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Dedication

: I dedicate this thesis to my
, Beloved parents, brothers , sisters
,All teachers of English language
.my students

Abstract

This study aims to investigating the vocabulary learning strategies in Enriching Undergraduate student Standers at college of Education at the Sudan University of Science and Technology It employed an analytical research method where the A questionnaire was designed as tool for Sudanese English teachers were selected randomly the sample of the study teachers was (50) , and test for first year students of English as the University requirement (50)at college of Education

.Data were collected by using two research Instruments The quantity and quality data were statistically analyzed .(with the statically Package for Social science (SPSS The findings of the study showed that the students did not know how to use and get meaning of words by checking English dictionary, did not read literature to enrich their vocabulary, the students do not interact with themselves to build self-confidence in terms of vocabulary revision and didn't practice speaking to check their language .competence

:Finally the study recommended that of the following The students should be trained in how they can transcribe .words effectively

The students should be trained in how they can pronounce words correctly by using dictionary

(Abstract (Arabic Version

المستخلص

تهدف هذه الدراسة إلى تقصي دور استراتيجيات تعلم المفردات اللفظية في أثره المستويات لدي الطالب الجامعي . استخدمت هذه طريق البحث التحليلية حيث قامت الباحثة بتصميم استبيان للمعلمين السودانيين كعينة عشوائية للدراسة بعدد(50)، واختبار بعدد(50) من طلاب السنة الأولى بكلية التربية في مادة اللغة الانجليزية كمطلوب جامعي. وقد تم جمع البيانات باستخدام اثنين من الأدوات البحثية.

كانت البيانات كمية ونوعية تحليلها إحصائياً مع ثابت حزمة للعلوم الاجتماعية (SPSS) وأظهرت نتائج الدراسة أن الطلاب الجامعيين لا يعرفون كيفية استخدام معاني الكلمات عن طريق البحث قاموس اللغة الإنجليزية. وأنهم لا يقرؤون الأدب الانجليزي لإثراء نخيرتهم اللغوية. وأنهم لا يتفاعلون مع أنفسهم لبناء الثقة بالنفس من حيث مراجعة المفردات وأيضا الطلاب الجامعيين لا يمارسون التحدث إلى تحقق الكفاءة لغتهم.

وأخيراً توصي في هذه الدراسة بأن طلاب المرحلة الجامعية :-

- ينبغي تدريب الطلبة كيفية استخدام معاني المفردات. وطريقه بحثها في- القاموس- اللغوي--
- ينبغي تدريب الطلبة الجامعيين في كيفية التي يمكن أن ينطق الكلمات بشكل صحيح.
- ينبغي تدريب الطلبة الجامعيين في كيفية التي يمكن اكتساب المفردات.

Definitions of key terms

- .Population:** subjects to whom results can be generalized
- .Reliability :** Consistency of results
- . Sample:** subjects who actually participate in study
- Prefixes:** are often used to give adjectives a negative meaning
- Suffixes:** can change the word - class and the meaning of the word
- Synonyms of words:** are words with the same or nearly the same meaning
- .Antonyms**(opposites), e.g. friend -enemy -foe
- .Blending words:** word(together) to mix
- Pronunciation:** this will mean learning some symbols which are different from the letter of the English alphabet
- Word-class:** usually abbreviations n:noun,adj:adjectives etc
- Strategy :** The term "strategy" 'emphasizes the learners active participation in learning vocabulary
- The Dictionary skills:** It is provides us a lot of information about words, or vocabulary
- Validity :-** An instrument is valid if it measure what it is supposed to measuring

Strategies :- that used by learners to discover learning of words by Schmitt

. fire in to sub - categories

Met-cognitive strategies: is a term to express executive function .strategies which require planning for learning, .thinking about the learning process as it taking place

Cognitive strategies: are more limited to specific learning and they involve more direct manipulation of the .learning material itself

Social affective: strategies :it can be that stated they are related with social mediating activity and transacting .with others

Abbreviations

I R f) Initiation response -feedback)

.L2: second language

.MP3: Mobile phones - players and smart phones

.U S B) Universal serial Bus)

.L L S s) language learning strategies)

.VLS s) vocabulary learning strategies)

.UPM) University putra Malaysia

CC : Communicative Competence