بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

Sudan University of Science and Technology

College of Graduate studies

Investigating Difficulties Facing EFL Learners in using English Vocabulary

تقصي الصعوبات التي تواجه دارسي اللغة الإنجليزية لغةً أجنبية في استخدام المفردات الإنجليزية

A thesis submitted in partial fulfillment for requirement
of M.A degree in English Language (Linguistics)

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الآية

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بسم الله الرحمن الرحيم

قال تعالى:

(....وَقُل رَّبِّ زِدْنِي عِلْمًا)

صدق الله العظيم

سورة طه الآية (114)

</div>

The verse

In the name of of Allah the Merciful

Allah says:
(… say, 'Lord, increase me with knowledge')

Great truth of God
Surah Taha verse (114)

DEDICATION

I dedicate the work for

My parent

who always pray for my success......

Sister and brothers making every thing wonderful

my friends for their love with great love and respect.

Acknowledgements

Abstract

The study aimed at investigating the problems faced by EFL student in using English vocabulary and help students raise their awareness of vocabulary. This study adopted the descriptive analytic method. A test was used as the tool for data collection. The subjects of the study were 45 students of third level at Mohamed Hussain Secondary school in the year 2019-2020. To analyze the data SPSS was used. The result of data analysis showed that there was a problem-facing student in acquiring vocabulary at third level of Mohamed Hussain secondary school. The finding imply that teachers have the biggest role in helping students overcome new vocabulary so they should be focused on them in the classroom.

المستخلص

تهدف الدراسة إلى التحقيق في المشاكل التي يواجهها طالب EFL في استخدام المفردات الإنجليزية ومساعدة الطلاب على زيادة وعيهم بالمفردات. وقد استخدمت الدراسة المنهج الوصفي التحليلي . واستخدم الامتحان كأداة لجمع البيانات كانت عينة البحث عبارة عن 45 طالب من طلاب السنة الثالثة في مدرسة محمد حسين الثانوية في العام 2019-2020. لتحليل البيانات، تم استخدام طريقة التحليل الاحصائي وأظهرت نتيجة تحليل البيانات أن هناك مشكلة تواجه الطالب في الحصول على المفردات في طلاب المرحلة الثالثة من مدرسة محمد حسين الثانوية ، ويعني هذا الاستنتاج أن المعلمين لهم الدور الأكبر في مساعدة الطلاب على التغلب على مفردات جديدة، لذا يجب أن يركزوا عليها في الفصول الدراسية.

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Chapter One

Introduction

1-0 Overview:

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Learners' vocabulary development is an important aspect of their language development. Although it has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary.

Vocabulary is one of the most important components of English. It is considered as the most important one for students in learning English as a foreign language. Because of their limited vocabulary, they cannot communicate their ideas transmitted to them. Students must acquire vocabulary mastery in order to get other competencies like listening, speaking, reading, and writing. In other words, vocabulary mastery takes an important role in mastering the four basic skills of English.

In relation to the teaching learning of the four skills of English, vocabulary is an inseparable part of any language learning, for example: in reading. It would be impossible to learn a language without vocabulary. It should be presented, explained, included in all kinds of language learning activities and must be learnt by students. Vocabulary mastery would be very helpful for the students in learning English, especially in reading skill.

Students who enter school with limited vocabularies, especially English language learners, often struggle to understand what they read because they are unfamiliar with many of the words they encounter. This barrier hampers their learning in all the subjects they study. The consensus of

researchers and educators today is that such students need explicit vocabulary instruction. Students at the secondary level need to expand their vocabularies rapidly to comprehend the multiple subjects they are learning. This challenge is especially intense for English language learners. Even those labeled as fluent English speakers, whose gaps in English may not be readily apparent, often struggle to develop the academic vocabulary they need to be successful. Researchers have studied a variety of strategies to help students expand their vocabularies.

Learning the vocabulary can be a problem as well for students for whom English is the first language. Words such as renovate, restore, delve, and elude, which might appear in a story from a textbook, are rarely encountered in everyday speech. We cannot assume that children will be familiar with all the words they encounter in school and in textbooks just because they come from English-speaking homes or just because they are proficient in conversational English. Although dictionary use is a main feature of most vocabulary instruction, many students do not receive the kind of instruction they need to learn how to use a dictionary effectively. Traditional instruction in dictionary use focuses on having students look up words and use information from the definitions they find to write sentences. This kind of instruction appears to produce only a superficial understanding and rapid forgetting of a word. Young students often have difficulty interpreting the information in definitions, especially when it comes to how the word is used in a sentence. Secondary students also often have difficulty choosing the appropriate meanings from a dictionary entry for an unknown word might be accurate for adults are often too convoluted for children to understand, and the simplified definitions found in school dictionaries and glossaries often fail to adequately describe the word's meaning.

1-1 Statement of the problem:

The study will shed light on the problems facing students in vocabulary due to the insufficient vocabulary knowledge of them as foreign language learners of English. One of the existing problems in the vocabulary mastery is the number of new/unknown words appearing in textbooks or other supporting obstacles in reading comprehension.

1-2 Significance of the study:

The significance of the study rises from the necessity of helping students to learn new vocabulary, and to shed light to many techniques that help them acquire new vocabulary.

1-3 Questions of the study:

The study will provide answers to the following questions:

1. Why new vocabulary is very important?
2. What are the problems of acquiring new vocabulary facing students at secondary school?
3. What is the role of the teacher in helping students to overcome new vocabulary?

1-3 The hypotheses of the study:

1. To comprehend the content of the text or passage students should have good vocabulary mastery.
2. The students face problems in vocabulary due to their limited vocabulary
3. The teachers play effective role in helping students to overcome new vocabulary difficulties.

1-4The objectives of the study:

The objective of the study aims to solve the problems facing students in acquiring vocabulary. This study is intended to focus on effective vocabulary skill and inform students to learn from the lesson. Help students raise their awareness to vocabulary. Recognize and use the paradigmatic form of speech. Help construct more complex lesson and activities based on a concise plan.

1-5 Methodology of the study:

In order to achieve the objective of the study, the researcher will use a test to collect the data. The study adopted descriptive and analytic method to analyze the data obtained. The population of the study was third year students at Mohamed Hussein secondary school. While the sample were 50 students of third level.

1-6 Limits of the Study:

The limitation of the study is to investigate in new vocabulary difficulties face students of third year of secondary school at Mohamed Hussain Secondary school in the year 2019-2020.

Chapter Two

Literature Review

Part One

Theoretical Part

2-0 The Definition of Vocabulary:

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Hornby (1995) defines vocabulary as "the total number of International Journal of Teaching and Education Vol. III, No. 3 / 2015 24 words in a language; vocabulary is a list of words with their meanings". However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items "rather than "words.

Furthermore, Diamond and Gutlohn Eliah, K., and K. Suma Kiran, (2006, p. 9) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings." From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary. Kinds of Vocabulary Some experts divide vocabulary into two types: active and passive vocabulary. Harmer Hernawati, M., (1991, p.201-215) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words, which the

students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft, quoted by Hatch and Brown ANI, MOFAREH ALQAH , (1995, p. 21-34), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. a. Receptive Vocabulary Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing Stuart Webb, (2009). b. Productive Vocabulary Productive vocabulary is the words that the learners understand and 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 at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others Stuart Webb, (2005, p. 91-120). International Journal of Teaching and Education Vol. III, No. 3 / 2015 253.

2-1 Historical background:

In the early days of the Grammar Translation Method (the beginning of the nineteenth century), the primary aim of foreign language study was to learn a language in order to read its literature or to benefit from its mental discipline and intellectual development. Grammar was taught deductively and then practiced through translation studies. There was, however, no systematic way of choosing and teaching vocabulary items. They were taught through bilingual word lists, dictionary study, memorization, and their translation equivalents. Little attention was paid to the context in which they were used and the examples and sentences chosen to practice them bore no relation to the language of real communication. Having

learned a new grammatical rule, the learner was expected to practice it through translation exercises from the native language into the foreign language or vice versa, using, when necessary, word lists or dictionaries. The main emphasis was on the recognition of written words and the production of written translations. The learners were mostly unable to speak or understand natural speech in the foreign language even after studying for five or six years. Later on, the same shortcoming was also ascribed to the Reading Method developed by West in the late 1920s after the publication of Coleman report. The objective of this method, as the name suggests, was to develop reading abilities and a distinction was made between intensive and extensive reading skills in the foreign language. Systematic building of vocabulary was considered central and frequency count was used to develop basic word lists. Students were encouraged to infer the words from the context or from the cognates in their own language. They, however, developed passive vocabulary Chastain, (1976); Rivers, (1981); Stern, (1983); Larsen-Freeman, (2003); Richards and Rodgers, (2003).

Oppositions towards Grammar Translation Method complemented with increased opportunities for communication laid the foundation for the development of new ways of language teaching Richards and Rodgers, (2003). During the first quarter of the century and in the late 1950s, respectively, two distinct methods, namely Direct Method and Audio-lingual Method, to foreign-language teaching gradually developed to provide a remedy for the state of affairs where foreign-language learners were unable to produce and comprehend foreign-language speech. The Direct Method was based on inductive rather than deductive learning, advocating learning a new language through direct association of words and phrases with objects and actions and development of the ability to think

in the language. The use of the native language was not tolerated in the classroom, and translation as a teaching technique was strictly forbidden. Concrete vocabulary was taught through mime, demonstrations, and pictures. Abstract vocabulary, on the other hand, was taught by association of ideas. Only every day vocabulary was taught. It had its own problems. It needed proficient teachers and mimicked L1 learning, but did not consider the differences between L1 and L2 acquisition Rivers, (1981); Schmitt, (2002) ; Richards and Rodgers, (2003, p. 89-94).

American structuralism gave vocabulary its lowest status in the literature of language teaching. Systematic attention was paid to the teaching of pronunciation and sentence patterns through intensive oral drills. Vocabulary; however, was kept to its minimum to make the drills possible Celce-Murcia, 2001; Richards and Rodgers, (2003, p. 93). The Audiolingual Method, on the other hand, originated from the Army Specialized Training Program (ASTP) initiated during World War II in the United States, and possessed elements traceable both to American structuralism and to behaviorist psychology Newton, 1979; Chastain, 1976. As indicated in its name, this approach, like the Direct Method, concentrated largely on listening and speaking skills. The techniques used to produce correct language habits in the learners were, above all, oral imitation, memorization, and drills. Vocabulary teaching, however, was kept to a useful minimum so that the students may concentrate on establishing a firm control of structures. It was assumed that exposure to language itself would lead to vocabulary learning, so no clear method of vocabulary teaching was spelled out Rivers, 1981; Schmitt, 2002b; Larsen-Freeman, 2003; Richards and Rodgers, (2003).In 1950s Chomsky attacked the underlying theories of both behavioral psychology and American structuralism and brought about a revolutionary change in linguistic theory.

His transformational generative approach recognized language as a rule governed system Stern, (1983, 98). Learning a language, accordingly, involved internalizing the rules Saporta, (1966: 86). Vocabulary, however, was afforded more importance, but the focus was on rule acquisition and vocabulary was still held secondary Celce-Murcia, (2001, p. 3-10).

The cognitive approach to foreign-language teaching, which developed in the late 1960s, had, broadly speaking, the same teaching aims as the Audio-lingual Method. Introduced by Carroll (1966), who was the first to describe a cognitive theory of language teaching, it combined elements from the Grammar Translation Method and an updated Direct Method with those of contemporary cognitive psychology. In the words of Chastain, who makes use of the competence/performance distinction introduced by Chomsky in 1965, the learner is seen as consciously acquiring competence in a meaningful manner as a necessary prerequisite in the acquisition of the "performance skills" Chastain (1976: p.146, p.89-94). The "necessary prerequisite," in Chastain's terms, equaled a firm knowledge of the grammatical rules of the foreign language. After that, however, new sounds, structures, and vocabulary were given equal importance. Here was, in fact, a renewed interest in vocabulary, especially as far as the expansion of vocabulary knowledge for reading purposes was concerned.

In the 1970s and early 1980s, the introduction and elaboration of the concept of communicative competence first referred to by Hymes, (1971, p. 148-168) as opposed to Chomsky's "linguistic competence", had a widespread influence on the development of foreign-language teaching. Hymes rejected Chomsky's linguistic competence as being very restricted and introduced his own notion of communicative competence which he believed was much broader and incorporated sociolinguistic and contextual competence as well as grammatical competence Hadley,(2003).

Once again vocabulary was given secondary position and was introduced to support functional use of language Schmitt,(2000). Such communicative approaches to foreign-language teaching were often learner-centered in nature, and stressed the importance of learning through the use of the foreign language. They generally aimed at providing learners with opportunities to interact with one another and the teacher in as "natural" situations as possible" Widdowson, 1978; Brumfit and Johnson, (1979, 56). Examples of such "new thought" in language pedagogy are Curran's Community Language Learnin Liu, Jun, (2002, 51-70)g, Gattegno's The Silent Way(1972), and Lozanov's Suggest opedia Doggett, Gina , (1989 : 87). Very promising results for vocabulary learning have been reported with Suggest opedia in particular, which combines the conscious and the unconscious in learning by making maximum use of the capacity of the brain (Larsen-Freeman, 2003; Richards and Rodgers, 2003).By the late 1980s and early 1990s ,however, vocabulary gained its status in language teaching and learning due to computer- aided research which provided scholars with the opportunity to analyze lexical items in different corpora, and psycholinguistics studies which gave them insights concerning mental processes involved in vocabulary learning Celce-Murcia, (2001: 286). "Evidence from large corpora(language databases) shows that there is more lexical patterning than ever imagined, and that much of what was previously considered grammar is actually constrained by lexical choices" Schmitt, (2002b:14).

2-1-1 Historical Development of Vocabulary:

Vocabulary is taught as one of the oldest areas in literacy research and investigators stated that improvement in reading comprehension can also result in the improvement of vocabulary knowledge Biemiller, (2004). Vocabulary studies were stimulated by E. L. Thorndike"s The Teachers'

Word Book in which efforts were made to organize the local English words into categories by frequency of occurrence in the English language. Much of the research focused on vocabulary size as it was related to developmental growth Biemiller, (2004) and identification of useful words in order to establish a master list for each grade level Beck & McKeown, (1991). They argued that dictionary use, one of the most popular independent learning methods of the time, resulted in limited word learning. Prior to the 1970s, there were not many researches done on vocabulary instruction in classrooms. In 1977, Becker published a seminal article that attributed the learners" failure of inadequate vocabulary knowledge Beck & McKeown, (1991). During the 1990s, the research field began to move towards studying vocabulary instruction Beck & McKeown, (1991). Beginning in 1990, Paul Nation"s publication of teaching and learning vocabulary provided an extensive review of the vocabulary research, as well as classroom applications to vocabulary teaching. Although there has been some emphasis on vocabulary instruction, Beck and McKeown Beck, Isabel L., and Margaret G. McKeown, (2007, p.251-271) explained that there is no particular way that has been identified for vocabulary instruction.

Dependence on a single vocabulary instruction method will not result in optimal learning. Furthermore, it is emphasized that while no single method has been proven as reliably superior, any method is superior to no instruction, and students will benefit from varied and multiple exposures to a word. Therefore, the research done puts a clear emphasis on the importance of rich, multifaceted vocabulary instruction National Reading Panel, (2000).

2-2Vocabulary Mastery:

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster (1992), mastery refers to(1):

a. the authority of a master: dominion,

1. the upper hand in a contest or competition; superiority, ascendancy

2. possession or display or great skill or technique,

3. skill or knowledge that makes one master of a subject comment. While Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words Hatch and Brown, (1995). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession Rivers, (1989) for that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest's needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

2-3 Types of vocabulary:

2-3-1 Academic Vocabulary

Academic Vocabulary can be defined as words that are not tied to any particular course or content area. These are words that students may be exposed to during any subject or class, whether it is math or social science. Typically, these are words that regularly appear in academic texts and tests, but Data works has found that they are not often explicitly taught. Academic Vocabulary words often show up as the skill words in **Learning Objectives**, but can occur at any point during a lesson as well. Because of this, it is most effective to teach Academic Vocabulary words as they arise, within the context of a lesson. Marzano, Robert J, (2005)

Examples

consist, constitute, distribute, establish, indicate, occur, significant, recognize, respond

2-3-2 Content Vocabulary

Contrasted with Academic Vocabulary, Content Vocabulary includes words that are specific to a given domain or subject area, rarely being found outside of their particular content area. Often, these words can be found directly in the content standards and are present as the concept words (typically nouns) in a Learning Objective. Content Vocabulary words are addressed extensively in the Concept Development of a lesson, through the use of clear definitions, examples, and **Checking For Understanding** questions, as these words and terms are frequently the foundation of a lesson. Blachowicz, Camille LZ, and Connie Obrochta, (2005: 262-268.)

Examples

affixes, dialogue, exponents, circumference, cellular respiration, photosynthesis, legislature

2-3-3 Support Vocabulary

The third, and final, type of vocabulary (as identified by DataWORKS) is Support Vocabulary. Support Vocabulary consists of any remaining words that ELs (and all other students) need to know in order to understand a particular sentence or phrase used in a lesson. Support Vocabulary words are unrelated to grade-level concepts and skills and can typically be found in reading passages or text. These words are often not critical for the success of the lesson, so little time needs to be spent on teaching Support Vocabulary beyond ensuring that the students understand any meaning in the context of the lesson. Wood, Julie, (2001: 166-201)

Examples

starboard, attic, marbled, invested, stocks, calorimeter, galleon, hostler

2-3-4 Common Core Types of Vocabulary

Similarly, the Common Core State Standards **classify vocabulary** into three categories: Tier One, Tier Two, and Tier Three words. Neuman, Susan B., and Tanya S.,(2015)

2-3.5 Question on Types of Vocabulary

Examples

Q. List the tips to build a strong vocabulary

Answer:

To begin with, familiarize yourself with the context. When you come across a new word, you can infer its meaning to a certain extent by understanding the context in which it is used. Do not shy away from new words and contexts. Explore the word as much as you can by looking up its antonyms, synonyms, and definitions.

2-4 Vocabulary Learning:

According to Kamil and Heibert ,(2005, 26), vocabulary can be generically defined as knowledge of words or word meaning. They stated that vocabulary learning is the basis of language and without vocabulary, one cannot learn any language; it is the knowledge of words. Accordingly, Min and Hsu , (2010,80) stated that vocabulary learning is closely related to foreign languages. In the foreign language learning process, the readers need to understand most of the vocabulary and the contextual meanings used in the passage. A better understanding of the vocabulary meaning, it would produce a better understanding on the whole meaning of the text. The knowledge about the meaning of words is called vocabulary Kamil & Heibert, (2005, 78). Thee are two forms of words – oral and print. Words that are spoken or read orally are called an oral vocabulary. Words that a reader comprehends or knows when they are reading or writing is called a print vocabulary Beck, McKeown, & Kucan, (2008). It is more difficult for Iranian students to master because it takes quick, accurate, and automatic recognition of the written word. There are two kinds of word knowledge. The first one is productive and the second one is receptive.

A group of words that readers use in spoken or written form is called productive vocabulary Kamil & Hiebert, (2005: 55) whereas a group of words that help to understand meaning while listening or reading is defined as receptive vocabulary. Receptive vocabulary is more extensive than productive vocabulary and is important to establish strong oral vocabulary skills for novice readers. As children start reading, they will not understand the word read unless it is in their receptive vocabulary. In academia, the importance of vocabulary knowledge in literacy and academic achievement has rarely been in dispute. It is the building blocks of language which is important in the process of gaining literacy competency Graves,

(2009, 1112-1115). It is also a powerful predictor of different verbal ability (Sternberg, 1987) and reading comprehension level Cunningham & Stanovich, (1997: 934). Moreover, it has always been an important element in reading comprehension (Thorndike, 1973). Furthermore, vocabulary knowledge can predict the knowledge of readers (Dale, 1965: 895-948). Terman , (1918: 452) stated that there is a high relationship between the knowledge of readers and their vocabulary scores. However, vocabulary learning is complicated because of the size of the potential lexicon.

2-4-1 The Importance of Vocabulary Learning:

One of the most important factors that affect language learning is vocabulary knowledge and it is agreed that vocabulary knowledge helps language learning improvement Martin-Chang & Gould, (2008). Therefore, if learners read more, they will enhance their vocabulary knowledge. Vocabulary learning not only develops learners" spelling but also their writing proficiency. According to Harmer, (2007: 56), in vocabulary learning, learners will be constantly tested to find out their level of improvement in vocabulary knowledge. If learners do not have sufficient vocabulary knowledge, they will have difficulties in recognizing the content thereby failing the vocabulary learning test and lose interest in reading. In foreign language learning, there is a correlation between foreign language learning and vocabulary knowledge which also applies to English (Ahmadi, et al; 2012: 186-201).

According to Nagy (1988), in foreign language learning, it is impossible to recognize a passage without being familiar with any vocabulary. Daneman (1988) indicates that vocabulary learning and words information are the main factor in reading a context. The result of this study showed that vocabulary knowledge is an important element in constructing meaning

from written passages. Davis (1968) discovered that the factor that has the highest correlation with learning is knowledge of word meaning. Stoller, Fredricka, and William Grabe, (1993: 24-45) stated that readers should know vocabularies for better understanding and be motivated to follow his/her learning. Dougherty Stahl, Katherine A., and Marco A. Bravo, (2010: 566-578) said that vocabulary knowledge facilitates learning in different conditions. Laufer ,(1997:55) and (Chung, Teresa Mihwa, and Paul Nation ,(2003: 103) elaborated that to have a successful learning a learner is required to systematically understand and decode vocabularies in a passage. Empirical research discovered a significant correlation between general learning and vocabulary knowledge skills in learning a new language Ben Salem, (2006). Anderson and Freebody (1981) studied the effect of vocabulary knowledge and foreign language learning, so they found a significant relationship between foreign language learning and vocabulary knowledge. Qian, David, (1999:p. 282-308.) explained that there is a strong relationship between students‟ foreign language learning and vocabulary knowledge in many different aspects.

2-4-2 Incidental and Intentional Vocabulary Learning:

Researchers generally categorize vocabulary learning activities into two kinds, i.e. incidental vocabulary learning and intentional vocabulary learning Nation, (2001). Hulstijn (2001) defines incidental vocabulary as learning of knowledge without any intention and it happens accidentally. On the other hand, any activity of transferring verbal knowledge to the memory is called intentional vocabulary learning. Other researchers believe the difference between intentional vocabulary learning and incidental vocabulary learning is the learner‟s type of attention to reading a text Ahmadi, Mohammad Reza, H. N. Ismail, and M. K. K. Abdullah, (2012:p. 186-201.). Nagy, William E., and Patricia A. Herman, (1987: 35)

explained that specific vocabulary direction cannot create important results in learning or vocabulary size. The most important purpose can be achieved by improving vocabulary in incidental learning. In the field of linguistics, it is believed that some, if not most FL/L2 learners" vocabulary is acquired incidentally. Krashen , (1989:p. 73, p.440 – 464) reviewed a number of studies that dealt with the differences between these two types of vocabulary. He concluded that intentional vocabulary learning does not bear better results compared to incidental vocabulary learning.

However, incidental vocabulary learning sometimes is not sufficient and may be useless in other conditions Hulstijn, (2001: p.539-558). According to Hulstijn (2001, p.539-558), sometimes written information in the text is not clear and students can neither understand nor recognize it. They elaborated that based on previous researches; electronic dictionaries are found to be useful and effective in incidental vocabulary learning Salem, N. Ben, and J-P. Hubaux,(2006: p.50-55). 2.4 Model of Vocabulary Learning There are three main important models in vocabulary learning National Reading Panel,(2000). They are as follows:

1. Repetition is necessary for improving vocabulary.

2. Revising the text or materials which meet students" needs and helps in vocabulary learning. This model states that focusing on students" needs and desires in vocabulary learning, is more important than asking learners for the definition of particular words.

3. In vocabulary learning, instructional methods which improve activities in learning, such as making mental definition and pictures for learners have to be provided.

Nation and Waring , (1997: 55) argued that building vocabulary is the main factor for students" success in their studies. Nakata (2006) stated that

models of vocabulary learning are not like grammar learning but it is a process which takes time, practices and repetition in order to learn vocabulary knowledge. Furthermore, vocabulary learning requires the students to be disciplined in spending more time on the new words in order to memorize high frequency vocabularies and keep them in their long term memory. Nation and Waring ,(1997: 47) explained that students need to encounter the newly learned vocabularies at different times and in real activities (speaking, reading, and writing) at the learners" level. This will allow learners to understand the word correct usage and prevents them from making mistakes by depending solely on dictionary definition. For example learning new vocabularies from word lists are different from learning vocabularies in the story or context. According to Gu, Peter Yongqi , (2003: p.1-25), vocabulary learning through context is a method that can be used in learning. Learners apply their meta-cognitive thinking skills and read the new vocabulary within the context in which they had appeared. The instructor should show high frequency and low frequency vocabulary to the students. High frequency vocabularies are words which occur frequently in the language and would facilitate the learners" understanding if learned. However, low frequency vocabularies are words which do not occur in daily conversation such as academic words Nation, (2005). (Yongqi Gu ,(2003: p.1-25) mentioned that vocabulary learning can be facilitated through collaborative working theory. Naturally, vocabulary learning depends on the learners" strategy and motivation towards learning new words which involves strongly student-centered activities. There are many vocabulary learning models available which had brought forth many methods of teaching vocabularies Wallace, (1988). The basic factors for vocabulary learning which are important and should be emphasized are:

2. The purpose of vocabulary learning

3. The real needs of vocabulary learning

4. The repetition and frequent exposure of vocabulary learning

5. The presentation of vocabulary learning needs to be meaningful and clear Harmer (1993) stated that vocabulary learning requires the ability .

Methods that learners can use in promoting the vocabulary knowledge.

Mondria, Jan-Arjen, and Boukje Wiersma, (2004: p.79-100) elaborated that the method of vocabulary learning depends on the individual's strategic learning in order to be successful. Schmitt, Norbert, Diane Schmitt, and Caroline Clapham, (2001: p.55-88) suggested that learners keep vocabulary notebooks in which to write in new vocabularies and knowledge of the words which they have studied. This is due to the fact that many researchers have found that keeping vocabulary notebooks facilitate students in vocabulary learning Schmitt, (2000: 22). Through this method, learners would be able to improve their self-management proficiency which requires individual planning, goals, needs, and opportunity to make decisions for their own vocabulary learning Schmitt, Norbert, and Diane Schmitt, (2014: p.484-503).

2-4-3 The importance of vocabulary in language learning:

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt, Norbert, and Diane Schmitt, (2000: p. 14-23 emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" Nation , (2001: 55) further describes the relationship between vocabulary knowledge and

language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Laufer and Nation ,(1999: p.33-51), Maximo, Read (2000:55), Gu ,(2003:p.1-25), Marion ,(2008) and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing Nation,(2011).Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome Huckin, Thomas, (1995: 23). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. ''When students travel, they don't carry grammar books, they carry dictionaries'' Krashen, as cited in Lewis, (1993, p25) Many researchers argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Wilkins, David Arthur,(1972: 79) states that: ''There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to

convey what one wishes to say … While without grammar very little can be conveyed, without vocabulary nothing can be conveyed'' p97).Other International Journal of Teaching and Education Vol. III, No. 3 / 2015 22 scholars such as Krashen, Stephen, (1989:p. 440-464) as cited in Maximo (2000)state many reasons for devoting attention to vocabulary. "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem''.

On the other hand, vocabulary has been acknowledged as L2 learners' greatest single source of problems (Zimmerman, Cheryl Boyd, (1997: p.5-19). This remark may possibly reflect that the open-endedness of a vocabulary system is perceived to be a cause of difficulty by learners. Another possible reason is that, unlike syntax and phonology, vocabulary does not have rules the learners may follow to acquire and develop their knowledge. In other words, it is not clear in L2 vocabulary learning what rules apply or which vocabulary items should be learned first. Oxford Vann, Roberta J., and Roberta G. Abraham, (1990: p.177-198)also claims that vocabulary is "by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings" Despite these difficulties that language learners face in L2 vocabulary, they still have to deal with it in their examinations as ''vocabulary has traditionally been one of the language components measured in language tests'' Schmitt, (2014:p. 484-503). Furthermore, many learners see second language acquisition (SLA) as essentially a matter of learning vocabulary and therefore they spend a great deal of time on memorizing lists of L2 words and rely on their bilingual dictionary as a basic communicative resource. As a result,

language teachers and applied linguists now generally recognize the importance of vocabulary learning and are exploring ways of promoting it more effectively. Some of this research takes the form of investigation of strategies learners use specifically for vocabulary (VLS), which is our focus of attention.

2-4-4 Vocabulary learning strategies:

Beside the above techniques, there are also, vocabulary-learning strategies that teachers can take into account. They can train their students to use these strategies. Segler, Thomas M., Helen Pain, and Antonella Sorace, (2002: p.409-422) propose strategies to learn vocabulary as follows:

(1) Guessing from context,

 (2) Using word parts and mnemonic techniques to remember words.

(3) Using vocabulary cards to remember foreign language-first language word pairs. It is supported by (Celce-Murcia, Marianne, 2001): 3-10) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes International Journal of Teaching and Education Vol. III, No. 3 / 2015 30 keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks. Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest lots more techniques that are claimed to be helpful for students to learn vocabulary in an easier way. What the

researcher sees as better way to teach vocabulary is by learning in rich contexts.

According to Stahl Diamond, L., & Gutlohn, L. (2006).) in http://www.readingrockets.org, students probably have to see a word more than once to place it firmly in their long-term memories. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts. Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who are successful vocabulary language learners share their notebook methods. For students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words. If the notebook is not set up well, then learners are less likely to practice the words, which defeats the purpose of keeping the notebook in the first place. Moreover, in presenting one planned vocabulary item, the teacher usually combine more than one technique, instead of employing one single technique. Teachers are suggested to employ planned vocabulary presentations as various as possible Pinter, Annamaria, (2006:55).

2-4-5 The Importance of Vocabulary in Language Acquisition:

Vocabulary is of great importance in language acquisition. English teaching expert Harmer in his books mentioned that if the language structure is compared to the skeleton of language, then the words are important organs, flesh and blood. To master a language, a large number of vocabulary accumulation is essential, and the lack of vocabulary will seriously restrict the language level of learners. Linguist DA Wilkins argues that "if there is no grammar, people cannot express a lot of things,

but if without words, people cannot express anything." Similarly, Lewis] thought that vocabulary is the central task of second or foreign language acquisition, that is, any language skills, such as listening, speaking, reading, writing and translation, cannot be divorced from the dependence on the vocabulary. And vocabulary acquisition and teaching is not easy, vocabulary teaching researcher Hague said, "to learn any language, whether foreign language or mother tongue, vocabulary is the most difficult language components to deal with." Therefore, vocabulary is an important part of individual foreign language acquisition and foreign language teaching, worthy of attention and further study. 1.2. Data Source and Analysis However, for a long time, vocabulary teaching had been in a subsidiary position. But in recent years, vocabulary acquisition and teaching have received more attention, and researchers and front-line teachers are increasingly involved in this research field, including macro and micro aspects of in-depth exploration.

The author uses CNKI Chinese Journal full-text database, "English vocabulary" as the theme of the word frequency to search all the papers from 1986 to 2016, and the total number is 12644. It is easy to see that in the recent 30 years, the English vocabulary has become a heated research area. In order to further clarify this trend, the author divides the 30 years into three periods, counting the number of papers every ten years, to find that it shows an accelerated trend in the number of papers. In order to focus on the direction of English teaching, excluding English For Specific Purposes, cultural, history and other topics, the author again searches terms to "English vocabulary teaching" and finds nearly 5090 papers in recent 30 years. Then "English vocabulary acquisition", to Science Journal of Education 2017; 5(4): 174-180 175 find 495 papers. The earliest vocabulary acquisition researches in China were about the investigation of

students' vocabulary. Most of the researches contents were the tools for testing vocabulary and the influence of vocabulary on language ability. Then in the late nineties, there were more researches on vocabulary acquisition and teaching strategies. In the twenty-first century, vocabulary acquisition and teaching research gained a higher degree of attention, and there were researches in a combination of fields, and from new perspectives. Recently, China's vocabulary acquisition and teaching research is still in the ascendant trend. This paper reviews the current study of English vocabulary acquisition and vocabulary teaching from the aspects of basic concept definition, research angle, theory combination, strategy and application, teaching tools, problems and reflection.

2-4-6 Vocabulary Teaching and Learning Combined with Theories:

(i). Marginal Effect Theory In the process of English teaching, front-line teachers often face different practical problems. In the process of trying to solve the problem, the researchers will turn to explore the combination of theory and practice. In the face of the situation in which vocabulary teaching takes a long time, but the teaching effect is often contrary to expectations, Zhang Shuhui and Zhang Zitong explored the use of marginal effect theory to enhance students' learning ability and multiple intelligence. They regarded "to maximize the marginal Effect" as one of the teaching goals, so that the best effect of English vocabulary teaching. They thought that teachers should choose proper way of vocabulary presentation based on the characteristics of vocabulary. The vocabulary presentation methods listed are translation, example, word formation, and etymology, visual, definition, situational, body language, speculation and word chunk method.

(ii). Categorization Theory Studies based on Categorization Theory are mainly concentrated after 2000. Zhang Yuanyuan proposed according to

the prototype category theory, that classroom vocabulary should focus on explaining the meaning of the prototype, which is conducive to help students understand the deep relationship between the various terms, and improve their ability to infer the specific meaning of the context. After a deep understanding of the theory of prototype, Zeng Wang put forward some enlightenment on English vocabulary teaching:

(1) To strengthen the basic vocabulary teaching; to prevent the blind pursuit of vocabulary;

(2) Attention to the use of prototype category word formation to vividly expand the vocabulary;

(3) Attention to the teaching of synonyms to enrich the students' semantic expression;

(4) Attention to metonymy and metaphor understanding. Yang Weiguang respectively introduced the basic categories of vocabulary, and the word polysemy or polysemous words in two cases of vocabulary teaching through examples. Ren Weiya and Long Yan specifically put forward the requirements of teachers to apply the prototype theory. It is necessary for teachers to have more direct vocabulary teaching and vocabulary-related activities in English class. It emphasized basic vocabulary, emphasizes semantic aggregation and semantic segmentation, and the teaching of metaphorical meaning. Xie Jingli and Wang Kunfang also made similar requirements. However, most of the relevant studies remain in the introduction to the theory of prototyping and categorization, as well as the revelation of thinking, and lack empirical support for the validity of its application.

Multimodal Theory Multimodal theory is more novel, and most of the use of multi-modal theory in teaching concentrates in the past decade. Zou

Bingjun, Zhou Ruizhen and Gan luoying explored the strategies, characteristics and advantages of using multimodal vocabulary teaching. Multimodal teaching is flexible, realistic, interesting, thus is able to stimulate students' interest. Wu Chunming, analyzing the multimodal theory and narrative teaching method, put forward the multimodal narrative teaching, and discussed the teaching objectives, teaching condition, teaching procedure and teaching strategy of multimodal narrative teaching in English vocabulary teaching. Ye Jiachun and Zeng Jie constructed a multimodal "cognitive strategy model" of English vocabulary teaching by analyzing the application of multimodal theory in vocabulary teaching practice and the cognitive strategy of vocabulary acquisition.

They flexibly had multi-modal teaching methods and cognitive strategies integrated together to form a teaching and learning interactive teaching model. The teaching environment was a multimedia classroom, so that students can grasp the sound, shape, meaning of words, and improve their use of vocabulary. Chen Huanhong proposed the use of different modalities. Animation mode can help students understand depply the meaning of vocabulary expression; sound music mode can enhance students' memory and feelings of vocabulary; text mode and PPT presentation can improve instantaneous memory. The use of multimodal English vocabulary teaching shows the respect for the student's subjectivity, and it can also avoid the mechanical rote.

2-4-7 Vocabulary Acquisition Strategies:

In the early 1990s, Chinese scholars began to study many learning strategies, and the study of vocabulary learning strategies began to develop under the influence of abroad studies on learning strategies. Schmitt

combined the classification of strategies for language learning and the classification of specific vocabulary learning strategies, and summarized that the strategy system, which is composed of two categories of vocabulary learning strategies: discovery strategy and consolidation strategy. Discovery strategies are used to receive the initial information of new words and to understand their lexical meaning, including decision strategies and social strategies. Consolidation strategies are mainly composed of memory strategies, cognitive strategies, and metacognitive strategies. Some strategies are both a discovery strategy and a consolidation strategy. In fact, almost all of the Science Journal of Education 2017; 5(4): 174-180 177 discovery strategies can be applied to consolidation strategies.

Domestic researches includes the impact of a single strategy on the effects of lexical systems, the patterns of how individuals use strategies and the effects, the development of strategies used by individuals or groups. Wang Wenyu, Zhang Ping and others have shown that metacognitive strategies and partial cognitive strategies are significantly related to vocabulary and vocabulary knowledge. He Jianing explored the effects of lexical presentation (word list, semantic field, and contextualization) on student vocabulary memory. Chen Xiaowei, Liu Jinkai and Zhao Fuli explored the relationship between the use of word guessing strategies and the level of L2 in different angles. Ke Wei and Dong Yanping discussed how the study context affects the learning effect of L2 vocabulary. Zhang Ye et al. investigated the changes in vocabulary learning strategies in the four-year course of study for non-English majors by using O'Malley & Chamot's strategy classification method. It was found that the use of vocabulary strategies was a dynamic transformation. Wu Lilin used qualitative analysis to find that the strength of memory is

determined by a number of factors such as learning attitude and motivation, management strategies and methods, memory psychology, and language coding ability. There are fewer studies on children's vocabulary acquisition strategies in China, which may be accounted for by the fact that researchers are rarely engaged in early childhood education. Domestic English teaching mainly starts from the beginning of primary school, thus, if the studies only focus on secondary school students' and college students' vocabulary acquisition and guidance, the most important primary school stage is inevitably neglected. In the face of this phenomenon, the importance of cultivating research-type teachers should be strengthened to guarantee primary school English teachers becoming more involved in scientific research.

2-4-8 The Role of Vocabulary in Reading Comprehension:

2-4-8-1 Vocabulary Size and Reading Comprehension:

The role of vocabulary in reading comprehension is an intriguing and complex one. To construct a mental representation of text, that is, to understand text meaning, one will have to be able to decode the printed message (Adams 2004; Alderson 2000; Day and Bamford 1998). Inability to recognize words in text and the presence of high density of unknown words in a text may impair comprehension (Jun Zhang, L., & Bin Anual, S, 2008 : 51-76). (Beck, Mckeown and Omanson ,1987: 148) remark that 'given the complexity of processing involved in comprehending text, a high level of word knowledge may be needed'. Fast and efficient word recognition, word encoding and lexical access are necessary for higher level of meaning construction (Adams 2004; Just and Carpenter 1987; Lesgold and Perfetti 1981). The difference between skilled and less skilled readers is usually attributed to slower and inefficient lexical access and

semantic processing Bernhardt (2005); Grabe and Stoller (2002); Nassaji (2003); Segalowitz, Poulsen and Komoda (1991).

Consistent and reliable correlations between vocabulary and comprehension have been found in numerous factorial analytic studies Anderson and Freebody (1983a, 1983b; Mezynski (1983). Readability indexes, not surprisingly, include vocabulary as a major component, suggesting that word difficulty affects text comprehension Chall (1987); Graves (1986); Stahl(2003). Stahl (2003: 246) emphasizes that studies from readability formulae have 'found that the most important factor in determining the difficulty of a text is the difficulty of the words'. Vocabulary size is thus a reliable predictor of reading comprehension. Anderson and Freebody (1983a: 367) state that 'people who do not know the meanings of very 55 The Role of Vocabulary many words are most probably poor readers'. (Sternberg, (1987: 90) adds that 'one's level of vocabulary is highly predictive, if not deterministic, of one's level of reading comprehension'. Within the context of second language research in reading, findings on the reading processes and vocabulary threshold have consistently shown the significant contribution and the importance of vocabulary knowledge in reading comprehension performance (Barnett 1986; Fukkink, Hulstijn and Simis 2005; Garcia 1991; Koda 1994; Laufer 1997; Zhang 2000, 2001a, 2002a, 2002b; see Alderson 2000; Bernhardt 2005; Koda 2005; Nation 2001, for reviews).

2-4-8-2 Breadth and Depth of Vocabulary Knowledge:

Several researchers in the field of vocabulary and reading have underscored the importance and the usefulness of measuring vocabulary knowledge (Anderson and Freebody (1983b); Cameron (2002); Curtis (1987); Graves (1986); Nation (2001); Read (1989, 2000). However, it is

difficult to reach a consensus on what is involved in word knowledge and how to measure vocabulary knowledge due to the complexity of the construct of what it means to know a word. Numerous efforts to define what is involved in knowing a word have yet to come out with a consensus on what the construct, word, or vocabulary knowledge entails. In what follows, we provide a brief review of the various attempts to measure vocabulary knowledge before we present our study.

Studies on vocabulary acquisition and use within SLA and applied linguistics that have attempted to define and investigate the nature of vocabulary knowledge and use widely acknowledge the complexity of the task (Alderson (2000); Nation (2001); Read (1989, 2000); Schmitt (2000). Word knowledge has been problematized within a broad conceptual framework for the purpose of teaching vocabulary and estimating learners' vocabulary size. Knowing a word involves more than mapping concept to its referent, or form to meaning. Richards (1976) made several assumptions on word knowledge, which included knowledge of word meanings/ semantic, usage, constraints, its morphology, associations, and contextual meaning. Recent research findings corroborate Richards' findings (see, e.g., Bernhardt 2005; Koda 2005; Zhang 2002b; Zhang, Gu and Hu 2007 in press.

Although (Richards, Jack C., (1976: p.77-89) framework is inclusive, in many respects it is still not comprehensive enough. Aspects of word knowledge such as orthography, phonology and collocation are neglected, by expanding Richards' framework, has conceptualized aspects of word knowledge that include receptive and productive use. Basically, vocabulary knowledge is categorized into three broad dimensions: form, meaning, and use. Mastery of these aspects of word knowledge is believed to enable the learners to attain native-like competency and fluency Schmitt

and Meara (2014: p. 484-503). However, the purely descriptive nature of both Richards' and Nation's frameworks invites criticism as they lack 'the power to explain the processes of acquisition for the different kinds of word knowledge or the mechanisms by which they interrelate' Schmitt and Meara (1997: 18).

Weaknesses in descriptive frameworks are also noted for not accommodating the effects of context on lexical meaning Chapelle (1994); Read (2000). Chapelle (1994: 164) has proposed that vocabulary ability can be investigated along the following three components:

(1) The context of language use;

(2) Vocabulary knowledge and processes; and

(3) The metacognitive strategies required for vocabulary use in context. Chapelle (1994) suggested that vocabulary be investigated with reference to a specific context. Building on Halliday and Hassan's ,(1989:114) theory of context, Chapelle ,(1994: 164) argues that 'because of differences in field, tenor and mode, learners' vocabulary would differ depending on whether they are reading a newspaper at home, or listening to a chemistry lecture in a classroom'. It appears reasonable then that, since word meaning and use vary in different contexts and situations of language use, investigating and testing vocabulary ability should be taken not only from a purely linguistic perspective but also from a social perspective (Read, John, (2004: 209).

However, since there is no reliable measurement of vocabulary ability, which is sensitive enough to demonstrate the effects of learning from different contexts, and that there is not a generally accepted model of vocabulary acquisition, researchers have mainly restricted themselves to measuring vocabulary size or breadth of vocabulary knowledge using

Vocabulary Levels Tests or the Eurocents Vocabulary Size Test Schmitt and Meara 1997; Wesche and Paribakht (1996: 85-96).

Since the vocabulary size tests only capture the amount of words based on the selection of high-frequency words, and only test word recognition, or receptive vocabulary, inherent weaknesses exist. This has prompted several researchers to design tests that capture how well learners know a word, quality or depth of word knowledge Qian (1999, 2002); Qian and Schedl (2004); Read (1993, 2000); Wesche and Paribakht (1996: p.28-52.).

These L2 studies are motivated by the need to capture the relationship between the two dimensions of word knowledge (breadth and depth) and the relationship of these dimensions to reading comprehension. Greidanus and Nienhuis (2001: 568), for example, examined learners' knowledge of 'semantic and syntagmatic aspects of the deep-word knowledge'; and Schmitt and Meara ,(1997:43) explored the quantitative (breadth of vocabulary knowledge) and qualitative (depth of vocabulary knowledge) aspects of learners' vocabulary knowledge, as well as their relationships with language proficiency.

Proposed a model that captures vocabulary size, depth of vocabulary knowledge, lexical organization and automaticity of receptive-productive knowledge. Empirically testing this model with learners of English as a second language, Qian and Schedl (2004: p.28-52.) posited that both breadth and depth of vocabulary knowledge play a significant role in reading comprehension. These studies have provided insights not only into how well L2 learners are coping with vocabulary learning, but also into the cognitive and metacognitive mechanisms involved in acquiring word knowledge Jun Zhang, Lawrence, and Suaini Bin Annual, (2008;p. 51-76).

2-4-8-3 Density of Unknown Words and Comprehension:

Numerous studies have been conducted to explore the threshold needed for reading comprehension, presumably on the assumption that vocabulary is a significant component of reading comprehension, and a vocabulary threshold must be crossed before successful reading is possible. Laufer and Sim (1985: 409) report that for success in academic reading, L2 readers' most urgent need is vocabulary be it 'conceptual' or 'semantic'. They suggest that the reading threshold (those taking the First Certificate in English Exam) is about 65-70%. However, the exact nature of the vocabulary threshold remains to be explored. Using the Vocabulary Levels Test and Eurocentres Vocabulary Test, investigated the relationship between vocabulary size and reading scores, and found that at all levels (less than 2,000, 3,000, 4,000, 5,000) there were significant correlations between vocabulary scores and comprehension scores. Her results support the conclusion in L1 studies that vocabulary is a strong and stable predictor of reading comprehension. The turning point seemed to be at the 3,000 level where there were more 'readers', 'learners who scored 56% and above on the reading test' than 'nonreaders' Laufer and Sim (1985: 128). In addition, Laufer (1992a: 130) extrapolates that 'the knowledge of 3,000 word families would result in a reading score of 56

2-5 Teaching vocabulary:

2-5-1 Introducing vocabulary: Semantic impressions

The teacher chooses key words from a story or chapter and lists them in the order they appear in the text. Richek stresses that choosing words that are central to the plot will aid students comprehension. After writing a list of five to 20 words on the board, the teacher briefly discusses each word, asking if anyone knows what it means or can use it in a sentence. Next, students work as a group to compose a short story using these words in the order they appear on the board. Words may be used more than once and other forms of the word are acceptable. With the teacher's guidance, students create a story that has a beginning, middle and end. Richek has found that stories flow quite naturally in this exercise. As the story develops, the teacher writes it on the board. The class then re reads it, revises and edits it, fixing any grammar or punctuation errors and adding details and adjectives. Sometimes classes make books of their stories. For first-grade students, Richek writes each sentence on a single piece of paper and asks pairs of students to illustrate that sentence. Semantic Impressions is usually done in preparation for reading, but can also be used before listening to a story read by the teacher. Richek has used the strategy in this way for students who speak English as a second language.

2-5-2 Word Expert cards:

This strategy can be used when students need to learn vocabulary from a novel or a social studies or science unit. Word Expert cards combine direct instruction, word study in context, and peer teaching. Each student gets the job of being a Word Expert for just a few of the many words to be learned. Students construct cards for each word. The teacher makes a master list of key words, generally containing 50 to 100 words.

Before the novel or unit of study begins, each student is assigned two or three words for which they will become the expert. Students are given the page numbers where they can locate their words. For each word, students prepare a construction paper card that includes an illustration of the word, the dictionary definition and part of speech, the sentence from the text, and a sentence made up by the student.

Students work on a scrap piece of paper until they get the information approved by the teacher and then they words to their classmates. In pairs, they show their partner the illustration, asking them if they can decipher the meaning of the word from it. The Word Expert next reveals the information on the inside of the card, step by step, asking the partner to try and figure out the meaning. After 7 to 10 minutes, the partners rotate with the other students. After the first day of peer-teaching, the teacher can begin the unit or novel, with students having 10 minutes each day of paired vocabulary learning. This strategy has been used in second grade and beyond.

2-5-3 Practice and review techniques:

Only practice can ensure that students acquire enough knowledge to understand and use new words comfortably in reading, writing, speaking and listening. These practice strategies take only a few minutes each. *Anything Goes* is simply the teacher pointing to a word on the word wall and asking students questions about it: What is the meaning of this word? Can you give me two meanings? Can you use this word in a sentence? What is the difference between these two words? Can you use this word and another word from the list in a sentence? Can you spell a past tense, plural or gerund form of this word? What is the part of speech? What is the root of this word? Give me all the prefixes and suffixes you see in

this word. In a study with fourth graders, children who reviewed words with *Anything Goes* for 10 minutes each day for a week showed a 77 percent mastery rate, compared to 43 percent mastery without review.

Connect Two is a way to challenge students to find similarities between two words. The teacher constructs two columns of about 10 words each and asks students to think of something that a word in column one has in common with a word in column two. The similarities are often superficial at first, especially with younger students. The teacher gives examples of similarities in meaning or in structure to move students into a deeper processing of the words.

Two in One calls for writing a sentence for new vocabulary words but with a slight twist. Ask students to put two (or more) words in one sentence. This is much more engaging for students and they form conceptual connections between the words. Students are allowed to use different forms of the words on the list, and this is a source of vocabulary growth. Richek reports that even first graders, after some practice, can put three words in a sentence.

Find That Word encourages students to seek out study words in their environment. They may find them in free reading, nonfiction books, speech, radio or television, or on the computer. Twice a week for about 10 minutes, Richek allows students to come up and read their found sentences to the class, and the sentences are then displayed for a week. Students dramatically increase their awareness and appreciation of vocabulary words, and the exercise provides examples of how words are used in different contexts. Richek reports that students bring in an incredible number of sentences.

2-5-4 The Techniques in Teaching Vocabulary:

This section reports on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques concerning the teaching of' vocabulary. However, a few things have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary .Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners . This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006). Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard ,(1992: 89).

2-5-4-1 Using Objects:

Using this technique includes the use of regalia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words International Journal of Teaching and Education Vol. III, No. 3 / 2015 26 Takač, (2008). In addition, Palmberg, Rolf, (1990:p. 1-10) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to

memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2-5-4-2 Drawing:

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

2-5-4-3 Using Illustrations and Pictures:

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

2-5-4-4 Contrast:

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word" good" contrasted with the word "bad". However, some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white "is contrasted with the word "black", there is an "in between" word" grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt e.g. Rudska et al., (1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries reorganized. Putting bilingual dictionaries aside, mono-lingual International Journal of Teaching and Education Vol. III, No. 3 / 2015 27 dictionaries essentially use words to explain words, and in this process, synonyms are often used.

2-5-4-5 Enumeration:

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning.. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address skirt, trousers etc ,and then the meaning of the word "clothes" will became clear. The same is true of 'vegetable' or "furniture", 'for example Harmer (1991: 3).

2-5-4-6 Mime, Expressions and Gestures:

Klippel (1994) implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" ," happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2) acquisition Gullberg, (2008:58). Teachers tend to gesture a lot Sime, (2001); Hauge, (1999: p.21-58), especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures "capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax, underline specific prosody, explain new vocabulary, etc.).

2-5-4-7 Teaching gestures appear in various shapes:

hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension Tellier, (2005, 56).

However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may

lead to misunderstandings when it is not known by the learners Hauge, (1999); Sime, (2001). In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners(especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis Tellier, (2008, 26).

2-5-4-8 Guessing from Context:

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists. Nation and Cody (Na, Liu, and IS, (1985: p. 33-42, 1985: p. 33-42) claim that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or on-textual context, which is the background knowledge the reader has about the subjects being read. agrees with Nation and Cody in considering the specific context as ''the other words and sentences that surround that word….. it follows that other words in the context of the unfamiliar word often 'throw light on' its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy (1988) sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive

reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge Walters, (2004).

2-5-4-9 Eliciting:

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

2-5-4-10 Translation:

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornburg, 2002), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors Bassnett,(2013, 25). There are always some words that need to be translated and this technique can save a lot of time.

2-5-5 Scales:

After the students have learnt two contrasted or related gradable items, this can be a useful way of revising and feeding in the new items.

2-5-6 Examples of the scales:

To illustrate the meaning of subordinates, such as flowers, vegetables, and foods, it is a common procedure to exemplify them e.g. rose, jasmine, and orchid are all flowers. But the technique cannot be applied in delivering the words that belong to more than one ordinate.

2-5-6-1 Drilling:

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural Thornburg, (2002:44). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory Ellis & Beaton, (1993), in Read, (2000:65).

2-5-6-2 Spelling the Word:

The primary means of spelling is actually memorizing words (Reed, 2012). Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.

2-5-6-3 Learners' Active Involvement:

Employing this technique, the teacher encourages the students to find out word's meaning by elicitation. Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding Thornburg, Kicklighter, J. R., (1991: 1418-1422)

This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life. Related to the above techniques, Pinter argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. In addition) points out that in choosing which techniques to be used in the classroom, teachers consider time availability, the content or teaching material.

2-6 Vocabulary Teaching Strategies:

The traditional, widely accepted and widely used vocabulary teaching strategies include affix method, keyword method, trajectory memory method, associative memory method, fixed collocation, guessing meaning according to context, and so on. He Yanling proposed vocabulary-teaching strategies are with the help of signs and symbols, physical, word visualization, body language, sorting classification and so forth. Recently, there are some more innovative vocabulary teaching theories and strategies: word block teaching method, incidental acquisition, different presentation, etc. Lewis proposed a chunk pedagogy that emphasizes that learning "language chunks" composed of particular vocabulary-grammatical structures is extremely important. Shen Minyu proposed the teaching method of lexical chunks, held that teachers and students should improve the sensitivity to word chunks, the collocation of words and so on. Yang Yuchen proposed that vocabulary teaching should provide students with basic "chunk" structure, to facilitate students to expand their vocabulary. Diao Linlinconducted an empirical investigation on the chunk ability of English undergraduates and found that the consciousness of word chunk still needs to be strengthened. Li Hongye the chunk and the output of the vocabulary, and put forward that the vocabulary teaching should pay

attention to the output training of the chunk and improve the communicative competence of students. Gai Shuhua used the empirical analysis to explore the English students through reading the vocabulary of the acquisition of the situation, found that the more the reading tasks are, the better the effect of the student vocabulary lexical acquisition. Duan Shiping and Yan Chensong used the method of empirical research to explain the vocabulary acquisition of English vocabulary based on the theory of cognitive hierarchy of cognitive psychology and found that different annotations have different effect on vocabulary acquisition. Zhang Baicheng and Wei Han carried out an empirical study, indicating that providing examples for words according to students' own cognitive structure can enhance the long-term memory of the target vocabulary.

CHAPTER TWO

Part Two

Previous Studies

2-7 Study One:

Title: The Type of Vocabulary Learning Strategies Used by ESL

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Introduction:

Acquiring a second language, involves different areas such as motivation, learners' needs, learning environment, learning strategies and language awareness. It is becoming increasingly difficult to ignore second language learning strategies. In any event, learning strategies are, defined by Chamot and Kupper ,(1989: 9) as "techniques which students use to comprehend, store, and remember information and skills" (p.9).

However, learning strategies have been used for thousands of years as Oxford ,(1990:9) mentioned that mnemonic or memory tools used in ancient times to facilitate narrators remember their lines. Studies on language learning strategies started in the mid 1960. Subsequently, the past twenty years have seen increasingly rapid advances in the field of second language learning strategies Wenden and Rubin, 1987;8 O'Malley and Chamot, 1990 and Oxford, 1990. Nevertheless, defined language learning strategies as "specific actions taken by the learners to make learning easier,

faster, more enjoyable, more self-directed, more effective and more transferable to new situations"

While particular strategies are used by second language learners for the acquisition of new words in the second language are called 'vocabulary learning strategies' (Gu, 1994). Whereas, language learning strategies (LLSs) are sub category of general learning strategies and vocabulary learning strategies (VLSs) are consider as a part of language learning strategies.

The research to date has tended to focus on vocabulary learning strategies rather than language learning strategies. Several studies have produced taxonomies of vocabulary learning strategies (Schmitt and Schmitt 1993; Schmitt, 1997; Nation, 2001; Fan, 2003; and Gu, 2003). First, Schmitt and Schmitt divided learning vocabulary in to remembering a word and learning a new word. Secondly, GU (2003) classified second language (L2) vocabulary learning strategies as cognitive, metacognitive, memory and activation strategies. Thirdly, improved vocabulary learning strategies based on Oxford into determination (not seeking another person's expertise) strategies, social (seeking another person's expertise) and though the remembering category comprises social, memorization, cognitive and metacognitive strategies. Finally, classification, categorized vocabulary learning strategies into a "primary category" which contains dictionary strategies and guessing strategies as well as, "remembering category" which integrates repetition, association, grouping, analysis and known words strategies.

Method & Materials:

The purpose of the present study is to examine the use of vocabulary learning strategies (VLS) by Malaysian ESL students at University-level to better understand the ways that they applied to learn new words in English. It was decided that the best method for this investigation to better understand the use of VLSs by these particular students is to adopt the qualitative research design. Cresswell ,(2008, 65) identified qualitative research as an investigative method for understanding a phenomenon based on separate methodological traditions of inquiry that elicit human conditions or social problem. In addition, the researcher is the main instrument of analyzing the data. Personally, the researcher is interested in this topic because she has been taught in an EFL (English as a foreign language) context where it was very difficult to gain access to teaching and learning materials of the English language. The study is conducted in Universiti Putra Malaysia. The university is located in Selangor and was formally established 1993. It is ranked among the best universities by The Times Higher Education Supplement produced (THES) annually in Malaysia. More focus was centered on Faculty of Educational Studies and the Department of Language and Humanities Education.

As Merriam (1988) explained, interview utilization is one of the major sources to obtain qualitative data from subjects. Hence, the method of conducting an interview is one of the most popular means to investigate, research and to inquire data from the one phenomenon. The interviews were conducted individually with ten students (four males and four females) who are randomly selected between September 25th and October 15th, 2009, at the Faculty of Education Studies in UPM to gain a deep understanding of the subjects' varied backgrounds in vocabulary learning, the strategies that they used to learn new words in English.

Results and Discussion:

Vocabulary Learning Strategies Use:

The results showed that ESL learners in UPM are not aware of most of the vocabulary strategies mentioned in the present study. On the other hand, they are usually using vocabulary learning strategies in either a medium or low frequency. The common and specific strategies have used by participants will be discussed in following section.

Conclusions, Implications & Recommendations:

The study has discovered that the ESL students perceive the substance of vocabulary as a branch of language learning. However, some strategies such as the learning a word through reading, the use of monolingual dictionary, the use of various English-language media, and applying new English word in their daily speaking where are related to memory, determination, metacognitive strategies respectively are popular strategies and the learners are keen in using them. On the other hand, strategies which require cognitively deeper processing such as putting English labels on physical objects, listening to tapes of word lists and writing down the new words and their meanings on cards is not mentioned by participants of this study. Based on the results, some implications can be observed. First, an advantage of this study is that it will increase the public awareness on the importance of vocabulary learning strategies in second language learning and teaching. As Oxford (2003) mentioned, "Vocabulary is not explicitly taught in most language classes" (p. 9). The results of the current study can assist language teachers to improve their teaching methods. Second, teachers who are interested in their students' performance in learn the English vocabulary can introduce the vocabulary learning strategies and techniques to their students by designing useful tasks and giving relevant

assignments. Next, unfortunately based on the interviews conducted, most of the students are not aware of the existence of the numerous strategies used to learn words other than using dictionaries and rote memorization. Future studies on vocabulary learning strategies can be carried out from two viewpoints. Studies on the individuals' differences of language learners from primary to university level can be conducted both in qualitative and quantitative approaches. In addition, studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary learning strategies could be very helpful to get better understanding of the relevant strategies.

2-8 Study Two:

Title: Effects on vocabulary acquisition of presenting new words in semantic sets versus semantically unrelated sets.

Researcher name: Ismail Hakkı Erten, Mustafa Tekin C¸ anakkale Onsekiz Mart **University**: University, Egitim Fakultesi, Ingiliz Dili Egitimi Ana Bilim Dalı, 17100 C¸ anakkale, Turkey Received 12 November 2007; Received in revised form 24 January 2008; accepted 8 February 2008

Introduction:

Vocabulary has lately gained popularity in the general field of English language teaching and learning and become a guest of honour Coady and Huckin, 1997; Read, 2000; Richards and Renandya, 2002; Bogaards and Laufer, (2004: 99) with a wide range of research and pedagogical interest. Of the many dimensions of research in this field, there does not seem to be a consensus on several issues, with some controversial results and methodological bias. One such issue concerns whether new vocabulary should be presented in seman-tically related sets or semantically unrelated sets. This paper aims to address this controversy.

At one end of this conflict, there are authors like Seal (Wharton and Race, and Hashemi and Gowdasiaei ,(2005:20), who speak in favour of presenting new words in semantic sets on the basis that it is an effective way of presenting new words, and possibly reflecting the natural organization of the mental lexicon Aitchison, (1994, 1996). On the other hand, there are those researchers Higa, 1963; Laufer, 1989; Tinkham, 1993, 1997; Waring, 1997; Nation, 2000; Finkbeiner and Nicol, (2003), who maintain that if similar words that share numerous common elements and a super-ordinate concept are introduced at the same time, these words will interfere with each other and have a negative efect on their retention due to cross-association and possible overloading in the short term memory.

Methodology:

A one-group quasi-experimental research model with an alternating time series design was employed Hatch and Lazaraton, (1991, pp. 92–93). This model, within a time series model, allows measuring the effect of two methods on the same group of students. The efect can be measured by alternating the periods when one set of materials is used with the times

when another set of materials is used. In this particular study, 60 students were presented with 80 new English words in two deferent sets of instructional methods. The vocabulary items selected following certain rigid criteria were divided into four 20-word sets: two semantically related and two semantically unrelated sets. All the students were taught all the words and were tested separately for related and unrelated items. Such an experimental design allowed researchers, within ecological validity Hashemi and Gowda- siaei, (2005), (a) to reduce the bias that might have been posed by non-equivalence of different groups of students (i.e., personality, learning styles, group dynamics, etc.) and (b) to control the lexical diffculty of both the semantic sets and the unrelated sets, and thus foster internal validity Trochim and Land, (1982).

Findings and discussion:

Effects of vocabulary presentation:

The mean value for each group of words on the pre-test was zero, which indicated sample homogeneity in terms of initial vocabulary knowledge. Therefore, students' performance was assumed equal on each set of words. There were no group deference's between the two classes on any post-test measures ($p < .05$). Manner of presentation seemed to exert a considerable effect on vocabulary recall. Immediate post-test results revealed that 21.9 words (54.75%) presented in unrelated sets were recalled by the participants whereas only 17.63 words (44.07%) presented in semantic sets were recalled. A paired samples t-test procedure revealed that this difference was statistically significant ($p < .001$). To investigate the long term effects of vocabulary presentation, delayed post-test results were analyzed. Table 4 presents the results of the paired samples t-test procedure for the delayed tests.

In a period of one week, the deference between the retention of semantic sets and semantically unrelated sets remained statistically significant ($p < .05$) in the total number of words recalled. The difference was in favour of the latter. However, the difference

Conclusion and implications:

Before drawing any conclusions, some limitations of the study need to be acknowledged. Firstly, this study was limited in scope and conducted with a limited number of young learners who studied only a limited number of words. The findings of this study need to be verified with different age groups and a larger repertoire of vocabulary items. Secondly, the study investigated only the impact of presenting vocabulary items in either semantically related or semantically unrelated sets. It did not consider the influence of thematic sets. Real words presented in thematic sets can give us a better understanding of the phenomena. Finally, the experimental model adopted in this study involved a single-group model. Although every effort was made to prevent it, uncontrolled factors that may influence learnability of vocabulary items may have biased the data. Bearing these limitations in mind, the present study yielded significant results in terms of vocabulary learning and teaching process. It can be tentatively concluded from this study that presenting new words in semantic sets, rather than in semantically unrelated word groups, can interfere with learning. Synonyms, antonyms, hyponyms, or other such relations among words can cause confusion, and thus require extra time and effort. Although semantically related items may call for deeper levels of semantic analysis Craik and Lockhart, 1972; Hashemi and Gowdasiaei, (2005), the presumably lower workload and reduced interference from co-activated lexical items involved in analysing semantically unrelated vocabulary items appears to outdo the heavy workload placed upon language learners

by semantically related words. As for the implications of the present study, they are twofold. The first involves materials development and course book writers while the second involves classroom procedures. Principles set for producing course books need to be based upon research findings (Richards, 2006). The findings of this particular study do not support presenting semantically related vocabulary together. Although further research to validate these results is still necessary, it can be suggested that rather than presenting semantically related new vocabulary together, it would be better if words in the same semantic group were presented separately. Moreover, we do not seem to learn words in semantic sets but as individual items in our natural language development. This calls for more meaningful contexts for vocabulary instruction. The study offers indirect support to Tinkham's , Waring's ,(1997:44) discussion of thematic sets. Vocabulary items that are semantically related to each other can be introduced in different units of study and recycled frequently. Designing the syllabus around tasks and functions within a thematic unit can be an alternative to presenting vocabulary items with a common super-ordinate concept. For example, words for animal names can be scattered in many different thematic sets involving a range of different themes, ranging from going on a picnic to travelling. This approach incorporates semantically unrelated items within a more meaningful context. Further, many words that are seemingly unrelated can be inherent in a thematic relationship. In the classroom, a change in the vocabulary instruction process is also required. Teachers may consider introducing new vocabulary items independently of their semantic bonds. However, considering that the majority of teachers follow the course book closely in English lessons Ur, (1996), such a change may heavily depend on a change in course book design. 418 _ I.H. Erten, M. Tekin / System 36 ,(2008: 407–422).

The findings of this study also indicate that semantic organization in our mental lexicons does not warrant integration of such relationships in teaching vocabulary. New strategies may need to be developed to present and recycle new vocabulary items so that semantic relations cause minimal confusion Nation,(2001). Learners themselves may often want to learn vocabulary in semantic sets, as Nation (2000) suggests, but they should be encouraged to avoid this practice. According to Nation, semantic sets should be associated only after the items have been learned in isolation and without paying attention to the semantic relations between them. In conclusion, this study endeavoured to offer a new perspective regarding vocabulary presentation. It illustrated that the superior performance of students in learning semantically unrelated artificial vocabulary items holds when they learn real words. However, as already pointed out, this study focused on young learners, whose L1 was still in a more developmental state. Therefore, it would be informative to replicate this study with adults for a better elucidation of the phenomena.

2-9 Study Three:

Title: Vocabulary Learning in an Automated Graded Reading Program

Researcher name: Hung-Tzu Huang

University: University of Hawai'i at Mānoa Hsien-Chin Liou National Tsing Hua University

Introduction:

Extensive reading, reading with "large quantities of materials that is within learners' linguistic competence" (Grabe & Stroller, 2002, p. 259), purportedly helps in vocabulary learning by creating opportunities for inferring word meaning in context (see, e.g., Krashen, 2004). However, studies have revealed that extensive reading for second language (L2) vocabulary development may lead to such problems as incorrect

inferences, lack of retention, and, ultimately, vocabulary learning that does not allow learners to use words actively and productively (Hulstijn, 1993; Wesche & Paribakht, (2000). The problem of guesses that are incorrect can be ascribed to the fact that unlike native speakers, L2 learners often lack the word knowledge necessary to make accurate inferences of word meanings from context.

RESULTS

From learners' responses to items in the Background Questionnaire, we discovered that a very high percentage of the learners (94.7%) used computers frequently; however, only 7.9% of them used Internet resources to learn English on a regular basis, and only 26.3% had past experience in using computers to assist language learning in English classes. For questions on learners' past extensive reading experiences, up to 78.9% had been encouraged to form the habit of reading regularly by their English teachers before, yet only 13.2% of them had extensive reading habits. The main reasons for not having extensive reading habits were that they did not have time for reading or they could not locate suitable materials.

Results of the Evaluation Questionnaire:

The Evaluation Questionnaire included items addressing four aspects of the delivery of the reading program: system interface design, features fostering vocabulary learning, features of the online reading texts, and motivation for future use. In order to address the second research question, responses to the questionnaire were analyzed. As one can see in Table 11, for questions relating to learners' motivation for future use, 81.6% of the learners expressed their wish to continue to use a similar online reading program in the future. Being able to improve English reading skills (42%) and to facilitate vocabulary learning (33%) were the two main reasons reported by the learners. Only 18.4% of the learners indicated that they would not use similar tools for learning English in the future, the main reason being that they were not used to reading online (51%). Of the seven learners (18.4%) who indicated that they would not use similar online reading programs in the future, four explained that they regarded the online extensive reading syllabus as a helpful tool; however, they already had well-developed extensive reading habits and satisfactory reading materials in print.

Conclusion:

The study demonstrated that using word list research and computation processing can select comprehensible texts for a particular group of EFL learners in order to acquire unfamiliar target words through reading. Advanced corpus processing techniques were used to screen and arrange appropriate texts for EFL learners, construct an online reading program, and put it into use with a group of learners. In terms of technology, texts with comprehensible vocabulary were successfully chosen and arranged with the help of various online tools. Pedagogically, word gains occurred, though not to a great extent, and learners' attitudes toward the online extensive reading syllabus were predominantly positive. Nevertheless, the

design of the syllabus was based on a rough estimation of the general vocabulary level of a group of learners rather than particular individual learners' needs. Text selection will be more precise if syntactic complexity can be incorporated in the computation processing. In the assessment phase of the study, the use of a control group may yield stronger evidence. With regard to the measures used for assessing degree of vocabulary acquisition, it should also be noted that although the VKS fits the design of the current study, it is not without limitation. One of the limitations commonly mentioned by researchers is that it assumes a linear progress of vocabulary learning, implying that receptive knowledge will be acquired before productive knowledge (Waring, 2000). Also, the VKS does not explore certain aspects of word knowledge, such as polysemy, collocation, and synonyms. It is clear that vocabulary measures able to address the above limitations still require further research. Still, several implications may be drawn from the current study. The online extensive reading syllabus could be refined to incorporate substantive corpora and word lists of various levels to accommodate the learning demands of different learners and even those with a different first language. Further, the online extensive reading syllabus appears to be especially useful for incorporating explicit teaching and implicit learning in light of the fact that the syllabus selected by instructors was constructed on the basis of word lists targeting learner groups' English proficiency. The same sets of word lists could be utilized as both inclass direct and explicit instruction and for the online self-access extensive reading practice. Online extensive reading could provide more diverse usage and contexts to stabilize the vocabulary acquisition, a step further along the continuum of vocabulary learning. Pedagogically, we should schedule practice sessions in a way that provides guidance for an extensive reading program. Moreover, online material designers could incorporate on-going reminders on goals and strategies of extensive

reading throughout the activity. In sum, with instructor's input in reading strategy training and word instruction, the online extensive reading syllabus can serve as a bridge linking explicit teaching and implicit learning for constructive vocabulary acquisition

2-10 Study Four:

Title: Vocabulary acquisition from extensive reading

Researcher name: Maria Pigada and Norbert Schmitt

University: University of Nottingham

Introduction:

   A number of studies during the last two decades have confirmed the widespread belief that second language learners can acquire vocabulary through reading. However, the same findings suggest that incidental vocabulary acquisition is a time-consuming and unpredictable process and, hence, raise questions about the suitability of the approach for second language (L2) learners (Paribakht and Wesche, 1997; Zimmerman, 1997). At the same time, Meara (1997) comments that most of these studies do not contribute to the understanding of the acquisition process, since they do not investigate the factors that lead to word retention. As a result, the process of incidental vocabulary acquisition is not yet understood to any great degree (Paribakht and Wesche, 1997; Paribakht and Wesche, 1999; Schmitt, 1998), and therefore, it cannot be fully exploited by teachers and learners.

   In an attempt to further this understanding, this case study investigates the relationship between incidental vocabulary acquisition and extensive reading, with a particular focus on a variable that is commonly assumed to affect the retention of words; that is, the number of times a word occurs in the text (Horst, 2005). Few reading studies have actually examined this factor (exceptions include Horst, Cobb and Meara, 1998 and Saragi, Nation and Meister, 1978). Moreover, reading and vocabulary studies have almost exclusively focused on word meaning in determining vocabulary

acquisition. However, it has been acknowledged by a large number of lexically minded researchers that knowing a word involves much more than just understanding its meaning (Aitchison, 1994; Laufer, 1997; McCarthy, 1990; Nation, 1990; Nation, 2001; Richards, 1976; Schmitt, 1998; Schmitt, 2000).

Therefore, our aim is to examine the effects of text frequency on the acquisition of word meaning, spelling and grammatical behaviour. This study, as far as we know, is the first to relate the number of encounters with a word during extensive reading with multiple types of word knowledge other than meaning. It also endeavours to capture partial knowledge of those aspects since, as Newton (1995: 171) comments, "there is a need to develop instruments which are more sensitive to degrees of acquisition." Finally, it is one of the few studies on this topic that has been conducted in a non-English language, i.e., French.

Methodology:

The readers Simplified materials were preferred instead of authentic ones since they "compare favourably to the much more lexically dense literary originals" Horst, (2005: 375) and therefore, offer L2 learners appropriate conditions for word learning, as already suggested Nation and Wang, 1999; Wodinsky and Nation, (1988). Graded readers from the "Lectures CLE en Français facile" collection (Level 1) were used in this study. Level 1 is the first out of four levels of the series, which are aimed at adults or teenagers. The four levels (according to the publishers) are organised taking into consideration grammatical difficulties and vocabulary. The vocabulary lists on which readers in Level 1 are based range from 400 to 700 words.

The level of the readers was selected after considering the participant's vocabulary level in French. Research Hsueh-chao and Nation, 2000; Laufer, 1992; Liu and Nation, (1985) indicates that at least 95% of the

words should be known to the participant for guessing from context to take place and for the reading to be relatively uninterrupted. Although the above percentage could not be statistically verified, a rough estimation of the proportion of unknown to known words (suggested by Nation, 2001) was employed. On a random page of one of the graded readers, the participant found about one unknown word in every twenty words. Moreover, in the interview that followed the post-test, it was confirmed that he had followed the plot of all the books perfectly well and he reported that they were easy enough for the reading to be pleasant and not laborious.

In order to simulate the conditions of extensive reading as much as possible, after the appropriate level was defined, the participant selected four from the seventeen titles of the Level 1 series himself, on the basis of what seemed most interesting to him. This way, the limitation of using potentially unmotivating texts that hampered some previous studies was avoided. The four pocket-size books (228 pages in total) amounted to approximately 30,000 words. Three of the titles were based on a 600-word list and the fourth on a 700-word list. The whole study lasted for about a month, thus, the participant read approximately one reader per week. This amount of reading is considered by Day and Bamford (2002) as the goal for a successful extensive reading program. It is also consistent with Nation and Wang's (1999: 355) suggestion that "learners need to read about one graded reader per week in order to meet repetitions of the new words soon enough to reinforce the previous meeting," assuming that the learners do not meet the words in other language activities.

Results:

The results, presented in detail in Table 1 (nouns) and Table 2 (verbs), show that substantial learning of the target words occurred during the extensive reading treatment, although this was not uniform across the three types of word knowledge.For spelling, there was relatively strong

enhancement, with improvement in all noun frequency groups and in all but two of the verb groups; for the 6-10 and 20+ groups there was no improvement, as the participant already knew how to spell most of the words. For all target words, G earned 98 spelling points out of a possible 266 (36.8%) in the T1, but improved to 159 out of 266 (59.8%) in the T2.

For meaning, there was also improvement in all but one frequency category. There was no apparent learning at all for the twelve single-exposure verbs. For single and 2-3 exposure nouns, learning was very limited, with only one noun in seventeen showing any signs of learning in either category, and even that was only to a level of partial knowledge. However, there was clear improvement in meaning knowledge for the rest of the target words. Overall, the T1 meaning scores were 22 points out of 266 (8.3%), moving up to 63 out of 266 (23.7%) in the T2.

Similarly, there was an improvement in all frequency groups in the grammatical mastery of nouns (i.e., knowledge of appropriate article). The T1 results were eighteen out of 140 (12.9%), while the T2 results were 60 out of 140 (42.9%). On the other hand, although there was an improvement in the grammatical mastery of verbs (i.e., knowledge of appropriate preposition) for all but the 10+ group, the percentages were much lower: for T1, five out of 126 (4.0%); and for T2, 26 out of 126 (20.6%).

Although this study used a relatively large number of target words overall (133), the smaller numbers in the sub-groups precluded running a statistical analysis of those subgroups. However, we were able to compare the improvement in mean scores for all nouns for each of the three types of word knowledge, as these data sets were large enough (70 nouns). Because the data was not normally distributed, Wilcoxon Signed Ranks tests were used, which showed that the improvement was statistically reliable in all cases. Similarly, the improvement in verb knowledge was also significant for all three types of word knowledge.

Conclusion:

Extensive reading appears to lead to substantial vocabulary learning, but it is not consistent across all word knowledge types. This seems to justify the suggestion of many researchers that incidental learning should be followed up with intentional learning Hulstijn, Hollander and Greidanus, 1996; Nation, (2001). Moreover, when we compare incidental with intentional learning, we should not generalize; rather, it seems more relevant to consider each language feature separately. Even when only vocabulary is concerned, various aspects of word knowledge should be treated differently. More specifically, the results suggest that spelling is a type of word knowledge that is especially amenable to exposure to comprehensible input. On the other hand, the same cannot be argued for prepositions of verbs, at least in French. Therefore, when teachers try to decide which type of learning (intentional or incidental) is more effective, they should first consider which language feature they want to focus on. As Zimmerman (1997: p.122- 123) states, "word knowledge involves a range of skills and word learning is facilitated by approaches that provide varied experiences," since "no single approach can address all of these skills."

CHAPTER THREE

Methodology

3-0 Introduction:

This chapter handles the research methodology, procedure and steps that have been used in order to assess the difficulties facing EFL learners in vocabulary of third year of secondary school. In this chapter, the research attempts to introduce the method, which is used to conduct the study and data collecting tools and identified sampling procedures. The sample was chosen randomly. The subjects of the study are 45 students Mohammed Hussien secondary school students of third level. They have the same educational and cultural background. Another point is that the students and the teachers in this school are familiar with cooperating with researchers as their school is a central one and most researchers carry out their studies there. In order to achieve the objective of the study, the researcher will use a test to collect the data. The study adopted descriptive and analytic method to analyze the data obtained. The targeted population in this study involved the third year secondary school students. In order to answer the study questions, the students will have a test to collect the data required for this study. Moreover, it will contain a test for further information about vocabulary. The participants were asked to state their ideas on the difficulties facing EFL learners in vocabulary of third year of secondary school.

3-1 Methods:

In order to achieve the objective of the study, the researcher will use a test to collect the data. The study adopted descriptive and analytic method to analyze the data obtained.

3-2 Tool of the Study:

In order to answer the study questions, the students will have a test to collect the data required for this study. Moreover, it will contain a test for further information about vocabulary. The participants were asked to state their ideas on the difficulties facing EFL learners in vocabulary of third year of secondary school.

3-3 Procedure:

The Test was administered to third year of secondary school to decide whether they answer the test properly. The data collection for the test were analyzed by using SPSS. The data from the Test were tabulated and calculated in percentages.

3-4 Population:

The targeted population in this study involved the third year secondary school students.

3-5 The sample:

The sample was chosen randomly. The subjects of the study are 45 students Mohammed Hussien secondary school students of third level. They have the same educational and cultural background. Another point is that the students and the teachers in this school are familiar with cooperating with researchers as their school is a central one and most researchers carry out their studies there.

3-6 Reliability and Validity:

Stability means that measure give the same results if used more than once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure. and calculate in many ways represents the easiest being the square root of the reliability coefficient.

$$\text{Validity} = \sqrt{\text{Reliability}}$$

researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Table (3-1) Reliability and Validity:

reliability coefficient	Validity coefficient
0.85	0.723

Source: prepared by researcher, using SPSS, 2019

Notes from the results table that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one,This indicates that the questionnaire is characterized by high reliability and validity, and make statistical analysis acceptable.

CHAPTER Four

Data Analysis

4.1 Introduction :

This chapter is going to talk about the data analysis and this by analyzing the test given to third year secondary school students at Mohamed Hussein Secondary School facing the difficulties in Vocabulary.

5.2 Statistical methods used:

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

1 - charts.

2 - frequency distribution of the answers.

3 - percentages.

4- Frequency.

Analysis steps:

The table below shows the test in terms of the passing score of the sample exam scores for the first question, as follows:

Table (4-1) Read the following passage carefully then answer the question

Percentag	Frequency	Award
24.4 %	11	Weak
8.9 %	4	Good
66.7 %	30	excellent
%100	45	Total

Source: prepared by researcher, using SPSS, 2019

	weak	good	excellent
■ Series1	24.40%	8.90%	66.70%

Source: prepared by researcher, using Excel, 2019

From the table and figures above we note that most of the sample Score grades are (excellent) this scored by (30) of the sample and equal (66.7%), followed by individuals who had their grades (weak) numbered (11) and by (24.4%), and finally individuals who had their grades (good) numbered (4) and by (8.9 %).

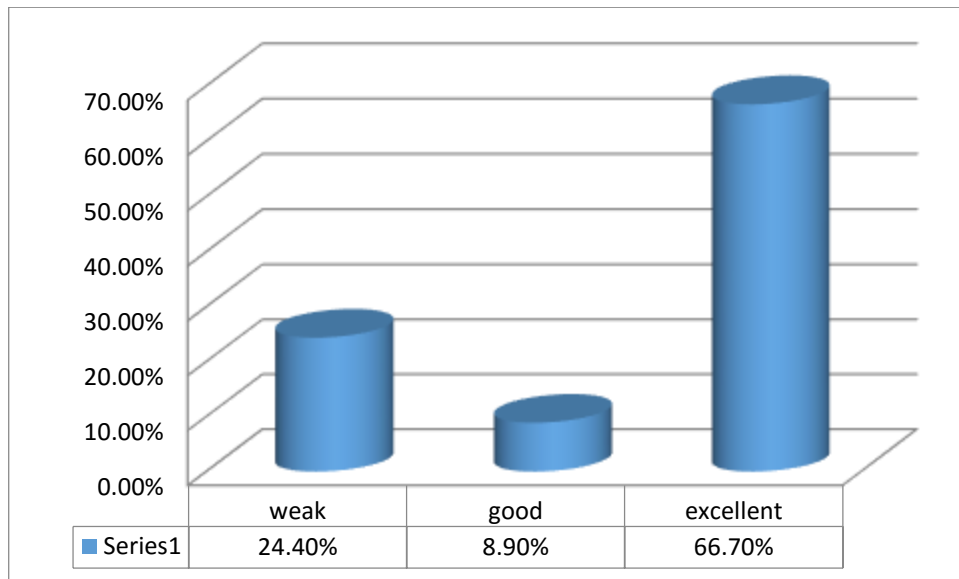2- The table below shows the test in terms of the passing score of the sample exam scores for the second question, as follows:

Table (4-2) the space by choosing a word from the list

Percentag	Frequency	Award
22.2 %	10	Weak
37.8 %	17	Good
40.0 %	18	excellent
%100	45	Total

Source: prepared by researcher, using SPSS, 2019

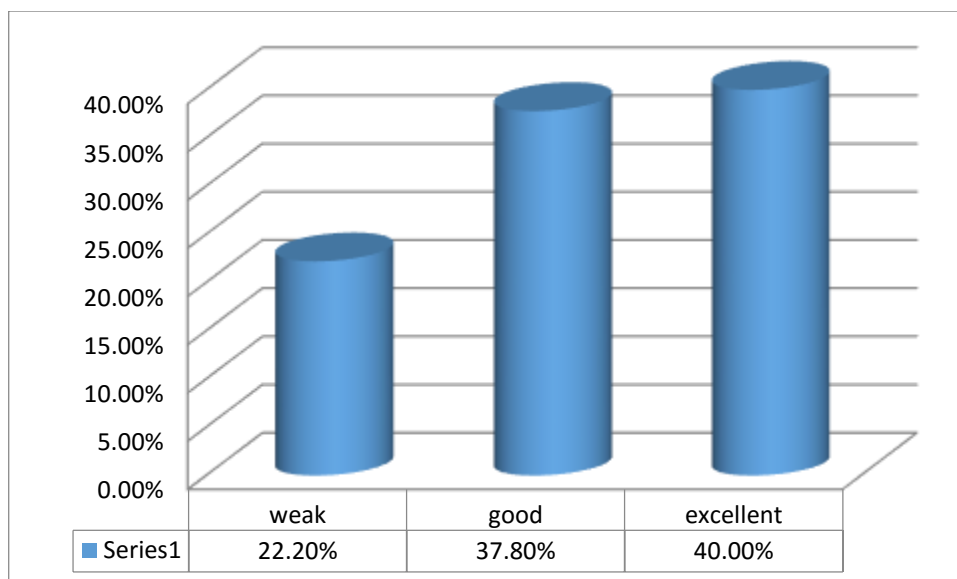Source: prepared by researcher, using Excel, 2019

From the table and figures above we note that most of the sample Score grades are (excellent) this scored by (18) of the sample and equal (40.0%), followed by individuals who had their grades (good) numbered (10) and by (37.8%), and finally individuals who had their grades (weak) numbered (10) and by (22.2 %).

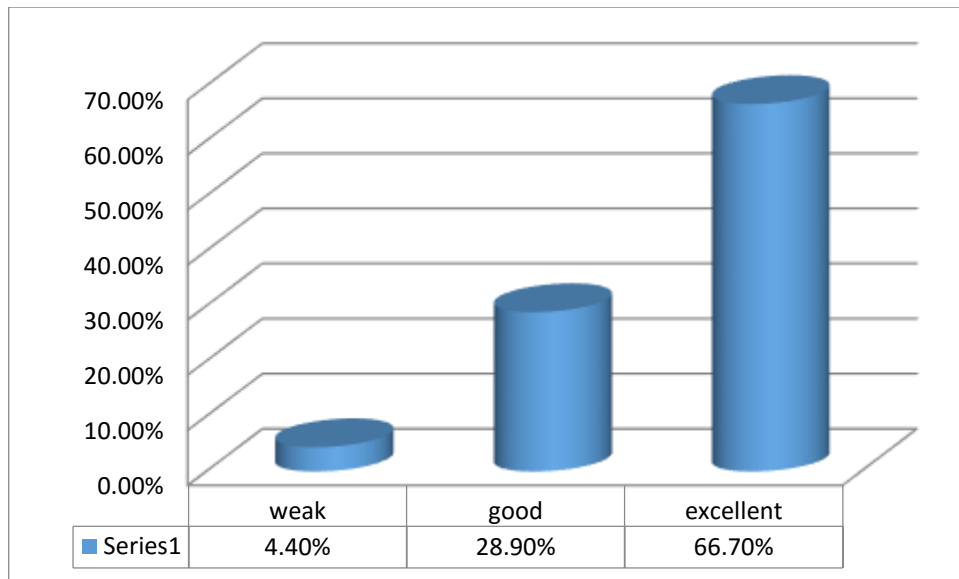3- The table below shows the test in terms of the passing score of the sample exam scores for the third question, as follows:

Table (4-3) the spaces with the suitable phrasal verbs

Percentag	Frequency	Award
4.4 %	2	Weak
28.9 %	13	Good
66.7 %	30	Excellent
%100	45	Total

Source: prepared by researcher, using SPSS, 2019

	weak	good	excellent
■ Series1	4.40%	28.90%	66.70%

Source: prepared by researcher, using Excel, 2019

From the table and figures above we note that most of the sample Score grades are (excellent) this scored by (30) of the sample and equal (66.7%), followed by individuals who had their grades (good) numbered (13) and by (28.9%), and finally individuals who had their grades (weak) numbered (2) and by (4.4 %).

4- The table below shows the test in terms of the passing score of the sample exam scores for the fourh question, as follows:

Table (4-4) Write about yourself in not more than fifteen lines

Percentag	Frequency	Award
44.4 %	20	Weak
24.4 %	11	Good
31.1 %	14	Excellent
%100	45	Total

Source: prepared by researcher, using SPSS, 2019

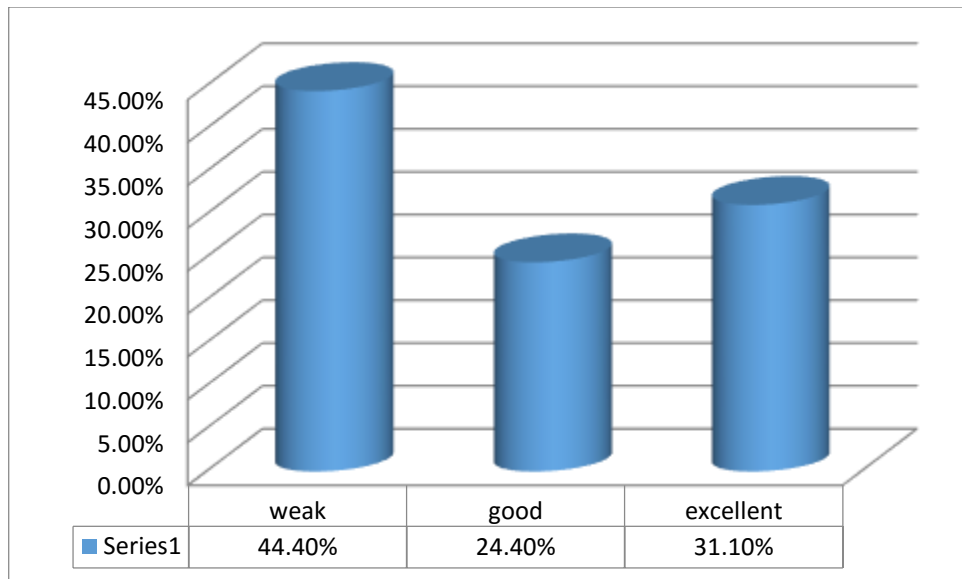|	weak	good	excellent
■ Series1	44.40%	24.40%	31.10%

Source: prepared by researcher, using Excel, 2019

From the table and figures above we note that most of the sample Score grades are (weak) this scored by (20) of the sample and equal (44.4%), followed by individuals who had their grades (excellent) numbered (14) and by (31.1%), and finally individuals who had their grades (good) numbered (11) and by (24.4 %).

Note: The full identification of success is 25 degrees were distributed as follows:

0 – 9   : weak.

10 – 17   : good.

18 – 25   : excellent.

4.3 Testing Finding:

The researcher has found that the four skills of the English language must be taught, because the vocabulary is an integral part of any language learning, it is not possible to learn a language without the vocabulary, especially in reading skills. Students who enter school with limited vocabulary, especially English language students, often struggle to understand what they read because they are unfamiliar with many of the words they encounter. This problem causes them to not be taught in all the subjects they are studying. The researcher has found that these students need to teach vocabulary, especially high school students, because they urgently need to expand their vocabulary quickly to understand the various topics they are learning. Especially for English students.

This study aimed to investigate the vocabulary difficulties that encounter Sudanese secondary schools students. The researcher used the descriptive and analytic methods.

A Test was distributed to fifty students of English language. The researcher has reached into results that justified the hypotheses. On the main findings the researcher stated a number of recommendations. The teachers should pay attention to teaching and developing students vocabulary skill.

Schools should be provided with language labs or with some educational techniques. The English language teachers should be familiar with so many activities and techniques to help learners to get rid of negative psychological factors by motivating and encouraging them to vocabulary English language.

Chapter Five

Main Finding, Conclusions, Recommendations and Suggestions for Further studies

Chapter Five

Main Finding, Conclusions, Recommendations and Suggestions For further Studies

5.1 Introduction:

This chapter in going to talk about in the conclusion arrived at in this research which is Difficulties facing EFL learner in using Vocabulary at third year level.

This chapter is going to include the results, conclusions, recommendations and finally the Suggestion's for further studies.

5.2 Main Finding:

The researcher distributed a number of (50) copies of Test sample selected randomly.

From the results of the analysis, the researcher reached that the level of students in the vocabulary is very weak, that is, about half of the secondary school students for the third grade are very weak at the vocabulary level. From the results of the analysis, the researcher reached several problems facing the third grade students in the secondary stage, namely:

- Students are unable to understand the content of the text due to their inability to master vocabulary well.
- Students have trouble understanding vocabulary.
- Lack of focus on teachers to develop student capabilities in terms of vocabulary
- Negative psychological factors affect in developing vocabulary skill.
- Some teachers have no time for practicing more vocabulary

- There is no clear strategy in English language teaching that helps students understand the English vocabulary

5.3 Conclusions:

This research dealt with the vocabulary difficulties that encounter the Sudanese secondary school students and suggests how the problem of vocabulary difficulties can be solved.

In relation to the teaching learning of the four skills of English, vocabulary is an inseparable part of any language learning, for example: in reading. It would be impossible to learn a language without vocabulary. It should be presented, explained, included in all kinds of language learning activities and must be learnt by students. Vocabulary mastery would be very helpful for the students in learning English, especially in reading skill.

5.4 Recommendations:

- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
- Vocabulary learning should entail active engagement in learning tasks.
- Computer technology can be used effectively to help teach vocabulary.
- Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.
- Dependence on a single vocabulary instructional method will not result in optimal learning.

- The schools should be provided with motivated students speaker to rid

the students from negative psychological factors.

- Enough time should be given to student and teachers for practicing vocabulary skills.
- English language teaching strategies, method and syllable should be changed to enable the teachers and students to develop vocabulary skills.

5.5 Suggestions:

- Take a systematic approach to vocabulary practice
- Reading for meaning
- Teach vocabulary in context
- Teach vocabulary specific to content
- Word association

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Appendix

Name: ……………………………………………………… **3ʳᵈ class**

Time: 1:30 hours

Hypothesis one: The students should have good vocabulary mastery to comprehend the content of the text.

Q1: Read the following passage carefully then answer the question below it:

In Sudan people go to work for six days a week, they work hard from early morning till the afternoon ,in the evening some people might still have to do more work , while others might have many social obligations to fulfill. Being so busy is often very tiring, a person need some entertainment in order to relax . There some different people go to different places of interest. In rural areas in different villages, people might gather at weekends to entertain themselves by dancing, wrestling racing and many other exciting activities.

Match the meaning of words which are used in the text with similar one:

A	B	C
1-relax	a-connected with village	
2-obligation	b-achieve or accomplish	
3-fufill	c-take rest	
4-entertainment	d-something you must do	
5-rural	e-amusement	

Hypothesis two the students face problems in vocabulary due to their limited vocabulary:

Q2:Fill in the space by choosing a word from the list below

(girls, matches, activities, games, Sudan)

Most of the entertaining…………. For young men all over the

……………………

Is watching football, but young ……………….. prefer parties to

sport ………………

And football……………………

Q3 Fill in the spaces with the suitable phrasal verbs

(give up, carry on, took off, looking for, started out)

1- Our plane ……………. On time to Portsudan yesterday.

2- Huda is ……………….her lost book.

3- Ali decided to ………………. Smoking.

4- The chief order his men to ……………. work.

5- We ………….. our trip early in the morning.

Q4: Write about yourself in not more than fifteen lines

     1- What's your name   ?

     2- What are you   ?

     3- How old are you   ?

     4- What is your father   ?

     5- How many sisters and brothers have you got ?

     6- Where do you live?

     7- What is your hoppy?

     8-

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