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Investigating the Use of Vocabulary Learning Strategies
among English Major Students

(A Case Study of Al-Fashir University)

تقصي استخدام أساليب تعلم المفردات اللغوية وسط الطلاب المتخصصين في
اللغة الانجليزية

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A Thesis Submitted for the Degree of Ph.D. in Applied Linguistics

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DEDICATION

***To my parents,
To my patient wife,
To my beloved children.***

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ABSTRACT

The present study investigates the use of vocabulary learning strategies among English majors at University of Al-Fashir, particularly, those who major in English from the first year at the Faculty of Arts. The study focuses on strategies used by English majors, who study English vocabulary based on vocabulary building course prescribed in semester one at the Faculty of Arts. The sample involved (80) male and female students who joined the department of English in the academic year (2015-2016). The participants responded to the questionnaire and took a pre-and-post test. The methods adopted to carry out the current study are experimental and descriptive analytical approaches. The results of the questionnaire revealed that students tend to use metacognitive strategies (75%) as the most frequently used strategy, and social strategies (31.3%) as the least used strategies than other strategies whereas the results of the pre-and-post test showed that there was a significant difference ($p = .000 < .05$) at T. test equal 3.06 points in post tests when students exposed to vocabulary learning strategies (determination, social, cognitive, memory and metacognitive strategies) proposed by Schmitt in (1997). Accordingly, the researcher submitted a number of recommendations. The most important ones are; 1) students should be trained to guess the meaning of the new words from the context where they are used, 2) students should not focus on words that are expected to be involved in examination only, 3) students should pay a special attention to listening skill, especially to native speakers if that's possible, otherwise, they should use alternatives such as listening to podcasts, watch videos, movies, or join authentic English clubs.

مستخلص الدراسة

هدفت الدراسة الحالية الي تقصي استخدام اساليب تعلم المفردات اللغوية وسط المتخصصين في اللغة الانجليزية بجامعة الفاشر وبصفة خاصة المتخصصين في اللغة الانجليزية من السنة الاولى بكلية الآداب. ركزت الدراسة علي الاساليب المتبعة من قبل الطلاب الذين يدرسون مقرر بناء المفردات اللغوية الموصوف لهم في السنة الأولى بالكلية. تكونت عينة الدراسة من (80) طالباً وطالبة وهم الطلاب المسجلين بالكلية للعام الدراسي 2015-2016م الذين قاموا بالاجابة على أسئلة الاستبيان وجلسوا للاختبار القبلي والبعدي. اتبع الباحث المنهج التجريبي والمنهج الوصفي التحليلي، وقد أظهرت نتائج الدراسة أن الطلاب يميلون الي استخدام اساليب فوق الادراك (75%) في تعلم المفردات اللغوية دون غيرها من الاساليب، وتأتي الاساليب الاجتماعية (31.3%) في زيل القائمة. وفيما يخص الاختبار القبلي والبعدي أظهرت نتائج الدراسة ان هناك فروق ذات دلالة احصائية ($0.05 > 0.00$) لصالح الاختبار البعدي ويعني ذلك الي المحاضرات التدريبية الاولى علي استخدام اساليب تعلم المفردات اللغوية التي تلقاها الطلاب في بداية الدراسة وهي تشمل: اساليب العزم، الاساليب الاجتماعية، الذاكرة، الادراك وفوق الادراك وفقاً لتصنيف البروفسيور اسكيت في العام 1997م. وعليه فقد أوصى الباحث بجملة من التوصيات أبرزها (1) تدريب الطلاب علي استخدام مهارة تخمين معني الكلمة من خلال موقعها في الجملة، (2) يجب الا يقتصر حفظ الكلمات علي الكلمات التي قد ترد في الامتحان فقط ، (3) يجب علي الدارس رفع مهارة الاستماع وذلك عن طريق الاستماع الي الناطقين باللغة الانجليزية اذا امكن او الاستماع الي الاذاعة ومشاهدة الافلام او الانضمام الي اندية اللغة الانجليزية الموثوق بها.

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LIST OF ABBREVIATIONS

AWL	Academic Word List
COG	Cognitive Strategy
DET	Determination Strategy
LFP	Lexical Frequency Profile
MCO	Metacognitive Strategy
MEM	Memory Strategy
PLT	Productive Level Test
SOC	Social Strategy
TMM	Tell Me More Strategy
VDSs	vocabulary discovery strategies
VLSs	Vocabulary Learning Strategies
VLST	vocabulary learning strategies training
VLT	Vocabulary Level Test

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CHAPTER ONE

1.0 Introduction

Vocabulary learning strategies have gained wide interest in recent years and many people showed interest in this aspect of language. For instance, instructors and researchers began to think about the effective strategies to support vocabulary acquisition. For example, Hirsh (2012) observed a steady increase in the number of academics embracing an interest in second language vocabulary research over the past 20 years, and this has seen a corresponding rise in the number of higher degree research students choosing vocabulary as topics for their research. That would emphasize the importance of vocabulary in learning English as a second or a foreign language.

The estimate number of words one should know is not exactly identified so that language learners have a real command of the language. Approximately 30,000 is the number which is often mentioned (Allen, 1983). That is the approximate number of words supposed to be known by anyone who has interest in reading newspapers, magazines, and books written for speakers of English. To master a word does not only mean to know its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency. All these properties are known as word knowledge.

Vocabulary as a new field of study goes beyond word knowledge to involve how foreign and second language learners acquire vocabulary items, as it was argued by Bogaard & Laufer (2004) "Over the last twenty years much

has been done in the field of vocabulary in the context of the acquisition of foreign or second languages" (P. 1)

The current research investigates the use of vocabulary learning Strategies (VLSs) among English majors at the Faculty of Arts, Al-Fashir University. The researcher adopted Schmitt's (1997) taxonomy in conducting the research. These are the five major categories, namely; determination, social, memory, cognitive and metacognitive strategies and their subcategories.

1.1 Statement of the Research Problem

One of the most important challenges that learners encounter during the process of second language learning is learning vocabulary. Vocabulary has been recognized as crucial to language use and that insufficient vocabulary knowledge of the learners may lead to difficulties in second language learning. Thus, in case of learning vocabulary in a second language (SL) or a foreign language (FL), students need to raise their vocabulary knowledge by using vocabulary learning strategies (VLSs). The current study will bring into focus the main strategies which were proposed by Schmitt's in 1997.

It was noticed that at tertiary level students suffer a lot in learning English as a foreign language and one of the main problems is vocabulary knowledge (Ahmed 1988). Vocabulary knowledge is not only constitutes a problem for students at tertiary level but also extent to involve English majors at Al-Fashir University. In fact, the lack of the appropriate vocabulary is considered as the major factor that impedes the skill of communication among English majors. From his own experience as a teacher and from his students' participation in seminars and topics for debate, the researcher observed that English majors could not express themselves appropriately due

to the lack of inappropriate vocabulary. English majors tend to use a few number of words in communication and in writing assignments. In learning English as a foreign language students are seldom share their opinions with each other outside classroom setting, and such circumstances may result in the so called passive vocabulary. Moreover, English words are not always in harmony with their spellings. Lexical relations are likely to be responsible for adding further complication to the problem. Nist & Mohr (2002) observed that students have insufficient words and that reading and writing courses based on vocabulary, and content teachers agree that many students' vocabularies are inadequate for the demands of courses. "Weak vocabularies limit students' understanding of what they read and the clarity and depth of what they write" (P. 7)

Judging by his evaluation of his students the researcher observed that English majors have problems related to the use of vocabulary learning strategies, and decided to carry out the current study to bring justifications to what has been observed. It has been noticed that in the last decades the standard of English language among students has deteriorated and that can be attributed to many factors, among them the unstable syllabus, lack of literature, untrained teachers and incapability of using vocabulary learning strategies. Moreover, English language is no longer the medium of instruction and that great deal of scientific texts has been translated into Arabic proceeding in accordance with the so called Arabicization.

1.2 Research Objectives:

The researcher aims to achieve the following objectives:

1. To find out which determination strategies do English majors tend to use more frequently.
2. To examine which social strategies do English majors tend to use widely?
3. To discover which strategies English majors follow to remember the new words.
4. To explore which cognitive strategies do English majors use more frequently?
5. To find out to what extent do English majors evaluate their vocabulary development.
6. To examine the effect of vocabulary learning strategies on English majors vocabulary development.

1.3 Research Questions:

The researcher attempts to address the following questions:

1. Which determination strategy do English majors tend to use more frequently?
2. Which social strategy do English majors used widely?
3. What are the strategies that English majors follow to remember the new words?
4. Which cognitive strategy do English majors use more frequently?
5. To what extent do English majors evaluate their vocabulary development?
6. What is the effect of Vocabulary learning strategies on English majors' vocabulary development?

1.4 Research Hypotheses:

The researcher hypothesized that:

1. English majors tend to use specific determination strategies more frequently than the other strategies.
2. English majors tend to use certain social strategies more often than other social strategies.
3. Students use limited memory strategies to remember the new words.
4. Students use specific cognitive strategy more frequently than the other cognitive strategies.
5. English majors do not evaluate their vocabulary development?
6. Vocabulary learning strategies have positive effect on English majors' vocabulary development

1.5 Significance of the Research.

The research is significant and a worthy project. First, it will contribute to the field of VLS at Al Fashir University, particularly the thesis will contribute to a deeper understanding of English vocabulary learning strategies in the university context in Sudan. Second, the thesis will contribute to theory, for instance, how students behave when they discover new vocabulary and what they do when consolidating learning it.

At the time of undertaking the current research, there appeared to be a few studies that explore VLS in Sudan context. The present research findings will be useful for: i) Sudanese and non-Sudanese academics, teachers and students alike who study vocabulary learning strategies in particular and

language learning in general; ii) course designers; and iii) improving understanding of learning in Sudanese contexts. Academics will find the information on vocabulary development, the vocabulary learning process, useful; as well as how learners behave according to their prescribed courses, and how the lack of these strategies impact vocabulary learning. Curriculum designers will find this research useful, because the insights into vocabulary learning may suggest ways to improve it, for example, explicit vocabulary teaching vs. implicit, and intentional vs. incidental vocabulary learning.

The thesis provides insight into the use of vocabulary learning strategies among English majors at Al Fashir University which English teachers can use to assist their students' vocabulary level.

1.6 Research Methodology

The current study adopts the experimental and descriptive analytical approaches to carry out the research. Two instruments of data collection were used, these were; a questionnaire and a pre- and posttest. The data have been analyzed by means of statistical package for social sciences (SPSS). The population of the study comprised students from the Faculty of Arts. The sample of the study involved first-year English majors. They were (80) participants (46) males and (34) females. They were taken as one sample, more specifically, those who joined vocabulary building course, and all of them responded to a questionnaire and pre- and posttest. The questionnaire was distributed to (80) participants. It was based on the framework of instrument proposed by (Goundar, 2015). It was 28-items questionnaire with 5-point Likert scale, with 5 being "always", "often", "sometimes", "rarely" and "never".

To verify validity and reliability of the test and the questionnaire, (31) students were selected for pilot study. The statistical results showed that the two instruments were valid. Then, the pretest was administered at the beginning of the course (Vocabulary Building) to find out the real level of vocabulary among the participants. The test was known as Vocabulary Level Test (VLT) version 1 based on Schmitt (2000). Then, the participants were exposed to different vocabulary learning strategies (determination, social, memory, cognitive and metacognitive). Participants were trained on the use of vocabulary learning strategies and then retested to find out their progress in vocabulary.

1.7 Limitations of the Research

This study will be narrowed down to involve first-year English Majors at the Faculty of Arts, Al-Fashir University, during the academic year 2015-2016. The reason for choosing Al Fashir University is that it's located in Al-Fashir town which is the home town of the researcher, and that would definitely save time, effort and decreases financial burden. The researcher will attempt to investigate the strategies used by English majors when dealing with new vocabulary items. Findings will be generalized to other Sudanese universities.

CHAPTER TWO

Theoretical Framework and Literature Review

2.0 Introduction

This chapter is basically concerned with theoretical framework and literature review. The chapter is divided into two parts: part one deals with vocabulary learning strategies (VLSs) five major classes of VLSs proposed by Schmitt (1997) have been discussed thoroughly with their subcategories. Each category has been explained in details. Moreover, this part also focuses on the importance of vocabulary, types of vocabulary, language learning strategies which is the base of vocabulary learning strategies, lexical space, vocabulary and meaning, factors affecting vocabulary learning and acquisition, and vocabulary measurement.

Part two deals with previous studies related to the area of the current study. Interestingly, some of the previous studies were in favor for the current study and some of them contradict with the current study.

2.1 Part one: Theoretical Framework

Vocabulary as a sub category to language learning has been out of interest for many years, because it was considered as less important element in learning a second language (Carter, 2014). While linguists were busy doing researches on syntax and morphology in 1960s, their interest was on language structure rather than vocabulary.

Vocabulary learning strategies stems from two directions of research as stated by Pavicic (2008: 58). The first one is general language learning

strategies which showed that many of the learning strategies used by learners are in fact vocabulary learning strategies, or may be used in vocabulary learning. The second one is the research oriented towards exploring the effectiveness of individual strategy application in vocabulary learning. This early research resulted in the formation of an independent subgroup of learning strategies, namely vocabulary learning strategies. Schmitt (2012) supports this point of view by proposing the importance of vocabulary strategies due to the increasing nature of vocabulary acquisition and its emphasis on large exposure to the language.

Vocabulary is generally concerned with the knowledge of words, word meanings and the kind of words that students must know to read increasingly demanding text with comprehension (Butler, et al, 2010: 17). They further added that vocabulary is something that expands and deepens over time. Vocabulary is also known as the knowledge of words, including explanations of word meanings, and the word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning (Schmitt 2000).

2.1.1 Importance of Vocabulary

During the past decade vocabulary importance became obvious, particularly, when researchers have shown interest in searching vocabulary and its effect in language acquisition for second language (L2) learners (Allen, 1983). Thornbury (2002: 14) argued that "for a long time, teaching approaches such as direct method and audiolingualism gave greater priority to teaching of grammatical structure". The focus on the grammatical structure was basically to enhance communication among students who learn English as a

second or foreign language until the advent of communicative approach in 1970s which made a noticeable change to that view, then the focus shifted to vocabulary learning and scholars began to re-think the role of vocabulary in language communication instead (Thornbury 2002).

Carter (1998: 185) confirmed this point of view by stating that "since the late 1970s, however, there has been a revival of interest in vocabulary teaching" English vocabulary items can be classified into two types, formal and informal. Most of the formal vocabulary of English origin, it is descended from French, Latin or Greek. Leech and Svartvisk (2003: 12) argued that "in English there are many differences of vocabulary between formal and informal language. Much of the vocabulary of formal English is of French, Latin, and Greek origin"

Another important fact is that some English terms are borrowed from other languages such as Latin, French and Anglo Saxon (native). For instance, words like regal, royal, and kingly have the same reference (Palmer, 1996).

Finnegan (2007: 46) Stated that "Languages have three principal ways of extending their vocabulary: (1) New words can be formed from existing words and word parts (2) Words can be "borrowed" from another language and (3) New words can be made up, created from scratch". She further added that in some societies, new words are needed, for instance, nouns, adjectives, and verbs arise frequently bearing in mind such categories are occurred freely. These categories are known as content words which include nouns, adjectives, verbs and adverbs the so called open classes which receive new words from time to time according to people need, while prepositions, pronouns, conjunctions and interjections are called closed class, and new words are seldom added to this category.

In learning English vocabulary different strategies are adopted by learners, for instance, learners tend to link any lexical item in English with their mother tongue equivalent that is what is known as rote learning in which learners make a list of words and their translation in mother tongue (Gairns & Redman, 1986). Learning lexical items in such away may result in lexical confusion, misuse and inappropriateness. The best way to learn new items is context which words are used instead of using words in isolation.

Languages are full of strong collocational pairs and, therefore, collocation deserves to be a central aspect of vocabulary study (McCarthy, 1990: 12). McCarthy further said:

Knowledge of collocational appropriacy is part of the native speaker's competence, and can be problematic for learners in cases where collocability is language-specific and does not seem solely determined by universal semantic constraints (such that 'green blood' would be odd in any human culture (P. 12)

Beside colour terms lexical relations such as synonymy, antonymy, and hyponymy are relations which most language teachers encounter with the greatest frequency in day-to-day teaching are. These are respectively relations of sameness, oppositeness, and inclusion. None of them is a simple matter and all three are worth detailed study since they are so fundamental to the lexical organization of languages.

In environment where English is spoken as a second or foreign language learners encounter some challenges when dealing with English outside classroom setting (Murray & Christison 2011: 91). Acquiring vocabulary in a second or foreign language is one of the most challenging tasks for second

language (L2) learners, particularly those who rely almost solely on L2 classroom experience in environment where the target language is not widely spoken outside of the classroom. However, Nunan (1991: 152) argued that "no one seriously interested in the development of second and foreign language has ever suggested that learners do not need to master the grammatical system of the target language: the debate has been over how learners can best acquire the target grammar.

Applying the correct grammatical rules make the language sounds good, on other hand failure on the use of grammar make language sounds awkward and inconsistent. Nunan further added that "acquiring the grammatical system of target language is of central importance, because an inadequate knowledge of grammar would severely constrain linguistic creativity and limit the capacity for communication" However, EFL students learn the vocabulary of the target language in terms of word by word translation technique, they translate an English item into mother tongue counterpart, neglecting all other aspects of word knowledge.

Pavicic, (2008: 61) explained that a great number of learners adopt the traditional rote learning strategy, which required a list of L2 words and their L1 translation which seems to be a 'natural' strategy, particularly for novice who relies on lexical associations in vocabulary learning. The majority of teachers and researchers said that such a strategy does not enhance long-term memorization of vocabulary acquisition, and this fact goes on the line with the assumption which says that learning words in context is effective than learning isolated items. Within the past few years two kinds of vocabulary learning occurred, these were (1) vocabulary learning by utilizing technology and (2) vocabulary learning without the use of technology. With

technology learners can use computer, internet and mobile phones. Without technology learners can use written text and papers (Zhang, et al 2011).

2.1.2 Types of Vocabulary

The study of Vocabulary comprises different kinds of items, for instance, high frequency words, low frequency words, academic words and specialized vocabulary or technical words which represent the contents of specific domain the so called English for specific purpose (ESP).

Academic vocabulary is essential for students and scholars alike as it was stated by (Paguot, 2010: 26) "Because it causes major difficulties to students and scholars alike, academic discourse has become a major object of study in applied linguistics". Of course academic discourse is important, that is because most of the English textbooks are written in academic vocabulary. To understand those textbooks students need to acquire the most frequent words so as to gain the gist of reading academic textbooks.

2.1.2.1 High Frequency words

High frequency words are words that occur quite frequently in the language. They occur so regularly in daily conversation that if students understand these words, they will be able to write and speak in comprehensible English (Nation, 2005). One of the important lists in the domain of vocabulary learning and teaching is Michael West's General Service List (GSL) of 1953 based on a corpus of 5 millions words most of them from the 1930s. "The list is considered outdated because it does not include some words of the 1980s word such as pilot, helicopter, television, or astronaut seem to have no entries in the list" (Carter, 2012: 198). Despite this fact GSL played an

essential role in the development of academic textbooks designed especially for learners of EFL.

The high frequency words also include many content words, for example, government, forests, production, adoption, represent, boundary, etc. "The classic list of high frequency words is Michael West's (1953) GSL of English Words which contains around 2,000 word families" (Nation, 2001: 16)

2.1.2.2 Low Frequency Words

Low frequency words are words that deal with academic studies, words that appear throughout all academic texts and courses, but not very often in day to day speech (Nation, 2005). He further argued that "people vocabulary grows partly as a result of their jobs, interests and specializations. Some low frequency words are simply, they are almost every language user rarely uses for example: eponymous, gibbons, bifurcate, plummet, poly" (P. 48)

Low frequency words may represent a rarely expressed idea, or similar in meaning to a much more frequent words or phrase, or they may be marked as being old fashioned, very formal, belonging to a particular dialect, or vulgar, or they may be foreign words. Low frequency words include all the words that are not high frequency words, not academic words and not technical words for a particular subject. They consist of technical words for other subject areas, proper nouns, words that almost got into the high frequency list, and words that are rarely used in language (Nation, 2001: 16).

2.1.2.3 Academic Vocabulary

The term Academic vocabulary often refers to a set of lexical items that are not core words but which are relatively frequent in academic texts (Paquot 2010). Academic vocabulary is important for learners of English for academic purpose for several reasons:

1. Academic vocabulary is common to a wide range of academic text.
2. Academic vocabulary is generally not as well known as technical vocabulary.
3. Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with (Nation, 2001: 236)

Coxhead (2000: 121) published Academic Word List (AWL) which was regarded as the most widely used today in language different domains, for instance, teaching, testing and the development of pedagogical material. "It is now included in vocabulary textbooks and computer-assisted language learning materials, and dictionaries". Academic Word List consists of 570 word families that are not in the most frequent 2,000 words of English but which occur frequently over a very wide range of academic texts. That means that the words in the academic vocabulary are useful for learners studying humanities, science or commerce. The list is not restricted to a specific discipline. Nation (2001) stated that "academic vocabulary has sometimes been called sub-technical vocabulary because it does not contain technical words but it contains rather formal vocabulary" (Nation 2001: 24)

Table 2.1 Composition of the Academic Corpus

	Running words	Texts	Subject areas
Arts	883,214	122	education; history; psychology; politics; psychology; sociology
Commerce	879,547	107	accounting; economics; finance; industrial relations; management; marketing; public policy
Law	874,723	72	constitutional law; criminal law; family law and medico-legal; international law; pure commercial law; quasi-commercial law; rights and remedy
Science	875,846	113	biology; chemistry; computer science; geography; geology; mathematics; physics
Total	3,513,330	414	

(Source: Coxhead 2000: 220)

2.1.2.4 Specialized Vocabulary

Specialized vocabulary is sometimes known as "domain-specific or technical terms are words whose meaning requires scientific knowledge" (Paquot, 2010: 12). They are typically characterized by semantic specialization, resistance to semantic change and absence of exact synonyms. As explained by (Nation, 2001: 203) "some practitioners consider that it is not the English teacher's job to teach technical terms. These words are best learned through the study of the body of knowledge that they are attached to". Special vocabularies are made by systematically restricting the range of topics or

language uses investigated. It is thus possible to have special vocabularies for speaking, for reading academic texts, for reading newspapers, for reading children stories, or for letter writing. Technical vocabularies are also kinds of specialized vocabularies. Some specialized vocabularies are made by doing frequency counts using a specialized corpus. Some are made by experts in the field gathering what they consider to be relevant vocabulary (Nation, 2001: 24).

Students' knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content. As classroom teachers know, students have difficulty understanding and expressing the concepts and principles of the content areas if they do not know the specialized vocabulary that represents those concepts and principles. Kay, Helen & Bishop (2009) argued that "It is nearly impossible for students to read about, talk about, write about, and understand information about volcanoes, for example, if they do not know the words magma, lava, vent, and erupt" (P. 15).

2.1.3 Vocabulary Learning

Ahmed (2012: 71) stated that "Vocabulary learning is an indispensable process for EFL learners to acquire proficiency and competence in target language". Word power facilitates fluent speaking and effective writing. Ahmed further explained that vocabulary learning substantiates both learners' acquisition of knowledge and production of knowledge. It enriches learners' integrated language skills such as listening, speaking, reading and writing. Language first occurs as words and then develops continuously according to the way people use it, as Scott (2002: 1) put it "All languages

have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops, nor does the acquisition of words".

Words are considered the building blocks of any language and no language without words. Schmitt (2000) pointed out that "second language students need approximately 2000 words to maintain conversations, 3000 words families to read authentic texts, and as many as 10,000 words to comprehend challenging academic texts". There are different types of strategies used by learners to cope with new vocabulary, but learners are not equally good at maximizing their strategic resources (McCarthy, 1990).

Learners are of two types: good learners and poor learners. Successful learners are those who are aware of the learning process, know the importance of learning words in context, and are aware of the semantic relationship between new and previously learnt L2 words. They also use, beside dictionaries, other learners as a source of information on vocabulary. Weak learners on the other hand make use of a number of strategies, but apply them inadequately (Pavivic, 2008: 37). He also reported that "Poor learners generally use fewer learning strategies, do not know how to learn words or how to connect them with the acquired knowledge, and avoid active practice". Consequently, they do not make an obvious progress in target language. Other psychological factors like hesitation, shyness, introversion, etc. impact their development. "Successful L2 learners are avid collectors of words, and tend to measure their own success by the number of words that they know" (Meara, 2009: 51).

2.1.3.1 Incidental Vocabulary Learning

Schmitt (2010: 29) defined incidental learning as "learning which accrues as a by-product of language usage, without the intended purpose of learning a particular linguistic feature". He further reported that "any vocabulary learned while reading a novel simply for pleasure, with no stated goal of learning new lexical items is considered as an example of incidental vocabulary learning". With regard to incidental learning, it has been defined as the learning without intent to learn, or as the learning of one thing, e.g. vocabulary, when the learner's primary objective is to do something else.

2.1.3.2 Intentional Vocabulary Learning

Before 1940s, the primary emphasis of strategy research had been on intentional rather than incidental learning. It was usually assumed that intentional learning was importance in learning. From 1980s onward researchers began to realize the importance of incidental learning since most human learning can reasonably be regarded as incidental, the source of especially important and realistic data concerning the normal functioning of memory processes (Coady 2001).

2.1.4 Receptive and Productive Vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. On the other hand, receptive, or recognition vocabulary is the set of words for which an individual can assign meanings when listening or reading (Hiebert and Kamil, 2005: 3). According to Gairn & Redman (1986: 37) "receptive vocabulary means language items which can be

recognized and perceived within the context of reading and listening material, whereas productive vocabulary is language items which the learner can recall and use appropriately in speech and writing. The two terms are often referred to as passive and active vocabulary respectively" Receptive vocabulary knowledge can be conceptualized as the comprehension ability in reading and listening, and productive vocabulary knowledge can be conceptualized as the ability to apply the word appropriately to fit into a context in writing and speaking (Zhong, 2012).

There is much argument about the dichotomy of the two terms receptive and productive vocabulary concerning the gap between receptive and productive and which one precedes the other. One group of researchers estimates the receptive vocabulary to be double the size of productive vocabulary, another say that the distance between reception and production diminishes with the development of knowledge, and a third group does not find the gap that significant at all. Speakers of a language intuitively support this view and assume that receptive vocabulary is much larger than productive vocabulary, and that receptive vocabulary precedes productive vocabulary. (Pavicic, 2008: 12). The transition of receptive items to productive items is a gradual process, and that repetition, hearing or reading the item over a period of time is usually the most common way in which transition takes place (Gairn & Redman 1986).

Nation (2001: 37) argued that "receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it. While productive carries the idea that we produce language forms by speaking and writing to convey messages to others".

Nation made the following table to show what is involved in a word in terms of receptive and productive vocabulary:

Table 2.2 what is involved in knowing a word (Nation's 2001:27)

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and reference	R	What is included in the concept?
		P	What items can the concept refer to?
	Association	R	What other words does this word make us think of?
		P	What other words could we use instead of this one?
	Grammatical function	R	In what pattern does the word occur?
		P	In what patterns must we use this word?
	Collocation	R	What words or types of word occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use	R	Where, when and how often would we meet this word?
		P	Where, when and how often can we use this word?

Keys: R = receptive, P = Productive

2.1.5 Lexical Space

Lexical space is metaphorically used to denote the way words are learned and stored. Lexical space is actually three dimensional spaces where each dimension represents an aspect of knowing a word (Daller, Milton, Treffers-daller, 2007: 7). The three dimensions are; lexical breadth, lexical depth, and fluency as shown below.

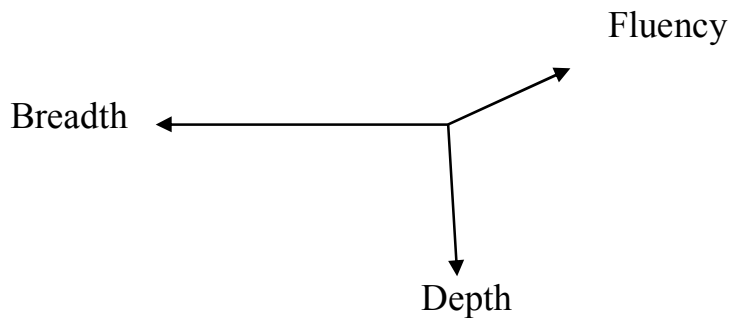


Figure (1): lexical space: dimensions of word knowledge and ability

(Adapted from Daller, Milton & Treffers-Daller, 2007: 8)

These three axes define the lexical space learner's vocabulary can be placed within this space. The above Figure (1) shows lexical space which involves:

2.1.5.1. Lexical Depth

The vertical axis represents the concept of lexical depth, which means how much the learner knows about the word knowledge. This would include the elements of concepts and referents, associations, grammatical functions, collocation and constraints on use shown in Nation's table.

Depth is generally used to refer to a wide variety of word characteristics, including the shades of meaning a word may carry, its connotations and collocations, the phrases and patterns of use it is likely to be found in,

and the associations the word creates in the mind of the user (Milton, 2009: 149). All of these imply that a word will be linked to other words and ideas in the lexicon and, provided these links are correct and appropriate, enable learners to use their chosen words appropriately and well. At the heart of this characterization of vocabulary depth is an assumption that the foreign language lexicon will not have so many links, nor links that are correct and appropriate, and that it will be fundamentally different from the first language (L1) lexicon.

2.1.5.2 Lexical Breadth

The horizontal axis on the other hand, represents the concept of lexical breadth which is intended to define the number of words a learner knows regardless of how well s/he knows them. This would include the 'form' and the 'form and meaning' element of Nation's table. Milton, (2009: 71) reported that "Some of the best-researched tests of vocabulary are checklist tests of passive vocabulary recognition, designed to give an estimate of vocabulary breadth or size".

Some learners may have large vocabularies but are very limited in speech. Such learners should be placed within breadth axis but less far along the fluency or depth. Other learners possess few vocabulary resources but considerable fluency in calling these to mind and using them in communication, such learners would be placed far along the breadth axis but further along the fluency axis (Milton, et al, 2007: 9).

2.1.5.3 Lexical Fluency

The fluency axis intended to define how readily and automatically a learner is able to use the words they know and the information they have on the use

of these words. Some studies proved that learners increased their speed of lexical access and these increases can be correlated with aspects of productive oral performance (Milton, 2009: 145). For example, lexical access speed correlated with the proportion of filler-free speech, learners become less reliant on fillers and require fewer hesitations. It has been argued (Hilton, 2008 cited in Milton, 2009) that these hesitations, as learners search their memories for the words they need to express meaning, are the major stumbling block to communication in a foreign language. And it is vocabulary shortcomings, rather than lack of grammatical control, that create these hesitations Milton (ibid)

2.1.6 Language Learning Strategies (LLS)

The term strategy comes from the ancient Greek term *strategia* meaning generalship or the art of war (Oxford, 1990: 7). In Educational context, the strategy concept has been applied to clearly nonadversarial situation where it has come to mean a plan, step, or conscious action toward achievement of an objective. Language learning strategies are "specific actions, behaviors, steps, or techniques that students use to improve their progress in developing L2 skills" Oxford, (1992: 18). She further divided learning strategies into six main categories of L2 Learning Strategies, these six strategies fall under two major classifications, direct and indirect. Memory, cognitive, and compensation under the direct, metaconitive, affective and social under the indirect class.

2.1.6.1 Cognitive strategies

Cognitive strategies are essential in learning a new language. Such strategies are varied a lot, ranging from repeating to analyzing expressions to

summarizing. Despite their variation, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are found to be the most popular language strategies with language learners. Cognitive strategies Enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, etc. (Oxford, 1990: 43)

2.1.6.2 Metacognitive strategies

Metacognitive "beyond the cognitive" strategies help learner to regulate their own cognition and to focus, play, evaluate their progress as they move toward communicative competence (Oxford, 1992: 8). She further explained that metacognitive "employed for managing the learning process overall (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy" (ibid)

2.1.6.3 Memory-related strategies

Enable learners to learn and retrieve information in an orderly string (e.g., acronyms), create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard)

2.1.6.4 Compensatory strategies

Compensation strategies enable learners to use the new language for either comprehension strategies or production despite limitation in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and especially of vocabulary (Oxford, 1990: 45). Another role of compensation is that it Enables learner make up for missing knowledge (e.g., guessing from the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words)

2.1.6.5 Affective strategies

Affective strategies develop the self-confidence and presurance needed for learners to involve themselves actively in language learning, a requirement for attaining communicative competence (Oxford, 1992). Affective strategies such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. Over time there might be less need for affective strategies as learners' progress to higher proficiency (ibid).

2.1.6.6 Social strategies

Social strategies enable learners work with others and understand the target culture as well as the language. (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms). Social strategies provide increase interaction and more emphatic understanding, two qualities to reach communicative competence (Oxford, 1992: 8).

2.1.7 Vocabulary Learning Strategies (VLSs):

Vocabulary learning strategies (VLSs) as the main variable of the current study are a part of language learning strategies which have received much attention since the late seventies. According to Oxford (1997), these strategies can be affected by variables like motivation, attitude, gender, learning styles and etc. A number of attempts have been made to classify vocabulary learning strategies. O'Malley and Chamot (2001) propose three types of strategies: meta-cognitive (strategies for overviewing the processes of language use and learning, and for taking steps to efficiently and plan and regulate), cognitive and social/affective strategies.

Oxford proposed two broad categories of strategies, direct and indirect. The former included memory, cognitive, and compensation strategies while the latter included meta-cognitive, affective, and social strategies. Gu and Johnson (cited in O'Malley & Chamot, 2001) establishes two main dimensions of vocabulary learning strategies for their study, meta-cognitive regulation and cognitive strategies which covered 6 sub-categories: guessing, using a dictionary, note-taking, rehearsal, encoding, and activating, all of which were further sub-categorized. The total number of strategies in their study was 74. Schmitt (2002), however, suggested two categories of L2 vocabulary learning strategies: discovery and consolidation strategies. The former referred to determination and social strategies whereas the latter included social, memory, cognitive, and meta-cognitive strategies, with 40 strategies in all.

Taxonomy of vocabulary learning strategies in the current study are based on Oxford (1990) division of language learning strategies into direct

(memory, cognitive, and compensation) and indirect (metacognitive, affective, and social) strategies. Schmitt extracted vocabulary learning strategies from Oxford’s taxonomy of general learning strategies and their categorisation into Social (involving cooperation with others), Cognitive (referring to language manipulation or transformation), Metacognitive (used to control the learning process) and Memory strategies (involving relating the new word with some previously learned knowledge).

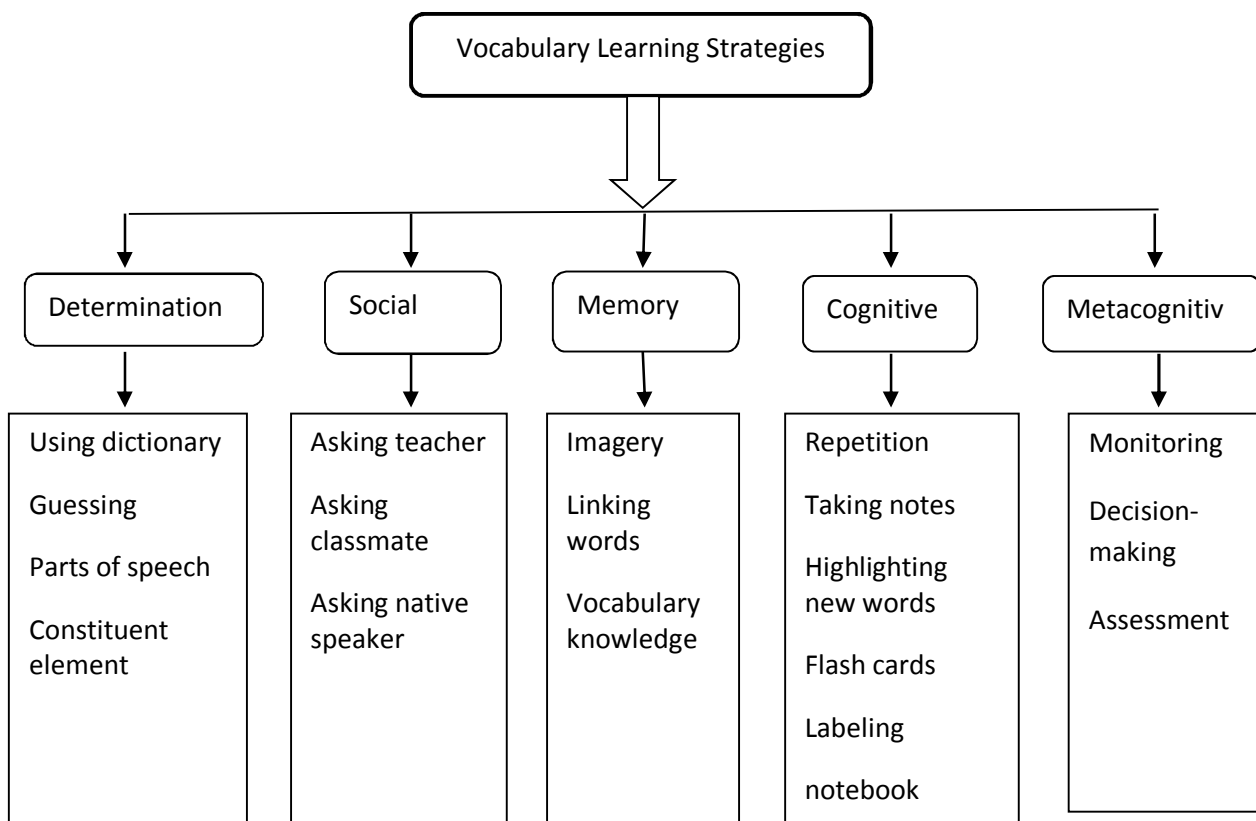


Figure (2) Classification of Vocabulary Learning Strategies (source: original)

2.1.7.1 Determination Strategies

Discovery strategy involves determination and social strategies, it helps learners to determine the meaning of new words when encountered for the first time (Farouk, 2007). Determination Strategies facilitate gaining

knowledge of a new word from the first four options: (i) guessing from an L1 cognate, (ii) guessing from context, (iii) using reference materials, or (iv) asking someone else. Learners may be able to discern the new word's part of speech, which can help in the guessing process (Oxford, 2003)

2.1.7.1.1. Using Dictionary

A dictionary is an alphabetical reference list of the words in the language (Davey and Davey: 2006). The suitable dictionary is the one which contains all the words that are needed by the reader or learner. Beside a good dictionary there is a thesaurus which is a reference book that contains synonyms and antonyms. It is of Greek origin, it means "collection" or "treasure". Thesaurus is helpful in making paraphrase and in selecting the appropriate word (P. 4)

Gairns & Redman, (1986: 78) reported that if the student has no teacher or peer to ask, he can still solve a number of problems by using dictionary. It could be a dictionary especially written for foreign students or a bilingual dictionary despite the fact that some bilingual dictionary tended to be unreliable (ibid). The best dictionaries for foreign learners are: The Longman Active Study Dictionary for English, The Longman Dictionary for contemporary English, The Longman lexicon of Contemporary English, Oxford Advanced Learner's Dictionary of Current English, these are the most reliable dictionaries for foreign learners (Gairns & Redman, 1986: 101)

English language has the most extensive vocabulary. New words are expected to be added continuously as a matter of labeling a new object or phenomena such a process would finally enlarge the vocabulary of English language and makes it bigger than ever before. For instance, the dictionary

of Johnson of 1755 contains 48,000 entries while Oxford Dictionary of the 20th century contains more than 400,000 words (Rajarajeswari & Mohana, 2013: 41). These figures indicate the dramatic growth of the English vocabulary during the period from 17th century up to 20th century. No doubt, new items have been added to the current dictionary since then (ibid).

In comparing vocabulary with syntax, in syntax relations appears to be finite while with lexis relations are theoretically infinite (Carter 1998). Moreover, the syntactic structure can be easily specified in a syllabus than the number of vocabulary items. Lexical items are powerful indices of expressions. Misuse of lexical items outside classroom can be tolerated than mistakes in syntax (ibid). This point of view reflects the importance of grammar in learning any language and that it is not enough to learn vocabulary and ignore grammar (Redman 1991). In this respect learning English language is not a matter of learning its vocabulary only but also learners need to master the grammar of the English language so that they can use the language appropriately.

2.1.7.1.2 Guessing from Context

Context refers to the words and sentences that surround a particular word and help fix its meaning (Chesla, 2004: 27). Guessing from context most commonly refers to inferring a word's meaning from the surrounding words in a written text. Guessing an unknown word's meaning from context has been widely promoted in the last two decades as it has been seen to fit in more comfortably with the communicative approach than other, more discrete, discovery strategies (Oxford, 2003).

Learners using guessing strategies rely on their background knowledge and identify linguistic clues like grammatical structures of a sentence to guess

the meaning of a word (Farouk, 2007: 4). Learners try to discover the meaning of a new word by guessing it with the help of context, structural knowledge of language, and reference materials or through employing the social strategies of asking someone for help with the unknown words (Schmitt, 2000). "The problem for most learners when guessing the meaning of a word in a second language is that they are less confident about their understanding of the context than they would be in their L1" (Oxford, 2003). Oxford further argues that "Guessing from context is not an easy task, it needs certain prerequisite, for instance, the learner must be proficient in the target language and must be able to decode the orthographical form accurately. Moreover, the context itself must be rich enough with clues to enable guessing".

2.1.7.1.3 Analyzing word Parts

Because a large proportion of English words are derived from French, Latin or Greek, they are made up of word parts - affixes and stems. Being familiar with the common word parts can provide a useful basis for seeing connections between related words, checking guesses from context, strengthening form and meaning connections, and in some cases working out the meaning of a word (Nation, 2001: 355)

When students engage in "word analysis" or "word study," they break words down into their smallest units of meaning — morphemes. Each morpheme has a meaning that contributes to our understanding of the whole word. As such, students' knowledge of morphemes helps them to identify the meaning of words and build their vocabulary. The ability to analyze words is a critical foundational reading skill and is essential for

vocabulary development as students become college and career ready (Zorfass, 2015)

Teachers can effectively differentiate word analysis techniques by providing clear and varied models, keeping in mind the principles of Universal Design for Learning (UDL). Model how to analyze a new word by breaking it down into its sub-parts, studying each part separately, and then putting the parts back together in order to understand the whole word (ibid)

2.1.7.1.4 Constituent Element

Analyzing expressions means determining the meaning of expression by breaking it down into parts using the meaning of various parts to understand the meaning of the whole expression (Oxford, 1990: 46)

2.1.7.2 Social Strategies

Language is a form of social behavior; it is communication, and communication occurs between and among people. Cooperative learning shows higher self-esteem, increased confidence and enjoyment greater and more rapid achievement, more respect for the teacher, the school, and the subject (Oxford, 1990: 140)

Asking questions like “What do these words have in common? How are they different?” When studying a word list. Asking questions will test comprehension of the material. It also puts the information into words, which will help remembering what have been learned. This can be especially helpful when learning definitions (Chesla, 2004: 11).

Another way to discover a new meaning employs the Social Strategy of asking someone who knows. Teachers are often in this position, and they can be asked to give help in a variety of ways: giving the L1 translation if they know it, giving a synonym, giving a definition by paraphrase, using the new word in a sentence, or any combination of these. L1 translations have the advantage of being fast, easily understood by students, and make possible the transfer of all the knowledge a student has of the L1 word (collocations, associations, etc.) onto the L2 equivalent.

The disadvantages are that the teacher must know the learners' mother tongue, and that most translation pairs are not exact equivalents, so that some erroneous knowledge may be transferred. Likewise, though synonyms have similar meanings, students need to know collocational, stylistic, and syntactic differences in order to use them effectively in a productive mode (Martin, 1984).

Paraphrasing well involves similar kinds of complexities (Scholfield, 1980). Of course classmates or friends can be asked for meaning in all of the above ways, but to condense the taxonomy, only the general item 'Ask classmates for meaning' is listed. In addition, learners can be introduced to new words and discover their meanings through group work (ibid)

2.1.7.2.1 Asking Teacher

Asking the teacher about the meaning of unknown word is social strategy used by some students. Some of the students tend to ask their teacher more often than asking classmate because they trust their teacher more than their classmate. A student can ask the teacher or another student to explain the meaning of an item which he has just encountered. The best strategy is to

make the context sufficiently clear so that the listener can provide the student with the word he is looking for (Gairns & Redman, 1986: 77). For example, my hands are very cold so I want to buy (...). A native speaker would provide gloves (ibid).

2.1.7.2.2 Asking Classmate

It refers to working with other language learners to improve language skills (Oxford, 1990: 147). This strategy can involve a regular learning partner of a temporary pair or small group. This strategy frequently involves controlling impulses toward competitiveness and rivalry. (ibid)

Asking classmate is another social strategy used by some learners of English. Such students feel relax and confident with their classmate rather than their teachers.

2.1.7.2.3 Asking Native-speaker

Native speaker is the one who speaks the language as his mother tongue, or in other words, the one who speaks his first language (L1). It is important social strategy for the learners particularly those who study English as a foreign language (EFL).

If input is a key element in language acquisition (Krashen, 1982), then it would seem that interacting with native-speakers would be an excellent way to gain vocabulary. Although it would be hard to prove this empirically, there is indirect evidence to support this intuitive assumption. Milton and Meara (1995) found that one group of non-native-speakers enrolled in a British university averaged vocabulary gains of 1325 words per six months, compared to an average 275 word gain previously in their home countries (Oxford, 2003).

2.1.7.3 Memory Strategies

Memory strategies are classified into rehearsal and encoding categories. Repetition, memorizing word lists and imitating other people's pronunciation of words are examples of rehearsal strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word-structure (Farouk, 2007). Memory strategies involve relating the word with some previously learned knowledge by using some form of imagery or grouping. Most Memory Strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping. As Thompson (1987: 43) explains, "... mnemonics work by utilizing some well-known principles of psychology: a retrieval plan is developed during encoding, and mental imagery, both visual and verbal, is used. They help individuals learn faster and recall better because they aid the integration of new material into existing cognitive units and because they provide retrieval cues." This integration is necessary for long term retention (Ellis, 2009).

2.1.7.3.1 Using Images

New words can be learned by studying them with pictures of their meaning instead of definitions. Pairing L2 words with pictures has been shown to be better than pairing them with their L1 equivalents. Alternatively, learners can create their own mental images of a word's meaning. Imagery has been shown to be more effective than mere repetition for reading passages and sentences. It could also be more effective for vocabulary too. New words can also be associated with a particularly previous personal experience of the

underlying concept, for example, a learner mentally connecting the word *toy* to a memory of playing in the kindergarten while a child.

Anderson (1985 cited in O'Malley and Chamot, 1990: 50) also reports evidence indicating that the method of loci, a visual mnemonic device used to remember an ordered sequence of items, is effective in assisting recall of unconnected verbal materials. The method of loci is used by imagining a fixed path through a familiar area (e.g., home to school) and imagining that the items to be remembered (e.g., vocabulary words) are interacting with well-known fixed objects along the path. A vocabulary word such as "biscuit" might be associated with a neighbor's house and the neighbor would be imagined eating the biscuit. Other items in the list would be associated with some other specific location and action (ibid)

2.1.7.3.2 Linking Words

Likewise, new words can be linked to L2 words which the student already knows. Usually this involves some type of sense relationship, such as coordination (apple and other kinds of fruit like pears, cherries, or peaches), synonymy (irritated and annoyed), or antonymy (dead and alive). Word association research has shown that coordinates in particular have very strong connective bonds (Aitchison, 1987). These and other sense relationships (hyponymy and meronymy) can be illustrated with semantic maps, which are often used to help consolidate vocabulary (Oxford, 1990).

Some words, particularly gradable adjectives, have meanings relative to other words in their set. For example, in any given situation, big is larger than medium-sized, but smaller than huge. A helpful way to remember

these words is to set them in a scale (huge/big/medium-sized/small/tiny) (Gairns and Redman, 1986).

The learner can also link words together that have no sense relationships. One way of doing this is with 'peg' or 'hook' words. One first memorizes a rhyme like 'one is a bun, two is a shoe, three is a tree etc'. Then an image is created of the word to be remembered and the peg word. If the first word to be remembered is *chair*, then an image is made of a bun (peg word) resting on a chair. Recitation of the rhyme draws up these images, which in turn prompt the target words. English-speaking learners of French, studying the same number of words for both methods, remembered twice as many using pegwords than rote memorization (Paivio and Desrochers, 1979).

2.1.7.3.3 Using Vocabulary Knowledge

Without adequate knowledge of vocabulary, language learners are generally impeded in their academic activities. Vocabulary knowledge is also instrumental in reading comprehension (Read, 2000; Qian, 2002). It is shown that knowledge of vocabulary is closely related to reading comprehension and Vermeer (2001) suggests that it can be used as one of the best estimates of language proficiency at school.

2.1.7.3.4 Semantic Mapping

Semantic mapping involves the teacher and the learners working together to build up on the blackboard a visual framework of connections between ideas (Nation, 1997) there can be several starting points for semantic mapping. It can involve the recall of a previously read story, a recent current event, a film, a unit of study, or simply learners' general knowledge of a topic. Four advantages can be achieved from semantic mapping:

4. Encourages learners to produce vocabulary that can be put into the map.
5. Encourages repetition, generative use by enriching associations and allows the teacher to help shape learners' production by rephrasing what they say.
6. Repeating the important vocabulary and reinforcing the connections.
7. It is used as a basis for talks or writing (Nation, 1997).

Maps and grids are one way of presenting words according to meaning relations. They can be used as visual presentation devices, as gap-filling activities, for group-work (in discussing alternatives or comparing results), as reference devices, or as a recording device in the vocabulary notebook. They offer no guarantee that the words will be better remembered or more correctly used, but they do offer an alternative to the disorganized wordlist or the more conventional ways of arranging related words in lists of synonyms, antonyms, and so on. Many materials are organized partly on semantic lines (McCarthy, 1990: 97)

2.1.7.4 Cognitive Strategies

Cognitive strategies include guessing strategies, skillful use of dictionaries and note-taking strategies. Cognitive strategies include repetition and using mechanical means such as word lists, flash cards, and vocabulary notebooks to study words.

Cognitive Strategies in this taxonomy are similar to Memory Strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary. Written and verbal repetition, repeatedly writing or saying a word over and over again, are common strategies in many parts of the world. They are so

entrenched that students often resist giving them up to try other ones (O'Malley and Chamot, 1990).

2.1.7.4.1 Repetition

Repeating things over and over is another way of learning vocabulary. Most people use this strategy in their daily life, for instance, when they want to remember something last for a few seconds. Repetition helps keep things in short-term memory, and it also helps move information into long-term memory. In everyday life, people use repetition to remember something that is not written down. For example, they might repeat a phone number several times after someone tells them the number. Or, they might repeat a list of directions from a teacher (Milton, 2011: 61).

2.1.7.4.2 Taking Notes

Another kind of cognitive strategy is using study aids. Taking notes in class invites learners to create their own personal structure for newly learned words, and also affords the chance for additional exposure during review. Students can also make use of any special vocabulary sections in their textbooks to help them study target words. One expedient for making L2 words salient is to tape L2 labels onto their respective physical objects. Students who prefer a more aural approach to learning can make a tape recording of word lists (or any other vocabulary material) and study by listening.

2.1.7.4.3 Using Flash Card

Flash cards can be used for the initial exposure to a word, but most students continue to use them to review it afterwards. One main advantage of flash cards is that they can be taken almost anywhere and studied when one has a

free moment (Brown, 1980). Another is that they can be arranged to create logical groupings of the target words (Gairns and Redman, 1986; Cohen, 1990).

As Thornbury puts it "there is probably no vocabulary learning techniques more rewarding than the use of word cards. It is more effective than the key word technique" learners write the target word on one side and the meaning on opposite side.

2.1.7.4.4 Keeping Vocabulary Notebooks

Vocabulary notebooks have been recommended by a number of writers (Allen, 1983) Schmitt and Schmitt (1995) suggest a type of notebook which incorporates the progressive learning of different kinds of word knowledge for each word, and also the use of expanding rehearsal. reported that learners should be encouraged to keep vocabulary notebooks, because notebooks are very beneficial not only do they record new words and their meanings, but also have the advantage of allowing students to see how many words they have learnt. This will motivate them to go on adding to their notebook. How the words are logged in the notebook is also important (McCarthy 2010: 25)

2.1.7.5 Metacognitive Strategies

Oxford (1990) reported that "Metacognitive means beyond, beside, or with cognitive. Therefore, metacognitive strategies are actions which go beyond cognitive and which provide away for learners to coordinate their own learning process" (P. 136)

Metacognitive strategies consist of selective attention and self-initiation strategies. Learners who use selective attention strategies recognize the relative importance of words they can learn for their comprehension.

Learners employing self-initiation strategies use a variety of means to make the meaning of vocabulary items clear (Farouk, 2007). Metacognitive strategies in Schmitt's taxonomy help learners to control and evaluate their own learning, by having an overview of the learning process in general as such, they are generally broad strategies, concerned with more efficient learning.

Studies researching the number of exposures necessary to learn a word have results ranging from 5 to 16 or more (Nation, 1990:43-45). This means that the conscious decision to persevere may be one of the most important strategies of all.

2.1.7.5.1 Monitoring

According to Anderson's view (as cited in O'Malley & Chamot, 1990:48) is a response to ambiguity in comprehending language where an individual select a best guess of the message based on available information. O'Mally & Chamot added more explanation to the term monitoring they said that "monitoring can be described as being aware of what one is doing or bringing one's mental process under conscious scrutiny and thus more effective under control"

Weinstein and Mayer (1986 cited in O'Malley & Chamot) added that monitoring involve setting goals for learning and deploying alternative procedures when the goal is not met. They also present evidence emphasizing the central role monitoring plays in effective learning and supporting the responsiveness of monitoring to strategy training (ibid).

Oxford (1990: 137) reported that "sometimes language learners have problems in realistically monitoring their errors. Students may become

traumatized when they make errors, thus failing to realize that they will undoubtedly make them and should therefore try to learn from them.

2.1.7.5.2 Decision-Making

Metacognitive strategy involves a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study. This includes deciding which word are worth studying and which word are not as well as preserving with the words are chooses to learn (Schmitt, 2000)

2.1.7.5.3 Assessment

Evaluating one's own progress in the new language, for instance, checking to see whether one is reading faster and understanding more that 1month or 6 months ago, or whether one understands a greater percentage of each conversation (Oxford, 1990: 40)

Table 2.3 Schmitt's Taxonomy of vocabulary learning strategies

Strategies for the discovery of a new word's meaning	
DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Monolingual dictionary
DET	Word lists
DET	Flash cards

Strategies for the discovery of a new word's meaning	
SOC	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrase or synonym of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmates for meaning
SOC	Discover new meaning through group work activity
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native speakers
Strategies for the discovery of a new word's meaning	
MEM	Use semantic maps
MEM	Use 'scales' for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new words in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use Keyword Method
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning

MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
Strategies for the discovery of a new word's meaning	
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc)
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study word over time

Key: DET = Determination, SOC = Social, MEM = Memory, COG = Cognitive, MET = Metacognitive.

(Source: Schmitt, 1997: 207-208)

2.1.8 Memory and Vocabulary

The role of memory is crucial in any kind of learning and vocabulary learning is no exception. Learners forget some components of knowledge. In both long-term and short-term memory forgetting takes place in a similar

way. When obtaining new information, most of it is forgotten immediately, after which the process of forgetting slows down. Thornbury (2002) has compiled a list of principles that facilitate the transfer of the learning material into the long-term memory. These principles include multiple encounters with a lexical item, retrieval and use of lexical items, cognitive depth, affective depth, personalization, imaging, use of mnemonics and conscious attention that is necessary to remember a lexical item.

A proper understanding of the role memory plays in vocabulary acquisition has an immediate practical value: as lexical knowledge is more prone to attrition than other linguistic aspects (Schmitt, 2000), the learning and teaching of vocabulary needs to be planned following the above mentioned principles if it is to be efficient (Pavicic, 2008:11).

2.1.9 The problem of Meaning

With regard to learner's point of view, vocabulary items are divided into three main areas of interest: (1) certain items have positive or negative connotation, e.g. the word 'complacent' invariably carries a negative connotation, e.g. 'I find him very complacent' interpreted as a criticism. (2) items which vary in affective meaning depending on the speaker's attitude or the situation, one area in which this form of personal expression is very common is in social groupings and political language. (3) socio-cultural associations of lexical items are a further area of difficulty for foreign learners. Proper names, place names, drink, clothes and traditions have strong cultural associations (Gairns & Redman, 1986).

When a single word form has several meanings (as the case of homonymy) which are not closely related e.g. the term file /fail/ may be used for keeping papers in, or it may be a tool for cutting or smoothing hard substances. This absence of relatedness makes homonymy less of a problem, although at a receptive level misunderstanding can still arise. When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point, e.g. make breakfast and make an appointment, do the house work and do a questionnaire. Words with multiple meanings such as since and still, can also be troublesome for learners (ibid).

Carter, (1998: 15) stated that most content or lexical words have a referent and it would be extremely difficult for communication in language to take place without reference. A reference is the object, entity, state of affairs, etc. in the external world to which a lexical item refers. Thus, the referent of the word chair is the object chair; the referent of the verb run is that process of locomotion which involves an action of lifting both feet at times from the ground. But it can be seen that the connection between a word and an object or process is not always as unambiguous as this. For example, there are some words when taken singly have no obvious referent; for example, *the*, *because*, *might*, *which*, etc.

Carter further discusses the problem associated with word properties, e.g. a *cat* may be a cat because of certain properties, but it can still remain a cat when one of those features changes (i.e. size). The name given to a referent can also change spatially and temporally, e.g. *picture* is still the same object as movies or cinema. An object or set of objects can be initially referred to as *cargo* yet within seconds of their transferred from a ship to a train they

are referred to as *freight* even though the physical attributes of the objects remain constant.

2.1.10 Factors Affecting Vocabulary Learning

Laufer (1997) lists a number of factors which affect the difficulty of learning a lexical item (Table 2.2). Some of these factors have to do with the intrinsic difficulty of words, e.g. a word's length and a word's grammatical class. Other factors relate to the language system, e.g. whether an affixation rule is regular in a language and whether the particular lexical item conforms with it. The relationship between a word and others in the language also makes a difference: if several words have a similar written or orthographic form (*synformy*), it can make learning more difficult. For many of these factors, it is the relative similarity/dissimilarity between L2 and L1 which makes the difference.

For instance, whether a word is difficult to pronounce depends largely on the phonological features one already has in their inventory from previous languages. If those features match the features of the new word, then it is comparatively easy; if not, it is comparatively difficult. This means that the absolute difficulty of a lexical item's phonological requirements depends on the learner, and to a large extent, their L1. For example, an English word like *rapid* will be relatively difficult to pronounce for Japanese learners who do not have /r/ in their native repertoire, but relatively easy for French learners who do. Thus whether words are easy or difficult depends on intrinsic difficulty, the regularity of the systematic elements of the language being learned, and similarity with languages already known. (Schmitt: 2010: 54)

Table 2.4 Factors which affect vocabulary learning

Facilitating factors	Difficulty-inducing Factors	Factors with no clear effect
familiar phonemes	presence of foreign phonemes	
phonotactic regularity	phonotactic irregularity	
fixed stress	variable stress and vowel change	
consistency of sound-script relationship	incongruency in sound-script relationship	
		word length
inflectional regularity	inflectional complexity	
derivational regularity	derivational complexity	
Morphological Transparency	deceptive morphological transparency	
		part of speech
		concreteness/ abstractness
Generality	Specificity	
register neutrality	register restrictions	
	Idiomaticity	
one form for one meaning	one form with several meanings	

(Source: Laufer, 1997: 154)

2.1.10.1 Linguistics Features of Lexical Items

According to Laufer (1997), the factors that affect the learnability of lexical items include pronounceability (phonological or suprasegmental features), orthography, length, morphology, including both inflectional and derivational complexity that increase the vocabulary learning load, similarity of lexical forms (e.g. synforms, 2 homonyms), grammar, i.e. part of speech,

and semantic features (e.g. abstractness, specificity and register restriction, idiomaticity and multiple meaning).

Lexical items can hardly be viewed in isolation from each other, for they enter, semantically speaking, into various relations. These include hyponyms (lexical items within the same semantic field, i.e. at content level), synonyms (two or more lexical items that have the same or nearly the same meaning but different form), antonyms (lexical items of opposite meanings) and homophones (lexical items that have the same form but different meanings (Pavivic, 2008: 7).

2.1.10.2 The Influence of Mother Tongue

By making contrastive analysis one can often predict difficulties caused by interference of the L1 that learners may encounter when learning the target language. Namely, the learner's approach to L2 learning is based on an 'equivalence hypothesis': 'the learner tends to assume that the system of L2 is more or less the same as in his L1 until he has discovered that it is not' (Ringbom, 1987: 135). The learner's readiness to transfer may also be influenced by his perceptions of linguistic and cultural distance. Forming a kind of equivalence hypothesis enables learners to learn an L2 without having to go all the way back to learning how to categorize the world. However, equivalence hypothesis may fail and lead to erroneous conclusions because of the following reasons (Swan, 1997):

1. Lexical units in two languages are not exact equivalents.
2. Equivalent lexical units in related languages have different permissible grammatical contexts;
3. Equivalents belong to different word classes;
4. Equivalents are false friends;
5. There are no equivalents at all.

2.1.10.3 Unstated Meaning of a Word

Every word has a denotation, its dictionary meaning. In addition some words have connotation, the understood meanings or emotional overtones. For example, both house and home have the same denotation, a shelter, home, however, carries a connotation of warm and love which is not present in house (Davey & Davey: 2006).

2.1.10.4 Pronunciation and Spelling

Pronunciation represents problematic area of vocabulary as it was noticed by (Murray & Christison, 2011: 100) "In spite of the fact that English spelling is irregular and is not directly phonetic, it is consistent with its morphology, because pronunciation does not always in harmony with spelling". To learn a new word, one must learn three things: meaning, pronunciation, and spelling. Learning the exact pronunciation of the new word is very important for L2 vocabulary acquisition (Laufer, 1998).

Words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some group of learners such as *regular* and *lorry* for Japanese speakers. Words of clusters of consonants, such as strength or crisps or breakfast are also problematic. Many simple words are mis-spelled because they are mispronounced. English is not an easy language to spell. The differing spellings are the result of the complex linguistic history since English was not created at one time or from one source (Crystal, 2002).

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, thus contribute to a word's difficulty. Words

that contain silent letters are particularly problematic for example, foreign, listen, headache, climbing, bore, honest, cupboard, muscle, etc.

Murray & Christison, (2011: 100) further argued that English spelling is irregular and is not directly phonetic, is consistent with its morphology. Even though affixes and roots often change their pronunciation from one word to another, the spelling remains constant. They also argued that if the spelling changed to be consistent with the pronunciation, it would be more difficult to see the relationships and more difficult to decipher meaning. Furthermore, the inflectional suffix for past tense (-ed) is also problematic to L2 learners. Phonetically, -ed has three distinct pronunciation [id] as in waited, [d] as in blogged, and [t] as in talked nevertheless, the spelling remain consistent.

2.1.10.5 Length and complexity:

Long words seem to be no more difficult to learn than short ones. Also, variable stress in polysyllabic words, such as word families like necessary, necessity, and necessarily can add to their difficulty. A one syllable word like ewe, which is a female sheep, especially an adult one, pronounced as /ju:/ challenges none native because of its spelling. A two syllables word may be a noun or a verb depend on its stress placement. For instance, the word interest /in.trɪst/ with initial stress is a noun, and interest / in.trɪst/ with stress on the second syllable is a verb.

2.1.10.6 Grammar

Allen (1983: 89) explains that certain English words have different grammatical functions in different sentences, e.g. the word *book* is not only used as a countable noun (a book or three books); it also functions as a verb

in expression like 'to book reservations at a hotel' or 'to book space on an airplane'. Furthermore, meaning is not something stable it changes from time to time as it was put by Samuel Johnson (1755) "no dictionary of a living tongue can ever be perfect, since while it hastening to publication, some words are building, and some fading away"

The grammar associated with the word, for example, a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable e.g. (look the word up) others are not, e.g. (look after the children).

2.1.11 Vocabulary Measurement

Meara (2009: 39) explained that there are two methods for measuring productive vocabulary, these were; 1) Controlled productive vocabulary tests and 2) free productive vocabulary tests. Both of them were designed by Nation and Nation and Laufer in (1983) and (1999) respectively. With the first type testees are given a sentence context, a definition, and/or the beginning of the target word and are required to complete the missing word

E.g. the book covers a series of isolated epi-----from history.

In the above case *episodes* is the missing word.

The second type is the free productive vocabulary tests such as Laufer and Nation's (1995) lexical frequency profile test, analyze a written or spoken test generated by the subject and categorized the vocabulary used in terms of frequent, less frequent and infrequent words. The higher the percentage count of frequent words, the larger the subject's productive vocabulary is

estimated to be. The two types seem to have some problems. The controlled productive vocabulary tests are effective mainly with low levels when the testees are expected to have a limited vocabulary size. The free productive vocabulary tests are problematical in that they are: context limited and they are not a cost-effective way of eliciting vocabulary.

Milton (2009: 71) points out some of the best vocabulary measurement are *check list test* of passive vocabulary recognition, designed to give an estimate of vocabulary breadth or size. Passive recognition is likely to be the most basic, catch-all definition of word knowledge; the learner recognizes the form of a word and its meaning. The format of check list tests is descriptively simple. The learner is given a series of words and is asked to tick the ones they know or can use (Laufer 1998).

2.1.11.1 Vocabulary Levels Test (VLT)

Nation, 1983 (1990) proposed (VLT) as a test to measure receptive knowledge and includes items like the following:

1. file
2. involve _____ look closely
3. oblige _____ stop doing something
4. peer _____ cry out loudly in fear
5. quit
6. scream

Respondents are expected to provide answers like the following:

1. file
2. involve __ 4 __ look closely
3. oblige __ 5 __ stop doing something
4. peer __ 6 __ cry out loudly in fear
5. quit
6. scream

2.1.11.2 Productive Level Test (PLT)

The second measure, the (Laufer and Nation, 1999), described earlier in this chapter, is a measure of productive. Laufer calls it Active vocabulary knowledge.

1. He has a successful car_____ as a lawyer.
2. The thieves threw ac_____ in his face and made him blind.
3. To improve the country's economy, the government decided on economic ref_____.

These two measures are discrete point measures with a deliberate focus on vocabulary. They test the same words.

2.1.11.3 Lexical Frequency Profile (LFP)

The third measure, the (Laufer and Nation, 1995), involves 282 computer analysis of learners' free writing and is a measure of vocabulary in use. Laufer (1998) found a high correlation between the two discrete point measures (.67-.78), a large increase in size over the period of a year on each of the two measures, but no correlation between these measures and the learners' Lexical Frequency Profile (the size of their free productive vocabulary in use) and no change in the Lexical Frequency Profile over a year.

2.2 Part two: Previous Studies

This part reviews the previous studies conducted in (VLSs). A considerable range of previous studies on vocabulary learning strategies have been considered in this part. The main objective of this part is to identify (VLSs) that the literature evaluates as helpful throughout the research. It brings into

focus the studies that have been conducted on (VLSs) and show in which way they are similar with the current study and how they are different.

Farah (2007) conducted a research entitled "*The Impact of Word Inferring Strategies on Achievement in English Vocabulary*" MA thesis at Sudan University of Science and Technology (SUST). He attempts to find out the influence of word inferring strategies on achievement of English vocabulary. The study was analytical experimental, specifically set out to probe whether the Sudanese secondary school students can improve English vocabulary by utilizing the inferring strategies. The study concluded that providing the secondary school students with various ways of how to infer the meaning of words will help them to discover the meaning of unfamiliar words that they encounter in various texts.

The study adopted the parallel test method and the students were given a pre- and post test to examine their awareness about inferring strategy. The analysis approach adopted in this study was essentially the percentage supported by the T-test analysis method. Findings revealed that words inferring strategy is applicable for English vocabulary achievement and there's a significant relationship between inferring strategy and vocabulary achievement.

Salih (2004) carried out M.A thesis entitled "*Investigating Third Year Students' Vocabulary Learning Strategies at Some Sudanese Universities in the Capital Khartoum*" the study investigated the type of meaning discovery, consolidation strategies which were mostly used by third level students studying English at some universities. Findings revealed that students neither widely employed effective determination strategies nor retained

meaning they learnt. Also there was a great difference between the strategies used by the students and strategies recommended by their teachers. Findings have also shown that students were in a pressing need for receiving vocabulary learning strategy instruction to raise their awareness in choosing strategies that were suitable for university level student learning practice.

Hamza, et al, (2015) published scientific paper entitled "*The use of Vocabulary Learning Strategies among Sudanese EFL Learners*". They attempted to explore vocabulary learning strategies used by Sudanese EFL learners. In addition, they tried to investigate which vocabulary learning strategy was most frequently used by Sudanese EFL learners. Data collected via a questionnaire adapted from Al-Fuhaid (2004). Findings revealed that Sudanese EFL learners used a medium range of strategies. Discovery strategies were the most frequently used by students.

Al-Shuwairekh (2001) published a Ph.D. thesis entitled "*Vocabulary Learning Strategies used by AFL (Arabic as a Foreign Language) Learners in Saudi Arabia*". At university of Leeds, He attempted to explore the relationship between vocabulary learning strategy. The study aims at examining the effect of certain individual, situational and social factors on the use of vocabulary learning strategies. The methodological approach adopted for study was a combination of a 'multiple cases' approach and survey. The results of the multiple cases demonstrated that there were major differences between the two groups of students in the seven categories of vocabulary learning adopted in the study, namely, non-dictionary use and dictionary use, note-taking, memorization, practice, metacognitive strategies, and expanding lexical knowledge. The results of the survey revealed that the

two situational factors (course type and variety of Arabic used out of class) seem to have a fairly strong relationship with vocabulary strategy use.

Marin (2006) published a scientific paper entitled "*The vocabulary Learning Strategies of University EFL Learning*". At university of Quintana Roo. He examined the use of vocabulary learning strategies by (185) students enrolled in a five-year English major at the university. Instruments of data collection were an open VLS questionnaire with three general questions and semi-structured interview. The interview data surveyed via the VLS questionnaire that included eight categories (guessing, skipping, dictionary-use, social, discovery, note-taking, repetition, association, and further consolidation strategies). The results showed that further consolidation emerged as the most frequently used VLS category, followed by dictionary-use and repetition strategies. In contrast, skipping and association strategies were the least frequently reported categories.

Al-Khasawneh (2012) published an article entitled "*Vocabulary Learning Strategies*" (*A Case of Jordan University of Science and Technology*). Al-Khasawneh investigated the various vocabulary learning strategies employed by Jordanian students. The main purpose of the study was to investigate and find out the frequency of employing vocabulary learning strategies of learners who study English as a foreign language in Jordan. A questionnaire containing fifty-nine items was administered to the students. The results of the study were analyzed by using (SPSS) program. Findings showed that determination strategies were the most frequently used among the students. On the other hand, metacognitive strategies were found out to be the least frequently used among the students.

Alhaysony (2012) published an article entitled *"Vocabulary Discovery Strategy Used by Saudi EFL Students in an Intensive English Language Learning Context"* in which he examined the preferred vocabulary discovery strategies (VDSs) of Saudi EFL students enrolled in an intensive English language program. A sample of (746) male and female students participated in the study. The data collection was carried out by means of a questionnaire. The results revealed that the students reported using different (VDSs). The data analysis showed that social and skipping strategies were the most used strategies, while guessing and dictionary strategies were the least frequently used among participants.

Mohammad (2004) conducted a Ph.D. theses entitled *"Vocabulary Learning Strategies: an Empirical Study of their Use and Evaluation by Saudi EFL Learners Majoring in English"* at Durham university. He examined the use and evaluation of (VLSs). Three instruments were used; a questionnaire survey was used with questions about a set of (VLSs) 1) metacognitive strategies, 2) discovery strategies, and 3) consolidation strategies. The respondents were asked to report their use of each strategy according to a five-point frequency scale. Similarly, they were asked to evaluate each strategy according to a five-point evaluation scale.

The second was a tape-recording think-aloud-protocol experiment. In this experiment, the participants were asked to read five texts, verbalizing their comprehension of the texts and their way of dealing with unknown words. The third was an individual interview conducted afterwards in order to probe some aspects of the subjects' use and evaluation of (VLSs) in greater detail. Findings showed that Saudi English majors tend to use both the general and the more specific VLSs quite infrequently.

Ta'ameneh (2014) published a scientific paper entitled "*Investigating Vocabulary Learning Strategies Used by Pre-service Teachers at Taibah University in learning English Vocabulary Items*". Ta'ameneh investigated VLS used by the first year students at Badr Community College (BCC) at Taibah University in learning English vocabulary items. The sample consisted of (98) male and female students during the academic year (2013-2014) who responded to the questionnaire and interviews. Results revealed that students tend to use the rote learning and ignore other strategies in learning English vocabulary. Accordingly, the researcher recommended developing and improving the idea of using many vocabulary learning strategies which meet the need of the students, and give them the chance to participate in choosing the instructional materials. This may help them improve their learning practices and their performance in learning English vocabulary.

Kafipour & Naveh (2010) published a scientific paper entitled "*Vocabulary Learning Strategies, Vocabulary Knowledge and Reading Comprehension of EFL Undergraduate Students in Iran*" at Malaysia Putra University. They investigated the use of VLSs used by EFL undergraduate students in Kerman Province and its contribution to reading comprehension. According to Schmitt's classification, vocabulary learning strategies for this study were classified as determination, social, memory, cognitive, and metacognitive strategies. (164) EFL undergraduate students in Kerman Province were chosen based on one-step cluster sampling. The data were collected by using Schmitt's vocabulary learning strategies questionnaire (VLSQ) adopted from Bennett (2006) and TOEFL reading comprehension test. Descriptive statistics (means and standard deviations) and stepwise multiple regressions

were used to analyze the data. The results for descriptive statistics showed that EFL undergraduate students in Kerman Province are medium strategy users who used metacognitive strategies most frequently and social strategies as least frequently. The results related to stepwise multiple regressions revealed only contribution of social strategy to reading comprehension.

Bt Ali (2012) published a scientific paper entitled *"Effect of Three Vocabulary Learning Techniques on Vocabulary Retention of ESL Undergraduates in a Malaysian University"* Putra University. She investigated the effect of three vocabulary learning techniques; these were Contextual Clues, Dictionary Strategy and Tell Me More (TMM) Vocabulary, in retaining words learnt among ESL learners. The study has adopted both quantitative and qualitative methods in data collection. A quasi-experiment that tested the effect of retaining vocabulary using Dictionary Strategy, Contextual Clues and Tell Me More (TMM) Vocabulary involved (123) first-year university students. A survey gauged their attitudes after being exposed to the techniques. Qualitative procedures included the collection of data from interviews, which were conducted to identify both their preferences and the hindrances they encountered in using the techniques. Results from the study showed that there was a significant difference in Immediate Recall Tests when students were exposed to Dictionary Strategy, Contextual Clues and TMM Vocabulary. Finding for the Delayed Recall Posttest, however, was not supported.

Zahedi and Abdi (2012) presented a scientific paper entitled *"The Impact of Imagery Strategy on EFL Learners' Vocabulary Learning"* presented in

international Conference on Educational Psychology. The paper attempted to explore if imagery strategy was helpful for lower-intermediate student's English vocabulary learning in comparison with direct translation. Participants in this study were (40) English for General Purpose (EGP) learners. Subjects were divided into two groups; experimental and control group. The experimental group received imagery instruction as a treatment for a semester. The pre-test and post-test were administered in order to examine the effect of imagery strategy. Results revealed that the experimental group outperformed the control group in terms of English vocabulary mastery.

Zarrin & Khan (2014) published a scientific paper entitled "*A Study of Vocabulary Learning Strategies among Undergraduate Learners of Aligarh Muslim University*", in India. They used Schmitt's (1997) classification of VLSs that are classified as determination, social, memory, cognitive, and meta-cognitive strategies. The main purpose of this paper is to examine and investigate the use of current vocabulary teaching and learning strategies among undergraduate learners at Aligarh Muslim University. The paper first reviewed the problems encountered by learners in learning English language due to lack of vocabulary. The study adopted the quantitative research design. A questionnaire has been designed to investigate (SL) vocabulary learning situation among (46) undergraduates. Results revealed that memory strategy was found out as the most frequently used strategy whereas metacognitive strategy was the least frequently used.

Abdalla (2014) conducted an MA thesis entitled "*An Investigation into Specialized Vocabulary Learning Strategies for University Students in*

Sudan" she investigated English specialized VLSs of university students in Sudan. She adopted the analytical research method and designed two questionnaires, one for English teachers at different universities and the other for students of Engineering College at Sudan University of Science and Technology. She also made an interview with 10 expert teachers who design English teaching courses. Findings showed that (95%) of participants confirmed the importance of VLSs in teaching specialized English vocabulary. Finding also revealed that students have positive attitude towards VLSs and showed the interest for learning specific VLSs. (80%) of the students were interested in using multimedia strategies (Computer and internet). Moreover, students encountered difficulties in communicating with foreigners who share the same field of study.

Yassin (2014) carried out a PhD. Thesis entitled "*An Investigation into English Specialized Vocabulary Learning Strategies*" at SUST. She employed the analytical research method in which she designed two questionnaires, one for teachers of English and the second for students at the college of Engineering at Sudan university of Science and Technology. She also made interviews with ten expert teachers of English syllabus design. Data was analyzed by means of SPSS program, frequently distribution and Chi-square. Findings showed that (95%) of the teachers were aware of the importance of VLSs in teaching specialized English vocabulary.

El-Hassan (2010) conducted a Ph.D. Thesis entitled "*Problems of Vocabulary Learning Encountered by third-Level Secondary School Students*", at Omdurman Islamic University. He investigated the problems of vocabulary learning and loss, encountered by third-year secondary school

students. Mainly it seeks to find out the relationship between vocabulary learning on the one hand, and its loss on the other hand. The research also attempted to elicit and assess the major causes of learners' loss and learning problems with an attempt to propose some solutions. The research sample included (400) students from third-year secondary school of the academic year (2009 – 2010), including the pilot study sample which were (100) students, in addition to (100) teachers of English from Atbara province and the surrounding localities. The method followed was descriptive analytical method. Two instruments were used to collect data, an achievement test administered to students and a questionnaire for teachers. The data was statistically analyzed by the SPSS. Findings revealed that there was a rate of vocabulary loss among student which reaches up to (61%).

Salih (2010) conducted an M.A. Thesis entitled "*Problems of English Language Vocabulary Learning*" at SUST attempted to investigate the problems that some vocabulary items arise for the pupils who learn English as a second language with their ambiguous shapes, sounds, meanings and sense relation. The study revealed that the students confuse homonyms beside homographs, homophones and polysemy. It was clear that the shapes and pronunciation of polysemous or homonymous word caused problems for both the teachers and the pupils of the basic level.

Altayeb (2002) conducted a Ph.D. thesis entitled "*Application of Lexical Meaning to English Teaching with special Reference to Sense Relation*" at Omdurman Ahlia University. Altayeb investigated the role of sense relations in teaching English lexis to help students at tertiary level understand, memorize and produce difficult vocabulary items, which often seem beyond

their grasp. It has been noticed that the bulk of the vocabulary errors made by the students related to the lexical semantic area. Errors were made in word collocation. For instance, the word 'pretty' used for describing both male and female. The words pretty and handsome are synonyms, but they are partial synonyms since they are constrained with whom they are used. It has also been observed that students failed to distinguish between polysemous and homonymous words.

Tassana-ngam (2004) published PhD online thesis entitled "*The Effect of Vocabulary Learning Strategies Training on Thai University Students' Word Retention*" investigated the effect of training in five VLSs on Thai university students in an L2 normal heterogeneous classroom. The five VLSs were dictionary work, keyword method, Semantic context, grouping word families and Semantic mapping. Three instruments of data collection were used, namely pre- and post tests of vocabulary learning ability, think-aloud protocols and semi-structured interviews. The quantitative and qualitative data were statistically analyzed with the Statistical Package for the Social Science (SPSS). ANOVA analysis showed that after introducing vocabulary learning strategies training (VLST) in class, subjects from the experimental group significantly outperformed subject from the control group in their ability to learn words. The qualitative data showed that the students had a positive attitude towards VLST. Moreover, students showed an increased awareness of desire to select a suitable vocabulary learning strategy to help remember different types of words.

Gu (2012) conducted study entitled "*Learning Strategies for Vocabulary Development*". In *Reflections on English Language Teaching* examined the

changes in vocabulary learning strategies and how these changes are related to vocabulary development. (100) Chinese EFL students answered a vocabulary learning questionnaire at the beginning and end of the program. The changes in their vocabulary learning strategies were matched against the changes in their passive and active vocabulary. Findings suggested that at the end of the six-month course, the participants used more varieties of vocabulary learning strategies more frequently than they did six months ago, and that there was more consistency between beliefs and strategies at the end of the course.

Alharthi (2014) published a scientific paper entitled "*Role of Vocabulary Learning Strategies in EFL Learners' Word Attrition*". He investigated the role of VLSs in memorization of vocabulary, both word attrition and retention, of (41) Arabic learners of English before and after completion of a B.A. course. A Questionnaires and semi-structured interview were used to indicate patterns of VLS use. Vocabulary achievement tests were used to examine the attrition of receptive and productive knowledge of learned words. The results showed that the use of rote learning (repeating an English item with its Arabic translation) led to more attrition in receptive word knowledge, while note taking strategies (writing an English item with its synonym and definition) emerged as a positive predictor of learners' retention in receptive and productive word knowledge. The findings showed significant implications for adoption and teaching effective VLSs that prevent or minimize vocabulary attrition by L2 learners.

Banisaeid (2013) conducted a research paper in which he compared the effect of memory and cognitive strategies training on vocabulary learning of intermediate proficiency group of Iranian learners of English as a foreign language. It was to check how memory and cognitive strategies training affect word learning of EFL intermediate learners. (60) students who were homogenized by Nelson proficiency test. They were divided into two experimental groups. For omitting the words known by learners, a pre test of vocabulary was taken. Also a questionnaire was taken to deduce not only their familiarity of strategies but also their knowledge of strategies usage. The first experimental group consisted of 30 students who were trained to use memory strategies (keyword and semantic map) in word learning and the other experimental group was also consisted of 30 students who were taught to learn the same new English words through cognitive training (flashcards and repetition). The data was collected using a teacher made test as the post test. The results of the independent t-test showed that there is no significant difference between the effects of cognitive and memory strategy training on intermediate EFL learners' word learning. In general, findings suggest that memory strategies training and cognitive strategy training respectively enhance memory and cognitive strategy uses.

Kaya & Charkova (2014) emphasized the most and least frequent vocabulary learning strategies that English language teachers encourage students to use, and the strategies that students actually use to build their vocabulary. Finding out whether the students' most used strategies were teacher-encouraged or independently-learned was another point of interest. The participants included 20 students all of them in the Arts program at a

Southern Congolese High School. They responded to a Likert-scale questionnaire and four short-answer questions. Statistical and content analysis methods were employed. The study revealed that contextual guessing and dictionary use were the most frequently encouraged and used strategies, whereas pronunciation and flashcards were the least frequently encouraged and used. These strategies showed no significant difference between the teacher-encouraged and the student-used strategies, which provided evidence about the important role that language teachers play in students' learning in general, and in strategy in particular. Furthermore, the majority of participants attributed their frequently-used strategies to their teachers' practices and advice. Further discussion stresses the potential reasons why pronunciation receives less attention.

A/Majeed (1996) compared the relative effects of four vocabulary teaching techniques (context, motor imaging, the keyword method and memorization) on the recognition of 20 vocabulary words (16 genuine English words and 4 simulated words). The subjects were (180) first year students in the Faculty of Administrative Sciences and Economics. The subjects were divided into four equal-ability groups, three treatment groups and a control group, based on the results of a pre-treatment English achievement test.

There were two instruments of data collection: an interview with students and a questionnaire for teachers. The purpose of the interview was to investigate the students' attitudes towards teaching techniques and their prediction of performance. The purpose of the questionnaire was to see how far teachers' attitudes agree with the results of this study and other similar studies. An acquisition test was administered following the learning phase. The same test was given two weeks later to measure retention. The test

required the subject to recall the Arabic meanings when cued with the target words.

The result showed that subjects in the three paired-associate vocabulary teaching groups scored significantly higher than the control group. The keyword technique, in particular, was found to be far more effective than each of the context, motor imaging and memorization techniques on both acquisition and retention.

Zarin & Khan (2014) examined and investigated "*the use of current vocabulary teaching and learning strategies among undergraduate learners*" at Aligarh Muslim University. The study has investigated the second language vocabulary learning situation among 46 under-graduates in terms of their perspective of vocabulary learning strategy use. Furthermore, statistical analysis of the data revealed that memory strategy was found as the most frequently used strategy whereas metacognitive strategy as the least frequently used.

Qian (1998) investigated "*the relationships among vocabulary size, depth of vocabulary knowledge, and reading comprehension in ESL*". Specifically, using multivariate and content analysis, the research assessed the role of depth of vocabulary knowledge in 74 adult Chinese and Korean speakers' comprehension of general academic texts in English. The main study examined to what extent depth of vocabulary knowledge adds to the prediction afforded by vocabulary size, employing as instruments a portfolio of vocabulary knowledge tests, a reading comprehension test, and a background questionnaire. A follow-up study then investigated strategies for processing the meaning of unknown words used by a subsample of these

ESL learners with different depths of vocabulary knowledge. For this purpose, individual interviews and a survey questionnaire on reading strategies were used as the main means of data collection. The results of this research pointed to the importance and necessity of improving the depth of learners' vocabulary knowledge in their ESL learning.

2.3 Comments on Previous Studies

As a general comment, the researcher noticed that there are different findings obtained. Some of these findings support the current study and some contradict with it. For instance, Hamza, et al (2015) came to a conclusion that Sudanese EFL use medium range of strategies. Discovery strategies were found as the most frequently used by students. This result interestingly supports the current study. On the other hand, Marin (2006) found out that consolidation strategies are the most frequently used by students followed by dictionary and repetition strategies. The current study reached to a similar result, in that students used dictionary for correct pronunciation more often than other determination strategies. Beside repetition of a new word to memorize it, Marin also noticed that skipping and association strategies were the least used among students. It is clear that students do not tend to put words in association therefore, they skip them. Marin findings contradict with Alhysony (2012) who found out that social and skipping strategies were the most used strategies.

According to Alhysony guessing and dictionary strategies were the least used strategies. Al-Khasawneh (2012) found out that students tend to used determination strategies more often than metacognitive which was the least used strategy among students. This result does not go on the line with the

current study. On the contrary the current study showed that metacognitive is the most frequently used followed by determination strategies. Moreover, Zarrin and Khan (2014) reached to the fact that memory strategy was the most frequently used while metacognitive was the least used among learners.

In fact, one of the important strategies in learning new items is inferring strategy. Nevertheless, it has not been given special attention in this study, but it was investigated by some researchers, for instance, Farah (2007) found out that inferring strategy helps students to discover the meaning of unfamiliar words, and that it is not only applicable for English vocabulary achievement but also has a significant relationship with vocabulary achievement.

Vocabulary is not free from problems; it is usually prone to attrition and loss. Learners exert much effort in collecting words and learn them by heart, but words do not last for long time in memory, that is simple because they are inactivated. Salih (2004) discovered that students neither employ effective determination strategies nor they retain the meaning of the new words they learnt. Rote learning (a list of words with their Arabic equivalents) which is widely used by students is responsible for the loss of word meaning. This fact was confirmed by Ta'ameneh (2014) she said that "students tend to use the rote learning and ignore other strategies in learning English vocabulary". This result supports Alharthi (2014) who explained that the use of rote learning leads to more attrition in receptive word knowledge, while not taking strategies (writing and English item with its synonyms and definition) emerged as a positive predictor of learners' retention in receptive and productive word knowledge.

Another problem related to vocabulary is the shape and pronunciation of polysemous and homonymous particularly in basic level this fact confirmed by Altayeb (2002) and Salih (2010) who said that "students confused lexical relations"

Vocabulary strategy training moves learners towards autonomy; hence, teachers should shift away from teaching towards strategy training. A number of linguists have long recognized the importance of learner independence in vocabulary acquisition. Gairns and Redman (1986) believe that students should be more responsible for their learning and pay greater attention to their personal needs. The reason is that after elementary level, it is increasingly difficult for teachers to select vocabulary equally useful to all students; hence, time spent on teaching may be wasted. Oxford (1990: 201) explained that "the best strategy training not only teaches language learning strategies but also deals with feeling and beliefs about taking on more responsibility and about the role change implied by the use of learning strategies"

Reading independently will especially help build advanced vocabulary. Reading more in English, according to Krashen (1989 as cited in McCarthy et al 2010: 26), facilitates multi-contextual lexical acquisition. Despite the importance of reading students nowadays have little time to read because students seem to be busy with the modern technology such as internet, computer games, and other social media activities. Richard, et al (2009: 24) reported that "while theories of comprehension accord a central role to language, the language-related competence most often correlated with reading skills is vocabulary"

Allen (1999: 1) argued that "As teachers we not only feel responsible for our own use of language, we also feel compelled to focus on vocabulary study so that our students are exposed to rich, expressive language" teachers are expected to use a variety of vocabulary learning techniques during teaching sessions which help students to overcome the problem of vocabulary learning. The more effective strategies used by the teacher, the more intellectual students will be.

CHAPTER THREE

Research Methodology

3.0 Introduction

The subjects were English Majors, first year students, their levels of English language ability were pre-intermediate to intermediate levels. 80 students were selected as one sample class intended to join the same course prescribed in semester one but with different vocabulary learning strategies. The purpose of this course is to compare the performance of the subjects in vocabulary learning at the time of the research with their performance in the same course in the previous semester.

The subjects extracted from ninety students based on condition of taking full attendance lectures in both the pretest and posttest. Finally, they represent the sample of the study. So the participants have already studied vocabulary building course in the first semester but vocabulary learning strategies were not in focus since then, and as such they were considered as a control group. The course was repeated to the same participants not as a part of their academic task but as an experimental study for the purpose of this research only. The subjects were informed that this study has nothing to do with their academic performance, marks or degree. The participants after being given the same course twice they became as an experimental group.

3.1 Population

Population as defined by Al-Samawi (2000: 111) "is a group of people or documents of special features used for collecting data or represented by a sample selected from among this group." The population of the current study

includes 298 male and female students from Al-Fashir University, Faculty of Arts major in English language.

3.2 Sample

One sample of population was identified for carrying out the study, 80 students represent the first-year undergraduate students majoring in English at Al-Fashir University, Faculty of Arts was taken as one sample. The eighty 80 students consists of 46 male and 34 females enrolled in vocabulary building course and all of them have responded to the questionnaire, but 24 of them were removed from the list of pre and post test because of their absence during the post test. At the end only 56 participants were present during the administration of the post test.

3.3 Instruments of Data collection

The data of the research were collected from the participants via administration of two instruments of data collection. Namely; a questionnaire and pre and posttest.

3.3.1 Questionnaire

The questionnaire was distributed to 80 participants. It was based on the framework of instruments proposed by (Goundar, 2015). It is a 28-item questionnaire with a 5-point Likert scale, with 5 being "always", "often", "sometimes", "rarely" and "never". The primary version of this questionnaire was 30 items and was submitted to TEFL experts to decide on its validity. Necessary changes by deletion, addition, or modification were made according to experts' suggestions.

3.3.2 Pre and Post-test

The second instrument was pre-and-post test based on Schmitt's (2000) Vocabulary Level Test: version 1. The test was administered to the same students but the number of the participants reduced from 80 participants to 56 due to absence of some participants during the administration of the post test. The purpose of the pretest is to find out the current level of the students, and also to have a general idea about the strategies adopted by them in learning vocabulary. It was a Vocabulary Level Test (VLT) based on Schmitt's (2000) which evaluates learners' knowledge of words at various frequency levels by means of a matching (definition – word) format. The purpose of the pretest was to find out the students' vocabulary level in semester one. Whereas the purpose of the post test was to elicit what types of vocabulary used by the subjects and also to find out whether the students made benefit from the vocabulary learning strategies given to them.

3.4 Validity and Reliability

Validity and reliability are important aspects of research instrument because they ensure the quality of the instrument used to measure students' knowledge of anything. They are considered as the two characteristics of tests. Validity is the extent to which the research produces an accurate version of the world (Bloor & Wood, 2006: 148). There are two types of validity, internal and external validity. Internal validity is the degree to which the investigator's conclusions correctly portray the data collected. And the second type is sometimes called generalizability is the degree to which conclusions are appropriate for similar populations and locations outside of the study area. Validity refers to the results of the test not to the test itself. A

test is considered to be valid if it measures what it is supposed to measure. Hughes reported that "a test is valid if it measures what is intended to measure"

Bloor & Wood (2006: 148) define reliability as "the extent to which research produces the same result when replicated" they further explained that reliability as concerned with the extent to which research findings are reproducible, that is whether a different researcher who replicated the study would come to the same or similar conclusions. Lado, (1961: 330) reported that: "reliability has to do with the stability of scores for the same individuals. If the scores of students are stable the test is reliable; if the scores tend to fluctuate for no apparent reason, the test is unreliable" This means that the same test given twice to the same individual should produce the same or a very similar score, provided that the ability measured in the test does not change in the time between the administrations. This is often referred to as test stability or test-retest reliability. Reliability can also be calculated statistically, by means of SPSS programme. "the more similar the scores would had been, the more reliable the test is said to be" (Hughes, 1989: 141)

A pilot experimentation of the tools was performed on first-year undergraduate students. Reliability of the tools was calculated using the internal consistency estimate of reliability. The calculated Cronbach's Alpha was (0.87) for the (pre and post) test and (0.501) for the Questionnaire.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	28

Cronbach's Alpha (.87) indicates strong correlation, therefore the test is considered reliable and consistent.

Reliability Statistics

Cronbach's Alpha	N of Items
.501	30

Cronbach's Alpha (.501) indicates strong correlation, therefore the supplementary questionnaire is also considered reliable and consistent.

3.5 Procedures

First, the researcher selected (31) students for pilot study to find out the validity and reliability of the test. The result showed that the test was reliable based on SPSS analysis, Cronbach's α (0.868) which indicated that the test was consistent. Second, the pretest was administered before the start of the intended course (Vocabulary Building), and the preliminary study on (VLSs). The aim of the pretest was to find out vocabulary level of the students before the start of the course so as to compare it with the level of vocabulary after the end of the course to confirm the positive effect of VLSs on vocabulary development.

Third, the course started at September 2015 and lasted for three months. Within this period the students have completed fifty units from the intended

textbook and have been taught the strategies of vocabulary learning and how they could apply them. Fourth, to measure students' vocabulary level, the researcher adopted Vocabulary Level Test (VLT) version 1 (see appendix A) based on Schmitt (2000). The pre-test was administered at the beginning of the course and repeated again at the end of the course as a post-test. Moreover, a readymade questionnaire was designed by Gounder adopted by the researcher who did some modifications by adding and deleting some statements from the original copy. The aim of the questionnaire was to find out which vocabulary learning strategies were used more frequently by English majors. Finally, the posttest employed two weeks later after the completion of the course.

3.5.1 Pilot Study

To achieve the reliability of the test, it was firstly administered to 31 students. The result of the pilot study was correlated using spearman Brown prophecy formula to get the correlation coefficient. It is measured in different ways include Cronbach's Alpha (0.87) which indicates that the test was consistent.

3.5.2 Preliminary Study

The preliminary study was intended to give the subjects some preliminary lectures on vocabulary learning strategies. The preliminary study involved three steps: (1) presenting and explaining the objectives of the VLSs, (2) demonstrating how to operate each VLS, and (3) providing an opportunity for practicing VLSs. Students were explicitly trained on how to learn L2 vocabulary by employing VLSs appropriately and effectively. The study was conducted at September 2015 in the Department of English, Faculty of Arts,

Al-Fashir University. Students were exposed to different VLSs instruction and trained in using different types of VLSs. The purpose of the study was to raise the awareness of the students about vocabulary learning strategies, and to find out how students deal with vocabulary learning and what type of strategies students were used. Vocabulary learning strategies given to students involved five different types, based on Schmitt's (1997) taxonomy which involved determination, social, memory, cognitive and metacognitive strategies each with their subcategories.

3.6 Data Analysis Techniques

After receiving the students' responses to the (pre and post) tests, and the questionnaire the responses were marked and entered into computer using the Statistical Package for Social Science programme (SPSS).

3.7 Statistical Analysis

In analyzing the data, the following statistical tests were considered:

1. Reliability coefficient was used to check the reliability of the test used in the study.
2. Descriptive statistics which include frequencies, means, SD and Chi Square were used to describe the basic features of the data collected.
3. One sample T-test was also used to compare the results of the pre & post test.

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

In this chapter the data is analyzed and discussed based on the results of both students' questionnaire and pre-and-post test. However, the analysis of the data in this chapter was implemented in accordance with the questions and hypotheses stated in chapter one. In chapter one there were five questions raised and five hypotheses were derived from them. The subjects on whom the questionnaire was applied were (80) respondents (47) male and (33) females. However, the actual size of respondents who sat for the pre-and-post tests decreased to (56) students only, (34) males and (22) females due to absence during posttest. Data from the questionnaires presented first. It was grouped under five areas of vocabulary learning strategies. These were determination, social, memory, cognitive and metacognitive strategies. Methods used to analyze the data were descriptive statistics (frequency and percentages) and comparisons of frequencies. Statistical Package for Social Sciences (SPSS) was used to analyze the data. Chi-square tests were applied to examine the observed differences in the frequency distribution of responses on all the statements of the questionnaire in order to guarantee their statistical significance.

Table 4.1 Gender Frequencies and Percentages

Gender	Frequency	Percent (%)
Male	47	58.8
Female	33	41.3
Total	80	100.0

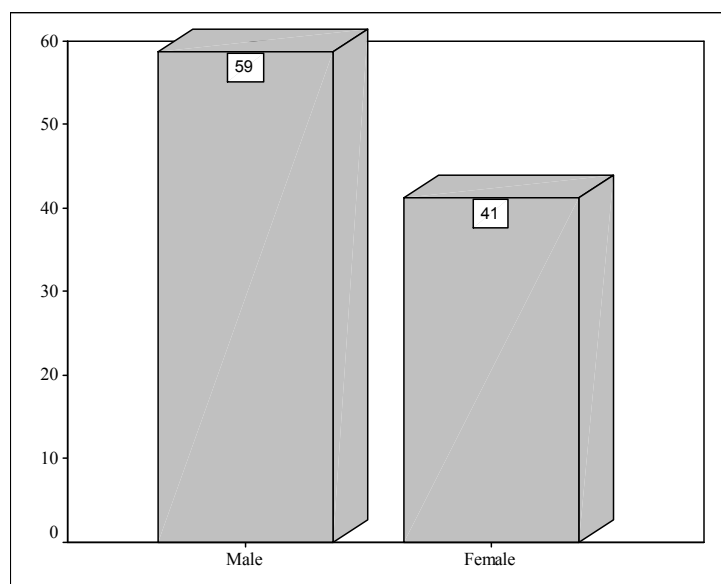


Fig 4.1 Gender Frequencies and Percentages

Table 4.1 and figure 4.1 illustrate the percentage and frequency of gender sample and show that 58.8% of the samples were male and 41.3% were female which constitutes the sample of the study. One of the reasons why students were encouraged to study English language at Al-Fashir University is because of the spread of non-governmental organizations over Darfur States since 2003 the start of Darfur crises. Since then mastering English language in such circumstances gives priority to have a job in one of these organizations. Furthermore, students were interested in learning English as a global language and which would pave the way for them to go abroad for tour, work and education alike.

4.1. Data Analysis

Data collected by the two instruments explained earlier was entered into computer for statistical analysis based on SPSS programme. The questionnaire was analyzed first and interpreted in details. And that each

strategy was interpreted separately. Then, the data of the pre- and posttest analyzed and interpreted according to one sample T-test.

4.1.1 Questionnaire Data Analysis

As previously mentioned, the questionnaire was divided into five sections corresponding to the five strategies of vocabulary learning. Within each section there were a number of statements each asking about the use of a particular strategy. For each statement, respondents have to choose one from the five options of frequency according to Likert-type scale 'always', 'often', 'sometimes', 'rarely' and 'never'. Frequency and evaluation responses were scored according to a 100-point scale. The frequency scale was 100 points for 'always', 75 points for 'often', 50 points for 'sometimes', 25 points for 'rarely', and 0 points for 'never'.

The questionnaire was divided into five tables each table represents the frequency and percentage of each statement. And each table has a sub table which represents Chi square, mean, standard deviation and p-value. Each statement represents a separate strategy included under the five major classes of strategies.

Each two tables answer a question and a hypothesis of the research. The question and the hypothesis are introduced on top of each table so that the reader finds it easy to understand the analysis.

Research Question No.1: Which determination strategy do English majors tend to use more frequently?

Hypothesis No. 1: English majors tend to use specific determination strategies more frequently than the other strategies.

Table 4.2 Frequencies and Percentages of Determination Strategies

Statement	Always	Often	Sometimes	Rarely	Never
1. I use English English dictionary.	37 46.3%	11 13.8%	31 38.8%	1 1.3%	-
2. I use English Arabic dictionary.	14 17.5%	24 30%	26 32.5%	9 11.3%	7 8.8%
3. I use the dictionary to find out the pronunciation of the word.	31 38.8%	15 18.8%	20 25%	10 12.5%	4 5%
4. I use the dictionary to find only the meaning of the word.	30 37.5%	6 6.3%	30 37.5%	13 16.3%	2 2.5%
5. I look in the dictionary for grammatical patterns of the word.	23 28.8%	18 22.5%	18 22.5%	17 21.3%	4 5.0%
6. I look in the dictionary for collocation patterns.	16 20%	23 28.8%	29 36.3%	9 21.3%	3 3.8%
7. I use the dictionary to find the appropriate usage (example sentence) of the word.	17 21.3%	16 20%	28 35%	14 17.5%	5 6.3%
8. I look at the part of speech of the new word (to guess the meaning of the new word).	26 32.5%	14 17.5%	24 30%	9 11.3%	7 8.8%
9. I analyze the word structure (prefix, root and suffix) when guessing the meaning of the word.	12 15%	15 18.8%	28 35%	19 23.8%	6 7.5%
10. I guess the meaning and then look at the dictionary (when I meet new words in reading).	34 42.5%	18 22.5%	21 26.3%	7 8.8%	-
Total	115 37.1%	51 16.4%	74 23.8%	33 10.9%	36 11.7%

Results in table (4.2) shows the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: "Always" accounts for (37.1%), "Sometimes" (23.8%), "Often" (16.4%), "Never" (11.7%) and "Rarely" (10.9%), Hypotheses one indicates that the highest response is represented by "Always" which accounts for (37.1%). Table (4.2) also indicates that (11.7%) of the respondents never use determination strategies. The only

justification for those students may be unaware of those strategies or they don't understand the use of those strategies.

Table 4.3 Statistical Description of Determination Strategies

Statement	Means	STD	Ch2	D.F	P.value
1. I use English English dictionary.	3.87	0.95	42.60	4	0.00
2. I use English Arabic dictionary.	3.36	1.16	18.62	4	0.00
3. I use the dictionary to find out the pronunciation of the word.	3.74	1.24	26.37	4	0.00
4. I use the dictionary to find only the meaning of the word.	3.60	1.22	44.87	4	0.00
5. I look in the dictionary for grammatical patterns of the word.	3.49	1.25	12.62	4	0.00
6. I look in the dictionary for collocation patterns.	3.50	1.06	27.25	4	0.00
7. I use the dictionary to find the appropriate usage (example sentence) of the word.	3.33	1.18	16.87	4	0.00
8. I look at the part of speech of the new word (to guess the meaning of the new word).	3.54	1.29	18.62	4	0.00
9. I analyze the word structure (prefix, root and suffix) when guessing the meaning of the word.	3.10	1.15	16.87	4	0.00
10. I guess the meaning and then look at the dictionary (when I meet new words in reading).	3.99	1.02	18.50	4	0.00

The above table indicates the mean, standard deviation, Chi-Square, degree of freedom and P.value regarding the answers of respondents of the study sample to the above statements. It has been noticed that all means are greater than the mean stated in the hypothesized mean which is about (3) which implies that all means of these statements are in positive direction and show that the standard deviation ranges from (1.29 to 0.95).

The difference between the highest standard deviation and the lowest is less than one which means that there is similarity and homogeneity of answers made by the participants which pointed that the P.value of all statements is

less than 0.05 which show that the answers are in the positive direction and this is in line with what has been stated in the hypothesis.

Determination Strategies

Determination strategies comprises 5 strategies, these were 1) using dictionary, 2) guessing from context, 3) analyzing word parts, and 4) analyzing constituents element

Using Dictionary

The questionnaire investigated seven strategies of using dictionary. These were, using monolingual dictionary, using bilingual dictionary, using dictionary for correct pronunciation, using dictionary for the meaning of a word only, using dictionary for grammatical patterns, using dictionary for collocation patterns, and using dictionary to find example sentence.

The strategy of using monolingual dictionary was the most frequently used strategy with a frequency index of 3.87 points, at (46.3%). Several respondents reported that they sometimes used monolingual dictionary at (37.8%). This strategy followed by the strategy of using dictionary for the correct pronunciation (38.8%) with a frequency index of 3.74 points. The respondents seem to be familiar with this strategy because their tutors encourage them to do so whenever they encounter unfamiliar words. And that they were advised not to learn any word until they master its correct pronunciation.

30 respondents reported that they use dictionary for getting the meaning of the word only (37.5%) with a frequency index of 3.60 points. In fact, using dictionary to get the meaning of the word only is not an effective strategy to develop vocabulary knowledge, neither in writing nor in speaking as Allen (1999) put it "for most students finding definitions and writing those words

in sentences have had little apparent impact on their word knowledge and language use".

Similarly, 30 participants reported that they sometimes use the dictionary for the meaning of a word only. From my own experience as a learner or teacher, I realized that students first tend to use monolingual dictionary to get the meaning of a new word either from the definition or from the example sentence provided, but if they fail to get the meaning they use bilingual dictionary as the last resort.

Identifying Part of Speech

The strategy of identifying part of speech received high per cent (32.5%) followed by the strategy of using dictionary for grammatical pattern (28%). The two strategies of using dictionary to find example sentence and the strategy of using dictionary for collocation pattern received relatively low percent (21.3%) and (20%) respectively. 24 respondents (30%) reported that they sometimes look at parts of speech and about 9 respondents who represents (11.3%) of the participants rarely identify parts of speech for the same purpose to guess the meaning of the new word. And about (8.8%) of the participants never identify parts of speech to guess the meaning.

Analyzing Word Structure

Table 4.2 shows that the strategy of analyzing the structure of the word received (15%) of the respondents and about (18.8%) of them often apply the same strategy. It is noticed that the majority of the participants almost 19 students (23%) rarely analyze word structure. And 6 students (7.5%) reported that they never analyze word structure to guess the meaning of the new word.

Guessing from Context

Table 4.2 shows that (42.5%) of the participants "guess the meaning of the new word from context" and that (22.5%) of the subjects often guess the meaning of the new word from context. And about (26.3%) of the subjects reported that they sometimes guess the meaning from context, it is noticed that about 7 participants (7.6%) rarely guess the meaning from context.

Generally speaking, there are five strategies concerning the use of dictionary: these were checking the dictionary for pronunciation (38.8%), followed by checking grammatical patterns of the word (28.8%), followed by checking meaning (37%), followed by finding the appropriate usage (example sentences) at (21.3%) and checking collocation patterns of the word (20%), respectively. It is noticed that students tend to use dictionary for checking pronunciation more often than the rest of the strategies, this is because consulting dictionary for correct pronunciation makes students confident particularly for students who speak English as FL. students at Al-Fashir University encourage by their tutors to use dictionary more often that's because dictionary is the best friend for non native speakers.

Overall, checking dictionary for the correct pronunciation was reported as the most frequently used strategy at (38.8%) followed by "guessing the meaning from context (37%) as determination strategies.

To sum up, the five major determination strategies shown in the table above were using dictionary, guessing from context, identifying parts of speech and analyzing constituent elements. It is obvious that using the dictionary for the correct pronunciation (38.8%) was reported as the most frequently used by the participants followed by "guessing the meaning of the word from context" (32.5%). These two determination strategies are the most frequently used strategies by the respondents at Al-Fashir University.

Research Question No. 2: Which social strategy do English majors used widely?

Hypothesis No. 2: English majors tend to use certain social strategies more often than other social strategies.

Table 4.4 Frequencies and Percentages of Social Strategies

No	Statement	Always	Often	Sometimes	rarely	never
11	I ask my teacher for the meaning of a new word.	28 35%	4 5%	32 40%	18 10%	8 10%
12	I ask my classmate for the meaning of a new word.	25 31.3%	12 15%	26 32.5%	10 12.5%	7 8.8%
13	I ask a native speaker for the meaning of a new word.	20 25%	7 8.8%	20 25%	11 13.8%	22 27.5%
Total		73 29.2%	23 9.2%	78 31.2%	39 15.6%	37 14.8%

Results in table 4.4 shows the responses made by participants as indicated by the likert-type scale and rearranged from the highest to the lowest percentages as follows: "Sometimes" accounts for (31.2%), "Always" (29.2%), "Rarely" (15.6%), "Never" (14.8%) "Often" (9.2%), Hypotheses two indicates that the highest response is represented by "Sometimes which accounts for (31.2%). It is noticed that 14.8% never use social strategies. May be they don't understand the importance of social strategies or they may be unwilling to use social strategies. Social distance, shyness and hesitation may sometimes be the reason beyond students' unwillingness.

Table 4.5 Statistical Description on Social Strategies

Statement	Means	STD	Ch2	D.F	P.value
11. I ask my teacher for the meaning of a new word.	3.45	1.33	42.00	4	0.00
12. I ask my classmate for the meaning of a new word.	3.47	1.29	19.62	4	0.00
13. I ask a native speaker for the meaning of a new word.	3.07	1.53	10.87	4	0.00

The above table indicates the mean, standard deviation, Chi-Square, degree of freedom and P.value. Regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) which implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (1.53 to 1.29).

The difference between the highest standard deviation and the lowest is less than one which means that there is similarity and homogeneity of answers made by respondents which pointed that the P.value of all Statements is less than 0.05 this shows that the answers are in the positive direction and in line with what has been stated in the hypothesis.

Social Strategies

Social strategies involve three strategies, they are, 1) asking teacher for the meaning of a new word, 2) asking classmate as a cooperative work to get the meaning of the new word, and 3) asking a native speaker to find the meaning of a new word.

Asking Teacher

Discussing vocabulary requirements and problems with teachers scored a slightly high frequency (35%), with 18 subjects choosing '*rarely*' and 8 subjects '*never*'. With frequency index 3.45 points as can be seen in table 5.5 above. Such strategy needs the teacher to be competent and knowledgeable. Teacher should expect any question from his students. If he fails to answer students' questions and enquiries, that may result in undesirable attitudes from students towards their teacher.

Asking classmate

The social strategy of cooperating with classmates to improve EFL vocabulary scored (31.3%), with a frequency index 3.47 point. (32.5%) chose sometimes and (12.5%) said they rarely ask classmate and only (8.8%) said they never ask their classmate for the meaning of a new word. This result was in line with the expectation of the researcher. Table (4.5) shows that asking classmate received greater index of 3.47 points, while asking teacher received frequency index of 3.45 and asking a native speaker received slightly low frequency index of 3.07 points. This result indicates that asking classmate was the most frequently used strategy among first-year undergraduate students and this is in the line with the hypothesis stated above.

Asking Native Speaker

The strategy of asking native speakers received (25%) of the respondents which indicates that students like asking native speaker, although there's no any native speaker at Al-Fasir university. This result indicates the hope of the students and their aspiration to have a talk with a native speaker. It is

noticed that the majority of the respondents (27.5%) never ask a native speaker for the meaning of a new word.

Generally speaking, asking classmate for the meaning of the new word" accounts for (31.3%) received a high frequency index of 3.47 points is reported as the most frequently used social strategy than "asking teacher" (35%) with a frequency index of 3.45 points or "native speaker" (25.8%) with a frequency index 3.07 as it is shown in table 5.5 above. Actually, there was no native teacher at University of Al-Fashir, which made the strategy of asking native speaker infrequently used by students in comparing it with the other two social strategies. The role of a teacher is so important in controlling group works. Some studies stated that group works negotiating with teacher is more effective than individual work (Ellis and Heimbach 1997) working with young learners of English as (SL) found that a group negotiating with the teacher was more effective for vocabulary learning than when there was individual negotiation in one-to-one interaction with the teacher.

In fact, some of the students at Al-Fasir university have been working at nongovernmental organizations (NGOs) where they could have opportunity to communicate with some native speakers. Those students who work in NGOs are fluent in communication and have rich vocabulary than those who are not working in NGOs. The difference between working group and none working group is that, the former have active vocabulary and the later have passive vocabulary.

Overall, asking classmate as social strategy is reported as the most frequently used strategy by the respondents, followed by asking the teacher. This result seem to match with Alhaysony (2012) in that he found out that

social and skipping strategies are the most used strategy categories among EFL Saudi learners. Also Kafipour and Nave (2012) reached to the same finding, they further added that "social strategy contributes to reading comprehension". In reading comprehension students help each other by sharing the meaning of difficult words and explaining some uncommon expressions like idioms and literary expressions.

Research Question No. 3: What are the strategies that English majors follow to remember the new words?

Hypothesis No. 3: Students use limited memory strategies to remember the new words.

Table 4.6 Frequencies and Percentages of Memory strategies.

Statement	Always	Often	Sometimes	Rarely	Never
14. To remember a word, I repeat it aloud to myself.	36 45%	18 22.5%	15 18.8%	5 6.3%	6 7.5%
15. To remember a word, I write it repeatedly.	37 46.3%	15 15.8%	18 22.5%	7 8.8%	3 3.8%
16. I create a mental image of a new word to help me to remember the word	15 18.8%	9 11.6%	17 21.5%	12 15%	27 33.8%
17. To remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix).	27 23.8%	9 11.3%	24 30%	9 11.3%	-
Total	115 37.9%	51 16.4%	74 23.9%	33 10.6%	36 11.6%

Results in table (4.6) shows the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: " Always" accounts for (37.9%)," Sometimes " (23.9%), "Often" (16.4%), "Never" (11.7%) "Rarely" 10.6%), Hypotheses three indicates that the highest response is represented by "Always" which

accounts for (37.9%). It's noticeable that some students do not tend to use memory strategies more often. That is clear from the percent shown in table above about (11.6%) of the students never use memory strategies. In fact, memory strategies enhance the retention of the new items for long time. Memory strategies involve many strategies, for example, repetition is the most effective one.

Table 4.7 Statistical Description of Memory Strategies

Statement	Means	STD	Ch2	D.F	P.value
14. To remember a word, I repeat it aloud to myself.	3.91	1.25	39.12	4	0.00
15. To remember a word, I write it repeatedly.	3.95	1.18	43.50	4	0.00
16. I create a mental image of the new word to help me remember the word	3.56	1.51	11.75	4	0.00
17. To remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix).	3.40	1.41	19.25	4	0.00

The above table indicates the mean, standard deviation, Chi-Square, degree of freedom and P.value. Regarding the answers of respondents of the study sample about the above statements, it has been noticed that all means are greater than the mean stated in hypothesized mean which is about (3) it implies that all means of these statements are in positive direction and show that the standard deviation ranges from (1.51 to 1.18). The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the P.value of all Statements is less than 0.05 this show

that the answers are in the positive direction and in line with what has been stated in the hypothesis.

Memory Strategies

Memory strategies involve 4 different strategies, these were, 1) repetition of a new word, 2) writing the word repeatedly, 3) creation of mental image, and 4) breaking the word into different parts. These days, memory strategies occupy the lions' share of attention probably because vocabulary learning has largely been constructed as a memory problem (Zahedi & Abdi, 2012: 2272).

Repetition of a new word

Table 4.6 shows that the strategy of repeating the word aloud which received (45%) is the second most frequently used strategy by the respondents to remember the new word. It appears to be in the second position after writing the word repeatedly, and that more than (22.5%) of the subjects often repeat the word aloud to themselves which indicates that the respondents often repeat the word aloud to themselves to remember. Moreover, about (18.8%) of the subjects reported that they sometimes repeat the word aloud and that (6.3%) of them rarely repeat the word aloud to themselves. It can also be observed that about (7.5%) of the respondents never repeat the word aloud to themselves. Nation (2002) stated that "Useful vocabulary needs to be met again and again to ensure it is learned. In the early stages of learning the meetings need to be reasonably close together, preferably within a few days, so that too much forgetting does not occur. Later meetings can be very widely spaced with several weeks between each meeting". Nation (1990) reported "large numbers of words are learned directly and, given sufficient repetition, retained". Carter, (2012) reported that "the more opportunities that can be found for formal transfer between foreign and mother tongue

words, the better the chances of retention" Kachroo (1962) found that words repeated seven times or more in the course book were known by most learners.

Writing the Word Many Times

Table 4.6 shows that the strategy of writing words many times is the most frequently used by the majority of the respondents (46.3%) reported that they always tend to use this strategy, and that (15.8%) of them they often follow the same strategy. And about (22.5%) said that they sometimes write the word repeatedly. It is noticed that (8.8%) of the participants rarely write the word repeatedly. And (3.8%) of them said that they never write the word repeatedly to remember. In addition to memorizing the word, writing it many times helps learners to master its spelling, because repeating the word many times create an image of that word and make it easy to recall it.

Creating Mental Image

Table 4.6 shows that the strategy of creating a mental image received quite low frequency (18.8%) and that (11.6%) of them said that they often create mental image. And (21.5%) of the participants sometimes create a mental image of a new word and about (15%) of them rarely create a mental image. It can also be observed that the majority of the respondents (33.8%) never create a mental image of a new word to remember. One possible explanation for this high frequency is that the respondents are not acquainting with such strategy. To create mental image of the new word simply means to draw a picture of the object being under investigation. In fact, the majority of English language teachers do not tend to use real objects in teaching new vocabulary. Zahedi and Abdi (2012) discovered that imagery strategy

enhances vocabulary mastery. To link a word with its object image is so important but this strategy is applicable with concrete nouns only. For abstract nouns learners can follow different strategies such as semantic mapping, word association, etc.

Analyzing word parts

Table 4.6 indicates that (23.8%) of the respondents always tend to break the new item into different part and (11.3%) of them often analyze the word, and that (30%) of the subjects sometimes analyze the word and (11.3%) of the respondents rarely analyze the word into different parts to remember. To break the word into pieces is very important skill. Some words in English language build up by several parts; these parts include prefixes, suffixes, root, stem, etc. the important part of the word is its root, understanding the root of the word means understanding its meaning.

To sum up, the majority of respondents always tend to "write the word many times (46.3%)" which is the most frequently used strategy among the respondents followed by loud repetition (45%) as strategy to remember the new word followed by analyzing constituents elements (23.8%) whereas creating mental image to remember a word (18.8%) is reported as the least used strategy among the respondents.

Repetition is essential for vocabulary learning and that one meeting of the word is not sufficient to gain the information, and because vocabulary items must not only be known, but they must also be used as well, so that they can be fluently accessed. Repetition, thus adds to the quality of knowledge and also to the quantity or strength of this knowledge. Repeating the word many times either by writing it or uttering it would essentially enhance

memorizing its shape, its pronunciation and its spelling. This result contradict with Zarin & Khan's (2014) who found out that memory strategy was found as the most frequently used strategy whereas metacognitive strategy as the least frequently one.

Research Question No. 4: Which cognitive strategy do English majors use more frequently?

Hypothesis No. 4: Students use specific cognitive strategy more frequently than the other cognitive strategies.

Table 4.8 Frequencies and Percentages of the Cognitive Strategies

Statement	Always	Often	Sometimes	Rarely	Never
18. I make use of my knowledge of the topic to guess the meaning of the new words	21 26.3%	14 17.5%	28 35%	11 13.8%	6 7.5%
19. I skip words that I don't understand.	11 13.8%	16 20%	14 17.5%	12 15%	27 33.8%
20. I use my experience and common sense to guess the meaning of the word.	13 16.3%	16 20%	25 31.0%	14 17.5%	12 15%
21. I use alternative clues and try again if I fail to guess the meaning of a word.	20 25%	18 22.5%	26 32.5%	10 12.5%	6 7.5%
22. I have a vocabulary note book to list down new words.	44 55%	10 12.5%	16 12.5%	6 7.5%	10 12.5%
23. I write down the English word and its Arabic translation.	31 38.8%	17 21.3%	17 21.3%	7 8.8%	8 10%
24. I only take notes of the meaning of the word.	39 48.8%	14 17.5%	6 7.5%	12 15%	9 11.3%
25. I take note of the synonyms or antonyms of the new words	16 20%	15 18.5%	24 30%	17 21.3%	8 10%
Total	195 30.1%	120 18.6%	156 24.1%	89 13.7%	86 13.3%

Results in table 4.8 shows the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: "Always" accounts for (30.1%), "Sometimes"

(24.1%), "Often" (18.6%), "Rarely" (13.7%) "Never" (13.3%). Hypotheses four indicates that the highest response is represented by "Always" which accounts for (30.1%).

Table 4.9 Statistical Description of Cognitive Strategies

Statement	Means	STD	Ch2	D.F	P.value
18. I make use of my knowledge of the topic to guess the meaning of word	3.41	1.23	8.62	4	0.00
19. I skip words that I don't understand.	2.65	1.47	10.37	4	0.00
20. I use my experience and common sense to guess the meaning of the word.	3.05	1.28	6.87	4	0.00
21. I use alternative clues and try again if I fail to guess the meaning of a word.	3.45	1.21	16.00	4	0.00
22 .I have a vocabulary note book to list down new words.	3.90	1.45	62.00	4	0.00
23. I write down the English word and Arabic translation of the word.	3.70	1.34	23.25	4	0.00
24. I only take note of the meaning of the word.	3.78	1.47	43.62	4	0.00
25. I take note of the synonym or antonym of the word	3.18	1.26	8.12	4	0.00

The above table indicates the mean, standard deviation, Chi-Square, degree of freedom and P.value. Regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than the mean stated in hypothesized which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (1.47 to 1.23). The difference between the highest standard deviation and the lowest is less than one that means there is

similarity and homogeneity of answers made by the respondents which indicates that the P.value of all Statements is less than 0.05 this shows that the answers are in the positive direction and this is in line with what has been stated in the hypothesis above.

Cognitive Strategies

Cognitive strategies comprise 7 strategies. These were, making use of knowledge of the topic, skip unknown words, using experience and common sense, using alternative clues, using vocabulary notebook, translation, taking note of synonyms and antonyms.

Making use of knowledge of the topic

Table 4.8 indicates that (26.3%) of the respondents make use of word knowledge and (17.5%) of the subjects often make use of their knowledge, while (35%) of the respondents sometimes make use of their knowledge to guess the meaning, and (13.8%) of them rarely make use of their knowledge, and about (7.5%) of the general subjects never make use of their knowledge to guess the meaning of the new words.

Skip unknown words

Table 4.8 indicates the majority of the participants (33.8%) reported that they never skip words that they don't understand. And that (13.8%) of the respondents always skip unknown words, and (20%) of them often skip words that they don't understand. It is reported that (17.5%) of the subjects sometimes skip unknown words and that 15% of the subjects rarely skip unknown words. This result is supported by Marin (2006) who reached to the same conclusion that skipping was the least frequently reported category among learners.

Using Experience and common sense

Table 4.8 indicates (31%) of the participants are sometimes use their experience and common sense, while (20%) of them use common sense to guess the meaning of the new word, and (17.5%) follow the same strategy. and that (16.3%) of the participants always use their experience and common sense to guess the meaning of the word, It is noticed that (15%) of the respondents never follow the same strategy.

Using Alternative Clues

Table 4.8 indicates that (25%) of the respondents always use alternative clues and try again if they fail to guess the meaning and (22.5%) of them often use alternative clues. Moreover, about (32.5%) of the subjects sometimes use alternative clues, and (12.5%) of the subjects rarely use the same strategy, and that a portion of (7.5%) of the respondents never use alternative clues to guess the meaning.

Using Vocabulary Notebook

Table 4.8 indicates that the majority of the respondents (55%) always have vocabulary notebook to list down new words and (12.5%) of the participants are often have vocabulary notebook, and (12.5%) of them sometimes have vocabulary note book, and (7.5%) of the subjects rarely have a vocabulary note book. Moreover, (12.5%) of the respondents never have a vocabulary note book to list down new words.

Translation

Table 4.8 indicates that (38.8%) of the participants always "write down the English word and its Arabic translation" and (21.3%) of the respondents

often follow the same strategy, and (21.3%) of the respondents sometimes write down the word and its translation, while (8.8%) of the participants rarely write down the word and its translation. It is shown that (10%) of the respondents reported that they never write down the English word and its Arabic translation. Nation (2001) reported that Translation has the advantages of being quick, simple, and easily understood. Its major disadvantage is that its use may encourage other use of the first language that seriously reduces the time available for use of the second language.

Taking Note about the Meaning of the New Word

As it can be seen in table 4.8 that (48.8%) of the participants always "take note about of the meaning of the word only" and that (17.5%) of the participants are often take note of the meaning only, and that (7.5%) of the participants sometimes take note and (15%) of the subject rarely take note about the meaning of the word and (11.3%) of the participants never take note of the meaning of the word only.

Taking Note of synonyms and antonyms

As can be seen in the table (20%) of the respondents always "take note of the synonyms and antonyms of the new words" and that (18.5%) of the participants are often follow the same strategy. Moreover, about (30%) of the respondents are sometimes take note of the synonyms and antonyms of the word and that (21.3%) of them rarely take notes of the synonyms and antonyms. Furthermore, about (10%) of the subjects never take note of sense relation. This results supports Altayeb's (2002) who investigated the role of sense relation in teaching English lexis to help students at tertiary level understand, memorize and produce difficult vocabulary items. He concluded

that students fail to distinguish between polysemous and homonymous words and other relations. Tertiary level is considered the foundation of the students at university level. Students are weak at understanding sense relation because their syllabus does not include sense relation as part of the curriculum according to Altayeb's point of view. Similarly, Salih (2010) investigated the problem of some vocabulary items encountered by students who learn English as a second language with their ambiguous shapes, sounds and meanings homonyms, homophones and polysemy. He reached at the conclusion that students confuse homonyms, homograph and homophones or polysemy.

Generally speaking, the majority of the respondents reported that they have vocabulary note book to list down new words (55%) at frequency index of 3.90 points. The second most frequently use strategy is the strategy of "taking notes of the meaning of the word" (48.8%), they translate the meaning of the new word into Arabic equivalent (38.8%). Such a strategy results in what is called errors of language interference as a result of having two different mental dictionaries (English and Arabic). They neglect all other aspects of words knowledge except some aspects of sense relations such as synonyms and antonyms (20%). It is also reported that (26.3%) of the respondents depend on "their knowledge of the topic to guess the meaning of the new words, or they depend on their experience and common sense (16.3%) of the new words that they encountered. If they fail to guess the meaning from context they use alternative clues (25%) such as word parts or constituent elements...etc. Finally, if they also fail to guess the meaning by the different strategies mentioned above they just skip the meaning of those words (13.8 %).

Overall, it is noticed that the most cognitive strategy used by the respondents is "using vocabulary note book to list down new words" (55%) followed by "taking notes of the meaning of the new words only" (48.8%), followed by using alternative clues (25%), followed by "using knowledge of the new word" (26.3%), "taking note of the synonym or antonym of the word" (20%), "using experience and common sense to guess the meaning of the new word" (16.3%) and finally, students just "skip the meaning of the new word if they don't understand it" (13.8%).

Research Question No. 5:

To what extent do English majors evaluate their vocabulary development?

Hypothesis No. 5:

English majors do not evaluate their vocabulary development?

Table 4.10 Frequencies and Percentages of Metacognitive Strategies

Statement	Always	Often	Sometimes	Rarely	Never
26. I think about my progress in vocabulary learning	34 42.5%	23 28.8%	12 15%	10 12.5%	1 1.3%
27. I try to find out all I can about the new words I learn	42 52.5%	14 17.5%	16 20%	7 8.8%	1 1.3%
28. I only focus on things that are related to examination	60 75%	5 6.5%	5 6.3%	6 7.5%	4 5%
Total	136 56.7%	42 17.6%	33 13.7%	23 9.6%	6 2.5%

Results in table 4.10 shows the responses made by participants as indicated by the Likert-type scale and rearranged from the highest to the lowest percentages as follows: " Always" accounts for (56.7%), " Often " (17.6%), " Sometimes " (13.7%), " Rarely " (9.6%) "Never" (2.5%), Hypotheses five

indicates that the highest response is represented by “Always” which accounts for (56.7%).

Table 4.11 Statistical Description of Metacognitive Strategies

Statement	Means	STD	Ch2	D.F	P.value
26. I think about my progress in vocabulary learning	3.99	1.10	40.62	4	0.00
27. I try to find out all I can about the new words I learn	4.11	1.09	61.62	4	0.00
28. I only focus on things that are related to examinations	4.39	1.20	15.37	4	0.00

The above table indicates the mean, standard deviation, Chi-Square, degree of freedom and P.value. Regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than mean stated in hypothesized mean which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (1.09 to 1.20). The difference between the highest standard deviation and the lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the P.value of all Statements is less than 0.05 this show that the answers are in the positive direction, and this is in line with what has been stated in the hypothesis.

Metacognitive Strategies

Metacognitive strategies involve three strategies. These were, thinking about vocabulary progress, finding out all about new words and focusing on things related to examination.

Think about Vocabulary Progress

Table No 4.10 shows that (42.5%) of the subjects always "think about their progress in vocabulary learning" and that (28.8%) of the subjects often think about their progress. It is also indicated that (15%) of the respondents sometime think of their progress and (12.5%) of subjects rarely think of their progress. Moreover, about (1.3%) of the participants never think of their progress in vocabulary learning.

Finding out all about new words

Table No 4.10 also shows that (52.5%) of the respondents always "try to find all about the new words they learn" and (17.5%) of the participants often do the same strategy. Moreover, about (20%) of the subjects sometime try to find about the new words and (8.8%) of them rarely follow this strategy.

Focus on things Related to Examinations

Table No 4.10 shows that (75%) of the respondents always "focus on things that are related to examination" and (6.5%) of them often follow the same strategy.

As it can be seen from the above table that "focusing on things that are related to examinations" (75%) is reported as the most frequent strategy used by the respondents in learning vocabulary beside other linguistics branches. Students concentrate on things that are related to examinations because they have limited time to read extensively, only four months, the duration of the semester including examinations. Most of the subjects beside vocabulary courses taught by visitors who usually come at the mid of the semester. Interestingly, (42.5%) of the respondents "think of their progress in

vocabulary learning" they do this in vacations between the semesters, they join English institutions and English clubs. In Fact, students exert much Effort to improve their English vocabulary and "try to find out all they can about the new words they learn" (52%).

4.1.2 Pre-and-post Test Data Analysis

As it was mentioned previously, the pre-and-post tests were designed to measure the level of students before and after applying vocabulary learning strategies (see section 4.6.3). It was based on Schmitt (1997) which is known as vocabulary level test (VLT).

Research Question No. 6: What is the effect of Vocabulary learning strategies on English majors' vocabulary achievement?

Hypothesis No. 6: Vocabulary learning strategies have positive effect on English majors' vocabulary achievement

Table 4.12 Demonstration of the paired sample correlation t. test

Group	N	Mean	SD	T	Df	Sig (2-tailed)
Control	57	24.88	10.573	3.04	56	0.004
Experimental	57	31.56	12.656			

Table 4.12 showed that there are significant different between the means of the degree of the control group and experimental group, it has been noticed that the mean of the experimental group 31.56 is greater than the mean of the control group 24.87 and showed significant different between the degree of control group and experimental group at T. test equal 3.04 at the sig. value equal 0.004 less than 0.05 and this is in line with what has been stated in the hypothesis.

It is also reported that the mean scores of the experimental and control groups in the post-test. When the two groups are compared, it was clear that those who participated in the VLSs programme acquired more vocabulary than those who only took the course without VLSs. The mean score for the experimental group (M= 31.56, SD= 12.656) was greater than the control group's post-test score (M= 24.88, SD= 10.573). As can be seen in the table above, for the experimental group, the difference was statistically significant; $t(57) = 3.04, p < 0.004$.

The respondents have made use of the preliminary study in which they had been exposed to at the initial stage of vocabulary building course. Respondents develop skills in learning strategies of vocabulary items and they were confident to apply these strategies effectively as it has been noticed from their academic achievement shown in the results of the post test. This result seems to support Tassana-ngam's (2004) who examined the effect of training in five vocabulary learning strategies (VLS) on Thai university students in an L2 normal heterogeneous classroom. Students showed an increased awareness of interest in choosing a suitable vocabulary learning strategy to help remember different types of words.

This result also supports Hamza's, Yasin's, & Aladdin's, (2015) who explored the vocabulary learning strategies used by Sudanese EFL learners. They reached to the conclusion that Sudanese EFL learners used a medium range of strategies. Discovery strategies were the most frequent strategies of the three demonstrated which contradict with the current result. It is obvious that learners concentrated on things related to examination only and neglect other strategies; this is why the researcher assumed that students used a medium range of strategies.

The current result also contradict with Marin's (2006) in that he found out that consolidation emerged as the most frequently used VLS category, followed by dictionary-use and repetition strategies. In contrast, skipping and association strategies were the least frequently reported categories.

The result of this study also contradicts with Al-Khasawneh's (2012) in that he found out determination strategies were the most frequently used among JUST students. On the other hand, metacognitive strategies were found to be the least frequently used among the students.

Again this study contradicts with Alhaysony's (2012) in that he discovered that social and skipping strategies are the most used strategy categories, while guessing and dictionary strategies were the least frequently used.

Meaning is also represents another difficulty to students, because some words have more than one meaning according to context in which they are used. The situation becomes worse with phonology, particularly with supra-segmental features (i.e. stress, syllables, rhythm, intonation, etc.). In English a word can have more than one meaning (synonyms) and stress shift can result in new word. Moreover, even word class can be changed according to stress shift. With regard to social strategy, three main strategies have been examined. It was found that asking classmate for the meaning of the new word" accounts for (31.3%) and received a high frequency index of (3.47) points is reported as the most frequently used social strategy. But findings revealed that social strategies are the least frequently used strategies.

4.2 Testing the Hypotheses

Research hypothesis (1): English majors tend to use specific determination strategies more frequently than the other strategies.

The first VLSs examined by the questionnaire were determination strategies. Findings revealed that among the five major determination strategies shown in table 4.2 using dictionary for correct pronunciation was reported as the most frequently used by the participants followed by guessing the meaning of the word from context. These two determination strategies are the most frequently used among determination strategies. The finding accepts the alternative hypothesis and rejects the null hypothesis.

Research hypothesis (2) English majors tend to use certain social strategies more often than other social strategies.

The second strategy investigated was social strategy with its three subcategories. Findings revealed that asking classmate as social strategy is reported as the most frequently used strategy among the respondents, followed by asking the teacher for the meaning of the new word, as it was shown in table 4.4. Finding accepts the alternative hypothesis and rejects the null hypothesis.

Research hypothesis (3) Students use limited memory strategies to remember the new words.

The third strategy investigated was memory strategy with its 4 subcategories. Findings revealed that writing the word many times is the most frequently used strategy among the respondents to remember a new word. The strategy followed by repeating the word aloud as strategy to

remember the new words as shown in table 4.6. Finding accepts the alternative hypothesis and rejects the null hypothesis.

Research hypothesis (4) Students use specific cognitive strategy more frequently than the other cognitive strategies.

The fourth strategy examined was cognitive strategy which involved 7 subcategories. Findings showed that using vocabulary note book to list down new words was the most frequently used as cognitive strategy, followed by taking notes of word meaning, as it was shown in table 4.8. Finding accepts the alternative hypothesis and rejects the null hypothesis

Research hypothesis (5) English majors do not evaluate their vocabulary development?

The fifth strategy examined was metacognitive strategy with it is 3 subcategories. Findings revealed that focusing on things related to examinations was reported as the most frequently used strategy among the respondents, as it is indicated in table 4.10. Finding accepts the alternative hypothesis and rejects the null hypothesis.

In comparing the major five VLSs with their subcategories findings revealed that Metacognitive strategy was the most frequently used by students than the other strategies, followed by cognitive strategies and memory strategies. Findings also revealed that social strategy was the least used strategy among students of Al-Fashir University.

Research hypothesis (6) Vocabulary learning strategies have positive effect on English majors' vocabulary achievement.

After being trained on vocabulary learning strategies, the experimental group showed better improvement (having better post-test scores) than the control group. The finding accepts the alternative hypothesis and rejects the null hypothesis. It was suggested that VLSs have an effect on the learners' ability to develop L2 vocabulary. In the experimental group, there was an improvement in the learners' scores between pre-test and post-test. The post-test scores were higher than the pre-test scores. The finding accepts the alternative hypothesis and rejects the null hypothesis. It suggests that the learners' ability to develop L2 words was better after they had been exposed to VLSs in the classroom.

4.3 Discussion

The study focuses on six main research questions, these were, 1) which determination strategy do English majors tend to use more frequently? 2) Which social strategy do English majors used widely? 3) What are the strategies that English majors follow to remember the new words? 4) Which cognitive strategy do English majors use more frequently? 5) To what extent do English majors evaluate their vocabulary development? 6) What is the effect of Vocabulary learning strategies on English majors' vocabulary development?

In this chapter five different strategies have been investigated with their subcategories. These were determination, social, memory, cognitive and metacognitive strategies based on Schmitt Classification.

Concerning determination strategies four sub-strategies were examined. It was found out that the most frequently used strategy was checking dictionary for the correct pronunciation which was reported as the most frequently used strategy at (38.8%). Pronunciation is considered as problematic because English majors misunderstand the way native speakers use their language, for example, the accent of native speakers in everyday language represents a problem for non-native speakers that is due to the lack of exposure to native speakers' accent and culture. In addition, English language is full of chunks and idiomatic expresses and phrases that students were not familiar with. Students need to be familiarized with natives' accent and the way they use their language.

With regard to memory strategies, four sub-strategies were examined. Findings revealed that the majority of respondents always tend to write the word many times (46.3%) is reported as the most frequently used strategy among the respondents. The rest of memories were rarely used because participants were not trained to use them. This result contradict with Zarin & Khan's (2014) who found out that memory strategy was found as the most frequently used strategy whereas metacognitive strategy as the least frequently one.

Regarding cognitive strategies, seven strategies were investigated. It was noticed that the most cognitive strategy used by the respondents is "using vocabulary note book to list down new words" (55%). The majority of the participants tend to use rote learning (list of words and their meaning in Arabic). Students were acquainted with this strategy because it was easy and they were familiar with such strategy from their start to learn English.

For metacognitive strategies, three main strategies were examined. It was found out that focusing on things that were related to examinations (75%) were reported as the most frequently used strategy by the respondents.

The results of the pre-and-post test showed that student have improved after being exposed to (VLSs). It was clear that they had benefited from the preliminary study at the initial stage of the course.

To sum up, students at Al-Fashir University, Faculty of Arts tend to use Metacognitive strategy most frequently than other strategies, followed by cognitive strategies and memory strategies. Findings also revealed that social strategy was the least used strategy among the students of Al-Fashir University. The result of this study seem to match with that of Kafipour & Naveh (2010) in that students utilized metacognitive strategy most frequently than other strategies. It is also noticed that social strategies is the least frequently used among students.

CHAPTER FIVE

Summary, Findings, and Recommendations

5.1 Summary

The summary of the research was reported in accordance with the research questions and hypotheses (see 1.4 and 1.5). Then, the major findings were discussed in relation to the research objectives reviewed in chapter one (see 1.3). The main study basically builds on the observation obtained from the preliminary study which revealed that learners have some problems related to the use of vocabulary learning strategies. However, students revealed real interest in learning vocabulary strategies, because they realized that such strategies enhance their vocabulary development. The strategies intended to introduce were based on Norbert Schmitt's taxonomy (1997), particularly, the five major strategies reviewed in chapter two. Students' awareness of using VLS gradually increased and would have attempt to apply them in learning vocabulary.

In chapter one the researcher introduced a brief introduction about vocabulary learning strategies. The chapter also dealt with statement of the research problem, objectives, questions, and hypotheses. The researcher explains the significance of the research and its limitation.

In chapter two a wide range of theories related to vocabulary learning strategies were introduced beside the previous studies. Some of these studies were in favor of the current study and some contradict with the current study.

Chapter three mainly dealt with the research methodology. Two instruments of data collection were used: a questionnaire and a pre and posttest for students. The pre and posttest were applied to examine vocabulary level

among students before and after the administration of vocabulary learning strategies. The result of the two tests was compared and revealed that vocabulary learning strategies have positive effect on learning English vocabulary.

In chapter four the results of the questionnaire and the pre and post test were analyzed statistically by SPSS program. Each strategy was discussed thoroughly and the questions of the research were answered clearly and the hypotheses were tested. As a result, significance findings were obtained (see 5.2 below).

The last chapter dealt with the research summary, findings, and recommendations. They were clearly stated and explained in accordance to the research objectives.

The study is of great importance for students, teachers, and syllabus designers alike.

5.2 Findings

Findings obtained from statistical analysis generated by SPSS (e.g. frequency, percentage, T-test, mean, Chi-square tests) revealed that the improvement between the pre- and posttest is significantly greater for the experimental group than the control group. This suggests that VLSs have positive effect on developing vocabulary among English majors. Also the five major vocabulary learning strategies with their subsets analyzed by SPSS) revealed that:

1. As determination strategy using dictionary for correct pronunciation was reported as the most frequently used by English majors.

2. As social strategy asking classmate was reported as the most frequently strategy used among English majors.
3. As memory strategy writing the word many times to remember a new word was reported as the most frequently used by English majors.
4. As cognitive strategy using vocabulary note book to list down new words was indicated as the most frequently used among English majors.
5. As metacognitive strategy concentrating on vocabulary items that are expected to come in exam was reported as the most frequently used by English majors.
6. There was positive correlation between vocabulary learning strategies and students' vocabulary development.

5.3 Recommendations

With regard to the above findings, the researcher recommends the following:

1. Students should be taught vocabulary learning strategies from the very beginning at university level, strategies such as using flash card, note taking, repeating the new word many times to remember them, etc.
2. Teachers should be aware of the importance of vocabulary learning strategies and how to apply them in classroom setting while teaching vocabulary.
3. Students should be well trained on using dictionary to raise their vocabulary knowledge. For instance, using dictionary for the correct pronunciation, word parts, example sentence, etc.
4. Students should be trained to guess the meaning from context, depending on contextual clues while reading textbooks.

5. Students should be aware of the importance of social strategy, but they should not always depend on asking classmates because classmates may sometimes provide inaccurate meaning.
6. Listening to native speakers is highly recommended if that is possible, otherwise, they should use alternatives, such as listening to news podcast in English, watching movies, or joining English clubs.
7. Repeating the new word many times by writing it (at least 5 times) is recommended, or repeating the new words by saying it aloud is also enhance remembering the new items.
8. Students should be aware of the importance of the vocabulary notebook, bearing in mind the importance of taking note about the new word, for instance, its pronunciation, part of speech, sense relation, idioms, example sentence, etc.). The notebook should be well organized.
9. Students should not only focus on things that are related to examination but they should be honest and realize that knowledge does not stop at passing the exam.

5.4 Suggestions for Further Studies

In Sudanese universities context a few researches concerning VLSs were conducted in real classroom setting. In order to confirm the current findings and the previous research findings, future research on the effect of memory strategies on learners' retention and attrition of target lexical items is needed.

On the basis of the size of vocabulary theory stated by (Hirsh 2012) it is perhaps interesting to examine the effect of VLSs on learners' vocabulary measurement in terms of depth, breadth and fluency.

Since the area of receptive and productive vocabulary is interfere and that some studies have been conducted on receptive skills particularly reading skill, it is suggested that further studies on productive vocabulary is needed to investigate the effect of vocabulary learning strategies on writing skill.

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Appendix (A)

students' questionnaire

Dear student,

This questionnaire is used to collect data for academic research purposes. The research entitled "Investigating the Use of Vocabulary Learning Strategies among English Major Students" (A Case Study of Al-Fashir University). Your response to statements of the questionnaire will be used for the research purpose only. Answering all statements is essential.

The researcher

Gender: Male () Female ()

Put a tick (√) in the box that best represents your opinion.

No	Statement	always	often	sometimes	rarely	Never
1	I use an English dictionary.					
2	I use a bilingual dictionary.					
3	I use the dictionary to find out the pronunciation of the word.					
4	I use the dictionary to find only the meaning of the word.					
5	I look in the dictionary for grammatical patterns of the word.					
6	I look in the dictionary for collocation patterns.					
7	I use the dictionary to find the appropriate usage (example sentence) of the word.					
8	I look at the part of speech of the new word (to guess the meaning of the new word).					

9	I analyze the word structure (prefix, root and suffix) when guessing the meaning of the word.					
10	I guess the meaning and then look at the dictionary (when I meet new words in reading).					
11	I ask my teacher for the meaning of a new word.					
12	I ask my classmate for the meaning of a new word.					
13	I ask a native speaker for the meaning of a new word.					
14	To remember a word, I repeat it aloud to myself.					
15	To remember a word, I write it repeatedly.					
16	I create a mental image of the new word to help me remember the word					
17	To remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix).					
18	I make use of my knowledge of the topic to guess the meaning of word					
19	I skip words that I don't understand.					
20	I use my experience and common sense to guess the meaning of the word.					
21	I use alternative clues and try again if I fail to guess the meaning of a word.					
22	I have a vocabulary note book to list down new words.					
23	I write down the English word and Arabic					

	translation of the word.					
24	I only take note of the meaning of the word.					
25	I take note of the synonym or antonym of the word					
26	I think about my progress in vocabulary learning					
27	I try to find out all I can about the new words I learn					
28	I only focus on things that are related to examination					

APPENDICES

Appendix (B)

Student's Pre- and Posttest

Dear, student,

This is a vocabulary test. You must choose the right word to go with each meaning. Write the number of the word next to its meaning. Here is an example:

1. Business
2. Clock
3. Horse 6 part of a house
4. Pencil 3 animal with four legs
5. Shoe 4 something used for writing
6. Wall

If you have no idea about the meaning of a word, do not guess. But if you think you might know the meaning, then you should try to find the answer. Answering all questions is essential.

NB. This test has nothing to do with your examination marks!

Thanks for your cooperation

The researcher

Sex: Male Female:

1. trainee
2. promoted
3. unemployed ___ future possibilities in the job
4. resigned ___ given a higher position
5. prospect ___ a very junior person
6. department

1. retailers
2. customers
3. manufactured ___ taken to the shop
4. automations ___ machines do most of the work
5. assemble ___ shops selling the factories furniture
6. delivered

1. finance
2. profit
3. investments ___ get bigger
4. objectives ___ receive more money
5. expand ___ pay for
6. dramatic

1. product
2. price
3. client ___ exciting and attractive
4. value ___ important
5. glamorous ___ what a company produces
6. prestige

1. composers
2. opera
3. orchestra ___ a painting of a person
4. portrait ___ a play in which the words are sung
5. landscape ___ people who write classic music
6. conductor

1. Lazy
2. Unreliable
3. Stupid ___ always on time
4. Inflexible ___ you cannot trust
5. Punctual ___ no desire to be successful
6. Unambitious

1. whisper
2. shout
3. stare ___ walk in a slow casual way
4. glance ___ look at something in a fixed way for a long time
5. stroll ___ speak very quickly
6. march

1. snacks
2. alone
3. bother ___ make an effort
4. feed ___ without other people
5. fall ___ small amount of food
6. ironing

1. noisy
2. enormous
3. draughty ___ opposite of quiet
4. rent ___ pay money every week or month
5. own ___ very big
6. heat

1. carpets
2. curtains
3. fridge ___ use for cooking
4. saucepans ___ a piece of clothes that is hung to cover a window
5. armchair ___ a thick woven material made of wool
6. desk

1. disease
2. allergic
3. hurt ___ a terrible pain
4. virus ___ a part of body
5. chemist ___ illness
6. stomach

1. stressful
2. crowded
3. dangerous ___ books store
4. plenty ___ lots
5. relax ___ full of people
6. library

1. treatment
2. surgeon
3. vet ___ designs building
4. architect ___ in the air force
5. broker ___ animal doctor
6. pilot

1. row
2. broadsheets
3. editor ___ number of readers
4. features ___ short articles and lots of pictures
5. tabloids ___ an argument
6. circulation

1. hardware
2. disks
3. icons ___ pictures at the top of screen
4. graphics ___ the pictures and symbols made by a computer
5. databases ___ the machines
6. memory

1. politics
2. law
3. grant ___ the teaching
4. medicine ___ student at university doing bachelor degree
5. undergraduate ___ money to pay for living expenses
6. tuition

1. crime
2. investigate
3. prove ___ the punishment
4. sentence ___ breaks the law
5. fine ___ try to find out what happened
6. innocent

1. murder
2. rape
3. robbery ___ kill someone by intention
4. court ___ kill someone by accident
5. manslaughter ___ steal from people or places
6. illegal

1. monarchy
2. republic
3. democracy ___ one person rules the country
4. dictator ___ a state govern by representatives
5. socialism ___ a state ruled by a king or queen
6. liberalism

1. bureaucracy
2. identity card
3. driving license ___ permission to pass/leave the country
4. visa ___ official pieces of paper stating certain facts
5. certificates ___ a card with your name
6. documents

1. invades
2. conflict
3. retreat ___ large group of soldiers
4. troops ___ firing of guns and explosives
5. shelling ___ strong disagreement
6. hijacking

1. environment
2. harmful
3. pollution ___ throwing away
4. conservation ___ the protection of natural things
5. dumping ___ the air, water and land around us
6. resources

1. excess baggage
2. boarding card
3. departure lounge ___ people who looked after the passengers
4. terminal building ___ you pay extra
5. flight attendants ___ air stewards
6. cabin crew

1. ensuite
2. in advance
3. chambermaid ___ reserve
4. book ___ before
5. lift ___ room with private bathroom
6. porter

1. guidebook
2. get lost
3. packed ___ typical products from the country
4. cosmopolitan ___ full of people from different countries and cultures
5. photographs ___ lose their way
6. souvenirs

1. apartment
2. sunbathing
3. waves ___ long walk, often hill walking
4. get away ___ leave the place where they live
5. hiking ___ lying on the beach to get a suntan
6. picnic

1. vague
2. stuff
3. horror ___ a feeling of great shock
4. approximately ___ different items of clothes
5. roughly ___ not clear
6. sort

1. commence
2. assistance
3. purchased ___ stopped
4. resume ___ need
5. require ___ start
6. apprehended

Thanks