

## **Dedication**

*To the souls of my parents' , to the memory of my late sons Mustafa and Naheed. To my family members Huweida , Musab, Mohammed, Muhtadi, Munzir, Lateefa, Abdulazeem and Elwathig Bilah.*

## Acknowledgements

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# **Abstract**

## **(English Version)**

This study has been carried out in Zalingei Locality in the year 2013 – 2014, to investigate factors that affect secondary level students' progress in learning vocabulary of English language and diagnose areas of weaknesses in students' level , and to identify some of the most effective strategies used for vocabulary acquisition. The researcher used qualitative and quantitative methods through questionnaire and tests as tools for collecting data.

The study reached the following findings: The students lack sufficient training to practice language therefore , they face difficulties in retaining the meaning of words already learnt. The mistakes made by students are related to how to discover meaning from context ? also , connected with the form and structure of a word. The researcher recommended that this problem needs to draw teachers ' attention to train students on vocabulary learning strategies to improve their language skills.

## مستخلص البحث

### (Arabic Version)

أجريت هذه الدراسة بمحلية زالنجي فى العام الدراسي (2013 - 2014م) للتحقق من العوامل التى تؤثر فى تقدم طلاب المرحلة الثانوية فى تعلم مفردات اللغة الإنجليزية ، وتشخيص مناطق الضعف فى مستويات الطلاب. أيضاً تهدف الدراسة للتعرف على بعض الإستراتيجيات الأكثر فاعلية فى اكتساب المفردات. استخدم الباحث المنهج الوصفي التحليلي والكمي التحليلي عن طريق الاستبيانات والاختبارات كأدوات لجمع المعلومات من المعلمين والطلاب.

خلصت الدراسة إلى أن الطلاب لم يتلقوا التدريب الكافي لممارسة اللغة حيث تواجههم صعوبات فى تذكر معاني المفردات التى درسوها من قبل. أيضاً أخطاء الطلاب كانت ذات صلة بكيفية استنتاج معنى من الجملة وأيضاً مرتبطة بصياغة وتركيب الكلمة. وبناءً على هذه النتائج توصل الباحث إلى أن هذه الظاهرة تحتاج إلى تدريس وتدريب الطلاب على إستراتيجيات اكتساب المفردات لرفع مهاراتهم اللغوية. وأخيراً يوصي الباحث بتوجيه المعلمين بتدريب الطلاب على إستراتيجيات تعلم مفردات اللغة الإنجليزية وذلك لتنمية مهاراتهم اللغوية.

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## **List of Abbreviations**

SL: Second Language.

L1: First Language.

L2: Second Language.

VLSs: Vocabulary learning strategies.

SLA: Second language acquisition.

STS: Short term store.

LTM: Long term memory.

R: Receptive Knowledge.

P: Productive Knowledge.

ESL: English as second language.

SLVA: Second language vocabulary acquisition.