Chapter One: Introduction

1.1 Overview

Vocabulary learning is a key factor in acquiring and performing knowledge in general and in language learning in particular. It enriches language skills such as listening, speaking, reading and writing. This is because word power facilitates not only fluency in speaking or proficiency in writing, but mainly develops linguistic competence. Therefore, it's of crucial importance to pay a special attention to the process of learning the vocabulary of the target language in favor of two distinct, but strongly related disciplines.

In fact, mastering vocabulary can be achieved by the two distinct principles of incidental and intentional vocabulary learning. The first is mainly based on the idea of learning without the intention of doing so, or learning such a thing while learning another through extensive reading activities. The second process involves deliberate learning that requires linguistic explanations of specific kind. This indicates that there are clear differences between the two processes in terms of nature, principles, procedures, techniques, strategies and consequently learning benefits. In this way, it is possible to distinguish the positive norms of vocabulary learning to be supported and the negative ones to be systematical treated to limit their aspects of short comings. This can be achieved when dealing with incidental vocabulary learning as descending form native origins of the mother tongue. In contrast the model of intentional learning as resulting from non-native sources adopted in the process of target language learning.

1.2: Statement of the Research Problem:

The process of vocabulary learning in target languages can be debated with regard to various considerations. The most common ones include incidental and intentional vocabulary learning. The distinction between them needs to be explored to provide deep insights into the nature of the actual processes that determine perfect vocabulary learning. This has to do with the direct influence that the two models impose on the learning carrier. Their effects are observed in the students’ ability to understand, retain
and use new words actively in different situation, but in variable degrees of dependence on well promoted cognitive processes.

In the case of incidental vocabulary learning, the process is centered around the idea that students learn vocabulary items without the direct intention of mastering them. In other words, it implies learning new words while intending to learn something else. It mainly depends on context, clues and the ability of inferring the meaning during extensive reading. That is, comprehensible input is a necessary and sufficient condition for language development in terms of reading fluency and reading skills in general. This usually consolidates knowledge of previously occurring grammatical structures and vocabulary items.

In addition, incidental vocabulary learning promotes mental processing and better retention in the sense that students get themselves fully involved in the process of extracting the meaning. They think and rethink about the new words that consist of both receptive and productive aspects of vocabulary. Thus, students can understand related grammatical patterns, common word sets and typical lexical collocations. This ensures that students can improve their fluency as they grasp group of words rather than looking at each individual word while reading as a result of their developed linguistic competence.

On the other hand, intentional vocabulary learning based on synonyms, antonyms, word substitution, multiple choice and scrambled words that occur in isolation is less effective. This is due to the fact that students are more prone to rote learning. They can cram the meaning of the new words without undergoing cognitive processes. Therefore, very few words are learned through this model get transformed into active process. This clearly confirms the notion that absence of context including new words for inferring meaning is less productive. This is because it works against sharpening the ability to guess meaning. This often results in poor prediction and creativity as obvious markers of limited degrees of perfection in mastering vocabulary. Moreover, as a prominent feature of inefficiency, such limitation as descending from the adopted learning approach often results in poor or even confused lexical learning.
That is clearly evident in the learners, performance normally dominated by lower levels of learning abilities as well as the observed aspects of passive learning. That is, intentional learning has the disadvantage of turning learners into passive agents in the learning process. They mainly depend on what is presented by the teacher rather than exploiting their cognitive skills to exceed the command of words in their mental lexicon. They may be even lack the courage to show that they learn something from what they receive.

Finally, as far as norms of learning measurements are concerned, progress in incidental learning is easily assessed as it is directly accomplished which is not the case for intentional learning. The latter depends on indirect measuring of less significant value as it does not touch vocabulary learning itself. It tends to evaluate linguistic knowledge that is either insufficient or incomplete to serve vocabulary in a strict manner. Therefore, intentional learning turns into one of other complementary aspects reinforcing incidental learning as suggested by the needs, strategies and techniques of the assigned approach.

1.3 Research Objectives:
1-To measure the processes of learning vocabulary among university students.
2-To explore the distinction between incidental and intentional vocabulary learning.
3-To draw attention to the significance of incidental vocabulary learning.
4-To reflect aspects of defects in intentional vocabulary learning.
5-To suggest techniques for developing incidental vocabulary learning.

1.4 Research Questions:
1-To what extent do under graduates achieve vocabulary learning?
2-To what extent do under graduates learn about vocabulary use?
3-To what extent do intentional students learn about vocabulary facts?
4-To what extent is incidental learning significantly measurable?
5-To what extent is incidental learning related to intentional vocabulary learning?
1-5 Research Hypotheses:
1-Undergraduate students achieve limited vocabulary learning.
2-Incidental vocabulary students learn more about vocabulary use.
3-Intentional vocabulary students learn more about vocabulary facts.
4-Incidental learning achievement is directly measured.
5-Intentional learning reinforces incidental vocabulary learning.

1.6 Research Significance:
This study shares some grounds with some previously executed studies. There may be certain areas emphasized by this study, but it is likely that other areas receive limited focus. Therefore, this portion will be devoted to the aspects relating this study to the others. This enables casting sheds of light on the distinction between incidental and intentional vocabulary learning.

Within this framework, the study has its own levels of variation that distinguish it as prominent in terms of objectives, questions, assumptions and findings. The relevance of these items provide the study with a sense of considerable uniqueness on three dimensions. First, in terms of learning conditions, most other researchers are interested in second language environments of everyday vocabulary items. But this study is conducted in foreign language learning situations where academic vocabulary is emphasized under different intentional learning factors. Second, the study relates aspects of intentional learning to the linguistic information included in some specialized courses without direct intention towards vocabulary learning. Third, the study is carried out in the absence of previously applied incidentally learning. That is, learners are acquainted with the cognitive process as part of the experiment conducted as one of the research instruments. These ingredients are employed in exploring clear distinctions between incidental and intentional vocabulary learning as an effective means of language proficiency and lexical competence.

1.7 Research Methodology:
This study applies the experimental, descriptive and analytic approach to data. This is achieved through the adoption of sampling population, subject groups, a teaching experiment and a standard confirmation pretest as well as a contrastive
posttest as instruments of data collection. That requires certain procedures of application to carry out the task in sequenced stages. The two scales of reliability and validity of instruments are implemented to see the extent to which the used instruments may provide consistent results. The statistical analysis mainly depends on the program of statistical package for social sciences (SPSS) to find scores, means and percentage to represent the obtained data. The findings are used to measure the achievement of the research hypothesis, answering its questions and fulfilling its objectives.

1.8 Research Outlines:

This research consists of five chapters. The first provides an introduction to the study. Chapter two includes some of the previous studies in the same area in addition to the relevant literature. Chapter three shows the research methodology. Chapter four elaborates discussions of the results obtained. Chapter five contains the conclusions, recommendations and some suggestions for further studies.
Chapter two Literature Review
Part One: Theoretical Framework

2-1 An Introduction

This part reviews the literature relevant to intentional and incidental vocabulary learning in ten successive sections. The first is an introductory one. Section two provides brief definitions of the two concepts of intentional and incidental learning. Section three accounts for the main approaches to vocabulary learning and their objectives. Section four is devoted to the cognitive process of incidental vocabulary learning. Section five consists of some basic phonological information of words including: phonemes and allophones, pause and juncture, word syllables and stress, intonation patterns and some of the phonological processes involved in word perception, production, and use. Section six is devoted to the morphological principles underlying words in terms of morphemes, listemes, morphs, and allomorphs as well as some prominent morphological processes incorporated in word building, e.g., coinage, affixation, and borrowing. Section seven deals with the semantic properties of words as illustrated by lexemes, context, referent, and reference of words, collocation, connotation, as some examples of meaning areas. Section eight draws a reasonable distinction between the nature of intentional and incidental vocabulary learning as parallel, but complementary approaches. These items are aided by some techniques of incidental vocabulary learning. Section nine introduces some factors that influence vocabulary learning. This has to do with some psychological, linguistic, strategic, pedagogical, and socio-cultural effects influencing vocabulary learning. Section ten consists of a brief summary the main issues reflected within the contents of this part.

2-2 Definitions

The concepts of intentional and incidental learning have been defined by scholars of different background knowledge. This is because the learning process is composed of a homogenous network of some mixed psychological, linguistic, pedagogical, and socio-cultural elements. These constituents reflect vocabulary
learning as a complex domain that it is not easy to draw its boundaries in a strict manner. Thus, some of the defining views appear as follows:

Ritchrad and Schimidt (2002:153) define intentional learning as the process of learning something with the intention to do so by focusing on and paying attention to what is presented regardless of context. By contrast, incidental learning is the process of learning something without the intention to do so or learning something while learning another with close regard to the surrounding context.

Accordingly, it is clear that intentional learning is deliberate as it depends on direct teaching since learners receive what is already presented by an instructor. On the other hand, incidental learning is natural as it involves learners' cognitive abilities to guess the meanings of new words from contextual clues. This often occurs through extensive reading depending on input-rich environments which is not the case for intentional learning that works on opposite principles. That is, the intentional approach is a teacher-oriented task whereas the incidental approach is a learner-oriented one.

2-3 Learning Approaches and Objectives

In favour of stating guidelines for vocabulary learning, it is worth considering the ultimate role of its objectives in characterizing the process. This is due to the concept that objectives of vocabulary learning usually determine the approaches involved to achieve successful lexical mastery. Therefore, if vocabulary learning is used as a means to another end, then a certain approach to its learning is likely to be employed, but if it is intended for the pure sake of lexical achievement, then a specific specialized approach often suits more accurately.

When accounting for lexical learning as an end rather than a means, Morgan and Rinvolucri (1986:5) propose that we conceive of vocabulary learning as a rational process; it could be described as making friendship with the words of the target language. Don't we sift people and faces in the same way? Just a look, a movement, a chance remark, a tone of voice, or something in the setting can influence our first impressions of a person, so can our perception of words be affected in a similar way.
Accordingly, it is the purpose of vocabulary learning that indicates the norms of learning required by undergraduate students. That is, learners gradually strive to benefit from the advantages of adopting the principles of the incidental approach. This frequently takes place by examining the real sitting to capture a hint, device or reminder that strongly reinforce word existence, perception and recognition. This implies that clear understanding of the rational cognitive nature of the incidental approach constitutes a major division in vocabulary learning in general and among university students in particular.

2-3-1: Incidental Vocabulary Learning

This approach is centered around the idea of learning vocabulary while intending to learn something else, e.g.: during listening or reading for the main purpose of comprehending a passage. In this case, words are learnt while understanding the contents of text being presented orally or written. That is, words are used as means not as end since they are employed to enable comprehension. When activated, incidental learning is an effective way of learning vocabulary from context. It motivates learners for extensive reading involving learners' ability to guess the meanings of new words from contextual clues. The main norms of the incidental approach consists of: implicit, inductive and constructive learning as partial elements of incidental vocabulary learning.

Within this framework, Schmilt (1995:177) argues that implicit learning is incidental, it does not involve selective attention to features of input that feed into the learning process. It involves unconscious induction resulting in the establishment of abstract rules and representations. It is also the sole basis for spontaneous performance and is unaffected by instruction.

On these grounds, implicit vocabulary learning is concerned with the learners abilities to elicit the linguistic aspects of words as they occur in contexts. In this way, meaning constitutes the major component grasped from clues that surround the target words in texts. A blend of structural rules integrate to pave the way for interpreting the linguistic message available within the content words combined by functional
words. This task requires learners to make use of their previous knowledge, experience and skills to learn new words and use them freely in new situations.

As far as the nature of constructive learning is concerned, it is of valuable significance that learners use their cognitive equipments to process the linguistic input rather than merely relying on readymade one that rarely result in active learning. Thus, in constructivism, the ordinary and inaccurate belief of mind as container waiting to be filled is replaced by the view that mind is an agent that actively works to satisfy its curiosity and resolve troubling issues raised by instruction in learning situations. Wood (1995:18) claims that constructivism offers a potentially powerful way of rethink education practice as it provides guiding principles and new direction since learning is an active process of knowledge construction. The learning environment should not impact knowledge, but rather support the learners' construction of knowledge. It follows that learners should be exposed to materials, experiences and situations from which they can inductively built their own knowledge.

With regard to vocabulary learning as part of the holistic constructivism process, it follows that learners need to adopt new ways of thinking that make use of the surroundings, previous knowledge and skills aided by recent basis of construction instead of the traditional ones. That is, learning materials and situations are fundamental blocks for the establishment of cognitively constructed learning, but their modifications become a necessity. This often recalls the notion of dealing with the mind as a greedy organism that never rests unless reasonably satisfied. These are by no means in isolation from the tendency to achieve continuous progress as an internal motive that assists, guides and modifies the learning techniques and equipments in harmony with learners' needs.

Clarifying the situation with details, Krashen (1982:43) stats that language learning involves word meaning and internalizing the structure of language. This information is not always connected in a logical order or associative fashion that would enable students to easily derive associations from a set of principles. Other than knowledge of L1, no background information can help learners to construct knowledge.
of $L_2$. The constructivism approach can facilitate language learning by giving students choice and provide language that is interesting and meaningful.

As evoked by this viewpoint, knowledge under the theory of constructivism is not seen as a commodity to be transformed from experts to learners, but rather as pieces of construction that are put together through active process of involvement. That is, learners would use the available building blocks to construct knowledge that is viable and meaningful for them in a continuous process of construction, evaluation and modification. Their developing knowledge is characterized by the activities in which they are engaged, the context of the activities and the cultural aspects in relation.

Supporting these remarkable consideration, Wood (1995:20) adds that construction of knowledge leads to authentic learner authorship and ownership. The knowledge becomes part of the learner, and the learner emerges empowered. Courses should therefore support a learner-centered, task-based curriculum, which will encourage knowledge construction.

Owing to these beliefs the debate over the relative influence of learning word meaning and knowledge construction appears more clearly in the estimated strong link between the learner himself and his storage of knowledge. The idea is that the learner acts as a vast container of both linguistic and non-linguistic information employed to achieve additional aspects of various knowledge in a circulative way. That is, the learner, the content, the activities, the context and culture work integratively to characterize the nature of construed learning as well as locating the other factors that may interfere in the process.

When considering time as the most influential in knowledge construction, Greening (1998:116) reports that a fast pace may come at the expense of reflection and experimentation and that efficiency is a double-edged sword. Effective learning entails the internalization of knowledge and ability to apply it in a variety of situations. Effective learning is not necessarily efficient, and the process of construction requires time.
As indicated by the notion of the learning rates available, it is evident that the stages of vocabulary knowledge construction deserves more time than that is actually taken by instructive learning. That is, transmission is probably less time-consuming than discovering and absorption and therefore may appear to be more efficient, but if we are interested in effective learning, we need to allot time for the purpose. If running after quantity where much words are presented, the intentional approach can fulfill this job, but learning quality is the ultimate goal, then the incidental approach is capable of satisfying the learners' needs effectively. This is due to the fact that not all the presented items are learnt as wished to be.

2-3-2 Aspects of incidental learning

Huckin and Coady (1999), investigate the mechanism of incidental acquisition, the type and size of vocabulary for correct guessing, the amount of exposure for successful retention, the effectiveness of word-guessing strategies, the influence of different reading texts, and the problems with incidental learning.

Extensive reading for meaning and form was found as the primary way incidental learning occurs. However, several variables affect its success as suggested by the authors: mainly, the appropriate context surrounding each word, and the nature of the learners' attention and the task demands, largely enhanced by text-based tasks.

In order to correctly guess the meaning of a word in context, a learner must be able to recognize a great percentage of the surrounding words, this value is nearby 95% of knowledge of the words in a text to attain general comprehension, and 98% if the goal is to achieve full comprehension.

In contrast, there is no agreement on the amount of exposure to a word for incidental learning to occur. It much depends on factors, such as word salience, its recognizability as a cognate, the learners' interests, and the availability of rich informative contexts. Effective word guessing was found to require the flexible application of different processing strategies ranging from grapheme identification to the use of wider contextual meanings.

Huckin and Coady also pointed out that the texts which are of personal interest to learners seem to facilitate incidental vocabulary acquisition. In contrast, the authors found the lack of precision of word guessing in context to be the main limitation of incidental learning.
Furthermore, although they make a thorough review of the main issues concerning this topic, especially for the different amount of lexical knowledge for incidental learning to occur, they fall short of exploring more in-depth multi-word phrases and collocations learning.

Gass (1999) also discusses, key issues concerning incidental vocabulary learning. The author provides an overview of definitions for incidental vocabulary and acquisition, and presents a new approach to incidental learning that draws attention to the recognition of syntactical categorization of the lexicon through context. The researcher points out the extent to which incidental is a viable concept, referring to the basic limitation of not having a way to show when a word has been learned incidentally.

However, the author suggests that vocabulary and acquisition involve a certain degree of syntactic and lexical knowledge that learners heavily rely on for comprehension, and it is this relationship that needs to be taken into account for vocabulary learning purposes, whether it is incidental or intentional. The main limitation that appears clearly is the lack of clarity in the conceptualization of incidental that seems as a by-product of a mental effort for comprehension, which leaves more questions than answers. Conversely, the main contribution stemming is the attention given to the sentence-grammar structure for vocabulary acquisition which involves a more nuanced approach to vocabulary acquisition.

2-3-3: Intentional Vocabulary Learning

The concept of intentional leaning is adopted in language learning in general and vocabulary learning in particular. It involves direct teaching as learners pay attention to receive information directly from teachers who apply certain methods and techniques aiming at enabling learners to grasp words purposely. In this way learners often intend to gain considerable amounts of the linguistic knowledge necessary to understand and use vocabulary items accurately. This task can be accomplished in various ways and by means of several procedural norms that include: the explicit, instructive and deductive processes as direct approaches to vocabulary learning that are supposed to lead to actual lexical learning.

When exploring the internal components of intentional learning, Skehan (1998:54) argues that explicit learning does involve selective attention to rules and conscious induction of the abstract rules, with such rules having potential influence.
upon performance. It is closely affected by instructions as basic sources of the input required to establish learning.

In fact, the norm of explicit learning rotates around the assumption that learners can receive information in terms of rules and principles to be applied in the learning situations. This requires learners to focus attention to internationalize linguistic explanations constituting the input. The degree of perfection in the learners' mastery depends on the nature of the input, the teacher's ability, the methods, means and techniques involved with other facilities. When applying this to vocabulary learning, it is likely that a sign of shortcoming may interfere within the components to hinder the achievements expected by the previous preparations. At the top is the degree of attention actually paid to the presented input that vary widely among learners since its affected by various factors as will stated later in this work.

As another phase of intentional learning, instructive learning has to do with the providing learners with instructions that include information to be received by learners. This act makes learners to depend mainly on teacher as sources of readymade knowledge. Therefore, learners with not exert efforts to grasp the content needed to be learnt since they work as passive learners who has very limited or no role in the cognitive process of constructed learning.

In this context Billows (1964:28) explains that if we give the meaning of a new word, we weaken the impression which the word makes on the mind. The learners' curiosity is dissipated, the tension is relaxed before his interest even begins to be stretched. The familiar word beside the unfamiliar one makes a stronger impression and tends to blot out or outshine the impression of the new word. The curiosity to unravel the unknown, to solve the puzzle, to hunt the stranger, helps to concentrate attention on the word intensely so that it is easily remembered.

With reference to the notion of instructive learning, the meaning of a new word or expression is usually conveyed through definition, transition or any other means as it suits the situation. Learners are not given the chance to think or rethink about the exact sense of meaning or the other possible interpretations. This learning behavior prevents the work of the mental operations involved in knowledge construction such
as eliciting, analyzing, specifying or generalizing and so on. The previous experience rarely finds its way to assist a barbing the content of the new idiom to the extent that it could be well remembered, recalled and used in other contexts.

Along the same line, Wells (1984:37) declares that most learners enjoy the game trying to understand what unfamiliar words mean. We spoil the game if we give the solution to a puzzle before it has been really worked out, before the learners have had a chance to try their wits and the quickness of their minds on it. Words should only be written on the board after they have been learnt, as trophies showing that they have been learnt, as a man might hang up a tiger skin or the antlers of a stage after, but not before, he has shot it.

Among the widely spreading procedures of intentional vocabulary learning is the presentation stage in which teachers introduce and explain words' meanings by means of various techniques. This may suit learners at a certain level or ages but mature advanced learners can be treated differently as they can well benefit from their cognitive abilities to develop constructive learning skills. Therefore, when given the meaning of new words they are most likely not going to implement their mental equipment's to initiate discovery learning. They may actually stop making analysis or analogies or even merely thinking of the message expected to be in pending within the learning process and the result is limited or poor lexical achievement.

Emphasizing the defects of intentional vocabulary learning, Wallace (1982:30) states that learners need to let their minds work out the message hidden behind the content words in a cognitive process. This requires certain degrees of curiosity and tension raised on the impression that new words might create in their minds. This situation needs to continue till the is learnt without disturbance of any kind, but if the teacher provides the meaning, the whole task will be spoiled. Consequently, the learning abilities are killed even before they are born.

To sum up, vocabulary learning may be debated with regard to several considerations such as age, level, content, means, teachers and the learning environment. An effective learning process may start with intentional learning in early stages then gradually moves to words incidental learning that is if best employed will be
capable of completing the circle and curing the defects of intentional learning that occur in the previous stages. At its highest point, incidental vocabulary learning is the ultimate process that mostly suitable to dominate the situation of undergraduate students in their different fields of study.

2-3-4 Insufficient Vocabulary Knowledge

Read (2001) stated that vocabulary learning is seen as an essential area of language teaching by ELT researchers in which words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. Thus, in recent years, great attempts have been made to come up with problems that happen in this procedure. Moreover, many teachers and learners are likely to say that processing good vocabulary leads to more efficient communication and comprehension. In fact, students often comment that the primary source of difficulty and frustration in language learning is insufficient vocabulary knowledge (Nation, 1999).

Bridal (2003), argues that experienced teachers have not given an adequate attention to the importance of teaching vocabulary in foreign language teaching. Teaching the grammar and sound system of the language was emphasized over vocabulary teaching, one of the reasons being that learning too many words before grammar being mastered, might give rise to the mistake in sentence construction. Furthermore, teaching vocabulary in the classroom was considered to be useless with a claim that word meaning could only be comprehensible through experience and giving so much time to it was seen as a waste of time.

2-4-1: Instructivist or Constructivist Learning

The differences between the two approaches are sometimes not easily discovered, particularly when the teacher adopts an eclectic approach. For example, instructivist methodologies for teaching, but constructivist ones for assessment. Therefore, the following table attempts to give concrete examples of how the two pedagogical approaches may materialize in a course. The examples presented are not inherent aspects of constructivist or instructivist classrooms, but rather typical manifestations of each approach.
Table 1: Sample goal implementation in instructivist and constructivist classroom as stated by Schcolink, Kol and Abrbanel (2006:15)

<table>
<thead>
<tr>
<th>Sample Objectives</th>
<th>Instructivist Classroom</th>
<th>Constructivist Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with factually information.</td>
<td>The reading material is usually chosen by the teacher. Questions to accompany the text are prepared by the teacher. Main emphasis is on the correct answer (product orientation). Assessment is usually straightforward and quick since it only requires comparison against an answer key.</td>
<td>Several reading sources are given. Students choose what to read. Generic questions that can fit a variety of texts are provided for students to apply to their specific texts. Main emphasis is on the strategies employed to obtain the answer (process orientation). Assessment requires familiarization with multiple texts (chosen by students) and assessment of a variety of responses, and is therefore time-causing.</td>
</tr>
<tr>
<td>Comparing Sources of Information.</td>
<td>Materials to be compared are provided by the teacher.</td>
<td>One of the texts may be given, at least one other is chosen by the student. Some criteria for comparison are given, but additions are encouraged.</td>
</tr>
</tbody>
</table>
Criteria for text comparison are given. Answers are compared against a list of describable responses. The whole instruction process is 'fast', 'painless', and 'efficient'.

| Identifying bias | Assessment of author bias is given or promoted by the teachers expecting a specific correct response. | Assessment of author bias is elicited. Elicitation usually takes longer than instruction, and duration of activity is unpredictable. |

As is evident from table 1, the instructivist classroom can cover more ground, since no time needs to be factored in for students to access and select resources or to initiate questions and critically evaluate the sources. Similarly, no time needs to be factored in for the teacher or the class to evaluate a variety of responses relating to a variety of sources. On the other hand, constructivism requires flexibility and the willingness to replan only a generic curriculum that includes the main points need to be covered in the course, but is not rigidly predetermined. Instead of listing all of the content to which the learner will be exposed, a generic curriculum typically lists the strategic knowledge could be applied.

2-4-2 Incidental VS. Intentional Vocabulary Learning

Nation (2001) argues that there is a distinction between incidental and intentional vocabulary learning by arguing that the vocabulary learned incidentally refers to all the words that have been learned from a special context, while vocabulary
that is learned intentionally is learned in another way. Nation considers the difference in the way in which the vocabulary is acquired.

Tode (2008) states that there is a qualitative difference in what the learner does with the word. Laufer (2001) explains this point by stating that one has to differentiate between what is being done with the word, quality, and how often the word is being met, quantity. It is out of the question that the amount of the vocabulary learned incidentally through a particular context is smaller than the vocabulary taught intentionally and this is a fact that all vocabulary specialists, without any exception, support (Huckin & Coady, 1999; Hulstjin, Hollander & Greidanus, 1996; Nation, 2001; Read, 2004; Tode, 2008). Tode (2008) was the only researcher to observe the nature of incidental vocabulary learning.

Nation (2001) elaborates on his research in the field and said that explicit learning is “more conscious” (p. 341) than implicit learning. This does not mean that incidental vocabulary learning is unconscious; on the other hand, incidental learning is conscious especially when it comes to inferring meaning from a particular context, such us when reading newspaper, participating in a conversation, listening to the radio, or watching movies.

To conclude, it appears that incidental and intentional vocabulary learning are distinct in many ways; first. Incidental learning is contextually conditioned whereas intentional learning is characterized by working on words in isolation in the absence of context. Second, in incidental learning consider the learner as the orbit around which the learning activities rotate which is not the case for intentional learning. Third, by so doing, incidental learning encourages learners to be active participants in the learning process while intentional learning evokes passive learning. Fourth, incidental learning has the advantage of developing better learning strategies neglected by the intentional approach. Finally, intentional learning is hindered by combinations of linguistic and other factors that limit lexical learning which is not the case for incidental learning. That is, intentional learning focuses on learning facts about vocabulary on the account of learning vocabulary itself as aimed at by incidental learning.
2-4-3: Techniques of Vocabulary Learning

Approaches to vocabulary learning provide many techniques to handle words and their meanings through several activities and for various purposes. Learners may need to internalize, transfer and expand their knowledge and use of some words previously learnt. They may also desire to retrieve words to be used in new contexts working hard to choose those certain items to convey special thoughts. This has much to do with memory and other mental abilities required to receive, comprehend and regenerate the lexical elements. This is often accompanied by the ability to reduce some vocabulary items for specific use or as required by the context in question. These activities are well developed as part of language experience in general and wide vocabulary contact in particular.

Billows (1964:3) points out that learners should be given the chance to explore the situation of language experience, live in it, not merely understand it, every moment, every process, every wish, every need must be introduced by words, accompanied by words, commented in words, followed by words and dismissed by words. Actions should always come before expressing the words themselves that become as an accompaniment of action like the tail of a comet or a cock.

When paying attention to the influence of language experience, it is obvious that vocabulary knowledge construction mainly depends on that type of experience where words act as the axle round which all other elements rotate dynamically. Learners actually adopt different techniques and strategies to absorb the linguistic components denoting words. This usually takes place through series of connected stages that begin by perception followed by transference to enable vocabulary selection and grading as parts of wholistic processes such as vocabulary expansion and retrieval. Therefore, learners are involved in these related activities to achieve considerable amounts of knowledge of various type including the sorts of life style as the bases for word internalizing and usage.

Similarly, Atkins and Baddely (1998:73) think that learners must interact with a word multiple times rather than completing just one type of learning task multiple times, such as repeating a word, learners should interact with a word in different ways.
These ways of retrieving a word could include matching words with definitions, asking themselves the meaning of word, pronouncing a word, naming a word that is connected in some way, or even simply spelling the word, each link strengthens connections and increases learners success.

As proposed by the notion of multiple interactions, one can say that incidental knowledge construction of vocabulary is well established by means of varying the ways of continuous contact with words. Awareness of the integrated roles of the different ways of interaction with words usually result in high levels of competence that lead to accurate performance since learners are exposed to words in homogenous manners. That is, the ability to deal with words according to related learning techniques or backgrounds often enables the learners to discover aspects of linkage that create strong learning principles. In this way, learners need to equipped with diversities of techniques that suit the learning process, achieve its goals and reflect its nature efficiently.

As for word choice, Wheeldon (2000:12) states that lexical selection involves finding a lemma or lexical entry that adequately conveys some portion of a message, ensuing that there exists a word in ones mental lexicon that will do a job. Locating a lemma yields basic information about how the in pending word combines with other words. This corresponds to information about the grammatical class and features that control a word's combinational privileges and requirements.

By considering the purpose of vocabulary use, learners are expected to focus on special sets of words that suit both the topics and situations discussed either in writing or speech. In fact, certain principles are engaged in choosing words for written texts that really differ from those intended for conversation. Even the nature of the context determines the sort of lexical items selected, graded and performed emotionally or ironically. These components recall a sequence of mental abilities that work together to guide the process of word functioning and manipulation. A combination of linguistic and non-linguistic aspects participate in providing learners with the quality of information about words and the available senses of meaning resulting from their choice.
Following a parallel line, the same author (2000:13) reports that once a lema is found, the next step is retrieving the word’s lexeme or morphological form. In connected speech, this may encompass inflectional processes that adjust a word’s morphological structure to its syntactic environment. This lexical retrieval process yield abstract specification for the morphology of the selected word, a representation suitable for guiding the process of phonological encoding.

In close connection to lexical choice, comes the reproductive level at which the learnt vocabulary items are activated to be in practical use. At this stage, the learner incorporates the content of stored information to regenerate strings of lexis that are morphologically and syntactically sequenced. At each of these linguistic levels a certain degree of retrieval is observed to prepare the channel for the next one tell the whole process is completed. A long side with these retrieval operations, the cognitive abilities of learners usually deliver the exact norms of mechanism that learners prefer to fulfill the task easily. In short, lexical choice is responsible for lexical retrieval as far as possible.

On the grounds of lexical selection and retrieval, learners can construct their own tacit knowledge to expand the ranges of both interpreting and functioning of already learnt words. The dominant factor for developing lexical expansion is the previous experience that learners have acquired from direct interaction with vocabulary items under varieties of conditions. If this experience is rich enough in a positive way, this will actually reinforce the ability to complete what has been introduced in context relying on information that exist in the surroundings. Conversely, if that experience is limited or negative, the ability to expand words will be poor to that it hinders learning.

In this way, Hoey (1991:170) thinks that the way we interpret words in isolation and in combination is that we fill in the gaps of what has been said with what has either been made available elsewhere, or with information derived from previous experience. The final interpretation often results from lexical expansion that can be either the process of reading more into a word than would be provided in a strict dictionary definition, or of spelling out the implications of a word in a particular context.
In opposition to this view, learning vocabulary may imply reducing some aspects of the words' senses or interpretations to suit particular occasions or circumstances. This learning ability is useful when words possess wide ranges of concepts that need to be modified to match some limited functions. It is a matter of coincide recognition skill that enables learners to decide whether to use words in a way or another. The context is the active media through which the choice may take place to reform the constructed idea in question. This why learning involves continuous exposure to contextualized lexical items rather than merely dictionary meanings that provide basic senses of meaning.

Typically Hoey (1991:171) demonstrates that lexical reduction is the converse of lexical expansion since reduction occurs whenever some of the lexical information is left out so that it is applied in the recognition of another in a parallel fashion. This can take two forms: either words are omitted or a superordinate is recognized in the more specific wording.

When drawing a brief distinction between expansion and reduction, one can notice that the two techniques are established on two related grounds. The first has to do with the fact that spontaneous contact with vocabulary usually enriches the process of learning by creating an atmosphere for constructed knowledge. It often makes use of both experience and non-linguistic information to initiate remarkable cognitive characteristics for word absorption. The second, or reduction appears as a result of some previously prepared tasks of selection and retrieval that enable the learners to be acquainted with the images representing words and therefore capture the preferred ones at the exact moment and level of accuracy in delivery.

In strong connection with expansion and reduction there exits the relationship between lexicality and indexicality as major partners in the learning process. This is due to the fact that lexical items vary in their degrees of valiancy to the extent that foreign learners may confuse the precise specifications behind words. Therefore, high levels of awareness of the these issues is necessary for positive vocabulary knowledge construction with regard to the nature of interplay that dominates these overlapping learning techniques as insured as follows:
In Widdowson's (1983:92) it was found that certain lexical items of high aggregate frequency are not schematically bound, and in consequence are subjected to a wide range of interpretation. That is, they have high indexical potential and this is in inverse proportion to their degree of symbolic specificity. In general, we may state as rule that the greater the lexical content of a word, the more narrow its indexical range: lexicality is opposed to indexicality.

Consequently, it follows that effective lexical learning requires awareness of the nature of the internal ties that mediate between a word's norm of lexicality and the inherent sense of indexicality. That is, words of wide indexical range are useful for debating the conveyance of more specific concepts, for defining terms related to particular frames of reference. For example, the item 'do' has the potential to refer to any activity and therefore lacking in specificity as a symbol. In opposition, an item like 'dote', is symbolically high specific and can be indexical in use to a relatively narrow range of reference.

Finally, as far as lexical transference is enrolled as a learning technique, learners may encounter it when dealing with words in coherent texts. There are several situations in which the meaning of an expression is not directly accomplished, but rather through a means that is strongly linked to it. For example, people cleverness can be estimated with reference to their speech or behavior. This feature of lexical treatment is best developed when learners interact with words in terms of their implied images as well as the various shades of meanings available in the surroundings.

Hoey (1991:171) thinks that it is common for people to transfer an attribute from an object to a property of the object. Thus, the leaves of an autumnal tree are assumed to be like wise autumnal, and the ideas of a stupid person are, in the absence of evidence to counter the assumption, deemed to be stupid ideas. It would appear that texts may reflect this process, readers use it, selectively, the key caveat being that transference only seems to occur when there is something to support it, not merely when there is nothing to oppose it.
2.5: Intentional vocabulary and phonology:

It is not an easy task to account for all the basis underlying the sets of relationship connecting vocabulary with phonology, but at least one can generally identify some aspects of interplay between them. This is because knowledge of this type constitutes a major division in denoting the ways in which words are phonologically established. This issue is particularly based on the idea that a word is originally composed of phonemes or sound units that are well planned combined and modified to function in speech these sound sequences usually perform their role, within words, depending on active regulators that control the flow of words in a reasonable manner. This includes the adoption of terms such as phonemes, allophones, syllables pause, stress, juncture, intonation and the relevant phonological processes employed to cast sheds of light on the relieve of the relationships that like vocabulary with phonology in an interdependently working linguistic context.

2.5.1: Phonemes and Allophones

As primary components in word sounding, phonemes are debated by many scholars, Crystal (1980:292) appreciates the analysis of words into discrete or distinctive units such as phonemes. In this sense, the phoneme can be defined, in a preliminary way, as the smallest contrastive unit which may bring about change of meaning. This change in a word is achieved via the substitution of one phoneme for another or its allophone.

Supporting this viewpoint, Roach (1999:54) describes the change in the meaning of word as not as a result of sounds being classified as phonetic differences in the case of two slightly different ways of pronouncing the same phoneme, by substituting an allophone for another. That is, phonemes rather than allophones which are responsible for altering word meaning.

To identify phoneme/allophone boundaries, Giegerich (1985:89) draws a clear distinction between phonemes and allophones in the sense that if an allophone is being in the place of a phoneme in a word, the meaning will be maintained. For example, if the plosive /p/, in initial position is not fully aspirated with a puff of air,
this absence of aspiration will not change the meaning. However, it may be incorrectly perceived unless the context specifies the pattern underlying its production.

In favour of the above defining accounts, it is evident that views on the concept of the phoneme share the common grounds that words are actually composed of smaller interdependent sound units. These sounds are usually organized in a certain order that clearly distinguishes each word as having a private linguistic identity. That is, word interpretation is determined by the ability to regard their patterns of sound sequencing or position in words. Thus, if the assigned pattern is disturbed in terms of location or type of phoneme, then another lexical item is expected to exist, providing a new sense of meaning. But if there is some sort of variation in sound quality of the same phoneme, this often results in an allophone. This sound variant has nothing to do with meaning change that may occur due to the fixed internal constituent structure of the phonemes forming the same word.

2-5-2: Word Syllables

When the term syllable is introduced to identity sound combinations longer than a single phoneme, it is also employed to determine the number of sound segments that a word may contain. This idea succeeds in describing vocabulary items on the basis of the syllables involved in their construction, e.g., single syllable words, two syllable words, and so on. In this manner, the concept of syllable has been discussed by numerous scholars of various areas of interest, linguists in general and phonologists in particular. Their view on the notion of syllable and its boundary match in the sense that they generally have the tendency to adopt syllabicity as the central point around which rotate most of the debates on words and their segmentation. Some of the views defining the syllable can be summarized as follows:

O'connor (1980:1) defines the syllable as the sound unit consisting one vowel or syllabic consonant which may be preceded and/or followed by a consonant or consonants. Yule (2006:251) thinks that a syllable is a unit of sound consisting of a vowel and optional consonants before or after the vowel. In more technical term, Clark Yallop and Fletcher (2007:67) single out the syllable as a sound segment that
mainly consists of a vocalic peak, which may be accompanied by a consonantal onset or coda.

In this context, as far as phonological knowledge is concerned, the previous views on the syllable agree that it is basic in word composition. Therefore, it is the most accessible element in the study of words, their internal constituents, their description as well as their models of analysis. It is a matter of systematic investigations in the body of vocabulary that reveal a great deal of confusion by segmenting words into their actual syllables or identifying syllable boundaries. This is due to the fact that a syllable often consists of phonemes that are stated as partial components such as: coda and onset. The first is the part of a syllable after the vowel whereas the second is the part of the syllable before the vowel. This suggests that vocabulary knowledge is phonologically characterized in terms of syllables that are mainly required in locating word stress and shift in stress.

2-5-3: Pause and Juncture

The two concepts of pause and juncture have been introduced and applied to give a precise account of the nature, type and distribution of the paused phenomena in general. The most common types of pause include: silent pause, filled pauses, hesitation pauses and potential pauses. The later is the most relevant in the field of vocabulary as it implies a sense of specification by being a means of identifying the lexical items of a language. Actually, what distinguishes potential pauses from the other types is its function in eliminating words in the flow of speech. A brief idea of this type of pause is available in the following extract:

Crystal (2008:404) states that potential pause is the term used in grammar to refer to a defining property of the word, seen as a grammatical unit. The criterion states that, in normal speech, pauses are not introduced within the structure of the word, but are always possible, and often present, at word boundaries. That is, a potential pause informs where exactly a word begins and ends in the normal patterns of speed in speech.

As for the term juncture, the same author (2008:485) regard its use in phonology to refer to the phonetic boundary features which may demarkate grammatical units.
such as morpheme, word, or clause. The most obvious juncture feature is the open or plus juncture which is used at word boundary before silence. At a lower level, close juncture is the one used in normal transitions between sounds within a word.

As suggested by the previous views, pause and juncture have been observed on the linguistic stage as they are adopted in the phonological considerations regarding word boundary. In this sense, the terms seem similar by being treated in same way, but really they are distinct in other senses. Pauses indicate the clear type of silence that may occur within the context of speech for various purposes whereas juncture refers to eliminating words as linguistic units of their own identities. That is, in speech, phonological words are identified by the type of juncture rather than the pattern of pause involved in connected speech. For example potential pause feature is clear in the contrast between ‘that staff’ and ‘that's lough’, but juncture feature is maintained in 'night rate' and 'nitrates'.

2-5-4: Word Stress

As a potential target in the study of vocabulary, word stress manifests itself in a fixed dependence on syllables. These sound segments are usually given various volumes of sound in words within utterances. That is, when we say they a certain syllable, word or utterance is stressed, we mean that in its actual production, it is uttered with great energy. The air from the lungs is ejected with more effort, and the other parts of speech organs perform their task with more force than unstressed ones. The resultant performance is that the stressed segments seem more prominent than other surrounding ones. Such a phonological aspect is described in many ways, on the basis of syllable type as follows:

Malmberg (1963:80) proposes that in a spoken sentence, all syllables are never produced with the same intensity, some are weaker while others are more stronger. The weaker syllables are ones unstressed whereas the stronger syllables are those which are stressed. That is, stressed syllables appear as stronger since their sounds are uttered with greater force, and consequently they are more sonorous than others as indicated by variations of sound intensity.
As the term prominence is applied, Giegrich (1985:129) describes stress as in phonetic terms, stressed syllables are perceived as having different degrees of prominence. That is, they are produced with a stronger burst in initiatory energy: a more powerful contraction of the chest muscles than the unstressed syllables are. On the acoustic side, this increased energy input results in greater loudness, increased duration and a change of pitch that characterizes the produced utterance.

In these works, the influence of prominence theory as well as the pulse theory is easy to account for. If some syllables or sounds are more sonorous, they appear as more prominent among the others. The source of this prominence is determined by the level of strength, which is used in uttering such syllables. This tendency of prominence corresponds to intensity which results in stronger syllables. In this way, both theories are accompanied in establishing the basis of word stress, but in different terms as well as variable emphasis. This informs that the vocabulary of a language is bound to stress pattern to the extent to which it is very different to identify lexical items without clear word stress.

Furthermore, when the term effort is used, O'comer (1989:14) views stress as a greater effort on a syllable or syllables of word or longer utterances than the other neighboring syllables. Such an effort is used to show the various functions of the syllable or syllables being stressed, meaning is one of these functions. Hence, stress usually brings about additional sense of meaning to the spoken version of the language which may not appear in the written form.

Supporting this viewpoint, James and Cross (1991:229) regard stress as the articulation of a syllable with greater emphasis, or more force, than others. Stressed syllables are slightly lengthened and are usually given a higher pitch or level of intention. English words of two or more syllables have one syllable which has the major emphasis, in terms of loudness and length. Rules to predict where such emphasis or stress will come are not helpful. In most cases the pattern to be learned with each new word is part of its pronunciation. In some cases, stress acts to distinguish words semantically.

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When the term property is adopted, Roah (1999:18) defines stress as the properties of syllables which make them stand out more audible or noticeable than others. That is, some syllables, in some sense, are stronger than other syllables if other factors are equal. These are the syllables that have potential to be described as stressed. Strong and weak syllables do not occur randomly, the difference between them is of some linguistic importance since they are employed by speakers in many ways.

In conclusion, in spite of the various ways followed by scholars to discuss the issue of word stress, there is a common agreement on the nature of the stressed syllables. It is always the syllable which is either stressed or unstressed, other sound units are not included. The stressed syllables share the same grounds of strength, length, intensity, and clarity since these ingredients work as regulators whose responsibility is to determine the features of word syllables. It is also significant to remind of the role word stress plays in proving with the various interpretations that may result from the shades of meaning achieved via stress patterns. This fact shows the importance of stress in handling the exact property of a lexical item as well as the elegant view that diversity of syllable production usually gives birth to additional senses of meaning by shift in stress.

**Primary and Secondary Stress**

Within the content of vocabulary requirements, word stress is commonly subdivided into two main type, primary stress and secondary stress according to certain syllable properties. Both type share the same grounds of being involved in the process of the stronger efforts executed by the vocal organs in syllable production. In spite of this fact, there are categorical differences which determine the nature of each type and present it as more distinct in some way. Same views denoting stress type may be introduced in the following extracts:

Geigrich (1985:206) draws a diction between primary and secondary stress in terms of the degree of intensity exits. A primary stress is characterized by the increased energy input which results in loudness and the increased duration that establishes length. That is, relatively loudness and length are the outstanding features of primary
stress. On the other hand, secondary stress is the one which is weaker than primary stress, but more prominent than unstressed syllables.

In more detailed accounts, Gasirns and Redman (1999:51) report that one of the major difficulties with English pronunciation is that the position of the primary stress which has an influence on individual vowels within a word. Thus, the shift in stress produces different quality in the first, second and third syllables of words such as 'economist'. It is often the influence of the surrounding syllables that makes correct stress such an important factor in being intelligible.

According to these views word stress in English, primary or secondary, seems to follow no systematic nouns. Sometimes it is manageably maintained and predictable but sometimes it is very difficult to manage this prediction. This nature of inconsistency is brought about the phonological theories used in describing sound production as well as stress patterns. It is also valid to specify the role of shift in stress, in some cases a word may receive stress on the first syllable, in another, it has the second or third syllable stressed according to the speaker's intention. This change of stress position reflects stress as abandoning the systematic nature of the rules. This is why it is difficult to prescribe fixed rules of stress patterns, in spite of the various attempts that manage to provide some sort of generalizations underlying stress.

To sum up, word stress, as seen by many scholars although controversial to some extent regarding its location, but of crucial importance in pronunciation in general and in vocabulary in particular. The problem with the system of stress is that it does not follow a precise norms or set of rules that prescribe the nature or type of stress under particular conditions. Besides, shift in stress is a more common complicated feature that colours the spoken language and therefore contributed to the creation of difficulties encountered where dealing with the vocabulary item of language within the learning process.

2-5-5: Intonation Patterns

In close connection with word stress, intonation patterns are strongly related to the domain of vocabulary information and learning. This is due to the fact that intonation actually includes and mainly depends on word syllables that are stressed.
Therefore, intonation is described and functioned in many ways by those who share the same interest of investigating its nature and purpose. They emphasize the role played by variable intonation patterns in reflecting linguistic aspects such as diversity of sentence function as well as sentence meaning. To debate such matters, views investigate intonation as introduced along these lines:

O’Conner (1980:108) states that intonation is the pattern of pitch on word groups which give information about the speaker’s feeling or intention during speech time. The rise and fall in pitch of the voice often constitutes the source of information obtained at the moment of speech. This is because the English tunes are of crucial importance since they influence the interpretation of utterances.

Within this framework, intonation is seen in two interdependent ways; the first employs the sentences or its part which is coloured by pitch variation to emphasize its own importance in some sense. This way activities melodic differences to express many intentional emotions that specify the nature of relationship between speakers. The other way is being depending on changing the level of the pitch of the voice to reflect some linguistic aspects or social meanings. This includes the different ways of interpreting statements, questions, interjections and wide ranges of some social clues whose understanding is clearly characterized by the various ways of combining the vocabulary items.

As for the shades of meaning expressed implicitly by intonation, James and Cross (1991:229) consider intonation as the musical sound of the language. The voice goes up and down in pitches, though not necessary in volume. Through intonation we express emotions, reactions and attitude. The same words can take different meanings depending on the tune of the voice (harsh, soft, sweet etc.) and the intonation patterns.

Moreover, as the term significant variation is adopted, Wells and Colson (1994:64) propose that by intonation we mean the linguistically significant variation in the pitch of the voice during speech. Changes of pitch, together with features of stress, length and rhythm to convey meanings just as important, though rather different in kind, as those we express through the use of particular words and grammatical patterns.
On the light of these ideas, intonation patterns participate in determining the nature of the linguistic information gained by variation in producing the strings of lexical items. This type of information may provide distinct semantic aspects, which are further than those stated by ordinary grammar. Within intonation, the normal feature of a question or a statement is no longer a constant construction that never changes. Intonation is employed to bring about additional values to statements which may enable them to appear as questions by stressing certain words. The same is true for meaning where newly senses of meanings are created by pitch variation. Such meanings usually do not spring from the same semantic nature of the individual lexical items composing the sentence receiving a specific pattern of intonation.

In some categorizing accounts, intonation features vary in same valuable ways, they function as means or cues to eliminate stress as well as the grammatical categories of utterances and sentences. By so doing, combinations of vocabulary elements embedded in phrases, clauses and sentences often serve in distinguishing intonation patterns as accentual and non-accentual as suggested by some considerations available below:

Gimson (1980:279) argues that the meaning of an English word or utterance i.e. the information it conveys to a listener, derives not only from its changing sound pattern and contrastive accentual province already referred to, but also from associated variations of pitch. Such rises and falls in pitch level, or patterns of intonation have two main functions or types: accentual and non-accentual. The first is the most efficient means of rendering prominent, for a listener, as a cue for signaling the word or words carrying primary (unclear) accent. The second; non-accentual intonation as a means of distinguishing different types of sentence.

In conclusion, there seems no doubt that intonation, in both accentual and non-accentual functions, does constitute lexical reality. That is, in most cases, intelligibility depends on the pattern of intonation involved in communication. Thus, speakers often rely on pitch change functioning to interest emotional attitudes conveyed, but if misinterpretation occurs, such a feature may be related to the influence of regional or social groups rather than phonological systems. In this case,
intonation patterns are likely to be coloured by social status or the predominance of a particular social group where it is of considerable prestigious style to use this or that set of vocabulary items.

2-5-6: Phonological Processes

The phonological system of the English language tends to apply certain aspects of sound modification for the purpose of sound economy as well as ease in articulation. In this sense, the term phonological process refers to the general features of the modified adjacent sounds. The variable ways in which speech sounds may influence each other in individual words or in connected speech. This notion enables reflecting some of the commonly observed processes functioning in vocabulary working. This includes: assimilation, dissimilation, clustering, elision and vowel reduction as illustrated by the following extracts:

2-5-6-1: Assimilation

Malmibery (1993:56) notes that, while grouping in words, sounds influence one another and are modified in various ways as speakers tend to obtain the maximum effect with the minimum effort. They try to avoid the basic articulatory movements for the desired acoustic effect paving the way for many phonological processes to occur. Assimilation, as the most obvious one, is the modification of a sound in order to make it similar to same sounds in its neighboring. This often results in the smoothest, more effortless and more economic transition from one sound to another.

Regarding this norm of phonological processes, it is clear that it neglects the basic articulatory characteristics of individual sounds as it is created within words in connected speech as some additional constituent that reflects speech in a refine way. Such a process has more than one aspect that learning vocabulary requires accounting for their manners of handling. Therefore, phonological knowledge seems the most efficient means to develop awareness of sound modification and working within the body of the lexemes.

In favour of the nature of sound blending within words, Gimson (198:286) thinks that if utterances are analyzed in terms of a sequence of phonemes, account must be taken of the phonetic continuity and merging of sound qualities by describing
the mutual influence which contiguous elements exert upon each other, in other words, tendencies towards assimilation have to be well noticed. In addition, variations of articulation may be allophonic kind, either within a word or at word boundaries or at word and morpheme boundaries. That is, a change of phoneme quality is involved as between the sound of a word in isolation and that which it may have in context. The fact is that the phonemic pattern of words is subjected to variation emphasizes the potential nature of phonemic opposition.

In this respect, it is likely to consider assimilation as the means by which adjacent sounds may share a mixed model of articulation. This usually takes place when a sound is produced in a manner which is similar to a previous one as in progressive assimilation or in way that resembles the following sound as in regressive assimilation. This often results in some sort variation in the sound quality of the phonemes being assimilated. Consequently, this change leads to a typical altering of word sounding either at phoneme or word boundaries as well as when other morphemes are attached to words. For example, the assimilation of alveolar \{n\} to velar \{ŋ\} before velars as in the case of the prefix (un) which becomes \{ŋ\} in words such as: unkind, ungainly. The process also seems to apply to many words in phrases like: "can keep it" and "can go now" and the like. Therefore, the actual reality of these sound modifications is of signification value in investigating the influence of assimilation or the level of awareness needed for dealing with the lexical elements of language.

In addition to the current state of vocabulary, assimilation has much to do with the process of language change. In this situation, Clark, Yallop and Fletcher (2007:88) report that assimilation is often mentioned in connection with historical changes and many of the sound changes that languages have been observed to undergo can apparently be described as assimilatory. Thus, English words such as mission, passion, special, crucial, notion and lotion were once pronounced with a medial \{sj\} or \{si\}, but in modern English have \{l\} by a process of assimilation, the \{s\} has been related in articulation of the following \{j\} or \{i\}.

Generally speaking, the series of sound modification that usually result from the process of assimilation have been discussed in relation to various aspects of
vocabulary works. The most outstanding one is the task of back tracing the history of words, their origins, borrowings and the changes that occur in their form and sound. This is also valid for cases of vocabulary changes that follows progress in many fields of knowledge, e.g.: linguistics, sociology, industry, culture, media, politics, education and so on. This can be clearly noticed in the development of English through its distinct historical periods form Old English up to the current model. Actually, these trends are no longer isolated from the huge technical advance that influences the existence, creation, adaptation and dominance of vocabulary items as will appear later in this study.

2-5-6-2: Dissimilation

In contrast to assimilation, dissimilation can be described as the phonological process in which speech sounds are produced in distinct manners of articulation. That is, each phoneme or syllable is given its actual complete articulatory characteristics that distinguishes it as a unique prominent sound unit of its own right. By so doing, dissimilation insures phoneme identity as a means of clear speech that facilitates the perception of lexical items either in isolation or in the flow of speech. These considerations are confirmed by views on dissimilation that run as follows:

Malmberge (1993:56) singles out that dissimilation is the phonological process which insures that differences between sounds are enhanced or valuably increased so that sounds become more auditory distinct to make speech perception easier. Similarly, Crystal (2008:177) views dissimilation as the influence exercised by one sound segment upon the articulation of another so that the sounds become less alike, or different. This usually takes place, when avoiding a sequence of individual sounds based on the place, degree and direction of the change involved.

With reference to the notion of phoneme identity evoked by the given views, it is remarkable to value the tendency to the reality of sound units that enables them to appear as prominent figures in articulation. It is the intention or situation that permits dissimilation to gain grounds within the pedagogical consideration related to vocabulary items. This is simply because in the natural context of conversation phoneme uniqueness is normally less available. That is, it is likely possible to identify
speech sounds in some non-native speech more easier than the case of speech produced by native speakers. This is due to the other factors that many intervene within the context of speech. Therefore, more training is required to enable sound recognition among words as well as longer utterances as far as possible.

2-5-6-3: Elision

In most cases of less careful speech as in casual conversations, speakers usually tend to drop some sounds as a sign of rapid pronunciation. This may occur either within individual words or in longer utterances as indicated by the phonological system of the language. The term elision is specified to denote this feature with regard to the type of sound segments or syllables that compose words. The main purpose of elision is the case of articulation required in the transition from one phoneme to another. Some of the views defining, describing and exploring the concept of elision may be introduced in the given extracts:

Clark, Yallop and Fletcher (2007: 89) define elision as special ease of loss or omission of segments or syllables. Sounds may be weakly articulated that they no longer have auditory significance, or they may be omitted altogether in the stream of running speech, particularly, but not exclusively, in casual or rapid speech. This often applies to segments and weakly stressed syllables whose absence does not seriously impair intelligibility.

In some detailed accounts, Crystal (2008:177) describes elision as the assimilation of sounds in connected speech where both consonants and vowels may be affected, and sometimes whole syllables may be elided, as when the (f) is dropped in 'cup of tea' or the (a) and (d) are dropped in 'boys' and 'girls'. Consonant clusters are also often reduced, e.g.: 'twelfths' becoming /twelfs/ or /twelvəs/. In word-initial position it is known as aphaeresis or prosiopesis, in word-medial position it is called syncope, and in word-final position it is termed apocope.

As proposed by the idea of elision, one can demonstrate its valuable role in the investigations of vocabulary works. That’s is, the suggested basic articulatory principles of phonemes are largely affected when they occur in the neighboring environments of one another. Actually, this provides clearly modified sound segments.
that really bring about various degrees of inaccuracy among non-native learners is general and the foreign ones in particular. This is why it is of urgent need to clarify the situation for the purpose of easy, simple and active vocabulary learning. It is the level of phonological awareness of this sound feature that encourages accurate perception, production and analysis of the lexical components in the mental domain of words. Thus, learners may benefit from their knowledge of elision in dealing with the difficulty imposed by consonant clusters as a target phonological aspect that hinders mastering the elements of vocabulary.

2-5-6-4: Consonant Clusters

The term consonant clusters often refers to the group of consonant sounds that follow one another in a sequence without any vowel sound occurring between two consonants. This phonological aspect exists in the English sound system at various positions within word structure, e.g.: initial, medial and final. To hear or produce such clusters, foreign learners encounter some difficulties in articulation since their native language, standard or colloquial, have no or very limited and short consonant clusters. Therefore, dealing with these clusters needs to be elaborated in the context of the target vocabulary items being learned in a systematic way.

Nasr (1963:20) regards the phonological problem concerned with consonant clusters as that of length, however, some difficulties arise in lengthening consonant clusters when no length is needed. This is especially common when pronouncing words containing double letters, which more automatically is interpreted by learners as a phonetic length. This idea of lengthening may be brought about from the native system where the influence of using its diacritical marks is irresistible.

Furthermore, O'Connor (1980:64) states that some languages have many sets of consonant sequences, and speakers of these languages will have no difficulty in pronouncing most of the English ones, but other language do not have sequences of consonants at all or only very few and short ones. Therefore, speakers of these languages, in which each two consonants are usually separated by a vowel, may have considerable difficulty in stringing together two, three or four consonants with no vowel between them.
As suggested by these views, producing words including consonant clusters in the absence of a vowel that mediates their occurrence is of great difficulty to Sudanese learners. The notion of double consonants always coincides in their minds with the adoption of certain marks attached to show length in the native pronunciation. This is also true when considering the differences between the English and native consonants since they have various manners of articulations as basic sounds whose sound properties are clearly distinct. Besides, variations in the number, length and position in words as in the cases where clusters may exist at the beginning, in the middle or at the end of words. For example, in words such as: street, correct and students, consonant clusters are either have different distributions or locate as double medial as far as spelling convictions are involved.

When considering the faulty treatments noticed in the performance of foreign learners, Smith and Bernard (1982:42) have the general observation that the main problem of pronouncing the English consonant clusters is not in differences in consonants only, but also in the ways when consonant clusters appear initially in syllables or words. This is why foreign learners tend to add or insert a vowel either initially or after the first consonant to make it similar to their native pronunciation. This tendency is clear when the sequence of clusters is longer than the average native one if it happens to exist.

To sum up, consonant clusters, as a target phonological aspect, actually hinders the production of word sounds by foreign learners. This is because the used norms of producing sound sequences either do not exist in the learners' native language or they vary widely within the target language. Thus, Sudanese learner, influenced by their mother tongue, tend to apply the systematic way of pronunciation where consonants are often separated by vowels. Therefore, when faced by the English clusters, learners try to avoid the difficult articulation by adding or inserting vowels between the sequences of clusters. The result is that they fail to produce accurate English words consisting consonant clusters. Accordingly, certain remedial works are required to enable the production of consonant clusters in a reasonable manner.
2-5-6-5: Vowel Reduction

As a common phonological feature, word syllables are treated differently in utterances longer than individual words. That is, some syllables are markedly stressed, other receive secondary stress while some others are unstressed. These later ones include consonants and vowels that are elided or reduced under certain conditions. A reduced vowel sound is usually produced with less effort than a normal short vowel by dropping some of its articulatory principles. To account for some of the views on vowel reduction the following extracts are available in a brief way.

Roach (1999:89) describes sound reduction as the process of weakening sounds in an unstressed syllable. In such a syllable, vowels tend to become more schwa-like, i.e.: centralized, and plosives tend to become fricatives. The reduced forms of vowels can be clearly seen in the set of words: photograph /fәutәɡrәf/, photogaphy /fәtәɡәfi/ and photographic /fәtәɡәfik/, when one of the syllables does not receive stress, its vowel is reduced to schwa /ә/.

This phonological feature is a famous characteristic of vocabulary working, it is possible that the difference between reduced and unreduced vowels is closely parallel to the proposed differences between stress-timing and syllable-timing. This is why it is of valuable consideration to include such sound features as part of the Lerner's knowledge since they constitute a large portion in the process of word sound mastery in both comprehension and production of the lexemes. Hence, the foreign learner of English is expected to grasp aspects of vowel sound modification during the transition from one sound segment to the next as a natural tendency in communication.

In addition, Harley (2006:39) reports that reduced vowels occur in unstressed syllables as they are produced shorter even that short vowels. They are not particularly high, law, back or front, the tongue is in a very neutral potion when such vowels are produced. Therefore, vowel reduction and stress assignment are obligatory elements especially in dealing with affixes in words. They also play a vital role in the study of sound change in history.
When considering the influence of vowel reduction on word syllables, it is necessary to approach the process in relation to word stress. This is exactly because vowels are mainly reduced in weak syllables during the flow of speech. That is, certain vowel sounds may lose their principal articulatory characteristics by being modified to suit in conversations. This feature is very clear in the case of suffixes and prefixes attached to words since their production affects the pronunciation of the original syllables of words before attachment. For example, in the word biological /biəˈlɒdʒɪkl/, the vowel /ə/ in original word biology /biəˈlɒdʒi/ is reduced to schwa /ə/ under the influence of the suffix (-ical) when attached to that word.

2-6: Intentional Vocabulary and Morphology

The internal structure of words is a basic constituent in the study of vocabulary learning since all of the other linguistic and non-linguistic traits rotate around the idea of morpheme as the smallest unit of lexical building. Therefore, this part singles out the actual morphological concepts necessary for investigating words and their mastery. For this purpose the terms morpheme, listeme, root, stem, base, morphs and allomorphs are employed to account for types of morphemes such as: free, bound, lexical, functional, derivational and inflectional. These categories work in complementary fashion to create an accurate delivery of various morphological process, e.g.: eponyms, clipping, derivation, initialism, conversion and other process involved in word formation tasks. By so doing, morphology provides the study of intentional and incidental vocabulary learning with a rich wealth of knowledge to pave the way for cognitive competence.

2-6-1: The Nature of Words

As physical existents, words have a specific nature that distinguishes them from other linguistic elements. That is, words are intended to denote things, objects and ideas in relation to the real world. These demanding issues insist on words to be flexible enough to be reformed with regard to the surrounding environment that exercises an exchanged influence on the lexicon. Therefore, words are in continuous change that emerges from the context of use in a certain situation, community or region. The result is that series of modifications usually take place to show lexical
mobility as a dominant feature. It follows that words appear as living things that develop through the stages of life till they vanish in complete silence.

In this context, Funk and Lewis (1970: 19) declare that words are not dead things, they are fairly wiggling with life. They are the existing and mysterious takes of our thoughts, and like human beings they are born, came to maturity, grow old and die, and sometimes they are even reborn in a new age. A word from its birth to its death is a process; not a static thing. Words like trees, have roots, branches and leaves.

When realizing aspects of connection between word reality and word romance, one can issue that they actually merge to enhance the shared metaphor that words have partial components as other creatures. These smaller parts work as interdependent members whose complete function is to provide the whole vocabulary of a language. The study of these partial units requires explaining some related terms of interchangeable reference. This includes investigations in: morpheme, morph, allomorph, lexemes, homoseme, root, stem, base, affixes and some other relevant concepts.

2-6-2: The Morpheme

The term morpheme has been defined in many ways and by various scholars. They try to examine the nature of this language element with regard to considerations of grammar, linguistics and psychology. The linguistic one established on word sound, structure and meaning whereas the grammatical base is restricted to word function. Typically, the psychological ground is intended to show the mental images representing vocabulary items in the human brain. Therefore, one can see such defining views as complementary rather than isolated. Some of these identifying views may ran as in the following extracts:

Akmajian, Demes and Harish (1985:58) define the morpheme as the minimal unit of word–building in a language. It cannot be broken down any further into recognizable or meaningful parts. Also, Yule (2006:63) views the morpheme as the minimal unit of meaning or grammatical function. Such units include forms used to
indicate past tense or plural. For example, 'reopened' consists of three morphemes: open, (re-) and (-ed).

According to the grammatical and linguistic basis, morphemes are smaller parts of language that constitute the primary sources to compose longer units of meaning. These items are rule governed as they are put together in certain order to express senses of meaning. This shared notion that reflects morphemes as meaningful items representing grammatical identity, is of valuable advantage, but it brings about some aspects of inconstancy. The reason is that some grammatical functions are represented by longer groups as when complete phrases or even clauses are enrolled to operate as a single grammatical element. The same is true for the implication of meaning since the same morpheme may convey various shades of meaning as indicated by the linguistic environment of the text.

In more detailed accounts, Crystal (2008:339) regards the morpheme as the minimal distinctive or contrastive unit of grammar. It is alternative to the nation of word. It is seen primarily as the smallest functioning unit in the composition of words. Also Harley (2006:286) considers the morpheme as a listeme smaller than or equal to a phonological word in size. A listeme is the notion of a word or expression as a member of a list of linguistic entities stored in the brain.

As far as both the linguistic and psychological bases are concerned, a morpheme is a linguistic unit that grows from psycholinguistic roots. As a unique bit constituting either a complete word or a part of it, a morpheme has a sound and meaning that are deeply rooted in the cognitive system of the human beings. That is, for any morpheme there is a private location of store that exists in the mental capacity as part of the linguistic competence. Such a location is activated as soon as a certain member of its components is being called on to be produced. The other members often pave the way for the emergence of the selected ones that are preformed in some particular order of sequencing to suit the required situation. In this way, morphemes are characterized by their levels of availability, flexibility and mobility to be grasped, retained and manipulated by learners of vocabulary under reasonable learning conditions.
2-6-3 : Morpheme and Listeme

These terms are used as alternatives to identify the use of the term word with regard to the complications encountered in explaining the concept of word and its nature in precise way. This is because of the various backgrounds involved in defining the notion of word, i.e., grammatical, orthographic, phonological, semantic and psychological. At each of these levels, some difficulties appear in applying their suggested theoretical assumptions denoting the term word. To overcome the difficulty, scholars adopt such terms to reveal ambiguity of interpretation evoked by trying to generalize the meaning of the term word. In fact, they introduce each term to narrow the gaps or avoid the shortcomings of previous one.

In this sense, Harley (2006:116) argues that morphemes are subunits of phonological words. They are usually, but not always, also lemmas. When morphemes are also lemmas, and the meaning of the whole word is created from the meanings of its morphemes, we say the word is compositional, i.e., the meanings of the morphemes compose the meaning of the entire word. However, there are also non-compositional words which are made up morphemes that do have their own meanings, but where the meaning of the whole word does not seem to be related in a regular way to the meanings of its parts.

With reference to the nature of the listemes, they are actually phonological words or units of speech sounds that may be made up of one morpheme, two morphemes, or more as in: flower, flowers and a bouquet of flowers. In other words, listemes are units that encode a sound–meaning connection, they are the things that are listed in the mind of speakers a language. If the listeme is made up of one morpheme, it is called monomorphemic as in flower, if it is formed of two morphemes, it is called biomorphemic as in flowers, and if it is made up of more morphemes, it is called multimorphemic as in a bouquet of flowers. In each case the meaning of listeme depends on the morphemes composing its form, but in cases of non-compositionality, the meaning may be drawn differently. For example, the word 'terrific' is made up of the two listemes 'terrify' and -ic), but the meaning of terrify
does not come to be part of the meaning of terrific. That is, if something terrifies, it causes terror, but if something terrific, it does not usually causes terror.

Moreover, when considering lexeme variants, Harley (2006:284) introduces the term homoseme to refer to the lexeme that expresses the same idea of another lexeme, but is phonologically unrelated to it. The appearance of a homoseme rather than the default is usually determined by the stem to which it attaches. In 'alumni', the plural of 'alumnus', the suffix (-i) is a homoseme with plural syllable (-s), but completely different from it in sounding.

In more detailed accounts, there are some cases in which certain inflectional bound lexemes (morphemes) show diversity of sounding as part of the free morpheme being inflected. The source of difference may be related to the original root or stem to which the lexeme is attached. In this way, if two bound lexemes function in the same way, e.g.: as plural markers, but vary in sounding, they are called homosemes. They are really variant of the same lexeme that are identical in function, but different in orthography and therefore pronounced differently. For example, in the word 'criteria', the plural of 'criterion', the suffix (-a) is a homoseme with the plural (-s), but different in pronunciation as a result of the difference in spelling.

2-6-4: Root, Stem and Base

When dealing with words and the ways in which they are composed of morphemes, term specification is vital in drawing clear distinctions between concepts. The term root is used to denote the original word from that may receive additional morphemes in various positions, i.e.: initial, medial or final. This root is by no means isolated from the term stem that stands for the form of a word after being inflected or derived to form another word. Then, comes the term base to be interpreted in two ways: first, in most cases, as a synonym of root, second, in less common use, as a substitute of stem in the special case of inflection. Brief views on these forms are included in the context of the following lines:

Katamba (1993:41) defines the root as the irreducible core of a word, with absolutely nothing else attached to it. It is the part that is always present, possibly with some modification, in the various manifestation of lexeme. Relatively, a stem is
that part of a word already in existence before any inflectional affixes have been added whereas a base is any unit whatsoever to which affixes of any kind can be added for inflection or derivation. In other words, all roots are bases, but bases are called stems only in the context of inflectional morphology.

Within this framework, it is necessary to draw attention to the value of term internalization as an effective means to investigate the internal connections between words and their parts. This is because good vocabulary learning mainly depends on clear understanding of the nature of root/steam relationships among word as combinations of morphemes. By resolving the series of overlapping sets of network learners realize word formation as a process of strongly integrated components. For examples, if a stem is seen as the part of the word usually existing before any inflectional affixes are added, this indicates that we already have a root, then it receives affixes for the purpose of derivation, then finally comes the role of inflections to provide additional sense of meaning as in the root 'teach' that 'teacher' into the steam 'turns', then the steam is inflected to be 'teachers'.

2-6-5: Morphs and Allomorphs

As far as relationships of phoneme and morpheme are concerned, the study of vocabulary insists on integrating the parts of linguistic information to represent comprehensive principles of lexical work. The lines of demarkation between phonemes and morphemes are no longer strong to isolate allophones from allomorph in a restrict way. In this respect, morphs are realized as morphophonemic units whose function is to eliminate the identity of inflectional morphemes in relation to lexical morphemes. Besides, it is a matter of incorporating the findings of phonology and morphology to establish channels of interaction between allophone and allomorph. That is, the idea of variants is obviously shared so that allomorphs are typical realization of morphemes as in allophones.

Katamba (1993:24) views a morph as a physical form representing some morpheme in a language. It is a recurrent distinctive sound (phoneme) or sequence of sounds (phonemes). Similarly Yule (2006:67) considers the morph as the actual form used as part of a word, representing one revision of a morpheme, e.g.: 'cats' consist
of two morphs: cat +(-s), realizing a lexical morpheme and an inflectional morpheme.

In this respect, views on morphs regard the ways in which words are generally influenced and paying special attention to nouns and verbs when inflected to produce forms of tenses as well as plural forms. The first has to do with the norms of producing plural markers when the morpheme (-s) is attached to denote pairs of morphs such as: boat / (-s), table / (-s) and dish (-es). The second is related to the patterns of forming present simple tense as the same morpheme (-s) is added to verbs to signal pairs of morphs as in: look / (-s), love/ (-s) and watch / (-es). In these words the morpheme (-s) is used to be the second morph of each of the given nouns and verbs. This insists on learners of vocabulary to widen their linguistic competence to include the sets of relationships between roots and their accurate inflections.

Following the same line, Yule (1993:67) points out that allomorphs are groups of different morphs all versions of one morpheme, e.g.: the morpheme 'plural' can be attached to a number of lexical morphemes to produce structures like: cat +plural, bus + plural, man + plural, sheep + plural. Here, the actual forms of the morphs that result from the morpheme plural are different yet, they are all allomorphs of one morpheme. Similarly, Harley (2008:281) regards an allomorph as an alternative pronunciation of a morpheme that depends on the phonological context the morpheme appears in.

Actually, to show the extent to which vocabulary work is confined to morphemes and allomorphs as complementary constitutes, a sense of linguistic unity is involved. This appears in the sort of dependence raised between alternative sound segments of bound morphemes in words and their basic roots. For example, the same morpheme (-s) may be attached to root in order to provide other words of certain grammatical functions, e.g.: nets, trees and matches in comparison to takes, moves and finishes. In these two word sets, the morpheme (-s) has sounds that vary within each set, but they are similar when compared between the two word sets. Therefore, they function as allomorphs of the same morpheme (-s) whether added to nouns or
verbs. This suggests that knowledge of allomorph is of crucial importance in vocabulary perception, production, use and learning.

2-6-6: Types of Morphemes

2-6-6-1 Free and Bound Morphemes

The learning of vocabulary requires considerable knowledge of the various ways scholars classify morphemes as basic elements of word structure. The idea is that morphemes are put into groups with reference to their roles, functions and ability to derive more lexical items. The nature of these principles usually determines the characteristic features distinguishing each class as distinct from the others grammatically, phonologically and semantically. The basic framework of morpheme classification realizes lexical, functional, derivational and inflectional morphemes as subsumed under the general umbrella of free and bound morphemes. Detailed arguments of these classes may run as follows:

Akijman, at el. (1985:58) demonstrates that morphemes are categorized into classes: free morphemes and bound morphemes. A free morpheme can stand alone as an independent word, such as the word 'free'. A bound morpheme cannot stand alone, but attached to another free morpheme, e.g.: the plural morpheme (-s) when attached to nouns.

2-6-6-2: Lexical and Functional Morphemes

Consequently, under the concept of free morphemes appear the two categories of lexical morphemes and functional morphemes. The first refers to the vocabulary items that consist of senses of meanings to convey the linguistic message. They may be put into groups to work as independent content chunks of cognitive nature that enable the emergence of shades of meanings as indicted by the constituent strings. The second or functional morphemes represent the sets of words expressing the grammatical identities enhancing phrase or clause elements. They have no clear meanings as isolated items, but they acquire and provide particular or situational senses of meaning within the grammatical context of the lexical morphemes. The two categories are complementary members that work integrated to enrich vocabulary learning in a homogenous manner.
In this way, Yule (2006:64) states that there are two morphemes categories: Lexical and functional morphemes is the category of ordinary nouns, verbs, adjectives and adverbs that carry the content of messages we convey. We can add new lexical items rather easily, so this class is treated as an open class of words. The other type is the category of functional morphemes that includes: articles, pronouns, conjunctions and prepositions. It is a closed class of words as we almost never add new items to it.

When investigating the nature of relationships between free morphemes and the two categories of lexical and functional morphemes, it is evident that they are two faces of same coin. That is, while free morphemes are independent words of meaning identity, lexical and functional words are in complementary co-existence to provide contextual meaning. The combination of lexical and functional items often results in sets of vocabulary items that rarely convey complete senses of meaning if treated individually. This is obvious in the cases of compound words, phrasal verbs and prepositional phrases whose meanings are collection rather than isolated. Such vocabulary items require the highest level of awareness to be interpreted, learned and produced by the foreign learners of English.

Quirk and Green man (1991:19) draw a distinction between content words and function words. The first class is indefinitely extendable since new items are being created as one could make an inventory of all the nouns and can be confident it is complete class. The second class cannot normally be extended by the creation of additional members. It requires no great effort to list all the members in a closed class as in the case of articles.

So, by virtue of extensive flexibility, the category of content words gains the advantage of being in harmony with the current state of life dynamic. Each day new lexical items are introduced to the scene of vocabulary in terms of names of modern inventions and the words involved to describe them and their usage. Even the previously existing vocabulary elements may acquire additional senses of meaning or patterns of interpretations when combined with newly created ones. This feature is very clear in literary works as lexical items are employed to depict various images.
and fascinating metaphors that enrich the field of vocabulary. For example, the use of words such as silver and gold to express ideas like: a silver nutmeg and a golden pear as suggest by poetry.

2-6-6-3: Derivational and Inflectional Morphemes

The previous identification of bound morphemes pave the way for introducing the two categories of derivational and inflectional morphemes. The first has to do with deriving new vocabulary items from roots or stems through the process of affixation. This usually results in change of the grammatical category of words since a noun may become a verb or an adjective by the addition of affixes. The second class is mainly used to identify concepts such as number, tense or degree. This process never alters the grammatical category of words as in derivational morphemes. The distinction between derivational and inflectional morphemes can be expressed as in the following extract:

Yule (2006:64) states that bound morphemes are of two classes: derivational and inflectional morphemes. The former is used to make words of different grammatical category from the steam. This includes the sets of affixes used to derive adjectives from nouns, nouns from adjectives or verbs from both classes. The later is used to indicate aspects of grammatical function of a word by showing if it is plural or singular, present or past, in the comparative or superlative forms and the likes.

Typically, one can notice that the use of derivational morphemes vary to the extent that it is not easy to account for their complete aspects. Numerous affixes can be attached to thousands of words to provide other relevant ones that are of diversity word classes. For example, suffixes and prefixes may indicate notion like repetition as in the word 'recall', negation as in words such as unhappy, rate as in words like 'quickly', progress as in words like 'continuous' and so on. In contrast, the use of inflectional morpheme is limited to only eight inflections illustrated in the following sentences: Jim's two sisters are really different.

One likes to have fun and is always laughing.
The other liked to read as a child and has always taken things seriously.
One is the loudest person in the house and other is quieter than a mouse.
2-6-6-4: Affixes

Affixes are bound morphemes bearing grammatical or lexical information added to free morphemes like roots or stems to generate new lexical items. They are the most common source of word formation that enables building vocabulary through derivation and inflection. The grammatical category of word is the main axle around which affixes rotate as derivational suffixes may change word class, but inflectional suffixes do not. For example, the verb 'learn' may become the noun 'learner' by the addition of the derivational morpheme (-er), and when the inflectional morpheme (s) is added, it provides the plural noun 'learners'. The underlying principles of these accounts run as in the following extract:

Katamba (1993:44) singles out that affixes are bound morphemes that only occur when attached to some other morphemes such as roots or stems. No word may contain an affix standing on its own or even a number of affixes strung together. They fall into three main types: prefixes, infixes and suffixes that occur in words initially, medially and finally, respectively when added to words to which they are attached.

Moreover, affixes have various origin in different languages that belong to the same family. Some have developed form Old English whereas some other have been borrowed from other language like Latin and Greek directly or indirectly. This usually takes place either through series of transferences from one language to another or immediately taken from a source language. In this way, some modifications are expected to occur under certain circumstance or purposes such as spelling reforms. Therefore, on tracing back the origin of affixes reference is made to the work of some scholars.

Harley (2006:165) demonstrates that when an affix is described as being 'Latinate' that does not necessarily mean borrowed directly from Latin. It might also have been borrowed from any of the daughter languages of Latin that are the modern descendants of the Italic branch of proto-Indo-European, such as Italian, Spanish, Portuguese or, and importantly, French.
Furthermore, as suffixes have the tendency to alter word class, e.g.: from noun to adjective, they also affect word stress in some cases. This can be discussed in relation to the origin of such suffixes previously mentioned. For example, some stress-bearing suffixes are borrowed, e.g.: (-ete) from French, (-ese) from Italian, and (itis) was directly borrowed from Latin. Similarly, (-hood), (-ish) and (-ship) are of Germanic origin with regard to some variations in stress placement, shift or neuter. This feature of affixal phonology is expressed as follows:

Harley (2006:127) reports that some affixes also care about the phonological properties of their stems. The meaning of the stem and affix are compatible, the word class requirements of the affix are compatible with the category of the stem, but it is still seems wrong to put them together in a word. The restriction is that (-er) for comparatives only attaches to monosyllabic words which do not fit in more than one syllable long. The solution is the adoption of the periphrastic 'more' since the stem includes bisyllabic adjectives.

Accordingly, accurate vocabulary learning involves widening the cognitive span of learners to enable the recognition of the ways in which derivational affixes behave in word formation. The comparative or superlative forms of monosyllabic words have some exceptional cases of structuring that are sometimes confused by foreign learners. For example, (er) may be attached to 'dark' to form 'darker', but not to 'intelligent'. The extra syllables require the use of 'more' and 'most' to form more intelligent and the 'most intelligent' and the like. This shows that derivational suffixes are careful about the adjacent phonological context by enquiring about their neighbors.

When applying the same idea of neighborhood to syntax, Harley (2006:124) introduces the idea of affixal syntax by posing that derivational morphemes can change the part of speech of the stem it attaches to, e.g.: nation is noun, but national is an adjective. This situation does not always exist, derivational affixes do not always change the word class of the stem, but they do always specify the word class of the words they produce. Affixes also care about the category of the thing they are attached to. The suffix (-ness) does not like to go directly on verbs as in 'effeteness', but we have to add the suffix (-ive) before attaching (-ness) to form 'effectiveness'.

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In brief, the process of affixation has numerous aspects of overlapping nature that needs to be more elaborated. The most common features of the widely spreading prefixes and suffixes are dealt with in terms of nature, origin and occurrence in some phonological and syntactic properties. This is because of their significant importance in vocabulary work when investigated in the foreign context of English. As a partial component of affixes, infixes receive a marginal portion as they are very rare in English vocabulary. They only appear in some words of Latin origin that are of less frequency, but they widely spread in some other language such as Arabic.

2-6-7: Morphological Processes

The term morphological processes is used to the patterns of linguistic operations involved in the task of word-formation that characterizes vocabulary and its learning. Thus, innovation of these processes is not a recent one, to goes back to the history of classical language, i.e.: Latin and Greek. Therefore, they vary in nature, origin, frequency, spread and adoption among languages, especially in cases of less technical words. That is, the use of such word building devices is shared between languages in the sense that new words often enter a language through series of reform movements in their constituents. The most common morphological processes include: coinage, eponyms, borrowing, clipping, blending, derivation, initialism, conversion, affixation, compounding, back formation and multiple process.

2 - 6-7-1: Coinage ad Eponyms

The ability to introduce new vocabulary items in a language is largely confined to its norms of flexibility as well as the levels of productivity or creativity of its speakers. These features can be seen in coinage and eponyms as primary sources of newly born words that are invented for the need of naming things, objects and instruments. The use of words formed by coinage and eponymy becomes of a wide spread so that they are no longer isolated from social contact through which new words are observed to capture the interest of speakers and linguists as well.

Yule (2006:53) thinks that coinage and eponyms are common morphological processes of word-formation. That is, coinage is the invention of totally new term
whereas eponyms are words that based on the names of persons or places. The most typical sources are invented trade names for commercial products that become general terms, without capital letters. For example, aspirin, nylon and vaseline are coinages, but fahrenheit, volt and walt are technical terms based on the names of those who discovered them.

In addition, it may by that there are regional or technical origins for some of these terms, but after their first introduction they appear as ordinary everyday words. For example, 'sandwich' is named after the name of a person who first had such a kind of food while 'jeans' originated from 'Genoa', where this type of cloth was first made. Then comes the invention of industrial products that bear technical origin such as names of medicines where scientific notations are specified to reflect the intended peculiarity of terms. Therefore, learning vocabulary implies plenty of knowledge of the ways in which language use is determined by need to guide the process of word creation in various social environments and under diversity of conditions or cultural backgrounds.

2-6-7-2: Derivation and Inflection

Another way to enrich vocabulary and its learning may be activated by drawing the attention of learners to the distinct processes of derivation and infection. These linguistic operations depend on derivational and inflectional morphemes as influential devices that supply with numerous blocks of word building. They work integratively, but vary in the sense that derivation has the tendency to affect the meaning or class of the root or steam to which it attaches. On the other hand, inflection prefers to work on strings longer than individual words performing the role of an organizer which is not the case for derivation. These notions are clearly reflected as follows:

Katamba (1993:47,51) views derivation and inflection as the two major sources of word formation that function to construct words in different ways. That is, derivation forms new words either by changing the meaning of the base to which derivational morphemes are attached or by changing the word-class that a base belongs to. However, inflectional morphemes do not change referential or cognitive meaning, they only modify the form of word so that it can fit into a particular syntactic slot.
In some more detailed accounts, derivation extends to affect the internal structure of words by enabling it to cope with added derivational morphemes. For example, the addition of the morpheme (un-) to the word 'kind', produces the opposite 'unkind' whereas the addition of morpheme (-ly) to the same root provides the adverb 'kindly'. In contrast inflectional morphemes never make such a change, but they determine the nature of the grammatical structure in which the word may appear. For example, the addition of the morpheme (-s) to the word 'book' often results in the plural form 'books' which requires agreements with other words that may occur with it in a clause. Such a difference between derivation and inflection has much to do with vocabulary mastery since it maintains the balance of recognition and use of words in their actual contexts.

2-6-7-3: Affixation and Backformation

In order to learn a considerable amount of vocabulary items created from already existing ones, affixes are employed to serve the process of word structure. They are either added to some words as in affixation or deleted from some others as in backformation. In these opposed processes, affixation is the most source of countless words whereas backformation is of limited use since the idea of word reduction appears later than word expansion. This informs that learning vocabulary requires the ability to distinguish between already existing words and those being generated by such morphological processes.

In favour of these considerations, Crystal (2008:42,74) regards affixation and backformation as the morphological processes whereby grammatical or lexical information is added to or deleted from a stem to form another word. Affixation depends on prefixes, infixes ad suffixes as bound morphemes attached to derive other words. In opposition to this process, backformation refers to the abnormal type of word formation where a shorter word is derived by deleting an imagined affix from a longer form already present in a language.

As far as affix addition or deletion is concerned, it is worth stating that words formed by affixation are easy to recognize, but difficulty is encountered in identifying words that result from backformation. The idea is that word availability in the
learners' stock of vocabulary is hardly controlled to decide whether the words existing before are to be reduced. Of course, it is of less difficult to predict words built by affixation, especially if there is a reasonable amount of information analysis. For example, it is easy to analyze a word like 'presentation' into affixes and root, but it is of considerable difficulty to determine that word like 'televiser' is a back formation of television. This is due to the notion that the word television may be learnt earlier, besides, the concept of backformation is an abnormal one.

2-6-7-4: Compounding and Blending

Some vocabulary items are made by joining a single word to another to form a third one that bears the morphological structures of the joined words. This does not always implies that the meaning of the resulting word should necessarily be identical with meaning of the individual words being put together. A slight variation in meaning may be expected as some limited modification may occur in the form. In compounding words retain their complete forms which is not the case for blending as the combined words usually lose parts in exchange. The first word drops its second part as the second word often drops its first part to allow blending to take place. Thus one can say that compounding is complete, but blending is partial as indicated by the following extract:

Yule (2006:54,55) considers compounding and blending as two similar, but distinct morphological processes in the sense that they refer to the idea of joining two separate words, completely or partially, to produce a single form. The two combined words may be nouns, adjectives or a noun and adjective as in compounding. In the same way, blending works on separate forms, but its accomplished by taking only the beginning of one word and joining it to the end of another word. It is also used to describe mixing languages when two of them are blended to form one.

Within this framework, the combination of two single words is capable of providing additional vocabulary items of a valuable use in a language. For example, joining two nouns results in words such as 'bookcase' while two adjective make 'good-looking'. Typically a noun and an adjective may produce words like 'fast food' or a full-time job. Similarly in blending the word smog results from 'smoke' and 'fog',

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Spanglish comes from Spanish and English and 'telex' as resulting from teleprinter and exchange. In this case, the first two parts of the two words are combined as in terms of information technology such as 'modem' that comes from the two words modulator and demodulator.

Therefore, vocabulary learning needs to benefit from the nature of interplay between these processes as a means to overcome the difficulties encountered in learning the target words on cognitive grounds.

2-6-7-5: Widening and Narrowing

Since word meaning constitutes the core of vocabulary learning, it is worth paying special attention to the ways in which new senses of meaning are derived from already existing ones. This is due to the fact that words may acquire additional shades of meaning from the context they appear in. It is the linguistic environment of a word that is responsible for the various interpretation that it can convey with regard to the situational aspects of intention. It is the speaker or writer who usually creates images of meaning by either expanding or reducing word conotation as it suits. This actually paves the way for expressing current ideas or emotions as if they originate from newly born words. Innovators of such a strategy of meaning reform movement put it as in the following work:

Harley (2006:103,104) describes widening and narrowing as the two morphological processes in which the meaning of words are modified either by being generalized or specified. That is, a word may formerly be used to describe a more specific concept, and over time it comes to refer to a more inclusive concept. In contrast, meaning happens when a word with a formerly broad application is having a more specific application. Sometimes this occurs as a result of synonymy as another word takes over the meaning of the original one.

As suggested above, when applying widening and narrowing as sources of vocabulary, there appears the tendency to adopt synonyms and other word equivalents or substitutes to guide the process of word meaning creation. For example, the word 'manage' was used to mean specifically "to handle a horse", but now it means handling anything difficult successfully. This does not necessarily imply a metaphorical sense of
meaning, but simply it comes in a broader range of situations. The same is true for words such as 'deer' which in Old English meant 'animal', but when the word 'beast' was borrowed, it takes over the meaning of animal, the term 'deer' is restricted to a particular kind of animal. Then later the word animal also borrowed with its current meaning and paused 'beast' into the narrow meaning of especial kind of wild animal. Therefore, the influence of words on one another as well as the strong effects of the other morphological processes are no longer absent from the scene of foreign vocabulary learning.

2-6-7-6: Clipping and Hypocorisms

Some vocabulary items appear as a result of the same element of reduction involved in blending, but with same sort of modification as in clipping and hypocorisms. These morphological processes work on some multi-syllable words or compounds that are treated in a particular way to produce other words. That is, one syllable of the compound, usually the second, is dropped leaving the first to stand as a new morpheme or single word that works on its own right as in clipping. When a suffix is added to the produced form, another type of reform is apparent in the distinct process of hypocorisms. Traces of these related processes are available in the following extract:

Yule (2006:56) regards clipping and hypocorisms as related morphological processes that regard word syllables as primary components. The first occurs when a word of more than one syllable is reduced to a shorter form as in word 'flu' (influenza). Educational environments encourage clipping because so many words get reduced as in exam (examination). The second process makes use (-y) or (-ie) morphemes to be added to the clipped form as in 'bookie' (bookmaker).

In some complementary accounts, many technical, educational and social terms are derived through clipping and hypocorisms to work as efficient vocabulary items that enter the learning process. For example, 'phone' is the reduced form of 'telephone', 'plane' is the clipping from of airplane. In the same way, 'movie' is the hypocorisms of 'moving pictures', 'telly' is derived from 'television' as active technical terms. Similarly, math is the short form of mathematics, 'lab' is the clipped form of
laboratory that are functional in the field of education. Socially, human tend to use the short forms of names of people, concepts and things, e.g.: 'Tom' stands for Tomas and Elizabeth is shortened as 'Eliza' whereas 'brekky' and 'hanki' are the hypocorisms of breakfast and handkerchief.

2-6-7-7: Amelioration and Pejoration

It is generally observed that language use may well undergoes social mobility, this is also valid for vocabulary learning and functioning that are no longer isolated from these considerations. Words are surrounded by various social conventions that characterize their nature as polite, rude or natural to suit the actual contact among people. These aspects rarely stay constant as they receive continuous hammering that enrich their social dynamic. Many words shift their previously stated interpretation as slangs to be more stable while some other lose their former status to appear as of lower ones. Some of the underlying views on these features may be briefed as follows:

Harley (2006:104) suggests the occurrence of two opposed morphological processes that may result from social mobility where register variation is vital. Amelioration takes place when a word moves from a lower register to a higher one or from having negative connotation to having positive one. Opposed to this is the idea of pejoration when a word moves down word socially or emotionally as constant fate of euphemistic words.

In fact, relying on these grounds, it is remarkable to draw especial attention to the diversity of ways in which vocabulary use is deeply rooted in its social context. It is the degree of politeness or vulgerness that works integratively with the cultural level to decide whether a certain word is be used freely or with some care. For example, the 'fond' at a time meant 'foolish' but over time it came to mean 'dazed with love'. This reflects that such a word has lost the negative sense entirely. In opposition, the word 'retarded' was used to describe 'developmentally delayed children', but today the term 'special needs' is adopted. This shows that the idea has been modified to avoid the effects of term use that may lead to unacceptable or even harmful interpretation. This implies that learning vocabulary requires considerable knowledge of the social values, ethics and morals that determine language use in general and vocabulary in particular.
2-6-7-8: Borrowing

As the most common source of words, borrowing has a very long history shared between languages regardless of their families. It can be traced back along diversity of time periods including the classical era when Latin and Greek were the dominant languages. Later, the emergence of English as a world language has promoted regular contact with many languages and cultures. This enables a huge number of terms entering the English vocabulary under various conditions, e.g.: economic, educational or political. In this way, if a language takes vocabulary items from another, the newly adopted ones are called loan words or borrowings. English, perhaps, more than any other language is an instable borrower, it seems always to welcome foreign words as stated below:

Crystal (2008:84) refers to borrowing as the idea of taking over a linguistic from one language or dialect to another. The most common is word borrowing, but less commonly, sounds and grammatical structures may be borrowed. A special type of borrowing is termed claguel or loan translation in which there is a direct translation of the elements of a word into the borrowing language.

Generally, one can say that translation and literature provide the field of borrowing with a considerable amount of lexical items more efficiently than other demons. Many words are borrowed either completely or particularly through numerous of modifications to suit the target linguistic context. For example, in translation there may be an immediate borrowing of all word elements such as sound, meaning or forms, e.g.: 'superman' is a loan translation from German. On the other hand, direct borrowing takes the whole word to be belonging to the borrowing language, e.g.: words such as 'restaurant' and 'guarantee' are typical French words. Other languages also participate in the process, e.g.: 'dope' from Dutch, Lilac from Persian, piano from Italian, sofa from Arabic, yogurt from Turkish and zebra from Bantu.

2-6-7-9: Conversion

As part of vocabulary learning, the idea of word classes states that words are included into groups according to word type or grammatical function. This suggests
that words may belong to certain fixed word classes, but actually word position in a sentence often changes its class. That is, a noun may become a verb or an adjective as imposed by sentence structure and function. This leads to the invention of the concept of conversion as morphological process that works depending on the previously categorized parts of speech. This notion of word class alteration may be handled by some scholars as follows:

Katamba (1993:43) singles out that conversion is the morphological process in which words may be formed without modifying the form of the input, but by its function in the sentence. It is partly the morphological structure and partly the syntactic position that the word occupies, which tells whether it is a noun or a verb. Conversion is also referred to as zero derivation by analogy to zero affixation in inflectional morphology.

When considering a change in the function of word, as for instance, when a noun comes to be used as a verb, without any reduction, is another aspect of word exploitation. This process, also termed category change or functional shift, gains ground as an ordinary way of generating new ideas from already existing ones. For example, nouns such as: head and chair have come to be used as verbs through conversion, e.g.: to head the meeting and to chair it. The same is true for words such as: must, up or down when used as nouns as in: working is a must, to up the prices and downed the fires. In the later examples the word down received the inflectional morpheme (-ed) to operate as a past tense in a tendency to sound as a lexical verb.

2-6-7-10: Initialism

In the some modern developments, a relatively recent source of new words is invented. The term intialism becomes increasingly important as a kind of extreme clipping with a specific sort of modification. That is, the use of initial letters of content words in a phrase to stand for the whole phrase. It is likely that people may think of several local acronyms that are familiar in their communities, which would be ambiguous for anyone outside that social group. Therefore, agreement on some standardized acronyms becomes a necessity for their interpretations in the various
fields of life, e.g. society, science, economics as well as the teaching and learning process. Brief accounts of this active morphological process may be represented as follows:

Harley (2002:96,97) demonstrates initialism as the family of word invention that has two main subgroups: acronyms and abbreviations. The first works on the collection of the initial letters of some groups of that are pronounced as a single word according to spelling conversations. The second deals with initials that are read individually rather than collectively to produce terms that are technically have a wide acceptance among specialist.

The various applications of initialism provides vocabulary and its learning with a considerable amount of terms whose use is largely confined to their ability to convey briefly and concisely the content of larger elements. This is due to word economy that makes it easy to express numerous thoughts through a limited number of lexical items. For example, acronymy succeeds in delivering short forms for names of inventions such as the 'radar', to stand for 'radio detecting and ranging'. This is also valid for names of institutions, organizations and even diseases, e.g.: AIDS is the acronym of acquired immunity deficiency Syndram. The same is true for abbreviations to represent corporations such as the British Broadcast Corporation abbreviated as B.B.C and so on.

2-6-7-11: Multiple Processes

Along the previous sections there was concentration on word formation processes either in related pairs or individually, but it is likely that combinations of processes may be used to derive new words. This usually takes place in a sequence of morphological operations that work in harmony to lead the multiple process. A certain basic process may initiate the task then another relevant one or two processes are involved in complementary procedures. A more comprehensive view may reflect these overlapping components as in the work of scholars such as:

Yule (2006:58) describes multiple processes as the morphological cases when it is possible to trace the operations of more than one process at work in the creation of a particular word. It is noticeable that compounding, inflection, derivation,
backformation, conversion and acronymy are widely involved in their process. The expression 'waspish attitude' induces the acronym WASP that has lost its capital letters and gained the suffix - (ish) in the deviation process.

With reference to the sense of integration observed in the names of process multiplicity employed to form new words, it is of significant value to view vocabulary learning as the actual consequence of partial blending of other morphological processes. For example, the single words snow and ball are combined to form 'snowball' which was turned into a verb through conversion then inflected for past tense to be to be 'snowballed' by the addition of the morpheme (-ed) as in lexical verbs. This is also valid for the verb 'lase' when derived from 'laser' through backformation while acronymy was previously functioned to produce 'laser' from light amplification by stimulated emission of radiation.

2-7: Intentional Vocabulary and Semantics

In fact, in such a study, it is not easy to cover all the semantic concepts involved in linking vocabulary with the study of meaning in a rigorous way. Therefore, any reasonable attempt to relate vocabulary to semantics needs to specify at least some basic component as guidelines. This has much to do with the nature of learning approaches and their distinctive characteristics in question. In this way, intentional learning provides learners with the general literary linguistic meaning of words. The obtained sense of meaning is either isolated, incomplete or ambiguous. Complete understanding is available when incidental techniques are recalled to clarify the situation. It is the context of word that enriches the general sense of meaning by supplying with the details necessary for lexical internalization. The most common area shared between the two approaches is word definition in its various aspects as indicated by either intentional or incidental techniques and strategies.

2-7-1: Types of Definition

Any considerable work in the domain of vocabulary learning is expected to pay special attention to norms of definitions adopted in extracting word meaning. This is because the use of a special definition is usually determined by the sort of the lexical
item in question. The range of definitions range as between real or nominal, extensional or cognitive, ostensive or typical exemplar. The sequence extends to include: synonym and antonym, genus and differentia, hyponymy and prototypes, plosymy and homonymy as well as, metonymy, word play substitutability. Although these norms are of wide spread, but they have some accompanying problems that hinder their efficiency in explaining word meaning in a proper way.

2-7-2: Real and Nominal Definition

The concept of definition has been discussed with reference to various principles such as the nature of objects or norms as existing in the real word. This idea constitutes the source of investigations in classifying definitions into types to achieve progress in the field of lexical semantics. Therefore, vocabulary learning has much to do with the major properties underlying definition categories to enhance their role in determining the phases of the intentional or incidental approaches to lexical mastery.

In the work of Rimer (2010:63) the term definition has two different interpretations: it is either what the object is or what its name means. That is, a definition can be considered as a sort of summation of the essence or inherent nature of a thing or a description of the word which denotes this thing. The first is termed real definition while the second is known as nominal definition.

When penetrating to the core of a nominal definition, two partial definitions exist in terms of purpose: extensional and cognitive definitions. The first is functioned to reveal the shades of ambiguity that are likely to appear whereas the second is employed to pave the way for both internalizing and using words. These functions often govern vocabulary learning in its different approaches with variable emphasis since the cognitive function works more actively as shaped by contextual clues as well as the degree of lexical competence available to learners.

Putting this view in a rigorous form, Rimer (2010:64) believes that a nominal definition fulfills two different functions: fixing the meaning of a word so that there can be no ambiguity about its denotations, and bringing about understanding of the meaning of a word in someone who does not already understand it in order to enable
correct use. The first called extensional definition and second type cognitive definition.

In conclusion, the introduction of the concept of definition has the advantage of creating areas of lexical linkage that involves the wholistic contributions of many integrated types of definition at higher ranks of meaning extraction levels. This why some principal types of definition are introduced in terms of their underlying characteristics as well as some of the ways in which they are implemented in vocabulary learning. The adoption of these definitions provide learners with the necessary practical aspects of lexical handling since words presentation may require the selection of appropriate techniques.

2-7-3: Ostensive Definition

Since it is the type of lexical item that usually indicates the way of handling its meaning, extension is devised to explain the meaning of a certain category of words, namely, concrete nouns. It seems a simple matter to perform such a task, but actually some complications may occur. In many cases foreign learners fail to grasp the appropriate sense of meaning of that particular object or its intended part. This reflects the shortcomings of ostensive definitions that need to be dealt with carefully to avoid misunderstanding within the contexts of learning and using the lexis.

This situation is well described in the words of Rimer (2010:65) who defines ostentation as a means of definition which consists simply of pointing to the referents of words whose meanings are to be defined or by eliminating the objects which they denote in the real world. It is restricted to a particular lexical category such as concrete nouns, but confusion may arise in determining the exact part or type the object being referred to as signs of ambiguity created by the nature of the assigned words.

As most relevant to the intentional approach, ostentation succeeds in explaining the meaning of words or objects that have a physical nature. This depends on the availability of real objects to be introduced directly to learners. For example, a better understanding of the meaning of words such as ‘watch’ is achieved when presenting it ostensively, but the exact sense of meaning may be confused with the appearance of the ‘chain’ the part used to fix watches on hands. Therefore, the techniques used for
ostensive definition imply adopting parallel lines of precaution to avoid any sense of meaning confusion.

2-7-4: Typical Exemplar

The context of words is provided through conditions for their perception, comprehension and perfect use in similar, different or new situations. There may be some sort of resemblance in the word relationships and co-occurrence that leads to explaining their meanings in typical ways. In this instance, identical placing of words in different sentences is a key element to extract their accurate senses of meaning. This idea plays an active role in promoting the incidental approach to vocabulary leaning as it not based on deliberate learning procedures.

Accounting for this view, Rimer (2010: 66) points out that definition by typical exemplar is a way of defining words by situating them in a system of wider relations through which the specificity of the definedom can be seen. This strategy shows the position of the definedom with respect to other related notions which are not identical to it. It is also called definition by context as it identifies the event by placing it in relation to another event whose meaning is assumed to be already known as a typical context of the definedom.

By contrast, the notion of typical exemplar differs from synonymy with respect to word location rather than sameness as it works on well selected versions of parallel examples. This model of definition suits more in cases of noun meaning, but some defects may happen if the example is unknown or may reflect a different meaning. It works only if the definition's addressee correctly infers the intended meaning on the basis of cues given. For example, bottles may be excluded from jars and conserver pots to be inferred as wide-necked glass containers. This indicates that it is not always easy to achieve precise senses of meaning unless certain considerations are in mind.

2-7-5: Synonymy / Antonymy Definitions

As common types of definition, synonymy and antonymy are devised to provide words meaning in terms of either lexical symmetry or asymmetry. These norms of definition are likely to function within the intentional approach to vocabulary leaning as they reflect an instructive nature. This requires learners to possess a large number of
lexemes so that meaning extracting is smoothly achieved through word synonyms or antonyms. Thus, the task seems simple, but actually sometime it may be hindered by some intervening issues such as the linguistic competence involved in lexical selection.

Fasold and Linton (2006:140) point out that two words are antonyms if they are opposed in semantic meaning. By contrast, two words, phrases or sentences are synonyms if they have the same or similar semantic meaning. But Rimer (2010:66) argues that some problems may arise as it is usually possible to challenge the identity between the definiens or the proposed definitions and the definiendum or the words being defined.

With regard to these views, it appears that defining some words by means of other sets of synonyms or antonyms makes it easy to acquire word meaning in a reasonable manner. However, things are not this simple since some senses of meaning are less likely to be explained in this way. For example, neither 'mad' nor 'furious' is really synonyms with 'angry' as 'mad' also means 'insane', which 'angry' does not. The same is true for 'furious' which actually means 'very angry' as marker of additional sense of meaning absent in the perception of 'angry'. Therefore, great care needs to be present when dealing with synonyms as the rage of meaning variation may widely extend.

**2-7-6: Prototypes**

On the basis of lexical fields, some words are categorized into classes that share the existence of being enrolled in the same contained senses of meaning. This semantic aspect works out meanings by eliminating a standard reference to represent a model to which all other instances are compared or measured to achieve meaning accuracy. Such a sort of definition suits a specific type of vocabulary whose learning is usually coloured by the ability to establish acceptable degrees of connections between words. This idea can be traced along the following extract:

Yule (2006:105) describes prototype as the idea of the characteristic instance of a category that helps in explaining the meaning of certain words in terms of resemblance to the clearest example. In Rimer's (2010:230) the prototype of a category is the central tendency of the category's members. These members share the most attributes with other members of this group, and the fewest with members of other categories.
It seems that hyponymy and prototypes share some common grounds, with hyponymy but actually they are different in some way. The difference can be drawn in terms of representing words according to a particular hierarchical order of connection as in hyponyms. This is by no means identical to the idea of categorization that depends on classification with reference to a specific model or type. Therefore, vocabulary learning imposes the ability or skill of discovering sets of related hierarchies that may suit lexical connections. This is also valid in cases where identity of models may well serve the process of interpreting word meaning and use, e.g.: 'a sparrow' is a more prototypical example of 'bird' than a penguin.

2-7-7: Polysemy Homonymy Definitions

The context of word is reliable of creating various lexical relationships that contribute to the field of vocabulary leaning by widening the means of handling word meaning. This can take place either in terms of related or unrelated senses of meaning as in homonymy and polysemy. That is, the same form many convey similar meaning of variable sense markers while it may express other different senses of meaning. This situation confuses learners of foreign vocabulary although it may exist in their native language, but with limited degree of complexity.

Yule(2006:107) considers homonymy as the lexical relationship in which the same or one form has two unrelated meanings. They are words that have separate histories and meanings, but have accidentally come to have exactly the same form. Typically, polysemy can be defined as one form, written or spoken, having multiple meaning that are related by extension since they are similar.

As suggested by the nature of homonymy and polysemy, a single word may be used differently either in homonymous or plosemous ways that can be clearly be distinguished by means of context. If the word has multiple related meanings then there will be a single entry with a list of the different senses of meanings. If the word has different unrelated meanings, they will typically have two separate entries. It is possible for two forms to be distinguished via homonymy and for one of the forms also have various uses via polysemy. For example, the word 'date' as thing to eat, and date as a point in time are homonyms. However, the point in time as a kind of date is
polysemous in terms of a particularly day and month, an arranged meeting time, an appointment, or a social meeting. So the question: how was your date? could have several interpretations.

2-7-8: Definition by Genus and Differentia

The idea of genus and differentia is not a resent one, it does back to the early developments of meaning than benefit from the concept of classification. It works on the principles of cognitive definition by pointing out a certain class whose members are identical in some aspects then showing how the other models differ from that class. This method succeeds in define some words, but fails to provide efficient senses of meaning in other cases. This is why intentional vocabulary learning suffers from the nature of in consistency reflected by genus and differentia definitions that requires the necessary treatments.

A concise account of this view is available in the work of Rimer (2010:61) who argues that this definition involves specifying the genus or broader class to which the definiendom belongs, and then showing the differentia or distinguishing feature of the definiendom which distinguishes it from the other members of this broader class. It is a useful cognitive definition as it enables deciding what something seems to be and what makes it different from other examples of the same sort.

In this respect, there are many cases where definition by genus and differentia may be either ineffective or not applicable. This is because it presupposes a previously prepared system of classes according to which the definiendom can be sorted out, e.g.: defining 'man' as "rational animal" is based on the addressee's knowledge of the two terms mentioned. However, there is a limited number of genus and differentia to the work with, e.g. the definition of 'give' as 'transfer' is too abstract and ambiguous to serve as a genus for 'give' since it will not be familiar to the definition's addressee. Therefore, vocabulary learners face difficulty in discovering the implied relevant sense of meaning suggested by genus and differentia even if they already have an idea of it.

2-7-9: Substitutability

A definition is accepted if it can be substituted for the definiendom without involving neither addition nor loss of meaning of the definiendom. This suggests that
the definition itself is supported to reveal an expression's meaning. The best way to determine that the two words have the same meaning is to compare their definitions. It is this ability to compare that learners need to achieve lexical accuracy. They can develop this skill in terms of parallel replacements of vocabulary items in a variety of contexts.

Insuring the given claim, Rimer (2010:69) believes that substitutability is the device used to check the accuracy of a definition. As a minimum requirement of the term definition, the substitution of the definitions for the definiendum should be truth preserving in all contexts. That is, sentences remain true is taken to be a sign of the adequacy of the definition. Regardless of change in register, the resulting utterance will often sound considerably less idiomatic and more technical.

In accordance with that, vocabulary learning requires not merely being able to understand and use words. It seeks to confirm the perfection of sense meaning by checking its suitability to the assigned context. It is dynamic lexical contact that promotes learners' skills in active words replacement in diversity of situations. For example, if the word 'contact' is substituted by the phrase "keep in touch with", the meaning will remain true. Then the definiendum and the definiens are considered identical in meaning as far as learners can absorb the idea with respect to either the intentional or incidental approach to lexical mastery.

2-7-10: Hypernymy and Hyponymy

When dealing with word meaning as an output of sets of lexical relationships, it is relevant to identity some cases in which the meaning of a lexeme is included in the meaning of another. The nature of connection is therefore seen as either a holistic or partial one. The degree of meaning inclusion is usually restricted to prevent any sense of confusion that way a rise. This can be read in two opposed dimension as in hypernymy where specification is adopted to gain word meaning and hyponymy in which generalization is used to achieve the same goal.

In this context; Fasold and Linton (2006:141) propose that a word is a hypernym of another if its semantic meaning is more general than the others e.g.: an animal is a hypernym of sheep; conversely, a word is a hyponym of another if its semantic
meaning is more specific than others, e.g. of ox is a hyponym of animal. That is, hyponyms connections as seen by Yule (2006:105) essentially denote the meaning of words in some type of hierarchal relationships.

To sum up, learners of vocabulary may benefit from the previous types of definition to develop their skills in working out word meaning intentionally aided by instructions. This task makes vocabulary learning less efficient as learners do not exert efforts to grasp word meaning through guessing, inference or prediction. They actually achieve progress in the passive dimension of learning since it becomes a purely dependent process. The problem is exaggerated when learners encounter longer passages, textbooks or even conversations that require comprehension in a limited time. Therefore, learners need to promote gradual progress towards incidental vocabulary learning under the recent conditions of self learning programmes.

2-7-11: Problems with Definitions

Scholars of different background knowledge try hard to provide accurate and comprehensive accounts of the nature, content and characteristic features of the various types of definition. However, their efforts are hindered by the shortcomings evoked by the difficulties encountered in restricting the concept of definition as well as the typical ideas necessary for their interpretation and functioning in a rigorous way. The most affected area in vocabulary learning is word meaning that bears the patterns of inconsistency observed in most of the theories of definition.

As far as investigating remarks could help, Rimer (2010:76) argues that we have been assuming that it is actually possible to formulate successful definitions of words in a significant number of cases. However, we should not take this for granted as many problems arise to evoke criticisms. Many of them derive from the problems involved in the psycholinguistic interpretation of definitions as concepts, in which the structure of a definition reflects the structure of the underlying concept.

To specify these considerations, definitional theories of semantics are criticized in terms of unsatisfactory definitions of words that have ever actually been formulated. For example, the concept of 'bachelor' consists of two concepts of "unmarried" and "male". This proposes a case of inadequacy since there are unmarried males such as
widowers and popes whom we cannot describe as bachelors. As a result the definiens is not substitutable for 'bachelor' and the definition therefore fails informing that in vocabulary learning meaning extraction is not always an attainable goal.

2-8 Incidental Vocabulary and Syntax

The relationship between vocabulary and syntax is displayed when realizing vocabulary items as primary source of syntactic knowledge. The converse is also valid by considering the syntactic structure of sentences as the source of linguistic context of words. Therefore, it is necessary to account for contribution of syntax in the distinction between incidental and intentional vocabulary learning. That is, intentional learning works on words as units of building blocks to construct sentences and whole text. At the same time incidental learning looks into the syntactic environment of words that enriches and strengthens the role of contextual clues involved extracting word meaning.

In this context, Jackson (2002:19) regards the process of vocabulary learning as involving a set of lexical facts of a word, its phonology, its basic morphological structure, its relevant inflection, its syntactic environment, its sense of meaning and its context of usage. These components are complementary to the extent that is using to deal with any of them as an isolated element.

According to the idea of lexical facts, the syntactic function of words begin with relating them to the word classes. This is an initial step of where the word may be used in its accurate position in sentences. Any altering of the normal location needs to be specified, e.g. : if an adjective is placed before a name or after it as in (brown suit) or (time enough). As for verbs, the syntactic relation is more complex because it includes facts about objects, i.e. one object, two objects, the type of object and complement. These components are necessary to identify word class and the syntactic value resulting in meaningful language.

Confirming these arguments, Hoey (1991:201) considers lexes as the aspect of language that mediates between grammar and phonology while overlapping with both. That is, language is triply structured at the level of phonology, syntax and interaction or
context. If we deviate from the structural principles operating at each of this levels, the intelligibility of our utterances will be threatened.

In conclusion, if intentional vocabulary learning is syntactically governed, then incidental learning is conditioned by that governing. The essential part of the linguistic context of the words is based on structural properties while their senses of meaning are determined by variations of contextual clues of usage. In other words incidental and intentional learning integrate to perform the task of vocabulary competence in a smooth fashion.

2-9 : Factors Affect Vocabulary Learning

2-9-1 Overview

Learning the vocabulary of English as a foreign language may be thought of as undistinguishable from that of native speakers’ one. Such a goal is unattainable for every adult learner simply because some factors integrate to influence the learning of the target lexicon. The most prominent ones include: learning strategies that work in harmony with the psychological, linguistic, pedagogical and social factors that are of direct relevance to lexical learning.

Incorporating these issues, we may consider learners as the orbit around which learning activities rotate as they employ certain ways, principals and techniques to achieve perfect learning. Thus, learning strategies is the general term given to the various ways learners interact with the different learning situations and the difficulties encountered. This can be read in relation to the notion that the learning process is actually surrounded by some internal psychological components that often explain, describe and justify learners abilities. This consists of the role of age, memory, motor skills, identity, anxiety, threat, motivation, inhibition, innate phonetic ability and concern for language.

Besides, as the learning process is psychologically conditioned, it is also linguistically based when factors such as native language, inter-language and target language effects characterize learning the target vocabulary. The same is true for the role of pedagogical and social factors that extend to cover areas such as: the teaching methods, materials, aids and teachers. These elements are no longer isolated from the
socio-cultural aspects, social organization as well as the economic conditions of societies. The later may be the most obvious to consider in providing the learning process with the facilities involved in quality vocabulary learning.

2-9-2 Language Learning Strategies

When considering language learning as learning its vocabulary, we see that learners of English as a foreign language adopt the general framework of learning strategies involved in language learning. The concept learning strategies has come as a result of investigations that attempt to find out how language learners cope with the various learning situations and the difficulties presented by lexical learning. This has to do with the mental or behavioral skills necessary to develop a linguistic and social competence. Such issues imply a set of strategies, e.g: planning, academic or explicit, affective, direct or indirect and so on.

Accounting for the mere nature of strategies, Rubin (1975:11) investigates successful language learning by studying the general features of strategies in which the learner is a willing and accurate guesser with a strong desire to communicate uninhibited about his weakness, and ready to risk making mistakes, is willing to attend and practice without fatigue, monitors his speech and compares it to the native standard, and attends to meaning in it social context.

In this way, as vocabulary learning constitutes a major division in language learning, it is widely acceptable that such aspects of learning strategies are strongly relevant to lexical learning in many ways. For example, in extracting word meaning, guessing is a basic skill that enables comprehension as part of less inhibited communication with minimum errors. This usually promotes perfect practice aiming at accuracy in obtaining the exact sense of meaning elicited from contextual clues. Therefore, applying learning strategies activates learners to develop their own incidental approach to vocabulary learning.

By introducing the idea of strategy type, Tarone (1980: 419) views the concept of strategy as somewhat complex one, and not easy to tackle as it consists of mental or behavioral process of language acquisition or use at the three levels of production, communication and learning. The first two of these come under the heading of
strategies of language use while the third aims at developing the linguistic and sociological competence in the target language.

As far as vocabulary learning is concerned, a production strategy implies an attempt to use one’s linguistic knowledge efficiently and clearly with less effort as in simplifications reprisal and discourse planning that involves lexical selection. Then appears the role communication strategies that deals with problems resulting from interaction between users of word forms in various situations. These components are based on previously acquired learning strategies intended to develop the sociologic and linguistic competence of learners in terms of lexical memorization, relearning and initiation of conversations. These elements are of significant importance to learners since they rely on them to go further beyond the mere shape or form of words to penetrate into their images in an efficient way, specific methods of approaching a task or a problem, methods of operation for achieving a particular end, or planned designs for controlling and manipulating information. Strategies vary widely within one individual who may almost simultaneously apply a dozen strategies for figuring out what someone just said to him or turning to some else for interpretation.

As suggested by this view, the concept of strategy extends to cover numerous aspects of manipulating information including vocabulary knowledge. This can be clearly observed in the set of strategies used for key word identification, paying attention to contextual clues, grasping non-verbal cues, grammatical analysis, word recognition and definition, dictionary look-up and rephrasing as primary activities in lexical learning. Each of these tasks requires the adoption of at least one strategy specially in word interpretation, storage, retention and use. The same is true for locating clues and cues that determine the accurate sense of meaning indicated by context.

In addition, Oxford (1996: 15) draws a general distinction between direct and indirect strategies. The former consists of strategies directly involved in the target language while the latter provide support for language learning through focusing, planning, controlling anxiety and increasing co-operation. That is, some strategies are behavioral and directly observed while others are not as they are mental. Memorization
strategies are direct at specific lexical or grammatical rules whereas indirect strategies provide learners with data that they can process.

To sum up, in their various aspects, the learning strategies are very influential in the process of vocabulary learning. This is due to the belief that some strategies are merely personal while some others are categorized with regard to competence or communication functions directly or indirectly. At each of these levels, a series of skills, abilities and experiences are figured out to match lexical learning in harmony with all other language areas. Therefore, the more the learners are equipped with considerable awareness of the role of strategies in language learning, the more promoted is their achievement in any vocabulary work.

2-9-3 Psychological Factors

Learners of English vocabulary have their own internal psychological factors that influence their mastery of the target lexicon. Some aspects of these interdependent effects include the role of the learners age, memory, motor skills, innate phonetic ability, identity, threat, inhibition, anxiety, motivation and concern for language as well as their relevant features of integration. Actually, the psychological factors involved in vocabulary learning may vary to the extent that it is not easy to account for their various aspects. The most outstanding ones are available along the following lines:

Kenwarthy (1987: 4) proposes that children under the age of puberty stand an excellent chance of ‘sounding like a native’ if they have continued exposure in authentic context. Beyond the age of puberty, while adults will almost surely maintain a foreign accent, there seems to be no particular advantage attributed to age. A fifty years old can be as successful as an eighteen years old if all factors are equal.

On these grounds, as placed on the top, age comes first to provide opposed effects on children and adults as learners of the target vocabulary items. On the one hand, children as depending on their flexible organs, may achieve near native sounding in word production which is not the case for adults. On the other hand, adults are likely to make better progress in morphology and syntax relying on their developed mental abilities. This may reflect children as more incidental learners to some extent whereas adults appear to develop a mere intentional approach to vocabulary. This
insists on the learning activities in question to pay a specific attention to learners age and needs, particularly at university since efficient lexical learning is largely confined to these considerations.

In favour of the role played by memory in learning vocabulary, Steinberg (1993: 206) states that memory is crucial to learning pronunciation. It is conceivable that a person with a severe memory impairment could ever learn the native language, much less a second one. The learning of the simplest word requires memory since the order of its constituting phonemes needs to be kept undisturbed suggesting the essentiality of memory for ‘rote memorization’ in vocabulary learning.

In this context, if at some age memory begins to decline, the reason might be due to changes in brain development since there are no worthy differences between brain development at age twenty and age fifty and again at age seventy. These aspects of link between age and memory indicate that vocabulary learning is determined by these interrelated factors. This is why adults develop strategies and seek more practice to compensate for weakening rote memory ability. This is due to the fact that long-term memories seem relatively unaffected, but the ability to deal successfully with new words and sounds is affected.

When considering the effects of the learners’ motor skills on vocabulary learning, Rossner and Bolitho (1990: 12) point out that evidence show the particular motor skills of speech production is best developed at younger age. That is, somewhere around the age of ten or twelve years the ability to acquire new motor skills begin to decline. The reason for such decline is as yet unknown, it seems likely to be due to some changes in central function of the brain.

In this way, when dealing with lexical production as the vital output of the motor skills of speech, it is obvious that target vocabulary learning requires the adoption of new motor skills. Actually, this goal is unattainable for adult learners since they have already mastered the motor skills of their first language. This entails that lexical mastery in adulthood is threatened by the decline in acquiring the accurate the motor skills. Therefore, learners work hard to compensate for that decline in terms of linguistic explanations to guide the process of intentional learning as hindered by age factor.
As for the learners’ own innate phonetic ability, Kenworthy (1987: 6) argues that such ability, which is often referred to as ‘having an ear for language’, is owned by some people who manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this knack is present whether the early language is remembered or not. Others are simply more attuned to phonetic discrimination tasks to improve their own competence.

With reference to the influence of motor skills, comes the influence of the private phonetic ability on vocabulary learning. This is due to the idea that word production is maintained by their perception as phonemes that are internalized first then regenerated in terms of lexical items. The nature of these mental skills are mostly determined by the phonetic ability responsible for their development. This often takes place when learners are in continuous contact with the target language for the sake of training their ears in sound discrimination tasks as naturally as possible. By so doing, the incidental approach to vocabulary learning may be spontaneously promoted through listening to contextualized language.

As far as the idea of threat is concerned, Rossoner and Bolitho (1990:129) single out the role of the threat of learning and zest of risk by noting that adult learners develop negative feelings in learning situations. This is because they feel that their whole personality is put at not knowing. Thus, learning turns into a protective affair, where people learn things simply to shield themselves from the accusation of stupidity that emerges from teachers, their peers or their conscious.

Due to this voice, in their attempts to use foreign words in the various learning situations, adult learners may be threatened by the mere idea of ignorance. That is, they are not interested in learning as an end, but as a means since they are dismayed to run the risk. At this extreme, they may pretend learning to avoid being described as not knowing or failing to express their ideas. This condition complicates the process of vocabulary learning as learners really neither learn nor show their actual learning abilities. It’s merely their fears that control their learning behavior and reflect them as reluctant to learning that insists on the learning process to follow another dimension.
Similarly, in harmony with threat, Byrne (1976: 25) argues that although many students are happy to speak in chorus or under guidance doing some kind of drill, they are inhibited when they are asked to express themselves freely in the presence of the whole class. This may be because they have never been encouraged efficiently to ‘have a go’ without worrying about mistakes.

In this context, aspects of connection between threat and inhibition are available as it is a common feature that adult vocabulary learners may appear unwilling or less initiative to participate. They often work actively in groups or whole class, but seem hesitant, discourage and lack self confidence in personal learning activities. This is because the notion of individual practice appall them to the extent that it is difficult to remove their fearing. Therefore, they grow inhibited to cope with the learning situations in which the tasks of practicing the lexemes demands the ability to endure the taste of faulty performance before enjoying success.

Furthermore, following a similar procedure, Brown (1994: 255) describes anxiety as generating over the risk of blurting things out that are wrong, stupid or incomprehensible. This is because of the internal identity that informs that “you are what you are speak”, so learners are reluctant to be judged by hearers. It is better to keep your mouth closed and have others think you are ignorant than to open it and remove all doubt.

Accordingly, the greatest difficulty that learners have in learning to speak is not the multiplicity of sounds, words, phrases and discourse forms that often characterize any language, but rather in the interactive nature of communication. So far the learner, the matter of what to say - a tremendous tasks, to be sure, is often eclipsed by continuous of how to say things, when to speak, and other discourse constrains. For example, a learner could produce a sentence in response to a comment, but it is difficult to make word choice. Therefore, enclosed by anxiety, learners of foreign vocabulary are expected to overcome that major obstacle to be in peace with words so that they can be produced easily.

With regard to the nature of integration between the psychological factors and vocabulary learning, it is customary to introduce motivation as a prominent figure. As
seen by Gardner (1985: 10) motivation is the combination of effort plus desire to achieve the goal of language learning with the favorable attitudes. That is, motivation to learn extends to the individual who works or strives to acquire language because of a motive to so and the satisfaction experienced in this activity. A high need to achieve might produce efforts as would social pressures or impending examinations.

Generally, in attempting to reflect the influence of motivation on vocabulary learning, it is sure that intrinsic and extrinsic motivation are involved in the process. The first aim at bringing about certain internally rewarding consequences, namely feeling of competence and self-determination that emerges from needs, wants or desires within oneself. Instances of this are available in situations where success in solving a problem or overcoming difficulties constitute a reward for active progress in learning. Conversely, extrinsic motivation intends to activate learning by providing some external rewards that often increase learning. For example, learners may receive presents, prizes or even praising remarks that encourage them to do their best in lexical achievement.

On a parallel extreme, when relating concern for language to motivation, Kenworthy (1982: 8) has come to the result that some learners are not particularly concerned about their language while others are. The extent to which intrinsic motivation propels them toward improvement will be the strongest influence of all other factors previously mentioned. If that motivation and concern are high, then the necessary effort will be expanded in pursuit of goals.

To conclude, some internal or personal factors interfere to determine vocabulary learning with respect to other relevant considerations. That is, learning is negatively affected as motor skills, phonetic abilities and memory often decline in advance ages. Likewise, foreign learners may appear anxious, inhibited or hesitant since their identities are threatened by the fears of errors committing that hinder lexical mastery. The influence of these psychological factors is widely incorporated in the extent to which graduate students are not motivated enough to learn as well as their limited concern for language in general and vocabulary in particular.
2-9-4 Linguistic Factors

2-9-4-1 Native Language Effects

When developing their mastery of the lexical system of a foreign language, learners are often influenced by the native language. The previous knowledge and experience in the first language play a major role in determining the nature of the relationship between learning the native and the target words. This is by no means is isolated from the ways of perceiving, interpreting, retaining, producing and using the target vocabulary in the various learning and communicative situations. Therefore, linguists pay a special attention to the features of the first language involved in foreign language learning.

Brown (1994: 206) describes the native language of a learner as the most influential factor affecting the learning of the foreign language. It will be a highly significant system on which learners will rely to predict the target language system. This can clearly be noticed in language transfer as well as language interference since the rules or patterns of the native language are applied.

By tracing this influence on vocabulary learning, one can say that as learners try to develop their target linguistic competence, they actually achieve this goal in terms of phonemes, morphemes as well as their relevant features involved in word internalization, production and use. At this level, the linguistic system of the native language constitutes the main source of knowledge transmitted to target language lexical learning. This process is strongly determined by aspects of transfer and interference resulting from contrasts between the native and the target linguistic systems.

In more detailed accounts, Littlewood (1984: 25) describes transfers and interference as direct results of native language influence. The first refer to first language habits that are helpful to acquire the target language habits as it is based on aspects of similarities. The second denotes the first language habits that hinder or prevent learning the target system revealing aspects of differences between the native and the target linguistic systems.
In apparent opposition, Flegel (1986: 33) states that second language learners have more problems with sounds that are similar to those of their first language, than with sounds that are completely different. An important aspect of the stop consonants that varies from one language to another is the moment when voicing starts as the person produces the consonants. Voice Onset Time is the name of the actual moment at which that task occurs.

In this respect, it seems that Flegel’s view is less comprehensive as it does not pay attention to the system of vowels which is more complicated than consonants. This is due to the fact that consonants are affected by vowels in the same way of their influence on one another. For example, consonants are modified in the production of words, phrases such as ‘handbag’ where the combination of (db) is produced as (m). That is, it is the mixed nature of vowels and consonants that often result in words whose learning implies a linguistic competence of complementary components to provide efficient vocabulary learning.

Explaining the role of rules overgeneralization in error occurrence, Sbada (1993:43) argues that there are many causes for errors in learners’ language. The transfer of patterns from the native language is one cause, but more significant is the overgeneralization of the target language rules under the influence of the first language rules. One thing which is very clear is that second language learning is not simply a process of putting second language utterances into first language forms.

In this way, aspects of the target language which are different from the first language will not necessarily be acquired later or with more difficulty than aspects which are similar. For example, the target lexical items including phonemes that differ from the native ones in terms of articulation may be learnt with varying degrees of ease or difficulty. The phoneme /n/ may be simply learnt by being produced at the hard palate as in Arabic whereas it is actually nasal in English. This informs that errors caused by the over extension of some partial similarity between the first and the target languages may be hard to overcome, especially if learners are frequently in contact with other languages or learners who make the same errors.
As far as seeking correspondence is concerned, Rossoner and Bolitho (1990: 96) argue that it is a matter of common experience that the mother tongue plays an important part in learning a foreign language. Students are always translating into and out their own languages and teachers always telling them not to do. In fact, if we did not keep making correspondence between foreign language items and mother tongue items, we would never learn foreign languages at all.

To sum up, when we set out to learn a new language, we automatically assume, in the absence of evidence that utterances, meanings and structures are going to be broadly similar to those of our own language. This strategy does not always work, and it breaks down quite often with unrelated languages. But on balance this kind of equivalence assumption puts us a head of the game. It makes possible to learn another language and learning to categorize the world of words all over again. This indicates that vocabulary learning as part of language mastery has much to do with aspects of native language that are either transformed or modified to serve lexical achievement.

2-9-4-2 Inter-language Effects

An inter-language is commonly known as a mental system whose rules share the features of at least two languages, i.e. a native and a target ones. Such a mixed nature is reflected in various language areas including vocabulary. This is why vocabulary learning in a foreign language is strongly affected by the series of development in the inter-language. The idea is that the linguistic system is generally established on first language bases, then gradually progresses towards foreign language principles. Thus, learners rely on the lexical system of the inter-language to bridge the gap between the native and target ones.

On the systemacity of the inter-language, Stern (1984: 399) describes the advance from zero competence to whatever the learner wishes to attain in the target language as going through several stages. The intermediate competence known as “transitional competence”, ideally becomes progressive approximation to the target language norms. It is the learner’s best interpretation of the later since it is not surprising to find that progress in the target language may be well related to the first language.
Within this framework, as vocabulary learning constitutes an essential part of the learner's inter-language, it is customary to relate lexical progress to the nature of the mediating competence. This indicates that learners benefit from native competence to gain grounds in the target competence in gradual stages. What characterizes such a process is that concrete and abstract meanings, for example are learnt in the same way as in the native system. This justifies the difficulties encountered in learning abstract words even by adult learners who have mature mental abilities. Therefore, lexical learning actually occurs under many complicated conditions concerning the inter-language, particularly if there are diversities of language backgrounds capturing the inter-language.

Regarding the double roles of the inter-language, Brown (1990: 77) argues that while the native system will exercise both facilitating and interfering effects on the comprehension and production of the new language, the inter-language effects are likely to be the most salient. They may react either positively or negatively against the goals of producing perfect target language.

In this way, foreign language learners of vocabulary have their own rules which are not just pale shades of the target language, but many of these rules are related to the first language. Nevertheless, learners still make up a unique temporary system or inter-language, what counts is the complex system in the learners' mind, not the target rules or the first language habits. That is, the learners' first language usually contributes to the effects of the inter-language when learners tend to go through a systematic or semi-systematic process as they progress to full competence in the target language. This is why successful vocabulary development in the inter-language is partially a factor of seeking feedback from other linguistic traits.

2-9-4-3 Target Language Effect

It seems that there are particular areas in the English language that influence the learning of its vocabulary. Such areas create difficulties hindering the perception and production of perfect wording by foreign learners. It is not easy to cover all problematic areas, but aspects such as the nature of orthographic system, the nominal
pronunciation value of vowel letters as well as the set of homophones and homographs of vocabulary items appear as main areas of difficulty in lexical learning.

In this respect, Gimson (1980: 264) regards the absence of consistency between sound and shape in most English words as an obvious feature of the writing system. The sense of two forms parallelism rather than derivation may be discouraged by the clear lack of consistent relationship between sound and spelling which is not the case in languages other than English.

In addition, when considering the series of lexical changes undergone through the different periods of the language history, it is remarkable that few basic changes of word spelling have been made though their sounds constantly change. The result is that the written form is inadequate and even a misleading representation of the spoken words of today. For example, most English words include a final (e) that is difficult to manipulate in word inflection or derivation as it is either dropped or combined to other morphemes with some changes. This situation creates considerable difficulties in lexical learning as learners struggle hard to find their way to accuracy.

Supporting this viewpoint, O’conor (1980: 2) argues that in ordinary English spelling, it is not always easy to know what sounds the letter stands for. For example, in the words: city, busy, women, pretty and village, the letters (I, y, u, o, e, a) all stand for the same vowel sound, the one which occurs in ‘sit’. By contrast, in the words: banana, father, man and may the letter (a) stands for different vowel sounds.

Within this domain, when considering the large number of vowel sounds in English, it is clear that more symbols are needed to represent such sounds. But actually this is not the case, many sounds share the same symbol in variable ways or constructions. This is why learners confuse the written symbols standing for word sounds, i.e, when they intend to produce a word with a certain vowel sound, they often mistaken it for another. For example, most learners tend to produce the back vowel in words such as ‘bought’ typically to the one in ‘boat’, which itself may be produced as in ‘not’. By so doing, learning vocabulary turns into a tough task of sound discrimination under the influence of the native linguistic system.
In more details, James (1991: 24) describes the ways of representing the vowel sounds by letters as problematic. That is, with only five written symbols or letters to represent more than twenty vowel sounds, often spelling can give problems. Therefore, great use is made of the letter (e) and (r) to show changes in vowel sounds in terms of length or quality as in longer vowels, triphthongs and adjacent phonemes.

According to this viewpoint, vowel sound distinctions confined to the addition of (e) or (r) may bring about another complexity to word sounding since the added letters act as silent, more long or modified sounds. For example, in words such as: hat/ hate, bit/ bite, dot/ date, the additional (e) turns the short vowels into long ones. Typically, the addition of the letter (r) changes the vowel sound quality as in the words: cat/ cart, bee/ beer, hut/ hurt, bid/ bird and produce the vowel sounds as they appear in the written words, but not as they already exist in their real phonological contexts.

Furthermore, Gairns and Redman (1999: 50) single out the influence of the English homophones and homographs on learning vocabulary. The complex relationship between sound and spelling makes the language inexplicable to foreign learners. This aspect is clearly reflected in the considerable number of homophones or words which have the same sound, but different forms and meanings as well as homographs or words of similar form which differ widely in sound and meaning.

In conclusion, one can state that learning vocabulary is generally characterized by the linguistic features of the target language. The obvious phases of the less parallel relationship between sound and form are responsible for various shades of confusion. The written words are mispronounced on the basis of their constituent letters rather than their actual phonemes. Therefore, since the written materials are the most commonly used, vocabulary learners suffer from their inability to cope with the nature of the English linguistic system. This is because they mostly bear in mind that words are pronounced as they are written or written as they pronounced.

2-9-5 Pedagogical Factors

Among the most influential factors of vocabulary learning is what referred to as pedagogical factors related to the teaching and learning process. This has to do with the technical implementations incorporated in applying the teaching approaches, methods
and their procedural components adopted by teachers in learning situations. These issues usually result from either the teacher when dealing with particular teaching methods, materials and aids or even from the methods themselves. Therefore, investigations in this area are capable of showing lexical achievement as indicated by the nature of the techniques involved in its actual levels of handling.

However, although lack of linguistic knowledge is often a key factor in learning, difficulties can also arise from procedural and pragmatic resources. This is why Corder (1981: 59) states that the nature of the data or the manner in which it is presented, explained and practiced may be defective in some way. Besides, while the data is adequate, the learner has to know certain things before he can learn something new.

In this regard, approaches to vocabulary learning are based on at least some psychological, linguistic and social inteties to provide a wide range of techniques. They may be employed in the sequentially related stages of lexical presentation, practice and production. Applying these techniques efficiently may be disturbed by poor training, negative experience or inappropriate teaching materials and aids. That is most class work may be devoted to presentation in terms of continuous series of talk and chalk leaving no room for practice or production. Learners are rarely given the chance to develop the cognitive skills required for lexical mastery. The teacher is the authority in learning situations that may require only his limited participation, guide and assistance.

As for the role of the teacher at the presentation stage, Hycraft (1985:39) points out that when presenting structures orally, the teacher tends to speak slowly to emphasize the individual elements that combine to form the structure. This tendency of trying to make the structure easier makes their pronunciation more difficult. This is also true for rapid presentation where insistence on speeding speech may also lead to a staccato-like effect or speech sounds like a burst of machine-gun fire.

Therefore, in both cases of slow and rapid speech, difficulties arise under the influence of inappropriate presentation of the lexicon. That is, teachers are often responsible for providing learners with normal speech of the spoken words as understood by the native speakers. In other words, the teacher’s personal tendency to a particular speech community is clearly reflected in the learners’ performance. For
example, word stress may be affected by slow and rapid speech that word meaning is directly altered resulting in miscomprehension.

When dashing to the role of the teaching materials, Littlewood (1984:32) argues that if a learner is taking part in formal instruction, some errors will be a direct results of misunderstanding caused by faulty teaching or inappropriate teaching materials. Two forms or utterances may not be clearly distinguished or explained so that learners confuse them. Alternatively, one form or sound pattern may be over emphasized or over practiced that learners produce it in inappropriate contexts.

To account for these considerations, the teaching materials may include vocabulary items that are either less technical, less frequent or bearing idiomatic expressions and figurative language. Such elements require certain manners of explanation to be grasped by learners, particularly if there are social or cultural aspects to be considered. The same is true for lexemes whose meanings alter when combined to some other ones as in cases of phrasal verbs or word collocations. For example, to “lose face or heart” meaning to “be humiliated or hopeless”, require to be explained in a sense that reveals idiomaticity raised by the co-occurrence of the terms lose, heart and face. It is the context that enables interpreting such expression where lexical grounds are complete on basis other than linguistic facts.

To conclude, in the natural situation, language is one aspect of life which accompanies other life events. In the classroom, however, language itself becomes the prime aspect of life around which all else revolves. The language that is to be experienced by students is planned while there are degrees of lexical planning with more or less emphasis on speech, literacy, spontaneity, ... etc, nevertheless, the course of event is planned and the teacher is the planner. This is true even for methods that attempt to stimulate the natural situation by reproducing in the classroom some of the natural language experiences that occur outside the classroom.

2-9-6 Socio-cultural Factors

It is natural that people in their different environments and social groups may speak the same language in many dialects. That is, there is real variation in the actual lexemes exchanged in social contact among members of the same group as well as
other related communities. Therefore, vocabulary learning is interested in the socio-cultural context of both language use and learning that constitute powerful forces determining the nature of learning. Of course, it is not easy to account for the complete components of such issues, but some of them are slightly touched as follows:

Stern (1983: 270) proposes some socio-cultural factors such as the relative social status of the first and the second language, the instrumental value of the target language, and the sort of the cultural values accompanying them. That is, language learning is accomplished on the properties that link the social organization of the community with the different groups that construct the society, its social class as well as its constituent occupational, ethnic, cultural and religious groups.

Bearing in mind these considerations, it is evident that the lexical items of language can be identified in terms of various social and cultural aspects that are deeply rooted in societies. This appears in noticing the extent to which societies rely on their attitudes towards the target community to upgrade its language and cultural values. This also valid when regarding the ways in which societies organize their members in classes, job or work teams, ethnic and religious groups that share the same cultural features. These components supply the linguistic context with rich functional concepts often expressed through words that are acquired and reproduced by individuals or groups. This suggests the clear sense of overlap between language and society as each affects and be affected by the other spontaneously.

Incorporating the role of economic and technological development of societies, Steinberge (1993: 24) openly describes language learning itself as demanding economic investment. That is, a society may have to weigh up the importance of language learning against the importance of other educational needs. Many developing countries lack learning materials involving electronic audio and video equipments or cannot afford to buy them. They may also lack the skilled manpower to install and maintain such equipment’s in proper ways.

In this way, the economic condition of a society lay heavy burdens on its members who struggle to find better educational chances. Such a society needs to develop specific awareness of human investment in language learning as this area receives
limited importance. Most social groups and administrators tend to place the equipments involved in language learning at the end of their list concerning educational needs. They pay little money that learning facilities are not available to support language learning. This tendency is reflected in poor lexical learning that seriously affects language learning for its various purposes. This indicates that better vocabulary learning is linked to the awareness of developing good economic conditions.

Furthermore, it is of crucial importance to assume the role of group acceptance in language learning. Adult learners experience difficulty in being accepted by their other mates which makes vocabulary learning hardly occur. This is because most foreign language learners tend to stick to their native language. Even discussion can be conducted at least partially in the mother tongue as learners work in groups or pairs to solve problems including vocabulary activities. This is no doubt valid for the type of lexemes adopted in games and amusements which is not the case for target language elements.

2-10 :Summary

In the discussions of vocabulary learning viewpoints range as between supporting pure intentional or incidental learning approaches with variable degrees of emphasis on adopting their combination in a parallel approach. Under this wide umbrella comes the internal ingredients of linguistic knowledge as well as the relevant components of the teaching and learning process. This evokes considering the role played by competence in phonology, morphology and semantics as most related domains to vocabulary learning with regard to the objectives of the assigned learning approach. These elements integrate to characterize lexical learning within the context of some psychological, linguistic, strategic, pedagogical and social-cultural factors. The result is that some sort of distinction is required to be drawn between the bases of the intentional and incidental approaches. This matter is essential to see the extent to which that distinction may serve the process of vocabulary learning in a reasonable way. This is also valid for observing the complementary aspects of the two approaches to examine the procedures of vocabulary handling to undergraduate students in their various learning situation.
Part Two: Previous Studies

Overview

This part reports some previously executed researches that may share some common grounds, but vary in specifying research areas, content and procedures. The criteria for selecting these works is that most of them represent Sudanese learning environments. Very few samples of Arabic, Chinese and another community are included to see the extent to which these studies may enrich investigations in vocabulary leaning in EFL situations. This is due to the view that vocabulary achievement may be dealt with in terms of certain underlying objectives, principles and strategies involved in its learning. That is, the learners’ levels, abilities and needs usually determine the type of practical procedures followed in lexical handling.

Selected Samples

Instructive collocation knowledge:

Employing a test as an instrument, Younis (2008) investigated Sudanese EFL Learners' collocation knowledge and assessed the major causes of learners' collocation problems. By administrating a collocation test of 42 items to 312 students in their final B.A year at six Sudanese Universities, he reached the following results: First, there was deficiency in the subjects collocation knowledge. Second, there were significant difference in the subjects' performance in 4 collocation patterns. He attributed the deficiency in the subjects' knowledge of collocation to a number of reasons such as: (1) reliance of the subjects on lexical overgeneralization, (2) negative interlingual transfer, (3) synonyms, and (4) insufficient exposure to the quality of input.

Constructive collocation knowledge:

Omayma, (2011) attempted to assess the knowledge of collocation because it is a problematic area for foreign language learners. The main aim of the study was to come out with constructive recommendations for both teachers and learners in order to improve the process of teaching and learning the language. The subjects of the study were one hundred and fifty students drawn from second, third and fourth years majoring in English from Khartoum University, Faculty of Art. A collocation test of 50 items was used to collect data. The obtained data have been statistically
analyzed using the (SPSS) package. The findings of the study indicated that subjects' knowledge of collocation is poor. The results indicated that there was a significant difference in students' knowledge of collocations between the three levels. It revealed that the adjective–noun collocation was the easiest, while the verb–noun one was found to be the most difficult. Based on the research findings, the study recommended that teachers should enable students to be aware of collocations through making more emphasis on collections while teaching the language.

Understanding and using idioms:

Elgobshawi (2012) investigating the difficulties that encounter Sudanese English language students in understanding and using English idioms. To achieve this goal, the study adopted the descriptive analytical method of research. The researcher designed a test on idioms for the students in addition to a questionnaire for ELT teachers as instruments of data collection. The idioms test aimed at measuring the students' ability in dealing with the difficulties posed by idiomatic expressions. On the other hand, the questionnaire aimed at assessing the teachers' perspectives and views on the relevance of idioms to language curricula and to the teaching and learning contexts.

The findings revealed low abilities of the respondents in recognizing the characteristics of idiomatic expressions. In addition, respondents did not use a particular strategy while encountering unknown idioms. The results of the questionnaire showed that the participants generally agreed that the difficulties related to idiomatic expressions arose from their complex characteristics. It was found that the negligence of idioms in language curricula led to their negligence in the context of teaching.

In the light of the findings, the researcher recommended incorporating idioms in language curricula. Besides, providing adequate materials for the teaching and learning of idioms as well as allowing greater exposure to idiomatic expressions. The assessment of teachers' attitude towards the teaching of idioms was suggested as well as conducting researches on the effect of context on the ability to learn idiomatic expressions.
**Intentional learning lexis:**

Kheir (2000) aimed at investigating the relationship between teaching and learning new lexis as well as the influence of the learners' level on the choice of learning strategy. A test and a questionnaire were used to collect data from 180 students and 70 teachers who responded to the questionnaire. The results showed that the level of the learners influenced their strategy choice. There was a close relation between the teacher techniques and the learners' strategies of learning new words in context. The most preferred strategy was inferring the meaning of new words.

**Learning English lexis:**

Hussain (1995) investigate the acquisition and learning of prototypes in category names. For this purpose, two tests were given to subjects from two major groups. The first is group of Arabic subjects with different ages whereas the second group consisted of learners with different learning strategies as well as a group of native speakers. The results of the test supported the claim that category names are stored in the mind in the shape of prototypes and that there was a great deal of coincidence among each group members in choosing some items as the prototypes of their categories. The study also suggested that differences between the Arabic groups were due to differences in age. The comparison and contrast with native speakers showed that differences could be attributed to cultural and linguistic factors.

**Idiomaticity and language learning:**

Shamat, (2002) carried out about the impact of idiomaticity on language learning and teaching. It was conducted in a Sudanese context and found that students' actual performance was generally poor and unsatisfactory. There was a lack of familiarity with the subject matter of idioms. Learning multi word expressions should be focused in curricular and syllablls to enable learners improving their communicative skills. Knowledge of idiomatic has an effect on the process of leaning as well as learners' receptive and productive communicative ability.

**Errors of collocations:**

Mohammed's study (2005) investigated learners' production of English collocations. The subjects of the study were 42 EFL University students who were
given a writing home work assignment. The data were analyzed and the results showed low level of collocation competence, pointing to the importance of regular teaching of English collocations.

**Collocations as neglected variable:**

Farghal and Hussein (1995) assessed collocation knowledge among the Jordanian students of high college for the certifications of teachers by using a close test and a translation task. 22 items of English collocations related to weather, food and clothes were distributed into two questions. A close test of 11 collocations was given to one group while the translation task of 11 sentences was given to another. Participant faced problems with collocations which did not have equivalents in Arabic reflecting the presence of poor collocation knowledge. They used the strategies of synonyms, a voidance, transfer and paraphrasing.

**Collocations competence:**

Zughoul and Hussein (2001) administered a test to 10 graduates and undergraduate students of EFL to find their competence in producing collocations and idioms by giving two tasks to two groups of participants. The first was a multiple choice test of 16 Arabic idioms and collocations of the verb "broke" to test the ability to recognize the appropriate collocations. The second task was a translation of the same idiomatic expression. The findings showed that that performance of subjects was not satisfactory and the participants used 11 communicative strategies. The study was subscribed to the role of native language in the acquisition of foreign language proposing that native language transfer was a creative cognitive process.

**Knowledge of lexical collocations:**

Al-Zahrani (1998) examined the relationship between learners' language proficiency and their knowledge of lexical collocations. A close test was used to collect data from 81 Arabic college students majoring in English to know their ability in using accurate verb-noun collocations. The findings showed that there was a strong relationship between the student knowledge of collocations and their overall language proficiency.
**Strategies for collocation knowledge:**

Al-Khanji (1999) tested advanced English major students' knowledge of English collocations to find out the strategies that participants use when they face difficult collocations. A test of 50 multiple choice questions was given to 120 second year students to know the strategies adopted. The analysis come up with the results that participants were incompetent in both perception and production of English collocations. They tend to overcome the difficult collocations by using the three strategies of literal translation, lexical reduction and semantic contiguity.

**Idiom comprehension:**

Guo-Shang–Fang (2007) intended to explore whether raising learners' awareness of conceptual metaphors can facilitate their comprehension of idioms in FLT context. The study was conducted in Chinese content whose subjects were Chinese college students. It was found that there was a significant difference on comprehension measures between students who received instruction in the form of raising their metaphor awareness in the language teaching, and those who received traditional instruction alone. The findings showed that increasing learners' metaphor awareness has a big influence on their comprehension of idioms.

**Word inferring strategies:**

Ajban (2002) investigated the influence of word inferring strategies on achievement in English vocabulary. It claimed that providing students with various ways of inferring word meaning will assist discovering the meaning of unfamiliar words. Subjects were given a pre-test to reveal their awareness of inferring strategies. Then after a month training on inferring strategies they were given a post-test to find their ability to utilize context clues. The results showed the close relationship between inferring strategies and vocabulary achievement supporting the raised claim.

**EFL vocabulary learning:**

Garri (2004) investigated the types of meaning discovering consolidation strategies which were mostly used by third year EFL university students. On introspection-based questionnaire, it was found that these students neither widely employed effective determination strategies to discover meaning nor they used
effective consolidation strategies to retain meanings they had already learnt. The findings also showed that students were in pressing need for receiving vocabulary learning strategy instruction to raise their awareness in choosing strategies suitable for university students' meaning learning practices.

**Vocabulary and discourse:**

Abelmageed (2005) aimed at explaining the extent to which vocabulary functions in text organization as well as contrasting teaching vocabulary in context and out of context. A text was analyzed to show its organizational coherent vocabulary structure. Then a test was given to students to show the best approach to teaching vocabulary. The results reflected the significant function of vocabulary in text organization. It was also found that there was not any significant difference between the two methods of teaching vocabulary. This suggested that teaching vocabulary out of text to less advanced learners for the purpose of recalling word meaning is, to some extent, a practical step towards other desired vocabulary knowledge or skills.

**Acquisition of English lexis:**

Madani (1994) carried out a study to investigate vocabulary learning strategies among EFL learners to learn word meaning by finding the relationship between the learners' achievement level and the choice as well as use of vocabulary learning strategies. It also intended to see if learners were actually differentiated by micro- or macro-strategies, and if vocabulary learning strategies helped improving vocabulary learning. Observations and structured interviews were used to collect data from EFL learners at all educational levels in the capital Khartoum. The results reported that subjects used 51 micro-strategies and when taken at a macro-strategy level, both 'good' and 'underachieving' groups used source, memorization, and note-taking strategies. However, the two groups differed primarily in the choice of specific strategies within each of the three macro-strategies, and the presence or absence of the macro-strategy of practice.

The study also showed that the better the learners' level, the greater in similarity of strategy choice among each level. The shared strategies among each group was greater than the shared among all groups together. The study markedly evidenced this
distinction from the fact that good learners' level to use micro-strategies whereas underachieving learners used macro-strategies. The study reported that good learners were aware of what they could learn about word aspects such as collocations, spelling and the like. This group was also recognized by learning word in context. On the other hand, underachievers did not display awareness of what they learn about a lexical item nor did they show that they learn words in context.

**Vocabulary learning strategies:**

Gu and Johnson (1996: 643-679) used a structured questionnaire to study how advanced learners used vocabulary learning strategies. They maintained vocabulary-size and general English proficiency tests to assess the relationship between strategies the learners reported and their scores on the two tests. They also arrived at seeing strategies which had relationship with the subjects' previous learning, and seeing what patterns of strategies used by these testees were. The findings showed that there were five types of learners being divided according to their beliefs and the strategies they used. These were passive strategy users, encoders, non-encoders, active strategy they users and readers. In addition, it was found that there was a positive correlation between vocabulary size, activation, self-initiation, selective attention, semantic encoding, extended dictionary using, and meaning oriented note-taking strategies. However, strategies of memorizing spelling and writing the word repeatedly showed negative correlation to the subjects' scores.

**Determinants of foreign vocabulary:**

Ellis and Beaton (1995: 107-157) conducted a study to assess if L₂ words' phonological feature, class, imagine ability of concept, and orthographical content could affect the consolidation of foreign language vocabulary. They also investigated if the key word method when taught, could be useful in retaining meaning and how determinant are nouns and verbs in meaning recognition if the key word technique is used. It was found that FL words were affected by the dissimilarity in L₁ and L₂ word sounds and that nouns were imaginable than verbs. In addition, the degree to which
the key word sounds like the foreign word is much more important than the degree to which they are spelled similarly in consolidating the meaning.

Furthermore, it was found that the pronunciation of on FL word strongly affects retaining its meaning and the imagineability of both key word and native word affected the imagineability of the mediating sentence that relates to the two, and that this imagineability determined learning F₁ words. Sound similarity between the foreign word and the key word had a strong reminding power of the meaning than orthographic similarity had. Meaning recalling power of the foreign language word for the key word is a significant determinant of the FL learnability in both directions of translation, i.e., L₁ to L₂ translation and vice-verse.

**Synonym generation:**

In an empirical study conducted by Barcroft (2009), incidental and intentional vocabulary learning were compared in terms of L2 synonym generation. One hundred and fourteen Spanish-speaking university students in Mexico City at the intermediate English level were selected for the study. After reading a passage containing 10 target words translated in the text, participants were assigned to read for meaning (incidental), or read for meaning while trying to learn the translated words and generate their Spanish synonyms (intentional). Results showed that learners that were instructed to learn the target words and requested to generate synonyms positively affected L2 word-forming as compared with the learners instructed to read for meaning only, which suggests that explicit instruction has an effect on target word recall. Nonetheless, when learners know that a synonym-generation test is following after reading the passage, it is likely that they will only focus on recalling the target words, and thus outperforming the learners that only read for incidental meaning recognition. Evidently, text comprehension would be negatively affected in the intentional group, since the focus of their attention would be on trying to remember the target word, rather than global text comprehension. However, this study presents positive evidence of the inclusion of direct instruction for word recalling and other techniques to foster intentional
Incidental focus on form:

Alcón (2007) investigated the effectiveness of teachers' incidental focus on form in vocabulary learning. Data consisted of 17 recordings, 204 learners' diaries and 204 delayed post-test translations gathered during a whole academic year from 12 high school English as a foreign language (EFL) participants from Spain. The researcher found that teachers' involvement in lexically-oriented focus on form episodes is effective for learners' noticing and subsequent use and learning of vocabulary items. In regard to this study, it seems that a certain degree of attention must be raised towards the form of the lexical items in order for learners to notice the vocabulary they are being exposed to. This correlates to previous findings mentioned in the introduction of this literature review which state that a certain amount of attention to meaning, but also to form is required for vocabulary acquisition to happen (Ellis, 1994). In this sense, and to a certain degree, some form of intentional instruction is present, which relates to Barcroft's (2009) study on synonym generation. However, more research needs to be done to establish the degree in which an intentional and incidental approach can be combined for the enhancement of L2 vocabulary learning.

So far the discussion revolves around four articles that try to explain the occurrence of incidental vocabulary learning and the specific circumstances in which this type of learning occurs, and to some degree, the relationship of incidental and intentional methods for L2 vocabulary learning, at least for lexical focus on form. These articles have shed light on the current basic assumptions revolving around the incidental learning of vocabulary. Perhaps a combination of intentional and incidental learning could definitely solve some issues that come from an only-incidental learning point of view and would enhance L2 learners' vocabulary learning experience.

Reading and Incidental Vocabulary Learning:

Paribakht and Wesche (1999) studied the acquisition of vocabulary knowledge as a by-product of reading for comprehension. The researchers set out to investigate the strategies and the kinds of knowledge 10 intermediate English as a second language (ESL) Canadian university student volunteers used when dealing with new L2 words while reading. After the administration of two tasks, first a question task and a
summary task later, learners were asked which words they remembered and how these were subsequently learned. Data analysis showed that while learners tended to ignore a vast proportion of unknown words (mostly content words as opposed to function words), for those words which they paid attention to, inference was the main strategy used. Learners employed previous knowledge and contextual cues together when trying to infer meaning of unfamiliar words. Grammatical knowledge at the sentence level was mostly used for lexical inference for both tasks. As noted by Huckin and Coady (1999) and Schmitt and Schmitt (1995), this study also gives evidence supporting reading as a useful tool for vocabulary development after taking into account the selection of appropriate texts and tasks, that is, theme-related texts and tasks requiring word-level and textual comprehension.

**Reading and vocabulary development:**

The impact of reading on vocabulary development was also examined by Ponniah (2011). The researcher analyzed the performance of students engaged in reading, and the students who learned consciously the meaning of words for developing lexical knowledge. The participants included 49 ESL adult students from an Indian university who were subsequently divided into 23 individuals in the control group and 26 in the experimental group. The control group was asked to use the dictionary to find the meaning of 20 words appearing in an edited passage whereas the experimental group was asked to read for comprehension. A post-test followed consisting of writing down the definition of the vocabulary selected and using it in different sentences. Results confirmed that learners who used dictionaries were unable to use the consciously learned words in sentences. In contrast, the learners who acquired words subconsciously while reading were able to use them in sentences, proving that they not only absorbed the meaning of the words but also the grammar. Thanks to studies like this, there is heavy evidence of the effectiveness of reading for vocabulary gains not only for the meaning of words but also for correct sentence-level grammar. However, as the study reveals, the passage used in this study was manipulated in such a way as to make the difficult words appear at least twice in the story or were used in a context easy to understand for learners. Such advantages are
hard to find in authentic, natural texts. Nonetheless, it gives positive evidence for texts rich in contextual cues that enhance comprehensibility and inference as stated in Paribakht and Wesche's (1999) study.

**Listening and incidental vocabulary:**

In another study, Vidal (2011) conducted a comparison of the effects of listening and reading for the incidental acquisition and retention of vocabulary. The participants in this study included 248 first-year undergraduate students studying mandatory ESL at a university in Madrid, Spain. During a period of four weeks they were tested on their knowledge of 36 target words (12 for each reading/lecture): 112 students were assigned to the listening condition, which consisted of three authentic video-taped lectures about tourism; the reading condition involved 80 students and consisted of three authentic readings on the same topic; finally, 38 subjects, who neither listened nor read, were used as control subjects. Results showed that the reading subjects made greater vocabulary gains and retention than the listening subjects, which suggests that reading is a more effective source of vocabulary acquisition. However, results also suggest that for students with higher levels of proficiency (as corroborated on their TOEFL scores) listening might lead to slightly higher levels of retention than reading. Clearly, more research should enquire about the effectiveness of listening for incidental vocabulary acquisition for high-proficiency students. This study used academic readings and lectures to test learning conditions and was, in my opinion, a correct decision since university students are engaged more frequently in academic settings. This article is an attempt to provide greater insight into the relationship of reading and listening for incidental vocabulary learning.

The results of the studies cited above suggest positive evidence for incidental vocabulary learning through reading (Ponniah, 2011), and reconfirm the results of previous studies on the matter that correlates reading with incidental learning of vocabulary (Jenkins, Stein, & Wysocki, 1984). Likewise, listening was also found to improve vocabulary retention, especially for high L2 proficiency learners (Vidal, 2011). Moreover, several factors seem to be involved in assuring the success of incidental learning. Learners' lexical inference activity seems to benefit from texts that foster
contextual cues not only in meaning but also at the grammar-sentence level (Paribakht & Wesche, 1999).

**Strategies Promoting Incidental Vocabulary Learning:**

McCafferty, Roebuck, and Wayland (2001) conducted a preliminary study about applying Vigotsky's activity theory to investigate the retention of new L2 vocabulary. Emphasis is placed on the goal-directedness of the activity in relation to the intentionality of those involved and the sociocultural context. This study took place over several class days and involved five native speakers of English enrolled in a third-semester Spanish class at a large US university. The control condition consisted of a writing task about a visit to the zoo using a list of related vocabulary items given by the instructor. The experimental condition consisted of peer interviews as regards the students' early L2 learning experiences and was later reported to the class. Findings showed that increased mental effort and the productive use of new words in the experimental condition might positively affect learning and retention. Moreover, the researchers argue that task-essentialness—the relationship of a vocabulary item within an activity as the goal of the task—is also important for lexical learning and retention, along with exposure to words in meaningful contexts. One of the main limitations of this study consists in the small sample size used, which limits the possibility to generalize the findings. However, the authors showed good evidence for the support of learning/retention enhancement when a lexical item becomes the focus of goal-directed action.

**Marginal glosses and dictionary:**

Another study investigating the influence of marginal glosses, dictionary use, and the repeated occurrence of unknown words on incidental vocabulary learning was developed by Hulstijn, Hollander, and Greidanus (1996). This empirical study included 78 advanced university students of French enrolled in three different Dutch universities who were randomly assigned to read a short narrative story under three conditions: marginal glosses, dictionary use, or control (not receiving additional information). After testing previous knowledge of lexical items, the students were tested on recognition, recall, and provision of meaning of 16 target words, eight of which were included three
times by modifying certain phrases in the text, and the rest were unmodified to appear only once. Findings showed that frequency of occurrence and provision of word meaning through marginal glosses or dictionary use positively affected incidental vocabulary learning. Such strategies showed an improvement in the low incidence of incidental vocabulary learning. Furthermore, it seems that these strategies have both intentional and incidental learning and none of them seek to replace the other but to follow up or complement each other. As a result, these findings correlate well with previous studies that suggest the integration of intentional pedagogical methods to enhance the incidental learning experience (Alcón, 2007; Huckin & Coady, 1999).

**On line and textual pictorial glosses:**

Shahrokni (2009) conducted an empirical study investigating the effects of online, pictorial, and textual pictorial glosses on the incidental learning of vocabulary of 90 Iranian EFL learners. After being recruited by poster ads, the participants were selected based on their results of an English placement test and subsequently assigned to three groups of 30, in which they were exposed to research treatment during three sessions of instruction. The research treatment consisted of three different versions of the same text, each one displaying glosses of 25 target words by means of (a) texts, (b) pictures, and (c) a combination of texts and pictures. Finally, participants were tested on the immediate recall of the target words. The findings suggested that a combination of text and still images resulted in improved incidental vocabulary learning. Furthermore, these results confirmed that multimodal annotations support components of reading conducive to incidental vocabulary learning. Limitations from this paper stem from the fact that it included only male participants with a low English level, and the fact that delayed retention and further use on context of target words was not tested, which fail to fully test the incidental acquisition of lexical items or its use in grammar-level sentences. However, these results advocate for the positive use of multimodal strategies in CALL (Computer-Assisted Language Learning) settings for vocabulary learning, which can boost the incidental acquisition of L2 learners.
Word gain and retention:

Xu (2010) examined the effect of different reading tasks on immediate word gain and retention in L2 learners. More specifically, the researcher set out to operationalize the general labels of the load involvement hypothesis: “attention, elaboration, and depth of processing, into concrete task-specific constructs” (Laufer & Hulstijn as cited in Xu, 2010, p. 126). The participants involved 125 ESL freshmen students randomly selected from a Chinese university who were divided into four different groups according to their even scores on the university entrance English examination. Different tasks were given to each group consisting of four reading comprehension tasks of the same passage with 10 target words: reading comprehension with (a) glosses, (b) sentence marking with annotated target words, (c) glosses and dictionary use, and (d) no additional aid. Results suggested that tasks with higher involvement load, that is, tasks that involve search and evaluation, such as reading with glosses and dictionary use, are conducive to better word retention. Overall, the marginal glosses showed to be more efficient in fostering incidental learning of L2 vocabulary. This study gives positive evidence for the support of marginal glosses for incidental vocabulary as shown also in other studies (Hulstijn et al., 1996). It also showed the effectiveness of this type of tasks for low-intermediate learners. It would also be worthy of enquiring as to its effectiveness in learners with different levels of proficiency in order to generalize the findings for a broader audience.

Quality of context:

The effects and quality of context for incidental vocabulary learning were also investigated in a study conducted by Webb (2008). Within class periods of 90 minutes, 50 intermediate Japanese ESL university students were randomly assigned to two groups (comparison and experimental) before completing a reading comprehension task. The task consisted of reading three sets of sentences, each one containing 10 target words (six nouns and four verbs) whose forms were disguised to ensure learners had no prior knowledge of them. The set of sentences was rated by English native speakers as being more informative (the first two sets) to less informative (the last two sets). Results suggested that informative contexts produced higher retention of the
meaning of words in learners. The findings showed as well that context has a significant effect on gaining knowledge of meaning rather than form. This can boost the effectiveness of the recurrence of target words if they are encountered in highly informative contexts that lead to comprehension of vocabulary meaning. The results of this study correlate with previous findings that suggest incidental vocabulary learning improvement by allowing learners to infer correctly the meaning of unknown words through incidental learning in texts that provide high quality contextual cues.

In conclusion the abovementioned studies have drawn attention to the effectiveness of marginal glosses accompanied with pictures along with the repeated occurrence of unknown words in highly informative contexts for the incidental learning of vocabulary. The results from these studies support strategies that boost the possibilities learners have to infer correct meaning of a word and its immediate and delayed retention. Furthermore, tasks promoting lexical items as the goal of the activity seem to enhance vocabulary retention and learning, which can be integrated in activities relating to the sociocultural reality of learners.

**Incidental vocabulary technique:**

As pointed out by Ahmad (2011), an incidental vocabulary technique is enhanced by reading in highly informative contexts. Not only does extensive reading appear to be the main feature for incidental learning. This type of learning is the result of a number of factors that correlate among each other to ensure its success. Research shows that learners must be able to recognize a great percentage of the surrounding words in order to correctly infer the meaning of a word in context. This amount of previous knowledge ranges from 95% to 98% for general and full textual comprehension. This knowledge could be fostered first through initial stages of intentional learning that allow following up on incidental acquisition of L2 vocabulary gains. As suggested by Zandieh (2012), both types of vocabulary learning could be bolstered if they are combined jointly in “a virtual learning environment in order to improve comprehension and vocabulary retention” (p. 60). Moreover, texts of personal interest to learners promote motivation resulting in more guided attention to lexical items at the word-sentence grammar level. Accordingly, exposure of unknown words
should be included in meaningful contextual cues, which would allow high percentages of correct lexical inference activity.

The effectiveness of reading for incidental learning is also discussed. Reading boosts sub-conscious acquisition of lexical items. However, it also depends on the type of learner it is aimed at. Pilot research suggests that reading is more beneficial for low and intermediate learners, as it allows them to increase vocabulary gains and further retention of lexical items. In contrast, listening was found to be of improvement for vocabulary retention in advanced L2 learners (Vidal, 2011). Clearly, further research should focus on the relationship of reading and listening in high-proficiency learners.

**Promoting incidental learning:**

Strategies and tasks for promoting incidental vocabulary learning have also been the focus of research. Several empirical studies suggest that incidental vocabulary learning can be improved through marginal glosses. At the same time, marginal glosses and still images as multimodal annotations appear to be even more effective for incidental learning (Azizollah & Marzieh, 2012; Hulstijn, et al., 1996). Such results advocate for the positive use of multimodal strategies, such as multiple types of glosses (Yoshii, 2006) and even video captioning (Montero, Peters, Clarebout, & Desmet, 2014) in CALL settings for vocabulary learning. Moreover, other strategies that focus lexical items as the goals of different tasks showed positive impact in several studies (McCafferty et al., 2001; Xu, 2010). These researches showed that the repeated occurrence of words in highly informative contexts conducive for learners to infer meaning of unknown words provide greater incidental vocabulary gains. In turn, such strategies embedded in tasks that encourage lexical items to become the focus of goal-directed activities could enhance learning and retention of vocabulary.

**Pedagogical implications:**

Important pedagogical implications stem from the results of this literature review. For example, teachers should consider the role of the type of text that best suits the interest of learners, and the quality of contextual hints that allow subconscious acquisition of vocabulary. Therefore, I draw attention to the importance of selecting authentic texts with highly informative contextual cues manageable for the level of
proficiency of learners, and the importance of selecting tasks that allow learners to focus attention at the word level (syntactical level) and global text comprehension. Such activities, would not only boost comprehension and syntactic lexical knowledge, but would also allow the learner to use the newly acquired vocabulary in real-world speech events. Material developers also need to consider how texts will affect vocabulary learning. If the context surrounding the vocabulary is not useful for learners to correctly infer the meaning of words, multimodal glosses are likely to be necessary for learners to gain knowledge of meaning and focus attention at the word level in meaningful and authentic texts.

**Frequency of occurrence:**

In addition, the frequency of occurrence of the target vocabulary has a significant effect on the retention and recall of lexical items. As a consequence, such effect is enhanced when complemented with additional aids, including learner's access to knowledge of words and awareness of vocabulary learning strategies. In other words, the perfect amount of intentional and incidental learning that improves L2 vocabulary learning. Likewise, the use of multimodal texts, including video captioning, enhances comprehension and gives the learner additional support to associate correctly a lexical item with its meaning. In this sense, the inclusion of new technologies in the L2 class enhances the incidental acquisition of vocabulary and it could help us to improve current reading strategies and tasks in our learning environment. Beginners and advance learners can benefit from reading and listening activities correspondingly that include multimodal e-learning technologies, even perhaps for the incidental acquisition of multi-word phrases and collocations. If further research focuses on how we can implement effectively Web 2.0 tools in tasks that improve retention and recall of basic and complex lexical items at the meaning and form level, we can build on our current literature and gain a deeper insight into the acquisition of L2 vocabulary in the 21st century.

**Intentional Vs. Incidental vocabulary learning:**

Jamal (2011) explored the distinction between intentional and incidental vocabulary leaning and analyzed their effects on Saudi ESL Learners’ ability to
understand, relation and use new words actively in different situations. Two types of tests such as standard confirmation test and contrast explore test of intentional and incidental types were given to twenty students at graduate level at JCC Jeddah. KALL. Standard confirmation test determined a close homogeneity of all selected learners. The final test aimed at striking a contrast between the performance levels of both intentional and incidental vocabulary types. The homogenous learners were divided in two different styles: intentional and incidental. The statistical data analyzed through tables and figures demonstrated that incidental type performed significantly better than intentional type.

Conclusion:

The study of vocabulary learning has been investigated with reference to various backgrounds, emphasis and approaches. Most of the previously reported studies focused on the importance of collocation competence and idioms while some others linked vocabulary teaching and learning with the norms of strategies or tactics adopted to overcome the difficulties. A specific study reflected, the role of vocabulary in discourse whereas another stated some psycholinguistic determinants of vocabulary learning. Among these studies, the difference between incidental and intentional vocabulary learning was slightly touched in terms of learning ability and use of new words in different situational contexts of ESL. However, there has been an area that as yet requires more detailed investigations, i.e., the extent to which EFL undergraduate students can distinguish and benefit from the real distinction between the intentional and incidental approaches to achieve better lexical learning in a reasonable manner. This issue is directly treated on some linguistic bases including the domains of phonology, morphology and semantics as most related to the process of vocabulary learning with represent to some other relevant influential factors. That is, the notion of incidence in vocabulary learning is as equally important as instructions in other aspects of language. This indicates that learners need to be in continuous contact with words through extensive reading to be more familiar with the foreign lexicon as far as possible.
Chapter Three: Research Methodology

3:1: Introduction

This research employs a practical, experimental, and analytical approach to data. This includes the adoption of a sampling population, subject groups, and three tests constituting the instrument of a direct method to collect data. To apply the techniques of this method, an experiment and some functional procedures are adopted to show the various ways in which the task can be accomplished. At a parallel level, the two scales of reliability and validity of tests are implemented to examine their ability to provide consistent results. For the purpose of hypotheses testing, two subject groups are involved. The first includes second year students of English at the faculty of education who participate in the conducting experiment. The second consists of fourth year student at the same faculty who depends on the stored linguistic information. To collect data from these subject groups, a pre-test of a multi-nature and a post-test of two different types are used. A computer programme of statistical package for social science (SPSS) is functioned to analyses data and obtain statistical results. The available data is represented in tables, figures, and percentage.

3.2: Methods

3.2.1: Population

The population of this study are the students of Kassala University represented by faculties such as agriculture and natural resources, medicine and health science, economic and managerial science, computer science and information technology, engineering, social development, Islamic science as well as the faculty of education. The adopted programmes in these field insist on students to study particular courses in certain semesters. Graduation usually comes at the end of the eighth, ninth, or tenth semester indicating that students should stay for at least about four or five years before graduation.

From this society, some students at the faculty of education are selected as a sample of study case. More precisely, some students of English at the second and fourth levels are specified in responding to the stimulus in the adopted instruments. Selection criteria include maturity in terms of physical and cognitive growth, foreign
language learning and the type and nature of the fields of study. That is, the faculty of education has some partial sections whose constituents share some common grounds, but have different detailed components. Learners often study many specialized courses of English language beside some courses in educational sciences as indicated by the needs and objectives of the assigned programme.

All students in this society report a British English background in addition to their native Arabic language with its chief dialects of standard Arabic and Sudanese colloquial Arabic with regard to a limited number of learners who may have local languages or tribal ones. This kind of English is also taught as part of university requirement courses in all faculties focusing on reading and technical vocabulary items as preferred by the nature of the courses in each faculty.

3.2.2: Subjects

Two subject groups from second year and fourth year students of English are involved in data collection. The first has one hundred members while the second has eighty members who actually participated as subjects. Each subject group contains students from both sexes with no intended focus on either sex, but the actual number of females exceed the number of males. Members of the two groups were young adults whose ages range as between (20-23) years. They share the state of being in the first semester in the second and fourth years respectively. That is such learners vary in terms of cognitive awareness as well as other factors.

Therefore their lexical competence in the target language may largely be influenced by thenature and amount of linguistic and non-linguistic knowledge.

This is why it is easy to measure their mastery of the foreign vocabulary in relation to the intentional linguistic awareness as well as what is available via incidental learning.

3.2.2.1: Group One [Incidental Learners]

Members of this group denote the students of second year who belong to the English language department at the faculty of education. This group was chiefly chosen to apply the techniques of the incidental approach to vocabulary learning with regard to word context as a partial substitute of pure linguistic knowledge. That is
because second year students study vocabulary items as partial components of courses such as reading comprehension, summary writing, literature, listening and speaking. In these courses vocabulary receives no special attention, it is often dealt with as other aspects of language within the course components. Most of the work emphasizes reading or listening comprehension, language manipulation and summary or limited vocabulary works. A very few or limited number of basic linguistic terms are sometimes introduced. This situation shows that vocabulary knowledge appears as a common issue unless the nature of topic or even the teacher touches upon it in a way or another. This is why subjects in this group may differ widely from their counterparts in the other subject group.

3.2.2.2: Group Two [Intentional Learners]

Members of this group are students of fourth year belonging to the department of English language at faculty of education. This group is primarily chosen to account for the benefits of combining the intentional with the incidental approaches to vocabulary learning with respect to linguistic knowledge as supporting word context. That is because members of this group has already completed studying four courses on linguistics, namely: phonetics, syntax, morphology and semantics. These courses are offered in different semesters beside other specialized courses. Most of the work is theoretical except for some limited amount of listening tasks that introduces recorded listening materials. These are used to supply learners with models of individual English sounds together with some vocabulary work within the components of the assigned courses. This situation equips learners with basic linguistic knowledge of vocabulary that is expected to enrich their lexical competence unless other linguistic factors interfere.

3.2.3: Instruments

3.2.3.1: The Pre-test

This test is composed of two equal parts; the first includes some intentional models of test and the second contains their relevant incidental ones. The sampling questions constituting the intentional type consists of matching words with their definitions, synonyms, opposites and word class identification. The same words
introduced in the intentional test are involved in the incidental type in terms of using certain words to complete statements, questions, a paragraph as well as free use of words in new sentences paying attention to their original context. The later is actively employed to find words of specific relationships in the passage.

The type of vocabulary items being tested are fifty of the previously introduced through the course of reading comprehension. In their clear aspects, the selected items represent academic vocabulary in literary contexts. They are prepared to suit learners' levels that range as between limited, good and better lexical achievers. Therefore the test components are presented in simple language to enable providing direct answers. The adopted distracters are carefully chosen, sequenced and located to limit the role of mere guessing regardless of cognitive abilities. The time given is two hours so that subjects are able to respond to the stimulus in a reasonable length of time.

3.2.3.2: The Experiment

As a preparatory strategy for applying the research instrument, the researcher conducts a practical experiment in which both the intentional and incidental approaches to vocabulary are adopted. That work took place during and within the content of a course on reading comprehension which is given to second year students in fifteen lectures. In each session a new topic is introduced for reading by pointing out a number of new words to be learnt in either approaches.

In the early stages of the course, more than half of the words being introduced are presented to be intentionally learnt while the others are eliminated to be incidentally absorbed by learners. As the course proceeds, more emphasis are put on incidental learning whereas intentional learning receives limited portion at the end of the course. That task is accompanied by various exercises on vocabulary including both intentional and incidental activities. That consists of word definition, synonymy, autonomy and word class as examples of intentional vocabulary learning. Typically word reference, relationship as well as completing statements, questions and paragraphs are practiced as models of incidental vocabulary learning. The same is true for comprehension exercises that receive a considerable portion of the course work. The context of
comprehension passage is functioned to provide clues that work as guide lines for cognitive interpretation rather than merely learning by heart or rotting.

Learners are deeply involved in activities that require surveying reading passages in search of contextual clues to reveal the nature of word relationships. This strategy is developed within learners to guide the process of working out word meaning through cognitive markers. On the other hand, linguistic information is given a considerable portion by supplying learners with accurate models of pronunciation, current patterns of word formation and amounts of practical work denoting both intentional and incidental vocabulary learning.

3.2.3.3: The Post-test

This test is designed and handled in two separate test papers. The first contains the intentional type of test that pays no attention to word context. Sixty of the words previously studied in the reading comprehension course are distributed into six kinds of intentional vocabulary questions. The sampling models are matching words with their given morphological and phonological aspects in two different questions. The other for questions required subjects to relate words to their available definitions, synonyms, opposites and identifying word class.

The second test paper deals with the incidental type of test depending on word context as primary source. For this purpose, forty of the same words enrolled in the intentional test paper go under four patterns that require subjects to complete statements, questions, expressions and a paragraph by using some given words. The other two questions are based on a short passage introduced to enable finding word meaning from context as well as using some words in new sentences. The latter two questions use some words included in the two intentional questions involving morphological and phonological aspects since incidental testing requires no direct linguistic knowledge to be performed or measured.

Both of the post-test papers resemble the pre-test in terms of content, organization, marking principles, point distribution and other relevant test conditions to achieve reasonable levels of measurements. Therefore, each post-test paper has six main questions, each with ten partial items. The time given is two hours for each test.
paper with regard to subjects individual abilities. Correct answers receive one point for each partial item without penalty for faulty responses. That is, the intentional and incidental type receive equal marks to be logically compared.

3.3: Procedures

The actual steps followed in data collection describe how three distinct tests and an experiment are employed in the process. The pre-test is followed by the duration of the experiment then the two post-tests are taken to enable result comparison. The combination of these devices makes it possible to account for the various conditions under which vocabulary learning is measured, evaluated and assessed.

The pre-test is given to both second and fourth year subjects on Monday, the second of November 2015. They start doing the task at half past nine and finish it at half past twelve in the morning. Subjects take variable periods of time to deal with the test components as determined by their abilities. Two members of the teaching staff participate in distributing, administrating and collecting the test papers in a successful manner.

Before answering, subjects are informed that the test is mainly conducted for research purpose to collect data on their lexical learning. Therefore, they are instructed not to write their names on the test papers as a sign of neutrality. The test conductor makes sure that subjects understand what was required by explaining some examples on the board.

In addition, they were informed that the same lexical items were enrolled under both the intentional and incidental type of questions with regard to context absence or presence.

The practical experiment of applying intentional and incidental vocabulary learning is carried out immediately after the pre-test. It is intended to train subjects on learning vocabulary both in isolation and context. More emphasis are gradually put on exploiting word context to extract meaning by means of certain clues already existing in context. Subjects are trained on how to relate words to their surroundings by discovering word relationships of various type. At the same time, vocabulary knowledge is provided in terms of pronunciation, word class and affixes. That work
take place in coincidence with introducing and presenting lexical items to learners. Practical exercises are drilled to help subjects in responding to the next tests.

The post-test is given to subjects at different times on Thursday, the twenty-eighth of January 2016. Second year subjects took the incidental test at half past eight in the morning whereas fourth year subjects take the intentional test at half past eleven. Each subject group is given two hours to respond to the test items. About one third of the subjects complete the task in time periods less than the assigned time, but the others exploit the time allowed reasonably. The other stages of tests executing are similar to the those involved in the pre-test as far as possible since the two tests are alike in many ways.

The results of scores obtained by subject groups are compared to measure aspects of progress in the two learning approaches. Such comparisons provide the data with a sense of co-relation to observe development in subjects’ performance. For this purpose, the results of the pre-test are compared between the two subject groups. Then the results of the pre-test are compared to those of the post-test in each subject group. That task is typically followed by comparing the results of the post-tests between the two subject groups.

3.4: Reliability

In such a research the term reliability stands for a scale of measurement used to see the extent to which the adopted instruments succeed in achieving consistent results. It tries to do so by stating correlations between the forms describing the related items under investigation. Some sorts of standards are acceptable whereas some others are not. Thus, if the degree of co-efficiency between items was equal to one or nearly approaching it, then a considerable level of reliability is obtained. If the degree of co-efficiency is lower than 0.5, then a weak level of reliability is likely to occur. Variations between these two points indicate a reasonable sense of reliability.

In this study, where two tests are applied in data collection, reliability is measured by the same efficient programme of statistical package for social science (SPSS). The method of split-half reliability is applied to measure the reliability of the pre-test. It was found that the two halves complete at 0.75, indicating a reasonable degree of
reliability in the answers provided by subjects in the two groups. As for the post-test the same reliability measure is applied resulting in 0.84, indicating a significant level of reliability in the responses provided by subjects in the two groups.

3.5: Validity

The type of validity matching the instruments used in data collection are content validity, construct validity and concurrent validity. In terms of content, the two tests contain items that are intended to test certain things and nothings else. The pre-test is designed to illicit information about one hundred words, each of which was specified to a precise piece of information without interference from any other kind. The same is true for the post-test where each of its papers contains about sixty lexical items. In this case, each of the one hundred and twenty items is intended to test an area in vocabulary. For example, word form and meaning as well as word stress, elision and allophones.

When considering construct validity, the components of the two tests are structured in the manner that each item is clearly distinguished in terms of its constituent sets of morphemes. That means, the two types of test use simple language structure and vocabulary. No sense of ambiguity or complication is felt to exist as subjects are responding since they are able to understand the written forms without difficulty. That is also valid within the components of post-test where subjects succeed in knowing what is required. That is displayed when subjects reproduce word forms in the content of the test by using them in new contexts.

As for the concept of concurrent validity, the components of the two types of tests are sequenced integratively in the sense that the contents of each instrument are ordered from simple to complex that subjects make use of that order in providing responses as required. There is reasonable connection between the items in the first and second parts of the pre-test as well as between the items in the intentional and incidental post-test. At the same time, the contents of the two types of tests are organized in the sense that the most related items are sequenced to find out their internal sets of relationships. For example, the sequence of the internal partial items in each main question makes it possible to discover clues for responses.
3.6: Statistical Analysis

As a means of data analysis, the computer programme of statistical package for social science (SPSS) is employed to gain the results. The most prominent features of the available analysis appear in the use of figures, percent, mean and standard deviation to show levels of variation between the two subject groups. That is clearly noticed when comparisons are held to distinguish subject groups in terms of lexical achievement, the type of learning approach, vocabulary knowledge and use.

In this way, percentages of the high achievers are used to identify groups when variation is under consideration. The same is true for the two scales of mean and standard deviation that are actively involved in the results of the conducted experiment and tests. Aided by percent, the previous scales work integratively to depict the various levels of vocabulary learning. These devices have some accompanying histograms that are functioned to illustrate levels of variation among subject groups in more precise ways. That is clearly obvious when considering the results of comparisons involved in observing progress in lexical learning.

3.7: Data

The source of data collected for this study mainly depends on the results of a two-part pre-test, a two paper post-test and their relevant statistical analysis. The pre-test provides data by eliciting responses from subjects in two groups. The post-test participates by handling models of answers produced by the same subject groups. To achieve clear interpretation, the available data is compared under three principles. The first is based on comparing the results of the pre-test as introduced by the two subject groups. The second is established on the results of the incidental test as suggested by first group subjects. The third is stated on the results of the intentional test as indicated by the subjects of the second group. Therefore, the obtained data is compared to inform about the actual levels of lexical achievement. The output succeeds in stating a reasonable distinction between intentional and incidental vocabulary learning as represented by the following tables:-
Table (1) brief results of the pre-test:

<table>
<thead>
<tr>
<th>N</th>
<th>Int. questions</th>
<th>G1</th>
<th>G2</th>
<th>Inc. questions</th>
<th>G1</th>
<th>G2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Word definition</td>
<td>39%</td>
<td>65%</td>
<td>Statement completing</td>
<td>37%</td>
<td>60%</td>
</tr>
<tr>
<td>2</td>
<td>Word opposite</td>
<td>80%</td>
<td>100%</td>
<td>Question completing</td>
<td>36%</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Word class</td>
<td>26%</td>
<td>32.5%</td>
<td>Paragraph completing</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>4</td>
<td>Word meaning</td>
<td>77%</td>
<td>80%</td>
<td>Words in sentences</td>
<td>41%</td>
<td>82%</td>
</tr>
<tr>
<td>5</td>
<td>Word synonym</td>
<td>31%</td>
<td>40%</td>
<td>Words relationships</td>
<td>27%</td>
<td>42%</td>
</tr>
<tr>
<td>Mean</td>
<td>50.6%</td>
<td>63.4%</td>
<td></td>
<td>310.2%</td>
<td>5102%</td>
<td></td>
</tr>
</tbody>
</table>

Table (2) brief results of the post-tests

<table>
<thead>
<tr>
<th>Q</th>
<th>Intentional tests</th>
<th>Percent</th>
<th>Incidental tests</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Word definition</td>
<td>61.25%</td>
<td>Statement completing</td>
<td>61.25%</td>
</tr>
<tr>
<td>2</td>
<td>Morphological aspects</td>
<td>56.25%</td>
<td>Question completing</td>
<td>67.5%</td>
</tr>
<tr>
<td>3</td>
<td>Phonological aspects</td>
<td>51.25%</td>
<td>Paragraph completing</td>
<td>56.25%</td>
</tr>
<tr>
<td>4</td>
<td>Word opposites</td>
<td>65%</td>
<td>Expression completing</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>Word class</td>
<td>50%</td>
<td>Meaning in context</td>
<td>72.5%</td>
</tr>
<tr>
<td>6</td>
<td>Word synonym</td>
<td>63.75%</td>
<td>Words in sentences</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>347.5</td>
<td></td>
<td>402.5</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>57.9%</td>
<td></td>
<td>67.8%</td>
<td></td>
</tr>
</tbody>
</table>
Table (3) compared results of the pre-tests: Intentional + Incidental

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Mean</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inc</td>
<td>39</td>
<td>80</td>
<td>26</td>
<td>77</td>
<td>31</td>
<td>37</td>
<td>36</td>
<td>15</td>
<td>41</td>
<td>24</td>
<td>40.6%</td>
<td>Int + Inc</td>
</tr>
<tr>
<td>Int</td>
<td>65</td>
<td>100</td>
<td>32.5</td>
<td>80</td>
<td>40</td>
<td>60</td>
<td>50</td>
<td>27.5</td>
<td>82.5</td>
<td>42</td>
<td>58.25%</td>
<td>Int + Inc</td>
</tr>
</tbody>
</table>

Incidental learners achieve less than the intentional learners.

Table (4) compared results of the pre-test with the post-test

<table>
<thead>
<tr>
<th>Group type</th>
<th>No</th>
<th>Pass</th>
<th>Percent</th>
<th>Total</th>
<th>Mean</th>
<th>Test type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inc</td>
<td>100</td>
<td>38</td>
<td>38%</td>
<td>86</td>
<td>43</td>
<td>49%</td>
</tr>
<tr>
<td>Int</td>
<td>80</td>
<td>48</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Both subject groups achieve limited vocabulary learning.

Table (5) compared results the post-tests incidental Vs. intentional

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>G 1</td>
<td>61.25</td>
<td>67.5</td>
<td>56.25</td>
<td>75</td>
<td>72.5</td>
<td>70</td>
<td>67.8%</td>
<td>Inc</td>
</tr>
<tr>
<td>G 2</td>
<td>61.25</td>
<td>56.25</td>
<td>51.25</td>
<td>67</td>
<td>50</td>
<td>63.75</td>
<td>52.9%</td>
<td>Int</td>
</tr>
</tbody>
</table>

Incidental learners achieve better than in the intentional post-test.

Table (6) compared results of the pre-test with the post-test

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Mean</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>39</td>
<td>80</td>
<td>26</td>
<td>77</td>
<td>31</td>
<td>37</td>
<td>36</td>
<td>15</td>
<td>41</td>
<td>24</td>
<td>40.6%</td>
<td>Int + Inc</td>
</tr>
<tr>
<td>Post-test</td>
<td>61.25</td>
<td>67.5</td>
<td>56.25</td>
<td>75</td>
<td>72.5</td>
<td>70</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67.8%</td>
<td>Inc</td>
</tr>
</tbody>
</table>

Incidental learners achieve more progress in incidental post-test.
Table (7) compared results of the pre-test with the post-test

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Mean</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>65</td>
<td>100</td>
<td>32.5</td>
<td>80</td>
<td>40</td>
<td>60</td>
<td>50</td>
<td>27.5</td>
<td>82.5</td>
<td>42</td>
<td>58.25%</td>
<td>Int+Inc</td>
</tr>
<tr>
<td>Post-test</td>
<td>61.25</td>
<td>56.25</td>
<td>51.25</td>
<td>65</td>
<td>50</td>
<td>63.25</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>57.9%</td>
<td>Int</td>
</tr>
</tbody>
</table>

Intentional learners achieve less in the intentional post-test.

Table (8) group (1) compared results of the pure intentional pre-test with the incidental pre and post-test

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>37</td>
<td>36</td>
<td>15</td>
<td>41</td>
<td>24</td>
<td>-</td>
<td>30.6</td>
<td>Inc</td>
</tr>
<tr>
<td>Pre-test</td>
<td>39</td>
<td>80</td>
<td>26</td>
<td>77</td>
<td>31</td>
<td>-</td>
<td>50.6</td>
<td>Int + Inc</td>
</tr>
<tr>
<td>Post-test</td>
<td>61.25</td>
<td>67.5</td>
<td>56.25</td>
<td>75</td>
<td>72.5</td>
<td>70</td>
<td>67.8</td>
<td>Inc</td>
</tr>
</tbody>
</table>

Intentional learning reinforces incidental vocabulary learning.

Table (9) Compared results of the pure intentional pre-test with the post-test in group two

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>65</td>
<td>100</td>
<td>32.5</td>
<td>80</td>
<td>40</td>
<td>-</td>
<td>43.5%</td>
<td>Int</td>
</tr>
<tr>
<td>Post-test</td>
<td>61.25</td>
<td>56.25</td>
<td>51.25</td>
<td>65</td>
<td>50</td>
<td>63.75</td>
<td>57.9%</td>
<td>Inc</td>
</tr>
</tbody>
</table>

Intentional learners achieve better in the intentional post-test.
Table (10) Compared results of the pure incidental pre-test with the post-test among group one.

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>37</td>
<td>36</td>
<td>15</td>
<td>41</td>
<td>24</td>
<td>-</td>
<td>30.6%</td>
<td>Inc</td>
</tr>
<tr>
<td>Post-test</td>
<td>61.25</td>
<td>62.5</td>
<td>56.25</td>
<td>75</td>
<td>72.5</td>
<td>70</td>
<td>67.8%</td>
<td>Int</td>
</tr>
</tbody>
</table>

Incidental testing provides direct results in the pre and post tests.
Chapter Four: Results Discussions

4-1: Introduction

In order to discuss the results obtained from this study, the contents of the two tests are investigated to achieve the research hypotheses under the categories of vocabulary achievement, the incidental type of learning, the norm of measurement involved in its progress, the intentional type of learning and the influence of intentional approach or the incidental one. First, the level of learners in vocabulary mastery is measured to see extend to which they are lexically competent. For this purpose, the results of the pre-test are used to show the exact quantity and quality of vocabulary learning already existing. Second, the incidental type is employed to reveal aspects of the influence of word context on its learning. Some words are given to suit certain contexts in statements, questions, expressions, paragraphs as well as passages. Third, in an attempt to decide the pattern of progress measuring in the incidental type, it is found that it can directly assessed. That is due to the absence of pure linguistic information requiring specific measuring. Fourth, the intentional type is discussed with reference to the major constituents of psychological, linguistic, strategic, pedagogical and socio-cultural factors that influence the learning process. Finally, some aspects of interplay between intentional and incidental learning are observed in their related nature since the former reinforces the later in a complementary way.

4-2: Achievement of Research Hypotheses

The research hypothesis are measured by testing learners performance in both intentional and incidental vocabulary tests. The results show that in this case of study, undergraduate learners achieve limited vocabulary learning (49%) as stated by their scares in the test. That is followed by the finding that incidental learners, with a majority of (67%), are observed to know more about vocabulary use. By contrast, more than half of the intentional learners (57%) are noticed to know more about vocabulary knowledge. The sense of variation may be related to the norm of direct measuring as make progress (34%) occurring among incidental learners whereas only
(14%) takes place indirectly among intentional learners. Consequently the influence of intentional learning on the incidental one appears when the compared results of the mixed test with the incidental test show an increase of (17%) in the subjects' performance. More details are available in the contents of the following tables:

Achievement of Research Hypotheses:

Table (1) Result of the pre-test: Learners achievement.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number</th>
<th>Passed</th>
<th>Percent</th>
<th>Mean</th>
<th>Test type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group (1)</td>
<td>100</td>
<td>39</td>
<td>39%</td>
<td>90</td>
<td>Intentional +</td>
</tr>
<tr>
<td>Group (2)</td>
<td>80</td>
<td>47</td>
<td>58.7%</td>
<td>48.8%</td>
<td>Incidental</td>
</tr>
</tbody>
</table>

Undergraduate students achieve limited vocabulary learning.

Figure 1: limited vocabulary achievement.
Table (2) Compared results of post-test: incidental VS. intentional.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
<th>Test type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inc.</td>
<td>61.25</td>
<td>62.5</td>
<td>56.5</td>
<td>25</td>
<td>72.5</td>
<td>70</td>
<td>67.8%</td>
<td>Inc.</td>
</tr>
<tr>
<td>Int.</td>
<td>61.25</td>
<td>56.25</td>
<td>51.25</td>
<td>67</td>
<td>50</td>
<td>63.25</td>
<td>57.9%</td>
<td>Int.</td>
</tr>
</tbody>
</table>

Incidental students learn more about vocabulary use.

Figure 2: Learning about vocabulary use.
Table (3) Compared results of the pure intentional pre-test with the post-test.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
<th>Test type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>65</td>
<td>100</td>
<td>32.25</td>
<td>80</td>
<td>40</td>
<td>-</td>
<td>43.5%</td>
<td>Int.</td>
</tr>
<tr>
<td>Post-test</td>
<td>61.25</td>
<td>56.25</td>
<td>51.25</td>
<td>65</td>
<td>50</td>
<td>63.75</td>
<td>57.9%</td>
<td>Int.</td>
</tr>
</tbody>
</table>

Intentional students learn more about vocabulary facts.

Figure 3: Learning about vocabulary facts.
Table (4) Compared results of the pure incidental pre-test with the post-test.

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
<th>Test type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-t</td>
<td>37</td>
<td>36</td>
<td>15</td>
<td>41</td>
<td>24</td>
<td>-</td>
<td>30.6%</td>
<td>Inc.</td>
</tr>
<tr>
<td>Post-t</td>
<td>61.25</td>
<td>62.5</td>
<td>56.25</td>
<td>75</td>
<td>72.5</td>
<td>70</td>
<td>67.8%</td>
<td>Inc.</td>
</tr>
</tbody>
</table>

Incidental vocabulary achievement is directly measured.

Figure 4: Direct measuring of incidental learning.
Table (5) Compared results of the pre_test [pure Inc, pure Int] with the post_test.

<table>
<thead>
<tr>
<th>Q</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Mean</th>
<th>Test type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-t</td>
<td>37</td>
<td>36</td>
<td>15</td>
<td>41</td>
<td>24</td>
<td>-</td>
<td>30.6%</td>
<td>Inc.</td>
</tr>
<tr>
<td>Pre-t</td>
<td>39</td>
<td>80</td>
<td>26</td>
<td>77</td>
<td>31</td>
<td>-</td>
<td>50.6%</td>
<td>Int.</td>
</tr>
<tr>
<td>Post-t</td>
<td>61.25</td>
<td>62.5</td>
<td>56.25</td>
<td>25</td>
<td>72.5</td>
<td>70</td>
<td>62.8%</td>
<td>Inc.</td>
</tr>
</tbody>
</table>

Intentional vocabulary learning reinforces incidental vocabulary learning.

Figure 5: Reinforcement of incidental learning.
4-3: Vocabulary Achievement

For the purpose of measuring aspects of vocabulary learning among foreign language learners the results of the pre-test and post-test are devised to find their actual levels of achievement. That task depends on subjects' responses to the test questions where less than half of the sampling group (49%) are able to respond correctly. When regarding the contribution of individual groups, it is found that with a majority of (38%), subjects in the incidental group provide correct responses. On the other hand, (60%) of the subjects in the incidental group achieve positive responses. The given average suggests a limited level of achievement in vocabulary learning both intentional and incidental type of tests. This can be related to the sort of emphasis given to vocabulary as lexical work receives a small or no portion in course work. This makes learners pay little attention to vocabulary as its learning requires some specialized activities and techniques to develop their lexical capacity. Detail accounts may run as follows:-

4.3.1: Word Definition:

As a primary activity in vocabulary learning, word definition depends on teachers and dictionaries as sources of definitions to be learnt by heart, retain and reproduced. This intentional process requires series of mental operations including cognitive ones. That is, intentional tests can measure many activities at a time, namely storage of word content. Therefore, when asked to match words with definitions, subjects in both groups show limited aspects of learning. Thus, with a minority of (39%) subjects in the incidental group respond positive responses whereas (52%) of the members of the intentional group respond correctly. When the mean percentage is functioned, it informed that only (40%) of the sample members succeed in matching words with their definitions. This indicates that the intentional approach is surrounded by difficulties related to the complicated nature of definitions. Both the nominal and functional type of definition are not always straightforward to achieve word meaning since words often tend to deviate from the basic norm of definition. This is why dictionaries often provide lists of choices from which the exact definition is hardly distinguished without reference to a specific context.
4.3.2: Word Opposite

The ability to understand word meaning by means of its antonym has the advantage of accessing word content in a rigorous way, but has the disadvantage of being restricted to a certain type of words e.g. adjectives. This reflects antonyms as limited in supplying learners with the intended sense of meaning. It is this limitation that enables active rote learning as number of lexical items already exist and those actually learnt are able to respond in a good way as (80%) of subjects in the incidental group achieve correct answers whereas (100%) of their counterparts in the intentional group reach the same goal. That is, the average of (90%) for the two groups suggests a significant level of learning in relation to word definition. This gives the impression of better efficiency is evoked by the adoption of antonym, but actually it is that nature of restriction raised by the small portion of antonyms with regard to the huge size of the vocabulary of language. In addition learners have a long experience in word opposites as they start dealing with it since basic education. This makes learners familiar with the task because it occurs frequently.

The superficial sense of opposition noticed in accounting for word meaning through antonyms may be treated in terms of the learning rates available. That is, vocabulary knowledge construction deserves more time than the one necessary for instructive learning. Discovery and grasping usually consume more time than receiving readymade chunks which appear to be more efficient. This often occurs when aiming at quantity as much words are presented, but actually what presented is not always learnt. By contrast, if running after learning quality, then the constructive approach surely satisfies the learners needs in a remarkable fashion of handling the lexical items.

4.3.3: Word Class

Since word class identification a key factor in discovering vocabulary learning, it is of crucial importance to see the extent to which learners are able to cope with this vocabulary area. The type of activity, technique and strategy adopted in learning have much to do with the ability to enlarge the container of words and their classes.
Therefore, when asked to identify the general class of some words, subjects show a poor level of achievement. That is a small minority (26%) of the incidental learners respond positively whereas (32%) of the intentional learners do the same their average score is (29%) as a sign of considerable difficulty in identifying word class. That is because the previous work on vocabulary put little emphasis on word context as a guide to its class. That may be related to the view that a word class often alters with regard to its function as determined by context. So the intended absence of context in the given test complicated the task of word class elimination that result in poor learning aspects.

When the same question is reapplied, with different words, in the post-test, subjects are able to provide more correct responses. That is, with an average of (57%), subject in two groups succeed in identifying the classes of the given words. Exactly, when dealing with the results of the same test in terms of incidentality, (70%) of the subjects report accurate word class identification. Typically, (64%) of the intentional testees obtain correct answers as a mark of less level of learning. The sense of variation observed (6%) shows some sort of progress among the incidental learners who benefit from the accompanying clues included in the passage. That reflects the significant role of context in facilitating the task of deciding word class as it is the actual word function that indicates its class. For example, the word ‘round’ may be classified differently, e.g. a noun as in: the first round about, a verb as in: rings rounded her fingers, an adjective as in: the earth is round, an adverb as in: a walk round the town, a preposition as in: the circle round the square.

4.3.4: Word Meaning

In an attempt to examine the ability of recognizing word equivalent meaning in isolation, a multiple choice question is given to subjects as part of the pre-test. The majority of subjects (75%) are able to choose the accurate meaning from the given items. When spitted into a signed groups, it is found that (70%) of the incidental learners provide correct answers. On the other hand, (80%) of the intentional subjects achieve the same goal with better level of response. This means that intentional learning, based on rotting, has some advantage over incidental learning, but without
exerting cognitive process to actual interpretation. That means subjects memorize word meaning already learnt by in the heart in the absence of text coherency. Another factor to consider is the role of random choice raised by the nature of multiple choice questions.

When the same words are enrolled in the post-test where subjects are required to use words in new sentences, a completely different performance occurs. With an average of about (35%) subjects in the two groups provide correct responses as a mark of lower aspects of learning. That can be read with regard to the incidental learners who participate by scoring only (31%) of the marks. Similarly (40%) of the intentional subjects are able to use the given words in new sentences. That implies poor comprehension abilities resulting from the lack of cognitive internalizing of word meaning. For example, subjects confuse the use of words like 'thaw' by placing it in an inaccurate context.

That situation imposes hammering on the dependence of word use on the physical surrounding world. That is simply because words acquire meaning directly or indirectly from the natural environment in which they appear. That means words gain solid groups and generate meaning by being part of a system whose members work interpedently to serve a wholistic community by creating referents of words in order to be learnt. Therefore, it is the incidental type of learning that satisfies the needs of words to be contextually presented, learnt and production in new situations.

4.3.5: Word Synonym

When accounting for the role of learning word synonym in vocabulary achievement, it is found that the contribution of knowledge in synonyms is not sufficient. The results of the pre-test show that a small minority (35.5%) of subjects recognize the given words by their accompanying synonyms. In details, (31%) of the incidental learner respond positively whereas (48%) of the participants in the intentional group fulfill the task in the same way. This suggests a low level of vocabulary learning through word synonymy as this type of vocabulary work is obviously based on the amount of stored linguistic information. This appears the
norm of variation observed in the performance of the two subject groups where intentional learners have advantage over the incidental ones as stated by their scores.

The source of difference is chiefly related to the type of linguistic knowledge available to the intentional group which is not the case for their counterparts in the incidental group of learners. This view can be supported by the results of the post-test. That is, with a reasonable majority (63%) of the subjects in the intentional group increase their positive responses in the absence of word context. By contrast, with a considerable majority (72.5%), subjects in the incidental group increase their positive responses in the presence of word context included in the incidental type of tests. When the average percentage is taken, it reveals that with an acceptable majority (62.6%), the whole sampling group performs better than their previous scores in the pre-test which is nearly about (35%). This insures that vocabulary learning may be well developed in terms of incidental learning techniques aided by patterns of the intentional ones in an integrated member.

4.3.6: Statement Completing

As a model of the incidental type of tests, subjects are required to use ten words in completing the blank space in ten statements. The context of the statements consists of some clues that guide participants to the proper use of words. Benefiting from contextual hints, (48%) of the two subject groups are able to place the given words in their accurate positions in the statements. When taken separately, with a small minority (37%) of the incidental learners provide correct responses while more than half (60%) of the intentional group succeed in putting the lexical items in their intended locations. This indicates a better level of achievement than the other group of incidental learners. That is because of the limited experience available to learners before conducting the practical experiment involved both intentional and incidental vocabulary learning.

When the post-test takes place, incidental learners have already been exposed to the two approaches of vocabulary learning. Therefore, the results of the incidental post-test report a reasonable progress. That is, with an average of (63%), subjects in the whole sample reflect better levels of learning. Their touchable marks are counted
as about (68%) of the incidental learners score reasonably whereas about (58%) of their counterparts in the intentional group do the same, but with a lower level. The source of variation in achievement may be related to the nature of techniques, amount of practice and the sort of vocabulary activities practical within the components of the experiment. This indicates that experience, practice and familiarity with context constitute a major division in the cognitive process of vocabulary learning. Therefore, awareness of such incidental devices with regard to the parallel tendency to their intentional complimentary considerations can establish efficient vocabulary learning.

4.3.7: Question Completing

Following the principles of the incidental approach, another type of question requires subjects to fill the blanks in some questions with a given set of words. In this case, question forms supply responders with contextual clues extracted to create a cognitive mediator for the some words previously occur in the intentional test to be identified by their classes. The average results of completing questions show that (41%) of the whole subjects' responses are perfect. When divided between the two groups it is found that a small minority (36%) of the incidental learners are able to complete the questions correctly. By contrast, half of the subjects (50%) in the intentional learners provide correct responses in some sort of variation. That happens as a result of the limited amount of work on the structure of questions since most work emphasizes manipulation of statements.

The influence of experiment conducting is obvious developing learners' performance in the post-test. The two groups improve clearly when the score of incidental subjects reaches (62.5%) for the some vocabulary items. This can be explained with reference to the role of context that supplies incidental learners with clues that guides the way to accurate answers. Conversely, the absence of context influences the performance of intentional learners that their performance is not markedly distinguished from the one that occurs in the pre-test (50%). This suggests that progress in vocabulary achievement may be strongly confined to context rather
4.3.8: Paragraph Completing

In favour of providing contextual clues, subjects are involved in the cognitive task of completing a paragraph with some given words. The same words previously required to be matched with their definitions are chosen to complete a paragraph with some blank spaces. The results of this incidental type of test reveal a poor level of learning. A small minority of the sample (21.5%) are able to complete the assigned paragraph with words. That is, only (15%) of the incidental subjects succeed in achieving some positive responses while about (28%) of their counterparts in the intentional group accomplishes the task in the same manner of weakness. The observed difference between the two groups (13%) is due to the amount of exposure to more contexts available to the intentional subjects which is not the case for the incidental ones whose experience is relatively limited.

When the incidental group participates in the experiment, more exposure to a variety of contexts is available. That is observed in the results of the post-test where about (56%) of the incidental subjects are able to complete the suggested paragraph with the assigned vocabulary items. The indicates that presence of context makes it considerably possible to achieve a good level of learning as proposed by the range of variation between (15%) in the pre-test and (56%) in the post-test. This explains the role played by contextual clues in activating the mental cognitive operation needed for comprehension, storage and retention of words. By so doing, incidental learners have advantage over the intentional ones as read in the compared scores of (28%) obtained by the intentional subjects in relation to (56%) scored by the incidental learners.

4.3.9: Word Relationships

The ability to discover the actual nature or sets of underlying relationships holding between the lexis creates solid grounds for their learning. The most prominent figure in this field is the ides of reference and referent on which depends the whole system of vocabulary to establish word connections. Therefore, to investigate this area among learners, a simple question on lexical relations is included in the pre-test.
measure learners' ability in identifying specific sets of relationships among words in context. The available results explain that with a minority of (33%) subjects are able to discover pronoun reference, general and specific located terms as well as implied senses of meaning that denote particular lexical use of some social interpretation.

When taken at group level, small minority (24%) of the incidental learners are able to point out the assigned lexical relationships. On the other hand, less than half (45%) of subjects in the intentional group manage to account for the nature of the suggested lexical relationships. That is, learners face more difficulty in accurately identifying the overlapping nature of such words in their contexts. The source of difficulty is largely confined to the limited social competence of word collocation with regard to the linguistic knowledge available to the intentional group of learners. The absence of active cognitive abilities ever results in some partial knowledge of lexical relationships that appears clearly among incidental learners who lack both linguistic information and the positive social experience.

As the same idea of word relationship discovery is introduced through the experiment and the post-test, the performance of subjects is completely different. The incidental group increases its score to reach (72.5%) in the post-test as a sign of remarkable progress in internalizing lexical connections from contextual clues. This mental ability is poor in the pre-test as learners are not given the chance to practice the incidental learning as little room is left for this type of learning to occur. This can be noticed in the level of variation that ranges from (24%) in the pre-test to approach (72.5%) in the post-test as an obvious marker of progress in developing incidental learning.

4.3.10: Word in New Sentences

The use of words in new sentences constitutes an essential part of the incidental process to vocabulary achievement. This is due to the fact that words usually acquire various senses of meaning with respect to their altering contexts. In such conditions, the pure linguistic meaning rarely suits serve the situation of lexical function. That is, a wide range of word meaning is conveyed through non-linguistic devices of contextual nature. To examine such aspect, in a type of incidental test, subjects were exposed to
some lexical items in a certain context. Then they are asked to use the given words in new sentences benefiting from the original context in which they already exist.

The results report that about (61%) of subjects are able to use the assigned words in new sentences. By examining levels of variation among the two groups, it is found that less than half (41%) of the incidental learners succeed in providing positive responses. On the other hand, with a considerable majority (82%) subjects in intentional group perform the task accurately. The merged level of variation (41%) reflects the influence of experience among the intentional learners which is not the case for the incidental ones. This can be read in relation to the amount of the linguistic knowledge already possessed by the intentional learners on the account of its absence in the incidental group.

After conducting the experiment and applying the post-test, a clear progress is observed in the performance of the incidental learners. It found that with a reasonable majority (72%) subjects accomplish the use words in new contexts. That is, the positive responses increase by adding (31%) to the previous score of the incidental learners suggesting a better level of achievement. This can be attributed to the amount, type of techniques and strategies available during the experimental period. Learners are exposed to vocabulary activities in contexts that enriched their competence. At this stage, it is relevant to hammer on the influence of what is referred to as the incubation period for a word or sentence pattern to be absorbed, settled in mind then reproduced. Such a period is very necessary for learners since such skill is needed to judge the time required for word or patterns according to their nature, importance or circumstances of learning. It is this kind of ability that is emphasis during the experimental time where learners develop it through a complete semester.

4.4: Aspects of Incidental Learning

The incidental process to vocabulary learning may be practically approached in various ways of distinct aspects. The most common activities reflecting the nature of such a learning pattern include the keen survey of the surrounding environment of the lexical items. It is fully involved in discovering contextual clues to account for the
actual structure of statements, questions, expressions, paragraphs as well as the newly created ones to suit lexical functions. This is because words may exist in contexts altering by being used as nouns or verbs as indicated by the context in which they appear. For example, the word 'bank' may be interpreted as either the financial institution or the river side. It is knowledge of the physical world that provide contextual clues for the precise use.

4.4.1: Statement Clues

The context of a complete or incomplete statement usually consists of certain clues that distinguished it from other contextual markers. In the case of incomplete statements, the use of lexical items for completing is often indicated by the nature of accompanying clues. It is restricted to the structure and function of the given statement in relation to purpose. Both linguistic and non-linguistic properties participate in the mental process concerning lexical selection.

In this respect, when asked to use some words in completing certain statements in the post-test, with a majority of (61%) subjects in the incidental group provide responses as a clear sign of progress. When compared with their previous performance in the pre-test, only (31%) of the some subject group manage to give accurate answers. It is obvious that learners achieve a reasonable advance whose source of success is mainly attributed to the amount and type of vocabulary work practical during the experiment. Learners are exposed to statements of different contexts in which they elicit clues at many level of lexical interaction.

The idea behind that is revealed when regarding the process of internalizing the exact meaning of a word in a specific context as actually emerging from the content of the message intended by the exact words produced. The set of clues included in the contact holding between massage partners constitutes the bridge through which the message components are transferred. Therefore, certain mental skills are required to enable the existence of free matching operations necessary for lexical perception, store and use. Thus, brain activities underlying these activities are well developed in terms of cognitive awareness of their role in vocabulary learning through incidental procedures.
4.4.2: Questions Clues

The skill of extracting valid contextual clues from the structure of incomplete question is a key factor to use such clues in filling the gaps with the suitable lexical elements. This ability depends on the activities prior to the actual task of question completing. It is the sort of interrogative form that determine the contextual clues required for choosing the accurate lexemes to complete the blank a spaces in questions. Investigation in this area reveal that subjects in the incidental group, with a reasonable majority (67%) show their levels of ability in interpreting the clues included in the questions to be completed. They succeed in using these hints to select the exact lexical items suitable for occupying the given banks in the suggested questions. By comparison, with a minority of (36%), subjects in the same incidental group perform the typical task with a lower level of accuracy in the pre-test. This parts that the correct responses in the post-test as a result of the effort exerted in the experimental exercises. Learners receiving training in grasping interrogative clues to be employed in the post-test with a sense of awareness which is not the case before applying the techniques of the incidental vocabulary learning.

Consequently, it follows that identifying appropriate questions clues is strongly affected by the degree of contextual modulation. That is, the linguistic situation where the meaning of words and other morphemes very according to their collocations or the linguistic context in which they occur. For example, the choice of verbs seems to vary due to the nouns which they govern with regard to nature of event, the means by which it is accomplished, its typical object and the extent to which it is deliberate may all vary in these different uses. This directs attention to the truth that variation in contextual modulation is of great value to the process of incidental learning in general and to emphasize clues elimination or functioning in particular.

4.4.3: Paragraph Exploiting

In an attempt to discover learners' abilities in finding the set of devices underlying the lexical components of paragraphs, the post-test includes some words to be used in filling in the blank spaces of a paragraph. The idea is that written texts normally consist of guiding clues of various sources, e.g. situational, social and
cultural. Such components enrich learners' coherence and text cohesion that work as functional equipments to place lexical items in the appropriate sequencing necessary for perception and regeneration. This task is purely mental, but strongly determined by the physical world surrounding words and their textual constructions.

When accounting for feature of exploiting paragraph clues among learners, the results of the post-test show that more than half of subjects (56%) in the incidental group provide correct responses. This informs that learners achieve progress in employing paragraph clues to use words better than their work in the pre-test where only (15%) of subjects participate positively. The degree of variation observed to raise up to (41%) proposing a considerable level of improvement in learners' ability to activate contextual clues. Thus, one can say that incidental learning gains good grounds as learners exploit the available clues to complete the given paragraph with the assigned words.

In this way, coherency of clues is no longer isolated form text cohesion since words are syntactically filling together to be semantically internalized. This usually involves factors such as knowledge the world, lexical users, the influence they make, the proposals they hold and in particular, the way in which coherent communication is mediated through the use of speech acts. Therefore, the ultimate goal of incidental vocabulary learning is directed towards extensive learners training in creating coherent textual models of carefully selected block of lexis to convey meaningful messages on the bases of accurately picked contextual clues of homogenous parts.

4.4.4: Expression Diversity

The ability to use a certain lexical item in different expressions of ten yields in various senses of interpretations as suggested by the structural properties of such items. It is the major goal of incidental learning to develop learners' abilities in recognizing words in their different possible expressions regardless of their superficially fixed linguistic meaning. It is the current use of words in diversity of contexts that activates, motivates and brings new life to language as lexical mobility is of a dynamic nature.
In favour of examining learners constructed skills in dealing with words in multi-contextual situations, a main question with ten partial items is used in the pre-test. Subjects are asked to complete ten different expressions including the word 'how' at initial position in all expressions. The results reveal considerable levels of ability in clues recognition and therefore completing the given expressions with the suggested words. With majority of (75%) subjects in the incidental group respond positively as an observed signal of progress. This takes place in spite of the fact that such type of questions is introduced for the first time in the post-test. That is, subjects benefit from the rich wealth of clues included in the expressions to choose the lexical items suitable to fill in the blank spaces in the different expressions. It is the experience acquired from exposure to a wide range of vocabulary activities involving identification of contextual clues of specific types.

The occurrence of such learning types can be explained in terms of contextual modification. It is the cognitive skill seen as the most interactive device that determine the exact sense of meaning in question. This is due to the notion that words ordinary possess essential meanings that tend to be modified in various ways to suit the context of use. Therefore, incidental vocabulary learning insists on learners to be widely acquainted with varieties of styles serving issues of extended meaning. This often results in well developed coherency, better understanding and precise use of words in accurate collocations.

4.4.5 Lexical Dimensions

The idea lexical dimension refers to the extent to which vocabulary items tend to convey senses of meaning in relation to certain dimensions of use. It is the properties of clues that suggest the sort of literary appreciation predicted from the target context under consideration. In this case, linguistic knowledge alone is either insufficient or sometimes misleading to enable interpreting the exact sense of meaning. For the sake of casting sheds of light on such an area, aid is sought from tacit non-linguistic components picked out from text ingredients.

In order to investigate this feature of incidental learning, a short passage is introduced to provide the kind of clues relevant to find the meanings of ten words in the post-
test. A multiple choice question based on reading comprehension skills is used to account for word meaning as indicated by the given distracters. The results show that subjects in the incidental group exploit the lexical dimension of words in the test to extract word meaning. It is found that with a majority of (79%) subjects achieve correct responses. This takes place in spite of the fact that a similar question is given to the intentional group, but without reference to any reading passage. Word meaning is introduced through synonyms to be chosen by subjects who manage to gain (63%) of the correct responses obtained.

In this way, it is observed that incidental learners have clear advantage over the intentional ones as indicated by their scores. The touchable degree of variation (9%) informs that incidental subjects are able to extend the lexical dimension of words to express some additional senses of meaning which is not the case for intentional learners. This can be related to learners’ ability to widen the range of word indexicality assumed to be implied in contextual clues. That is, learners with limited experience in creating vast indexical ranges normally face difficulty in conveying concepts, expressing feelings and reproduce lexical terms related to specific frames of reference. Therefore, incidental learning is capable of drawing learners’ attention to the efficiency of extending the indexical dimension of words to cover as many senses of meaning as possible.

4.4.6: Lexical Contextualization

Most of words in a language tend to occupy various positions in different contexts. Their linguistic values are often characterized by the sort of clues they imply to express the intended sense of meaning. That is, in each new situation words usually gain specific sets of companions that guide the process of accurate word use in a systematic way. The assigned sets of clues bear the seeds distinguishing the contents of sentences, paragraphs and passage.

When locating this feature to incidental learning in general and using words in new sentences in particular, it is of crucial importance to survey its presence in learners’ performance. For this purpose, the same previously introduced paragraph is employed to elicit some information about learners’ abilities to reconstruct new
sentences. Some words are taken from the given text so that subjects may apply their original clues in constructing new sentences of similar contextual ones. The obtained data reports that subjects in the incidental group succeed in placing the given words in new sentences whose clues reasonable the original ones. That is, with a majority of (70%) subjects achieve progress in dealing with the newly contextualized words. This can be read with reference to the results of the pre-test where less than half of subjects (41%) provide correct responses a sign of limited knowledge, experience and strategy of the altering nature of word context.

Accordingly one can issue that learners' experience in addition to the norms of learning strategies constitute a major division in raising awareness of word properties. This factor, if well developed among learners, it gradually increases the level of cognitive skills denoting word position in new sentences as well as texts. For example, knowledge of transferring an attribute from an object to a property of that object is of great value in creating new word's context. The seeds of a spring flower is assumed to be like wise of a spring nature. It is text that reflect such a process since real support exists when learners are acquainted with the familiar nature of clues shift. The fixed patterns of clues dominate the intentional process need to be treated so that their modifications may function in parallel ways of meaning deviations.

4.5: Norms of Learning Measurements
The goals of measuring vocabulary learning centre around the idea that progress in such a process is often determined by the learning approach. The two major norms of direct and indirect meaning are stimulated to provide valid description of learning achievement. The direct pattern usually suits in incidental learning as it accounts for what is observed in the learning situation without interference from other parallel constitutes. By contrast, indirect evaluation works in coincidence with intentional learning since testing this process depends on retaining stored linguistic forms. That is, incidental testing requires applying incidental learning procedures to match the assigned learning objectives.
4.5.1: Direct Incidental Testing

An incidental vocabulary test is designed to measure developments in learners’ abilities as indicated by the needs, techniques and strategies of the incidental approach to learning. This usually occurs in terms of directly constructed questions whose answers are based on clear contextual clues of specific nature. It is the cognitive talent to discover, internalize and employ these clues that makes it easy to respond to the given stimulus in a proper way.

For the purpose of direct measuring, the instruments of this study make use of different types of incidental questions in both the pre-test. The obtained data reports that with an average of (31%) subjects in the incidental group succeed in achieving positive responses the pre-test. When distributing this score between questions it appears that (29%) are gained three questions requiring completing statements, questions and paragraph. The question requiring the use of words in new sentences gains (41%) whereas discovering word relationship counts for (27%) as signs of poor achievement.

By so doing, the incidental tests aided by cognitive process, experience, skills and strategies confirm the view that contextual clues activate the mental operations underlying direct lexical manipulation. Testing the pure linguistic knowledge is no longer applied in predicting the extents to which lexical use is completely dominated by linguistic components. That is, non-linguistic and other factors are involved in the process working ahead towards displaying the nature of ingredients constituting the network of vocabulary.

The efficiency of incidental testing is markedly touched in the results of post-test where a significant advance in learning occurs. This advocates the view that presence of context is essential in achieving direct measuring. Thus, with a majority of about (70%) subjects in the incidental group provide correct responses as a prominent feature in learning progress when compared with the previous scores in the pre-test. Therefore, one can say that direct approach to measuring is unique in strongly stating both aspects of ill and well learning. It follows that deep insight into the contents the
incidental learning gain grounds by making the modifications necessary for creating in measuring vocabulary learning.

4.5.2: Indirect Intentional Testing

The concept of intentional testing emerges from the adoption of intentional learning techniques for the sake of measuring features of its progress. The suggested sense of indirectness seeks to see the extent to which the findings of intentional testing are determined by the linguistic knowledge available. That is, measuring vocabulary learning requires testing the linguistic components underlying lexical structure. Consequently, good achievement in linguistic traits is seen as a positive indicator of vocabulary learning, but actually this not always valid. Defects in intentional measuring appear in its reliance on testing aspects of linguistic competence surrounded by some influential factors hindering the intentional process of vocabulary learning. Confirming these arguments, evidence is sought from the instrument of the study. The results of intentional type of questions in the pre-test reflect the strong influence of various factors on subjects performance. Thus, half of subjects (50%) in the intentional group report correct responses a marker of no significant achievement. The same is true for the post-test where about (58%) of subjects in the same group appear to participate positively in questions requiring to recall linguistic information. The source of less significance may be related to the norms of indirectness characterizing the intentional type of tests as it pays more attention to the linguistic forms rather than the manner of their functioning in contexts.

That is, learners memorize or learn by heart the linguistic components of words, but lack the cognitive competence necessary for their actual use. Therefore, linguistic emphasis may run on the account of the mental abilities denoting lexical learning. At this point, intentional vocabulary testing turns into separate linguistic tests of various nature that gradually deviate from completely forward measuring towards less efficient ones. By so doing, intentional linguistic testing usually replaces the direct vocabulary measuring achieved through incidental testing. For example, individual tests on pronunciation, word structure or order and word meaning often dominate the measuring process. Problems actually arise as learners may succeed in isolately
dealing with tests, but their complete applications in vocabulary achievement rarely occupies a sizable portion in the assigned process. Therefore, effective vocabulary measuring occurs when functioning the techniques of incidental learning as well as their relevant norms of testing.

4.5.3: Learning and Measuring Dependence

The overlapping areas between the learning approach and relevant norms of measuring can be debated with regard to at least three models. The first considers the case when learning is intentional whereas measuring is incidental. The second specifies the condition of incidental learning which is intentionally measured. The third emphasizes the dependence of incidental measuring on a typical incidental learning approach. Each of these models adopts the set of techniques capable of drawing its clear lines of demarcation. The mixed nature of combining learning approach with a measuring model is likely to reflect some variation in results. On the other hand, a considerable level of consistency may appear when reference is made to the specific nature of incidental assessment based on incidental learning.

Traces of incidental measuring dependence on the adopted learning approach can be seen in the compared results of pre-test and post-test. The obtained data reports that significant levels of variations in subjects' performance with respect to their scores. That is, when incidental testing is based on intentional learning, less than half (41%) of subjects in the incidental group provide correct responses. In a parallel way, when incidental testing is based on incidental learning, with a majority of about (68%), the same subject group achieve positive responses. The observed degree of variation (28%) informs that the scores of subjects increase as a result of the dependence of their answers in the post-test on contextual clues which is not the case for the pre-test where is complete absence of context.

To explain the role intentional learning in the limited incidental achievement, one can say that the nature of instructive learning imposes on learners to be passive partners. They abandon the function of the mental lexical needed for clues eliciting, analysis and reproduction. Experience in this field seldom gain grounds to support internalizing the content of the lexis to be stored and used later on. For
example, the appearance of the word 'free' in definitions like 'set free' and 'free time' confuses learners in mating these definitions with the two words 'release' and leisure respectively. Even same learners are missed by the linguistic form 'leas' occurring in both words. It is the presence of contextual clues that enables deciding the accurate lexical choice to the situation of use. Therefore, accounting for the findings of measuring norms largely rely on the techniques of learning approach in a way or another.

4.6 Aspects of Intentional Learning

The intentional approach to vocabulary learning is characterized by its dependence on linguistic information presented to learners as a source of stored knowledge. The extent to which adult foreign learners have good insights into the target linguistic system is considered the core of the learning process. Most of the work is intended to build linguistic competence rather than complete cognitive principles. This due to the partial achievement resulting from the influence of some learning factors that obstruct the process. Therefore, linguistic genres of vocabulary such as the phonological, morphological and semantic aspects as individual components are insufficient. The same is true for the grammatical categories under which words are put, defined functioned and modified to suit the situation of use. A wholistic system is needed to integrate the roles of linguistic properties for the sake of a comprehensive learning approach of humongous partners.

4.6.1: Definition Strategy

As a widely spread tradition of vocabulary learning, word definition is adopted to supply learners with senses of meaning under various conditions. It is the basic literary or dictionary meaning that is always functioned in conveying the content of lexical items. This may appear in different norms of handling as in providing learners with word definition directly or asking them to pick it from some options in multiple choice items or simply matching words with their given definitions. The later is actually applied in the instrument of data collection to see the extent to which learners can approach word meaning in this way.
To examine progress in achieving lexical learning, the post-test consists of a question requiring matching ten words with their definitions in a table of three columns. The results show that subjects in the intentional group, with a majority of (65%) score positive responses. Similarly, the same subject group with a majority of (61%) provide correct answers in the pre-test, i.e., with only (4%) as a degree of variation subjects are observed to reflect no significant difference. That is, the ability to recognize word definition is determined by success in recalling the stored linguistic forms. Any interfering factor may occur to disturb memory working required for defining words. As for the possibility of finding word definition from dictionary, the situation is more complicated as word lists are accompanied by several options from which one choice is relevant. Therefore, words in isolation are threatened by either the wrong choice or the hard burden of merely learning by heart long lists of definitions. The occurrence of such a condition is strongly confined to the complex nature of definitions that often results in limited internalization of meaning. This is because of the shortcomings raised by unsatisfactory formulated definitions in dictionaries responsible for the sense of inadequacy of meaning. It is the mental dictionary that select the suitable option from the ones given by book dictionaries. So in the absence of guiding contextual clues, the choice of an option faces the risk of being incomplete or ambiguous. It is the power of the mental lexicon that complete the sense of meaning or remove ambiguity. Therefore, the mere task of matching words with definitions is surrounded by such cases of deficiency in interpreting forward established senses of meaning.

4.6.2: Morphological Aspects

One of the ways to approach intentional vocabulary learning is centered around knowing the internal structure of words as a partial linguistic component denoting the learning process. By so doing, vocabulary grasping turns into searching in the various morphological aspects underlying lexical internalizing, storage and reproduction in a restrict way. The most common areas of morphological inquiring representing intentional learning have to do with morpheme status as characterized by its actual use, relative stability and senses of modifications. These considerations are slightly
hammered with regard to some morphological processes, morpheme type or function as well as their cognitive mental agents.

In an attempt to account for the impacts of the learners' morphological competence in achieving lexical learning, a ten items question is applied in the instrument of data collection. The suggested items are intended to measure learners' ability in matching specific lexical items with their relevant basic morphological aspects. Most of the task is directed towards morpheme type and word building processes as chief elements of wide spread in word construction. The data obtained from the post-test reveals that subjects in the intentional group, with a majority of (56%) provide correct responses concerning morphological knowledge of vocabulary. When compared with the marks gained in the whole intentional test (57%), it appears that a very margined difference (1%) occurs. This indicates that instructive morphological learning has a limited role to play in the general framework of intentional vocabulary learning as seen in learners' scores.

The absence of significant difference in intentional vocabulary achievement through morphological entities can be related to the shortcomings imposed by either insufficient, incomplete or inaccurate application of linguistic knowledge. The idea is that morphemes type or functions appear when put together in certain sequences to convey senses of meaning. The common grounds represented by the sets of principles guiding basic morpheme behavior are no longer permanent. The senses of meaning resulting from longer group of morphemes usually vary with respect to the lexical situation of use. The same is true for the implied senses of meaning inferred when words or their related derivations, inflections and properties express shades of meaning that emerge from regional, social or cultural considerations. Therefore, the morphological structure of words is bound to a homogenous network of overlapping boundaries. The morphological aspects often intermingle with the phonological, semantic and syntactic ones to give birth to vocabulary items under diversity of backgrounds in use. It is context that displays the complexity evoked by the interdependence of the linguistic systems enrolled in vocabulary learning as far as possible.
4.6.3: Grammatical Categories

In search systematic intentional vocabulary learning comes the unique notion of grouping words into classes or categories that share some common grounds with some slight variation. The idea behind such a classification is ease in learning since words of the same or similar category are likely to be simply learnt. The extent to which a lexical item is effectively absorbed is strongly related to the degree of ease or difficulty in discovering its typical model of representation. Agreements on grammatical access to words appear as primary a role for their class identification. Thus, a word may be involved under classes such as nouns, verbs, adverbs and so on. This requires word class memorization so that learners can decide the class of newly learnt words with reference to the given models.

Investigations in learners' ability to identify word class, the instrument of the study devotes two typical questions in both the pre-test. Participants are given ten word sets each contains four lexical items, one of them belongs to a different word class to be underlined. The available data from the post-test reports that half of subjects in the intentional group (50%) succeed in determining the classes of the assigned words. By comparison, the same group, with a minority of (32%) provide positive responses as a sign of low achievement in the pre-test. This informs that in such type of intentional learning it is rather difficult for learners to point out the word of the different class. The average score for the two tests approaching (%) reflects information of word class as restricted to memorization of facts which is of limited learning value.

In this case, the source of difficulty is that intentional learning techniques deal with words as isolated existents that rarely meet. They are taught as individual items to be learnt in the same way and tested separately. This artificial tendency is in opposition to the actual nature of words that often collocate in phrase, clauses, sentences and texts. Therefore, when reality of use emphasizes word functioning, word's class is seen from another point of view. A word occasionally changes its class according to its position in a certain context as designed by the function of use. For example, the word 'book' can belong to the class nouns as in 'his book', but it acts as
a verb in 'he books a seat '. Therefore, it is of significant value to draw attention to the presence of context since it creates positive atmosphere for cognitive learning rather than merely rotting and memorizing fixed categories.

4.6.4: Antonym Features

As a direct means to tackle word meaning, antonym is devised to define words within the contents of the intentional approach to vocabulary learning. It works on lexical areas that are related in terms of opposed conceptual frameworks with respect to at least one clear interpretation. What characterizes the features of opposition in the intended senses of meaning is that they lack the dominant nature of spread among the vocabulary system. In other words, antonym is exclusive to a limited domain in vocabulary, namely, adjectives and adverbs rather than other word classes. This is why these two categories appear as more prominent in the task of intentional lexical learning.

To see the extent to which the use of antonyms is effective in lexical learning, the research instrument employs a ten items question to surrey some features of intentional learning through word opposites. In the given test learners are asked to much some words with their antonyms without reference to a specific sense of meaning. The results of the post-test report that subjects in the intentional group, with a majority of (65%) match words with their opposites in a proper way. When back reference is made to the findings the pre-test, the complete members (100%) of the same subject group achieve positive responses. The observed level of variation (35%) stands as an outstanding sign of decrease in learners' performance. This informs that intentional knowledge of antonyms steps back words which is not the case for incidental learning that remains in continuous progress.

The source of decrease in scores by the pre-test sample may be contained to the large number of words introduced during the period of experiment. That is, in the pre-test subjects' achievement is accomplished with regard to the limited amount of lexis they already learnt. Accordingly, they gain high scores as they learn by heart the exact content of the given words, but when the number of words increases in a vast way, the ability to cover the whole presented lexemes declines. The result is
that a lower level of achievement takes place under the influence of opposed factors of lexical enlargement and the parallel limited level of accuracy in learning. This situation may change if the words given in isolation are included in diversity of contextual clues to assist cognitive internalization as an active mediator to the incidental type of learning. The adoption of such a technique is valuable in widening the range of lexical domain to cover areas more than restriction concerning only two word classes.

4.6.5: Phonological Aspects

The sounds of words based on sets of combined phonemes have much to do with the process of instructive vocabulary learning. The structural properties of words in terms syllables or their small units of vowels, consonants or allophones constitute a rich wealth of phonological aspects of distinct nature. The most outstanding phases of this blend include: elision, assimilation, vowel reduction, consonant clusters, word stress and juncture. The features of word sounding raised by these concepts demand the ability of intentional learners to be aware of the linguistic facts necessary for lexical learning. This is also valid for the sake of producing accurate models of word pronunciation. The mixed character of such phonological aspect is affected by some defective factors they may limit their role in vocabulary learning. At the top of these defects comes the influence of age on applying the linguistic knowledge available.

As adult learners, undergraduate students of vocabulary exercise intentional learning under less helpful conditions. Their touchable impacts are seen when subjects struggle to depict their phonological competence in different ways. In a simple one, subjects are asked to match some words with their underlying phonological aspects. A min question with ten partial items is designed to know about learners' command of some initial facts denoting vocabulary learning. The data extracted from the intentional group reveals limited phonological knowledge in the post-test. More than half (51%) of subjects in the intentional group succeed in matching words with their phonological aspects as a clear tendency to learning. This
indicates that learners either receive insufficient information or they latter to reapply it under the influence of some factors hindering the learning process in various ways.

The present case rather low level of achievement can be described with regard to the characteristics of the techniques or the relevant procedures of the intentional learning. It is true that phonological awareness is of crucial importance in lexical learning, but it is likely that the rate of information transference is lower than the one followed in knowledge presentation. That is, learners receive considerable amounts of information, but they lack both the linguistic competence and capacity to perceive the input properly. For example, learners tend to decide the number of syllables in a word or locate the position of word stress but they actually fail in either or both cases. This is due to the scarcity of this feature in the native system to be followed, modified or emphasized as of a different character in the target phonological system.

4.6.6: Synonymy Properties

The relatively precise sense of meaning is usually extracted when a term adequately depicts the exact characters of things and objects in the real word or their relevant attributed properties used in symbolizing concepts and actions. It is the linguistic competence that is responsible for deriving, inventing and word images to suit the occasion of use. By so doing, word acquire the power of equivalence required for expressing a vast content of intentions, desires, emotions and thoughts through the unique system of word synonymy. The implications of this term may display the nature of interdependence between literary senses of meaning when reference is made to lexical equivalents as an essential part of the intentional approach to vocabulary.

At this stage, it's urgent to estimate the role played by the strategy of word synonymy in promoting lexical learning. For this purpose a multiple choice question is included in the post-test to measure the efficiency of word opposites as a learning device. The actual scores of subjects in the intentional group reveals that (63%) of the participants manage to choose the equal forms of given word. This entails that same sort of progress occurs in learners' performance, but when compared with the incidental group, it is found that (70%) of subjects achieve correct responses. The
degree of variation (9%) indicates a better level of achievement since the same words tested intentionally are included in a text to be incidentally retested. The presence of contextual clues makes it possible to recognize word synonyms more accurately as the senses of meaning are reasonably clarified.

The sense of distinction noticed in the answers of participants can be explained with respect to the components of the learning atmosphere. On the other hand, finding word synonymous meaning is based on the learners' ability to memorize what is already learnt by heart to provide typical equivalents of the given words. On the other hand, contextual clues are recalled to guide the desired cognitive process responsible for activating the stored lexemes as mental images representing words. The functioning of such operations makes it easy for learners to think, analyse and elicit evidence to decide answers which is not always the case when complete rotting dominants the task of selection. Therefore, if incidental techniques are incorporated in the learning situation, they are reliable of establishing valid connections to express lexical relationships of various kinds.

4.7: Interplay of Intentional and Incidental Learning

The distinctive features of the intentional or incidental approaches do not necessarily imply their isolated tendency. It is the intentional type of learning that promotes the incidental one as it participates by offering the adequate linguistic data. It is the source of facts and principles applied in the learning process to monitor aspects of reproducing the input already presented. Then comes the role of incidental learning to direct learners' attitudes towards a vivid internalization of words. Since they exist in contexts the act of eliciting clues serves as a primary cognitive task to establish solid learning grounds. Absence of such orbits rarely gives birth to efficient lexical items learning because they tend to collocate rather than having complete separate identities.

When considering aspects of interplay between intentional and incidental lexical achievement, the available data draws attention to areas of overlapping. This can be traced with reference to the results of the pre-test where a limited level of achievement occurs. That is with minority of (31%) subjects in the incidental group
score correct responses in the incidental type of questions. When the same participates respond to the intentional type of questions, their scores increase to approach (39%) as a sign of same progress. Typically when the post-test is given, the incidental group, with a majority of (68%) increase their positive as a marker of better lexical achievement. This suggests that both the intentional and incidental types of questions provide similar results when taken individually. The best level of achievement occurs when the two type of questions fare integrated in one test.

Accordingly, the parallel degree of variation (33%), it is clear that subjects in the incidental group benefit from their intentional learning to develop their incidental one. That is, the idea of treating the learner as a container to be filled with linguistic forms has a limited survival. The learner really acts as a huge store of both linguistic and non-linguistic knowledge that work vivly when sufficiently activated. The degree of completion in response mainly relies on the level of activation, if it is high, then the better response is achieved. Therefore, debates linking intentional with the incidental learning normally cast shed of light on the extent to which intentional learning reinforces the incidental type. The available linguistic forms need to be surrounded by some explanatory devices that related them as living organism rather merely existing creatures.

4-8 Factors of intentional vocabulary learning:

The source of distinction in vocabulary learning explored by this study chiefly related to the role of context in cognitive processing. This aspect works in harmony with the deliberate linguistic information to determine the extent to which adult foreign learners of vocabulary may succeed in combining the linguistic competence, in a parallel way, with the appropriate contextual clues in learning and using words properly. That is clearly noticed in the results obtained by the instruments involved in data collection tasks. The available data is used to discuss lexical achievement in the presence or absence of context with regard to some psychological, linguistic, strategic, pedagogical and social considerations. For this purpose, the results of the tests are used to describe variation in the learners' actual levels of incidental and intentional vocabulary achievement. Such comparisons are illustrated by subjects performance in
general, but detailed accounts are available within the components of the following categories :

4-8-1 Psychological Factors of intentional learning :

In an attempt to elaborate some of the psychological factors related to vocabulary the results obtained by the adopted instruments are employed to state the series of linkage between the various features of intentional learning and some psychological factors. The findings support the view that many lexical difficulties may well arise from certain recalled psychological issues. That is, learners have some psychological boundaries that hinder their actual achievement in the foreign vocabulary. The most outstanding features of these barriers include the influence of factors such as: age and habits, motor skills, language ego, anxiety and threat, motivation and concern for vocabulary.

4-8-1-1 Age and habits :

In fact, adult foreign learners of foreign vocabulary are noticed to be negatively affected by age and norms of speech habits. That is, as part of the learning process, the ability to imitate sounds can be well developed at a younger age which is not the case for adult learners. This is also valid for developing new speech habits to match the needs of lexical learning. Actually, the speech habits of a newly learned language may run against the natural speech habits already fixed in the learner's verbal behavior. This is why adult learners lack the required flexibility of speech organs to produce new word sounds in the target language.

In this respect, when considering the influence of age and habits on vocabulary learning, the intentional aspects agree with the findings of the compared results. The available data from both tests in terms of common learning achievement show that the majority of members of the intentional group demonstrate less benefit from the linguistic information. That is, they actually have limited levels of linguistic competence which enable them to deal with the test components. This suggests that subjects in the intentional group manage to apply their linguistic knowledge to break some of the habits of their first language to the extent that they partially succeed in marking the target aspects of learning. On the other hand, their colleagues in the incidental group
who lack such linguistic awareness depend on incidental techniques and the linguistic models provided by teachers to achieve more lexical learning.

In the case of members of the incidental group where subjects receive no linguistic information, more attention is given to contextual clues. This is due to fact that cognitive processing is of crucial importance to this group of adult learners. That is, such learners need to have a grasp of the factors dominating the learning process. They promote the ability to distinguish between two different processes in learning vocabulary. The first is concerned with defects of acquiring words intentionally while the other is related to the nature of incidental learning techniques.

To conclude, in cases of adult learners, it is obvious that learning the lexis of a foreign language involves an individual who has reached steady status in terms of the complete development of the native linguistic systems. Besides, this adult has reached maturity in terms of overall cognitive development necessary for intentional learning. Therefore these differences alone suggest that intentional learning may in fact be clearly distinguished from the incidental approach to vocabulary learning as of a mother tongue origin which is not the case for the intentional approach with it's interfering factors.

4-8-1-2 Motor Skills:

As it is the mechanism of speech sound production that always controls the ability to produce sounds more easily in childhood, speakers of a language are often dominated by certain limited muscular movement to make the sounds of their mother tongue. When such speakers are involved in learning the vocabulary of a foreign language in adulthood, they need either to adopt new muscular movements or modify their native ones to cope with the recent situation. Adults in particular have some difficulties in adopting or modifying their native mechanism to produce the new speech sounds required for the target lexicon. The source of difficulty is confined to the nature of flexibility in motor skills that enable the production of word sounds in the newly learned language. This indicates that adult learners need to compensate for the loss in the natural abilities through the linguistic treatments of the intentional approach.
With reference to the findings of the compared results, subjects in the two groups are observed to reflect variable levels of knowledge of the muscular sets of movements incorporated in lexical learning. The intentional group has advantage over the incidental group by showing more acceptable knowledge about the use of words than their counterparts in the incidental group. This is due to the fact that the former group receives information on motor skills while the later group is given models of word sounding. Therefore, there are variable levels of achievements in both tests under the influence of variation in the adopted learning approach.

As for the sense of compensation, with regard to the results of the post-test, scores make it clear that subjects in the intentional group, as adult learners, achieve limited progress in vocabulary achievement while their incidental group accomplish the task more accurately. This is because the later group gains some sort of relief in terms of cognitive processing which is not the case for the former group. As for the range of variation in the results of the same subject group, it is clear that such variation may be well attributed to the set of strategies adopted by incidental learners. That is,, members who are more aware of the role of contextual clues are able to compensate for aspects of deficiency raised by issues like absence of linguistic knowledge, the limited levels of interpretations and the norms of inaccuracy in its application as a result of some interfering defects.

4-8-1-3 Identity and Ego:

Another facture of the psychological factors appears in the role of identity and language ego that are deeply rooted in learners as a result of the influence of the native language. This is the indigenous system around which aspects of emotions, motives and ways of thinking usually rotate in vital norms of occurrence. Traces of these effects are noticed in the scores provided by subjects in the posttests where subjects in the two group show equal tendencies. That is, the retire language has its own personality that forces speakers to stick to it in almost all life aspects. This sense of resistance prevents other languages from taking the same position already preoccupied by the native language. This is why foreign learners of vocabulary find it difficult to scape this strong influence to use words without native language conventions.
In the case of subjects in the two group, the performance of the intentional group, to some extent, is less colored by this feature which is not the case for subjects in the incidental group who struggle to avoid the influence of the native identity. This is clearly noticed in the results of both the pre-test and post-test where subjects keep on thinking and using the target words in the same way as in their native language. This is also valid for the intentional group even when exchanging or explaining the linguistic intonation concerning the target language itself. This is because such learners have not yet succeeded in adopting the new mode required for the natural set of abilities to think in the target language. That is, they think in the native language then translate the ideas into the target language instead of the direct thinking into the target language. This sense of translation is the most influential in the process of international vocabulary learning.

To sum up, there are two opposed language identities; the first incorporates native language ego whereas the second words to create a parallel target language ego. Each of these partners works against the other, but with variable forces. This is due to the fact that the native ego is as strong as the native language which is not the case for the target ego that often attempts to replace the original one. It is the type of learning approach that promotes the dominant language identity. This is why international learning is likely to develop the native ego while the incidental approach may strengthen the influence of the native ego as a result of constructed learning.

4-8-1-4 Anxiety and Threat:

As far as the internal feelings of learners are concerned, limited lexical learning may arise from anxiety and threat. It is likely that learners may hesitate or feel anxious either in the learning situation in speech or tests. This is because learners are either afraid of making mistakes or actually avoid to deal with the target words as a sign of an unusual situation. This is noticed in the behavior of subjects in the two groups, particularly the intentional one whose members reflect clear evidence. The idea is that subjects in this group use English words only within the narrow limits of formal learning situation which in most cases never insists on learners to participate in the learning process. On the other hand, subjects in the incidental group, in comparison
with the intentional one are observed to be in a better condition since they have more chances to deal with words in different contexts.

When considering the mixed nature of the psychological factors existing in the learning situation, it is logical to state the norms of vocabulary achievement involved. That is, most formal learning situations represent a challenge to learners with variable degrees of consistency. For example. With reference to the intentional type of questions, where subjects are required to respond to the question of learning about vocabulary, subjects in the intentional group report that there is limited learning about vocabulary. This sense of limitation results from the influence of the numerous components occupying the learning situation. The greatest difficulty in learning to utter words is not only the multiplicity of sounds or words, but how, when and to whom constitute a high wall to scale. These factors demonstrate some of the defects hindering vocabulary learning through the international approach.

These debates gain supporting grounds when regarding adult learners, in particular, as always developing negative feelings in the learning situation. This is because they feel that their whole personality is situated at not knowing. In this way, learning turns into a protective affair to hide the reality of ignorance. That is, people learn things to prevent themselves from the accusation of stupidity that emerges from the teacher, their peers or their own conscience. By so doing, learning occurs under the influence of fear as an abnormal learning condition that rarely survive to serve vocabulary learning. The contemporary learned lexical items usually vanish as soon the cause of their existence disappears from the learning situation without aid from other sources.

4-8-1-5 Motivation and Concern for vocabulary:

With regard to the complexity evoked by the combination of psychological factors involved in vocabulary in general and its learning situation in particular, it is worth noting the role of internal motives of learners. This has to do with the learners' own desire, interest and concern for good lexical competence. That is, any sense of discouragement in the learners' self-reward may in fact result in learning deficiency. This makes it clear that unless learners have the suitable amount of intrinsic motivation
to starve for a rich command of lexis, they may not be able to satisfy the needs of foreign vocabulary learning.

In this way, as suggested by the compared results of the test, most subjects show different norms of interest, desire and effort to grasp words accurately. The majority of subjects in the intentional group, in contrast to the incidental group, are observed to pay less attention, be less active and feel less ease in learning the target words. This is because they are fully occupied with some boring language areas or activities other than vocabulary. Therefore, the intentional group appears in limited levels of interest in dealing with the lexis which is not the typical case of incidental learners who react more positively. This is because incidental learners feel that it is their concern as they enjoy surveying texts in search of contextual clues. This situation reflects such learners as intrinsically motivated to learn the new idiom as well as innovation in its various interpretations.

In conclusion, in most cases, when less lexical learning is stated, then, motivation usually constitutes a reasonable portion in its occurrence. The sort of learning activity and the manner in which it is delivered are effective in motivating learners to achieve better chances of learning. That is, in search of details, learners exploit the techniques of discovering new things, but when such a task is done by teachers, learners lack the interest to follow the exciting game of knowledge construction. This often leads learners to be reluctant to positive learning strategies to the extent that they turn into passive learners. By so doing, motivation and concern for vocabulary no longer exist to characterize the process of developing international word recognition.

4-8-2 Linguistic Factors of Intentional Learning:

In this context, the linguistic factors underlying intentional vocabulary learning are related to the native language of learners, their inter-language and the target language. Therefore, the results provided by the two tests are employed to discuss some aspects of intentional learning affiliated to some linguistic factors. The findings are used to display the complicated mature of relationships that hold between linguistic systems and the level of intentional vocabulary learning. Actually, the influence of the writing,
semantic and phonological target systems work as the most influential in the intentional learning process since they are actually developed from native origins.

4-8-2-1 The Writing System:

The most prominent feature of the influence of the writing system on vocabulary appears in the different ways of representing words with letters. That is, in spite of the fact that the English writing system is an alphabetical one, it does not follow certain fixed principles for depicting word sounds. This situation participates by creating learning difficulties as far as the written form the language is involved in lexical learning. The results obtained from the intentional test display the nature of difficulty in a significant way. The performance of subjects reveals that their knowledge of the relationship between the written graphic symbols and their sounds resulting in words is affected by the sense of less systematic ways of representation.

Evidence of this are available from the results of the intentional post-test when subjects are asked to match some written words with their relevant syllables. The majority of subjects in the intentional group mismatch the word with its accurate sound representation. This is because that group know some limited aspects of the complex nature of sound and letter that is not sufficient to handle the task properly. More errors are encountered when subjects try to follow the norms of the written forms without paying attention to the unsystematic patterns. For example, it is difficult to predict the presence or absence of the final (e) in word derivations when it is likely to be dropped in some cases or replaced by other morphemes as in the word 'decide' when made the noun 'decision'.

Another feature of learning difficulty attributed to the writing system is illustrated by the nominal pronunciation valves of some individual letters. That is, in many cases, learners final it difficult to pronounce words including letters with sounds resembling their names. This can be traced in the performance of subjects when some words are included in the post-test. The items 'gase' and 'alive' are introduced in the question of identifying words with letters sounding like their names. Most of subjects, with variable levels of accuracy deal with letters (a) and (e) in various ways. Some members of the
intentional group, in particular, have advantage over their colleagues in the same group by being able to decide the suitable answer as suggested by their individual differences.

In brief, the intentional process of vocabulary learning is strongly affected by obstacles from the writing system. The idea of letter–sound correspondence together with the nominal pronunciation values of some letters constitutes a major part in the difficulties of learning. This is why learners need to be acquainted with the limits or boundaries of the graphic symbols, their role in determining the quality of lexical learning and the ways in which they may serve the intentional process with the minimum defects.

4-8-2.2 The Semantic System:

When considering the ways in which semantics constitutes the sole of vocabulary or actually serves its overlapping dimensions, it is acceptable to refer to the ways in which word content is handled in context rather than in isolation. The first is appreciated by the incidental approach where contextual clues represent the source of extracting word meaning. The second as a marker of the intentional process is centered around the separate identity of the lexical item. This norm as hazed on the various ways of definition tend to be completely affected by what is presented by the teacher wheather partially or inaccurately perceived by learners. For example, learning the meaning of some words depend on their written forms or spelling conventions as the spoken form may resemble some other ones in a confusing way, e.g.: 'write' and 'rite'.

Within the components of the post-tests, as a basic port, three questions on word definition, synonyms and antonyms are included to measure their influence on vocabulary achievement. The average score of subjects arrivers at (63%) for the three questions as a sign of a normal level of learning. This ensures that subjects in the intentional group recognize that words are closely related to their senses of meaning. This is also true for the participants of the incidental group, but with a less majority (56%). This shows that the later group has a lower level of awareness of the influence of semantic knowledge on the lexicon. When the mean percent is taken, it is found that
with a majority of (59%) subjects in the two groups benefit from linguistic information in dealing with test contents.

Evidence from the compared results clearly shows that subjects vary widely in their abilities to recognize words represented by synonyms or definition. That is, the majority of subjects in the intentional group executed the task with less values of accuracy. This commonly reflects the level of semantic competence existing among group members. This can be explained in the sense that subjects confuse the literary meanings of words as there are no limits to the general senses of their meaning. Such confusion takes place in the absence of the close related contextual clues that cure the defects of the wide range of meaning in some ways, but the incidental techniques are ready to rescue the learning situation by providing restrictions to the more general senses of meaning.

4-8-2-3 The Phonological System:

In favour of finding detailed description of the influence of amount and quality of phonological facts, factors and difficulties among the two subject groups, the figures denoting the results of the post-test are activated. The majority of subjects in the intentional group face learning difficulties while subjects in the incidental group, with a bigger majority also suffer from such difficulties. The type of difficulty ranges as between the vowel system, word stress and consonant clusters as selected models of intentional learning.

To begin with, when considering the influence of the vowel system on vocabulary learning it is obvious that the nature of this system presents challenge to learners. The compared results show that most subjects (70%) in the intentional group deal differently with the vowel sounds included in words. This group encounter difficulties in recognizing vowels in general and diphthongs in particular. This is due to variation in vowel quality raised by the position of vowel the degree of length required in some words. The origin of such complications is deeply rooted in the ways of representing vowel sounds by letters’ where only five vowel letters stand for more than twenty vowel sounds. In this case, spelling often brings problems although great use is made of the letters (e) and (r) as a sign of back articulation in many words.
On another dimension, in terms of lexical difficulties attributed to word stress, subjects in the two groups vary widely in their abilities to locate the position of word stress. The most prominent feature of difficulty appear when subjects, especially in the intentional group, try to distinguish between stressed and unstressed syllables and consequently the position of word stress. Most of subjects fail in dealing with words of different positions of word stress which is the typical case for members in the incidental group who mistake words including stressed syllables. The source of difficulty is that subjects lack the adequate piece of information to apply when deciding the number of word syllable. That is, it is not easy to distinguish word syllables or syllable boundary in a precise way under the influence of unsystematic norms of stress. Sometimes it is manageably maintained and predictable, but sometimes it is very difficult to manage that prediction. This nature of inconsistency is brought about by the phonological theories used in describing sound production and stress patterns.

A similar feature of difficulty confined to word stress is the ways in which stress patterns are usually altered to convey senses of meaning. Evidence of this can be traced when subjects in the intentional group, mistaken words under the influence of shift in stress. The problem is that aspects of these patterns do not always follow certain sets of rules or even fixed norms of occurrence. This is why it is difficult to imagine rather than predict the situation where stress is altered. The whole matter is left to the intentional of speakers, the nature of relationship between the listener and speaker and the context in which stressed syllables are engaged.

As for the influence of consonant clusters on vocabulary learning, investigations in this area makes it clear that difficulties dominate the process. Actually, about half of subjects in the intentional group provide correct responses to the question specified to measure their knowledge of medial consonant clusters in words. This ensures that sequences of consonants are difficult to produce in words such as 'construct' since subjects are not familiar with the successive flow of four consonants (-nstr) as a model of target lexical form. This is due to the striking differences between the system of consonants in the native language of learners and the foreign language.
In other words, the properties of the native system of learners (Colloquial Arabic) usually follow the fixed norm of (CVCV) in some systematic way except for a very few or limited clusters in Standard Arabic. This is why subjects in the intentional group face more difficulty in learning words including longer clusters. Actually learners adopt a modified version of their native sets which are not efficient to produce the target clusters and often results in more learning difficulties. For example, learners may insert a vowel between the clusters or add a vowel to the initial clusters. They tend to do so in an attempt to escape the difficulty of generating sequences of clusters which leads to mispronunciation of the lexicon. That is, learners either overgeneralize the native principles to produce the target clusters or apply the technique of avoidance to prevent making mistakes in the actual manner of producing clusters in the target language words.

4-8-3 Inter language Factors:

It is common that shades of difficulty in intentional learning may well extend to cover various areas of the linguistic considerations involved in vocabulary achievement. Among the components of the dominant linguistic features comes the inter-language of the learner as a vital factor in learning the target words. That is, in spite of the fact that an inter-language usually constitutes one of the learners' lexical principles, it also contributes to the existence of learning defects. Therefore, this portion is devoted to explain the un-escaped role of this factor in causing learning difficulties.

In this respect, on the basis of the compared results, as subjects are asked to use their morphological knowledge of rules in vocabulary achievement, complete application does not exist. Subjects in the intentional group, with a limited majority (53%) inform that rules are helpful in serving vocabulary, but difficulties arise in some norms of their application. This is because of the varying levels of inter language competence available to learners. The idea is that the tendency to support rule formation in most cases depends on the native linguistic competence. That is, the blend of principles gained from both the native and target systems often guides the learning process.
More justifications are acceptable from the assumption that the inter-language exercise double role of assisting and hindering the learning of a target lexical system. That is, an inter-language is beneficial as the native system of the learner may include aspects that are similar to the target one. Typically, the native system may contain features that are different from target one, here it often reflects interfering effects. The latter are likely to react negatively towards the target vocabulary as imposed by the techniques of intentional learning. For example, the sound /g/ is easy to produce as it is similar to the sound of the Sudanese colloquial Arabic word for 'stand', i.e. /gæm/.

For the sake of logical arguments, the parallel results denoting the cognition of morphological aspects show that subjects in the intentional group possess limited abilities in dealing with affixation as process of word formation. Members of the intentional group face difficulty in inflectional affixes that affect longer strings of words by imposing agreement with other words in the same string. This suggests that subjects in their attempts to apply or generalize the norms of affixation achieve negative responses as a sign of inaccurate application of rule. For example, learners tend to use (un-) instead of (in-) to form words such as 'uncomplete', rather than the proper form 'incomplete'.

To conclude, since the inter-language acts as the basic component of the foreign learner's store of linguistic facts, knowledge and experience it is seriously responsible for the defects of vocabulary learning. Learners usually try to apply rules of inter-language in learning the target words. In these attempts they normally commit mistakes of application that often result in learning problems. Such difficulties can be related to the pale images of rule in the learner's minds rather than any other factor. Therefore, intentional vocabulary learning has much to do with the accurate mental lexemes born from the relatively homogenous mixture of the native and target systems.

4-8-4 Native Language Factors:

Of course, no one can deny the fact that the lexical system of the first language constitutes a major division of the target knowledge acquired by foreign learners. Such a situation forces the learners to seek aids from such a natural store of information to meet the needs of target vocabulary learning. This is why the words of the native
language have the strongest effect on their target counterparts. Typically, with regard to this direct influence, it is obvious that some learning defects can be related to the sets of relationships underlying the two systems of lexemes.

In this way, with reference to the results of the post-test, the majority of subjects in the intentional group depend on their experience in the first language as an effective source of learning the target words. They ensure that the learned target system of listemes is mainly a process of recognizing the native system is some modified ways. Actually, it is this sense of modification that is responsible for the degree of perfection in the performance of subjects who use native principles to perceive, identity and use the target listemes. This is why such learners face some learning difficulties whose basis are deeply rooted in the native system of the learners' first language.

Evidence of this may be accounted for within the components of the intentional test where subjects are engaged in practical work. In this case, most of subjects in the intentional group mismatched the majority of words belonging to different word classes. This suggests that intentional learners, with a low level of accuracy, apply their native principles of word class to identity the target words. They thought that as in their native language, any word may belong to a certain or fixed class of a permanent nature. Actually, this is not the case since words may change their classes under various conditions of functioning as stated by context. This is why learns face learning problems whose nature can be clearly related to interference from the first language.

In summary, it is of crucial importance for target lexical learning to bridge the gap between the native system and the target one. This has to do with the various ways of making parallel correspondence between the native and target listemes. This is simply because any sense of translation does not convert or satisfy the needs of cone spondee in a stict way. That is, if norms of lexical correspondence are well talked, then learners can distinguish principles that are either shared between the two systems, or existing in a system, but not in the other. By so doing, learners will be acquainted with aspects of the mental lexicon that do match and therefore reinforce the target lexical competence.
4-8-5 Pedagogical Factors of Intentional Learning:
4-8-5-1: Teaching Materials and Methods

When considering the process of language teaching in general, and its vocabulary in particular, it is natural that teachers employ different approaches, methods, techniques and teaching materials. The ways or precedes incorporated in applying these theoretical concepts may sometimes result in learning difficulties. It is the degree of perfection in handling theories of teaching which is mostly responsible for many problems that face learners. That is, although lack or insufficient linguistic knowledge is often a key factor in intentional learning, defects can also arise from some procedural and pragmatic resources.

Accordingly, as part of the information elicited, the performance of subjects is very necessary to judge the degree of success or failure in applying this method or that technique. Thus, with reference to the results of the study, a considerable majority of the members in the intentional group, in comparison of a less one of the incidental learners reflect variable levels of learning traditions. The most prominent feature of variation can be explained in terms of either inappropriate teaching or that the teaching materials are not efficient to meet the needs of the learning process in a reasonable way. That is, vocabulary presentation and practice receive limited portion in the teaching and learning techniques. The experiment conducted in this study is an example of the practical stages taken to provide learners with techniques of teaching lexical models in various ways.

In other words, teaching may touch certain areas in vocabulary and either neglect or ignore other aspects. It may focus on particular issues on the account of some other to the extent that the points being emphasized are well learned while others are not. This is because the learners’ attention is drawn to thing’ according to the intention of the teacher rather than the learners’ one. It is likely that the learner has some internal identity to prefer certain things to certain others.

Traces of this are evident in the components of the post-test when subjects are asked to find word meaning in a multiple choice question of ten items. In this test, with a majority of (60%) subjects in the intentional group choose the correct answers from the
given options as a marker of ordinary performance. This is due to the fact that when dealing with words, learners often interpret word meaning in isolation. This sense of interpretation may evoked by teachers without intention as they do not supply learners with adequate definition, accurate word stress and word inflection or derivation relevant to that sense of meaning. Typically, the teacher may focus on presenting words in isolation, but learners are busy searching word collocations as a complementary learning activity. For example, the type of stress required to distinguish nouns from verbs in words like 'export'.

On a parallel dimension, investigation in learners' performance with regard to the lexical models introduced by teachers in writing before speaking, subjects show different levels of variation. This informs that learning difficulties may arise when learners try to pronounce the written words even before the teacher provides their accurate sounds. In this way, the teaching technique, aided by inconsistent spelling, is engaged in causing learning difficulties. Therefore, teaching requires introducing the spoken words before their written forms as far as possible to avoid such problems of interference from writing.

As for the role played by both the teaching materials and techniques, the adapted comparisons of results show that more than half of subjects in the intentional group do not benefit from reading aloud in vocabulary. This reveals that this technique has a very limited or poor role to play in lexical learning as it does not allow learners to notice other word behavior since the sense of speaking is actively involved in the written words. This task obstructs the mental processing of words necessary for the cognitive interpretation of listemes as well as their store and retrieval. The suitable teaching material insists on the teacher and his learners to apply listening comprehension to develop oral lexical perception rather than tracing the lines of written texts for the sake of vocabulary learning.

4-8-5-2 Course Oriented Information:

It is a natural matter that linguistic information usually occupy a considerable portion in the intentional process to vocabulary. It is employed to enrich the learners' storage of facts, skills, experience and strategies needed to well adjust the deliberate process. As
the most primary category, linguistic theories, concepts and principles as well as their complementary areas constitute the basin that contains all elements of the target lexemes. This is why specialized courses relating vocabulary to linguistic systems are designed to activate the task of learning in more integrated ways. The central part of this issue is the proper amount and quality of information given systematically to reinforce lexical reconstruction already absorbed from direct exposure to language.

When investigating the influence of course oriented information on the learners' performance, the incidental group confirms that without carefully selected and well integrated theoretical knowledge learning difficulties normally dominate the process. That is, when asked to deal with question requiring linguistic information, the majority of subjects show limited achievement. This is because they have not yet received linguistic knowledge through course oriented information which is not the case for the international group. In this case, both quantity and quality of the preferred information are determined by the needs and objectives of that particular group who benefits from it. This simply because in the absence of precise theoretical considerations, linguistic models' noises and gestures to which no meaning or categorical structure are given, cannot be assigned. That is, a complete work encompassing all domains is obligatory to lexical perceptions, processing and change.

Actually, by considering lectures as a source of vocabulary knowledge, most subjects in the intentional group, in companion to a less numbers of supporters from the incidental group, assist the view that working though lecturing alone neither the single source of intonation nor the efficient one. That is, although there are other sources, but lecturing still the most available and easy to adopt. Practically, less efforts may enable grasping information, but difficulties arise when trying to apply such knowledge in vocabulary. Learners do not always succeed in matching the required piece of information with the appropriate situation of lexical use. Therefore, adequate principles, more precise procedures and sufficient techniques need to be included to guide learners in applying their knowledge in an efficient way.

Similarly, in dealing with reference books to gain linguistic knowledge, error of application frequently take place, especially when dictionaries are used to know about
words. To increase learners awareness of what really happens, words naturally occupy their considerable size in the mental lexicon. The book dictionary, by introducing some written symbols representing words, functioning as reminding devices that enable their recognition. This is why lexical images that do not exist in the mental dictionary are not expected to be recognized even if they are found in the book dictionary.

With reference to the results denoting the above point of view, the performance of subjects imply the ways of improving intentional learning. That is, the extent to which subjects are able to cope with the concept of combining dictionaries plays an active role in applying such knowledge. This explains why members of the incidental group appear with less informative values than the intentional group that receives linguistic knowledge of a psychological nature. Such aspects of interplay between linguistics and other relearnt disciplines express themselves as close partners in courses aiming at providing learners with insights into lexical treatments.

In brief, various devices can be adopted to draw attention to the significance of oriented information courses in vocabulary learning. The most common components include: lectures and reference books to supply learners with linguistic theories, concepts and rules for applications that fall in complete agreement with the intentional process. Thus, linguistic principles aided by knowledge of the world in general and learning strategies and techniques in particular are capable of promoting intentional learning.

4-8-6 Strategic Factors of International learning:

In the procedural activation of intentional learning learners of the target vocabulary need to develop certain strategies to overcome the difficulties encountered in lexical achievement. The extent to which learners can employ this type of strategy or that one, in the learning situation, is responsible for determining the degree of difficulty in learning. That is, the more skillful the learners, the easier the learning will be, but in the absence of experience and knowledge, learning difficulties are likely to occur. This is because learners have limited abilities in solving linguistic problems which is one of the effective techniques in vocabulary learning.
With reference to the results of the intentional post-test, as part of the learners' response to the items demanding linguistic experience, subjects in the incidental group demonstrate that difficulties occur in their attempt to cope with the learning situation. On the other hand, the performance of subjects in the international group, with a considerable majority, ensures that they adopt native strategies in learning the target lexicon. In this situation, differences of strategies take place since the native and target languages may have separate identities of strategy. This is because the native language has its own communicative strategies that distinguishes it from the target one which is commonly less explored by foreign learners.

For example, when subjects are asked to match some words with their phonological aspects, subjects in the intentional group mismatch words including medial double consonants. This indicates that subjects bearing in mind that, as in their native language, doubling of consonants is a sign of sound length. Therefore, when dealing with the target words, subjects adopt their native tendency to lengthening which results in less accurate learning as in words like 'cattle' where double(tt) is treated as a single consonant with ordinary sound length.

Therefore, as part of vocabulary learning, knowledge of the learning strategies appears as an essential factor to consider in the process. This is partially because learners rely on native principles and partially because they tend to look for strategy correspondence. Such a situation causes some learning difficulties whose roots are of strategic nature that is chiefly concerned with the learner rather than the language itself. That is, strategy is problem oriented since learners employ a certain strategy to overcome a peculiar learning problem, e.g. in memorization or lexical planning there is an attempt to develop a linguistic competence in the target language.

To conclude, it is generally assumed that learning the target words often includes certain difficulties that hinder the process. The native strategies usually insist on learners to adopt them in dealing with issues of a target nature. This is why foreign learners are in short of knowledge of the ways in which strategies may match or diversify. Some learning strategies need to be pointed out, explained, distinguished or modified to judge their usefulness in the learning situations. These strategies well constitute a
necessary part of the learners' storage of competence required for the process of learning the target vocabulary.

4-8-7 Social Factors Intentional learning:
Since words are functional devices of social interaction, their use has the advantage of communicating messages in certain linguistic codes. The degree of success or failure in interpreting these codes depends on the ways in which their constituent forms are presented. It is the social consideration or their implications that influence speakers and the words they use. At this point learning difficulties may arise from differences of social, cultural and economic circumstances. This includes, the instrumental value of the target language, the learning situation and the technical apparatus employed in learning its current vocabulary.

As a partial element of the information elicited about the setting devoted to learn vocabulary, two learning situations are present, inside and outside the classroom. The real learning assumption is that subjects in the intentional group have a very limited or no chance to learn words in environments other than lecture rooms. Typically, participates in the incidental group receive pale lexical knowledge in natural situations as a result of personal efforts. This makes it clear that the two groups share no or limited opportunities of learning words in natural settings where words are spoken in real life use. In this way, learners face learning difficulties attuned to luckiness of real linguistic contact with native or non-native speakers. Such issues imply the absence of the instrumental value of the target words as the native one dominated the situation.

When considering the influence of the socio-cultural factors on lexical learning, it is found that subjects in the two groups belong to different social classes of various cultural backgrounds. This is due to the fact that learners come from different regions that vary widely in terms of these aspects. The blend of cultures, local languages and dialects is clearly reflected in the performance of subjects in the intentional post-test. This is obviously observed when participants match some words with their stressed syllables. Most of members of the international group respond in ways denoting their
close social status. The influences of their local tribal languages, dialects and regions are effective since these elements have norms of word stress that differ from the target one that has the ability to change meaning, specially, when the intentional of speakers is surrounded by some socio-cultural conventions of lexical use. For example, in some areas, it is not acceptable that a wife may mention the name of her husband directly, instead she uses the surname.

As for the role of economic conditions in vocabulary learning, it is widely believed that they are influential in handling knowledge and skills they are the source of wealth engaged in providing the learning process with the obligatory technical equipments. In spite of their significant importance as learning devices, the majority of learners lack that kind of developed instruments. They occupy no or marginal portions in the learning process because of their unavailability to learners. This is because these instruments are expensive to the extent that the economic states of learners or even their institutions do not allow acquiring these apparatus. Very few chances are assigned to limited members of learners to attend some programs inducing spoken language in some common settings or centers. These programmers are not specially organized or intended to deal with issues of vocabulary in particular. Therefore, their influence is restricted in serving intentional vocabulary learning. To sum up as far as target vocabulary is concerned, foreign learners have learning defects that are deeply rooted in their social interaction. The learners' ability, tendency and chance of learning from real life settings in not an attainable goal. The nature of sociocultural and economic conditions of learners are high walls to scale. The distance between these powerful factors can be reduced in terms of some relief from incidental sources of learning. By so doing, learners may work to minimize the influence of such factors to the extent that it is limited to stand against their wishes to master the target lexical system.
Chapter Five : Conclusions and Recommendations
5-1 Introduction:
This chapter is composed of six parts of variable emphasis. The first is an introductory one in terms of its constituent components. The second chiefly reports a brief summary of the detailed accounts denoting the whole research ingredients. Part three is devoted to the conclusions drawn from the findings of the study. Part four consists of the recommendations as determined by the given findings. Part five is specified to the implications of the study for teachers, learners and course designers. The final part contains some suggestions for further researches related to vocabulary learning in a way or another.

5-2 Summary
This study is conducted to explore aspects of distinction between the intentional and incidental approaches to vocabulary learning. To achieve this goal, it hypothesizes that learners have limited vocabulary learning in terms of lexical stock, linguistic facts and interplay of learning techniques. For this purpose, two subject groups of variable levels of linguistic awareness aided by three instruments are involved in these investigations. To gain data from these groups, a pre-test, an experiment and a post-test with their statistical analysis are used in certain executing procedures. The efficiency of instruments is measured in terms of reliability and validity. The figure 0.75 denotes the reliability of the pre-test while the figure 0.84 stands for the reliability of the post-test. The validity of both tests is stated in terms of face, content and concurrent validity.

The results are investigated under categories as indicated by the research hypotheses in distinct manners. This includes: lexical achievement, aspects of incidental learning, norms of learning measurements, learning and measuring dependence and the influence of intentional on the incident one. The available comparisons inform that, with a mean of (43%) in contrast to (49%), incidental learners appear to achieve limited vocabulary learning. In the same way, with a mean of (68%) in contrast to (59%), the incidental group seems to know more about vocabulary use. Conversely, with a mean of (57%) in contrast to (43%), the intentional group shows more knowledge about vocabulary. Typically with a mean of (67%), in contrast to (30%), incidental learning is
directly measured. As for learning promotion, it ranges from (30%) in the pure incidental test to (50%) in the mixed test till it arrives (67%) in the final incidental test. These figures show the gradual progress in learning in relation to test type as based on learning approach distinctions.

In brief, these figures display the fact that incidental learning, with a reasonable majority, has advantage over the intentional one. That is, incidental learners, aided by contextual clues face less learning problems, know more about vocabulary use and therefore are able to achieve better results. That is, the difference between approaches is clearly reflected in the type of lexical achievement. This implies that intentional learners are able to compensate for the absence of linguistic information which is not the case for the other group that manage to reduce the defects of incidental learning factors. By so doing, the study achieves its hypotheses, answers its questions and matches its objectives in a considerable way. These components provides deep insights into the nature of the two learning processes to the extent that their distinctions may actively fruition in accurate target lexical leaning.

5-3 conclusions:
The findings of the study make it possible to identify some aspects of distinction characterizing intentional and incidental vocabulary learning in terms of principles, techniques, strategies, procedures and defects. The presence of these elements reflect the two approaches as different, but actually they share various interdependent components. The most outstanding features capturing lexical achievement are elicited as follows.

In the absence of contextual clues, learners face difficulties in lexical interpretation and use since isolated words are hard to manage.

Incidental learning, based on cognitive processing, is more beneficial for lexical perception and functioning than the intentional learning.

The intentional approach is surrounded by various factors that hinder exploiting the information obtained from the deliberate learning process.

Learners who adopt intentional learning receive either incomplete or inaccurate information to apply in successful vocabulary learning.

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Students best develop the ability of inference and guessing word meaning from contexts through diversity of incidental activities. Limited or no attention is paid to applying incidental techniques as the intentional procedures dominate the teaching / learning process. Incidental learners succeed in developing learning strategies emerging from the adopted process which is not the case for intentional learners. Specified vocabulary work rarely take place in the learning process or it may even be absent in the learning program or its objectives. Incidental vocabulary learning can be directly measured whereas the intentional one requires indirect measuring which is less efficient.

10- The dominance of reading aloud by teachers or learners as an intentional technique is of less value to vocabulary learning as it involves oral skills.
11- Intentional learners are passive partners while incidental learners are more active to participate in the learning process.
12- Intentional learning is centered around learning about vocabulary, but incidental learning is interested in learning vocabulary itself.

5-4 Recommendations:
On the light of the research findings, it is evident that adult learners of foreign vocabulary encounter difficulties whose source is strongly related to the apparent lack of learning abilities. The influence of learning approach is unescaped since intentional learning works to enrich the linguistic competence whereas the incidental one is active in providing other knowledge and experience necessary for discovering and exploiting contextual clues. This is usually indicated by the degree of accuracy in applying the techniques of this approach or that, but when drawing some aspects of their distinguishing features, it is likely to guide the process more effectively. Therefore with regard to these considerations, the study recommends that:
The assigned learning programmer should incorporate incidental learning as parallel to the intentional one that is mostly adopted.
Teachers and learners should be trained on the various techniques of incidental learning as efficient devices of lexical learning.
Learners' interest should be gradually shifted from learning about vocabulary to words possessing considerable amounts of lexemes. The ability to elicit and exploit contextual clues should be early developed among learners of the target vocabulary. Learners should be encouraged to depend on cognitive processing rather than on teachers or merely learning by heart the meanings of words. Lexical learning should be incidentally rather than intentionally measured to achieve direct, valid, and reliable assessment. Learners should be aware of adopting learning strategies to cope with the difficulties encountered in the learning process. Knowledge from disciplines other than linguistics should be involved to minimize the influence of defects obstructing the learning situation. Some specialized courses on vocabulary should be included in the curriculums of the different faculties dealing with lexical mastery.  

Course designers should bear in mind both overlapping and distinct areas of intentional and incidental learning to consider in course contents. Teachers should put heavy emphasis on incidental techniques to bridge the gap between rote and cognitive learning. Intentional and incidental learning should be treated as complementary partners rather than replaceable substitutes of totally separate identities. 

Implications: 

Implications For teachers: 
When regarding teachers as applicants of language teaching theory in general, and foreign vocabulary in particular, the study implies ranking cognitive learning as primary. That is, teachers need to employ cognitive skills at the various stages, situations, and environments of vocabulary learning. This is simply because methods and techniques of lexical learning undergo systematic developments and modifications to meet the demands of the specific developments and modifications to meet the demands of the specific learning process. Therefore, the extent to which teachers pay special attention to their personal enlightenment often indicates the success or failure of the adopted
methods, techniques and aids they use. The distinction between the incidental and intentional learning strategies constitutes the core of insights gained for the purpose of efficient vocabulary achievement.

5-5-2 Implications for Learners:
Since learners represent the central orbit around which quality learning rotates, the study implies the significance of emphasizing active participation of learners. That is, to avoid passive learning defects, it is urgent that the whole task is executed by learners. If their motivation and concern are high, then learners will better develop in achieving native like words. This is because such an interest functions as an effective means to overcome the difficulties hindering the learning process. This appears clearly when stating the extent to which learners actually benefit from exploring aspects of distinguishing the nature of learning approaches. In this way, it is customary to predict the norms in which such benefits are actively devised in promoting cognitive skills. That is, if the learning approach is identified, means and factors are sorted out, the theoretical information is absorbed then it is easy to judge learners progress and thereby the level of lexical accuracy. Therefore, systematic measurements of different type, at various levels and by distinct instruments are necessary to devise to sentence the efficiency of learning approach character in vivid learning of vocabulary achievers.

5-5-3 Implications for Cause Designers:
As far as designers of teaching materials as concerned, this study implies that awareness of the distinctive features of instructive and constructive learning is of crucial importance. Such an awareness is vital in preparing materials that match the needs of cognitive learning. That is unless one has a rich command of the principles underlying the learning approach in question, good selection and designing of teaching materials rarely occur. As a primary element, contextual competence is basically engaged in mastering the target words as it is required to maintain the balance between the two approaches. This matter is best available with respect to the distinct patterns of the incidental and intentional learning processes. These properties if well identified, balanced and
modified will no doubt provide course designers with the talent ability that often results in some standard scales of accuracy in vocabulary learning.

5-6 Suggestions for Further Researches:
In fact, aspects of exploring the destination between incidental and intentional learning is a wide area to cover within the limits of such a research. The connection between the two learning process needs to be more investigated with reference to the advance in the cognitive approach that is reflected in learners' achievement. This is clear in the growing demands to employ incidental techniques to cure the defects of intentional learning. Therefore, this study suggests the following areas of research in learning to be explored within lexical achievement:

1-Phonologically, as far as phonemes are recognized, organized and structured, it is more relevant to account for their identities in vocabulary learning.
2-Morphologically, since words are composed of morphemes of different type and nature, it is valid to consider their functions in lexeme behavior.
3-Semantically, when basic literary meaning is involved in variation of senses of meaning, it is vital to argue norms of deviation in lexical meaning.
4-Syntactically, investigations are required to emphasize the impact of sentence structure as a source of contextual clues.
5-Pedagogically, with respects to teaching methods, materials and aids, some works are expected to suggest more advanced techniques to deal with words in contextualized learning situations.
6-Strategically, in relation to learners' personal knowledge, experience and skills to cope with learning difficulties, it is important to devote research to strategic variation as a means of efficient lexical learning.
7-Technically, by considering internet as means of social interaction, research in this area may state the natural conditions where incidental lexical learning serve social contact.
8-Regionally, with reference to dialects and accents, researches are needed to explore the influence of exposure to various languages on vocabulary learning in relation to the concept of globalization.
9-Socially, it is valuable to examine the sense of connection between social class and lexical use where certain social conventions may appear as signs of prestigious vocabulary.
10-psychologically, investigations are expected to reveal aspects of learning difficulties attributed to defects originating are from intentional learning.
References


Appendix (1) The pretest

Part One: Intentional Vocabulary Pre-test

[1] Match words with their definitions: [10-m]

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<td>accused</td>
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<td>inhabitants</td>
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<td>rural areas</td>
<td>search</td>
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<td>8</td>
<td>step by step</td>
<td>continue</td>
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[2] Match words with their opposites: [10-m]

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<td>send</td>
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</table>
[3] Underline the word of the different class:

1- fine  crime  wide  tidy
2- control  recall  normal  reveal
3- idea  hear  wear  tear
4- along  a side  a part  arrive
5- inter  intend  income  infer
6- steady  already  heavy  sandy
7- spring  strong  strange  straight
8- twice  provide  mobile  profile
9- tree  three  career  free
10- steam  state  stale  stake

[4] Draw a circle round the letter of the best meaning:

1- The word center means:  a) top  b) middle  c) half
2- The word start means:  a) begin  b) finish  c) end
3- The word post means:  a) work  b) task  c) job
4- The word spilt means:  a) break  b) divide  c) tear
5- The word like means:  a) prefer  b) favour  c) want
6- The word stir means:  a) move  b) walk  c) run
7- The word anxious means:  a) fear  b) threat  c) worried
8- The word fortunately means:  a) eagerly  b) luckily  c) naturally
9- The word astonishment means:  a) surprise  b) excite  c) boring
10- The word dreary means:  a) dark  b) sad  c) gloomy
[5] Match words with their synonyms: [10-m]

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<td>adequately</td>
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<td></td>
</tr>
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Part Two: Incidental Vocabulary Pre-tests

[1] Use the given words to complete the following statements: [10-m]

centre / start / fortunately / dreary / post / splits/ like / anxious / stir / astonishment

1- Most children often look ........... their parents.
2- Active people usually .......... their work early.
3- Some learners are ............ to speak in public.
4- As the family left, the house seems ...........
5- The team was incomplete ........ of the captain’s plan.
6- A teaching ........ was advertised on a newspaper.
7- The leader ........ his men into two groups.
8- The ball was in the ........ of the playground.
9- A spoon is used to ........ sugar in tea cups.
10- ........ ........, there is time to meet other friends.
Use the given words to complete the following questions:

1. How was that wall built?
2. What business brings a good income?
3. Who suggested that wonderful idea?
4. When was he provided that valuable prize?
5. Where does the smell of food come from?
6. Does come before or after winter?
7. Why was the man accused of that crime?
8. Where can poor people find education?
9. How did travelers arrive at such a place?
10. Where do wild animals spend their life?

Use the given words to complete the following paragraph:

descended / suburbs / gradually / inhabitants / released / accused / search / ding / leisure / continued.

A young villager settling in the suburbs of a town tried to spend his leisure time. It was late in the afternoon when he descended down a nearby river valley. He intended to continue the white shells in the sands. Some of them had their colour changed into because of the mud. Enjoying that game, he continued to collect the shells happily. As he was coming towards some surrounding they arrested him. They thought that he was a thief and accused him of stealing their goats. At last he was able to convince them that he was only playing, so they released him to return home safely.

Read the passage, then answer the questions:

On the same day the travelers reached a board valley through which rushed a stream of green water carrying small ice-floes with it. That disposed their dream of finding the river frozen and getting across on the ice, but they did not lose heart. On the opposite bank there were a number of houses informing that there must be some means to cross the river. Therefore, travelers thought of a ferry and as searching for one, they found the piers of a hanging rope bridge. When coming nearer, they
concluded that the bridge was all right for people, but not good for animals. That is, beasts had to swim though porter sometimes manage to carry their donkeys across the swaying rope bridge in a dramatic way.

[1] Use the given passage to find one example of:
1) Pronoun reference: ………………………………………………………
2) Two abstract words: ………………………………………………………
3) An implied meaning: ………………………………………………………
4) A general term followed by a specific one: …………………………………
5) A specific term followed by a general one: ………………………………

[2] Use each of the following words in a new sentence:
1) cross …………………………………………………………………
2) bank …………………………………………………………………
3) heart ………………………………………………………………
4) dream …………………………………………………………………
5) means …………………………………………………………………
6) stream …………………………………………………………………
7) manage ……………………………………………………………
8) rope …………………………………………………………………
9) rush …………………………………………………………………
10) swim …………………………………………………………………
### Appendix (2)

Table (11) Results of Intentional and Incidental Vocabulary Pre-tests

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**Key:**

- Q = question
- T = total
- M = marks
- P = percent
Appendix (3)

Incidental Vocabulary Post - test

[A] Use the given words to complete the following statements  [10-m]

Grasp, block, terror, scrapes, tamer, twirl, scream, canopy, dreadful, furiously.

1. The garden seems spotless white...
2. Many cars ... ... ... the way to the market.
3. Some wild animals became ... ... to live with us.
4. It is impossible to ... ... heated bars firmly.
5. People live in ... ... ... during war time.
6. Mice often feed on ... ... ... of human food.
7. Tears also appear as we ... ... ... ... in joy.
8. Chased by lions is a ... ... ... ... experience.
9. The goal keeper shouted ... ... ... at lazy defenses.
10. The driver was able to ... ... ... the car away quickly.

[B] Use the given words to complete the following questions:  [10-m]
bush, grin, wear, spoil, thaw, bitter, thrill, plumber, strike, pleasant

1. What do you ... ... ... in cold weathers?
2. Why do we ... ... ... roasted coffee beans?
3. When does frozen water usually ... ... ... ?
4. Who is working to ... ... ... their new plan?
5. Why was the heating system on a ... ... ... ?
6. Which tastes ... ... ... sugar or salt?
7. How does a ... ... ... repair water pipes?
8. When does a ... ... ... ... normally grow?
9. What flower gives ... ... ... or nice smell?
10. What rises players ... ... ... and surprise?

[C] Use the given words to complete the following paragraph:  [10-m]
bitter, dove, from, thirsty, wife, their, became, hardly, eagerly, food

An old hunter was near a pool of where ... ... birds came to drink. He remember that his ... ... ... liked to prepare a hot meal. He thought of catching a white ... ... ...
leading a group. After throwing many stones, he ... hit one. He took it dreaming of a meal different ... all others. As the woman began to cook the meat, she noticed that ... food was changing. It smelt badly as its colour ... nearly black. Her husband was ... waiting for dinner. As he tasted the ... he found it ... to eat because of the wrong kind of pepper added before.

[D] Use the given word to complete the following expressions: [10-m]

many, long, much, often, far, old, does, fast, lonely, can.

1-How ... ... ... ... are you? I am 20.
2-How ... ... ... ... he feels a broad? It is a pity.
3-How ... ... ... ... players are there? 22.
4-How ... ... ... ... we write correctly? By practice.
5-How ... ... ... ... does a new car cost? 5000 SDG.
6-How ... ... ... ... have they been there? 2 hours. On gas.
7-How ... ... ... ... that machine work?
8-How ... ... ... ... is a motorbike? 30 km / h.
9-How ... ... ... ... do you visit Cairo? once a year.
10-How ... ... ... ... is Halfa from Kassala? 150 km.

[E] Read the passage, then answer the questions:

Gold is a rare precious metal with a lovely glowing colour. It is easy to shape and it is not affected by air or water. It is so soft that it can be beaten into very fine wire. Therefore, it is an excellent material for making beautiful objects such as necklaces, bracelets and rings. Gold leaves are also used to decorate articles made of other cheap materials like silver, iron and wood. They are covered with gold leaves to make them golden in appearance to attract people. This is why they look for gold in many parts of the world, usually buried deep in the underground or in some hills and mountains. Seas, rivers and lakes also contained gold, but it would cost for more money to extract gold from under the water than the gold itself is worth. Many individuals, groups and companies work in the field of gold mining to gain money for living, trading and industry as they wish freely.
[1] Use the given passage to underline the correct word meaning: [10-m]

1) A rare metal is very [hard, few, nice]
2) An other word for contain is [gain, affect, include]
3) The word articles means [objects, pictures, silver]
4) A precious thing is often [cheap, valuable, valueless]
5) A glowing material is very [short, heavy, shining]
6) The word that means hidden is [beaten, buried, golden]
7) The extract is equivalent to [obtain, decorate, cover]
8) An expensive thing is ever [lasting, costing, changing]
9) Metal is something like [iron, plastic, wood]
10) The word beaten means [shut, cut, hit]

[2] Use each of the following words in a new sentence: [10-m]

1) colour
2) affect
3) deep
4) field
5) decorate
6) golden
7) leaves
8) lake
9) parts
10) wire
### Appendix (4) Table (12) Results of Incidental Vocabulary Post-test

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Appendix (5) Intentional Vocabulary Post-test

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[B] Match words with their morphological aspects:

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[C] Underline the word of different class : [10-m]
1- thief theme thirsty thirty
2- became between behind beside
3- does dove done did
4- fine face food fog
5- bitter butter better petty
6- walk word wife wave
7- handy hardly handful hungry
8- frame farm form from
9- their those these this
10- terrible tamer tamping eagerly

[D] Match words with their opposites : [10-m]

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[E] Match words with their phonological aspects: [10-m]

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[F] Draw a circle round the letter of the best meaning: [10-m]

1- The word terror means: a) fear b) force c) violence
2- The word grasp means: a) hunt b) catch c) kill
3- The word scream means: a) deny b) fly c) cry
4- The word block means: a) stop b) stay c) stand
5- The word twirl means: a) remain b) turn c) return
6- The word canopy means: a) cover b) carry c) contain
7- The word scraps means: a) ice-cream b) scratch c) scrumbs
8- The word tamer means: a) wild b) domestic c) strange
9- The word dreadful means: a) fearful b) useful c) careful
10- The word furiously means: a) sadly b) happily c) angrily
Appendix (6) Table (13) Results of Intentional Vocabulary Post-test

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