Sudan University of Science and Technology

College of Graduate Studies

College of Languages- Department of English

Investigating   EFL Learners' Vocabulary Difficulties on Reading Comprehension

تقصي صعوبات فهم المفردات في القراءة لدارسي اللغة الانجليزية لغة اجنبية

A thesis Submitted in Partial Fulfillment of the Requirements for M. A Degree in English Language (Applied Linguistics)

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Dedication

This study is dedicated to my parents who cared for my education in the early age.

This study is dedicated to all who enlightened my mind and made this work possible.

Acknowledgments

First and foremost, praise be to Allah, who granted me the strength and ability to carry out this study. I would like to express my sincere gratitude to my supervisor Dr. Abbas Mukhtar Mohamed for the continuous support of my M.A study and for his patience, motivation, and immense knowledge. His guidance helped me through the time of research and writing of this thesis .I am no less grateful to the students at Sudan University of Science and Technology, College of Languages, English Department particularly second year students, who responded to the research test.I would like to thank all my colleagues, whose suggestions, and criticism actually helped a lot in the process of the M.A study. Finally my thanks are extended to everyone who supported me during the course of this research.

Abstract

This study aims at investigating the difficulties encountered 2nd year students at Sudan University of Science and Technology, on using vocabulary; and analyzing it; and trying to find some solutions for them. In order to collect data for this study, the researcher followed the descriptive and analytical method. The researcher designed a test as a tool of gathering data for 40 students (male and female) at the second level, Sudan University of Science and Technology, as a sample of the study. The collected data is analyzed by (SPSS) program and the results revealed the following: the students face difficulties when they use English vocabulary. Add to that, the students do not know the word form, because they did not master using suffixes, prefixes and compound words properly. Furthermore; the students do not perceive the meaning of words such as collocation, synonym, antonym and homophones from the context. According to above mentioned results, the researcher recommended that the students should be taught rules of prefixes and suffixes besides being taught meaning of words like synonym, antonym, collocation, and homophones within context. Finally, the researcher suggested some studies for further research.

مستخلص البحث

هدفت الدراسة الى معرفة الصعوبات التي يواجها طلاب السنة الثانية بجامعة السودان للعلوم التكنولوجيا عند استخدامهم للمفردات وتحليلها ومن ثم محاولة ايجاد بعض الحلول لها. ولجمع المعلومات الخاصة بهذه الدراسة فقد اتبع الباحث المهنج الوصفي و التحليلي حيث اجرى اختباراً كاداة لجمع المعلومات لعدد40(طالب وطالبة) في المستوى الثاني من جامعة السودان للعلوم التكنولوجيا كعينة للدراسة. جمعت المعلومات وحللت بواسطة برنامج (SPSS)وقد خلصت الدراسة الى:ان الطلاب يواجهون مشكلات في استخدامهم للمفردات الانجليزية . و عدم المامهم الكافي بشكل الكلمة و بالتالي لايتقنون استخدام اللواحق و اللواصق و الكلمات المركبة بشكل صحيح.اضافة الى ذلك ان الطلاب لايدركون معاني مفردات الكلمات ذات المعاني المتعددة والكلمات المتضادة في المعنى والكلمات المتردفات والكلمات التي تتشابه في الاصوات وتختلف في المعنى من خلال السياق. بناءأ على ماذكر انفأ من نتائج فان البا حث يوصي بان الطلاب يجب ان يُدرسوا قواعد اللواحق واللواصق بجانب تدريسهم معاني الكلمات المتشابهة في المعنى و الكلمات المتضادة و الكلمات ذات المعاني المتعددة و الكلمات التي تتشابه في الاصوات و تختلف في المعنى من خلال السياق. وقد اوصى الباحث بعض المواضيع للدراسات في المستقبل.

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CHAPTER ONE

NTRODUCTION

1. 0 Background of the study

Vocabulary plays a fundamental role in the reading process, and contributes greatly to reader comprehension. Reader cannot understand a text without knowing what most of the words mean. Students learn the meaning of most words indirectly through everyday experience with oral and written language. Other words are learned through carefully designed instruction. The vocabulary is essential when learning language; nevertheless , learning vocabulary is not an easy task most learners view vocabulary as their language possess learning difficulties and feel that at their lack of vocabulary possess a serious problem and results in the a big abstracts when learning a foreign language (krashen, 1989, Nation,1990)

In addition that, vocabulary learning difficulty has also been encountered by Sudanese English learners at Sudan University of Science and Technology Students were frustrated by too many new words occurred is an English text and this caused their reading failure or difficulties. Moreover, some research has reported students lack of an adequate vocabulary is the major obstacle that hinder, them from Successful comprehending English reading.(You, etl2000).

Although vocabulary is widely acknowledge as crucial language element when learning language and vocabulary. Problem is experience by May language learners' research has shown that in the past vocabulary was neglected, grammar, and pronunciation were emphasized in the classroom (Allen, 1983).

Vocabulary plays an important role in reading ,it is a basic part of reading comprehension .a good vocabulary help the readers to read meaningful, it enable the students to express themselves better when they speak, write ,and think as well.

1.1 Statement of the Problems

This study is concerned with vocabulary errors in reading comprehension at Sudan University of Science and Technology, second year students, at English department, when dealing with vocabulary.

1.2 Questions of the Study

This study will attempt to providing answers to the following questions:

1. To what extent does word formation causes much difficulty to the students?

2. Do the students face difficulties in determining the meaning of words from the context?

1.3 Hypothesis of the Study

This study has the following hypotheses:

1. Word formations cause much difficulty to the students.

2. Difficulties face students in determining the meaning of words from the context.

1.4 Objectives of the Study

This study aims to**:**

1. To analyze the vocabulary errors reading comprehension at Sudanese Universities, especially Sudan University of Science and Technology, second year students.

2. To remedy of the vocabulary errors in reading comprehension, Sudanese Universities, especially Sudan University of Science and Technology, second year students.

1.5 Significance of the Study

  No one can learn language without learning vocabulary; However vocabulary as an essential   Skill that students to improve reading performance.in fact, there is strong evidence to support providing vocabulary.

Instruction is not only to improve students reading comprehension and writing quality but also their listening.

In other hand, vocabulary learning is never an easy task for Sudan University, especially second year students they had studied in secondary school. And faced huge amount vocabulary, which is over whelming much the larger than that they learned in secondary school.

It is not surprising to find that there exists a grape of vocabulary amount between secondary school and University level and that too may words an often what University students complain most about English learning and that they think it is problem to learn so many words in short time.

Therefore, it is very important to find out the second year students vocabulary learning problems, and help them effectively deal with vocabulary learning and acquisition.

1.6 Methodology of the Study

This study uses the analytical and descriptive method and the sample for this study is randomly chosen from second year students, at Sudan University. All of these students speak Arabic as first language and they had nine years course of English language in the general Education. The data collected and analyzed statistically. Test has been used as a tool for data collections.

1.7 Limits of the Study

This study is limited to

1. The population of this study is limited to second year students ,at Sudan University of Science and Technology, English department

2. The study focuses on vocabulary errors, in reading comprehension at second year students, analyzes and remedies these errors.

3. The study has been conducted in the academic year 2016 up to 2017.

CHAPTER TWO

LITERATURE REVIEW AND PRVIOUS STUDIES

2.0 Introduction

This research carried out to investigate the fundamental role that vocabulary plays in the reading process. One cannot learn a language without learning vocabulary; moreover, the vocabulary learning is not an easy task for University students to deal with the foreign language vocabulary as their native language vocabulary due to that some difficulties spring out and that imped them to understand readable texts. Therefore, it is very important for the researcher to investigate second year students of Sudan University of Science and Technology problem of vocabulary difficulties while reading comprehension and then to find out a suitable technique to help them skip such difficulties.

In this chapter , the following important aspects of the vocabulary teaching and learning will be explored including the definition of the vocabulary , errors , knowing a word , word formation , part of speech , spelling , word and meaning and vocabulary strategy , the importance of vocabulary teaching and the previous studies .

2.1 Definition of Vocabulary

 Vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)

Neuman and Dwyer (2009, p .385). Hornby(1995) defines vocabulary as ((the total number of words in a language; vocabulary is list of words with their meanings)) while Ur (1998) states vocabulary can be defined , roughly, as the words we teach in the foreign language.

  However, anew items of vocabulary may be more than just a single word for example, post office, and mother in law, which are made up of two or three words

but express a single idea. A useful convention is to cover all such cases by talking about vocabulary ((items)) rather than ((words)) in addition , Burns (1972) defines vocabulary as the stock of words which is used by a person class or profession.

Furthermore, Diamond and Gutlohn(2006) in www . Readinggrockefs. Org /article state that vocabulary is the knowledge of words and word meanings.

 From the definition above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meanings.

2. 1.1 Vocabulary and Reading Comprehension

Vocabulary plays an important role in listening, speaking, reading, and writing. The present study focused on vocabulary reading comprehension it is general agreed that there is a strong relationship between vocabulary and reading comprehension (Laufer ,1997, Nation ,1990; Nation and Coady ,1988). Coady et al (1993) also found in their study that vocabulary not only has positive effective on reading comprehension but also leads to reading proficiency.

2.1.2 Kinds of vocabulary

Some experts divided vocabulary into two types: - active and passive vocabulary. Harmer (1991) states that distinguishes between these two types of vocabulary. The first types of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

   According Hatch and Brown (1995) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

A-Receptive vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

 B-productive vocabulary:

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time, therefore; productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

2.2 Errors

 Errors are the result of negative transfer of mother tongue –habits, according to behaviorist theory, were the result of non-learning rather than wrong learning that should be avoided attempts were made to predict why they would occur by learner's native language with target language. Differences could be identified and used to predict areas of potential errors.

((The errors of a man make your rule, rather than the perfection of a food)) (William Black, 1971, p: 600)

2.2.1 Errors Taxonomies

 Taxonomy defined in the new shorter oxford English dictionary (1993) as the branch of science that deal with classification) taxonomy must be organized according to certain constitutive criteria. These criteria should reflect observable objective fact about the entities to be classified.

2.3 Definition of Knowing a Word

Many researchers have offered definition for word comprehension. Grendel (1993) defines it as (knowing the meaning of a word (p.141). Vygotsky (1986) claims that a word without meaning is an empty sound, no longer apart of human speech (p.6)

In addition that , Nation (2001) states a word knowledge frame work suggesting that a person' s knowledge of a word should be both receptive and productive to cover all aspect of what is involved in knowing a word that include form , meaning and use, as follows :

1-Spoken form

2-Written form

3-word parts

4-connection form of meaning

5- Conceptual meaning

6- Association with related words

7- Grammatical functions

8-collocation behaviors

9- Word usage constraints, appropriateness

Nation relates these nine aspects to the receptive and productive knowledge of words. Receptive knowledge is important for recognizing the meaning of a word without the need to produce the word again.

On the other hand, productive knowledge is the knowledge that learners need to produce language forms by speaking and writing to convey a message to others (p. 24) Also, Ruddell (1994) divided knowing a word into six categories:

1-knowing the word meaning aurally

2-knowing the word meaning but not expressing it.

3-knowing the meaning but not the word

4- Knowing the partial meaning of the word

5-not knowing the concept or the label.

6- Knowing different meaning of a word

Thus, one's knowledge of a word does not have to include both receptive and productive control to perform certain tasks. Schmitt and Meara (1997) argue that native speakers do not master all types of word knowledge. They only master a limited number of word knowledge categories for most of their lexicon, and have only the receptive knowledge of some low frequency words. Second language learners, like native speakers, do not have a full knowledge of all vocabulary to function in the language. This knowledge varies depending on the task the person is performing.(Mazy ski ,1983. Qian , 2002) . Some activities involve only receptive knowledge while others require productive knowledge as well. In reading tasks, only receptive knowledge is required. Second language learners do not need full knowledge of a word meaning for every reading comprehension task; partial knowledge may suffice. Through this partial or incomplete knowledge learners can gain additional knowledge about a word, as suggested by Henrik Sen (1999) when he proposed three components in vocabulary development:
1-Partial to precise knowledge

2-depth of knowledge

3-receptive to productive ability

As indicate , second language readers need to develop both receptive and productive vocabulary knowledge and to increase their vocabulary size, when readers increases their vocabulary size , their use of language skills implicitly increases and their knowledge of the world also becomes boarder, (Huang ,1999.p. 43).

A larger vocabulary enhances other language skills of second language learners must acquire as much vocabulary as possible in order to effectively read in the language (Bernhardt and Kamil, 1995) .

In 2001 , Calfee , Graves ,Ryder And Slater listed five stages of vocabulary knowledge :

1- Learning to read a known word.

2-Learning new meaning of known words

3-Learning new words that represent known concepts.

4-Clarifying and enriching meaning of known words.

5-Moving words from receptive (listening and reading) to expressive (Speaking and writing) vocabulary (P.81).

2.4 Word Formation

Irfan (2008: p. 134) states that , in most language the form of words consist of sound segment ,stress and pitch , the form of words varies according to the formality of the situation , speed of talk , position in the sentence , position as to the stress .

Kelly .p (1991, pp.80-81) maintained that knowledge of Graeco- latin roots can assists in vocabulary development in that its helps students predict argues what a word means, explain why a word is spelt the way it is , and remember the word by knowing how it's current meaning evolved from its metaphorical origins .

Ison (1983, pp-77-80) identified four types of etymological information that can help the students.

1-etyma and cognates

2-morphological analysis of lexical units in terms of their constituent structure.

3-morphological analysis of lexical units in terms of process of word formation.

4-Analysis of lexical units in terms of the cognitive procedures (e.g. metaphase of their formation and development

Grain and Redman (1986: 48) states that there are three main form of word building or word formation which is characteristic of English:

Affixation, compounding, and conversion.

2.4.1 Affixation

Is the process of adding prefixes and suffixes to the base items?

A-prefixes: - are often used to give adjectives a negative or an opposite meaning. For example comfortable / un comfortable, convenient/ inconvenient and similar / dissimilar are opposite other. Examples are unjust, inedible, and disloyal.

. in –become im – before a root beginning with (m) or (p) e.g. immature , impatient, impartial , improbable . Similarly

. The prefix in- and its variation does not always have negative meaning –often it gives the idea of inside or into e.g. internal, import, insert, income.

B-The Prefixes un – and dis-can also form the opposite of verb e.g. tie/ untie, appear / dis appear. These prefixes are used to reverse the action of the verb. There are some more example : dis agree , disapprove , etc

C-Here are examples of other prefixes in English

Some of these words are used with hyphen.

Prefix	Meaning	Example
Antis	against	anti-war
Auto	Of or oneself	autograph
Bi	two , twice	bicycle bilateral
multi	many	Multi- national
over	Too much	Overdo- overtired

A-Noun Suffixes:-

-er is used for the person who does an activity e.g. writer, painter, worker, hoper, and teacher.

You can use –er with wide range of verbs to make them into nouns.

Sometime the – er suffixes is written as-or it is worth making a special list of these as you meet them, e.g. actor, operator, sailor, supervisor, .and also – er/or are used for thing which do a particular job e.g. pencil- sharpener/bottle – opener , grater-projector

-er and – ee pronounced /I:/ can contrast with each other meaning person who does something (-er) and person who receive or experience the action (-ee) employer /employee , sender, addressee , page.

-(t) ion/ sion , ion are used to form nouns from verbs e.g.

Complication, pollution, reduction, alteration, dentation, promotion, admission.

-ist (a person, and – ism) an activity or ideology , used for peoples politics, beliefs and ideologies , and sometime their profession (compare with – er /- or profession above .

e.g. Buddhism , journalism , Marxist, typist , physicist , terrorist.

-ist is also often used for people who play musical instrument   e.g. pianist ,violinist ,cellist.

-ness is used to make nouns from adjective :-

Goodness, readiness, forgetful ness, happiness, sadness, weakness.

B-Adjective suffixes

-able /-ible with verbs, means can be done: drinkable, washable, readable, forgivable, flexible.

C-verbs suffixes:-

-ise or ize forms verbs from adjective e.g. modernize, commercialize, industrialize.

D- Other suffixes that can help you recognize the word-class

-ment: (nouns) excitement, enjoyment, replacement.

-ity: (nouns) flexibility, productivity, security.

- hood : (abstract nouns especially status) friendship , partnership , membership .

- ives (adjective) passive , productive , active .

- al (adjective) brutal , legal , refusal, arrival.

-ous: (adjectives) delicious, outrageous, furious.

- ful (adjective) forgetful , hopeful, useful.

- less(adjective) useless, harmless , homeless.

-ify verbs beautify, purify, terrify.

2.4.2 Compound is the formation of words form two or more separate words which can stand independently in other circumstances.

Compounding is three types:-

2.4.2.1 Adjective compound is made up of two parts. It is usually written with a hyphen e.g. well- dressed, never –ending and shocking –pink. Its meaning is usually clear from the words it combines. Hard –working, times –consuming.

2.4.2.2 Compound nouns are affixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combination of two nouns e.g. address book, human being, alarm clock, heart attack.

-possessive noun e.g. my girlfriends brother.

- Propositional structure e.g. a look of fear, the end of the line.

2.4.2.3 Verbs compound some compound nouns are based on phrasal verbs e.g. takeover, pin- ups, walk-out break- up.

2.5 Parts of Speech

It is argued that certain grammatical categories are more difficult to learn than others , the nouns seem to be the easiest ; the most difficult ; verbs and adjective are somewhere in between . also least –learned verbs and adverbs shows that there might be other difficult with these words: for example , some verbs were in their

perfective form , some in the imperfective and some in the reflexive , some in the infinitive , some in the past tense , all such forms in English make morphological change which Arabic speakers might find difficulties (Coady , 1997).

In addition that, purpose of building vocabulary, it is necessary to study three main types of words: nouns, verbs, and modifiers - more commonly known as adjective and adverbs.

1-Nouns are words that refer to a person, place, thing, class, concept quality, or action.

Nouns can be compared to the bricks, stone, and boards with which we construct buildings. Without noun in a sentence, no one will know what you are talking about.

Noun –forming, or nominal, suffixes certain suffixes can be added to the end of a verb or an adjective to form a noun, or to the end of a noun to form the title of a person.

Verb- to – noun conversion: appeart +ance, impress +ion, argue+ ment.

Adjective – to – noun conversion: dark+ ness, negative + ity , desolate +ion.

Noun- to noun conversion: art + ist, politic + ian, cash + ier.

2-verbs are the mortar, nails, and screws that hold sentence together and give it meaning. Some verbs express actions, while others indicate a condition, occurrence, process, or state of being verbs change to agree with the subject.

In English there are regular and irregular verbs that can be recognized by their principle parts base form, past tense form, past participle and present participle.

E.g. regular verb   look/ looked / looking.

Irregular verb   come /   came / come / coming.

Verbs are either transitive or intransitive. Transitive verbs can appear in either the active or the passive voice.

E.g. active: Shakespeare wrote hamlet.

Passive: Hamlet was written by Shakespeare.

.function verbs indicate action or state of being. They tell us what the subject is doing, does, did etc. and what effect one person or thing has on another. Verbs link the components of a sentence and establish relationships.

E.g. certain verb forms, such as infinitive, gerunds and participles are known as verbal.

Infinitive: to write, to advertise. Gerunds: writing, advertised.-Adjective can be non-descriptive (these) my , some , thirty) or descriptive words that give additional information , such as size , color , shape , nature , quality , and number .

3-Adjective forming suffixes nouns and verbs can be converted into adjective by adding suffixes to the end of the word. Some example

Noun – to- adjective conversion: comfort + able, passion + ate .Verb – to – adjective conversion: persist + ent , attract + ive , expect + ant.

4- Adverbs provide information about manner, time , place , direction , cause , purpose result , and degree most adverbs are formed by adding –ly to an adjective although there are a few common and ,familiar exception (fast, hard , etc) . Adverb- forming suffixes.

The most common way to convert an adjective into adverb is by adding the suffix –ly some example: adjective – to adverb conversion: quiet + ly, dutiful + ly , happy + ly.

2.6   Spelling

English spelling is a system which integrates phonetic and morpheme patterns to produce meaning in written comprehension understanding phonetics patterns enable writers to spell those words that have predictable sound – letter relationship. E.g. may Spelling is stating the letters and diacritics of words generally have accepted standard spelling which can very regionally or nationally.

Spelling is one of the element of orthography and prescriptive element of alphabetic language - (Boston 1998-p 11).

Spelling involves the integration of several skills including knowledge of phonological representation, grammatical and semantic knowledge, as well as the formulation of analogies with words in visual memory and the knowledge of orthographic rules and convention.

-the phonics method, first the skills involved in using phonics to spell a word are very different from, and more complex than, those needed to read a word.

In reading, vocabulary, the emphasis is upon letter – to sound relationships. The student has the visual cue of the phonogram to help him decode factors , such as story or sentence (context , picture on the page , and configuration of the word trying to encode or spell is the reverse process and is much more difficult often your student is faced with a choice between several reasonable alternative phonograms for writing the sound he hears , for example, the word (since) can be read in only one way , whereas the sound / sins/ could be spelled cince / sinse / cynce , since or sence. Which alternative is the correct spelling must be committed to memory, after many repetitions, unless the student has an almost photographic visual recall. Morphology some spelling errors can be avoided if notices the morphology of the word the parts of which it is made of for example

((Disappoint)) is composed of the verbs ((appoint)) , plus the common prefix (dis) awareness composed of aware /ness.

Many spelling errors result from a confusion of words spelt, in ((s)) with no apostrophe. Have two meanings can indicate that something has been left out, that the form has been shortened as in ((can't)) shouldn't. It can indicate the possessive form of nouns (boy's), boys, pupils, pupils. The ordinary plural is just (s) with no apostrophe ((the boys are sick) (the boy's, dog is sick) (s) is written or he possessive plural of regular nouns. The most common difficulties in spelling any word which is not spelt the way it sounds may cause trouble , and there are six types of words which are more likely to cause errors there are :-

1-word containing ((colorless)) vowel is stressed position (ago , agent , bachelor) is likely to be pronounced as very weak (ah) this sound is called the colorless or neutral vowel , because it is quite common in English and because it's sound gives no indication of its spelling . The colorless vowel is responsible for many spelling errors.

2-word with ((ie)) or ((ei)) like (niece) or (receive) are frequently misspelled through interchanging of the (e) and the (si) most of these errors may be easily removed by the well know rule (i) is before (e) except after (c).

3-word with irregular plurals formed in any other way by constructed irregular the most likely problem occur in word ending with (o) or (y) are plurals to spell are those of noun in (o) or (y) such nouns have regulars ((s)) plural when the (o) or (y) immediately follows vowel   ((key , keys ; studio , studios)) but take on (e) before the (s) then the (o) or (y) follows consonant for example (lady, veto) .

4-words with similar sound but different meaning, such as peace, piece, weak, week, weather, whether.

Also the final silent (e) which signals a change in vowel sound as in made / mad , not/ note, bit/ bite, cut, cute.

5-words which double the final consonant before suffix beginning with vowel. some words double final consonant before adding suffix beginning with vowel (refer) referred while other (benefit- benefitted , don't generally such cause may spelling errors Mecrimmon(1983).

6-if the two or three syllable words ending in a single consonant following a single vowel double the final consonant when the stress falls on the last syllable e.g. acquit =ed – acquitted ,   begin = er - beginners

2.6.1 Spelling and Pronunciation

in the vocabulary knowledge and words of its pronunciation there may be different accepted   written forms for the same word within the same variety of English

e.g.((hello/ hallo))   most commonly , due to the fact that they belong to different varieties as happen with may British or American English terms   (centre)) British ((center)) .

Then, most foreign language learners confused but pronunciation is frequently problematic owing to the great lack of correspond between spelling and pronunciation.   Thus, the same grapheme may often be uttered as different phonemes e.g. (t) as in (table), action, picture, ballet, mult . To make matters worse, we have homograph s ((lead)) pronounced as/   li:d/or /led/   and homophones (knew/ new) . Within

Pronunciation, suprasegmentally features are often extremely important as for as intelligibility is concerned their incorrect use may cause misunderstanding or even a break down   Taylor, l.(1990;pp.37) .

The learners has to know what a words sound look like (it's pronunciation) and what it looks like (its spelling). Many people assume that meaning is more important than forms: but remember that knowing a meaning is pretty useless without knowing the form it's attached to. in most cases the learner will encounter a form before they know its meaning , not vice versa . This is why it is put first here (ibid??)

Most English word are pronounced and spelt according to regular rules that are worth teaching:

.the digraphs the, ch , (tch) , sh ,wh, and the less common ph;

.the final / e/ , which cause a previous vowel to be pronounced like its names in late , these , time hope .

. the letter C, usually presenting the sound / k/ regularly pronounced /s/ before / I /e/ k/

The suffixes –tion ,sion –ssion ; and the prefix al , spelt with one /in words like always. Also , the suffixes –al , ful spelt with one l.

. The letter, / g/ usually representing the sound / g/ but sometime not always pronounced / dz/ before; e, l;

. The u, following q (idid , 2012 :pp 163)

These requirements for knowing vocabulary are very important in second language learning because any in effective vocabulary learning may lead to undesirable result such as:

A-inability to retrieve learnt vocabulary while communicating in the language:

B-inappropriate use of the vocabulary items in difficult situation as in the underlined words of the following sentence:-

-May car was badly <u>injured</u> in the accident (damaged).

- We shall <u>discuss</u> about the problem (talk)

C-using vocabulary in meaning less or in an unidiomatic way, for

E.g. her name is familiar with me (to)

D- Incorrect use of grammatical form /stress pronunciation and spelling

Example: words of different forms but of identical pronunciation such as genes/ jeans , two/ too , knight/ night, not / note   words of similar forms but pre announced differently such wood / mood , book/ food , bought/ taught or words that function both as verbs and noun such as record (noun) record (verb) . Thus, the process of learning vocabulary requires good planning effective presentation, demonstration and adequate practice (Almutawa et – al , 1997, pp. 48-49

2.7 Words and Meaning

We will devote this chapter to the words and meaning , we will be using the terms meaning here mainly to refer to (lexical   ) or(content) meaning but will quite often refer to (structural) or grammatical meaning as well.

 If we teachers agree with the Sapire – whorf hypothesis that ((each individual language segments reality different from the others , and that , consequently , we see the world through our own language)) we can immediately expect to find

different semantic fields in different languages and from the teaching /learning point of view , anticipate a great number of mistakes that due to interference from the mother tongue we will soon find that this is true to great extent. Consequently, we see fewer mistakes committed in this area by those students learning English whose mother tongue is a member of the language family to which English belongs, and for more mistakes made by those mother tongue is not related to English, as is the case with Arab students here the researcher sheds light on the use of the, homonyms, synonyms, antonyms, collocation and phrasal verbs. All these terms are explained and exemplified where they first occur below.

2.7 .1 Homonym

Are words of the same language that are pronounced alike even if they differ in spelling , meaning , or origin , such as (pair) and (pear) homophones may also be spelled alike , as in ((bear)) father animal and (bear) to carry.

This list consists only of homophones that are not spelled alike.

Ant	aunt
Ate	eight
Bear	bare
Son	sun
Steal	steel
Throne	thrown
Blew	blue
Beach	beech
Eye	I
Sea	see

2.7.2 Hyponymy when the meaning of one form is included in the meaning of another, the relationship is described as hyponymy   , and some typical example

pairs are daffodil - flower , dog – animal   , poodle dog , carrot – vegetable, banyan - tree.

 The concept of inclusion involve here is the idea that if any object is daffodil, then it is necessary flower, so the meaning of flower is include in the meaning of daffodil is a hyponymy of flower. Yule G,(1996: p,118-119).

  (Wilkins: 1972. P, 124) states that, by hyponymy is meant a relationship of inclusion. Vehicle include car, bus, and so on.

Just as the meaning of vehicle depends upon what its hyponyms are, so the meaning of car depend on its being hyponyms of vehicle and its sharing this state with a number of other words.

2.7.3 Collocation

It is a widely accepted idea that collocation is very important parts of knowledge and they are essential to non-native speakers of English in order to speak or write fluently.

Nattinger(1980)   in Carter and Mac McCarthy (1988)   „it teaches students expectation s about which sorts of words go with which ones students will not go about reconstructing the language each time they want to say something the term collocation generally refers to the way in which two or more words are typically use together. For example, we talk about heavy rain but not heavy sun, or we say that we make or come to a decision, but we don't do a decision. So, heavy rain and make a decision are often referred to as collocations and we say that heavy collocates with rain.

In addition that, a collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make special effort to learn them because they are often difficult to ques. Some combination just sound, wrong to native   speakers of   English.

Learning collocation is an important part of learning the vocabulary of a language. Some collocations are fixed, very strong collocation includes:-

Fast food	a quick glance
A quick meal	takes a photo
Watch t v	car park
Shoe laces	tea pot
Water freeze	best wishes

2.7.4 Synonyms a synonym may be used to help the students to understand the different shades of meaning, if the synonym is better known than the word being taught. Synonyms one of area of difficulty to help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrase that students already recognize.

Adjective often have several symptoms and phrasal verbs will usually have a non-phrasal verbs equivalent. Use caution that you do imply that all the words have. Exactly the same meanings since different words often are used for different connotation or to imply different meaning. The same procedure can be used to elicit synonyms.

Synonyms and confusable words:-

Close	shut
Start	begin
Big	large
End	finish

2.7.5 Antonyms the students were asking to make lists of opposite words. Two groups were made; one group gave one word while the other group asks to give an opposite word to it. For example.

Sharp	blunt
Rude	polite
Flexible	rigid
Generous	mean

Then students memorizing more words in order to win the contest.

2.7.6 Words often confused

The long list of often – confused words was make in the class and students were ask to use them in sentences from the brackets. Teacher should provide the meaning of such words for example:

Adopt	adapt
Principle	principal

2.7.7 Phrasal Verb

One of the area difficulty of vocabulary phrasal verb not like other word it has special meaning. Then, most students make mistake in use. There are many phrasal verbs in the English language and they are used in normal, everybody speech and writing. Phrasal verbs mean words consisting of a verb and a particle (preposition or adverb. The meaning of phrasal verb is different from the meaning of each word if it was considered separately e.g.

Phrasal verbs	meaning
Call off	to cancel
Carryon	to continue
Checkout	to investigate
Clam up	to refuse to speak
Clamp down on	to act strictly to prevent something
Come forward	to present oneself

Cut down on   to reduce in number or size

Get at   to imply

Get away   to escape

Get up   arise

2.8 Vocabulary   Learning Strategies

 Vocabulary learning strategies are regarded as a sub category of language learning strategies many linguistic including Schmitt, (1997) and Nation (2001) as the process by which learner obtains stores vocabulary them when accounting a word for the first time and retrieves.

Remembers and uses vocabulary items when communicating define them based on these English foreign language learners often use guessing form

Context strategies by using the morphological information process to grasp the meaning of words from units or heard texts. They may also use their knowledge to the language contextual clues or reference materials of figure out the new meaning of words therefore what learners do in this case , is referred to as determine strategies. The strategies for gaining initial information about anew word are called discovery strategies in addition of they ask someone or teacher, this is known as social strategies when learners are introduced to situation where anew word is required they have to make some effort to remember and use their lexical knowledge and this is done by using consolidation strategies therefore, what learners in such case do is technically known as vocabulary strategies. Moreover, Schmitt,(1997p. 207) proposes that most common and widely quoted taxonomy of vocabulary learning strategies , He classifier further more these two broad categories are divided into determination , social , memory , cognitive and meta cognitive strategies . However, there is a kind of overlap between these categories of strategies. Moreover, Schmitt's taxonomy of SLS is widely adopted and quoted and used applied linguistic research because it covers wide range and types of the

strategies of vocabulary perception and production .Nevertheless, l 2 vocabulary acquisition or an ongoing task that language user usually does. in other words FL and SL, learner never stop acquired anew words in listening and reading activities or even grammar lessons, so they found themselves in apposition that they have to use their memories in receiving and recalling and remembering word., by doing so they may applied different memory strategies and tactics to solve their task based problem .

  In one hand this problem solving task is seen as receptive activity because learner exploit their own tactics of gaining the vocabulary knowledge, keeping it in their memories, on the other hand it is seen as productive activity where EFL learners use this vocabulary knowledge in certain context   the former types is referred in as receptive strategies and later as productive one. In this context, Carter et al, (1988. P .23) suggest , this acquisition of a word is recognize and understand , both in and out of it is context and it is naturally and appropriately used in relevant situation , tacking this definition of this acquisition of vocabulary , receptive acquisition precedes productive acquisition . However , research is still going on to find out how acquisition takes places from the stage of receptive to that of production and weather the knowledge levels remain the same or not. However , it is assumed by many theories that words remain a part of receptive capacity in this context , Carter et al ,   (1988) and McCarthey ,(1988) propose that the direction of mapping the vocabulary knowledge in the memory is sound to meaning during comprehension and meaning to sound during production .

Therefore, to understand the meaning of the new E FL learner usually use the strategies of guessing form context by using the morphological information such as affixation , word formation like clipping compounding in addition it, they fail to use the contextual clues, they can check the dictionary . In addition, they apply some cognitive and mental tactics, like remembering and word association.

Social strategies such as asking a teacher or classmates can be used to know and practice new words, make cognitive strategies to control their learning process. , these strategies can be referred to as receptive strategies and practice strategies depending on the task and aspect of language any how the dichotomy of receptive and productive strategies of vocabulary learning is so broad, so there is an elaboration of it in next section from pedagogical point of view above categorization is quite relevant to the hypothesis of this research for two reasons. The first reason is that language skills are divided into receptive skill including listening, and reading, productive skill.

Including written and speaking. The second one is that the perception of language aspects precedes the comprehension and production of those aspects. Thus vocabulary learning strategies are divided into receptive strategies and productive ones so, some scholars classify vocabulary learning strategies into receptive and productive is that E FL learners

Cognitive need to be exposed to variety of language input and then asked for the output, and specific strategies action Schmitt n, ((1997)

2.8.1 Memory Strategies

Use for memorizing the spelling and pronunciation of anew vocabulary items.

The most popular kinds of learning strategies for memorizing spelling and pronunciation include those consisting in creating mental linkage, using imagination , and mechanical repetition rewriting . Having this in mind, students should be encouraged try to find a link between the spelling and their knowledge, pronunciation of a word, and to rewrite a given word many times. In addition that, memory strategies use for memorizing the meaning of anew vocabulary items. (

e.g. English association) and using mechanical strategies turned out to be the most effective .

In additionally, using context seems to be helpful for the majority when it comes to vocabulary memorization. Thus, students may be asking to write sentence, paragraphs or texts with new words. This may suggest that the meaning of a word is the most problematic aspect for memorizing (so the process of meaning memorization must be facilitated by the greater number of different memory strategies. Therefore, teachers should help their students in this area especially, by providing them with through and well – organized strategy training.

2.8.2 Cognitive Strategies

 Cognitive strategies constitute yet another subcategory of vocabulary learning strategies where one can observe decrease in the number which goes together with the raising level of proficiency. The most effective vocabulary strategies include unsurprising creating structure for input and output (underlining, highlighting) and practicing (systematic repetition.

2.8.3 Social Strategies

In the field of social strategies the data gathering in the field of social vocabulary strategies suggests that students use a wide collection of social strategies when learning new vocabulary items. Another interesting point is that, in contrast to other groups, students rarely cooperate with other students in order to develop their vocabulary. It may mean that with passing time and growing experience, students become more independence and self –sufficient. Thus, when working with less advanced and younger students, teachers should assist them more in case

Of vocabulary development, but at the same time should help theme to develop autonomy in this field Katarzyno, M. (2013)

2.9 The Important of Vocabulary Teaching

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne and Blachowicz , 2oo8) . teaching words is a crucial aspect in learning a language base on words (THornbary , 2002) it is almost impossible to learn a language without words ; even communication between human beings is based on words both teachers and students agree that acquisition of the vocabulary is a central factors in teaching a language (Walters , 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language when the teaching and learning process takes place, problem would appear to the teachers. They have problems of how to teach students. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare him or herself with various and up –to date techniques. Teachers need to be able to master the material in order to be understood by students and happy in the teaching and learning process in the classroom.

2.10 The Previous Studies

Concerning the previous studies, the researcher shows the contribution of some other researchers in the area of English vocabulary difficulties in reading comprehension.

2.10.1 Study (1) by Al Neel, A. (2010) the Title: Difficulties Encountered by Sudanese Secondary Schools Students in Learning Vocabulary.

Presented to: Sudan University of Science and Technology college of Graduate studies in fulfillments of the requirements of M.Ed. degree in English language 2010.

This study aims to find out the difficulties encountered by Sudanese secondary school students while learning vocabulary, and analyzing it and trying to find solution for it. The main question is that, why secondary school students.

The study hypothesize that English vocabulary itself is a difficult task for the students; also the students have no strategies to help them know the words meaning ,moreover, visual aids and games help students much to improve their English vocabulary to collect data for this study the researcher followed the descriptive method through which he designed questionnaire for (40) English language teachers /male / female/ who are still working as English teachers. In addition to that the researcher tested (56) secondary school students, as a result, to the above it is noticed that.

-secondary school students face difficulties while learning vocabulary especially when they are alone.

-secondary school students have no strategies to help them to learn vocabulary using visual aids and games help students to

-improve their vocabulary according to the results, the following is recommended. English language teachers must be award that vocabulary learning is difficult for the students.

-students must be taught basic strategies for learning words. Visual aids and games must be used during teaching process; literature is one of the great means that help students to develop their vocabulary knowledge.

2.10.2 Study (2) By Abdallah, A (2010).

The title: Overcoming Secondary School Student's Difficulties of Vocabulary through an Effective Teaching.

Presented to: Sudan University of Sciences and Technology, Faculty of Education in Fulfillments of master degree Jan 2010.

The study aims to identify the main problems that face secondary school students in Sudan in learning vocabulary also to identify some factors that cause these problems and to find out whether spine provides learners with the suitable methods of learning vocabularies.

The methodology; the descriptive analytical method teachers do not use Arabic translation while they teach vocabulary; students do not understand the meaning of new words. The number of vocabulary taught to the students is not sufficient.

2.10.3 Study (3) by Ahmed, N.(2014)

The title: Factors Affecting EFL Students' Progress in Vocabulary Learning.

Presented to: Sudan University of Science and Technology, Faculty of Language in fulfillments of M. Arts 2014.

This study has been carried out in Zalingei locality in the year 2013 -2014, to investigate factors that affect secondary level students' progress in learning vocabulary of English language and diagnose areas of weakness in student's level, and to identify some of the most effective strategies used for vocabulary acquisition. The research used questionnaire and texts as tools for collecting data.

The study reached the following findings:-

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

2.11 Summary

In this section begins with background information concern with EFL Learners Vocabulary Difficulties in Reading Comprehension. In this chapter , also the following important aspects of the vocabulary teaching and learning will be explored including ; the definition of the vocabulary , errors, knowing a word , word formation , part of speech , spelling , word and meaning , vocabulary strategy , the important of vocabulary teaching and Finally the researcher stated that some previous studies done in the area of the study and the next chapter , will deal with the methodology followed in conducting the present study.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This study follows the descriptive and analytical method which describes the present situation by collecting data.

This chapter presents the population of the study, the sample of this study and the research instrument which standardized their validity and reliability are selected. Moreover, the chapter deals with methodology that will be used to collect data concerning the English vocabulary.

3.1 The Population of the Study

Sudanese University students who involved in learning English as a foreign language.

Students at Sudan University of Science and Technology constitute the total population of present study. The students are fulltime and registered for academic year 2016- 2017. They are specialized in English language second level.

3.2 Sample of the Study

The population of this study consists of purposive of sample which selected from both males and females students who participated in this study. All of them were university students, their age ranged between 19-25 years. All of them were from second years and the number of English lectures taught per week is eight and the duration of each lecture is two hours. The total number of the subjects is forty students. They are randomly selected from second year. The findings which will be conducted are generalized on the all   population of the study whose native language is Arabic, but English is taught to be a foreign language

3.3 Instrument of Data Collection

In this study data are collected by a test which is given to the students in random chosen , the objectives of vocabulary difficulties in reading comprehension, the following is an example of the test subjects;-

1- Word formations cause much difficulty to the students.
2- Difficulties face students in determining the meaning of the word from the context.

3.4 Validity and Reliability

The test was validated by experts who omitted, added and corrected their notes and suggestions were taken into consideration, and the researcher made the necessary modification before administrating the test. Before the test was distributed, it was given to the supervisor for the final evaluation then it was given to a number of subjects who face no problem in answering the questions. Vocabulary difficulties in reading comprehension test were designed by the researcher in consolation with some teachers. Then presented to the Supervisor for approval. For the reliability , the researcher used the statistical package for social study (SPSS) to conduct his analyses .the validity of the test was calculated by excel, the result confirmed two hypotheses from chapter one.

3.5 Procedures of Test

 To Investigate EFL Learners Vocabulary Difficulties in Reading Comprehension at Sudan University of Science and Technology forty students were chosen as the random sample of the study and also twenty questions of the test (ten word formation and ten word meaning) presented by the researcher for 40 students as word formation and meaning of the word from the context test . A tool has done in order to get data about word formation and meaning of the word from context difficulties of Sudan University student's second year department English language.

3.6 Summary

In this chapter, the researcher provided description and analytic of the research methodology. He presented the population and research instrument. He also described students test validity and reliability, and students test were answered a procedure of data collection was also described. In chapter four, research data will analyze descriptively and statistically by using statistical package for the social science (SPSS). A number of analytical and descriptive statistical techniques used to arrive at the results of this study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4. O Introduction

This chapter deals with the data analysis and discussion of the collected data.

The following tables present the answers of the study subjects regarding the questions of two hypotheses of the study:

4.1 Q1: Investigates the first Hypothesis: Word formation cause much difficulty to the students.

**Table; (4-1) His phone was …<u>disconnected</u>……. Because he did not pay his last bill (connected)**

Items	frequency	Percentage
Correct	17	42.5%
incorrect	23	57.5%
Total	40	100%
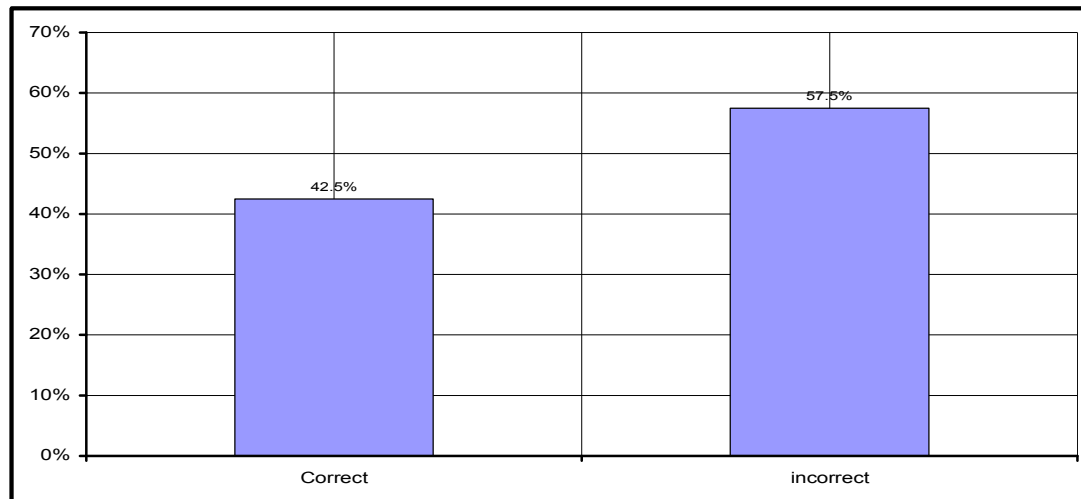
The result in the above table and figure (4-1) show that more than half 57.5 % of the study subject choose the incorrect answer. And 42.5 % of them choose the correct answer. Therefore, the 57.5% percentage is going to the positive direction

Table; (4-2) I am sure he's lying but it's going to be hard to …disprove…….

his story (prove)

Items	frequency	Percentage
Correct	2	5%
Incorrect	38	95%
Total	40	100%
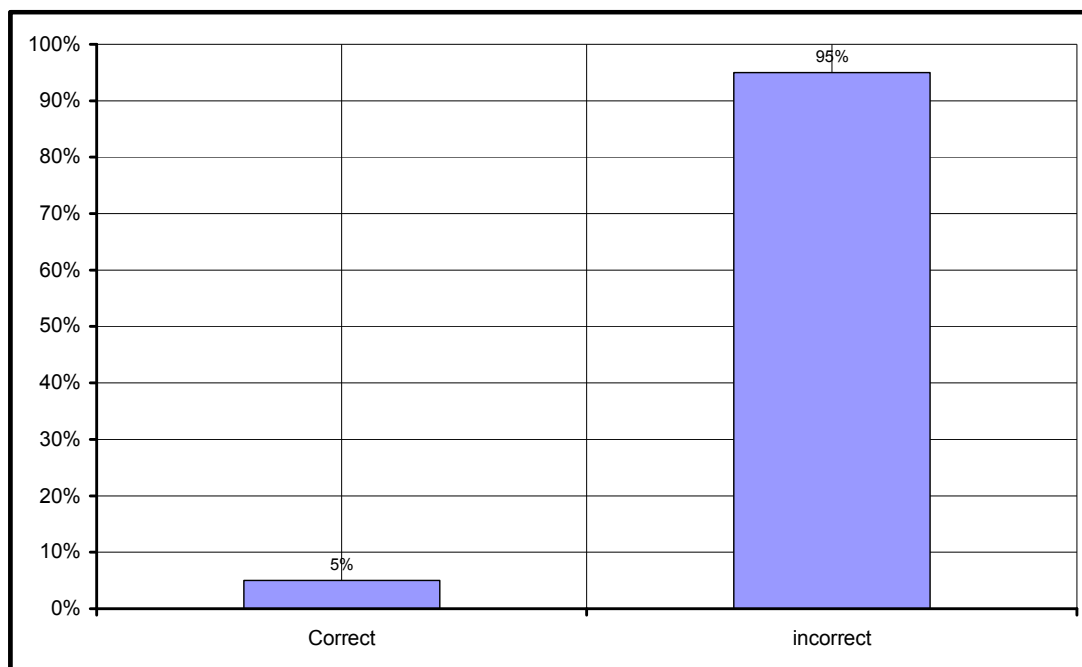
The result in the above table and figure (4-2) show that the majority 95 % of the study subject choose the incorrect answer. And 5 % of them choose the correct answer. Therefore, the 95% percentage is going to the positive direction with hypothesis one. This explains that the majority of the students were unable to answer the statement two correctly using prefix (dis) at the beginning of the word this means that students do not know who can use word formation.

**Table; (4-3) the runner was…<u>disqualified</u>. After a blood test (qualified)**

Items	frequency	Percentage
Correct	-	-
Incorrect	40	100%
Total	40	100%
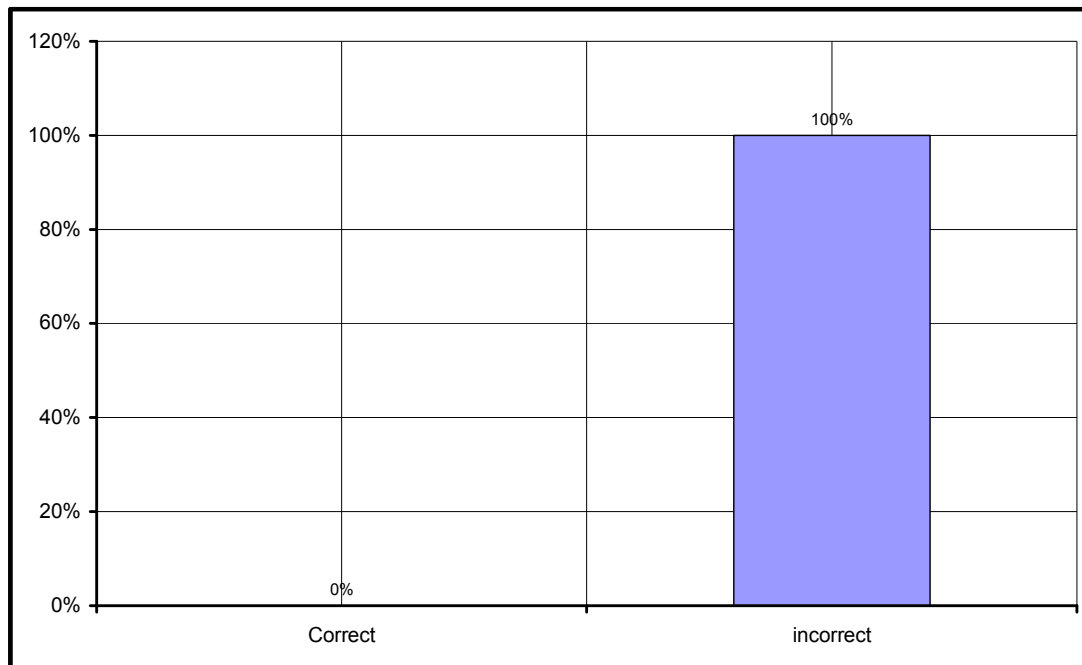
The result in the above   table and figure (4-3) show that   almost   100 % of the study subjects choose the incorrect answer. Therefore, the 100% percentage is going to the positive direction of the hypothesis one .This explains that almost of the students were unable to answer the statement three correctly using prefix (dis) at the begin of the word correctly.

**Table; (4-4) Children and adults love <u>unwrapping</u>. parcels at Christmas time (wrapping)**

Items	frequency	Percentage
Correct	7	17.5%
Incorrect	33	82.5%
Total	40	100%
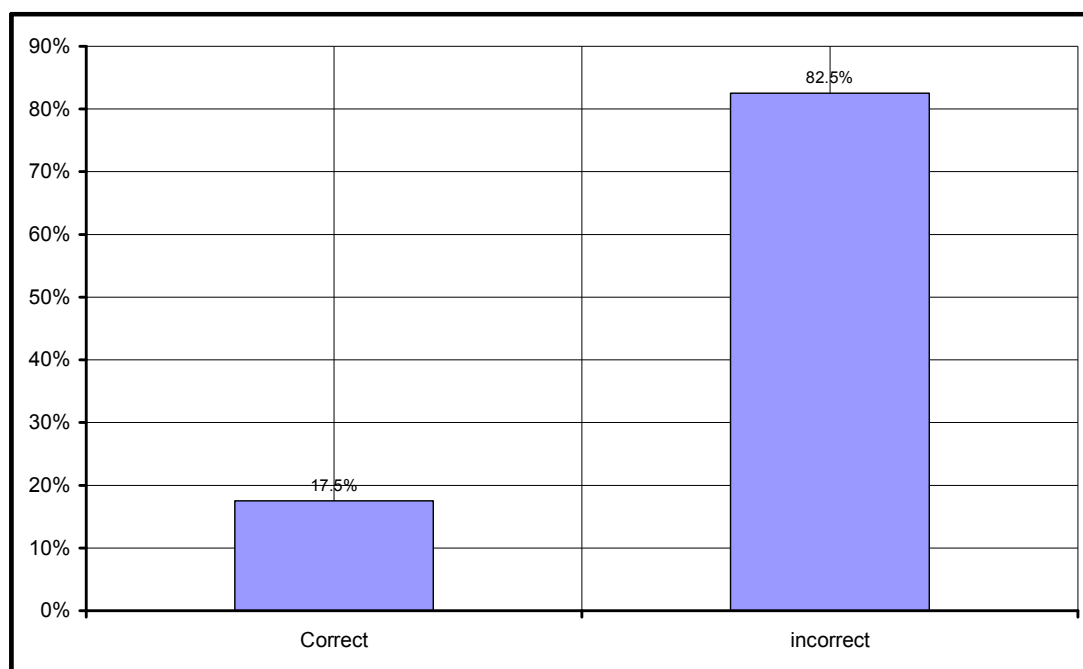
The result in the above table and figure (4-4) show that most   82.5 % of the study subject chooses the incorrect answer. And 17.5 % of them   choose the correct answer. Therefore, the 82.5%percentage is going to the positive direction of the hypothesis one. This explains that the most of the students were unable to answer prefix (un) at the begin of the word correctly because students face difficulties in the word formation.

**Table; (4-5) <u>unmarried</u>… means not having a husband or wife. (married)**

Items	frequency	Percentage
Correct	22	55%
Incorrect	18	45%
Total	40	100%
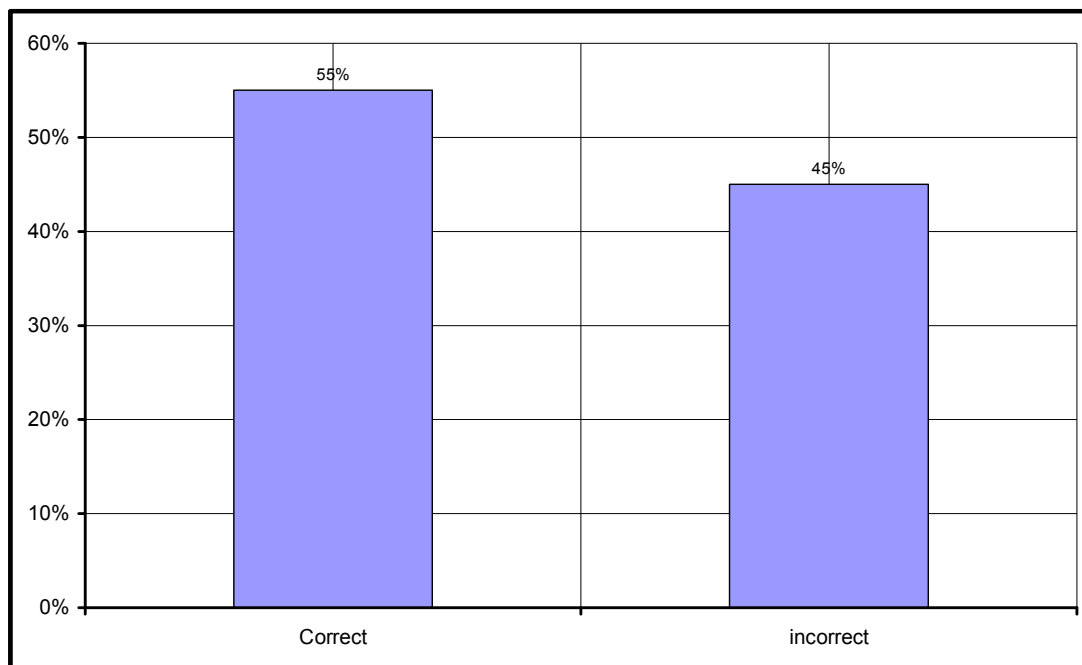
The result in the above table and figure (4-5) show that more than half 55 % of the study subject chooses the correct answer. And 42.5 % of them to choose the incorrect. Therefore, the 55%percentage is going to the negative direction of the hypothesis one. This explain that the majority of the students were able to answer statement five correctly this mean that students know who can use (un) in this context.

**Table; (4-6) He passes his exam . He …succeeded…. for the second time (succeed.)**

Items	frequency	Percentage
Correct	6	15%
Incorrect	34	85%
Total	40	100%
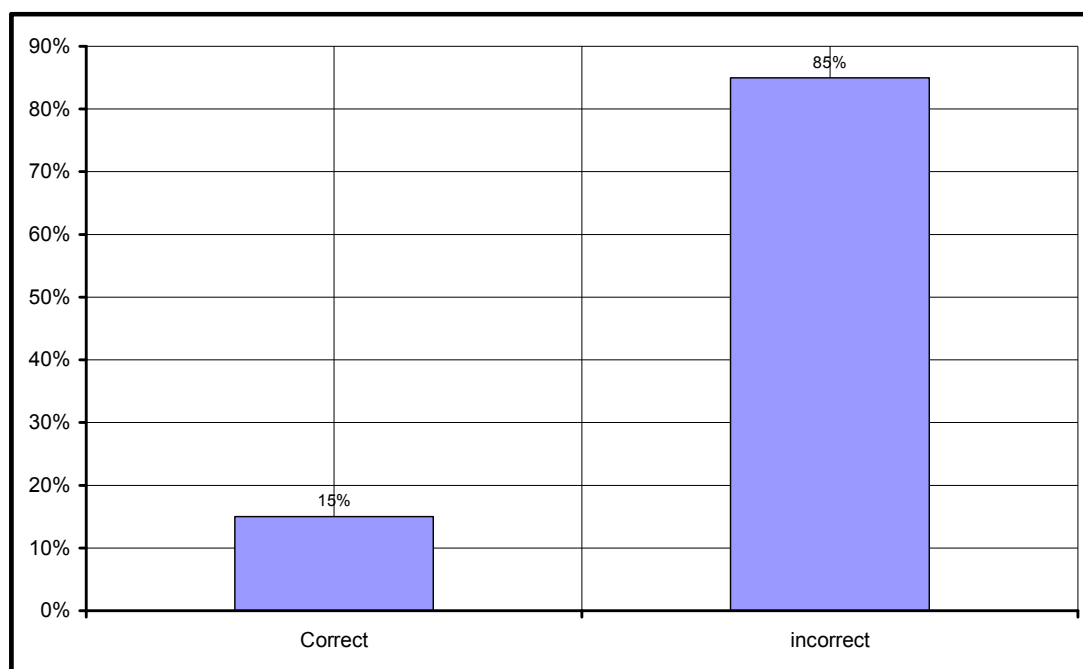
The result in the above table and figure (4-6) show that the majority 85 % of the study subjects choose the incorrect answer. And 15 % of them choose the correct answer. Therefore, the 85%percentage is going to the positive direction of the hypothesis one. this explain that the majority of the students were unable answer the statement six correctly by using suffix (ed) at the end of the word this mean that students face difficulties in the word formation.

**Table; (4-7) He was acting in a very …<u>childish</u>……. Way (child)**

Items	frequency	Percentage
Correct	8	24%
Incorrect	32	76%
Total	40	100%
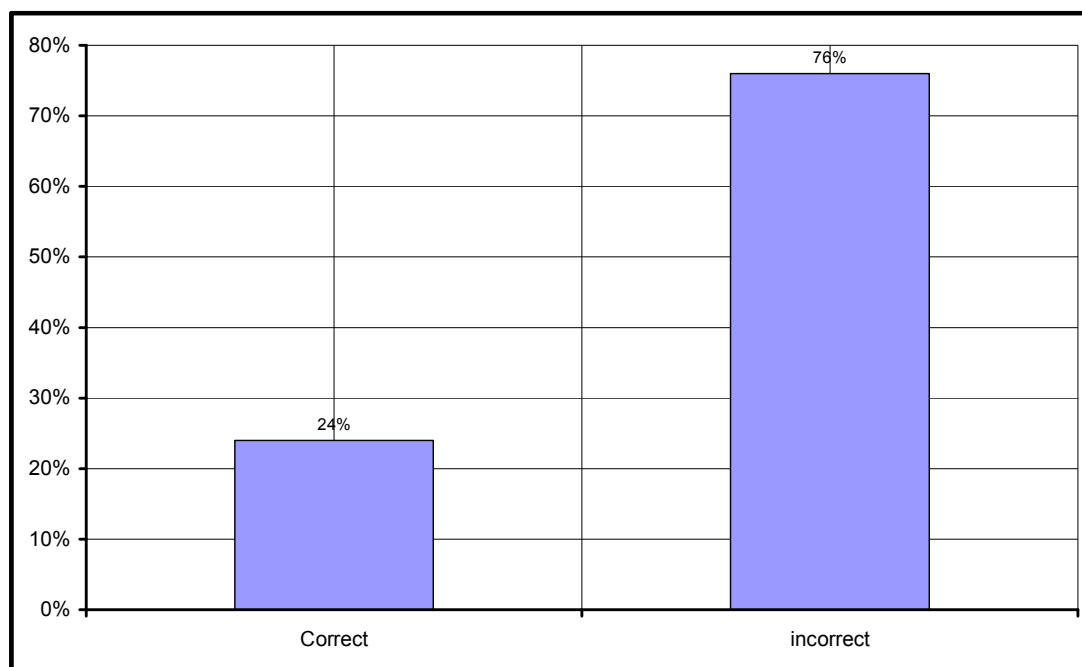
The result in the above table and figure (4-7) show that three quarters 76 % of the study subjects choose the incorrect answer. And 24 % of them choose the correct answer. Therefore, the 76% percentage is going to the positive direction of the hypothesis one. This explains that the most of the students were unable answer the statement seven correctly this means that students do not know who can use suffix (ish) at the end of the word

Table; (4-8) I think that you should …_reconsider_……. your decision. It may not be the best thing to do (consider)
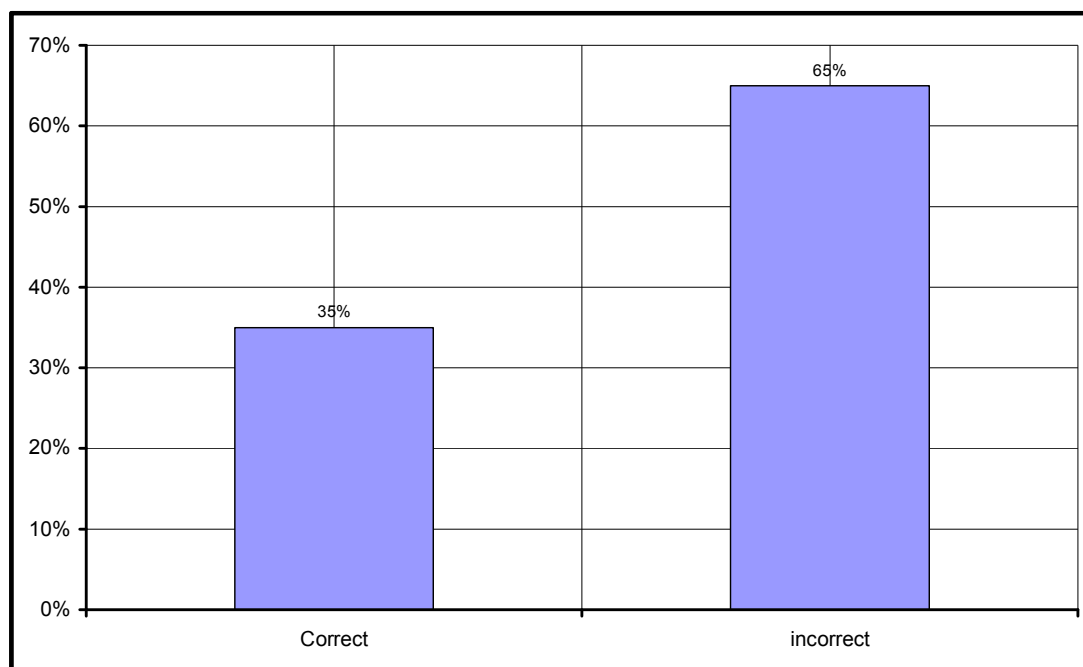
Items	frequency	Percentage
Correct	6	15%
Incorrect	34	85%
Total	40	100%
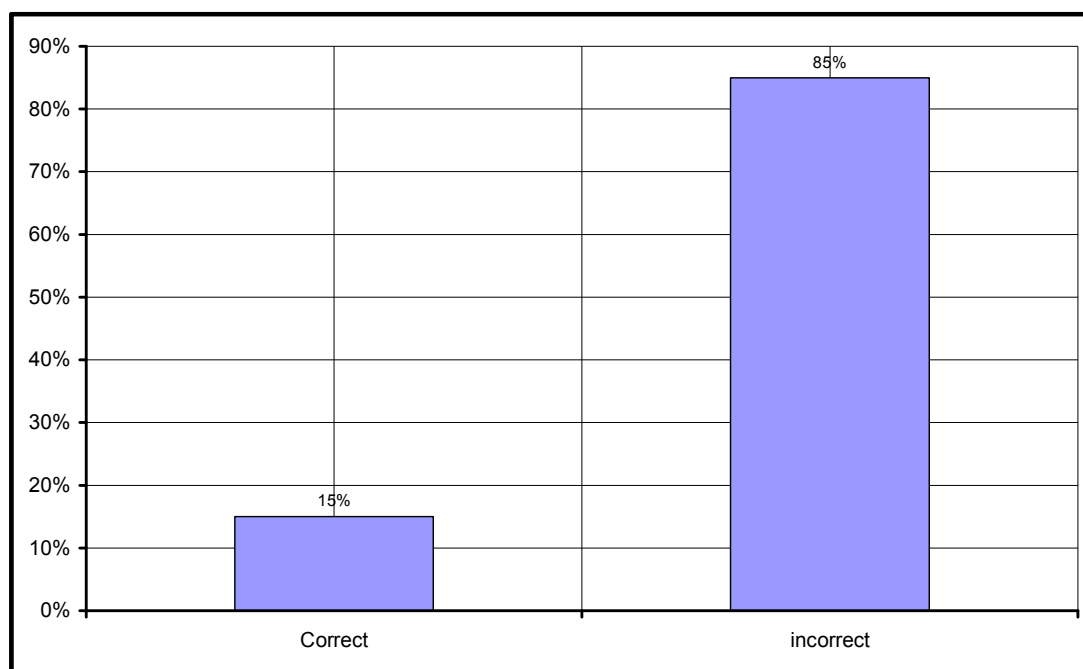
The result in the above table and figure (4-8) show that most 85 % of the study subjects choose the incorrect answer. And 15 % of them choose the correct answer. Therefore, the 85% percentage is going to the positive direction of the hypothesis one. This explains that most of the students were unable to answer the statement eight correctly because students do not know who can use prefix (re) at the beginning of the word this means that students face difficulties word formation.

**Table; (4-9) There were only a ……<u>handful</u>…. of people at the match (hand)**

Items	frequency	Percentage
Correct	14	35%
Incorrect	26	65%
Total	40	100%

The result in the above table and figure (4-9) show that   more than half   65 % of the study subjects choose the incorrect answer. And 35 % of them choose the correct answer. Therefore, the 65% percentage is going to the positive direction of the hypothesis one. this explains that the majority of the students were unable to answer the statement nine correctly because students do not know who can use suffix (ful) at the end of the word this means that students faces difficulties in the word formation.

Table; (4-10) You need a …<u>combination..</u> . Motivation, organization and hard work to realize your dream (combine).

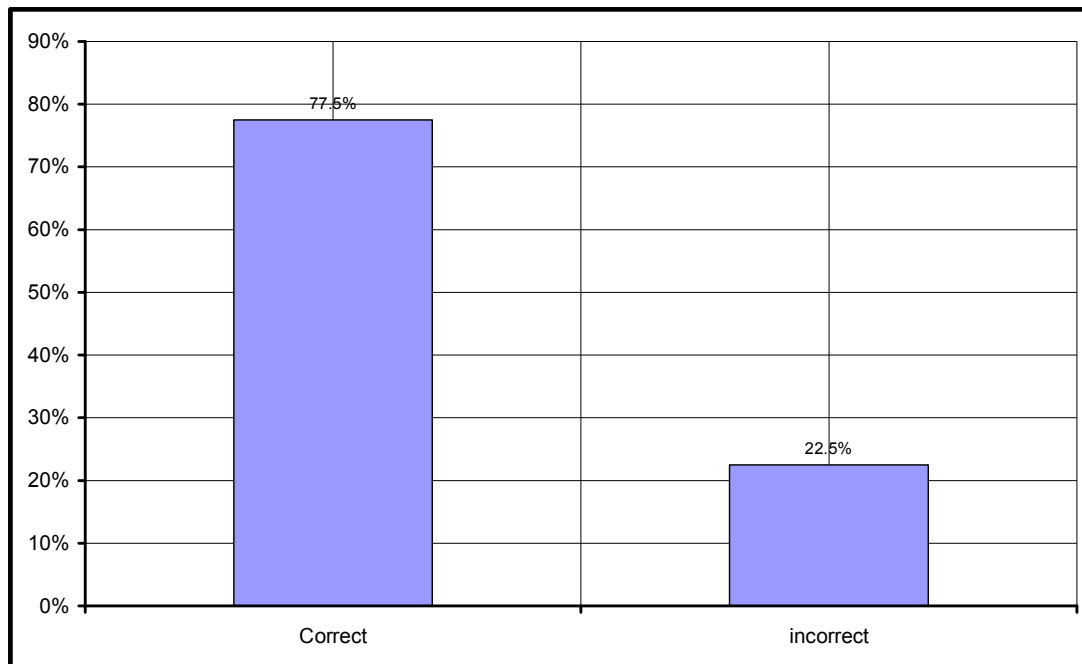| Items	frequency	Percentage
Correct	10	25%
Incorrect	30	75%
Total	40	100%
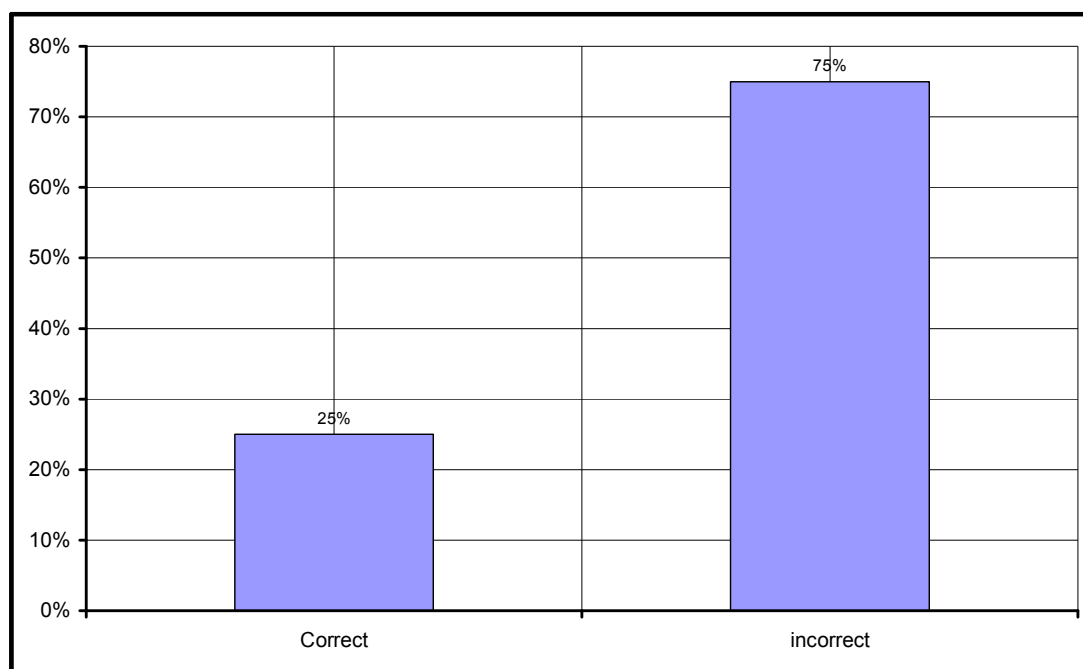
The result in the above table and figure (4-10) show that   three- quarters   75 % of the study subjects choose the incorrect answer. And 42.5 % of them   choose the correct answer. Therefore, the 75% percentage is going to the positive direction of the hypothesis one. this explains that the majority of the students were unable to answer the statement ten correctly because students don not know who can use suffix (ion)at the end of the word this means that students have problem in the word formation.

4.2Q2: Investigates the Second Hypothesis: Difficulties face students in determining the meaning of a word from the context.

Table; (4-11) People were fishing along the …<u>banks</u>……. of the river

Items	frequency	Percentage
Correct	31	77.5%
Incorrect	9	22.5%
Total	40	100%

The result in the above table and figure (4-11) show that   most 77.5 % of the study subjects choose   the correct answer.   And 22.5 % of them choose the incorrect answer. Therefore, the 77.5% percentage is going to the negative direction of the hypothesis two. This explains that the majority of the students were able to answer the statement eleven correctly this means that students know who can use determining meaning of the word from the contexts.

**Table; (4-12) Some kinds of animals …migrate…. for finding food.**

Items	frequency	Percentage
Correct	29	72.5%
Incorrect	11	27.5%
Total	40	100%
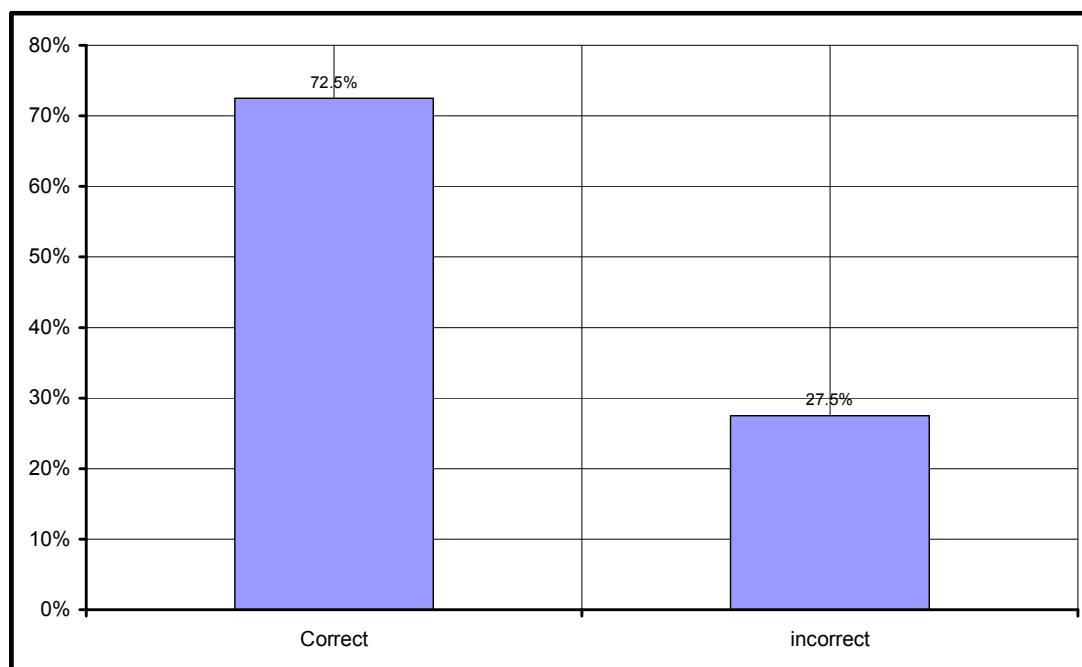
The result in table and figure (4-12) show that most 72.5 % of the study subjects choose the correct answer. And 27.5 % of them choose the incorrect answer. Therefore, the 72.5% percentage is going to the negative direction of the hypothesis two. This explains that the most of the students were able to answer statement twelve correctly this means that students know who use can determine meaning of the words from contexts.

**Table; (4-13) I am sorry I ……_completely_…. forget your birthday please forgive me.**

Items	frequency	Percentage
Correct	20	50%
Incorrect	20	50%
Total	40	100%
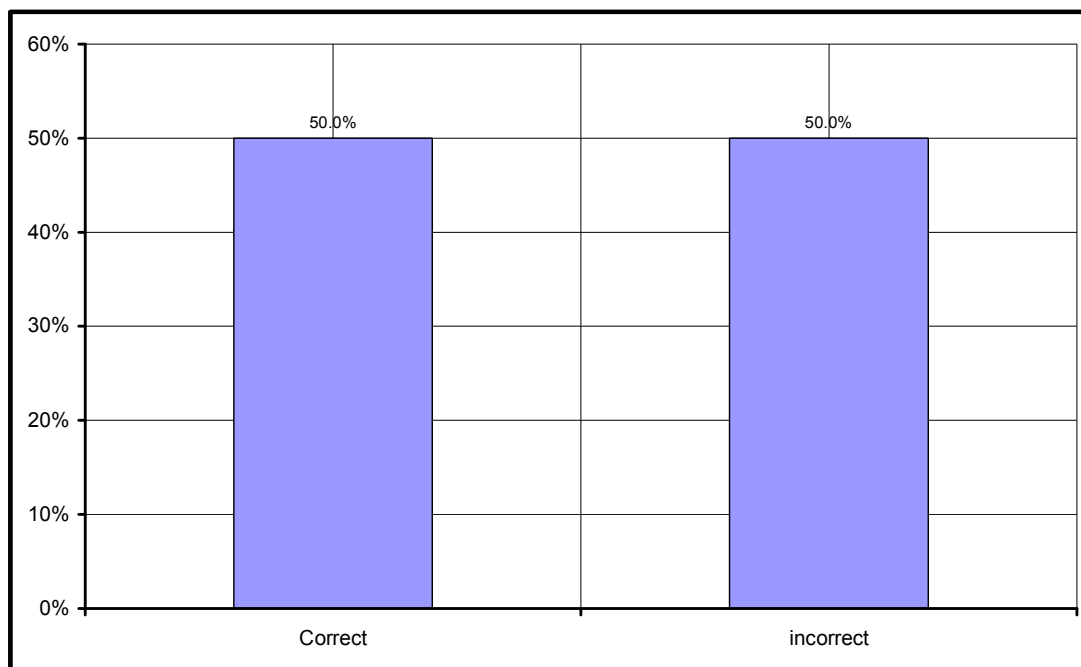
The result in the above table and figure (4-13) show that   half   50 % of the study subjects choose the correct answer. And 50 % of them   choose the incorrect answer. Therefore, the 50% percentage is going to be equivalent between correct and incorrect of the hypothesis two. This explains that student's half result in this statement thirteen.

**Table; (4-14) John bought a …_pen_……. to keep his a animals.**

Items	frequency	Percentage
Correct	17	42.5%
Incorrect	23	57.5%
Total	40	100%
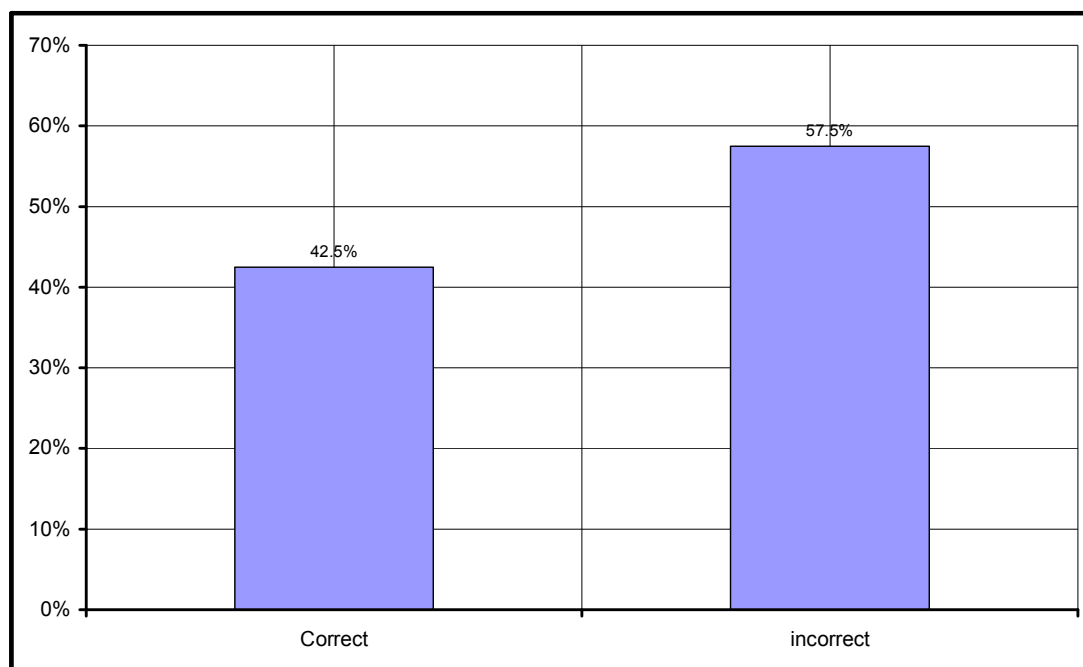
The result in the above table and figure (4-14) show that more than half 57.5 % of the study subjects choose the incorrect answer. And 42.5 % of them choose the correct answer. Therefore, the 57.5% percentage is going to the positive direction of the hypothesis two. This explains that the majority of the students were unable answer statement fourteen correctly because students do not know who can use meaning of the word from contexts.

Table; (4-15) Please don't ……_finger_…. the fruits unless you are going to buy some.
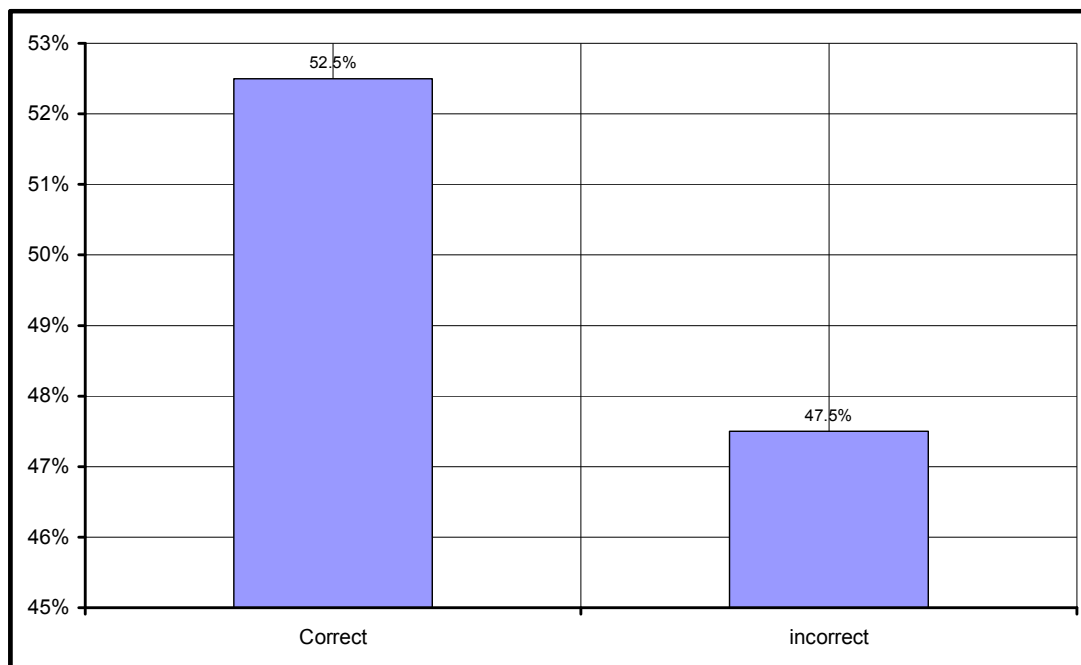
Items	Frequency	Percentage
Correct	24	60%
Incorrect	16	40%
Total	40	100%
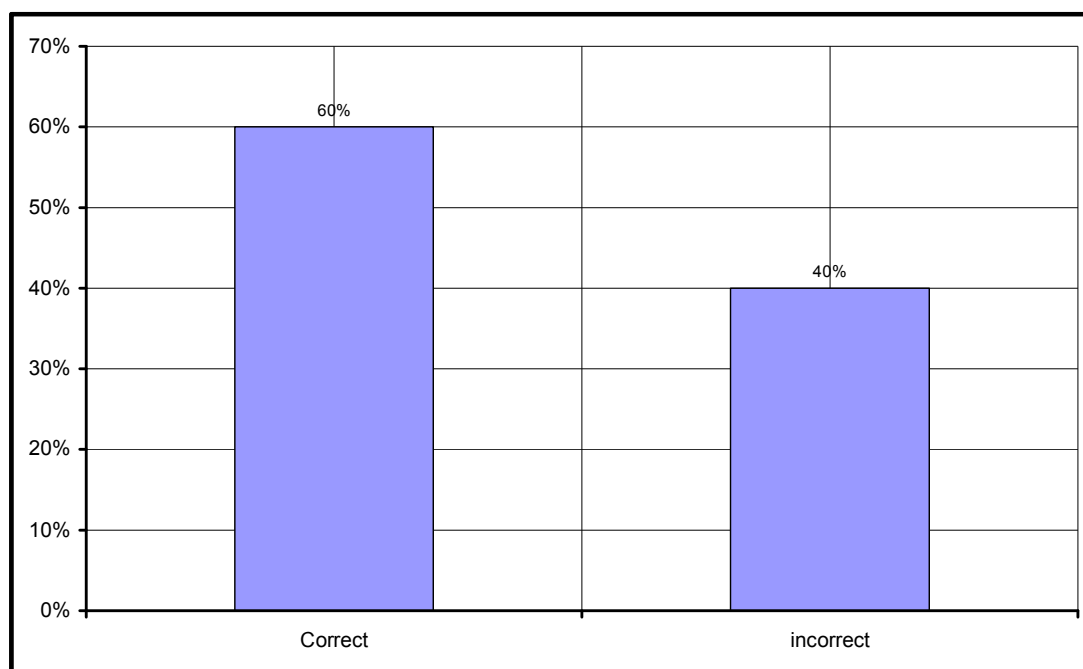
The result in the above table and figure (4-15) show that more than half 60 % of the study subject choose the correct answer. And 40 % of them choose the incorrect answer. Therefore, the 60% percentage is going to the negative direction of the hypothesis two. This explains that the majority of the students were able to the answer the statement fifteen correctly this means that students know who can use meaning of word from contexts.

**Table; (4-16) He was the most ……<u>handsome</u>…. man I have ever met.**

Items	Frequency	Percentage
Correct	21	52.5%
Incorrect	19	47.5%
Total	40	100%

The result in the above table and figure (4-16) show that more than half 52.5 % of the study subject choose the correct answer. And 47.5 % of them choose the incorrect answer. Therefore, the 52.5% percentage is going to the negative direction of the hypothesis two. This explains that the majority of the students were able to answer the statement sixteen correctly this mean that students know who can use meaning of the words from contexts.

Table; (4-17) Jenni's grandfather took her on a…pleasant Canoe trip down the river.
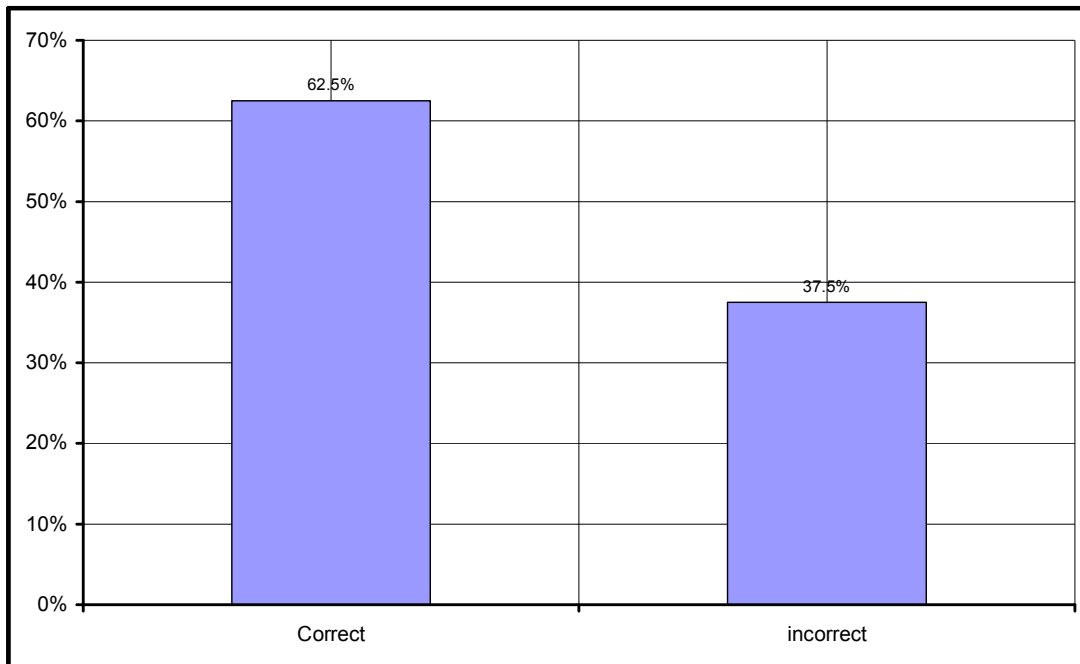
Items	Frequency	Percentage
Correct	13	32.5%
Incorrect	27	67.5%
Total	40	100%
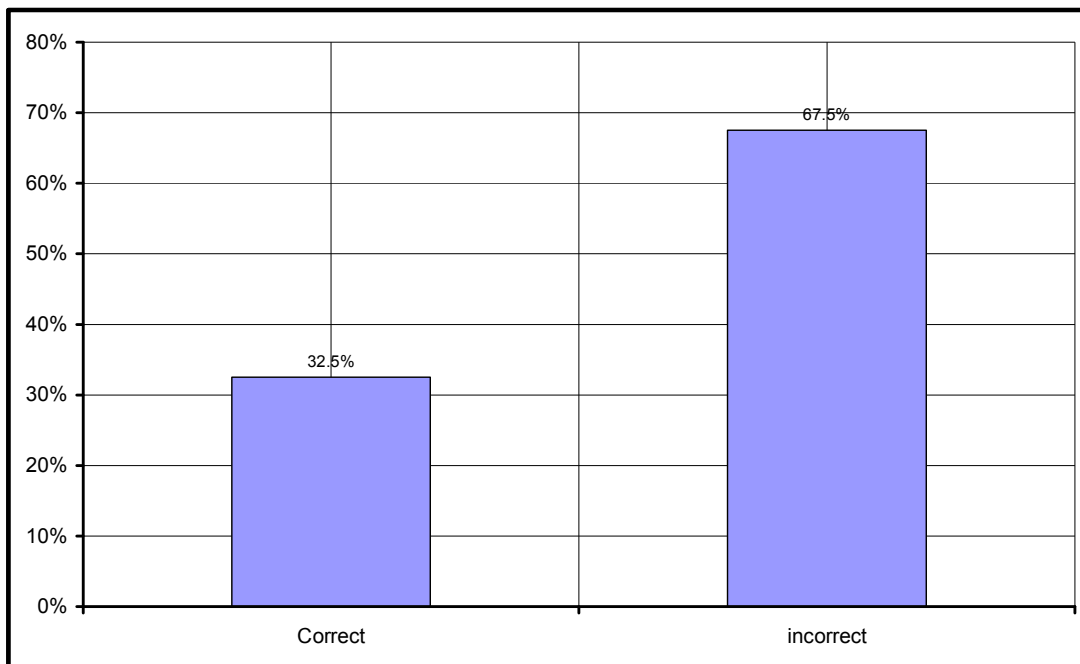
The result in the above table and figure (4-17) show that more than half 67.5 % of the study subject chooses the incorrect answer. And 32.5 % of them choose the correct answer. Therefore the 67.5% percentage is going to the positive direction of the hypothesis two. this explain that the majority of the students were unable to answer the statement seventeen correctly this mean that students do not know who can use meaning of the word from contexts.

Table; (4-18) ……worrying…. is not a solution to the problem.

Items	Frequency	Percentage
Correct	25	62.5%
Incorrect	15	37.5%
Total	40	100%

The result in the above table and figure (4-18) show that more than half 62.5 % of the study subject choose the correct answer. And 37.5 % of them choose the incorrect answer. Therefore, the 62.5% percentage is going to the positive direction of the hypothesis two. This explains that the majority of the students were able to answer the statement eighteen correctly this mean that students know who can use meaning of the word from contexts.

Table; (4-19) He had been the victim of …grievous…. injustice.

Items	Frequency	Percentage
Correct	11	27.5%
Incorrect	29	72.5%
Total	40	100%
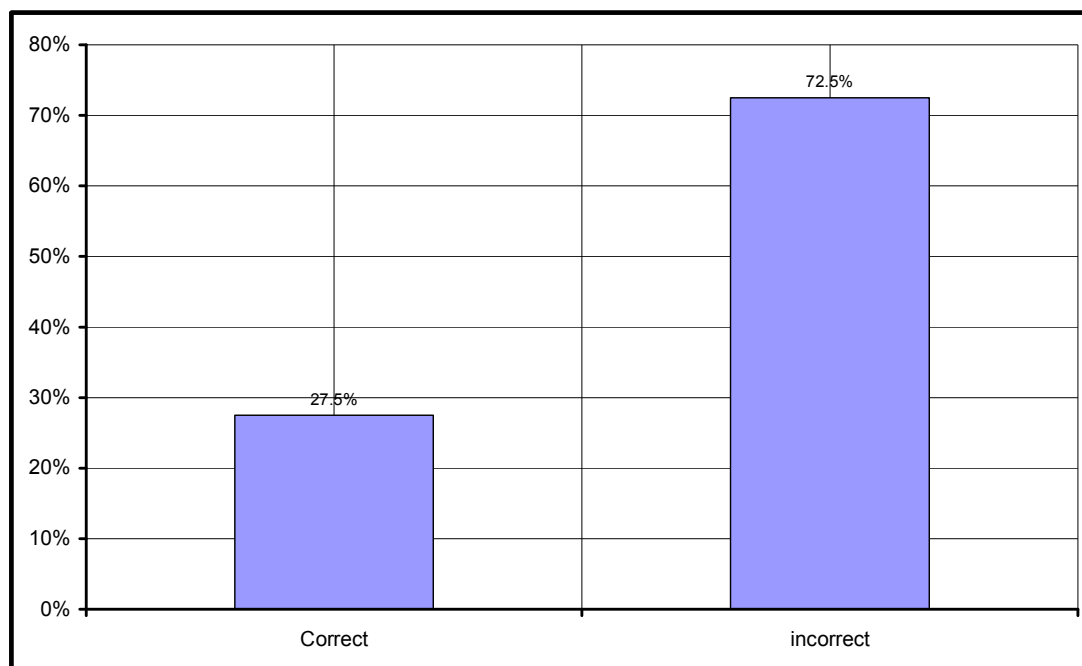
The result in the above table and figure (4-19) show that most 72.5 % of the study subject choose the incorrect answer. And 27.5 % of them choose the correct answer. Therefore, the 72.5% percentage is going to the positive direction of the hypothesis two. This explains that the majority of the students were unable to answer the statement nineteen correctly this means that students do not know meaning of the word from contexts.

Table; (4-20) He had a wide mouth and …_humorous_…. grey eyes.

Items	Frequency	Percentage
Correct	16	40%
Incorrect	24	60%
Total	40	100%
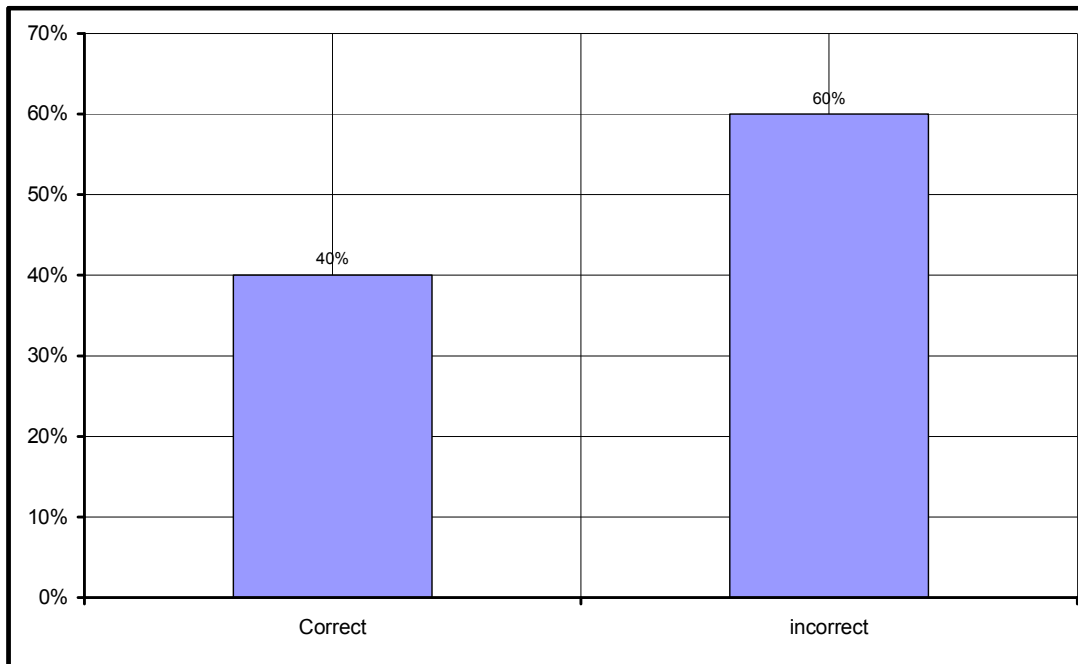
The result in the above table and figure (4-20) show that more than half 60 % of the study subjects choose the incorrect answer. And 40 % of them choose the correct answer. Therefore, the 60% percentage is going to the positive direction of the hypothesis two. This explains that the majority of the students were able to answer the statement twenty correctly this mean that students do not know who can use meaning of the word from contexts.

4.3 Verification of the Hypotheses

Table; (4-21) Verification of First hypothesis.

Items	Frequency	Percentage
Correct	92	23%
Incorrect	308	77%
Total	400	100%

The data in table (4-21) show that   the percent of the correct answers in the question one which investigates the first hypothesis 23% , while the percent of the incorrect answers 77%. This result show that students face difficulties in the word formation this indicates that first hypothesis is accepted..

Table; (4-22) Verification of second hypothesis.

Items	Frequency	Percentage
Correct	207	51.7%
Incorrect	193	48.3%
Total	400	100%

The data in table (4-22) show that   the percent of the correct answers in the question two which investigates the second hypothesis 51.7% , while the percent of the incorrect answers 48.3%. This result show that some students face difficulties in determining the meaning of a word from the context. This indicates that second hypothesis half of them students know who to use meaning within context.

4.4 Summary

This chapter presents the analysis and discussion of data gathered from the test. This chapter assesses the performance of   2nd year students of Sudan University of Science and Technology after data collected from the test analyzed and discussed, the results show the weakness and the errors in vocabulary difficulties in the reading comprehension, especially word formation such as suffixes, prefixes and compound words while some of them face difficulties in the word meaning from the context.

CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES.

5.1 Summary of the Findings

This study is an attempt to discover the vocabulary errors in reading comprehension in Sudanese Universities particularly Sudan University of Science and Technology which taken second –level -college of languages – English department as a sample of the study.

According to the study, the researcher found that all the students failed in all questions except some of the meaning question.

This study is an attempt to find answers to the following questions.

1-To what extent does word formation cause much difficulty to the students?

2-Do the students face difficulties in determining the meaning of a word from the context?

Consequently, the researcher may assume that:-

-the study questions raised at the beginning of this research could be answered by (yes) and accordingly the hypotheses of the study are positively accepted.

5.2 Conclusion

This study was conducted under the Title: Investigating EFL Learners Vocabulary Difficulties in Reading Comprehension. it starts with chapter one which includes introduction , statement of the problem , questions to be answered by the study , hypotheses of the study , significant of the study , objectives of the study and limitations of the study.

In chapter (3) the researcher followed the main procedures for data which were collected from students test . The test was analyzed by (SPSS) programmer and measuered through percentage and graphics representations.

According to the findings reached the researcher can end up that those Sudanese Universities students face vocabulary difficulties in reading comprehension to help them promote their vocabulary learning.

5.3 Recommendations

-More attention should be given to English derivation and semantic at both the secondary schools and universities.

-Teachers of English should teach the meaning of the suffixes and prefixes.

-The teachers should support the students with synonyms and antonyms, and homophones because some words have different antonyms the teacher should teach the students the different semantic features.

- In the area of collocation the teachers should teach the students how to learn collocations considering the following suggestions:-

1-Students should be aware of collocations, and try to recognize them when they're seeing or hear them.

2-when you learn anew word , write down other words that collocate with them (remember rightly, remember distinctly , remember vaguely , remember vividly).

3-Students should read as much as possible, reading is an excellent way to learn vocabulary and collocations in context and naturally.

4-Students should revise what your learn regularly, and practice using new collocations in context as soon as possible after learning them.

5-Students should learn collocations in groups that work for you. You could learn them by topic (weather , family) or by particular word (take an exam, make decision , take action).

-Words structure: students should learn how to break words into syllable and others consistent parts. Breaking words into syllables is one of the best strategies for seeing if a word is in the learners listening or reading vocabulary. It also helps those examining affixes, reading words hidden in others words. However, by breaking word into syllables the learners will be able to identify the meaning of unfamiliar words that contain these words parts and their spelling.

-Literature is the reflection of human behavior and provides students with rich vocabulary and language situation. Literature develops student's way of thinking and build up their vocabulary size.

-Students should be taught by their teacher to consult their dictionaries as often as possible to check their words meaning and spelling.

-Teachers should motivate and encouraging their students as much as possible to learning correct English.

-Students should be taught certain strategies to get the meaning of a word independently.

5.4 Suggestions for Further Researches

The researcher suggests the following for further research based on what has been explored in this study , some aspects should be worth discussing in more details:-

-Teachers should bear in mind that the significant word –formation process that mean morphological errors in the English usage of some Sudanese Universities students causes and remedies.

- Exploring vocabulary acquisition strategies of Sudanese universities students.

-Reading and its effective role in developing students' knowledge of vocabulary.

-Translation is as an effective strategy in explaining the meaning of abstract words only.

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Sudan University of Science and Technology

College of Languages - English Department.

Date: …11/7/2017…………………

Dear participant

I would like to enlist your help; I am a post graduate student at Sudan University of Science and Technology, College of Languages, English Department.

For my final project, I am investigating EFL learners' vocabulary difficulties on reading comprehension.

I am inviting you to participate in this study by answering the following test, for purely academic purpose.

Thank you for taking your time to assist me in my educational endeavors

M.A Candidate

Suleiman Khamis A baker Sheik

Sudan University of Science and Technology

Graduate studies – College of Languages.

Class 2nd year Students (English)

Vocabulary Test

<u>Hypothesis One:</u> **Word formations cause much difficulty to students.**
<u>Question (1)</u> **put the words in brackets in the appropriate form (using prefixes or suffixes).**

1-His phone was ………….because he did not pay his last bill (connected).

2-I am sure he's lying but it's going to be hard to ………his story (prove).

3-The runner was…………after a blood test (qualified).

4-childern and adults love……….parcels at Christmas time (wrapping)

5-……….means not having a husband or wife. (Married)

6-He passes his exam. He…….for the second time (succeed).

7-He was acting in avery…………way (child).

8-I thinks that you should …………your decision. It may not be the best thing to do (consider).

9-There were only a……………of people at the match (hand).

10-You need a…………..of motivation, organization and hard work to realize your dream (combine).

Hypothesis Two: **Difficulties face students in determining the meaning of a word from the context.**

Question (2): **Complete the following sentences with one suitable word in the square.**

Completely- Banks- Migrate- Handsome- Pen- Finger- Grievous- Pleasant- Worrying- Humorous.

1-People were fishing along the ……………… of the river.

2-Some kinds of animals ……………for finding food.

3-I am sorry. I…………… forget your birthday please forgive me.

4-John bought a …………………….to keep his animals.

5-Please don't …………….the fruits unless you are going to buy some.

6-He was the most …………………… man I have ever met.

7-Jenni,s grandfather took her on a …………Canoe trip down the river.

8- ………………….is not a solution to the problem.

9-He had been the victim of ……………. .Injustice.

10-He had a wide mouth and …………….grey eyes.

All the best