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**Sudan University of Science
& Technology**



College of Education

English language Department

Tile of the study:

**Investigating the problems that
facing student in learning
vocabulary lexical choices**

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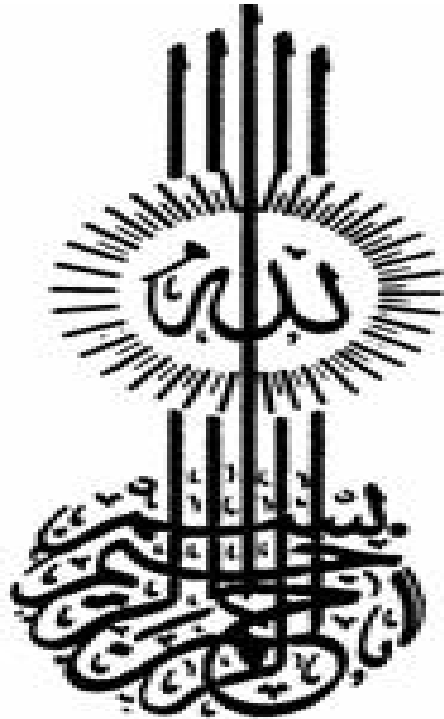
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الآية

قَالَ رَبِّيَ تَعَالَى :



DEDICATION

To our great family, specially our Mothers & Fathers for their unlimited support & unconditional love.

To our brothes.

To our friends

And special dedication to our special friend

To our supervisor UZ. Alsadig Osman Mohammed . who guided us during this research.

To all our colleagues who we learnt a lot from & who made these 4 years in College of education such a memorable & enjoyable time & something worth remembering.

To our teachers, doctors & everyone who taught us even a single word.

To our university, which we always thank Allah for being one of its students & joining its most valuable experiences.

& finally, to everyone who respects & loves us.

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We would like to thank Allah, the most gracious & most merciful for giving me the strength to achieve anything in my life

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Abstract

This study tries to investigate the problems that face student in the using vocabulary lexical choice, the study adopted a descriptive methodology which combined both qualitative and quantities analysis one instrument was used for data collection which was question our for (30 student) the data obtained from the sample of student provided answers to study questions concerning the problem that face student in vocabulary lexical choice.

The data were analyzed using the SPSS programmed it provided result for questionnaire and some other most important result which the study came up with that most student have problems in learning lexical items the study also offered recommendations the most important of which our teacher should use different techniques to help student to practice different types of lexical choice of items.

المستخلص

سعت هذه الدراسة للتقصي في المشاكل التي تواجه الطلاب في الصف الثاني في استخدام المفردات ، إتبعنا الدراسة المنهج الوصفي الذي زواج بين نوعي التحليل الكيفي والكمي كما إستخدمت الإستبانة كأداة لجمع البيانات من الطلاب وكان عددهم ثلاثون طالب.

وننتج عن ذلك نتائج في شكل نسب مئوية للإستبانة SPSSحللت البيانات بإستخدام برنامج التحليل الإحصائي ومن أهم النتائج التي توصلت إليها الدراسة ، أن الطلاب يواجهون مشاكل في استخدام المفردات كما أن الدراسة خرجت بتوصيات.

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Chapter One

Introduction:

Vocabulary can be defined, roughly as word we teach in the foreign language.

Vocabulary refers to a set of words that one knows in any language. It usually grows and evolve with age and service as useful and fundamental tools for communication and acquiring knowledge.

Vocabulary is one area of language that needs the attention and care of both teacher and learner to clarify its meaning and how It best being to clarify its meaning and know that English language is an important and international language and it's the bridge to the out side world.

Because its language of science and Technology and its became very significant to learn English language as first language in the world.

to learn English language you must learn it vocabulary fist. Vocabulary is the most important to learn language , without vocabulary no one can string together words in sentence and without it learning is impossible literary and oral levels.

Statement of the problem :

As we are student at Sudan university of science and technology , college of Education English language department, we found that the second year student in Sudan university are suffer greatly in Vocabulary specially that sound the same and

those have a same form, but different sound and meaning and meaning this research seeks to high light this problem, that facing student in learning a new items of Vocabulary.

Objective of the research :

- To explore the effects of the multi meaning words and the Vocabulary items that are written same, but pronounced differently.
- To examine the Vocabulary items the pronounced differently.
- To find out how idiomatic expression helps students in learning lexical choices.

Research Questions :

1. To what extent the multi meaning words and the Vocabulary items that have the same spelling, but pronounced differently confused student?
2. To what extent the student of second year at Sudan University can't confuse by the words that pronounced the same but written differently?
3. To what extent idiomatic expression help students in learning lexical choice?

Hypotheses :

1. Multiple meaning words confuse student because sometimes spelling has different pronunciation.
2. Homophone confuse student because the identical sound give them close identification in their minds.

3. Idiomatic expression help student in learning lexical choices.

Significant of the study:

This study will help in the developing of learning Vocabulary. Also it will help to allow students and encourage them out side the classroom, because most of students aren't disciplined in using target language.

Limitation of the study:

This study will limited to Sudan university of science and technology , college of Education , second year, English language department 2015-2016.

Methodology:

We will use the descriptive analytical questionnaire as tool in collection of data and information about study.

Chapter Two

What is Vocabulary?

Is a words we teach in the foreign language, however e.g : post office and mother-in-law, which are made up in two or three words but express a single idea there are also multi-words idiom, such as call it a day, where the meaning of the phrase can't be deducted from the analysis of the component words. Useful convention is to cover all such cases by taking a bout "Vocabulary items" rather than words.

Word formation and meaning:

Words are formed in many different ways, the a way words is formed can affects meaning, these way of formation are : Acronyms , abbreviation , compounding , Binominal , Blending, clipping, Idioms , metaphor, Pun affixation and onomatopoeia words.

Introduction :

Because of new invention and changes, every language in need of new words borrowed, derived or other wise formed simply because new things need new word, the human community is steadily growing and developing just as a tool we use to communicate language when new invention and changes enter our live, we are in the need of naming them and of course to communicate a bout them. Language dynamic, it changes constantly. Interlard because native speakers like to play with their language, or because there are no "wrong" words.

The key here is the usage; if a new word however silly it may be, if used by many speakers of a language, it will probably survive and it can happen that one day, it is an everyday word and entered our dictionaries especially in the last centuries many words creations are spread among the language community e.g : if you take a look at the vast amount of new inventions made in 20th and 21th century, it is obvious that the word we knew before was not enough to cover all these things exclusively in the 21th century abbreviations were and still are everywhere thanks to the internet “chat rooms and E-mail”.

And of course there are language trends that come and go as time passes, e.g youth language (college slang , cool , chill , wasted , (Finegan 2007, 32) or the formally mentioned abbreviation in the so called text SPK (language abbreviated to fit into text messages , cu , gr8 , lol ,etc) there are old words with new meaning have broadened since the beyond web whose meaning have broadened since the new technological invention, but there are many other ways in which new words are created ; if there is a new thing and the language community has no words for it , there are several ways to create a new one in the past and present, people used and still use a variety of methods to create new words such as compounding derivation or coinage. In the following some of these words formation processes are illustrated and examples for their use are given.

Word formation processes in the English language:

Derivation:

Derivation as the most common words formation processes “Yule 2006, 27” builds new words by adding morphemes to stem. These morphemes are added to the target stem by affixation , through suffixes and prefixes. While prefixes like “un” or “dis” usually donor change the lexical category of a word, suffixes “ness” , “ation” usually do. If you lake the examples happy – unhappy and happy = happiness it is obvious that because of the suffix – ness- the lexical category of happy has changed the meaning is always that the final word is still closely related to the former word. In times of rapid changes in the word technology new morphemes to describe new word. Rise such as cyber and nano (Finegan 2007, 46) there are of course more prefixes and suffixes, each indicating another aspect of change made to the meaning of the original words e.g:

Suffixes	Meaning	example
er – or – ar	Create and gent noun	Designer – who designer
ness – ation – ment	Verb – to – noun	“Finegan 2007” Sadness – visitation – statement
Less	Lake of	Merciless
ize – ate	create verbs	Lairize – hyphenate
al – able – ary – ful	create adjectives	Accidental – believable – imaginary – peaceful.

Prefix	Meaning	Example
Dis – un – unti – de-	Opposite or negative	Disrespect – unsteady – antibiotic disposal
Ex	Out, up word, previous	Exclude - expand
a-	Without – not	Atheist
re-	Again , repeatedly (some exception)	Replay (remote – remove)
non-	Absence , negative	Non-smoker

Compounding :

Compounding is the process of putting words together to build anew one that does not denote two things. But one and that is pronounced as one unit (Wisnic wski, 2007). There are four kinds of compound words:

- Endocentric compound words: A (modifier) + B (head) especial kind of B (Sea power).
- Exocentric compound A + B (compound with an unexpressed semantic head (paleface) they mostly refer to depreciative properties of people.
- Copulation compound : the “sum” of what A and B denote (Bitter sweet).
- Appositional compounds : A + B = different description for a common referent (singer song writer).

The differently with compound is to work out which words are more heavily pronounced in their first and which ones in their second part. Another problem, also for native speakers,

many be to detail which compounds are written how, because some are written as one words.

Reduplication:

We can count reduplication, also referred to as echoism as especial kind of compounding and this works through repeating syllable or the word as whole (sometime) a vowel is changed and then butting it together a sin bye – bye (exact reduplication) supper-duper (rhyming reduction) or chit – chat ablaut reduplication. While exact reduplication creates a kind of a baby lalk – like words, ablaut reduplication is more to denote a “motion” e.g from ding to doing (ending – doing) all of these use the vowel “I” in the first part of the reduplication and either “a” or “o” in the second part.(Martin,2006).

Reduplication is use to denote plurality intensification or a repeated action and interesting fraction of reduplication is the shm – reduplication where shm (or sometime schm) originating form.

Yiddish is added to beginning of the target word, example “Oedipus schmoedipus” “Peter 2010”.schm- reduplication is used to indicate mockery or irony as admonisher.

Blending :

A blending is combination of two or more words to create a new one usually by taking the begging of other word and the end of the other one . so new word like (spoon + fork) fanzine

(fan + magazine) , bromance (brother + romance) are created. There are of course other way to create a blending . e.g You can take both beginning of the word (cybernetic +orgaisim – cyborg) or take whole word and combine it with a part of another one (guess + estimate – guesstimate) (Yousif,2009).

Sometimes blending are referred to as (portmanteau word) the word portmanteau coined by Lewis Carrell in 1882, when in his book “through the looking Glass Humpty Dumty” describes a new words he use as follows well “slithy” means little and slimy (...) you see , it is like a portmanteau there are two meaning backed into one word “Carrol 1996,102) . there are two difficult words with completely unequal meanings put to get to form anew words with anew meaning.

Initialism and acrnymy :

Initialism and acronymy are shortenings, built from the initial letter in a phrase or name. while acronyms are pronounced as single word (Nasa , Aids) initialisms are pronounced as a sequence of letters (DNA, USA), (Finegan, 2007,48).

Some acronyms even became words of our everyday language such as laser or Zip code. But the most Famous word based on a shortening is the initialism OK , whose origins are fairly argumentative. Iniliasim and acronyms can be sub divided into a few groups.

- Acronyms containing non-initial letters (Interpol-international criminal police organization, radar radio detected and ranging).
- Pronounced as a combination of initials and acronyms (CD-ROM, GPEG).
- Recursive initialism, in which the abbreviation refers to itself (PHP-PHP) hypertext pre processor.
- Pseudo – initialism, which consist of a sequence of characters that when pronounced as intended, invoke other longer words (iou – I owe you, cu – see you. This kind of initialism whose last abbreviation word is often redundantly included anyway (Pin Number).

Borrowing and Calques:

Borrowing is the process of a dually borrowing words from foreign languages. The English language has been borrowing words from nearly hundred language in the last hundred years. (finegan, 2007, 51). And today French loan words are specially popular. The other way round many countries have also taken many English words into their dictionaries, such as the well – known OK or internet, while most of the loan words are nouns, only some of them are verbs or adjectives. Mostly the borrowing nouns are later changed (made conform of the language, in speech and in writing e.g risk, originating, in Italia, was actually a noun when borrowed, but later in need of a verb, it was converted to risk.

Claque, another term for loan translation, describes the process of literally or word for word translations to create new words. e.g : sky scraper – wolkenkratzer, Lehn word – loan word. The stems are literally translated and then but pack together, the meaning is the same as in the loan word.

Neologism \ Coinage :

As neologism or coinage we identify the word formation process of inventing entirely new words. This is very rare and un common method to create new words but in the media, people try to out do each other with more and better words to name their products. Often these framework names are adopted by the masses and they became everyday words of language (Yule 2006,53) and in the same cases the meaning of these words is broadened example to (google) means not always to use google to find something on the internet, but to search the internet similarly complicated chemical or technical term like “Aspirin” acetylsalicylic acid are adopted as trade mark term and often replace standard terms e.g in this example pain killers. This also happened to word like Xerox , Kleenex or the German Nutella.

Some words are differentiated from “standard” neologisms namely eponyms. Eponyms are words that are “based on the name of a person or a place “Yule 2006,53” common eponyms are some with or Fahrenheit. They are very frequently used in

science where units of measurement are named after people like : hertz , volt , Celsius (Wisnie weski, 2007).

Onomatopoeia :

This special type of words that depicts the sound associated with what is named (example of Onomatopoeia) e.g if you take look of these word: boo . chirp , click , meow , splash, it is obvious what the word means normally the sound. In other word : they look like sound when pronounced. Onomatopoeic words like bang are often used in comic books to let the readers know what kind of sound is accompanied the addition.

Clipping :

Clipping is the processes where by new words are formed by shortening other words . e.g by eliminating the initial part , the last parts of those words e.g phone formed (tele) phone fplan from (air) plan , ad (advert (BrE) from ad vertisement exam from exam (ination) flu from influ cenza , fridge (esp.BrE)from refrigeration.

Notice that the short from of clipping represents the word in its entirely , however , that fragment does have be the salient part of the original word, neither prosodically , nor semantically, also the longer words. e.g the word exam is mostly used medical examination or chick – up.

Conclusion :

As we have seen before there are many ways to create new words borrowing from other languages, blending together from several words or deriving from words we already have. Of course there are even more possibilities than mentioned before. There is a possibility to convert words from one grammatical category to another, e.g. from verb to noun (to flow – the flow) or from noun to verb (the E-mail to E-mail). Other examples of other word formation processes include clippings with which the word is shortened (e.g. : influenza – flu, advertising – adj. motorbike – bike), or folk-etymology, where words from other languages are taken and then, over time people try to make sense of them. So gradually the word is changed to a more familiar form that usually keeps its original meaning gradually transformed to cockroach even the creative respelling, where the spelling of words is changed for products (e.g. : Kleen, Krunch) is considered to be one of these processes.

So finally, if we take a look around, we will see a mess of new words surrounding us, brought to both consciously by language friends or advertising and unconsciously by language change over time. e.g. if you read any of Shakespeare's work, it is obvious that language is dynamic, because both the grammar and the words are different to our now language changes constantly. And who knows if the people will understand the language we are using now in a few decades.

Word Meaning :

Lyons (200) states that “every language is cut to an unique pattern” and the unit of given language can be identified only in term of their relationship with other unit in the same language Saussure in singleton (200) states : the value of linguistic unit derives both form the concepts for which its may be (exchanged) and its set of relationship with other words in the language . the meaning of word can’t be characterized in the term of its component feature. But in term of lexical relation such as synonymy , anatomy, hyponymy and collection.

Synonyms :

Gains and Redman Said that Synonyms occurs when a group of words the there a general sense and so may be interchangeable in a limited number of contexts but which on closer inspection reveal conceptual differences e.g : (extend – increase – expand).

Synonymy is different word that have a same meaning. Be use synonymy for a variety of reasons:

1. Spice up your writing.
2. To avoid bearing respective you can use if when you write it twice in a sentence.
3. To be more specific a bout on idea.
4. Remember that synonymy are either same or similar to another words for e.g : the word good – super – superb – fantastic.

Homonyms :

Words that have the same spelling and same pronunciation e.g : (stalk) meaning to harass or follow and (stalk) meaning the body of a plant (Homonyms).

Words have same spelling and different pronunciation such as (desert) meaning dry sand place and (desert) as in to leave a place (Homograph).

Words that have different spelling and same pronunciation (meet) to introduce same one and (meat) as it the food that you eat, (Homophony).

Why we use the Homonyms?

Homonyms teach us about the importance of context in a sentence in order to identify the correct words, they also teach us about the importance of correct spelling to ensure that the right words is used when we writing a sentence.

Referring to Adam Osman Ali Salih , problem of English language vocabulary learning , 2010, M.sc. degree, Sudan university and technology. He was found that Homonymy and polysemy cause problem in miss understanding , not orally in the pupil even the teacher under training the faced the some problem.

Antonyms :

A word that having a meaning opposite to that of other word, antonym is Antonyms of synonymy and it sense relation

exists between words which opposite in meaning for e.g : big – small.

Mcathur :

Antonym is a key feature of every life , should further evidence be required try to visit a public laboratory without checking which the (gents) is and which the “ladies” on your way out ignore the instruction which tell you whether to “bush” or “pull” the door and once out side pay no a mention to whether traffic lights are telling you to stop or to go... etc.

Antonym hold a place in society. (Yule ,1997) states that states that two forms with opposite meaning such as (auik – slow), (long – short), (a live – dead) it is divided in to two types:

1. Gradable antonyms such as the paris (big – small).
2. non Gradable antonyms such as (meat – femal).

The differently here in meaning because when ever the students are asked to give they can give you more opposite because they depend in different semantic feature. e.g the word (man) has the sense.

Male –adult , human being, each of this feature of the meaning has it own opposite thus man is opposite to boy in age to women in sex and to beat species (pyles/ algeo 1970,p:223).

Polysemy:

Is a word or phrase with multiple, related meaning. e.g: (box) is defined as a type of tree (a container) as eating.

Vocabulary :

It is Vital that teachers give students the tools for acquiring their own rich Vocabulary. Student will learn many words when they encounter them in ,meaningful contexts. But other words must be directly taught. Repeated meaningful encounters with words in read-alouds in conversation in personal reading , in discussion, in media viewing can lead student to built Vocabulary over time.

Teachers should model effective word learning strategies for students.(west Virginia – department of education).

(<https://wvde.state.wv.us/strategy.bank>).

Vocabulary strategies :

Learning new Vocabulary can be both fun and simple if you employ the right Vocabulary strategies. Since every one learn differently. You may want to adjust your Vocabulary strategies to for any one whether an auditory or visual learner to learn new Vocabulary world.

Learning Vocabulary work strategies of learning Vocabulary word range from rote memorization to fun and interesting games tailor your strategy to your learning style or play some fun game with word to memorize Vocabulary word quickly and easily.

Visual learner:

Visual learner learn best by reading and writing visual learners can of ten improve their Vocabulary by doing something as simple as reading a lot.

- you are likely to remember a word if you talk the time to look it up. In fact discovering a new word in the context of a book may be one of the best ways to remember it, since, you will be able to remember it in light of the sentence in which you found it.
- Learning new Vocabulary words by studying new word each day may also be a great strategy for learning new Vocabulary.
- Visual learner tend to also benefit from friend and true methods of memorizing Vocabulary words when student in school learner new Vocabulary they often also by writing out the word and definition several.

This process of memorization through writing can help you commit large lists of words to memory.

Play the idea of learning word by writing sentences by writing a sentence containing a new Vocabulary word and then other sentences containing the antonym (the opposite word). This may you can learn two word at once and remember both because of the association between them. You can do the same with synonyms and even homonyms in case you get bored with just writing sentence. Flash corde may also be useful write the word on one the definition on the other you can make this in to

a game if you have friends or relative who also enjoy learning vocabulary words set up your flashcards as a make shit.

You can also devise mnemonic devices by coming up with association for the words for the words e.g if you are trying to learn the word boisterous which means noisy. Loud and rowdy , you could created a word association like boy did those boisterous people stir up trouble for us (boy-stir-us).

Auditory learner learn by listening both auditory and visual learner can learns new vocabulary words by making a game out of it.

Cross word puzzle by in putting the words you to design your very own crossword puzzle games allows you to design your very puzzle by in putting the words you want to learn and the definition of the words as hints. Make a crossword puzzle daily or weekly with words that you want to learn and then complete the crossword puzzle. You will feel as through you are just doing a fun activity and your brain will commit the words to memory.

Armored penguin allow you to make your own word jumble inter the word that you want to learn and you can spend time searching for them in the word search When you find the word ask yourself the definition learning while having fun can be a great way to memorize vocabulary word and improve your powers of speech .(west Virginia – department of education).

<https://wvde.state.wv.us/strategy.bank>).

Tips in learning vocabulary:

Vocabulary learning tip one: read most vocabulary words are learned from context the more word you're exposed to the better vocabulary you will have while you read, pay close attention to words you don't know. First try to figure out their meanings from context then look the word up read and listen to challenging material so that you will be exposed to many new words.

Vocabulary learning tip two: improve your context skills, research show that the vast majority of the word are learned from context to improve the context skills pay close attention to how words are used doing a search or a word using dejanews.com for searching news groups will give you many example of how that word is used in context play our daily context vocabulary quiz.

Vocabulary learning tip three practice: learning a word won't help very much if you promptly forget. Research shows that it takes from 10 – 20 repetitions to really make a word put the definition and a sentence you make up using the word perhaps on an index card that can later be reviewed your as soon as you learn a new word, start using it review your index cards periodically to see if you have for gotten any of your new words.

Also do a search on a word using dejanews.com (for searching news groups to get many examples of how the word is actually used.

Vocabulary learning tip four : make up as many associations and connections as possible Say the word aloud to activate your auditory memory relate the word to words you already know for example , the words gargantuan very large has a similar meaning to the words gigantic huge, large , etc. you could make sequence ; small , medium, large , very large, Gargantuan. List as many things as you can that could be considered Gargantuan : Godzilla, the circus fat lady, the zit in your nose, etc. create pictures of the words meaning that involve strong emotions think the Gargantuan creature was going to rip me a part and then eat me!

Vocabulary learning tip five : use mnemonics “memory strikes” e.g consider the word Egregious “extremely bad” think Egg teach use imagine we’ve made a mistake so bad that they are throwing eggs at us and a rotten Egg aches us such funny little word picture will help you remember what words mean and they are fun to make up. Also find out which learning style suits you best. Every one learns differently!

Vocabulary learning tip Six: get in the habit of looking up words you don’t know. If you have dictionary program in your computer , keep it open and handy. America online and other internet services have dictionaries and a thesaurus on their tool bars, find them and look up any word you are not absolutely sure of use a thesaurus when you write to find the word that fit best:

Vocabulary learning tip Seven: play with words play scrabble, Boggle , and do cross word puzzles.

These and other words game are available for the computer , so you are not dependent on a partner to play. Play also , if you the franklins Electronic Dictionary that feature built in word games.

How to learn vocabulary :

Introduction :

Learning vocabulary is very important part of learning language, the more words you know , the more you will be able to understand what you hear and read the better you will be able to say what you want to when speaking or writing.

Which words to learn:

Every day you hear or read new English words you also find then in your dictionary when you are translating from your own language, you can't possibly learn all these new words, so your first problems is to decide which one to concentrate on. Here some suggestion:

- learn the word that are important to the subject: you are studying.
- Learn the word that you read or hear again and again.
- Learn the word that you know you will often want to use yourself.
- Do not learn words that are rare or not usefully.

How to learn words:

Once you have chosen which word to learn you next have to decided how to you are going to learn them here are a few ideas.

- write the words in a note book (with there translation).
- Write the word and definition on a small cards.
- Say the word many times if you have electronic you can hear how the words pronounced.
- Put the word in different group.
- Write then in a file for use with a computer program.
- Make association (in pictures or with other words).
- Ask some one to test you.
- Use the word in your own speaking or writing.

Some student put a tick or cross in there dictionary next to every word they look up. The next they turn to a page with a marked word they quickly check to see if they remember the meaning of the word.

In all of above ways , you are doing something with the words, it usually not enough to just read through a list of word with their definition or translation and try to remember them. Student find that they memories words better is to try and learn the word in atypical combination with other word. Learning the apologize mean to say (sorry) Is a good start, but it is much better to learn whole expression containing the word.

Learning vocabulary by reading :

The way you learned very many of the words in your own language was by meeting them in the books and magazines you read. The context of a new word in a sentence or story was often enough for you to guess the meaning. Repeating the word again and again in your reading helped you learn it for use in your own speaking and writing. Doing a lot of extra reading for pleasure – both fiction and non-fiction is an excellent way to learn new English words too but choose books that you find quite easy to read. Difficult stories or texts that you struggle to understand will not help you to develop your vocabulary the natural way but remember.

Chapter three

Methodology

Introduction:

This chapter present the procedure of the data sample of the study using questionnaire for the student of Sudan university of science and technology college of education department English language first second year.

The sample :

Choosing a sample of research is one of the essential procedures for providing answers to questions raised by the study.

Thus the research sample consist of (40) student from Sudan university taken part in providing and necessary data through questionnaire.

Research tool:

Student questionnaire was used to collect the necessary data.

The student questionnaire design:

The student questionnaire was deigned to information a bout the role of lexical relation in learning vocabulary. It include (15) statement to drown and elect facts which contributed positively to the role of the importance of lexical relation in developing learners vocabulary.

Chapter four

Analyze Data

Table (1): Words that have the same spelling and different pronunciation confuse students

Statement	Frequency	percentage
Strongly agree	9	30
Agree	11	36.7
Neutral	4	13.3
Disagree	4	13.3
Strongly disagree	2	6.7
Total	30	100

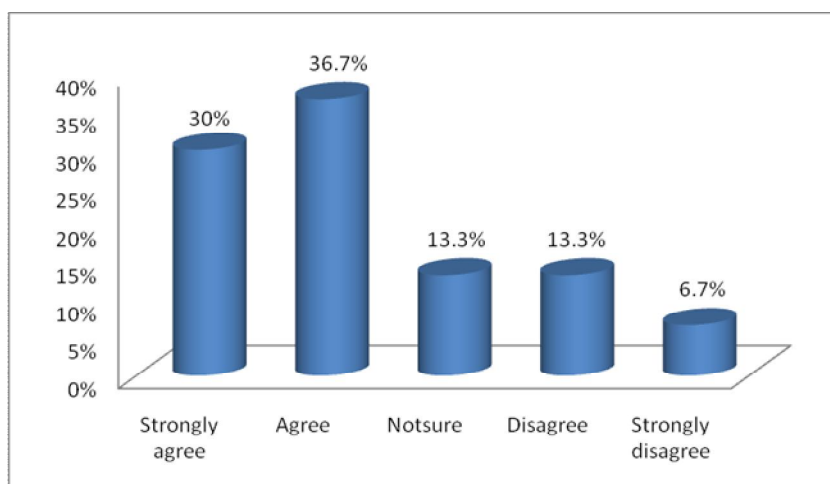


Fig (1) : Words that have the same spelling and different pronunciation confuse students

The above table and figure illustrate the percentage of the respondents to the statement of Words that have the same spelling and different pronunciation confuse students is estimated by (66.7%) and those who disagree with the statement an estimated by (20%)

Table (2): Students of second year at SUST are confused by words that have same pronunciation and different spelling

Statement	frequency	percentage
Strongly agree	11	36.7
Agree	7	23.3
Neutral	10	23.3
Disagree	1	3.3
Strongly disagree	1	3.3
Total	30	100

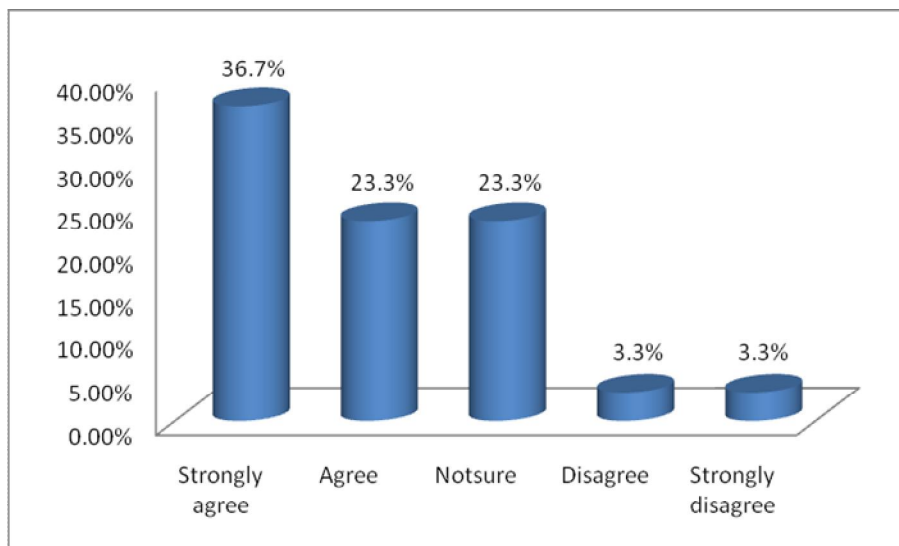


Fig (2) Students of second year at SUST are confused by words that have same pronunciation and different spelling

The above table and figure illustrate the percentage of the respondents to the statement of Students of second year at SUST are confused by words that have same pronunciation and different spelling is estimated by (60%) and those who disagree with the statement an estimated by (6.6%)

Table (3): Many of students face difficulties in understanding clipping and abbreviated words

Statement	frequency	percentage
Strongly agree	5	16.7
Agree	12	40
Neutral	5	16.7
Disagree	7	23.3
Strongly disagree	1	3.3
Total	30	100

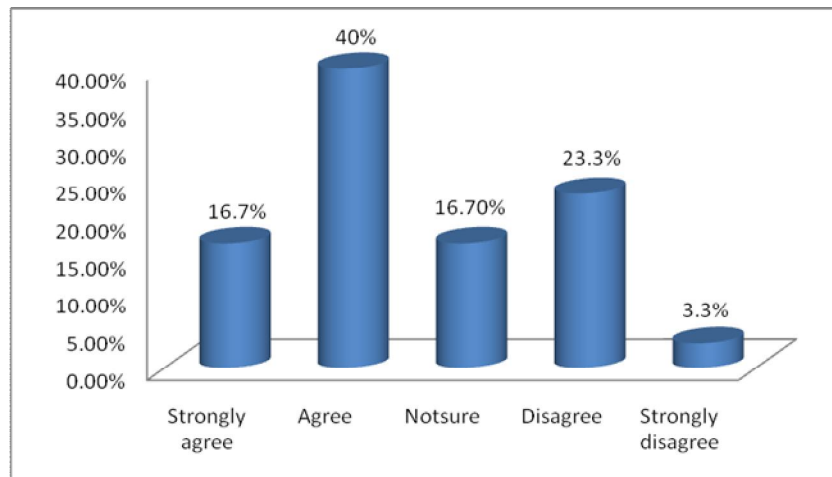


Fig (3) : Many of students face difficulties in understanding clipping and abbreviated words

The above table and figure illustrate the percentage of the respondents to the statement of Many of students face difficulties in understanding clipping and abbreviated words is estimated by (65.7%) and those who disagree with the statement an estimated by (26.6%)

Table (4):The essential problems that faces students in misunderstand vocabulary refer to teachers competence

Statement	frequency	percentage
Strongly agree	4	13.3
Agree	6	20
Neutral	6	20
Disagree	5	16.7
Strongly disagree	9	30
Total	30	100

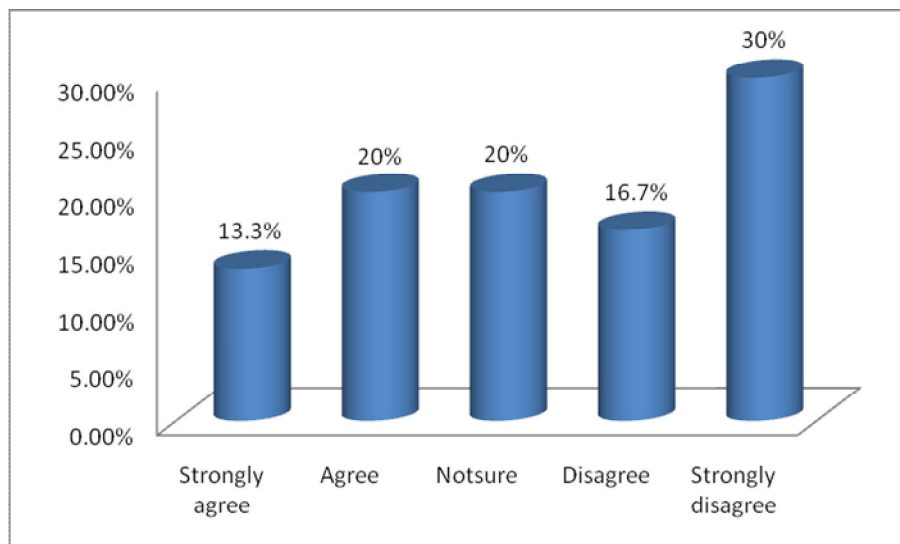


Fig (4) : The essential problems that faces students in misunderstand vocabulary refer to teachers competence

The above table and figure illustrate the percentage of the respondents to the statement of The essential problems that faces students in misunderstand vocabulary refer to teachers competence is estimated by (33.3%) and those who disagree with the statement an estimated by (46.7%)

Table (5): Idiomatic expressions help students to learn new words

Statement	frequency	percentage
Strongly agree	12	40
Agree	11	36.7
Neutral	3	10
Disagree	3	10
Strongly disagree	1	3.3
Total	30	100

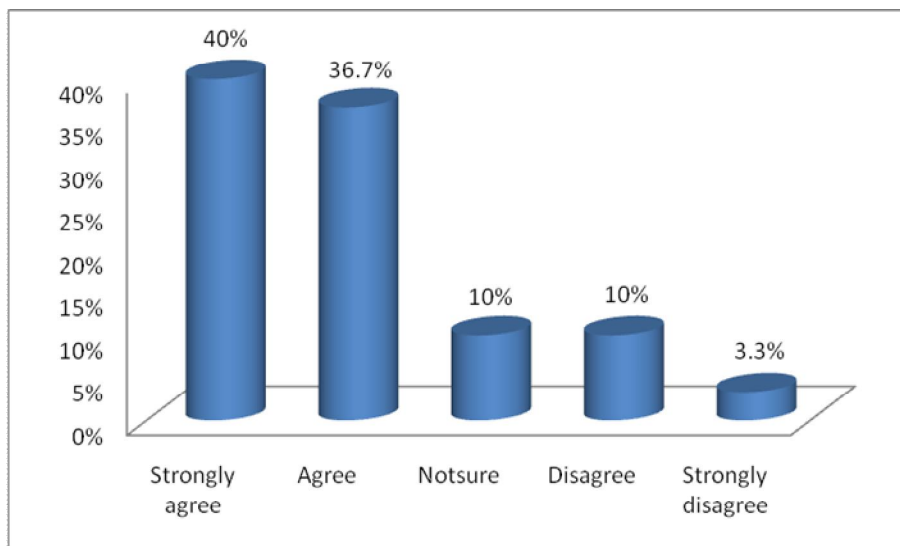


Fig (5) : Idiomatic expressions help students to learn new words

The above table and figure illustrate the percentage of the respondents to the statement of Idiomatic expressions help students to learn new words is estimated by (76.7%) and those who disagree with the statement an estimated by (13.3%)

Table (6): Words that have the same meaning confuse students

Statement	frequency	percentage
Strongly agree	6	20
Agree	10	33.3
Neutral	2	6.7
Disagree	7	23.3
Strongly disagree	5	16.7
Total	30	100

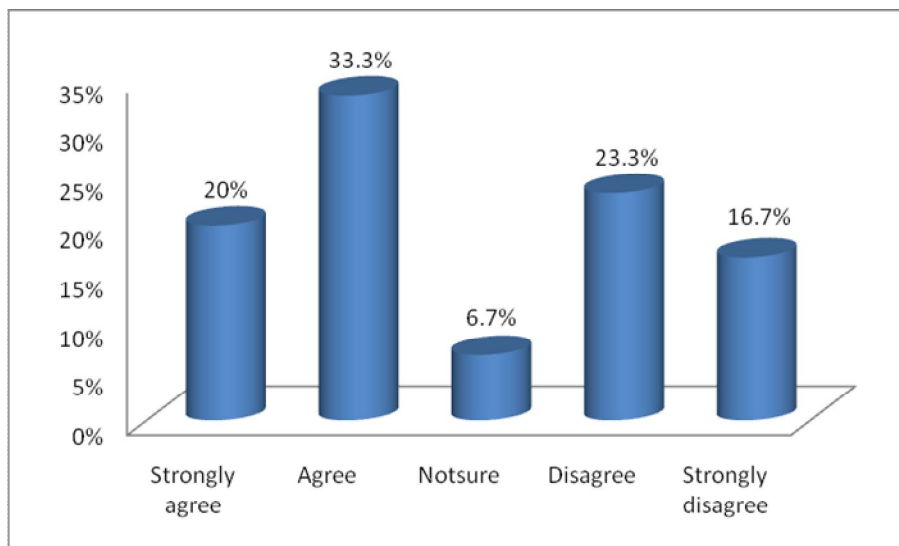


Fig (6): Words that have the same meaning confuse students

The above table and figure illustrate the percentage of the respondents to the statement of Words that have the same meaning confuse students is estimated by (53.3%) and those who disagree with the statement an estimated by (34%)

Table (7): Students know the difference between the homonymous and polysemous

Statement	frequency	percentage
Strongly agree	4	13.4
Agree	7	23.3
Neutral	7	23.3
Disagree	5	16.7
Strongly disagree	7	23.3
Total	30	100

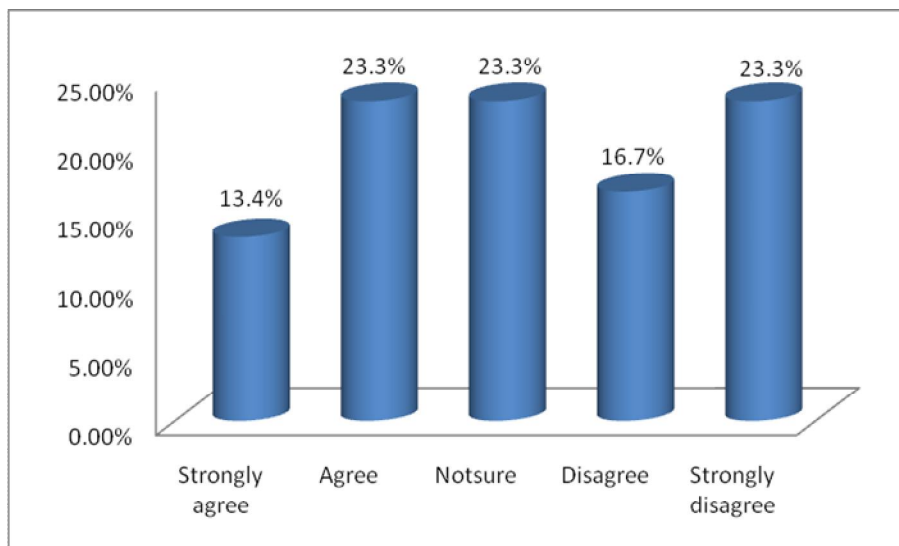


Fig (7): Students know the difference between the homonymous and polysemous

The above table and figure illustrate the percentage of the respondents to the statement of Students know the difference between the homonymous and polysemous is estimated by (33.7%) and those who disagree with the statement an estimated by (37%)

Table (8): Words which have multiple meaning confuse students

Statement	frequency	percentage
Strongly agree	1	3.3
Agree	11	36.7
Neutral	12	40
Disagree	3	10
Strongly disagree	3	10
Total	30	100

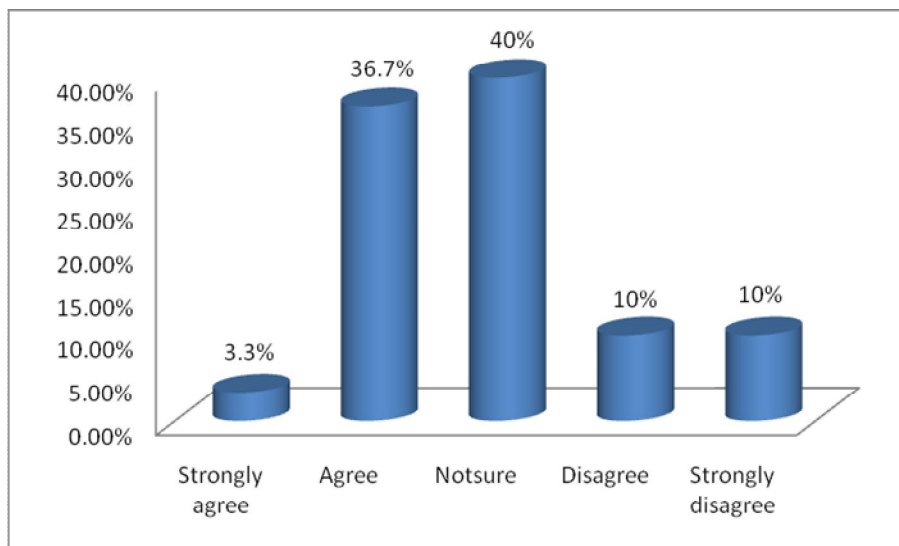


Fig (8): Words which have multiple meaning confuse students

The above table and figure illustrate the percentage of the respondents to the statement of Words which have multiple meaning confuse students is estimated by (40%) and those who disagree with the statement an estimated by (20%)

Table (9): Dictionary is very important factor to learn new words

Statement	frequency	percentage
Strongly agree	18	60
Agree	7	23.3
Neutral	2	6.7
Disagree	1	3.3
Strongly disagree	2	6.7
Total	30	100

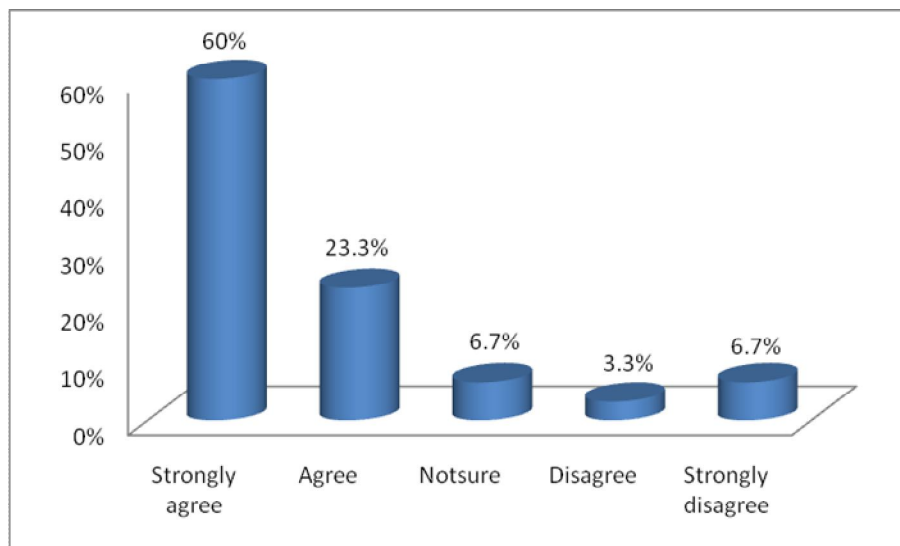


Fig (9): Dictionary is very important factor to learn new words

The above table and figure illustrate the percentage of the respondents to the statement of Dictionary is very important factor to learn new words is estimated by (83.3%) and those who disagree with the statement an estimated by (10%)

Table (10): Synonymous and antonymous of words help students to know new vocabulary

Statement	frequency	percentage
Strongly agree	16	53.3
Agree	10	33.3
Neutral	2	6.7
Strongly disagree	2	6.7
Total	30	100

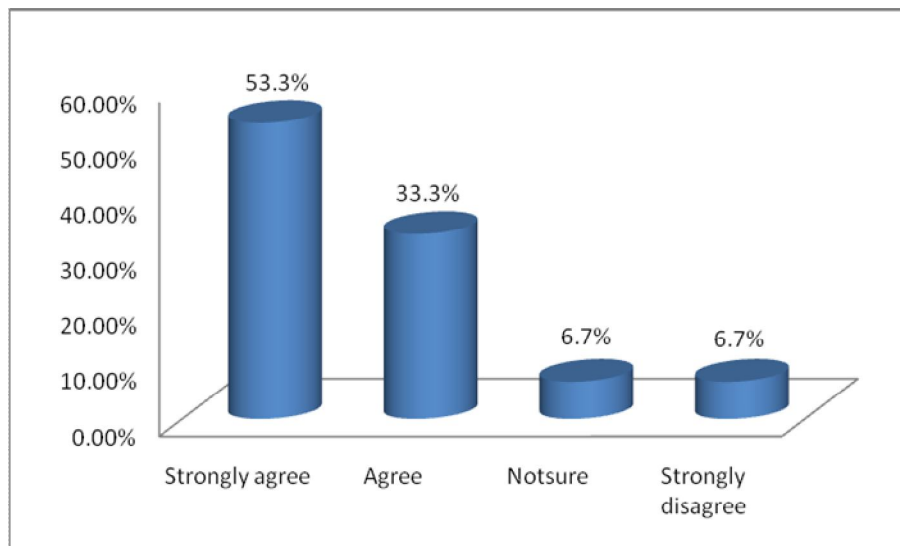


Fig (10): Synonymous and antonymous of words help students to know new vocabulary

The above table and figure illustrate the percentage of the respondents to the statement of Synonymous and antonymous of words help students to know new vocabulary is estimated by (86.6%) and those who disagree with the statement an estimated by (6.7%)

Table (11): Students should be encouraged to learn new vocabulary.

Statement	frequency	percentage
Strongly agree	14	46.7
Agree	8	26.6
Neutral	5	16.7
Disagree	3	10
Total	30	100

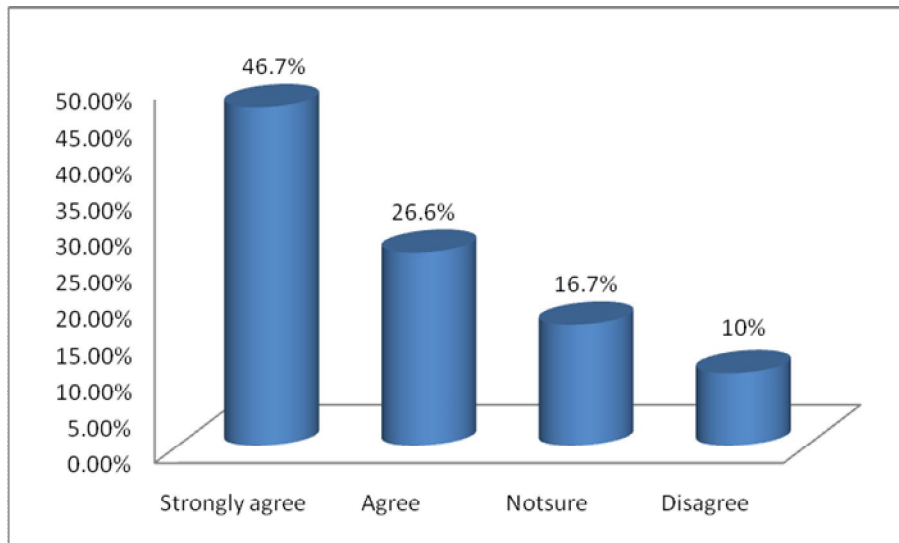


Fig (11): Students should be encouraged to learn new vocabulary.

The above table and figure illustrate the percentage of the respondents to the statement of Students should be encouraged to learn new vocabulary is estimated by (80%) and those who disagree with the statement an estimated by (1073.3%)

Table (12): Literary texts help students in learning vocabulary

Statement	frequency	percentage
Strongly agree	12	40
Agree	13	43.3
Neutral	2	6.7
Disagree	1	3.3
Strongly disagree	2	6.7
Total	30	100

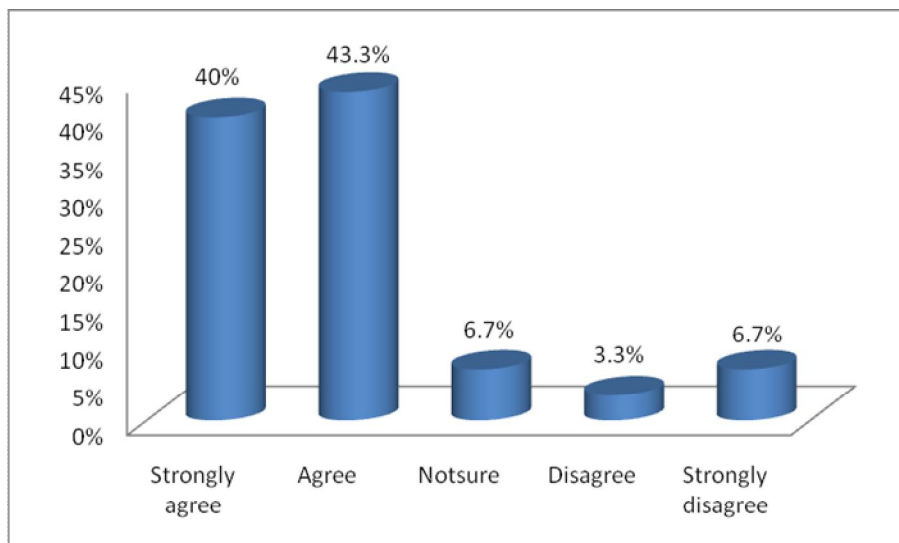


Fig (12): Literary texts help students in learning vocabulary

The above table and figure illustrate the percentage of the respondents to the statement of Literary texts help students in learning vocabulary is estimated by (83.3%) and those who disagree with the statement an estimated by (10%)

Table (13):Statistics :

No	Statements	Median	Chi-square	df	Sig	Results
1	Words that have the same spelling and different pronunciation confuse students	2	9.7	4	0.05	Agree
2	Students of second year at SUST are confused by words that have same pronunciation and different spelling	2	15.3	4	0.004	Agree
3	Many of students face difficulties in understanding clipping and abbreviated words	2	10.7	4	0.031	Agree
4	The essential problems that faces students in misunderstand vocabulary refer to teachers competence	3	2.3	4	0.675	Neutral
5	Idiomatic expressions help students to learn new words	2	17.3	4	0.002	Agree
6	Words that have the same meaning confuse students	2	5.7	4	0.225	Agree
7	Students know the difference between the homonymous and polysemous	3	1.3	4	0.856	Neutral
8	Words which have multiple meaning confuse students	3	17.3	4	0.002	Neutral
9	Dictionary is very important factor to learn new words	1	33.7	4	0.000	Strongly agree
10	Synonymous and antonymous of words help students to know new vocabulary	1	18.5	3	0.000	Strongly agree
11	Students should be encouraged to learn new vocabulary	2	9.2	3	0.027	Agree
12	Literary texts help students in learning vocabulary	2	23.7	4	0.000	Agree

From the table above we observe that the question indicates that all the probable values in chi-square was a little or than less of significant standard (0.05) that stand for the many different has statically evidences among the view of researchable except the questions No (4 and 6 and 7) because the proper significant has too large (0.05) there for there is no statically differences .

Chapter five

Test Hypotheses:

To verify the fact that the hypothesis realized or not. We use the chi-square test for significance of differences between the views of the these difference are statically significant, if we found that there is a significant difference we will calculate the median of the answers and that has been given specific code where it was follows 0.5 = strongly agree 0.4 = agree , 0.3 = neutral , 0.2 = disagree , 0.1 = strongly , differences we look at the median values is explanation on the basic of this value.

The table above show the result of chi-square test for phrase initial hypothesis is:

1. the words that have the same spelling and different pronunciation confuse student.

Amounted chi-square test 9.7 a value of 0.05 which is probability of significant differences in the sense that three are statically significant differences in the view of study sample and in favor of respondent Agree.

2. Idiomatic expression help student in learning lexical choices.

Amounted chi-square test 17.5 a value of 0.002 which is the value of probability of significant differences in sense that three are statically significant differences in the view of the study sample and in favor of these who answered agree.

3. word which chi-square test 17.3 a value 0.002 which is the value of probability of significant differences in sense that

three are statically significant differences in the view of the study sample and in favor there who answered neutral.

According to method degree we found that first hypotheses is achieved 86% and the second achieve 60% and third hypotheses achieved 89%.

Finding :

The result investigated the processing of ambiguous word in different sentence context type during early and late stages of processing in basic levels learning English as a foreign language or second language it was found that polysemy and homonymy cause problems in misunderstanding (student).

Not only, that even the teacher under training face some problems.

This study as come out as the following results word in lexical items connotative of this vocabulary items , also it has shown that the (eclectic ways is the best method in learning vocabulary and the students ability to guess vocabulary and the student prefer in learning , also it has reflected that student prefer in learning vocabulary the strategies of learning by heart by stories and dictionary meaning vocabulary stronger when motivated by that performing exercises regular on taught vocabulary enhance learning of vocabulary.

Recommendation :

Taking in to consideration the obtained results of this study the researcher recommended the following recommendations:

- the meaning of words should be clarified to the learners clearly so that to confuse them.
- The lectures should follow the “eclectic way” to teach vocabulary , since it selects the pros of all methods.
- Students should be trained to guess the meaning of vocabulary on the own.
- Student should be encouraged their teachers to use their own dictionaries as often as possible to check their spelling and increase their vocabulary stock.
- Lectures should be motivate their students regularly to a rouse their interest in learning vocabulary.

Conclusion:

To conclude, word has meaning and they have value even

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Appendix
Sudan University of Science and Technology
College of Education
English Language Department

Investigating problem that faces student in learning vocabulary lexical choices.

This questionnaire is intended to collect data on the problems that face students of second year in Sudan University College of education in using vocabulary lexical choices.

kindly request you to answer these questions: -

statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Words that have the same spelling and different pronunciation confuse students.					
Students of second year at SUST are confused by words by word that have the same pronunciation and different spelling.					
May of student face difficulties in understanding clipping and abbreviated					
The essential problems that <i>faces</i> students in misunderstand vocabulary refer to teacher's competence.					
Idiomatic expressions help I					

students to learn new words					
Words that have the same meaning confuse student					
Students know the difference between the <u>homonymous and polysemous</u> .					
words which have multiple meaning confuse students					
Dictionary is very important factor to learn new words.					
Synonymous and antonymous of words help students to know new vocabulary.					
students should be I encouraged to learn new vocabulary					
Literary texts help students in learning vocabulary					