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كلية الدراسات العليا

College of Graduate Studies

College of Languages

**An Investigation of the Effectiveness of Using Vocabulary Strategies in
Enhancing EFL Students' Vocabulary Acquisition**

(A Case Study of Some Sudanese University Students)

تقصي فعالية استخدام استراتيجيات المفردات في تعزيز اكتساب المفردات لدى طلاب الجامعات

السودانية في تعلم اللغة الإنجليزية لغة اجنبية

(دراسة حالة بعض الطلاب بجامعة السودان للعلوم والتكنولوجيا)

**A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Ph.D in English Language (Linguistics)**

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Dedication

I dedicate this research to

My parents

My daughters Noon and Najla

Acknowledgements

First, I'm grateful to Sudan University of Science and Technology for giving me this opportunity to complete my PhD study. My thanks specially go to my supervisor Professor Mahmoud Ali Ahmed, for his patience and encouragement during the study. My thanks are extended to the staff in charge of teaching the PhD courses. Thanks are due to my friends and colleagues and all who gave me their hands to accomplish this study. Above all, unlimited thanks are delivered to my parents who are the root of my success. They gave me full encouragement and support until reaching this great stage.

Abstract

This study aims to investigate the effectiveness of using vocabulary strategies in enhancing EFL Sudanese university students' vocabulary acquisition: the study took place at Sudan University of Science and Technology during the university academic year (2022-2023) .The study has adopted the descriptive analytical method: the researcher collected data by using two tools, a pre- post test for some EFL Sudanese second year university students and a questionnaire for some EFL Sudanese university teachers. To analyze the data of the study the researcher has used the Statistical Package for Social Sciences (SPSS).The findings of the study revealed that EFL Sudanese university students encounter some serious difficulties in vocabulary acquisition; they have insufficient basic knowledge of vocabulary, they face some problems with meaning, pronunciation and spelling, besides they lack knowledge about vocabulary learning strategies . Furthermore, teaching vocabulary strategies played a significant role in enhancing EFL students' vocabulary acquisition. In the light of the findings of the study, the researcher recommends that: vocabulary strategies play a vital role in EFL enhancing vocabulary acquisition as they help both language teachers and learners. In addition, students should be aware of the importance of vocabulary acquisition in the process of EFL learning. Furthermore, teachers should offer students the opportunity to acquire new vocabulary using a variety of learning vocabulary strategies or that effectively engage them in the learning process.

Key words:

Vocabulary acquisition, teaching vocabulary strategies, foreign language learning.

Abstract (Arabic Version)

المستخلص

تهدف هذه الدراسة لتقصي فعالية استخدام استراتيجيات المفردات في تعزيز مهارات اكتساب المفردات لدى طلاب الجامعات السودانية في تعلم اللغة الإنجليزية لغة اجنبية. اجريت هذه الدراسة بجامعة السودان للعلوم والتكنولوجيا كلية اللغات قسم اللغة الإنجليزية في العام الجامعي (2022-2023) , استخدمت الباحثة منهج الوصف التحليلي و جمعت البيانات بواسطة أداتين هما الإختبار القبلي والبعدي الذي اجري لبعض طلاب الفرقة الثانية بجامعة السودان للعلوم والتكنولوجيا و الاستبانة التي اجريت لبعض معلمي اللغة الإنجليزية بالجامعات السودانية. استخدمت الباحثة برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات. أظهرت نتائج الدراسة أن هنالك بعض الصعوبات التي تواجه طلاب الجامعات السودانية في اكتساب المفردات فهم لديهم معرفة غير كافية بالمفردات, ويواجهون بعض المشاكل في المعنى والنطق والتهجئة. بالإضافة الى أنهم تنقصهم معرفة استراتيجيات تعلم المفردات. علاوة على ذلك لعب تدريس استراتيجيات المفردات دوراً مهماً في تعزيز اكتساب المفردات لدى طلاب الجامعات السودانية في تعلم اللغة الإنجليزية لغة اجنبية. بناء على تلك النتائج فإن الباحثة توصي بأن تدريس استراتيجيات المفردات يلعب دوراً أساسياً في تعزيز اكتساب المفردات لأنها تساعد المعلمين والطلاب. بالإضافة الى ذلك, يجب ان يكون الطلاب على دراية بأهمية اكتساب لمفردات في عملية تعلم اللغة الإنجليزية لغة اجنبية علاوة على ذلك, ينبغي على المعلمين أن يتيحوا الفرص للطلاب لاكتساب مفردات جديدة باستخدام استراتيجيات المفردات المتنوعة التي تمكنهم من المشاركة بفاعلية في عملية التعلم.

الكلمات المفتاحية: اكتساب المفردات, تدريس استراتيجيات المفردات, تعلم اللغة الأجنبية.

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Chapter One

Introduction

Chapter One

Introduction

1.1 Introduction

In order to communicate EFL learners need to know a certain amount of words as communication breaks down if there is lack of vocabulary needed to express their thoughts. It is for this reason that lack of vocabulary interferes with students' language learning hence EFL learners with low vocabulary knowledge show poor achievement across all English curriculum areas. In the classroom, for example, students with limited vocabulary perform poorly and do not score well on their written tests because of the simple fact that they are not able to understand unfamiliar words that appear in the instructions given. Consequently the possibility of earning a good grade is limited. If they do not master or know words, they cannot have a conversation, write, listen or read in the foreign language.

Barcoft (2004) stated that there are some reasons for EFL learners to master vocabulary such as the strong relationship between the ability to communicate and vocabulary knowledge, in addition, language learners' attitudes to the importance of vocabulary and the significant role of lexical knowledge in the development of grammatical competence (p. 201).

The mastery of vocabulary enhances the development of other language skills directly and indirectly. Richards (2000) pointed out that vocabulary acts as a bridge between language skills hence it constitutes the basis for learning target language "no amount of grammatical or other types of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary, he further stated that vocabulary is accepted as the base of learning an additional language because words constitute the building blocks of the target communication" .

According to Ghazal (2007) one of the major difficulties students encounter while learning a foreign language is vocabulary learning. One of the

methods to overcome this difficulty is to make students independent in the language learning process. This independence is gained only when students are aware of their learning strategies.

Schmitt (1997) remarked that EFL learners should use all the strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss; therefore, he developed a vocabulary learning strategies taxonomy by intensifying his research on this field. Schmitt's taxonomy consists of discovery strategies (determination and social strategies) besides consolidation strategies (social, memory, cognitive, and meta-cognitive strategies).

Mizumoto and Takeuchi (2009) pointed out that teaching vocabulary learning strategies increase EFL students' success in vocabulary learning and increase the use of specific strategies hence students with different characteristics have different reactions to the vocabulary acquisition.

In this paper the researcher investigates the effectiveness of using vocabulary strategies in developing EFL Sudanese university students' vocabulary acquisition.

1.2 The Statement of the Problem

The researcher has observed that some EFL Sudanese university students face some difficulties in vocabulary acquisition, they have insufficient basic knowledge of vocabulary, they face some problems with meaning, pronunciation and spelling as the written and spoken forms do not match most of the time and they face difficulties in choosing appropriate meanings of words due to the complexity of vocabulary knowledge, besides, they are unaware of the aspects of EFL vocabulary as they find it difficult to use synonyms, prefixes, suffixes, contexts, semantic clues, collocations... etc. In addition, they lack knowledge about vocabulary learning strategies .

The reasons for such difficulties can be multifaceted. For instance, Al-Seghayer (2015) stated that EFL teachers follow traditional methods in teaching English vocabulary. They use the students' mother tongue more than the target language to deliver lessons, which causes students' low

performance. Some other studies pointed out problems in learning the vocabulary are on the part of the students as well (Elttayef & Hussein, 2017; Farjami & Aidinlou, 2013).

Such problems lead to other difficulties in EFL learning as students find difficulties later at colleges and universities when they engage themselves in specialized courses.

1.3 Objectives of the Study

The study is carried out to achieve the following objectives:

- 1.To shed light on vocabulary difficulties that face EFL Sudanese university students.
2. To find out how can vocabulary strategies improve EFL Sudanese university students' vocabulary acquisition.
3. To identify the causes of the problem and suggest some suitable solutions to overcome these vocabulary difficulties.
- 4.To recommend strategies in order to minimize EFL vocabulary acquisition difficulties.

1.4 Questions of the Study

1. To what extent do EFL Sudanese university students have difficulties with vocabulary acquisition?
2. How can teaching vocabulary strategies enhance EFL Sudanese university students' vocabulary acquisition?
3. What are the causes of vocabulary difficulties that face EFL Sudanese university students?
4. How can these vocabulary problems be solved?

1.5Hypotheses of the Study

The following hypotheses are postulated:

1. Most EFL Sudanese university students face some difficulties in the acquisition of EFL vocabulary.
2. Teaching vocabulary strategies enhances EFL Sudanese university students' vocabulary acquisition.
3. Vocabulary difficulties are attributed to many factors.
4. Teachers can help students to overcome vocabulary acquisition difficulties by raising their awareness about the importance of vocabulary for learning in general and providing them with vocabulary strategies.

1.6 Significance of the Study

The study is expected to provide both theoretical and practical benefits. Theoretically, this study can be used to enrich the example of strategies in teaching English vocabulary, especially for EFL learners. Hopefully this study will be fruitful and have a contribution for further research in the field of vocabulary teaching. Practically, this study will give general description about the condition of English vocabulary teaching at university level. In addition, it could be useful for the teachers who are interested in teaching English for EFL learners. The results of this study can be used as a consideration to improve the teaching of vocabulary acquisition .

1.7 Limits of the study

This study has the following limits:

1. Human Limits:

This study is limited to EFL some second year students majoring in English at Sudan University of Science and Technology, College of Languages; they are at approximately the same level of English abilities.

5. Locative Limits:

Sudan University of Science and Technology , College of Languages ,the English Department is the place where the study is conducted.

3. Temporal Limits:

This study is conducted during the academic year (2022-2023).

4. Topical limits:

This study investigates the effectiveness of using vocabulary strategies in enhancing EFL students' vocabulary acquisition.

1.8 Structure of the Study

This study consists of the following chapters:

Chapter One is an introductory chapter ; it presents an introduction, research problem, objectives, questions of the study , hypotheses, significance , research limits , the methodology and the structure of the study.

Chapter Two deals with the review of the related literature to the study which includes the literature related to the questions of the study, in addition to some previous studies which in a way or another contribute to the present study.

Chapter Three discusses the methodology followed by the researcher in order to collect data for this study.

Chapter Four shows the statistical analysis of the data collected by the pre-post test and the questionnaire and discusses the hypotheses of the study.

Chapter Five gives the conclusion which the study came up with, the discussion of the results of the study that was analyzed in Chapter Four , summarizes the overall results , gives recommendations on the basis of the findings of the study and concludes the paper

Chapter Two will be devoted to the literature review related to the present study.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1 Theoretical Background

2.1.1 Background

It is undeniable that EFL vocabulary strategies play a vital role in EFL teaching and learning as they help teachers to be more specific when teaching EFL vocabulary while assisting learners in mastering the forms and functions required for reception and production of the language.

Oxford (1990) stated that strategies are important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence (p.16). This suggests that if learners know more about effective learning strategies, they may use these strategies in their learning to develop their effectiveness in vocabulary acquisition.

According to Dóczy (2011) vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners. It can be said that through the use of vocabulary learning strategies, learners may be able to maximize the effectiveness of their English language learning. On this basis, it is crucial to be aware of the basics of vocabulary learning strategies and to adopt the strategies effectively.

Leeke and Shaw (2000) remarked that it is important that the learners have effective strategies in the area of vocabulary. By giving them control the learners become more interested in choosing the best ways of learning the language. According to Gu and Johnson (1996) vocabulary strategies lead to increased retentions of the new vocabulary and increased availability of these items for active use.

Jones (2006) classified language strategies into eight parts, they are dictionary, guessing, study preferences, memory, autonomy, note-taking selective attention and social strategies.

Students' choice of strategies is influenced by their beliefs about vocabulary learning (Tahmasebi ,1999). This suggests that some EFL learners think that words can be learned independently of the context, therefore they use the strategy of memorization and visual encoding strategies, others use dictionary, self initiation, activation, and guessing strategies depending on their views of vocabulary acquisition as different learners experience different background and different level of proficiency.

This chapter intends to establish theoretical background for the present study by giving further details concerning EFL vocabulary acquisition difficulties and strategies by providing a review of some of the previous studies and theories related to foreign language vocabulary acquisition.

2.1.2The Concept of vocabulary

According to Neuman & Dwyer (2009)vocabulary means “the words we must know in order to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (, p. 385).

Enlargement of vocabulary has always been and continues to be an important goal in literacy and learning as EFL learners must recognize the importance of vocabulary development. Dewey (1910) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses.

Learning vocabulary means learning definition of words. Many teachers believe that explaining meaning of words by defining them before reading texts is effective to develop vocabulary growth and enhance vocabulary acquisition; however, research indicates otherwise as defining and writing words before reading appears to have little apparent impact on their word knowledge and language use, and has not improved students comprehension of texts that contain those words (Kameenui, 1991).

According to Allen (1999) there are three reasons why strategies that focus on word definitions are not effective:

- (1) A word can have multiple definitions and meanings depending on the geographic location in which a person lives.
- (2) A word can have a definition that may not be correct in a particular context.
- (3) Definitions of words often lack adequate information for students to use them correctly.

This suggests that vocabulary acquisition involves seeing, hearing, and using words in meaningful contexts as strategies that focus on word recognition and word use in meaningful contexts are most likely to positively affect vocabulary growth(Daniels & Zelman, 2004).

2.1.3 The importance of Teaching Vocabulary in EFL Classes

Vocabulary learning plays an important role in EFL learning. According to Kamil and Heibert in (2005) vocabulary is the knowledge of words or word meaning. Moreover, Ling et al. (2012) also suggested that vocabulary should be introduced from simple to complex (p.55).

During their learning process, EFL learners should guess the meaning of the vocabulary without looking at the dictionary. So, students get new vocabulary during the learning. The text should allow students to make inference, apply what they read in their real life, identify meaning of unknown words from the context, and replace difficult words with the simpler words as new words are repeated for reinforcement.

Vocabulary is central to EFL teaching and learning because without sufficient vocabulary students cannot understand others or express their own ideas. According to Wilkins (1972) while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Moreover ,Albeit (2015) maintained that vocabulary is not the only element that convey meaning, but also there are some other vital features like grammar, intonation, stress, tone of voice, rhythm, pauses, silences or hesitations, etc.

The term vocabulary concerns with words and words meaning (Kamil and Heibert 2005)

Vocabulary has received a special concern in language teaching, especially teaching English as a foreign language. It can also be regarded as the most frequently important component for language learners since the four language skills; reading, listening, speaking, and writing need sufficient vocabulary knowledge. According to McCathy (1990) no matter how well the students learns grammar, no matter how successful the sounds of the foreign language are mastered, without words to express a wide range of meanings, communication in a foreign language just cannot happen in any meaningful way. Therefore, it can be said that vocabulary is a very important part of language. Especially for teaching and learning process, vocabulary plays an important role.

2.1.4 Knowledge of Vocabulary

For EFL learners to acquire vocabulary they should be aware of different aspects of what is said to fully get the sense of the words. Nation (1990) stated that the productive knowledge of a word entails knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words it collocates (p. 32).

According to Ryder and Graves (1994) there are three levels of vocabulary that students should learn and know -known vocabulary, vocabulary with which students is acquainted, and vocabulary whose meanings is firmly established. Unknown vocabulary refers to words that are completely alien to the students. Acquaintance vocabulary on the other hand refers to words which the student is familiar with. This suggests that knowing a word in the fullest sense goes beyond simply being able to define it or get the gist of it from the contexts.

Dale and O'Rourke (1971) remarked that students who encounter new words in the text will say to themselves: "I never saw it before, I have heard of it, but don't know what it means, I recognise it in the text – it has something to do with...or I know it".

Beck, Mckeown & Omanson (1987) stated that even when a student recognizes an unfamiliar word, there are different degrees of knowledge for after students are able to read and sound out unfamiliar words, they should learn the word's meaning through rich, contextualized activities as this would enable them to acquire and remember new words that will become part of their oral and written vocabulary, they must have multiple exposures to the new words in assorted contexts (p. 509).

According to Richards (1976) there are six principles of vocabulary knowledge:

- Knowledge of the frequency of the word in the language: To know a word is to know the probability of encountering that word in print; some words are more frequently used in speech than in writing and teachers should be aware of this when determining student's word knowledge.
- Knowledge of the register of words: students must know the limitations of usage on words as there are colloquial English usage of words verses slang usage.
- Knowledge of collocation; students should be aware of the syntactic behaviour associated with the word and conjoining words.
- The fourth principle is that students who truly know a word, understand its morphology, meaning, form of a word and the relate derivations that are formed from the base word.
- Understanding of semantics, which implies the understanding of what a word denotes as well as words that are analogous, opposite, and similar in connotation.
- Knowledge of polysemy, which means the understanding of various meanings associated with a word.

Vocabulary knowledge is an essential factor in language learning because it links vocabulary to the four language skills, which are reading, listening, speaking and writing. Students who have less vocabulary will find difficulties in learning a language and hard to develop the other languages. By having an enough vocabulary of foreign language, it will be easy for them to master the four language skills (Burton, 1982:98).

In reading, mastering vocabulary helps students to know the meaning of each written words and understand the meaning of a context. In listening, mastering vocabulary helps the students to grasp what they hear from a conversation or radio or television. In speaking, mastering vocabulary helps the students engage in communication, they understand what people say and they know what they want to say. In writing, mastering vocabulary helps the students to express their ideas in the written form.

Knowledge of vocabulary learning is important for EFL learners it is also expected that learners can connect the word to word into a simple sentence. Furthermore, vocabulary knowledge can make the students communicate and interact with each other both in spoken and written forms. Therefore, vocabulary learning is useful for EFL learners in building the four language skills; reading, listening, speaking and writing.

2.1.5 Productive Vocabulary Knowledge VS Receptive Vocabulary Knowledge

Productive vocabulary knowledge means the knowledge to produce a word when the learner can use it in their writing or speech while receptive vocabulary knowledge means the capability to comprehend a word when the learner hears or sees it.

It has been argued that the learner knows vocabulary words receptively first and only after intentional learning they become available for their productive use (Grave,2006).

According to Richards (1976) receptive knowledge gradually become productive knowledge when the learner learns more about the vocabulary items . If we consider our learning new language as an example, we can clearly realize the distinction between receptive (passive) and productive (active) lexical items. The vocabulary items that we can recognize and understand are receptive vocabulary items. Whereas the lexical items that we can deploy in our communication and writing are productive vocabulary words.

Schmitt (2004) classified English language skills into both receptive and expressive (productive) knowledge competence, he stated that receptive knowledge competence is related to both listening and reading skills, while productive knowledge competence is concerned with speaking and writing skills . He further stated that there is no need to precisely separate receptive vocabulary from productive vocabulary because the students should acquire the knowledge of the vocabulary items receptively then use them productively. Thus, learning of these two categories of vocabulary providing a circle of long-term developing processes of language acquisition.

2.1.6 Selection of Vocabulary

According to Burton (1982) understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable students to master the vocabulary they need to learn to read and to read to learn. Vocabulary consists of function words and content words. Function words are common words such as are, that, and to. Content words include nouns, verbs, adjectives, and adverbs, like flower, eat, beautiful, and sadly. Further, content words are comprised of both concrete and abstract words. Concrete words, such as automobile, can be taught using an object or showing a picture. Abstract words, like harmony, are more easily taught using examples and non examples. In addition, words may be considered to belong to either general vocabulary or technical vocabulary.

General vocabulary refers to words, such as *giant*, that are not directly associated with a particular content area, while technical vocabulary, like *mitosis*, is associated with a specific content area, subject, or topic. The first step in planning for vocabulary instruction is to identify the words students will learn.

When teaching vocabulary teachers should select words that are common or generally useful for students to know; select words that students will encounter frequently, and that therefore, represent common knowledge (Marinak, Moore, Henk, & Keepers, 1997). Similarly the teacher should

avoid assigning words that students rarely encounter (Ellis & Farmer, 1996-2000).

Baker, et al. (1995) remarked that choosing terms that are strategic to academic success and are not typically acquired independently, the teacher should identify words that are essential for understanding a reading selection. Ask, “If readers did not know the meaning of this word, would they still be able to understand the passage?” If the answer is ‘Yes’, the word is probably not essential to understanding the selection’s major concepts or ideas” (Marinak, et al., 1997, p. 1).

Ellis & Farmer(1996) argued that the teacher should pick vocabulary textbook that addresses key concepts or ideas. Each chapter of a subject area text may include a list of 15-20 vocabulary words. Often, only four or five of these terms address critical concepts of the chapter .

When selecting vocabulary items to teach EFL teachers should determine which item is useful depending on the teaching situation which is always different as using one item in one context may be quite useless in another.

According to Gairns (1986) vocabulary selection depends on the teaching situation hence there are a lot of systematic rules and guidelines for choosing words for vocabulary instructions. EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom. However, there are a lot of benefits for including vocabulary development strategies in the content instruction. It is clear that rote memorization and dictionary definitions will not help much in retention, and in order to learn the words, they must be presented in different and meaningful contexts (Misulis, 1999, p. 26).

Misulis, (1999) further stated that words that are selected should be important to developing an understanding of related content in other subject areas as there is a direct association between the knowledge of a word meanings and understanding of what is to be learnt, this will make the meanings of words relevant to the context they appear and also help students build connections between what they know and new vocabulary as students

will then encounter new words in a confirmatory and relevant manner rather than as unknown words in an irrelevant piece of text (Misulis, 1999, p. 25).

According to Gunning(1996) it is important to help students make associations between the vocabulary words they are learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words, it is essential to relate new words to experiences that students may have had. It also leads students to better retention of what is learned. Consequently, the selection of words is based on the principle that students' previous knowledge will contribute to their understanding of the new content being read (p. 166).

Misulis(1999) remarked "Given the content to be learnt, the nature of the learners themselves, and the anticipated time for a unit of study, the teacher makes decisions related to what is deemed a reasonable number of words for instruction" (p. 26). This suggests that it also includes what students already know, prior knowledge, when initiating and implementing vocabulary development. After assessing prior knowledge, teachers can provide students with synonyms, antonyms, analogies, homophones and homonyms of the words already known. The teacher then may ask the students to brainstorm, categorize, organize, or analyze, he can help them in understanding the meaning of the words in relation to other words.

La Flamme (1997) pointed out that when selecting vocabulary to teach it is necessary to choose words that relate to students content areas and vocabulary instruction must be formalized, structured, and related in a meaningful way to the content that students are learning (p. 378).

Misulis (1999) further stated that words selected must have a purpose for students to learn as students will feel more comfortable when they see that what they are learning is something useful for them not only in the classroom but also in their everyday activities. If the word selected does not match a student's need, the probability of being retained is very slim. Teachers can give students a list of vocabulary words to look up in the dictionary. It is normal because students can practice their dictionary skills

and spelling; however, there is a tendency for them to memorize words and definitions. So in order to learn the words they must be presented in meaningful ways. Surely, one of the ways of presenting words for students is through their content areas. “Vocabulary words should be selected that reflect students’ learning needs in light of the content to be studied” (p.26).

2.1.7The relationship between vocabulary and language teaching and learning

EFL teachers possess a great knowledge about how much vocabulary in learning a foreign language is crucial. They also know that the learners need to learn a certain amount of the vocabulary items, which the native speaker and writer of English utilize. Students’ lack of vocabulary words hinder them to understand the words used in the texts and communication. Reading, communication and writing halt when the students do not know the necessary vocabulary words. Nation (1990) argued that instructors are aware of such problems and they never doubted the importance of learning vocabulary. They do not believe teaching vocabulary needs to be deferred till grammar is mastered .

Nation (1990) reported that vocabulary knowledge is one of the fundamental aspects to learn just like the four language skills and it should be considered as an essential component of learning a second/foreign language because it inspires and leads the learner the way to communicate. Thus, teaching vocabulary is one of the critical ways of improving vocabulary knowledge. It should be well-programmed and planned since it aids the students to expand their vocabulary and when they realize it is most needed for the message-focused tasks like listening, speaking, reading, and writing.

2.1. 8EFL Vocabulary Learning

An important step in planning for vocabulary instruction is to determine the depth to which students will be required to understand each term the teacher has selected. Some words warrant only a minimum level of knowledge, that is, a level of understanding that calls upon students to associate a new word with a definition, synonym, or context. However, if comprehension of the

term is required, the teacher must select instructional strategies that enable students to categorize words, complete sentences, or generate multiple meanings for words. Finally, when academic demands require a deep level of understanding of terms, it is important that students are able to create original sentences using the words, make connections between new and prior knowledge, and apply word meanings across contexts (Baker et al., 1995).

(1) Indirect Vocabulary Learning

Indirect vocabulary learning means the indirect way EFL learners learn the meanings of most of the words through everyday experiences with oral and written language. According to Thoronbury (2002) learning vocabulary indirectly can be achieved by following different ways:

(a)Engaging students in daily conversations

When students are engaged in conversations with others, they hear the repetition of the words and how these words are used in regular conversations. The more oral language experience children have the more words and meaning of these words they will learn.

(b)Reading aloud daily to students

Reading aloud should be a daily practice. Providing opportunities to study particular unknown or unfamiliar words and engaging the learners in conversations related to the book provides them opportunities to relate to prior knowledge and experience or to build background when there is no prior knowledge.

(c)Providing time and opportunities for students to read on their own

Engaging students in reading that brings answers to important questions as students learn to value reading and the more they read, the more word meanings they will learn.

(2)Direct Vocabulary Learning

Learning direct instruction is important because it helps students learn difficult words that can guide them to a better comprehension of the reading.

Usually these words can be related to a specific subject and are not part of the student's daily instructional vocabulary experiences.

Thoronbury (2002) stated the following guidelines that can help with direct vocabulary instruction:

(1)Teaching specific vocabulary words before the reading

This practice can help students learn new words and comprehend the text.

(2)Using the vocabulary taught in different contexts

The more students use the words in different contexts during various periods of time, the more they are likely to learn the words.

(3)Repeating vocabulary exposure

The more students see, hear, read, or write specific words, the better they learn these words. Repeated exposure to words in different texts promotes active engagement an increases comprehension.

2.1. 9Classification of Vocabulary Strategies

According to the principles of terminology and categorization of different researchers, there are two main groups of strategies: discovery strategies and consolidation strategies. There are two strategy categories emerging in the first group: determination strategies and social strategies whereas consolidation strategies comprise social strategies, memory strategies, cognitive strategies, and meta-cognitive strategies.

According to Rubin and Thompson (1994) there are three main categories of vocabulary learning strategies that have been reported by language learners to be effective. They are Direct Approach, Mnemonics, and Indirect Approach.

Moreover, Lawson and Hogben (1996) classified vocabulary learning strategies based on the information obtained through the think-aloud method and interviews provided by 15 university students learning Italian in Australia. The fifteen strategies were classified under four categories:

repetition, word feature analysis, simple elaboration, and complex elaboration.

Nation (2001) identified three main categories of strategies—planning, sources, and processes, each covering a subset of strategies.

“Planning” involves choosing what and when to focus attention on the vocabulary items. This category contains strategies for choosing words, choosing the aspects of word knowledge, choosing strategies, and planning repetition.

“Sources” refers to finding information about words from analyzing the words, context, dictionary, etc.

“Process” means establishing lexical knowledge through such powerful processes as noticing, retrieving and generating.

Gu and Johnson (1996) classified strategies into groups metacognitive regulation, cognitive strategies, memory strategies, and activation strategies. Meta-cognitive strategies make the meaning of vocabulary items clear through the use of a variety of means such as guessing, use of dictionary, and note-taking. Memory strategies include rehearsal and encoding. Finally, activation strategies include the strategies through which learners actually use new words in different contexts.

2.1.10 Strategies of Teaching EFL Vocabulary

A strategy is an effort to achieve successful goals. In EFL context strategy may refer to a plan, method, or series of activities designed to achieve a particular educational goal. According to Hamruni (2009) the teaching strategy consists of:

The teacher : the teacher is the agent so that in this matter the teacher is the most important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy cannot manipulate the teacher.

The student is the component that does study program to improve ability to reach study purposes.

Purpose is the base to determine strategy, material, media and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must be selected by the teacher.

Teaching material is the media to reach the teaching purpose. According to Suharsini (1990) teaching material is the core component of the teaching process.

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and the students' role and behaviors and secondarily with features such as linguistics and subject matter objectives, sequencing and materials, know the result teaching-learning process, so that teacher can know the results of expectation as evaluation can be summative and formative.

Environment influences the teacher in deciding teaching strategy. Situation in this matter means situations and physical condition, such as: climate, school, location, facilitation..etc.

Rubin (1987) defined lexical strategies as “the process by which information is obtained, stored, retrieved, and used.” According to Takač (2008) vocabulary learning strategies are “specific strategies utilized in the isolated task of learning vocabulary in the target language.” (p. 52).

Catalán (2003) maintained that vocabulary learning strategies refer to “knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students to:

- (a) Find out the meaning of unknown words.
- (b) Retain them in long-term memory.
- (c) Recall them at will.
- (d) Use them in oral or written mode.

To Asgari and Mustapha (2011) vocabulary learning strategies refer to steps taken by the language learners to acquire new English words.” Thus, it can be said that vocabulary learning strategies are commonly used not only to

discover the meanings of unknown words but also to retain them in long-term memory and to recall them at will.

One of the biggest challenges faced by teachers of English Language Learners (ELLs) is to help students to achieve proficiency in academic language and vocabulary or Cognitive Academic Language Proficiency (CALP).

It is important that teachers take time out of their busy schedules to teach learning strategies in general and vocabulary learning strategies. Chamot(1999) corroborated this thought when she referred to the Metacognitive Model of Strategic Learning, and some strategies for remembering vocabulary and other information. She stated that “Although students often mention repetition to learn language ... more efficient strategies may be necessary for students to learn and remember information for long periods of time, such as building bridges in the students’ minds, mental links or pathways that are mapped onto an individual’s existing schemata. If the links are numerous and personally meaningful, the information is easier to memorize and recall later. Making meaningful associations with new words and phrases can make vocabulary acquisition more effective and efficient.”

She further stated that there some remembering strategies which include the following:

1. Imagine with key words: Using a keyword creates a visual and personal association between meaning and sound.
2. Group/classify: Grouping involves creating categories by relating or classifying words according to attributes. For example, sun is related to suntan, hot, beach.
3. Transfer/cognates: It entails transferring the knowledge from one language (mother tongue or other) to another language. Prefixes, suffixes, roots, etc. teléfono in Spanish = telephone in English.

According to Rubin(1987) it is important to help students to memorize new vocabulary using other methods. Rubin used the term “Mnemonics”, when a retrieval plan is developed during encoding and mental imagery, using both

visual and verbal aids to help individuals learn faster and recall better. He mentioned different methods, such as:

A) Linguistic Mnemonics: this method links unrelated items with a set of memorized pegs or hooks for example, rhyming words to digits: one is a bun, two is a shoe, three is a tree, etc...

B) Spatial Mnemonics: such as spatial grouping, and the finger method.

C) Visual Mnemonics: pictures (pairing pictures with words in L2 works better than pairing them with L1); and visualization, instead of using real pictures, a word or the contents of a passage may be visualized.

D) Physical Response Method: flipping a pancake, physically reenacting the information in a sentence results in better recall than simple repetition.

a) Total Physical Response developed by James Asher in (1965).

b) Melodrama, (Rassias 1968-1972).

c) The Silent way (Caleb Gattegno,1972).

d) Verbal Elaboration Methods: grouping, word chain, and narrative chain (subjects learn 12 lists of 10 unrelated words by weaving the words into a story, subjects remembered 7 times as many words as those who studied the words by rote (Bower & Clark, 1969).

e) Other memory enhancing techniques are: self-testing, spaced practice, real life practice.

To enhance teaching EFL vocabulary it is essential that the teacher should decide what he/she wants the students to know.

According to Clearly (2009) the first step in teaching vocabulary is to tell the meaning of the words, and this could be done by the teacher saying the meaning through notes as they did in story or by students could look up the definition on their own.

The teacher may start by giving the students the form of words , the students need to know if the word is verb , adjective or nouns to be able to use it

effectively , in addition ,the teacher should teach the students the pronunciation, use and the spelling of the word.

Blachowicz and Fisher, (2004) stated the following strategies for teaching vocabulary:

- **Develop word awareness and love of words through word play**

Several strategies and activities can be used to focus on this aspect of vocabulary development. Too often, in an attempt to cover as much content as possible, teachers should give the students the opportunity to play with words to create meanings.

- **Develop explicit, rich instruction to build vocabulary**

Blachowicz and Fisher (2004) suggested the STAR model because it provides explicit vocabulary instruction.

- **Build strategies for independence**

Helping students to learn to understand vocabulary by using context clues, word parts, and, even dictionaries can lead to word ownership. However, teachers need to explicitly teach students how to use these tools to develop the skills needed to make use of context clues, word parts, and dictionaries.

- **Engage students actively with a wide range of books**

Exposing students to many forms of literature in a variety of ways—including reading aloud to and with them—helps students develop broad vocabularies.

According to Grave (2006) the following are some examples of EFL vocabulary strategies:

(1)Definitions

To teach vocabulary it is important to give the meaning of the new words to simplify the meaning of them to the learners. According to Leonardo, (2011) the definition in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the

word that is defined, this can be done by using authentic and reliable dictionaries .

Fairbanks (1986) said that when an unfamiliar word is likely to affect comprehension , the most effective time to introduce the word's meaning may be at the moment the word is met in the text , this suggests that giving the definition of the words makes the learning process easier.

(2)Use of Context

Context refers to the words that come just before and after a word, phrase or statement and helps to understand its meaning. Also, context makes the situation clear and this in turn illuminates the meaning of the new word .Moreover, this practice saves time and develops an intensive reading habit and better understanding .The teacher may introduce selected vocabulary within cloze sentences – a sentence with a blank where the word should go. So that, teaching vocabulary in the context is more helpful to learners, and putting the new English words within a text makes the learners manipulate the meaning of the new words.

(3)Role-Play

Role-plays gives students the opportunity to demonstrate how English in real life situations and make them focus more on communication than grammar .Vocabulary role-play represents a great strategy to encourage learners to make connection among their past experiences as students are introduced to new vocabulary and given an opportunity to discuss and see the vocabulary in context through role-play.

(4) Antonyms

There are a variety of different forms of "oppositeness " , which are important to learners and teachers .When teaching vocabulary by providing the antonyms , the teacher can enhance learning vocabulary items. This helps the students to understand the different shades meanings of a word .

(5) Synonyms

Synonyms may be used to help the students to understand the different shades of meaning if the synonym is better known than the word being taught as learning words with known synonymy are easier than learning words without knowing the synonymy because the learners know synonymy to less frequent synonymy, therefore synonyms help to enrich the students' vocabulary bank and provide alternative words instantly.

(6) Using realia

Realia plays an important role in teaching new vocabulary as when the students have seen is more appropriate to remember than things have not as Thoronbury (2002) claimed that real objects or models of real objects are very effective and meaningful in showing meaning but in handling of real objects , a teacher must be practical and should not be superfluous . Moreover, as it involves the senses, it promotes creativity and acknowledgment of the object as direct.

(7) Pictures

Harmer(2015) stated that that pictures bring " images of reality into the unnatural world of the language classroom, teachers have always use pictures or graphic – whether drawn , taken from books , newspaper , and magazines – to facilitate learning " (Harmer,2015) .To sum up , pictures bring not only images of reality , but also function as a fun element in the class.

(8) Drawing

Drawing are suitable as illustrations for personal expression they give students the opportunity to express themselves.

(9) Reading and writing the word

When the learner read the words it makes them familiar with the word and also improves pronunciation of the learners .So , reading can be a source of learning new words with knowing its meaning directly , in addition, writing or copying the word from the board gives the students a chance to

understand the grammatical aspect of the word such as noun , verb , adjective.

(10) Giving Feedback

Feedback is information when a learner can confirm , add to overwrite tune , or restricted information in memory whether that information is domain knowledge , beliefs about self and tasks , feedback statement of opinion about something , and it's very useful in learning a new language .

(11) Using Records

Listening to new vocabulary can be considered a source for vocabulary acquisition as using records through teaching new English vocabulary is very beneficial.

(12) Translation

One technique that usually used in teaching vocabulary is translation. In translating the meaning of the words, the teacher can apply this indirectly and directly. Based on the observation the teacher may use the two languages when he explains words in the teaching process, he does not need to explain the material full in English.

(13) Memorization

The teacher should motivate the students to study hard. He should often ask the students to memorize a lot of vocabulary. If the students have a lot of vocabulary, the teacher believes that the students will have a good score in English. The teacher can use memorization as a strategy in teaching, he may ask the students to memorize the words that he has written on the whiteboard while the students close their books.

(14) Playing Games

Other activities that support the students' vocabulary are games activities as students feel interested and also do not feel bored with the lesson. In word games, the teacher can teach by presenting pictures such as picture of clothes, things in the bedroom or time. Here, the teacher can give pictures to the students, then ask them to describe them. By doing this other students

can understand or find the meaning of vocabulary based on the picture. Through that word games, the students can learn vocabulary in joyful ways as this increases their motivation to learn vocabulary.

(15) Students' English Book

Students' English book is one of the media that can be used by the teacher. Students' English book is very needed by the teachers and also by the students. Students' English book contains the material that the teacher uses in teaching. In addition, the students also become more interested with the lesson if the teacher uses multimedia in the class. The use of LCD also makes the students feel excited during the learning process, even they look more active during the lesson.

(16) Documentation

Document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all sort that can be used as supplemental information as part of study whose main data source is participant observation or interviewing.

(17) Collocation

Collocation means word partners, for example we say make a mistake not do a mistake and do homework not make homework. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

Collocation is a term used to describe a group of words that occur repeatedly in a language. McCarthy (1990) stated "the relationship of collocation is fundamental in the study of vocabulary; it is a marriage contract between words, and some words are more firmly married to each other than others" (p.12).

Knowledge of collocation means knowledge of which words are most likely to occur together. For instance, "beige" collocates with "car" but not with "hair", just as "blond" collocates with "hair" but not with "car." Knowledge of collocational appropriateness is part of vocabulary competence and fluency.

(18) Semantical analysis

Semantical analysis includes two classroom activities: semantic feature analysis, semantic mapping, synonym substitution and mnemonic method. Each of these word learning activities is designed to build on words that students already know.

A) Semantic feature analysis

Rubin(1987) defined semantic feature analysis as a way of teaching significant concepts and vocabulary of a passage by developing a relationship chart (p. 68). Normally semantic feature analysis is applied before students start reading to help them establish the meaning between words that are closely related. The teacher selects the key vocabulary, differentiating between superordinate (across) and subordinate (down) terms. Next he or she should elicit a discussion about features or characteristics amongst the words. Rubin(1987) suggested that the discussion should alert the students to the relationships among general and specific concepts, and focus their attention on related new vocabulary (p. 68). For example, if a teacher is about to begin a lesson on volcanoes, he or she might begin the lesson by having students participate in creating semantic feature analysis. The superordinate terms, such as magna, lava, eruption, earthquake, pressure and avalanche on the left side of the chart; whereas, the subordinate terms, such as shockwaves, caused destruction, flows down mountains, blast, explosions, melted rock, pushing, pressing, landslide, barrage would appear across the top of the chart. The students would then complete the chart with positive or negative signs that would suggest the presence or absence of each feature according to the terms. After reading the text, the teacher should encourage the students to make changes, additions and corrections in the chart.

By using semantic feature students create graphic representation of the words relate to supordinate terms. This strategy is useful for teachers because it can be used as a means to assess students' knowledge of the

subject matter. However after a guided practice, teachers should allow students to complete the matrix independently(Gunning, 1996).

B) Semantic mapping (webbing)

Semantic mapping is a device for organizing information graphically according to categories (Gunning, 1996). Lots of strategic activities are considered to be in the field of semantic mapping: graphic organizing, brainstorming, or webbing with regards to the same goal they seek to accomplish.

Robert (2013) stated that EFL teachers seek to represent an important concept and have students list as many related words as possible, putting them in broad categories (p. 68). Semantic webbing is sometimes used as a means to assess prior knowledge as well as to explore meanings of unknown words, concepts, and topics. Semantic webbing always starts with a central word (or concept) and allows students to build on that word by adding related concepts and words to the central word and connecting categories. For example, the teacher might encircle the word plants on the board. The teacher directs the students to generate subcategories pertaining to plants such as how they grow, where they live, what they need in order to survive, and different kinds of plants. Each of these broad topics is a related form of the key word plants. Students then brainstorm as many words as they can and place them in an appropriate place. After reading more about plants, students continually add and revise the map to include new vocabulary and terminology related to plants. Research indicates that semantic mapping seemed to help students categorize words and focus on their similarities and differences, qualities that may serve as a structure which enhances recall (Robert ,2013).

C) Synonym substitution:

Synonym substitution is a strategy created by group of graduate students from the State University of West Georgia. Unlike the other strategies, this strategy requires that students firsts read the assigned passage or text before new words are introduced. Students then are asked to self-select difficult words from the passage, where they then decide on a definition and check

that definition in context or dictionary. Next, students substitute a synonym for the word in the passage. After that, students illustrate their selected word to the rest of the class where they are asked to guess the word. Finally, the word is presented as an analogy. For example, if the difficult words selected were dagger and saber, students could then draw an analogy between “dagger: knife and saber: sword” where old words are connected to new words (Robert, 2013).

This strategy is extremely time consuming, but it leads to a significant amount of interaction with words selected; which leads to greater retention and word building. Priyono (2004) stated that the purpose of this strategy is to make comparisons of vocabulary words and their meanings (p.74).

A variation of the strategy is to have students work in groups where they select difficult words from a passage and substitute synonyms for difficult words. Next, the group teach the analogies to the class where they illustrate the words and present it to the class. Students then are expected to be able to substitute synonyms for difficult words, check them in context and draw analogies between old words and new vocabulary.

D) Mnemonic method

Priyono (2004) defined mnemonic method as a way of improving the learner’s memory for items having an associative component (p.68). This method was developed by Atkinson and his collaborators in 1975 and the objective of it is to help students associate new words with old words by using mnemonic devices so that retention is optimal. The learner first creates “a keyword that sounds like a salient part of the unknown words, and then links the keyword to the unknown words by means of a visual image or sentence” (Priyono, p. 69). For example, a native English speaker could learn that the Spanish word pato means duck, using the English word pot as the keyword and creating an interactive image of a duck sitting in a pot (Atkinson & Raugh, 1975).

The underlined assumption of the keyword method is that an encounter with the foreign language word (here pato) will evoke the keyword (here pot),

which in turn revokes the keyword – based image (here a duck sitting in a pot) involving the native – language translation (here duck).

Research shows the “effectiveness of the keyword method in enabling students to recall and apply their newly learned vocabulary as much as two weeks after instruction” (Priyono , p.54).

19) Structural Analysis

Anderson & Nagy (1992) estimated that “approximately 60% of English words have meanings that can be predicted from the meanings of their parts”. Instructions in structural analysis involves teaching students the importance of morphemic analysis in relation to polysyllabic words, and syllabication.

Rubin (1983) stated that structural analysis is “a powerful tool, but it is dependent on having at ones fingertips knowledge of word parts and their meaning. Learning structural analysis is an important part of learning how to read, spells, and comprehends vocabulary” (p. 77).

Structural analysis depends on morphemes “the smallest units of meanings” so that instruction in morphemic analysis entails instruction in compound words, prefixes, suffixes and roots words” (Gunning, 1996, p. 138).

Catalán (2003) defined morphemic analysis as a vocabulary aid which involves dividing word into its component morphemes, then using the meanings of the individual morphemes to figure out the meaning of the entire word. It is based on the assumption that is if the student can pick up the meaning of the smaller parts of a word, he or she may be able to synthesize its word parts to make sense of the whole.

When teaching morphemic analysis skills to students, concepts should be taught incrementally, introducing its different components over time. Structural analysis concepts taught should be generative, rather than taught mechanically and in isolation. The teacher may introduce the most functional affixes first (un-, re-, pre-), and separate morphemes likely to be confused e.g. - er, est. These two rules help to make the input more comprehensible for all students.

Teachers should take advantage of every opportunity to enhance students' recognition of root words.

Compound words often define themselves by the fact that the conjoined words reveal its meaning. The words backdoor, midnight, and nutshell provide clues to the words meaning, while password, powerhouse and sand dollar do not help the reader to decipher the meaning. Compound words come in three different forms: solid, hyphenated, or open, for example upstairs (solid), high –rise (hyphenated), and top hat (open) (Gunning p.138).

Teachers should introduce compound words from the context and teach them to look for word meaning within the confines of the words themselves.

Foley (2005) asserted that that skilled readers use structural analysis in three ways: to recognize known words more efficiently, to remember the meanings and spellings of partially learned words, and to figure out the meanings and pronunciations of new words.

(20)Semantic Clues

It is sometimes very difficult to select words appropriately for students due to generalized meaning that words may present. Brown (2010) stated that some single word forms can have a lot of related meanings; some words have the same form but have totally different meanings in different contexts, different words sometimes share a general meaning sense, and some words do not have a set of opposites (p.11).

There are several important features such as homographs, homophones, synonyms, antonyms, figurative language, multiple meanings, connotation, and denotation that need to be taken into account when teaching vocabulary.

According to Gunning (1996) homographs are two or more words that have the same spelling but different origins and may have the same or different pronunciations. He gave an example of “word bank” that may mean a place where the money is stored or the side ways slope of a surface along a curve. If the context is not provided here the meaning may be confusing for the

students hence it is known that in the English language many word forms occur in different contexts with different meanings.

Gunning (1996) also stated that homographs make the spelling easier but reading more difficult (p. 188). There are some homographs that have different pronunciations with the same spelling: bow, sow, lead and read. Their meaning and pronunciation are completely different in spite of having the same spelling. Giving students more reading activities they will be used to the variation of the same spelled words with different meanings, and consequently learn the importance of relying on contextual clues. Research suggested that learning a new word from an old word is more difficult than learning new meaning for a new word (Gunning, p. 188). Consequently, students need guided practice for recognizing and developing awareness for homographs.

Homophones are defined as words that are pronounced the same but differ in spelling and meaning and often have different origins as well (Gunning, p. 188). For example, there, their, they're, principal, principle, stationary, stationery, your, you're, whether, weather and two, to and too. These words are confusing for students because they have different spellings but have the same sounds. Here context also will provide the reader with adequate meaning.

Synonyms and antonyms are also important components of semantical analysis for vocabulary development. Synonyms can help students to get the meaning of the new words from old words. Synonyms are not interchangeable in all contexts, but in most cases, where they are substituted, the overall meanings of the sentences remain unchangeable.

By giving students an opportunity to explore new synonyms and antonyms of old words, the connection between prior knowledge and new knowledge will be more easily associated. For example, the word begin has multiple synonyms, such as start, commence, originate and initiate. It also can be defined by its antonyms: end, close, terminate, conclude finish and stop.

Synonyms should be introduced carefully. Students must know that synonyms are new words which correlate to old words, and that new

vocabulary is being explained by expanding on existing knowledge of old words. Antonyms can also help students to understand better familiar words by introducing their opposite meaning. When antonyms are taught along with synonyms as strategy for vocabulary development, students will expand their word knowledge. Rubin (1987) stated that antonyms make students' writing clearer and more expressive (p. 83).

Antonyms represent an effective strategy to teach word meaning. They can also be used as “non examples” of words. For example, a lesson might include showing students a picture of something white in order to teach the colour black. White would be a “negative” or “non example” used to explain black.

2.1. 11Components of Vocabulary Instruction

Armbruster, et al.(2001)stated that students can learn vocabulary through indirect and direct exposure to words in a variety of language contexts. For example, students can learn vocabulary indirectly when they engage in conversations with others, through read a louds, and through independent reading. Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies.

According to Graves (2006), there are four essential components of vocabulary instructions :

1. Providing rich and varied language experiences

Graves(2006) stated that EFL students vocabulary skills increase when they are exposed to new words through various language experiences, such as reading aloud, independent reading, and oral discussions.

Lehr, et al., (2004) claimed that when students are exposed to a wide variety of reading genres, from biographies to fairy tales to how-to books, they learn different types of vocabulary. In order to be exposed to vocabulary that is more sophisticated and academic, students need to spend time reading books and having books read to them. Several researchers have concluded that reading aloud has the potential to significantly increase EFL learners' vocabulary.

Cunningham (2010) remarked that combining read aloud with discussion about the text and promoting independent reading experiences outside of school hours are both effective strategies for expanding EFL learners' vocabularies.

It is essential that students are given time to engage in oral language activities such as discussing a book in class after the read aloud and discussing it at home. When students are exposed to rare words, they acquire the vocabulary to support their reading of the increasingly complex texts they encounter as they progress through school (Cunningham, 2010).

They further stated that students who can read with ease tend to read more difficult materials and are thus exposed to a greater number of rare words. Even striving readers will increase their vocabulary if they are engaged in reading ; however, these students tend to avoid reading, thus missing out on the opportunity to learn rare words. Graves(2006) termed this phenomenon the “Matthew effects” of achievement, based on a Biblical passage that speaks of the rich getting richer and the poor getting .

2. Teaching individual words explicitly

According to Graves(2006) in addition to learning vocabulary indirectly through various reading and writing activities, students benefit from direct and explicit teaching of individual words . Although students learn many words from the various classroom language experiences, explicit instruction of carefully selected words is needed for students to understand content-specific texts. Through the direct teaching of key words, students acquire the in-depth knowledge they need in order to understand the meaning of words they will encounter while reading. The National Reading Panel found that direct instruction is highly effective for vocabulary learning (Nichd, 2000).

The four strategies for teaching individual words explicitly are:

1. Providing students-friendly definitions.
2. Using words in context.
3. Providing multiple exposures.
4. Offering opportunities for active involvement.

The teacher should encourage the students to involve themselves in the task at hand and play an active role in the teaching and learning process.

5. Teaching vocabulary-learning strategies

Vocabulary learning strategies are the tools that students can use to figure out the meaning of unfamiliar words and increase their word knowledge. Direct teaching of word-learning strategies can help students become better independent words-learners, there are different effective vocabulary strategies: they are

- Identifying and using context clues
- Knowing how to use word-part information
- Using a dictionary accurately.

6. Fostering word consciousness

Word consciousness can be thought of as “an awareness of, and interest in words, and their meanings” (Graves, 2006, p. 7). This also includes word play and expressively used words such as idioms and figurative language (Lehr, et al., 2004).

Teachers can increase students’ vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words. Personal interest and excitement in new words can be contagious. Encouraging students to be word conscious helps them to become lifelong learners of new words. Ways to foster word consciousness include playing word games, telling tongue twisters or jokes, and highlighting interesting words found in the texts (Lehr, et al., 2004).

Vocabulary and meaning-focused input

Research has shown that there is a direct relationship between reading and vocabulary growth for several reasons, there is a fragility to this kind of learning. Firstly, research with native speakers of English shows that the amount of vocabulary learning that occurs during the reading of a text is rather small (Nagy, Herman and Anderson 1985).

It is necessary to use sensitive tests of vocabulary knowledge to show any learning at all. However, it is likely to be cumulative if there are repeated opportunities to meet the partially-learned vocabulary again. This suggests that there will be a close relationship between vocabulary growth and the amount and variety of meaning-focused input. Frequency counts show us that there is a very rapid drop-off in frequency of occurrence of vocabulary after the most frequent 2,000 to 3,000 high frequency words of the language. For example, in a diverse 1,000,000 running word corpus, words outside the most frequent 6,000 occur less than eight times. This drop-off is even more noted in texts belonging to the same genre (Sutarsyah, Nation and Kennedy 1994).

One million running words is about 3,000 pages of text or the equivalent number of pages of 10 to 15 novels. Clearly, beyond the most frequent words of the language, considerable meaning-focused input is needed for vocabulary growth to continue at a reasonable pace. The second reason why vocabulary learning through meaning-focused input is fragile is that it depends heavily on the quality of the learners' control of the reading skill.

According to Graves (2006) for native speakers there is little vocabulary growth through reading while learners gain control of the skill of reading. For native speakers of English this takes several years. Once this skill is developed, reading can then become a major means of vocabulary growth. Non-native speakers are in a different situation but with similar results. Adult learners of another language may already be fluent readers of their first language. One of the major barriers to reading in the second language is vocabulary size. For this reason, Michael West and others saw the importance of providing series of graded readers with careful vocabulary control. These allow second language learners to draw on the reading skill developed in their first language to expand their vocabulary in the second language. These represent an important resource for learners and a vital part of language courses as they depend on learners' reading skill.

The third reason why vocabulary learning through meaning-focused input is fragile is that the type of reading that is done will strongly influence vocabulary learning. If learners read in familiar areas where they bring a lot of relevant background knowledge to their reading, they will easily cope with

unknown words in context but they will probably not learn them. If they read in unfamiliar areas, there is greater chance of learning new vocabulary because they have to pay close attention to the language of the text to get the meaning. Research in another area of meaning-focused input supports the value of giving attention to the language as system and not just as messages. Lewis (1997) studies of vocabulary learning through listening to stories show that if the teacher briefly interrupts the story to comment on the meaning of a word, or to put it on the blackboard, the learning of those items increases significantly. This shows that deliberately drawing attention to language items as a part of the language system (language-focused instruction) makes learning more certain. Relying on meaning-focused input alone is leaving too much to chance. This examination of the fragility of vocabulary learning through meaning-focused input is not intended to show that such learning is not worthwhile. Vocabulary learning through reading and listening is an essential strand of a language course. Best practice in vocabulary teaching and learning should aim to reduce this fragility by providing large quantities of suitably graded input, by providing it across a range of genres and topics, and by providing language-focused activities to support it. This will ensure that the learning condition of noticing will occur (Cunningham, 2010).

Vocabulary and meaning-focused output

Findings of recent research on vocabulary learning have revealed how spoken production of vocabulary items helps learning and how teachers and course designers can influence this spoken production (Nation, 1996). The main findings of this research into spoken communicative activities are as follows: the written input to a communicative task has a major effect on what vocabulary is used and negotiated during the task. Nation (1996) found that all of the vocabulary negotiated in the ranking and problem-solving tasks he investigated was in the written task sheet handed out to the learners. Cunningham (2010) found that in a retelling task vocabulary from the written text was produced even when the written text could not be consulted while the retelling was going on and even though some of the vocabulary items were previously unknown negotiation of the meaning of unknown vocabulary meant that words had a greater chance of being learned. However, because much more previously unknown vocabulary was used and not negotiated,

quantitatively more vocabulary was learned through being used productively or receptively, the quality of learning depends on the quality of use of the previously unknown vocabulary during the communicative task (Cunningham, 2010).

The more vocabulary is observed or used in contexts which differ from its occurrence in the written input, the better it is learned, learners are able to provide useful information to each other on most of the vocabulary in a typical communicative task. That is, if someone in a group does not know a particular word there is likely to be someone else in the group who knows something useful about it and who can communicate this information effectively, learners who actively negotiate the meaning of unknown words do not seem to learn more than learners who observe the negotiation only a small amount of the negotiation in a communicative task is negotiation of word meaning.

The other kinds of negotiation include negotiation of procedure, negotiation of comprehension, and negotiation of mishearing and so on. Research on learning from negotiation needs to be careful about distinguishing what is negotiated. The significance of these findings for vocabulary learning is that by carefully designing and monitoring the use of the handout sheets for spoken tasks teachers can have a major influence on determining what vocabulary could be learned from such tasks, and how well it is learned.

Developing fluency with vocabulary

Here, 'fluency' means making the best use of what you already know, and fluency development tasks have the characteristics of involving no new language items, dealing with largely familiar content and discourse types, including some kinds of preparation or repetition so that speed and smoothness of delivery can improve, and involving some kind of encouragement to perform at a faster than normal level of use. Fluency tasks are typically meaning-focused tasks. Surprisingly, given its effect on vocabulary knowledge, fluency development is still largely an unexplored area. There are some vocabulary items that need to be learned to

a very high degree of fluency as quickly as possible. These include numbers, polite formulas, items for controlling language use (for example, to ask someone to repeat, speak more slowly and so on), times and periods of time and quantities. In addition to this, it is important that all high frequency vocabulary is learned to a reasonable degree of fluency so that it can be readily accessed when it is needed. The following learning conditions favour the development of fluency: the demands of the task are largely within the experience of the learners. That is, the learners are working with known language items, familiar ideas and familiar tasks. Fluency activities should not involve unfamiliar vocabulary, the learners' focus is on the message the learners are encouraged to reach a higher than usual level of performance, through the use of repetition, time pressure, and planning and preparation. Repetition and focus on the message may work against each other - the more something is repeated, the less likely it will continue to be seen as a message-focused activity(Cunningham ,2010).

The teaching methodology solution to this is to balance the ease provided by the repetition against a challenge provided by new but similar material, reducing time, a new audience, and increasing complexity. Initially, activities such as number dictation, prepared talks, interviews and questionnaires would be most suitable. Later activities could include retelling tasks such as 4/3/2, Read and retell, Headlines, and Say it!

Vocabulary and language-focused instruction

Language-focused instruction occurs when learners direct their attention to language items not for producing or comprehending a particular message, but for gaining knowledge about the item as a part of the language system. Language-focused instruction thus includes focusing on the pronunciation and spelling of words, deliberately learning the meanings of a word, memorizing collocations, phrases and sentences containing a word, and being corrected for incorrect use of a word. Negotiation of vocabulary is also a kind of language-focused instruction if it involves discussing the word's spelling or pronunciation, or giving an explanation of its meaning. Language-focused instruction can affect implicit knowledge of a language in several ways. If knowing the word is not dependent on a developmental sequence of

knowledge, then language focused instruction on each word can add directly to both implicit knowledge and explicit knowledge. Some concepts - for example, family relationships - are probably acquired developmentally and language-focused instruction may have no effect if the learners are not at an appropriate stage of conceptual development. It is not known what other learning conditions apply for language-focused instruction on vocabulary to directly affect implicit knowledge, but it seems likely that only some learning of vocabulary items that are not affected by a developmental sequence directly enters implicit knowledge. A second effect of language-focused instruction is that it can raise learners' consciousness or awareness of particular items so that they are then more readily noticed when they occur in meaning-focused input. The causal chain is:

- (1) Language-focused instruction.
- (2) Explicit knowledge about a word.
- (3) Increased awareness of the word.
- (4) Noticing of the word in meaning-focused input.
- (5) Implicit knowledge of the word. The quality of the language focused instruction will determine how readily a word is noticed, and what aspects of the word are noticed.

A third effect of language-focused instruction is similarly indirect:

- (1) Language-focused instruction.
- (2) Explicit knowledge
- (3) Output is constructed from the explicit knowledge (that is, the word is used in a consciously-constructed sentence)
- (4) The output acts as meaning-focused input to the same learner.
- (5) Implicit knowledge of the word.

2.1.12 Vocabulary Teaching Methods

Howatt(1984) stated that the stress on the importance of a system over the other has gone from the emphasis in grammar at the end of the 18th and 19th century, with the “Grammar Translation method”, which consisted in the teaching of statements of abstract grammar rule, lists of vocabulary, and sentences for translation, to the “Direct Method” advocated by J.S. Blackie in the 1850s, where the avoidance of mother tongue, direct association of word with object, and the relegation of grammar to a subordinate position were advocated.

Later Sayce (1879) claimed that “Language consists of sounds, not of letters, and until this fact is thoroughly impressed upon the mind, it is useless to expect that languages will ever be studied alright.” In the 1920s, West (1926) and Coleman (1929) encouraged the “Reading Approach”, focused on the systematic teaching of reading comprehension (reading without the conscious effort to translate).

From the 1930s to the 1960s, the “Oral Approach” was upheld by Palmer and Hornsby, based on the Direct Method. One of its most active proponents was the Australian George Pitman, who published a series of textbooks called Situational English in 1965, used for immigrants in Australia; Pitman upheld that “Our principal classroom activity in the teaching of English structure will be the oral practice of structures. This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to the pupil.”

From a learning point of view, the British linguists were closer to behaviorism, and they had their own version of Structuralism based on the notion of situation: Scrivener (1994) stated that “By situation, Pitman means the use of concrete objects, pictures and realia, which together with actions and gestures can be used to demonstrate the meanings of new language items.

Until the Second World War the Reading based approach had dominated language teaching; however, in the 1950s, “Audiolingualism” developed as a new method, because of the imperative for the US. Military to

teach foreign language learners to speak and understand a language quickly and efficiently, this new method was developed by Leonard Bloomfield at Yale University. It combined several existing methods: Direct method, audio-visual media (films, radio, music, etc.), being practiced ten hour a day, six days a week, it proved to be successful. This method reached its greatest popularity in the 1960s. In 1961, Structuralism considered language as a system of interrelated elements (phonemes, morphemes, words, structures and sentences types) that encode meaning, regarding grammar as a starting point.

However, the American linguist William Moulton, proclaimed the linguistic principles on which language teaching methodology should be based, according to him language is a set of habits, a language is what its native speakers say, not what someone thinks they ought to say as languages are different.

Behaviorism and Contrastive Analysis of L1 and L2 also influenced the theory of language learning. In the decades of the 70s, there was a boom of new approaches with an influence from Psychology and Psycholinguistics, both on the American and British fronts. It was not until the 1980s that there was a general consensus under the “Communicative approach”. Later Gattegno(1972) viewed vocabulary as a central dimension of language learning. According to him the most important vocabulary for the learner deals with the most functional words. This “functional vocabulary” provides a key, to comprehending the “spirit” of the language. The learner is the principal actor, rather than a mere listener. (p. 80)

2.1.13 Communicative Language Teaching approaches

Two approaches have been used for teaching vocabulary, they are :“Lexical Approach” and “Task-based Learning” . The Task-based approach has been welcomed by entire school systems in Spain and Britain for example. Meanwhile, the Lexical approach has been greeted with caution and greatly criticized by the linguistics establishment.

Lexical Approach

There are two key figures to the Lexical Approach: Dave Willis¹¹, who wrote *The Lexical Syllabus* in 1990, and Michael Lewis¹², whose two books *The Lexical Approach* (1993) and *Implementing the Lexical Approach* (1997) are the cornerstones of this view of learning.

A lexical approach reflects a movement away from a purely structural view of language, a movement where *Lexis*, rather than grammar, plays a primary role in the acquisition of language. Something that is important to mention in this theoretical research, where vocabulary is considered central to the learning of the English Language, is that in *The Lexical Approach*, vocabulary is considered not only as single words but as chunks of language. “Language consists not of traditional grammar and vocabulary but often of multiword prefabricated chunks. What is more, individual language learners have large stores of these prefabricated chunks of language in their memories, which they draw on when creating output, either written or spoken: (Lewis 1997:15)“The essential idea is that fluency is based on the acquisition of fixed and semi-fixed prefabricated items, which are available as the foundation for any linguistic novelty or creativity”.

It is important to note that these chunks are fixed or semi-fixed. Fixed are set expressions such as: How do you do? While semi-fixed expressions allow variations within the phrase: According to the authors/writers/publicists, the main advantage is...

These multi-word items are divided in four different categories:
1. (a) Words e.g. push; fruit; exit. They are not frequent but they have high information content.

(b) Polywords e.g. by the way, on the other hand. They are frequent but they have low information content. They are used to generate patterns.

2. Collocations e.g. an initial reaction, to assess the situation; do a job. They consist of two word combinations that can and must go together.

3. Fixed expressions or institutionalized utterances e.g. I'll see what I can do; It's not the sort of thing you think it will ever happen to you; Certainly not! These are expressions with a strong pragmatic meaning, they have a clear function.

4. Sentence frames or heads e.g. Considerable research has been done in recent years on the question of...; At present, however, expert opinion remains divided; some experts believe that...; That's all very well but... In summary, we could say that vocabulary was neglected in teacher-preparation programs during the period 1940-1970 because it had been overemphasized in language classrooms during the previous years.

A second reason was that some specialists in methodology believed that the meanings of words could not be adequately taught, so it was better not to try to teach them, they could be learned only through experience. As a result, little attention was directed to techniques for vocabulary teaching. This was the time when grammar publications started to appear. Overtime things have changed yet again, and more attention is paid to techniques for teaching vocabulary in teacher-preparation programs today. One reason is the disappointment of students, when after months or years of study, they can not communicate because they lack vocabulary. Also, a lot of research is being done about lexical problems, because communication breaks when people do not use the right words. Consequently, at the present time, there is a current concern for more effective vocabulary teaching, which it is believed it should be taught along with developing a firm command of grammar. Therefore, based on Lewis's idea that: "A central element of language teaching is raising students' awareness of, and developing their ability to chunk language successfully."

2.1.14 The Aspects of Vocabulary

There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Gairns and Grave(2006) :

- a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl)
- b. Polysemy: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).
- c. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- d. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).
- f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. A Socio-cultural association of lexical items is another important factor.
- g. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- h. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- i. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep,slept, sleeping; able, unable; disability).
- j. Pronunciation: ability to recognize and reproduce items in speech.

Thornby(2002) stated that there are some items need to be taught in teaching vocabulary as follows:

a. Form: pronunciation and spelling: A learner has to know what word sounds or its pronunciation and what it looks or its spelling. These are obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, teachers need to make sure that both of these aspects are accurately presented and learned.

b. Grammar :The grammar of a new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (think, thought). Similarly, when teaching noun, teachers must present it noun having no plural at all (advise, information). In presenting verbs such as *want* and *enjoy*, teachers also have to present kinds of verb following them (*want to*, *enjoy-ing*).

3. Collocation

Collocation is word partners, for example make mistake not do mistake and do homework not make homework. Therefore, this is also another information about a new item which may be worth teaching. In introducing words for example decision and conclusion, the teacher may not that he/she takes or makes one. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

4. Aspect of meaning: denotation, connotation, appropriateness

The meaning of a word is divided into two aspects, denotation and connotation.

Denotation refers to the literal meaning of a word, the dictionary definition. For example, the word snake in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. Connotation, on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings.

The connotations for the word snake could include evil or danger. A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing than in speech, and generally it is less common.

5. Aspect of meaning: meaning relationship

Walters (1995) when teaching meanings teachers should consider the following

1. Many words have more than one meaning. What exact meaning in which context do you want to focus on?
2. What is the connotation of the item?
3. Could the vocabulary item have different meanings for different people?

Grave(2006) argued that how the meaning of one item relates to the meaning of others can also be useful in teaching. There are various meaning relationships, for examples:

- 1) Synonyms: items that mean the same or nearly the same, for example bright, clever, and smart may serve as synonyms of intelligent.
- 2) Antonyms: items that mean the opposite, for example: rich is an antonym of poor.
- 3) Hyponyms: items that serve as specific examples of a general concept, for example: dog, lion, and mouse are hyponyms of animal.
- 4) Co-hyponyms or co-ordinated: other items that are the same kind of things, for examples: *red*, *blue*, *green*, and *brown* are co-ordinates.
- 5) Superordinates: general concepts that cover specific item, for example: *animal* is superordinate of *dog*, *lion*, and *mouse*.
- 6) Translation: words or expressions in the more or less equivalent in meaning to the item being taught. .

7) Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component. Word formation is the creation of a new word.

Nation (2000: 40) proposed the following mechanisms of word formation :

- a) Agglutination: the process of forming new words from existing ones by adding affixes to them, like shame + less + ness :shamelessness.
- b) Back-formation: removing seeming affixes from existing words, like forming edit from editor.
- c) Blending: a word formed by joining parts of two or more older words, like smog, which comes from smoke and fog. There are two mechanisms of word blending:
 - (1) Acronym: a word formed from initial letters of the words in a phrase, like English laser from light amplified by stimulated emission of radiation.
 - (2) Clipping: taking part of an existing word, like forming ad from advertisement.
- d) Calque: borrowing a word or phrase from another language by literal, word-for-word or root-for-root translation; for example the English phrase to lose face, which is a calque from Chinese.
- e) Compound: a word formed by stringing together older words, like earthquake.
- f) Conversion: forming a new word from an existing identical one, like forming the verb green from the existing adjective.
- g) Neologism: a completely new word, like quark.

2.1.15 Difficulties that Face EFL Students in Learning Vocabulary

Learning vocabulary is of primary importance in language learning Tozcu and Coady (2004) remarked that rich vocabulary develops the learners' reading skills, and it is beneficial for reading comprehension. Haynes and Baker (1993) noted that the main obstacle for EFL readers is not a

deficiency in reading techniques but lack of EFL vocabulary. Similarly, Grauberg (1997) noted that students learning the vocabulary get through four stages: discrimination, understanding meaning, remembering, and consolidation and extension of the meanings. Firstly, in the discrimination stage students distinguish the sounds and letters. This stage helps learners in writing, speaking and listening, because by distinguishing sounds, the learners pronounce words in a correct way and understand them when they see in context or listen to. Secondly, in understanding meaning stage applicants catch the meaning of words by relating them to their meanings. Thirdly, the remembering stage is composed of the ability to remember the meanings. Finally, the consolidation and extension stage demand the students to learn new vocabulary and its integration.

According to Oxford (1990) there are not any rules in learning the vocabulary as there are some strict rules in learning the grammar. Students usually come across with hundreds of words that they should learn and practice during their studies. Altyari (2017) believed that the poor linguistic competence of EFL reflects their lack of knowledge of vocabulary.

Rohmatilla (2017) suggested that there are some challenges students face in learning English vocabulary such as pronunciation, spelling, selection of appropriate meanings of words, change of word forms and redundant words that students need to learn. He also identifies some important factors that make vocabulary learning difficult and links learning difficulties to different levels of language. For example, pronunciation difficulties are related to the phonetic system of the English language, bends and word forms are related to the morphological system, phrases and phrasal verbs such as phrases are related to semantics, syntax depending on their categories and so on.

Khan (2011) also suggested that vocabulary is challenging for readers in areas that include the study of the use of words, spelling, synonyms, prefixes, and suffixes.

In addition to the above mentioned factors Lin(2014) stated that EFL students find multi-meanings words difficult hence teachers need to encourage their students to increase their consciousness of the multiple-

meaning words by highlighting the words that pose confusion, reading sentences, and consulting a dictionary.

According to Cameron (2001: 78) EFL students find learning vocabulary difficult mostly due to the following skills: pronunciation, spelling, grammar and meaning.

1. Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. Pronunciation is the way in which a particular person pronounces the word of a language. Students need to listen to a new word in the foreign language in order to notice the sound at the beginning and at the end of the word and the stress patterns of the word.

2. Spelling

Students need to know the letters and syllables that make up the word that is called spelling. Spelling is the act of forming words correctly from individual letters or the way that a word is spelt. Sound-spelling mismatches are likely to be the cause of errors; either of pronunciation or of spelling and can contribute to a word's difficulty. While most of English spelling is fairly law-abiding, there are also some glaring irregularities.

3. Grammar

The grammar associated with the word is also problematic, especially if this differs from mother language equivalent. Remembering whether a verb *enjoy, love, or hope* is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

4. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point.

5. Range, condition and idiomaticity.

Slameto (2013) stated that there are several internal factors that affect EFL students learning difficulties like intelligence, aptitude and motivation, also

EFL learning is affected by external factors such as family factors, school and environment factors.

2.1. 16 Factors Affecting Vocabulary difficulties among EFL Learners:

1. Teaching Materials

According to Lewis (1997) the selection of the teaching material plays a great role in EFL learners' vocabulary acquisition as EFL teachers do not select the textbooks that used for teaching vocabulary by their own. It has been always argued that textbooks are limited and do not afford the detail information about the different forms and use of the words and how it can be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way. In other words, it limits the learner's practicing the word. Often the learners have the chance to practice just the same given form in the exercises. Lewis(1997) further stated that EFL students do not have the chance to practice the words in different contexts and in different forms hence vocabulary exercises should focus on deepening and internalizing knowledge of words, not only the surface "form-meaning" level, and should deal with collocations and multiple-word units, not only single words. The type of practice in the activities allows the students to notice new words, or new features of words they already know, as well as giving them chances to internalize them(Grave,2006).

2.The Teaching methodology

Cunningham (2010) stated that the teaching methodology EFL teachers play a great role in vocabulary acquisition, he stated the different following ways of teaching vocabulary.

a. Teaching words in an isolated way

Cunningham (2010) stated that "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." The way teachers teach vocabulary has a great influence on the way the learners learn the word. Most EFL teachers who teach vocabulary teach the isolated word, without presenting the detail components of the family words of the vocabulary and the collocation that

go with the word. According to Grave (2006) teaching the words in an isolated way is an inefficient way of teaching vocabulary and it is really doubtful that is way of teaching help the learner to learn and practice the word accurately and productively.

One of the reasons that the teachers teach individual words without presenting full information might be due to lack of time as the teacher does not have enough time in order to cover or teach the whole knowledge of the word. Teachers' lack of experience or not well equipped of teaching vocabulary words is another reason(Grave2006).

b. Spending more time on introducing the vocabulary instead practicing it

According to Allen (1999) students having more time on introducing the words rather than practicing it, make a gap between learning the word theoretically and practically. This may take place as a result of lack of using activities that the teachers should use in order to engage the students in a learning chance. Utilizing a variety of teaching vocabulary activity aid the learners to easily retrieve it. This means the activity makes a great possibility for the students to learn the word and store it in their long memory.

c. Learning context

Insufficient motivation

According to Lewis (1997)learning vocabulary is one of the hardest factors that the students always complain about, because they do not know what strategy is work for them. They try to memorize it that ends in being unable to recall it. In this way students will be disappointed. Another point is student's limited time to study. For instance, some students do not have enough time to study since they are primary teachers and they work in the morning and studying at evening. This again de-motivates them in learning the vocabulary items.

Artificial contexts instead of real-life contexts

According to Lewis (1997) students' learning vocabulary in an artificial context makes it hard for them to learn, and it may not be easy for the students to retrieve them easily. Whereas, if the students could practice and learn the vocabulary items in a real-life context, they will be able to learn easily and recall easily.

d.Procedure and Strategies

Hamruni (2009) stated "Learning vocabulary is likely to be one of the easiest things concerning learning a language, but it is also one of the hardest things to do, especially when people have reached an advanced level" What is the symbol of students' learning vocabulary? How can we say that the learner learned the lexical? What does learning vocabulary mean? It is impossible to expect learning to happen while the students cannot retrieve the word and use it productively. When the learners learn the word they know both the meaning of the word and how to use the words. For this end, EFL students need effective strategies and procedures to stimulate and aid them recall their receptive vocabulary and deploy it in productive skills (Thorndike, 2002).

According to Chamot (1999) there are some factors that make a vocabulary acquisition difficult, they are:

a. Similarity to L1

The difficulty of a vocabulary item often depends on how similar the item is in the first language and English may be misleading rather than helpful.

b. Similarity to English words already known

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

c. Connotation

Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative connotation to a native speaker? Either skinny and slim could be used to describe someone who is thin ± but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

d. Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

e. Multi-word items

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verb are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

f. Appropriate use

When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use *pushing* to mean *almost* in *He is pushing fifty*. But *pushing* is only used in this way with older people ± we do not say *he is pushing there!*). Also it is important that students know whether the word or phrase has a marked *style* ± informal or formal

2.1.17 Effective ways of Teaching Vocabulary

According to Grave(2006) it is helpful to keep in mind several general principles that facilitate acquisition of new vocabulary.

-Teach new words in the context of a meaningful subject-matter lesson and facilitate students' discussion that requires students to use the new word.
-Ensure that students hear the correct pronunciation of the word and practice saying it aloud.

-Hearing the syllable structure and stress pattern of the word facilitates its storage in memory .

-Teach word parts – root words, base words, prefixes, and suffixes that students will encounter frequently .

-Teach words in related clusters to help students understand how words are related and interrelated.

- Identify examples/applications and non-examples/non applications related to the meaning of the new word .

- Help students connect new vocabulary to something with which they are already familiar .

- Create opportunities for students to paraphrase the definition of a new term so that they can identify the main idea associated with the term and recognize specific bits of information that clarify its broader, more general core idea .

-Offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.

Thoronbury (2002) introduced the following procedures for teaching EFL vocabulary:

Selecting the words

EFL students' interest in learning vocabulary enhance their capability of recognizing and recalling the word easily that make a great possibility to use it productively. In this stage, the teacher pay quite attention to encourage the students to select the high frequency words, non-context dependent vocabulary, which can be utilized to define and paraphrase. So, the students

will be able to deal with breakdowns in communication with others and they will be more efficiently involve in the negotiation of meaning (Harmer ,2015).

Recording the words and monitoring the recording

EFL learners need to record the new words if possible each students should use his/her favourite colour to use it for later activity (Nation, 2001, p.367).

Students need to have full knowledge about the chosen words instead of studying them in isolated forms. In this manner, EFL students need to use a proper dictionary to get as much as possible knowledge of the words such as the spelling of the word, pronunciation (transcript of the word), the meaning of the word, the different forms of the words, an example sentences, synonym, antonym, collocation and grammatical knowledge. The teacher with the aid of the smart students can monitor the students to check their work and to check the selected words to see their frequency. The teacher should also be available to any help and answering any question(Grave,2006).

Learning the words:

Since each learner learns best in his or her own preferred method of learning, a variety of teaching style has been used. So, learners should apply one of the following styles to learn the vocabulary words:

- Students should use the words to describe an imaginary/authentic situation through story telling.

- They should connect the vocabulary to their previous experiences via narrating an event or any other situation that happened to the students (Schmitt, 2000, p.135), or associating the word with a person, place, thing, feeling, or situation. For instance, the learners associate what vocabulary they want to learn to someone close to them, or favourite movie character, a place that they meet an important person there, etc. (Grave,2006).

- They should use physical action when they practice learning the words. For example, students have tried to learn the word ***Clenched fist***, so *Clenching*

first each time they physically have practiced the word to learn the word and not forget it. There is a great possibility of physical action to help students do not forget the word (La Flamme, 1997).

Employing the mentioned styles of learning worth trying, because it engages the type of elaborative mental processing, which helps long-term retention. It is obvious that practicing the MEM strategy takes time, but it is quite effective for learning the essential words that the learners want to learn (Schmitt, 2000, p.135).

For this reason, the teacher should dedicate enough time to apply the MEM strategy in class or recommend the students to practice it at home, in case of insufficient time in class. The importance of motivating the learners to utilize the MEM strategy in this phase is, it makes easy for the students to remember the words easily and use it in their speeches and writings productively. If the students unable to retrieve the word easily, it would be difficult to use it productively.

Sharing with others:

Sharing ideas with others gives EFL Learners the chance of presenting and sharing what he/she has learned in class, aid the presenter to orally practice what he/she had learnt. In addition, the process of sharing enriches other students' knowledge, whose listen to the presenter, about some other vocabulary despite the number of words they have chosen. In addition, it may encourage adding some other vocabulary to their group of vocabulary when they realize the importance of the presented vocabulary. The role of the teacher in this stage was monitoring the students and gave feedback or made comment in case of need to work on expanding students' knowledge of vocabulary or gave more information about the words(Grave,2006).

Assessing and monitoring learning:

Nation(2001) argued that in this step students can assess each other's learning vocabulary and the level of the receptive and productive use of the word.

Recycling the vocabulary

To recycle vocabulary the teacher should assign the students to write a report or short story or a paragraph about any topic that help the students to practice and use accurately the selected vocabulary words.

EFL students should make serious and conscious effort to use the vocabulary words with their collocation, synonym, antonym, and in different forms if possible in their work. The students in their piece of writing should underline the used words to help the checker easily find them (Nation, 2001, p.368).

Despite practicing the words in writing the teacher should encourage the students to use them also in authentic situation outside the class. After checking students writing, if the students make any mistake regarding the wrong use of the word, collocation, grammar, synonym, antonym, etc. the teacher should be available to give feedbacks.

Ghazal (2007, p. 84) put forward that one of the major difficulties students encounter while learning a foreign language is vocabulary learning. One of the methods to overcome this difficulty is to make students independent in the language learning process. This independence is gained only when students are aware of their learning strategies. Vocabulary learning strategies (VLSs) have been investigated by specialists in psychology, linguistics, and language teaching for a long time, and constitute an important part of the overall learning strategies by being regarded as a subset of LLSs (Nation, 2001). While individuals learn a language as a foreign language , they use many VLSs. Vocabulary selection and usage are very important in revealing information about a subject and the way of thinking. It is a necessity in foreign language learning that students determine the most appropriate VLS and enrich their vocabulary. Schmitt (1997, pp. 199-225) discovered that learners used all the strategies they knew while learning target vocabulary and that their faltering in this strategy complexity resulted in a great deal of time and energy loss; therefore, he developed a VLS taxonomy by intensifying his research on this field.

According to Harmer (2001) there are some effective techniques that can be used for teaching vocabulary, they are as follow:

1. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

2.Explanation

The teacher explains the construction of language in diagram using textbook, using board.

3.Discovery

The students can be encouraged to understand new language from by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

4. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5.Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

2.2 Previous Related Studies

EFL learners vocabulary difficulties are affected by many factors among the factors that have been investigated by researchers Rababah (2005) maintained that Arab students generally face difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment, moreover, low vocabulary knowledge poses severe problems to EFL learners, which consequently impedes the learning of English language (Alqahtani, 2015). Schmitt (1997) argued that vocabulary plays a vital role in teaching and learning the second language as lexical knowledge is fundamental to communicative effectively.

Faraj(2015) studied” Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context” .This study has reported the impact of the teaching methodology; materials and learning context on students’ productive use of vocabulary. In addition, exploring the appropriate methods and approaches that the teacher can deploy in class to assist the students to turn their receptive vocabulary into productive vocabulary. Results indicate that EFL learners through practicing Kramersch’s procedure of vocabulary learning and some effective strategies of learning vocabulary enabled the students to turn their receptive vocabulary into productive one successfully.

In a similar vein, Kesmez (2021) examined EFL students’ vocabulary learning strategies and the difficulties faced by them in vocabulary learning The purpose of this study was to investigate whether teaching vocabulary to preparatory class EFL students by their vocabulary learning strategies would be effective. In line with this purpose, it was aimed to determine the vocabulary learning strategies that preparatory class students used in the discovery and consolidation process of target vocabulary. This study also aimed to determine the difficulties students face in discovering and consolidating foreign language vocabulary. The study was carried out using a mixed-method research design. Quantitative data collection instruments were the Vocabulary Learning Strategies Questionnaire and pre/post-tests. The quantitative data were analyzed by using Statistical Package for the Social Sciences (SPSS) 23. The qualitative phase of the study included semi-

structured interviews carried out with 14 students. The qualitative data were analyzed through descriptive analysis. The quantitative and qualitative data analysis demonstrated that students preferred determination strategies to social (discovery) strategies while discovering the meanings of new words. In the consolidation process, they used cognitive, meta-cognitive, memory, and social (consolidation) strategies, respectively. Also, it was found that the participants faced specific difficulties in the vocabulary learning process. After the implementation process, this study revealed that teaching vocabulary to preparatory class EFL students in accordance with their vocabulary learning strategies improves students' vocabulary knowledge compared to using conventional teaching methods.

Another study that provides insight into learning vocabulary was carried out by Rohmatillah who (2010) examined "A Study on Students' Difficulties in Learning Vocabulary". This qualitative research, using interviews and questionnaires, pointed out at several challenges that hinder vocabulary-learning practices adopted by students. This study outlined the problems such as pronouncing and spelling words (written and spoken forms do not match most of the time), choosing appropriate meanings of words (complexity of vocabulary knowledge) inflections of word forms, (inadequate understanding of grammar), and an excessive number of words that students need to learn. It also revealed some important factors of difficulty in learning vocabulary and attributed learning difficulties to various levels of language. Pronunciation difficulties were related to the sound system of English, inflections and word forms were related to the morphological system, word associations, such as collocations, and phrasal verbs were related to semantics, the word categories relevant to syntax and so on. Based on the findings of the study, the researcher suggested that to facilitate students in learning the words with multiple meanings, the teachers should offer explicit instructions and enhance the students' awareness. The teachers can provide students with direct instructions and definitions of the words with new meanings and give examples. Secondly, the teachers can introduce a new meaning in a particular context. However, one word with the multiple meanings may not be taught simultaneously. The words should be constantly reviewed through different learning points to have retention.

The students should be encouraged to increase their consciousness of the multiple meaning words by highlighting the words that pose confusion, reading sentences, and consulting a dictionary. Large dictionaries that have sub-entries for a unique sense of a word are also accommodating for students facing such problem.

Elttayef and Hussein (2017) conducted a study entitled “The Difficulties that Teachers Face in Teaching English Vocabulary to the Arab Learners”. The study argued that the learners have insufficient basic knowledge; however, they are taught English in schools. Secondly, it pointed out the lack of attention on the part of the teachers in highlighting the significance of English in classrooms. It also asserted that the teachers’ role in teaching English is doubled because their students depend on them with the expectations that they would make students learn English soon. This study claimed that the socio-cultural background also affects teaching English to the Arab learners who attend English classes mostly to pass the courses. The researchers argued that with this weak background, students find difficulties later at college and universities when they engage themselves in specialized courses. This study concluded that EFL learners encountered difficulties in practicing language skills such as listening, speaking, and highlighted problems related to teachers and curricular .

Hambali(2018) made a study entitled “ Students” Vocabulary Learning Difficulties and Teachers’ Strategies(A Case Study at MTs Al-Aziziyah Putra Kapek in Academic Year 2017/2018) ” with the aim to analyze the difficulties faced by students of IX graders of MTs Al-Aziziyah Putra Kapek, during the process of learning English vocabulary, the factors that might contribute to those difficulties, and the solutions to overcome those difficulties. The research used descriptive quantitative method with 38 students and 1 teacher as the sample. The results of the study revealed that there were some difficulties that the students found in learning English vocabulary, namely: 1) the students found it difficult to read English vocabulary, 2) the students found it difficult to pronounce English vocabulary, 3) a great number of students do not know the spelling of English vocabulary, 4) the students lack memorizing English vocabulary. The factors contributing to those difficulties were internal factors which

included lack of students' interest in learning English especially in learning English vocabulary besides lack of students' motivation in learning English, and external factors such as techniques or methods that used by the teachers in teaching English vocabulary and students' environment. To overcome such problems the researcher suggested to increase interest and motivation in learning English vocabulary, besides, to do much exercise in learning English vocabulary and to read English vocabulary frequently.

The findings of the study revealed that students encountered many difficulties in learning vocabulary which are grouped into themes: problems with grammar, problems with pronunciation, and problems with academic writing. In dealing with the problems, the participants used some different ways: autonomous learning, family and friends support and lectures as role models.

From the above studies, we find that vocabulary difficulties are caused by many factors such as written form is different from the spoken form in English, the number of words that students need to learn is exceedingly large, the limitations of sources of information about words, the complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, causes of lack of understanding of grammatical forms of the words, the incorrect pronunciation is often caused by the lack of sound similarity between English and students' native language.

In addition, vocabulary difficulties are caused by many factors such as limited knowledge of English grammar, lack of practice, literal translation, insufficient learning time...etc, students' problem with grammar, problem with pronunciation, problems with academic writing, weak background, lack of students' interest in learning English vocabulary, lack of students' motivation, teaching methods and techniques that are used by the teachers in teaching English vocabulary .

It is evident from the above literature review, that efforts have been made by a great number of researchers to identify vocabulary difficulties experienced by second and foreign language learners, more empirical studies, however,

are needed to explore the sources of these difficulties and propose some suitable solutions to overcome them, this is what the present study is trying to demonstrate.

This chapter provided theoretical background and reviewed the related literature to vocabulary problems encountered by foreign language learners.

The relationship between the current study and the previous studies is that all the studies tried to investigate vocabulary difficulties among EFL university learners and the factors that contribute to such difficulties.

The next chapter is going to discuss the methodology of the study through which data of the study has been collected.

Chapter Three

Research Methodology

Chapter Three

Methodology of the Study

3.1 Introduction

This chapter discusses the population of the study, the sample used in this study, the methodology, the instrumentation, the reliability and validity of the study and the techniques used for data collection and analysis.

The method adopted in this study is the descriptive analytical approach. Data has been collected by using two tools: a pre-posttest design was used to investigate the effectiveness of teaching vocabulary strategies in enhancing EFL students' vocabulary acquisition, the test was given to (120) Sudanese university second year students, the researcher also uses a questionnaire in order to collect data about the views and perceptions of teachers regarding the problem of the study. The questionnaire was administered to (30) EFL Sudanese university teachers, all the data has been then analyzed through SPSS (Statistical Package for Social Sciences).

3.2 Population of the Study

As the study uses two tools; a pre-post test and a questionnaire, the population of the study composes of Sudanese university students at Sudan University of Science and Technology to whom the test is administered, and some expert EFL Sudanese university teachers who participated in the questionnaire.

3.3 Sample of the Study

The test has been conducted at Sudan University of Science and Technology the sample of the study was taken from second year students who possess the same level of English abilities and are approximately the same age, (120) students have participated voluntarily, the test took place during their third semester during the academic year (2022/2023).

The sample of the questionnaire is (30) expert EFL Sudanese university teachers who have more than fifteen years' experience in teaching English at Sudanese universities, the sample was taken to detect some of the causes and

to suggest some suitable solutions to vocabulary acquisition problems that face the subjects of the study and discuss the effectiveness of teaching vocabulary in order to enhance EFL vocabulary acquisition.

3.4 Methodology of the Study

The purpose of this study is to investigate the effectiveness of teaching vocabulary strategies in order to enhance EFL vocabulary acquisition. To achieve this goal and in an attempt to answer the research questions, data has been collected through using two tools, a pre-post test for (120) students who have participated voluntarily and have been selected randomly from second year students at Sudan University of Science and Technology and a questionnaire for (30) expert English teachers at Sudanese universities. The data collected has been analyzed statistically by SPSS.

3.5 Instrumentation

The instruments used in this study are a pre-post test and a questionnaire. They are described in details below:

3.5.1 Pre-post test

The first instrument which is employed in this study is pre-post test(Appendix 1); the main purpose of this test is to investigate the difficulties that EFL Sudanese university students encounter in EFL vocabulary and to evaluate the effectiveness of teaching vocabulary strategies in order to enhance EFL vocabulary acquisition.

The EFL test was developed by the researcher. The test has four parts; each part was developed to measure one of the intended vocabulary strategies (structural analysis, semantic clues, collocations and use of context). The first part focused on assessing the strategy of structural analysis where the students were asked to breakdown the words into their components and to match compound words . The second part focused on assessing semantic clues as vocabulary acquisition strategies in which students were required to state the sense relation between the given lexical items .

The third part assessed the strategy of collocation in which students were asked to collocate words. The final part of the test focused on the strategy of context use where students were asked to choose the most appropriate meaning of some words based on the context.

The test was designed with clear instructions; the language was suitable to the language level of the participants, the test was comprehensive and the time allotted for the test was (80) minutes.

3.5.2 Validity of the pre-post test

Validity refers to the extent to which a test or a set of tests measure what they are supposed to measure. It also refers to the extent to which the results of the procedure serve the uses for which they were intended.

To estimate the test validity, the EFL test was submitted to 10 Sudanese members in TEFL. They were asked to express their opinions regarding the clarity, the difficulty level and length of the test, and how far each item measures the strategies intended to be measured. They reported the appropriateness of the test items to the strategies to be measured. Suitability of the test to students' academic level was reported. Clarity of the test instructions and questions and representation of the targeted strategies were also reported.

3.5.3 Reliability of the pre-post test

Reliability is defined as the extent to which a test produces consistent results when administered under similar conditions. Reliability also means when a certain test is applied on a number of individuals and the marks of every one are counted; then the same test applied another time on the same group and the same marks are obtained; then we can describe this test as reliable.

For estimating the reliability of the vocabulary test, the researcher used the test-retest method. The test was administered to the piloting group of second year university students, (n=120). Pearson correlation coefficient between the two administrations was .95 which is statistically significant at 0.01 so, the test was reliable.

3.5.4 The Questionnaire

The researcher designed the questionnaire in (Appendix 2) for expert teachers at Sudanese university to collect information about their views and perceptions regarding causes, solutions of vocabulary difficulties encountered by EFL Sudanese university students and to evaluate the effectiveness of teaching vocabulary strategies in enhancing EFL vocabulary acquisition.

The questionnaire consists of two parts, part one consists of fifteen statements, it is mainly designed to investigate the causes of the difficulties that face EFL Sudanese university students in vocabulary from teachers' point of view.

Part two consists of fifteen statements with the aim to elicit some suitable solutions to vocabulary problems that face EFL Sudanese university students and discusses the effectiveness of teaching vocabulary strategies in enhancing EFL vocabulary acquisition from teachers' point of view.

The questionnaire was designed by the researcher based on her observations of the vocabulary problems that face the subjects of the study and according to the review of literature which was included in the second chapter of this study.

3.5.5 Validity of the Questionnaire

The researcher consulted expert university teachers in the field of language teaching who have background in doing research in English language teaching to examine the content, the structure, the logical flow of the statements, the length and the order of the questionnaire, they accepted the items of the questionnaire in general but suggested some modifications, they suggested that the researcher should limit the number of the statements to 30 in order to achieve accurate results, the researcher then made some modifications according to their comments.

On the other hand, validity is also a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is

the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity of the questionnaire is calculated by using the following equation:

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

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaire to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	No. of items
80	30

3.5.6 The Reliability of the Questionnaire

Reliability means obtaining the same results if the same measurement is used more than one time under the same conditions.

Reliability is also defined as the degree of the accuracy of the data that the tool measures. Here are some of the most used methods for calculating the reliability:

- Alpha-Cronbach coefficient.

3.6 Techniques of Data Collection and Analysis

As has been mentioned, the data of the study has been collected by using a pre-post test and a questionnaire.

The pre- test was conducted first as the researcher has administered the pre- test to (30) Sudanese university students in Sudan University for Science and Technology, the test took place during their day in the university , the researcher gave them oral instructions by herself then she distributed the test. While the post- test was conducted after the implementation of vocabulary strategies.

3.6.1 The suggested vocabulary strategies - based program

The vocabulary strategies -based program was developed to enhance EFL vocabulary acquisition for second year university students and provide them with some theoretical knowledge about EFL vocabulary strategies (structural analysis, semantic clues, collocations and use of context).

3.6.2 Aims and Objectives of the program

The vocabulary strategies -based program was developed to enhance the required EFL vocabulary acquisition for second year university students.

The researcher used various activities and tasks through the sessions to enable the participants accomplish the program objectives.

So, by the end of the program, students were expected to:

1. Be aware of the importance of vocabulary strategies in general and in developing their vocabulary acquisition .

2-Develop the main EFL vocabulary strategies (structural analysis, semantic clues, collocations and use of context).

3.6.3 Contents of the Program

The program included some EFL vocabulary strategies and vocabulary activities and tasks that are suitable to the level of the students.

3.6.4 Description and framework of the program

The program consisted of 12 sessions. The first two were orientation sessions about vocabulary strategies used in the program, EFL vocabulary strategies and the importance of these strategies to the participants of the study.

The rest the sessions focused on the main EFL vocabulary strategies , students were required to practice some vocabulary strategies (structural analysis, semantic clues, collocations and use of context). Moreover, there were two sessions for revision. Each one of the revision sessions were practiced and presented after the total practice of its skill, as a kind of formative assessment for the program.

3.6.5 Implementation of the Program

The study was conducted on (30) Sudanese university students, in Sudan University for Science and Technology, during the academic year 2022-2023.

The vocabulary test was developed by the researcher. The test has four parts; each part was developed to measure one of the intended vocabulary strategies(structural analysis, semantic clues, collocations and use of context). The first part focused on assessing the strategy of structural analysis where the students were asked to breakdown the words into their components and to match compound words . The second part focused on assessing semantic clues as vocabulary acquisition strategies in which students were required to state the sense relation between the given lexical items . The third part assessed the strategy of collocation in which students were asked to collocate words . The final part of the test focused on the strategy of context use where students were asked to guess the meaning of some words based on the context.

The data obtained from the pre-post test was marked by the researcher and was analyzed by SPSS (Statistical Package of Social Sciences).

The second tool that has been used to collect data for this study is a structured questionnaire which the researcher administered to (30) expert EFL Sudanese university teachers, it took more than a week to get all the copies of the questionnaire answered, then the data collected by the questionnaire was analyzed statistically by using SPSS.

3.7The Statistical Method

The SPSS(Statistical Package for Social Sciences) was used to statistically process the data .The method used in the analysis of the data is the frequencies and percentages of the respondents answers , in addition to the arithmetic mean and standard deviation of the weight of the respondents answers , Chi-square was used to test the hypotheses of the study.

Chapter three shows how the researcher collected data about the effectiveness of teaching vocabulary strategies in enhancing EFL vocabulary acquisition.

The population, the sample, the methodology, instrumentation, validity and reliability of the tools used to collect data for the study and the techniques used for data collection and analysis were explained in great details in this chapter.

Chapter Four

Data Analysis , Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter presents the analysis, evaluation, and interpretation of the data collected through the pre-post test and the questionnaire, the first part of it is devoted to the pre-post test while the second part is devoted to the questionnaire. The statistical part of the analysis of the data of the study is done by (SPSS) program where frequencies and percentages are presented.

4.2 Pre-post test Responses and Analysis

The pre-post test consists of four parts .The responses to the pre-post test of the (30) Sudanese university students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

The test is analyzed statistically, discussed and followed by a table to support the discussion.

4.3. Test of the Study Hypotheses (1) and(2)

1. Most EFL Sudanese university students face some difficulties in the acquisition of vocabulary.
2. Teaching vocabulary strategies enhances EFL Sudanese university students' vocabulary acquisition.

The pre-test

Table (4.1) the frequency distribution of the students' answers in the pre-test according to four vocabulary strategies under investigation

No.	Structural analysis	Semantic clues	Collocation	Context use	TOTAL
1	41	32	27	20	120
2	45	32	24	19	120
3	43	30	36	11	120
4	45	30	22	23	120
5	43	34	22	21	120
6	35	40	25	20	120
7	40	33	32	15	120
8	40	35	20	25	120
9	51	22	30	17	120
10	50	25	30	15	120

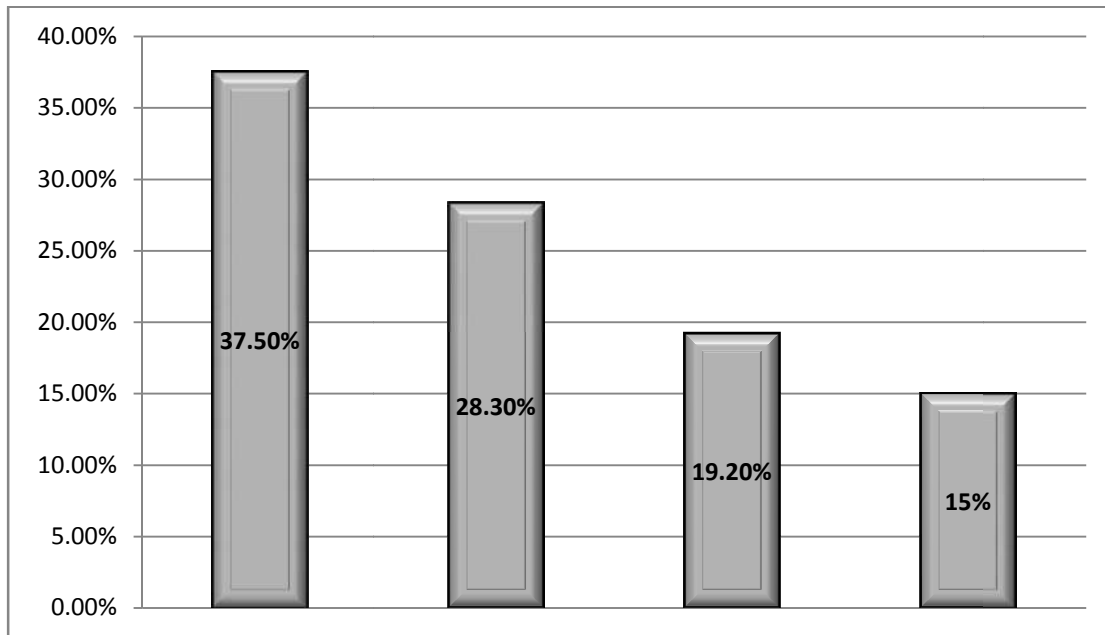
Resource : the researcher from applied study using SPSS version24

The above table represents the results obtained from the pre-test , it shows the frequency distribution to the answers of 120 students in the four vocabulary strategies.

Table (4.2) : The mean and percentage of the pre-test

Vocabulary strategies	The mean	The percentage %
Structural analysis	45	37.5%
Semantic clues	34	28.3%
collocations	23	19.2%
Context use	18	15%
TOTAL	120	100

Resource : the researcher from applied study using SPSS version24



Figure(4.1)

It's clear from the above table and figure the mean of using structural analysis was (45) students with (37.5%).The mean of the students who use

semantic clues strategy were (34) with (28.3%). The mean of the students who used the collocation strategy was (23), with (19.2%). The mean of the students who used context use was (18) as it is represented by (15%).

Table (4.3) the frequency distribution of the student’s answers in the post-test according to four vocabulary strategies

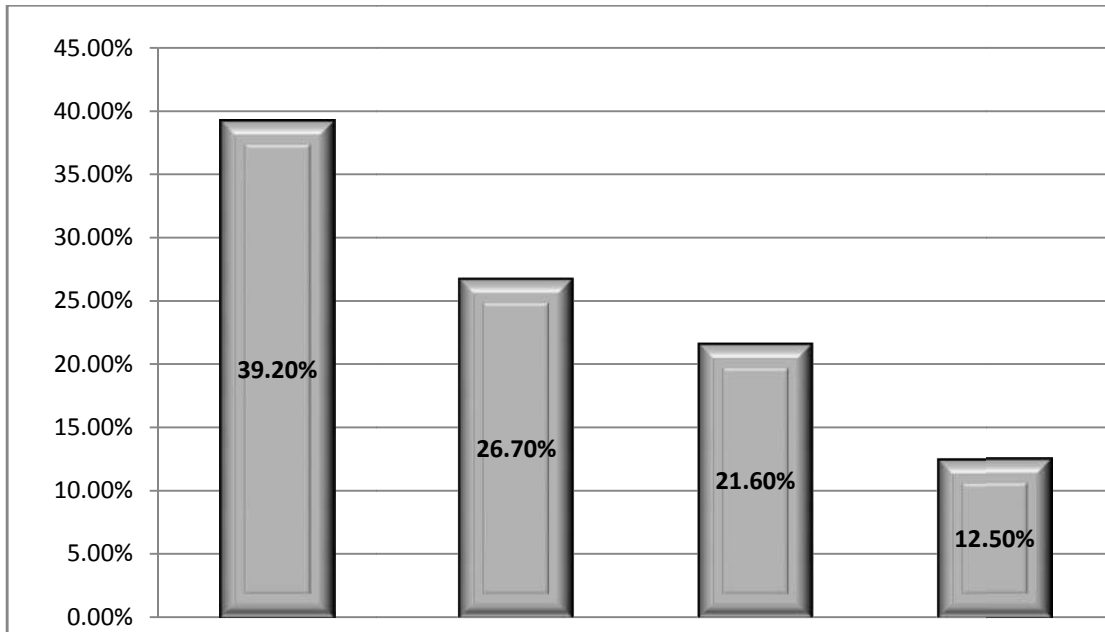
No.	Structural analysis	Semantic clues	Collocations	Context use	TOTAL
1	43	32	23	22	120
2	43	34	22	21	120
3	35	40	25	20	120
4	30	43	32	15	120
5	40	35	20	25	120
6	51	22	30	17	120
7	41	32	27	20	120
8	45	32	24	19	120
9	42	31	35	12	120
10	42	30	32	15	120

The above table represents the results obtained from the post- test of the students, it shows the frequency distribution to the answers of 120 students in (4) kinds of vocabulary strategies.

Table (4.4) : the mean and percentage of the (4) kinds of vocabulary strategies

Kind of strategy	The mean	The percentage %
Structural analysis	47	39.2%
Semantic clues	32	26.7%
Collocations	26	21.6%
Context use	15	12.5%
TOTAL	120	100

Resource : the researcher from applied study using SPSS version24



Figure(4.2)

It's clear from the above table and figure most students used structural analysis strategy, the mean of those was (47) students with (39.2%). The mean of the students who used semantic clues were (32) (26.7%). The mean of the students used the collocation strategy were (26), with (21.6%). The mean of the students who used the strategy of context use was (15) with (12.5%).

Hypotheses testing by using one sample t-test

Table (4.5) one sample T-TEST for the pre-post test of the study

Tests	N	mean	SD	t-value	DF	p-value
Pre-test	10	2.7	1.81	7.4	9	0.00
Post-test	10	3.4	2.44	8.12	9	0.00

The calculated value of T – TEST for the significance of the differences for the respondents' answers in the pre-test was (7.4) which is greater than the

tabulated value of T – TEST at the degree of freedom (9) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the post test was (8.12) which are greater than the tabulated value of T – TEST at the degree of freedom (9) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This asserts that the first and hypotheses one and two of this study are verified.

From the findings of the pre-post test we find out:

1. EFL learners encounter some serious vocabulary difficulties.
2. Teaching vocabulary strategies enhances EFL Sudanese university students' vocabulary acquisition.

The findings of the pre-post test coincide with the following studies for as Rohmatilla (2017) suggested that there are some challenges students face in learning English vocabulary such as pronunciation, spelling, selection of appropriate meanings of words, change of word forms and redundant words that students need to learn. He also identified some important factors that make vocabulary learning difficult and links learning difficulties to different levels of language. For example, pronunciation difficulties are related to the phonetic system of the English language, bends and word forms are related to the morphological system, phrases and phrasal verbs such as phrases are related to semantics, syntax depending on their categories and so on.

Khan (2011) also suggested that vocabulary is challenging for readers in areas that include the study of the use of words, spelling, synonyms, prefixes, and suffixes.

The results also support the findings of Lin(2014) who stated that EFL students find multi-meanings words difficult hence teachers need to

encourage their students to increase their consciousness of the multiple-meaning words by highlighting the words that pose confusion, reading sentences, and consulting a dictionary.

According to Cameron (2001: 78) EFL students find learning vocabulary difficult mostly due to the following skills: pronunciation, spelling, grammar and meaning.

1. Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. Pronunciation is the way in which a particular person pronounces the word of a language. Students need to listen to a new word in the foreign language in order to notice the sound at the beginning and at the end of the word and the stress patterns of the word.

2. Spelling

Students need to know the letters and syllables that make up the word that is called spelling. Spelling is the act of forming words correctly from individual letters or the way that a word is spelt. Sound-spelling mismatches are likely to be the cause of errors; either of pronunciation or of spelling and can contribute to a word's difficulty. While most of English spelling is fairly law-abiding, there are also some glaring irregularities.

3. Grammar

The grammar associated with the word is also problematic, especially if this differs from mother language equivalent. Remembering whether a verb *enjoy*, *love*, or *hope* is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

4. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point.

5. Range, condition and idiomaticity.

Slameto (2013) stated that there are several internal factors that affect EFL students learning difficulties like intelligence, aptitude and motivation, also EFL learning is affected by external factors such as family factors, school and environment factors.

Mizumoto and Takeuchi (2009) pointed out that teaching vocabulary learning strategies increase EFL students' success in vocabulary learning and also strategy usage frequency, they further stated that teaching vocabulary learning strategies increase the use of specific strategies and students with different characteristics had different reactions to the teaching.

According to Dóczy (2011) vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners. It can be said that through the use of vocabulary learning strategies, learners may be able to maximize the effectiveness of their English language learning. On this basis, it is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively.

Leeke and Shaw (2000) remarked that it is important that the learners have effective strategies in the area of vocabulary. By giving them control the learners become more interested in choosing the best ways of learning the language. According to Gu and Johnson (1996) vocabulary strategies lead to increased retentions of the new vocabulary and increased availability of these items for active use.

They also conform to Thornby (2002) who stated that there are some items need to be taught in teaching vocabulary as follows:

a. Form: pronunciation and spelling: A learner has to know what word sounds or its pronunciation and what it looks or its spelling. These are obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, teachers need to make sure that both of these aspects are accurately presented and learned.

b. Grammar: The grammar of a new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have

an unpredictable change of form in certain grammatical context may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (think, thought). Similarly, when teaching noun, teachers must present it noun having no plural at all (advise, information). In presenting verbs such as *want* and *enjoy*, teachers also have to present kinds of verb following them (*want to, enjoy-ing*).

c. Collocation

Collocation is word partners, for example make mistake not do mistake and do homework not make homework. Therefore, this is also another information about a new item which may be worth teaching. In introducing words for example decision and conclusion, the teacher may not that he/she takes or makes one. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

d. Aspect of meaning: denotation, connotation, appropriateness

The meaning of the word is divided into two aspects, denotation and connotation.

Denotation refers to the literal meaning of a word, the dictionary definition. For example, the word snake in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. Connotation, on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word snake could include evil or danger. A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that weep is virtually synonymous in

denotation with cry, but it is more formal, tends to be used in writing than in speech, and generally it is less common.

e.Aspects of meaning: meaning relationship

In addition,Walters (1995) stated when teaching meanings teachers should consider the following

- 1.Many words have more than one meaning. What exact meaning in which context do you want to focus on?
2. What is the connotation of the item?
3. Could the vocabulary item have different meanings for different people?

The findings of the study also conform with Grave(2006) who argued that how the meaning of one item relates to the meaning of others can also be useful in teaching. There are various meaning relationships, for examples:

- 1)Synonyms: items that mean the same or nearly the same, for example: bright, clever, and smart may serve as synonyms of intelligent.
- 2) Antonyms: items that mean the opposite, for example: rich is an antonym of poor.
- 3) Hyponyms: items that serve as specific examples of a general concept, forexample: dog, lion, and mouse are hyponyms of animal.
- 4) Co-hyponyms or co-ordinated: other items that are the same kind of things, for examples: *red, blue, green,* and *brown* are co-ordinates.
- 5) Superordinates: general concepts that cover specific item, for example: *animal* is superordinate of *dog, lion,* and *mouse*.
- 6) Translation: words or expressions in the more or less equivalent in meaning to the item being taught. .
- 7) Word formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their component. Word formation is the creation of a new word.

4.4 The Questionnaire

The questionnaire consists of two parts, part one consists of fifteen statements, it is mainly designed to investigate the causes of the difficulties that face EFL Sudanese university students in vocabulary from teachers' point of view.

Part two consists of fifteen statements with the aim to elicit some suitable solutions to vocabulary problems that face EFL Sudanese university students and discusses the effectiveness of teaching vocabulary strategies in enhancing EFL vocabulary acquisition from teachers' point of view.

The questionnaire was given to (30) respondents who represent the teachers' community at Sudanese universities.

4.5 The Responses to the Questionnaire

The responses to the questionnaire of the (30) teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.6 Analysis of the Questionnaire

The researcher distributed the questionnaire on the determined study sample (30) EFL Sudanese university teachers, and constructed the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (strongly agree, agree, not sure, disagree, and strongly

disagree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

4.7. Test of the Study Hypotheses (3) and(4)

(3) Vocabulary difficulties are attributed to many factors.

(4) Teachers can help students to overcome vocabulary acquisition difficulties by raising their awareness about the importance of vocabulary for learning in general and providing them with vocabulary strategies.

Statement No.(1)

EFL teachers do not select appropriate textbooks that are used for teaching vocabulary and do not pay attention to teaching vocabulary strategies .

Table No (4.6) The frequency distribution for the respondents' answers of statement No.(1)

Variables	Frequency	Percent
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
Total	30	100.0

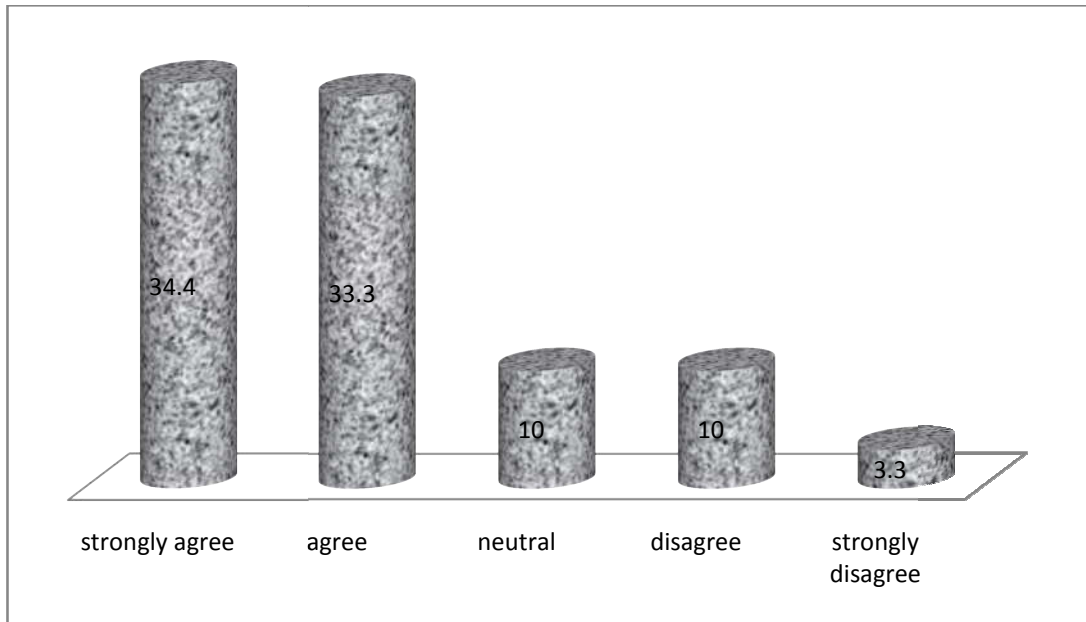


Figure (4.3)

It is clear from the above table and figure that there are (13) persons in the sample of the study with percentage (34.4%) strongly agreed with “EFL teachers do not select appropriate textbooks that are used for teaching vocabulary and do not pay attention to teaching vocabulary strategies.” There are (10) persons (33.3%) agreed, (3) persons (10.0%) were not sure, (3) persons (10.0%) disagreed and (1) person (3.3%) strongly disagreed.

Statement No.(2)

EFL teachers teach vocabulary in isolation, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word.

Table No (4.7) The frequency distribution for the respondents’ answers of statement No.(2)

Variables	Frequency	Percent
strongly agree	3	13.3

agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0

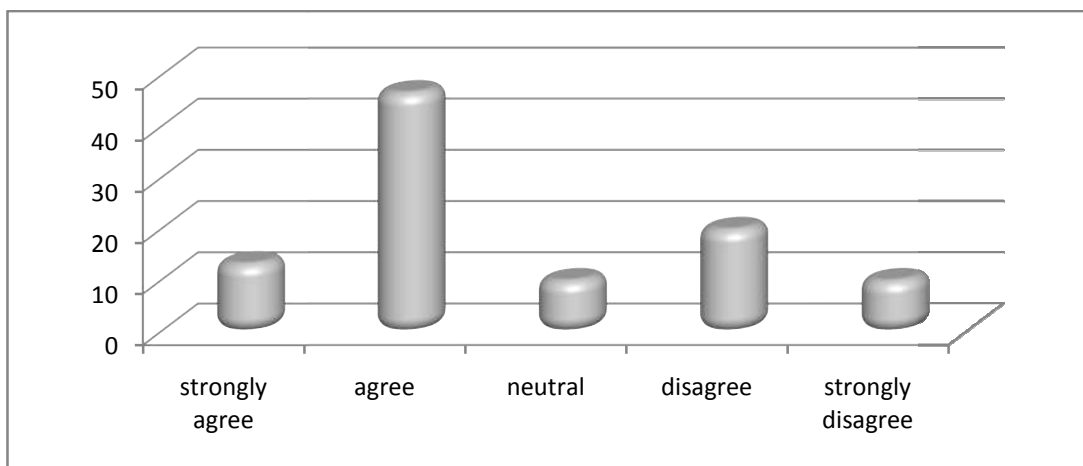


Figure (4.4)

It is clear from the above table and figure that there are (3) persons in the sample of the study (13.3%) strongly agreed with “EFL teachers teach vocabulary in isolation, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word.” There are (14) persons (46.7%) agreed with that, (3) persons (10.0%) were not sure, (7) persons (20.0%) disagreed and (3) persons (10%) strongly disagreed.

Statement No. (3)

EFL students do not have the chance to practice the words in different contexts and forms

Table No (4.8) The frequency distribution for the respondents’ answers of statement No.(3)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	8	26.7	26.7	53.3
neutral	3	10.0	10.0	63.3
disagree	8	26.7	26.7	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

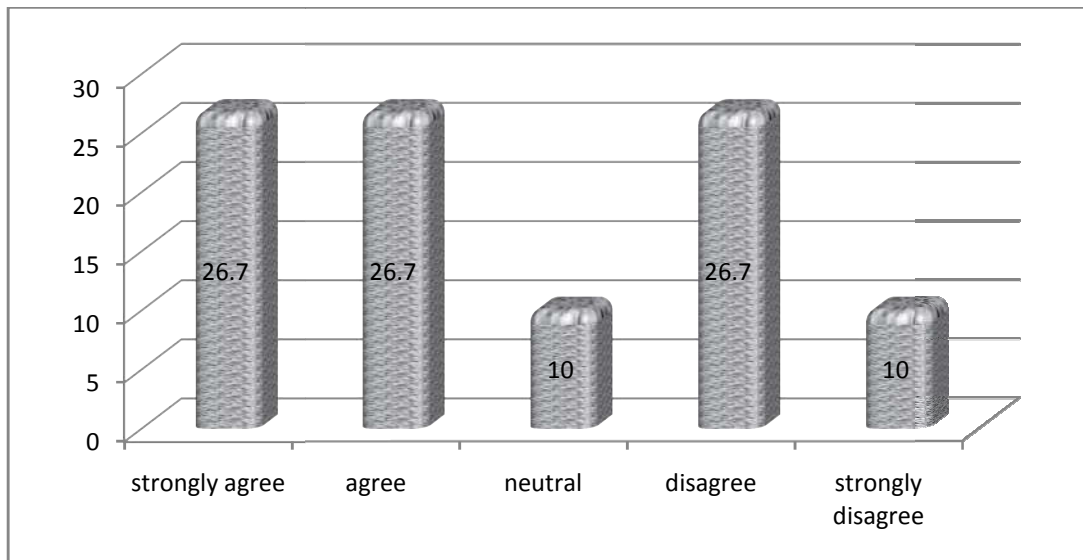


Figure (4.5)

From the above table and figure we can see that there are (8) persons in the sample of the study with percentage (26.7%) strongly agreed with " EFL students do not have the chance to practice the words in different contexts and forms." There are (8) persons (26.7%) agreed, (3) persons (10.0%) were not sure, (8) persons (26.7%) disagreed and (3) persons (10.0%) strongly disagreed.

Statement No. (4)

The spelling of many English words can cause problems for students who speak languages with very regular spelling system.

Table No. (4.9) The frequency distribution for the respondents' answers of statement No.(4)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	15	50.0	50.0	70.0
neutral	3	10.0	10.0	80.0
disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

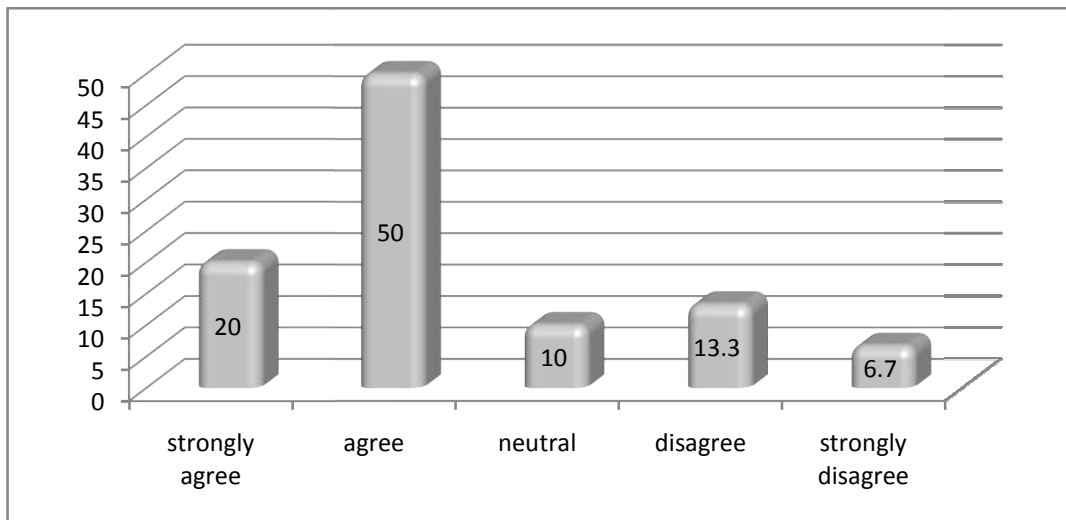


Figure (4.6)

From the above table and figure we can see that there are (6) persons in the sample of the study (20.0%) strongly agreed with " The spelling of many English words can cause problems for students who speak languages with very regular spelling system ". There are (15) persons (50.0%) agreed, (3) persons (10.0%) were not sure, (4) persons (13.3%) disagreed and (2) persons (6.7%) strongly disagreed.

Statement No. (5)

Teachers' lack of experience and not well equipped of teaching vocabulary hinder EFL vocabulary acquisition.

Table No (4.10) the frequency distribution for the respondents' answers of statement No.(5)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	16	53.3	53.3	86.7
Neutral	3	10.0	10.0	96.7
disagree	0	0	0	0
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	

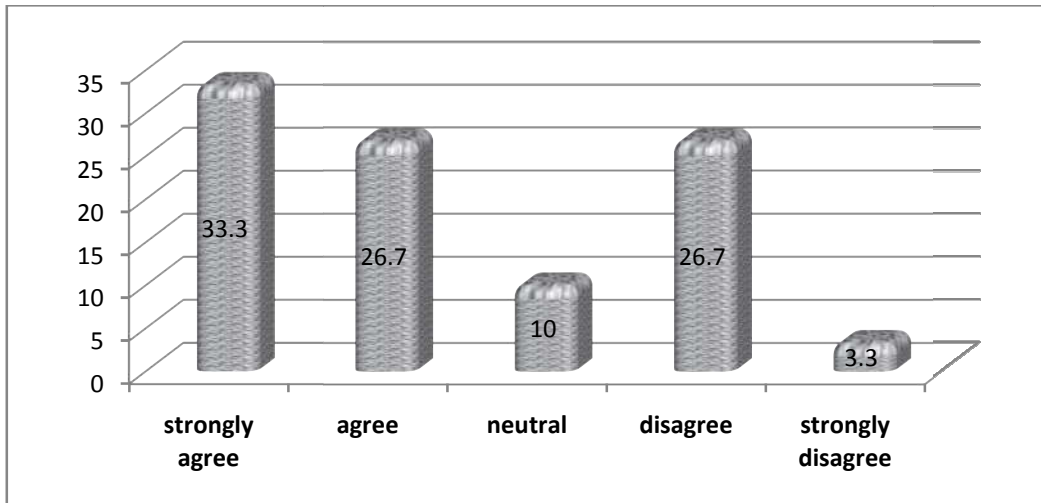


Figure (4.7)

From the above table and figure we can see that there are (10) persons in the sample of the study with percentage (33.3%) strongly agreed with that'' Teachers' lack of experience and not well equipped of teaching vocabulary hinder EFL vocabulary acquisition." There are (16) persons with percentage (53.3%) agreed, (3) persons with percentage (10.0%) were not sure, (0) person with percentage (0.0%) disagreed and (1) person with (3.3%) strongly disagreed.

Statement No (6)

Lack of students' awareness about vocabulary strategies constitute vocabulary learning difficulties.

Table No (4.11) the frequency distribution for the respondents' answers of statement No.(6)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	8	26.7	26.7	60.0
neutral	3	10.0	10.0	70.0

disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

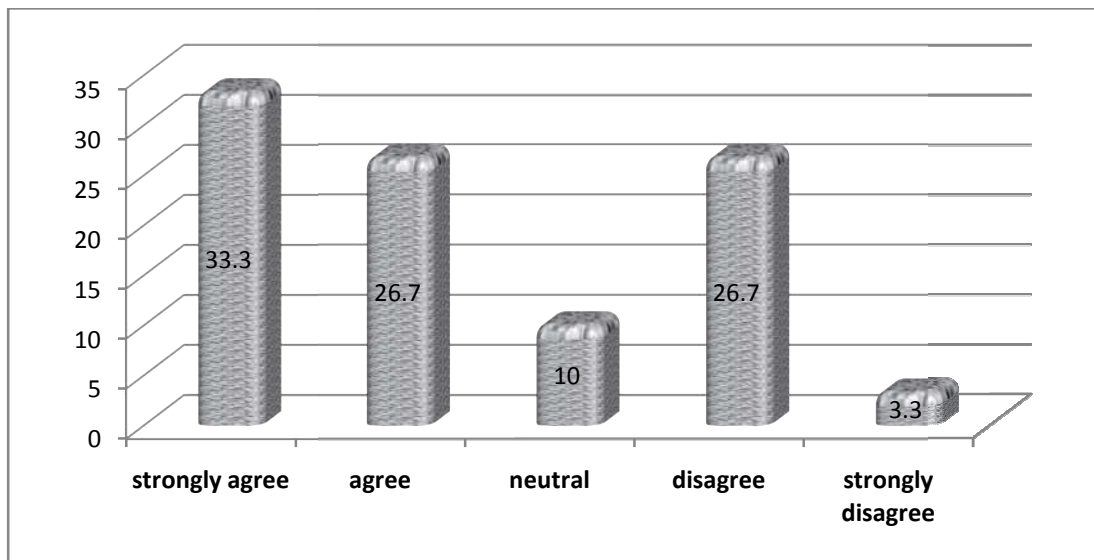


Figure (4.8)

From the above table and figure we can see that there are (10) persons in the sample of the study with percentage (33.3%) strongly agreed with " Lack of students' awareness about vocabulary strategies constitute vocabulary learning difficulties ". There are (8) persons with percentage (26.7%) agreed, (3) persons with percentage (10.0%) were not sure, (8) persons with percentage (26.7%) disagreed and (1) person with the percentage (3.3%) strongly disagreed.

Statement No. (7)

EFL students' learning vocabulary in artificial context rather than real-life contexts make it hard for them to learn and to retrieve words easily.

Table No. (4.12) The frequency distribution for the respondents' answers of statement No.(7)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

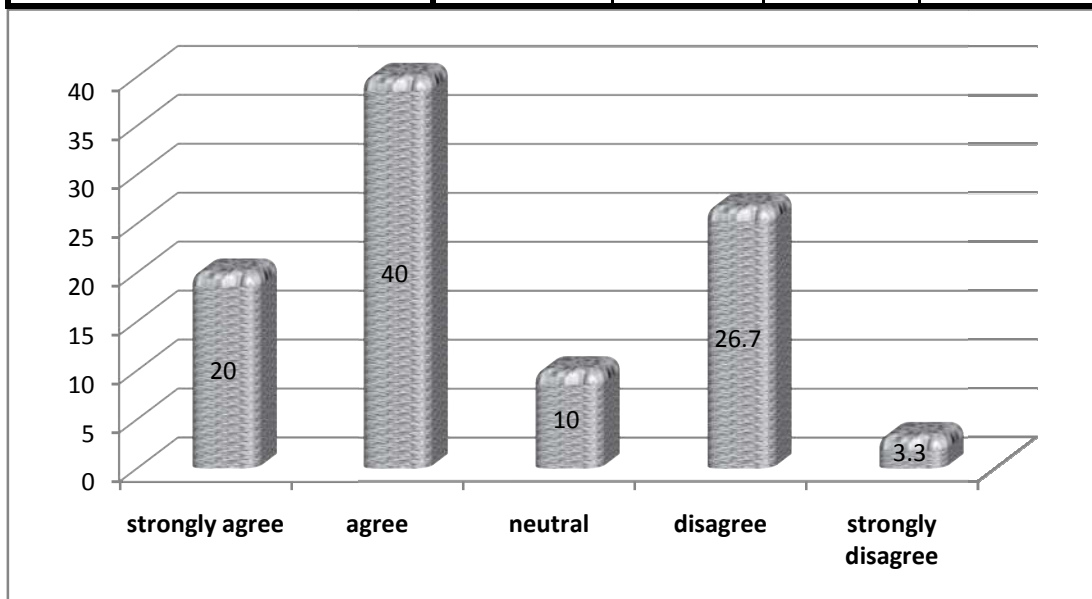


Figure (4.9)

From the above table and figure, we can see that there are (6) persons in the sample of the study with percentage (20.0%) strongly agreed with " EFL students' learning vocabulary in artificial context rather than real-life contexts make it hard for them to learn and to retrieve words easily." There are (12) persons with percentage (40.0%) agreed, (3) persons with percentage (10.0%) were not sure, (8) persons with percentage (26.7%) disagreed. and (1) person with (3.3%) strongly disagreed.

Statement No. (8)

When two words overlap in meaning, EFL learners are likely to confuse them.

Table No. (4.13) The frequency distribution for the respondents' answers of statement No.(8)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

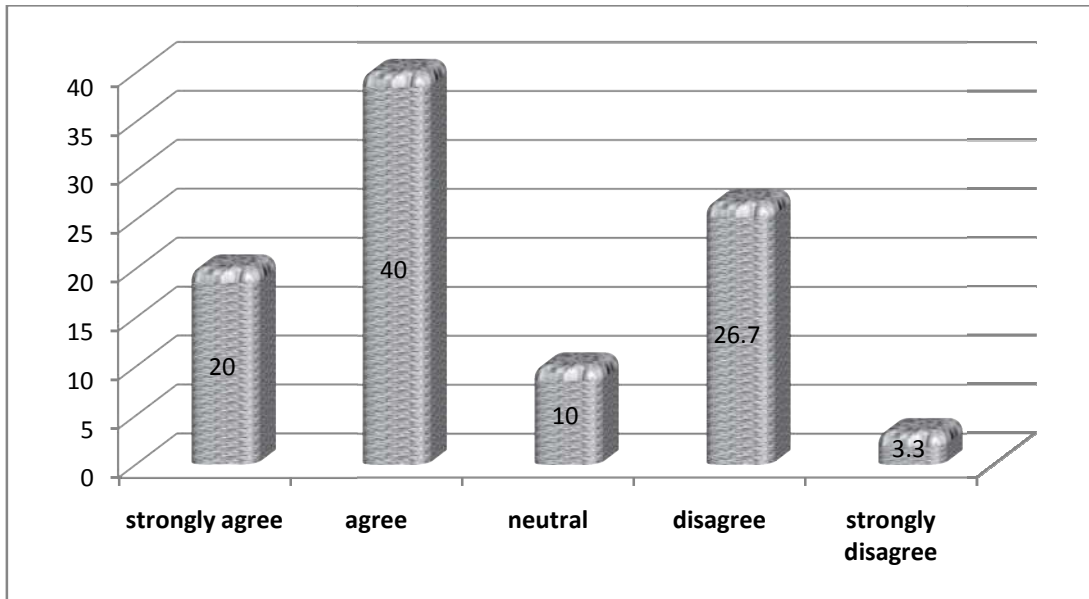


Figure (4.10)

From the above table and figure, we can see that there are (6) persons in the sample of the study with percentage (20.0%) strongly agreed with " When two words overlap in meaning, EFL learners are likely to confuse them." There are (12) persons with percentage (40.0%) agreed, (3) persons with percentage (10.0%) were not sure, (8) persons with percentage (26.7%) disagreed. and (1) person with (3.3%) strongly disagreed

Statement No. (9)

EFL learners face difficulties in pronunciation, spelling and different grammatical forms of English words .

Table No (4.14)

The frequency distribution for the respondents' answers of statement No.(9)

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3

neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

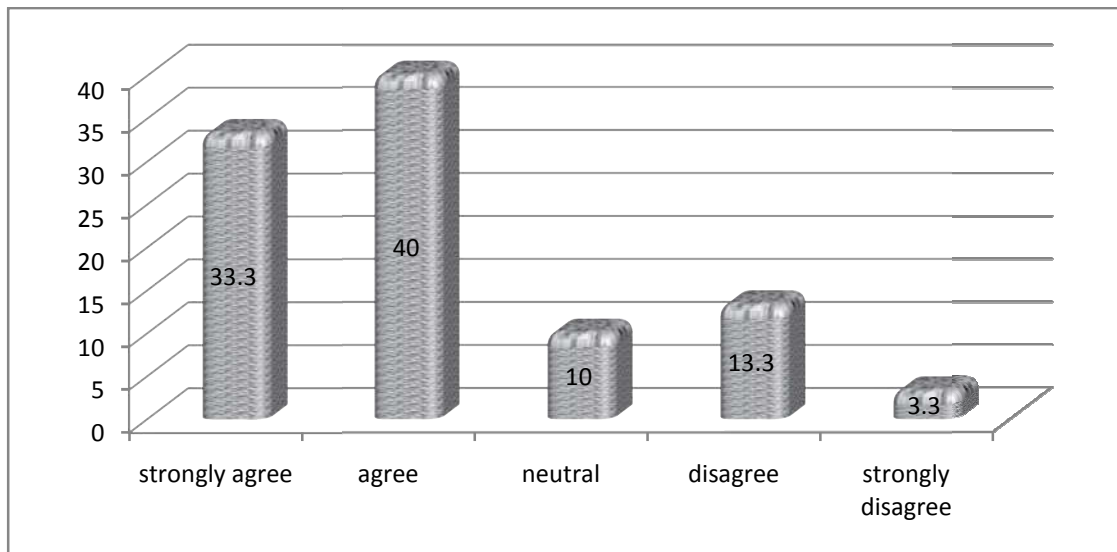


Figure (4.11)

From the above table and figure, we can see that there are (10) persons in the sample of the study with percentage (33.3%) strongly agreed with " EFL learners face difficulties in pronunciation, spelling and different grammatical forms of English words." There are (12) persons with percentage (40.0%) agreed, (3) persons with percentage (10.0%) were not sure, (4) persons with percentage (13.3%) disagreed and (1) person with (3.3%) strongly disagreed.

Statement No (10):

When to use vocabulary appropriately is problematical as some words and expressions are restricted to use in a particular context.

Table No (4.15) the frequency distribution for the respondents' answers of statement No. (10)

Variables	Frequency	%Percent
strongly agree	10	33.3
agree	12	40.0
neutral	4	13.3
disagree	3	10.0
strongly disagree	1	3.3
Total	30	100.0

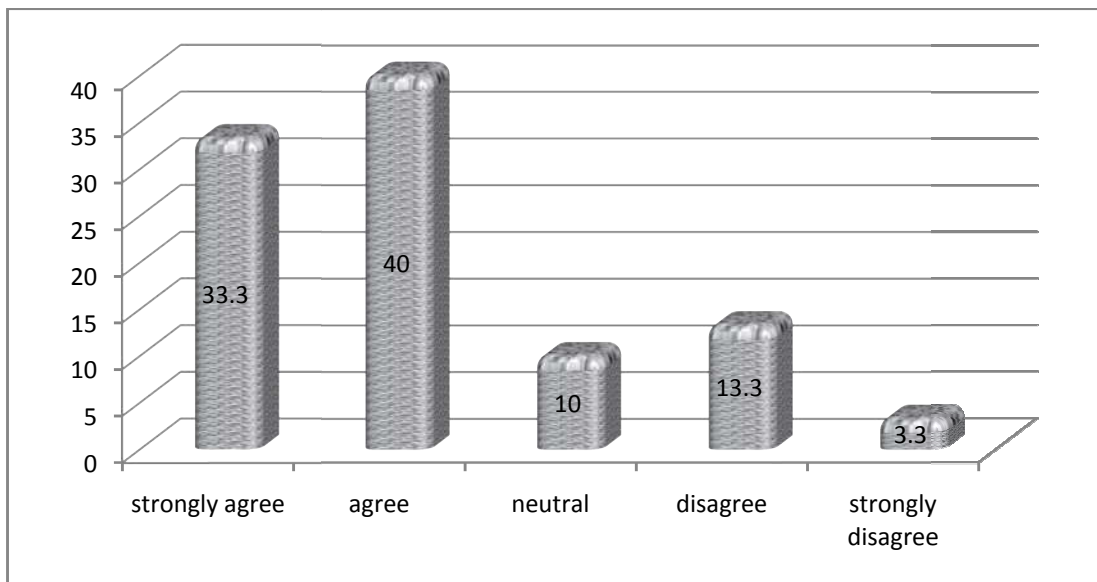


Figure (4.12)

From the above table and figure we can see that there are (10) persons in the sample of the study with percentage (33.3%) strongly agreed with " When to use vocabulary appropriately is problematical as some words and

expressions are restricted to use in a particular context.” There are (12) persons with percentage (40.0%) agreed, (4) persons with percentage (10.0%) were not sure, (3) persons with percentage (13.3%) disagreed and (1) person with (3.3%) strongly disagreed.

Statement No. (11)

EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom.

Table No (4.16) the frequency distribution for the respondents’ answers of statement No. (11)

Variables	Frequency	Percent
strongly agree	15	50
agree	13	43.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

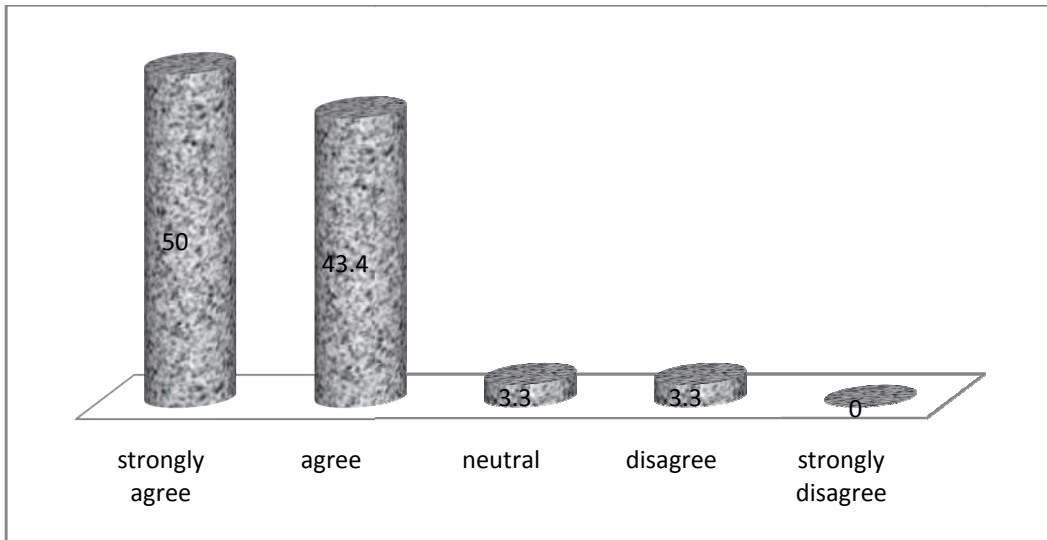


Figure (4.13)

It is clear from the above table and figure that there are (15) persons in the sample of the study with percentage (50.0%) strongly agreed with " EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom.". There are (13) persons with percentage (43.4%) agreed, (1) person with percentage (3.3%) were not sure (1) person with percentage (3.3%) disagreed and (0) person with (0%) strongly disagreed.

Statement No.(12)

How a lexical item collocates with another cause some difficulties to EFL learners.

Table No (4.17) the frequency distribution for the respondents' answers to statement No.(12)

Variables	Frequency	%Percent
strongly agree	17	53.3
agree	11	36.7
neutral	2	6.7

disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

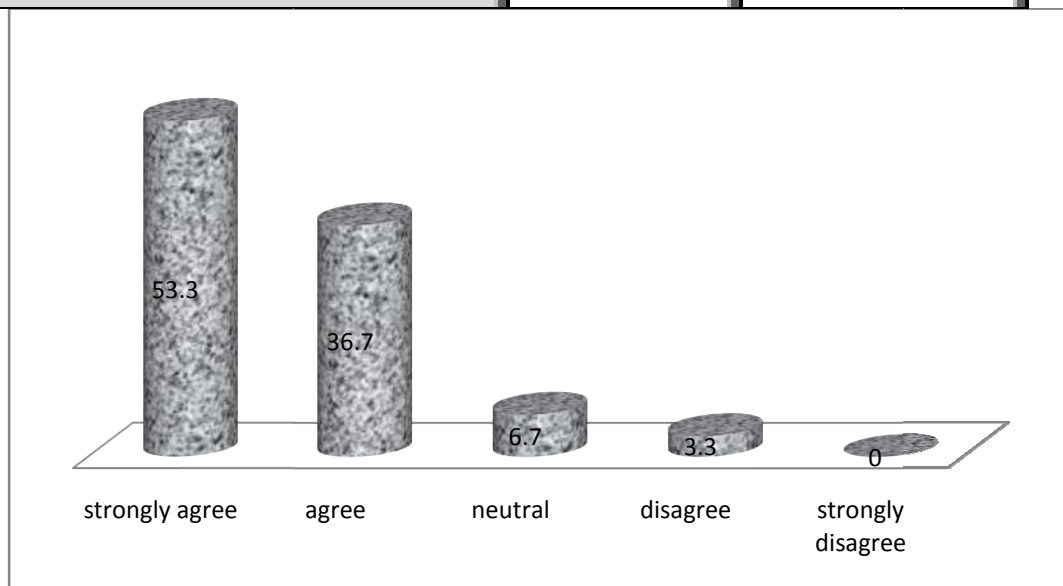


Figure (4.14)

It is clear from the above table and figure that there are (17) persons in the sample of the study with percentage (53.3%) strongly agreed with “How a lexical item collocate with another cause some difficulties to EFL learners “. There are (11) persons with percentage (36.7%) agreed, (2) persons with percentage (6.7%) were not sure, (1) person with percentage (3.3%) disagreed and (0) person with (0%) strongly disagreed.

Statement No. (13)

EFL textbooks are limited and do not afford detailed information about the different forms and use of the words and how they can be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way.

Table No (4.18) the frequency distribution for the respondents’ answers to statement No.(13)

Variables	Frequency	Percent%
strongly agree	18	60
agree	10	33.4
neutral	1	3.3
disagree	1	3.3
strongly disagree	0	0
Total	30	100.0

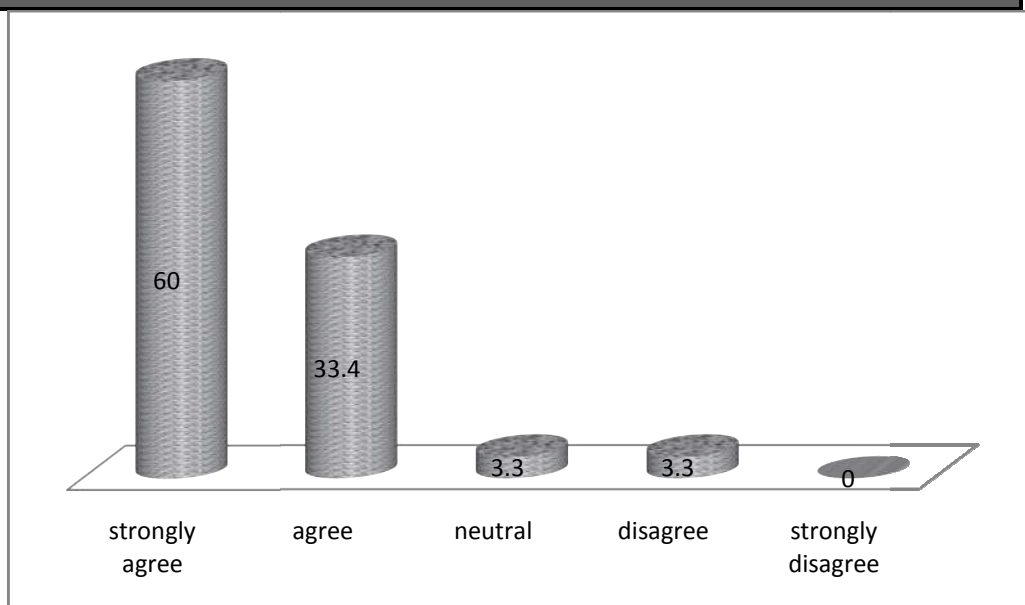


Figure (4.15)

It is clear from the above table and figure that there are (18) persons in the sample of the study with percentage (60.0%) strongly agreed with "EFL textbooks are limited and do not afford detailed information about the different forms and use of the words and how they can be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way.". There are (10) persons with percentage (33.3%) agreed, (1) person with percentage (3.3%) was not

sure, (1) person with percentage (3.3%) disagreed and (0) person with (0%) strongly disagreed.

Statement No. (14)

Several internal factors can affect EFL students learning vocabulary difficulties such as intelligence ,apitude and motivation ,in addition to external factors such as family , school and environment factors.

Table No. (4.19)

The frequency distribution for the respondents' answers of statement No. (14)

Variables	Frequency	Percent%
strongly agree	13	34.4
agree	10	33.3
neutral	3	10
disagree	3	10
strongly disagree	1	3.3
Total	30	100.0

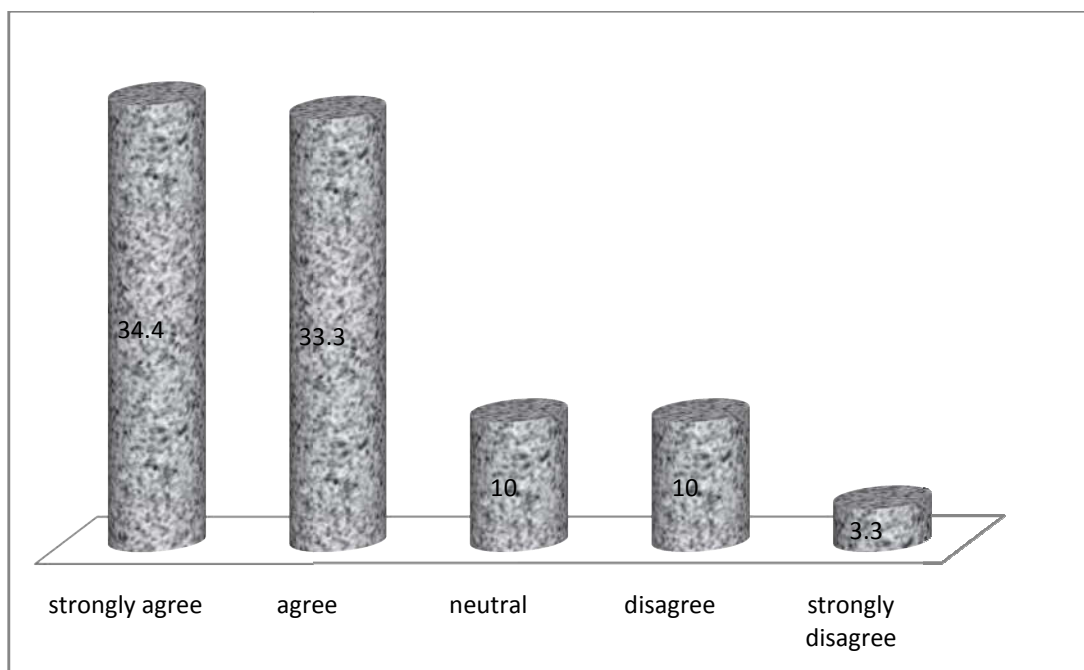


Figure (4.16)

It is clear from the above table and figure that there are (13) persons in the sample of the study with percentage (34.4%) strongly agreed with " Several internal factors can affect EFL students learning vocabulary difficulties such as intelligence ,aptitude and motivation ,in addition to external factors such as family , school and environment factors." There are (10) persons with percentage (33.3%) agreed, (3) persons with percentage (10.0%) were not sure, (3) persons with percentage (10.0%) disagreed and (1) person with the percentage (3.3%) disagreed.

Statement No. (15)

Ineffective learning habits can be a source of unsuccessful vocabulary learning.

Table No. (4.20)

The frequency distribution for the respondents' answers of statement No. (15)

Variables	Frequency	Percent%
strongly agree	3	13.3
agree	14	46.7
neutral	3	10
disagree	7	20
strongly disagree	3	10
Total	30	100.0

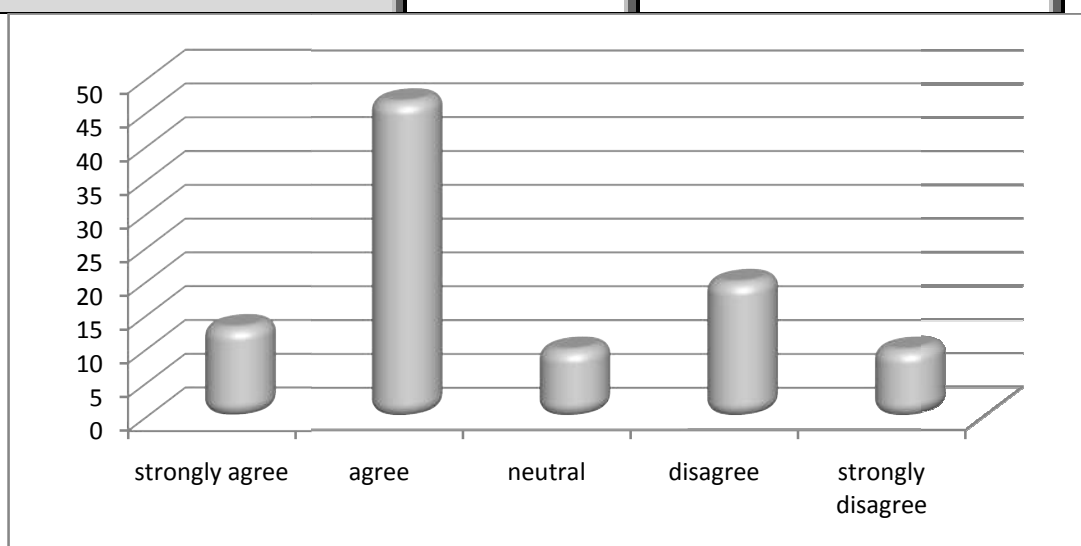


Figure (4.17)

It is clear from the above table and figure that there are only (3) teachers in the sample of the study with percentage (13.3%) who strongly agreed with " Ineffective learning habits can be a source of unsuccessful vocabulary learning".

There are (14) persons with percentage (46.7%) agreed with that, (3) persons with percentage (10.0%) were not sure, (7) persons with percentage (20.0%) disagreed and (3) persons with (10%) strongly disagreed.

Table (4.21)

The mean and standard deviation and chi-square values for

Hypothesis (3) : Vocabulary difficulties are attributed to many factors .

No.	Statements	mean	SD	Chi square	p-value
1	EFL teachers do not select appropriate textbooks that are used for teaching vocabulary and do not pay attention to teaching vocabulary strategies	3.3	.70	23	0.006
2	EFL teachers teach vocabulary in isolation, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word	2.4	.50	28	0.010
3	EFL students do not have the chance to practice the words in different contexts and forms	3.4	.50	28	0.010
4	The spelling of many English words can cause problems for students who speak languages with very regular spelling system	3.6	.80	22	0.023
5	Teachers' lack of experience and not well equipped of teaching vocabulary hinder EFL vocabulary acquisition	2.6	.50	22	0.036

6	Lack of students' awareness about vocabulary strategies constitute vocabulary learning difficulties	2.9	.70	32	0.023
7	EFL students' learning vocabulary in artificial context rather than real-life contexts make it hard for them to learn and to retrieve words easily	2.7	.50	22	0.000
8	When two words overlap in meaning, EFL learners are likely to confuse them	2.7	.50	22	0.000
9	EFL learners face difficulties in pronunciation, spelling and different grammatical forms of English words	2.9	4.8	34	0.000
10	When to use vocabulary appropriately is problematical as some words and expressions are restricted to use in a particular context	2.8	1.7	12	0.000
11	EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom	3.4	2.5	22	0.000
12	How a lexical item collocate with another cause some difficulties to EFL learners	2.5	3.8	15	0.046
13	EFL textbooks are limited and do not afford detailed	3.3	.70	28	0.010

	information about the different forms and use of the words and how they can be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way				
14	Several internal factors can affect EFL students learning vocabulary difficulties such as intelligence ,aptitude and motivation ,in addition to external factors such as family , school and environment factors.	2.4	.50	28	0.010
15	Ineffective learning habits can be a source of unsuccessful vocabulary learning.	3.6	.80	29	0.023

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (1) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL teachers do not select appropriate textbooks that are used for teaching vocabulary and do not pay attention to teaching vocabulary strategies ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (2) was (28) which is greater

than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL teachers teach vocabulary in isolation, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (3) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL students do not have the chance to practice the words in different contexts and forms ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " The spelling of many English words can cause problems for students who speak languages with very regular spelling system ".

The calculated value of chi-square for the significance of the differences for the respondents' answers statement No. (5) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Teachers' lack of experience and not well equipped of teaching vocabulary hinder EFL vocabulary acquisition'".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (6) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Lack of students' awareness about vocabulary strategies constitute vocabulary learning difficulties".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (7) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL students' learning vocabulary in artificial context rather than real-life contexts make it hard for them to learn and to retrieve words easily".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (8) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "When two words overlap in meaning, EFL learners are likely to confuse them."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (9) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL learners face difficulties in pronunciation, spelling and different grammatical forms of English words".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (10) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement " When to use vocabulary appropriately is problematical as some words and expressions are restricted to use in a particular context."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (11) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (12) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " How a lexical item collocate with another cause some difficulties to EFL learners "

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (13) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL textbooks are limited and do not afford detailed information about the different forms and use of the words and how they can

be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (14) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Several internal factors can affect EFL students learning vocabulary difficulties such as intelligence ,aptitude and motivation ,in addition to external factors such as family , school and environment factors".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No.(15) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " Ineffective learning habits can be a source of unsuccessful vocabulary learning."

According to the findings of the first part of the questionnaire we can conclude that EFL Sudanese university students' difficulties in vocabulary acquisition are attributed to the different factors mentioned above, therefore , the third hypothesis of this study is verified.

The above findings of the first part of the questionnaire revealed some of the causes of vocabulary difficulties among EFL Sudanese university students that coincide with the following findings of different studies:

For as Rababah (2005) argued that Arab students generally face some difficulties to communicate in English due to lack of vocabulary items, methods of teaching and incompatible learning environment in learning a mother tongue or any foreign language, vocabulary is the most significant component.

Rohmatilla (2017) suggested that there are some challenges students face in learning English vocabulary such as pronunciation, spelling, selection of appropriate meanings of words, change of word forms and redundant words that students need to learn. He also identifies some important factors that make vocabulary learning difficult and links learning difficulties to different levels of language. For example, pronunciation difficulties are related to the phonetic system of the English language, bends and word forms are related to the morphological system, phrases and phrasal verbs such as phrases are related to semantics, syntax depending on their categories and so on.

In addition, Slameto (2013) stated that there are several internal factors that affect EFL students learning difficulties like intelligence, aptitude and motivation, EFL learning is also affected by external factors such as family factors, school and environment factors.

According to Lewis (1997) the selection of the teaching material plays a great role in EFL learners' vocabulary acquisition as EFL teachers do not select the textbooks that used for teaching vocabulary by their own. It has been always argued that textbooks are limited and do not afford the detail information about the different forms and use of the words and how it can be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way. In other words, it limits the learner's practicing the word.

Misulis (1999) stated that EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom. However, there are a lot of benefits for including vocabulary development strategies in the content instruction. It is clear that rote memorization and dictionary definitions will not help much in retention, and in order to learn the words, they must be presented in different and meaningful contexts. When choosing words, select words based on content, students, and time.

Khan (2011) also suggested that vocabulary is challenging for readers in areas that include the study of the use of words, spelling, synonyms, prefixes, and suffixes.

Lin(2014) stated that EFL students find multi-meanings words difficult hence teachers need to encourage their students to increase their consciousness of the multiple-meaning words by highlighting the words that pose confusion, reading sentences, and consulting a dictionary.

According to Lewis (1997) students' learning vocabulary in an artificial context make hard for the students to learn, and it may not easy for the students to retrieve them easily. Whereas, if the students could practice and learn the vocabulary items in a real-life context, they will be able learn easily and recall easily.

Grave(2006) stated that one of the reasons that the teachers teach individual words without presenting full information might be the lack of time. The teacher does not have enough time in order to cover or teach the whole knowledge of the word. Teachers' lack of experience or not well equipped of teaching vocabulary words is another reason.

Cunningham (2010) stated that "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." The way teachers teach vocabulary has a great influence on the way the learners learn the word. Most EFL teachers who teach vocabulary they teach the isolated word, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word.

According to Cameron (2001: 78) EFL students find learning vocabulary difficult mostly due to the following skills: pronunciation, spelling, grammar and meaning.

1. Pronunciation

Pronunciation is one of the aspects that have a great influence of vocabulary. Pronunciation is the way in which a particular person pronounces the word of a language. Students need to listen to a new word in the foreign language in order to notice the sound at the beginning and at the end of the word and the stress patterns of the word.

2. Spelling

Students need to know the letters and syllables that make up the word that is called spelling. Spelling is the act of forming words correctly from individual letters or the way that a word is spelt. Sound-spelling mismatches are likely to be the cause of errors; either of pronunciation or of spelling and can contribute to a word's difficulty. While most of English spelling is fairly law-abiding, there are also some glaring irregularities.

3. Grammar

The grammar associated with the word is also problematic, especially if this differs from mother language equivalent. Remembering whether a verb *enjoy*, *love*, or *hope* is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

4. Meaning

When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point.

5. Range, condition and idiomaticity.

Chamot(1999) mentioned some factors that make a vocabulary acquisition difficult, they are :

a. Similarity to L1

The difficulty of a vocabulary item often depends on how similar the item is similar in the first language and English may be misleading rather than helpful.

b. Similarity to English words already known

Once students have some English then a word which is related to an English word they are already familiar with is easier one which is not. For example, if students have already met the word *friendly* they should be able to guess the meaning of *unfriendly*.

c. Connotation

Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative connotation to a native speaker? Either skinny and slim could be used to describe someone who is thin ± but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

d. Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

e. Multi-word items

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verb are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

f. Appropriate use

When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use *pushing* to mean *almost* in *He is pushing fifty*. But *pushing* is only used in this way with older people ± we do not say *he is pushing there!*). Also it is important that students know whether the word or phrase has a marked *style* ± informal or formal.

The findings of the study also agree with Grave(2006) who remarked that there are several aspects of lexis that need to be taken into account when teaching vocabulary based on:

- a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl)
- b. Polysemy: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).
- c. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- d. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).
- f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. A Socio-cultural association of lexical items is another important factor.
- g. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- h. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- i. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep,slept, sleeping; able, unable; disability).
- j. Pronunciation: ability to recognize and reproduce items in speech.

Thornby(2002) stated that there are some items need to be taught in teaching vocabulary as follows:

a. Form: pronunciation and spelling: A learner has to know what word sounds or its pronunciation and what it looks or its spelling. These are obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, teachers need to make sure that both of these aspects are accurately presented and learned.

b. Grammar :The grammar of a new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (think, thought). Similarly, when teaching noun, teachers must present it noun having no plural at all (advise, information). In presenting verbs such as *want* and *enjoy*, teachers also have to present kinds of verb following them (*want to*, *enjoy-ing*).

3. Collocation

Collocation is word partners, for example make mistake not do mistake and do homework not make homework. Therefore, this is also another information about a new item which may be worth teaching. In introducing words for example decision and conclusion, the teacher may not that he/she takes or makes one. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

4. Aspect of meaning: denotation, connotation, appropriateness

The meaning of a word is divided into two aspects, denotation and connotation. Denotation refers to the literal meaning of a word, the dictionary definition. For example, the word snake in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. Connotation, on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word snake

could include evil or danger. A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing than in speech, and generally it is less common.

5.Aspect of meaning: meaning relationship

The findings of the study also agree with Slameto (2013) who stated that there are several internal factors that affect EFL students learning difficulties like intelligence, aptitude and motivation, also EFL learning is affected by external factors such as family factors, school and environment factors.

Hypothesis four:

Teachers can help students to overcome vocabulary acquisition difficulties by raising their awareness about the importance of vocabulary for learning in general and providing them with vocabulary strategies.

Statement No.(1)

EFL teachers should use vocabulary textbooks that address key concepts or ideas.

Table No (4.22) The Frequency Distribution for the respondents’ Answers of statement No.(1)

Variables	Frequency	%Percent
Always	7	23.3
often	16	53.3
Sometimes	1	3.3
Seldom	4	13.3
Never	2	6.7

Total	30	100.0
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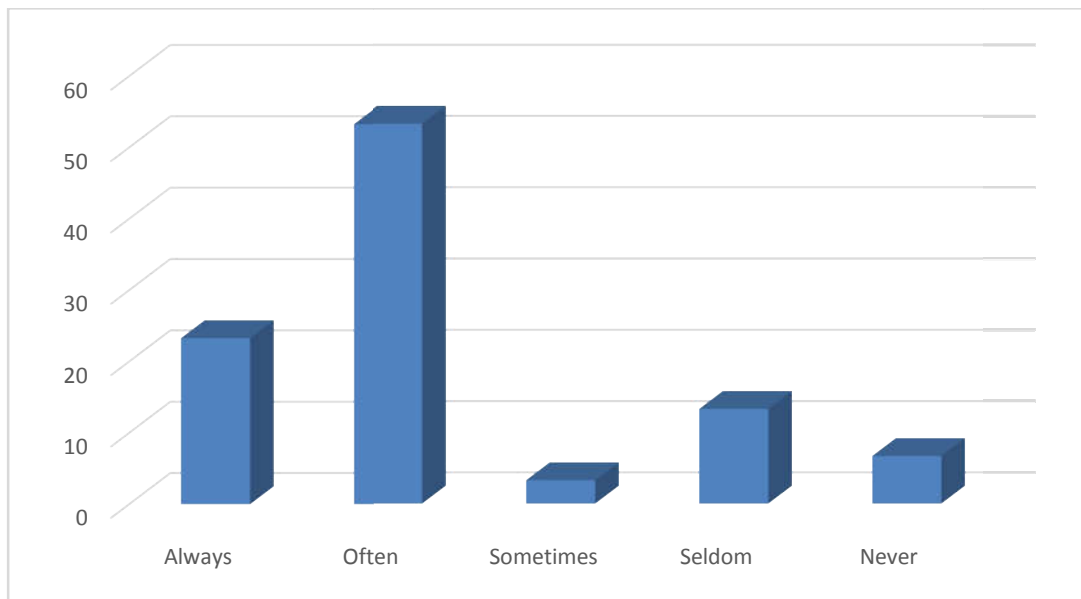


Figure (4.18)

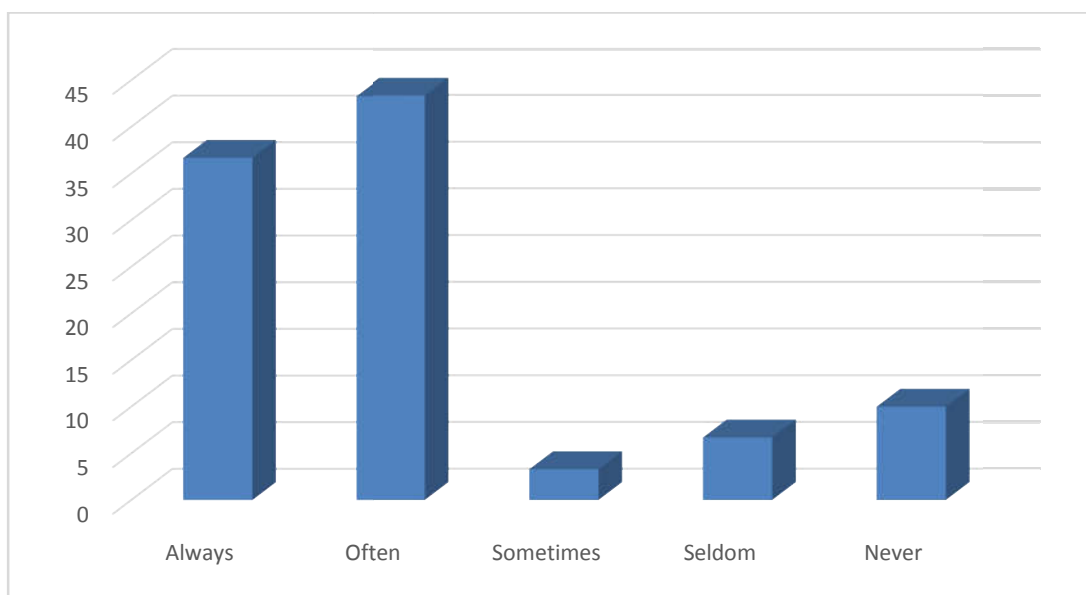
From the above table and figure. It is clear that there are (7) persons in the sample of the study with percentage (23.3%) answered always with " EFL teachers should use vocabulary textbooks that address key concepts or ideas. " There are (16) persons with percentage (53.3%) answered Often, (1) person with percentage (3.3%) answered Sometimes, (4) persons with percentage (13.3%) answered Seldom and (2) persons with percentage (6.7%) answered Never.

Statement No.(2)

Vocabulary exercises should focus on deepening and internalizing knowledge of words and should deal with collocations and multiple-word units .

Table No (4.23) The Frequency Distribution for the Respondents' Answers of statement No.(2)

Variables	Frequency	%Percent
Always	11	36.7
often	13	43.3
Sometimes	1	3.3
Seldom	2	6.7
Never	3	10.0
Total	30	100.0



Figure(4.19)

From the above table and figure. It is clear that there are **(11)** persons in the sample of the study with percentage (36.7%) answered always with " Vocabulary exercises should focus on deepening and internalizing knowledge of words and should deal with collocations and multiple-word units ." There are **(13)** persons with percentage (43.3%) answered Often , **(1)** person with percentage (3.3%) answered Sometimes , **(2)** persons with

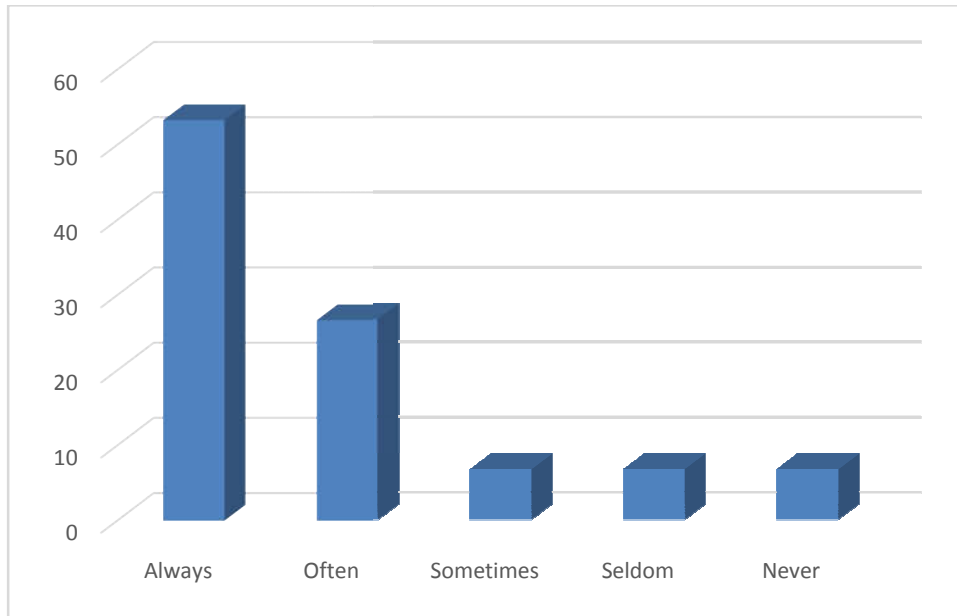
percentage (6.7%) answered Seldom and (3) persons with percentage (10.0%) answered Never.

Statement No.(3)

Vocabulary strategies play a vital role in EFL teaching and learning as they help teachers to be more specific when teaching EFL vocabulary while assisting learners in mastering the forms and functions required for reception and production of EFL.

Table No (4.24) The Frequency distribution for the respondents' Answers of statement No.(3)

Variables	Frequency	%Percent
Always	16	53.3
Often	8	26.7
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0



Figure(4.20)

From the above table and figure. It is clear that there are **(16)** persons in the sample of the study with percentage (53.3%) answered always "Vocabulary strategies play a vital role in EFL teaching and learning as they help teachers to be more specific when teaching EFL vocabulary while assisting learners in mastering the forms and functions required for reception and production of EFL.". There are **(8)** persons with percentage (26.7%) answered Often, **(2)** persons with percentage (6.7%) answered Sometimes, **(2)** persons with percentage (6.7%) answered Seldom and **(2)** persons with (6.7%) answered Never.

Statement No.(4)

If the students could practice and learn the vocabulary items in a real-life context, they will be able to learn and recall them easily.

Table No (4.25) The frequency distribution for the respondents' answers of statement No.(4)

Variables	Frequency	Percent
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Always	11	36.7
Often	13	43.3
Sometimes	1	3.3
Seldom	2	6.7
Never	3	10.0
Total	30	100.0

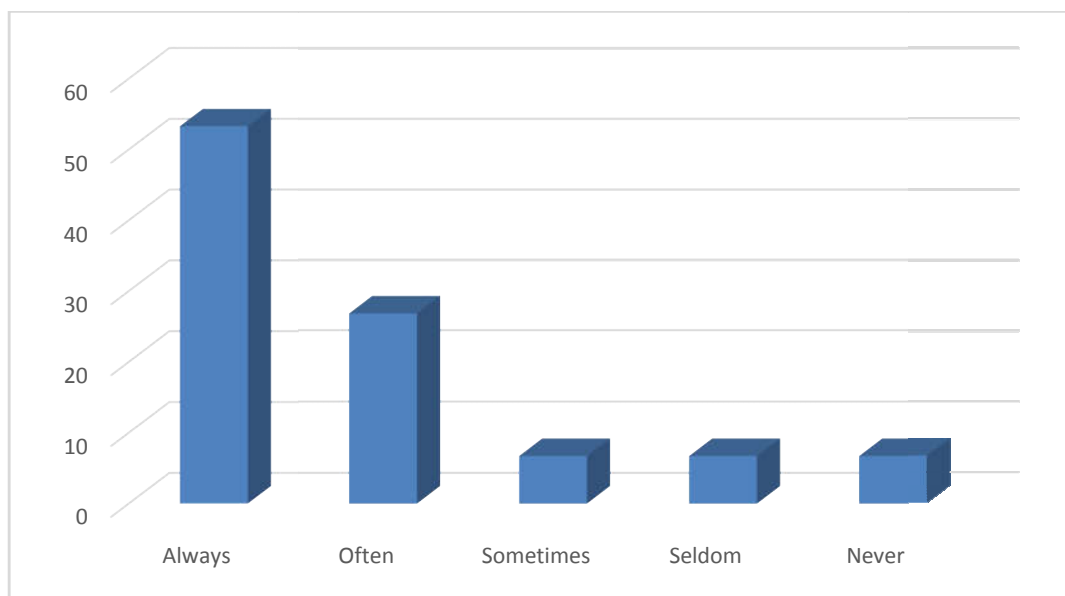


Figure (4.21)

From the above table and figure. It is clear that there are **(11)** persons in the sample of study with percentage (36.7%) answered always with " If the students could practice and learn the vocabulary items in a real-life context, they will be able to learn and recall them easily." There are **(13)** persons with percentage (43.3%) answered Often, **(1)** person with percentage (3.3%) answered Sometimes, **(2)** persons with percentage (6.7%) answered Seldom and **(3)** persons with percentage (10.0%) answered Never.

Statement No.(5)

Teaching new words in the context of a meaningful subject-matter lesson facilitate students’ discussion and requires students to use the new word.

Table No (4.26) The Frequency Distribution for the Respondents’ Answers of statement No.(5)

Variables	Frequency	%Percent
Always	10	33.3
Often	14	46.7
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

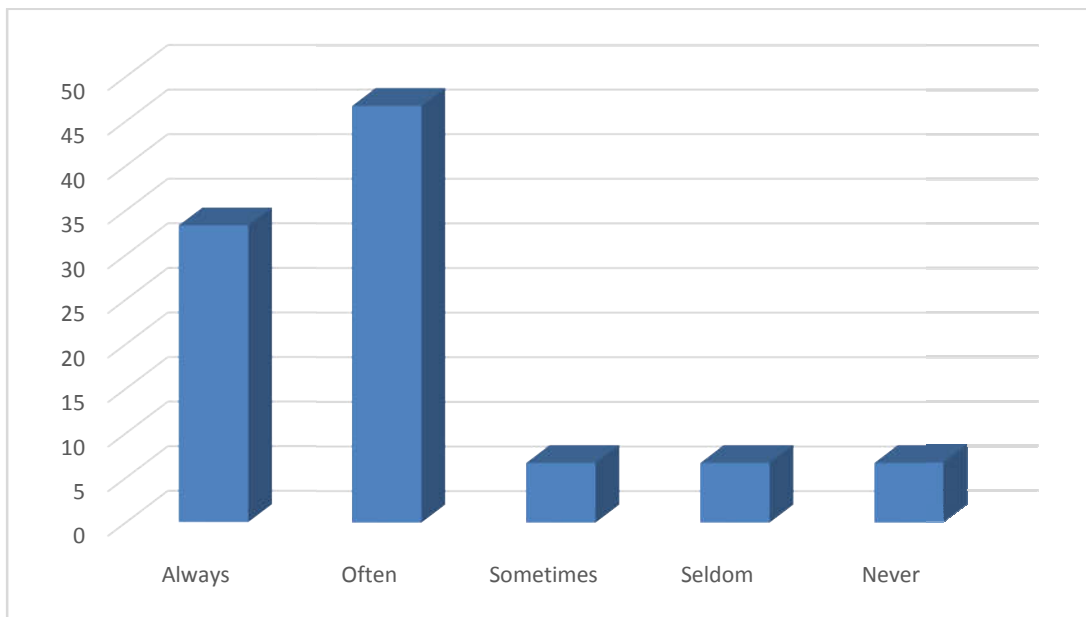


Figure (4.22)

From the above table and figure. It is clear that there are **(10)** persons in the sample of the study with percentage (33.3%) answered always with " Teaching new words in the context of a meaningful subject-matter lesson facilitate students' discussion and requires students to use the new word ". There are **(14)** persons with percentage (46.7%) answered Often, **(2)** persons with percentage (6.7%) answered Sometimes, **(2)** persons with percentage (6.7%) answered Seldom and **(2)** persons with percentage (6.7%) answered Never.

Statement No.(6)

EFL learners should use all the vocabulary strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss.

Table No (4.27) The frequency distribution for the respondents' answers of statement No.(6)

Variables	Frequency	%Percent
Always	12	40.0
Often	12	40.0
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

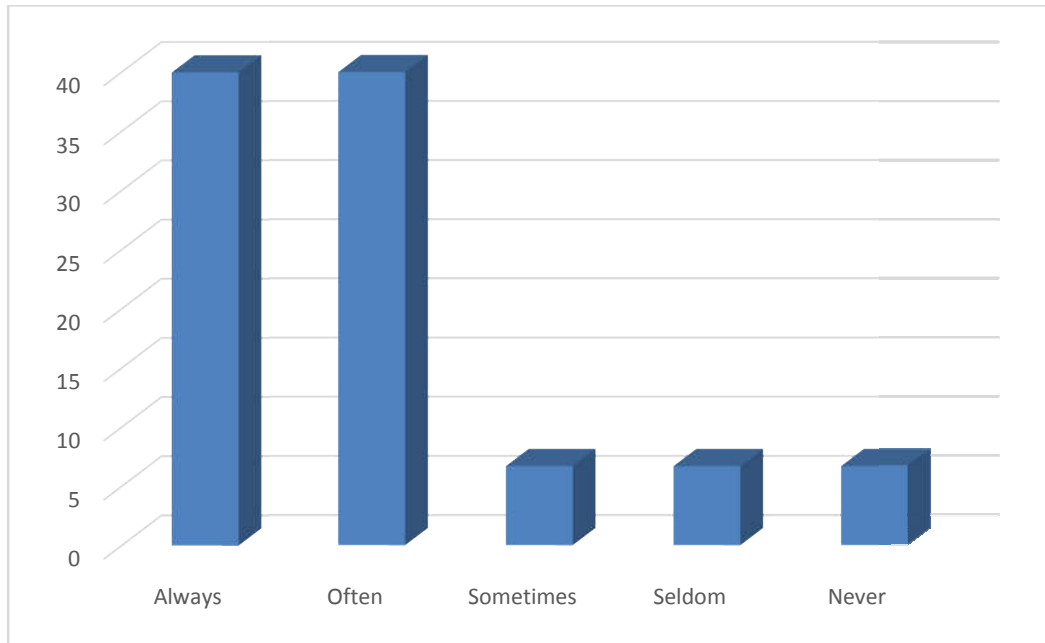


Figure (4.23)

From the above table and figure. It is clear that there are (12) persons in the sample of the study with percentage (40.0%) answered always with " EFL learners should use all the vocabulary strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss ". There are (12) persons with percentage (40.0%) answered Often, (2) persons with percentage (6.7%) answered Sometimes, (2) persons with percentage (6.7%) answered Seldom and (2) persons with percentage (6.7%) answered Never.

Statement No.(7)

Effective vocabulary strategies stimulate and aid learners to recall their receptive vocabulary and deploy it in productive skills.

Table No (4.28) The frequency distribution for the respondents' answers of statement No.(7)

Variables	Frequency	%Percent
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Always	6	20.0
Often	18	60.0
Sometimes	1	3.3
Seldom	3	10.0
Never	2	6.7
Total	30	100.0

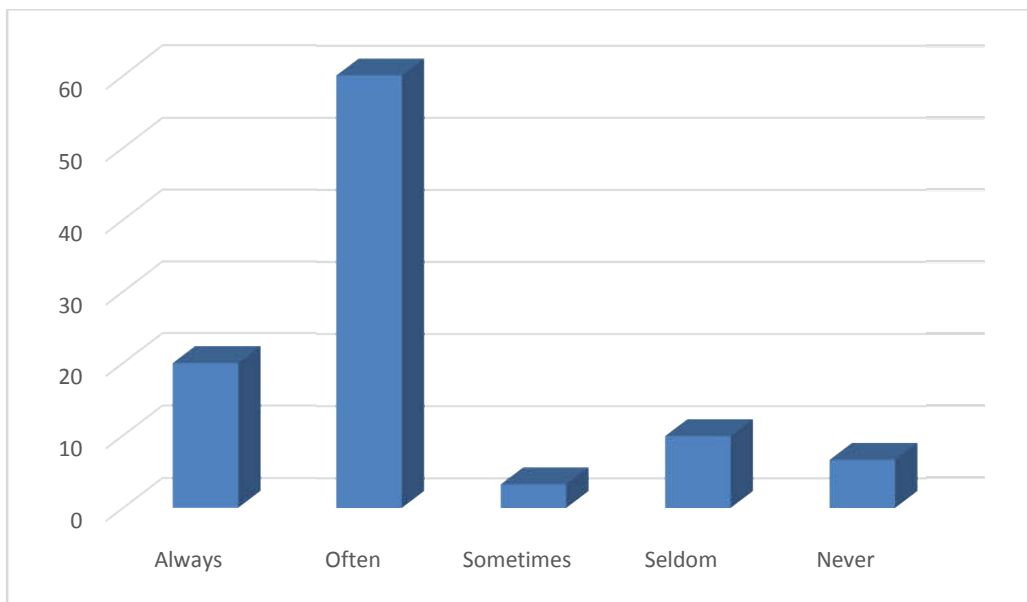


Figure (4.24)

From the above table and figure. It is clear that there are **(6)** persons in the sample of the study with percentage (20.0%) answered always with "Effective vocabulary strategies stimulate and aid learners to recall their receptive vocabulary and deploy it in productive skills.". There are **(18)** persons with percentage (60.0%) answered Often, **(1)** person with percentage (3.3%) answered Sometimes, **(3)** persons with percentage (10.0%) answered Seldom and **(2)** persons with 6.7% answered Never.

Statement No.(8)

Providing the students with semantic clues enhances learning vocabulary and helps students to understand the different shades meanings of a word .

Table No. (4.29) The Frequency Distribution for the Respondents' Answers of statement No.(8)

Variables	Frequency	%Percent
Always	7	32.3
Often	18	60.0
Sometimes	1	3.3
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

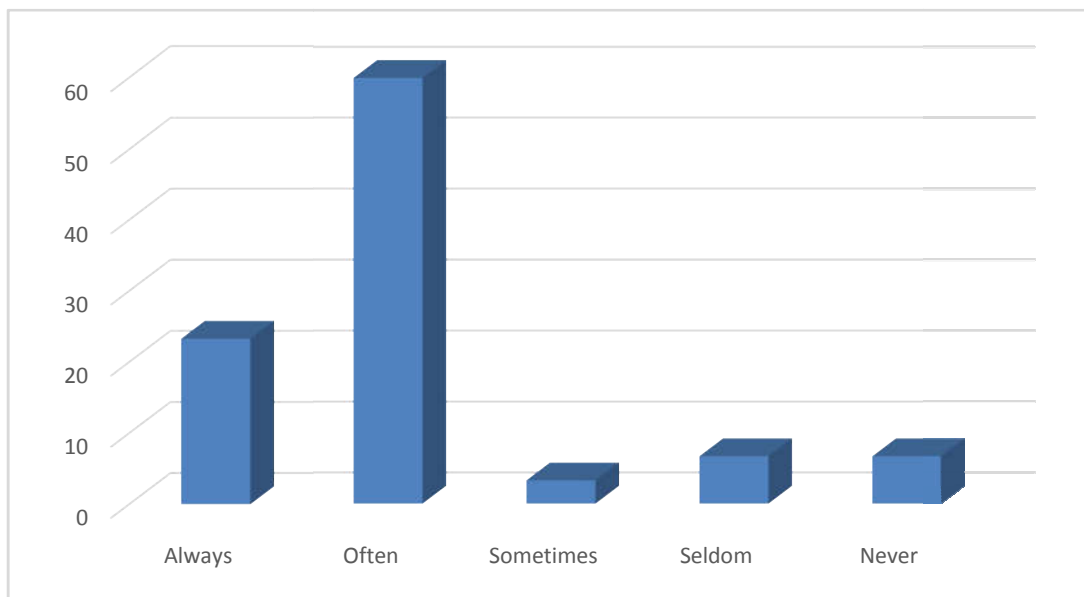


Figure (4.25)

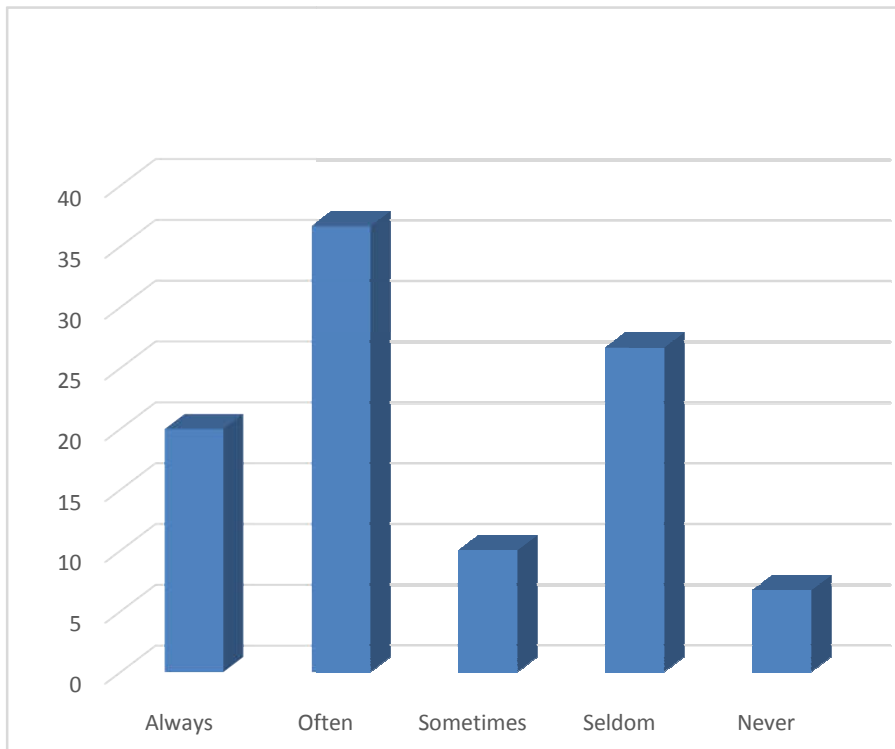
From the above table and figure. It is clear that there are (7) persons in the sample of the study with percentage (23.3%) answered always with " Providing the students with semantic clues enhances learning vocabulary and helps students to understand the different shades meanings of a word ." There are (18) persons with percentage (60.0%) answered Often, (1) person with percentage (3.3%) answered Sometimes,(2) persons with percentage (6.7%) answered Seldom and (2) persons with percentage(6.7%) answered Never.

Statement No. (9)

Learning structural analysis is an important part of learning how to read, spell, and comprehend vocabulary.

Table No. (4.30)The Frequency distribution for the respondents' answers of statement No.(9)

Variables	Frequency	Percent
Always	6	20.0
Often	11	36.7
Sometimes	3	10
Seldom	8	26
Never	2	6.7
Total	30	100.0



(Figure 4.26)

From the above table and figure. It is clear that there are (6) persons in the sample of the study with percentage (20.0%) answered always with " Learning structural analysis is an important part of learning how to read, spell, and comprehend vocabulary" There are (11) persons with percentage (36.7%) answered Often, (3) persons with percentage (10.0%) answered Sometimes, (8) persons with percentage (26.7%) answered Seldom and (2) persons with 6.7% answered Never.

Statement No.(10)

It is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively as efficient strategies are necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual's existing schemata.

Table No. (4.31)The Frequency Distribution for the Respondents' Answers of statement No.(10)

Variables	Frequency	%Percent
Always	3	13.3
Often	6	20.0
Sometimes	1	3.3
Seldom	13	43.3
Never	6	20.0
Total	30	100.0

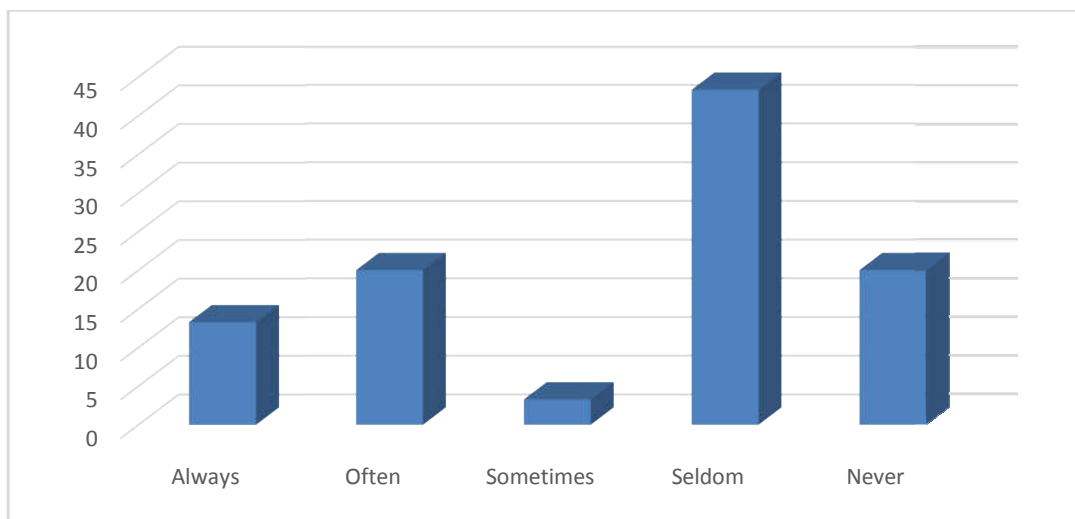


Figure No (4.27)

From the above table and figure . It is clear that there are (4) persons in the sample of the study with percentage (13.3%) answered always with "It is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively as efficient strategies are necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways

that are mapped onto an individual's existing schemata." There are (6) persons with percentage (20.0%) answered Often, (1) person with percentage (3.3%) answered Sometimes, (13) persons with percentage (43.3%) answered Seldom and (6) persons with 20.0% answered Never.

Statement No.(11)

The relationship of collocation is fundamental in the study of vocabulary.

Table No. (4.32) The frequency distribution for the respondents' answers of statement No.(11)

Variables	Frequency	%Percent
Always	12	40.0
Often	12	40.0
Sometimes	2	6.7
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

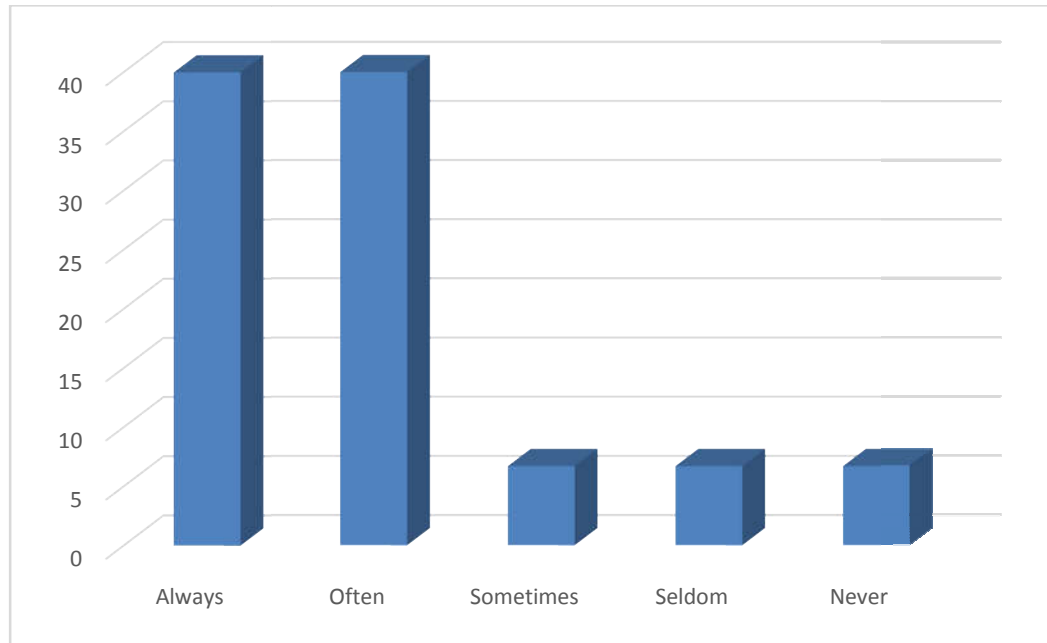


Figure (4.28)

From the above table and figure. It is clear that there are (12) persons in the sample of the study with percentage (40.0%) answered always with "The relationship of collocation is fundamental in the study of vocabulary". There are (12) persons with percentage (40.0%) answered Often, (2) persons with percentage (6.7%) answered Sometimes, (2) persons with percentage (6.7%) answered Seldom and (2) persons with percentage (6.7%) answered Never.

Statement No.(12)

Teachers can increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words.

Table No (4.33) The Frequency Distribution for the Respondents' Answers of statement No.(12)

Variables	Frequency	%Percent
Always	6	20.0
Often	18	60.0
Sometimes	1	3.3
Seldom	3	19
Never	2	6.7
Total	30	100.0

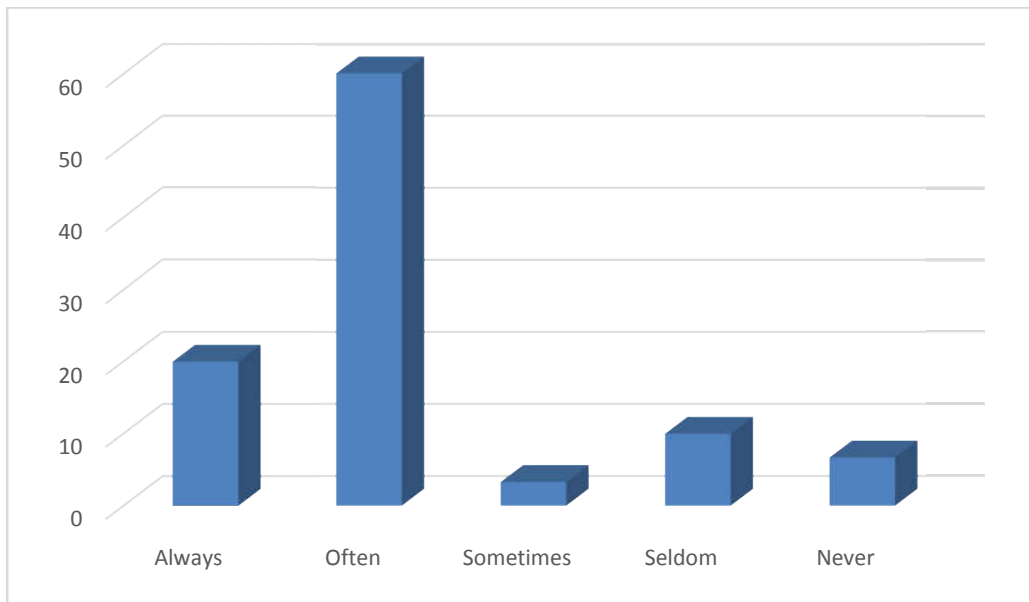


Figure (4.29)

From the above table and figure. It is clear that there are **(6)** persons in the sample of the study with percentage (20.0%) answered always with. "Teachers can increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words". There are **(18)** persons with percentage

(60.0%) answered Often, (1) person with percentage (3.3%) answered Sometimes, (3) persons with percentage (10.0%) answered Seldom and (2) persons with 6.7% answered Never.

Statement No.(13)

Students should learn vocabulary through indirect and direct exposure to words in a variety of language contexts.

Table No (4.34) The Frequency Distribution for the Respondents' Answers of statement No.(13)

Variables	Frequency	%Percent
Always	7	32.3
Often	18	60.0
Sometimes	1	3.3
Seldom	2	6.7
Never	2	6.7
Total	30	100.0

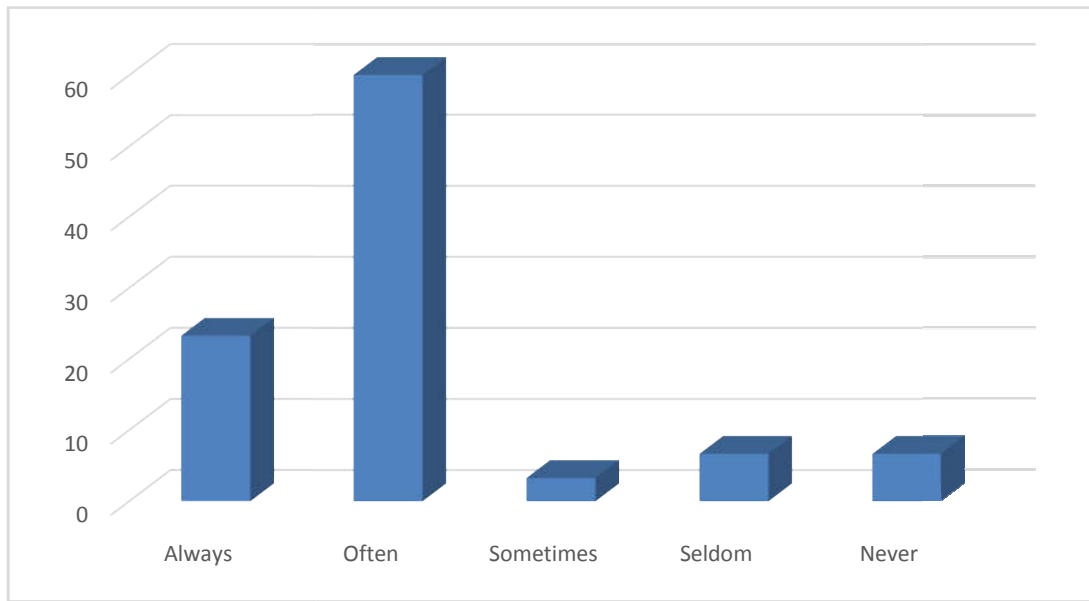


Figure (4.30)

From the above table and figure. It is clear that there are (7) persons in the sample of the study with percentage (23.3%) answered always with " Students should learn vocabulary through indirect and direct exposure to words in a variety of language contexts." There are (18) persons with percentage (60.0%) answered Often, (1) person with percentage (3.3%) answered Sometimes, (2) persons with percentage (6.7%) answered Seldom and (2) persons with percentage (6.7%) answered Never.

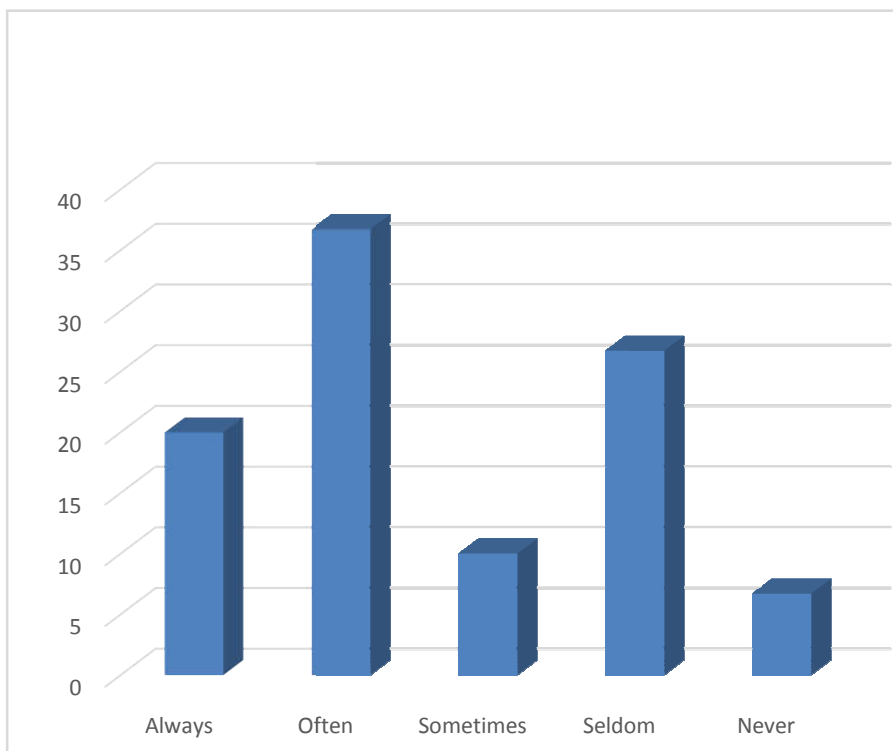
Statement No. (14)

When teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations.

Table No. (4.35)The frequency distribution for the respondents' answers of statement No.(14)

Variables	Frequency	%Percent
Always	6	20.0

Often	11	36.7
Sometimes	3	10
Seldom	8	26
Never	2	6.7
Total	30	100.0



(Figure 4.31)

From the above table and figure. It is clear that there are (6) persons in the sample of the study with percentage (20.0%) answered always with " When teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations " There are (11) persons with percentage (36.7%) answered Often, (3) persons with percentage (10.0%) answered Sometimes, (8) persons

with percentage (26.7%) answered Seldom and (2) persons with 6.7% answered Never.

Statement No.(15)

While dealing with vocabulary the teacher should take into account three important aspects of words – form , meaning.

Table No (4.36)The frequency distribution for the respondents’ answers of statement No.(15)

Variables	Frequency	%Percent
Always	3	13.3
Often	6	20.0
Sometimes	1	3.3
Seldom	13	43.3
Never	6	20.0
Total	30	100.0

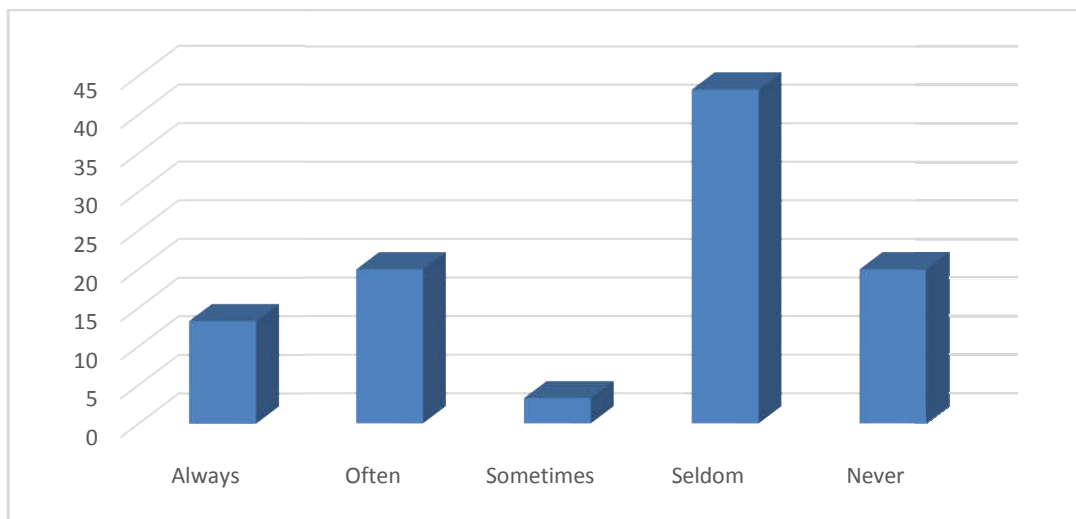


Figure No (4.32)

From the above table and figure . It is clear that there are (4) persons in the sample of the study with percentage (13.3%) answered always with " While dealing with vocabulary the teacher should take into account three important aspects of words – form , meaning." There are (6) persons (20.0%) answered Often, (1) person with percentage (3.3%) answered Sometimes, (13) persons (43.3%) answered Seldom and (6) persons 20.0% answered Never.

Table No.(4.37) Chi-Square Test Results for Respondents’ Answers of the study Hypothesis No. (4) :

Teachers can help students to overcome vocabulary acquisition difficulties by raising their awareness about the importance of vocabulary for learning in general and providing them with vocabulary strategies.

No.	Statement	mean	SD	Chi square	p-value
1	EFL teachers should use vocabulary textbooks that address key concepts or ideas.	2.4	1.9	12	0.00
2	Vocabulary exercises should focus on deepening and internalizing knowledge of words and should deal with collocations and multiple-word units .	2.5	2.6	17	0.00
3	Vocabulary strategies play a vital role in EFL teaching and learning	2.4	2.4	13	0.00

	as they help teachers to be more specific when teaching EFL vocabulary while assisting learners in mastering the forms and functions required for reception and production of EFL.				
4	If the students could practice and learn the vocabulary items in a real-life context, they will be able to learn and recall them easily.	3	.80	25	0.03
5	Teaching new words in the context of a meaningful subject-matter lesson facilitate students' discussion and requires students to use the new word.	2.9	1.6	20	0.00
6	EFL learners should use all the vocabulary strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss.	2.4	1.9	12	0.00
7	Effective vocabulary strategies stimulate and aid learners to recall their receptive vocabulary and deploy it in productive skills.	2.5	1.4	17	0.00

8	Providing the students with semantic clues enhances learning vocabulary and helps students to understand the different shades meanings of a word .	2.7	2.6	15	0.00
9	Learning structural analysis is an important part of learning how to read, spell, and comprehend vocabulary.	2.8	.80	20	0.001
10	It is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively as efficient strategies are necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual's existing schemata.	2.5	.70	21	0.008
11	The relationship of collocation is fundamental in the study of vocabulary.	2.4	1.9	12	0.00
12	Teachers can increase students' vocabulary by helping them	2.5	1.4	17	0.00

	develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words.				
13	Students should learn vocabulary through indirect and direct exposure to words in a variety of language contexts.	2.7	2.6	15	0.00
14	When teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations.	2.8	.80	20	0.001
15	While dealing with vocabulary the teacher should take into account three important aspects of words – form , meaning.	2.5	.70	21	0.008

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement " EFL teachers should use vocabulary textbooks that address key concepts or ideas."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Vocabulary exercises should focus on deepening and internalizing knowledge of words and should deal with collocations and multiple-word units."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Vocabulary strategies play a vital role in EFL teaching and learning as they help teachers to be more specific when teaching EFL vocabulary while assisting learners in mastering the forms and functions required for reception and production of EFL".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "If the students could practice and learn the vocabulary items in a real-life context, they will be able to learn and recall them easily."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the

statement " Teaching new words in the context of a meaningful subject-matter lesson facilitate students' discussion and requires students to use the new word."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (6) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "EFL learners should use all the vocabulary strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (7) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Effective vocabulary strategies stimulate and aid learners to recall their receptive vocabulary and deploy it in productive skills".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (8) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Providing the students with semantic clues enhances learning vocabulary and helps students to understand the different shades meanings of a word ."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (9) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Learning structural analysis is an important part of learning how to read, spell, and comprehend vocabulary".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (10) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "It is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively as efficient strategies are necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual's existing schemata".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (11) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "The relationship of collocation is fundamental in the study of vocabulary".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (12) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Teachers can increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (13) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "Students should learn vocabulary through indirect and direct exposure to words in a variety of language contexts."

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (14) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "When teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No. (15) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which supports the respondents who agreed with the statement "While dealing with vocabulary the teacher should take into account three important aspects of words – form, meaning".

According to the results of the second part of the questionnaire we can say that the fourth hypothesis of the study has been confirmed.

The above findings obtained from the second part of the questionnaire elicited some solutions to vocabulary problems that face EFL Sudanese university students and discussed the effectiveness of teaching vocabulary strategies in enhancing EFL vocabulary acquisition from teachers' point of view that coincide with the following findings of different studies for as

Lewis(1997) stated that EFL students do not have the chance to practice the words in different contexts and in different forms hence vocabulary exercises should focus on deepening and internalizing knowledge of words, not only the surface "form-meaning" level, and should deal with collocations and multiple-word units, not only single words.

Moreover, Lewis (1997) further stated that students' learning vocabulary in an artificial context make hard for the students to learn, and it may not easy for the students to retrieve them easily. Whereas, if the students could practice and learn the vocabulary items in a real-life context, they will be able learn easily and recall easily.

They also agree with Schmitt (1997) who remarked that EFL learners should use all the strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss; therefore, he developed a vocabulary learning strategies taxonomy by intensifying his research on this field. Schmitt's taxonomy consists of discovery strategies (determination and social strategies) and consolidation strategies (social, memory, cognitive, and meta-cognitive strategies).

They also coincide with Mizumoto and Takeuchi (2009) who pointed out that teaching vocabulary learning strategies increase EFL students' success in vocabulary learning and also strategy usage frequency, they further stated that teaching vocabulary learning strategies increase the use of specific strategies and students with different characteristics had different reactions to the teaching.

The findings also conform with Chamot(1999) who remarked that it is important that teachers take time out of their busy schedules to teach learning strategies in general and, moreover, vocabulary learning strategies .

According to Schmitt (1997) EFL learners should use all the strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss; therefore, he developed a vocabulary learning strategies taxonomy by intensifying his research on this field. Schmitt's taxonomy consists of discovery strategies (determination and social strategies) and

consolidation strategies (social, memory, cognitive, and meta-cognitive strategies).

Furthermore, Mizumoto and Takeuchi (2009) pointed out that teaching vocabulary learning strategies increase EFL students' success in vocabulary learning and also strategy usage frequency, they further stated that teaching vocabulary learning strategies increase the use of specific strategies and students with different characteristics had different reactions to the teaching.

In addition, Dóczy (2011) stated that vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners. It can be said that through the use of vocabulary learning strategies, learners may be able to maximize the effectiveness of their English language learning. On this basis, it is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively.

Leeke and Shaw (2000) remarked that it is important that the learners have effective strategies in the area of vocabulary. By giving them control the learners become more interested in choosing the best ways of learning the language.

According to Gu and Johnson (1996) vocabulary strategies lead to increased retentions of the new vocabulary and increased availability of these items for active use.

Henk, & Keepers (1997) stated that when teaching vocabulary teachers should select words that are common or generally useful for students to know; select words that students will encounter frequently, and that therefore, represent common knowledge.

In addition, Ellis & Farmer(1996) argued that the teacher should pick vocabulary textbook that addresses key concepts or ideas. Each chapter of a subject area text may include a list of 15-20 vocabulary words. Often, only four or five of these terms address critical concepts of the chapter . When selecting vocabulary items to teach EFL teachers should determine which

item is useful depends on the teaching situation which is always is different as using one item in one context may be quite useless in another.

According to Gunning(1996) it is important to help students make associations between the vocabulary words they are learning and their prior knowledge. If teachers select words according to students' prior knowledge and connection with words, it will increase students' interest in learning the new words, it is essential to relate new words to experiences that students may have had. It also leads students to better retention of what is learned. Consequently, the selection of words is based on the principle that students' previous knowledge will contribute to their understanding of the new content being read .

Clearly (2009) stated that the first step in teaching vocabulary is to tell the meaning of the words, and this could be done by the teacher saying the meaning through notes as they did in story or by students could look up the definition on their own

Furthermore, the findings also agree with La Flamme (1997) who pointed out that when selecting vocabulary to teach it is necessary to choose words that relate to students content areas and vocabulary instruction must be formalized, structured, and related in a meaningful way to the content that students are learning.

This chapter examined the difficulties encountered by EFL students in vocabulary at Sudanese universities .It included two main parts .The first one viewed the results the researcher got from the pre- post test and the second part presented the results obtained from the questionnaire.

All the hypotheses of this study have been verified in this chapter.

Chapter Five is going to be devoted to the summary of the study, findings, recommendations and suggestions for further studies.

Chapter Five

Summary ,Findings,
Recommendations and Suggestions
for Further Studies

Chapter Five

Summary, Findings, Recommendations and Suggestions for Further Studies

5.1 Introduction

This chapter presents summary of the study, discussion of the findings of the study, conclusion and recommendations for further studies.

5.2 Summary of the Study

This study investigates the effectiveness of using vocabulary strategies in developing EFL Sudanese university students' vocabulary acquisition. It consists of five chapters.

Chapter One represents the general framework of the study which includes introduction to the problem of the study, objectives, questions of the study, hypotheses, significance, limits and methodology of the study.

Chapter Two provides theoretical background and reviews the related literature to investigate the effectiveness of using vocabulary strategies in developing EFL Sudanese university students' vocabulary acquisition.

Chapter Three describes the methodology of the study. The researcher adopted the descriptive analytical method. The tools of the study were a pre-post test for some Sudanese university students and a questionnaire which was administered to some Sudanese university teachers.

Chapter Four deals with the statistical analysis and discussion of the data collected by the pre-post test and the questionnaire.

Chapter Five reviews a summary to the whole thesis .It gives conclusion which the study came up with, the recommendations and the suggestions for further studies.

5.3 Findings of the Study

In this part the researcher discusses the findings of the study with regard to the research questions of the present study.

Research Question 1

To what extent do EFL Sudanese university students have difficulties with vocabulary acquisition?

As far as vocabulary acquisition difficulties are concerned, EFL Sudanese university students face serious deficiencies in vocabulary to a great extent, this is clear from their poor performance in the pre-post test that the researcher has used to gather the data of the study.

According to the literature reviewed in the present study ,the data analyzed in the previous chapter and the researcher's observation , the highest percentage of Sudanese university students face the following serious problems in their vocabulary acquisition which was obvious from the findings of the pre-test.

- They have insufficient basic knowledge of vocabulary.
- They face some problems with meaning, pronunciation and spelling as the written and spoken forms do not match most of the time.
- They possess limited knowledge of vocabulary, they find it difficult to use synonyms, prefixes, collocations, contexts, compound words , suffixes....etc.
- In addition, EFL students lack knowledge about vocabulary learning strategies as teachers do not pay attention to teaching them.
- They are unable to guess meanings of unfamiliar words and make predictions using their personal knowledge and experience.
- They find it difficult to analyze words into their components.
- They find it difficult to use the context in order to get the meaning of words.
- They lack knowledge about vocabulary strategies such as collocations, use of context , structural analysis and semantic clues.

Research Question

How can teaching vocabulary strategies enhance EFL Sudanese university students' vocabulary acquisition ?

In an attempt to answer the above research question, the researcher designed the posttest to measure the students' vocabulary acquisition after the intervention of the vocabulary strategies program, the results of the post test revealed that students' vocabulary acquisition was improved .

Displaying the results of the study, the researcher presented an account of the development of the study group students' vocabulary due to the use of vocabulary strategies. The difference between the students' mean scores in the pre and post administrations of the test was statistically significant which might be due to the following:

- Teaching vocabulary learning strategies increased EFL students' success in vocabulary learning
- Teaching vocabulary learning strategies increase the use of specific strategies and students with different characteristics had different reactions to the teaching success in vocabulary learning.
- Through the use of vocabulary learning strategies, learners were able to maximize the effectiveness of their English language learning.
- Through the use of vocabulary learning strategies students became aware of the basics of vocabulary learning strategies and adopted the strategies effectively.
- Teaching vocabulary in the context is helpful to learners, and putting the new English words within a text makes the learners manipulate the meaning of the new words.
- Teaching the strategy of semantic clues helped to enrich the students' vocabulary bank and provide alternative words instantly.
- Through the teaching of the strategy of structural analysis students took advantage of every opportunity to enhance their recognition of root words.
- Through the teaching of collocation students were able to notice that collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

Research Question 3

What are the causes of vocabulary difficulties that face EFL Sudanese university students?

According to the findings of the first part of the questionnaire which conveys the teachers' views and perceptions regarding causes of vocabulary difficulties that face EFL Sudanese university students , EFL Sudanese university students face some vocabulary difficulties due to many causes:

- EFL teachers do not select appropriate textbooks that are used for teaching vocabulary and do not pay attention to teaching vocabulary strategies.
- EFL teachers teach vocabulary in isolation, without presenting the detail components of the family words of the vocabulary and the collocation that go with the word.
- EFL students do not have the chance to practice the words in different contexts and forms.
- Teachers' lack of experience and not well equipped of teaching vocabulary hinder EFL vocabulary acquisition.
- Lack of students' awareness about vocabulary strategies constitute vocabulary learning difficulties.
- EFL students' learning vocabulary in artificial contexts rather than real-life contexts make it hard for them to learn and to retrieve words easily
- When two words overlap in meaning, EFL learners are likely to confuse them
- EFL learners face difficulties in pronunciation, spelling and different grammatical forms of English words
- When to use vocabulary appropriately is problematical as some words and expressions are restricted to use in a particular context
- EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom

- How a lexical item collocates with another cause some difficulties to EFL learners

-EFL textbooks are limited and do not afford detailed information about the different forms and use of the words and how they can be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way.

- Several internal factors affect EFL students learning vocabulary difficulties such as intelligence ,aptitude and motivation ,in addition to external factors such as family , school and environment factors.

- Ineffective learning habits is a source of unsuccessful vocabulary learning

Research Question 4

How can these vocabulary problems be solved?

To answer this question, the researcher designed the second part of the questionnaire which was administered to expert Sudanese university teachers with the aim to elicit some suitable solutions to vocabulary problems that face EFL Sudanese university students and discusses the effectiveness of teaching vocabulary strategies in enhancing EFL vocabulary acquisition from teachers' point of view.

According to the responses of the teachers to the questionnaire, the following are some suggestions to overcome vocabulary difficulties and suggesting teaching vocabulary strategies to enhance EFL vocabulary acquisition:-

- EFL teachers should use vocabulary textbooks that address key concepts or ideas.
- Vocabulary exercises should focus on deepening and internalizing knowledge of words and should deal with collocations and multiple-word units .
- Vocabulary strategies play a vital role in EFL teaching and learning as they help teachers to be more specific when teaching EFL

- vocabulary while assisting learners in mastering the forms and functions required for reception and production of EFL.
- If the students could practice and learn the vocabulary items in a real-life context, they will be able to learn and recall them easily.
 - Teaching new words in the context of a meaningful subject-matter lesson facilitate students' discussion and requires students to use the new word.
 - EFL learners should use all the vocabulary strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss.
 - Effective vocabulary strategies stimulate and aid learners to recall their receptive vocabulary and deploy it in productive skills.
 - Providing the students with semantic clues enhances learning vocabulary and helps students to understand the different shades meanings of a word.
 - Learning structural analysis is an important part of learning how to read, spell, and comprehend vocabulary.
 - It is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively as efficient strategies are necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual's existing schemata.
 - The relationship of collocation is fundamental in the study of vocabulary.
 - Teachers can increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words.
 - Students should learn vocabulary through indirect and direct exposure to words in a variety of language contexts.
 - When teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations.

- While dealing with vocabulary the teacher should take into account three important aspects of words – form , meaning.

The above mentioned results agree with Leeke and Shaw (2000) who remarked that it is important that learners have effective strategies in the area of vocabulary. By giving them control the learners become more interested in choosing the best ways of learning the language.

Moreover, the results of the current study supported the findings of Gu and Johnson (1996) who argued that vocabulary strategies lead to increased retentions of the new vocabulary and increased availability of these items for active use.

According to Dóczy (2011) vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners. It can be said that through the use of vocabulary learning strategies, learners may be able to maximize the effectiveness of their English language learning. On this basis, it is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively.

Furthermore, the study results are consistent with the results of Rohmatilla (2017) who suggested that there are some challenges students face in learning English vocabulary such as pronunciation , spelling, selection of appropriate meanings of words, change of word forms and redundant words that students need to learn. He also identifies some important factors that make vocabulary learning difficult and links learning difficulties to different levels of language. For example, pronunciation difficulties are related to the phonetic system of the English language, bends and word forms are related to the morphological system, phrases and phrasal verbs such as phrases are related to semantics, syntax depending on their categories and so on.

Moreover, the results of the current study supported the findings of Hambali(2018), Elttayef and Hussein (2017), Kesmez (2021), Faraj(2015), Schmitt (1997), and Rababah (2005) which have been reviewed in the second chapter.

5.4 Recommendations

Based on the findings of this study, the researcher recommends the following points :

- For EFL learners to acquire vocabulary they should be aware of different aspects of what is said to fully get the sense of the words.
- EFL learners should be aware that the productive knowledge of a word entails knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words it collocates.
- EFL learners should learn different levels of vocabulary that know - known vocabulary, vocabulary with which students is acquainted, and vocabulary whose meanings is firmly established.
- EFL learners should learn the word's meaning through rich, contextualized activities as this would enable them to acquire and remember new words that will become part of their oral and written vocabulary, besides, they must have multiple exposures to the new words in assorted contexts
- EFL learners should be aware of knowledge of collocation; students should be aware of the syntactic behaviour associated with the word and conjoining words.
- EFL learners should know the word, understand its morphology, meaning, form and relate derivations that are formed from the base word.

- EFL teachers should help the students to grasp what they hear from a conversation or radio or television as in speaking, mastering vocabulary helps the students engage in communication, they understand what people say and they know what they want to say while in writing, mastering vocabulary helps the students to express their ideas in written.
- EFL teachers should teach new vocabulary items during the learning process and allow students to make inference, apply what they read in their real life, identify meaning of unknown words from the context,

- replace difficult words with the simpler words and repeat new words for reinforcement.
- Teaching vocabulary strategies lead to increased retentions of the new vocabulary and increased availability of these items for active use.
 - Through the use of vocabulary learning strategies, learners maximize the effectiveness of their English language learning and are aware of the basics of vocabulary learning strategies and adopt the strategies effectively.
 - EFL vocabulary strategies play a vital role in EFL teaching and learning as they help teachers to be more specific when teaching EFL vocabulary while assisting learners in mastering the forms and functions required for reception and production of the language.
 - Vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners.
 - Learning the strategy of structural analysis is an important part of learning how to read, spell, and comprehend vocabulary.
 - Teachers should take advantage of every opportunity to enhance students' recognition of root words.
 - There are several important features such as homographs, homophones, synonyms, antonyms, figurative language, multiple meanings, connotation, and denotation that need to be taken into account when teaching vocabulary.
 - Vocabulary learning strategies are the tools that students can use to figure out the meaning of unfamiliar words and increase their word knowledge as they help students become better independent words-learners in order to identify and use context clues, knowing how to use word-part information and use the dictionary accurately.
 - Teachers should increase students' vocabulary by helping them develop word conscious behaviors such as showing strong interest in words, noticing words, and learning new words as this helps them to become lifelong learners of new words.
 - Teachers should teach new words in the context of a meaningful subject-matter lesson and facilitate students' discussion that requires students to use the new word.

- Teachers offer students the opportunity to acquire new vocabulary using a variety of learning modalities or formats that actively engage them in the learning process.

5.5 Suggestions for Further Studies

On the basis of the results obtained in this study, the following recommendations are made for further research:

1. The same study can be replicated using pre-test and post-test questionnaires besides a diagnostic test .
2. Future researchers should conduct the same study by using an interview for expert teachers instead of the questionnaire, by doing so more causes of problems will be pointed out.
3. Future researchers should conduct studies about the impact of teaching strategies of vocabulary in developing EFL language skills.

5.6 Conclusion

EFL learners need to know a certain amount of words as communication will break down if there is lack of vocabulary needed to express their thoughts. It is for this reason that the lack of vocabulary interferes in students' language learning hence EFL learners with low vocabulary knowledge show poor achievement across all English curriculum areas.

The review of literature stated the factors that caused some vocabulary difficulties for EFL learners, investigated effectiveness of teaching vocabulary strategies in enhancing EFL vocabulary skills and also provided some useful suggestions for teachers and students to overcome them. It is hoped that the findings of this study contribute a solution to the problems of vocabulary problems encountered by EFL Sudanese university students, aid teachers and students of English in the pursue of appreciating English vocabulary strategies as Mizumoto and Takeuchi (2009) pointed out teaching vocabulary learning strategies increase EFL students' success in vocabulary learning and also strategy usage frequency is crucial, they further stated that teaching vocabulary learning strategies increase the use

of specific strategies and students with different characteristics have different reactions to using vocabulary strategies .

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Appendix(1)

The Diagnostic Test

Instructions to the test:

The main purpose of this test is to investigate the difficulties that may encounter you in vocabulary acquisition and to evaluate the effectiveness of teaching vocabulary strategies in enhancing EFL vocabulary acquisition .

The test consists of four parts

(1)Structural Analysis

a. Break down the following words into their components

- 1.unreadable.....
- 2.possession.....
- 3.avaliability.....
- 4.admission.....
- 5.furious.....

b. Match the compound nouns

A	B
high	door
mid	rise
back	shell
power	night
nut	house

(2)Semantic Clues

State the sense relation between the given lexical items

- 1.bow, sow.....
2. annoyed, angry.....
- 3.lovely,horrible.....
- 4.finger,hand.....

5. take, grasp, carry.....

(3) Collocations

Match the following:

A	B
have	Someone's heart
do	Someone's eyes
make	nothing
take	room
break	A good time
catch	The message
pay	To war
save	Someone's place
keep	By credit card
come	Something to a disk
go	A secret
get	early

(4) Use of context

Choose the most appropriate meaning of the following bold words based on the context.

1. Some people are always **bashing** the president just like others bashed the one before him. Wouldn't you think that everyone could find something to praise him for, at least once in a while? What does "bashing" mean in the above selection?

- a. hitting hard with a heavy tool
- b. going to too many expensive parties
- c. speaking or writing harshly about
- d. voting for a different candidate

2. I believe that if you lower taxes so that people can keep more of the money they earn, it will be an **incentive** for them to work harder.

What is the meaning of "incentive"? _____.

- a. a reason to do something
- b. a small amount of money
- c. a tax
- d. a good job

3. Removing seeds from cotton plants was a slow job until Eli Whitney invented the **cotton gin**.

What is a cotton gin?

- a. a drink
- b. a book
- c. a machine
- d. a cloth

4. In the early 1600s, a dangerous trip across the Atlantic Ocean was a **daunting** idea. The Europeans, who would someday be known as the Pilgrims, must have been a very determined and brave group of settlers.

A daunting task is one that would _____ someone.

- a. tickle
- b. amuse
- c. lose or misplace
- d. frighten or intimidate

5. When the Pilgrims landed in what is now Massachusetts, they were fearful that the Native Americans would attack them. However, the people that they encountered, the Wampanoag Indians, were a peaceful and generous tribe.

To encounter, is to _____.

- a. meet
- b. note how many
- c. fight
- d. exchange text messages

Appendix (2)
The Questionnaire

Dear Teachers,

This questionnaire is one of the tools used by the researcher to collect data for a PhD study entitled " **An Investigation of the Effectiveness of Using Vocabulary Strategies in Enhancing EFL Students' Vocabulary Acquisition** ". So your answers to these statements according to your experience in this field are highly appreciated.

Thanks for your co- operation

Name (optional).....

Years of experience.....

Academic degree.....

Part One:

Please Tick the statements that you feel suitable:

S/N	statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	EFL teachers do not select appropriate textbooks that are used for teaching vocabulary and do not pay attention to teaching vocabulary strategies					
2	EFL teachers teach vocabulary in isolation, without presenting					

	the detail components of the family words of the vocabulary and the collocation that go with the word					
3	EFL students do not have the chance to practice the words in different contexts and forms					
4	The spelling of many English words can cause problems for students who speak languages with very regular spelling system					
5	Teachers' lack of experience and not well equipped of teaching vocabulary hinder EFL vocabulary acquisition					
6	Lack of students' awareness about vocabulary strategies constitute vocabulary learning difficulties					
7	EFL students' learning vocabulary in artificial context					

	rather than real-life contexts make it hard for them to learn and to retrieve words easily					
8	When two words overlap in meaning, EFL learners are likely to confuse them					
9	EFL learners face difficulties in pronunciation, spelling and different grammatical forms of English words					
10	When to use vocabulary appropriately is problematical as some words and expressions are restricted to use in a particular context					
11	EFL teachers face great problems in teaching words due to the time constraint and the number of students they have in the classroom					
12	How a lexical item collocate with another cause some difficulties to EFL learners					

13	EFL textbooks are limited and do not afford detailed information about the different forms and use of the words and how they can be utilized in various contexts. In addition, the exercises that are provided at the end of each lesson are designed in a limited way					
14	Several internal factors can affect EFL students learning vocabulary difficulties such as intelligence ,aptitude and motivation ,in addition to external factors such as family , school and environment factors					
15	Ineffective learning habits can be a source of unsuccessful vocabulary learning					

Part Two:

Please Tick the statement that you feel suitable:

S/N	Statements	Always	Often	Sometimes	Seldom	Never
1	EFL teachers should use vocabulary textbooks that address key concepts or ideas					
2	Vocabulary exercises should focus on deepening and internalizing knowledge of words and should deal with collocations and multiple-word units					
3	Vocabulary strategies play a vital role in EFL teaching and learning as they help teachers to be more specific when teaching EFL vocabulary while assisting learners in mastering the forms and					

	functions required for reception and production of EFL					
4	If the students could practice and learn the vocabulary items in a real-life context, they will be able to learn and recall them easily					
5	Teaching new words in the context of a meaningful subject-matter lesson facilitate students' discussion and requires students to use the new word					
6	EFL learners should use all the vocabulary strategies they know while learning target vocabulary in order to avoid a great deal of time and energy loss					

7	Effective vocabulary strategies stimulate and aid learners to recall their receptive vocabulary and deploy it in productive skills					
8	Providing the students with semantic clues enhances learning vocabulary and helps students to understand the different shades meanings of a word					
9	Learning structural analysis is an important part of learning how to read, spell, and comprehend vocabulary					
10	It is crucial to be aware of the basics of vocabulary learning					

	strategies and how students adopt the strategies effectively as efficient strategies are necessary for students to learn and remember information for long periods of time, such as building bridges in the students' minds, mental links or pathways that are mapped onto an individual's existing schemata					
11	The relationship of collocation is fundamental in the study of vocabulary					
12	Teachers can increase students' vocabulary by helping them develop word conscious behaviors such					

	as showing strong interest in words, noticing words, and learning new words					
13	Students should learn vocabulary through indirect and direct exposure to words in a variety of language contexts					
14	When teaching vocabulary the teacher should use some techniques of vocabulary teaching such as demonstration, explanation, discovery, quick questions and presentations					
15	While dealing with vocabulary the teacher should take into account three important aspects of words – form , meaning					

