



Sudan University of Science & Technology

College of Graduate Studies

College of Education



Developing EFL Vocabulary Learning Strategies

تطوير استراتيجيات تعلم مفردات اللغة
الإنجليزية كلغة أجنبية

A Case Study of Al-mughtribeen university)

(Students

A thesis Submitted for the Degree of PhD in ELT

:Submitted by

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Dedication

To My
Family

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I am greatly indebted to my supervisor Dr. Mahmoud Ali who has guided this study with patience and understanding and has been a source of encouragement. Thanks are due to Prof. Kambal for his prolong assistance. Thanks are extended to Ustaz Ahmed Ali and Ustaz Ahmed Atia, who assisted me too. I wish to express my thanks to the English language staff at
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Abstract

This study investigates how to develop vocabulary learning strategies of students at Almughtribeen University. The researcher hypothesized that, university students in Sudan encounter difficulties in learning vocabulary. In addition, they are not able to infer the meaning of unknown words from context. To measure these hypotheses and other sub hypotheses the researcher used descriptive and analytical methods. Two groups of first level students from Almughtribeen University who study management are selected. The total number of students was (70).The instruments utilized to measure the study hypotheses are of two measures. A standardized test and a questionnaire established for English teachers

The data collected by these tools are computed and statistically treated as shown in chapter three. The results obtained by the data analysis and discussion reveal that students at Almughtribeen University encounter difficulties. The experimental group showed a significance advantages over the control group in the achievement test. Their mean score was (57.167). This proved that vocabulary learning strategies consolidate vocabulary knowledge. Another finding of this study is that students have low performance to infer the meaning of unknown words from context. The mean score of the control group in inference strategy was (32.67). The teachers' questionnaire results reinforced by the results gained by the achievement test and proved all the study hypotheses correct. Therefore, the researcher enlisted the following points as they represent the important findings and causes for these errors:

1. The weakness of vocabulary knowledge is related to how and what have been taught, that is, teaching technique and process has not been adequate.
2. Another factor that is playing a role in committing errors is the unawareness of vocabulary learning strategies.
3. The results also showed that students are unable to use new words in sentences.
4. Overgeneralization of the target Language rules can also contribute to learners' errors.
5. Students don't know the strategies that help to figure out the meaning of unknown words.

On the result of findings, the researcher offered his recommendations and conclusions.

Abstract in Arabic

المستخلص

تتناول هذه الدراسة استخدام استراتيجيات تعلم المفردات لتنمية تعليم واستيعاب الزخيرة اللغوية في اللغة الانجليزية لدى الطلاب في جامعة المغتربين. افترضت

المراسة بأن الطلاب يفتقرون إلى معرفة استراتيجيات تعلم المفردات. بالإضافة إلى ذلك إن الطلاب غير قادرين علي استنتاج معاني الكلمات الصعبة من النصوص. الأدوات التي استخدمت لقياس فرضيات المراسة كانت اثنتين, اختبار موحد للمجموعة الضابطة والمجموعة تحت التجربة واستبيان لمدرسي اللغة الإنجليزية. البيانات التي تم جمعها من قبل هذه الأدوات تمت معالجتها إحصائيا كما هو مبين في الفصل الثالث. النتائج التي تم الحصول عليها من خلال تحليل البيانات والمناقشة تكشف أن هناك تأثير إيجابي للاستراتيجيات تعلم المفردات في تنمية الذخيرة اللغوية. وأظهرت المجموعة التجريبية على تحسن في الاداء على المجموعة الضابطة في الاختبار التحصيلي. وكان متوسط درجة التحصيل (57.167). أثبتت هذه المراسة أيضا أن استراتيجيات وأساليب تعلم المفردات تطور وتحسن الامام بالذخيرة اللغوية واستنتاج معاني الكلمات من السياق اللغوي. توصل الباحث الى أن الطلاب يواجهون صعوبة في القررة على اكتساب الزخيرة اللغوية, ويواجهون صعوبة في استنتاج معاني الكلمات من السياق. وكانت النتيجة أن متوسط تحصيل المجموعة الضابطة في استراتيجية الاستدلال (32.67). نتائج استبيان المعلمين، صادقت على نتائج اختبار الإنجاز. وأثبتت صحة جميع فروض المراسة. لذلك، توصل الباحث الي النتائج التالية:

- يرتبط ضعف تعليم مفردات اللغة الانجليزية بطرق التدريس وضعف اهتمام الطلاب بأساليب اكتساب المفردات.
- وثمة عامل آخر يلعب دورا كبيرا في ارتكاب الأخطاء هو عدم معرفة الطلاب باستراتيجيات تعلم المفردات.
- أظهرت النتائج أيضا أن الطلاب غير قادرين على استخدام الكلمات المكتسبة

في سياق لغوي جديد.

- ليس للطلاب المعرفة بالاستراتيجيات التي تساعد على استنتاج معاني الكلمات من النص. بناء على النتائج التي توصلت إليها الدراسة ، قدم الباحث توصياته واستنتاجاته .

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Chapter One:

Introduction

Chapter One: Introduction

1.0 Background

English Language dates back to the 400S, when Germanic tribes, including Angles, Saxons and Jutes invaded England. Middle English developed following the 1066 invasion of the Normans, who came from France. Modern English originated in the 16th century Smith, R (2012,p.i) English now has more words derived from foreign languages than the greater part of modern English vocabulary has either been borrowed or formed from elements Denning, K e.tal (2007,pp.7/8). In fact, today English language contains thousands of words that have been borrowed from other languages. Most of the words in English today originated from especially language such as, Greek, Latin, and French Smith, C (1997, p. 145).

Vocabulary functions as a corner stone in studying language Harmer (1993, p.153) stated that "*If language structures make up the Skelton of language , then it is vocabulary that provides the vital organs and the flesh*". To facilitate learning a second language any one needs to acquire a large number of vocabularies. Schmitt (2008, p.330) pointed out that "*...learning vocabulary is an essential part of mastering a second language*". Within the last few years, vocabulary is the most important factor in S/L and many linguists consider it as just important than the whole four skills Nation as cited in Nation and Warang (1997, p.6) said that "*Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world, enables the increase of vocabulary and language use and so on*".

In addition, building active vocabulary supports students to communicate their ideas, thoughts, and knowledge Kamil, M & Hiebert, E (2005, p.69) The National Reading Panel (2000) reports that acquiring a wide range of

vocabulary can develop understanding texts. In addition, acquiring enough vocabulary is necessary in reading and oral communication. Vocabulary is the main component for effective communication in the language interaction, many researchers and academics agree. Croll (1971, p.378) states that “a full vocabulary is essential to adequate self expression”.

Besides, English language has a rich vocabulary McCarthy & O'Dell (2001, p.6) stated that "*English has a very large vocabulary which add greatly to opportunity to express subtle shades of meaning and to use different styles*". According to Scott (2005) cited in Kamil, M & Hiebert (2005, P.70) claims that" *Words are the central building blocks of communication*". English is a global and it is used in almost every corner of the world. Vocabulary plays a crucial role in the process of learning English Wilkins (1972, p.111) “*without grammar very little can be conveyed without vocabulary nothing can be conveyed*”.

The estimates of the number of words in English language vary. Generally, learning vocabulary is a long process, by some estimates there are approximately a million words in English language (including about 500,000 scientific words that aren't used by most people Olsen, A (2010, p.8).Moreover, having enough vocabulary also helps any one understand easier written and spoken language .Edge (1993 , p.27) says " *Knowing a lot of words in a foreign language is very important , because the more words you know, the better chance of understanding or more making yourself understood*". Nagy & Anderson (1984) cited in Kamil, M &Hiebert, L (2005, p.97) stated that “*An average high school senior knows about 45,000 different words*"

Vocabulary affects over all language skills and enables learners to express their ideas in oral and written forms. Willis , J (2008 , p.80) pointed out that " *With enhanced vocabulary , students grow in skills of verbal fluency , writing , and comprehension* ".Vocabulary instruction

now is beginning to attract the attention of applied linguists after a long time of relative neglect. Since the late 1970s, however, there has been a great deal of interest in vocabulary teaching, especially in Great Britain where lexical research projects were in any case undertaken in the late 1960s (Carter, D 2002, p.xv).

Presumably, vocabulary growth starts from early infancy stage. Willis, J (2008, p. 89) mentioned that "*Many students build their listening vocabulary before they are ready to speak*". If student's vocabulary is not developed before they are ready to speak they can find difficulties in comprehension and communication. In addition, vocabulary plays an essential role in communication skills and can facilitate learning abilities. Stahl (2005) cited in Hiebert, E & Kamil, M (2005, p.96) claims that "*Many English as second language teachers are unaware of using the effective strategies in teaching vocabulary.*" Traditional vocabulary instruction doesn't teach word learning strategies.

In fact, some evidence indicates, for example, that vocabulary knowledge supports phonological awareness. The more words the students know the more they can produce sounds accurately. In addition, it also appears that vocabulary knowledge might contribute to print and hence about the word "recognition". Nagy (2005) cited in Hiebert, E & Kamil, M (2005, p.36). Having enough vocabulary helps students to progress in all subjects. Chin, B (2004, p.1) pointed out that "*vocabulary is directly related to your success in school*".

Moreover, learning vocabulary strategies is essential in knowing words parts and discovering meaning. Hiebert, & Kamil, (2005, p. 181) said that "*There is a potential in skillful use of available word- part and context*"

It appears that, there is a little attention to vocabulary learning explicitly and implicitly. Scot (2005) cited in Hiebert, & Kamil, (2005, p.69) Students need to acquire a great quantity of vocabulary when they progress through the levels, due to the text's complex discourse style

and the number of unknown words that are rarely encountered everyday in school context Scot (2005) cited in Hiebert, &Kamil, (2005, p78).

Briefly, teaching vocabulary is essential when designing any syllabus and it needs plentiful of time doing it inside classrooms, since learning language isn't just about learning grammar. Teaching vocabulary isn't just about words, but about teaching how they are put together. O'Dell (1997) cited in McCarten (2007, p.20).

1.1 Research Problem

It has been recognized that most of the Sudanese EFL Learners of the first level in the Faculty of management at Almughtribeen University encounter much difficulty to retain English words, and use vocabulary learning strategies. The most common difficulty is the ability to infer a word meaning from context.

1.2 Research Questions

- 1.To what extent are vocabulary learning strategies significant for vocabulary acquisition?
2. To what extent do university students in Sudan encounter difficulties to learn English language vocabulary?
3. To what extent do students face difficulties to infer the meaning of unknown words from context?
4. To what extent students are not able to use words correctly in context?

1.3 Research Hypotheses

1. Vocabulary learning strategies are significant for vocabulary acquisition.
2. Students encounter difficulties to learn English language vocabulary.
3. Students face difficulties to infer the meaning of unknown words.
4. Students are not able to use new words correctly in context.

1.4 Aims of the Research

The study aims to measure vocabulary learning strategies and inferring meaning of difficult words. The aim of this study is to identify and analyze the common and most frequent difficulties that face Sudanese EFL learners in learning vocabulary. In addition to that, it tries to show the effect of low vocabulary acquisition on inferring new word's meaning. This research aims to describe these problems, analyzing them and finding good remedial solutions that would hopefully be incorporated into.

1.5 Significance of the Study

In spite of the previous researches on the field of vocabulary, there are still many areas to investigate. The significance of this research lies behind the crucial role of developing vocabulary learning strategies in the acquisition of English as second language. It draws attention to the difficulties that Sudanese EFL learners encounter when learning new words. Moreover, this study draws teacher's attention to adopt appropriate teaching techniques for S/L vocabulary acquisition. Another importance of this study is that it seeks to display the different views of linguists and scholars towards the domain of vocabulary within the other Linguistics fields. The study is also significant in the way it provides feedback to language teaching practice and general linguistic theory.

1.6 Justification

The idea of conducting the research emerged from the researcher's experience at tertiary level at different Sudanese universities and deciphering some complicated problems during doing his academic job. It is very crucial to study and discuss strategies that help develop learning English vocabulary.

1.7 Limits of the Study

This research investigates the abilities of the first level students at Almughtribeen University, who study management. The students enrolled in the academic year (2015/2016). This study confined to identify, describe and explain the different types of English vocabulary learning strategies. This research intends to shed light on the strategies of learning vocabulary; besides the techniques of inferring unknown word from context. Therefore, the scope of this study is specified by the vocabulary learning strategies and the inference of the meaning of unfamiliar words. In addition to that, the investigation in this study includes the types of vocabulary strategies.

1.8 Research Methodology

This chapter outlines the method used in this research. It describes the procedures followed by the researcher to elicit the requirements information from the subjects under investigation. The Methodology used for collecting data in this research consists of designing written test and a questionnaire. The test implemented of both analytical and descriptive method.

The test is about vocabulary learning strategies and inferring meaning of unknown word from context. Then, a final draft of the test will be ready to be implemented as the methodology for this research. The questionnaire was compiled addressing (50) English language lecturers. The questionnaire aimed at receiving information concerning this problem. The sample investigated in this study is composed of two groups of subjects. The first group was about (70) students of first level from Almughtribeen University (who study management). The second group was about (50) English language lecturers.

Chapter Two: Literature Review

Chapter Two: Literature Review

2.0 Overview

The ultimate aim of this chapter is to set up a systematic theoretical framework to the field of second language vocabulary learning. For that reason, the chapter is divided into two main parts. The first is a theoretical background and the second is a review of the related literature.

To start this study the first part will situate vocabulary within the other fields of linguistics. This is going to be followed by a short historical background to language development whereby the focus will be on the morphological theoretical basis and underlying assumptions. Consequently, the subsequent part will examine the different viewpoints towards the definition of vocabulary. In addition to that, a short commentary will follow each definition. The core of this research will be vocabulary learning with regards to, definition, types of vocabulary, vocabulary size, and strategies to learn vocabulary. The second part of this chapter surveys some of the literature related to the present study. The aim of this is to expand the view towards this important field of study.

2.1. Theoretical Framework

Recently, however, research has become more extensive in the field of second language vocabulary acquisition. The focus of this research on formal classroom oriented second language learning. However, there are several reasons to consider that lexis is the very important in learning second language. In SLA studies to date, linguists paid much less attention to the vocabulary learning compare to other parts of language. However, nowadays vocabulary learning is seen as the essential factor in

SLA. In fact vocabulary may be the most important language component to learners Gass & Selinker (2008, p.449)

Vocabulary acquisition is considered as an integral and fundamental area of language teaching/ learning. Whether the language is first, second, or foreign, it would be impossible to learn a language without its lexis. It is clear that the ability to develop all learning skills depends on vocabulary Smith, R (2010, p.xii) claims that "*Research has repeatedly revealed that a good vocabulary goes hand in hand with academic success*"

2.1.2 Definitions:

2.1.2. A. Lexeme/ Lexical Unit/ Word:

Richard & Schmidt (2002, p.303) defined lexeme or lexical item as 1. "*The smallest unit system of a language can be distinguished from other similar units*".

2. "*A lexeme is an abstract unit*". A lexeme is defined by Carter (2002, p.7) as follows:

1." *A lexeme is the abstract unit which underlies some of the variants forms that are connected with 'words' ". Thus bring is the lexeme which underlies other grammatical variants, 'bring', 'brings', 'brought', 'bringing' (word forms)*".

2. "*Lexeme is the basic, contrasting unit of vocabulary in a language*".

Richard, J & Schmidt (2002, p.358) defined a word as "*the smallest of the linguistic units which can occur on its own in speech or writing*".

Carter (2002,p7).Carter,(2002,p.p4/5) defined word as

1. "*Minimum meaningful unit*"

2. “A word is any sequence of letters”. According to an orthographic definition of words “a limited number of other characteristics such as hyphen) and apostrophe) bounded on either side by a space or punctuation mark”. Carter and McCarthy (1988, p.18) define words as a free standing unit. According to their intuitive basis of word, laughing, and laugh are considered words, but not 'ing'. Also, Richards, J& Schmidt (2002, p.589) mentioned two definitions to the term ‘word’ as follows

1. “...the smallest of the linguistic units which can occur on its own in speech or writing”.

Schmitt (2000, p.1-2) In order to deal with similar meaning of English multiple words; terms like lexeme, lexical unit or lexical items are used. These multi word units are interchangeably defined as an item that functions as a single meaning unit, despite of the number of words it includes. Regarding the definition of word Carter remarks that it is not simply what a word is. He describes it as follows : “*The basic stability of a word according to the fact that a word is a word if it can stand on its own as a reply to a question or as statement or exclamation* ”

2.1.2. B. lexicon / Vocabulary / Lexis:

Richard & Schmidt (2002, p.307) defined lexicon as,

1. “The set of the all words and idioms of any language”.

2. “A dictionary, usually of an ancient language such as Latin and Greek”.

3.”*A mental system which contains all the information a person knows about words*”. The use of the words should lead to convey meaning in

language context McCarthy, (1990, p.3). *“Vocabulary is a word of the language that have meaning and systematically in use”*. Referring to the definition of Davis (1942) and Whip (1925)cited in Hiebert, H and Kamil, M (2005 P6), where vocabulary is seen as an integral part of comprehension, the National Reading Panel defined vocabulary as one of two aspects of comprehension instruction. The term vocabulary is limited to two categories, 'content words ' and' structured words '. Structured words include nouns, verbs, adjectives, and adverbs derived from adjectives. In addition structured words are almost deprived of meaning when considered in isolation therefore considered part of grammar of language Wallace (1988: p.18).

In addition, the term vocabulary is used to refer to acquiring the meaning of words. Nixon, C etal (2003, P:11) mentioned *“By vocabulary we mean that we are more interested in the meaning and recognition of words themselves than their function as part of sentence structure”*. Pikuluski, J and Templeston, S (2004, p.1) mentioned The American Heritage Dictionary defines vocabulary as *“the sum of words used by, understand by, or at the command of particular person or group”*. Simply, the term vocabulary refers to the size of words that people can use in conversation.

Kamil & Hiebert (2004, p5) stated that *"Vocabulary is the knowledge of word meaning in both oral and print language and in expressive and receptive forms"* The term vocabulary is defined as *“a word of the language that has meaning and systematically in use”*. McCarthy (1990, p.3) stated that *"Vocabulary is the knowledge of word meaning in both oral and print language and in expressive and receptive forms "*.

According to the OXFORD Advanced Learner's DICTIONARY the term vocabulary can be defined as follows:

1. "*All the words that a person knows or uses*"

2. "*All the words in a particular language*"

3. "*A list of words with their meanings*" Hornby, A (2000) Lexical and lexicon include words and phrases of a particular language Hornby (2000).

2.1.3 Importance of Vocabulary.

There are many reasons to consider that lexicon is important for S LA. Both L2 learners and native speakers recognize the importance of knowing the right word, and lexical errors are numerous and descriptive. In general learners need good lexical skills to produce and understand sentences Gass & Selinker (2008, p.p450/451). Knowing a lot of words can develop learning language in general. Vocabulary building is an essential tool to reading. It helps students to develop their ability to make prediction and understand unknown information and improve their reading comprehension Kirk, Betty and Mock, R (2005, P). Moreover, learning vocabulary strategies is essential in knowing words parts and discover meaning Hiebert, E & Kamil, M (2005, p. 181) said that "*There is a potential in skillful use of available word- part and context*".

The connection between reading and word knowledge is very clear. According to Davis (1994, 1968) cited in Allen, J (2006: p5) "*Vocabulary knowledge is related to an effects comprehension*". Moreover, having enough vocabulary also helps any one understand easier written and spoken language. Edge (1993 P.27) claims that

“Knowing a lot of words in foreign language is very important because the more words you know, the better chance of understanding or more making yourself understood”.

A well developed vocabulary is needed in different ways, for example learning words makes it easier to know everything you listen or read from text books, assignments to T.V news reports or knowing the process on how to mend a bicycle. Word power is necessary and affects communication abilities Quinley, E (2002: P.4). Willis, J (2008, p. 80) pointed out that *" With enhanced vocabulary, students grow in skills of verbal fluency, writing, and comprehension"*. Vocabulary knowledge is important in all language skills. The connection between vocabulary knowledge and comprehension is very clear. In fact, rich vocabulary can support understanding language. Chin, B (2004, P.1) added that *" words give you power, the ability to share your thoughts and ideas "*.

Seemingly, students need to acquire a great quantity of vocabulary when they progress through the levels, due to the text's complex in discourse style and the number of unknown words that are rarely encountered in everyday and of school context Scot (2005) cited in Hiebert, L &Kamil, M (2005, p. 78). It is clear that the ability to develop all learning skills depends on vocabulary Yilmaz, L &Zwier, L (2005 P:xii) say *“A strong vocabulary will help you not only in reading comprehension but also in listening , writing , and speaking”.*

When learners focus on expanding vocabulary learning they can comprehend and understand oral or written language Quinenly, E (2004, p. 45) stated that *"A well developed vocabulary shows that a person understands shades of meaning"*. In addition, since learners have a large

quantity of vocabulary they can achieve a great success in schools or colleges. Smith, R (2010, p.xii) claims that *"Research has repeatedly revealed that a good vocabulary goes hand in hand with academic success"*. According to the number of people who learn English as first or second language and its range of uses and flexibility to different tasks, English is the most important language today Denning ,K,etal(2007,p.3).

Acquiring enough vocabulary can improve the ability to learn and communicate effectively Smith, C (1, 997, P.145) stated that *"Success in school and in future employment will greatly be enhanced by your ability to use words skillfully and effectively"*. A wide range of vocabulary is needed to understand texts and promote intelligence Willis, J(2008, p.84) stated that *" Analytical students might appreciate the increased power that enriched vocabulary gives them to understand things about which they read, think, debate, and problem solve"*.

Learning new vocabulary can improve writing abilities; enable anyone to speak to groups with confident. Moreover, it can increase the ability to learn different subjects, and help in doing tests in schools Bonet, D (1992, P.9). Generally, by sharpening vocabulary, anyone can make progress in IQ test, schools grades and improve job opportunities in the future. Studies have shown that building vocabulary is the most essential tool to improve the ability in communication, control over school subjects, and work place issues Smith, C (1997,p.vii).

Besides, vocabulary plays an important role in studying different subjects Stirling, B (2010, p.1) stated that *"To get a high score, you must have an academic English vocabulary"*. Willis, J (2008, p.179) stated that *"An activity to engage prior knowledge is to encourage generating other*

words with a root, suffix, or prefix in a vocabulary word being studied". When vocabulary instruction is integrated with common suffixes, a root, or prefixes students can connect new words with their stored memory and their opportunities to word identification grows up.

Developing learning vocabulary is needed in many important ways. In addition, word power' helps students understand everything such as, listening and reading from text books, TV news reports, assignment, or knowing the process on how to repair different devices. To sum up, word powers obviously increase communication skills in general Quinenley, E (2002, p.4).

2.1.4 Second language acquisition

Gass & Slincker (2008,p.305) define S/L acquisition as follows:

1. *"It is the study of how languages are learned"*.
2. *"It is the study of how learners create a new language system with only limited exposure to a second language and what is not learned"*
3. *"Second language acquisition is concerned with the nature of the hypotheses (whether conscious or unconscious) that learners come up with regarding to the rules of the second language"*. Chomsky, (1968,p.100) cited in Gass & Slincker (2008, p.305) define S/l as *" When we study language we are approaching what someone might the human essence, the distinctive qualities of mind that are, so far we know, unique to (human)"*.

2.1.4.1 Second Language Vocabulary Acquisition.

English is one of 1500 languages spoken by the five billion people on earth. In fact, one-half billion people speak English, although they may face difficulties to communicate. Accents, dialects, tonal changes cause great differences even with one language Bonet,D (1992, p.13). S/L learners need to acquire many lexical forms to develop learning in general. Laufer (1997, p: 31) pointed out that “*Obviously students need to acquire a large enough vocabulary to reach what is often referred to in literature as the lexical threshold*”.

At least first language is acquired before to learn a second language Saville, T (2006, p: 18) claims “*There is a complex agreement ... that since L2 acquisition major component of the initial state for L2 learning must be prior knowledge of L1*”. Second language acquisition (SLA) shares certain properties with first language acquisition. Leighton, S (2006, p:32) stated that “*When compared to first language, second language learners are likely to receive only limited exposure to a far small range of discourse types, and their input is usually modified or adapted*”. It is clear that the first step in the vocabulary acquisition process is providing an initial form meaning link, and this strategy is included in the vast majority of vocabulary materials and activities attempt to do Schmitt (2008, p. 330).

Gass (2002, p: 225) mentions two main approaches to how both first and second languages are acquired : the nature approach which argues that humans have an innate cognitive capacity of acquiring languages and the behaviorism approach which argues that language acquisition is inspired and stimulated.

Vocabulary acquisition is crucial to academic development not only students need a rich body of word knowledge to succeed in basic skills areas; also they need specialized vocabulary to learn content area materials. Evidence suggested that the process of learning a second language based on the theory on learners progress along the inter language system from anon- existent Knowledge towards native like competence without necessary reaching it. Then vocabulary learning should involve gradual increase in the learner's vocabulary size Laufer, B (1997, p. 226).

Krashen, S (1987, P10) Considered the term 'acquisition' and 'learning' different. He explained that 'acquisition' is a sub-conscious process. That is language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. On the other hand, the term 'learning' is defined as conscious knowledge of a second language, and being awarded of them, and being able to talk about them.

However, Ellis (1994, p: 292) broadly defined ' acquisition' “*As the internalization of rules and formulas*”. In this sense acquisition and learning are synonyms with each other. Behaviorists believe that language acquisition is the result of habit formation. Behaviorism concerns the connection between the target language and the learners. This connection begins when the learners receive the language input from the target language, no matter whether it is verbal or non verbal Lightbown (1999: p.9).

Second language acquisition (SLA) shares certain priorities with first language acquisition. Leighton, S (2006, p: 32) says: “*When compared to first language , second language learners are likely to receive only*

limited exposure to a far small range of discourse types , and their input is usually modified or adapted". Learning second language involves acquiring large quantity Nation, P (2001, P.6) claims "*Studies of native speakers vocabulary seem to suggest that second language learners need to know very large numbers of words*".

Beside, research in second language acquisition suggested that L1 can affect in learning second language vocabulary Schmitt (2008, p.337) said that "*There is no doubt from the research that L1 exerts a considerable insufficient on the learning and use of L2 vocabulary in a number of ways*".

The study of word has been mainly the basic unit of meaning and the important field in second language acquisition research. In fact, single word is a substantial part of English vocabulary and the basic of language teaching. Words carry important grammatical characteristics for example, word class, tense, numbers... etc O'keeffe etal (2007, p.60).

2.1.5 Difficulties of learning vocabulary

In fact, learning S/L is a complex process Gass & Seliker (2007, p.456) stated that "*Second language learners are to have difficulty with vocabulary*". Besides, Second language encounter some difficulties to acquire T/L Gass & Seliker (2007, p.449) stated that "*Of all error types learners consider the vocabulary error the most serious. Additionally, large corpora of errors consistently indicate that lexical errors are the most common among second language learners*".

Many learners can understand the meaning of a word when reading or listening and yet be unable to remember the same word when speaking. Moreover, learners use grammatical forms of the word incorrectly,

although they can remember them. They don't recognize and know the same word when they heard it pronounced Dorset,S (1999,p.ii). Presumably, most words in English language have more than one meaning, and there are also many kinds of dictionaries that can help to know the meaning in particular situation. Even simple words can have different meanings Smith, C (1997, p.71).

Laufer (1988) cited in Schmitt (2008, p.337) provided some studied words with similar forms and found that students confused with the similar words, for example, (comprehensive/ comprehensible) and for vowel in the words (adopt/ adapt). According to Smith, C (1997,p.71) *“Many words in the English language have more than one meaning... even simple words can have a variety of meanings”* Seemingly, English native speakers face some difficulties to speak or write correctly, and those who learn English as second language find the task very difficult indeed. Although of all its simple constructions and wide range of vocabulary, English is too complicated to adopted to as world language Bonet, D (1992, p.18). It is revealed that many English language learners use words incorrectly in written or oral forms, because they don't know their part of speech and many words can be used in more than one part of speech Joanne, B (2010, p.60).

It is not easy to acquire abstract words in second language Scott cited in Hiebert & Kamil (2005, p.73) claims that *“There is substantial evidence that abstract words are harder to understand than words with the concrete or vivid imagery”*. To conclude, English language learners had enough oral vocabulary to communicate in everyday contact, but they are un aware of the depth knowledge or many words they acquire from

textbooks through classroom instruction Carlo e t al (2005) cited in Kamil, M &Hiebert, L(2005,p.141).

Furthermore, building strong vocabulary is a great challenge facing second language learners, because of the size of the task and the different types of vocabulary need to be learned. These vocabulary include, single words, phrases, collocations, and strategic vocabulary. In addition, there are types such as, grammatical patterns, idioms, and fixed expressions.

It seems that, the words that learners know and retain affect their comprehension abilities Baker, S & Kameenuue (1997) cited in Willis, J (2008, p.80).

2.1.6 Vocabulary knowledge

Vocabulary learning requires the knowledge of intake and produce words correctly Gass &Seliker (2007, p.456) stated that, *“Knowing a second language word involves different ways of knowing, including receptive and productive knowledge”*. Henrisken (1999, p.9) Investigated three dimensions of vocabulary relationships. These three dimensions involved in lexical competence are partial to “precise knowledge” and “depth of knowledge” and receptive to productive use ability. Word knowledge involves teachers to create sufficient language with lots of reading, writing and speaking. Carter stated that Sutter, J (2004, p.69) claims that *“To fully understand a word, think about all the different ways it might be used”*.

According to McCarthy& O’Dell (1994, p. 7). *“The best way to increase your vocabulary is to read and listen as much English as you can”*. Exposing to different types of context can develop vocabulary acquisition. *“Knowing a word in a language, means to know both its syntagmatic and paradigmatic relations”* Smith, C (1997, p.19).

Generally, vocabulary is the knowledge of words, including its meaning and grammatical forms Schmitt (2000: p5) says “*To master a word is not only to learn its register, collocation, grammatical behavior, written form, spoken form and frequency*”.

Learning vocabulary is a complex process that it may be seen. According to Taylor, L (1990: PP.1-3) knowledge of a word refers to information of various types. These different types of knowledge include:

1. Frequency of words in a language.
2. Knowledge of style, register and dialect
3. Knowledge of collocation, semantic and syntax.
4. Knowledge of morphology
5. Knowledge of semantic
6. Knowledge of equivalent of the word.

Chin,B (2004,P.4) claims that “ *Many modern linguistics believe that human brain is hardwired for language. The ability to understand words is instinctual and it makes human beings differ from other creatures*”. The ability to communicate and comprehend oral and written forms is restricted only to human beings. Folse (2004: pp 2-18) Mentioned five kinds of vocabulary. These five kinds include a list of common words in the literature. They are as follows:

1. Single words.
2. Phrase (e.g. “in the other words; a lot of sudden; raining cats and dogs” etc.).
3. Variable phrases (e.g. it has come to our, my attention).
4. Phrasal verbs (e.g. put on, put out, put down etc.).
5. Idioms (e.g. the cobra is a kind of snake).

It seems that children need to acquire enough vocabulary to develop their learning abilities. Riott, 2002 cited in Willis, J (2008: p80) mentioned “*Vocabulary knowledge in young children directly affect their later success in learning to read*”. Nation P (2005, P:6) Useful vocabulary needs to be known Frequently and learners also need to acquire and understand met words , preferably within few days to avoid forgetting and this can easily done through remembering activities that involve testing.

Mc Carthy, M & etal (1994, p.9) It is not enough just to the meaning of a word you also need to know:

- a. Words that associate with it.
- b. Its particular grammatical characteristics
- c. How it’s pronounced.

The study of morphological forms is important to guess the meaning of words Scott cited in Hiebert & Kamil (2005, p.72) said that “*knowledge of morphology plays available role in word learning from context because of the way in which students can use knowledge of word’s in morphological structure to hypothesize the meaning of new word*”. The main focus of second language acquisition vocabulary research is to discover learners’ knowledge of S/L lexical. In addition, to know the way they learn it and the particular techniques that are required to follow up Gass & Selinker (2007, p.451).

Generally, learning vocabulary is essential language component and it is important in comprehension Gass & Selinker(2008,p.450) stated that, “*Comprehension is undoubtly of great important to second language acquisition. If words can’t be isolated from the speech stream and if*

lexical information can't be used to interpret the utterances, the input will not be comprehended. Thus comprehension of the input depends to large extent on lexical skills”.

Knowing a word in second or foreign language must have the following main characteristics:

- A. Knowing how to use it productively.
- B. Knowing the relationship between spoken and written context or both.
- C. It means its syntactical knowledge
- D. It involves knowing the pragmatic and the discourse functions and style level.
- E. Knowing the collocation and associations between words.
- F. Knowing the techniques of repetition and memorization Carter (2002.439).

It seems that without acquiring enough vocabulary learners find it difficult to understand texts Nagy (2007: P.1) “*Vocabulary knowledge is fundamental to reading comprehension, one cannot understand the text without knowing what the words means*”. There are many ways of acquiring vocabulary .For example, reading variety of authentic materials (it, newspapers, magazines, web-based articles, etc.). In addition, learners can activate their vocabulary knowledge through bet keeping a record of new words, phrases and expression, and revise them regularly Wyatt, Rawdan (2012, p.iii).

Seemingly, learning about word structure is one of the most powerful strategies any one can use to improve vocabulary. Since learners understand word's parts and how words fit together, they can easily understand the meaning of the word itself Smith (1997, p.15). Knowing words depends on strategies which help learners to understand lexical items and to store them in memory Carter (p.239).

In fact, it isn't just to know words; learners have to use them in context. When learners practise using new words in oral or written forms they can easily remember them Sutter, J (2004, p.69) claims that *"To fully understand a word, think about all the different ways it might be used"*. To conclude, learning the meaning and use of the word involves students to know how it is used in different context and consulting a dictionary. A first exposure to a word provides learners decide other words that associated with and some grammatical information) Gass & Selinker (2002,p.466).

Besides, the more process that are involved the learning of a word, the superior the retention and the recall. Learning a word involves consider its formal shape, other words that shares the same sound, or semantic field in which it belongs, synonyms for it and the kind of sentence pattern in which it fits Crack & Lockhart (1992) cited in Carter (2002,p.203).

Nation (1990) cited in Kamil & Hiebert (2005,p.70) mentioned eight components of word knowledge for example, a word's pronunciation form, writing form, contexts, meaning, its frequency, and its association with other words. Wesche (1993) cited in Gass & Selinker (2002, p.466) developed vocabulary knowledge scale with five levels:

1. The word is unfamiliar
2. The word is familiar but the meaning is unknown

3. Given translation into the NL
4. Using a word appropriately in a sentence.
5. Using the word correctly in correct grammatical form and semantic manner.

If vocabulary instructions are associated with fun and physical activities and drawing pictures of the meaning of the words, the students' brains may learn to associate the cue of vocabulary lessons with the expectation of the reward of stimulation Willis, J (2008, P.94). Learners can acquire new words so quickly through using pictures or multimedia Willis, J (2008, P.109) said that *"To make knowledge of the word a multisensory experience, consider including illustrations, photographs, computers images, and videos where the word is acted out- allowing students to encounter information both sound and sight"*.

Learners need to record every word. This strategy is important to learn everything about words.

1. Meaning

- a. translation
- b. definition
- c. synonym/ opposite
- d. picture
- e. example sentence

2. Pronunciation using (phonemic symbols)

3. Part of speech (n.), (v.), (adj.), etc.

4. Grammar (countable/ uncountable)

5. Common partners

6. Special style. Redman, S (2003: p8)

Learners have to follow up these methods when they study new vocabulary:

1. Looking up a word in the dictionary.
2. Using thesaurus.
3. Reading a good book.
4. Using the new words in context.
5. Play vocabulary games.
6. Complete a cross word puzzle.
7. Revising writing task.
8. Keep a word note book.
9. Writing new word by hand. Bonet, D (1992: p8).

Besides, most words that learners encounter in classrooms and in social communication can be picked from reading materials such as (magazines, newspapers, novel, and standardized tests). Learning words from these authentic can support in academic programmes and increase vocabulary in general. Reading also come in different forms (from a letter to journal articles) Olsen, A (2010,p.xv). In fact, word knowledge requires to know its different parts and how it's used Joanne,S (2004, p.57) said that *"Understanding a word means recognizing all the different ways it can be used"*

Nation (1990) cited in Schmitt, N (2010 , p. 5) suggests different kinds of words knowledge:

1. The meaning (s) of a word.
2. The written form of the word.
3. The spoken form of the word
4. The grammatical function of the word.

5. The collocation
6. The register
7. The associations of the word.
8. The frequency of the word.

2.1.7 Vocabulary knowledge and reading.

Vocabulary has special relation to reading texts. The National Reading Panel (NHID, 2000) suggested that the main components of reading are phonemic awareness, phonic, fluency, vocabulary, and comprehension Hiebert & Kamil (2005, p.2). Reading is strongly linked to vocabulary. The process of reading starts when children the abstract combination of letters to the sounds in order to decode the meaning.

To keep students know the word preview, critical words should be needed to understand texts. Students will need to make their effort to connect Pre-taught words with their storage categories they already have in long term memory. In fact, students can easily retain new information by using their previous learned knowledge that relates to the new materials Kirk, Betty and Mok, R (2005, p.). Moreover, vocabulary building is an essential tool to reading; it helps to make predictions and understanding information by improving reading comprehension skills Willis,J (2008, pp.100/103). Extensive reading programmes were the most effective way of increasing vocabulary size, improve reading skills, and develop over all language ability.

Since children have a wide range of vocabulary before they start school they can easily understand reading texts Colderon (2005) cited in Hiebert,

L &Kamil, M (2005,116) claims that " *Students reading in their first language have already learned on the order of 5,000 to 7,000 words before they begin reading instruction in schools*". Reading helps learners to acquire a wide range of vocabulary Olsen, A (2010, p.xi) says "... *most vocabulary is acquired through reading*".

Clearly, vocabulary is essential predictor to develop reading better than grammar and reading ability in general. There for, what the effect of reading strategies is, it is nonsense when vocabulary is below the 'thresh hold' Laufer (1997, p.31). Apparently, there are many reasons that vocabulary knowledge is a good indicator of reading success. Anderson and Freebody (1981, p.115) hypothesized that:

1. Understanding reading words enable readers to understand passages.
2. Verbal aptitude underlies both word and passage comprehension.
3. Vocabulary knowledge may be related to a persons' store of background information.

Stahl (2005) cited in Hiebert, E &Kamil, M (2005, p.98) pointed out that "*children must learn 10 words a day to make normal progress in vocabulary development, we then need to find ways to facilitate this learning*". A large number of words need to be taught by using different activities. Clearly, vocabulary is important to understand and comprehend texts. It seems that extensive reading develops and enlarges vocabulary acquisition. Extensive reading is important to learning vocabulary According to Vocabulary Reading Panel when learners exposing to rich contexts provided by authentic materials instead of learning vocabulary in isolation, this can develop their comprehension Kamil & Hiebert (2005,p.9).

When learners read incidentally, they need to pay attention to the form and meaning association of words. There for, should be trained to practice some elaborating activities, for example, infer meaning, and writing them down. Hulstijn, Holland and Greidenus (1996, p. 337). Guessing meaning from context is an important skill and develop vocabulary abilities Scott (2005) cited in Hiebert, E &Kamil, M (2005, p.75) said that *“Student who are more skilled at reading and more knowledgeable about word meaning are those most able to learn words from context”*.

Words are best learned through reading texts. Reading helps learners to increase vocabulary and understand the meaning through context. Context clues might be synonym, antonym or example Olsen, A (2010, p.8). In fact, when learners encounter to variety of reading texts this can increase comprehension and expand vocabulary knowledge Cunningham &Stanovich (1988) cited in Kamil, M & Hiebert, L (2005, P.18) stated that *"Strong connections have been shown between wide reading, reading achievement and vocabulary acquisition"*.

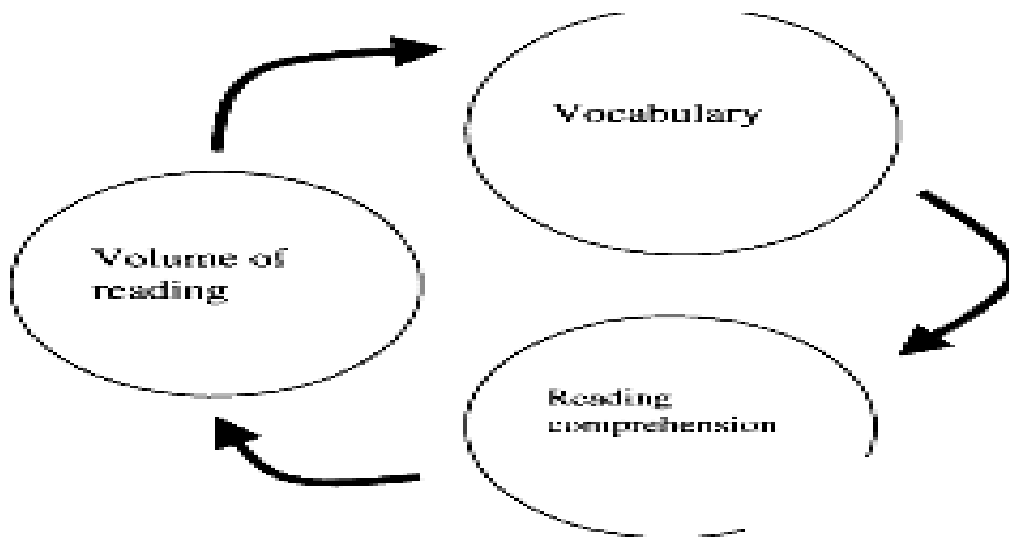
Presumably, the major lexical obstacle to improve reading is the lack of sufficient vocabulary range of words. Lexical is crucial predictor of developing reading strategies are less important when vocabulary is below the threshold Kirke.tal. (2005 , p.14).Extensive reading is the best way to build vocabulary Kamil, M &Hiebert,L(2005, P.9) stated that *“Extensive reading gives students repeated exposures to vocabulary was one of the factors that Panel confirm as contribution to vocabulary learning”*

Beside, vocabulary knowledge affect reading comprehension, when students know the meaning of words they can understand texts Kamil & Hiebert (2004, p.4) stated that *“Vocabulary occupies a central place in the scheme of learning to read. Vocabulary serves as the bridge between*

the word level processes of phonemics and cognitive processes of comprehension". Joanne, B (2010, p.129) said that *"Abroad vocabulary, guaranties a better understanding of everything you read"*. Learners need to encounter a variety of texts such as (novels, magazines, newspapers etc...) to improve their comprehension.

One major obstacle of poor reading comprehension in English language is the low vocabulary. The lack of important academic words in texts actually affect understanding reading texts and slow down reading achievement Carlo, M (2005) cited in Hiebert, L & Kamil, M (2005, 138). It seems that, when learners have a large quantity of vocabulary they can understand any reading texts Biemiller, (2003) cited in Hackman, S (2008, P.3) stated that *"Vocabulary is strong indicator of reading success"*.

In addition, students who perform well in reading recognize the majority of words that carries (i.e. most of the 5,580 most frequent words) The contexts that are provided in paragraphs and sentence help to understand words that occur less frequently but they are critical to the meaning of the discourse. Kamil & Hiebert (2004, p.5). Vocabulary knowledge has an impact on the types of meta-linguistic awareness, which in turn contributes to reading, directly or indirectly through the contribution of meta linguistic awareness to word recognition. Being a good reader contributes to having wide range of vocabulary. There is strong relationship between reading and vocabulary (see figure 2-1).



5. 2.1. A reciprocal model of vocabulary and reading costs.

Kamil & Hiebert (2004,p.34).

Table (2-1): Vocabulary needed to get 98% coverage of varied kinds of texts (Nation 2013 p.5).

Text	98% coverage
Novel	9,000 word families
Newspaper	8,000 word families
Spoken English	7,000 word families
Children movies	6,000 word families

Table (2.1) Nation (2013,p.5)

2.1.8 Types of vocabulary

2.1.8.1 Connotation / Denotation

Olsen, A (2010, p.7) defines denotation as " *the explicit or direct meaning of a word* ". On the other hand connotation is "the suggestive or

associative meaning of word beyond its literal meaning “ (ibid). Linguistic use the term connotation to refer to the association And also refer to speaker's language McCarthy & O'Dell (1997, p.10). A word denotation is its literal meaning. Connotation refers to the ideas, emotions, and experience associated with the word. Two words with nearly the same denotation may have very different connotations. Hutchinson, F (2004 , p.1).

2.1.8.2 Structured / Content word:

Words are different according to their purpose in language. Function words or structured words make a written language accurate and spoken language meaningful. For example, (are, that, a, to, or, the, and so forth). On the other hand, content words are kind of words that are used to communicate in text. Lehr e t al. (2004, p.21).According to Smith, C (1997, p.15) "*Word structure is made up of two or more separate parts*".

2.1.8.3 Passive vocabulary/ Active vocabulary:

The term passive vocabulary refers to the words or phrases that people recognize, know, or understand. Passive vocabulary is a acquired through listening or reading Active vocabulary refers to the words or phrases that learners are able to understand and use them confidently. Learners can increase their active vocabulary through involving in conversations and practise them in writing tasks Thomas, B (2000, P.13).

2.1.8.4 Productive/Receptive vocabulary:

Productive vocabulary is a set of words that individuals can use in listening and speaking. These words are often less well known to students and less frequent use. On the other hand receptive vocabulary is a set of

words that an individual can assign meaning from listening and reading .They are often less known to students and less frequent in use. It seems that receptive vocabulary is larger than productive vocabulary Hiebert, E and Kamil, M (2005, P.5).

Oral vocabulary is the set of words, we use when we speak or read orally. Print vocabulary includes words for which the meaning is known when we write or read silently .Print vocabulary are frequently used in literacy than oral vocabulary Hiebert, E and Kamil, M (2005, P.3). The best way to revisit award involves retrieval which may either be:

1. Receptive i.e. retrieving the words meaning when its met in listening or reading or,
2. Productive i.e. wishing to communicate a meaning and then retrieving a form. Nation, P (2001, P.67)

The receptive skill reading and listening used in input processing share the same cognitive processes and include different source of input. They both contain essential linguistic knowledge, word knowledge decoding and competence Bozorgain, H, (2012, P.3). Vocabulary growth seems to appear when students expose to variety of words Allen, J (2006, p.16) says *“When reading selection covers a variety of writing, fiction and nonfiction, opportunity for vocabulary, growth happen many times over the course of each week”*.

Human beings have the ability to recognize and understand a word by exposing to variety of texts during reading or hear it in conversation. Being able to understand a word is known as receptive knowledge and is normally related to reading or listening. When some produce a word

during speaking or writing that is considered as productive knowledge (passive/active are alternatives) Schmitt, N (2010, p.4).

Gass and Skliner suggested some productive/ receptive vocabulary knowledge which includes:

1. The ability to pronounce and spell a word correctly
2. Knowing the general meaning of a word
3. Knowing the meaning of a word in specific context
4. Pragmatic relationship
5. Understanding the précis context Gass & Skliner (2008, p.452)

Receptive knowledge involves:

1. Recognizing the written and oral forms
2. Knowing antonyms.
3. Understanding compound parts and connotation.

Gass & Selinker (2008, pp. 451/452)

2.1.8.5 Academic Words

Academic words are used in the field of academic speech and writing that related to variety of subjects. However, it refers to the common words used for discussing ideas and research and for talking and writing about academic work. It doesn't deal only to particular subjects such as medicine or physics McCarthy, M and O'Dell (2008, p.6). Stratford, L (2005, p.14) reported that learners need to acquire large academic vocabulary to comprehend reading texts and build their vocabulary by reading, making flash cards and using new words in context.

There is evidence that second language learners are unaware of academic words Stahl (2005) cited in Hiebert, L &Kamil, M (2005, pp. 96/97) claims that " *Even though we, as educated adults , know thousands of words , there are always words that we see or hear that we don't know* ".

2.1.8.6 Technical Words

When we search words in technical dictionary, such as dictionary of economic, geography, and electronics, we usually find about 1000 entry.

2.1.9 Frequency

There are four types of vocabulary that can be seen when looking at any texts: high frequency words, academic words, low frequency, and small group of high frequency words cover a large area of the words used in spoken and written texts Carter (1987, p.166). Nation 2001 cited in Hiebert & Kamil (2005,p.77) suggested that word frequency is essential factor and plays available role in deciding which words to be taught in explicit vocabulary teaching. Besides, word frequency involves focusing on common words rather than rare one.

Word frequency need to be carefully selected Kamil & Hiebert (2004, p.2). *“Frequently should be applied by ignoring the most frequent and the least frequent words, concentrating on the middle levels of words. The argument is that the most frequent are probably already known and the least frequent words”*. High frequency words are appeared quite frequently in the language for example, the man and woman. High frequency words are mostly regular in day today talking. Students can easily understand it and use them in writing and speaking.

It seems that it's necessary to learn high frequency more than low frequency ones. According to Willis, J (2008 ,p. 99) *“when students master grade- appropriate high frequency sight they too can have the comfort, well-being , and hopefully the dopamine- pleasure response because they have access to much of the meaning in grade level books”*.

It seems it is sensible to teach the most frequent words, because they are the most useful ones of that language Kamil & Hiebert (2005, p.5) mentioned that” *Common words were defined as those among the 10,000 most common*”.

The high words are key words that can build motivation and confides to preserve with goal of developing vocabulary that open to a wider world of reading for pleasure and knowledge acquisition Willis, J (2008, p.99) In fact, high frequency words are easy to retrieve Scott cited in Kamil & Hiebert (2005, p.79) mentioned that “*Not all words are equal. Knowing high frequency words or function word such as ‘the’ is different from knowing the meaning of a word such as ‘magma’*”. Knowing the high frequency 2,000 words in English delivers understanding of between 80-90 percent of words likely to be encountered Carter (2005, p. 236).

2.1.10 Corpus

O’keeffetal (2007, p.1) defined corpus as” *A corpus is a collection of texts , written, or spoken which is stored on a computer*”. Corpora contained of written or spoken texts or collection of both. The quantity of spoken Corpus is designed through using software language. Multimedia features such as videos or clips are the main resources of spoken corpus. But in a written texts corpus are always entered into computer by scanning, printing, or down loading. There is one corpus to suit all purposes. People use corpus for research purposes, or to study the use of some lexical items. Other might use it to compare the use of an item or pattern in different language varieties.

2.1.11 Language Input

According to Willis, J (2008, p.92) *“Krashen is a proponent of the Input Hypothesis (IH) and implicit learning of vocabulary through reading and comprehensible input. For both first and second language learners of English, Krashen states that reading comprehensible input is the most valuable source of vocabulary acquisition (Krashen, 1989). For support of this hypothesis, Krashen believes that more free reading time students have, the better they will score on vocabulary”*.

Richards et al; (1989, p.143) Input is defined as *“language which a learner hears or receives and from which he or she can learn”*. Input is related to the language that individual can meaning while listening or reading. Corder (1967) made an important distinction between what he called 'input' and 'in take'. In put refers to what is available to the learners, whereas in take refers to what is actually internalized (or , in Cord's terms, take in) by the learners cited in Carter (2000, p.305). The role of the teachers is to give learners opportunities discussing new words during presentation stage Willis, J (2008, p.90) claims that *“One form of comprehensible input that can be used to ELLs is the “language bath”*. *During language bath, the teacher talks about a subject include key vocabulary, pictures, gestures, and demonstration”*.

Learning first or second language involves encounter to language Oh (2001, p.69) stated that *“Language input is apparently essential condition for learning first or second language”*. Ellis (1994, p.573) argued that *“the interaction provided learners with opportunity to encounter input or practice the target language it also creatures within the learners state of receptivity, “defined as “ an active openness a willingness to encounter the language and the culture”*. Input is defined

in the Dictionary of Applied linguistics (1985, p.143) as “*language which a learner hears by understanding messages*”.

Gilmore (2007, p.103) argues that authentic materials include richer sample of the target language and can thus be used in different ways in order to develop learners communicative competence and their aimed language competence in general. Input has received considerable attention in the field of modality input in language learning due to the increase of using multimedia materials Gass (1997) cited in (Sydorenko, T, 2012, P.50). The most effective way to vocabulary growth is through reading texts and listening Beverly Ann (2004, P.1) claims “ *Your vocabulary will keep growing as you meet new words in you reading and hear them in conversation , on radio , or on T.V*”.

Receptive input involves cognitive process to analyze and understand the received message. Bozorgian (2012, p.3) says: “*Perceiving receptive in demands applying cognitive process revise cognitive representation in both listeners and readers construct while receiving input*”. When learning new vocabulary its necessary to practice them and note the spelling Schmit (1994, p.7) hypothesizes that, “*Noticing is the necessary and sufficient condition for the conversation of input to intake for learner*”.

2.1.12 Language Output

Output is necessary condition to push learners to increase control over their learning and possibly over come fossilization Swain (2000, p.99) in his output hypothesis argues with output,

“The learner is in control. In speaking or writing, learners can 'stretch' their inter language to meet communicative goals. To produce, learners need to do something. They need to create linguistic form and meaning, and in so doing, discover what they can and cannot do. Output may stimulate learners to move from semantic, open-ended, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production .Students meaningful production of language- output – would thus them to have potentially significant role in language development. These characteristics of output provide justification for its separate consideration, both theoretically and empirically, in an examination of the value of interaction for second language learning”.

Willis, J (2008, p.92) mentioned *“Output Hypothesis asserts that it is not primarily context that builds comprehension but rather repeated exposure to words embedded in interesting context that increase word knowledge”*. Carter (2002, pp.326-327) claims that *“Comprehensible output refers to the need for learner to be pushed towards the delivery of a message that is not only conveyed precisely, coherently, and appropriately”*. Output affects the development of learner’s lexical proficiency. In put a lone is not enough for acquisition, because when one hears language one can often interpret the meaning without the use of syntax Carter (2002,p.325). Learners need to use language output in new meaningful context Carter (2002, p.239) stated that *“Production relies on strategies which help*

learners to activate their lexical store, retrieve items from memory and use them in contextually appropriate ways”.

2.1.13 Vocabulary Size

The English language has about 100,000 words. Research indicates that learners to have access to a minimum of 3,000 words in order even begin to comprehend authentic texts, and students wishing to study in English at a university level may need up to 10,000 words Hazebnberg, S., & J. Hultstijn (1996, pp.145-163). Estimated number of English native-speaker university graduates will have a vocabulary size of about 20,000 word families. Schmitt, N (200, p.3). A research made by Nagy and Anderson (ibid) about students' vocabulary size suggested that *"An average high school senior knows about 45,000 different words"*

It is reported that estimates of the number of words in English language vary. The Oxford English Dictionary, which is the largest dictionary contains of one million words, which new words (such as Mc Job and JPEG) Constantly being added . English is rich language in the way that it adds words and takes words from other languages, slang and compounding. Stahl (2005) cited in Hiebert, L &Kamil, L (2005, P.97).

As soon as children begin kindergarten their vocabulary range in speaking and listening can be between 2,500 and 5000 words by the end of kindergarten Mckewon& Beck (1988) cited in Willis, J (2008, p81). Nation has mentioned that 2,000 words families is enough , because these are used so often and include about 87% of the common words in formal written text and more than 95% of the words in informal spoken texts, Nation (1994, p.3).

Besides, an average university student native speaker has a vocabulary a round 20,000 word families. Nation & Warring (1997) cited in Schmitt, N

(2010, p.8). Studies showed that in Grade 2, the average number of root word meaning known by children in the lowest vocabulary quartiles was about 8,000 Briemiller, A cited in Hiebert, L & Kamil, M (2005,p.227).

Schmitt, N (2008, p. 330) claims that *“A large vocabulary is necessary to function in English: 800-900 word families for reading and perhaps as many as 5000-7000 word families for oral discourse”*

Webster's Third New International Dictionary is the largest non- historical dictionary of English. It includes around 14,000 words families excluding proper names. Goulden, Nation and Read, (1995) cited in Nation, P (2001, P.6) have mentioned that 5-year old- native speaker beginning school will knows about 4,000 to 5,000 word families , adding roughly 1,00 word families each year until they graduate from university with vocabulary around 2,000 word families. There for, developing vocabulary is extremely important for success in undergraduate and graduate students.

A review for vocabulary size studies by Nation &Warring (1997) cited in Schmitt (2000,p.3) calculated that the best range of vocabulary size anyone have to reach is a round 20,000 word families; it is expected that English native speakers will add roughly, 1000 word families a year to their vocabulary size. This shows that L1 five years old grade one student will have a vocabulary around 4,000 to 5,000 word families Schmitt (2000, P.3). It is difficult to decide the number of words in English. The global language Monitor which tracks language friends, especially in the media, has counted up to almost a million at 988,968. Webster's Third New.

International Dictionary, with its 1993 Added section shows around 470,000 entries McCarthy J (2007, p.1). According to Nation &Warang

1997 cited in Carter (2002, p.240) an average native speaking adult knows about 15-20,000 word families. Research suggested that graduate students acquire between 2000 to 3,500 new word a year and know the meaning of approximately 50,000 words Hanson, S and Padua, J (2001, p.6). The chance of acquiring sufficient vocabulary will be effective when a substantial proportion of vocabulary growth occurs as students frequently learn the meaning of new words through repeated encounters with texts or conversations.

As Nagy and Anderson (1984) cited in Hiebert , E and Kamil, M (2005 , p.97) estimated that " *the number of words families in the books that students encounter from Grades one to twelve is approximately a round 87, 000 words*". Second language learners need to increase their stock of words. Carter (2002) stated that "*It is generally accepted that second language learners need to increase their vocabulary size by about 1,000 word a year, in addition to making up 2-3000 word shortfall in order to match the growth of native speakers vocabulary*".

Table (2.2) shows text coverage in written academic text.

Level	Number of words	Text coverage
High frequency words	2,000	87%
Academic vocabulary	800	8%
Technical vocabulary	2,000	3%
Low-frequency words	123,00	2 %
Total	128,000	100 %

Table (2.2). (Nation, 1990, in Nation, 1997: 239).

2.1.14 Vocabulary Learning Strategies

A definition was given by Oxford (1990, p.8) for vocabulary learning strategies “*Specific actions taken by learners to make learning easier , faster, more enjoyable more transformable to new situations*”. Learners can easily develop and build vocabulary knowledge by using different strategies. Vocabulary learning strategies help learners to obtain good language knowledge and it’s significant for vocabulary acquisition. These strategies for remembering the meaning of new words include mnemonics, using flash cards and word map.

Apparently, learning strategies are essential for helping learners retain new words and comprehend language. Briefly, they are special thoughts or behaviors. These strategies include cognitive strategies, and social effective strategies O’Malley and Chamot (1990, p.1). The brain can store vocabulary in short term and long term memory in order to use them in context Willis, J(2008, p.80) mentioned that "*Rich vocabulary reflects in almost every side of the brain from rote memory through working memory, connecting patterning, storage, and executive function*".

2.14.1. Association

Carter (2000, p.196) defines association as “*the store of words and the interrelations between them in speaker’s mental lexicon*”. Word association is divided into two main class of association: paradigmatic and syntagmatic... paradigmatic response involve words which are from the same grammatical class as stimulus item. For example, the word ‘dog’ have some syntagmatic association, such as (bark, bite, and furry) Carter, (2002, pp.198/199).

McCarthy & O'Dell (1997, p.4) suggest some strategies of learning words. Firstly, learning words that go together with associate meaning is a useful thing to organize and retain them. Secondly, words with the same grammatical relation which help learners to build vocabulary knowledge. Thirdly, learning words which have the same root for example, price/ priceless/ overpriced. Finally, pictures and diagrams are the best ways of studying vocabulary. Scott cited in Hiebert & Kamil (2005,p.79) mentioned that *“The idea of an association network of knowledge is useful in the thinking of about learning words’*

2.1.14.2 Collocation. (Word partners):

According to Carter, D (2000.P5) *“Collocation is a term used to describe a group of words which occur repeatedly in a language”* When using a word naturally, sometimes it is necessary to know the words that go with it. For example, in English we say: miss / catch the bus, start a car/ a family Redman, S (2003, p.26). Yule, G (2010, P.121) claims *“One way we seem to organize our knowledge of words is simply on the basis of collocation”*.

It seems that, words sometimes occur together. Collocation helps to use the words in sentence McCarthy& Odell (p. 8) noted that *“Words don’t only have meanings, they also have associations. At advanced level of English, it is important to develop an impression of what connotation certain words have”*.

Students must write down any words that go together , for example, the dictionary uses the word to after the similar which are formulated (example of “collocation”) Porter, D (2007,p.7). Collocations show how words are used together. Grouping words can come in different ways, such as a verb with a noun (commit crime) an adjective with a noun

(handsome stranger), or a verb with a preposition (come over) Smith, C (1997, p.15)

Besides, collocations show how words are used together. Words' relationships come in different ways, such as a verb with a noun (commit a crime) , an adjective with a noun (handsome stranger), or a verb with preposition (come over) Olsen , A (2010,p.7). Some nouns have typical adjectives which go with them. This table shows some collocations:

real thing	genuine article
great deal	broad summary
great success	Serious injury
heavy rain	Hard work

Table (2.3) Adapted from Olsen, A (2010,p.7).

Also some verbs collocate with other adverbs such as, (too quickly/ fast/high) McCarthy & O'Dell (1997, p.12). Presumably, most students can find it easier to assimilate unknown vocabulary if the words are learned in connected groups, rather than in isolation. Dorset, S (1999,p.iv).

2.1.14.3 Word Map:

A word map is a diagram that focuses on three important things such as:

1. Definition
2. Synonyms; descriptive terms
3. Examples Smith, C (1997, p.109).

Word web is a type of word map that can be used to expand vocabulary. This diagram helps to organize related words which support to understand the topic Smith, C (1997, p.116). A word map is a diagram that focuses on three important things such as:

1. Definition

2. Synonyms; descriptive terms

3. Examples Smith, C (1997, p.109).

Interactive vocabulary learning is two way communications. Learners can acquire vocabulary by flashcards, drawing pictures and sharing ideas through writing emails or daily conversations Olsen, A (2010, p.8).

Learning vocabulary involves students to draw diagrams, create models and connect their own senses (hearing, touching, seeing, or movement to new information and something they already know Willis, J (2008, p.113). In fact, many words can be easily learned when they grouped with other words that share meaning Dorset, S (1999, p. IV) claims that "*Mind maps encourage students to look for connections between words*". Willis, J (2008, p.113) claims that "*Concept definition maps and graphic organizers with illustrations can help students engage cognitively with new vocabulary words*". When students learn words through drawings or graphs they can easily understand the meaning of words.

2.1.14.4 Analogy:

Analogies develop building vocabulary and improve comprehension through comparing words that are same or different. In analogy the two words in first comparison have the same connection to each other. Joanne, B (2010,pp.86/87). When some word share the same sound or form they can easily be understood Nation (1982) cited in Carter, D (2000,P.196) mentioned that "*Similarities sound, morphology or etymology can assist word memorization*".

The most common and effective for memorizing information is simply working memory or long memory Willis, J (2008,P.116) stated that "*Working memory, or short memory involves the ability to hold and*

manipulate information for use in the immediate future. Information is only held in working memory for about 20 seconds". Vocabulary knowledge involves repetition and multiple exposure to the words Carter (2002, p.240) stated that "In the early stages of a language a range of techniques to aid memorization is necessary"

Learners can memories target words when they spend time on award by dealing with two or three aspects of the words, for example, its spelling, part of speech, related derived forms and its meaning. There is a need of giving students centered approach to improve both retention and usage a progressive way that goes beyond direct memorization. Many learners use strategies such as, memorization, repetition, and taking notes Schmitt (2000, p.132). Cohen and Apeck (1980) cited in Carter (2000, p.196) found that students of Hebrew, who tried a range of Interlingua and language-internal mnemonics association generally reformed new words with greater efficiency.

2.1.14.5 Cognitive Strategy

Cognitive strategies require mental engagement with language, by studying materials and doing tasks in order to develop understanding and learning in general. Cognitive strategies includes (guessing meaning of unknown words from context and using repetition to facilitate memorization) Grenfell and Harris (1999, p.44/45).

2.1.14.6 Repetition

Nation (2001, p.8) Repetition is a good strategy for learning vocabulary, because it helps to develop language knowledge. In addition, the quality of knowledge also rises up quantity of words knowledge. Learners can

remember target words when they spend much time on revising vocabulary.

If learners meet words again and again forgetting doesn't happen Philip, T and Anna (2010, p.8) says "*One of the keys to vocabulary learning is repetition*". Repetition is a good strategy to memorize and retain vocabulary at any time Willis, J (2008, p.83) stated that "*Repetitive use of the learned vocabulary needs to be sustained for the knowledge to go from short-term or working memory to long term memory storage, from where it can be readily accessed for future use*".

Long term memory involves using repetition technique Allen, J (2006, p.35) said that "... *repetition is important in teaching vocabulary*". Teachers need to encourage students to use this effective strategy. Bonet, D (1992, p.6) pointed out "*Repetition and multiple exposure to vocabulary items are important*". Learners need to study words that appear frequently. Learning vocabulary is simply about remembering, so students need to revise and write new words many times

Repetition is an important way to recall or 'retrieve' words and than simple seeing or experience Sokmen(1997) cited in Mc Carteen, J (2007, p.16). In fact, remembering words is linked to meaning rather than the shape Wagner e t al (1994) cited in Willis(2008,p.117) "*Words were much more likely to remembered when subjects concentrated on semantics (meaning)rather than on their appearance*"

Memorization is an effective strategy for improving their vocabulary. Willis, J (2008, P.116) said that working memory, or short memory, involves the learners to hold information and retain it in the near future. Working memory can save information for about 20 seconds, there for

students have move information from short - term memory to long- term memory.

A lot of words can be acquired during exposing to different context, in order to know new word learners need to practise it more and more and use it in sentences. Nation and Warring (1997, p.80) stated that “*learners need to encounter words frequently in authentic speaking, reading, and writing tasks*”. But the great challenge how to hold them for longer time Willis , J (2008 , p.83) noted out that" *Repetitive use of the learned vocabulary needs to be sustained for the knowledge to go from short , term or working memory to long term memory storage , from where it can be ready accessed for future use "*.

Learners can easily memorize target words when they spend much time studying different aspects of words such as, its spelling, pronunciation, it's part of speech related derived forms, and its meaning.Students centered approach is effective method to improve retention and usage and its better than single memorization Nation (1994, pp.6-7).

2.1.14.7 Meta Cognitive

Generally speaking, knowing a word is complicated process Grenfell and Harris (1999, p.44) stated that, “*In general meta cognitive strategies concern thinking about processing language or the learning process and act less on language itself than know about processing language*”. Word meaning doesn't come from exposure to reading, but much vocabulary is learnt through making efforts to discover words meaning.

According to Carter (2002, p.203) depth knowledge of vocabulary develops learning language “*A range of meta cognitive strategies are necessary for vocabulary learning. In particular the greater the depth of*

processing involved in the learning, the more secure and long term the learning is likely to be”.

Table (2.4) illustrates the complete classification scheme proposed by Schmitt.

<p>Vocabulary learning strategies (V L S)</p>	<p>Discovery strategies</p> <p>Consolidation strategies</p>	<p>Determination strategies</p> <p>Social strategies</p> <p>Social strategy</p> <p>Memory strategy</p> <p>Cognitive strategy</p> <p>Metacognitive strategy</p>
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Table (2.4) Schmitt (1997, p.2005).

Figure (2-2) shows how vocabulary knowledge and metalinguistic related to each other.

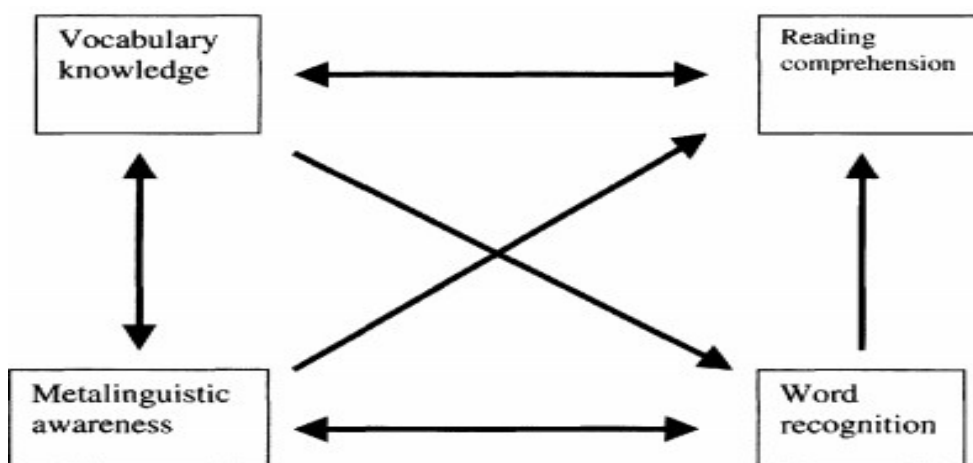


FIG. 2.2. Some hypothesized causal links between metalinguistic awareness, vocabulary knowledge, word recognition, and reading comprehension.

Hiebert, and Kamil, (2005, p.36)

2.1.14.7 Inference Strategy from Context

Learners can acquire a lot of words through reading or listening Bonnet, D (1992, p.6) claims that “*Most of 20,000 words learners know or understand come from listening or reading them in context. Context is the surrounding words in a sentence that gives clues to meaning*”. Students can infer meaning from context by referring to some words that help get the meaning. Richness of vocabulary is available for developing vocabulary. When exposing to different context learners acquire a large quantity of words. Learning vocabulary through content materials help students to better and deal with specific reading in context Hiebert, E and Kamil, M (2005, p.7)

Context is generally occurred before or after a word or phrase. Context helps to figure out the meaning of a word or phrase, etc. Learners can quickly find the meaning of unknown words by using synonyms, antonyms or thinking about the meaning in general.

Besides, research studies show that learners can remember new words quickly, if they think about them in relation to their own knowledge and

use them in meaningful context. Words relationship is the best strategy anyone can use to find the meaning of words McCarthy & O'Dell (1997, p.7). Inferring the meaning of unknown words is a complex process Hunt & Beglar (2005, p.27) claim that” *Successfully inferring vocabulary from*
”*context is problematic for a variety of reasons*
Richness of vocabulary is available for vocabulary developing. Vocabulary words are those that the learner will find when exposing to different contexts. Learning vocabulary through content learning materials help students to better equipped to deal with specific reading in context area. Inferring the meaning during reading texts is essential strategy Carter (2002, p.240) “*The skills of guessing and of using context clues to make inference is important, especially in reading foreign*
.”*language*

Furthermore, context means the words the surrounding particular words that help knowing the meaning through referring to clues. Clearly, clues can be in the same sentence as the unknown words or in the sentence that come before or after the word. There are many types of clues for example, synonyms, antonyms, examples, or general meaning Olsen, A, (2010, p.6). Context studies have shown that using affixes and roots alone as a means of guessing meaning is unreliable. Also once a word is analyzed according to its part of speech, this guess is more likely to result in distorting the interpretation of the context to modify the guess of the meaning Carter, D (2002, p.211).

Carter (ibid p.213) said that “*The more advanced the learners, the more likely they are able to benefit from learning words in context*”. Learning can be divided into incidental and intentional learning Nation defines learning from context as:

When learners come across a difficult word, they might find a synonym or an antonym that can help figure out the meaning of a word. In addition, understanding one of the antonyms can help to infer the meaning Suter, J (2004, pp.49/50). In addition, the information around the text helps discover the meaning of the new words Suter, J (2004, p.51) said that *“Sometimes readers will find an example in the text that helps them better unlock the meaning and understand a difficult word “*.

Furthermore, using context clues is generally reliable and is the most practical way of unlocking the meaning of unfamiliar words, the approaches have limitation. Specifically context clues can:

1. Often reveal vague rather than precise meanings
2. Usually give a single way, because many words have many meanings.
3. Sometimes context clues too obscure to be helpful
4. Rarely provide certainty Smith, R (2012).

Research on teaching context clues have reported that students can learn to employ linguistics (e.g. word definition and synonyms) to infer word meaning through context Baumann, J etal. (2005) cited in Hiebert, E and Kamil (2005, p.181). Generally speaking, sufficient time should be spent on inferring words meaning from context Nation, P (2005, P.3) pointed out *“whenever the guessable word occurs in reading text the teacher train learners in the guessing from context strategy”*.

Context clues enable learners to discover the meaning of unknown words. Although, context doesn't provide information of unfamiliar words completely, it does provide important starting point. There for when a word has many meanings it is better to look to the context before referring to a dictionary Smith, C (1997, p.75). Learners can use non linguistics such as pictures and graphs Scott cited in Kamil&Hiebert

(2005, p.80) said that *“Inference the meaning of a word from context involve more than accessing linguistic information about a word”*.

Inferring meaning from context is an essential strategy for developing reading and comprehension. There for, learners need study to variety of strategies to develop guessing meaning Bumann and Kaeemeui (1991) cited in Allen (1999, 16) claims *“Context clues are relatively in effective meaning for inferring the meaning of the specific words”*.

It is easy to discover the meaning of unknown words by looking to surrounding words in the context Smith, C (1997, p.64) pointed out that *“Clues to the meaning of such key words are sometimes provided by context. This means that information in the surrounding sentences often helps to clarify the meaning of unfamiliar words”*. Using some information such as synonyms, antonyms or pictures around the unknown word help to understand the meaning.

Learners need to use linguistics and linguistics strategies to find the meaning of unknown words Bauman (2005) cited in Hiebert&Kamil (2005, p.7) Claims *“Context clues involve the linguistics (e.g., words, phrase, sentence) and non linguistics (e.g., illustrations, typographic feature) available surrounding an unfamiliar word, which a reader can use to infer the word meaning”*.

There are four useful strategies to figure out the meaning of unfamiliar words such as:

1. The general sense of the sentence or text.
2. Synonyms or definition of words.
3. Examples, of the unfamiliar words.

4. Ideas used to compare and contrast with unfamiliar words Quinley, E (2004, p.23).

When learners encounter to words that are unfamiliar, they need to gain meaning from the context. The information in the surrounding sentences often support to identify the meaning. Context doesn't give a complete definition of such words, but can provide important information that helps understanding Smith, C (1997, p.63). Inferring meaning from context is an essential strategy for developing reading and comprehension Carter (2002,p. 240)" *The skill of guessing and of using contextual clues to make inference especially in reading foreign language and especially if the learner is to become more self reliant*"

Context helps any one to clarify an unfamiliar word clearly; it does provide starting point. In addition, If learners know how to figure out the meaning of unknown words without consulting a dictionary; they can master them and use them in other context. It's better look closely at context because many words have a variety of meanings Smith ,C (1997, p.75).

The best way to acquire vocabulary is through exposing to variety of texts Stahl (2005) cited in Hiebert, L &Kamil, M (2005,9) stated that "*Learning words involves exposing to different contexts by repeated encounters words and practice these seem to be important for the acquisition of vocabulary. Extensive reading is also one of the ways which students can learn vocabulary in rich context*". Further more, context helps anyone to figure out the meaning through using clues. Moreover, by applying different strategies and focusing on some words students can increase their store house of word. In fact, context can help students develop communication abilities. Smith, B (1997, p. 190).

Inference is a good strategy that helps to support knowing the meaning Smith, C (1997, P.67) claims that " *when we use inference , we take the information we are given and then rely on our knowledge and thinking ability to find relationships that may not be apparent at first glance . We have to analyze what we are reading and then rearrange it in our own mind "*. There is a potential power to use word- part to infer meaning Baumann, James etal cited in Hiebert, E and Kamil (2005, p.181) said that " *Word part clues are meaningful parts of (morpheme) that can identify and then assemble of previously unfamiliar word"*.

2.1.14.8 Flash card:

Flash cards have several positive effects in studying words. For example, it serves as pre- test to examine how well learners know a word and use it in a sentence. Other benefits of the flash cards, it bring fun, and enjoyment Olsen, A (2010, p.7). Many students prefer to use flash cards for vocabulary self testing. Flash cards are effective techniques that involve at least three components: writing down (copying) the L2 word on the front of a card, writing the word's L1 meaning on the back, and then using the card to become familiar with new word and its meaning.

2.1.14.9 Mnemonics

A mnemonics is a mental game to help memorize words quickly. For example, to spell the word piece, think of a piece of pie. Acronyms and poems are good examples Bonnet, D (1992, p. 10).

2.1.15.1 Dictionaries:

Bonnet, D (1992, P.21) defines a dictionary as follows: “*Reference book containing a selection of words usually listed in alphabetical order, with information about their meanings, pronunciations, and histories*”. It is necessary to provide learners with more practice in the finding the dictionary entry for unknown words, depending on the context Lorraine, C & Nane, N (1994, p .xv).

Beside, dictionaries help learners to know a lot of information about words such as,

1. Definition
2. Spelling
3. Number of syllables / pronunciation
4. Part of speech
6. Synonyms / antonyms Bonet , D (1992 , p. 28).

According to Redman, S (1997, p.8) A good bilingual dictionary or a good English-English dictionary helps to learn the meaning of new words. A dictionary gives information as follows:

- The meaning / the pronunciation (using phonemic symbols)
- Word grammar e.g. advice (U) uncountable noun.
- Common collocation e.g. (do homework).
- Example phrase or sentences.

- Synonyms or opposites. Redman, S (1997, p.8)

Moreover, dictionaries are organized according to entries (words) which are arranged in alphabetical order. Guide words are printed at the top of each page help finding entries quickly Bonet, D (1992, p. 23). There has been considerable interest in the role played by dictionaries in language development, particularly in the learning of English as foreign language lexicography. Dictionaries have a good image and social prestige. Almost every English language learner as S/L or F/L owns one Carter (2002,p.150).

Allen, J (2006, p.33) argues that there are some reasons that simply looking a word in dictionaries and write them down doesn't work. For example, the definition may be inaccurate for the geographical locations, and the dictionary definition can also be incomprehensible when applied literally.

Most dictionaries include this information in any entry:

1. The pronunciation- symbols show how a word is divided into syllables and stress
2. The part of speech- usually abbreviated such as (n. for noun, v. for verb...etc).
3. The definition
4. An example , of the word in a sentence
5. Synonyms and antonyms
6. The etymology – the history of words

7. The spelling of different forms of the word Olsen, A (2010, p. 3).

The most famous dictionary is Oxford English Dictionary (OED), published in England. It is an abridged dictionary, because it includes all words and all definition of each word. There are several dictionaries for example, The A Mercian Heritage Dictionary (paperback), Webster College Dictionary Bonet, D(1992, 21).

2.1.15.2Thesaurus

The word thesaurus originated in the Greek language and moved into Latin before entering English. Thesaurus gives a clear idea of what the word means. Words are matched with synonyms and antonyms Smith, C (1997, p. 135). In addition, It is a helpful book and essential reference to look up words .It is full of synonyms Bonnet, D (1999, P.38). Nair, K (2005, p.13) claims that thesaurus helps learners to achieve better command of vocabulary; it groups words together under head words that express similar to their important meanings.

A thesaurus lists words and their synonyms (words that have similar meanings) you will find thesaurus in a dictionary, in library, or computer. Thesaurus can help expanding vocabulary and vary words choices Joanne (2010, pp.83/84). Generally, words are arranged according to meaning, usually by using a word as a head e. g Under walk we can find stroll , pold , stride , etc., with explanations McCarthy and Odell (2001 ,p.9).

2.1.16 Lexical Relations

2.1.16.1 Synonymy

Synonyms are words that have the same meaning or nearly the same. Synonyms help recognizing and building vocabulary. Here are some example, of synonyms (answer/ reply, pain / ache, uncooked / ripe ...etc) Suter, J (2004, p.8). English language has many words with similar but slightly different meaning. For example, (fair, windup). **Fair-** light, blonde, pale, colourless, bleached). **Windup** – end, finish, complete, close, stop, conclude, discontinue. Mentioned that synonyms are two or more words that are closely have related meaning. There are common pair of synonyms as, big / large, broad / wide, buy / purchase Yule, G (2010, P.117).

Synonyms are words that enable learners to figure out the meaning of a new word. Suter, J (2004, p.23). Synonyms are words with one or similar or same meanings. The words below show one synonyms for each:

Under / beneath- chubby / plump- friend / companion-pick / choose-allow/ permit Gordon, J (1994, p.41).

2.1.16.2 Antonyms

Yule, G (2010, p.117) pointed out that, antonyms are two forms with opposite meanings .Some common examples are the pairs: (big / small, alive/ dead, married / single, old / new). There are two types of antonyms, “gradable” (opposite along scale) and “non-gradable” (direct opposite). Antonyms are words that have opposite meanings e.g. (new/ ancient, short/ tall, safe/ risky) Suter , J (2004, p.20).

An antonym is a word that is opposite in meaning from the entry word. For example dark is the opposite of light; tall is the antonym for short. Unfortunately, antonyms aren't organized in dictionaries as often as synonyms. They usually appear after the synonyms. Antonyms are words with opposite meanings. The following words show antonyms: (arrive / depart entrance / exit, bridge / tunnel, polite / rude, guilty / innocent) Bonet, D (1992, P.37).

2.1.16.3 Homonyms

Homonyms are different words that have the same sounds. For example, night or knight, four or for, by or buy Suter, J (2004, P.51). Homonyms refer to one form (written or spoken) has two or more unrelated meanings, as in these examples:

bank (of a river)- bank (financial institution).

bat (flying creature) – bat (used in sports).

mole (on skin) – mole (small animal) Yule, G (2010, p.120).

2.1.16.4 Hyponymy

Yule, G (2010, p.119) explained that *“When the meaning of one form is included in the meaning of another form, the relationship is described as hyponymy. Examples are the pairs of animal / dog, dog/ poodle, flower/rose, vegetable/ carrot”*.

2.1.16.5 Homophones

Homophones are words that sound the same, but they have different spelling and meanings: **here** and **hear** or **to**, **two**, and **too** for example.

Some homophones are quite different to know than others. There for the meaning of the words can be only clarified by looking to the contexts. Smith, C (1997,p.6).

2.1.16.6 Register

Register refers to style on speaking or writing. Many words learners can use, have a particular register. For example, “apparel” is a formal or literary word for cloth and to wind someone up is both British and informal Mc McCarthy & O’Dell (2001, p.65)

2.1.16.7. Idioms

Idioms are group of words whose meaning is different from the meaning of the individual words. For example, over the moon has nothing to do with the literal meaning of a moon: it means extremely happy or exited Gairns & Redman (2011, p.5). In fact, all languages include idioms-expressions that have specific meaning. The words in idioms aren’t easy to understand and taken literally. For example, to “spill the beans” means to tell the secret to someone who isn’t supposed to know about it Hutchinson, E (2004, p.80).

Idioms are fixed expression with meanings that are usually not clear. The individual words often give you no help in deciding the meaning. The expression to feel under the weather, which means ‘to feel unwell’ is atypical idiom .Context can help to discover what the idioms meaning of idioms.

Grammatical

Get the wrong end of the stick [misunderstand]

Pull a fast one [trick / deceive someone]

Poke your nose in (to) [interfere]

You are a pin in the neck. [A nuisance /difficult person] McCarthy& O'Dell (2001, p. 148).

Any language has particular combinations of words that aren't meant to be understood literally. These phrases – called idioms – have special meaning. For example, “hang out” which means to spend much of your time here Quinenly, E (2004, p.86).

Moreover, English language contains thousands of idioms. An idiom is a phrase whose meaning can't be understood with the meaning of each separate word Bonet, D (1992, p.111) for example, run into (encounters; meet) and fly off the handle (become angry). Table (2.4) shows some idioms usually used by Americans:

Idiom	Definition
1. Light your belt.	Economized /spend less money.
2. On pins and needles	nervous/ exclude.
3. An arm and leg.	a large amount of money.
4. In a pinch.	When nothing else is available.
5. Nest egg	money set aside or saved.
6. Face up to	accept something unpleasant.

Table (2.5) Adapted from Bonet, D (1992, p.111)

2.1.17 Teaching Vocabulary

It appears that, teaching vocabulary is neglected and most teachers spend less time to teach words. Even though, the large quantity of words that must be taught, vocabulary instruction is seen as time consuming to many teachers Stahl (2005) cited in Hiebert, L &Kamil , M (2005, p.101). Indirect or implicit vocabulary acquisition occurs when students engage in extensive oral interaction and when they read. This implicit vocabulary learning increases, the more widely they read and the variety of texts and media they encounter Willis, J (2008,P.122).

Allen, J (2006, p.68) suggested multiple opportunities to teach new words use and apply word learning strategies in the following ways:

1. Use context to figure meaning
2. Explain how to use dictionaries, thesaurus, and hand book.
3. Connect words to large concept
4. Create visuals, webs, organizers to develop memory links of words.
5. Extend knowledge by showing multiple meanings
6. Discrimination between common knowledge and specialized vocabulary

Thomas, B (1996 ,P.4) states that students need to learn words from variety of common texts and vocabulary which all learners acquire at an early level come from different studies. The varied and enjoyable exercise includes (gap filling, matching and word building). Vocabulary instruction is importance in acquiring words. According to Ellis(1995) cited in Carter(2002,p.16) *“To the extend vocabulary acquisition is about meaning, it is an explicit learning process”*. Presumably, carefully

designed vocabulary teaching materials can enrich vocabulary knowledge and develop student's awareness of words. Vocabulary must be explicitly taught to English language learners if they are to catch up to grade-level standards. At the same time, this vocabulary instruction must be part of a comprehensive language/ literary programme. Explicit word knowledge consisting of phonemic phonological, and morpheme awareness, decoding, and understanding of the multiple meanings of the words should occur in the context of teaching reading and listening texts.

By applying different vocabulary activities students enjoy and their motivation towards learning increase Olsen, A (2010, p.xi) mentions *“Studying vocabulary must bring fun and enjoyment through different reading texts and interactive and collaborative Activities and games”*. Michael, Graves (2006, pp. 4-6) offers a framework for successful vocabulary programmes that supports students' progress of word knowledge. The basics of his instructional programmes include the following to develop robust vocabulary:

1. Provide rich and varied language experiences.
2. Teach individual words.
3. Teach words learning strategies.
4. Foster word consciousness.

Explicit and implicit reading at school or at home, in rich and varied topics, is correlated to the development of strong vocabulary. Willis (2008, p. 122). In addition, effective vocabulary teaching can positively impact on student's comprehension, therefore it ought to be rich, intensive

and provide essential words full of information and cover wide ranges of topics.

In fact, one of most powerful strategies to develop lexical vocabulary knowledge is to figure out the meaning of unknown words from context Olsen, A (2010, p. xi) pointed out that *“Instructors ought to develop the skill of guessing the meaning of new words through introducing predicting activities because new words are located somewhere in context”*.

Graves & Watt (2008, p.186) teachers need to build words consciousness to develop the abilities of acquiring new words they suggested that:

1. Create a word rich context
2. Promote word recognition
3. Promote word play
4. Foster word consciousness through writing.
5. Involve students in real investigations
6. Teach students words. In teaching vocabulary, the teachers concern on the aspects of vocabulary that needs to be taught.

Ur (1996, p.60) mentions many aspects of techniques that are essential in teaching vocabulary as follows:

- A. Form: pronunciation and spelling
- B. Grammar

C. Collocation (the collocation is particularly combination of words by arranging them together).

D. Denotation, connotation, and appropriateness. A word sometimes has two meanings when applied in context.

E. Aspect of meaning: meaning relationship.

Petty (1980, p.2859) suggested that teachers can do some activities that can create and develop learning process such as:

A. Chart of illustrating pictures (fruits, vegetables, furniture ...etc).

B. Children may retell stories read by the teachers

C. Children may play word game

D. Describing objects (clothes, animals ...etc)

Teaching vocabulary should be taught in every curriculum, because vocabulary is more than learning words relation and using them in context Nagy (2007, p.71). Besides, teaching vocabulary needs to be included when designing any syllables, and it also needs plentiful of time practicing it inside classrooms, since learning a language is not just about learning grammar O'Dell (1997, p.20) cited in McCarteen (2007, pp.6-7). Scott and Nagy, cited in Hiebert, E &Kamil (2005, p.85) suggested some ideas for vocabulary instruction:

1. Create multiple word schemas with students.
2. Help students build words relationship
3. Enable students to discriminate between related words.

4. Encourage students to use concepts. .

Direct vocabulary instruction is effective when teachers implement the best strategies such as inferring and using words in context Kamil & Hiebert (2005, p.7) pointed out that *“There is a need for direct instruction of vocabulary items required for specific text”*. Learners can easily memorize target words when they spend much time studying different aspects of words such as, its spelling, pronunciation, it’s part of speech related derived forms, and its meaning. Students centered approach is effective method to improve retention and usage and its better than single memorization Nation (1994, pp.6-7)

Presumably, it is the role of the teachers to narrow the gap when children begin kindergarten with the goal of reading, listening, and speaking vocabulary of between 2,500 and 5,000 words by the end of kindergarten McKeown & Beck (1988) cited in Willis, J (2008,p.81). One of the methods of teaching language is through learning about knowing and understanding words. This approach gives learners great opportunity to improve language learning Thornbury, (2004, p.vi) mentioned *“The development of new approaches to language teaching which are much more ‘word centered”*.

In addition, most teachers neglect teaching vocabulary in most language classes, and most courses in L2 focus on reading, listening, reading, writing, and grammar, but very few vocabulary courses exist. In fact, students acquire vocabulary on their own without guidance. Coomber, Peet and Carl (1998, p.12) explain that.”*Without teacher instruction, context clues might actually mislead learners as they deal with some of the most important words in a passage”*

Moreover, the studies examined in the NRP Report (NICHD,2000) suggested that vocabulary instruction does help a lot to comprehension, but methods must be appropriate to the reader's age and ability. The role of vocabulary in reading comprehension is well known, but there continues to be little research that conclusively identifies the best methods or combinations of methods of vocabulary instruction Butler, Shari e tal (2005, p.2).

Repetition strategy is the key of vocabulary learning Schwanenflugel. etal (2005) cited in Hiebert, l &Kamil, M (2005, P.172) pointed out that “ *the more ways vocabulary was targeted , the more children vocabulary improved*”. Traditional vocabulary instruction doesn't help teach word learning strategies Stahl (2005) cited in Hiebert ,E &Kamil, M (2005, p.96) claims that "*Many English as second language teachers are unaware of using the effective strategies in teaching vocabulary.*"

Teaching vocabulary involves using variety of techniques as Smith, C (1997, P.189) suggested some ways and approaches to expand learning vocabulary:

1. Learn synonyms, antonyms, and homonyms.
2. Learn prefixes and suffixes.
3. Learn words with groups.
4. Discover meaning from context.
5. Create word maps and webs.
6. Play the analogies game.
7. Searching words in dictionaries and thesauruses.
8. Learn roots Latin and Greek words.

Oral practice between teachers and students is necessary to increase vocabulary range and is effective approach Schwanenflugel.etal cited in Hiebert, L&Kamil ,M(2005, p.157) stated that " *both the quality and the*

quantity of teachers talk is critical in affecting the size and quality of children vocabulary ". To sum up, many students build their vocabulary learning by using strategies such as, collocation, denotative meanings of words, the multiple meaning of individual words. These are essential to expand vocabulary knowledge Stahl (2005) cited in Hiebert, E &Kamil, M (2005, p.9).

Teaching vocabulary techniques ought to aid to understand the store words and use them it in context Carter (2002, p.239) ” *For most learning purpose, vocabulary needs to be taught for comprehension and for production*”. In addition, predicting activities are essential to enable students to discover the meaning of target words without looking to the definition. The predicting activity also helps them to identify context clues is one of most active methods of vocabulary development Olsen, A (2010, p.ix).

Table (2-5) shows vocabulary criterion/ adapted from (Nation 1993, p.219)

criteria	Definition
Range	The extent to which a word occurs in the different type of texts
Coverage	The capability of a word to replace other words
Frequency	The number of occurrences of a word in the target language
Learn ability	The extent to which a word can be learned without difficulty
Language needs	The extent to which a word is regarded as “required” by the learner in order to communicate

Table (2.6) adapted from Nation 1993, p.219)

Effective vocabulary instruction involves spending much time on building words, helping students to identify morphological and semantic relationships between words, improving their sensitivity to words with

multiple meanings and to contextual variations in meanings Nagy (2005) cited in Kamil & Hiebert (2005, p.42).

Chall, J & Bldwins (1990) cited in Willis ,J (2008, P.81) claims that " *if vocabulary isn't enriched by 3rd grade, children have declining comprehension scores in the later elementary years*". Moreover, Priorities needs to be given to effective strategies such as, collocation, denotative meanings of words, and the multiple meaning of individual words. Stahl (2005) cited in Hiebert, E & Kamil, M (2005, p.9).

The low of vocabulary quantity and quality is due to the lack of conversational between teachers and students. In addition, the insufficient of oral practice in teaching might affect vocabulary learning Hiebert & kamil, M (2005, p.157). According to Willis, J (2008, PP.93/94) stated that "*Explicit vocabulary instruction targets at least two broad categories: un familiar words with high generalizability that are likely occur in different context, and words necessary for understanding concept specific content area words such as those that might be found in science text books*"

There is a little attention on how vocabulary should be taught in reading and little regard given to factors that might facilitate students words learning from such texts Scot (2005) cited in Hiebert, L & Kamil, M (2005, p.69). In fact, one reason teachers are concerned about teaching vocabulary is to enhance the ability of comprehending texts that students assigned to read. There for if students don't understand the meaning of the words they encounter in texts their comprehension is likely to be compromised Pikiluski. J & Templton (2004 , p.5).

The amount of vocabulary children need to know each year estimated to be about 3,000 words a year. There for teachers need to use best methods

for vocabulary learning such as comprehensive approach which consists of the following components:

1. Use instructional reading aloud.
2. Teach the meaning of root words, prefixes, and suffixes.
3. Link spelling to reading and vocabulary instruction.
4. Teach the uses of dictionaries, thesaurus, and other references.
5. Teach model, word learning strategy.
6. Create deep interest in language learning Pikuluski, J &Templton (2004,p.4).

Stahl and Fairbanks (1986) cited in Hiebert & Kamil (2005, p.105) suggested some ideas for vocabulary instruction:

1. Effective vocabulary instruction should give variety and contextual information about a word.
2. Effective instruction requires learners to link unknown word to their previous knowledge.
3. Effective vocabulary teaching involves exposing to a large quantity of words from different texts.

Students can expand their word knowledge, if vocabulary instruction is integrated with suffixes, prefixes, and roots. In addition, they can connect future new words with stored memory to recognize familiarity in the new word and use the previous knowledge to identify the new words Willis, J (2008, p.108).

It has been found that instruction in the strategy of increasing vocabulary through recognition of word roots, prefixes, and suffixes can help students develop not only in their vocabulary, but in their level of reading in general Willis ,J (2008,p.109). To conclude, when learners practise using vocabulary, this can provide them the chances to find the meaning of word and encourage them to use word actively through writing,

replying to questions and group words into variety of concepts or topics. Students have to do these interactive exercises in small groups to discuss and share their responses Olsen, A (2010, p.xii). Besides, much of vocabulary is ought to be learned explicitly and incidentally Schmitt(2008,p.330) in his hypotheses pointed out that *"Vocabulary learning programs needed to include both an explicit, international learning component and a component based around maximizing exposure and incidental learning"*.

2.1.17.1 Techniques in teaching vocabulary

Vocabulary is acquired in various ways. Students are exposed to a large number of new words or phrases during lessons by teacher or by texts or other materials. Obviously, a lot of vocabulary can be automatically obtained through communication Harmer (1993, p.159). As McCarthy (1992, p.108) suggests, before presenting new language, pre teaching activities are essential to activate knowledge and to make new words more meaning full. Pre-teaching activities are also needed to motivate students to study particular subjects or topic successfully. Panel suggested 21 methods of teaching vocabulary that have been found to be effective in research project. These methods focus on underlying concepts of words and collocation. Kamil, & Hiebert, (2005, p.8). Stahl (2005) cited in Kamil, M &Hiebert, L (2005, p.8) mentioned some methods that improve vocabulary such as semantic mapping, diagrams that use graphics. Another method- the key word method-use words that highlight salient features of meaning.

It is generally recommended that teachers must present new words through pictures, objects, mime, and gesture. These techniques support memorizing new words effectively Bates,(1979, p.10) Moreover, it is useful for students to discover the meaning of new words themselves

from context than to acquire the meaning passively from the teacher Bates, M (1979,.27). It is crucial to concentrate on giving pronunciation and meaning at the same time when presenting new words. Bates, M (1979, P.9) claims out that "*pupils should grasp the meaning of the new words or structure at the same time as they learn the pronunciation*".

Traditionally, translation has been the most widely means of presenting meaning of new words- assuming that there is a close match between the target word and its L1 equivalent. It is therefore very economical, and especially suitable for dealing with incidental vocabulary that may crop up in a lesson. Actions and gesture are appropriate to teach beginners, and with mixed nationality classes, where translation is not an option. It is also a technique has been reclaimed by Physical Response (TPR).

Another technique that has been found to have a considerable role in increasing L2 learners' vocabulary is the key word technique. The key word technique is "a mnemonics strategy for elaborating upon an unfamiliar words or concept by making it more meaningful and concrete" Foil & Alber, (2002, p.135). During lessons teachers need to give positive feedback that includes variety of activities .Teachers can build confidence and clarity about words through oral practice, reading in rich context, or playing vocabulary games. These are the effective ways for developing vocabulary Willis, J (2008, p.85).

2.1.18 Incidental Vocabulary

Incidental vocabulary learning acquisition defined as the learning of new words as by- product of a meaning focused communicative activity, such as reading, listening and interaction. It occurs through multiple exposures to a word in different contexts. This strategy increases extensive comprehensible input and independent learning Huckin and Coady

(1999, p.185). Vocabulary that arises from extensive reading and rich oral materials is needed Hiebert & Kamil (2005, p.8) stated that *“Although direct and explicit guidance on specific words and on word learning strategies are critical, the Panel’s conclusion also points to incidental learning of vocabulary”*

Definitely, extensive reading develops vocabulary acquisition and improves inferring skill. This process developed successfully through extensive reading that occurs in balanced literary programme Scot (2005) cited in Hiebert,L & Kamil, M (2005, p.69) claims that *“ many words are learned incidentally through the independent reading of text”*. Nagy e t al. (1985) cited in Allen, J (2006, pp.15-16) mentioned In the research about incidental learning vocabulary *“Massive vocabulary growth seem to occur without much help much help from the teachers”*.

Furthermore, much of the research has been done to investigate the role of incidental learning in developing vocabulary. In fact, most of words that learners encounter come from context of reading. There for students need to expose to variety of reading materials Anne, E (2005) cited in Hiebert, E & Kamil, M (2005,pp.46/47.

Incidental learning doesn’t mean that the learners don’t attend the words during the task. Incidental vocabulary learning requires to use the words in sentences or looking up words in a dictionary, but they don’t need to put these in long term memory Laufer (2003, p.574). Moreover, vocabulary can be learnt through incidental learning. Much of a students' vocabulary will have to be learnt in the course. Repetition richness of context, and motivation may also to the efficacy of incidental learning of vocabulary Hiebert, L &Kamil, M (2005 , p. 7).

Learners can enlarge their stock of vocabulary through listening, or reading extensively Gunningham (2005) cited in Hiebert, L& Kamil, M

(2005,p.49) mentioned that " *A large number of research body provides overwhelming evidence that a substantial amount of vocabulary development occurs as result of incidental encounters with language*".

An accumulation of research showed that words can be learned incidentally through the independent reading, oral dialogue discussion or reading aloud to children Scott cited in Hiebert&Kamil (2005,p.71)

Furthermore, much of vocabulary can be learned through incidental learning. In fact, students' will have to be learned in the course of doing things other than direct vocabulary learning. Kamil, M &Hiebert, L (2005,p.7).

Since learners expose to extensive reading they can acquire a large number of words, which as the same time brings pleasure and fun. There is evidence that extensive reading is attractive to develop vocabulary learning Grabe & Stoler (2002) cited in Schmitt (2006,p.2). Reading is a good opportunity to acquire new words Scott cited in Hiebert & Kamil (2005,p.71) mentioned that " *Even a simple encounter with a word in text can facilitate word learning*". Hiebert & Kamil (2005,p.9) confirm that " *There has been much discussion about the role of wide reading in incidental learning*".

2.1.19 Word Formation

Learners can expand their vocabulary knowledge by learning suffixes, prefixes Bonet , D (1992, p.45) pointed out that " *by learning some of the common prefixes, suffixes and roots you can increase your vocabulary by several thousand words with much difficulty* "

2.1.19.1 Base Word:

According to Smith, C (1997, 15),

Base words are the simplest and most familiar words in the English language. They are complete in themselves and don't need anything else

to make their meaning clear. For example, dog, cat, rabbit, elephant, run, walk, and stumble are all base words. So, are and, the, fast, slow, up, and down. Whether base words have one syllable or several, they are always complete and make sense as independent words.

2.1.19.2 Root Words

Thousands of new words have been added to English language in the sixteenth and seventeenth centuries. In fact, English language has borrowed more words from Latin than any other languages. English has taken many words from Greek, either directly or through Latin. French, Italian, Portuguese, and Spanish also contributed Bonet, D (1992, p.17).

In fact, English language contains thousands of words that originated in other languages. Most of words used today were taken from Latin, Greek, and French Smith, C (1997, p.145)

A root word is the original word which carries the basic meaning. For example, the word transmitting consists of three parts trans -mitt-ing (The root word is **mit** meaning" to send" Bonet, D (1992, p.46).

A root is a part of an English word that has been borrowed from a word in another language. Each root retains the meaning of the original word, but a root isn't a complete word in itself. It must be joined to another part (affixes) or other roots so as to make sense in the English language. Besides, thousands of English words built on roots from Latin or Greek. There for the role of root words are necessary and contribute much to understand word structure and meaning. Latin and Greek roots share a large number of English words today Smith, C (1997, p.174).

Moreover, roots are parts of words that have been borrowed from other languages such as Latin, Greek e. g the word import and portable, the root part is taken from the Latin word **portare**, which means "to carry". Smith, C (1997 , p.49).

2.1.19.3 A Latin Words:

A large number of English words have been borrowed from Latin language.

Many English words include Latin roots. Here are some examples:

Root	Meaning	example
dict	speak	contradict
mort	death	mortal
sci	know	conscience
temp	time	tempo
aud	hear	audience.

Table (2.7) from Quinenly (2004,p.48).

2.1.19.4 The Greek Language:

It is clear that Greek language is older than Latin. In fact, many Latin words were borrowed from Greek. Greek words play an important role in the information of many English words.

Table (2.8) shows some Greek words:

Root	Meaning	Example
graph	write	autograph
therm	heat	thermometer
gam	marriage	monogamy
scop	see	microscope

Table (2.8) Adapted from Smith , C (1997, p. 150).

2.1.20 Affixation:

The term affixes include both prefixes and suffixes. Affixes can be added to the root to form and expand the number of words Smith, C (1997, p.49)

2.1.20.1 Prefixes

Prefixes are a group of letters that can be added to the beginning of root to give negative or specific meaning. Presumably, the term prefix can be defined by Quineley, E (2004, p.49) as *"A group of letters added to the*

begging of a word. The result is new word with different meaning". Here are a list of prefixes adapted from McCarthy & O'dell (1997 , p. 1)

prefix	meaning	example
anti	against	Anti-war antisocial
auto	Of or by oneself	Autograph autopilot
bi	Two, twice	Bicycle bi-monthly
ex	former	Ex-wife ex-student
ex	Out of	Extract exhale
micro	small	Micro-computer
mis	Bad wrong	Misunderstand mistranslate
mono	One single	Monotonous monologue
multi	many	Multi-national multi- purpose
over	Too much	Overdo oversleep
post	after	Postwar postgraduate
pseudo	false	Pseudo-scientific
re	again	Retype reread
semi		Semi-final semi-circle
sub	under	Submarine subway

Table (2.9) Adapted from McCarthy& O'Dell (1997, p.18)

2.1.20. 2 Suffixes:

A suffix is a letter or group of letters added to the end of the root of words. They identify the parts of speech or change the meaning .For example the word **prospect** changes to prospector (noun) or prospective (adjective) Bonet, D (1992, p. 46).Quinenley, E (2004, p.52) claims "*Suffix is a group of letters added to the end of a word*".

Suffixes are word parts added at the end of the words. A suffix can change a word part of speech e.g **jump** (verb) – jumper (noun). Suffixes can be attached to the roots to form variants of the roots Smith (2012, p.1)

The following table shows some suffixes:

Noun suffix	meaning	Example
ance- enceance-	Presence	presidency
dom	State - condition	kingdom
er , - or - ress	One who does the activity	Painter , actress
ism	Doctrine / act	Marxism
Ist	One who supports doctrine	feminist
hood	State of	childhood
ment	State, quality	statement
ness	State of	shyness
tion	Performance of activity	transaction
ity	State of	reality

Table (2.10) adapted from Bonet, D (1992 , p.53).

2.1.20.3 Compound Nouns

Compound noun includes two nouns or an adjective and a noun. Examples of compound nouns (alarm clock, credit card, dining room etc...).Compound noun are written as two words e.g.(credit card), but sometimes they are joined by hyphen (e.g. baby-sitter) or written as one word e.g. sunglasses) Redman (1997, p. 26). A compound noun is an expression which is made up of more than one word and function as a noun(e .g address book, human being, science fiction) McCarthy & O'Dell (1997, p.26).

2.20.4 Compound adjective:

A compound adjective is formed from two different words, and sometimes three. Compound adjectives are usually written with hyphen

e.g. (good- looking, well- known) and the stress usually on the both parts of the compounds e.g. (a well-directed film) Redman (1997, P. 28).

2.1.20.5 Abbreviations:

Abbreviations are simply the shortening of words. Some abbreviations come from Latin.

There are some common abbreviations as follows:

Aux. Auxiliary- **c/o** incase of

C Celsius **Co.** Company

Corp. corporation **gov.** government

etc. {Latin et cetera} and so on.

i.e. {Latin id est.} that's Benet, D (1992, p.130).

2.1.20.6 Acronyms:

Acronyms are kind of abbreviations, i.e. they are formed from initial letters of syndrome.). An acronym is a word formed by the first letter, or first syllables, of two or more words. For example, the word' radar' is an acronym formed from "radio detecting and ranging". McCarthy & O'Dell (1997, p. 20).

2.2 Previous Studies

2.2.1. Mohammed Bakri carried out (PhD) a study in (2010) which investigated the problem of vocabulary learning and loss, encountered by third year, secondary school students in Atbara. Mainly it seeks the relationship between vocabulary learning in the one hand and its loss on the other hand. The research also attempts to elicit and assess the major causes of learners' loss and learning problems, with a view to propose some solutions. The researcher sample consisted of 400Students from third level, secondary school students for the school year 2009-2010, including the pilot test which was (100) students. This is in addition (100) teachers of English language from Atbara and the surrounding localities.

The method followed is the descriptive and analytical method. Two instruments were used to collect data. An achievement test including 100 items, and a teachers' questionnaire of (50) questions distributed among (100) teachers of English. The conclusion was reached that there were a rate of vocabulary loss among students which reaches up to (61%). The results may be attributed to the followings:

A. The four language skills aren't sufficiently implemented to support students' vocabulary exposure.

B. The students are not motivated enough to advance their vocabulary repertoire.

C. The syllabus presentation for the newly tough words lacks appropriateness

One the base of findings, the researcher offered his recommendations and conclusions.

2.2.2 Abdallah Shibani carried out a research on the strategies impact on developing vocabulary learning in Libya. This study was done in Libya, during academic year 2008/2009. The research diagnoses the problem of learning vocabulary to the students of Libya. The results indicate that the students in general are badly in the skill of inferring meaning of the difficult words from context. The results also indicates that the students are either not familiar with this strategy or lacking vocabulary knowledge.

2.2.3 Agbal Abdalah Mohamed carried out (PhD) thesis in (2014) that investigates English specialized vocabulary learning strategies for university students in Sudan. It employed the analytical research method. The researcher also, made interview with 10 of experienced teachers of English in designing English courses. The findings of the study showed that 95% of the teachers were aware of VLSs (vocabulary learning

strategies) in teaching specialized English vocabulary. Moreover, there were insufficient practices in vocabulary learning strategies in English language syllabus.

The findings revealed that: students had positive attitudes towards VLSs. 80% of them were interested in using multimedia strategies. However, there a lot of difficulties facing students in learning specialized English vocabulary knowledge of vocabulary. Also, they find difficulties to communicate with foreigners who share the same field of study.

2.3 Summary of Chapter Two

This chapter is divided into two main parts. The first part of this chapter provided a theoretical background for the study. It set up a systematic theoretical framework to the field of second language vocabulary learning. The discussion then developed and concentrates on the different aspects of the field of vocabulary learning. The second part of the chapter overviewed some of the related literature. It highlights some problems that resemble the one under study.

Chapter Three

Research Methodology

Chapter Three

Research Methodology

3.0 Introduction:

This chapter outlines the method used in this study. It describes the procedures followed by the researcher to elicit the requirements information from the subjects under investigation. This includes the followings:

1. Description of the research methodology.
2. Description of the instrument.
3. Pilot study.
4. Description of population and sample.

3.1 Description of the research methodology

The study examines the use of vocabulary learning strategies and the ability of students to infer unknown word meaning from context clues. The research has implemented of both analytical and descriptive method in order to measure the reliability of the study.

A control and experimental test were used. The test is divided into seven questions. All the questions were about vocabulary learning strategies and inference meaning of unknown words. A written questionnaire was compiled addressing (50) English language lecturers. The questionnaire is used as data collecting tool, it is composed of seventeen items in order to attain the objectives and aims. The questionnaire aimed to recycle information concerning vocabulary learning strategies. (70) Students from Almughtribeen University in the first level were used in the experimentation. Informants are Sudanese EFL University students. Their mother tongue is Arabic.

All of the informants firstly studied English for (4) years in the basic school and (3) years in secondary schools. The first group consisted of 30 students used for control test .The experimental group consisted of 30 students. The group was trained to use vocabulary learning strategies such as (collocation, suffixes, prefixes, synonyms, antonyms, infer meaning etc.). The group studied about 16 lessons .The test was about vocabulary learning strategies and inference meaning consisted of (7) categories each of them examined a specific area.

The test categories were about analyzing words part of speech, synonyms, antonyms, prefixes, suffixes, grouping words, using word in meaningful sentences, word definition, and inferring unknown word meaning from context, in this question the students were asked to respond to multiple choice questions. The exam was well managed.

3.2 Pilot Study

The data collection phase was introduced by a preliminary step called pilot study. This pilot study PS was carried out in order to certify the efficiency of data collection mechanism. Moreover, it would assure the reliability of the test and questionnaire. The reliability of the test which concerns its consistency, consistency of results obtained and how accurately this test is designed. In addition to that, pilot study would illustrate the usability of the test, in terms of the objectivity and simplicity or difficulty of test items.

3.2.1 The test validity and reliability

Validity

As the test considered standardized the face validity is checked by a number of university professors, all recommended their face validity.

The content validity

The test validity is checked according to the scores of the pilot group. In order to obtain an adequate sample, the researcher selected a group of subjects from the general population. The aim of this representative proportion of the population is to provide a degree of insight into the test and how to administer it. On the other hand, the results of this pilot study would provide a chance for avoiding biased and misleading results through revising, modifying and correcting test items. The total number of respondents who participated in this pilot study was ten; they were selected from the total population to provide a database.

The total Mark designated for test was 100 marks. Furthermore, the test was organized into seven questions. Question (1) was about word collocation. The total number of items used in this question was 5, two marks for every correct answer. Question (2) is devised to use words in correct sentences. In particular, this question handles the issue of using a word in a suitable context. The total number of items used in this question was 15, one mark for every correct answer. Question (3) is designed mainly to test students' linguistics knowledge regarding classifying word parts of speech. This question is consisted of (10) different items. The total mark specified for the question is 10 marks. It required respondents to provide background information. This question, in part of it, deals with part of speech, such as *nouns, verbs, adjectives, prepositions...*etc. In question (4) students were tested on antonyms and synonyms .This question is consisted of (15) different items. The total mark specified for the question is 15 marks, one mark for every correct answer. This question contained pairs of word and students were asked to decide if the pair of words is synonym or antonym. Likewise, question (5) about putting words into groups. The total number of items was 15 one mark for

each .This question solicited informants to group words under suitable titles.

In question six students were tested on prefixes and suffixes. This question is consisted of (15) different items. The total mark specified for the question is (15) marks, (5) marks for prefixes and (10) marks for suffixes. Question (7) is designed to test students' abilities to infer word meaning from context. The total mark for this question is (20) marks. Tow marks for each correct answer.

Students were requested to answer the questions of the test and to feel free regarding:

- The time allocated for the test.
- Clarity of questions and test items.

Students manage to answer all the questions of the test. The average time to finish the test was found to be 2hours. After marking their answer sheets, results were arranged from the highest score to the lowest. The emergent results then were divided and classified into two groups. To increase the precision of analysis, results were tabulated into quantified terms.

This pilot study was very important because it enabled the researcher to modify some items of the test. In the light of the PS, a number of modifications were made. In addition, it was found that some items need more explanation therefore, they were clarified. As a result of this feedback, some items of the test were modified and others were substituted.

The conclusions arrived at through the PS were taken into account in making many modifications and formulating a final test paper. Consequently, the results of this pilot study urged the researcher to carry on and conduct the main test.

Thus far, the researcher is satisfied that the items of the test proved to be clear, valid and promising as a data collection tool to be implemented. The first version of the test that was used in the pilot study is enclosed in appendix (I).

To perform a successful research, it is necessary to pursue an effective data collection criterion. The aim of this criterion is to obtain adequate results and findings that convene the objectives of the research. For this purpose, the researcher assumed testing to be the data collection tool. That is because testing is used to measure certain areas of difficulty and concern when acquiring a second language. And if it is used effectively, a test will give good results, provided that it contains short clear questions to elicit information. Moreover, testing is always performed under controlled conditioned, it gives informants a chance to think decide and revise. That is why testing is considered to be a useful tool that is widely employed to acquire data from respondents.

In this respect, this test is of a specific purpose and a limited objective. It is to assess the subjects on the performance and knowledge of English vocabulary learning strategies. In addition, the ability to infer unfamiliar words meaning from context. The test is going to be conducted under controlled conditions to arrive at greater precision and accuracy. Another consideration about this test needs to be taken into account is that the test boundaries extended to encompass the whole field of English vocabulary.

3.3 Test Content

Within the scope of this test (part one/ part two), the criterion adopted for data collection, it was decided to concentrate on the subject matter of vocabulary in general and in vocabulary learning strategies and inferring meaning in particular.

3.3.1 Vocabulary learning strategies test

The total Mark designated for test was 100 marks. Furthermore, the test was organized into seven questions.

Question (1) is about using verbs and adverbs in the box below to complete the sentences. It is required respondents to make collocation between words. This question, in part of it, deals with words' association such as (nouns, verbs, adjectives, adverbs...etc).

Question (2) Use these words in correct sentences. In particular, this question handles the issue of using a word in a suitable context. The total number of items used in this question was (10), one mark for every correct answer.

Question three. Put these words in the correct column according to its part of speech. This question is consisted of (15) different items. The total mark specified for the question is 15 marks, one mark for every correct answer. In this question, students were asked to identify and put the words according to their part of speech (nouns, verbs, adjectives...etc)

Likewise, question (4) Write (O) for the pair word that have opposite meaning and (S) for the pair of words that have the same meaning. The total marks for this question was (15) marks. In question (5) organize these words in groups under each title. Students were asked to group words together according to their semantic relationship. Students were tested on word grouping. This question is consisted of (10) different items. The total mark specified for the question is 15 marks, one mark for every correct answer.

Question (6). (Part one/ part two) A. Combine the prefixes with words and use it in the sentences. (B) Use the words at the end of each sentence to form a word that fits the space. The total mark specified for the question is 15 marks, one mark for every correct answer.

Question (7) is designed mainly to test students' linguistics knowledge to infer unknown word from context. This question is consisted of (10) different items. The total mark specified for the question is 20 marks.

To confirm that the achievement test measures what it is mainly designed to measure; it was evaluated by a panel of experts in educational studies and EFL Specialists. Their recommendations and comments were carefully considered. Test questions were reformed according to their suggestions. Moreover, prior to the main study, a pilot study was conducted, with a group of 10 students who were excluded from the sample, to check the reliability of the pretest and posttests. Cronbach's alpha was calculated for all the questions. The total value for the control test was (0.855), while the alpha value for the experimental test was (0.828), which indicates that the questions were highly reliable.

Reliability Statistics of the test

	Cronbach's Alpha	N of Items
pretest	0.855	7
Post test	0.828	7

Table (3.1)

Table (3.2): Pilot Test analysis:

Questions	N	Minimum	Maximum	Mean	Std. Deviation
Q1	10	0.00	6.00	3.30	2.263
Q2	10	0.00	7.00	3.60	2.011
Q3	10	0.00	5.00	2.70	1.767
Q4	10	0.00	8.00	3.80	2.616
Q5	10	2.00	8.00	5.20	2.149
Q6	10	0.00	8.00	4.80	2.440
Q7	10	6.00	12.00	7.90	1.912
QT	10	18.00	40.00	31.20	7.3907

Following the implementation of the pretest and post-test, scores were calculated and analyzed by using the SPSS for Windows version 16. The mean and independent sample t-test was used to compare the mean scores of the two groups. After that, the result of the group was calculated in terms of a percentage. All the students failed the test, the maximum score was 40 marks and the mean was (31.20). The researcher then selected the common mistakes in order to carryout in-depth analysis and highlighted the frequently occurring mistakes. The researcher then revised and checked the accuracy, usefulness and completeness of the data.

3.4 Questionnaire Reliability

The questionnaire (Appendix B.) is also conducted to measure the main study variables. The face and content validity of the questionnaire for the sake of the face and content validity, the researcher has followed certain procedures to obtain both. As for the face validity the researcher prepared the version of the questionnaire and showed it to experts and university professors. In the light of their comments much re-wording and modifications have been made. Most of the experts suggested that the questionnaire wording should be clear, simple and direct; these comments are taken in consideration.

To strengthen the validity of the final version of the questionnaire, a pilot run of it is necessary for rewarding ambiguous or poorly worded items and to eliminate unsuitable items or add others. Also it is necessary to ensure that all the items of the questionnaire are eligible to the subject of the study. Ten copies of the questionnaire are distributed to the questionnaire to ten teachers. After the collecting their responses, it is found that they all ensured and their contribution is complete. These responses are computed and statistically analyzed.

3.4.1 The reliability and internal validity

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

Table (3.3): Reliability and Validity:

Questionnaire	
reliability coefficient	validity coefficient
0.85	0.725

Source: prepared by researcher, using SPSS, 2016

Notes from the results table (3.3) that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one. This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable. The questionnaire is finally consisted of (16) questions.

3.5 The population of the research

The population of the research were university students and English language lecturers. The first group was chosen for the experiment. They were in the first level from Almughtribeen University, who study

management. The students enrolled in the academic year (2015/2016). They were girls and boys. Their ages were between 18 & 20 years. (10) Students were chosen for the pilot test. (30) Students were chosen for the experimental test. While about (35) were chosen for control test. A group of English language lecturers consisted of (50) were chosen for questionnaire.

3.6 Description of research instrument

The instrument of data collecting is based on questionnaire as well as a test. The questionnaire was set out addressing (50) lectures. The questionnaire consisted of 16 statements. Then the questionnaire copies were handed over to the subjects by the researcher himself who collected the copies. The researcher asked experts of English language teachers for review and critique. The entire subject said the questionnaire was clear, so that the researcher consider this comment as an indicator of the face validity of the questionnaire.

3.6.1 The Setting: Place and Time

The test was implemented at the University of Almuḡhribeen, classroom (F3) on December, 2015 .A copy from the test that had been distributed and achieved by the respondents in this study is enclosed in appendix (I).

3.6.2 Procedures

The procedure began after the modification of the test. Prior to administering the test, a pilot study was carried out. Data collection started by submitting the test to the respondents. Time allocated for this test was (2) hours. It was conducted as a group test, thus all the (70) students of the first level at the faculty of management have their chance to attempt every item of the test.. Some of the students were involved in the previous pilot study and others were new. The test extended for nearly an hour, but at the end, all respondents accomplished it.

3.6.3 Data Analysis

In this study, the technique used to analyzed data was the frequency counts and percentages. Stylistics figures were used to provide accurate findings. Tables and figures were used to simplify the results

Summary of Chapter Three 3.6

This chapter has discussed the methodology and the research design adopted by the researcher in this study. This was followed by introducing the selecting criteria of subjects and the procedures followed to collect data from the respondents. In part of it a pilot study took place as diagnostics measures for the main test. Moreover, this chapter highlights the methods of data analysis utilized.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Research Discussion

4.0 Overview

The ultimate aim of this chapter is to present, analyze and discuss the results of respondents. Eventually, the outcome of this will lead to the findings of the study obtained through data collection mechanism. The data was estimated using frequently counts and in order to increase the precision of analysis, results were tabulated into quantified terms and converted into percentages.

4.1 Results of the Test.

Regarding the results obtained from the test to ensure the equivalence and homogeneity of the two groups of participants in terms of vocabulary performance before starting the treatment, the results are revealed in table. **Table (4.1):** pretest scores analysis (Control group)

Questions	N	Minimu m	Maximu m	Mean	Std. Deviation
Q1	30	0.00	8.00	2.87	2.145
Q2	30	0.00	10.00	3.90	2.604
Q3	30	0.00	10.00	4.30	2.395
Q4	30	0.00	10.00	4.70	2.168
Q5	30	0.00	9.00	5.03	2.157
Q6	30	0.00	9.00	4.90	2.090
Q7	30	2.00	14.00	6.60	3.179
QT	30	12.00	60.00	32.00	13.084

From table (4.1), the maximum of total score of control group was (60), and the minimum of total score was (12). The mean score was (32) with standard deviation (13.084).

Table (4.2): Experimental group scores analysis (Experimental group)

Questions	N	Minimum	Maximum	Mean	Std. Deviation
Q1	30	2.00	10.00	5.43	2.063
Q2	30	.00	10.00	5.60	2.112
Q3	30	.00	12.00	7.73	3.3932
Q4	30	1.00	13.00	8.70	2.4372
Q5	30	3.00	13.00	8.60	2.238
Q6	30	7.00	14.00	9.50	2.162
Q7	30	6.00	18.00	11.47	3.319
QT	30	34.00	80.00	57.17	12.693

Table (4.3): Comparison of control group and experimental group results

Tests	N	Minimum	Maximum	Mean	Std. Deviation
Pretest (control group)	30	12.00	60.00	32.667	13.084
Posttest (experimental)	30	34.00	80.00	57.167	12.693

From table (4.3), we can see that the minimum total score in the control group was (12) points, while in the experimental group were (34). The maximum total score in the test was (60) points, while it was (80) in the posttest. The mean of control group scores was (32.67) with standard deviation of (13.084). On the other hand the mean of posttest was (57.167) with standard deviations of (12.693).

The mean value of the experimental group observed (57.167) was greater than the mean for the control group (32.67), this indicates that the experimental group showed a significant advantage over the control group with regard to the scores gained in the post-test.

Table (4.4): T-test analysis for students' achievement

Group	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.
				Lower	Upper			
Experimental	24.50	17.33	3.164	18.028	30.971	7.742	29	0.000
Control								

Table (4.) proves that there was a significant difference between the results of the control group and the experimental group, as the (t) value was 7.742, which is statistically significant at $\alpha < 0.05$.

Q1: Use these verbs and adverbs in the box below to complete the sentences. The full mark of this question (10) points, in the control group there were only (6) students represented (20%) who score above 4 degree. that means the remaining (80%) failed in answering this question. This indicates very bad students' performance.

While in the experimental group Q1 was answered correctly by (23) students represented (76.7%). This indicates good performance of the experimental group students. The mean of scores for this question was (2.87) in the pretest, while it reached (5.43) in the posttest.

Q.2. Use these words in correct sentences. The full mark of this question is (10) points. In control group there were (11) students represented (36.7%) passed. On the other hand in the posttest (22) students (73.33%) answered this question correctly, which shows significance difference between the two groups.

Q.3 Put these words in the correct column according to its part of speech. The full mark of this question (15) points, in pretest there were (4)

students represented (13.3%) passed. On the other hand in the experimental group (20) students (66.7%) answered this question correctly, this reflects good performance of experimental group.

Q4: Write (A) for the pair of words that have opposite meaning and(S) for the pair of words that have the same meaning. The full mark of this question (15) points, in control group there were only (3) students represented (10%) passed. While in the posttest (24) students (80%) answered this question correctly, this reflects very good performance of experimental group.

Q5: Organize these words in groups under each title: The full mark of this question (15) points, in control group there were only (5) students represented (16.7%) passed. While in the posttest (23) students (76.7%) answered this question correctly, this reflects good performance of experimental group.

Q6:(part one/ part two)A. Combine the prefixes with words and use it in the sentences from (1-10).(B) Use the word at the end of each sentence to form a word that fits the space. Use the following endings. The full mark of this question (15) points, in the control group there were only (4) students represented (13.3%) passed. While in the posttest (25) students (83.3%) answered this question correctly, this reflects very good performance of experimental group.

Q7: Guess the meaning of the underlined words, by drawing a circle round the best answer? The full mark of this question (20) points, in control group there were only (8) students represented (26.7%) passed. While in the posttest (23) students passed (76.7%).

4.2 Results of the Questionnaire

Regarding the results obtained from the questionnaire. The results are revealed in the figures and tables. The teachers' questionnaire results,

authenticated the results gained by the achievement test and proved all the study hypotheses correct.

Statistical methods used:

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

- 1 - Charts.
- 2 - Frequency distribution of the answers.
- 3 - Percentages.
- 4 - Alpha equation, to calculate the reliability coefficient.
- 5 - Median.
- 6 - Chi-square test for the significance of differences between the answers.

To get results as accurate as possible, has been used SPSS statistical software, which indicates a shortcut to Statistical Package for Social Sciences.

Verification of the Study Hypotheses

To answer the questions of testing study and verification of hypotheses will be calculated median for each of the phrases in the questionnaire and which show views of individuals the study, which was given Grade (5) as a weight for each answer "Strongly agree", and grade (4) as a weight for each answer "agree" grade (3) as a weight for each answer "neutral", grade (2) as a weight for each answer, " disagree" and grade (1) as a weight for each answer "strongly Disagree."

To know Trends answer, by calculated median. and then it will use the Chi-square test to know the significance of differences in answers.

- **Discussion of the first hypothesis**

"Vocabulary learning strategies are significant for vocabulary acquisition". Frequency distribution of the first hypothesis phrases

Answers:

Repetition and multiple exposure techniques improve vocabulary learning

Table (4.5): Frequency distribution of the first phrases Answers

Answer	Frequency	Percentage
--------	-----------	------------

Strongly agree	32	64%
Agree	10	20%
neutral	5	10%
Disagree	1	2%
Strongly disagree	2	4%
Total	50	100%

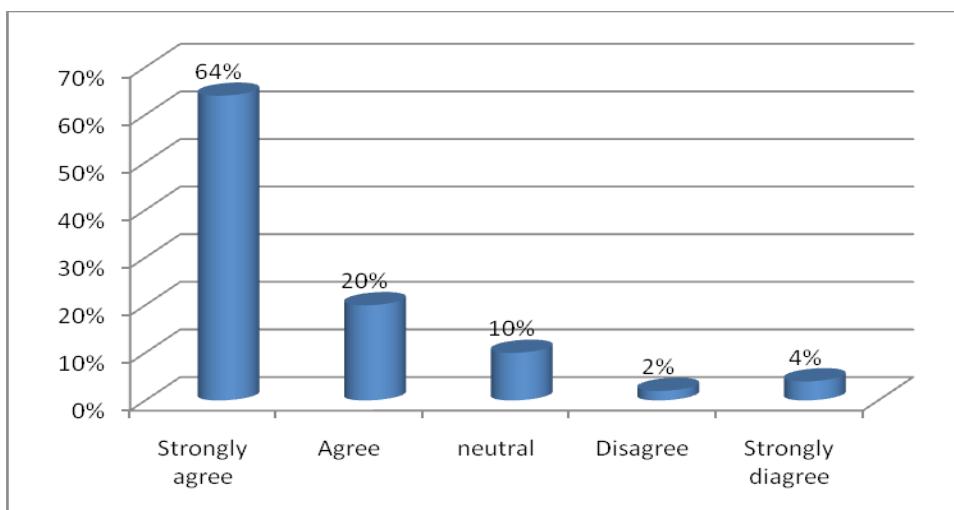
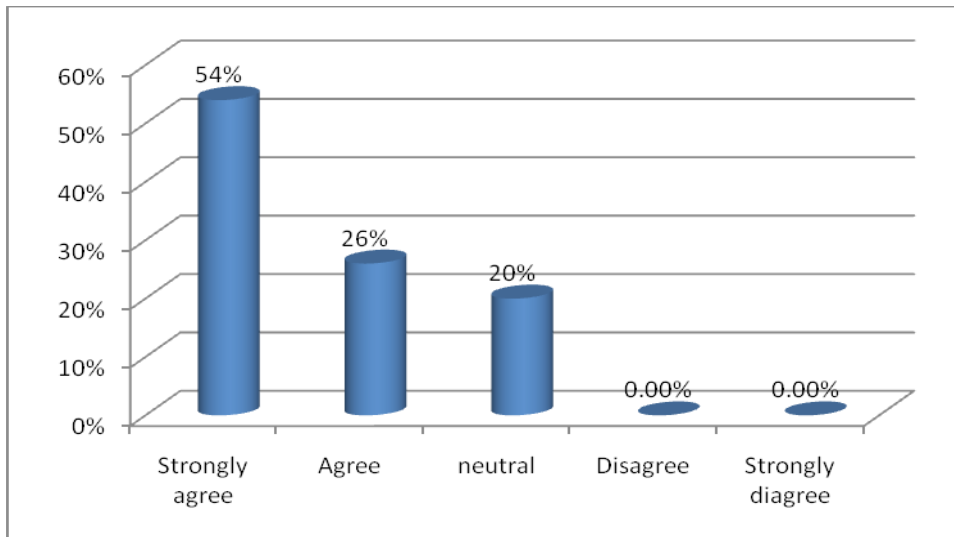


Figure (4.1) Repetition and multiple exposure techniques improve vocabulary learning. In statement one, 64% of English teachers pointed to strongly agree and 20% s agreed that repetition and multiple exposure techniques improve vocabulary learning. This shows the positive impact of multiple exposures to texts in improving vocabulary.

Word list is effective strategy to learn English vocabulary

Table (4.6): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	27	54%
Agree	13	26%
neutral	10	20%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100%



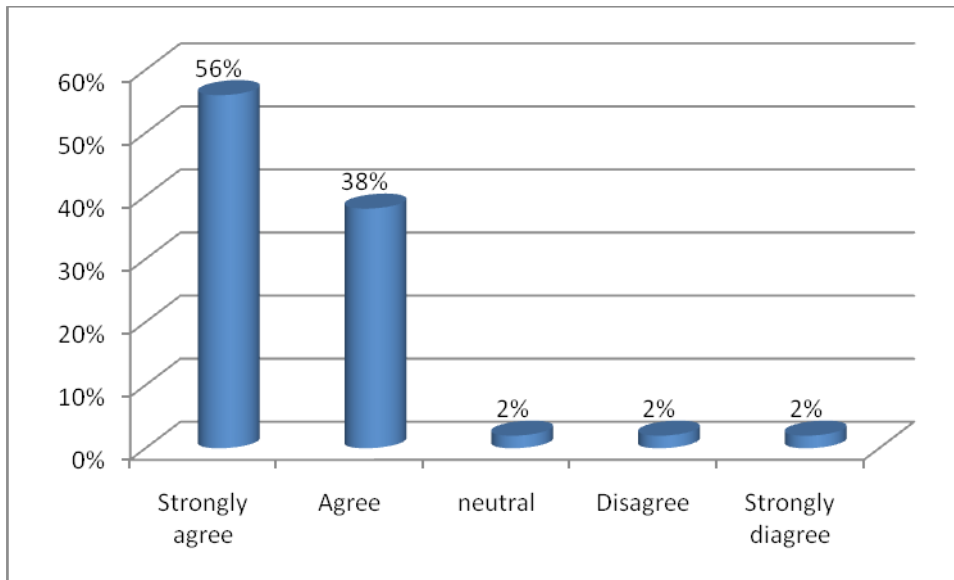
Figure(4.2) Word list is effective strategy to learn English vocabulary.

The sum of agreement is 80% who emphasized that Word list is effective strategy to learn English vocabulary. However 20% of the teachers chose neutral.

Computer technology is effective way that helps teaching vocabulary

Table (4.7): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	28	56%
Agree	19	38%
neutral	1	2%
Disagree	1	2%
Strongly disagree	1	2%
Total	50	100%

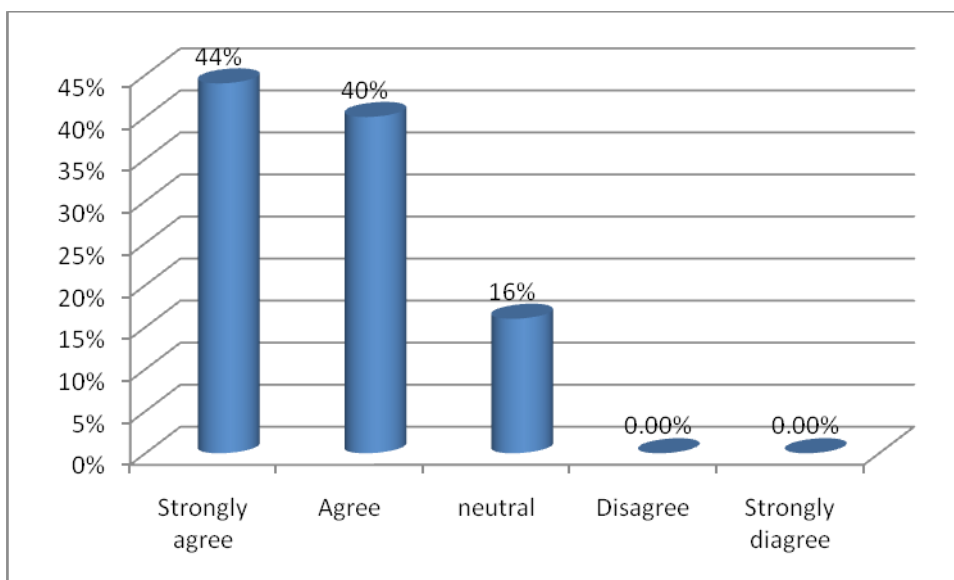


Figure(4.3) Computer technology is effective way that helps teaching vocabulary. The sum of agreement is 92% who are of the idea that Computer technology is effective way that helps teaching vocabulary. Using computer technology is semi absent in teaching vocabulary.

Vocabulary learning strategies consolidate words knowledge

Table (4.8): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	22	44%
Agree	20	40%
neutral	8	16%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100%



Figure(4.4) Vocabulary learning strategies consolidate word's knowledge. The sum of agreement is 44% of the teachers who emphasized that Vocabulary learning strategies develop vocabulary knowledge. 40% of the teachers pointed to agree. Looking at the sample statistic the mean score of experimental group in the vocabulary strategies test is (57.167) which indicate that there are differences of the statistical significance.

The fact that students use dictionaries to look up new words should be encouraged

Table (4.9): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	25	50%
Agree	16	32%
neutral	7	14%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100%

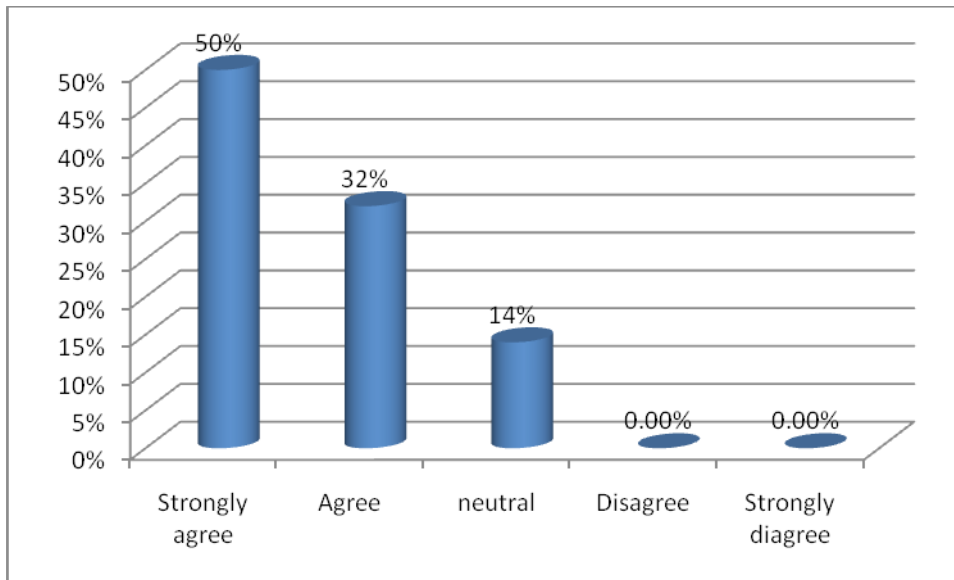


Figure (4.5) The fact that students use dictionaries to look up new words should be encouraged.

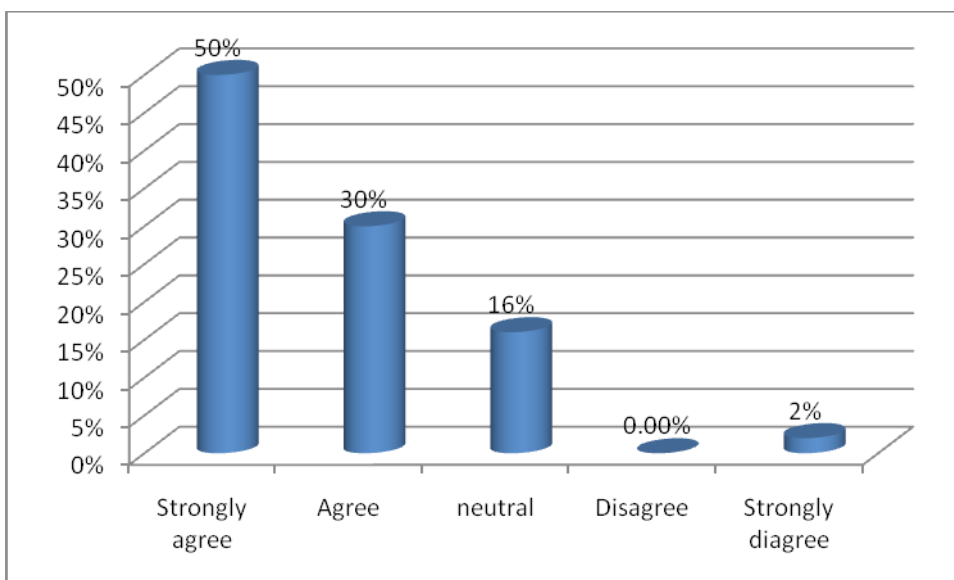
The total of agreement is 83% who are of the idea that students should use dictionaries to look up new words. This indicates that using dictionaries is essential to build vocabulary knowledge.. However, 20% pointed to neutral.

Suffixes , prefixes and roots help infer the meaning of unknown words

Table (4.10): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	25	50%
Agree	15	30%
neutral	8	16%
Disagree	0	0.0%
Strongly disagree	1	2%
Total	50	100%

Figure (4.6):



From table (4.10) and figure (4.6) Suffixes , prefixes and roots help infer the meaning of unknown words.

The total of strongly agreement is 80% who are of the idea that suffixes , prefixes and roots help infer the meaning of unknown words. However, 20% pointed to neutral.

Table (4.11): Chi-square test results:

N o.	Phrases	Chi-square value	P-value	Median	Trend
1	Repetition and multiple exposure techniques improve vocabulary learning	65.400	0.000	5	Strongly agree
2	Word list is effective strategy to learn English vocabulary	9.880	0.007	5	Strongly agree
3	Computer technology is effective way that helps	64.800	0.000	5	Strongly agree

	teaching vocabulary				
4	Vocabulary learning strategies consolidate words knowledge	6.880	0.032	4	agree
5	The fact that students use dictionaries to look up new words should be encouraged	24.720	0.000	5	Strongly agree
6	Suffixes , prefixes and roots help infer the meaning of unknown words	23.440	0.000	5	Strongly agree
Hypothesis		32.54	0.000	5	Strongly agree

Source: prepared by researcher, using SPSS, 2016

From the table above:

- The value of chi-square for the first phrase is (65.400) with (p-value=0.000 < 0.05), and depending on the table (4-2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the second phrase is (9.880) with (p-value=0.007 < 0.05), and depending on the table (4-2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree
- The value of chi-square for the third phrase is (64.800) with (p-value=0.000 < 0.05), and depending on the table (4-2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the fourth phrase is (6.880) with (p-value=0.032 < 0.05), and depending on the table (4-2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the fifth phrase is (24.720) with (p-value=0.000 < 0.05), and depending on the table (4-2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the six phrase is (23.440) with (p-value=0.000 < 0.05), and depending on the table (4-2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the first hypothesis (32.54), with (p-value =0.000 < 0.05) and depending on the table (4-2) and figure (4-1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

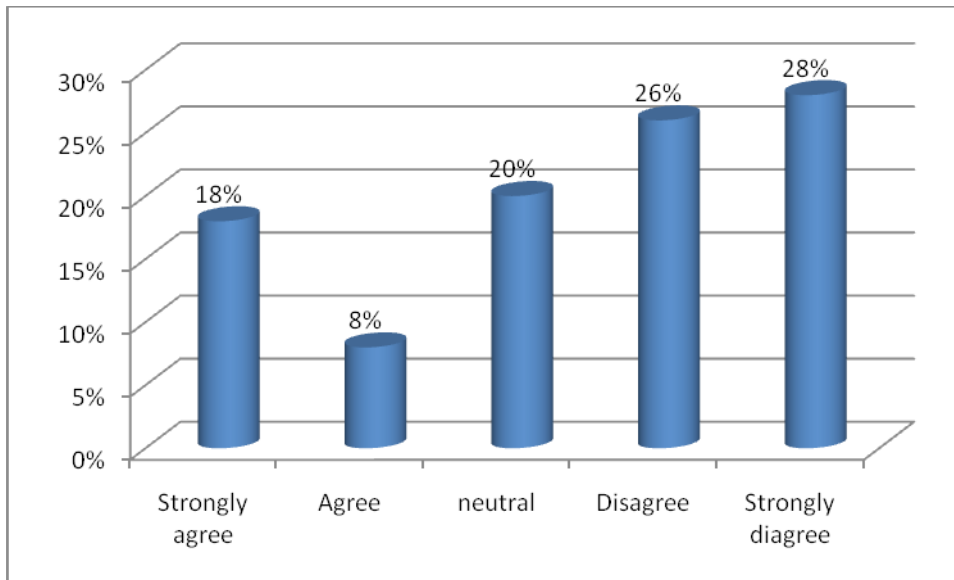
We conclude from the above that the first hypothesis "Vocabulary learning strategies are significant for vocabulary acquisition" has been achieved and in favor of strongly agree.

- **Discussion of the second hypothesis**
 - Students encounter difficulties to learn English language vocabulary.
- Students make associations between words

Table (4.12): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	9	18%
Agree	4	8%
neutral	10	20%
Disagree	13	26%
Strongly disagree	14	28%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016



.Figure (4.7) Students are able to make association between words
 A sum of 28% of teachers pointed to strongly disagree and 26% chose agree. However, 20% said neutral. This shows that students are unaware .of the strategy of words' relationship

Rare of using key word and semantic mapping methods

Table (4.13): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	23	46%
Agree	24	48%
neutral	3	6%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016

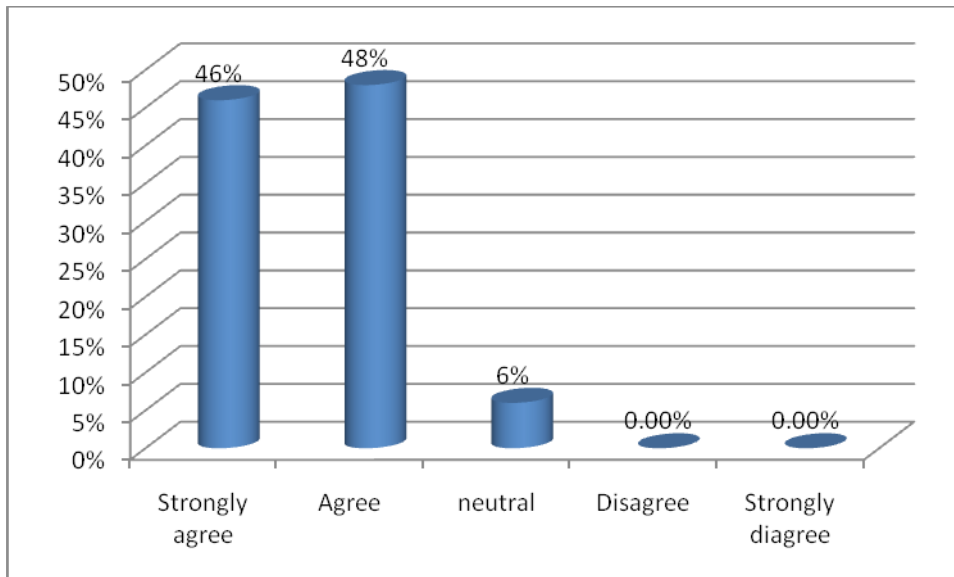


Figure (4.8).

The total of agreement is 80% who are said Vocabulary knowledge affects students' reading comprehension. This indicates that Vocabulary strategies can help students understand reading texts.

Students are rarely exposed to variety of reading texts

Table (4.14): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	6	12%
Agree	33	66%
neutral	5	10%
Disagree	2	4%
Strongly disagree	4	8%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016

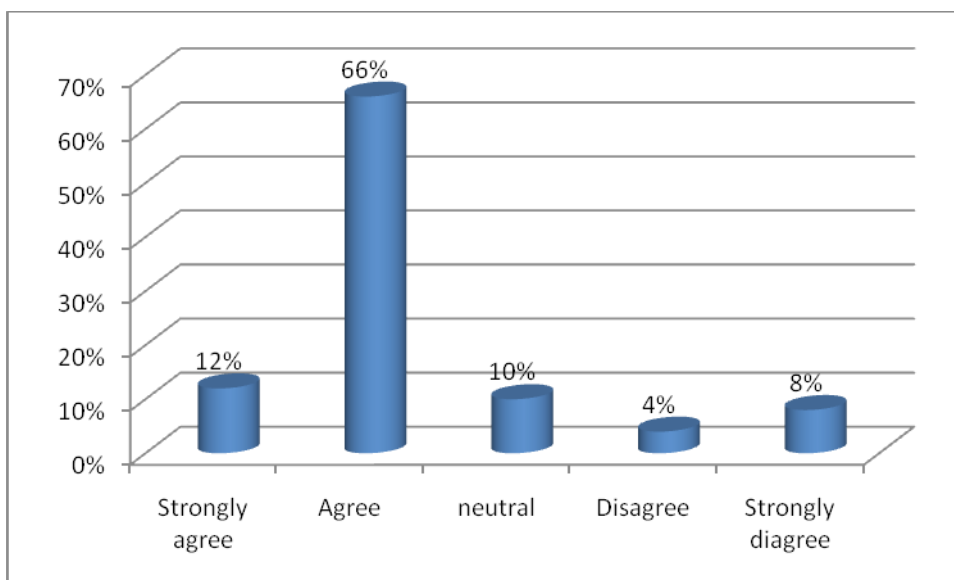


Figure (4.9) Students are rarely exposed to variety of reading texts. The sum of agreement is 78%. However, the rate of disagreement is 12%. This shows that the little exposure to reading is behind the low of vocabulary learning.

Table (4.15): Chi-square test results:

N o.	Phrases	Chi-square value	P-value	Median	Trend
1	Students make associations between words	6.200	0.185	2	Disagree
2	Rare of using key word and semantic mapping methods	16.840	0.000	4	Agree
3	Students are rarely exposed to variety of	67.000	0.000	4	Agree

	reading texts			
	Hypothesis	24.502	0.000	4
				Agree

Source: prepared by researcher, using SPSS, 2016

From the table above:

- The value of chi-square for the first phrase is (6.200) with (p-value=0.185 > 0.05), and depending on the table (4-4), this indicates that there is no significant differences at the level (5%) between answers of study individuals .
- The value of chi-square for the second phrase is (16.840) with (p-value=0.000 < 0.05), and depending on the table (4-4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the third phrase is (67.000) with (p-value=0.000 < 0.05), and depending on the table (4-4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

The value of chi-square for all phrases in the second hypothesis (24.502), with (p-value =0.000 < 0.05) and depending on the table (4-4) and figure (4-1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

- We conclude from the above that the second hypothesis “Students encounter difficulties to learn English language vocabulary.

" has been achieved and in favor of agree.

- **Discussion of the third hypothesis**

“Students face difficulties to infer the meaning of unknown words”

Students are able to use linguistic and linguistic clues to infer new words meaning

Table (4.16): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	4	8%
Agree	9	18%
neutral	10	20%
Disagree	24	48%
Strongly disagree	3	6%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016

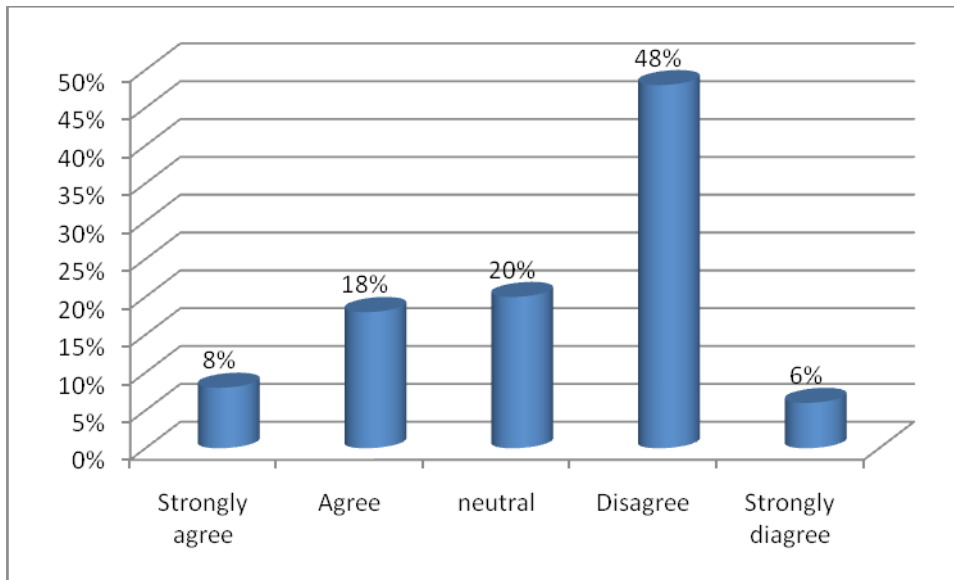


Figure (4.10) Students are able to make association between words. The sum of disagreement is 52% of teachers who are of the idea that. The total agreement is 26%. However, 20% of the teachers pointed to neutral.

The low of vocabulary knowledge is behind the failure of students to infer the meaning of unknown words from context

Table (4.17): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	12	24%
Agree	27	54%
neutral	5	10%
Disagree	2	4%
Strongly disagree	4	8%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016

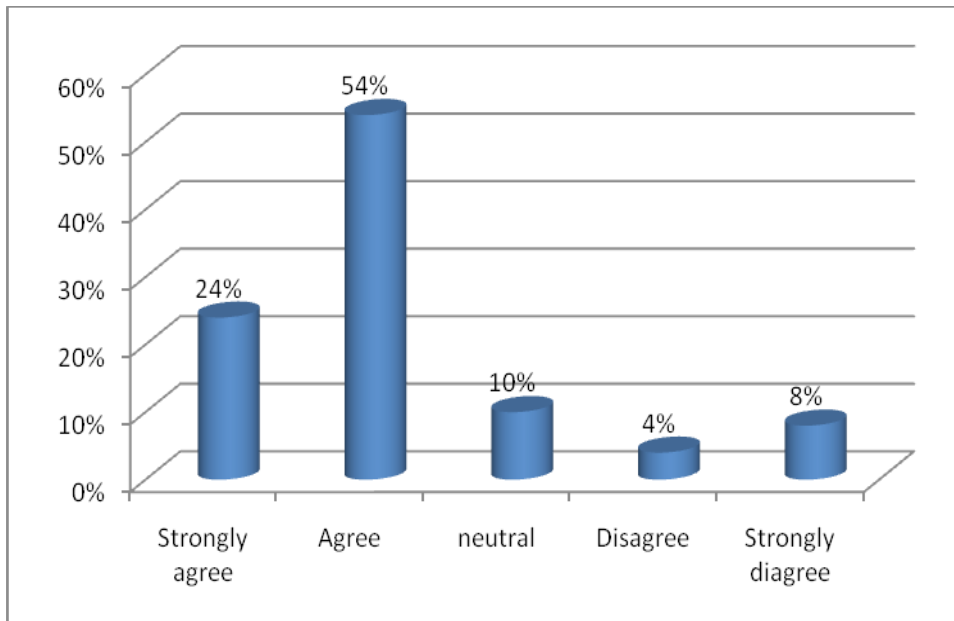


Figure (4.11)

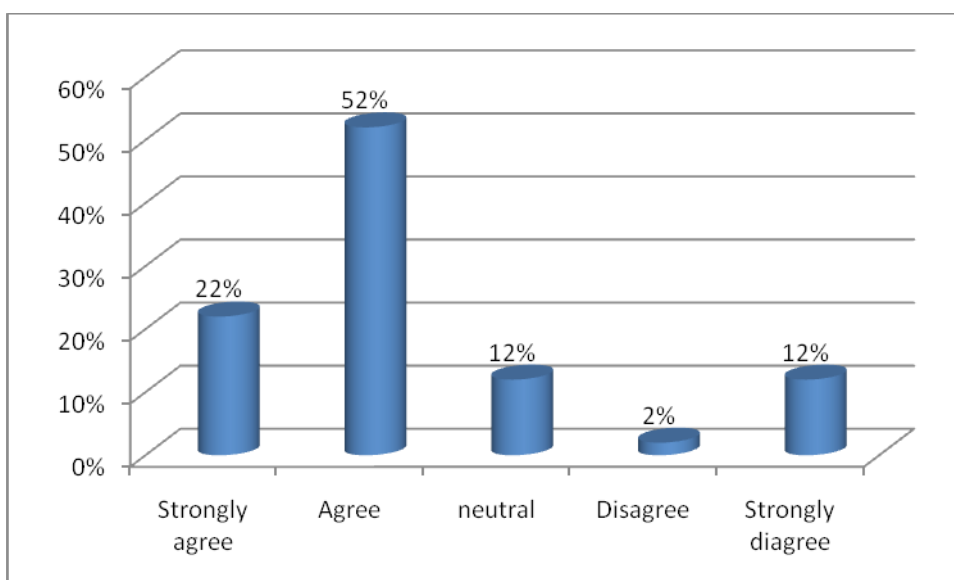
The rate of agreement is 78% of the teacher, who are of idea that the low of vocabulary knowledge is behind the failure of students to infer the meaning of unknown words from context. This indicates that vocabulary knowledge supports inferring the meaning of unknown words from context.

Absence of predicting activities in the classrooms

Table (4.18): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	11	22%
Agree	26	52%
neutral	6	12%
Disagree	1	2%
Strongly disagree	6	12%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016



From table (4.18) and figure (4.12) Absence of predicting activities in the classrooms. The rate of agreement is 74% of the teacher, who are of idea that Absence of predicting activities in the classrooms. However, 14% pointed to disagree. The total of the teachers' who chose neutral is 12%.

Table (4.19): Chi-square test results:

No.	Phrases	Chi-square value	P-value	Median	Trend
1	Students are able to use linguistic and linguistic clues to infer new words meaning	28.200	0.000	2	Disagree
2	The low of vocabulary knowledge is behind the failure of students to infer the meaning of unknown words from context	41.800	0.000	4	Agree
3	Absence of predicting activities in	37.00	0.000	4	Agree

	the classrooms				
	Hypothesis	31.42	0.000	4	Agree

Source: prepared by researcher, using SPSS, 2016

From the table above:

- The value of chi-square for the first phrase is (28.200) with (p-value=0.000 < 0.05), and depending on the table (4-6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Disagree.
- The value of chi-square for the second phrase is (41.800) with (p-value=0.000 < 0.05), and depending on the table (4-6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the third phrase is (37.00) with (p-value=0.000 < 0.05), and depending on the table (4-6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

The value of chi-square for all phrases in the third hypothesis (31.42), with (p-value =0.000 < 0.05) and depending on the table (4-6) and figure (4-1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

We conclude From the above that the third hypothesis " Students face difficulties to infer the meaning of unknown words " has been achieved and in favor of agree.

- **Discussion of the fourth hypothesis**

“Students are not able to use new words in context”

Students are able to use the new words in sentences

Table (4.20): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	3	6%
Agree	13	26%
neutral	8	16%
Disagree	17	34%
Strongly disagree	9	18%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016

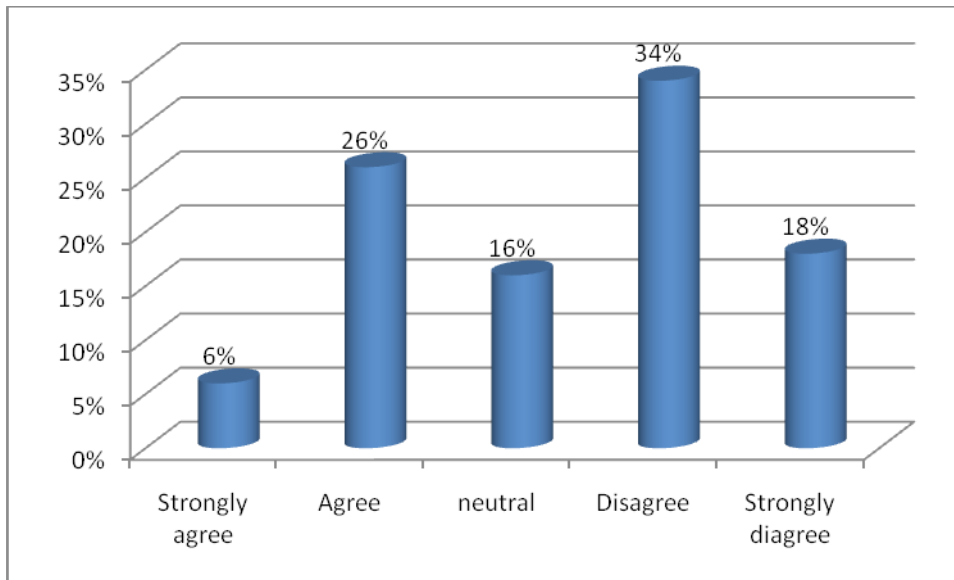


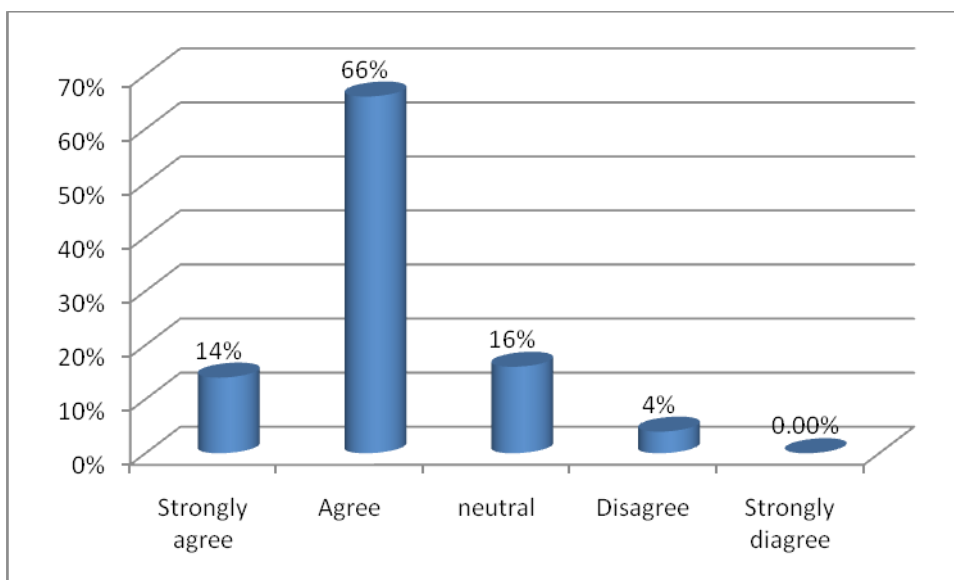
Figure (4.13). Students are able to use the new words in sentences. The sum of disagreement is 52%. However, 32% of the teachers chose agree. .16% pointed to neutral

University students use words incorrectly in oral or written production.

Table (4.21): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	7	14%
Agree	33	66%
neutral	8	16%
Disagree	2	4%
Strongly disagree	0	0.0%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016



.Figure (4.14)

University students use words incorrectly in oral or written production. The sum of agreement is 80% of the teachers who are of the idea that University students use words incorrectly in oral or written production.

.This indicates the importance of vocabulary in writing

There is a high rate of vocabulary loss among students in writing

Table (4.22): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	28	56%
Agree	19	38%
neutral	3	6%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	50	100%

Source: prepared by researcher, using SPSS, 2016

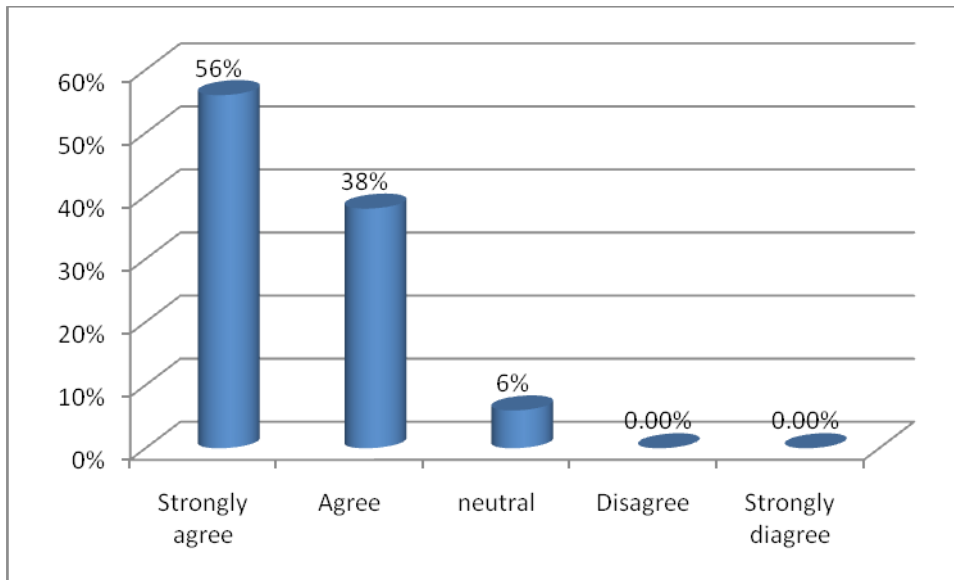


Figure (4.16)

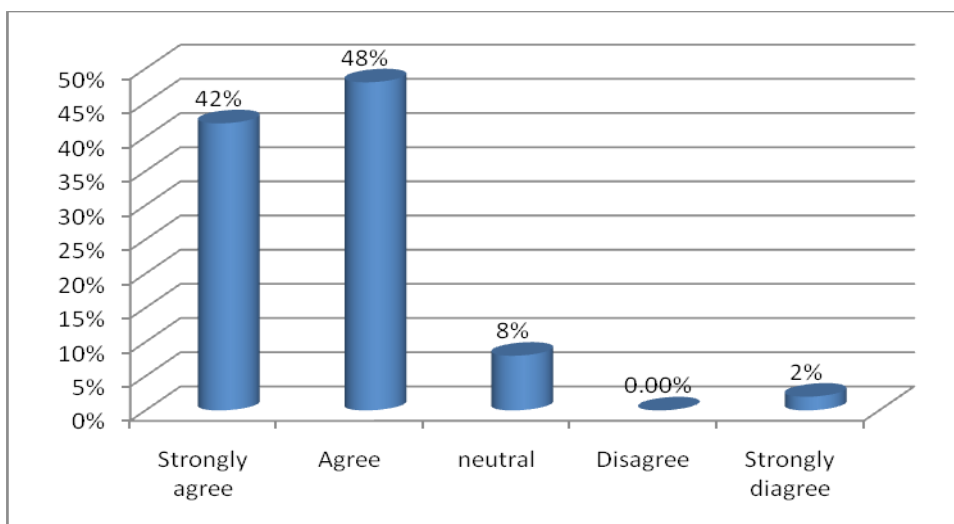
There is a high rate of vocabulary loss among students in writing. The rate of agreement is 94% who are of the idea there is a high rate of vocabulary loss among students in writing. However, 6% pointed to neutral.

Lack of vocabulary knowledge can negatively affect students' oral interaction

Table (4.23): Frequency distribution of the second phrases Answers

Answer	Frequency	Percentage
Strongly agree	21	42%
Agree	24	48%
neutral	4	8%
Disagree	0	0.0%
Strongly disagree	1	2%
Total	50	100%

Figure (4.17): Frequency distribution of the forth hypothesis phrases Answers:



From table (4.23) and figure (4.17) Lack of vocabulary knowledge can negatively affect students' oral interaction. There is a high rate of agreement about 90% of the teachers who are of the idea Lack of vocabulary knowledge can negatively affect students' oral interaction. However, 8% of the teachers pointed to neutral.

Table (4.24): Chi-square test results:

No.	Phrases	Chi-square value	P-value	Median	Trend
1	Students are able to use the new words in sentences	11.200	0.024	2	Disagree
2	University students use words incorrectly in oral or written production	46.480	0.000	4	Agree
3	There is a high rate of vocabulary loss among students in writing	19.240	0.000	5	Strongly agree

4	Lack of vocabulary knowledge can negatively affects students oral interaction	32.72 0	0.000	4	Agree
Hypothesis		42.84 0	0.000	4	Agree

Source: prepared by researcher, using SPSS, 2016

From the table above:

- The value of chi-square for the first phrase is (11.200) with (p-value=0.024 < 0.05), and depending on the table (4-8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of Disagree.
- The value of chi-square for the second phrase is (46.480) with (p-value=0.000 < 0.05), and depending on the table (4-8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the third phrase is (19.240) with (p-value=0.000 < 0.05), and depending on the table (4-8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fourth phrase is (32.720) with (p-value=0.000 < 0.05), and depending on the table (4-8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

The value of chi-square for all phrases in the fourth hypothesis (42.840), with (p-value =0.000 < 0.05) and depending on the table (4-8) and figure (4-1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.

We conclude from the above that the fourth hypothesis **“Students are not able to use new words in context”**

" has been achieved and in favour of agree.

Discussion 4.3

This study aims to investigate the role of vocabulary learning strategies in developing vocabulary knowledge. Four hypotheses are formulated in the study. This research investigates the abilities of the students of the first-year at Almughtribeen University to use vocabulary learning strategies. It was under taken to answer the following problem: To what extend do university students in Sudan face difficulties in learning English vocabulary?

The result of the test gave a clear view about the learners’ degrees of achievement in mastering English language vocabulary meaning. The results of the questionnaire showed that the need of the learners for strategies which can be useful to learn vocabulary. The control test findings have revealed that the percentage of vocabulary mistakes made

by the subjects was considerably higher in comparison with the percentage mistakes of the experimental test.

Hypothesis one: "Vocabulary learning strategies are significant for .”vocabulary acquisition

The questionnaire results showed that teachers agreed that vocabulary learning strategies are importance of building vocabulary knowledge. However teachers are still neglect using these effective methods. Students are weak in learning some of the common prefixes, suffixes and roots that can increase their vocabulary by several thousand words. We can see that the minimum total score in vocabulary strategies of the experimental group were (34). The maximum total score was (80) in the posttest. 80% who are of the idea that suffixes, prefixes and roots help infer the .meaning of unknown words

There has been considerable interest in the role played by dictionaries in language development, particularly in the learning of English as foreign language lexicography. Majority of the teachers 83% agreed that the idea of using dictionaries should be encouraged. Repetition is a good strategy for learning vocabulary, because it helps to develop language knowledge. Learners can remember target words when they spend much time on revising vocabulary. There for students need to learn words from variety of common texts and vocabulary which all learners acquire at an early level come from different studies. There are some varied and enjoyable exercise that build learning vocabulary which includes (gap filling, .matching and word building)

The result of the questionnaire showed 80% of the teachers mentioned that repetition and multiple exposure techniques improve vocabulary learning. One way to organize students’ knowledge of words is simply on the basis of collocation. Most students can find it easier to assimilate

unknown vocabulary if the words are learned in connected groups, rather than in isolation. About 92% of the teachers agreed that computer technology is effective way that helps teaching vocabulary. But using multimedia is semi absent. When vocabulary instruction is integrated with common suffixes, a root, or prefixes students can connect new words with their stored memory and their opportunities to word .identification grows up

Hypothesis (2): “Students encounter difficulties to learn English ”language vocabulary

The results found that 24 of the 30 respondents of the control group failed the test, making 80%, while only 6 i.e. 20% of them hardly passed the test. Building strong vocabulary is a great challenge facing university students in Sudan, because of the size of the task and the different types of vocabulary need to be learned. These vocabulary include, single words, phrases, collocations, and strategic vocabulary. In addition, there are types such as, grammatical patterns, idioms, and fixed expressions.

.Baker, S &Kameenue (1997) cited in Willis, J (2008,p. 80) Gass &Seliker (2007, p.449) stated that “*Of all error types learners consider the vocabulary error the most serious. Additionally, large corpora of errors consistently indicate that lexical errors are the most common among second language learners.* Without acquiring enough vocabulary learners find it difficult to understand texts. Students are rarely exposed to variety of reading texts. The sum of agreement is 78%.

Hypothesis (3): Students face difficulties to infer the meaning of unknown words from context. Referring to the questionnaire 78% of the teachers agreed that the low of vocabulary knowledge is behind the failure of students to infer the meaning of unknown words from context. The test results also, showed that experimental group achieved better

knowledge of vocabulary than the control group. The mean of control group scores was (32.67) with standard deviation of (13.084). On the other hand the mean of experimental group was (57.167) with standard deviations of (12.693). The same results were reached by many researchers. For example, Gass & Selinker (2007, p.456), stated that

”*“Second language learners are to have difficulty with vocabulary* Shabani agreed that Libyan University students in general are badly in the skill of inferring meaning of the difficult words from context. Hunt & Beglar (2005, p.27) claims that” *Successfully inferring vocabulary from context is problematic for variety of reasons”*. *Coomber, Peet and Carl (1998, p.12) explain that* without teacher instruction, context clues might actually mislead learners as they deal with some of the most important words in passage. The skills of guessing and of using context clues to make inference are important, especially in reading foreign language. In control group there were only (8) students represented (26.7%) passed in the inference meaning question.. Teaching context clues can help students to employ linguistics (e.g. word definition and synonyms) to infer word meaning through context. One of most powerful strategies to develop lexical vocabulary knowledge is to figure out the meaning of unknown words from context. Instructors ought to develop the skill of guessing the meaning of new words through introducing predicting activities because new words are located somewhere in context.

Instructors ought to develop the skill of guessing the meaning of new words through introducing predicting activities because new words are located somewhere in context.

Hypothesis (4): Students are unable to use new words in context. The results were reached through the test and the questionnaire. The

questionnaire results showed that there is a high rate of vocabulary loss among students in writing. While 80% of the teachers confirmed that university students use words incorrectly in oral or written production. Bekri (2010) in his research in vocabulary problems stated that the rate of vocabulary loss among Secondary school students reaches up to (61%). The findings from the test have shown that students are weak to use words in context.

Carter (2002, p.239) has reached to the same results stated that *“Production relies on strategies which help learners to activate their lexical store, retrieve items from memory and use them in contextually appropriate ways* Sutter, J (2004, p.69) claims that *“To fully understand a word, think about all the different ways it might be used”*. The test results showed that the majority of students on the control group were unable to use new words in sentences, there were (11) students represented (36.7%) passed this question. Another confirm comes from Schwaneflugel E TAL cited in Hiebert and Kamil 92005,p.167) who stated that *“ Teachers had difficulties deciding on vocabulary –rich units, findings books with interesting vocabulary, and think of activities that might support the use of vocabulary”*. Students have low confidence and lack the ability to use words through oral practice, reading in rich context, or playing vocabulary games. These are the effective ways for developing vocabulary. Students lack the ability to use the new words in context. In question two, there were only (11) students from the control group represented (36.7%) passed. On the other hand in the posttest (22) students (73.33%) answered this question correctly, which shows significance difference between the two groups.

There is a high rate of vocabulary loss among students in writing and the rate of agreement is 94% of the teachers. High frequency words are appeared quite frequently in the language for example, the man and woman. High frequency words are mostly regular in day today talking. Students can easily understand it and use them in writing and speaking.

Moreover, learning vocabulary helps people to interact successfully and increase their ability to communicate with many different people English native speakers face some difficulties to speak or write correctly, and those who learn English as second language find the task very difficult indeed. Although of all its simple constructions and wide range of vocabulary, English is too complicated to adopted to as world language Bonet, D (1992, p.18). It is revealed that many EFL university students use words incorrectly in written or oral forms. Teaching vocabulary is neglected and most teachers spend less time to teach words. Even though, the large quantity of words that must be taught, vocabulary instruction is seen as time consuming to many teacher.

The present study, developing S/L vocabulary acquisition: Problems that encounter EFL learners in learning vocabulary. The data was elicited from the respondents via testing and questionnaire methodology. The test and the questionnaire were preceded by a Pilot study PS. In this PS a sample of ten students were selected randomly to represent the population. The PS was conducted as a simple pioneer to overcome the weaknesses in the instrument before the final administration. The PS was executed and all students failed the test, the maximum score was (40) marks and the mean was (31.20).In the light of the results of this PS, test questions were reconstructed and some terms were added while others were omitted. As continuity for the research methodology, the test was

modified and made ready to be implemented. The subjects chosen for this study were a group of seventy students at the Faculty of management–Almughtribeen University. So far, testing was employed to elicit data from the respondents. The aim of the test was to assess the respondents on the ability of using vocabulary learning strategies to learn English vocabulary. The aim of the test was to measure respondents on the skill of inferring meaning. The second part tested the ability of the students to use new words in sentences. Upon the completion of the test, the data was then analyzed and the scores were arranged in quantities and then transferred into percentages. It was found that 24 of the 30 respondents of the control group failed the test, making 80%, while only 6 i.e. 20% of them hardly passed. From another hand, the common mistakes committed were highlighted and scheduled, for the test in general and for every question in particular. In order to make it easy to follow the discussion of results, research hypotheses are reiterated here in:

- Students lacked the knowledge of vocabulary learning strategies
- Students in Almughtribeen University face difficulties to infer the meaning of unknown words.
- Students are unable to use words in sentences.

It has been confirmed that Sudanese EFL learners were unsuccessful in using vocabulary learning strategies. This was also proved by the common mistakes committed by the respondents when they fail to deal with acquiring the meaning of English words that require using strategies. Teachers also confirmed that vocabulary activities are needed in the current English syllabus; therefore it needs to be modified. In sum, all the above mentioned hypotheses proved to be correct. Based on these results and analysis of errors, certain interpretations and facts, which agree with

the hypotheses, were revealed. Therefore, the researcher enlisted the following points as they represent the important findings and causes for these errors:

1. Errors are related to how and what have been taught, that is, teaching technique and process has not been adequate.
2. Another factor that ever playing a role in committing errors is the unawareness of vocabulary learning strategies.
3. The results also showed that students are unable to use new words in sentences.
4. Overgeneralization of the target Language TL rules can also contribute to learners' errors.
5. Students don't know the strategies that help to figure out the meaning of unknown words.
6. Some of these deficiencies are due to the variations in the standards of students and their understanding capabilities.

Briefly, teaching vocabulary is essential when designing any syllabus and it needs plentiful of time doing it inside classrooms, since learning language isn't just about learning grammar? Teaching vocabulary isn't just about words, but about teaching how they are put together.

Summary of Chapter Four 4.4

This chapter presented and analyzed the data of the study, which comprised a Test. The data was tabulated in terms of frequencies and percentages. The analysis was initiated by a short brief for the presentation of data. Tables were used to simplify the analysis of scores and common mistakes. Moreover, the results of the test and questionnaire were also discussed and presented. This chapter deals with the findings obtained by previous data collection method. It also evaluates these findings. This step sets out the information gathered and enables the

researcher to arrive at certain conclusions. Finally, and because of these conclusions, some implications could be presented and forward some recommendations.

The respondents' results proved that English Language syllabuses of the students' previous levels (Basic and Secondary Schools) were not enough as such for developing vocabulary knowledge. In addition to that, the results and percentages of the students showed a lack of the basic knowledge of vocabulary learning strategies and inference meaning of unknown words from context.

Chapter Five:

Summary, Conclusion& Recommendations

Chapter Five:

Summary, Conclusion and Recommendations

5.1 Summary

This research investigates the difficulties encountered university students in Sudan in learning vocabulary. Also, the research examines impact of vocabulary strategies on acquiring L2vocabulary. This chapter summed up the study. It provided a general summary for the chapters, summary of results and findings, recommendations and suggestions for further researches.

5.2 Conclusion

This research is about developing S/L vocabulary acquisition. Every chapter discusses a certain part of the topic. Therefore each chapter carries a specific title and consequently serves a certain purpose. Herein is a short summary for these chapters.

Chapter one, entitled 'Introduction', presented a broad description for the field of this study, i.e. it provided the boundaries of the research. The body of the chapter outlined the problems, aims and objectives of the study. In addition to that it stated the hypotheses of the research in order to be tested by the data collection mechanism. These hypotheses will be reiterated when discussing research results and findings. After that the limitations and the significance of the research are enumerated.

Chapter two entitled 'Theoretical Background and Previous Studies'. The first part of the chapter furnished a detail theoretical background shedding light into the key concepts within the frame work of linguistics in general and vocabulary in particular. The contributions of a number of linguists and scholars in defining vocabulary were also stated. The concepts of the terms (lexicon, word, and vocabulary) are then introduced. The chapter is

initiated the importance role of vocabulary learning strategies, and the estimate number of vocabulary size of S/L learners. The overview also shed light on inference strategy. Following part of the chapter located vocabulary within the linguistics field. Another part of the chapter showed the methods of teaching vocabulary. Vocabulary errors are then analyzed into their different types and forms. More attention was paid to the role of incidental learning in developing vocabulary knowledge. The second part of chapter two was devoted to the overview of the literature related to the field of vocabulary, with particular reference to retention and inferring the meaning of unknown words from context. Moreover, this chapter surveyed the outcome of some of the previous studies in the same domain. The aim of this part is to trace these problematic areas, their causes and the possible remedial solutions. The chapter is concluded by a briefed summary.

Chapter three entitled 'Research Methodology'. The chapter was divided into two small parts. The opening part introduced the preliminary groundwork for data collection .It described the methodology adopted in this research. The chapter was initiated with a Pilot study to insure the reliability of testing mechanism and questionnaire. This was followed by the research methodology administration with regard to the recognition of the population in terms of their age and education level. Following that was the explanation of the sampling procedure and the validity of the instrument. The aim of the chapter is achieved by implementing the test. The chapter was summed up and some related appendixes were prepared. Chapter four entitled Data Analysis. This chapter concerned the analysis and the interpretation of data. After marking out the test papers the results were evaluated and processed to manageable dimensions for analysis.

This chapter provided the answer for the propositions. It revealed the present status for the first year university students.

Chapter five entitled Conclusion. This chapter summed up the study. It provided a general summary for the chapters, summary of results and findings, recommendations and suggestions for further researches.

Conclusion is reached that students at Almuğhribeen University encounter difficulties to retain and understand English vocabulary. In addition to that, the results and percentages of the students showed a lack of the basic knowledge of vocabulary learning strategies and inference meaning of unknown words from context.

5.3 Recommendations:

In the light of the findings the following recommendations are postulated:

1. Teachers should provide rich and varied language topics.
2. Teachers should teach words learning strategies.
3. Instructors ought to develop the skill of guessing the meaning of new words through introducing predicting activities.
4. Teach the uses of dictionaries, thesaurus, and other references.
5. Repetition and multiple exposures to vocabulary are necessary.
6. Multimedia is a good tool for vocabulary learning
7. Incidental learning is needed to develop vocabulary.

5.4 Suggestions for Further Researches

In line with the previous analysis and discussion, and based on findings, it is clear some recommendations have to be taken in consideration for future studies such as:

1. Developing teachers' and students awareness of the importance of students' using dictionaries in learning.
2. An ongoing research on the field of vocabulary has to be carried out to test the effectiveness of the existing syllabuses. Optimistically, this can

provide valuable feedback to course instructors and syllabus designers. These researches can overcome many unforeseen problems and provide remedial solutions.

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Appendices

Test

Almughtribeen University

Subject : English Vocabulary - 1st year students

Name.....

Faculty: Management.

Q. 1. Use these verbs and adverbs in the box below to complete the sentences.

hard - missed - tells - great - heavy - made
--

- 1. He.....everyone the same joke.
- 2. Shethe third mistakes today.
- 3. There was arain yesterday.
- 4. I reallymy family when I stayed in Australia.
- 5. It waswork organizing the conference, but I think it was a.....success.

10 MARKS

Q.2. Use these words in correct sentences.

- 1.poor
- 2.factory
- 3. produce.....
- 4.expensive.....
- 5.marriage.....
- 6.beautiful.....
- 7. experiment.....
- 8. win.....
- 9. afraid of
- 10.government.....

(10 MARKS)

Q.3 Put these words in the correct column according to its part of speech.

Wait- famous – information – at- improve- child – accident – carefully- attractive – under- quickly- slowly-remove- -tough-soft-into

Noun	Verb	Adjective	Adverb	Preposition

(15 MARKS)

Q .4. Write (A) for the pair word that have opposite meaning and(S) for the pair of words that have the same meaning.

- | | |
|-------------------------|----------------------------|
| 1. rich / wealthy () | 9. get on/ get off () |
| 2. slow/ quick () | 10. lose / win () |
| 3. murder / kill () | 11. similar/ different () |
| 4. single / married () | 12. exhausted/ tired () |
| 5. big / large () | 13. small/ tiny () |
| 6. near/ close () | 14. ancient/ new () |
| 7. top / best () | 15. polite/ rude () |
| 8. dead / alive (). | |

(15 MARKS)

Q.5. Organize these words in groups under each title:

scarf- journey- sunny- train- ticket- warm- jumper- hot- put on-
cloudy- station- get on- tie-rain- cod.

Clothes	Railway	Weather.

Q.6. A. Combine the prefixes with words and use it in the sentences from (1-10). (sometimes you need to use the same prefix twice).

dis- im- re- un- over-mis- in- il- ir- over

responsible – tidy_ understand _ active_ write- happy- legal-open-like-
slept

- 1 My home work is terrible ,so I had toit.
2. The shop closed down, but it will.....next week
3. It is..... to punish animals.
4. His room is always.....
5. I.....the film, but the others love it.
6. These boys are lazy and.....
7. I what you said
8. I went to bed very late, and
9. I always find him..... to finish the job.
10. Ahmed looks sad andtoday. **10 MARKS**

Q. 6.B. Use the word at the end of each sentence to form a word that fits the space. Use the following endings

1. During the interview Ahmed spoke(quite)
2. There are many.....games in Sudan. (tradition)
3. A knife istool for cutting. (use)
4. I received an.....card from my friend. (invite)
5. Malaria is adisease. (danger)

5 MARKS

Q.7. Guess the meaning of the underlined words by drawing a circle round the correct answer.

1 When he won the race at the Olympics, he was at the peak of his career.

The word peak means:

- a. low b. top c. end

2. Don't worry about the book that you lost. I'm sure it will turn up. The word turn up means:

- a. to change b. to move c. to find

3. Poor Simon after he had his tooth pulled out, the whole side of his face swelled up. Swelled up means:

- a. become bigger b. become smaller c become pale.

4. The window had been left open during the storm and the papers on my desks were a soggy mess. The word soggy means:

- a. wet b. dirty c. untidy

5. Nocturnal creatures, such as bats and owls, have highly developed sense that that enable them to function in the dark. The word nocturnal means:

- a. feathery b. active at night c. living

6. When Sara was sick, her voice was almost inaudible. We couldn't hear what she was trying to say clearly. The word inaudible means:

- a. very soft b. very loud c. very strange
7. Many people have pointed out the harmful effects that women have on the family, yet there are many salutary. The word salutary means
- a. problems b. benefits c. disadvantages
8. The fire fighters arrived promptly and were able to stop the fire from spreading to other houses. The word promptly means:
- a. late b. difficulty c. without delay
9. Changes in such abilities as learning reasoning are aspect of cognitive development. Cognitive means:
- a. spiritual b. physical c. mental
10. If you want to have enough spinach for dinner, you need to buy a lot. It shrinks to almost nothing when you cook. The word shrinks means:
- a. become bigger b. become smaller c. become hot

Questionnaire

Questionnaire to fulfill research for PhD in “Developing Second Language Vocabulary Acquisition”

(A case study Almughtribeen University).

This questionnaire is for a research on developing second language vocabulary acquisition. The research investigates the students' vocabulary learning strategies (inferring, collocations, suffixes, prefixes...etc).The research also investigates the effects of low vocabulary growth on reading comprehension.

Tick the option you think is right.

1. Repetition and multiple exposure techniques improve vocabulary learning.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

2. Word list is effective strategy to learn English vocabulary

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

3. Computer technology is effective way that helps teaching vocabulary.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

4. Vocabulary learning strategies consolidate words' knowledge.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

5. The fact that students use dictionaries to look up new words should be encouraged

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

6. Suffixes, prefixes, and roots help infer the meaning of unknown words.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

7. Students make associations between words.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

8. Rare of using key word and semantic mapping methods

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

9. Students' are rarely exposed to variety of reading texts.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

10. Students are able to use linguistic and non linguistic clues to infer new words meaning.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

--	--	--	--	--

11. The low of vocabulary knowledge is behind the failure of students to infer the meaning of unknown words from context.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

12. Absence of predicting activities in the classrooms.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

13. Students are able to use the new words in sentences.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

14. University students in adequate knowledge of vocabulary is behind the failure of choosing words in writing activities.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

15. There is a high rate of vocabulary loss among students in writing

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

16. Lack of Vocabulary knowledge can negatively affects students' oral interaction.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree