a wide range of language contexts when the need arises. Therefore, vocabulary learning refers to both recalling/remembering words and achieving a level of competency that allows them to use them.

2.6 Definitions of Vocabulary:

Vocabulary is the group of words that a person or a group of people knows how to use. Your vocabulary is all the words you know and use regularly. Vocabulary is a group or stock of words used in a particular

way by a certain group of people regarding their language. It is important and it is vital to communicate with others and understand what one is reading. It is obvious that information, which is known as a language-based activity, is fundamentally and profoundly dependent on vocabulary knowledge.

It is widely acknowledged that learning vocabulary is an essential part of mastering a language, and text comprehension or production heavily depends on the command of vocabulary knowledge (VK). Hence, vocabulary knowledge is important for *EFL* students because they need sufficient knowledge of the words before they can comprehend what they have read or heard Teng, (2014). As stated in Fan, (2003) vocabulary knowledge is the biggest part of learning a language. Vocabulary knowledge includes two dimensions: breadth of vocabulary knowledge and depth of vocabulary knowledge. Breadth of vocabulary knowledge is regarded as vocabulary size, i.e., the quantity of words that a learner at a certain level knows Nation,(2001). Depth of vocabulary knowledge refers to the quality of knowing a word, which means learners should know more than a superficial understanding of a word's meaning. For example, learners should know deeper aspects of a word, including pronunciation, meaning, spelling, register, frequency, morphology, syntactic and collocational prosperities Qian,(2002). Considering the importance of vocabulary knowledge, finding ways to improve learners' vocabulary knowledge is worthwhile.

in addition, word knowledge is not an all-or-nothing phenomenon Beck and Mckeown, (1991). You may recognize aspects of a word when you hear or read it but not feel comfortable using it in your own speech or writing. This distinction is typically referred to as the difference between receptive and expressive or productive vocabulary. Receptive vocabulary is typically larger than expressive vocabulary.

2.7 Types of vocabulary:

- Listening
- Speaking
- Reading
- Writing

The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language.

Each type has a different purpose and luckily vocabulary development in one type facilitates growth in another.

2.7.1 Listening Vocabulary:

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours –and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Stahl,(1999). Tompkins, (2005) Children who are completely deaf does not get exposed to a listening vocabulary. Instead if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

2.7.2 Speaking Vocabulary:

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions This number is much less than our listening vocabulary most likely due to ease of use.

2.7.3 Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your vocabulary.

2.7.4 Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. NCS Pearson Inc, (2007)

2.8 Vocabulary assessment: "Assessing in vocabulary"

In the previous point, we saw how tests play a role in research on vocabulary within the field of second language acquisition (SLA). Now we move on to consider research in the field of language testing, where the focus is not so much on understanding the processes of vocabulary learning as on measuring the level of vocabulary knowledge and ability that learners have reached. Language testing is concerned with the design of tests to assess a learner for a variety of practical purposes that can be summarized under labels such as placement, dialogue achievements and proficiency. However, in practice this distinction between second language acquisition research and assessment is difficult to maintain consistently because on the one hand, language testing researchers have paid relatively little attention to vocabulary tests and, on the other hand, second language acquisition researchers working on vocabulary acquisition have often needed to develop tests as an integral part of their research design. J. Charles Alderson.

Other significant contributors to our understanding of vocabulary assessment are researchers on reading English as a first language.

There is a long tradition of vocabulary work in reading research because of the strong, well- documented association between good

vocabulary knowledge and the ability to read well. Since the late 1870s this line of research has gained fresh impetus, especially from the innovative studies conducted by Richard Anderson, William Nagy and the associates at the University of Illinois in the United States.

2.9 Different strategies in Learning Vocabulary

Vocabulary learning strategies (*VLS*) are intuitively appealing to teachers and learners. It has also become a popular research topic among researchers in the last two decades.

Largely two types of learning outcome measures have been used: language proficiency and vocabulary. Those who use the general language proficiency measure tend to find positive and significant correlations between *VLS* and language proficiency. Gu and Johnson Reflections on English Language Teaching, Vol. 9, No. 2, pp. 105–118 Yongqi Gu(1996) used both a general proficiency measure and a vocabulary size measure. However, despite a generally positive correlation between *VLS* and English proficiency and vocabulary size, Gu and Johnson reported that some strategies aimed at vocabulary retention correlated significantly with vocabulary size but not with general proficiency. The overwhelming majority of vocabulary measures in VLS studies have been some type of passive vocabulary size measure, in other words, the number of words a learner can recognize. Besides the lack of knowledge on productive vocabulary learning strategies, very little is known about the change of *VLS* over time; nor do we know much about the effect of this change on the development of vocabulary along both passive and active dimensions. Strategies used in secondary schools included mainly reading textbooks, listening to the teacher and taking notes; whereas a much larger repertoire was reported in university,

including more opportunities for use such as writing essays, listening to radios, and talking to English teachers and native speakers. Some ways of learning vocabulary remained remarkably stable. These included classroom based activities such as listening to the teacher and taking notes. Outside the classroom, memorizing vocabulary remained the most widely used strategy .In addition to proficiency growth that demands different strategy use, learning strategies shift with contexts of learning Gu, (2003b).

2.10 Teaching Individual Words

Specific word instruction, or teaching individual words, can deepen students' knowledge of word meanings. In-depth knowledge of word meanings can help students understand what they are hearing or reading. While developing a base of rich oral language, wide reading, word consciousness, and problem solving are undeniably valuable, some vocabulary words need to be taught in depth. Regarding such in-depth teaching, the following points should be emphasized:

- Extended instruction and active engagement with specific words promotes the learning of vocabulary. Students learn words best when they are provided with instruction over an extended period of time. They continue to build upon that understanding when that instruction has them work actively with the words. The more students use new words, and the more they use them in different contexts, the more likely students are to learn the words.
- Repeated exposure to vocabulary in many contexts aids word learning. Students learn new words better when they encounter them often and in various contexts. The more students see, hear, and work with specific words, the better they learn them. When teachers provide extended instruction that promotes active engagement, they

give students repeated exposure to new words. When the students read those same words in their texts, they increase their exposure to the new words.

- Tapping into students' knowledge helps develop word schemas. A word schema is a network of knowledge related to a word Nagy & Scott, (1990). When teachers connect word meanings to what students already know about the concept and morphologically related words, they are helping students build this network of knowledge.

2.11 Aspects of knowing a word :

- 1- Knowing a word means knowing the degree of probability of encountering that word in speech.
 - 2- Knowing a word implies know is the limitations on the use of the word according to variation of function and situation.
 - 3- Knowing a word means knowing the syntactic behavior associated with the word.
 - 4- Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
 - 5- Knowing a word entails knowledge of the network of association between that word and other words in the language.
 - 6- Knowing a word means knowing the semantic value of a word.
- John, W.D *ibid*.

2.12 Teaching Problem-Solving Strategies

Problem-solving is a crucial component of effective vocabulary instruction. Just as students need to be taught new word meanings, they also need to be taught how to use their existing knowledge of words to problem solve—to figure out what to look for and how to look for it. Good word learners use semantic, linguistic, and strategic knowledge to access the meanings of unknown words in print.

2.13 Integrating semantic, linguistic, and strategic knowledge with unfamiliar words

Using a combination of semantic, linguistic and strategic knowledge can help students figure out word meanings. However, students also need to be taught how to select and mix these strategies when they encounter an unfamiliar word in text.

Students need to learn how to recognize when they have sufficient knowledge for comprehension in a particular context. In the sentence with the word tamarind, knowing that a tamarind is a type of fruit is sufficient for most contexts.

Students need to learn and understand that in some contexts they don't need an in-depth knowledge of a word's meaning. Many less-skilled readers become frustrated when they encounter such words as tamarind and don't recognize them. They are unable to figure out a general meaning and continue reading. However, more skilled readers can assign such words to a semantic category, realize that knowledge of this category is sufficient, and move on.

2.14 Teaching Word Consciousness

People can enjoy a piece of art or music because it brings them pleasure. However, art appreciation class or a music appreciation class can increase their depth of understanding and level of appreciation. The development of word consciousness includes an appreciation of how words work to convey images and thoughts combined with an interest in, and awareness about, the structure and power of words Anderson and Nagy,(1992). Graves and Watts-Taffe,(2002) Scott and Nagy (2004). Paying attention to the way writers use words is analogous to becoming conscious of how chords blend together to create music Scott, Skobel, and Wells (2008).

2.15 Different Vocabulary Learning strategies (VLSs)

Vocabulary learning strategies (VLSs) are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies are proposed by different researchers Stoffer, (1995). Nation, (2001) and Gu,(2003). In addition, there is a wide-ranging inventory of vocabulary learning strategies developed by Schmitt in (1997). While a variety of definitions of the vocabulary learning strategies have been suggested, this study has applied the definition that is suggested by Schmitt (1997) who saw it as two main groups of strategies:

1. Discovery strategies: Strategies that are used by learners to discover learning of words;
2. Consolidation strategies: a word is consolidated once it has been encountered. He categorized vocabulary learning strategies into five sub-categories:
 - 1) Determination strategies: they are individual learning strategies Schmitt, (1997).
 - 2) Social strategies: they are learners learn new words through interaction with others Schmitt, (1997).
 - 3) Memory strategies: they are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words Schmitt, (1997).
 - 4) Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means Schmitt, (1997) and metacognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress Schmitt, (1997).

After viewing these different classifications the prudent study used Schmitt's taxonomy as a basis of the study. It was developed based on Oxford (2003)'s classification of language learning strategies. The classification of strategies perhaps is before the most wide-ranging in vocabulary learning strategies usage. Although, Schmitt's five major strategies maintained their application in an ESL/EFL environment due to the fact that he established his taxonomy using Japanese L2 learners. Similarly, the present study has used Malaysian second language learners' samples of study. The use of VLSs counts on a number of factors such as proficiency, motivation, and culture Schmitt, (2000). This is because culture and environment can influence their preference for exacting learning strategies Schmitt, (2000).

2.16 Cognitive Theory of learning vocabulary :

2.16.1 Cognitive strategies

Among other strategies frequently discussed in the literature are cognitive strategies, which are similar to memorisation strategies. These include identifying, remembering, storing and retrieving gwords and sounds O'Malley & Chamot, (1990). Note taking and repetition are popular strategies in many parts of the world and are often suggested as ways of improving memory. These types of strategy are of most relevance in the current study as they assist a learner to commit a large number of foreign words to memory. We may argue that the more Saudi EFL graduates use these strategies, the better words they retain the words. Such strategies, along with information the learner considers when taking notes and repeating words, will be addressed in the following sections O'Malley & Chamot, (1990).

The cognitive orientation describes second language learning as a complex cognitive skill which, similar to other such skills, engages cognitive systems (such as perception, and information processing) to

overcome limitations in human mental capacity which may inhibit performance Ellis,(2000) as cited by Višnja, (2008). One of the important concepts of cognitive theory which influence the vocabulary learning strategies is learning strategies. This study is conducted to examine the vocabulary learning strategies which provide understandings of what vocabulary learning strategies are all about.

2.16.2 Retrieval (repetition strategies)

One of the first problems an FL learner encounters is how to commit a large number of foreign words to memory and the first and easiest strategy people pick up and use naturally is, simply, repeating new words until they can be recognized Gu, (2003). A word may be encountered and its meaning comprehended in textual input to a task, through teacher explanation or dictionary use. If that word is subsequently retrieved during the task then the memory of that word will best lengthened. Repetition, whether verbal or written, as one of the cognitive strategies is important because not only would we expect students to learn a word fully on first exposure to it but also repeated words strengthen the path linking form and meaning and strengthen the word's retention. Regarding the benefit of repetition in vocabulary retention, Milton, (2009) Indicates that, multiple repetition may not help the initial learning of words, but may help them stay in the memory after learning. Most forgetting occurs immediately after initial learning and then as time passes; the rate of forgetting decreases Bahrick, (1984).Weltens et al., (1989). Taking this into account, the general principle that lies behind the repetition of new words should be that they are repeated right after being initially studied, before too much forgetting occurs, and then followed by spaced rehearsals at further intervals. Nation (1990) notes that, if recycling is neglected, many partially-known words will be forgotten, wasting all the effort already put into learning them. Also, Nation (2001) points out that

the benefit of repetition is that it adds to the quality of knowledge and also to the quantity of this knowledge. The possible assumption is made that since repetition is an effective technique in enhancing FL vocabulary retention, the disregard of such a strategy by Saudi EFL graduates will result in vocabulary attrition.

2.16.3 Teaching Vocabulary through Word Play

Making learning fun is key to any teaching situation and especially to teaching vocabulary. One way to generate enthusiasm and excitement about words is to create many opportunities to interact with words in risk-free, safe, and non-evaluative settings. Games for developing readers, when connected to reading and writing, can generate excitement about and interest in learning words. Many of the activities for both Reinforce and Extend Vocabulary are written to engage the students in game-like, brisk activities. The list below provides a sample of the kinds of activities provided:

- **At the primary level:**

Play “I Spy” and use words in the clues that you want students to know: I spy with my little eye . . . something that is circular. Discuss the word meanings when students discover the object.

Use rhymes and songs to introduce and discuss new words.

Play “Guess My Word,” a variation on “Charades” that uses part-of-speech and beginning-letter clues.

- **At the intermediate level:**

Play “I Spy” and use sophisticated language in the clues to expand word knowledge: I spy with my little eye. . . something that is inscribed on a rigid surface. Discuss the word meanings when students discover the object.

Collect “Shades of Meaning” words: forest/city words, words used to describe mean/nice people, morphologically related words, and so on. For a variation: Play in teams using the prompt How many can you name in two minutes?

Play “Guess My Word,” a variation on “Charades” with part-of-speech, meaning, and beginning-letter clues.

Use crossword puzzles to reinforce vocabulary words.

2.17 Strategy Of use in Teaching vocabulary used to development abilities:

As mentioned previously, many previous studies have repeatedly focused on assessing the relationship between vocabulary learning strategies and vocabulary learning. This section summarizes the major characteristics of the studies in this field.

Gu and Johnson’s, (1996) research is one pioneering study in assessing the relationship between vocabulary learning strategies and vocabulary learning proficiency, and provides a basic framework for conducting the present study. In their study, they attempted to identify the vocabulary learning strategies used by Chinese tertiary-level EFL students, and assess the relationship between their frequent use of strategies and learning proficiency.

Other strategies--guessing meaning from context, referring to dictionaries, note-taking of new words, skillful use of word formation, contextual encoding, and reviewing newly learned words--were found to be positively correlated with the performance in the two tests. Similar results were also found in another study Goh & Foong, (1997).

Fan (2003) also focused on the integrated use of vocabulary learning strategies. Her study identified the strategies that are useful for learning

vocabulary in general, particularly the strategies that are conducive to learning both high and low frequency words.

Vocabulary needs to be taught explicitly and be a part of the daily curriculum to promote English language development. In order to read fluently and comprehend what is written, students need to use not just phonics, but also context. It is possible for students to read phonetically yet not comprehend what they read because they do not have the vocabulary.

- Scientific research on vocabulary development demonstrates that children learn the majority of their vocabulary indirectly in the following three ways:
 1. conversations, mostly with adults,
 2. listening to adults read to them, and
 3. Reading extensively on their own CIERA, (2001).

This is a challenge for ELLs because their parents and other adults in their lives are often not fluent in English. Therefore, educators must provide many opportunities for students to learn vocabulary directly, including explicitly teaching vocabulary words before students read a text, and providing read a louds and structured independent reading time.

Teaching vocabulary development involves more than teaching the definition of technical or unfamiliar words in texts. Many encounters with a word in meaningful contexts are needed for students to acquire it. It also requires understanding how the words are learned in non instructional contexts through conversation and reading. Researchers claim we don't learn much from looking up words in a dictionary and memorizing definitions Nagy, (1989).

When teaching vocabulary special attention must be given not only to single words but also to poly words (e.g. by the way); collocations, or

word partnerships (i.e. community service; institutionalized utterances (i.e. we'll see) and idioms.

ELLs often bring knowledge of cognates (words and concepts) from their first language that can help them make meaning of the text they are reading. Teachers need to foster an environment where students feel comfortable using what they know to make meaning of new words. Thanks to their shared Latin and Greek roots, there are many words in English with meanings and sounds similar to words in other languages such as Spanish.

Creating a literate environment is crucial for vocabulary development of ELLs. Word walls provide a systematically organized collection of words displayed alphabetically, by phonics element, or by themes. To greater benefit ELLs, the word wall should be interactive and include: bilingual (or multilingual) words and pictures. Daily activities such as Be a Mind Reader and Sight Word Bingo make the word wall most effective. Aliterate environment includes the following books: picture books, alphabet books, wordless picture books, concept books, predictable books, poetry and traditional literature.

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Reading aloud is an effective way of developing vocabulary. The more opportunities for ELLs to have encounters with words, the more words they can add to their vocabulary.

Literature books, trade books, poems, rhymes, etc. are filled with wonderful examples of language, words, and content. Reading aloud has been traditionally implemented as a strategy for only young students, yet it can play an effective role in the LEP classroom at any age. Picture books are excellent resources for students of all ages to build vocabulary. In addition, publishers and authors have seen the benefit of reading aloud for vocabulary instruction. Thus, there are specific books targeting

vocabulary development. (See attached list of books about words and word play on page 33.)(Multicultural & ESOL Program Services Education. Pag.25)

2.18 The task of vocabulary learning

One way to see the overall task of vocabulary learning is through the distinction between knowing a word and using a word. In other words, the purpose of vocabulary learning should include both remembering words and the ability to use them automatically in a wide range of language contexts when the need arises McCarthy, (1984). In fact, evidence suggests that the knowledge aspect (both breadth and depth) requires more conscious and explicit learning mechanisms whereas the skill aspect involves mostly implicit learning and memory Ellis, (1994). Vocabulary learning strategies, therefore, should include strategies for "using" as well as "knowing" a word.

Another way to view vocabulary learning is to see it as a process of related sub-tasks. When learners first encounter a new word, they might guess its meaning and usage from available clues. Some learners might proceed to look it up in the dictionary. Others might take down notes along the margins, between the lines, or on separate vocabulary notebooks. Some learners will repeat the new word a number of times until they are comfortable with it. Others will go beyond simple rote repetition to commit the word to memory. Some would even try to use the word actively. Each of these task stages demands metacognitive judgment, choice, and deployment of cognitive strategies for vocabulary learning. And each strategy a learner uses will determine to a large extent how and how well a new word is learned.

2.19 Task-dependent Vocabulary Learning Strategies

To date, most of the empirical research on vocabulary learning strategies in a second language have focused on different sub-tasks of vocabulary learning. Fewer studies can be found on person-related

vocabulary learning strategies. Likewise, learning context has been merely noted in passing in discussions.

2.20 Guessing and Vocabulary Learning

The premise under this line of research is the belief that the vast majority of words in L1 come from extensive and multiple exposures through use rather than direct instruction, and therefore, vocabulary learning in a second language should follow the same route Coady, (1993). A number of questions have often been asked in the literature: Does guessing lead to incidental vocabulary learning in a second language? How many exposures are needed to learn a word incidentally? Is incidental vocabulary learning better than intentional learning? And, is guessing enough for vocabulary development in a second language? Each of these questions is dealt with below.

Does guessing lead to vocabulary learning?

Ample evidence suggests that children learn a large proportion of their L1 vocabulary incidentally from reading and listening Nagy, Anderson, & Herman, (1987) Nagy & Herman, (1987), Nagy, Herman, & Anderson, (1985).

Fewer studies have been carried out in second or foreign language contexts. What we have does suggest a similar pattern. Pitt, White and Krashen, (1989) replicated the Saragi et al, (1978) study by asking their adult ESL learners to read the first two chapters of *A Clockwork Orange*. The subjects were asked to read the novel for meaning only, and were given a multiple choice test of 30 *nad sat* words afterwards. An average of 2 words (7%) gain was observed.

A similar study was done by Ferris (1988) cited in Krashen, 1989, p. 446), in which 30 adult ESL students read George Orwell's novel *Animal*

Farm. A multiple-choice test of 75 words was given to these subjects before and after they read the novel and to a control group of 21 international students who did not read the novel. The experimental group who read the novel made significantly better gains than the control group.

To sum up, both L1 and ESL/EFL studies have provided evidence showing the possibility of incidental vocabulary learning through repeated exposure. However, EFL/ESL studies tended to produce results that reveal significantly lower gains in incidental vocabulary learning than L1 studies. And most EFL/ESL studies have been conducted on intermediate to advanced learners of English. Moreover, some EFL/ESL studies suggest that learners are often unable to guess the meaning of an unknown word from a text (Ben soussan & Lau fer, 1984; Haynes, 1993; Kelly, 1990; Schatz & Baldwin, 1986). This suggests that 1) L2 learners in general, due to their inadequate grasp of target language skills, are less effective guessers and less effective incidental learners of English vocabulary; and if this is true for intermediate to advanced learners, 2) beginning L2 learners who do not have the basic language skills in the target language to make sense of new words and their contexts would have much more trouble learning vocabulary incidentally.

2.21 The use dictionary

The dictionaries are important and necessary repositories of great variety of information, and their compactness, comprehensiveness, and edition they deserve to rank among the wonders of the modern world. But the dictionaries are extraordinarily impersonal, and it is the endeavor of this book always to be personal, to bring every linguistic fact discussed in it to the decision of a personal judgment. With this purpose in view, only those matters have been included in the book which are important for the making of a judgment.

Thus in a word like allopathy the question of usage likely to be raised is whether the stress falls on the first or the second syllable of the word, and the question of stress alone is considered in this book. The meaning of the word allopathy would probably never raise any question of usage through naturally the word might suggest the need for information. George Philip, Krapp :1962.

2.22 Guides for Using the Dictionary:

- 1- Open the dictionary to the approximate location of the word. If your dictionary has a thumb index, then use the guide words to find the exact page.
- 2- Know what you are after. Are you looking for the spelling of a word, its syllabication, its meaning.
- 3- To figure out the pronunciation of a word use the key at the top or the bottom of the page.
- 4- If you want to find the meaning, notice how the word is used in the sentence in which you found it. Then choose the definition that fits the context.
- 5- Realize that dictionaries arrange meaning differently.
- 6- Use the dictionary appropriate to you purpose. Henry 1-Christ, :1978

2.23 Multiple – Choice Vocabulary Items:

Although the multiple – choice format is one of the most widely used methods of vocabulary assessment both for native speakers and for second language learners, its limitations have also been recognized for a long time.

Wesche and Patrakht summarize the criticisms of these items as follows:-

- 1- They are difficult to construct, and require laborious field – testing, analysis and refinement.
- 2- The learner may know another meaning for the word, but not the one sought.
- 3- The learner may choose the right word by a process of elimination and has in any case a 25percent change of guessing the correct answer in a four alternative format.
- 4- Items may test student’s knowledge of distracters rather than their ability to identify an exact meaning of the target word.
- 5- The learner may miss an item either for lack of knowledge of words or lack of understanding of syntax. Charles Alderson, John ()

2.24 The previous Studies:

2.24.1 Ahmed (2009), states that:

The meaning should be explained to the students clearly since it exist, preferably the different meaning of a word should be explained (if it all has). Lectures should select all "pros" of all methods in treating vocabulary. They train their students to guess the meaning of words (new vocabulary items) for themselves.

Students should be exposed to all the strategies that enable them to learn vocabulary accurately. Students should be trained in mastering the dictionary skills. Students should be assigned with innumerable vocabulary items they learnt firmly.

2.24.2 Afaf : (2009):

Evaluation of using language Game in Teaching English Vocabulary, By Afaf Hashim Ahmed Badri, Sudan University of Science and Technology, Collage of graduate studies, MED. In English, Year 2009.

The Findings:

The study has reached the following findings:

- The proposed program is efficient and in improving vocabulary achievement.
- The proposed program is efficient and it improves the rates of success in the post test.
- The secondary school teachers have positive attitudes towards using games in teaching English vocabulary.
- The secondary school teachers have positive opinions about the efficiency of using games in teaching English vocabulary.
- The difficulties were not big ones, so they can e easily overcome.

Therefore, the conclusion is that games have significant effect improving student's vocabulary achievement.

2.24.3 Misa (2009) :

English vocabulary development in secondary school. (M.A) degree in TEFL) – prepared by Misa Mohamed ALFadel ,Juba University. April – 2009 .

Findings :

- Show that students are not a were of and do not perfectly use English word, in suitable situations.

- Most learners who had higher scores in their vocabulary competence.
- Most respondents state that among the factors that influenced vocabulary development.
- Students should be exposed to all the strategies that enable them to learn vocabulary accurately.
- Students should be train in mastering the dictionary skills.

2.24.4 Mohammed (1992):

Claimed that the first Language affects students leaning a foreign language and confirmed that mastery a language depends on mastery its sound, features and structure.

The result of the study revealed that many students could not produce some sounds due to the interference of the mother tongue and inadequate teaching techniques' in addition; students have developed many fault habits of writing alphabet.

2.25 Summary

Firstly, this chapter presents some definitions of vocabulary language learning and assessing strategy in language EFL as well as the analysis between them. Secondly, this chapter presents a literature review on some vocabulary factors such as historical background of vocabulary, the social dimension of vocabulary, the nature of vocabulary, the concept of vocabulary, definitions of vocabulary etc. that affecting the process of learning English as a foreign language. Thirdly, the chapter presents a wide review of assessing and strategy besides their classification as well as the important role they play on the process of learning English as a foreign language. Finally, the chapter presents some previous studies conducted in Sudan which investigate teaching English vocabulary towards learning English as a foreign language.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction

Through the lines of this chapter, the researcher reviews the methodology approach used in fulfilling aims of this study along with the sampling and the method of data collection. The researcher also discusses the instruments used in data collection and analysis and the validation measures adopted.

3.1 Methodology Approach

The researcher has adopted the descriptive analytical approach in quest to reach the study aims which investigate. In descriptive method data have been collected from literature review and theoretical background of the topic where researcher reviews previous studies. The analytical approach has been done to check the primary data against the study claim and hypotheses where the researcher designs questionnaire paper for the participants.

3.2 Population and Sample of the Study

The population of the study consists of all teachers teaching English as a foreign language (*EFL*) in primary schools in Khartoum state. The sample is extracted from the whole population. Fifty participants are considered to be the study sample regardless to their gender, qualifications and age.

3.3 Instruments and Tools

As the study is a survey, the researcher has designed a questionnaire containing (12) statements so as to investigate different aspects of the problem with responses obtained from the participants.

3.3.1 Questionnaire

The questionnaire is intended to serve the collection of the study's primary data. The statements of the questionnaire are tested against the hypotheses claims to ensure that they cover all the aspect of the problem. Likert scale consists of five choices is used with each choice assigned a degree (Strongly agree=5, Agree=4, Neutral=3, Disagree=2, strongly disagree=1).

3.4 Procedure

The researcher has arranged time schedule with teacher to undergo the questionnaire sessions. Each participant has been given statement papers and has to check of various responses for each statement.

The data have been collected from the responses of the participants and SPSS program was used to analyze the data.

3.4.1 Validity

To test the validity of the statements of the questionnaire, the researcher has consulted many experts with related knowledge about the topic, and modification was done for the last version of the questionnaire paper.

3.4.2 Reliability

The reliability measure was obtained from the SPSS analysis as follows:

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 50.0 N of Items = 12

Alpha = -.0809

N of Cases = 50.0

	N of			
Statistics for	Mean	Variance	Std Dev	Variables
Scale	39.7800	12.4200	3.5242	12

The value of Alpha shows the percentage of reliability (80.9%) which indicates sufficient reliability of the statement.

3.5 Summary of the chapter

The researcher has analyzed the data obtained from teachers' questionnaire. Tables of frequencies and percentage were obtained along with brief comment for each table. The reliability analysis shows (80.9%) percentage of Alpha value.

Chapter Four

**Data Analysis and Discussion of
the results**

Chapter Four

Data Analysis and Discussion of the Results

4.0 Introduction

In this chapter, the researcher analyzes the obtained data from teachers' questionnaire. SPSS program is used in the analysis process and tables are extracted along with brief comments explaining the result.

4.1 Frequency and percentage

Table (4.1) Frequency and percentage of the first hypothesis

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Teach students techniques for developing vocabulary needed for writing.	5	4	12	15	14
	10.0%	8.0%	24.0%	30.0%	28.0%
Encourage students to use newly acquired vocabulary items in their writing assignment.		5	14	20	11
		10.0%	28.0%	40.0%	22.0%
I adopt various strategies to assess my vocabulary learning.			14	16	20
			28.0%	32.0%	40.0%
In the class, I opportunity to form sentences using the new item that I acquired.	7	8	11	20	4
	14.0%	16.0%	22.0%	40.0%	8.0%

The above table shows the frequencies and percentage of the first hypothesis “there are some strategies that *EFL* learners used in learning vocabulary”. As it is noticed by the researcher, (5) participants respond to the statement “Teach students techniques for developing vocabulary needed for writing” with ‘strongly disagree’ with percentage 10%, 4 respond with ‘disagree’ and its percentage 8%, while 12 remain neutral with percentage 24%, 15 respond with ‘agree’ and its percentage is 30% and 14 participants respond with ‘strongly agree’ with percentage 28%. As can be seen, the maximum frequency is 15 which indicate that most of the participants agree with the statement.

In the second statement “Encourage students to use newly acquired vocabulary items in their writing assignment”, as it is shown in the table (5) participants disagree with the statement with percentage 10%, (14) participants are neutral with statement with percentage 28% while 20 agree and its percentage is 40% and 11 participants strongly agree with percentage 22%.

Looking at the third statement “I adopt various strategies to asses my vocabulary learning”, the researcher notices that 14 of the participants are neutral with the statement, 16 agree and 20 strongly agree with the statement with percentages 32% and 40% respectively.

In the fourth statement “In the class, I opportunity to form sentences using the new item that I acquired”, the researcher notices that 7 of the participants strongly disagree with the statement with percentage 14%, 8 disagree with percentage 16% while 11 remain neutral with percentage 22%, 20 respond with agree with percentage 40% and 4 respond with strongly agree and the percentage is 8%.

4.2 Descriptive analysis:

Table (4.2) Descriptive analysis of the first hypothesis

Statements	Mean	Mode	Std. Deviation
Teach students techniques for developing vocabulary needed for writing.	3.5800	4.00	1.26314
Encourage students to use newly acquired vocabulary items in their writing assignment.	3.7400	4.00	.92162
I adopt various strategies to asses my vocabulary learning.	4.1200	5.00	.82413
In the class, I opportunity to form sentences using the new item that I acquired.	3.1200	4.00	1.20611

The above table shows the descriptive analysis of the statements of the first hypothesis. The mean value (average) is (4) and the mode (most frequent choice) is (4) which indicate that participants choose 'agree' the most. The standard deviation is less than (1).

4.3 Chi-square analysis:

Table (4.3) Chi-square analysis of the first hypothesis

Statements	Chi-Square(a,b,c)	df	Asymp. Sig.
Teach students techniques for developing vocabulary needed for writing.	10.600	4	.031
Encourage students to use newly acquired vocabulary items in their writing assignment.	9.360	3	.025
I adopt various strategies to asses my vocabulary learning.	1.120	2	.571
In the class, I opportunity to form sentences using the new item that I acquired.	15.000	4	.005

The table shows the chi-square value test to validate the hypothesis. As it is noticed by the researcher, the values of chi-square are: (10.600, 9.360, 1.120 and 15.000) the values degree of freedom (df) are: (4,3,2,4) and the values of (Sig), significance (.031, .025, .571 and .005). it is noticed that the values of (Sig), except the third statement are less than (.05) which is the standard significance value, so the researcher finds that the hypothesis is accepted and valid.

4.4 Frequency and percentage

Table (4.4) Frequency and percentage of second hypothesis

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My teacher adopts many strategies to arise my awareness that vocabulary is important for writing.	3	8	14	19	6
	6.0%	16.0%	28.0%	38.0%	12.0%
In this developing of vocabulary my teacher uses effective methods that integrate my vocabulary learning to my writing tasks.	3	11	22	14	
	6.0%	22.0%	44.0%	28.0%	
Using games is a new method of teaching vocabulary.	11	11	8	20	
	22.0%	22.0%	16.0%	40.0%	
Using games increase students motivation to learning vocabulary.	6	17	15	12	
	12.0%	34.0%	30.0%	24.0%	

The above table shows the frequencies and percentage of the second hypothesis “English teachers use different methods in teaching vocabulary for students”. As it is noticed by the researcher, (3) participants respond to the statement “My teacher adopts many strategies to arise my awareness that vocabulary is important for writing” with ‘strongly disagree’ with percentage 6%, 8 respond with ‘disagree’ and its percentage 16%, while 14 remain neutral with percentage 28%, 19 respond with ‘agree’ and its percentage is 38% and 6 participants respond with ‘strongly agree’ with percentage 12%. As

can be seen, the maximum frequency is 19 which indicate that most of the participants agree with the statement.

In the second statement “In this developing of vocabulary my teacher uses effective methods that integrate my vocabulary learning to my writing tasks”, as it is shown in the table (3) participants strongly disagree with the statement with percentage 6%, (11) participants disagree with statement with percentage 22% while 22 remain neutral and its percentage is 44% and 14 participants agree with percentage 22%.

Looking at the third statement “Using games is a new method of teaching vocabulary”, the researcher notices that 11 of the participants disagree with the statement, 11 disagree, 8 remain neutral and 20 strongly agree with the statement with percentages 22%, 22%, 16% and 40% respectively.

In the fourth statement “Using games increase students motivation to learning vocabulary”, the researcher notices that 6 of the participants strongly disagree with the statement with percentage 12%, 17 disagree with percentage 34% while 15 remain neutral with percentage 30%, 12 respond with agree with percentage 24%.

4.5 Descriptive analysis

Table (4.5) Descriptive analysis of the second hypothesis

Statements	Mean	Mode	Std. Deviation
My teacher adopts many strategies to arise my awareness that vocabulary is important for writing.	3.3400	4.00	1.08063
In this developing of vocabulary my teacher uses effective methods that integrate my vocabulary learning to my writing tasks.	2.9400	3.00	.86685
Using games is a new method of teaching vocabulary.	2.7400	4.00	1.20898
Using games increase students' motivation to learning vocabulary.	2.6600	2.00	.98167

The above table shows the descriptive analysis of the statements of the second hypothesis. The mean value (average) is (3) and the mode (most frequent choice) is (4) which indicate that participants choose 'agree' the most. The standard deviation is less than (1).

4.6 Chi-square analysis

Table (4.6) Chi-square analysis of the second hypothesis

Statements	Chi-Square(a,b)	df	Asymp. Sig.
My teacher adopts many strategies to arise my awareness that vocabulary is important for writing.	16.600	4	.002
In this developing of vocabulary my teacher uses effective methods that integrate my vocabulary learning to my writing tasks.	14.800	3	.002
Using games is a new method of teaching vocabulary.	6.480	3	.090
Using games increase student's motivation to learning vocabulary.	5.520	3	.137

The table shows the chi-square value test to validate the hypothesis. As it is noticed by the researcher, the values of chi-square are: (16.600, 14.800, 6.480 , 5.520) the values degree of freedom (df) are: (4,3,3,3) and the values of (Sig.) significance (.002, .002, .090, .137). It is noticed that the values of (Sig), except the third and the fourth statements are less than (.05) which is the standard significance value, so the researcher finds that the hypothesis is accepted and valid.

4.7 Frequencies and Percentages

Table (4.7) Frequencies and Percentages of the third hypothesis

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My students are able to use the new words in sentence.	5	8	7	21	9
	10.0%	16.0%	14.0%	42.0%	18.0%
My students use the new vocabulary in conversations and dialogue as a part of the lesson activities.	5	8	14	23	
	10.0%	16.0%	28.0%	46.0%	
The exercise of vocabulary in the course book are not enough to enable students to master vocabulary		7	15	18	10
		14.0%	30.0%	36.0%	20.0%
Some students used communicative approach in learning vocabulary.		12	10	24	4
		24.0%	20.0%	48.0%	8.0%

The table shows the frequencies and percentage of the third hypothesis “The strategies used in teaching vocabulary are not sufficient to students’ need”. As it is noticed by the researcher, (5) participants respond to the statement “My students are able to use the new words in sentence” with ‘strongly disagree’ with percentage 10%, 8 respond with ‘disagree’ and its percentage 16%, while 7 remain neutral with percentage 14%, 21 respond with ‘agree’ and its percentage is 42% and 9 participants respond with ‘strongly agree’ with percentage 18%. As can

be seen, the maximum frequency is 21 which indicate that most of the participants agree with the statement.

In the second statement “My students use the new vocabulary in conversations and dialogue as a part of the lesson activities as it is shown in the table (5) participants strongly disagree with the statement with percentage 10%, (8) participants disagree with statement with percentage 16% while 14 remain neutral and its percentage is 28% and 23 participants agree with percentage 29%.

Looking at the third statement “The exercise of vocabulary in the course book are not enough to enable students to master vocabulary”, the researcher notices that 7 of the participants disagree with the statement, 15 remain neutral and 18 strongly agree with the statement with percentages 14%, 30% and 36% respectively.

In the fourth statement “Some students used communicative approach in learning vocabulary”, the researcher notices that 12 of the participants disagree with the statement with percentage 24%, 10 of the participants remain neutral with percentage 20%, 24 respond with agree with percentage 48% while 4 respond with strongly agree and the percentage is 8%.

4.8 Descriptive analysis

Table (4.8) Descriptive analysis of the third hypothesis

Statements	Mean	Mode	Std. Deviation
My students are able to use the new words in sentence.	3.4200	4.00	1.24687
My students use the new vocabulary in conversations and dialogue as a part of the lesson activities.	3.1000	4.00	1.01519
The exercises of vocabulary in the course book are not enough to enable students to master vocabulary.	3.6200	4.00	.96658
Some students used communicative approach in learning vocabulary.	3.4000	4.00	.94761

The above table shows the descriptive analysis of the statements of the third hypothesis. The mean value (average) is (3) and the mode (most frequent choice) is (4) which indicate that participants choose 'agree' the most. The standard deviation is less than (.9678).

4.9 Chi-square analysis

Table (4.9) Chi-square analysis of the third hypothesis

Statements	Chi-Square(a,b)	df	Asymp. Sig.
My students are able to use the new words in sentence	16.000	4	.003
My students use the new vocabulary in conversations and dialogue as a part of the lesson activities	15.120	3	.002
The exercise of vocabulary in the course book are not enough to enable students to master vocabulary	5.840	3	.120
Some students used communicative approach in learning vocabulary	16.880	3	.001

The table shows the chi-square value test to validate the hypothesis. As it is noticed by the researcher, the values of chi-square are: (16.000, 15.120, 5.840, 16.880) the values degree of freedom (df) are: (4,3,3,3) and the values of (Sig.) significance (.003, .002, .120, .001). It is noticed that all the values of (Sig), except the third statement are less than (.05) which is the standard significance value, so the researcher finds that the hypothesis is accepted and valid.

4.10 Overall result

Looking at the descriptive analysis tables of the three hypotheses, the researcher notices that participants tend to choose the agree choice the most which in turn means that they agree with the claim.

The significance values in all the three tables show that there is an acceptance of the hypotheses from the participants.

4.11 Summary

The chapter has analyzed the data of students' questionnaire statistically using (SPSS) and results were obtained. The researcher has provided brief comments for each question of the questionnaire along with chart demonstration. The results have shown that the study's hypotheses are confirmed.

Chapter Five

**Conclusions, Findings,
Recommendations and Suggestions
for Further Studies**

Chapter Five

Conclusion, Findings, Recommendations and Suggestions for further studies

5.0 Introduction:

This chapter provides a summary of the study in addition to conclusion, presents, findings, some recommendation, and suggestion for further studies, References and Appendixes.

5.1 Conclusion :

This study was conducted under the title : assessing the strategies of vocabulary learning adopted by EFL learners. Case study of basic schools teachers in Khartoum state.

This research is an attempt to assessing the strategies of vocabulary learning adopted by *EFL* learners. These learners have generally been observed to achieve limited success in mastering the word of the foreign language. This has in most cases been reflected in the various aspect of misunderstanding. In *EFL* learners speech production and speech perception abilities have great impact on their learning of English vocabulary. Most learners of English as foreign language confront the assessment of producing and perceiving some suitable ways of English learning vocabulary. The researcher raised three questions. These questions were as follows:

1. To what extend do *EFL* learners use different strategies in learning vocabulary?
2. To what extend do English teachers use different methods in teaching vocabulary?
3. Do the strategies of teaching vocabulary used at Basic schools develop their abilities?

Based on these questions, three hypotheses were established by the researcher. These hypotheses were as follows:

1. There are some strategies that *EFL* learners used in learning vocabulary.
2. English teachers use different methods in teaching vocabulary for students.
3. The strategies uses in teaching vocabulary are not sufficient to students needs.

For the verification of the above mentioned hypotheses, the researcher uses a questionnaire for English language teachers. The sample of the study consists of 50 teachers at basic schools in Khartoum state. According to the findings of the study firstly, using games increase pupils' motivation in learning vocabulary. Secondly, there is a relationship between strategies used by teachers and students awareness to learning vocabulary. Finally, the exercise of the curriculum book are not enough in teaching pupils vocabulary basis.

5.2 The findings:

From this study, the researcher has come out with the following findings.

- 1- Using games increase pupils' motivation in learning vocabulary.
- 2- There is a relationship between strategies used by teachers and students awareness to learning vocabulary.
- 3- The exercise of the curriculum book are not enough in teaching pupils vocabulary basis.

5.3 Recommendations:

According to the results of the study, the researcher will offer some recommendations for improvement.

1. Class libraries are very important each class must have a small library, with different short stories, newspapers and magazines.
2. Pupils are encouraged to borrow books from class library.
3. Teachers should encourage students to use new vocabulary.
4. Students should be provided with suitable learning materials and adequate practices to promote their abilities of using vocabulary.
5. Teachers should provide more drills to enable students to master vocabulary items.

5.4 Suggestions for Further Studies:

The study suggests the following:

- 1) The effective role of reading in developing student's knowledge of vocabulary.
- 2) The role of visual aids in helping students to recall and to increase their vocabulary size.
- 3) The role of exercise and practice in mastering vocabulary.

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Appendix

Sudan University of Science and Technology

Collage of Graduate studies

Collage of Languages

Department of English Language

Questionnaire

Dear teacher,

I will be very grateful if you read and respond the following questionnaire. It is planned to collect data about (*Assessing the strategies of vocabulary learning adopted by EFL Learners*).

The data will be confidentially used for research purpose only.

Thank you in advance for your cooperation,...

Hadia Abdalkreem Yagoob

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