

**Sudan University of Science and Technology**  
**College of Graduation Studies**  
**Faculty of Languages**  
**English Department**

**Role of Vocabulary Learning Strategies in Promoting  
EFL Learners Performance**

دور استراتيجيات تدريس المفردات في ترقية اداء دارسي اللغة الانجليزية  
باعتبارها لغة اجنبية

**A Thesis Submitted in Partial Fulfillment of the Requirements  
for MA in English Language (Applied Linguistic)**

*Prepared by:*

**Mohammed Adam Ahmed Adam**

*supervised by:*

**Dr. Areig Osman Ahmed**

**2016**



## Approval Page

Name of Candidate: Mohammed Adam Ahmed Adam

Thesis title: Role of Vocabulary Learning Strategies in Promoting EFL Learners Performance

دور استراتيجيات تدريس المفردات في تحفيز  
اداء دارسي اللغة الإنجليزية لغة اجنبية

Approved by:

### 1. External Examiner

Name: Dr. Kirya Ahmed Mohammed Nasr

Signature: Kirya Ahmed Mohammed Nasr Date: 20-12-2016

### 2. Internal Examiner

Name: Dr. Muntasir Hassan Mubarak Alhafian

Signature: Hassan Mubarak Alhafian Date: 20-12-2016

### 3. Supervisor

Name: Dr. Areig Osman Ahmed Mohamed

Signature: Areig Osman Ahmed Mohamed Date: 20-12-2016

## **Dedication**

I dedicate this work to my father's soul.

To my mother who gave me passion and love

To my family

### **Acknowledgments**

I would like to express my sincere gratitude to my supervisor Dr. Areig Osman Ahmed for her highly considered supervision, and for her patience, motivation, and immense encouragement. Her guidance helped me through this research.

I would like to extend thank to: Dr. Hillary, Dr. Hassan Mahil, and Dr. Ayman Hamed Elneel, for their insightful comments and encouragement.

Above all thank to ALLAH WHO helped me and gave me power and patience to perform this study and gave me chance to join Sudan University of Science and Technology.

## **Abstract**

The main purpose of this study is to investigate the role of vocabulary learning strategies in promoting EFL learners performance, the methodology adopted in this study is the descriptive analytical method, the sample of the study is hundred University students of English Language at Sudan University of Science and Technology. The tool used is a questionnaire. The study hypothesizes that EFL learners have poor vocabulary. Moreover, the strategies adopted in teaching vocabulary will promote the learners performance, and the teacher's use of direct instruction improves EFL learners' vocabulary. The result set at the analysis of the questionnaire has come up with the following: without having good stock of vocabulary a language learner will not be able to master the language skills. Another thing, the strategies of teaching and learning vocabulary will promote learners performance. Thus, training to use vocabulary learning strategies is useful. Moreover, teacher's direct instruction improves EFL learners' vocabulary. The study presented a number of recommendations the most important of which are: Students should know enough vocabulary to be able to master language skills. In addition students should be able to use different strategies for learning vocabulary. Also, teachers should encourage students to use new vocabulary.

## المستخلص

تهدف هذه الدراسة الي معرفة دور إستراتيجيات تعلم المفردات في ترقية اداء دارسي اللغة الانجليزية بإعتبارها لغة أجنبية، استخدمت الدراسة المنهج الوصفي التحليلي، تكونت عينة الدراسة من مئة طالب جامعي من دارسي اللغة الانجليزية من جامعة السودان للعلوم والتكنولوجيا. استخدمت الدراسة الإستبانة كأداة لجمع المعلومات كما إفتترضت الدراسة أن دارسي اللغة الانجليزية بإعتبارها لغة أجنبية حصيلتهم من المفردات ضعيفة بالاضافة الي أن الإستراتيجية المستخدمة لتدريس المفردات تنمي اداء الدارسين وأن التوجيه المباشر من المعلمين يطور مفردات دارسي اللغة الانجليزية. من خلال تحليل الاستبانة خلصت الدراسة الي الاتي: بدون معرفة عدد كاف من المفردات لا يستطيع دارس اللغة إجادتها. بالاضافة الي أن الإستراتيجية المستخدمة لتدريس وتعلم المفردات تحسن اداء الدارسين كما أن التوجيه المباشر من قبل المعلمين يحسن مفردات دارسي اللغة الانجليزية. قدمت الدراسة بعض التوصيات اهمها: يجب علي الدارسين معرفة عدد كاف من المفردات من أجل إجادة اللغة ومهاراتها بالاضافة الي إنه يجب علي الدارسين إستخدام إستراتيجيات وطرق مختلفة لتعلم المفردات وكذلك المعلمين عليهم تشجيع الطلاب علي إستخدام مفردات جديدة.

## Table of content

Contents	Page
I Dedication	I
Ii Acknowledgments	II
Iii Abstract	III
Iv المستخلص	IV
V Table Of Contents	V
VII List of tables	VII
<b>Chapter One Introduction</b>	
1.0 Background	1
1.1 Statement of The Problem	1
1.2 Research Questions	2
1.3 Hypotheses	2
1.4 Objectives of The Research	2
1.5 Significance of The Study	2
1.6 Methodology	3
1.7 Limitation	3
<b>Chapter Two Literature Review &amp; Previous Studies</b>	
2.0- Introduction	4
2.1- Part One: Literature Review	4
2.1.1- Definition	4
2.1.2- Meaning of Know Word	5
2.1.3- The Importance of Vocabulary	5
2.1.4- Types of Vocabulary	6
1- Receptive Vocabulary	6
2- Productive Vocabulary	7
1- Listening Vocabulary	7
2- Speaking Vocabulary	7
3- Reading Vocabulary	8
4- Writing Vocabulary	8

2.1.5- Teaching and Learning Vocabulary	8
2.1.5.1- Teaching Vocabulary	8
2.1.5.2- Learning Vocabulary	9
1- Incidental Learning Styles	9
2- Inferring Word Meaning From Context	10
3- Vocabulary Strategy	10
2.1.6- Problems In Teaching And Learning Vocabulary	12
2.1.7- Techniques In Teaching Vocabulary	13
1- Demonstration	13
2- Visual Aids	13
3- Verbal Explanation	13
4- Word List	14
1- Dictionary Use	14
2- Teaching Groups of Words Together And Cross-Association	15
3- Translation	16
2.2- Part Two Previous Studies	17-20
<b>Chapter Three Methodology</b>	
3.0- Introduction	21
3.1- The Methodology	21
3.2- Pilot Study	21
3.3- Population & Sample	21
3.4- Tools	22
3.5- Face Validity of The Questionnaire	22
3.6- Validity of The Questionnaire	22
3.7- Reliability of The Questionnaire	22
3.8- Procedure	23
<b>Chapter Four Data Analysis And Results Discussion</b>	
4-1- Introduction	24
4-2- Frequencies and Percentage of The First Hypothesis	24
4-3- Descriptive Analysis of The First Hypothesis	30
4-4- Chi-Square Value Test of First Hypothesis	31



4-5- Frequencies and Percentages of Second Hypothesis	33
4-6- Descriptive Analysis of Second Hypothesis	38
4-7- Chi-Squire Value Test Analysis of Second Hypothesis	39
4-8- Frequencies and Percentage of Third Hypothesis	41
4-9- Descriptive Analysis of Third Hypothesis	47
4-10- Chi-Squire Value Test Analysis of Third Hypothesis	48
<b>Chapter Five Findings, Recommendations And Suggestions For Further Studies</b>	
5-0- Introduction	51
5-1- Summary	51
5-2- Findings	51
5-3- Recommendation	52
5-4- Suggestions For Further Studies	52
References	53
Appendix	

### List of Tables

Table	Page
The Table (4-1) Frequencies and Percentages of the First Hypothesis	24
The Table (4-2) Descriptive Analysis of the First Hypothesis	30
The Table (4-3) Chi-Squire Value Test of the First Hypothesis	31
The Table (4-4) Frequencies And Percentages of the Second Hypothesis	33
The Table (4-5) Descriptive Analysis of the Second Hypothesis	38
The Table (4-6) Chi-Squire Value Test of the Second Hypothesis	39
The Table (4-7) Frequencies and Percentages of the Third Hypothesis	41
The Table (4-8) Descriptive Analysis of the Third Hypothesis	47
The Table (4-9) Chi-Squire Value Test of the Third Hypothesis	48

# **Chapter One**

## **Introduction**

# **Chapter One**

## **Introduction**

### **1.0- Background:**

Vocabulary learning plays an important role in language teaching especially in the context where English is taught as a foreign language. This is because lexical competence is now seen as the heart of language learning and the ultimate goal of language teaching is to improve the language competence of learners. Moreover, vocabulary has been recognized as an important factor for language learning because insufficient vocabulary knowledge leads the learners to encounter difficulties in language learning. English language has played an increasingly important role as the medium of communication among people from different countries, in Sudan English is regarded as a foreign language, the ability in using English has become essential for students as it is the global language for the dissemination of academic knowledge and it helps in transform at the educational experience of countless students. Therefore, English is not only a subject studied in classrooms, but also a medium for social and practical use. Vocabulary mastery is centered in language learning to native and non-native speaker of any language. Read (2000:1) maintain that many L2 learners see language mastery as essential as matter of learning vocabulary so they spend much time in memorizing lists of words and sections of bilingual dictionaries. Harley (1995:1) also confirms that vocabulary acquisition studies ascertain that vocabulary is a unique window for the process of acquisition of language.

### **1.1- Statement of The Problem:**

This research is about the role of vocabulary learning strategies in promoting the standard of EFL learners performance. The researcher noticed that EFL learners were poor in their vocabulary, there seemed to be various reasons for that.

Vocabulary is important for L2, both learners and native speaker recognize the importance of acquiring new words, thus lexical error may hinder communication. Learners need good lexical skills to produce sentences and to understand them. Therefore, it could be difficult for students to communicate without having rich vocabulary. Thus the researcher is going to investigate this problem in order to find solution.

### **1.2- Research Questions:**

This research attempts to answer the following question

- 1- To what extent are EFL learners poor in vocabulary?
- 2- To what extents do the strategies of teaching vocabulary promote learners performance?
- 3- To what extent can teacher's direct instruction improve EFL learners' vocabulary?

### **1.3- Hypotheses of the Study:**

This study hypothesized the following:

- 1- EFL learners have poor vocabulary.
- 2- The strategies adopted in teaching vocabulary promote students' performance.
- 3- Teacher's direct instruction improves EFL learners' vocabulary.

### **1.4- Objectives of the Research:**

The main objectives of the research are the following:

- 1- To arrive at the strategies employ to learn vocabulary.
- 2- To investigate the techniques of teaching and learning new vocabulary adopted by teachers and students.
- 3- To investigate how teachers improve EFL learners vocabulary.

### **1.5- Significance of the Study:**

The importance of this study is that vocabulary plays an important role in the interaction of EFL in the acquisition, so it's useful for the student to understand the

nature of vocabulary, and to know the best way to follow in order to learn vocabulary.

### **1.6- Methodology of the Study:**

To conduct this study the descriptive analytical approach will be followed. A questionnaire will be given to the students as the main instrument. The questionnaire provides general background information about vocabulary.

### **1.7- Limits:**

The participants of the study are hundred University students of the art college from Sudan University of Science and Technology, the study investigate the role of vocabulary learning strategies in promoting EFL learners performance; it specifically investigates the strategies of vocabulary teaching and learning.

**Chapter Two**  
**Literature review & Previous Studies**

## **Chapter Two**

### **Literature Review & Previous Studies**

#### **2.0- Introduction:**

This chapter consists of two parts, literature review and previous studies, in the first part the researcher presents some definitions for vocabulary and its importance beside showing types of vocabulary as stated before by some scholars. Also, it gives account of some ways of strategies and technique in teaching and learning vocabulary, in addition to that showing problems in teaching and learning vocabulary. As well as literature review, the researcher tries to show some relevant previous studies which are carried out by some researchers.

#### **2.1- Part One: Literature Review**

##### **2.1.1- Definitions of Vocabulary:**

According to Ur (1996:60) vocabulary can be defined, roughly as words we teach in the foreign language. However, new item of vocabulary may be more than a single word: for example post office mother in-law which are made up of two or three words but express a single idea. There are also multi words idioms such as call it a day. On the other hand there is definition of Horonby (2003:447) according to which, vocabulary is all the words that person knows or use or all the words in particular language or the words that people use when talking about particular subject. According to Longman Dictionary (1990) vocabulary is words known, learnt, used, etc. Word are being added and dropped from the language all the time, so everyone needs to work, to keep his/her vocabulary up to date. For example the invention of the computer has come up with new words like, byte, download, cursor and internet. According to oxford dictionary, vocabulary is the body of words used in particular language. Mohammed (2009).

### **2.1.2- Meaning of Know a Word:**

According to Hudson (2007:229) it is almost clear that vocabulary develops gradually and that knowing a word is not a divisions distinction. Rather, there is a continuum from not knowing word at all, to recognizing a word, to some knowledge of the word, to full control of the word in all general contexts. Various aspects of a word are learned and it's generally the case that this learning initially develops a receptive vocabulary and that over time much of that receptive vocabulary used in listening and reading becomes productive vocabulary for speech and writing.

### **2.1.3- The Importance of Vocabulary:**

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Wilkins (1972: 111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. In addition, Coady and Huckin (1997: 5) argue that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.



Importance of vocabulary to language learning, Pikulski and Tempelton (2005:1) stated that:

*“Perhaps the greatest tools we can give students for succeeding not only in their education but more generally in life, is a large rich vocabulary and the skills for using those word. Our ability to function in today’s complex social and economic worlds is mightily affected by our language skills and word knowledge”*

#### **2.1.4- Types of Vocabulary:**

Some experts classified types of vocabulary. Shepherd (1980: 1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes. Harmer (1998: 159) adds that active vocabulary refers to vocabulary that students have been taught or learnt and which the students will recognize when they meet them but which they will probably not be able to produce.

Hatch & Brown (1995:370) divides two kinds of vocabulary, namely receptive and productive vocabulary.

##### **1- Receptive Vocabulary:**

Receptive vocabulary are words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is the vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive

process because the learner only receives thought from others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1986: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

## **2- Productive Vocabulary:**

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others. In addition to that Judy (2007:1) stated four types of vocabulary:

### **1- Listening Vocabulary:**

The word we hear and understand starting in the womb, fetuses can be detect the sound as early 16 week, furthermore babies are listening during all their waking hours and continue to learn new words this way all of lives, by the time they reach adulthood, most will recognize and understand close to 50.000, children who are completely deaf do not get exposed to listen vocabulary. Instead if they have singing models at home or at school, they will be exposed to ‘visual’ listening vocabulary. The amount of word modeled is much less than a hearing child’s incidental listing vocabulary. Judy (2007:1)

### **2- Speaking Vocabulary:**

The word used in speaking. Speaking vocabulary is relatively limited, most adult use a mere 5000 to 10.000 for all their conversation and instructions, this

figure is much less than listening vocabulary most likely due to ease of use. Judy (2007:1)

### **3- Reading Vocabulary:**

The words can be understood when reading text, many words can be read and understood, cannot use in speaking vocabulary. Reading is the second largest vocabulary, and can grow vocabulary. Judy (2007:1)

### **4- Writing Vocabulary:**

The words can be retrieve when write to express an idea. Generally it is easier to explain orally, using facial expression and intonation to help get ideas across, then to find just the right words to communicate the same ideas in writing. Writing vocabulary is strongly influenced by the words can be spell. When reading, a child with hearing will say all the phonemes related to a word to sound it out, they will then guess a word they know. This depends on their lexicon (mental dictionary), children would not guess a word they didn't knew. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning. Judy (2007:1).

#### **2.1.5- Teaching and Learning Vocabulary:**

According to Schmitt (2008:34) there is no "right" or "best" way to teach vocabulary. The best practice in any situation will depend on the type of student being taught, the words targeted, the school system and curriculum, and many other factors. A number of principles, however, should be considered when developing a vocabulary component to a language course.

##### **2.1.5.1- Teaching Vocabulary:**

According to Richard (1986:23) there are many things assist teaching vocabulary.

Firstly, Explanation:

Things that usually used in explanation are:

- a- Objects (examples)
- b- Pictures
- c- Situations
- d- Mimes (gestures)
- e- Translation

Secondly, checking question:

To make sure that the learners understand the meanings, learning a language is learning to meaning.

Thirdly, Chorusing sentences:

Performance everything the teacher does either help or hinder the learning process.

### **2.1.5.2- Learning Vocabulary:**

#### **1- Incidental Learning Styles:**

Since the early 1980s a number of reading research have focused on vocabulary acquisition by native speaker of English while there is a great deal of variation in the estimates of the number of the word known by native speaker of various ages and level of education. There is general agreement that vocabulary acquisition occurs at impressively fast rate from childhood throughout the years of formal education and at a slower pace into adult life. On the face of it, a large proportion of this word are not taught by parents or teachers, or indeed learned in any formal way. The most plausible explanation for this is that native speaker acquires words “incidentally” as they encounter them in the speech and writing of other people. The term incidental often causes problems in the discussion of the research on these kind of vocabulary acquisition, in practice, it usually means that the research subject that are given a reading or listening task without being told to focus on the vocabulary in the input and without being warned that they will be taking a vocabulary test after completing the task. It does not mean that any

vocabulary learning which occurs is “unconscious” from the learner’s point of view. Read (2000:43)

## **2- Inferring Word Meaning From Context:**

Consider the more practical concern in second language teaching of how learner deal with unknown words as they encounter them through reading or listening teachers are aware of the problem in the classroom and have variety of techniques at their disposal to address it with texts that they use in the class, such as pre-teaching the unknown words, providing glosses adjacent to the text. A number of writers have developed strategies for guessing words in context that can be taught to learners. The Clarke and Nation strategy, for instance, include steps such as identifying the word class of the unknown word, scanning the surrounding sentence for other words that collocate with it, looking for the cohesive device that link the sentence with the other sentences in the text and analyzing the structure of the word itself in to prefix, root and suffix. Read (2000:52)

## **3- Vocabulary Strategy:**

According to Nation ( 2001:25) vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies. McCharty (1990:17) states Language learning strategies encourage greater overall self-direction for learners. Self-directed learners are independent learners who are capable of assuming responsibility for their own learning and gradually gaining confidence, involvement and proficiency. So is the case with vocabulary learning strategies. Thus, students need training in vocabulary learning strategies most research has shown that many learners do use more strategies to learn vocabulary especially when compared to such integrated tasks such as listening and speaking. But they are mostly inclined to use basic vocabulary learning strategies (Schmitt, 1997). This in turn makes strategy instruction an essential part of any foreign or second language program.

It is important to know about learner's strategies. Hatch & Brown, (1995: 373) mention five essential steps in vocabulary learning that represent what learners must do. The five steps are:

Firstly: Having sources for encountering new words.

Secondly: Getting a clear image, either visual or auditory or both, for the forms of the new words.

Thirdly: Learning the meaning of the words,

Fourthly: Making a strong memory connection between the forms and meanings of the words.

Fifthly: Using the words.

The classification of vocabulary learning strategies divided into four groups, namely:

1) Discovery Strategies: In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.

2) Social Strategies: A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. They can be asked to help in a variety of ways: giving the L1 translation, giving a synonym, definition, and paraphrase.

3) Memory Strategies: Most memory strategies involve relating the word to be retained with some previously learners' knowledge, using some form of imagery or grouping. The strategies used in this stage are pictures/ imagery, related words, unrelated words, grouping, etc.

4) Cognitive Strategies: Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and using mechanical means to study vocabulary. Schmitt and McCharty (1997).

### **2.1.6- Problems in Teaching and Learning Vocabulary:**

There are some problems in learning vocabulary that face students. Scholars states that the ease or difficulty of vocabulary items depends on a number of factors. Such as:

Firstly: Similarity to L1

The difficulty of vocabulary items often depends on how a similar item is in form and meaning to the students' first language. There are many examples of these: someone described as sensible in English will be understood sensitive by many Europeans and if you say an embarrassed to a Spanish speaker, they may will think that you are expecting a baby.

Secondly: Similarity to English words already known

Once the students have some English words that relate to an English word that they are already familiar which is easier than one, which is not. For example, if students have already met the word friendly, they should be able to guess the meaning of unfriendly.

Thirdly: Connotation

Connotation of the word is another difficult aspect that the learners have to get to grip. For example, either skinny or slim could be used to describe someone who is thin. But these two words are very different connotation and by choosing one of them however; the speaker actually conveys a particular attitude. Skinny is negative connotation, while slim is positive connotation.

Fourthly: Spelling and pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example: through, though, tough.

Fifthly: Multi- word items

A lexical item may consist of more than one word, as in a compound like tennis shoes, or rally car or a phrasal verb such as to put someone up.

Sixthly: Collocation

How a lexical item collocates can also cause difficulty. For example we say that people injured or wounded but things are damaged. Roger (1995: 43).

### **2.1.7- Techniques in Teaching Vocabulary:**

There are many kinds of techniques that can be applied in teaching vocabulary. Allen (1983:163) mentions some techniques of vocabulary teaching that can be prepared and chosen as follows:

#### **1- Demonstration:**

The technique, which belongs to demonstration, is gesture and action performing. The teacher can use real objects and command. Teacher may demonstrate the material using of real objects available in the classroom such as door, windows, clock, desk, etc. when use a command technique, teacher may ask students to do something such as touching the pen, pointing the picture and so on.

#### **2- Visual Aids:**

Visual means something visible. Teacher may use visual aids in the teaching of vocabulary to enable students to observe and identify the objects vividly. Besides that, visualization may interest the students in their learning vocabulary.

#### **3- Verbal Explanation:**

Verbal explanation can be carried out through definition and translation. Allen (1983) states that teacher can use explanation in the students' own language, definitions in simple English, and using vocabulary that students have already known to show the meaning. For instance, the word 'umbrella' can be introduced by explaining what it looks like and when the people usually use it.



#### **4- Word List:**

When using word list technique, teacher should pay attention to vocabulary selection. The words taught should relate and appropriate to the students need and relate to their level.

Beside Allen other scholars mentioned some techniques such as:

#### **1- Dictionary Use:**

Dictionaries may be monolingual (all in foreign language ); bilingual (foreign language words first language definitions and vice versa) or bilingualized (monolingual with the first language definition also provided). Lerner's show strong preferences for bilingual dictionaries and researches indicate that bilingualized that they cater for the range of preferences and styles. Dictionary may be used receptively to supports reading and listing or productively to supports writing and speaking. Studies of dictionary use to indicate that many learner do not use dictionaries as effectively as they could, and so training in the strategies of dictionary use could have benefits. Dictionary use involves numerous sub-skills such as reading a phonemic, transcription, and interpreting grammatical information, generalizing from example sentences and guessing from context to help chooser from alternative sentences. Training learners in vocabulary use strategies requires assessments to see what skill and knowledge of the learner already have, planning a program of work to develop fluent use of the helping learners' value and be aware of its application and monitoring and assessing to measure program in controlling the strategy. Nation,( 2001:46)

Guide for Using Dictionary (Procter, 1978:20)

- a- Open the dictionary to the approximate location of the word. If the dictionary has a thump index, then use the guide word to find the exact page.
- b- Know what you are after. Are you looking for the spelling of a word, its syllabication, its meaning?

- c- To figure out the pronunciation of a word use the key at the top or the bottom of the page. Then say the word a loud several times to fix its correct sound in the mind.
- d- If you want to find the meaning notice how the word is used in the sentence in which you found it, then choose the definition that fits the context.
- e- Realize that dictionaries arrange meaning differently, use the dictionary appropriate to your purpose.

## **2- Teaching Group of Words Together and Cross-Association:**

A well-known psychological principle is that organized information is easier to learn than unorganized information. This finding would suggest that grouping similar words together when learning should be beneficial. However, this is only true if the words are already partially known. Teaching similar words together in the first instance can lead to learner confusion, because students learn the word forms and learn the meanings, but can confuse which goes with which (cross-association). For example, if learners are taught the antonyms *deep* and *shallow* together, most are likely to remember that one concept is relatively great depth and the other concept is relatively little depth, but a significant number of them may confuse which word goes with which concept. Even native speakers often cross-associate similar words like *affect* and *effect*, or *inductive* and *deductive*. Antonyms are particularly prone to cross-association, because they tend to come in pairs like noisy/quiet or hard/soft, but synonyms and other words from closely related semantic groupings (e.g. numbers, days of the week) are also at risk. Cross-association is a serious trap for learners, Nation (1990: 47) suggesting that about 25% of similar words taught together are typically cross-associated. He suggests the way to avoid cross-association is to teach the most frequent or useful word of a pair first (e.g., *deep*), and only after it is well established introducing its partner(s) (e.g., *shallow*). Mohammed (2009)

### **3- Translation:**

One of the most common techniques is translation that is to translate the word in question into a learner's native language. Some experts however do not recommend this technique Doff (1988:12) states "if we only give a direct translation, the students cannot see how the word is used in an English sentence". Translation is simple, clear and quick for reaching the goal, particularly when teachers give examples then students give the word translation. Sometimes the word itself may be unknown for students since it was translated into different variety of the same.

Language, for example the word "suppress" which can be translated to Arabic language */yustabid/*, (study—learn) and so many other words. In addition to that translation causes students to organize reality according to their own first language. It is asserted that when students formulate their ideas in their native language and then translate it into the target language, enormous problems arise because some words cannot be translated easily and some language items do not have structural equivalent in the two languages. As the word (is) in (He is working hard). (Nation, 1990:52) thinks that the value of translation depends on how and when we use it. Translation into the mother tongue presents the same processes as translation into a picture, a description in English. Hill (1965: 23) criticizes translation into mother tongue as a way of communication or teaching meaning. They believe that generally there is usually no exact correspondence between one language and another. Translation into the learner's native language is indirect. The use of the mother tongue takes time which could better be spent in using English. But Harmer (1985: 86) says that it seems silly not to translate if by doing so a lot of time can be saved. If the student does not understand a word and the teachers cannot think how to explain it, he can quickly translate it. But this should be well controlled as

Wallace (1987: 48) states that “translation of vocabulary into the mother tongue should be kept under light control”.| Mohammed (2009).

## **2.2- Part Two Previous Studies:**

Different studies have been carried out by different scholars in what concern the role of vocabulary strategies in promoting EFL students the researcher is going to present some of them, because he had done many trials and hard searches in different libraries, internet, and many different website, but he did not find adequate and relevant studies. So the researcher will introduce the following studies:

### **1- Eltayeb Mohammed Elobaid Elsheikh** “Effect of vocabulary on improving speaking skills” 2013 in Sudan University of Science and Technology.

This study aims to investigate the vocabulary problems that hinder learners to master speaking skills. It also presents ways of improving learners speaking skill.

The research questions were:

- a) To what extent do English language students have vocabulary problem with speaking?
- b) To what degree are students equipped with English language vocabulary?
- c) To what extent can students improve their speaking skill?

To answer this question the researcher hypothesized that there are great vocabulary problems which hinder students to master their speaking skills in English, Vocabulary is not totally equipped by students during lessons, and Students are totally ignorant of how to improve their speaking skills. The researcher has adopted the descriptive analytical method to conduct the research. A questionnaire has been used as a tool for collecting data. Data have been statistically analyzed. The research sample comprises (45) male and female students drawn from third year students of English department, college of education, Sudan University of

Science and Technology (SUST). The researcher has arrived at the following important results:

- a) A learner with good vocabulary can speak good English.
- b) Learning vocabulary can be introduced gradually.
- c) Vocabulary activities help students to improve their vocabulary.
- d) Listening a lot and involvement in real communication can improve learners' speaking skill.
- e) Building self-confidence and effective teaching of vocabulary can improve speaking skill.

Based on the research findings, the researcher has presented the following recommendations:

- a) A learner should learn how to use ICT devices to develop their vocabulary creativity.
- b) Teachers should equip learners with wide vocabulary to improve speaking skill.
- c) Teachers should introduce a variety of vocabulary activities to improve speaking skill.
- d) Curricula should contain ways of developing speaking skill.
- e) Learners should be motivated to enrich their vocabulary to speak good English.

**2- Abdelnasir Babo Mohammed Boway**, "Impact of Vocabulary Awareness on Developing EFL Learners' Writing skills" 2011 in Sudan University of science and Technology.

This study set out to investigate "the impact of vocabulary Awareness on Developing EFL Learners' Writing skills".

The research question are:

- a- To what extent are EFL able to make the appropriate lexical choice in their writing task?;

Why do EFL learner fail to make the correct lexical choice when they write?

- b- How does the ignorance of the lexico-syntactic and semantic properties affect their way of writing?
- c- To what extent do teachers give learners enough opportunities to practice writing using the lexical items they have already learnt?
- d- What sort of strategies do teachers adopt to raise the learners awareness?

The findings of the study show that the syllabus does not emphasize on the development of learning and teaching vocabulary which results in effective writing, the teaching of vocabulary in the syllabus is not integrated in a way that meets the students' needs to write, there is no regular and systematic assessment of students' vocabulary development within the context of writing, students' face difficulty choosing the correct lexical item and organize them in very cohesive and related paragraph , there is no awareness raising of words importance and their positive role in developing students' writing skills, and there are no sufficient writing activities which motivate and reinforce the students' use of vocabulary when writing.

The study recommends that syllabi should be refined or replaced with an integrative one (lexical syllabi) to meet learners needs. Also, teachers' awareness should be raised to deal with vocabulary seriously. Moreover, there should be effective and regular teaching and learning of vocabulary, applying affixed plan in a clear and efficient way on each lesson. In addition learners should be well trained on how to use vocabulary learning strategies.

**3- Kirya Ahmed Mohammed Nasir** "Differences about the Meaning of English Vocabulary and its teachability and learnability" 2009 in Sudan University of Science and Technology.

The main purpose of the study is to investigate the idea of word meaning and that have value, also its concerned with both the teachability and learnability of vocabulary.

Research question were:

- Do words really have meaning?
- Is there an ideal method or way for teaching vocabulary?
- Is there better way to learn vocabulary?

To answer these questions, the researcher point out the following hypotheses

- Words in English have meaning and value
- The eclectic way is the best method for teaching English vocabulary
- The students prefer in learning vocabulary the strategies of learning by hearing, stories, and using a dictionary, respectively to the other strategies.

The study arrived at the following result:

Words in English or lexical items have meaning, also they have value which is the connotative meaning of these vocabulary items. Also it has shown that the eclectic way is the best method in teaching vocabulary. Also has reflected that students' prefer in learning vocabulary the strategy of learning by hearing, stories, and dictionary meaning.

The study recommends:

- The meaning of words should be clarified to the learners clearly so that not to confuse them.
- The teacher should follow the eclectic way to teach vocabulary.
- Students should be assigned with un numerable exercises on vocabulary to enhance the learning of vocabulary.
- Students should be encouraged by their teachers to use their own dictionaries as often as possible to improve their spelling skills and increase their vocabulary stock.

# **Chapter Three**

## **Methodology**



## **Chapter Three**

### **Methodology**

#### **3.0- Introduction:**

This chapter will explain the methodology of the study. In that, it will describe the method and techniques adopted, the instruments, the population, the samples and procedure of data analysis

#### **3.1- The Methodology:**

This is a descriptive study it focuses on different vocabulary learning strategies. The study will attempt to investigate the different aspect of the problem and it will shed light on an area that needs attention.

#### **3.2- Pilot Study:**

A pilot study was conducted as means of improving the quality of the instruments before distribution to the intended group which is homogeneous with the pilot study group. The 30 questionnaire item are given to 13 students drawn randomly purposely from two levels from department of English Language at Sudan University of Science and Technology. The students were requested to put tick between the boxes. Some students ask about meaning of some words. Finally the total of the items need no change because the items are well experienced and clear.

#### **3.3- Population & Sample:**

The selected sample of the study is from university students in Sudan University of Science and Technology which is regarded a population. Hundred students from Art College are chosen to respond to questionnaire, from first level to the forth level; total of students are 370 males and females. Their age range is between 18 to 25 years old.

### **3.4- Tools:**

The measuring instrument used for compiling data for this study is a questionnaire which was introduced by few words written on top of each copy addressed to the respondents to establish the legitimacy of the research and to gain confidence and cooperation of the respondents. They were also assured subject that their responds would only be used in research purposes, the questionnaire was composed of three parts and each part consists of ten statements to test the postulated hypotheses, respondents are asked to show their opinion by ticking only one choice from five options those are strongly agree, agree, neutral, disagree and strongly disagree, their response would either confirm or disconfirm the hypotheses.

### **3.5- Face Validity of the Questionnaire:**

Questionnaire was given to three scholars who work at Sudan University of Science and Technology, they judge and examine it and above all, they made modifications, which were taken into account. Moreover, they presented more important advice for designing and constructing appropriate questions in order to be more valid and reliable.

### **3.6-Validity of Hypothesis Questionnaire:**

The analysis of chi-square value shows that the significance values of each statement of the questionnaire is valid and accepted for it matched the requirement of the standard significance value (0.05). The researcher can confirm that the questionnaire analysis proves that the research hypotheses are all accepted and valid according to the chi-square analysis

### **3.7- Reliability of the questionnaire:**

The method was used to calculate the reliability of the questionnaire; it was conducted to hundred English Language students from Sudan University of Science and Technology, including male and female with different levels because teaching in this period focus on reading which need vocabulary and then the score

were processed through SPSS scale (alpha) to find the correlation between the three parts of the questionnaire.

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	F	Prob.
Between People	492.9530	99	4.9793		
Within People	4731.3667	2900	1.6315		
Between Measures	415.8697	29	14.3403	9.5403	.0000
Residual	4315.4970	2871	1.5031		
Total	5224.3197	2999	1.7420		
Grand Mea	3.5237				

Reliability Coefficients

N of Cases = 100.0

N of Items = 30

Alpha = .7981

As it is seen in the alpha analysis, the percentage of the reliability is (.798) which indicates that the items of the questionnaire are reliable. The F-test value is (.000) and it is indicator that the statements are significant

**3.8- Procedure:**

The questionnaire was designed and distributed to hundred English students from Sudan University of Science and Technology, who were given a good space to respond to statements of the questionnaire. The hundred scripts of the questionnaire were administrated to the English student their scores were processed statistically to reveal the results in term of percentage tables.

# **Chapter Four**

## **Data Analysis and Results Discussion**

## Chapter Four

### Data Analysis and Results Discussion

#### 4-1- Introduction

Through this chapter, the researcher analyzes the obtained data from students' test using SPSS analysis program. Each hypothesis is analyzed separately according to frequencies and percentages, descriptive analysis and Chi-square value questionnaire analysis. The researcher provides brief comments for each table result for further demonstration and explanation.

#### 4-2- Frequencies and Percentage of The First Hypothesis Which is “EFL learners have poor vocabulary”

Statements	strongly agree	Agree	Neutral	Disagree	strongly disagree
It will be difficult to master a language without knowing a number of vocabularies	53	34	3	6	4
	53.0%	34.0%	3.0%	6.0%	4.0%
Most students make strong memory connection between the forms and meanings of vocabulary.	20	52	11	8	9
	20.0%	52.0%	11.0%	8.0%	9.0%
Weakness in phonemic awareness and word analyses skills prohibit students from learning vocabulary.	17	26	22	22	13
	17.0%	26.0%	22.0%	22.0%	13.0%
Students ask someone who knows the meaning if they don't	29	37	10	14	10
	29.0%	37.0%	10.0%	14.0%	10.0%

know.		%			
Reading the passage then identifying vocabulary that student finds unfamiliar assist vocabulary learning.	24	44	11	12	9
	24.0%	44.0%	11.0%	12.0%	9.0%
Students read the passage outside the class before lecture.	17	30	13	23	17
	17.0%	30.0%	13.0%	23.0%	17.0%
Students confuse by different meanings for the same word.	23	41	18	6	12
	23.0%	41.0%	18.0%	6.0%	12.0%
Collocation words cause difficulty in learning vocabulary e.g we say people injured or wounded and things are damaged.	26	35	7	18	14
	26.0%	35.0%	7.0%	18.0%	14.0%
Students repeat new word and correct pronunciation from dictionary.	30	33	15	8	14
	30.0%	33.0%	15.0%	8.0%	14.0%
Substituting difficult word for more easy word assist vocabulary learning.	21	35	14	15	15
	21.0%	35.0%	14.0%	15.0%	15.0%

The table (4-1) above shows the frequencies and percentages of the first hypothesis “EFL learners have poor vocabulary”. As it can be seen in the table, the researcher uses lekrt scale (Strongly agrees, Agree, Neutral, Disagree and Strongly disagree).

In the first statement "*It will be difficult to master a language without knowing a number of vocabularies*", the participants strongly agree with statement with percentage (53%) which shows the importance of vocabulary in language learning so students must know a number of vocabulary before other skills in order to write and communicate, (34%) respond with 'Agree' that indicate vocabulary is greatest tool to the students , beside (3%) of the participants remain that indicate student are familiar with importance of vocabulary , about (6%) of the participants disagree with the statement, that indicate no communication without vocabulary that is to say without grammar can be communicate but without vocabulary nothing can be conveyed, . As noticed in the table, the greatest percentage more than (80%) indicates that most of the students strongly agree with the importance of vocabulary, that is to say vocabulary is the basic element to master four skills of language.

The second statement "*Most students make strong memory connection between the forms and meanings of vocabulary*" shows that (20%) of the participants strongly agree with the using vocabulary strategies, also (52%) of the participants agree with the statement of using vocabulary strategies which are self-direction to the students for learning, and to make confidence and responsibility for their own learning and proficiency, with (8%) of the participants disagree with the using vocabulary strategy, that indicate some of the learner don't use vocabulary strategy. It is clear that the maximum percentage is more than (70%) which represents the agreement of the participants about the using vocabulary strategy so students must be trained about vocabulary strategy.

In the third statement "*Weakness in phonemic awareness and word analyses skills prohibit students from learning vocabulary*", (17%) of the participants strongly agree with the importance of phonetic and the nature of word, beside (26%)

respond with 'Agree' that indicate students must know the nature of the word, and phonemic awareness, (22%) of the participants disagree with the statement, that indicate knowing the relation between sound and its form is important, by other word the clear relation between how a word is written and how it is pronounced, it is very important to use the phonemic script. As noticed in the table, the greatest percentage is more than (40%) indicates that most of the students agree that weaknesses in phonemic awareness, phonics, and word analysis skills prohibit students from reading grade-level content material so phonemic awareness rich students and encourage them to new words and related content that only be found in written English.

The fourth statement "*Students ask someone who knows the meaning if they don't know*" shows that (29%) of the participants strongly agree with the strategy of asking to know the meaning also, (37%) of the participants agree, that indicate asking the teacher is important strategy, so the more words students know, the more they will be able to understand what they hear and read; and the better they will be able to say what they want to speaking or writing, (14%) of the participants disagree that indicate, oral production, is a potentially stressful situation for some students according to limited vocabulary and fear of speaking in public. The maximum percentage is more than (70%) which represents the agreement of the participants about asking teacher to know the meaning that is to say teacher should be familiar with L1 translation, synonyms and definition, and these agree with idea of Schmitt and McCharty (1997:33).

In the fifth statement "*Reading the passage then identifying vocabulary that student finds unfamiliar assist vocabulary learning*", (24%) of the participants strongly agree with pre reading of the text, also (44%) respond with 'Agree' that indicate students should be taught to be strategic and effective reader, (12%) of the participants disagree that indicate the ability to understand and use the information



in these texts is key to a student's success in learning. As noticed in the table, the greatest percentage is more than (60%) indicates that most of the students agree; that is to say students' word knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies.

The sixth statement "*Students read the passage outside the class before lecture*" shows that (17%) of the participants strongly agree that the programmed reading vocabulary improve general vocabulary, also (30%) of the participants agree that indicate engaging students with quantities of texts they can and want to read, then supporting their efforts with the texts supports fluency, (23%) of the participants disagree, that is to say training in reading is needed, so struggling readers tend to avoid reading, thus limiting their acquisition of new vocabulary. The maximum percentage is more than (40%) which represents the agreement of the participants about timed reading and practice in reading different kind of material outside class.

In the seventh statement "*Students confuse by different meanings for the same word*", (23%) of the participants strongly agree about the importance of reading, and (41%) respond with 'Agree', (12%) strongly disagree, that indicate the importance of knowing the relation between words with identical forms but different meaning. As noticed in the table, that more than (60%) of the participants that indicates most of the students agree with the importance of reading to get the meaning from context and dictionary, so knowing homonymy and its nature is important moreover teachers should introduce students to a rich variety of words that share the same root.

The eighth statement "*Collocation words cause difficulty in learning vocabulary e.g we say people injured or wounded and things are damaged*" shows that (26%) of the participants strongly agree with difficulty of collocation word in addition to

that, (35%) of the participants also agree, that indicate having a large and varied vocabulary is the ability and competence of communicative and it is one of the importance aspect of language learning. The maximum percentage is more than (60%) which represents the agreement of the participants about the difficulty of collocation word that shows the importance of collocation by saying that one of the techniques of knowing a word is to be aware of other words which company.

In the ninth statement "*Students repeat new word and correct pronunciation from dictionary*", shows (30%) of the participants strongly agree with repeating new word and check it from the dictionary with, (33%) respond with 'Agree' that indicate Dictionary are use to support four language skills so that these agree with idea of Nation ( 2001:46). As noticed in the table, the greatest percentage is more than (60%) indicates that most of the students agree with the using Dictionary and repeating word so training in using Dictionary has benefit.

The tenth statement "*Substituting difficult word for more easy word assist vocabulary learning*" shows that (30%) of the participants strongly agree with the strategy of substituting word to more easy and relevant to the students level, also (33%) of the participants agree that indicate teachers should be aware of the students' needs and level in teaching vocabulary, (8%) of the participants disagree and (14%) of the participants strongly disagree. The maximum percentage is (60%) which represents the agreement of the participants that indicate student level and what needed is important.

Conclusion of the first hypothesis, the researcher agree with all participants that students having poor vocabulary, so reading a lot, using dictionary, knowing the meaning from context, asking teacher, phonemic awareness and knowing word analysis; improves students' vocabulary in order to understand the meaning. The first hypothesis agree with Coady and Huckin (1997: 5) that vocabulary is central

and critical importance to language learner. It makes vocabulary becomes the basic element to master the four language skills.

#### 4-3- Descriptive Analysis of The First Hypothesis

<b>Statements</b>	<b>Mean</b>	<b>Mode</b>	<b>Std. Deviation</b>
It will be difficult to master a language without knowing a number of vocabularies	4.26	5	1.050
Most students make strong memory connection between the forms and meanings of vocabulary.	3.66	4	1.157
Weakness in phonemic awareness and word analyses skills prohibit students from learning vocabulary.	3.12	4	1.297
Students ask someone who knows the meaning if they don't know	3.61	4	1.310
Reading the passage then identifying vocabulary that student finds unfamiliar assist vocabulary learning.	3.62	4	1.229
Students read the passage outside the class before lecture	3.07	4	1.380
Students confuse by different meanings for the same word	3.57	4	1.249
Collocation words cause difficulty in learning vocabulary e.g we say people injured or wounded and things are damaged.	3.41	4	1.408
Students repeat new word and correct pronunciation from dictionary.	3.57	4	1.365

Substituting difficult word for more easy word assist vocabulary learning.	3.32	4	1.362
--	------	---	-------

The table (4-2) shows the descriptive analysis of the first hypothesis "*EFL learners have poor vocabulary*". As it is shown in the table, the first column represents the mean (average) of the statements of the hypothesis. The total mean value is approximately (4) which mean that students tend to agree the statements of the hypothesis. The mode value which represents the most occurred choice is (4), this value also indicates that students respond with agree more that any choice in the statements. The standard deviation (represented by the third column) is not more than (1) which means the participants answers are valid and homogenies. The researcher agree about the statements EFL learners are poor in their vocabulary, so most of them are not spent enough amount of time to read and communicate.

#### 4-4- Chi-square Value Test of First Hypothesis:

Statements	Chi-Square	Df	Asymp. Sig.
It will be difficult to master a language without knowing a number of vocabularies.	101.300	4	.000
Most students make strong memory connection between the forms and meanings of vocabulary.	68.500	4	.000
Weakness in phonemic awareness and word analyses skills prohibit students from learning vocabulary.	5.100	4	.277
Students ask someone who knows the meaning if they don't know.	30.300	4	.000

Reading the passage then identifying vocabulary that student finds unfamiliar assist vocabulary learning.	42.900	4	.000
Students read the passage outside the class before lecture.	8.800	4	.066
Students confuse by different meanings for the same word.	35.700	4	.000
Collocation words cause difficulty in learning vocabulary e.g we say people injured or wounded and things are damaged.	23.500	4	.000
Students repeat new word and correct pronunciation from dictionary.	23.700	4	.000
Substituting difficult word for more easy word assist vocabulary learning.	15.600	4	.004

The table (4-3) above shows the Chi-square value test of the first hypothesis "*EFL learners have poor vocabulary*". The chi-square values are as follows: (101.300, 68.500, 5.100, 30.300, 42.900, 8.800, 35.700, 23.500, 23.700 and 15.600) the second column which represents the degree of freedom (df) means the number of choices minus one (N-1). The values of (df) is 4 for all. The third column represents the (Sig.) which is the significance value of each statement, the values are as follows: (.000, .000, .277, .000, .000, .066, .000, .000, .000 and .004). as it is seen, all the values are (Sig.) are less than the standard significance value (0.05) which indicates that the hypothesis are valid and accepted

**4-5- Frequencies and Percentages of Second Hypothesis Which is "The strategies adopted in teaching vocabulary promote students' performance"**

<b>Statements</b>	<b>strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>disagree</b>	<b>strongly disagree</b>
The more students read the more vocabulary they learn.	36	35	10	7	12
	36.0%	35.0%	10.0%	7.0%	12.0%
The major barrier face the students in understanding the text is the lack of enough vocabulary.	31	36	10	13	10
	31.0%	36.0%	10.0%	13.0%	10.0%
Listening a lot with involvement in real communication improve vocabulary.	63	30	1	2	4
	63.0%	30.0%	1.0%	2.0%	4.0%
Students spend enough amount of time in learning vocabulary.	13	41	8	27	11
	13.0%	41.0%	8.0%	27.0%	11.0%
Students need regular spelling test to enhance vocabulary.	17	43	16	13	11
	17.0%	43.0%	16.0%	13.0%	11.0%
Multi word items like <i>rally car, put someone up</i> cause difficulty in learning vocabulary.	13	30	18	25	14
	13.0%	30.0%	18.0%	25.0%	14.0%
New vocabulary is easy to understand in the text.	16	18	18	30	18
	16.0%	18.0%	18.0%	30.0%	18.0%
Oral presentation is effective in improving student's vocabulary.	38	35	12	8	7
	38.0%	35.0%	12.0%	8.0%	7.0%
Students infer vocabulary meaning from the text.	12	54	15	7	12
	12.0%	54.0%	15.0%	7.0%	12.0%

Using computer is useful in	33	36	7	10	14
vocabulary learning.	33.0%	36.0%	7.0%	10.0%	14.0%

The table (4-4) above shows the frequencies and percentages of the second hypothesis "*The strategies adopted in teaching vocabulary promote students' performance*".

In the first statement "*The more students read the more vocabulary they learn*", (36%) of the participants strongly agree, that indicate readers cannot understand what they are reading without knowing what most of the words mean (35%) respond with 'Agree' with percentage (12%) strongly disagree, that shows some students ignore reading. As noticed in the table, the greatest percentage is the agreements of more than (70%) of the participants that indicates reading comprehension is very important in order to learn meaning of vocabulary that are not part of their oral vocabulary, moreover to be able to read fluently one should have automatic recognition abilities.

The second statement "*The major barrier face the students in understanding the text is the lack of enough vocabulary*" shows that (31%) of the participants strongly agree that indicate the ability to read, write, speak and understand are conditioned by vocabulary, (36%) of the participants agree that indicate having a lot of vocabulary helps students to understand the texts, (13%) of the participants disagree that shows some students are not care about understanding the text, so vocabulary should be the first step to be taught before teaching other aspects of language. The maximum percentage is (36%) which represents the agreement that indicate the importance of vocabulary that is to say without grammar very little can be conveyed, without vocabulary nothing can be conveyed and that was Wilkens (1972:111) idea as in literature review.

In the third statement "*Listening a lot with involvement in real communication improve vocabulary*", (63%) of the participants strongly agree that indicate listening is the ability to comprehend and understand what other person speaks and, (30%) respond with 'Agree' that indicate listening a lot outside the class is the most significant influence on oral communication ability, (2%) of the participants disagree that indicate few of them ignore the importance of listening. As noticed in the table, the greatest percentage is more than (90%) indicates that most of the students agree that students who listen a lot are more likely to speak well, the importance of listening lies in six stage processes they are hearing, attending, understanding, remembering, evaluating and responding.

The fourth statement "*Students spend enough amount of time in learning vocabulary*" shows that (13%) of the participants strongly agree and (41%) of the participants agree that indicate the amount of reading time and the amount of read are important, (27%) of the participants disagree that indicate some students ignore reading because of vocabulary lacking to comprehend the text so reading facilitate learners ability to speak and explain their idea orally. The maximum percentage is more than (50%) which represents the agreement of the participants that indicate the more amounts of time students read the more they learn reading may contribute to competence of second language.

In the fifth statement "*Students need regular spelling test to enhance vocabulary*", (17%) of the participants strongly agree, (43%) respond with 'Agree' that indicate learn more about the relationships between letters and sounds and how a proper understanding of spelling mechanics can lead to improved reading, which enhance vocabulary, (13%) of the participants disagree that shows some students ignore spelling important because there are different between sound and written form of English according to their F1. As noticed in the table, the greatest



percentage is more than (58%) indicates that most of the students agree that learning to spell enhance reading and writing, so the relationship between spelling and writing is strong and there are such relation between sound and letters.

The sixth statement "*Multi word items like rally car, put someone up cause difficulty in learning vocabulary*" shows that (13%) of the participants strongly agree and, (30%) of the participants agree that indicate multi word are therefore problematic for learner, while (18%) of the participants remain neutral it seems that the learners do not know the verbs as well as they think, (25%) of the participants disagree that indicate few student need different strategy of analyzing the word parts. The maximum percentage is more than (40%) which represents the agreement of the participants which indicate that multi-word are complex and present problems for learners both in terms of their grammatical form and their lexical meaning.

In the seventh statement "*New vocabulary is easy to understand in the text*", (16%) of the participants strongly agree and, (18%) respond with 'Agree' that indicate guessing the meaning are important, so various aspects of a word to be learned and it's generally the case that learning guessing words develops a receptive vocabulary and that over time much of that receptive vocabulary used in listening and reading becomes productive vocabulary for speech and writing, (30%) of the participants disagree. As noticed in the table, the greatest percentage (30%) indicates that most of the students disagree so that students need to know the strategy of guessing from context which involves finding the clues available in the text that help the reader comprehend the meaning of the unknown word.

The eighth statement "*Oral presentation is effective in improving student's vocabulary*" shows that (38%) of the participants strongly agree, (35%) of the participants agree that indicate oral presentations are bridge between language

study and language use; that presentations require students to use all four language skills in a naturally integrated way, (8%) of the participants disagree that indicate few student are not engage in oral presentations that is to say lack of fluency. The maximum percentage is more than (80%) which indicate that the participants strongly agree oral presentations provide realistic language tasks for students to engage in. This is important because speaking tasks that have no relation to real-life language use.

The ninth statement "*Students infer vocabulary meaning from the text*", (12%) of the participants strongly agree and (54%) respond with 'Agree' that shows the importance of providing students with many opportunities for practicing so that they learn to do this as they read independently, (12%) of the participants disagree that indicate It is important to provide students with many opportunities for practicing this strategy. So students can use strategies for learning vocabulary and some of the more common strategies are simple memorization, repetition, and taking notes on vocabulary. As noticed in the table, the greatest percentage is more than (60%) indicates that most of the students agree, that is to say explicit instruction in word-learning strategies gives student's tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class.

The tenth statement "*Using computer is useful in vocabulary learning*" shows that (33%) of the participants strongly agree, (36%) of the participants agree that indicate the computer provides students with the information they need to perform a particular task, (10%) of the participants disagree that indicate computer program is not popular to few students. The maximum percentage is more than (65%) which represents the agreement of the participants that indicate computer assists students to do certain tasks and teach them new language.

Conclusion of the second hypothesis, the researcher agree with participant that the use of teaching vocabulary strategy will promote learners ability to write and communicate, so to develop learners' vocabulary, teachers should encourage a curiosity about the meaning and use of unfamiliar words and promote the use of strategies that will help students to find the meaning of unfamiliar words.

#### 4-6- Descriptive Analysis of Second Hypothesis

Statements	Mean	Mode	Std. Deviation
The more students read the more vocabulary they learn.	3.76	5	1.334
The major barrier face the students in understanding the text is the lack of enough vocabulary.	3.65	4	1.313
Listening a lot with involvement in real communication improve vocabulary.	4.46	5	.937
Students spend enough amount of time in learning vocabulary.	3.18	4	1.274
Students need regular spelling test to enhance vocabulary.	3.42	4	1.232
Multi word items like <i>rally car, put someone up</i> cause difficulty in learning vocabulary.	3.03	4	1.283
New vocabulary is easy to understand in the text.	2.84	2	1.354
Oral presentation is effective in improving student's vocabulary.	3.89	5	1.205
Students infer vocabulary meaning from the text.	3.47	4	1.167

Using computer is useful in vocabulary learning.	3.64	4	1.396
--	------	---	-------

The table (4-5) shows the descriptive analysis of the second hypothesis "*The strategies adopted in teaching vocabulary promote students' performance*". As it is shown in the table, the first column represents the mean (average) of the statements of the hypothesis. The total mean value is approximately (4) which means that students tend to agree the statements of the hypothesis. The mode value which represents the most occurred choice is (5 and 4), this value also indicates that students respond with strongly agree and agree more than any choice in the statements. The standard deviation (represented by the third column) is not more than (1) which mean the participants answers are valid and homogenies.

#### 4-7- Chi-square Value Test Analysis of Second Hypothesis

Statements	Chi-Square	Df	Asymp. Sig.
The more students read the more vocabulary they learn.	40.700	4	.000
The major barrier face the students in understanding the text is the lack of enough vocabulary.	31.300	4	.000
Listening a lot with involvement in real communication improve vocabulary.	144.500	4	.000
Students spend enough amount of time in learning vocabulary.	38.200	4	.000
Students need regular spelling test to enhance vocabulary.	34.200	4	.000

Multi word items like <i>rally car, put someone upcause</i> difficulty in learning vocabulary.	10.700	4	.030
New vocabulary is easy to understand in the text.	6.400	4	.171
Oral presentation is effective in improving student's vocabulary.	46.300	4	.000
Students infer vocabulary meaning from the text.	73.900	4	.000
Using computer is useful in vocabulary learning.	36.500	4	.000

The table (4-6) above shows the Chi-square value test of the second hypothesis "*The strategies adopted in teaching vocabulary promote students' performance*". The chi-square values are as follows: (40.700, 31.300, 144.500, 38.200, 34.200, 10.700, 6.400, 46.300, 73.900, 36.500) the second column which represents the degree of freedom (df) means the number of choices minus one (N-1). The values of (df) is 4 for all. The third column represents the (Sig.) which is the significance value of each statement, the values are as follows: (.000, .000, .000, .000, .000, .030, .171, .000, .000 and .000). as it is seen, all the values of (Sig.) except the seventh one are less than the standard significance value (0.05) which indicates that the statements of the hypothesis are valid and accepted.

**4-8- Frequencies and Percentage of Third Hypothesis Which is "Teacher's Direct Instruction Improves EFL Learners' Vocabulary"**

<b>Statements</b>	<b>strongly agree</b>	<b>Agree</b>	<b>neutral</b>	<b>Disagree</b>	<b>strongly disagree</b>
Using verbal explanation is an effective way in teaching vocabulary.	26	39	19	5	11
	26.0%	39.0%	19.0%	5.0%	11.0%
Books are the only means of teaching vocabulary in University.	16	18	13	22	31
	16.0%	18.0%	13.0%	22.0%	31.0%
Using visual aid as a method of teaching vocabulary is effective.	31	40	14	10	5
	31.0%	40.0%	14.0%	10.0%	5.0%
Teachers highlight new vocabulary.	15	40	18	12	15
	15.0%	40.0%	18.0%	12.0%	15.0%
There is the lack of teacher's direct instruction which lead students to poor vocabulary.	30	35	11	11	13
	30.0%	35.0%	11.0%	11.0%	13.0%
Teachers focus on new vocabulary in the text.	26	33	14	18	9
	26.0%	33.0%	14.0%	18.0%	9.0%
Much of the materials which the teacher uses in teaching vocabulary should be relevant to the students' course.	40	36	9	10	5
	40.0%	36.0%	9.0%	10.0%	5.0%
Teachers use vocabulary that	20	37	11	19	13

students have already known to show the meaning.	20.0%	37.0%	11.0%	19.0%	13.0%
Teachers ask questions to make sure that students understand the meaning of vocabulary.	30	39	15	9	7
	30.0%	39.0%	15.0%	9.0%	7.0%
Teachers choose appropriate vocabulary according to students' need and related level.	29	35	16	12	8
	29.0%	35.0%	16.0%	12.0%	8.0%

The table (4-7) above shows the frequencies and percentages of the third hypothesis "*Teacher's direct instruction improves EFL learners' vocabulary*".

In the first statement "*Using verbal explanation is an effective way in teaching vocabulary*", (26%) of the participants strongly agree and, (39%) respond with 'Agree' that indicate English teach are expected to introduce a word in English through the use of other word in the same language, (19%) of the participants remain neutral that indicate teachers have to regard the length of time and the English textbooks used, (11%) strongly disagree that indicate few student need wide reading and high-quality of oral language. As noticed in the table, the greatest percentage is more than (70%) indicates that most of the students agree so this technique pertains to the use of illustrative situation, synonyms, opposites, definition and explanation of the meaning and the use of word, moreover before applying this technique, teacher should know the level of students' competency and the goal of teaching in advance.

The second statement "*Books are the only means of teaching vocabulary in University*" shows that (16%) of the participants strongly agree and, (18%) of the participants agree this indicate, English language learners are doing two jobs at the same time; they are learning a new language (English) while learning new

academic concepts, they are literally moving between two different worlds, (31%) of the participants strongly disagree that indicate teaching by other sources beside primary has benefits. The maximum percentage is (31%) which indicates that the participants strongly disagree that is to say teaching with other sources in the classroom can bring history alive and increase student interest, motivation and engagement, available in a variety of format, sound recordings, and more primary sources offer teachers unique possibilities for engaging students of all ability levels, interests, and learning styles

In the third statement "*Using visual aid as a method of teaching vocabulary is effective*", (31%) of the participants strongly agree and, (40%) respond with 'Agree' that indicate students enjoy getting involved in learning English and find visual materials very interesting and funny especially objects that teachers bring in the classroom, (10%) of the participants disagree that indicate a benefit of visual aids is function as educational tools for learning more effectively. As noticed in the table, the greatest percentage is more than (70%) indicates that most of the students agree that visual materials bring the teaching to mind in the future, they enhance the student's credibility, they also make teaching clear.

The fourth statement "*Teachers highlight new vocabulary*" shows that (15%) of the participants strongly agree and, (40%) of the participants agree that indicate teaching core vocabulary with direct instruction improve students learning, (12%) of the participants disagree that shows students need active participation opportunities to use the vocabulary as an expressive communication tool as well as for receptive language. The maximum percentage is more than (50%) which represents the agreement of the participants that indicate the learner interact with the core word vocabulary rather than just listen to explanations, and that give the vocabulary communicative power for the learner.



In the fifth statement "*There is the lack of teacher's direct instruction which lead students to poor vocabulary*", (30%) of the participants strongly agree and, (35%) respond with 'Agree' that indicate students with learning disability need direct teaching of vocabulary to build essential knowledge, that is to say word should be used in meaningful context (11%) of the participants remain neutral, that is to say no single way for teaching vocabulary (11%) of the participants disagree that indicate students are need direct benefit from vocabulary instruction, so students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own . As noticed in the table, the greatest percentage is more than (60%) indicates that most of the students agree vocabulary learning is effective when it entails active engagement that goes beyond definitional knowledge by other word; knowing the word's definition and its logical relationship with other words, they also knowing how the word functions in different contexts. So learner can do much to learn vocabulary independent of the teacher and classroom. One of the ways teachers can aid this process is by helping learners become aware of and practice using a variety of vocabulary learning strategies.

The sixth statement "*Teachers focus on new vocabulary in the text*" shows that (26%) of the participants strongly agree and, (33%) of the participants agree that indicate defining words before reading a text is an effective instructional technique to support vocabulary growth and enhance reading comprehension, while (14%) of the participants remain neutral that indicate learning vocabulary is more complex than simply memorizing definitions of words; rather, it involves seeing, hearing, and using words in meaningful contexts, (18%) of the participants disagree that indicate definitions of words often lack adequate information for students to use them correctly, so using word in meaningful context has benefit. The maximum

percentage is more than (55%) which represents the agreement of the participants that indicate popular practice of requiring students to find definitions of words and write those words in sentences before reading appears to have strong apparent impact on their word knowledge and language use.

The seventh statement "*Much of the materials which the teacher uses in teaching vocabulary should be relevant to the students' course*" shows that (40%) of the participants strongly agree and, (36%) of the participants that indicate teachers can reviewing a content area lesson and identifying not just the vocabulary that every student needs to know, but other vocabulary words and grammar structures that students may not be familiar with, while (9%) of the participants remain neutral that indicate analyzing the strengths and weaknesses of content area of the textbooks by teacher has a benefits, so teaching and apply the use of vocabulary improvement strategy in specific content areas is useful, (10%) of the participants disagree that indicate teachers should look for ways to improve materials to be relevant to students. The maximum percentage is more than (70%) which represents the agreements of the participants that indicate teachers play a critical role in supporting language development; they help students to become more aware of how language functions in various modes of communication across the curriculum.

The eighth statement "*Teachers use vocabulary that students have already known to show the meaning*" shows that (20%) of the participants strongly agree and, (37%) of the participants agree that shows a full, rich understanding of these words supports reading comprehension across content areas and across grades, while (11%) of the participants remain neutral that indicate the ability to determine the meaning of words that are new to them but not taught directly to them are important, (19%) of the participants disagree that indicate students need how to use information about meaningful word parts (morphology) to figure out the meanings

of words in text and how to use context clues. The maximum percentage is more than (50%) which represents the agreement of the participants that indicate students need direct teaching of vocabulary as part of a good English language arts program they need to develop effective word-learning strategies.

In the ninth statement "*Teachers ask questions to make sure that students understand the meaning of vocabulary*", (30%) of the participants strongly agree and, (39%) respond with 'Agree' that indicate asking question is an effective tool so that not the quantity but the quality and value of questions that is important, (9%) of the participants disagree with the statement, that indicate the amount of time needed for a student to respond to a question, often due to pressure of time, impatience or fear of silence. Rushing learners may result in mistakes and frustration. As noticed in the table, the greatest percentage is more than (65%) indicates that most of the students agree so a asking questions is a natural feature of communication, but also one of the most important tools which teachers have at their disposal, questioning is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding.

The tenth statement "*Teachers choose appropriate vocabulary according to students' need and related level*" shows that (29%) of the participants strongly agree with the statement, (35%) of the participants agree that indicate the best practice in any situation will depend on the type of student being taught, the words targeted, the school system and curriculum, (12%) of the participants disagree with the statement that indicate no right or best way to teach vocabulary. The maximum percentage is more than (60%) which represents the agreement of the participants that indicate a number of principles, should be considered when developing a vocabulary component to a language course.

Conclusion of the third hypothesis the research agree with participants that Teacher's direct instruction improves EFL learners' vocabulary so teachers should plan and use a variety of strategies and activities to teach, review, and reinforce students vocabulary. This hypothesis agree with Hatch & Brown, (1995: 373) argue that It is important to know about learner's strategies they mentioned essential steps in vocabulary learning that represent what learners must do like having sources, clear image, using the words, meaning of the words.

#### 4-9- Descriptive Analysis of Third Hypothesis

<b>Statements</b>	<b>Mean</b>	<b>Mode</b>	<b>Std. Deviation</b>
Using verbal explanation is an effective way in teaching vocabulary.	3.64	4	1.235
Books are the only means of teaching vocabulary in University.	2.66	1	1.479
Using visual aid as a method of teaching vocabulary is effective.	3.82	4	1.132
Teachers highlight new vocabulary.	3.28	4	1.288
There is the lack of teacher's direct instruction which lead students to poor vocabulary.	3.58	4	1.365
Teachers focus on new vocabulary in the text.	3.49	4	1.299
Much of the materials which the teacher uses in teaching vocabulary should be relevant to the students' course.	3.96	5	1.163

Teachers use vocabulary that students have already known to show the meaning.	3.32	4	1.340
Teachers ask questions to make sure that students understand the meaning of vocabulary.	3.76	4	1.182
Teachers choose appropriate vocabulary according to students' need and related level.	3.65	4	1.242

The table (4-8) shows the descriptive analysis of the third hypothesis "*Teacher's direct instruction improves EFL learners' vocabulary*". As it is shown in the table, the first column represents the mean (average) of the statements of the hypothesis. The total mean value is approximately (4) which means that students tend to agree the statements of the hypothesis. The mode value which represents the most occurred choice is (4), this value also indicates that students respond with agree more than any choice in the statements. The standard deviation (represented by the third column) is not more than (1) which means the participants answers are valid and homogenies.

#### 4-10- Chi-square Value Test Analysis of Third Hypothesis

Statements	Chi-Square	df	Asymp. Sig.
Using verbal explanation is an effective way in teaching vocabulary	35.200	4	.000
Books are the only means of teaching vocabulary in University	9.700	4	.046
Using visual aid as a method of teaching	44.100	4	.000

vocabulary is effective			
Teachers highlight new vocabulary	25.900	4	.000
There is the lack of teacher's direct instruction which lead students to poor vocabulary	26.800	4	.000
Teachers focus on new vocabulary in the text	18.300	4	.001
Much of the materials which the teacher uses in teaching vocabulary should be relevant to the students' course	55.100	4	.000
Teachers use vocabulary that students have already known to show the meaning	21.000	4	.000
Teachers ask questions to make sure that students understand the meaning of vocabulary	38.800	4	.000
Teachers choose appropriate vocabulary according to students' need and related level.	26.500	4	.000

The table (4-9) above shows the Chi-square value test of the third hypothesis "*Teacher's direct instruction improves EFL learners' vocabulary*". The chi-square values are as follows: (35.200, 9.700, 44.100, 25.900, 26.800, 18.300, 55.100, 21.000, 38.800 and 26.500) the second column which represents the degree of freedom (df) means the number of choices minus one (N-1). The values of (df) is 4 for all. The third column represents the (Sig.) which is the significance value of each statement, the values are as follows: (.000, .046, .000, .000, .000, .001, .000, .000, .000 and .000). as it is seen, all the values of (Sig.) are less than the standard significance value (0.05) which indicates that the statements of the hypothesis are valid and accepted.

#### **4-11- Overall Result**

Looking at the frequencies and percentages of each table in the three hypotheses, it can be noticed that the participants respond mostly by agree in most of the statements. The descriptive analysis shows also the tendency toward agreement of the statements as we can see from the column of mean in descriptive tables. The researcher can confirm that the questionnaire analysis proves that the research hypotheses are all accepted and valid according to descriptive analysis and the chi-square analysis.

**Chapter Five**  
**Findings, Recommendations and**  
**Suggestions for further study**



# **Chapter Five**

## **Findings and Recommendations**

### **5-0- Introduction:**

This chapter includes research summary, findings and recommendations of the study. In this chapter the researcher analyzing the findings, that accomplished after analyzing the data.

### **5-1- summary:**

The main purpose of this study is to investigate the role of vocabulary learning strategies in promoting EFL learners performance, the methodology in these study is descriptive analysis, the population of the study were (100) male and female university students of English Language at Sudan University of science and Technology the tool used was questionnaire, the study hypothesized that :EFL learners are poor in their vocabulary moreover, the strategies of teaching vocabulary will promote the learners ability to write and communicate beside teacher's direct instruction improves EFL learners' vocabulary.

### **5-2-Findings:**

The study has come out with following results:

- 1- Without good stock of vocabulary, a language learner will not be able to master the language skills.
- 2- The students' ability to guess vocabulary meaning is poor.
- 3- The strategies of teaching and learning vocabulary will promote the learners ability to write and communicate, so training in vocabulary learning strategies is useful.
- 4- Teacher's direct instruction improves EFL learners' vocabulary, so many kinds of techniques that should be applied in teaching vocabulary.

### **5-3- Recommendations:**

- 1- Students should know good stock of vocabulary in order to master four skills of language.
- 2- Students should read from different sources beside university books to develop their vocabulary and should use different techniques and strategies in learn vocabularies.
- 3- Strategies of teaching and learning vocabulary should be followed by teachers and students.
- 4- Teachers should encourage students to use new vocabulary, and should apply different method and strategies in teaching vocabulary.

### **5-4- Suggestion for Further Studies:**

- 1- The difficulty of inferring meaning from the text.
- 2- The strategies of teaching and learning vocabulary according to students level.

## References

- Allen, Virginia. F. 1983. *Technique in Teaching Vocabulary*. Oxford: Oxford University Press.
- Coady and Huckin. 1997. *Second Language Acquisition. A Rational for Pedagogy*. Cambridge: Cambridge University Press
- Doff, A. 1988. *Teach English: A Training Course for Teachers*.
- Harley, B. (Ed.). (1995). *Lexical issues in language learning*. Ann Arbor, MI: Research Club in Language Learning.
- Harmer, J. 1985. *The Practice of English Language Teaching (4th ed.)*. Pearson Longman.
- Harmer, Jeremy. 1998. *How to teach English*. England. Pearson Education
- Hatch, Evelyn; Cheryl, Brown. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Hill, L. A. 1965. *A Picture Vocabulary*. London: Oxford University Press.
- Hornby, A.S. 1984. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Hudson, Thom.2007. *Teaching Second Language Reading*. Oxford university press
- Judy K. Montgomery's book. 2007. *The Bridge of Vocabulary: Evidence Based Activities for Academic Success* .NCS Pearson Inc .Limited.
- McCharly, Michael. 1990. *Vocabulary*. Oxford: Oxford University Press.
- Mohammed, Kirya Ahmed. 2009. *Differences about the Meaning of English Vocabulary and its Teachability and Learnability*. Diss Sudan University of Science and Technology.
- Nation, I. S. P. 1990. *Teaching and Learning Vocabulary*. Boston, MA: Heinle and Heinle.

- Nation, I. S. P. 1990. *Teaching and Learning Vocabulary*. New York: Newbury House.
- Nation, P. 2001. *Learning vocabulary in another language*. Cambridge: Cambridge University Press
- Oxford, R. 1990. *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Pikulski, J; Templeton. 2005. *Teaching and Developing Vocabulary*. Retrieved march 2011 from <http://www.beyond-thebook.com/strategies>.
- Procter, Paul. 1978. *Longman Dictionary of Contemporary English*. New York: Longman Group, Ltd.
- Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.
- Richards, JC; Rodgers, TS. 1986. *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Rogers, A.1995. *Learning: Can we change the discourse? Adults learning*, 43.
- Schmitt, N. (1997). *Vocabulary Learning Strategies*. Cambridge: Cambridge University Press.
- Schmitt, Norbert & McCharty, Michael. 1997. *Vocabulary: Description Acquisition and Pedagogy*. Cambridge University Press.
- Schmitt, Norbert.2008. *Teaching Vocabulary*. University of Nottingham: by Pearson Education, Inc.
- Shephard, R. (1980). *Recognition memory for words, sentences, and pictures*. *Journal of Verbal Learning and Verbal Behavior*, 6.
- Ur, Penny. 1996. *A Course in Language Teaching, Practice and Theory*. Cambridge: Cambridge University Press.
- Wallace, M. 1987. *Teaching Vocabulary*. London: McMillan.
- Wilkins, D. A. 1972. *Linguistic in Language Teaching*. London: The English Language Book Society. UK.

# **Appendix**

**Sudan University of Science and Technology**  
**Collage of Graduate Studies**  
**English department**

**Students' Questionnaire**

Dear student:

I am writing a research entitled **Role of Vocabulary learning Strategies in promoting EFL learners performance.**

For the purpose of this study, I have constructed the attached questionnaire. You are kindly requested to put (✓) between the boxes. Your answer will be used for research purpose only.

Thank you for cooperation.

<b>Items</b>	<b>Strongly agree</b>	<b>agree</b>	<b>Strongly disagree</b>	<b>disagree</b>	<b>neutral</b>
It will be difficult to master a language without knowing a number of vocabularies.					
Most students make strong memory connection between the forms and meanings of vocabulary.					
Weakness in phonemic awareness and word analyses skills prohibit students from learning vocabulary.					
Students ask someone who knows the meaning if they don't know.					
Reading the passage then identifying vocabulary that student finds unfamiliar assist vocabulary learning.					
Students read the passage outside the class before lecture.					
Students confuse by different meanings for the same word.					
Collocation words cause difficulty in learning vocabulary e.g we say people injured or wounded and things are damaged.					
Students repeat new word and correct pronunciation from dictionary.					
Substituting difficult word for more easy word assist vocabulary learning.					
The more students read the more vocabulary they learn.					
The major barrier face the students in understanding the text is the lack of enough vocabulary.					
Listening a lot with involvement in real communication improve vocabulary.					
Students spend enough amount of time in learning vocabulary.					
Students need regular spelling test to enhance vocabulary.					

Items	Strongly agree	agree	Strongly disagree	disagree	neutral
Multi word items like <i>rally car</i> , <i>put someone up</i> cause difficulty in learning vocabulary.					
New vocabulary is easy to understand in the text.					
Oral presentation is effective in improving student's vocabulary.					
Students infer vocabulary meaning from the text.					
Using computer is useful in vocabulary learning.					
Using verbal explanation is an effective way in teaching vocabulary.					
Books are the only means of teaching vocabulary in University.					
Using visual aid as a method of teaching vocabulary is effective.					
Teachers highlight new vocabulary.					
There is the lack of teacher's direct instruction which lead students to poor vocabulary.					
Teachers focus on new vocabulary in the text.					
Much of the materials which the teacher uses in teaching vocabulary should be relevant to the students' course.					
Teachers use vocabulary that students have already known to show the meaning.					
Teachers ask questions to make sure that students understand the meaning of vocabulary.					
Teachers choose appropriate vocabulary according to students' need and related level.					